



Adult, Community and  
Further Education

# Adult, Community and Further Education Board

Annual Report 2011-12



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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

Ms Rowena Allen  
Chair  
Adult, Community and Further Education Board

Level 3  
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 2012, as required by the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*.

In 2011, in support of approximately 95,000 learners across Victoria, the ACFE Board funded around 310 *Learn Local* organisations and the two Adult Education Institutions. Over \$108 million in support was provided to the *Learn Local* sector during 2011-12.

The Board and Regional Councils of ACFE have worked to improve the local and regional delivery of *Learn Local* training in communities across Victoria. Grants totalling over \$6.2 million were allocated to 145 projects at 121 *Learn Local* organisations through the Capacity and Innovation Fund.

The Board commissioned the development of a governance toolkit to support and assist *Learn Local* Committees of Management understand their governance obligations.

The Board provided enhanced support for *Learn Local* practitioners to develop their teaching and learning skills through a range of professional development learning programs, showcases and scholarships.

I would like to acknowledge and thank the current members of the ACFE 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.



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

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 2012.

I am a great supporter of local learning options. The Annual Report provides a comprehensive account of what has been achieved by the ACFE Board, Regional Councils of ACFE and *Learn Local* organisations over the last year.

A particular highlight for me was launching the publication *Responding to CALD learners: Cultural Diversity in Action*. The publication will assist *Learn Local* organisations to better meet the needs of learners from culturally and linguistically diverse backgrounds.

I am pleased to note that enrolments in *Learn Local* have increased overall across the eight ACFE regions and that *Learn Local* organisations have been active in enhancing their knowledge and skills 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 310 *Learn Local* organisations that support Victorian learners.



**The Hon. Peter Hall, MLC**  
Minister for Higher Education and Skills  
Minister responsible for the Teaching Profession

# Adult, Community and Further Education Board

Annual Report 2011-12

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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: 2011-2012

### Delivery achievements

In 2011, *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 95,359 *Learn Local* learners trained in 129,754 enrolments
- 62,923 learners were in Vocational Education and Training (VET) courses and 33,830 were in non-VET programs (1,394 learners enrolled in both VET and non-VET courses)
- all learners (VET and non-VET) generated 14.3 million student contact hours
- learners in VET courses generated 13.2 million student contact hours and 350,631 module enrolments
- Government supported training generated 11.1 million student contact hours, of which the ACFE Board funded 10.1 million student contact hours
- 48 per cent of all course enrolments were in pre-accredited programs; 52 per cent were in accredited courses.

*Learn Local* organisations and the AEIs delivered 6.4 per cent (11.1 million) of Victoria's 174 million student contact hours funded from all government sources including the ACFE Board. Of the 11.1 million student contact hours, the AEIs generated 9.9 per cent.

### Promoting *Learn Local*

The ACFE Board continued to implement the *Learn Local* awareness strategy during the year. The strategy provides a framework to support individual *Learn Local* organisations to promote their training programs to potential learners and individual businesses using the *Learn Local* brand alongside their own brand. A successful publicity campaign using radio, regional TV and print to promote the *Learn Local* brand occurred in 2011. The ACFE Board also funded *A House Around the Corner*, a 13-week television series produced by Coonara Community House, a *Learn Local* organisation, for Channel 31. The series showcased the *Learn Local* sector with 39 stories about what *Learn Local* organisations were achieving in their communities.

### Capacity building grants

The ACFE Board offered two rounds of the Capacity and Innovation fund during 2011-2012. 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. Grants totalling over \$6.2 million were allocated to 145 projects at 121 *Learn Local* organisations across the state to implement local projects.

### Supporting CALD learners

Over the last four years the ACFE Board has funded the *Responding to CALD Learners project* led by Adult Multicultural Education Services (AMES). Under AMES' leadership the project provided research, professional development and action research for *Learn Local* practitioners and culminated in the creation of the publication *Responding to CALD Learners: Cultural Diversity in Action*, which was launched in June 2012.

### Supporting *Learn Local* organisations' businesses

During the year, the ACFE Board funded the development of a capability framework and toolkit that supports *Learn Local* Committees of Management to govern effectively in a contestable training market. Mentors will provide one-on-one support to at least 100 *Learn Local* Committees of Management across Victoria to build their understanding and use of the toolkit.

*Learn Local* organisations continued to access a range of services provided by the ACFE Board during 2011-2012, including small business mentoring for managers and a range of workshops on sustainable business and marketing practices.

## Supporting teaching and learning

2011-2012 saw enhanced support from the ACFE Board for *Learn Local* practitioners to develop their teaching and learning skills.

- Scholarships were provided to 137 *Learn Local* practitioners to assist them to complete their Certificate IV or Diploma in Training and Assessment.
- 19 VET teaching fellowships have been provided to individual *Learn Local* practitioners from across 13 *Learn Local* organisations to build on their teaching and educational leadership capability through formal study and mentoring.
- A *Learn Local* e-learning showcase was attended by 150 *Learn Local* practitioners. The event provided practitioners with the opportunity to learn more from each other about how e-learning and related technologies can make a difference to the way they teach and to the outcomes for their learners.
- A range of short professional learning programs was offered by the ACFE Board through the TAFE Development Centre. 130 practitioners took up the opportunity across the year to trial new ideas and approaches to teaching with the support of highly experienced facilitators.
- ACFE held workshops during the year to demonstrate how to identify and use pre-accredited quality indicators as part of a pre-accredited moderation session. 254 practitioners from 174 *Learn Local* organisations and the two AEIs attended the moderation sessions.

## Providing advocacy and advice

The ACFE Board provided input to the Victorian Government's VET Fee and Funding Review in the second half of 2011. The ACFE Board provided a detailed submission to the first stage of the review led by the Essential Services Commission and participated in follow-up consultations, highlighting the key challenges facing the *Learn Local* sector in the demand driven training market.

The ACFE Board also made a submission to the Victorian Competition and Efficiency Commission's State-based Reform Agenda Inquiry, outlining the challenges for the *Learn Local* sector in the areas of infrastructure and regulation, and highlighting opportunities for co-ordinated Commonwealth and State initiatives on language, literacy and numeracy.

The ACFE Board is continuing to advocate the interests of adult community education to government in the evolving skills landscape following the Refocusing Vocational Training in Victoria measures announced as part of the 2012-13 Victorian State Budget. The ACFE Board wrote to the Minister for Higher Education and Skills with respect to various matters including oversight of foundation skills delivery and the interests of hard to reach learners.

The ACFE Board is currently co-sponsor with the Department of Education and Early Childhood Development of a strategic project

to develop a ten year strategy for *Learn Local*. The project will continue into 2013.

Nationally, Victorian contributions were made by ACFE Board members to the *National Foundation Skills Strategy for Adults*.

## 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 Adult Education Institutions (AEIs) for delivery of education and training programs to people over school-leaving age.

### Learn Local organisations

Approximately 310 *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. In smaller communities, *Learn Local* organisations offer local access to training opportunities.

### Adult Education Institutions

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

AMES specialises in providing settlement, training and employment assistance to refugees and newly arrived migrants. In 2011, AMES received approximately 2.4 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 2011, the CAE received 35 per cent of its total funding from the ACFE Board. During 2011, the CAE and Box Hill Institute of TAFE formed a new partnership to expand opportunities for learners.

## 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:

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

Pre-accredited training involves courses that are purchased and quality assured by the ACFE Board, and designed for learners to gain confidence and skills through short programs of study of at least 20 hours. The delivery of pre-accredited training is



one of the distinguishing features of the *Learn Local* sector. Pre-accredited training accounts for 14 per cent of *Learn Local* delivery (funding for this training delivery is capped).

The remaining 86 per cent of *Learn Local* delivery is in accredited training. Accredited training involves a range of courses that are delivered under the Victorian Training Guarantee.

2011 saw a shift from pre-accredited to accredited training, where total enrolments (both government funded and fee-for-service) in accredited training increased by 22 per cent, while enrolments in pre-accredited training fell by 6 per cent.

75 per cent of enrolments in accredited training at *Learn Local* organisations are focused on Year 12 and Certificates I, II and III level. 12 per cent of enrolments are at Certificate IV level, and 4 per cent are at Diploma level and above.

Between 2008 and 2011, *Learn Local* organisations experienced a 19 per cent overall growth in enrolments under the Victorian Training Guarantee. Organisations experienced growth in government funded enrolments at Diploma and above (42 per cent) and at Certificate III and IV level (26 per cent).

In 2011, over 71 per cent of all *Learn Local* learners were enrolled in 30 accredited courses. However, *Learn Local* organisations delivered government funded training in 242 different accredited courses. Since the introduction of the Victorian Training Guarantee in 2008 there has been significant growth in a number of courses. In 2011, 27 courses grew by at least 100 students.

Table 1 lists the ten government funded accredited courses most frequently undertaken by *Learn Local* learners in 2011. Enrolments 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, 2011

Courses	Enrolments	% of 2011 delivery
Certificate III in Children's Services	2,425	7.3
Certificate II in Hospitality	1,937	5.8
Certificate III in Aged Care	1,683	5.1
Certificate II in General Education for Adults	1,290	3.9
Certificate I in Vocational Preparation	1,148	3.4
Certificate I in General Education for Adults	1,082	3.3
Certificate III in Hospitality	825	2.5
Certificate IV in Disability	818	2.5
Certificate II in Retail	760	2.3
Certificate I in Information Technology	754	2.3

## Who is participating in adult community education programs?

Ten per cent of all vocational education and training learners were enrolled in the *Learn Local* sector in 2011. Of all *Learn Local* learners:

- 24 per cent were aged 15-24
- 41 per cent were aged 45 and older
- 12 per cent were males aged 45 and older
- 32 per cent were born overseas. The main countries of origin were Vietnam, China and England
- 64 per cent had not completed Year 12.

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

- Of all learners from culturally and linguistically diverse (CALD) backgrounds enrolled in vocational education and training (VET), 10 per cent studied with a *Learn Local* organisation. 21 per cent of *Learn Local* learners were from a CALD background.
- Of all learners with a disability enrolled in VET, 24 per cent studied with a *Learn Local* organisation. 16 per cent of all *Learn Local* learners were people with a disability.
- Of all disengaged young learners enrolled in VET, 12 per cent studied with a *Learn Local* organisation. 4 per cent of all *Learn Local* learners were disengaged youth.
- Of all learners who were early school leavers enrolled in VET, 9 per cent studied with a *Learn Local* organisation. 33 per cent of all *Learn Local* learners were early school leavers.
- Of all learners who identified as Indigenous enrolled in VET, 14 per cent studied with a *Learn Local* organisation. 1.5 per cent of all *Learn Local* learners identified as Indigenous.
- Of all learners who were males over 45 and enrolled in VET, 12 per cent studied with a *Learn Local* organisation. 12 per cent of all *Learn Local* learners were males over 45.
- Of all learners who were unemployed and enrolled in VET, 15 per cent studied with a *Learn Local* organisation. 28 per cent of all *Learn Local* learners were unemployed.
- Of all learners who were vulnerable workers and enrolled in VET, 9 per cent studied with a *Learn Local* organisation. 5 per cent of all *Learn Local* learners were vulnerable workers.

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.



# Summary of financial results

## Financial performance

Table 2 provides summary information from the Adult, Community and Further Education Board's financial reports for the 2011-12 financial year, with comparative data for the previous four years.

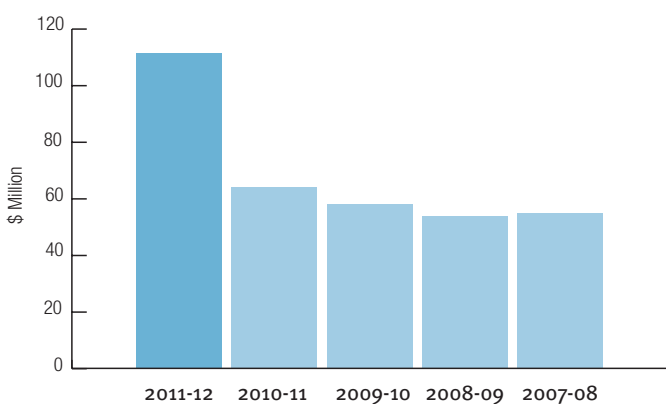
Table 2

	2011-12 (\$'000)	2010-11 (\$'000)	2009-10 (\$'000)	2008-09 (\$'000)	2007-08 (\$'000)
Income from government	111,480	64,211	42,182	38,402	39,363
Total income from transactions	111,481	64,212	57,961	54,142	54,833
Total expenses from transactions	108,726	64,180	58,883	53,351	55,443
Net result from transactions	2,755	32	(922)	791	(610)
Net result for the period	2,755	32	(922)	791	(610)
Net cash flow from operating activities	0	(7,166)	1,662	3,380	1,484
Total assets	24,990	40,564	31,936	26,758	22,306
Total liabilities	540	18,869	10,168	4,068	406

## Revenue

Total revenue in 2011-12 increased by \$47.27 million compared with 2010-11.

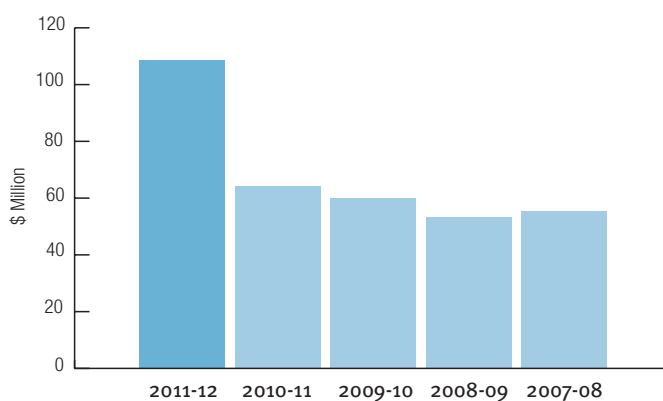
Figure 1: Total revenue 2007-08 to 2011-12



## Expenses

Expenses in 2011-12 increased by \$44.55 million compared with 2010-11.

Figure 2: Revenue 2007-08 to 2011-12

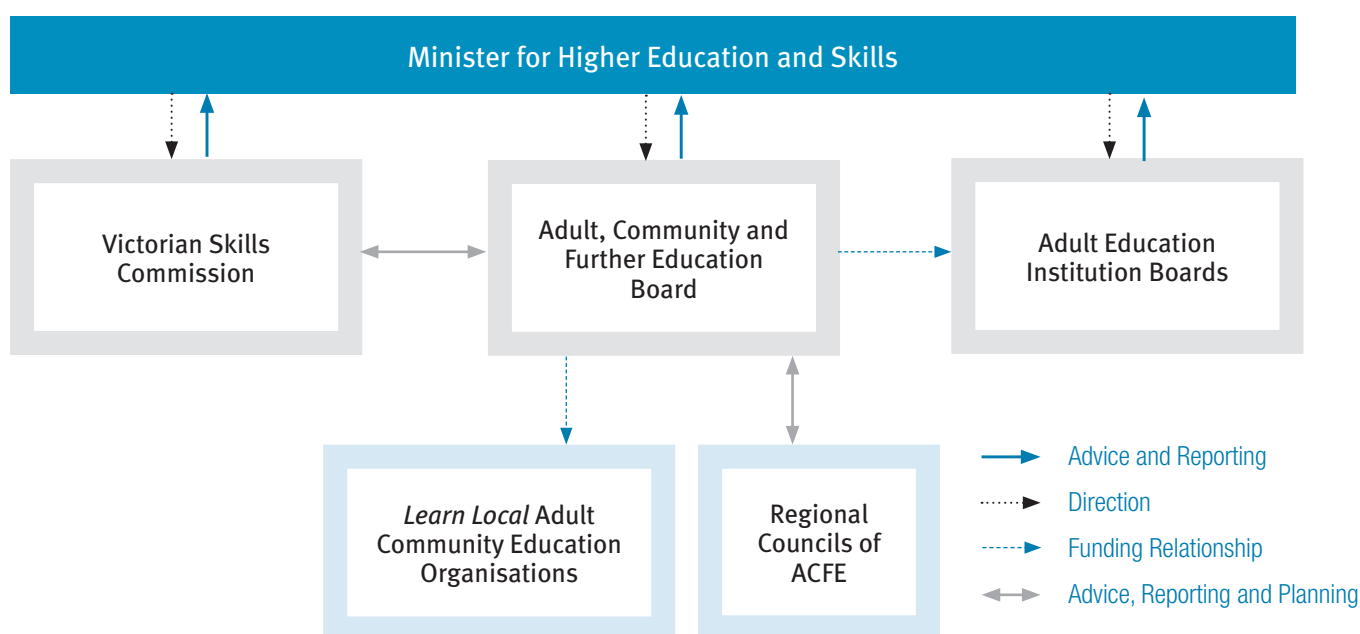


# Governance

## Governance arrangements

Figure 3 describes the legislative relationships and accountabilities of the Adult, Community and Further Education (ACFE) Board at 30 June 2012.

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 in 2011-2012 were to:

- increase the level of education 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, considering and prioritising 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 five times during the financial year 2011-12. 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 2011-12 the members of this committee were:

- Jonathan Thomas, a partner at Moore Stephens HF (Chairperson)
- Rowena Allen
- Errol Muir
- Stephen Ward
- Ron Wilson
- Kylie Whittard (to December 2011)

## Members

The ACFE Board has 12 members, including a Chairperson and a 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.

In December 2011, Mr Robert Britten and Ms Kylie Whittard completed their terms on the ACFE Board.

Table 3 – Board meeting attendance record

Board Member	Meeting Attendance
Rowena Allen	5/5
Bill Forrest	4/5
Robert Britten	1/3
Judith Klepner	5/5
Madeleine Laming	2/2
Maree McPherson	4/5
Errol Muir	4/5
Millicent Rees-Jones	2/2
Moira Schulze	4/5
Sally Thompson	4/5
Stephen Ward	5/5
Kylie Whittard	3/3
Ron Wilson	4/5
Linc Yow Yeh	0/1



## ACFE Board members as at 30 June 2012

### Back row (left to right):

Sally Thompson, Moira Schulze, Linc Yow Yeh, Errol Muir, Ron Wilson, Judith Klepner

### Front row (left to right):

Madeleine Laming, Millicent Rees-Jones, the Hon. Peter Hall, Rowena Allen, Bill Forrest, Maree McPherson

Absent: Stephen Ward

### CHAIRPERSON

#### Rowena Allen

Ms Allen is contracted through Hudson Sales and Marketing to the Higher Education and Skills Group, DEECD 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

#### 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.

#### Madeleine Laming

Dr Laming divides her time between her home in Melbourne and Perth, where she is Senior Lecturer in First Year Experience at Murdoch University. She has an in-depth understanding of the tertiary education sector including vocational education and training, and adult education. She has significant expertise in education policy, curriculum and student learning and knowledge of governance and statutory requirements. Prior to her appointment to the Board, Dr Laming was a member of the North Western Metropolitan Regional Council of ACFE.

#### 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 of 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 the Gippsland Regional Council of ACFE.

#### **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.

#### **Millicent Rees-Jones**

Ms Rees-Jones is a self-employed consultant. She has a background in business management and marketing and international development. She has significant expertise in marketing in commercial and international contexts.

#### **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 a self employed consultant. He is the former 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. 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.

#### **Ron Wilson**

Mr Wilson is Executive Director of VISTA, the Victorian Association of VET Professionals. He has over 20 years of 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.

#### **Linc Yow Yeh**

Mr Yow Yeh is the Manager of the Indigenous Education Centre at Kangan Institute. He has over 18 years of experience in Indigenous adult education including experience as a teacher and Senior Educator in Education Departments in Queensland and Victoria. He has a strong understanding of key learner groups for the ACFE Board, particularly Aboriginal and Torres Strait Islander learner groups. His governance experience includes being a founding member of the Hume Indigenous Advisory Committee and the Northern Indigenous Employment Committee.

## 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.

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

Over the year, the ACFE Board continued to develop 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. The data also assisted *Learn Local* organisations to respond to local business and individual needs.

The ACFE Board and Regional Councils continued to implement the Board's three year strategic plan and developed a 2011-2012 Business Plan for the ACFE Board and individual 2011-2012 Regional Council Action Plans.

Of the 37 actions identified in the Board's plan, most have been completed or involve ongoing activities that are progressing satisfactorily. The completed actions cover the spectrum of strategic imperatives that the Board identified for the year, including growing demand from hard to reach learners and supporting supply, and advising on emerging issues for the *Learn Local* sector. They are reported in more detail in the *ACFE Across Victoria* section of this annual report.

### Stakeholder engagement plan

As part of its stakeholder engagement plan, the ACFE Board hosted its inaugural ACFE Board and Stakeholder Dinner – *Working Together Locally*. Over 50 people were brought together representing 27 stakeholders including *Learn Local* organisations, business and industry, higher education and welfare organisations as well as ACFE Board members and Regional Council Chairs.

The evening commenced with wonderful stories presented by businesses partnered with *Learn Local* organisations - Care Beyond Measure, Vertech Hume and HomeGround Services – that demonstrated the benefits of joining with a *Learn Local* organisation to meet training needs. Discussions at the event focused on:

- how best the ACFE Board can work together with stakeholders locally
- where support is most needed in the *Learn Local* sector
- the role of the ACFE Board.

The feedback received from participants was very positive and the discussions will feed into the ACFE Board's strategic planning for 2012-2013.



## ACFE Board Regional Champions

The concept of 'Regional Champions' was continued in 2011 with an ACFE Board member paired up with each of the ACFE regions to in particular, improve the links between the Board and Regional Councils. Regional Champions:

- provide an additional channel of communication between Regional Chairs/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.

## 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 and with the Higher Education and Skills Group in DEECD, 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 maintained.

## Program governance

### ACFE Business Unit

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

The ACFE Division provides advice in relation to the *Learn Local* sector, supports the ACFE Board to build provider capacity and administer Board grant programs, and supports the work of ACFE Regional Councils.

ACFE staff are funded by, and are part of, the Department of Education and Early Childhood Development (DEECD).

A new organisation structure for DEECD took effect from 26 March 2012. The redesign saw the office of Skills Victoria, of which ACFE is one division, re-named to the Higher Education and Skills Group. In addition the business units of ACFE – the three central teams and eight ACFE regional offices - were re-aligned to become three teams:

1. Regional Liaison and Support Unit
2. Research and Development Unit
3. Governance and Stakeholder Engagement Unit

The restructure of the ACFE Division has ensured clarity of roles, responsibilities and a focus on key activities and functions.

## Senior ACFE Staff

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Executive Director  
[Sian Lewis](#)

Manager, Regional Liaison and Support  
[Jane Dewildt](#)

Manager, Research and Development  
[Verna Kearney](#)

Acting Manager, Governance and Stakeholder Engagement  
(from 7 February 2012)  
[Alessandra Peck](#)

Regional Manager, Barwon South Western  
[Georgina Ryder](#)

Regional Manager, Eastern Metropolitan  
[Anne Burgoyne](#)

Regional Manager, Gippsland  
[Walter Aich](#)

Regional Manager, Grampians  
[Ruth Barnes](#)

Regional Manager, Hume  
[Ross Tinkler](#)

Regional Manager, Loddon Mallee  
[Kaye Callaghan](#)

Regional Manager, North Western Metropolitan  
[Julie Hebert](#)

Regional Manager, Southern Metropolitan  
[Robyn Downie](#)

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## Workforce data

DEECD manages matters relating to staffing, workforce data, the application of merit and equity principles and occupational health and safety (see the DEECD Annual Report 2011-12).

## 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 2011-12).

## ACFE Board contracting and payments

The Victorian Government, through the ACFE Board, supported the delivery of education and training by approximately 310 *Learn Local* organisations, AMES and the CAE.

In 2011, the ACFE Board commenced three year direct contracting with *Learn Local* organisations with annual schedules for pre-accredited delivery and grants payments, to streamline the administration for all parties. The advice of Regional Councils informs payments made to *Learn Local* organisations in each region. 2012 was year two of the three year contracting period.

The Higher Education and Skills Group (formerly Skills Victoria) continued to separately contract those *Learn Local* organisations delivering accredited training under the Victorian Training Guarantee. 133 *Learn Local* RTOs were contracted with the Higher Education and Skills Group in 2011 for accredited delivery.

In 2011, the ACFE Board funded the payments made to *Learn Local* organisations through both contract processes.

## Audits

### ACFE Board audits

The ACFE Board undertook the following audits during the year.

- Special financial viability assessments were undertaken of three *Learn Local* organisations. Special audits are normally conducted where issues of governance or financial viability have arisen.

### Departmental audit program

The ACFE Board was included in relevant internal audits undertaken by the Department of Education and Early Childhood Development (DEECD). A specific audit was undertaken by the Department for the ACFE Board related to the Resource Allocation System (a tool used to process grant payments). The primary focus of the audit was to assess the key controls around operation of the system, with reference to data integrity of payments to *Learn Local* organisations processed in the system.

## Administration of funds

### State and Commonwealth appropriated funding

#### State appropriated funding

State recurrent funds for Delivery Support, Accredited Delivery, Pre-accredited Delivery, Capacity and Innovation Fund, Fee Concessions, ACE Capacity Initiatives, Targeted Priority Access and Service Support fund, Community Services Fund 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 the VSC to the ACFE Board. These funds supported various programs including accredited training delivery, youth training places and programs delivered by *Learn Local* organisations and the AEIs and equipment purchases by *Learn Local* organisations and the AEIs.

#### Other grant funding distributed to the *Learn Local* sector

Other areas of DEECD allocated funding to the ACFE Board for non-recurrent initiatives paid to *Learn Local* organisations, including coordination support funds for the Victorian Certificate of Applied Learning. These payments ceased at the end of 2011.

### 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 Centre for Adult Education. 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.

### ACFE Board managed curriculum

The ACFE Board maintains a framework of accredited education to promote pathways and options for learners, with a clear focus on learner outcomes. This includes support for curriculum reaccreditation and professional development to increase usage and delivery. 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 ACFE Board owned accredited adult education curriculum.

In 2011, the Diploma of Further Education and the Certificate IV in Further Education were due for reaccreditation. Following advice from the Curriculum Maintenance Manager the ACFE Board approved the redevelopment of both qualifications into one qualification which was renamed the Certificate IV in Tertiary Preparation. This better reflects the content and intent of the redeveloped qualification and provides an obvious pathway for learners interested in accessing higher level vocational qualifications.

In 2012 reaccreditation activities commenced for the Certificates in General Education for Adults (Introductory, I,II and III). These four qualifications are nationally recognised best practice courses, which assist adult learners to improve their literacy, basic maths and general education skills and form a pathway to further qualifications and training.

In 2012, in recognition of the value of informal learning to learners in ACFE pre-accredited and accredited courses, the ACFE Board accepted administration of the Course in Recognised Informal Learning and the Course in Assessment of Informal Learning on behalf of the State. The ACFE Board appointed the Centre for Adult Education as the Curriculum Maintenance Manager for this qualification and contracted them to:

- provide curriculum management and maintenance of the informal learning courses, including reaccreditation in 2012
- design and implement a professional development program about the courses for *Learn Local* organisations and to increase the number of teachers able to assess informal learning
- support *Learn Local* organisations to support learners with no or low qualifications to engage with training through enrolment in the Course in Recognised Informal Learning.

Table 4 – Curriculum currently owned and maintained by the ACFE Board

Curriculum Owned	Expiry Date
Certificate in Initial General Education for Adults	31/12/2012
Certificate I in General Education for Adults (Introductory)	31/12/2012
Certificate I in General Education for Adults	31/12/2012
Certificate II in General Education for Adults	31/12/2012
Certificate III in General Education for Adults	31/12/2012
Certificate IV in Tertiary Preparation	30/06/2016
Diploma of Further Education	30/06/2012
Certificate IV in Liberal Arts	31/12/2016
Diploma in Liberal Arts	31/12/2016
Curriculum Maintained	
Course in Recognised Informal Learning	31/12/2012
Course in Assessment of Informal Learning	31/12/2012

# ACFE across Victoria

## Promoting the *Learn Local* sector

### **Learn Local awareness strategy**

The ACFE Board continued to implement the *Learn Local* awareness strategy during the year. The strategy provides a framework to support individual *Learn Local* organisations to promote their training programs to potential learners and individual businesses. It includes three components: network positioning, provider support and statewide marketing.

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

### **Statewide marketing**

#### **Learn Local Champion**

Tracey Curro was introduced as the *Learn Local Champion* for 2012 at the ACFE Board's Stakeholder Engagement dinner in April 2012. In this role Tracey will champion the *Learn Local* brand and support the Board raise the awareness of *Learn Local* to new audiences.

#### **Advertising campaign**

In August 2011, the *Learn Local* advertising campaign was launched across a range of media channels, including metropolitan and regional newspapers, metropolitan radio, CALD radio and print and social media. The aim of the campaign was to raise awareness of the *Learn Local* network employing the creative concept '*Learn Local; take your next step with us*' and had a particular focus on youth, parents returning to work and the CALD community.

An evaluation of the campaign found it was effective in generating awareness of the *Learn Local* network. Visits to the ACFE website over the campaign period increased by 44 per cent compared to the months prior to the campaign.

#### **Learn Local Partnerships**

The ACFE Board secured three statewide partnerships over the year. Partnerships have been formed with:

- Youth Central (Department of Human Services) to increase young people's awareness of *Learn Local*.  
Through this partnership, a youth focused competition was run through the Youth Central website in 2011. Entrants completed an online survey for their chance to win an iPad. 84% of entrants indicated that they would use a *Learn Local* organisation to improve their job skills and/or help them develop the skills to get a job.
- Adult Multicultural Education Services to increase new migrants' awareness of *Learn Local* and the types of training opportunities available to them.

Through this partnership information about *Learn Local* and skills and training will be presented at two AMES Community Consultations during 2012.

- Career Education Association Victoria to increase career advisors awareness of *Learn Local*.

Through this partnership opportunities to promote *Learn Local* to careers advisors will be established and 50 *Learn Local* practitioners will be provided with training in career counselling during 2012.

In 2012, the ACFE Board also established a *Learn Local* regional engagement strategy. As part of the strategy each ACFE region has worked towards securing partnerships, such as with local government, local businesses or community health organisations to build awareness of the *Learn Local* sector.

#### **A House around the Corner**

In 2011, the ACFE Board funded *A House Around the Corner*, a 13-week television series produced by Coonara Community Centre, a *Learn Local* organisation, for Channel 31. The series showcased the *Learn Local* sector telling 39 stories about what *Learn Local* organisations were achieving in their local communities. A second series, which will air in late 2012, has been commissioned by the ACFE Board.

#### **Learn Local newsletter**

In July 2011, the first *Learn Local* e-newsletter was released. The monthly e-newsletter is used by the ACFE Board to update *Learn Local* organisations on ACFE activities as well as the activities of other *Learn Local* organisations and their achievements.

#### **Provider support**

As part of the strategy to significantly raise the general public's awareness of the *Learn Local* sector and engage more learners in *Learn Local* education and training the ACFE Board commissioned a range of *Learn Local* promotional items.

These were circulated to *Learn Local* organisations to increase exposure of the *Learn Local* brand to potential learners.

The ACFE Board offered all *Learn Local* organisations the opportunity to order a *Learn Local* banner for promotional uses in their local community. A total of 265 *Learn Local* organisations took up the opportunity.

From July to September 2011, the ACFE Board provided communication and marketing training for staff members of *Learn Local* organisations across the state. The training provided staff with an introduction to communications and marketing, website management, Google analytics, social media, media relations and a 'hands on' overview of how to use the *Learn Local* templates. A total of 257 attendees from 173 *Learn Local* organisations attended the training sessions.

## 2011 Victorian Learn Local Awards

Winners of the 2011 Victorian *Learn Local* Awards (formerly the Adult Community Education Awards) were announced at a presentation ceremony on 6 September 2011. The ceremony was attended by more than 150 people, including the Minister for Higher Education and Skills, the Hon. Peter Hall, MLC. The awards recognise outstanding achievements by learners and *Learn Local* organisations and practitioners in a number of categories. In 2011, prize money totalling \$45,000 was awarded.

Winners of the 2011 *Learn Local* Awards were:

### Outstanding learner

Jessica McKenzie (Diamond Valley Learning Centre)

### Outstanding practitioner

Amy Baillie (Meadow Heights Learning Shop)

### Outstanding organisation

Wyndham Community and Education Centre

### Outstanding Koorie achievement

Wimmera HUB

### Outstanding pre-accredited program

Moe Life Skills Community Centre

### Innovation in learning

Upper Yarra Community House

## Building the capacity of the *Learn Local* 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 develop programs and products aimed at building organisational capacity as well as increasing the participation and attainment of learners.

### Capacity and innovation fund

The ACFE Board offered two rounds of the Capacity and Innovation fund during 2011-2012. 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. Grants totalling over \$6.2 million were allocated to 145 projects at 121 *Learn Local* organisations across the state to implement local projects.

Community Learning Partnership projects and Business and Industry Partnership projects were funded as part of the Capacity and Innovation fund. Crucial to the success of

Do something – you  
never know where it  
will take you

### JESSICA'S STORY

At just 14, Jessica was asked to leave school. Deciding not to give up on her education she enrolled at Diamond Valley Learning Centre.

That step took Jessica from strength to strength, allowing her to complete a Certificate II in Children Services and Community Services Work.

The impacts from Black Saturday and the loss of her family home meant she took some time out from studies, but in the second half of 2009 she returned to study and her determination saw her complete her VCE exams.

Jessica is now studying a Bachelor of Business at Latrobe University.

Jessica acknowledges that she has succeeded with her studies because of the support she received from Diamond Valley Learning Centre.

Jessica's advice is: "Just do something. Don't do nothing or you get stuck. If you are doing something you are moving forward in some way, even if you don't know exactly where it will take you".

This is why Jessica was named Outstanding Learner at the 2011 Victorian *Learn Local* Awards luncheon.

partnership projects is the use of the ACFE Board's *Measuring Impact* project evaluation and monitoring toolkit. Projects received training and ongoing support to apply *Measuring Impact* to identify the impact of their activities on communities and learners.

### Other grants

In September 2011, the one-off ACFE Targeted Priority Access and Service Support Fund was established to assist organisations to: develop partnerships or shared service delivery models to provide sustainable services to their communities; and/or realign their business and service mix with the organisation's strategic directions and the needs of individuals and local communities. Through this fund, the ACFE Board allocated grants totalling \$500,000 to 46 *Learn Local* organisations.

In October 2011, the one-off ACFE Community Services Fund was established to support additional services that promote



successful learning outcomes and/or learning pathways for individuals facing barriers to engagement and re-engagement in training. Through this fund, the ACFE Board allocated grants totalling \$600,000 to 32 *Learn Local* organisations.

Both funds assisted *Learn Local* organisations undergoing structural changes related to various shifts in government programs and the training market.

### Quality pre-accredited programs

Pre-accredited training is an important pathway for many people to accredited training for higher skills, qualifications and employment. It addresses the particular needs of those adults who have experienced barriers to education in the past and find it difficult to undertake accredited programs as their first step into VET.

Pre-accredited programs are locally designed programs developed for learners using the ACFE Board's *A-frame*. In 2011 22,685 learners from across the state engaged in a pre-accredited program funded by the Victorian Government through the ACFE Board.

### Pre-accredited quality framework

The ACFE Board is committed to supporting and continuously improving the quality of provision of pre-accredited programs. To assist in this the ACFE Board commissioned the development of a quality framework and associated professional development opportunities to support *Learn Local* organisations and practitioners develop and improve the quality of their pre-accredited programs.

Moderation was a key focus during the year. A series of workshops were held in the first half of 2012 across the state that demonstrated how to identify and use pre-accredited quality indicators as part of a moderation session. 254 practitioners from 174 *Learn Local* organisations and the two AELs attended the moderation sessions.

### Teacher professional development

The ACFE Board, in partnership with the TAFE Development Centre, provided professional development opportunities for *Learn Local* staff to strengthen their skills set in a range of areas.

- In 2011, 59 *Learn Local* practitioners from across 27 *Learn Local* organisations attended professional development that focused on assessment and the Australian Quality Training Framework (AQTF).
- In 2012, 71 *Learn Local* practitioners from across 45 *Learn Local* organisations attended professional development that focused on teacher professionalism and pedagogy.

The ACFE Board also funded the development and delivery of two specific professional development activities for the *Learn Local* sector: Catering to Diverse Learners, and Embedding Language Literacy and Numeracy into VET programs.

### Responding to CALD learners

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

Over the last four years the ACFE Board has funded the *Responding to CALD Learners* project led by Adult Multicultural Education Services (AMES). Under AMES' leadership the project provided research, professional development and action research for *Learn Local* practitioners and culminated in the creation of the publication *Responding to CALD Learners: Cultural Diversity in Action*.

The publication was launched by the Minister for Higher Education and Skills at a showcase of the Action Learning projects in June 2012. It will assist *Learn Local* organisations to further understand the implications of cultural differences for teaching practice and will improve the quality of learning experiences for the many learners from multicultural backgrounds.

### e-learning in ACE

In 2011, the ACFE Board was provided with the findings from a study they commissioned into the uptake of e-learning and e-business in the *Learn Local* sector. The study indicated that some of the barriers to the uptake of e-learning and e-business in the *Learn Local* sector are associated with factors like skills, knowledge and organisational support.

In response to the findings, the Board developed an e-learning strategy for the *Learn Local* sector and endorsed the development and implementation of an e-learning flagship project that will work to drive e-learning take up and provide resources to support further e-learning growth in the *Learn Local* sector.

A component of the *e-learning in ACE* flagship project relates to developing digital literacy skills. The ACFE Board has commissioned two pilot programs to be trialled and evaluated during 2012. Both programs have been mapped to the Certificate in General Education for Adults and the nationally accredited Certificate I in Information Technology. Both programs include assessment that incorporates internationally recognised certification.

### Information and communications technology

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

Ninety five practitioners from 66 *Learn Local* organisations were supported by 5 e-mentors and 9 e-champions, all from the *Learn Local* sector to use 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.



The project uses a NING as a hub for communication and to develop expertise and skills in social media/networking. The NING has also provided opportunities for individuals to network online and face to face across regions and at state wide professional development events.

A *Learn Local e-learning showcase* was attended by 150 *Learn Local* practitioners. The event provided practitioners with the opportunity to learn more from each other about how e-learning and related technologies can make a difference to the way they teach and to the outcomes for their learners.

*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, education programs and service delivery of *Learn Local* organisations.

The ACFE Board has also collaborated with Microsoft to provide access to a range of creative and developmental software suites for *Learn Local* learners through its educational Dreamspark website. The e-mentors and e-champions will provide support to *Learn Local* organisations to maximise the value of this software with their learners.

## Literacy and numeracy

In October 2011, the ACFE Board endorsed the development and implementation of a literacy and numeracy flagship project. The establishment of this project is consistent with the Department of Education and Early Childhood Development's (DEECD) aim to improve student achievement in literacy and numeracy at all stages of life. The particular focus of the *Learn Local* sector in pre-accredited delivery, accredited delivery at Certificate levels I-III and targeted growth in selected higher qualifications provides a unique perspective for examining literacy and numeracy pedagogy and practice. DEECD has established the *Victorian Literacy and Numeracy Secretariat* to coordinate literacy and numeracy policy and programs across DEECD. The ACFE literacy and numeracy flagship project will inform and be informed by the work of the Secretariat.

The project will investigate improving literacy and numeracy for low-skilled workers; and supporting a skilled literacy and numeracy *Learn Local* practitioner workforce.

The scope of the project was developed following focus group consultations with key stakeholders, including industry representatives and *Learn Local* literacy and numeracy experts. The project will include:

- action research projects and pilots which bring together *Learn Local* organisations and business in the Aged Care and Transport industries to explore and trial new ways of engaging low skilled workers in improving their Literacy and Numeracy skills.
- a leadership program and the establishment of communities of practice, facilitated by trained *Learn Local* leaders, to focus on skills development in workplace Literacy and Numeracy delivery for Literacy and Numeracy practitioners in the sector.

Supporting others  
to achieve

### AMY'S STORY

As well as being a senior tutor for the Certificate III, IV and Diploma in Education Support,

Amy Baillie is the Curriculum Development Officer at Meadow Heights Learning Shop.

Amy is legally blind, but believes her disability is an opportunity to display a positive model to others.

As a vision impaired tutor, Amy has to be innovative when engaging in planning, delivering and assessing her courses. She uses adaptive computer technology, including screen reading software that enables her to design materials, keep track of session plans and develop ways to receive and mark students' assessments.

Amy has taken a lead role in instigating a multimodal approach to learning for the benefit of her students at the organisation. When one of her students couldn't attend class, Amy decided to record these lessons to ensure they could complete the course.

Amy achieves exceptional attendance rates and learning outcomes – many of her students have gone on to either part time or full time employment in mainstream or special development schools or further education.

Past students give glowing recommendations to "go and enrol with Amy".

Amy's dedication to education and supporting her students made her the deserving winner of the Outstanding Practitioner award at the 2011 Victorian *Learn Local* Awards.

## Supporting the sustainability of the *Learn Local* 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

#### Small Business Mentors

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 *Learn Local* organisations. The mentors have been supporting a range of business functions, including financial and strategic planning, marketing, personnel systems and processes.

During the year 39 *Learn Local* organisations have accessed the services. Since its launch in July 2010, a total of 151 *Learn Local* organisations have taken up the mentoring service.

#### Governance

During the year, as part of its commitment to building the skills of *Learn Local* Committees of Management to govern effectively in a contestable training market, the ACFE Board focused on improving the governance capacity in the *Learn Local* sector.

A capability framework was developed that supports and assists *Learn Local* Committees of Management understand their governance obligations in relation to managing a training organisation and how to function effectively in the skills market.

A governance toolkit based on the capability framework was launched by the Minister for Higher Education and Skills in June 2012. The Small Business mentors will provide one-on-one support to at least 100 *Learn Local* Committees of Management across Victoria to build their understanding of and use of the toolkit to strengthen their governance skills.

### Business capacity and knowledge

The ACFE Board continued to support *Learn Local* staff grow their core business skills through a series of workshops conducted throughout Victoria during the year. This year the workshops were developed for three separate groups: large Registered Training Organisations (RTOs), small to medium RTOs and non RTOs.

A total of 119 *Learn Local* staff from across the state attended a workshop that focused on a range of business skills including business processes, workforce, finances, resource and infrastructure management, identifying opportunities offered through the Victorian Training Guarantee and managing and implementing change.

### Business intelligence

In 2011, 138 *Learn Local* organisations (approximately 43 per cent of the *Learn Local* sector) voluntarily responded to the annual *Learn Local* business survey. The 2011 survey followed similar lines to the 2010 survey and focused on the perceived effects of the implementation of the Victorian Training Guarantee, potential opportunities and plans to grow types of training. The resulting data was compiled into the report *The Changing Face of Community Business 2011*, which was released in May 2012.

The report provides annual information on *Learn Local* organisation's finances, workforce and business challenges. Some key findings for 2011 are included below.

- Around 52 per cent of respondents indicated there had been some change to their programs/ services over the last 12 months. Of these, 88 per cent had added new programs/ services, while 42 per cent had discontinued specific programs/services.
- Almost 50 per cent of RTO respondents had grown/ expanded delivery of Foundation Skills.
- Around 25 per cent of respondents indicated that the mix of learner groups had changed over the last 12 months.

## Reflecting on the activities of the *Learn Local* sector

### Final evaluation of the 2009-2012 capacity building initiatives

In 2009, the Victorian Government allocated \$10.8 million to the ACFE Capacity Initiatives to strengthen the capacity and sustainability of *Learn Local* organisations, enhancing their ability to function effectively in the skills market and increase learner participation and attainment. The capacity initiatives concluded at the end of June 2012.

The initiatives were grouped into two main categories: Sustainable ACE Businesses, and Quality Teaching and Learning in ACE. Within these categories, eight projects were designed to support *Learn Local* organisations to strengthen their business skills and viability, attract and retain new learner markets and ensure quality in the teaching and learning environment.

Findings from the final evaluation indicate that there is still a need for targeted support to *Learn Local* organisations to assist them in reaching a level of organisational capability that enables them to compete in a contestable training market. Feedback indicates that the programs were well received and have led to improvements to the business and teaching practices of *Learn Local* organisations.

### Longitudinal study of pre-accredited learners

A longitudinal study of learners who have undertaken pre-accredited courses was commissioned by the ACFE Board in 2010. The research involves three cohorts of pre-accredited learners – 2009, 2010 and 2011. Almost 6,000 learners from across the eight ACFE regions have undertaken an initial survey as part of the study. An initial analysis of the results found that:

- Learner motives for undertaking pre-accredited courses were complex and for some the cultural benefits of studying at a *Learn Local* organisation outweigh economic benefits. However, this may produce indirect benefits of an economic kind such as greater self-confidence, personal organisation and better communication skills. Work related motives of respondents included to improve job skills and/or find or change jobs.
- Analysis of the socio-economic status (SES) by age band indicates that learning motivations of different age groups varied, with the *Learn Local* sector successfully engaging a younger age group from low SES.
- Early school leavers with Certificate I, II or no qualifications surveyed expressed satisfaction with the benefits of pre-accredited training. Surveyed respondents suggested the course helped very much with 57% indicating improved job skills, 51% planned for future jobs, 75% gained new skills or knowledge, 57% prepared for future study and 76% felt more confident.

The survey and accompanying research will be completed during 2012-2013.

# 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* organisations and the Adult Education Institutions (AEIs). All of these organisations take an informal and friendly approach to learning.

Agreements for the delivery of programs and the reporting of activities are based on the calendar year, hence the information in this section relates to 2011.

The Victorian Government, through the ACFE Board, funded 10.1 million student contact hours of vocational education and training delivery during 2011.

Total reported provision (from all funding sources including fee-for-service activity) for *Learn Local* organisations and the AEIs was 14.3 million student contact hours in 2011<sup>1</sup>.

The annual financial turnover of individual *Learn Local* organisations ranges from under \$100,000 to over \$1 million. Over 50 per cent of *Learn Local* organisations report turnover in the range of \$0.1 million - \$0.5 million in the 2011 ACE business survey.

Table 5 provides a snapshot of the workforce of the 134 *Learn Local* organisations who provided this information in the 2011 ACE business survey.

During 2011, 95,359 *Learn Local* learners trained in 129,754 course enrolments, generating 14.3 million student contact hours across the eight regions.

Overall, enrolments across the eight ACFE regions have returned to growth in 2011, with four of the eight regions recording an increase. This is compared to 2010 when six regions experienced decreases in enrolments. In line with enrolments, student numbers have also returned to growth in the four regions. Three regions have seen a slight decrease in both course enrolments and student numbers.

Course growth across all regions reflects the strength of *Learn Local* organisations in the delivery of foundation courses. Course growth also continues to reflect industry specific demand, with most regions seeing course growth in aged care, disability work and children services. There were some local variations in courses delivered, such as significant delivery in Transport and Logistics in Hume, Conservation and Land Management in Gippsland, and Horticulture in Loddon Mallee.

Table 5: Workforce snapshot – employees and volunteers across 134 organisations

Financial turnover	No. of organisations	Employees		Volunteers	
		Total	Median	Total	Median
> \$1 million	34	2951	46	692	9
\$500,000 - \$1 million	13	354	26	486	20
\$250,000 - \$500,000	37	668	14	772	10
\$100,000 - \$250,000	36	366	10	606	10
< \$100,000	14	67	4	166	10
<b>Total sample</b>	<b>134</b>	<b>4406</b>	<b>14</b>	<b>2722</b>	<b>10</b>

<sup>1</sup> Of the 311 *Learn Local* organisations that submitted data relating to 2011 training delivery, only 137 organisations submitted fee-for-service data.

## Learner profile

Of the 62,923 *Learn Local* learners enrolled in vocational education and training (VET) courses during 2011:

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

The ACFE Board is committed to increasing the level of educational participation and attainment, improving social inclusion and boosting human and social capital through effective stewardship of Victoria's *Learn Local* sector. *Learn Local* organisations successfully engage with learners who experience or have experienced disadvantaged social, educational and employment circumstances.

Table 6 compares the participation rate of *Learn Local* learners in government-funded vocational education and training, by the ACFE Board's priority learner groups, to the participation rate of the Victorian adult population. The Victorian adult population is defined as persons aged 15 to 64 and not attending school.

Table 6: *Learn Local* learner participation in government-funded VET, by priority learner group, Victoria, 2011

<b>Culturally &amp; Linguistically Diverse*</b> 24%	Disability* 19%	Disengaged Youth* 5%
<b>Early School Leavers*</b> 33%		Indigenous* 1.6%
Males over 45 12%	<b>Unemployed*</b> 30%	Vulnerable Workers 5%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the State's population with the same learner group characteristic.

## Delivery achievements

- 95,359 *Learn Local* learners, including those paying fees, enrolled in 2011. Of these, 62,923 were in Vocational Education and Training (VET) courses and 33,830 were in non-VET enrichment programs (1,394 learners enrolled in both VET and non-VET courses).
- Learners in VET generated approximately 13.2 million student contact hours and 350,631 module enrolments. Learners in enrichment courses generated 1.1 million student contact hours.
- Government supported training generated 11.1 million student contact hours (91 per cent of which was funded through the ACFE Board. The remainder relates to apprenticeships and traineeships funded separately by the Victorian Government).
- 48 per cent of all course enrolments were in pre-accredited programs; 52 per cent were in accredited courses.
  - Pre-accredited courses experienced a growth of 1 per cent in students and a decline of 6 per cent in enrolments between 2010 and 2011.
  - Accredited courses experienced a growth of 16 per cent in students and 23 per cent in enrolments between 2010 and 2011.

## Market share

- 659,066 Victorian residents enrolled in some form of VET training in 2011. Of these, approximately 10 per cent attended *Learn Local* organisations, 35 per cent private Registered Training Organisations (RTOs), and 56 per cent TAFE institutes.
- The *Learn Local* sector's share of total VET student contact hours was approximately 5 per cent in 2011.
- The *Learn Local* sector's share of total VET enrolments fell from 11 per cent in 2010 to 10 per cent in 2011. The TAFE sector's share changed from 68 per cent to 58 per cent. The private sector increased from 21 per cent to 32 per cent.

Table 7: Total reported provision by *Learn Local* organisations by region and Adult Education Institutions, 2011 (including reported fee for service programs)

	Student contact hours	Total student contact hours %	Course enrolments	Total course enrolments %
Barwon South Western	2,487,120	17.40	12,204	9.40
Eastern Metropolitan	1,700,785	11.90	15,727	12.12
Gippsland	1,070,634	7.49	6,787	5.23
Grampians	795,573	5.56	5,618	4.33
Hume	825,756	5.78	6,540	5.04
Loddon Mallee	1,218,834	8.53	9,973	7.68
North Western Metropolitan	2,318,796	16.22	20,408	15.72
Southern Metropolitan	1,845,641	12.91	15,436	11.89
Adult Multicultural Education Services*	740,083	5.17	3,788	2.92
Centre for Adult Education	1,292,356	9.04	33,309	25.67
<b>All</b>	<b>14,295,578</b>	<b>100</b>	<b>129,790</b>	<b>100</b>

\*This figure does not include the student contact hours or course enrolments purchased through the various contracts AMES has with the Commonwealth Government.

Table 8: Total reported provision by organisation type, 2011 (including reported fee for service programs)

	Student contact hours	Total student contact hours %	Course enrolments	Total course enrolments %
<i>Learn Local</i> sector	14,295,578	5.89	129,790	13.89
Private RTOs	88,987,344	36.64	270,916	29.00
TAFEs	139,575,007	57.47	533,559	57.11
<b>All</b>	<b>242,857,929</b>	<b>100</b>	<b>934,265</b>	<b>100</b>

Figure 4 – Total reported provision of module enrolments by *Learn Local* organisation and Adult Education Institutions by age group and gender, 2011

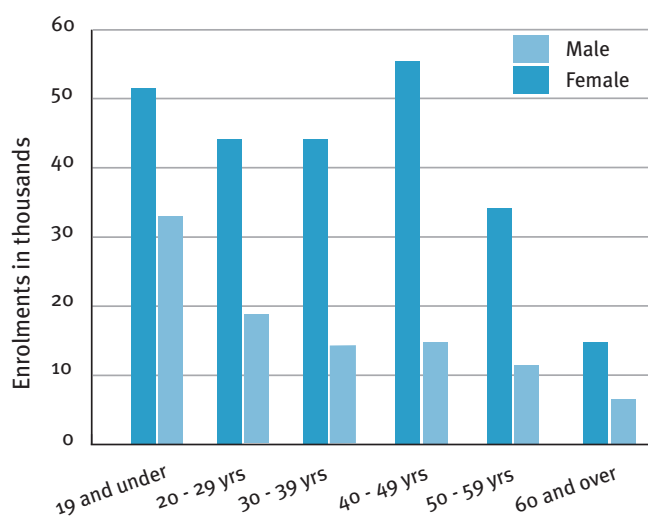




Table 9: Percentage of student contact hours for Victorian Government funded vocational education and training provided by the ACFE Board, by gender and category for *Learn Local* organisations and Adult Education Institutions, 2011 (%).

Gender	Pre-accredited	Foundation	Cert I to IV	Diploma and above	VCE/VCAL	Other*	Total
Female	65.0	62.4	76.1	88.0	54.2	34.8	70.8
Male	33.9	37.3	23.6	11.9	45.8	65.2	28.8
Unknown	1.1	0.3	0.3	0.1	0.0	0.0	0.4

Note: For Table 9 & 10, Figure 5 & 6: Other\* refers to non-award courses, or a statement of attainment not identifiable by level, or bridging and enabling courses not identifiable by level, or education not elsewhere classified.

Table 10: Student contact hours for Victorian Government funded vocational education and training provided by the ACFE Board, by *Learn Local* organisations and Adult Education Institutions, by region and category, 2011.

Region	Pre-accredited	Foundation	Cert I to IV	Diploma and above	VCE/VCAL	Other*	Total
BSW	122,415	406,164	1,121,994	109,261	18,543	101	1,778,478
EM	213,307	193,458	499,715	250,783	108,980	130	1,266,373
GIP	89,191	174,693	395,826	59,396	18,812	0	737,918
GRA	60,048	41,065	402,548	6,470	20,000	2	530,133
HUME	83,335	96,451	305,891	60,317	11,700	664	558,358
LM	87,491	103,011	610,953	100,430	18,200	140	920,225
NWM	438,594	770,416	526,881	78,464	65,619	0	1,879,974
SM	320,050	267,257	615,657	66,201	69,259	0	1,338,424
AMES	19,882	264,560	126,538	2,250	0	0	413,230
CAE	45,088	214,190	176,423	46,145	191,492	0	673,338
<b>Total</b>	<b>1,479,401</b>	<b>2,531,265</b>	<b>4,782,426</b>	<b>779,717</b>	<b>522,605</b>	<b>1,037</b>	<b>10,096,451</b>
%	14.65%	25.07%	47.37%	7.72%	5.18%	0.01%	100.0%

Figure 5 – Percentage of student contact hours for Victorian Government funded vocational education and training provided by the ACFE Board, for *Learn Local* organisations and Adult Education Institutions, by category, 2011.

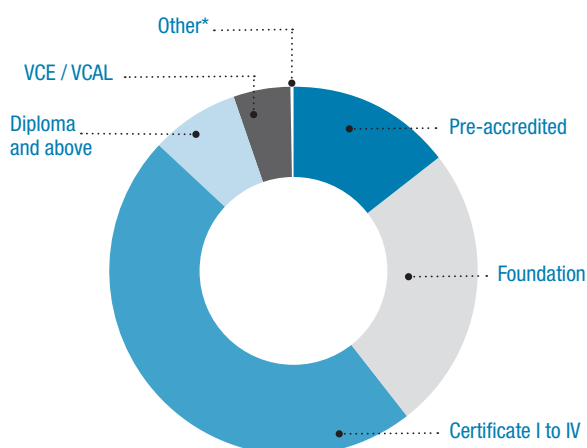
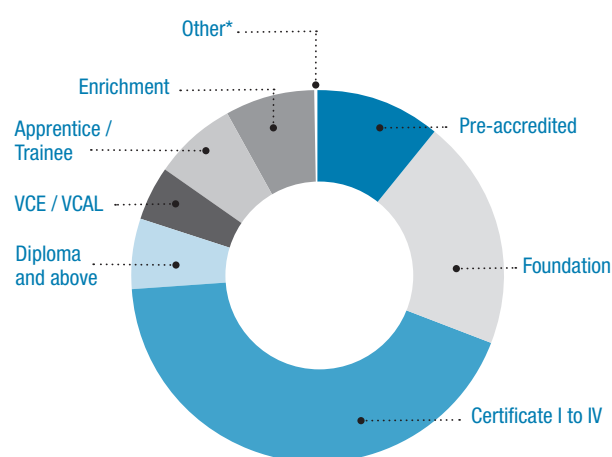


Figure 6 – Percentage of total reported provision of student contact hours by category for *Learn Local* organisations and Adult Education Institutions, 2011.



# 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.

During 2011, 8,261 *Learn Local* learners trained in 11,336 course enrolments, with *Learn Local* organisations delivering over 2.02 million hours across the nine local government areas in the Barwon South Western region.

## Learner Profile

Of the 8,261 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Barwon South Western region:

- 63 per cent were female.
- 32 per cent were aged under 24 and 36 per cent were aged 45 and above.
- 18 per cent of the learners in the region were born overseas. The largest percentages of learners were from England, Vietnam and Burma (Myanmar).
- 62 per cent had not completed Year 12.

Table 11: *Learn Local* learner participation in government-funded VET, by priority learner group, Barwon South Western Region, 2011

Culturally & Linguistically Diverse* 9%	<b>Disability*</b> 15%	Disengaged Youth 4%
<b>Early School Leavers*</b> 38%		Indigenous* 0.97%
Males over 45* 12%	<b>Unemployed*</b> 24%	Vulnerable Workers 8%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic.

## Delivery achievements

Government funded training can be split into pre-accredited and accredited training.

In 2011, 30 per cent of all course enrolments were in pre-accredited programs, 70 per cent were in accredited courses.

The region has experienced substantial growth in accredited training, while pre-accredited has fallen over the year.

Pre-accredited courses experienced a decrease of 15 per cent in students and 12 per cent in enrolments.

Accredited courses experienced a growth of 78 per cent in students and 90 per cent in enrolments.

## Organisational profile

There were 27 *Learn Local* organisations delivering training in the Barwon South Western region in 2011. Of these, 14 delivered only pre-accredited courses, 1 delivered only accredited courses and 12 delivered a mix of pre-accredited and accredited courses.

## Market share

- 38,148 students enrolled in government funded vocational education and training (VET) courses in the Barwon South Western region in 2011. Of these, 17 per cent attended *Learn Local* organisations, 34 per cent private RTOs, and 49 per cent TAFE institutes.
- There has been a 35 per cent rise in government funded training at *Learn Local* organisations in the Barwon South Western region in 2011 compared to 2010.

# Region of ACFE



## Regional Council Members

(2011-2012)

David Cotsell (Deputy Chairperson)  
Louisa-Jane Cunningham  
Christine Denmead (to December 2011)  
Sadat-Jon Hussain (from January 2012)  
Judy Jamieson  
Ann Murphy (co-opted to April 2012)  
Julie Neeson (re-appointed January 2012, Chairperson)  
Deborah Parker (from January 2012)  
Janice Stewart  
Kwong Wong (to June 2012)  
Maria Zaluski

## Regional Council Action Plan

The Barwon South Western Regional Council has worked on the following key priorities identified in their 2011-2012 Action Plan.

**1.** The Regional Council is supporting *Learn Local* organisations to use e-learning in response to the relatively low uptake of e-learning in teaching and learning activities in the region. The Council hosted an e-learning showcase which was attended by 41 practitioners from 16 *Learn Local* organisations. Since the showcase seven *Learn Local* organisations have signed on to the ACFE e-mentoring program and five are participating in the International Computer Driver's License pilot project.

**2.** The Regional Council is assisting to skill long term unemployed people and match them with local jobs through their involvement in Whittington Works (a partnership group of 17 organisations from the employment, training and education sectors, including ACFE, three *Learn Local* organisations and TAFE). With the support of the partners, Encompass Community Services has delivered tailored training in aged care and children's services.

**3.** The Regional Council is continuing to plan for delivery by:

- providing input into the development of Armstrong Creek to support the development of education and training in the area.
- working with TAFEs and DEECD to develop guidelines and processes to improve youth transitions and boost Year 12 completions in the region.
- fostering partnerships between *Learn Local* organisations and local aged care employers to assist learners from culturally and linguistically diverse and low socioeconomic status backgrounds improve their employment outcomes in the aged care sector.

### Creating new pathways to work WARREN'S STORY

Warren suffered a breakdown, which led him to leaving his job. When Warren felt well enough to return to work he experienced difficulties finding a job. Warren spent two years looking for work and at 59 years was beginning to think he never would. Stories like Warren's led *Learn Local* organisation, Encompass Community Services to team up with Whittington Works in 2011 to assist the unemployed residents of Geelong's east by providing a Certificate III in Aged Care and Home & Community Care. The program provided an easily accessible pathway to local employment opportunities.

Like Warren, the students who participated in the course had been out of the workforce and away from studies for some time. Some of them found going back to the classroom daunting and were nervous on their first day. While returning to study can be overwhelming Encompass Community Services made sure that every person's enthusiasm and drive was put to good use to develop career pathways. When Warren learnt of the Whittington Works program, he saw the potential this opportunity might create for him. Warren is one of 13 people who enrolled in the tailored Aged Care program. Since finishing the program Warren has found work in aged care.

# 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 predominately in service industries and in light manufacturing.

During 2011, 6,950 *Learn Local* learners trained in 9,621 course enrolments, with *Learn Local* organisations delivering almost 1.4 million hours across the seven local government areas in the Eastern Metropolitan region.

## Learner profile

Of the 6,950 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Eastern Metropolitan region:

- 72 per cent were female.
- 22 per cent were aged under 24 and 46 per cent were aged 45 and above.
- 32 per cent of the learners in the region were born overseas. The largest percentages of learners were from China, England and Vietnam.
- 61 per cent had not completed Year 12.

Table 12: *Learn Local* learner participation in government-funded VET, by priority learner group, Eastern Metropolitan Region, 2011

Culturally & Linguistically Diverse 20%	<b>Disability*</b> 20%	Disengaged Youth 4%
<b>Early School Leavers*</b> 33%		Indigenous* 0.55%
Males over 45 12%	<b>Unemployed*</b> 24%	Vulnerable Workers* 5%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic.

## Delivery achievements

Government funded training can be split into pre-accredited and accredited training.

In 2011, 61 per cent of all course enrolments were in pre-accredited programs, 39 per cent were in accredited courses.

The region has experienced some growth in the number of students enrolling in pre-accredited training, however accredited numbers have fallen over the year.

Pre-accredited courses experienced a growth of 6 per cent in students but enrolments have fallen 7 per cent.

Accredited courses experienced a fall of 10 per cent in students and 5 per cent in enrolments.

## Organisational profile

There were 43 *Learn Local* organisations delivering training in the Eastern Metropolitan region in 2011. Of these, 22 delivered only pre-accredited courses, 2 delivered only accredited courses, and 19 delivered a mix of pre-accredited and accredited courses.

## Market Share

- 54,492 students enrolled in government funded vocational education and training (VET) courses in the Eastern Metropolitan region in 2011. Of these, 11 per cent attended *Learn Local* organisations, 42 per cent private RTOs, and 48 per cent TAFE institutes.
- There has been a 4 per cent fall in government funded training at *Learn Local* organisations in the Eastern Metropolitan region in 2011 compared to 2010.

## Regional Council Members

(2011-2012)

- Desmond Dinama (from January 2012)
- Helen Falconer (Deputy Chairperson)
- Judy Flanagan (re-appointed January 2012)
- Paul Goudie (from January 2012)
- Fiona Graham (from March 2012)
- Penny Morison (Chairperson and member to December 2011)
- Lynette Stavretis (from January 2012, Chairperson from May 2012)
- Kalifroni Taifalos
- Philip Warner (to December 2011)
- David Wells
- Helen Worladge



## Regional Council Action Plan

The Eastern Metropolitan Regional Council has worked on the following key priorities identified in their 2011-2012 Action Plan.

1. To expand learner participation, the Regional Council has supported *Learn Local* organisations to develop partnerships with businesses.
  - Together with the City of Whitehorse, the Regional Council has facilitated partnerships between a *Learn Local* organisation and the businesses and traders in the Burwood Heights Shopping Centre. Almost 50 new learners from businesses have engaged in *Learn Local* training as a result of the partnership.
  - A research project to facilitate opportunities for business partnerships between a large retail centre in the City of Monash and *Learn Local* organisations has been commissioned.

2. In response to a gap in provision, the Regional Council has facilitated opportunities to increase delivery and improve pathways for youth in the inner suburbs of the region. The focus is on Boroondara and Whitehorse. The Regional Council facilitated a partnership between two *Learn Local* organisations that will build their capacity to develop and deliver high quality alternative learning options for disengaged young people.

3. During the year the Eastern Metropolitan Regional Council, in partnership with the Southern Metropolitan Regional Council and Swinburne University designed a *Learn Local*/TAFE Transition Pilot program that will provide identified learners with a set of skills to support successful transition into TAFE or other VET environments through participation in a program developed specifically for the pre-accredited cohort.

Innovation was the name of the game when Upper Yarra Community House (UYCH) won the *Learn Local* 2011 Innovation in learning award. The award was made for the approach they took to meeting two separate community training needs, relating to technology use and cultural awareness training, in the one Aged Care course.

UYCH found that many local aged care staff were overwhelmed with the need to use new technologies in their roles. Local employers had also identified that staff needed enhanced understanding of specific cultural needs of the Indigenous community members the staff cared for.

With both these things in mind, UYCH developed an accredited Aged Care program which provided cultural awareness training

### Two Needs One Course UPPER YARRA COMMUNITY HOUSE'S STRATEGY

using new technologies, blogs, twitter and other collaborative electronic devices.

UYCH provided new learners with iPads for three weeks prior to their course start date. They set up an iPad helpline, expecting a flood of phone calls from learners. Most learners however, were

inundated with support from family members, particularly their children, who helped them to use the iPad. The whole-of-family participation and engagement in learning was a great unintended outcome for the community.

Learners and practitioners are now confidentially using new technologies in the workplace, and the aged care staff are seeing the difference that having firsthand knowledge of what is culturally appropriate and why it is important is making in their workplace.

# 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.

During 2011, 5,126 *Learn Local* learners trained in 6,379 course enrolments. *Learn Local* organisations delivered over 1.02 million hours across the six local government areas in the Gippsland region.

## Learner profile

5,126 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Gippsland region during 2011.

- 62 per cent were female.
- 30 per cent were 15-24 and 39 per cent were aged 45 and above.
- 13 per cent were born overseas. The largest percentages of learners were from England, New Zealand and China.
- 69 per cent had not completed Year 12.

Table 13: *Learn Local* learner participation in government-funded VET, by priority learner group, Gippsland Region, 2011

Culturally & Linguistically Diverse* 4%	<b>Disability*</b> 16%	Disengaged Youth* 6%
<b>Early School Leavers*</b> 41%		Indigenous* 1.5%
Males over 45 14%	<b>Unemployed*</b> 27%	Vulnerable Workers 6%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic.

## Delivery achievements

Government funded training can be split into pre-accredited and accredited training.

In 2011, 44 per cent of all course enrolments were in pre-accredited programs, 56 per cent were in accredited courses.

Student and enrolment numbers have fallen between 2010 and 2011 for both pre-accredited and accredited training.

Pre-accredited courses experienced a decline of 22 per cent in students and 41 per cent in enrolments.

Accredited courses experienced a decline of 11 per cent in students and 5 per cent in enrolments.

## Organisational profile

There were 32 *Learn Local* organisations delivering training in the Gippsland region in 2011. Of these, 24 delivered only pre-accredited courses, and 8 delivered a mix of pre-accredited and accredited courses.

## Market Share

- 16,019 students enrolled in government funded vocational education and training (VET) courses in the Gippsland region in 2011. Of these, 21 per cent attended *Learn Local* organisations, 14 per cent private RTOs and 65 per cent TAFE institutes.
- There has been a 16 per cent fall in government funded training at *Learn Local* organisations in the Gippsland region in 2011 compared to 2010.



## Regional Council Members

(2011-2012)

Debbie Brown (Chairperson and member to December 2011)

Frank Evans (from March 2012)

Karen Fleischer (Deputy Chairperson)

Jennifer Hammett (from January 2012)

Glenda McPhee

Linda Morrison

David Roche (from January 2012)

Kathryn Stephenson (from January 2012)

Peter Whitley (re-appointed January 2012)

Elizabeth Wright (Chairperson from May 2012)



## Regional Council Action Plan

The Gippsland Regional Council has worked on the following key priorities identified in their 2011-2012 Action Plan.

**1.** The Regional Council continued to support *Learn Local* organisations to develop partnerships with businesses to provide training opportunities for their staff. Following the business engagement events hosted by the Regional Council in 2010-2011 over 1,000 people have now been trained in a range of business skills by *Learn Local* organisations. Partnerships have also grown between *Learn Local* organisations and regional tourism and business associations. Community College East Gippsland received funding to work with Business Tourism Associations in East Gippsland to develop business plans and appropriate training plans.

**2.** The targeted allocation of resources to meet specific learner needs has been a key strategy. One example of the success of the strategy is the increase in training opportunities offered by *Learn Local* organisations to CALD learners in the Bass Coast Shire. In 2011, Bass Coast Shire had the highest number of CALD *Learn Local* learners in the region.

**3.** The Regional Council has focused on building on the e-learning strengths of *Learn Local* organisations in the region. The ACFE regional staff have modelled e-learning tools to *Learn Local* organisations by conducting briefings in a 'hybrid' way (real-time presentation to face-to-face and online audiences). Through collaboration with other parts of DEECD additional professional development opportunities were provided and delivered only online.

From a beginner's computer course to a career in community welfare

REBECCA'S STORY

*"Moe Neighbourhood House set me on the path to achieving dreams that I never thought I would be able to fulfil."*

Rebecca first came to Moe Neighbourhood House with a friend while her son was at school. As her highest level of education was a Year 9 pass she started with a beginners course in computers.

Rebecca knew she needed more knowledge about computers to help find work and by the end of the course she had a folder full of work.

Moe Neighbourhood House encouraged learning in an environment that was comfortable and allowed Rebecca and other learners to explore and develop their potential.

By completing the computer course, and with the support and encouragement from Moe Neighbourhood House, Rebecca felt empowered to continue her education and hasn't looked back.

Rebecca enrolled in GippsTAFE the following year to complete her VCE, something she thought she would never attempt, let alone achieve.

Rebecca continues to achieve now holding a Certificate IV and Diploma in Community Services and has successfully enrolled in a Bachelor of Community Welfare and Counselling at Monash University. Rebecca is focused on gaining fulltime employment in the Community Welfare sector once she finishes her degree.

# 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 economics and communities as the population ages.

During 2011, 4,360 *Learn Local* learners trained in 5,507 course enrolments. *Learn Local* organisations delivered almost 633,000 hours across the 11 local government areas in the Grampians region.

## Learner profile

4,360 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Grampians region during 2011.

- 63 per cent were female.
- 29 per cent were 15-24 and 37 per cent were aged 45 and above.
- 11 per cent were born overseas. The largest percentages of learners were from England, Sudan and Burma (Myanmar).
- 62 per cent had not completed Year 12.

Table 14: *Learn Local* learner participation in government-funded VET, by priority learner group, Grampians, 2011

Culturally & Linguistically Diverse* 3%	<b>Disability*</b> 15%	Disengaged Youth* 5%
<b>Early School Leavers*</b> 39%		Indigenous* 1.9%
Males over 45 12%	<b>Unemployed*</b> 31%	Vulnerable Workers 5%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic.

## Delivery achievements

Government funded training can be split into pre-accredited and accredited training.

In 2011, 47 per cent of all course enrolments were in pre-accredited programs, 53 per cent were in accredited courses.

Student and enrolment numbers grew in the region between 2010 and 2011 for accredited training while pre-accredited fell.

Pre-accredited courses experienced a decline of 5 per cent in students and 13 per cent in enrolments.

Accredited courses experienced a growth of 48 per cent in students and 47 per cent in enrolments.

## Organisational profile

There were 30 *Learn Local* organisations delivering training in the Grampians region in 2011. Of these, 19 delivered only pre-accredited courses, 2 delivered only accredited courses, and 9 delivered a mix of pre-accredited and accredited courses.

## Market Share

- 13,864 students enrolled in government funded vocational education and training (VET) courses in the Grampians region in 2011. Of these, 21 per cent attended *Learn Local* organisations, 40 per cent private RTOs, and 39 per cent TAFE institutes.
- There has been an 18 per cent rise in government funded training at *Learn Local* organisations in the Grampians region in 2011 compared to 2010.

## Regional Council Members

(2011-2012)

Margaret Cousins

Wendy Draayers (Chairperson from March 2012)

Geraldine Frantz

Colin Haldane (from January 2012,  
Deputy Chairperson from March 2012)

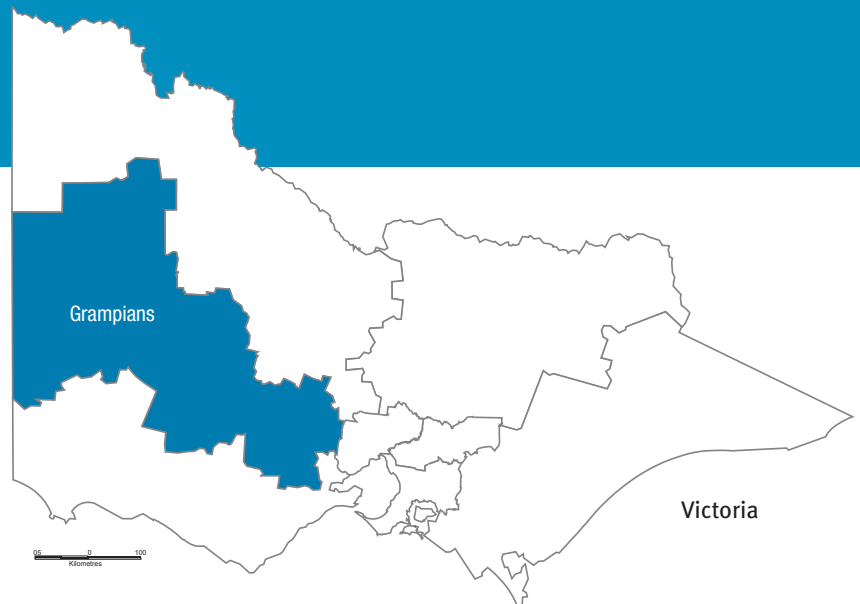
Dean Miller (resigned March 2012)

Karen Monument (to June 2012)

Keith Peters (to December 2011)

Maria Rice (from January 2012)

Jeff Rigby (Chairperson and member to  
December 2011)



## Regional Council Action Plan

The Grampians Regional Council has worked the following key priorities identified in their 2011-2012 Action Plan.

**1.** The Regional Council continued to concentrate on increasing flexible delivery options in the region through a focus on e-learning.

The Council commissioned an e-business and e-learning project in 2012.

- In stage 1 of the project *Learn Local* organisations responded to a survey, which provided the Council with an overview of their current use of e-learning, the barriers faced in incorporating e-learning and ideas on how they may be overcome.
- The next stage of the project involves a selection of *Learn Local* organisations implementing an action plan to embed e-learning in their accredited and pre-accredited delivery.

**2.** The Regional Council completed stage 1 of its research project to assist *Learn Local* organisations to extend their reach in the region.

As a result the Council has overviews of the qualification levels of employed persons, education and training provision by industry area and levels for each of the 11 local government areas in the Grampians region.

The next stage of research will seek to identify emerging directions for industry, education and training organisations and distinguish the workforce skills and knowledge required to ensure future regional growth.

**3.** Collaborative projects were undertaken with:

- DEECD Regional Careers Development Initiative, the Highlands Local Learning Employment Network (LLEN), and three *Learn Local* organisations covering the local government areas of Golden Plains, Hepburn and Moorabool. The project will embed career education within the A-Frame curricula of industry focused courses to provide pathway transition support to students.
- Phoenix P-12 Community College, Highlands LLEN, and two *Learn Local* organisations, as part of the Ballarat South Community Hub to strengthen provision in Ballarat South.

Supporting refugees to achieve

NHILL NEIGHBOURHOOD LEARNING CENTRE'S STORY

In 2010, after the general manager of the Luv-A-Duck company (a major employer in Nhill) heard about Karen families settling in nearby Horsham, he decided to offer the Karen community employment and a new future in regional Victoria.

Understanding that the refugees had very low levels of spoken and written English Luv-A-Duck sought assistance from their local *Learn Local* organisation, Nhill Neighbourhood Learning Centre.

Since then Nhill Neighbourhood Learning Centre and Luv-A-Duck have formed a strong alliance, which continues to grow as their Karen workforce grows.

Nhill Neighbourhood Learning Centre works with Luv-a-Duck on many fronts, in particular providing worked based training services to newly arrived refugees within the Shire of Hindmarsh.

Nhill Neighbourhood Learning Centre provides language and life skills training for the 58 Karen refugees employed with Luv-a-Duck and assist them in finding a volunteer mentor to help them 'one-on-one'.

As John from Luv-A-Duck said "Our project of employing Karen Refugees would not have succeeded without the help of the management and staff of the Nhill Neighbourhood Learning Centre and the band of volunteer mentors."

# 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.

During 2011, 4,072 *Learn Local* learners trained in 5,267 course enrolments. *Learn Local* organisations delivered almost 588,000 hours across the 12 local government areas in the Hume region.

## Learner profile

4,072 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Hume region during 2011.

- 63 per cent were female.
- 32 per cent were 15-24 and 42 per cent were aged 45 and above.
- 13 per cent were born overseas. The largest percentages of learners were from New Zealand, England, and India.
- 65 per cent had not completed Year 12.

Table 15: *Learn Local* learner participation in government-funded VET, by priority learner group, Hume Region, 2011

Culturally & Linguistically Diverse 3%	<b>Disability*</b> 15%	Disengaged Youth* 5%
<b>Early School Leavers*</b> 39%		Indigenous* 1.9%
Males over 45 14%	<b>Unemployed*</b> 18%	Vulnerable Workers 7%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic.

## Delivery achievements

Government funded training can be split into pre-accredited and accredited training.

In 2011, 45 per cent of all course enrolments were in pre-accredited programs, 55 per cent were in accredited courses.

Student and enrolment numbers grew in the region between 2010 and 2011 for accredited training while pre-accredited fell.

Pre-accredited courses experienced a decline of 12 per cent in students and 28 per cent in enrolments.

Accredited courses experienced a growth of 11 per cent in students and 21 per cent in enrolments.

## Organisational profile

There were 37 *Learn Local* organisations delivering training in the Hume region in 2011. Of these, 21 delivered only pre-accredited courses, 4 delivered only accredited courses, and 12 delivered a mix of pre-accredited and accredited courses.

## Market Share

- 22,048 students enrolled in government funded vocational education and training (VET) courses in the Hume region in 2011. Of these, 16 per cent attended *Learn Local* organisations, 18 per cent private RTOs, and 67 per cent TAFE institutes.
- There has been a 10 per cent fall in government funded training at *Learn Local* organisations in the Hume region in 2011 compared to 2010.

## Regional Council Members

(2011-2012)

Graham Corless

Margaret Craik (to December 2011)

Nigel Divito (to December 2011)

Helen Doig (Chairperson and member to December 2011)

Beverley Hoffmann (from March 2012)

Kym Ivey (from March 2012)

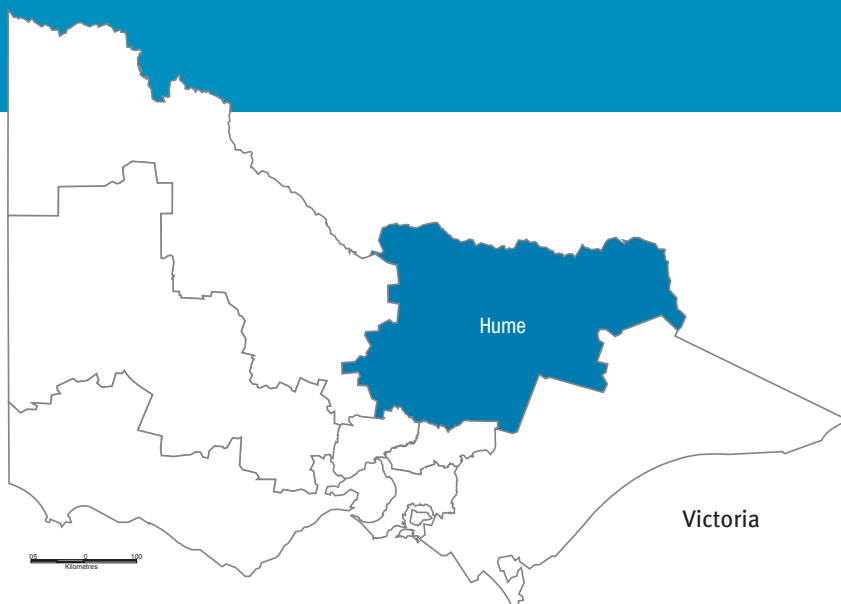
Danny O'Donoghue (from February 2012)

Anthony Putt

Leonard Redfern (to December 2011)

Dean Rochfort (from January 2012,  
Chairperson from May 2012)

Jeanette Swain (Deputy Chairperson)



## Regional Council Action Plan

The Hume Regional Council has worked the following key priorities identified in their 2011-2012 Action Plan.

**1.** The Regional Council has focused on sustaining learning opportunities for the 1,440 people in the small community of Corryong. The Regional Council has supported the two *Learn Local* organisations in Corryong – Corryong Community Education Centre and Corryong Neighbourhood House – to progress their plans for co-location and (ultimately) a merger in order to maintain and expand the range of learning opportunities for this isolated community. The two organisations now operate from one site and are offering joint programs.

**2.** The Regional Council has promoted the role of *Learn Local* in skilling the workforce across the region. The ACFE regional staff and *Learn Local* organisations are active participants on planning and steering groups and a number of *Learn Local* organisations are delivering skill development programs aimed at connecting local people to local jobs as part of the Benalla *Jobs and Skills Drive* initiative.

**3.** The Regional Council has focused on expanding provision in the region to Indigenous learners. The Regional Council successfully facilitated the registration of a new Indigenous specific *Learn Local* organisation to deliver vocational education and training in the region.

### From career uncertainty to clarity SHARLEE'S STORY

Sharlee joined the *Careers and Pathways* program with only a general idea of the type of work she was interested in, a lack of understanding on how to pursue work and a lack of resources at home to assist her.

Throughout the program Sharlee displayed a creative ability in media, particularly photography and cartooning. Her confidence and self-expression grew as the program went on.

Sharlee took the lead in class, fostering a supportive friendly atmosphere in which all participants could share worries or concerns. She also began to talk with other participants and developed supportive friendships with them.

Her increased confidence saw her volunteer with a Berry Street program that supported Year 8 students. Through this placement, Sharlee has discovered a passion for working with young people.

The *Careers and Pathways* program has supported Sharlee to gain an understanding of what her strengths are and she is now determined to achieve career goals, which will allow her to apply her media talents to assist younger learners.

Developed in partnership with the Youth Training Pathways Network (Youth Connections, LLEN, Job Services Australia, DEECD and other training providers) the *Careers and Pathways* program, taking place at Berry Street in the Seymour area is providing support to re-engage learners in vocational education and training.

The 10 week pre-accredited program, supported by ACFE funding, provides disengaged learners with opportunities to develop social skills, identify further educational pathways and meet with local employers.

# 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.

During 2011, 7,907 *Learn Local* learners trained in 9,965 course enrolments, delivering over 1.1 million hours across the 10 local government areas in the Loddon Mallee region.

## Learner profile

7,907 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Loddon Mallee region during 2011.

- 64 per cent were female.
- 31 per cent were 15-24 and 34 per cent were aged 45 and above.
- 10 per cent were born overseas. The largest percentages of learners were from Burma (Myanmar), England and New Zealand.
- 67 per cent had not completed Year 12.

Table 16: *Learn Local* learner participation in government-funded VET, by priority learner group, Loddon Mallee Region, 2011

Culturally & Linguistically Diverse* 5%	<b>Disability*</b> 12%	Disengaged Youth* 6%
<b>Early School Leavers*</b> 41%		Indigenous* 4.4%
Males over 45 11%	<b>Unemployed*</b> 28%	Vulnerable Workers* 6%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic.

## Delivery achievements

Government funded training can be split into pre-accredited and accredited training.

In 2011, 34 per cent of all course enrolments were in pre-accredited programs, 66 per cent were in accredited courses.

Student and enrolment numbers grew in the region between 2010 and 2011 for accredited training while pre-accredited fell.

Pre-accredited courses experienced a decline of 17 per cent in students and 28 per cent in enrolments.

Accredited courses experienced a growth of 8 per cent in students and 14 per cent in enrolments.

## Organisational profile

There were 39 *Learn Local* organisations delivering training in the Loddon Mallee region in 2011. Of these, 21 delivered only pre-accredited courses, 3 delivered only accredited courses, and 15 delivered a mix of pre-accredited and accredited courses.

## Market Share

- 26,594 students enrolled in government funded vocational education and training (VET) courses in the Loddon Mallee region in 2011. Of these, 16 per cent attended *Learn Local* organisations, 45 per cent private RTOs, and 39 per cent TAFE institutes.
- There has been a 2 per cent fall in government funded training at *Learn Local* organisations in the Loddon Mallee region in 2011 compared to 2010.



## Regional Council Members

(2011-2012)

- Derek Bowman (resigned March 2012)
- Anne Brinsden (from March 2012)
- Anne Brosnan (member from January 2012)
- Bruce Dudon
- Dawn Ferrier (from January 2012)
- Max Gaynor (to December 2011)
- Ian Hardie (to December 2011, Chairperson)
- Glenn Milne (from January 2012)
- Jeffrey Rigby (from January 2012, Chairperson from March 2012)
- Lindsay Short (to December 2011)
- John Sirolli (co-opted from May 2012)
- Robyn Smith (from January 2012)
- Glenn Sutherland (to December 2011)
- Ellen White (member from January 2012, Deputy Chairperson from March 2012)



**1.** The Regional Council has focused on the challenges of meeting the adult education needs of a region that has major population centres, small towns and sparse rural populations by assisting *Learn Local* organisations to work more collaboratively with other providers and community stakeholders.

- Three *Learn Local* organisations in Buloke and Loddon Shires are being supported to trial a shared services approach to programs and operations.
- *Learn Local* organisations, the LLEN, local employers and local government are working together in the Macedon Ranges Shire to determine the best way to address the skill needs of the exceptionally high number of microbusinesses in the Shire.

**2.** The Regional Council led the planning for a multi-region rural and regional *Learn Local* conference to be held later in 2012 to showcase strategies for growing ACEF provision in regional Victoria. By ‘Thinking Differently, Connecting Differently’ *Learn Local* organisations will be able to more effectively engage with their clients and stakeholders in rural and regional communities.

**3.** The Regional Council has leveraged other government resources and initiatives to:

- explore the adult education potential of the new Bendigo Trade Training Centre’s facilities for training in agriculture and horticulture, hospitality and automotive engineering.
- broker a partnership with the City of Greater Bendigo to assist approximately ten *Learn Local* organisations in the city to work together to address industry and business training needs (with an emphasis on literacy in the workplace).

### Tackling labour shortages in the shearing industry WEDDERBURN COMMUNITY CENTRE'S RESPONSE

It was 10 years ago that Wedderburn Community Centre answered an ad in the local newspaper urgently seeking shearers.

In response to an ageing shearing workforce and insufficient shearers to shear the flocks, Wedderburn Community Centre in partnership with the Shearing Contractors’ Association of Australia, and Loddon Neighbourhood House, established the Sheep Shearing School.

The school runs a 10-day program that introduces participants to the sheep shearing and wool handling industries. People from across Victoria have participated in the sheep shearing program

run at *Learn Local* organisation Wedderburn Community Centre since its first program in 2003.

Learners are provided with both training that covers theory and hands-on-experience across modules in Certificate II and III in Agriculture (Wool Handling) and Certificate II Agriculture (Shearing).

Graduates have gone on to work with contractors and local employers to meet the labour needs on local farms.

In 2011, 12 young people have graduated from the program with the skills to start their careers in shearing and other wool industries.

## Regional Council Action Plan

The Loddon Mallee Regional Council has worked on the following key priorities identified in their 2011-2012 Action Plan.

# North Western Metropolitan

Encompassing four of the 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.

During 2011, 11,866 *Learn Local* learners trained in 18,677 course enrolments, with *Learn Local* organisations delivering over 2.1 million hours of vocational education and training (VET) across the 14 local government areas in the North Western Metropolitan region.

## Learner profile

Of the 11,866 *Learn Local* learners enrolled in vocational education and training (VET) courses in the North Western Metropolitan region:

- 70 per cent were female.
- 15 per cent were aged under 24 and 46 per cent were aged 45 and above.
- 54 per cent of the learners in the region were born overseas. The largest percentages of learners were from Vietnam, China and Burma (Myanmar).
- 70 per cent had not completed Year 12.

Table 17: *Learn Local* learner participation in government-funded VET, by priority learner group, North Western Metropolitan Region, 2011

<b>Culturally &amp; Linguistically Diverse*</b> 42%	<b>Disability*</b> 21%	Disengaged Youth 3%
<b>Early School Leavers*</b> 27%		Indigenous* 0.64%
Males over 45* 13%	Unemployed* 33%	Vulnerable Workers 4%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the regions' wider

## Delivery achievements

Government funded training can be split into pre-accredited and accredited training.

In 2011, 63 per cent of all course enrolments were in pre-accredited programs, 37 per cent were in accredited courses.

Student and enrolment numbers grew in the region between 2010 and 2011.

Pre-accredited courses experienced a growth of 8 per cent in students and 11 per cent in enrolments.

Accredited courses experienced a growth of 23 per cent in students and 29 per cent in enrolments.

## Organisational profile

There were 71 *Learn Local* organisations delivering training in the North Western Metropolitan region in 2011. Of these, 30 delivered only pre-accredited courses, 2 delivered only accredited courses and 39 delivered a mix of pre-accredited and accredited courses.

## Market Share

- 158,612 students enrolled in government funded vocational education and training (VET) courses in the North Western Metropolitan region in 2011. Of these, 6 per cent attended *Learn Local* organisations, 54 per cent private RTOs, and 40 per cent TAFE institutes.
- There was a 9 per cent increase in government funded training at *Learn Local* organisations in the North Western Metropolitan region in 2011 compared to 2010.

# Region of ACFE



## Regional Council Members

(2011-2012)

Vivienne Amery (from January 2012)

Jennie Barrera

Matthew Ferrantino (from March 2012)

Lisa Field (from January 2012)

Geoffrey Hanlon

Madeleine Laming (to December 2011)

Anton Mayer

Judy McGannon (re-appointment March 2012, Chair)

Christine Mountford (Deputy Chair)

Peter Papamihail

Jason Parker (to December 2011)

## Regional Council Action Plan

The North Western Metropolitan Regional Council has worked on the following key priorities identified in their 2011-2012 Action Plan.

**1.** The Regional Council has worked to expand provision in the region. Through partnerships and projects with local government and *Learn Local* organisations the Council has successfully worked to increase the level of vocational education and training delivered in Wyndham and Melton. Student enrolments grew by 85 per cent in Wyndham when compared to 2010 enrolments. Student enrolments grew by 25 per cent in Melton, compared to 2010.

The Regional Council in partnership with stakeholders has grown pre-accredited provision in public housing estates. *Learn Local* organisations servicing the public housing estates in the local government areas of Melbourne and Moonee Valley have had an increased allocation of pre-accredited hours in 2011 of more than 30 per cent.

**2.** The Regional Council has continued to assist with building the capacity of *Learn Local* organisations through professional development workshops and *Learn Local* networks.

- Six networks of *Learn Local* managers were established. They bring together managers to focus on compliance, sustainability, marketing and promotion, e-learning and business practice.
- Two forums brought together representatives from 24 *Learn Local* Committees of Management to strengthen their capacity to operate sustainably in the training market and plan for and manage risks and opportunities.

### Building connections between men to find employment EDUARD'S STORY

Eduard came to Australia from Latvia a few years ago and is a resident of a public housing estate. His family remained in Europe and he didn't know many people in the area and found it difficult to make friends. He wasn't confident and didn't feel connected to his community.

Eduard became aware of the men's program at Wingate Avenue Community Centre through an information session held during one of his English classes.

Eduard quickly became an active participant and promoter of the men's program, attending all activities and encouraging classmates from his English class to participate.

Through ongoing commitment and participation in the program Eduard has made new friends along with having an opportunity

to address his employment issues. He gained confidence in his communication skills and was able to secure a cabinet making traineeship through the connections he made from the men's program.

*Learn Local* organisation Wingate Avenue Community Centre, in partnership with The Flemington Community Capacity Building Project, Cultivating Community, Moonee Valley Legal Service, Moonee Valley City Council, Dousta Galla Community Health Services, and the Department of Human Services, developed the program *Empowering Men to participate in community learning* with funding provided by the ACFE Board.

The program responds to the learning barriers of men aged 20 to 60 years from disadvantaged communities across the Ascot Vale and Flemington public housing estates.

# Southern Metropolitan Region

Stretching along Port Phillip 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.

During 2011, 9,419 *Learn Local* learners trained in 13,634 course enrolments. *Learn Local* organisations delivered over 1.95 million hours across the 10 local government areas in the Southern Metropolitan region.

## Learner profile

9,419 *Learn Local* learners enrolled in vocational education and training (VET) courses in the Southern Metropolitan region during 2011.

- 72 per cent were female
- 20 per cent were 15-24 and 47 per cent were aged 45 and above
- 42 per cent were born overseas. The largest percentages of learners were from Vietnam, England and Afghanistan
- 65 per cent had not completed Year 12.

Table 18: *Learn Local* learner participation in government-funded VET, by priority learner group, Southern Metropolitan Region, 2011

<b>Culturally &amp; Linguistically Diverse*</b> 26%	Disability* 16%	Disengaged Youth* 4%
<b>Early School Leavers*</b> 28%		Indigenous* 1.5%
Males over 45 12%	<b>Unemployed*</b> 27%	Vulnerable Workers 4%

Note: \* indicates that the percentage of learners, from a priority learner group, enrolled in a *Learn Local* organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic.

## Delivery achievements

Government funded training can be split into pre-accredited and accredited training.

In 2011, 65 per cent of all course enrolments were in pre-accredited programs, 35 per cent were in accredited courses.

Pre-accredited courses experienced a growth of 7 per cent in students but a decline of 2 per cent in enrolments between 2010 and 2011.

Accredited courses experienced a growth of 7 per cent in students and 11 per cent in enrolments between 2010 and 2011.

## Organisational profile

There were 65 *Learn Local* organisations delivering training in the Southern Metropolitan region in 2011. Of these, 34 delivered only pre-accredited courses, 3 delivered only accredited courses, and 28 delivered a mix of pre-accredited and accredited courses.

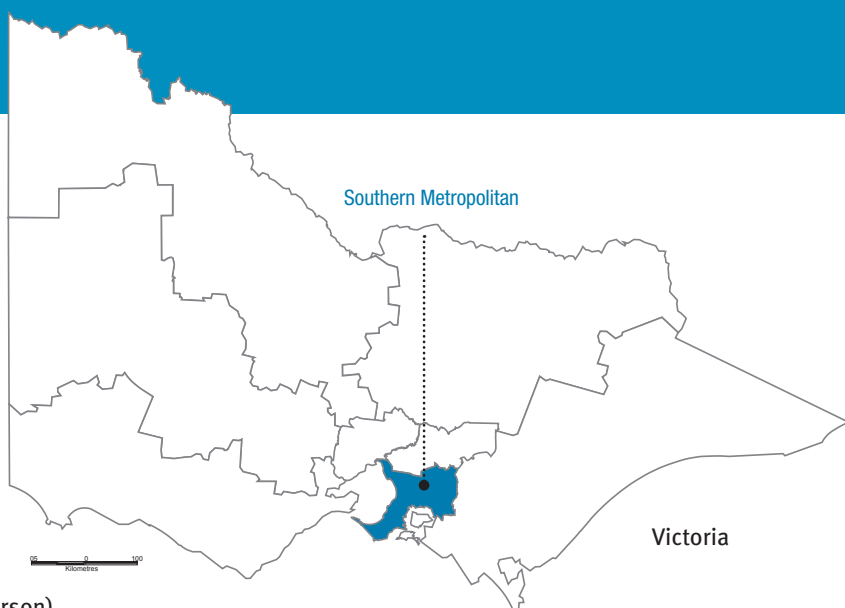
## Market Share

- 85,738 students enrolled in government funded vocational education and training (VET) courses in the Southern Metropolitan region in 2011. Of these, 9 per cent attended *Learn Local* organisations, 54 per cent private RTOs, and 37 per cent TAFE institutes.
- There has been a 3 per cent increase in government funded training at *Learn Local* organisations in the Southern Metropolitan region in 2011 compared to 2010.

## Regional Council Members

(2011-2012)

- Bruce Carroll (from January 2012)
- Jan Berrigan (to December 2011)
- Diane Casbolt (to December 2011)
- Sandra George (from March 2012)
- David Greenwood (re-appointed January 2012)
- Maria Kinnes (from January 2012)
- Leanne Malcolm (re-appointed February 2012, Chairperson)
- Ann Mayer (re-appointed March 2012)
- Theresa Paxino
- Angela Stathopoulos (to June 2012)
- Linda Turner (from March 2012)



## Regional Council Action Plan

The Southern Metropolitan Regional Council has worked on the following key priorities identified in their 2011-2012 Action Plan.

**1.** The Regional Council held its second stakeholder engagement forum in the City of Greater Dandenong during the year, following the success of the Frankston forum in 2010-11. The facilitated forum connected *Learn Local* organisations; other registered training organisations, employment service providers, Centrelink and other agencies to support them to understand the regional economic environment and to identify skills shortages, training needs and opportunities.

Through the forums *Learn Local* organisations have developed links with local government and improved their understanding of local issues and planning directions which have helped with their own planning.

**2.** A high priority for the Regional Council is increasing training provision in the growth areas of the City of Casey and Shire of Cardinia. The Regional Council is working with *Learn Local* organisations in these areas to build an alliance to identify and offer appropriate training so that local learners can access employment opportunities including at Westfield Fountain Gate in the City of Casey.

**3.** The Regional Council has continued to focus on professional development and networking opportunities for *Learn Local* organisations in the region. Seventy practitioners attended a second *Big Day Out* in 2011.

The Regional Council has also facilitated a project that will run throughout 2012 to provide professional development to VCAL teachers; develop best practice in youth policy; and develop a resource to support youth program delivery.

Re-engaging at risk young people  
LANGWARRIN COMMUNITY CENTRE & LYREBIRD COMMUNITY CENTRES' STORY

A new partnership between Frankston City Council, Frankston Mornington Peninsula LLEN and Peninsula Youth Connections, Southern Youth Commitment, *Learn Local* organisation Langwarrin Community Centre has been successful in tackling the problem of youth disengagement in the Frankston area.

Funded by the ACFE Board, a *Youth Engagement Tool Kit* was created by Langwarrin Community Centre containing everything necessary to deliver a youth program such as CGEA or VCAL at a *Learn Local* organisation.

Using the toolkit, a second *Learn Local* organisation Lyrebird Community Centre in partnership with Carrum Downs Secondary College and Frankston Youth Resource Centre developed and ran

a 6 week pilot program for six at risk students. The pilot program introduced the students to the Certificate in General Education for Adults.

Following the program, one of the students went on to enrol in community VCAL, while the remaining students all decided to re-enrol in school.

Following their success Lyrebird Community Centre has developed a 6 month youth program that will provide learners in the area with a Year 10 alternative.

As the Manager of Lyrebird Community Centre said *"the toolkit exceeded our expectations and made setting up a youth program a whole lot easier."*

# Financial Report

for the year ended 30 June 2012

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





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## 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 2012 of the Adult, Community and Further Education Board which comprises 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 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, 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 and fair presentation 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 Members, 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.

*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 2012 and of its financial performance and its cash flows for the year then ended in accordance with applicable Australian Accounting Standards, 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 2012 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  
30/08/2012



for D D R Pearson  
*Auditor-General*



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 2012 and financial position of the Board at 30 June 2012.

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 24 August 2012.

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

24 August 2012

Ms Rowena Allen  
Chair  
Adult, Community and Further Education Board

24 August 2012

## Comprehensive operating statement

for the financial year ended 30 June 2012

	Notes	2012 \$' 000	2011 \$' 000
<b>Income from transactions</b>			
Grants and other income transfers income		111,480	64,211
Other income		1	1
<b>Total income from transactions</b>		<b>111,481</b>	<b>64,212</b>
<b>Expenses from transactions</b>			
Depreciation	4	(270)	(270)
Grants and other expense transfers	2	(108,456)	(63,910)
<b>Total expenses from transactions</b>		<b>(108,726)</b>	<b>(64,180)</b>
<b>Net result from transactions (net operating balance)</b>		<b>2,755</b>	<b>32</b>
<b>Comprehensive result</b>		<b>2,755</b>	<b>32</b>

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

## Balance sheet

As at 30 June 2012

	Notes	2012 \$'000	2011 \$'000
<b>Assets</b>			
<b>Financial Assets</b>			
Receivables	3	6,857	22,025
<b>Total financial assets</b>		<b>6,857</b>	<b>22,025</b>
<b>Non-financial assets</b>			
Property, plant and equipment	4	18,133	18,539
<b>Total non-financial assets</b>		<b>18,133</b>	<b>18,539</b>
<b>Total assets</b>		<b>24,990</b>	<b>40,564</b>
<b>Liabilities</b>			
Payables	5	540	18,869
<b>Total liabilities</b>		<b>540</b>	<b>18,869</b>
<b>Net assets</b>		<b>24,450</b>	<b>21,695</b>
<b>Equity</b>			
Contributed capital		1,701	1,701
Physical assets revaluation surplus	9	13,734	13,734
Accumulated surplus/(deficit)		9,015	6,260
<b>Net worth</b>		<b>24,450</b>	<b>21,695</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 2012

	Physical Asset Revaluation Surplus \$'000	Accumulated Surplus \$'000	Contributions by Owner \$'000	Total \$'000
<b>Balance at 1 July 2011</b>	13,975	6,228	1,565	21,768
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>
Net result for the year	-	2,755	-	2,755
<b>Balance at 30 June 2012</b>	<b>13,734</b>	<b>9,015</b>	<b>1,701</b>	<b>24,450</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 2012

	Notes	2012 \$'000	2011 \$'000
<b>Cash flows from operating activities</b>			
<b>Receipts</b>			
Receipts from Government		127,725	48,042
GST recovered from ATO		1,594	5,535
Other receipts		1	1
<b>Total receipts</b>		<b>129,320</b>	<b>53,578</b>
<b>Payments</b>			
Payments of grants and other transfers		(129,320)	(60,744)
<b>Total payments</b>		<b>(129,320)</b>	<b>(60,744)</b>
<b>Net cash flows from/(used in) operating activities</b>	8	-	(7,166)
Cash flows from investing activities			
Adjustments for non-financial assets		-	(136)
<b>Net cash flow from/(used in) investing activities</b>		-	(136)
<b>Net increase/(decrease) in cash and cash equivalents</b>		-	(7,302)
Cash and cash equivalents at the beginning of the financial year		-	7,302
<b>Cash and cash equivalents at the end of the financial year</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 2012

## 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.

These annual financial statements were authorised for issue by the Chair of the Adult, Community and Further Education Board on 24 August 2012.

### (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 professional judgments derived from 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 2012 and the comparative information presented for the year ended 30 June 2011.

### (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. 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 movements in equity' related to 'transactions with owner in its capacity as owner'.

### 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*.

For cash flow statement presentation purposes, cash and cash equivalents include bank overdrafts, which are included as current borrowings on the balance sheet.

## (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 straight-line 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 non-current physical assets

Non-current 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 de-recognition 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 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's financial statements for the respective period.

## (J) Equity

### Contributions by owners

Additions to net assets base 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

As at 30 June 2012, the following standards and interpretations (applicable to ACFE) had been issued but were not mandatory for the financial year ending 30 June 2012. 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 (AASB 139 Financial Instruments: Recognition and Measurement)</i> .	1 Jan 2013	Detail of impact is still being assessed.
AASB 13 <i>Fair Value Measurement</i>	This Standard outlines the requirements for measuring the fair value of assets and liabilities and replaces the existing fair value definition and guidance in other AASs. AASB 13 includes a 'fair value hierarchy' which ranks the valuation technique inputs into three levels using unadjusted quoted prices in active markets for identical assets or liabilities; other observable inputs; and unobservable inputs.	1 Jan 2013	Disclosure for fair value measurements using unobservable inputs are relatively onerous compared to disclosure for fair value measurements using observable inputs. Consequently, the Standard may increase the disclosures for public sector entities that have assets measured using depreciated replacement cost.
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.	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 in 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.	1 Jan 2013	No significant impact is expected from these consequential amendments on entity reporting.

Standard/Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
AASB 2010-2 <i>Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements</i>	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.	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 in the Victorian public sector.
AASB 2010-7 <i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2010)</i> [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Interpretations 2, 5, 10, 12, 19 & 127]	These consequential amendments are in relation to the introduction of AASB 9.	1 Jan 2013	No significant impact is expected from these consequential amendments on entity reporting.
AASB 2011-4 <i>Amendments to Australian Accounting Standards to Remove Individual Key Management Personnel Disclosure Requirements</i> [AASB 124]	This Standard amends AASB 124 <i>Related Party Disclosures</i> by removing the disclosure requirements in AASB 124 in relation to individual key management personnel (KMP).	1 July 2013	No significant impact is expected from these consequential amendments on entity reporting.
AASB 2011-8 <i>Amendments to Australian Accounting Standards arising from AASB 13</i> [AASB 1, 2, 3, 4, 5, 7, 9, 2009-11, 2010-7, 101, 102, 108, 110, 116, 117, 118, 119, 120, 121, 128, 131, 132, 133, 134, 136, 138, 139, 140, 141, 1004, 1023 & 1038 and Interpretations 2, 4, 12, 13, 14, 17, 19, 131 & 132]	This amending Standard makes consequential changes to a range of Standards and Interpretations arising from the issuance of AASB 13. In particular, this Standard replaces the existing definition and guidance of fair value measurements in other Australian Accounting Standards and Interpretations.	1 Jan 2013	Disclosures for fair value measurements using unobservable inputs is potentially onerous, and may increase disclosures for assets measured using depreciated replacement cost.
AASB 2011-9 <i>Amendments to Australian Accounting Standards – Presentation of Items of Other Comprehensive Income</i> [AASB 1, 5, 7, 101, 112, 120, 121, 132, 133, 134, 1039 & 1049]	The main change resulting from this Standard is a requirement for entities to group items presented in other comprehensive income (OCI) on the basis of whether they are potentially reclassifiable to profit or loss subsequently (reclassification adjustments). These amendments do not remove the option to present profit or loss and other comprehensive income in two statements, nor change the option to present items of OCI either before tax or net of tax.	1 July 2012	This amending Standard could change the current presentation of 'Other economic flows- other movements in equity' that will be grouped on the basis of whether they are potentially reclassifiable to profit or loss subsequently. No other significant impact will be expected.



Standard/Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
2011-13 <i>Amendments to Australian Accounting Standard – Improvements to AASB 1049</i>	This Standard aims to improve the AASB 1049 <i>Whole of Government and General Government Sector Financial Reporting</i> at the operational level. The main amendments clarify a number of requirements in AASB 1049, including the amendment to allow disclosure of other measures of key fiscal aggregates as long as they are clearly distinguished from the key fiscal aggregates and do not detract from the the information required by AASB 1049. Furthermore, this Standard provides additional guidance and examples on the classification between ‘transactions’ and ‘other economic flows’ for GAAP items without GFS equivalents.	1 July 2012	No significant impact is expected from these consequential amendments on entity reporting.
2012-1 <i>Amendments to Australian Accounting Standards - Fair Value Measurement - Reduced Disclosure Requirements [AASB 3, AASB 7, AASB 13, AASB 140 &amp; AASB 141]</i>	This amending Standard prescribes the reduced disclosure requirements in a number of Australian Accounting Standards as a consequence of the issuance of AASB 13 <i>Fair Value Measurement</i> .	1 July 2013	As the Victorian whole of government and the general government (GG) sector are subject to Tier 1 reporting requirements (refer to AASB 1053 <i>Application of Tiers of Australian Accounting Standards</i> ), the reduced disclosure requirements included in AASB 2012-1 will not affect the financial reporting for Victorian whole of government and GG sector.



<b>Note 2 Expenses</b>	<b>2012 \$' 000</b>	<b>2011 \$' 000</b>
<b>Grants and other expense transfers</b>		
Payments to adult community education organisations	58,096	50,531
Payments to adult education institutions	47,649	13,325
Payments to other organisations	2,711	54
<b>Total grants and other expense transfers</b>	<b>108,456</b>	<b>63,910</b>

<b>Note 3 Receivables</b>	<b>2012 \$' 000</b>	<b>2011 \$' 000</b>
<i>Current</i>		
Contractual receivables		
Trade receivables	172	458
<b>Total contractual receivables</b>	<b>172</b>	<b>458</b>
<i>Statutory receivable</i>		
Receivable from Victorian Government	6,670	21,436
GST input tax credit recoverable	15	131
<b>Total statutory receivables</b>	<b>6,685</b>	<b>21,567</b>
<b>Total receivables</b>	<b>6,857</b>	<b>22,025</b>

<b>Note 4 Property plant &amp; equipment</b>	<b>2012 \$' 000</b>	<b>2011 \$' 000</b>
<b>Land</b>		
Land at fair value	8,693	8,693
<b>Buildings</b>		
At fair value	9,846	10,925
Less: Prior year adjustment to revaluation surplus	-	(241)
Less: Accumulated depreciation and disposals	(406)	(838)
	<b>9,440</b>	<b>9,846</b>
<b>Net carrying value of PP&amp;E assets</b>	<b>18,133</b>	<b>18,539</b>

## Note 4 Property plant & equipment

Reconciliations	Land	Buildings	Total
2012	\$'000	\$'000	\$'000
Carrying amount at start of year	8,693	9,846	18,539
Additions/(Disposals)	-	(136)	(136)
Depreciation and amortisation	-	(270)	(270)
<b>Carrying amount at end of financial year</b>	<b>8,693</b>	<b>9,440</b>	<b>18,133</b>

	Land	Buildings	Total
2011	\$'000	\$'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)
<b>Carrying amount at end of financial year</b>	<b>8,693</b>	<b>9,846</b>	<b>18,539</b>

## Note 5 Payables

	2012 \$' 000	2011 \$' 000
<b>Current payables</b>		
<i>Contractual payables (trade and other)</i>	540	18,869
<b>Total current contractual payables</b>	<b>540</b>	<b>18,869</b>
<i>Statutory payables (Taxes including GST)</i>	-	-
<b>Total current statutory payables</b>	<b>-</b>	<b>-</b>
<b>Total current payables</b>	<b>540</b>	<b>18,869</b>

## Note 6 Contingent assets and contingent liabilities

As at June 30, 2012 the Board had no knowledge of any contingent assets or contingent liabilities (2011 - Nil).

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

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

2012	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
Liabilities						
Payables #	540	540	540	-	-	-
<b>Total</b>	<b>540</b>	<b>540</b>	<b>540</b>	<b>-</b>	<b>-</b>	<b>-</b>

2011	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
Liabilities						
Payables #	18,869	18,869	18,869	-	-	-
<b>Total</b>	<b>18,869</b>	<b>18,869</b>	<b>18,869</b>	<b>-</b>	<b>-</b>	<b>-</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 2012 (2011 - \$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

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

### Comparison between carrying amount and fair value

	Carrying amount 2012 \$'000	Fair value 2012 000	Carrying amount 2011 \$'000	Fair value 2011 \$'000
<b>Contractual financial assets</b>				
Receivables #	172	172	458	458
<b>Total contractual financial assets</b>	<b>172</b>	<b>172</b>	<b>458</b>	<b>458</b>
<b>Contractual financial liabilities</b>				
Payables #	540	540	18,869	18,869
<b>Total contractual financial liabilities</b>	<b>540</b>	<b>540</b>	<b>18,869</b>	<b>18,869</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).

## 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.

## Note 8 Cash flow information

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

	2012 \$'000	2011 \$'000
<b>Net result for the period</b>	2,755	32
Depreciation	270	270
Other non-cash items affecting results	136	-
(Increase)/decrease in receivables	15,169	(16,169)
Increase/(decrease) in payables	(18,330)	8,701
<b>Net cash flows from/(used in) operating activities</b>	<b>-</b>	<b>(7,166)</b>

Note 9 Reserves	2012 \$'000	2011 \$'000
<b>Physical asset revaluation surplus:</b>		
Balance at beginning of financial year	13,734	13,975
Prior year adjustment	-	(241)
<b>Balance at end of financial year</b>	<b>13,734</b>	<b>13,734</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 Peter Hall MLC 1 July 2011 – 30 June 2012

### Accountable Officer

Sian Lewis 1 July 2011- 30 June 2012

The accountable officer's remuneration was paid by the Department of Education and Early Childhood Development and included in the Department's Annual Financial Report for 2011-12.

### ACFE Board Members

Ms Rowena Allen (Chair)	1 July 2011 - 30 June 2012
Mr Robert Britten	1 July 2011 - 31 December 2011
Ms Judith Klepner	1 July 2011 - 30 June 2012
Mr Bill Forrest	1 July 2011 - 30 June 2012
Ms Maree McPherson	1 July 2011 - 30 June 2012
Dr Errol Muir	1 July 2011 - 30 June 2012
Ms Kylie Whittard	1 July 2011 - 31 December 2011
Ms Moira Schulz	1 July 2011 - 30 June 2012
Mr Stephen Ward	1 July 2011 - 30 June 2012
Ms Sally Thompson	1 July 2011 - 30 June 2012
Mr Ron Wilson	1 July 2011 - 30 June 2012
Ms Madeleine Laming	28 February 2012 – 30 June 2012
Ms Millicent Rees-Jones	28 February 2012 – 30 June 2012
Mr Linc Yow Yeh	3 April 2012 – 30 June 2012

### Remuneration

The remuneration/emolument received or receivable by members of the ACFE Board as Members of the Board totalled \$56,950 (2011 - \$58,282).

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

Band	2012	2011
\$0 - \$9,999	13	11
\$10,000-\$19,999	-	-
\$20,000-\$29,999	-	-
\$30,000-\$39,999	1	1

### 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 contracted by Jesuit Social Services, Karingal Inc, and CREATE (Geelong), which are registered Adult Community Education (ACE) providers and provides training delivery and related services to the ACFE Board under the Board's standard contractual conditions.

Mr Ron Wilson is a Director of Diosma Consultancy Pty Ltd, which provides executive director services for VISTA Association of VET professionals. VISTA provides services to organisations that the ACFE Board contracts to.

### 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 Department Education and Early Childhood Development for the period.

### Note 12 Remuneration of Auditors

	2012 \$'000	2011 \$'000
<b>Victorian Auditor-General's Office</b>		
Audit or review of the financial statements	25	24

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

### Note 13 Commitments for expenditure

	2012 \$'000	2011 \$'000
Commitments for Pre Accredited Delivery funding	6,350	4,961

### 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 2011. *Learn Local* organisations may deliver training in more than one region.

### Barwon South Western Region

Anglesea and District Community House Inc	\$29,760.00
Barwon Youth (BAYSA)	\$285,181.93
Bellarine Living and Learning Centre Inc	\$53,497.00
BRACE Education Training and Employment Ltd	\$264,714.92
Cloverdale Community Centre Inc	\$67,960.00
Community College Warrnambool (South West Victorian SEAL)	\$1,045,779.34
Corangamite District Adult Education Group Inc	\$247,221.05
CREATE (Geelong) Inc	\$2,311,259.53
Diversitat	\$4,011,476.13
K.Y.M. (Victoria) Inc	\$24,087.66
Karingal Inc	\$1,799,646.97
Lara Community Centre Inc	\$20,733.00
Mental Illness Fellowship Victoria	\$14,380.00
Ocean Grove Neighbourhood Centre Inc	\$469,996.68
Old Courthouse Community Centre	\$71,483.45
Otway Community College (Colac Adult and Community Education)	\$682,355.26
Otway Health and Community Services	\$11,598.00
Pathways Rehabilitation and Support Services Ltd	\$60,742.00
Port Fairy Community Group Inc	\$33,189.00
Portland Workskills Inc	\$337,077.37
Queenscliff and District Neighbourhood House Inc	\$18,789.00
Rosewall Neighbourhood Centre Inc	\$114,466.00
Simpson and District Community Centre	\$20,619.00
Southern Grampians Adult Education Centre Inc	\$324,887.18
Springdale Neighbourhood Centre	\$126,625.00
Vines Road Community Centre Inc	\$24,179.00
Winchelsea Community House Inc	\$15,416.00
YWCA of Victoria Inc	\$55,782.00
<b>Total</b>	<b>\$12,542,902.47</b>

### Eastern Metropolitan Region

Alamein Neighbourhood and Learning Centre	\$114,325.03
Anglicare Victoria - Dixon House	\$73,683.00
Arrabri Community House	\$75,213.00
Australian Multicultural Community Services (Australian Polish Community Services)	\$13,804.00
Belgrave South Community House Inc	\$24,615.00
Bestchance Training (Child and Family Network)	\$202,877.65
Central Ringwood Community Centre Inc	\$70,740.00
Clota Cottage Neighbourhood House Inc	\$42,929.30
Coonara Community House Inc	\$561,873.18
Eastwork Employment Inc	\$16,357.00
EDAR	\$56,158.56
Employment Focus (Heidelberg Training and Resources Centre)	\$294,210.34
Glen Park Community Centre Inc	\$84,442.00
Goldfields Employment and Learning Centre	\$199,757.99
Hawthorn Community Education Project Inc	\$71,351.00
Hawthorn Community House Inc	\$84,495.74
Healesville Living and Learning Centre	\$264,770.68

Japara Neighbourhood House Inc	\$26,077.00
K.Y.M. (Victoria) Inc	\$368,925.10
Kew Neighbourhood Learning Centre Inc	\$78,380.00
Knoxbrooke Inc	\$68,897.40
Melba Support Services Inc	\$600.00
Mitcham Community House	\$43,538.00
Morrison House Inc	\$1,955,396.39
Mountain District Learning Centre	\$303,057.99
Mulgrave Neighbourhood House Inc	\$104,128.00
North Ringwood Community House Inc	\$191,779.12
Orana Neighbourhood House	\$49,241.00
Outer Eastern Literacy Program Inc	\$51,895.54
Park Orchards Learning Centre Inc	\$113,850.32
Pines Learning (Donvale Living and Learning Centre)	\$667,739.62
Rejoice Chinese Christian Communication Centre	\$54,334.00
Rowville Neighbourhood Learning Centre	\$2,758.00
Selby Community House	\$14,937.00
SkillsPlus Ltd	\$367,851.81
The Avenue Neighbourhood House Inc	\$297,329.61
The Basin Community House	\$93,578.00
The New Hope Foundation Inc	\$39,004.00
The Onemda Association Inc	\$67,388.00
Training Focus	\$126,697.20
Upper Yarra Community House Inc	\$1,112,132.55
Vermont South Community House Inc	\$44,162.00
Waverley Adult Literacy Program Inc	\$62,807.00
Waverley Community Learning Centre Inc	\$47,225.00
Wavlink Inc	\$77,485.00
Yarrunga Community Centre	\$54,343.00
Yooralla	\$11,538.00
<b>Total</b>	<b>\$8,748,679.12</b>

## Gippsland Region

Adult Community Education Sale Inc	\$22,148.20
Art Resource Collective Inc	\$9,355.00
Bass Coast Adult Education Centre Inc	\$287,232.30
Benambra Neighbourhood House Inc	\$6,353.00
Berry Street Victoria Inc	\$21,419.00
Bnym Aboriginal Corporation	\$22,629.00
Briagolong Community House Inc	\$38.00
Buchan Neighbourhood House	\$9,237.00
Churchill Neighbourhood Centre Inc	\$18,473.00
Community Centre Swifts Creek	\$7,073.00
Community College East Gippsland Inc	\$908,456.40
Community College Gippsland Ltd	\$3,713,932.30
Coinda Hill Inc	\$44,050.00
Corinella and District Community Centre Inc	\$31,701.00
Foster Community House Inc	\$9,094.00
Gippsland Employment Skills Training Inc	\$389,687.19
Gormandale Community House and Learning Centre	\$12,219.00
Heyfield Community Resource Centre	\$36,939.00
i-GAIN Quality Learning Inc	\$9,512.00
Inverloch Community House Inc	\$76.00

Lakes Entrance Neighbourhood House Inc	\$13,479.00
Leongatha Community House	\$200.00
Mallacoota District Health and Support Service	\$6,358.00
Milpara Community House	\$24,686.00
Moe Life Skills Centre	\$115,356.00
Moe Neighbourhood House	\$22,890.00
Morwell Neighbourhood House and Learning Centre Inc	\$21,453.00
Noweyung Ltd	\$45,293.00
Orbost Telecentre	\$17,493.00
Paynesville Neighbourhood Centre Inc	\$63,648.00
Phillip Island Community and Learning Centre	\$71,284.00
Rosedale Neighbourhood House	\$14,157.00
Sale Neighbourhood House	\$28,344.00
Traralgon Neighbourhood Learning House	\$64,593.00
Warragul Community House	\$37,967.00
Yarram Community Learning Centre Inc	\$6,353.00
<b>Total</b>	<b>\$6,113,178.39</b>

### Grampians Region

Ararat Neighbourhood House Inc	\$106,118.65
Bacchus Marsh Community College Inc	\$551,440.86
Ballan and District Community House and Adult Education Centre	\$16,750.00
Ballarat East Community House Inc	\$124,190.40
Beaufort Community House and Learning Centre Inc	\$14,516.00
BEST Community Development	\$1,052,180.76
Beulah Historical Learning and Progress Association	\$16,018.00
BRACE Education Training and Employment	\$958,348.95
Clunes Neighbourhood House Inc	\$8,690.00
Community College Warrnambool	\$5,236.00
Darley Neighbourhood House and Learning Centre Inc	\$25,102.00
Daylesford Neighbourhood Centre Inc	\$182,887.53
Delacombe Community House (auspiced by Child and Family)	\$16,445.00
Finding Futures (Highlands Support Service)	\$99,564.95
Gateway BEET	\$16,305.00
Haddon and District Community House	\$31,625.00
Horsham Community House	\$12,507.00
Learning and Information Network Kaniva Inc	\$29,942.00
Meredith Community Centre Inc	\$17,582.00
Nhill Neighbourhood House Learning Centre Inc	\$58,000.00
On Track Learning Wimmera Inc	\$30,752.00
Otway Community College (Colac Adult and Community Education)	\$24,162.60
Rainbow Learning Group and Neighbourhood House	\$7,890.00
Shared Learning and Activities Murtoa	\$35,546.00
St Arnaud Community Resource Centre Inc	\$74,229.89
St Arnaud Neighbourhood House	\$7,857.00
Stawell Neighbourhood House Inc	\$12,146.00
Trentham Neighbourhood Centre	\$23,533.00
Warracknabeal Neighbourhood House and Learning Centre	\$17,678.00
Wendouree West Community House and Learning Centre	\$67,636.00
Wimmera Hub Inc	\$539,468.00
<b>Total</b>	<b>\$4,184,348.59</b>

## Hume Region

Albury Wodonga Community College	\$550,885.27
Albury Wodonga Volunteer Resource Bureau	\$33,250.00
Beechworth Neighbourhood Centre	\$158,476.00
Berry Street Victoria Inc	\$90,560.00
Birallee Park Neighbourhood House Inc	\$10,309.00
Bright Adult Education Committee	\$168.00
Broadford Community Centre	\$11,535.00
Central Access Limited	\$17,436.27
City of Wodonga - Baranduda Community Centre	\$6,495.00
City of Wodonga - Felltimber Community Centre	\$6,354.00
Cobram Community House Inc	\$369,498.12
Continuing Education and Arts Centre of Alexandra	\$359,003.19
Corryong Community Education Centre Inc	\$32,215.34
Corryong Neighbourhood House Inc	\$10,984.00
Euroa Community Education Centre Inc	\$192,030.10
K.Y.M. (Victoria) Incorporated	\$16,641.75
Kilmore and District Community Group Inc	\$7,071.00
King Valley Learning Exchange	\$13,414.00
Kinglake Ranges Neighbourhood House Inc	\$5,633.00
Mansfield Adult Continuing Education Inc	\$680,851.03
Mooroopna Education and Activity Centre Inc	\$6,410.00
McCullough Institute (Mt Beauty Neighbourhood Centre Inc)	\$80,041.06
Myrtleford Neighbourhood Centre	\$9,876.00
Nathalia and District Community Association Inc	\$79,128.00
North Shepparton Community & Learning Centre Inc	\$180,292.92
Numurkah Community Learning Centre Inc	\$26,978.49
Open Door Neighbourhood House	\$23,164.00
Pangerang Community House Inc	\$12,485.00
Seymour and District Community House Inc	\$6,403.00
Shepparton Access	\$10,563.43
Shepparton Adult and Community Education Inc	\$448,610.65
South Shepparton Community House	\$24,276.00
Tallangatta Community Education Centre Inc	\$14,936.00
Tatura Community House Inc	\$19,359.00
The Centre for Continuing Education Inc	\$1,444,634.55
Trudewind Road Neighbourhood House Inc	\$24,327.00
Wallan and District Community Group Inc	\$8,022.00
Waminda Community House	\$6,802.00
Yackandandah Community Education Network	\$7,727.00
YNH Services Inc	\$219,153.40
Yooralla	\$51,270.35
<b>Total</b>	<b>\$5,277,269.92</b>



## Loddon Mallee Region

Bendigo Neighbourhood House	\$38,362.09
BEST Community Development	\$396,304.74
Boort Resource and Information Centre Inc	\$8,455.50
Campaspe College of Adult Education	\$609,272.42
Castlemaine and District Continuing Education	\$72,446.15
Castlemaine Community House Inc	\$34,024.20
CentaVic (ESL) Educational Services Inc	\$32,721.50
Continuing Education Bendigo Ltd	\$1,549,458.50
Echuca Neighbourhood House Inc	\$32,540.30
Future Employment Opportunities (On Track Training, Employment and Business Solutions)	\$307,748.56
Goldfields Employment and Learning Centre	\$487,956.94
Kangaroo Flat Community Group Inc	\$18,879.23
Kerang Learning Centre Inc	\$69,004.97
Kyabram Community and Learning Centre Inc	\$1,243,884.44
Kyneton Community and Learning Centre Inc	\$117,211.30
Lancefield Neighbourhood House Inc	\$8,415.50
Loddon Campaspe Multicultural Services Inc	\$97,723.18
Long Gully Neighbourhood Centre Inc	\$12,373.40
Macedon Ranges Further Education Centre Inc	\$105,457.80
MADEC Community College	\$1,002,687.12
Maldon Neighbourhood Centre Incorporated	\$16,614.56
Mclvor Neighbourhood House, Heathcote Inc	\$26,038.54
Meadow Heights Learning Shop Inc	\$10,792.32
Mildura Aboriginal Corporation	\$76,456.50
Mirrimbeena Aboriginal Education Group Inc	\$66,236.47
Murray Adult Community Education - Swan Hill	\$264,470.20
Murray Human Services Incorporated	\$140,276.21
Northern Mallee Migrant Services Group Inc	\$4,836.00
Peter Harcourt Disability Services Limited	\$18,608.29
Red Cliffs Community Resource Centre Inc	\$11,070.50
Robinvale Network House Inc	\$86,958.85
Rushworth Community House Inc	\$8,795.50
Sunraysia Mallee Ethnic Communities Council	\$25,477.60
Tongala Community Activities Centre Inc	\$24,970.50
Tongala Education Centre Inc	\$14,518.71
Wedderburn Community House Inc	\$52,318.45
Woodend Neighbourhood House Inc	\$23,757.50
Wycheproof Community Resource Centre	\$9,946.50
<b>Total</b>	<b>\$7,127,071.04</b>

## North Western Metropolitan Region

Acacia Indochinese Community Support Association	\$12,940.00
Anglicare Victoria - Broadmeadows Women's Community House	\$10,523.00
Angliss Neighbourhood House Inc	\$67,993.58
Arts Project Australia Inc	\$19,062.00
Australian Croatian Community Services	\$23,031.00
Australian Greek Welfare Society	\$22,230.00
Australian Multicultural Community Services	\$80,857.00
Australian Romanian Community Welfare	\$10,640.00
Australian Vietnamese Women's Association	\$86,106.00
Banksia Gardens Community Centre	\$188,187.00
Belgium Avenue Neighbourhood House Inc	\$18,576.00
BEST Community Development	\$50,727.60
Brite Institute (Victorian Vocational Rehabilitation Association)	\$250,910.72
Brotherhood of St Laurence	\$140,358.37
Brunswick Neighbourhood House	\$96,428.00
Carlton Neighbourhood Learning Centre Inc	\$249,490.07
Carringbush Adult Education Inc	\$164,742.74
Centre for Education and Research in Environmental Strategies	\$24,824.00
Community West Inc	\$463,742.18
Craigieburn Education and Community Centre Inc	\$38,912.00
CREATE (Geelong) Inc	\$96,505.61
Creeds Farm Living and Learning Centre	\$40,000.00
Dallas Neighbourhood House Inc	\$20,000.00
Diamond Valley Learning Centre	\$764,455.18
Djerriwarrh Employment and Education Services	\$699,714.11
Duke Street Community House Association Inc	\$320,083.70
Employment Focus (Heidelberg Training and Resources Centre)	\$230,893.56
Farnham Street Neighbourhood Learning Centre	\$388,627.25
Finbar Neighbourhood House Inc	\$6,710.00
Fitzroy Learning Network Inc	\$145,861.85
Footscray Community Arts Centre Ltd	\$102,618.80
Glenroy Neighbourhood Learning Centre Inc	\$359,190.57
Holden St Neighbourhood House Inc	\$41,905.00
Hume City Council - Homestead Community and Learning Centre	\$58,843.00
Jesuit Community College	\$67,848.00
Jika Jika Community Centre Inc	\$95,612.00
Kensington Neighbourhood House Inc	\$153,701.20
Kurdish Association of Victoria Inc	\$32.00
Lalor Living and Learning Centre Inc	\$343,471.47
Laverton Community Integrated Services Inc	\$105,605.86
Living and Learning Centre Nillumbik	\$388,508.56
Macedon Ranges Further Education Centre	\$62,714.92
Meadow Heights Learning Shop Inc	\$732,805.27
Melton South Community Centre Inc	\$43,808.00
Mental Illness Fellowship Victoria	\$50,994.97
Mill Park Community Services Group Inc	\$240,203.06
Moreland Adult Education Association Inc	\$91,469.00
North Carlton Railway Station Neighbourhood House	\$34,176.00
North Melbourne Language and Learning Inc	\$297,271.68
Olympic Adult Education Inc	\$563,364.94
Newport Community Education Centre (Outlets Co-operative Ltd)	\$16,406.00
Preston Neighbourhood House Inc	\$173,206.64
Preston Reservoir Adult Community Education	\$881,632.78

Quantin Binnah Community Centre Inc	\$23,995.00
Richmond Community Learning Centre Inc	\$14,416.00
Robinson Reserve Neighbourhood House Inc	\$25,639.00
Rosanna Fire Station Community House Inc	\$384.00
South Kingsville Community Centre Inc	\$8,039.00
SPAN Community House Inc	\$27,222.00
Spanish Latin American Welfare Centre (CELAS)	\$13,255.00
Sussex Neighbourhood House Inc	\$39,701.00
The Centre: Connecting Community in North and West Melbourne Inc	\$65,171.00
The New Hope Foundation Inc	\$21,570.00
Thornbury Women's Neighbourhood House Inc	\$114,053.13
Training Focus	\$12,005.36
Tullamarine Community House Inc	\$68,773.00
Watsonia Neighbourhood House Inc	\$6,853.00
Western Bulldogs Spiritwest Services	\$162,174.00
Westgate Community Initiatives Group Inc	\$132,178.00
Whittlesea Township Community House and Alliance Group Inc	\$38,628.00
Williamstown Community and Education Centre	\$206,578.54
Wingate Avenue Community Centre Inc	\$305,639.23
Workforce Plus Inc (Goldmark College of Vocational Education)	\$1,284,017.81
Wyndham Community and Education Centre Inc	\$908,972.48
Yarraville Community Centre Inc	\$394,945.35
Yooralla	\$406,545.73
<b>Total</b>	<b>\$13,919,277.87</b>

### Southern Metropolitan Region

Australian Croatian Community Services	\$11,361.00
Avocare Ltd	\$272,409.62
Belvedere Community Centre Inc	\$23,257.00
Brotherhood of St Laurence	\$8,628.00
Caulfield South Community House	\$19,847.00
City of Greater Dandenong - Jan Wilson Community Centre	\$48,713.00
Cheltenham Community Centre Inc	\$84,126.80
Community College Gippsland Ltd	\$308,339.39
Community One Inc	\$314,736.67
Cranbourne Community House Inc	\$119,817.59
Dandenong Neighbourhood House	\$130,713.00
Dingley Village Neighbourhood Centre Inc	\$99,301.80
Doveton Neighbourhood Learning Centre Inc	\$24,953.00
Eastwork Employment Inc	\$6,097.00
Elwood-St Kilda Neighbourhood Learning Centre Inc	\$106,704.24
Emerald Community House	\$32,431.00
Endeavour Hills Uniting Care Neighbourhood Centre	\$36,071.00
Glen Eira Adult Learning Centre Inc	\$135,283.35
Godfrey Street Community House	\$11,420.00
Good Shepherd Youth and Family Services	\$9,947.00
Hallam Community Learning Centre Inc	\$28,737.00
Hampton Community Centre	\$36,713.00
Hampton Park Community House	\$122,228.73
Inclusion Melbourne Inc	\$64,151.86
Karingal Neighbourhood House Inc	\$10,061.00
Keysborough Learning Centre	\$561,226.45
Langwarrin Community Centre Inc	\$176,698.72
Learn For Yourself Inc	\$84,648.00

Living and Learning Inc	\$218,723.34
Longbeach Place Inc	\$166,699.71
Lyrebird Community Centre Inc	\$90,627.06
Marriott Support Services	\$5,393.00
Meadow Heights Learning Shop Inc	\$30,441.18
Mental Illness Fellowship Victoria	\$61,642.09
Merinda Park Learning and Community Centre	\$235,373.94
Moongala Women's Collective Inc	\$41,380.00
Mordialloc Neighbourhood House Inc	\$43,027.00
Mornington Community Contact Inc	\$54,366.00
Mount Eliza Village Neighbourhood Centre Inc	\$49,823.00
Narre Community Learning Centre Inc	\$520,818.68
Ngwala Willumbong Co-op Ltd	\$62,671.00
Noble Park Community Centre	\$14,233.00
Outlook (VIC) Inc	\$115,012.00
Ozchild	\$551,175.79
Peninsula Access Support and Training	\$91,400.00
Peninsula Adult Education and Literacy	\$63,834.00
Peninsula Training and Employment Program	\$662,632.22
Port Melbourne Neighbourhood Centre Inc	\$71,795.00
Port Phillip Community Group	\$105,444.00
Prahran Community Learning Centre Inc	\$320,504.97
Prahran Mission	\$1,586.00
Rye Community House Inc	\$48,240.00
Sandybeach Community Co-op Society Ltd	\$395,184.00
SkillsPlus Ltd	\$1,866,826.56
Sorrento Community House Inc	\$83,618.00
Southern Professional Training (Southern Mental Health Association Inc)	\$22,675.00
Southern Migrant and Refugee Centre Inc	\$4,016.00
Springvale Indo-Chinese Mutual Assistance Association	\$55,256.00
Springvale Learning and Activities Centre	\$159,703.87
Springvale Neighbourhood House Inc	\$376,690.50
St Kilda Youth Service Inc	\$249,598.11
Taskforce Community Agency	\$73,343.00
The New Hope Foundation Inc	\$78,102.00
Upper Beaconsfield Community Centre Inc	\$131,197.47
Waverley Adult Literacy Program Inc	\$102,671.50
Wellsprings For Women Inc	\$71,066.00
Yooralla	\$17,976.00
<b>Total</b>	<b>\$10,203,389.21</b>

## Appendix 2: Publications

*The Changing Face of Community Business 2010* (July 2011)  
*The Changing Face of Community Business 2011* (March 2012)  
*Learn Local Committee of Management Workbook* (May 2012)  
*Responding to CALD Learners: Cultural Diversity in Action* (June 2012)

## Appendix 3: 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 2011, the ACFE Board received one new application. This request was from a Member of Parliament. This request was acceded to.

### 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 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  
Department of Education and Early Childhood Development  
GPO Box 266  
Melbourne VIC 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 4: Whistleblowers Protection Act 2001

The *Whistleblowers Protection Act 2011* (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 to the extent it is legally possible.

### Reporting procedures

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

**The Protected Disclosure Coordinator**  
Adult, Community and Further Education Board  
Department of Education and Early Childhood Development  
GPO Box 266  
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.

	2011-12 Number	2010-11 Number
<b>The number and types of disclosures made to the ACFE Board during the year:</b>		
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 and types of disclosed matters referred to the ACFE Board by the Ombudsman for investigation	Nil	Nil
The number and types of disclosures 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 investigated 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 5: 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 \$10,000 were engaged by the ACFE Board.
- No consultancies where the total fee payable was less than \$10,000 were engaged by the ACFE Board.
- No contracts greater than \$10 million in value were entered into during 2011-12.

### 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 Executive Director 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:

**Executive Director**  
Adult, Community and Further Education  
Department of Education and Early Childhood Development  
GPO Box 266  
Melbourne VIC 3001  
Telephone: (03) 9637 2072

## Appendix 6: ACFE business unit contact details

### Central Office

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

### Barwon South Western Region

5a Little Ryrie Street, Geelong, 3220  
Ph: 03 5225 1026 Fax: 03 5225 1099  
Email: [acfebsw@edumail.vic.gov.au](mailto:acfebsw@edumail.vic.gov.au)

### Eastern Metropolitan Region

Level 3, 295 Springvale Road, Glen Waverley, 3150  
Ph: 03 9265 2409 Fax: 03 9265 2495  
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: [acfevip@edumail.vic.gov.au](mailto:acfevip@edumail.vic.gov.au)

### Grampians Region

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

### Hume Region

150 Bridge Street, Benalla, 3672  
Ph: 03 5761 2138 Fax: 03 5762 5039  
Email: [acfehume@edumail.vic.gov.au](mailto:acfehume@edumail.vic.gov.au)

### Loddon Mallee Region

7-15 McLaren Street, Bendigo, 3550  
Ph: 03 5440 3159 Fax: 03 5442 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

6th Floor, 165-169 Thomas Street, Dandenong 3175  
Ph: 03 8765 5704 Fax: 03 8765 5666  
Email: [acfesmr@edumail.vic.gov.au](mailto:acfesmr@edumail.vic.gov.au)

## Appendix 7: 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.

Legislation	Requirement	Page
<b>Ministerial Directions</b>		
<b>Report of Operations</b>		
<b>Charter and purpose</b>		
FRD 22C	Manner of establishment and responsible Minister	2, 6
FRD 22C	Objectives, functions, powers and duties	6-7
FRD 22C	Nature and range of services provided	3-4, 20-23
<b>Management and structure</b>		
FRD 22C	Organisational structure	6
FRD 22C	Names of board members	8-9
<b>Financial and other information</b>		
FRD 10	Disclosure index	72-73
FRD 12A	Disclosure of major contracts	70
FRD 22C, SD 4.2(k)	Operational and budgetary objectives and performance against objectives	14-23
FRD 22C	Employment and conduct principles	11
FRD 22C	Occupational health and safety policy	70
FRD 22C	Summary of financial results for the year	5
FRD 22C	Significant changes in financial position during the year	5
FRD 22C	Major changes or factors affecting performance	5, 44-46
FRD 22C	Subsequent events	59
FRD 22C	Application and operation of <i>Freedom of Information Act 1982</i>	69
FRD 22C	Building and maintenance provisions of the <i>Building Act 1993</i>	70
FRD 22C	Statement on National Competition Policy	70
FRD 22C	Application and operation of the <i>Whistleblowers Protection Act 2001</i>	69
FRD 22C	Details of consultancies over \$10,000	70
FRD 22C	Details of consultancies under \$10,000	70
FRD 22C	Statement of availability of other information	71
FRD 24C	Reporting on office-based environmental impacts	11
FRD 25A	Victorian Industry Participation Policy disclosures	n/a
FRD 29	Workforce Data disclosures	12
SD 4.5.5	Risk management compliance attestation	70
SD 4.2(g)	General information requirements	2-4
SD 4.2(j)	Sign-off requirements	i

Legislation	Requirement	Page
<b>Ministerial Directions</b>		
<b>Financial Report</b>		
Financial statements required under Part 7 of the FMA		
SD 4.2(a)	Statement of changes in equity	44
SD 4.2(b)	Operating statement	46
SD 4.2(b)	Balance sheet	45
SD 4.2(b)	Cash flow statement	46
Other requirements under Standing Directions 4.2		
SD 4.2(c)	Compliance with Australian accounting standards and other authoritative pronouncements	47
SD 4.2(c)	Compliance with Ministerial Directions	43
SD 4.2(d)	Rounding of amounts	50
SD 4.2(c)	Accountable officer's declaration	43
SD 4.2(f)	Compliance with Model Financial Report	40-59
Disclosures required by FRDs in notes to financial statements		
FRD 9A	Disclosure of administered assets and liabilities	n/a
FRD 11	Disclosure of ex-gratia payments	n/a
FRD 21A	Responsible person and executive officer disclosures	58
FRD 102	Inventories	n/a
FRD 103D	Non-current physical assets	49
FRD 104	Foreign currency	n/a
FRD 106	Impairment of assets	49
FRD 109	Intangible assets	n/a
FRD 107	Investment properties	n/a
FRD 110	Cash flow statements	46
FRD 112B	Defined benefit superannuation obligations	49
FRD 113	Investments in subsidiaries, jointly controlled entities and associates	n/a
<b>Legislation</b>		
	<i>Freedom of Information Act 1982</i>	69
	<i>Building Act 1993</i>	70
	<i>Whistleblowers Protection Act 2001</i>	69
	<i>Victorian Industry Participation Policy Act 2003</i>	n/a
	<i>Financial Management Act 1994</i>	43, 47

## 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>DEECD</b>	Department of Education and Early Childhood Development
<b>RTO</b>	Registered Training Organisation
<b>SCH</b>	Student Contact Hour
<b>VET</b>	Vocational Education and Training



**Adult, Community and  
Further Education (ACFE) Board**

Level 3

2 Treasury Place

East Melbourne, Victoria 3002

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Website: [www.acfe.vic.gov.au](http://www.acfe.vic.gov.au)



Department of Education and  
Early Childhood Development

