



Adult, Community and  
Further Education

# Adult, Community and Further Education Board

Annual Report 2010-11



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Authorised by the Adult, Community and Further Education Board

The Hon. Peter Hall, MLC  
Minister for Higher Education and Skills

Level 1  
2 Treasury Place  
East Melbourne VIC 3002

Dear Minister

On behalf of the Adult, Community and Further Education (ACFE) Board, I am proud to submit the ACFE Board's Annual Report for the period ending 30 June 2011, as required by the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*.

In 2010, in support of approximately 100,000 learners across Victoria, the Board funded around 320 *Learn Local* adult community education organisations and the two Adult Education Institutions. Over \$63 million in support was provided to the *Learn Local* sector.

It was with great excitement that the new network brand for Victoria's adult community education organisations, *Learn Local*, was launched in April 2011. Through the *Learn Local* strategy the general public's awareness of the sector will increase, and more learners will consider the *Learn Local* option as they decide how best to meet their skills needs.

The Board and Regional Councils of ACFE have spent significant time during the year developing a three year strategic plan and integrated 2010-2011 Business and Action Plans. These plans will support improved local and regional delivery of *Learn Local* training in communities across Victoria.

The Board has worked diligently to streamline interaction between organisations in the *Learn Local* sector and Government. In particular, the establishment of the *Capacity and Innovation Fund* simplifies significantly the prior processes in place for ACFE Board grants to *Learn Local* organisations.

I would like to acknowledge and thank the current members of the Board, Regional Councils, Adult Education Institution Boards, *Learn Local* organisations and ACFE staff who daily demonstrate their commitment to supporting effective learning in their communities.



**Ms Rowena Allen**

Chair  
Adult, Community and Further Education Board

Ms Rowena Allen  
Chair  
Adult, Community and Further Education Board

Level 3  
2 Treasury Place  
East Melbourne VIC 3002

Dear Ms Allen

It is with great pleasure as Minister for Higher Education and Skills that I receive the Adult, Community and Further Education (ACFE) Board Annual Report for the period ending 30 June 2011.

I am a passionate supporter of local learning options. The Annual Report provides a compelling picture of what has been achieved by the Board and *Learn Local* organisations over the last year.

A particular highlight for me was launching the *Learn Local* brand and seeing how the activities that have since followed will grow the awareness of what Victorians can achieve with the support of *Learn Local* organisations.

I am pleased to note that *Learn Local* organisations have experienced growth in enrolments under the Victorian Training Guarantee and have been active in strengthening their capabilities to help even more learners into the future.

I would also like to acknowledge and thank the dedication of the ACFE Board, Regional Councils, Adult Education Institution Boards and the 320 *Learn Local* organisations that support Victorian learners.



**The Hon. Peter Hall, MLC**  
Minister for Higher Education and Skills

# Adult, Community and Further Education Board

Annual Report 2010-11

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# About ACFE

## Who is the ACFE Board?

The Adult, Community and Further Education (ACFE) Board is a statutory authority established under the *Education and Training Reform Act 2006*. It supports the development of adult, community and further education in Victoria.

The ACFE Board's statutory roles include planning for and promoting adult learning, allocating resources, developing policies and advising the Minister for Higher Education and Skills on matters related to ACFE.

## Our mission

Our mission is to increase the level of educational participation and attainment, improve social inclusion and boost human and social capital through effective stewardship of Victoria's *Learn Local* adult community education sector.

## Achieving our mission: 2010-2011

### Delivery achievements

In 2010, *Learn Local* adult community education organisations, along with Adult Multicultural Education Services (AMES) and the Centre for Adult Education (CAE), the two Adult Education Institutions (AEIs), reported:

- a total of 99,452 *Learn Local* adult community education learners were enrolled in courses. Of these 65,533 were in Vocational Education and Training (VET) courses and 33,919 were in non-VET programs
- all learners (VET and non-VET) generated 14.37 million student contact hours
- learners in VET courses generated 11.75 million student contact hours and 338,933 module enrolments
- Government supported training generated 8.90 million student contact hours, of which the ACFE Board paid for 7.58 million student contact hours
- 55 per cent of all course enrolments were in pre-accredited programs; 45 per cent were in accredited courses.

*Learn Local* organisations and the AEIs delivered 7.07 per cent (8.90 million) of Victoria's 126 million student contact hours funded from all government sources including the ACFE Board. Of the 8.90 million student contact hours, the AEIs generated 11 per cent.

### Strategic planning

In 2010, the ACFE Board developed a comprehensive data set demonstrating the achievements of the *Learn Local* sector, which was used subsequently to inform strategic planning by the ACFE Board and ACFE Regional Councils. It also, for the first time, delivered comprehensive market intelligence to the sector on its own performance and relative position in the training system.

### Launching *Learn Local*

In April 2011, the Hon. Peter Hall, MLC, Minister for Higher Education and Skills, launched *Learn Local*, a new network brand for Victoria's 320 adult community education organisations. The brand is part of an awareness strategy so that all Victorians know about the benefits they can achieve with the help of a *Learn Local* organisation in their area.

### Capacity building grants

In May 2011, grants totalling over \$4.2 million were allocated to *Learn Local* organisations to implement local projects designed to:

- improve learner outcomes
- increase participation and attainment in pre-accredited and accredited training
- improve their business capability and sustainability.

## Supporting sustainability

The ACFE Board has continued to support *Learn Local* organisations to develop their business and market capabilities and to improve back-of-house operations. One initiative saw 141 *Learn Local* organisations participate in a small business mentoring program, where they were supported to enhance their financial and strategic planning, marketing, and personnel systems and processes.

## Evaluating the capacity initiatives

In 2010, the ACFE Board commissioned a mid-term evaluation of the ACFE capacity initiatives. The evaluation investigated:

- the impact of participating in the capacity initiatives for *Learn Local* organisations
- opportunities for improvement in the delivery of the initiatives.

The evaluation found that significant improvements have been made as a result of participation in the capacity initiatives.

## Who does the ACFE Board fund?

Through the ACFE Board, the Victorian Government provides funding to community-based organisations, known as *Learn Local* organisations, and the two AElS for delivery of education and training programs to people over school-leaving age.

### **Learn Local organisations**

Approximately 320 *Learn Local* organisations are registered with the ACFE Board and provide an informal and friendly, adult-focused approach to learning.

*Learn Local* organisations are community owned and managed and operate on a not-for-profit basis with a focus on their local community. They are often the only place people can go for adult learning in rural areas.

### **Adult Education Institutions**

The Centre for Adult Education (CAE) and Adult Multicultural Education Services (AMES) are the two Government-owned Adult Education Institutions (AElS).

AMES specialises in providing settlement, training and employment assistance to refugees and newly arrived migrants. In 2010, AMES received 1.7 per cent of its total funding from the ACFE Board.

The CAE assists adults to complete their secondary education and begin or change their employment pathways. In 2010, the CAE received 37 per cent of its total funding from the ACFE Board.

## What does the ACFE Board fund?

ACFE programs support learners to return to study, improve their literacy and numeracy skills, gain a qualification, broaden their employment options and learn new skills.

The ACFE Board funds four broad types of programs.

*Adult literacy and numeracy* – training for adults in literacy and numeracy skills including teaching English to people from culturally and linguistically diverse (CALD) backgrounds.

*Employment skills* – training in basic skills to support work or further learning such as communications, teamwork, IT literacy, problem solving and job search skills.

*VCE and VCAL* – Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) for post-compulsory learners.

*Vocational education* – training that assists people gain or upgrade skills required for specific occupations to start work, go back to work or change jobs.

The ACFE Board funds:

- pre-accredited training – courses that offer initial vocational training and provide a pathway to accredited training
- accredited training – courses that lead to a qualification.

### **Victorian Training Guarantee**

Between 2008 and 2010, under the Victorian Training Guarantee, *Learn Local* organisations have experienced an 18 per cent growth in enrolments. Organisations experienced growth in government funded enrolments at Diploma and above (79 per cent) and under Youth Compact (13 per cent).

Table 1 lists the ten accredited courses most frequently undertaken by *Learn Local* learners in 2010. Enrolment in these courses represents 38 per cent of all *Learn Local* enrolments in accredited training.

Table 1: Accredited courses most frequently undertaken by *Learn Local* learners, 2010

Courses	Enrolments
Certificate II in Hospitality	3,219
Certificate III in Children's Services	2,569
Certificate III in Aged Care	1,579
Certificate I in General Education for Adults	1,497
Certificate I in Information Technology	1,496
Certificate IV in Training and Assessment	1,400
Certificate I in Vocational Preparation	1,383
Certificate II in General Education for Adults	1,316
Victorian Certificate of Applied Learning (VCAL)	1,133
Certificate II in Applied Language	858

## Who is participating in adult community education programs?

*Learn Local* organisations can reach out successfully to people who may not otherwise pursue a pathway to education and training.

Of all *Learn Local* learners enrolled in vocational education and training courses during 2010:

- 23 per cent were aged 15-24
- 42 per cent were aged 45 and older
- 10 per cent were males aged 45 and older
- 27 per cent were born overseas. The main countries of origin were Vietnam, China and England
- 19 per cent were from culturally and linguistically diverse backgrounds
- 48 per cent had completed Year 12 or higher
- 25 per cent were unemployed and seeking full or part-time employment
- 14 per cent were people with a disability
- 1.3 per cent identified as Indigenous.

This Annual Report deals with programs provided by *Learn Local* organisations and the AElS which are government-funded through the ACFE Board. Further education programs are also delivered in TAFE institutions and private Registered Training Organisations.

### Combining one's passion with learning Patrick's story

Patrick was a smart kid and a gifted musician. He could and did play just about any instrument he picked up – guitar, bass, keyboards and drums. But he wasn't so focussed as a school student and dropped out of school before the end of Year 10.

Patrick felt that what he was learning at school wasn't setting him up for a career in the music industry, which was all he wanted to do; so why stay?

His family were concerned about what would happen to Patrick if he didn't finish school, so they encouraged him to enrol in the Victorian Certificate of Applied Learning (VCAL) program at The Centre for Continuing Education in Wangaratta.

VCAL meant he could work towards a Year 12 qualification in a program that also let him develop his passion for music.

Patrick's involvement in the VCAL program saw him produce the music for a film being made by another VCAL student at

The Centre. What's more many of his activities in the music scene – such as band rehearsals and playing at community events – actually met his program's learning outcomes.

Work placement is a key part of the VCAL program and Patrick arranged his own placement at a local music store. It worked out brilliantly, with Patrick gaining confidence interacting with other staff and customers and earning high praise from his supervisor.

Patrick has gone from strength to strength since he enrolled with The Centre. He is often creating opportunities for local musicians to perform, he has organised fund raising events for those affected by the Black Saturday bushfires and volunteers as a guitar tutor.

Patrick completed his VCAL in 2010. What's more he won the Victorian VCAL Student Achievement Award (Intermediate Work Related Skills) for 2010.

Patrick continues to work towards his career in the music industry. He is currently studying the Advanced Diploma of Music at Box Hill TAFE, well prepared through his VCAL studies to take on the next challenge.



# Summary of financial results

## Financial performance

Table 2 provides summary information from the Adult, Community and Further Education Board's financial reports for the 2010-11 financial year, with comparative data for the previous four years.

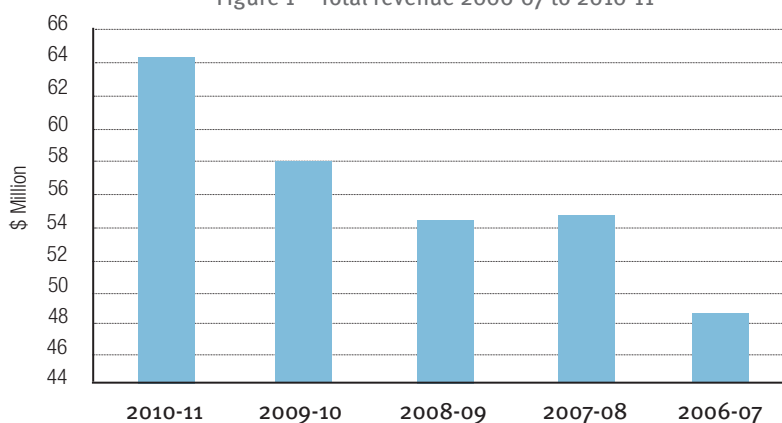
Table 2

	2010-11 (\$ 000)	2009-10 (\$ 000)	2008-09 (\$ 000)	2007-08 (\$ 000)	2006-07 (\$ 000)
Income from government	64,211	42,182	38,402	39,363	33,820
Total income from transactions	64,212	57,961	54,142	54,833	48,703
Total expenses from transactions	64,180	58,883	53,351	55,443	49,300
Net result from transactions	32	(922)	791	(610)	(597)
Net result for the period	32	(922)	791	(610)	(597)
Net cash flow from operating activities	(7,166)	1,662	3,380	1,484	44
Total assets	40,564	31,936	26,758	22,306	17,678
Total liabilities	18,869	10,168	4,068	406	297

## Revenue

Total revenue in 2010-11 increased by \$6.21 million compared with 2009-10.

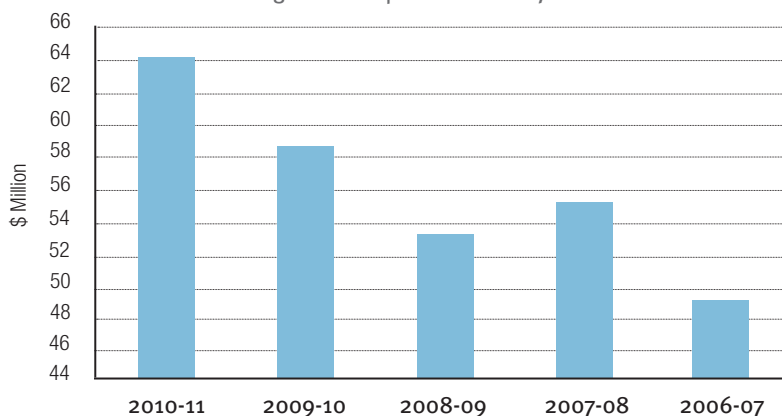
Figure 1 – Total revenue 2006-07 to 2010-11



## Expenses

Expenses in 2010-11 increased by \$5.28 million compared with 2009-10.

Figure 2 – Expenses 2006-07 to 2010-11

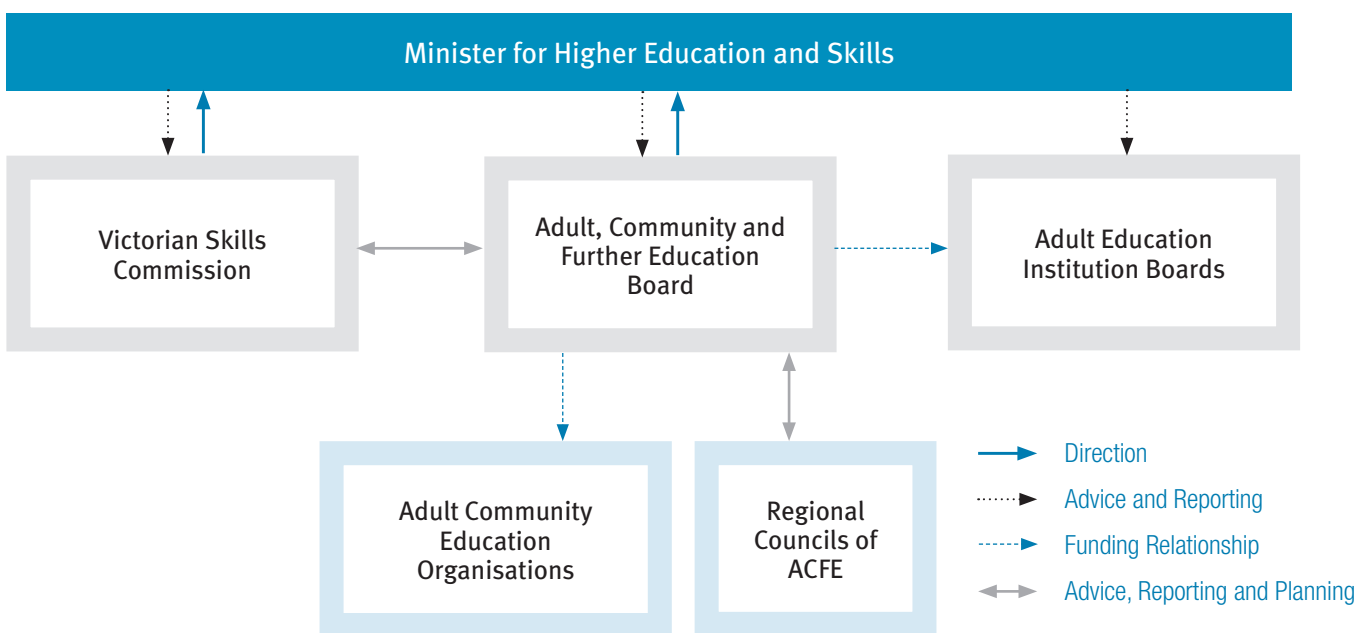


# Governance

## Governance arrangements

Figure 3 describes the legislative relationships and accountabilities of the Adult, Community and Further Education (ACFE) Board.

Figure 3



## Adult, Community and Further Education Board

The Adult, Community and Further Education (ACFE) Board's role in improving the planning and governance of adult, community and further education strengthens the capacity of the sector to provide adult learning in community settings.

### Establishment

The ACFE Board is a statutory authority established under the *Education and Training Reform Act 2006*. It supports the development of adult, community and further education in Victoria. The ACFE Board fosters the adult community education sector to ensure that the learning needs of adults are identified and met.

### Role of the ACFE Board

The Board's objectives are to:

- increase the level of educational participation and attainment, improve social inclusion and boost human and social capital through the effective stewardship of Victoria's adult community education organisations
- support the expansion of adult community education provision to all learner groups across all qualification levels and industry sectors
- develop stronger and more visible networks of *Learn Local* organisations, responsive to local/regional industry and community needs and ensure that learners and businesses are informed about training entitlements and training options.

The ACFE Board works jointly with the Victorian Skills Commission (VSC) on the overall direction and delivery of further education in Victoria.

The Chair of the ACFE Board is also a member of the VSC.

## Functions of the Board

The Board has five broad functions.

- **Developmental.** The Board inquires into and reports on the general development of ACFE policies, programs and services.
- **Advisory.** The Board is the source of advice to the Minister for Higher Education and Skills (and therefore to Government) on any ACFE matter.
- **Strategic.** The Board plans and evaluates policies, programs and services, grounded in the consideration and prioritisation of community learning needs and establishing objectives and targets to meet them.
- **Profiling.** The Board promotes research and development in the adult community education sector and public awareness of ACFE generally.
- **Operational Funding.** The Board provides for delivery of ACFE and funds policies, programs and services.

## ACFE Board and committee meetings

The ACFE Board met six times during the financial year 2010-11. In addition it held a planning workshop which established the key directions for the next 12 months.

The Chair of the ACFE Board gave presentations and participated in a number of events organised by Regional Councils of ACFE, *Learn Local* organisations, the AElS and other key stakeholders.

In accordance with legislative requirements, the ACFE Board operates an Audit and Risk Committee. In 2010-11 the members of this committee were:

- Jonathan Thomas, a partner at Moore Stephens HF (Chairperson)
- Rowena Allen
- Kylie Whittard
- Errol Muir
- Stephen Ward

## Members

The ACFE Board has 12 members, including a Chairperson and Deputy Chairperson. Members of the Board are appointed by the Governor-in-Council on the recommendation of the Minister for Higher Education and Skills.

The composition of the ACFE Board reflects the breadth and diversity of adult education in the community and its links with government, industry and community sector activity.

## ACFE Board members as at 30 June 2011

There was one vacancy on the ACFE Board at 30 June 2011.

In March 2011, Ms Laurel Sutton completed her term on the ACFE Board.

Table 3 – Board meeting attendance record

Board Member	Meeting Attendance
Rowena Allen	6/6
Bill Forrest	5/6
Robert Britten	5/6
Judith Klepner	5/6
Maree McPherson	5/6
Errol Muir	5/6
Moira Schulze	6/6
Laurel Sutton	1/4
Sally Thompson	5/6
Stephen Ward	5/6
Kylie Whittard	4/6
Ron Wilson	5/6



## ACFE Board Members

### Back row (left to right):

Stephen Ward, Bill Forrest, Kylie Whittard, Ron Wilson, Errol Muir

### Front row (left to right):

Maree McPherson, Judith Klepner, Rowena Allen, Moira Schulze, Sally Thompson

Absent: Robert Britten

### CHAIRPERSON

#### Rowena Allen

Ms Allen is contracted through Hudson Sales and Marketing to Skills Victoria as the Regional Market Facilitation Manager for the Hume region. She was formerly the CEO of UnitingCare - Cutting Edge, a Uniting Church welfare agency in the Goulburn Valley. Rowena has a passion for social justice and social inclusion and has held positions in the area of community development and direct youth services with rural and metropolitan local governments. Rowena is a former Chair of the Victorian Green Skills Task Force, the Youth Affairs Council of Victoria and prior to her appointment to the ACFE Board, Rowena had been Acting Chairperson of the Victorian Skills Commission for fifteen months. In 2009 Rowena was inducted into the Victorian Honour Roll for Women and is also the recipient of a Centenary Award for services to the community.

### DEPUTY CHAIRPERSON

#### Bill Forrest

Mr Forrest is Director, Advocacy for the Wyndham City Council and on the board of ECO-Buy Ltd, a not for profit sustainable purchasing organisation. His previous roles include CEO of ICLEI Oceania – Local Governments for Sustainability and five years as the CEO of Nillumbik Shire Council. He has extensive experience in operations, and policy and strategy development in local government and community based labour market programs settings.

### MEMBERS

#### Robert Britten

Mr Britten has recently become the Metropolitan Wurreker Broker for the Victorian Aboriginal Education Association Inc and has previously worked with the Victorian Aboriginal Health Service. He has had significant involvement in Indigenous employment and education, and in strategic planning and management activities.

#### Judith Klepner

Ms Klepner is a Councillor in the City of Port Phillip and a board member of Inner South Community Health Service. She has a broad knowledge of local government, industry and the community sector and an understanding of communities from a culturally and linguistically diverse background. She has extensive networks, governance qualifications and experience on community sector and local government boards and committees.

#### Maree McPherson

Ms McPherson is the CEO of the Victorian Local Governance Association. She has extensive knowledge of the *Learn Local* sector, as well as a background and qualifications in welfare, business and skills development. Maree has over 25 years experience in community development work, with several years in senior management roles in Gippsland. Her governance experience includes numerous community organisations, as well as a term on an ACFE Regional Council.

#### **Errol Muir**

Dr Muir is an Adjunct Professor at RMIT's School of Management and a non-executive director of Conservation Volunteers Australia. He has extensive private sector management and financial expertise, particularly in the resources industry, and governance experience in both community organisations and Commonwealth Government statutory authorities.

#### **Moira Schulze**

Ms Schulze is a consultant on vocational education and training, undertaking national and state projects. She has an extensive practitioner and management background in vocational education and training in Victoria, including senior management and leadership roles in TAFE and as CEO of Adult Multicultural Education Services. Her governance experience includes high level public entity boards and the not-for-profit sector.

#### **Sally Thompson**

Ms Thompson is CEO of Adult Learning Australia, the national peak body for adult and community education. She also has extensive not-for-profit governance experience. Her practitioner understanding of the sector has been developed through a range of work roles in the VET sector, including work with Indigenous communities in the Northern Territory, TAFE and the *Learn Local* sector in Victoria.

#### **Stephen Ward**

Mr Ward is Director of Government Relations in the ESH Group, a provider of welfare to work services across Australia and in the UK. Stephen has had an extensive career in government, as well as the private and not for profit sectors, in developing and delivering employment and training initiatives for people with significant barriers to work. Most recently, in his previous role as Director Employment in the Victorian Government, he was a member of the Victorian Aboriginal Economic Development Advisory Group which recommended a number of major initiatives to the Victorian Government to close the gap in indigenous employment, economic opportunity and outcomes.

#### **Kylie Whittard**

Ms Whittard is a management consultant in the education and non-profit sectors. She provides strategic, stakeholder management and brand advice to a range of organisations and is currently working for Teach For Australia, a non-profit, social venture addressing educational disadvantage in Australia. Her previous roles have included Director, Marketing and Business Development at Zoos Victoria where she held responsibility for admissions, marketing, catering and fundraising and was formerly General Manager of Marketing at Melbourne Business School at the University of Melbourne.

#### **Ron Wilson**

Mr Wilson is Executive Director of VISTA, the Victorian Association of VET Professionals. He has over 20 years experience in the VET sector in Victoria including senior management, Indigenous education and corrections education in TAFE. He has worked as a consultant with a number of *Learn Local* organisations and supported their development of sustainable business models and operational systems.

## Regional Councils of Adult, Community and Further Education

Each of the eight ACFE regions established under the *Education and Training Reform Act 2006* has a Regional Council. The work of each Council is supported by ACFE staff located in the region.

Regional Councils draw together different expertise and aspects of local knowledge about adult education to advise the ACFE Board on the needs of adult education across their region. They also contribute to statewide planning and policy development.

### Role of Councils

The ACFE Board and Regional Councils work together to fulfil the ACFE mission. The objectives of the Regional Councils are aligned with those of the ACFE Board. Regional strategies contribute directly to the achievement of the Board's objectives.

Regional Councils have three important roles in meeting the Board's objectives.

- Planning and monitoring the delivery of adult community education in Victoria and the strength of *Learn Local* organisations.
- Building the capacity of the sector.
- Providing advice to the ACFE Board on the learning needs of individuals, business and industry in the region.

### Composition

Each Regional Council has nine members appointed by the Minister for Higher Education and Skills, and may co-opt a further two people. The members are appointed to ensure that there is a reflection of:

- the interests and views of users and providers of adult education in the region including the interests of TAFE Institutes
- the diversity of the community in the region
- the importance of community-based provision of adult education.

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

### ACFE Board and Regional Council strategic planning

In 2010, the ACFE Board developed a comprehensive data set demonstrating the achievements of the *Learn Local* sector, which was used subsequently to inform strategic planning by the ACFE Board and Regional Councils. It also, for the first time, delivered comprehensive market intelligence to the sector on its own performance and relative position in the training system.

The ACFE Board and Regional Councils spent significant time during the year developing a three year strategic plan and a 2010-2011 Business Plan for the ACFE Board and individual 2010-2011 Regional Council Action Plans.

In 2010, the ACFE Board also undertook a key stakeholder analysis to support the development of a stakeholder engagement plan as part of its commitment to ensuring ongoing contact with stakeholders.

### ACFE Board Regional Champions

In 2010, the ACFE Board instigated the concept of Regional Champions, where an ACFE Board member is 'buddied' with an ACFE Regional Council. Regional Champions:

- provide an additional channel of communication between Regional Chairpersons/Councils and the ACFE Board
- encourage engagement and information exchange between all parts of the ACFE system
- provide Board members with greater opportunity to engage directly with Regional Councils, *Learn Local* organisations and learners.

### Social inclusion framework

Over the year the ACFE Board has worked on developing a social inclusion framework to support the goal of all adults having the right to access high quality educational opportunities.

The Board continues to monitor participation and support the following ACFE priority learners: learners with a disability; Indigenous learners; vulnerable (low skills) workers; men over 45; CALD learners; learners from low socioeconomic status localities; early school leavers; and disengaged youth.

## ACFE Board alliances across the Victorian Government

The ACFE Board continues to work with the Victorian Registration and Qualifications Authority (VRQA), Victoria's education and training regulator, to improve regulatory arrangements for *Learn Local* organisations. Through this partnership an integrated and cooperative approach to regulation and quality assurance of registered *Learn Local* organisations is being developed.

## Meeting CALD community needs AMES' approach

AMES and Victoria University (VU) are working together to develop new areas of training and employment that will benefit clients from a culturally and linguistically diverse (CALD) background.

Out of a series of consultations with the Karen community in the west of Melbourne emerged the program *Preparing for Trade Training (Bricklaying)*. This course prepares participants to start a pathway to a trade apprenticeship.

AMES and VU tailored the course for a group of males from the Karen community aged between 19 and 40. It combines Certificate I in Vocational Preparation with vocational units from Certificate II in Building and Construction (Bricklaying).

AMES successfully customised the Vocational Preparation units to the language and workplace context of bricklaying. As well as gaining vocational skills the participants were also able to improve their general employability by developing good habits – punctuality, respect and enthusiasm for their work.

Of the 15 who commenced the program, 13 attended regularly (with the remaining two gaining employment after enrolment).

Nine of the participants have signed up for the bricklaying pre-apprenticeship course at VU. Two others are enrolling in further English classes to support their future study.

## Program Governance

### ACFE Business Unit

The planning, policy and resource allocation roles of the ACFE Board are supported by the ACFE central office and eight regional offices. They also support the operations of the eight ACFE Regional Councils and *Learn Local* organisations in meeting the Government's goals and targets for adult learning and community building.

ACFE staff are funded by, and are part of, the Department of Education and Early Childhood Development (DEECD), having transferred from the Department of Planning and Community Development (DPCD) in December 2010.

### Senior ACFE Staff

#### General Manager

Sian Lewis

#### Manager, Board Support and Policy

Jane Dewildt

#### Manager, Learner Outcomes

Verna Kearney

#### Manager, Program and Resource Management

Kerrie McEvoy

#### Acting Manager, Program and Resource Management

Amanda Wells and Ibrahim Alhassan (from April 2011)

#### Regional Manager, Barwon South Western

Georgina Ryder

#### Regional Manager, Eastern Metropolitan

Anne Burgoyne

#### Regional Manager, Gippsland

Walter Aich

#### Acting Regional Manager, Gippsland

Anne Burgoyne (May to July 2011)

#### Regional Manager, Grampians

Ruth Barnes

#### Regional Manager, Hume

Ross Tinkler

#### Acting Regional Manager, Hume

Jane Dewildt (March to Aug 2011)

#### Regional Manager, Loddon Mallee

Kaye Callaghan

#### Regional Manager, North Western Metropolitan

Julie Hebert

#### Regional Manager, Southern Metropolitan

Robyn Downie

## Workforce data

DEECD (and formerly DPCD) manages matters relating to staffing, workforce data, the application of merit and equity principles and occupational health and safety (see the DEECD Annual Report 2010-11).

## Environmental impacts

Throughout the year, ACFE offices complied with the office based environmental performance improvement initiatives and requirements of DEECD (see the DEECD Annual Report 2010-11).

## ACFE Board contracting and payments

The Victorian Government, through the ACFE Board, supported the delivery of education and training by approximately 320 *Learn Local* organisations, AMES and the CAE. The ACFE Board's contracting and payment arrangements changed during the financial year.

As in previous years, during 2010 the ACFE Board entered into annual agreements directly with the CAE and AMES. It also signed performance agreements with the Regional Councils, who in turn contracted *Learn Local* organisations in their region.

In 2011, the ACFE Board commenced three year direct contracting with *Learn Local* organisations with annual payment schedules to streamline the administration for all parties. The advice of Regional Councils informs all payments.

Skills Victoria continued to separately contract those *Learn Local* organisations delivering accredited training under the Victorian Training Guarantee. For many *Learn Local* organisation RTOs, 2011 was the first year they were so contracted.

## Audits

### ACFE Board audits

The ACFE Board undertook the following audits during the year.

- An *invalid enrolment* audit was undertaken of selected adult community education organisations to determine their compliance with data reporting requirements. The audit also measured the effectiveness of adult community education organisations' administrative and records management procedures in assuring the integrity, accuracy and currency of student records.
- A *fee concession* audit was undertaken in 2010 of selected adult community education organisations who had received reimbursement for fee concessions granted to learners in 2009. The audit determined compliance with the Ministerial Directions for Fees and Charges applicable at that time.

## Departmental audit program

The ACFE Board was included in relevant internal audits undertaken by the Department of Planning and Community Development (DPCD) as part of the Strategic Internal Audit Plan 2007 – 2010. The ACFE Board also provides its internal audit plan for consideration of and inclusion in the wider DEECD Departmental Plan.

During the year, an internal audit of the Resource Allocation System (a tool used to process grant payments) used by ACFE was undertaken in consultation with DPCD.

## Administration of funds

### State and Commonwealth appropriated funding

#### *State appropriated funding*

State recurrent funds for Delivery Support, Accredited Delivery, Pre-Accredited Delivery, Community Learning Partnerships, Fee Concessions, ACE Capacity Initiatives and program support were allocated through the ACFE Board to *Learn Local* organisations and the AEIs.

#### *Victorian Skills Commission*

The ACFE Board and the Victorian Skills Commission (VSC) entered into a Memorandum of Understanding (MOU). The MOU allocates a proportion of the funds appropriated to Skills Victoria to the ACFE Board.

#### *VSC State appropriated funding*

These funds support youth training places delivered by *Learn Local* organisations and the AEIs.

#### *VSC Commonwealth appropriated funding*

These funds support program delivery and equipment purchases by *Learn Local* organisations and the AEIs.

#### *Other grant funding distributed to the Learn Local adult community education sector*

Other areas of DEECD allocated the ACFE Board funding for non-recurrent initiatives paid to *Learn Local* organisations, including coordination support funds for the Victorian Certificate of Applied Learning.



## ACFE Board managed properties

The ACFE Board has responsibility for managing nine properties owned by the Victorian Government that are leased to *Learn Local* organisations and to the CAE. The properties are made available to these organisations for community based education and training programs under lease agreements with the Minister for Higher Education and Skills.

The properties are located in Ballarat, Castlemaine, Creswick, Diamond Valley, Melbourne (CBD), Orbost, Wangaratta, Warrnambool and Wodonga.

These properties were last valued at approximately \$22.3 million in June 2008.

Commencing in 2009-2010 the ACFE Board received an allocation of \$2 million, over four years, for the maintenance and repair of these properties. As a result, condition audits, minor repairs and general maintenance have been undertaken to ensure they continue to meet required standards.

Following Machinery of Government changes from January 1 2011, ACFE Board managed properties are being incorporated into Skills Victoria's asset management planning framework.

## ACFE Board managed curriculum

The ACFE Board maintains a framework of accredited education to promote pathways and options for the full range of potential learners, with a clear focus on learner outcomes. Victoria University is the General Studies and Further Education Curriculum Maintenance Manager appointed by the ACFE Board, and advises the Board on matters related to the accredited adult education curriculum.

Work commenced during the year to seek the reaccreditation of the qualifications whose current accreditation expires at the end of 2011.

Table 4 outlines the curriculum currently owned by the ACFE Board.

Table 4

Curriculum	Expiry Date
Certificate in Initial General Education for Adults	31.12.2011
Certificate I in General Education for Adults (Introductory)	31.12.2011
Certificate II in General Education for Adults	31.12.2011
Certificate III in General Education for Adults	31.12.2011
Certificate IV in Further Education	31.12.2011
Diploma of Further Education	31.12.2011
Certificate IV in Liberal Arts	31.12.2012
Diploma in Liberal Arts	31.12.2012

## Combining skills building with social inclusion

# The story of the Common Ground Learning Precinct



The Centre for Adult Education (CAE) is working to address the issue of long-term homelessness.

CAE is partnering with HomeGround Services, Yarra Community Housing and the Royal District Nursing Service for the project Common Ground Learning Precinct. They have created a program that combines skills building including literacy and numeracy, cooking and health, technology and art practice, with an emphasis on developing employability skills.

For residents of Common Ground the project has brought about some real changes in their level of engagement, confidence and independence. As well, it has increased their involvement in the community, work and further training.

Linda is one of the 46 learners who have enrolled in the program. She has joined several classes and is working on becoming sober. She finds the routine and positive interaction of classes helps her to create constructive daily habits, as well as allowing her to explore her creativity.

For Linda the Common Ground Learning Precinct project has meant:

*"I'm getting better within myself and feel motivated to learn new things – I love these courses! I would tell other people thinking about enrolling do it! It certainly is worth doing; it will give their life reason."*

# ACFE across Victoria

## Promoting the adult community education sector

### **Learn Local Awareness Strategy**

In April 2011, the Minister for Higher Education and Skills launched the new *Learn Local* awareness strategy for the adult community education sector to an audience of over 200 stakeholders.

The purpose of the strategy is to increase community awareness of Victoria's adult community education sector as a provider of quality education and training and thereby increase participation in the sector by learners.

The strategy provides a framework to support individual adult community education organisations to promote their training programs to potential learners and individual businesses. It includes three components: network positioning, statewide marketing and provider support.

Since the launch, implementation of all components of the strategy has been carried out including:

- the production and distribution of branded items and templates for use by *Learn Local* organisations
- information sessions at regional provider forums to inform strategy and associated delivery timetables
- the launch of several *Learn Local* social media sites
- development of promotional opportunities
- regular meetings of the *Learn Local* Provider Advisory Panel to ensure that activity continues to align with the sector's needs.

### **2010 Victorian Adult Community Education Awards**

Winners of the 2010 Victorian Adult Community Education (ACE) Awards were announced at a presentation luncheon on 8 September 2010. The luncheon was attended by more than 120 people, including the then Minister for Skills and Workforce Participation, the Hon. Bronwyn Pike, MP. The awards recognise outstanding achievement by individuals and organisations in a number of categories. In 2010, prize money totalling \$36,000 was awarded.

Winners of the 2010 ACE Awards were:

#### **Outstanding ACE learner**

Joanna Weeku  
(Werribee Community and Education Centre)

#### **Outstanding ACE practitioner**

Pam Hullin  
(Preston Reservoir Adult Community Education (PRACE))

#### **Innovation in ACE learning**

Gippsland Employment Skills Training

#### **Outstanding pre-accredited program design and delivery**

Rosewall Neighbourhood Centre

#### **Outstanding Koorie achievement in ACE**

Dwana Farrall  
(Continuing Education Bendigo)

#### **Outstanding ACE organisation**

YNH Services

### **ACFE website**

Over the year the ACFE website has been improved to provide tools that better assist learners and organisations.

A directory of *Learn Local* organisations was added to the website in early 2011. The interactive directory aims to improve the visibility of organisations and provides easy search functionality for learners. Learners can now search for a *Learn Local* organisation by suburb, postcode, within a radius and by learning category.

Instilling strength in learners

## Pam's Story

Pam is one of the 8,000 staff and volunteers who make up Victoria's *Learn Local* network and bring new meaning to many people's lives.

For Pam it's all about the glimmers of hope and potential that she sees in the eyes of her students when they walk in the door at the *Learn Local* organisation, PRACE.

Pam's motto of *never give up* is not just something that she lives by but also something that she instils in those around her.

As a student of Pam's has reflected "although we have our disadvantages (Pam) encourages everyone to do their best and to give everything a go. She re-assures us every day that we are better than we think and that we are deserving of an education".

Pam has developed a range of strategies and a level of perseverance to ensure her learners are excited about learning. Her thirst for knowledge ensures she is always current with her practices.

Pam strives to build relationships with key community and business contacts to help ensure healthy, strong relationships are created with her learners.

To see the type of success that Pam's teaching and support has created one only needs to look at what one of her students has written.

*"Pam has been there for me since day one...she has really helped me believe in myself and has been the most wonderful support during my recovery...she always pushes me to do the best I can and always re-assures me that it is my time to shine."*

Pam's approach to education and the support she provides to help learners overcome barriers made her the deserving winner of the 2010 Outstanding ACE practitioner award.

## Building the capacity of the adult community education sector

During the year the ACFE Board has continued to focus on maximising access to quality *Learn Local* services and programs. The ACFE Board is supporting *Learn Local* organisations to provide quality pre-accredited training, to respond to new learner markets and to meet the needs of learners from a culturally and linguistically diverse background.

### Quality pre-accredited delivery

Pre-accredited training is an important pathway for many people to accredited training for higher skills, qualifications and employment. It addresses the needs of learners who find it difficult to undertake accredited programs as their first step into vocational education and training.

The ACFE Board has focused on providing *Learn Local* pre-accredited practitioners with skills, knowledge and resources to improve pre-accredited program design and delivery. A workshop program, held across Victoria, and attended by over 250 *Learn Local* practitioners focused on the use of the ACFE Board's *A-frame*, a quality assurance tool for pre-accredited program development.

Twenty-two Quality Pre-accredited Delivery Networks operated throughout the year, with a membership of 129 *Learn Local* organisations. These networks provide a regionally based structure to identify, sustain and champion innovative practices in pre-accredited program design and delivery.

Additional resources and tools have been developed during the year to support the development of quality pre-accredited programs.

- **A User's Guide to the A-frame** - a companion document to the A-frame, giving step by step instructions on working with the Course Plan and the Learner Plan.
- **Quality Pre-accredited Delivery Planning Guidelines** - an overview of the core functions of pre-accredited delivery, a guide to roles and responsibilities and a checklist for developing pre-accredited courses.
- **A Good Practices Checklist** - a self assessment tool for organisations to review their pre-accredited delivery.

### New learner markets

In 2011, over \$300,000 was allocated in small delivery grants amongst 21 projects led by *Learn Local* organisations. They have designed and implemented pilot projects that demonstrate best practice for encouraging engagement, participation and completion for new learner cohorts. The projects have focused on vulnerable workers, rurally isolated people, low socio-economic status people, homeless people or those in public housing, people with culturally and linguistically diverse backgrounds, women and youth.

## Responding to CALD learners

The ACFE Board is committed to building the capacity of *Learn Local* organisations in Victoria to work with culturally and linguistically diverse (CALD) learners, particularly in areas of new settlement (including small regional centres), rapid growth, and those with new CALD communities.

Adult Multicultural Education Services (AMES) continued to be contracted by the ACFE Board to undertake research that explores patterns of settlement in Victoria and how *Learn Local* organisations are responding to migrants and refugees in their communities. In April 2011, a *CALD settlement and ACE possibilities* report for each ACFE region was released. It summarises the characteristics of the CALD community in each region, and outlines issues for *Learn Local* organisations to consider in reaching, planning and delivering programs to CALD learners.

During 2010, 60 workshops were held across Victoria that focused on delivery to CALD learners and on enhancing cultural understanding of specific groups. These workshops were based on local needs identified during the research undertaken by AMES.

## Information and communications technology

The ACFE Board has continued to support *Learn Local* organisations to access new information and communications technology over the year.

During the year 160 practitioners from 39 *Learn Local* organisations were supported by five e-mentors and nine e-champions, all from the *Learn Local* sector. The practitioners received mentoring and skills training on a diverse range of techniques to embed e-learning in their organisation. Wikis, moodle and skype are some of the tools which are increasingly being used by *Learn Local* organisations across Victoria.

*Learn Local* organisations have continued to access the latest Microsoft software at significantly reduced costs through the ACFE Board's agreement with Microsoft. The agreement invests in excess of \$500,000 per annum in tangible support to the business systems, educational programs and service delivery of *Learn Local* organisations. Since July 2010, over 500 purchases have been made by *Learn Local* organisations under the Agreement.

## Supporting a sustainable adult community education sector

During the year the ACFE Board has continued to focus on supporting *Learn Local* organisations to develop their business and market capabilities and to improve back-of-house operations.

### Business skills and qualifications

In 2010, the ACFE Board, in partnership with Small Business Victoria (Department of Business and Innovation), engaged the Small Business Mentoring Service to deliver free mentoring sessions to 141 *Learn Local* organisations. The mentors have been supporting a range of business functions, including financial and strategic planning, marketing, personnel systems and processes.

### Flexible business development

In July 2010, seven *Learn Local* organisations received a share of \$133,730 in flexible business development grants. These grants support them to enhance their business systems, develop strategic and marketing plans and improve workforce management.

### Business capacity and knowledge

During the year a series of workshops were conducted throughout Victoria to support 67 *Learn Local* staff with developing business processes, workforce, finances, resource and infrastructure management, identifying opportunities emerging from the Victorian Training Guarantee and managing and implementing change.

### Business intelligence

In 2010, 153 *Learn Local* organisations (approximately 48 per cent of the *Learn Local* sector) voluntarily responded to the annual *Learn Local* Business Survey. The resulting data was compiled into the report *The Changing Face of Community Business 2010*, which will be released in July 2011.

The report provides annual information on *Learn Local* organisations' finances, workforce and other opportunities, and business challenges. It indicates that the new skills system has provided opportunities to *Learn Local* organisations, with 68 per cent of respondents reporting being able to provide an increased number of places, broader course offerings, and better meet demand.

The challenges cited by respondents included compliance costs, the impacts of revised student eligibility criteria and course tuition costs on enrolments, receiving payment in arrears as well as ongoing issues such as attracting and retraining quality staff.

## Reflecting on the activities of the adult community education sector

### Mid-term evaluation of the capacity initiatives

In 2010, the ACFE Board commissioned a mid-term evaluation of the ACFE capacity initiatives. The evaluation investigated:

- the impact of participating in the capacity initiatives for *Learn Local* organisations
- opportunities for improvement in the delivery of the initiatives.

Interviews were held with 24 *Learn Local* organisations, followed by the opportunity for all *Learn Local* organisations to comment through an online survey. Fifty per cent of organisations from across Victoria participated in the survey.

The survey found that:

- awareness of the capacity initiatives was high, with the highest levels of awareness being for ACE Business Capacity and Knowledge (95%), Quality Pre-Accredited Delivery (94%), New Learner Markets (86%), and Responding to CALD Learners (86%).
- 76 per cent of organisations indicated that they had participated in at least one sustainable ACE business activity and 86 per cent in at least one teaching and learning in ACE initiative.
- most programs were cited as valuable, with the small business mentor program cited as the most valuable (70 per cent of respondents).
- 62 per cent of respondents agreed that they now felt better prepared to operate in the training sector and more effective, and 44 per cent agreed that they were more competitive in the training sector as a result of participation.
- significant improvements have been made as a result of participation in the capacity initiatives, with two thirds of survey respondents indicating they had implemented changes to improve business systems and processes as a result of participation. Just over half of the organisations indicated that they had implemented changes to teaching and learning approaches.

### Capacity and innovation fund

The ACFE Board is committed to supporting innovation and growth in the *Learn Local* sector by reducing the regulatory burden and streamlining interaction between community organisations and Government. To assist with this, the ACFE Board established the Capacity and Innovation Fund at the beginning of 2011. The fund provides opportunities for *Learn Local* organisations to build business capacity and enhance quality teaching and learning through grants tailored to their business and educational needs.

The new approach to grant opportunities has simplified the contracting processes for *Learn Local* organisations, particularly the number, timing and level of grant applications, reports and payments throughout the year, and has been well received.

In May 2011, Capacity and Innovation Fund grants totalling over \$4.2 million were allocated to 125 projects at 115 *Learn Local* organisations across the state to implement local projects.

### Evaluation of Shared Services projects

The ACFE Board funded seven Shared Services projects in 2009-2010. The projects were designed to improve the back-of-house efficiency of *Learn Local* organisations with limited staff numbers and skill sets through greater efficiency gained by sharing functions such as workforce recruitment and student data collection.

During 2010-2011 the ACFE Board commissioned an evaluation of these projects, which analysed best practice in shared services, examined critical success factors, risks and lessons learned from the projects.

An online survey was completed by 35 participants involved in the projects. The survey found that:

- 90 per cent of survey respondents will continue to work with their Shared Services project partners in the future.
- saving time through more efficient back of house processes was a frequent outcome.
- all organisations reported building knowledge and skills as a result of participating in Shared Service projects. This was particularly strong for rural organisations and non-RTOs.
- all participants noted the importance of well-developed and strong partnerships in the success of projects.

### Longitudinal study of pre-accredited learners

In September 2010, the ACFE Board commissioned a longitudinal study of learners who have undertaken pre-accredited courses. A survey of three cohorts of ACFE Board funded learners is being undertaken to measure the impact and effectiveness of pre-accredited programs. The study will provide unique information on the destination of pre-accredited learners including patterns of participation in relation to a range of socio-economic and demographic variables.

## Growing partnerships in the adult community education sector

### Community Learning Partnerships

The ACFE Board continues to position the *Learn Local* adult community education sector to effectively partner with other community interests to address specific local skills challenges. The Community Learning Partnership (CLP) program supports *Learn Local* organisations in these partnering efforts.

Through CLPs, the sector provides a connection to foster the development of skills and training between community (individuals, business and industry) and government.

In October 2010, \$918,077 was allocated to 22 partnerships across Victoria. Eight projects have a focus on participants from a culturally and linguistically diverse background, five focus on youth, three focus on women, two focus on Indigenous communities and one is focused on business.

Partner organisations contributed a total of \$846,886 to the 22 projects (cash and in-kind). This took the total value of all projects to more than \$1.7 million.

Crucial to the success of the CLPs, is the use of the ACFE Board's *Measuring Impact* project evaluation and monitoring toolkit. All projects receive training and ongoing support to apply *Measuring Impact* to identify the impact of their activities on communities and learners. 2010 CLP project leaders were also provided with the opportunity to attend a two day training course in project management.

Creating a pathway to learning

## The story of *Making Tracks*

To tackle very low levels of education and employment Rosewall Neighbourhood Centre, a *Learn Local* organisation in Corio, developed the pre-accredited program *Making tracks: My tracks – Our tracks* towards the end of 2008.

The program develops employability skills for parents by enhancing participants' ability to talk about their skills, abilities and aspirations through telling their personal story. It was inspired by literature on training for parents in poverty which took the view that training should give adults language to talk about their own experience and develop their own future story, teach them how to analyse and leverage their own resources and teach them to build their own literacy base by recording their personal stories.

The program has provided an environment that supports learners to build confidence and resilience. This helps them establish a pathway to formal learning.

Rosewall Neighbourhood Centre partnered with other local education, counselling and welfare services to ensure the design of the program supported participants and built community capacity. Each partner organisation provided a champion to support the program and the participants they nominated to attend.

The program has far exceeded initial expectations, which were to connect participants to the Certificate I in Vocational Preparation.

Over 90 per cent of participants in the program have gone on to further education, including Certificate III level qualifications. What's more the success of the program has seen improvements in the health and community engagement of participants.

## Business Industry Partnerships

In the 2010-11 State Budget an amount of \$0.976 million over two years (\$0.33 million in 2010-11 and \$0.646 million in 2011-12) was made available to support partnerships that maximise the potential of the adult community education sector to work effectively with business and industry.

The initiative provides targeted funds to establish and operate learning focussed partnerships (modelled on the successful partnering outcomes of Community Learning Partnerships) between *Learn Local* organisations and local business and industry that support local knowledge being applied to identifying current and future skills needs in the small to medium business sector; focus on building the economic contribution of groups marginalised in the labour market; build stronger relationships between *Learn Local* organisations and business and industry; lead to increase participation in accredited and pre-accredited vocational education and training; and contribute to stronger economic performance.

In April 2011, six business and industry partnership projects were allocated grants totalling \$378,096 as part of round one of the Capacity and Innovation Fund. One of these projects for example, is focusing on meeting the needs of staff in the manufacturing industry in the local government areas of Wyndham, Maribyrnong, Melton, Brimbank and Hobsons Bay.

Employers gain through skilled staff

## PETstock's commitment



Ballarat is home to PETstock, who from small local beginnings in 2002 has grown into one of Australia's leading retail suppliers of pet products and services.

They know that their staff are the key to the growth and development of the business and as a quality employer, PETstock is committed to the provision of learning opportunities.

They have backed this commitment by partnering with BRACE, one of the larger *Learn Local* organisations in Ballarat, to provide staff training in a facility purpose built by the company for professional development.

BRACE examined what additional skills staff would need to meet the future demands and challenges of the business and was able to customise a training program that met both PETstock's needs and the individual needs of staff.

Since developing the partnership, training has really taken off with 18 staff undertaking a Certificate III in Business Administration, 16 working on Certificates II and III in Retail Operations, and numerous senior staff undertaking a Diploma of Business Management.

Training is delivered at times to suit the learners and PETstock's business needs and is a mix of on-site, on-the-job, practical learning and more theoretical training. The focus is very much on skills to build the day-to-day efficiency and effectiveness of employees and the business.

# Learn Local across Victoria

## Delivery and participation

The Victorian Government, through the Adult, Community and Further Education (ACFE) Board, funds education and training programs in *Learn Local* adult community education organisations and the Adult Education Institutions (AEIs). All of these organisations take an informal and friendly approach to learning.

Performance agreements for the delivery of programs and the reporting of activity are based on the calendar year, hence the information in this section relates to 2010.

The Victorian Government, through the ACFE Board, funded 7.58 million student contact hours of vocational education and training delivery during 2010.

Total reported provision (from all funding sources including fee-for-service activity) for *Learn Local* organisations and the AEIs was 14.37 million student contact hours in 2010.

Around 27 per cent of respondents in the 2010 ACE business survey indicated that the mix of learner groups has changed in the last year. Learner groups that have increased include: learners aged 16 and above without a Year 12 qualification; people returning to work; culturally and linguistically diverse; new arrivals; unemployed; and employees from business/industry.

The annual financial turnover of individual *Learn Local* organisations ranges from under \$50,000 to over \$5 million. Over 50 per cent of *Learn Local* organisations report turnover in the range of \$0.1 million – \$0.5 million.

Table 5 provides a snapshot of the workforce of the 149 *Learn Local* organisations who provided this information in the 2010 ACE business survey.

## Learner Profile

Of the 65,533 *Learn Local* learners enrolled in vocational education and training (VET) courses during 2010:

- 67 per cent were female
- 23 per cent were aged 15-24
- 42 per cent were aged 45 and above
- 27 per cent were born overseas. The main countries of origin were Vietnam, China and England
- 48 per cent had completed Year 12 or higher
- 25 per cent were unemployed and seeking full or part-time employment.

Hard to reach learners in the *Learn Local* sector fall into two categories: those disadvantaged by demographic and those by educational factors. Comparing the demographic characteristics of *Learn Local* learners with the wider population:

- 19 per cent of learners were from culturally and linguistically diverse (CALD) backgrounds, compared with 21 per cent of the state's population
- 14 per cent were people with a disability. Of these, it is estimated that 2.9 per cent conform to the Australian Bureau of Statistics' definition of disability as 'severe core activity limitations' for which the incidence in the state is 2.3 per cent
- 1.3 per cent of learners identified as Indigenous, compared with 0.5 per cent of all Victorians
- 38 per cent were learners from low socioeconomic status localities, compared with 25 per cent of the state's population
- 10 per cent were males aged 45 and above, compared with 18 per cent of the wider population.

Table 5: Workforce snapshot - employees and volunteers across 149 organisations

Financial turnover	No. of organisations	Employees		Volunteers	
		Total	Median	Total	Median
> \$1 million	25	1987	60	511	10
\$500,000 - \$1 million	19	549	30	454	10
\$250,000 - \$500,000	36	608	15	1043	15
\$100,000 - \$250,000	52	528	9	1110	15
< \$100,000	17	124	4	192	10
<b>Total sample</b>	<b>149</b>	<b>3796</b>	<b>12</b>	<b>3310</b>	<b>12</b>



Comparing the educational background of *Learn Local* learners with the wider population:

- 5.1 per cent were disengaged young people (aged 15-19, currently unemployed and had not completed Year 12), compared to 4 per cent of the wider population
- 24 per cent were early school leavers (persons aged 15-64 whose highest qualification was Year 10 or 11), compared with 20 per cent of all Victorians
- 17 per cent were vulnerable or low skilled workers (employed persons whose highest qualification was Year 9 or below), compared to 10 per cent of the wider population.

## Delivery Achievements

- 99,452 *Learn Local* learners, including those paying fees, enrolled in 2010. Of these, 65,533 were in Vocational Education and Training (VET) courses and 33,919 were in non-VET enrichment programs.
- Learners in VET courses generated approximately 11.75 million student contact hours and 338,933 module enrolments.
- Government supported training generated 8.90 million student contact hours (85 per cent of which was funded through the ACFE Board).
- 55 per cent of all course enrolments were in pre-accredited programs; 45 per cent were in accredited courses.

## Market Share

- 581,708 Victorian residents enrolled in some form of VET training in 2010. Of these, approximately 11 per cent attended *Learn Local* organisations, 21 per cent Private Registered Training Organisations (RTOs), and 68 per cent TAFE institutes.
- The *Learn Local* adult community education sector's share of total VET student contact hours was approximately 7 per cent in 2010.
- The *Learn Local* adult community education sector's share of total VET enrolments fell from 13 per cent in 2009 to 11 per cent in 2010. The TAFE sector's share fell from 73 to 68 per cent. The private sector increased its share from 14 per cent in 2009 to 21 per cent in 2010.

Table 6: Total reported provision by *Learn Local* organisations by region and Adult Education Institutions, 2010 (including fee for service programs)

	Student contact hours	% of total student contact hours
Barwon South Western	1,530,606	10.65
Eastern Metropolitan	1,389,729	9.67
Gippsland	976,289	6.79
Grampians	809,182	5.63
Hume	801,246	5.58
Loddon Mallee	1,038,569	7.23
North Western Metropolitan	2,101,430	14.62
Southern Metropolitan	1,855,673	12.91
Adult Multicultural Education Services*	2,941,791	20.47
Centre for Adult Education	926,445	6.45
All	14,370,960	100

\*This figure includes student contact hours purchased by the Commonwealth Department of Immigration and Citizenship (DIAC).

Table 7: Total reported vocational education and training provision by organisation type, 2010

	Student contact hours	% of total student contact hours
<i>Learn Local</i> organisations	10,502,724	5.29
Adult Education Institutions	3,868,236	1.95
Private RTOs	42,672,683	21.51
TAFEs	141,390,616	71.25
All	198,434,259	100

Figure 4: Total reported provision of module enrolments by *Learn Local* organisations and Adult Education Institutions by age group and gender, 2010

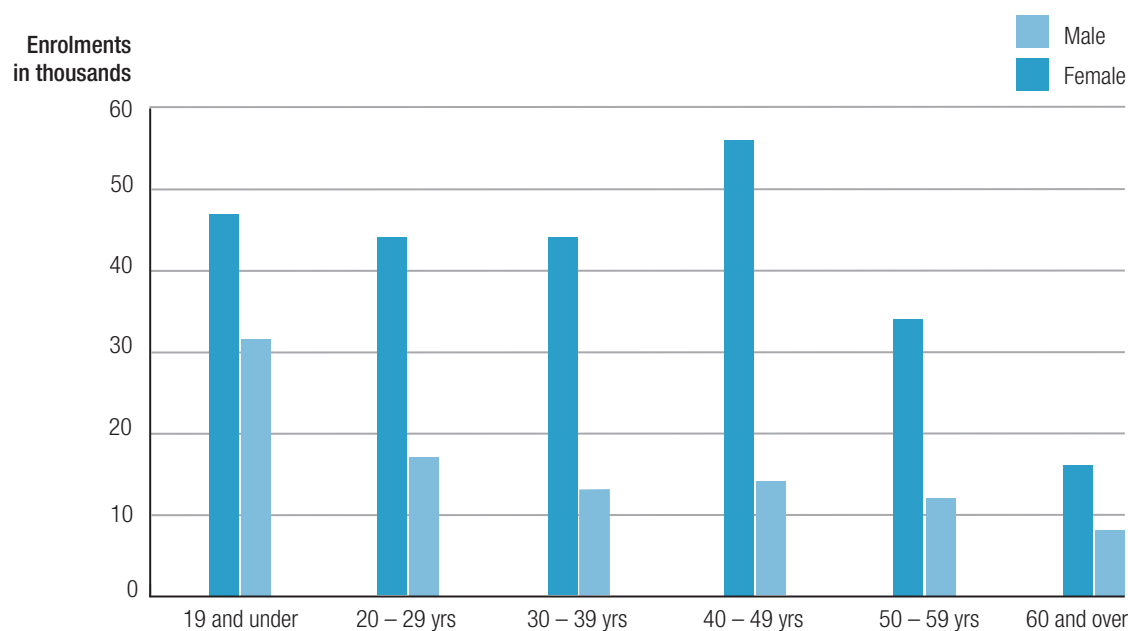


Table 8: Victorian Government funding for Vocational Education and Training, allocated by the ACFE Board, for the provision of student contact hours by gender and category\* for *Learn Local* organisations and Adult Education Institutions, 2010 (%)

Gender	Pre-accredited	Foundation	Skills Creation	Skills Building	Skills Deepening	Total
Female	67.50	60.00	61.93	86.41	88.56	72.45
Male	31.47	39.44	37.39	12.92	10.72	26.84
Not stated	1.03	0.56	0.67	0.67	0.72	0.71

\*Definitions for categories in Table 8 & 9 and Figure 5 & 6 comprise courses at the following levels:

Pre-accredited – initial vocational education and training that provides a pathway to accredited training

Foundation – literacy, numeracy and language skills courses

Skills Creation – Certificate levels I and II

Skills Building – Certificate levels III and IV

Skills Deepening – Diploma and Advanced Diploma

Apprentice Trainees – training associated with registered training agreements (Figure 6 only)

Enrichment – non-VET delivery (Figure 6 only)

Table 9: Victorian Government funding for Vocational Education and Training, allocated by the ACFE Board, for the provision of student contact hours by *Learn Local* organisations and Adult Education Institutions by region and category\*, 2010.

Region	Pre-accredited	Foundation	Skills Creation	Skills Building	Skills Deepening	Total
<b>BSW</b>	109,054	183,231	62,074	321,643	80,183	756,185
<b>EM</b>	196,681	141,564	201,702	270,411	258,691	1,069,049
<b>GIP</b>	130,106	118,587	80,950	246,408	47,739	623,790
<b>GRA</b>	75,821	54,582	103,777	224,629	7,898	466,707
<b>HUM</b>	97,670	131,793	70,396	142,321	35,723	477,903
<b>LM</b>	104,425	105,576	128,015	323,295	20,449	681,760
<b>NWM</b>	436,120	568,080	187,828	261,788	8,833	1,462,649
<b>SM</b>	319,855	275,835	92,226	273,396	92,099	1,053,411
<b>AMES</b>	0	106,068	16,267	88,691	790	211,816
<b>CAE</b>	2,490	208,800	262,018	232,149	68,128	773,585
<b>Total</b>	1,472,222	1,894,116	1,205,253	2,384,731	620,533	7,576,855
<b>%</b>	19.43	25.00	15.91	31.47	8.19	100

Figure 5: Victorian Government funding for Vocational Education and Training, allocated by the ACFE Board, for the provision of student contact hours by *Learn Local* organisation and Adult Education Institutions by region and category\*, 2010.

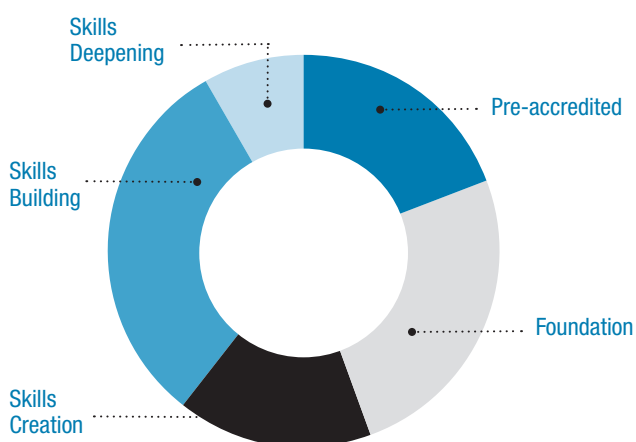
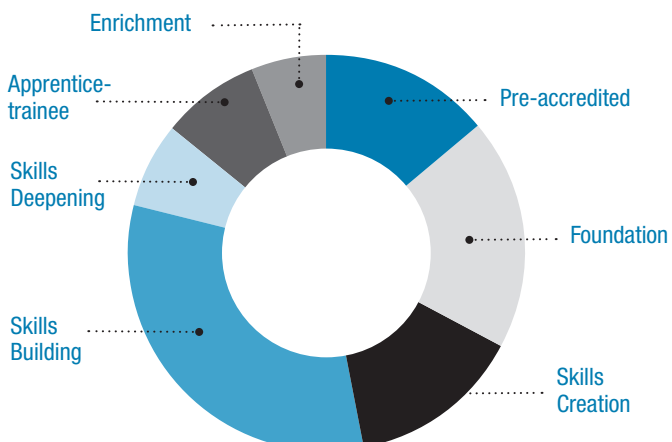


Figure 6: Total reported provision of student contact hours by category\* for *Learn Local* organisations and Adult Education Institutions, 2010.



# Barwon South Western

The region stretches from the western edge of an ever expanding Melbourne metropolitan area to the South Australian border. Its economy is dominated by the greater Geelong urban area which also contains the majority of the region's population.

Geelong is home to some major manufacturing enterprises as well as a range of service industries. A number of much smaller urban centres (none larger than 35,000 people) are distributed across the region and generally support rural service functions as well as agriculture related manufacture (food and dairy processing for example). Tourism is a dominant economic activity along the Surf Coast.

## Learner Profile

7,401 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Barwon South Western region during 2010.

- 67 per cent were female.
- 31 per cent were aged 15-24 and 37 per cent were aged 45 and above.
- 15 per cent were born overseas.
- 50 per cent had completed Year 12 or higher.
- 19 per cent were unemployed and seeking full or part-time employment.

When *Learn Local* learners are compared to the region's wider population:

- 7 per cent have a CALD background (region's wider population is 6 per cent)
- 1.0 per cent identified as Indigenous (region's wider population is 0.7 per cent)
- 39 per cent were from low socioeconomic status localities (region's wider population is 27 per cent)
- 8 per cent were males aged 45 and above (region's wider population is 20 per cent)
- 6.7 per cent were disengaged young people (region's wider population is 4.4 per cent)
- 29 per cent were early school leavers (region's wider population is 26 per cent)
- 16 per cent were vulnerable or low skilled workers (region's wider population is 12 per cent).

## Organisational Profile

There were 26 *Learn Local* organisations delivering training in the Barwon South Western region in 2010. Of these, 14 delivered only pre-accredited courses, 1 delivered only accredited courses, and 11 delivered a mix of pre-accredited and accredited courses.

## Delivery Achievements

- 7,746 *Learn Local* learners, including those paying fees, enrolled in 2010 in the Barwon South Western region. Of these, 7,401 were in VET courses and 345 were in non-VET enrichment programs.
- Learners in VET courses generated 1.53 million student contact hours (SCH) and 43,266 module enrolments.
- Government supported training generated 1.12 million SCH, 67 per cent of which was funded through the ACFE Board.
- 51 per cent of all course enrolments were in pre-accredited programs, 49 per cent were in accredited courses.

## Market Share

- Over 46,000 Barwon South Western residents enrolled in VET training in 2010. Of these, 15 per cent attended *Learn Local* organisations, 23 per cent private RTOs, and 62 per cent TAFE institutes.
- Adult community education's share of total VET enrolments in the Barwon South Western region was 15 per cent in both 2009 and 2010.

### Finding one's pathway

## Maddie's story

After experiencing bullying at her school Maddie was drawn to CREATE, a *Learn Local* organisation in Geelong, because she felt safe there.

Since starting with CREATE at age 14 she has gone on to successfully complete her Certificate I in Vocational Preparation and Certificate II in General Education for Adults.

Maddie found the staff at CREATE bubbly and happy, they always made the time to understand her, and took the time to explain things in class so that they made sense to her.

Through excursions to schools offered as part of her studies at CREATE, Maddie has reconnected and gone back to school, enrolling in VCAL.

Maddie has successfully moved through foundation and intermediate VCAL and is now undertaking senior VCAL with a focus on hospitality. Maddie's achievements include coming fourth in the local Y-chef across-schools cooking competition.

Maddie reflects that CREATE set her up at a time when she didn't fit in at school and gave her the confidence to continue with her education.

Since going to CREATE she has found her pathway and now has plans for a career in hospitality.

# Region of ACFE

## Regional Council Members

(2010-2011)

Beverley Brown *(to March 2011)*

David Cotsell *(from July 2010)*

Louisa-Jane Cunningham *(from May 2011)*

Christine Denmead  
*(Deputy Chairperson from February 2011)*

Judy Jamieson

Bruce Jeans *(to March 2011)*

Ann Murphy *(co-opted from May 2011)*

Julie Neeson *(Chairperson from February 2011)*

Jill Parker *(Chairperson to February 2011)*

Janice Stewart *(from May 2011)*

Kwong Wong  
*(Deputy Chairperson to February 2011)*

Maria Zaluski



## Regional Council Action Plan

The Barwon South Western Regional Council has worked on various projects over the year based on the key priorities identified in their 2010-2011 Action Plan. Some key projects are outlined below.

### 1.

To improve pathways for learners in Corio and the northern suburbs of Geelong the Regional Council has established a partnership working group of 10 people including representatives from four *Learn Local* organisations, three TAFEs and ACFE staff. The partnership group has been exploring opportunities for joint delivery of programs, tasters and sharing of facilities and infrastructure. The group is planning for pre-accredited taster sessions in late 2011.

### 2.

Supporting *Learn Local* organisations to develop partnerships as a way to extend their reach and responsiveness to local needs has been a priority. In August 2010 the Regional Council hosted a regional showcase on the Community Learning Partnership (CLP) program for 45 attendees. The Showcase provided first hand accounts of what can be achieved through a CLP, whilst assisting *Learn Local* organisations with information on how to prepare proposals and an application.

### 3.

To assist with growing provision in the Barwon South Western region the Regional Council has focused on strategies that will address barriers to client participation.

For example, to assist young people transitioning from school to a *Learn Local* organisation the Council has negotiated with DEECD in the region a one off, up front payment from schools to a *Learn Local* organisation to support the costs associated with the provision of 'welfare' support to a young person. This support may include, but is not limited to, the provision of an initial assessment, access to professionals such as psychologists and counsellors, case management, and follow-up work required to ensure the young person attends classes etc.

# Eastern Metropolitan Region

The region extends from Hawthorn and Kew in the inner eastern suburbs to the Dandenong and Yarra Ranges. While generally relatively more affluent than the western or northern parts of the metropolitan area, there are significant pockets of disadvantage across the region.

Employment opportunities within the region are predominantly in service industries and in light manufacturing.

## Learner Profile

7,078 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Eastern Metropolitan region during 2010.

- 74 per cent were female.
- 22 per cent were aged 15-24 and 47 per cent were aged 45 and above.
- 29 per cent were born overseas.
- Over half (53 per cent) had completed Year 12 or higher.
- 20 per cent were unemployed and seeking full or part-time employment.

When *Learn Local* learners are compared to the region's wider population:

- 18 per cent have a CALD background (region's wider population is 23 per cent)
- 0.7 per cent identified as Indigenous (region's wider population is 0.2 per cent)
- 8 per cent were from low socioeconomic status localities (region's wider population is 1 per cent)
- 8 per cent were males aged 45 and above (region's wider population is 18 per cent)
- 5.3 per cent were disengaged young people (region's wider population is 4.2 per cent)
- 22 per cent were early school leavers (region's wider population is 18 per cent)
- 16 per cent were vulnerable or low skilled workers (region's wider population is 7 per cent).

## Organisational Profile

There were 44 *Learn Local* organisations delivering training in the Eastern Metropolitan region in 2010. Of these, 22 delivered only pre-accredited courses, 4 delivered only accredited courses, and 18 delivered a mix of pre-accredited and accredited courses.

## Delivery Achievements

- 10,739 *Learn Local* learners, including those paying fees, enrolled in 2010 in the Eastern Metropolitan region. Of these, 7,078 were in VET courses and 3,661 were in non-VET enrichment programs.
- Learners in VET courses generated 1.39 million student contact hours (SCH) and 37,321 module enrolments.
- Government supported training generated 1.22 million SCH, 88 per cent of which was funded through the ACFE Board.
- 65 per cent of all course enrolments were in pre-accredited programs, 35 per cent were in accredited courses.

## Market Share

- Nearly 79,000 residents in the Eastern Metropolitan region enrolled in VET training in 2010. Of these, 10 per cent attended *Learn Local* organisations, 22 per cent private RTOs, and 68 per cent TAFE institutes.
- Hours of delivery increased in the region from 2009 to 2010, however adult community education's share of total VET enrolments in the Eastern Metropolitan region was 10 per cent in 2010 compared to 12 per cent in 2009.

### Challenging others to achieve

## Mark's story

Mark commenced a Saturday class with the *Learn Local* organisation, Waverley Adult Literacy Program Inc, in early 2009. This class was for people with mild intellectual disabilities, however, having already gone through the special school system, Mark quickly realised that he wanted to achieve more from his studies and he changed to an evening group of all male students.

While Mark's reading and writing skills were poor, he was very articulate. Through his evening class, he was encouraged to develop public speaking skills. Mark was asked to talk to an ESL class and tell them about his job with Coles as a trolley collector – his natural humour made him an instant hit with his audience!

## Regional Council Members

(2010-2011)

Helen Croxford (*to March 2011*)

Dennis Denman (*co-opted member to July 2010*)

Helen Falconer (*re-appointed in May 2011*)

Judy Flanagan

Penny Morison (*Chairperson*)

Michaela-Dana Pelevaniuc (*to March 2011*)

Kalifroni Taifalos

Philip Warner

David Wells (*from May 2011*)

Helen Worladge



## Regional Council Action Plan

The Eastern Metropolitan Regional Council has worked on various projects over the year based on the key priorities identified in their 2010-2011 Action Plan. Some of these projects are outlined below.

### 1.

To promote the training opportunities available to local businesses and industry in the region, the Regional Council held local adult community education awards in November 2010. The awards brought the training opportunities available through the *Learn Local* sector to the attention of small business and industry employers in the region looking for training partners. Over 100 people attended the ceremony where prize money totalling \$10,000 was awarded to nine winners.

### 2.

To support the sustainability of *Learn Local* organisations the Regional Council held a conference to provide professional development and network opportunities. The Council focused on fostering connections and partnerships to promote learning opportunities for positive change. Over 50 people attended the conference where they were exposed to new and innovative ideas that they could take away and use in the delivery and assessment of adult community education.

### 3.

To assist the expansion of vocational education and training provision in the Eastern Metropolitan region the Regional Council has facilitated a partnership with LLENs, TAFEs and *Learn Local* organisations to develop strategies to expand provision of training to youth in the inner east. The partnership group is developing projects to research, develop and implement youth programs, particularly VCAL, in the City of Boroondara and City of Whitehorse.

This small success catapulted Mark forward and fuelled his ambition to learn to read and write. Mark continued with his studies and soon began to recognise words and develop reading strategies.

Mark's employer was delighted with his progress and promoted him to a job inside the store putting labels on the bakery products. Mark spent considerable time and effort in his evening class learning to read the words that he needed for this job. He then added maps to his list of reading successes, then sentences, and then books – and once again Mark received a job promotion at Coles.

Mark was encouraged to take on motivational speaking engagements. Mark now attracts a handsome fee to address parents and students and to tell his story of success through *Learn Local* and is undertaking further study ... in money management! His savings are on track to buy a car by the end of the year.

Mark has set a great example of what can be achieved through the *Learn Local* sector and he encourages others to follow their educational dream.

# Gippsland Region of ACFE

The Gippsland region lies south of the Great Dividing Range with the major population centres located along the Princes Highway from the Latrobe Valley towns in the west to Bairnsdale in the far east.

The region's economy is based around electricity generation, the forestry industry and other agricultural industries, with a growing reliance on tourism along the coast from Phillip Island to Lakes Entrance.

## Learner Profile

5,501 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Gippsland region during 2010.

- 63 per cent were female.
- 30 per cent were aged 15-24 and 40 per cent were aged 45 and above.
- 11 per cent were born overseas.
- Some 42 per cent had completed Year 12 or higher.
- 24 per cent were unemployed and seeking full or part-time employment.

When *Learn Local* learners are compared to the region's wider population:

- 3.5 per cent have a CALD background (region's wider population is 3.6 per cent)
- 2.0 per cent identified as Indigenous (region's wider population is 1.1 per cent)
- 49 per cent were from low socioeconomic status localities (region's wider population is 45 per cent)
- 11 per cent were males aged 45 and above (region's wider population is 22 per cent)
- 6.3 per cent were disengaged young people (region's wider population is 4.6 per cent)
- 31 per cent were early school leavers (region's wider population is 27 per cent)
- 15 per cent were vulnerable or low skilled workers (region's wider population is 14 per cent).

## Organisational Profile

There were 31 *Learn Local* organisations delivering training in the Gippsland region in 2010. Of these, 23 delivered only pre-accredited courses and 10 delivered a mix of pre-accredited and accredited courses.

## Delivery Achievements

- 5,862 *Learn Local* learners, including those paying fees, enrolled in 2010 in the Gippsland region. Of these, 5,501 were in VET courses and 361 were in non-VET enrichment programs.
- Learners in VET courses generated 976,000 student contact hours (SCH) and 28,996 module enrolments.
- Government supported training generated 778,000 SCH, 80 per cent of which was funded through the ACFE Board.
- 49 per cent of all course enrolments were in pre-accredited programs, 51 per cent were in accredited courses.

## Market Share

- Nearly 35,000 residents in the Gippsland region enrolled in VET training in 2010. Of these, 14 per cent attended *Learn Local* organisations, 14 per cent private RTOs, and 72 per cent TAFE institutes.
- The region experienced a decline of 2 per cent in hours of delivery and 5 per cent in adult community education's share of total VET enrolments in the region between 2009 and 2010.

Extending one's reach by  
building others' capabilities

## The story of Gippsland Women Learning

After identifying that a lack of tutors in rural and remote communities was leading to a lack of training in the Gippsland region Paynesville Neighbourhood Centre, a *Learn Local* organisation, set about rectifying the situation. They formed a Community Learning Partnership with other small adult education organisations from across the region to increase the delivery of their *Increasing Women's Options* program.

*Increasing Women's Options* is a pre-accredited program that provides disadvantaged women in rural communities with the opportunity to take their next step to getting a job or returning to study. It provides



## Regional Council Members

(2010-2011)

Deborah Brown (*Chairperson*)

Karen Fleischer

(*Deputy Chairperson, re-appointed May 2011*)

Cheryl Glowrey (*to March 2011*)

Christine Maxfield (*to July 2010*)

Glenda McPhee

Linda Morrison (*from July 2010*)

Greg Twite (*to March 2011*)

Peter Whitley

Elizabeth Wright (*re-appointed May 2011*)



### 1.

The Regional Council has focused on strengthening the relationships between *Learn Local* organisations and local businesses as a way to develop training pathways for local workers. Over the year, the Regional Council has hosted two well-attended business engagement events, one in the City of Latrobe and one in the Shire of East Gippsland. Those present included Mayors and local council members, *Learn Local* organisations, local businesses with potential training needs, and ACFE regional councillors and staff.

The events provided an opportunity for participants to learn more about each other as well as helping to identify skills shortages and where opportunities exist for *Learn Local* organisations to provide training to address those needs.

## Regional Council Action Plan

The Gippsland Regional Council has worked on various projects over the year based on the key priorities identified in their 2010-2011 Action Plan. Some projects are outlined below.

### 2.

To assist with improving outcomes for learners in the Gippsland region the Regional Council has commissioned a research project on module load completion rates within the region. There are three phases to the project, including an analysis of data, a literature review and a series of interviews with *Learn Local* organisations across Gippsland. Findings from the project will be presented during the second half of 2011.

### 3.

To help *Learn Local* organisations to increase the vocational education and training opportunities in the region, the Regional Council has focused on increasing the delivery of training to learners from a culturally and linguistically diverse background in the region. Over the year the Council has facilitated meetings with *Learn Local* organisations in Bass Coast and Latrobe to identify strategies to increase the provision of training to these learners.

personal development in a supportive and nurturing environment that builds participants self-esteem and confidence.

The focus of the Community Learning Partnership is to build the number of female facilitators who can deliver *Increasing Women's Options* across three local government areas in Gippsland (the Shire of East Gippsland, the Shire of Wellington and the City of Latrobe). Ten women will be trained as facilitators and develop the skills and capabilities to deliver the pre-accredited program.

Mandy is one of the success stories of the program.

Just three years ago, Mandy herself was lacking in the confidence and self-awareness to realise her potential and find employment. Through undertaking the *Increasing Women's Options* program at Traralgon, Mandy was able to unlock her potential and has since been trained as a facilitator for the program. As well as her excellent presentation skills, her personal story motivates her students, who can relate to her background.

# Grampians Region of ACFE

From Bacchus Marsh in the east to the South Australian border, and with Ballarat and Horsham as its major population centres, the Grampians region has a diversified agricultural economy that over recent years has experienced significant downturn as a result of drought.

The eastern part of the region's economy and community in the future is likely to be driven by growth and change as a result of its strategic location close to Melbourne, while in the more rural west and north a challenge will lie in maintaining healthy local economies and communities as the population ages.

## Learner Profile

3,830 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Grampians region during 2010.

- 64 per cent were female.
- 24 per cent were aged 15-24 and 42 per cent were aged 45 and above.
- 7 per cent were born overseas.
- 50 per cent had completed Year 12 or higher.
- 36 per cent were unemployed and seeking full or part-time employment.

When *Learn Local* learners are compared to the region's wider population:

- 1.8 per cent have a CALD background (region's wider population is 2.9 per cent)
- 1.3 per cent identified as Indigenous (region's wider population is 0.7 per cent)
- 32 per cent were learners from low socioeconomic status localities (region's wider population is 28 per cent)
- 11 per cent were males aged 45 and above (region's wider population is 21 per cent)

- 5.4 per cent were disengaged young people (region's wider population is 4.6 per cent)
- 27 per cent were early school leavers (region's wider population is 26 per cent)
- 15 per cent were vulnerable or low skilled workers (region's wider population is 13 per cent).

## Organisational Profile

There were 29 *Learn Local* organisations delivering training in the Grampians region in 2010. Of these, 19 delivered only pre-accredited courses, and 10 delivered a mix of pre-accredited and accredited courses.

## Delivery Achievements

- 3,918 *Learn Local* learners, including those paying fees, were enrolled in 2010 in the Grampians region. Of these, 3,830 were in VET courses and 88 were in non-VET enrichment programs.
- Learners in VET courses generated 809,000 student contact hours (SCH) and 22,658 module enrolments.
- Government supported training generated 529,000 SCH, 88 per cent of which was funded through the ACFE Board.
- 54 per cent of all course enrolments were in pre-accredited programs, 46 per cent were in accredited courses.

## Market Share

- Over 22,000 residents in the Grampians region attended some form of VET training in 2010. Of these, 16 per cent attended *Learn Local* organisations, 27 per cent private RTOs, and 57 per cent TAFE institutes.
- Hours of delivery increased in the region from 2009 to 2010, however adult community education's share of total VET enrolments in the region was 16 per cent in 2010 compared to 20 per cent in 2009.

### Engaging one's creativity while learning

## The story of the Deadly Ute

The *Deadly Ute* project, taking place at the Wimmera HUB in Horsham, is re-engaging Aboriginal young people in the district with education and employment.

Developed in partnership with Goolum Goolum Aboriginal Cooperative and the University of Ballarat the project gives participants the chance to learn new skills while tapping into their creativity as they turn an old ute into a Deadly Ute.

The chance to get their hands dirty and try out practical skills was what drew most participants to the project. But they have also gained motivation and pride in work through their involvement.

## Regional Council Members

(2010-2011)

Margaret Cousins (*from May 2011*)

Jennifer Dalton (*to June 2011*)

Wendy Draayers (*member from July 2010*)

Geraldine Frantz (*from May 2011*)

Barry Golding (*to March 2011*)

Angela Hunt (*to March 2011*)

Dorothy Lucardie (*Chairperson to February, member to March 2011*)

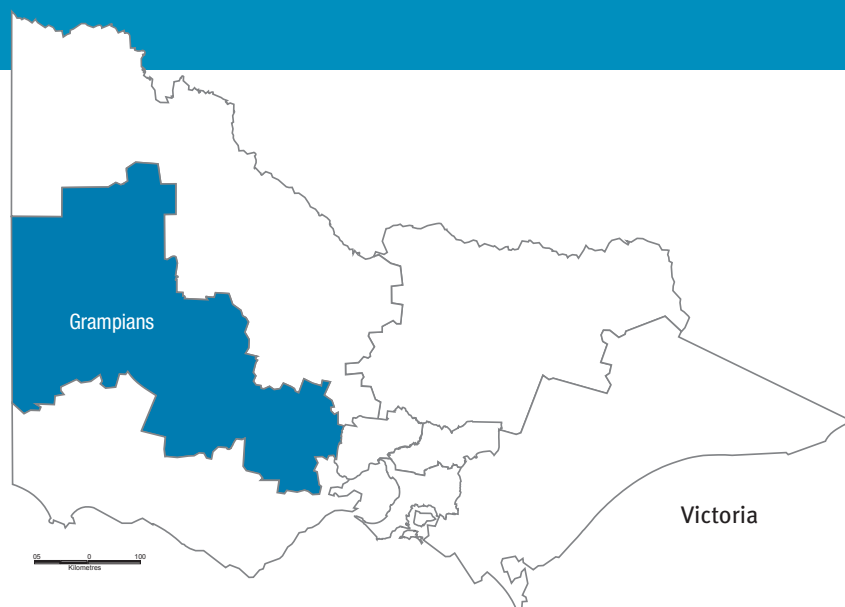
Dean Miller (*from July 2010*)

Karen Monument

Keith Peters (*Deputy Chairperson*)

Jeff Rigby

(*Chairperson from February 2011*)



## Regional Council Action Plan

The Grampians Regional Council has worked on various projects over the year based on the key priorities identified in their 2010-2011 Action Plan. Some projects are outlined below.

### 1.

As a step to growing the provision of vocational education and training in the region, the Regional Council is carrying out a research project to determine the education and training needs of people in the region who have not completed Year 12. The project will demonstrate the current reach of *Learn Local* organisations within the region and identify any pockets of unmet demand. The findings from this research will be available from late 2011.

### 2.

Over the year, the Regional Council has encouraged organisations to incorporate e-learning into their training. The success of this encouragement was reflected in 43 per cent of all applications received from the Grampians region for round 1 of the *Capacity and Innovation Fund* having a component focused on adopting e-learning.

To build their own understanding of the challenges and opportunities of incorporating e-learning in training, the Regional Council invited Wimmera HUB, a Horsham-based *Learn Local* organisation to present the outcomes of their recent e-learning project.

### 3.

Improving stakeholder engagement is part of the Regional Council's strategy to build the capacity of *Learn Local* organisations. The Council has developed a regional stakeholder engagement plan to strengthen links between *Learn Local* organisations and a broader range of stakeholders.

The Council invited regional stakeholders to various Council meetings, providing opportunities for Council members to discuss the challenges and opportunities relating to the delivery of education and training with them; gain information and data on the region; and to support consultation between *Learn Local* organisations and regional stakeholders.

The project doesn't stop there. Other learners are getting the opportunity to develop their media skills by creating a documentary on the project and by maintaining an online blog. The project has also provided opportunities for marketing, with learners developing ways to publicise the Deadly Ute program and engage more young people in training.

The project has offered learners the chance to study subjects from: Certificate II in Automotive Studies; Certificate II in Creative Industries; Certificate III in Business; and Certificate II in General Education for Adults.

There is so much pride among the learners in what they are achieving that they are heading off on a tour around Victoria and southern New South Wales in their colourful and inspiring Deadly Ute. They are looking at entering the Variety Club Bash and possibly doing a lap of the MCG during the Indigenous Week *Dreamtime at the G* AFL match in 2012.

With the additional exposure coming from online activities, the project's inspirational message is reaching people across the world.

# Hume Region of ACFE

The Hume region extends from Wallan and Kinglake in the south to the Murray River. Shepparton is close to the western boundary and Corryong in the north is on the eastern edge. Shepparton, Wangaratta and Wodonga are the major population centres and along with smaller towns service a diversified agricultural economy that is Victoria's major food bowl. Manufacturing enterprises are significant employers in these towns and there is a growing tourism sector.

## Learner Profile

6,564 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Hume region during 2010.

- 61 per cent were female.
- 23 per cent were aged 15-24 and 45 per cent were aged 45 and above.
- 9 per cent were born overseas.
- Just over half (51 per cent) had completed Year 12 or higher.
- 14 per cent were unemployed and seeking full or part-time employment.

When *Learn Local* learners are compared to the region's wider population:

- 3.9 per cent have a CALD background (region's wider population is 5.3 per cent)
- 1.2 per cent identified as Indigenous (region's wider population is 1.2 per cent)
- 61 per cent were learners from low socioeconomic status localities (region's wider population is 59 per cent)
- 13 per cent were males aged 45 and above (region's wider population is 21 per cent)
- 4.4 per cent were disengaged young people (region's wider population is 4.3 per cent)

- 23 per cent were early school leavers (region's wider population is 28 per cent)
- 15 per cent were vulnerable or low skilled workers (region's wider population is 13 per cent).

## Organisational Profile

There were 40 *Learn Local* organisations delivering training in the Hume region in 2010. Of these, 23 delivered only pre-accredited courses, 4 delivered only accredited courses, and 13 delivered a mix of pre-accredited and accredited courses.

## Delivery Achievements

- 7,782 *Learn Local* learners, including those paying fees, enrolled in 2010 in the Hume region. Of these, 6,564 were in VET courses and 1,218 were in non-VET enrichment programs.
- Learners in VET courses generated 801,000 student contact hours (SCH) and 24,848 module enrolments.
- Government supported training generated 537,000 SCH, 89 per cent of which was funded through the ACFE Board.
- 60 per cent of all course enrolments were in pre-accredited programs, 40 per cent were in accredited courses.

## Market Share

- Some 35,500 residents in the Hume region enrolled in VET training in 2010. Of these, 18 per cent attended *Learn Local* organisations, 16 per cent private RTOs, and 66 per cent TAFE institutes.
- The region experienced a decline of 5 per cent in hours of delivery and 3 per cent in adult community education's share of total VET enrolments in the region between 2009 and 2010.

### Returning to study and the workforce

## Virginia's story

Being a full-time single mum kept Virginia out of the workforce for over 11 years. As a mother of three boys she had previously had her hands full, but now that they were all at school she had the opportunity to do something more.

Through her sons' primary school, Yarrunga Primary, she connected with the *Learn Local* organisation, The Centre in Wangaratta through their *Employability Passport* program.

Before having children Virginia had worked in the manufacturing industry and never had a job which required the use of computers.

## Regional Council Members

(2010-2011)

Margaret Craik

Nigel Divito

Herma Duthie (to March 2011)

Robyn Machin (to March 2011)

Karen Marsh (to January 2011)

Leonard Redfern

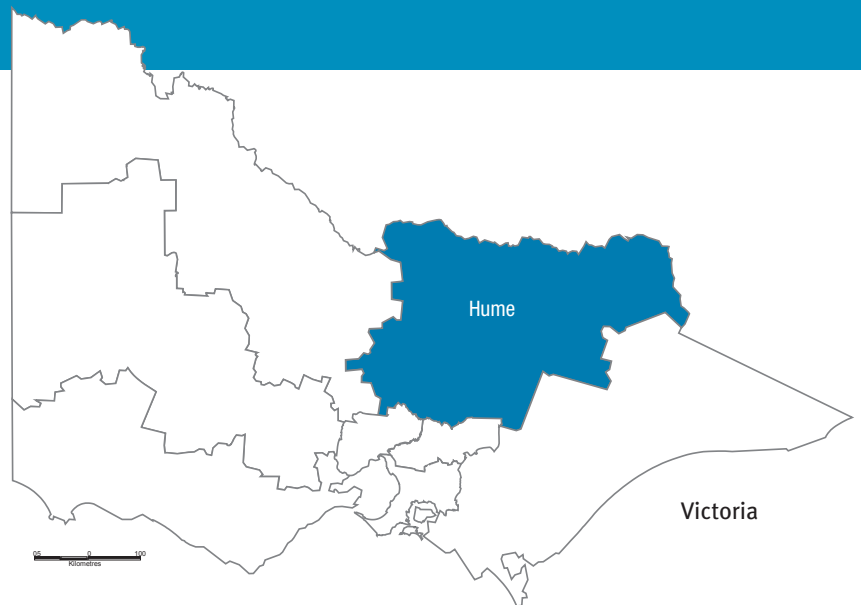
Helen Doig (Chairperson)

Graham Corless (from May 2011)

Anthony Putt (from July 2010)

Jeanette Swain

(from July 2010, Deputy Chairperson)



## Regional Council Action Plan

The Hume Regional Council has worked on various projects over the year based on the key priorities identified in their 2010-2011 Action Plan. Some projects are outlined below.

### 1.

To strengthen *Learn Local* organisations the Regional Council structured its annual conference around the theme of 'partnering for success'. Over 30 people, representing 22 *Learn Local* organisations, attended the two day conference to hear guest speakers on how to engage successfully with the community and create partnerships that work, marketing essentials and good business practices.

### 2.

The Regional Council has expanded its support for continuous improvement in adult education, leading to the creation of a second Continuous Improvement Group amongst a group of *Learn Local* organisations.

### 3.

In line with the Regional Council's identification of the need to expand learners' choices for accredited training in the Alpine and Indigo Shires, a project has commenced funded through the Capacity and Innovation fund in which *Learn Local* organisations across the Shires are collaborating to identify options to expand provision.

### 4.

To assist with expanding the provision of vocational education and training in the Hume region the Regional Council has worked in conjunction with *Learn Local* organisations, business and industry, and local government on a plan that will develop strategies to address barriers for participation in education and training for residents in the Greater Shepparton and Mitchell areas.

Virginia's confidence in her ability to learn and use computers grew as she participated in a pre-accredited unit that was a part of the Passport. So much so that she went on to complete the Certificate II in Information Technology.

Virginia was amazed that even though so much time has passed since she'd finished school, she was easily able to return to study with the help of The Centre.

*"The pace is one that we set for ourselves, and there is no pressure to have things done or understood by a certain time. We are not made to feel silly if we don't get it first go,"* Virginia said.

Courses like the Employability Passport *"help us develop our interpersonal skills, helping us deal with all types. It also shows us what is required of us in the work place, making it a not so scary place."*

Since completing her studies at The Centre, Virginia has gone on to achieve two more major milestones: she has gained employment at Yarunga Primary school (which her kids love!) as an administrative coordinator, working in the front office and the school library; and she has also gone on to study at TAFE – Certificate III in Business Administration.

Before studying at a *Learn Local* organisation, Virginia said she had never dreamed she could achieve so much.

# Loddon Mallee Region of ACFE

The Loddon Mallee region is bounded by the Murray River to the north, the South Australian border in the west and extends east and south to Kyabram and Maryborough.

Most of the region's population is located in Bendigo and Mildura with the lowest population density in the broadacre farming communities of the Mallee. As major regional centres, Bendigo and (to a lesser extent) Mildura offer diverse employment opportunities and are home to increasingly diverse communities.

## Learner Profile

7,382 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Loddon Mallee region during 2010.

- 64 per cent were female.
- 29 per cent were aged 15-24 and 36 per cent were aged 45 and above.
- 7 per cent were born overseas.
- 44 per cent had completed Year 12 or higher.
- 27 per cent were unemployed and seeking full or part-time employment.

When *Learn Local* learners are compared with the region's wider population:

- 4.2 per cent have a CALD backgrounds (region's wider population 4 per cent)
- 4.5 per cent identified as Indigenous (region's wider population is 1.3 per cent)
- 71 per cent were learners from low socioeconomic status localities (region's wider population is 47 per cent)
- 10 per cent were males aged 45 and above (region's wider population is 21 per cent)
- 8.0 per cent were disengaged young people (region's wider population is 4.6 per cent)

- 32 per cent were early school leavers (region's wider population is 27 per cent)
- 17 per cent were vulnerable or low skilled workers (region's wider population is 14 per cent).

## Organisational Profile

There were 36 *Learn Local* organisations delivering training in the Loddon Mallee region in 2010. Of these, 19 delivered only pre-accredited courses, and 17 organisations delivered a mix of pre-accredited and accredited courses.

## Delivery Achievements

- 7,631 *Learn Local* learners, including those paying fees, enrolled in 2010 in the Loddon Mallee region. Of these, 7,382 were in VET courses and 249 were in non-VET enrichment programs.
- Learners in VET courses generated 1.04 million student contact hours (SCH) and 34,684 module enrolments.
- Government supported training generated 774,000 SCH, 88 per cent of which was funded through the ACFE Board.
- 46 per cent of all course enrolments were in pre-accredited programs, 54 per cent were in accredited courses.

## Market Share

- Over 36,000 Loddon Mallee residents enrolled in VET training in 2010. Of these, 18 per cent attended *Learn Local* organisations, 24 per cent private RTOs, and 58 per cent TAFE institutes.
- Hours of delivery increased in the region from 2009 to 2010, however adult community education's share of total VET enrolments in the region was 18 per cent in 2010 compared to 19 per cent in 2009.

### Tackling skill shortages through partnerships

## The story of *One for Care*

When the personal care provider Care Beyond Measure (CBM) approached the *Learn Local* organisation, Continuing Education Bendigo (CEB) about the shortage of suitably qualified and trained personal carers the wheels were put in motion for what became the *One for Care* program.

The program provides learners with three qualifications at the Certificate III level (Aged Care, Home and Community Care, Disability Work).

Integral to the program is the commitment of both CEB and CBM to work together to ensure a program that attracts and retains people to the personal care sector.

## Regional Council Members

(2010-2011)

Derek Bowman (*re-appointed May 2011*)

Lynette Breen

Anne Brosnan (*co-opted from*)

Bruce Dudon (*from May 2011*)

Frances Ford (*Deputy Chairperson to February and member to March 2011*)

Max Gaynor

Ian Hardie (*Chairperson*)

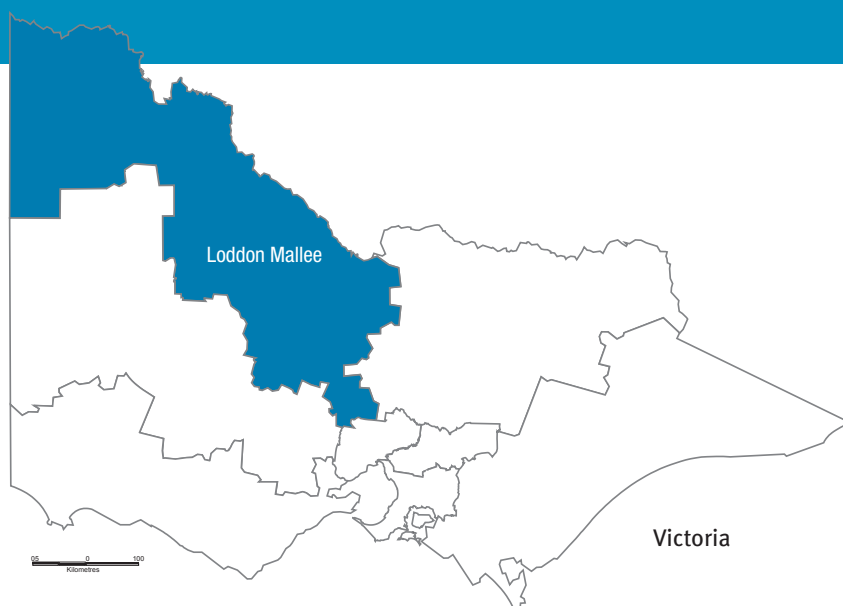
Lindsay Short

Glenn Sutherland

(*Deputy Chairperson from February 2011*)

Patricia Walsh (*resigned July 2010*)

Ellen White (*co-opted from*)



## Regional Council Action Plan

The Loddon Mallee Regional Council has worked on various projects over the year based on the key priorities identified in their 2010-2011 Action Plan. Some projects are outlined below.

### 1.

To strengthen *Learn Local* organisations, reporting capacities, the Regional Council held a series of workshops in Bendigo and Kyneton on accurate data capture and professional development in the use of two student management systems. Over 26 organisations took part in the workshops.

### 2.

To assist the development of innovative programs by *Learn Local* organisations, the Regional Council showcased the successful partnering and program models already being used by organisations in the region. The showcase was attended by 40 people, representing 24 *Learn Local* organisations. They were able to discuss the strategies being used and challenges faced in developing partnerships and programs.

### 3.

To support the expansion of vocational education and training in the Loddon Mallee region the Regional Council has been working with local businesses and *Learn Local* organisations in the Shires of Buloke and Loddon to develop a plan and strategies to meet the skill development needs in these shires.

What's great about this program is that learners combine attendance at class with workplace components where learners are mentored by an employee of CBM. What's more, learners who successfully complete the program have guaranteed employment with CBM.

The innovation of this program has helped attract more male learners into the program and field of work, which is a great outcome.

Learners are made to feel part of CBM not only because of the mentoring but by being included in staff meetings, professional development and through the provision of uniforms.

Mentors at CBM also gain through their involvement by obtaining competency in a unit from the Certificate IV in Training and Assessment.

The program is such a success that there is an abundance of interest and a waiting list to match.

# North Western Metropolitan

Encompassing four of the five metropolitan growth corridors, the North Western Metropolitan region is Victoria's most rapidly growing. Much of Melbourne's heavy and manufacturing industry is located in the region as well as service sectors such as transport and storage.

Public and private sector investment in urban renewal as well as the development of new communities on the urban fringe is changing the shape of many of the communities in the region.

## Learner Profile

11,875 *Learn Local* learners enrolled in vocational education and training (VET) courses in the North Western Metropolitan region during 2010.

- 72 per cent were female.
- 16 per cent were aged 15-24 and 45 per cent were aged 45 and above.
- Nearly half (48 per cent) of the learners in the region were born overseas.
- Some 42 per cent had completed Year 12 or higher.
- 30 per cent were unemployed and seeking full or part-time employment.

When *Learn Local* learners are compared with the region's wider population:

- 40 per cent have a CALD backgrounds (region's wider population is 33 per cent)
- 0.5 per cent identified as Indigenous (region's wider population is 0.4 per cent)
- 35 per cent were learners from low socioeconomic status localities (region's wider population is 28 per cent)
- 10 per cent were males aged 45 and above (region's wider population is 16 per cent)
- 3.4 per cent were disengaged young people (region's wider population is 3.7 per cent)
- 20 per cent were early school leavers (region's wider population is 18 per cent)
- 25 per cent were vulnerable or low skilled workers (region's wider population is 11 per cent).

## Organisational Profile

There were 70 *Learn Local* organisations delivering training in the North Western Metropolitan region in 2010. Of these, 29 delivered only pre-accredited courses, 2 delivered only accredited courses, and 39 delivered a mix of pre-accredited and accredited courses.

## Delivery Achievements

- 12,705 *Learn Local* learners, including those paying fees, enrolled in 2010 in the North Western Metropolitan region. Of these, 11,875 were in VET courses and 830 were in non-VET enrichment programs.
- Learners in VET courses generated 2.10 million student contact hours (SCH) and 60,540 module enrolments.
- Government supported training generated 1.69 million SCH, 86 per cent of which was funded through the ACFE Board.
- 61 per cent of all course enrolments were in pre-accredited programs, 39 per cent were in accredited courses.

## Market Share

- Some 152,500 residents in the North Western Metropolitan region enrolled in VET training in 2010. Of these, 9 per cent attended *Learn Local* organisations, 26 per cent private RTOs, and 65 per cent TAFE institutes.
- Hours of delivery increased in the region from 2009 to 2010, however adult community education's share of total VET enrolments in the region was 9 per cent in 2010 compared to 11 per cent in 2009.

Upskilling staff through  
workplace training

Vertech Hume's  
experience

Vertech Hume wanted to help improve the skill set of a group of five Karen men who were recently employed to work in their factory operating specialised machinery.

Vertech Hume enlisted the help of a local Karen community member to teach English, however, they quickly realised that they needed a more tailored and structured delivery of training.

Through the assistance of the Government's Skills for Growth program, Vertech Hume selected the *Learn Local* organisation,



# Region of ACFE

## Regional Council Members

(2010-2011)

Jennie Barrera (*from May 2011*)

Gerard Grant (*to March 2011*)

Geoffrey Hanlon (*re-appointed May 2011*)

Madeleine Laming

Marilla Mason (*to March 2011*)

Anton Mayer (*co-opted to April 2011, member from May 2011*)

Carmel McCarthy (*resigned November 2010*)

Judy McGannon (*Deputy Chairperson to February 2011, Chairperson from February 2011*)

Christine Mountford (*from May 2011*)

Peter Papamihail (*from May 2011*)

Jason Parker

Dianne Parslow

(*Chairperson to February 2011*)

Susan Young (*to March 2011*)



## Regional Council Action Plan

The North Western Metropolitan Regional Council has worked on various projects over the year based on the key priorities identified in their 2010-2011 Action Plan. Some projects are outlined below.

### 1.

To assist with building the capacity of *Learn Local* organisations in the North Western Metropolitan region two series of workshops were developed by the Regional Council titled *Business Matters* and *Learner Matters*.

Approximately 20 *Learn Local* organisations have attended each of the workshops where they have focused on topics including market facilitation, developing strategic and business plans, incorporating the specific needs of learners with a disability in training plans, and good practices for meeting AQTF standards.

### 2.

To expand the provision of vocational education and training in the North Western Metropolitan region the Regional Council has developed growth plans for the local government areas of Melton, Whittlesea and Wyndham. The plans have been developed in consultation with *Learn Local* organisations and the relevant local government council.

In developing the plans the Regional Council has examined the maintenance of support for effective providers; investigation of areas of potential expansion and prospective providers; and provided direct intervention to match providers with identified areas of potential growth.

### 3.

Supporting good governance in *Learn Local* organisations has been a focus for the Regional Council. The Regional Council has sought to engage with the Committees of Management of *Learn Local* organisations in their region through a series of meetings. Their aim has been to promote collaboration and develop a network of Committees of Management where members can share experiences and knowledge and develop an understanding of best governance practices.

Wyndham Community and Education Centre to deliver training to the men because of their flexible delivery methods.

Wyndham Community and Education Centre delivers training in the workplace tailoring it to the specific needs of staff – in this case the staff learnt to read basic technical machinery and operations text and relevant occupational health and safety materials.

So far the Karen workers have completed two units out of the Certificate I in ESL (Access) – spoken and written English.

Vertech Hume is extremely happy with the results of this training partnership – increased capacity and involvement from staff, confidence, safety and community engagement outside of the workplace – and is planning further educational opportunities for staff.

Tamas Hume, the General Manager from Vertech Hume Pty Ltd says, “Having started the education process we are committed to continue and give these guys the tools to improve the lives of themselves and their families.”

# Southern Metropolitan Region

Stretching along Port Philip Bay from St Kilda to the end of the Mornington Peninsula, the Southern Metropolitan region is predominantly urban and closely settled. The Casey Cardinia growth corridor in the east of the region is increasing this urbanisation.

Dandenong and Frankston are major 'central activities districts' in the region and provide employment and retail hubs. The economy of the region is diverse; from the tourism focus of the Mornington Peninsula to the commercial centres of the inner southern suburbs.

## Learner Profile

9,873 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Southern Metropolitan region during 2010.

- The majority (70 per cent) were female.
- 18 per cent were aged 15-24 and 47 per cent were aged 45 and above.
- 39 per cent were born overseas.
- Some 45 per cent had completed Year 12 or higher.
- 25 per cent were unemployed and seeking full or part-time employment.

When *Learn Local* learners are compared to the region's wider population:

- 25 per cent have a CALD backgrounds (region's wider population is 22 per cent)
- 1.0 per cent identified as Indigenous (region's wider population is 0.3 per cent)
- 36 per cent were learners from low socioeconomic status localities (region's wider population is 25 per cent)
- 9 per cent were males aged 45 and above (region's wider population is 18 per cent)
- 3.8 per cent were disengaged young people (region's wider population is 3.7 per cent)

- 21 per cent were early school leavers (region's wider population is 19 per cent)
- 17 per cent were vulnerable or low skilled workers (region's wider population is 9 per cent).

## Organisational Profile

There were 64 *Learn Local* organisations delivering training in the Southern Metropolitan region in 2010. Of these, 31 delivered only pre-accredited courses, 1 delivered only accredited courses, and 32 organisations delivered a mix of pre-accredited and accredited courses.

## Delivery Achievements

- 10,854 *Learn Local* learners, including those paying fees, enrolled in 2010 in the Southern Metropolitan region. Of these, 9,873 were in VET courses and 981 were in non-VET enrichment programs.
- Learners in VET courses generated 1.86 million student contact hours (SCH) and 54,846 module enrolments.
- Government supported training generated 1.25 million student contact hours, 84 per cent of which was funded through the ACFE Board.
- 69 per cent of all course enrolments were in pre-accredited programs, 31 per cent were in accredited courses.

## Market Share

- Over 114,000 residents in the Southern Metropolitan region enrolled in VET training in 2010. Of these, 10 per cent attended *Learn Local* organisations, 24 per cent private RTOs, and 65 per cent TAFE institutes.
- Hours of delivery increased in the region from 2009 to 2010, however adult community education's share of total VET enrolments in the region was 10 per cent in 2010 compared to 12 per cent in 2009.

### Re-engaging through taster courses

## Lucy's story

Progressively finding school studies harder and harder to keep up with, Lucy left school after Year 9 as she came to fear failure.

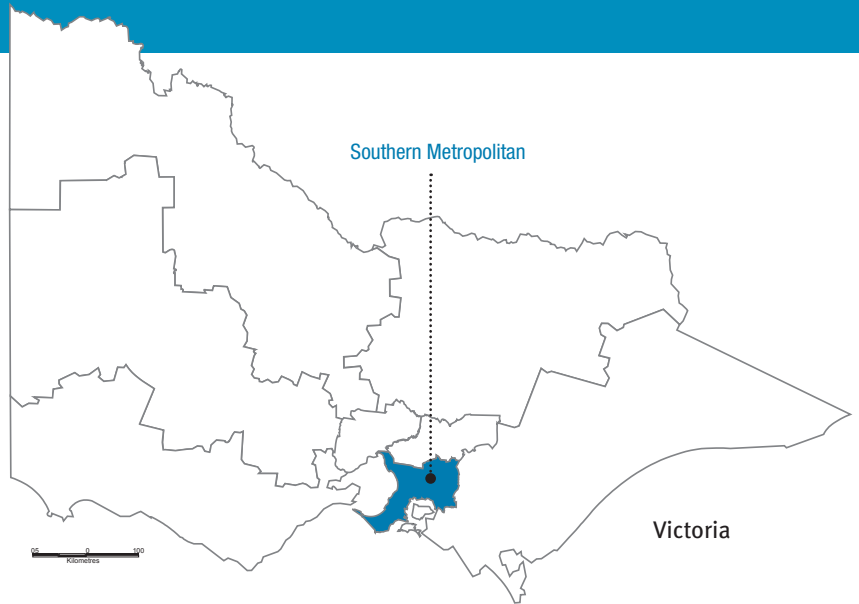
She didn't stop learning for long though. Over a Christmas break Lucy dipped her toe back into training by participating in a hospitality taster program run by SkillsPlus, a *Learn Local* organisation in Frankston.

By doing the taster, Lucy found that hospitality really appealed to her and what's more she found that she was so much more engaged in learning because she was interested in the subject.

## Regional Council Members

(2010-2011)

- Jan Berrigan
- Diane Casbolt
- David Greenwood
- Leanne Malcolm (*Chairperson*)
- Ann Mayer
- Theresa Paxino  
(*from May 2011, Deputy Chairperson from June 2011*)
- Debra Pinkerton (*to October 2010*)
- Angela Stathopoulos
- Jenny Wajsenberg
- Joanne Wilkinson  
(*Deputy Chairperson and member to April 2011*)



## Regional Council Action Plan

The Southern Metropolitan Regional Council has worked on various projects over the year based on the key priorities identified in their 2010-2011 Action Plan. Some projects are outlined below.

### 1.

To build the capacity of *Learn Local* organisations, the Regional Council has focused on providing professional development opportunities for practitioners in *Learn Local* organisations. In July 2010, the Regional Council sponsored *The Big Day Out*, which provided 70 practitioners in the region with an opportunity to network with each other and gain practical skills and information to support their professional practice. Workshops topics included catering for learning difficulties in adults; the Victorian Parliament Education Service; digital storytelling; and dealing with challenging behaviours.

Such positive feedback had been received that the Regional Council is sponsoring another *Big Day Out* in the second half of 2011.

### 2.

As part of the Regional Council's strategy to work with regional stakeholders to identify opportunities for growth in provision the Regional Council has facilitated discussions with local business networks and local government in order to identify emerging labour market trends and new opportunities.

In February 2011, the Regional Council and the Economic Development team at the City of Frankston held a forum that brought together approximately 50 people with representatives from *Learn Local* organisations, other registered training organisations, employment service providers, Centrelink and other agencies. The forum gave attendees an opportunity to engage with each other and to better understand the regional economic environment, the Council's Economic Strategy, and to identify skills shortages, training needs and opportunities in Frankston.

Following the success of the Frankston forum, the Regional Council is organising similar forums in growth corridor local government areas, including the City of Greater Dandenong, City of Casey and Shire of Cardinia.

After the taster, Lucy went on to enrol in the Certificates of General Education for Adults (CGEA). And while she still struggled with low confidence and self esteem and had an aversion to maths Lucy persevered with her studies and successfully achieved Certificate II in CGEA. What's more, Lucy has kept going and is now enrolled in the Intermediate Victorian Certificate for Adult Learning (VCAL) where she has incorporated more hospitality training.

Lucy's confidence has grown so much that she now has two casual jobs, working at a local café and Bunnings Warehouse, plus she is volunteering with a local neighbourhood house.

Looking ahead, Lucy plans to complete her Senior VCAL certificate and gain more experience in the workforce.

# Financial Report

For the year ended 30 June 2011

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This financial report covers the Adult,  
Community and Further Education Board

# VAGO

Victorian Auditor-General's Office

## INDEPENDENT AUDITOR'S REPORT

### To the Board Members, Adult Community and Further Education Board

#### *The Financial Report*

The accompanying financial report for the year ended 30 June 2011 of the Adult Community and Further Education Board which comprises the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement, notes comprising a summary of significant accounting policies and other explanatory information, and the accountable officer's and chairperson's declaration has been audited.

#### *The Board Members' Responsibility for the Financial Report*

The Board Members of the Adult Community and Further Education Board are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards, including the Australian Accounting Interpretations, and the financial reporting requirements of the *Financial Management Act 1994*, and for such internal control as the Board Members determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

As required by the *Audit Act 1994*, my responsibility is to express an opinion on the financial report based on the audit, which has been conducted in accordance with Australian Auditing Standards. Those Standards require compliance with relevant ethical requirements relating to audit engagements and that the audit be planned and performed to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The audit procedures selected depend on judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, consideration is given to the internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

#### *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 and responsibilities are to be exercised. In conducting the audit, the Auditor-General, his staff and delegates complied with all applicable independence requirements of the Australian accounting profession.

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Level 24, 35 Collins Street, Melbourne Vic. 3000

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*Auditing in the Public Interest*

# VAGO

Victorian Auditor-General's Office

## Independent Auditor's Report (continued)

### *Opinion*

In my opinion, the financial report presents fairly, in all material respects, the financial position of the Adult Community and Further Education Board as at 30 June 2011 and of its financial performance and its cash flows for the year then ended in accordance with applicable Australian Accounting Standards, including the Australian Accounting Interpretations, and the financial reporting requirements of the *Financial Management Act 1994*.

### *Matters Relating to the Electronic Publication of the Audited Financial Report*

This auditor's report relates to the financial report of the Adult Community and Further Education Board for the year ended 30 June 2011 included both in the Adult Community and Further Education Board's annual report and on the website. The Board Members of the Adult Community and Further Education Board are responsible for the integrity of the Adult Community and Further Education Board's website. I have not been engaged to report on the integrity of the Adult Community and Further Education Board's website. The auditor's report refers only to the subject matter described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements. If users of the financial report are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial report to confirm the information contained in the website version of the financial report.

MELBOURNE  
25 August 2011

  
D D R Pearson  
Auditor-General

2

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*Auditing in the Public Interest*



Adult, Community and  
Further Education

#### Accountable Officer's Declaration

The attached financial statements for the 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 including Interpretations, and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes, presents fairly the financial transactions during the year ended 30 June 2011 and financial position of the Board at 30 June 2011.

At the time of signing, we are not aware of any circumstance which would render any particulars included in the financial statements to be misleading or inaccurate.

We authorise the attached financial statements for issue on 11 August 2011.

Ms Sian Lewis  
Accountable Officer  
Adult, Community and Further Education Board

11 August 2011

Ms Rowena Allen  
Chair  
Adult, Community and Further Education Board

11 August 2011

## Comprehensive operating statement

for the financial year ended 30 June 2011

	Notes	2011 \$' 000	2010 \$' 000
<b>Income from transactions</b>			
Grants and other income transfers income		64,211	57,961
Other income		1	-
<b>Total income from transactions</b>		<b>64,212</b>	<b>57,961</b>
<b>Expenses from transactions</b>			
Depreciation	4	(270)	(326)
Grants and other expense transfers	2	(63,910)	(58,557)
<b>Total expenses from transactions</b>		<b>(64,180)</b>	<b>(58,883)</b>
<b>Net result from transactions (net operating balance)</b>		<b>32</b>	<b>(922)</b>
<b>Comprehensive result</b>		<b>32</b>	<b>(922)</b>

The above comprehensive operating statement should be read in conjunction with the accompanying notes



## Balance sheet

As at 30 June 2011

	Notes	2011 \$'000	2010 \$'000
<b>Assets</b>			
<b>Financial assets</b>			
Cash and cash deposits	8(b)	-	7,302
Receivables	3	22,025	5,720
<b>Total financial assets</b>		<b>22,025</b>	<b>13,022</b>
<b>Non-financial assets</b>			
Property, plant and equipment	4	18,539	18,914
<b>Total non-financial assets</b>		<b>18,539</b>	<b>18,914</b>
<b>Total assets</b>		<b>40,564</b>	<b>31,936</b>
<b>Liabilities</b>			
Payables	5	18,869	10,168
<b>Total liabilities</b>		<b>18,869</b>	<b>10,168</b>
<b>Net assets</b>		<b>21,695</b>	<b>21,768</b>
<b>Equity</b>			
Contributed capital		1,701	1,565
Physical assets revaluation surplus	9	13,734	13,975
Accumulated surplus/(deficit)		6,260	6,228
<b>Net worth</b>		<b>21,695</b>	<b>26,768</b>
Commitments for expenditure	13		
Contingent liabilities and contingent assets	6		

The above balance sheet should be read in conjunction with the accompanying notes

## Statement of changes in equity

for the financial year ended 30 June 2011

	Physical Asset Revaluation Surplus	Accumulated Surplus	Contributions by Owner Contributions by Owner	Total
	\$'000	\$'000	\$'000	\$'000
Balance at 1 July 2009	13,975	7,150	1,565	22,690
Net result for the year	-	(922)	-	(922)
<b>Balance at 30 June 2010</b>	<b>13,975</b>	<b>6,228</b>	<b>1,565</b>	<b>21,768</b>
Net result for the year	-	32	-	32
Addition to net assets base	-	-	136	136
Adjustment to prior year revaluation	(241)	-	-	(241)
<b>Balance at 30 June 2011</b>	<b>13,734</b>	<b>6,260</b>	<b>1,701</b>	<b>21,695</b>

The statement of changes in equity should be read in conjunction with the accompanying notes

## Statement of cash flow

for the financial year ended 30 June 2011

	Notes	2011 \$'000	2010 \$'000
<b>Cash flows from operating activities</b>			
Receipts			
Receipts from Government		48,042	54,119
GST recovered from ATO		5,535	-
Other receipts		1	-
<b>Total receipts</b>		<b>53,578</b>	<b>54,119</b>
<b>Payments</b>			
Payments of grants and other transfers		(60,744)	(52,457)
<b>Total payments</b>		<b>(60,744)</b>	<b>(52,457)</b>
<b>Net cash flows from/(used in) operating activities</b>	8(a)	<b>(7,166)</b>	<b>1,662</b>
Cash flows from investing activities			
Payments for non-financial assets		(136)	-
<b>Net cash flow from/(used in) investing activities</b>		<b>(136)</b>	<b>-</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(7,302)</b>	<b>1,662</b>
Cash and cash equivalents at the beginning of the financial year		7,302	5,640
<b>Cash and cash equivalents at the end of the financial year</b>	8(b)	<b>-</b>	<b>7,302</b>

The above Cash Flow statement should be read in conjunction with the accompanying notes

# Notes to and forming part of the financial statements

for the financial year ended 30 June 2011

## Note 1 Summary of significant accounting policies

The annual financial statements represent the audited general purpose financial statements for the Adult Community and Further Education Board.

### (A) Statement of Compliance

These general purpose financial statements have been prepared in accordance with the Financial Management Act 1994 (FMA) and applicable Australian Accounting Standards (AAS) which include Interpretations, issued by the Australian Accounting Standards Board (AASB). In particular, they are presented in a manner consistent with the requirements of the AASB 1049 Whole of Government and General Government Sector Financial Reporting.

Where applicable, those paragraphs of the AASs applicable to not-for-profit entities have been applied.

Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

### (B) Basis of preparation

The accrual basis of accounting has been applied in the preparation of these financial statements whereby assets, liabilities, equity, income and expenses are recognised in the reporting period to which they relate, regardless of when cash is received or paid.

These financial statements are presented in Australian dollars, the functional and presentation currency of the Board.

In the application of AASs, management is required to make judgments, estimates and assumptions about carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstance, the results of which form the basis of making the judgments. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period or in the period of the revision and future periods if the revision affects both current and future periods. Judgments made by management in the application of AASs that have significant effects on the financial statements and estimates, with a risk of material adjustments in the subsequent reporting period, are disclosed throughout the notes to the financial statements.

The report has been prepared in accordance with the historical cost convention except for:

- non-current physical assets which, subsequent to acquisition, are measured at a revalued amount being their fair value at the date of the revaluation less any subsequent accumulated depreciation and subsequent impairment losses. Revaluations are made with significant regularity to ensure that the carrying amounts do not materially differ from their fair value; and
- the fair value of an asset other than land is generally based on its depreciated replacement value.
- Historical cost is based on the fair values of the consideration given in exchange for assets.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2011 and the comparative information presented for the year ended 30 June 2010.

### (C) Reporting entity

The financial statements cover the Adult, Community and Further Education (ACFE) Board as an individual reporting entity under the Education and Training Reform Act 2006. The Board reports separately to Parliament through the Minister for Higher Education and Skills (previously through the Minister for Skills and Workforce Participation). Its principal address is:

**Adult, Community and Further Education Board**

Level 3

2 Treasury Place

East Melbourne,

VICTORIA 3002

## (D) Scope and presentation of financial statements

### Comprehensive operating statement

Income and expenses in the comprehensive operating statement are classified according to whether or not they arise from 'transactions' or 'other economic flows'. This classification is consistent with the whole of government reporting format and is allowed under AASB 101 Presentation of financial statements.

'Transactions' and 'other economic flows' are defined by the Australian system of government finance statistics: concepts, sources and methods 2005 Cat. No. 5514.0 published by the Australian Bureau of Statistics.

'Transactions' are those economic flows that are considered to arise as a result of policy decisions, usually interactions between two entities by mutual agreement. Transactions also include flows within an entity, such as depreciation where the owner is simultaneously acting as the owner of the depreciating asset and as the consumer of the service provided by the asset. Taxation is regarded as mutually agreed interactions between the Government and taxpayers. Transactions can be in kind (e.g. assets provided/given free of charge or for nominal consideration) or where the final consideration is cash.

'Other economic flows' are changes arising from market re-measurements. They include:

- gains and losses from disposals, revaluations and impairments of non-financial physical and intangible assets;
- fair value changes of financial instruments and agricultural assets; and
- depletion of natural assets (non-produced) from their use or removal.

The net result is equivalent to profit or loss derived in accordance with AASs.

### Balance sheet

Assets and liabilities are presented in liquidity order with assets aggregated into, financial assets and non-financial assets.

Current and non-current assets and liabilities (those expected to be recovered or settled beyond 12 months) are disclosed in the notes, where relevant.

### Statement of changes in equity

The statement of changes in equity presents reconciliations of each non-owner and owner equity opening balance at the beginning of the reporting period to the closing balance at the end of the reporting period. It also shows separately changes due to amounts recognised in the comprehensive result and amounts recognised in other comprehensive income related to other non-owner changes in equity.

### Cash flow statement

Cash flows are classified according to whether or not they arise from operating activities, investing activities, or financing activities. This classification is consistent with requirements under AASB 107 Statement of cash flows.

## (E) Income from transactions

Income is recognised to the extent that it is probable that the economic benefits will flow to the entity and the income can be reliably measured.

### Grants and other income transfers

State Governments' grants over which the Board gains control during a reporting period are recognised as income of that reporting period consistent with Australian Accounting Standard AASB 1004 'Contributions' and other relevant accounting concepts, pronouncements and views. '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 and recognised as they are earned.

## (F) Expenses from transactions

Expenses are recognised as they are incurred and reported in the financial year to which they relate.

### Depreciation and amortisation

Buildings, office equipment and other non-current physical assets (excluding items under operating leases, assets held-for-sale) that have a limited useful life are depreciated. Depreciation is generally calculated on a straightline basis, at rates that allocate the asset's value, less any estimated residual value, over its estimated useful life.

The following are typical estimated useful lives for the different asset classes for both current and prior years:

Asset Class	Useful life
Buildings	40 years

### Grants and other expense transfers

Grants and other transfers to third parties (other than contribution to owners) are recognised as an expense in the reporting period in which they are paid or payable. They include transactions such as grants, subsidies and other transfer payments to educational providers.

### Other operating expenses

Other operating expenses generally represent the day to day running costs incurred in normal operations.

### Supplies and services

Supplies and services expenses are recognised as an expense in the reporting period in which they are incurred. The carrying amounts of any inventories held for distribution are expensed when distributed

## (G) Financial assets

### Cash and deposits

Cash and deposits, including cash equivalents, comprise cash on hand and cash at bank, deposits at call and highly liquid investments with an original maturity of three months or less, which are held for the purpose of meeting short term cash commitments rather than for investment purposes and which are readily convertible to known amounts of cash and are subject to insignificant risk of changes in value.

### Receivables

Receivables consist predominantly of amounts owing from the Victorian Government, debtors in relation to goods and services, accrued investment income and GST input tax credits recoverable. Receivables that are contractual are classified as financial instruments. Amounts owing from the Victorian Government are not classified as financial instruments.

Receivables are recognised initially at fair value and subsequently measured at amortised cost, using the effective interest method, less an allowance for impairment.

A provision for doubtful receivables is made when there is objective evidence that the debts may not be collected and bad debts are written off when identified.

## (H) Non-Financial Assets

### Property, plant and equipment

All non-current physical assets are measured initially at cost and subsequently revalued at fair value less accumulated depreciation and impairment.

### Revaluations of noncurrent physical assets

Noncurrent physical assets are measured at fair value in accordance with FRD 103D issued by the Minister for Finance. A full revaluation normally occurs every five years, based on the asset's government purpose classification, but may occur more frequently if fair value assessments indicate material changes in values. Independent valuers are used to conduct these scheduled revaluations and any interim revaluations are determined in accordance with the requirements of the FRDs.

Revaluation increases or decreases arise from differences between an asset's carrying value and fair value.

Net revaluation increases (where the carrying amount of a class of assets is increased as a result of a revaluation) are recognised in other comprehensive income and accumulated in equity under the revaluation surplus, except that the net revaluation increase shall be recognised in the net result to the extent that it reverses a net revaluation decrease in respect of the same class of property, plant and equipment previously recognised as an expense (other economic flows) in the net result.

Net revaluation decreases are recognised immediately as expenses (other economic flows) in the net result, except that the net revaluation decrease shall be recognised in other comprehensive income to the extent that a credit balance exists in the revaluation surplus in respect of the same class of property, plant and equipment. The net revaluation decrease recognised in other comprehensive income reduces the amount accumulated in equity under revaluation surplus.

Revaluation increases and decreases relating to individual assets within a class of property, plant and equipment, are offset against one another within that class but are not offset in respect of assets in different classes. Any revaluation surplus is not normally transferred to accumulated funds on derecognition of the relevant asset.

## (I) Liabilities

### Payables

Payables consist of:

- contractual payables, such as accounts payable, and unearned income including deferred income from concession arrangements. Accounts payable represent liabilities for goods and services provided to the Board prior to the end of the financial year that are unpaid, and arise when the Board becomes obliged to make future payments in respect of the purchase of those goods and services; and
- statutory payables, such as goods and services tax and fringe benefits tax payables.

Contractual payables are classified as financial instruments and categorised as financial liabilities at amortised cost. Statutory payables are recognised and measured similarly to contractual payables, but are not classified as financial instruments and not included in the category of financial liabilities at amortised cost, because they do not arise from a contract.

### Employee benefits

All employees of the ACFE Board are employees of the Department of Education and Early Childhood Development (previously of the Department of Planning and Community Development) and entitlements including superannuation, long service and annual leave entitlements (including on-costs) are classified as administrative expenses in the Departments of Education and Early Childhood Development and Planning and Community Development's financial statements for the respective period.

## (J) Equity

### Contributions by owners

Additions to net assets which have been designated as contributions by owners are recognised as contributed capital. Other transfers that are in the nature of contributions or distributions have also been designated as contributions by owners.

Transfers of net assets arising from administrative restructuring are treated as distributions to or contributions by owners.

## (K) Contingent assets and contingent liabilities

Contingent assets and contingent liabilities are not recognised in the balance sheet, but are disclosed by way of a note and, if quantifiable, are measured at nominal value. Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

## (L) Accounting for the Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of associated GST, unless the GST incurred is not recoverable from the taxation authority. In this case it is recognised as part of the cost of acquisition of the asset or as part of the expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the taxation authority is included with other receivables or payables in the balance sheet.

Cash flows are presented on a gross basis. The GST components of cash flows arising from investing or financing activities which are recoverable from, or payable to the taxation authority, are presented as operating cash flow.

## (M) Rounding of amounts

Amounts in the financial statements have been rounded to the nearest thousand dollars, unless otherwise stated. Figures in the financial statements may not equate due to rounding.

## (N) AASs issued that are not yet effective

Certain new AASs have been published that are not mandatory for 30 June 2011 reporting period. The Department of Treasury and finance (DTF) assesses the impact of these new standards and advises the departments and other entities of their applicability and early adoption where applicable.

As at 30 June 2011, the following standards and interpretations (applicable to ACFE Board) had been issued but were not mandatory for the financial year ending 30 June 2011. The Board has not early adopted these standards.

Standard/Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
AASB 9 <i>Financial instruments</i>	This standard simplifies requirements for the classification and measurement of financial assets resulting from Phase 1 of the IASB's project to replace IAS 39 <i>Financial Instruments: Recognition and Measurement</i> (AASB 139 <i>Financial Instruments: Recognition and Measurement</i> ).	Beginning 1 Jan 2013	Detail of impact is still being assessed.
AASB 124 <i>Related Party Disclosures (Dec 2009)</i>	Government related entities have been granted partial exemption with certain disclosure requirements.	Beginning 1 Jan 2011	Preliminary assessment suggests the impact is insignificant. However, DTF is still assessing the impact and whether to early adopt.
AASB 1053 <i>Application of Tiers of Australian Accounting Standards</i>	This Standard establishes a differential financial reporting framework consisting of two tiers of reporting requirements for preparing general purpose financial statements.	Beginning 1 July 2013	The Victorian Government is currently considering the impacts of Reduced Disclosure Requirements (RDRs) for certain public sector entities and has not decided if RDRs will be implemented to the Victorian Public Sector.
AASB 2009-11 <i>Amendments to Australian Accounting Standards arising from AASB 9 [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 121, 127, 128, 131, 132, 136, 139, 1023 and 1038 and Interpretations 10 and 12]</i>	This Standard gives effect to consequential changes arising from the issuance of AASB 9.	Beginning 1 Jan 2013	Impact is still being assessed.
AASB 2009-12 <i>Amendments to Australian Accounting Standards [AASB 5, 8, 108, 110, 112, 119, 133, 137, 139, 1023 and 1031 and Interpretations 2, 4, 16, 1039 and 1052]</i>	This standard amends AASB 8 to require an entity to exercise judgement in assessing whether a government and entities known to be under the control of that government are considered a single customer for purposes of certain operating segment disclosures. This standard also makes numerous editorial amendments to other AASs	Beginning 1 Jan 2011	The amendments only apply to those entities to whom AASB 8 applies, which are for-profit entities except for-profit government departments. Impact is still being assessed.

Standard/Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
<i>AASB 2009-14 Amendments to Australian Interpretation – Prepayments of a Minimum Funding Requirement [AASB Interpretation 14]</i>	Amendments to Interpretation 14 arise from the issuance of prepayments of a minimum funding requirement.	Beginning 1 Jan 2011	Expected to have no significant impact.
AASB 2010-2 Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements	This Standard makes amendments to many Australian Accounting Standards, including Interpretations, to introduce reduced disclosure requirements to the pronouncements for application by certain types of entities.	Beginning 1 July 2013	Does not affect financial measurement or recognition, so is not expected to have any impact on financial result or position. May reduce some note disclosures in financial statements.
<i>AASB 2010-4 Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 1, AASB 7, AASB 101 &amp; AASB 134 and Interpretation 13]</i>	This Standard makes numerous improvements designed to enhance the clarity of standards.	Beginning 1 Jan 2011	No significant impact on the financial statements.
<i>AASB 2010-5 Amendments to Australian Accounting Standards [AASB 1, 3, 4, 5, 101, 107, 112, 118, 119, 121, 132, 133, 134, 137, 139, 140, 1023 &amp; 1038 and Interpretations 112, 115, 127, 132 &amp; 1042]</i>	This amendment contains editorial corrections to a range of Australian Accounting Standards and Interpretations, which includes amendments to reflect changes made to the text of IFRSs by the IASB.	Beginning 1 Jan 2011	No significant impact on the financial statements.
<i>AASB 2010-6 Amendments to Australian Accounting Standards – Disclosures on Transfers of Financial Assets [AASB 1 &amp; AASB 7]</i>	This amendment adds and changes disclosure requirements about the transfer of financial assets. This includes the nature and risk of the financial assets.	Beginning 1 July 2011	This may impact on departments and public sector entities as it creates additional disclosure for transfers of financial assets. Impact is still being assessed.
<i>AASB 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 &amp; 1038 and Interpretations 2, 5, 10, 12, 19 &amp; 127]</i>	These amendments are in relation to the introduction of AASB 9.	Beginning 1 Jan 2013	This amendment may have an impact on departments and public sector bodies as AASB 9 is a new standard and it changes the requirements of numerous standards. Impact is still being assessed.
<i>AASB 2010-8 Amendments to Australian Accounting Standards – Deferred Tax: Recovery of Underlying Assets [AASB 112]</i>	This amendment provides a practical approach for measuring deferred tax assets and deferred tax liabilities when measuring investment property by using the fair value model in AASB 140 <i>Investment Property</i> .	Beginning 1 Jan 2012	This amendment provides additional clarification through practical guidance.  Not applicable to ACEF Board.

Standard/Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
AASB 2010-9 <i>Amendments to Australian Accounting Standards – Severe Hyperinflation and Removal of Fixed Dates for First-time Adopters [AASB 1]</i>	This amendment provides guidance for entities emerging from severe hyperinflation who are going to resume presenting Australian Accounting Standards financial statements or entities that are going to present Australian Accounting Standards financial statements for the first time. It provides relief for first-time adopters from having to reconstruct transactions that occurred before their date of transition to Australian Accounting Standards.	Beginning 1 July 2011	Amendment unlikely to impact on public sector entities.
AASB 2011-1 <i>Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project [AASB 1, AASB 5, AASB 101, AASB 107, AASB 108, AASB 121, AASB 128, AASB 132 &amp; AASB 134 and Interpretations 2, 112 &amp; 113]</i>	This amendment affects multiple Australian Accounting Standards and AASB Interpretations for the objective of increased alignment with IFRSs and achieving harmonisation between both Australian and New Zealand Standards. It achieves this by removing guidance and definitions from some Australian Accounting Standards, without changing their requirements.	Beginning 1 July 2011	This amendment will have no significant impact on public sector bodies.
AASB 2011-2 <i>Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project – Reduced Disclosure Requirements [AASB 101 &amp; AASB 1054]</i>	The objective of this amendment is to include some additional disclosure from the Trans-Tasman Convergence Project and to reduce disclosure requirements for entities preparing general purpose financial statements under Australian Accounting Standards – Reduced Disclosure Requirements.	Beginning 1 July 2013	The Victorian Government is currently considering the impacts of Reduced Disclosure Requirements (RDRs) and has not decided if RDRs will be implemented to Victorian Public Sector.
AASB 2011-3 <i>Amendments to Australian Accounting Standards – Orderly Adoption of Changes to the ABS GFS Manual and Related Amendments [AASB 1049]</i>	This amends AASB 1049 to clarify the definition of the ABS GFS Manual, and to facilitate the adoption of changes to the ABS GFS Manual and related disclosures.	Beginning 1 July 2012	This amendment provides clarification to users on the version of the GFS Manual to be used and what to disclose if the latest GFS Manual is not used. No impact on performance measurements will occur.



<b>Note 2 Expenses</b>	<b>2011 \$' 000</b>	<b>2010 \$' 000</b>
<b>Grants and other expense transfers</b>		
Payments to adult community education organisations	50,531	40,716
Payments to adult education institutions	13,325	17,430
Payments to other organisations	54	411
<b>Total grants and other expense transfers</b>	<b>63,910</b>	<b>58,557</b>

<b>Note 3 Receivables</b>	<b>2011 \$' 000</b>	<b>2010 \$' 000</b>
<i>Current</i>		
Contractual receivables		
Trade receivables	458	301
<b>Total contractual receivables</b>	<b>458</b>	<b>301</b>
<i>Statutory receivable</i>		
Receivable from Victorian Government	21,436	4,157
GST input tax credit recoverable	131	1,262
<b>Total statutory receivables</b>	<b>21,567</b>	<b>5,419</b>
<b>Total receivables</b>	<b>22,025</b>	<b>5,720</b>

<b>Note 4 Property plant &amp; equipment</b>	<b>2011 \$' 000</b>	<b>2010 \$' 000</b>
<b>Land</b>		
Land at fair value	8,693	8,693
<b>Buildings</b>		
At Cost	10,925	10,789
Less: Prior year adjustment to revaluation surplus	(241)	-
Less: Accumulated depreciation	(838)	(568)
	<b>9,846</b>	<b>10,221</b>
<b>Net carrying value of PP&amp;E assets</b>	<b>18,539</b>	<b>18,914</b>

## Note 4 Property plant & equipment Reconciliations

	Land	Buildings	Total
2011	\$'001	\$'000	\$'000
Carrying amount at start of year	8,693	10,221	18,914
Additions	-	136	136
Prior year adjustment to revaluation surplus	-	(241)	(241)
Depreciation and amortisation	-	(270)	(270)
Carrying amount at end of financial year	<b>8,693</b>	<b>9,846</b>	<b>18,539</b>

	Land	Buildings	Total
2010	\$'000	\$'000	\$'000
Carrying amount at start of year	8,693	10,547	19,240
Depreciation and amortisation	0	(326)	(326)
Carrying amount at end of financial year	<b>8,693</b>	<b>10,221</b>	<b>18,914</b>

## Note 5 Payables

	2011 \$' 000	2010 \$' 000
<b>Current payables</b>		
<i>Contractual payables (trade and other) *</i>	18,869	10,141
<b>Total current contractual payables</b>	<b>18,869</b>	<b>10,141</b>
<i>Statutory payables (Taxes including GST)</i>	-	27
<b>Total current statutory payables</b>	<b>-</b>	<b>27</b>
<b>Total current payables</b>	<b>18,869</b>	<b>10,168</b>

## Note 6 Contingent assets and contingent liabilities

As at June 30 2011 the Board had no knowledge of any contingent assets or contingent liabilities.

## Note 7 Financial Instruments

### (a) Financial risk management objectives and policies

The Board's principal financial instruments comprise of:

- cash assets;
- receivables (excluding statutory receivables);
- payables (excluding statutory payables);

Details of the significant accounting policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset, financial liability and equity instrument above are disclosed in Note 1 to the financial statements.

The main purpose in holding financial instruments is to prudentially manage the Board's financial risks within the Government policy parameters.

### Accounting Policy, terms and conditions

Recognised financial instruments	Accounting Policy
<b>Financial assets</b>	
<b>Cash and cash equivalents</b>	<p>Cash on hand and at bank and money market call account are valued at face value.</p> <p>Interest is recognised as it accrues.</p> <p>Investments and bills are valued at cost.</p> <p>Investments are held to maximise interest returns of surplus cash.</p> <p>Interest revenues are recognised as they accrue.</p>
<b>Receivables</b>	<p>Receivables are recognized at fair value, being the amount receivable, which is reduced for any impairment.</p> <p>Collectability of overdue accounts is assessed on an ongoing basis.</p>
<b>Financial Liabilities</b>	
<b>Payables</b>	<p>Liabilities are recognised for amounts to be paid in the future for educational services provided to Adult Institutes and organisations as at balance date whether or not invoices have been received.</p>

The Board's activities expose it primarily to the financial risks of changes relating to credit (collectability of dues) and liquidity risks. The Board has the overall responsibility for the establishment and oversight of the Board's risk management framework

## (b) Credit risk

Credit risk arises from the contractual financial assets of the Board, which comprise mainly cash and deposits and non-statutory receivables. The Board's exposure to credit risk arises from the potential default of counter party on their contractual obligations resulting in financial loss to the Board. Credit risk is measured at fair value and is monitored on a regular basis.

Credit risk associated with the Board's contractual financial assets is minimal because the main debtor is the Victorian Government. There are no financial assets that have had their terms renegotiated so as to prevent them from being past due or impaired, and they are stated at the carrying amounts as indicated. Provision of impairment for financial assets is calculated based on past experience, and current and expected changes in the client credit ratings.

## (c) Liquidity risk

The Board's exposure to liquidity risk is deemed insignificant because no grant allocation or other commitment is entered into without the appropriate funding to meet the obligation having been secured by the ACFE Board.

### Maturity analysis of contractual financial liabilities

	Carrying amount \$'000	Nominal amount \$'000	Maturity dates			
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000
<b>2011</b> Liabilities						
Payables #	18,869	18,869	18,869	-	-	-
<b>Total</b>	<b>18,869</b>	<b>18,869</b>	<b>18,869</b>	-	-	-
<b>2010</b> Liabilities						
Payables #	10,141	10,141	10,141	-	-	-
<b>Total</b>	<b>10,141</b>	<b>10,141</b>	<b>10,141</b>	-	-	-

# The amounts disclosed above exclude statutory payables (Example GST payable)

## d) Market risk

The Board does not have market risk exposure as the Board does not hold investments or interest bearing liabilities as at 30 June 2011 (2010 - \$Nil).

## e) Interest rate risk

Fair value interest rate risk refers to the risk that the value of a financial instrument will fluctuate because of changes in market interest rates. The Board does not hold any interest bearing financial instruments that are measured at fair value, therefore has nil exposure to fair value interest rate risk.

Cash flow interest rate risk is the risk that the future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Board has nil exposure to cash flow interest rate risks as cash is not held on interest bearing deposit and liabilities, therefore it is not subject to interest rate fluctuations.

### Sensitivity disclosure analysis

As at the 30 June 2011, there would be no impact on the Board due to interest rate movements, as the Board does not hold any balances which attract interest (2010 - \$ Nil).

## (f) Fair value

The fair values and net fair values of financial instrument assets and liabilities are determined as follows:

- the fair value of financial instrument assets and liabilities with standard terms and conditions and traded in active liquid markets are determined with reference to quoted market prices; and
- the fair value of other financial instrument assets and liabilities are determined in accordance with generally accepted pricing models based on discounted cash flow analysis.

The ACFE Board considers that the carrying amount of financial instrument assets and liabilities recorded in the financial statements to be a fair approximation of their fair values, because of the short term nature of the financial instruments and the expectation that they will be paid in full.

The table below shows that the fair values of the contractual financial assets and liabilities are the same as the carrying amounts.

### Comparison between carrying amount and fair value

	Carrying amount 2011 \$'000	Fair value 2011 \$'000	Carrying amount 2010 \$'000	Fair value 2010 \$'000
<b>Contractual financial assets</b>				
Cash and deposits	-	-	7,302	7,302
Receivables #	458	458	301	301
<b>Total contractual financial assets</b>	<b>458</b>	<b>458</b>	<b>7,603</b>	<b>7,603</b>
<b>Contractual financial liabilities</b>				
Payables #	18,869	18,869	10,141	10,141
<b>Total contractual financial liabilities</b>	<b>18,869</b>	<b>18,869</b>	<b>10,141</b>	<b>10,141</b>

# The carrying amounts disclosed here exclude statutory amounts (e.g. amounts owing from/to the Victorian Government, GST input tax credit recoverable, and GST payable).

## Note 8 Cash flow information

### (a) Reconciliation of net result for the period to net cash flow from operating activities

	2011 \$'000	2010 \$'000
Net result for the period	32	(922)
Depreciation	270	326
(Increase)/decrease in receivables	(16,169)	6,100
Increase/(decrease) in payables	8,701	(3,842)
<b>Net cash flows from/(used in) operating activities</b>	<b>(7,166)</b>	<b>1,662</b>

### (b) Reconciliation of cash and deposits

Total cash deposits disclosed in the balance sheet	-	7,302
<b>Total cash and deposits</b>	<b>-</b>	<b>7,302</b>

Note 9 Reserves	2011 \$'000	2010 \$'000
<b>Physical asset revaluation surplus:</b>		
Balance at beginning of financial year	13,975	13,975
Prior year adjustment	(241)	-
<b>Balance at end of financial year</b>	<b>13,734</b>	<b>13,975</b>

## Note 10 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.

The persons who held the positions of minister(s) and accountable officer in the Board are as follows:

### Responsible Minister

Hon Bronwyn Pike MP	1 July 2010 – 2 December 2010
Hon Peter Hall MLC	2 December 2010 – 30 June 2011

### Accountable Officer

Sian Lewis	1 July 2010- 30 June 2011
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The accountable officer's remuneration was paid by the Departments of Planning and Community Development and Education and Early Childhood Development and included in their respective Annual Financial Report for 2010-11 for the respective periods.

### ACFE Board Members

Ms Rowena Allen (Chair)	1 July 2010 - 30 June 2011
Mr Robert Britten	1 July 2010 - 30 June 2011
Ms Judith Klepner	1 July 2010 - 30 June 2011
Mr Bill Forrest	1 July 2010 - 30 June 2011
Ms Maree McPherson	1 July 2010 - 30 June 2011
Dr Errol Muir	1 July 2010 - 30 June 2011
Ms Kylie Whittard	1 July 2010 - 30 June 2011
Ms Moira Schulz	1 July 2010 - 30 June 2011
Mr Stephen Ward	1 July 2010 - 30 June 2011
Ms Sally Thompson	1 July 2010 - 30 June 2011
Mr Ron Wilson	1 July 2010 - 30 June 2011
Ms Laurel Sutton	1 July 2010 - 15 March 2011

### Remuneration

The remuneration/emolument received or receivable by members of the ACFE Board as Members of the Board totalled \$58,282 (2010 - \$52,126).

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

Band	2011	2010
\$0 - \$9,999	11	9
\$10,000-\$19,999	-	1
\$20,000-\$29,999	-	1
\$30,000-\$39,999	1	0

### Retirement benefits of responsible persons

There were no retirement benefits made in connection with retirement of responsible persons of the reporting entity.

### Other transactions of responsible persons and their related entities

During the reporting period, no responsible person received or entitled to receive any benefit (other than remuneration disclosed in the financial report) from a contract between ACFE Board and that responsible person or firm or company of which that responsible person is a member or has a substantial interest.

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.

The following is noted, although it is not considered to be a responsible party transaction for the purposes of the Financial Reporting Directions under the Financial Management Act 1994. Any transactions or issues that involve parties listed below are dealt with on normal commercial terms and conditions and without reference to the Board members concerned.

Ms Rowena Allen is contracted by Hudson, who provides services to the Department of Education and Early Childhood Development under its normal commercial terms and conditions.

Ms Moira Schulze is a Board Member of TAFE Development Centre, which provides services to organisations that the ACFE Board contracts to.

Mr Stephen Ward is an employee of Employment Services Holdings Pty Ltd, a company which is contracted to the Victorian Government as a provider of the Skills for Growth program.

## Note 11 Remuneration of Executives

There were no executive officers (other than the Accountable Officer) to be reported for the accounting period. The Accountable Officer's remuneration is paid by the Departments of Planning and Community Development and Education and Early Childhood Development for the respective period.

## Note 12 Remuneration of Auditors

	2011 \$'000	2010 \$'000
<b>Victorian Auditor-General's Office</b>		
Audit or review of the financial statements	24	24

The Auditor's remuneration is paid by the Department of Education and Early Childhood Development.

## Note 13 Commitments for Expenditure

ACFE Board is has no commitments for expenditure as at 30 June 2011 other than payables.

## Note 14 Subsequent Events

ACFE Board is not aware of any event subsequent to reporting date that will have a material effect on its operations over subsequent years.

# Appendices

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## Appendix 1: Allocation of government funds appropriated to the ACFE Board

The funds listed in Appendix 1 were allocated during the calendar year 2010.

### Barwon South Western Region

Anglesea and District Community House	\$15,467
Barwon Youth (BAYSA)	\$163,510
Bellarine Living and Learning Centre	\$56,864
BRACE Education Training and Employment	\$40,898
Brophy Family and Youth Services	\$11,228
Cloverdale Community Centre	\$20,398
Community College Warrnambool (South West Victorian Seal)	\$353,959
Corangamite District Adult Education Group	\$133,700
CREATE (Geelong)	\$583,945
Diversitat (Geelong Ethnic Communities Council)	\$1,776,444
Karingal	\$166,254
Lara Community Centre	\$17,695
Ocean Grove Neighbourhood Centre	\$283,310
Old Courthouse Community Centre	\$70,852
Otway Community College (Colac Adult and Community Education)	\$625,932
Otway Health and Community Services	\$16,498
Port Fairy Community Group	\$17,906
Portland Workskills	\$166,077
Queenscliff and District Neighbourhood House	\$8,884
Rosewall Neighbourhood Centre	\$53,280
Simpson and District Community Centre	\$14,728
Southern Grampians Adult Education	\$300,301
Springdale Neighbourhood Centre	\$50,670
Vines Road Community Centre	\$32,948
Winchelsea Community House	\$19,159
YWCA of Victoria	\$21,885
<b>Total</b>	<b>\$5,022,792</b>

### Eastern Metropolitan Region

Alamein Neighbourhood and Learning Centre	\$112,544
Anglicare Victoria - Dixon House	\$35,922
Arrabri Community House – Maroondah City Council	\$73,794
Australian Greek Welfare Society	\$42,996
Australian Multicultural Community Services (Australian Polish Community Services)	\$14,018
Belgrave South Community House	\$25,156
Central Ringwood Community Centre	\$60,088
Child and Family Care Network (Bestchance Training)	\$369,536
Clota Cottage Neighbourhood House	\$106,190
Coonara Community House	\$679,440
Donvale Living and Learning Centre (Pines Learning)	\$638,865
Eastern Disability Access Resource (EDAR)	\$62,000
Eastwork Employment	\$21,574
Glen Park Community Centre	\$41,110
Hawthorn Community Education Project	\$53,248
Hawthorn Community House	\$138,494
Healesville Living and Learning Centre	\$201,131
Japara Neighbourhood House	\$25,064
K.Y.M Victoria	\$668,122

Kew Neighbourhood Learning Centre	\$75,396
Knoxbrooke	\$56,696
Melba Support Services	\$22,528
Mitcham Community House	\$57,548
Morrison's	\$2,793,286
Mountain District Women's Co-Operative	\$698,120
Mulgrave Neighbourhood House	\$141,784
North Ringwood Community House	\$89,419
Orana Neighbourhood House	\$40,293
Outer Eastern Literacy Program	\$76,067
Park Orchards Learning Centre	\$85,986
Rejoice Chinese Christian Communication Centre	\$25,300
Selby Community House	\$15,180
The Avenue Neighbourhood House	\$189,303
The Basin Community House	\$22,616
The New Hope Foundation	\$39,002
The Onemda Association	\$59,128
Training Focus	\$46,998
Upper Yarra Community House	\$970,308
Vermont South Community House	\$89,748
Waverley Adult Literacy Program	\$125,324
Waverley Community Learning Centre	\$69,118
Wavlink	\$40,099
Yarrunga Community Centre	\$51,853
Yooralla	\$25,536
<b>Total</b>	<b>\$9,275,928</b>

## Gippsland Region

Adult Community Education Sale	\$380,452
Art Resource Collective (ARC Yinnar)	\$11,922
Bass Coast Adult Education Centre	\$190,912
Benambra Neighbourhood House	\$7,550
Berry Street Victoria	\$67,634
Bnym Aboriginal Corporation	\$15,646
Briagolong Community House	\$24
Buchan Neighbourhood House	\$10,778
Churchill Neighbourhood Centre	\$22,392
Community Centre Swifts Creek	\$10,692
Community College East Gippsland	\$854,802
Cooinda Hill	\$93,921
Corinella and District Community Centre	\$28,837
Education Centre Gippsland	\$2,330,027
Foster Community House	\$16,642
Gippsland Employment Skills Training (GEST)	\$169,771
Gormandale Community House and Learning Centre	\$9,658
Heyfield Community Resource Centre	\$32,072
i-Gain Quality Learning	\$317,575
Insight (Gippsland)	\$38,049
Inverloch Community House	\$292
Lakes Entrance Neighbourhood House	\$16,656
Leongatha Community House	\$686
Mallacoota District Health and Support Services	\$9,364
Milpara Community House	\$31,322

Moe Life Skills Community Centre	\$51,999
Moe Neighbourhood House	\$27,722
Morwell Neighbourhood House and Learning Centre	\$30,828
Noweyung	\$23,084
Orbost Telecentre	\$56,620
Paynesville Neighbourhood Centre	\$27,692
Phillip Island Community Centre	\$45,496
Rosedale Neighbourhood House	\$14,070
Sale Neighbourhood House	\$16,175
Traralgon Neighbourhood Learning House	\$80,724
Warragul Community House	\$54,920
Yarram Community Learning Centre	\$14,387
<b>Total</b>	<b>\$5,111,393</b>

### Grampians Region

Ararat Neighbourhood House	\$53,490
Bacchus Marsh Community College	\$633,256
Ballan and District Community House and Adult Education Centre	\$11,861
Ballarat East Community House	\$138,808
Beaufort Community House and Learning Centre	\$19,634
BEST Community Development	\$713,246
Beulah Historic Learning and Progress Association	\$21,912
BRACE Education Training and Employment	\$717,212
Clunes Neighbourhood House	\$17,393
Darley Neighbourhood House	\$28,986
Daylesford Neighbourhood Centre	\$261,369
Delacombe Community House (auspiced by Child and Family Services Ballarat)	\$11,820
Gateway BEET	\$26,062
Haddon and District Community House	\$16,600
Highlands Support Services (Finding Futures)	\$50,037
Horsham Community House	\$13,598
Learning and Information Network Kaniva	\$18,561
Meredith Community Centre	\$12,662
Nhill Neighbourhood House Learning Centre	\$17,387
On Track Learning Wimmera	\$188,083
Rainbow Learning Group And Neighbourhood House	\$12,039
Shared Learning and Activities In Murtoa	\$9,042
St Arnaud Community Resource Centre	\$86,742
St Arnaud Neighbourhood House	\$9,428
Stawell Neighbourhood House	\$10,308
Trentham Neighbourhood Centre	\$10,120
Warracknabeal Neighbourhood House and Learning Centre	\$9,080
Wendouree West Community House and Learning Centre	\$33,535
Wimmera Hub	\$281,681
<b>Total</b>	<b>\$3,433,952</b>

## Hume Region

Albury Wodonga Community College	\$677,676
Albury Wodonga Volunteer Resource Bureau	\$11,935
Baranduda Community Centre (auspiced by Wodonga City Council)	\$9,038
Beechworth Neighbourhood Centre	\$14,164
Berry Street Victoria	\$33,042
Biralee Park Neighbourhood House	\$9,768
Bright Adult Education	\$22,862
Broadford Community Centre	\$15,296
Central Access	\$50,212
Cobram Community House	\$274,421
Continuing Education and Arts Centre Alexandra	\$156,674
Corryong Community Education Centre	\$73,938
Corryong Neighbourhood House	\$10,514
Euroa Community Education Centre	\$312,141
Felltimber Community Centre (auspiced by Wodonga City Council)	\$7,526
Kilmore and District Community Group	\$8,858
King Valley Learning Exchange	\$17,050
Kinglake Ranges Neighbourhood House	\$13,268
Kyabram Community and Learning Centre	\$45,830
MACE	\$324,057
Mooroopna Education and Activity Centre	\$7,790
Mt Beauty Neighbourhood Centre	\$49,234
Nathalia and District Community Association	\$6,066
North Shepparton Community and Learning Centre	\$60,129
Numurkah Community Learning Centre	\$35,472
Open Door Neighbourhood House	\$19,026
Pangerang Community House	\$15,058
Seymour and District Community House	\$11,700
Shepparton Access	\$19,966
Shepparton Adult and Community Education	\$926,971
South Shepparton Community House	\$11,664
Tallangatta Community Education Centre	\$10,108
Tatura Community House	\$8,063
The Centre For Continuing Education (Wangaratta)	\$926,346
Tongala Dairy Industry Training Centre	\$6,372
Trudewind Road Neighbourhood House	\$28,296
Wallan and District Community Group	\$10,094
Waminda Community House	\$8,001
Yackandandah Community Education Network	\$15,258
YNH services	\$163,123
<b>Total</b>	<b>\$4,427,007</b>

## Loddon Mallee Region

Bendigo Neighbourhood House (auspiced by Anglicare)	\$47,071
Bendigo Regional Ethnic Communities Council	\$7,396
Boort Resource and Information Centre	\$13,412
Campaspe College Of Adult Education	\$393,092
Castlemaine and District Continuing Education	\$136,393
Castlemaine Community House	\$22,373
CentaVIC (ESL) Educational Services	\$8,294
Continuing Education Bendigo	\$1,002,851
Echuca Neighbourhood House	\$11,050
Future Employment Opportunities	\$205,196
Goldfields Employment and Learning Centre	\$447,933
Kangaroo Flat Community Group	\$32,300
Kerang Learning Centre	\$162,551
Kyabram Community and Learning Centre	\$563,591
Kyneton Community and Learning Centre	\$105,811
Lancefield Neighbourhood House	\$9,024
Loddon Campaspe Multicultural Services	\$70,298
Long Gully Neighbourhood Centre	\$11,154
Macedon Ranges Further Education Centre	\$101,452
MADEC	\$918,095
Maldon Neighbourhood Centre	\$17,861
Mclvor Neighbourhood House Heathcote	\$71,338
Mildura Aboriginal Corporation	\$79,172
Mirrimbeena Aboriginal Education Group	\$55,040
Murray Adult Community Education Swan Hill	\$272,823
Murray Human Services	\$58,246
Peter Harcourt Services	\$19,441
Red Cliffs Community Resource Centre	\$11,282
Robinvale Network House	\$64,805
Rushworth Community House	\$7,365
Sunraysia Ethnic Communities Council	\$38,646
Tongala Community Activities Centre	\$3,595
Tongala Dairy Industry Training Centre	\$28,371
Wedderburn Community House (Loddon Neighbourhood House)	\$32,190
Woodend Neighbourhood Centre	\$11,942
Wycheproof Community Resource Centre	\$8,058
<b>Total</b>	<b>\$5,049,512</b>

## North Western Metropolitan Region

Acacia Indochinese Support Association	\$16,338
Altona Meadows Community Centre	\$18,538
Anglicare Victoria (Broadmeadows Women's Community House)	\$10,404
Angliss Neighbourhood House	\$92,806
Arts Project Australia	\$18,856
Australian Croatian Community Services	\$11,832
Australian Greek Welfare Society	\$84,676
Australian Multicultural Community Services (Australian Polish Community Services)	\$30,888
Australian Romanian Community Welfare	\$11,988
Australian Vietnamese Women's Association	\$153,464
Banksia Gardens Community Centre	\$63,816
Belgium Avenue Neighbourhood House	\$20,748
Brotherhood of St Laurence	\$31,860
Brunswick Neighbourhood House Cooperative	\$144,454
Burnley Neighbourhood Centre	\$15,473
Carlton Neighbourhood Learning Centre	\$229,026
Carringbush Adult Education	\$192,350
Spanish Latin American Welfare Centre (CELAS)	\$17,768
Centre For Education and Research In Environmental Strategies (CERES)	\$39,686
Community West	\$350,959
Craigieburn Education and Community Centre	\$47,235
Diamond Valley Learning Centre	\$888,866
Djerriwarrh Employment and Education Services	\$568,843
Duke Street Community House Association	\$193,690
Farnham Street Neighbourhood Learning Centre	\$336,235
Finbar Neighbourhood House	\$13,498
Fitzroy Learning Network	\$74,363
Footscray Community Arts Centre	\$125,954
Glenroy Neighbourhood Learning Centre	\$763,499
Heidelberg Training and Resource Centre	\$35,660
Holden Street Neighbourhood House	\$45,970
Jika Jika Community Centre	\$16,421
Kaleidoscope Neighbourhood House	\$9,007
Kensington Neighbourhood House	\$142,400
Kurdish Association of Victoria	\$6,954
Lalor Living and Learning Centre	\$303,236
Laverton Community Centre and Neighbourhood House	\$110,737
Macedon Ranges Further Education Centre	\$67,094
Meadow Heights Learning Shop	\$593,670
Melton South Community Centre	\$34,022
Mental Illness Fellowship Victoria	\$20,318
Mill Park Community House	\$158,716
Moreland Adult Education Association	\$156,946
Nillumbik Shire Council (Living and Learning Centre)	\$243,733
North Carlton Railway Station Neighbourhood House	\$17,694
North Melbourne Language And Learning	\$181,100
Olympic Adult Education	\$338,377
Outlets cooperative (Newport Community Education Centre)	\$53,318
Preston Neighbourhood House	\$105,965
Preston Reservoir Adult Community Education (PRACE)	\$744,815

Quantin Binnah Community Centre	\$14,776
Robinson Reserve Neighbourhood House	\$36,931
Rosanna Fire Station Community House	\$1,314
Roxburg Homestead (auspiced by Hume City Council)	\$49,188
South Kingsville Community Centre	\$10,338
SPAN Community House	\$38,592
Sussex Neighbourhood House	\$53,526
The Centre: Connecting Community in North and West Melbourne	\$26,296
The New Hope Foundation	\$21,574
Thornbury Women's Neighbourhood House	\$159,901
Tullamarine Community House	\$53,922
Victorian Vocational Rehabilitation Association	\$52,090
Watsonia Neighbourhood House	\$9,208
Wyndham Community and Education Centre (Werribee Community and Education Centre)	\$572,236
Western Bulldogs Spiritwest Services	\$973,208
Williamstown Community and Education Centre	\$218,924
Wingate Avenue Community Centre	\$111,856
Workforce Plus	\$646,028
Yarraville Community Centre	\$328,238
Yooralla	\$138,894
<b>Total</b>	<b>\$11,471,306</b>

### Southern Metropolitan Region

Australian Croatian Community Services	\$9,418
Australian Greek Welfare Society	\$42,494
Avocare	\$168,798
Belvedere Community Centre	\$23,968
Brotherhood of St Laurence	\$18,636
Caulfield South Community House	\$16,676
Cheltenham Community Centre	\$162,418
Children Australia (Ozchild)	\$49,740
Community One	\$336,257
Cranbourne Community House	\$186,364
Dandenong Neighbourhood House	\$89,818
Dingley Village Neighbourhood Centre	\$105,299
Doveton Neighbourhood Learning Centre	\$24,674
Eastwork Employment	\$17,702
Elwood St Kilda Neighbourhood Learning Centre	\$143,569
Emerald Community House	\$40,096
Endeavour Hills Uniting Care Neighbourhood Centre	\$29,442
Glen Eira Adult Learning Centre	\$106,868
Godfrey Street Community House	\$12,513
Good Shepherd Youth and Family Services	\$154
Hallam Community Learning Centre	\$26,595
Hampton Community Centre	\$21,342
Hampton Park Care Group	\$133,754
Inclusion Melbourne	\$42,855
Jan Wilson Community Centre (auspiced by City of Greater Dandenong)	\$49,331
Karingal Neighbourhood House	\$8,390
Keysborough Learning Centre	\$394,667
Langwarrin Community Centre	\$127,326
Learn for Yourself	\$72,183

Living and Learning (Pakenham and Cardinia)	\$156,058
Longbeach Place	\$233,974
Lyrebird Community Centre	\$53,858
Marriott Support Services	\$16,980
Merinda Park Learning and Community Centre	\$525,312
Moongala Women's Community House	\$33,162
Mordialloc Neighbourhood House	\$40,704
Mornington Community Contact	\$35,932
Mt Eliza Village Neighbourhood Centre	\$22,456
Narre Community Learning Centre	\$696,389
Ngwala Willumbong Cooperative	\$46,283
Noble Park Community Centre	\$11,904
Outlook (VIC)	\$72,103
Peninsula Access Support and Training	\$60,476
Peninsula Adult Education and Literacy	\$86,024
Peninsula Training and Employment Program	\$172,423
Port Melbourne Neighbourhood Centre	\$77,154
Port Phillip Community Group	\$20,670
Prahran Community Learning Centre	\$414,311
Prahran Mission	\$15,251
Prahran Neighbourhood House	\$13,947
Rye Community House	\$14,981
Sandybeach Community Centre	\$703,270
Skillsplus	\$1,523,885
Sorrento Community Centre	\$24,272
South East Region Migrant Resource Centre	\$35,022
Southern Mental Health Association (Southern Professional Training)	\$40,333
Springvale Indo-Chinese Mutual Assistance Association	\$51,022
Springvale Learning and Activities Centre	\$35,633
Springvale Neighbourhood House	\$340,268
St Kilda Youth Service	\$63,284
Taskforce Community Agency	\$37,292
The New Hope Foundation	\$75,918
Upper Beaconsfield Community Centre	\$123,445
Wellsprings for Women	\$49,530
Yooralla	\$29,890
<b>Total</b>	<b>\$8,414,764</b>



## Appendix 2: Freedom of Information

The *Freedom of Information Act 1982* allows the public a right of access to documents held by the Adult, Community and Further Education (ACFE) Board. For the 12 months ending 30 June 2010, the ACFE Board received no new applications.

### Making a request

Access to documents may be obtained through written request to the Freedom of Information Manager, as detailed in section 17 of the *Freedom of Information Act 1982*. In summary, the requirements for making a request are that:

- it should be in writing
- it should identify as clearly as possible what document is being requested
- it should be accompanied by the appropriate application fee (the fee may be waived in certain circumstances).

Requests for documents in the possession of the ACFE Board should be addressed to:

**Freedom of Information Manager**  
Adult, Community and Further Education Board  
GPO Box 4367  
MELBOURNE, Victoria 3001

Requests can also be lodged online at [www.foi.vic.gov.au](http://www.foi.vic.gov.au).

Access charges may also apply once documents have been processed and a decision on access made; for example photocopying and search and retrieval charges.

Further information regarding Freedom of Information can be found on FOI Online, [www.foi.vic.gov.au](http://www.foi.vic.gov.au).

## Appendix 3: Whistleblowers Protection Act 2001

The *Whistleblowers Protection Act 2001* (the Act) encourages and assists people in making disclosures of improper conduct by public officers and public bodies. The Act provides protection to people 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.

The ACFE Board does not tolerate improper conduct by employees, nor the taking of reprisals against those who come forward to disclose such conduct. It is committed to ensuring 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 ACFE Board 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 afford natural justice to the person who is the subject of the disclosure.

### Reporting procedures

Disclosures of improper conduct or detrimental action by the ACFE Board or its employees may be made to the following officers:

**The Protected Disclosure Coordinator**  
Adult, Community and Further Education Board  
GPO Box 4367  
Melbourne VIC 3001

Alternatively, disclosures of improper conduct or detrimental action by the ACFE Board or its employees may also be made directly to the Ombudsman.

**The Ombudsman Victoria**  
Level 9, 459 Collins Street (North Tower)  
Melbourne VIC 3000  
Ph: (03) 9613 6222  
Toll free: 1800 806 314  
Website: [www.ombudsman.vic.gov.au](http://www.ombudsman.vic.gov.au)  
Email: [ombudvic@ombudsman.vic.gov.au](mailto:ombudvic@ombudsman.vic.gov.au)

### Further information

The ACFE Board follows the Department of Education and Early Childhood Development's Whistleblower Protection Act 2001 written guidelines that outline the system for reporting disclosures of improper conduct or detrimental action, which are available for public perusal.

### Disclosures under the Whistleblowers Protection Act

The current procedures established by the ACFE Board under Part 6 are available upon request.

	2010-11 Number	2009-10 Number
Public interest disclosures	Nil	Nil
Protected disclosures	Nil	Nil
The number of disclosures referred during the year by the ACFE Board to the Ombudsman for determination as to whether they are public interest disclosures	Nil	Nil
The number of disclosures referred during the year to the ACFE Board by the Ombudsman for investigation	Nil	Nil
The number and types of disclosed matters referred by the ACFE Board to the Ombudsman for investigation	Nil	Nil
The number and types of investigations taken over from the ACFE Board by the Ombudsman	Nil	Nil
The number of requests made by a whistleblower to the Ombudsman to take over an investigation by the ACFE Board.	Nil	Nil
The number and types of disclosed matters that the ACFE Board has declined to investigate	Nil	Nil
The number and types of disclosed matters that were substantiated upon investigation and the action taken on completion of the investigation	Nil	Nil
Any recommendations made by the Ombudsman that relate to the ACFE Board	n/a	n/a

## Appendix 4: Other statutory reporting requirements

### Risk management compliance attestation

I, Rowena Allen, certify that the Adult, Community and Further Education Board has risk management processes in place consistent with the Australian / New Zealand Risk Management Standard. An internal control system has been developed that enables the executive to understand, manage and satisfactorily control risk exposures. The Adult, Community and Further Education Board verifies this assurance and that the risk profile of the Adult, Community and Further Education Board has been critically reviewed within the last 12 months.



**Rowena Allen**  
Chair  
Adult, Community and Further Education Board

### Compliance with the Building Act 1993

The Adult, Community and Further Education (ACFE) Board continues to monitor ACFE-owned buildings to ensure compliance with the building and maintenance provisions of the Building Act 1993. Non-ACFE owned buildings occupied by community-based adult education organisations are not included as these are community owned.

### Consultancies

No consultancies valued at over \$100,000 were engaged by the ACFE Board.

No consultancies where the total fee payable was less than \$100,000 were engaged by the ACFE Board.

No contracts greater than \$10 million in value were entered into during 2010-11.

### National Competition Policy

The ACFE Board has complied with the legislative requirements under the National Competition Policy.

### Occupational Health and Safety

The annual report for the Department of Education and Early Childhood Development covers occupational health and safety matters and performance indicators concerning staff employed in the ACFE central and regional offices.

### Additional Information

Consistent with the requirements of the Financial Management Act 1994, ACFE has prepared material on the topics listed below. Details of this material are held by the General Manager of ACFE and are available to the public on request, subject to the Freedom of Information Act 1982.

Information retained by ACFE 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, charge, 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 ACFE Board.

Enquiries regarding details of this information should be made to:

**General Manager**  
Adult, Community and Further Education  
Level 3, 2 Treasury Place  
East Melbourne VIC 3002  
Telephone: (03) 9637 2072

## Appendix 5: ACFE business unit contact details

### Central Office

Level 3, 2 Treasury Place, Melbourne, 3000  
Ph: 03 9637 2072 Fax: 637 3693  
Email: [acfe@edumail.vic.gov.au](mailto:acfe@edumail.vic.gov.au)

### Barwon South Western Region

6-8 Moorabool Street, Geelong, 3220  
Ph: 03 5215 6002 Fax: 03 5215 6099  
Email: [acfebsw@edumail.vic.gov.au](mailto:acfebsw@edumail.vic.gov.au)

### Eastern Metropolitan Region

Rear, 1st Floor, 25 Ringwood Street, Ringwood, 3134  
Ph: 03 9879 4000 Fax: 03 9879 4066  
Email: [acfeemr@edumail.vic.gov.au](mailto:acfeemr@edumail.vic.gov.au)

### Gippsland Region

Cnr Haigh and Kirk Streets, Moe 3825  
Ph: 03 5127 0418 Fax: 03 5126 1933  
Email: [acfeqip@edumail.vic.gov.au](mailto:acfeqip@edumail.vic.gov.au)

### Grampians Region

109 Armstrong Street North, Ballarat, 3350  
Ph: 03 5330 8634 Fax: 03 5333 2135  
Email: [acfeqr@edumail.vic.gov.au](mailto:acfeqr@edumail.vic.gov.au)

### Hume Region

13 Lowry Place, Benalla, 3672  
Ph: 03 5762 4655 Fax: 03 5762 5397  
Email: [acfehume@edumail.vic.gov.au](mailto:acfehume@edumail.vic.gov.au)

### Loddon Mallee Region

7-15 McLaren Street, Bendigo, 3550  
Ph: 03 5440 3111 Fax: 03 5443 5321  
Email: [acfelm@edumail.vic.gov.au](mailto:acfelm@edumail.vic.gov.au)

### North Western Metropolitan Region

Ground Level, 35 Spring Street, Melbourne, 3000  
Ph: 03 9651 4736 Fax: 03 9651 3865  
Email: [acfenwm@edumail.vic.gov.au](mailto:acfenwm@edumail.vic.gov.au)

### Southern Metropolitan Region

133 Nepean Hwy, Seaford, 3198  
Ph: 03 9786 9466 Fax: 03 9786 9165  
Email: [acfesmr@edumail.vic.gov.au](mailto:acfesmr@edumail.vic.gov.au)

## Appendix 6: Disclosure Index

The Annual Report of the Adult, Community and Further Education (ACFE) Board is prepared in accordance with all relevant Victorian legislation. This index has been prepared to facilitate identification of our compliance with statutory disclosure requirements.

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<b>Report of Operations</b>		
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FRD 25	Victorian Industry Participation Policy disclosures	n/a
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## Acronyms and abbreviations

<b>ACFE</b>	Adult, Community and Further Education
<b>AEI</b>	Adult Education Institution
<b>AMES</b>	Adult Multicultural Education Services
<b>CAE</b>	Centre for Adult Education
<b>CALD</b>	Culturally and Linguistically Diverse
<b>CLP</b>	Community Learning Partnership
<b>DEECD</b>	Department of Education and Early Childhood Development
<b>DIAC</b>	Department of Immigration and Citizenship (Commonwealth Government)
<b>DPCD</b>	Department of Planning and Community Development
<b>LLEN</b>	Local Learning and Employment Network
<b>RTO</b>	Registered Training Organisation
<b>SCH</b>	Student Contact Hour
<b>VCAL</b>	Victorian Certificate of Applied Learning
<b>VCE</b>	Victorian Certificate of Education
<b>VET</b>	Vocational Education and Training
<b>VSC</b>	Victorian Skills Commission





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