

Adult, Community and Further Education Board



ANNUAL REPORT 2003–2004



Adult Education
in the Community



October 2004

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

Dear Minister

On behalf of the Adult, Community and Further Education (ACFE) Board, I submit the Board's annual report for the year ending 30 June 2004 as required by the *Financial Management Act 1994* and the *Adult, Community and Further Education Act 1991*.

In 2003–04, the key activity of the ACFE Board was the provision of advice to you regarding the development of a Ministerial Statement on adult community education (ACE).

In its role as Reference Group the Board was pleased to undertake an extensive consultation process, which was informed by a Discussion Paper and a comprehensive data analysis. Board members attended all Regional Council consultations, engaging directly with the concerns of community-based adult education organisations, and these were reflected in the Board's advice.

The Ministerial Statement *Future Directions for Adult Community Education in Victoria* recognises community-based adult learning as a valuable contribution to the lifelong learning and community-strengthening goals of the Government's vision for Victoria – *Growing Victoria Together*. The Board welcomes the key policy directions identified in the Ministerial Statement and looks forward to implementing them.

The Board has continued to allocate resources for the delivery of education and training programs. The quality of this provision has been ensured through performance monitoring and quality assurance processes.

Building on work commenced in 2002, the Board supported Regional Councils to strengthen their governance capabilities through the redevelopment of the *Good Governance Guide for Regional Councils of ACFE* and associated professional development. In addition, the Government-funded Community Building Hubs project has demonstrated the contribution community-based adult education organisations can make to other local community organisations through governance training.

Through the development of advice for the Ministerial Statement, the Board furthered its existing collaboration with other areas of government. This will continue in order to deliver outcomes for learners.

I take this opportunity to acknowledge the work of Board members, Regional Councils and staff, as well as ACE organisation staff and volunteers, including those at the CAE and Adult Multicultural Education Services (AMES), who give their time and energy to support adult learning in their communities.

Yours sincerely



Lynne Wannan
Chairperson

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AT A GLANCE

PROFILE

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

The ACFE program areas include:

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

Providers of ACFE programs are:

- ACE organisations including Learning Towns
- Adult education institutions including the CAE and AMES
- Technical and Further Education (TAFE) institutes
- private registered training organisations.

Through the Board, the Government provides funding for ACFE program delivery and development to eligible community-based adult education organisations and the adult education institutions. AMES also receives significant funds from the Commonwealth Government. The Victorian Learning and Employment Skills Commission (VLESC) provides funding to TAFE institutes and private registered training organisations for the delivery of further education.

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

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

Adult education organisations provide a unique, community-based context for learning, a genuine focus on the individual needs of learners and the flexibility to meet their learning requirements. For this reason the ACE providers are particularly suited to meeting the needs of adult learners of all ages who wish to gain qualifications and employment or undertake personal enrichment programs.

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

HIGHLIGHTS

MINISTERIAL STATEMENT ON ADULT COMMUNITY EDUCATION

The Ministerial Statement *Future Directions for Adult Community Education in Victoria* was released on 3 June 2004. This statement sets broad policy directions for the future provision of community-based adult education in Victoria and focuses attention on identifying learner and learning outcomes for both individuals and communities.

The statement builds on the successful programs undertaken since 1999 such as Learning Towns, ACE Clusters and Community Building Hubs. It identifies the opportunity to broaden the reach of community-based adult education through a range of community learning partnerships and improved access for groups of learners who are currently under-represented in the ACE sector. The statement addresses the opportunity for community-based adult education to participate directly in meeting the Government's goals of community strengthening and developing an innovation economy. It recognises the importance of enhancing the sustainability of adult community education provision in Victoria and the role community-based adult education organisations can play in the delivery of a range of Government programs.



↑ Words On Wheels, Bright Adult Education
Outstanding Program Award, Adult Learners' Week

GOOD GOVERNANCE FOR REGIONAL COUNCILS

The Board has worked in consultation with Regional Councils to update governance advice and revise the existing *Good Governance Guide for Regional Councils of ACFE*. This guide assists Regional Councils to undertake their governance responsibilities under the *Adult, Community and Further Education Act 1991*. Professional development in governance for Regional Council members and staff accompanied the development of the publication.

COMMUNITY BUILDING HUBS

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

Community-based adult education organisations are being trained, resourced and supported to act as a focal point or 'hub' for local community organisations who request training, mentoring and support on governance and management issues. The initiative is being managed with advice from a project advisory group of Government and community stakeholders.

ACE PEDAGOGY AND GENERIC SKILLS

A new report, *The ACE Experience: Pedagogies for Life and Employability*, was accepted by the Board in June 2004.

This project was undertaken by the Board and Victoria University as a joint research project to identify and document the educational strategies and practices used by ACE providers to facilitate the development of generic skills among adult learners. The project addressed the Board's identified need for a research focus on teaching and learning methods in adult community education.

SUMMARY OF FINANCIAL RESULTS

FINANCIAL PERFORMANCE

The table provides summary information from the Board's financial reports for the 2003-04 financial year, with comparative data for the previous four years.

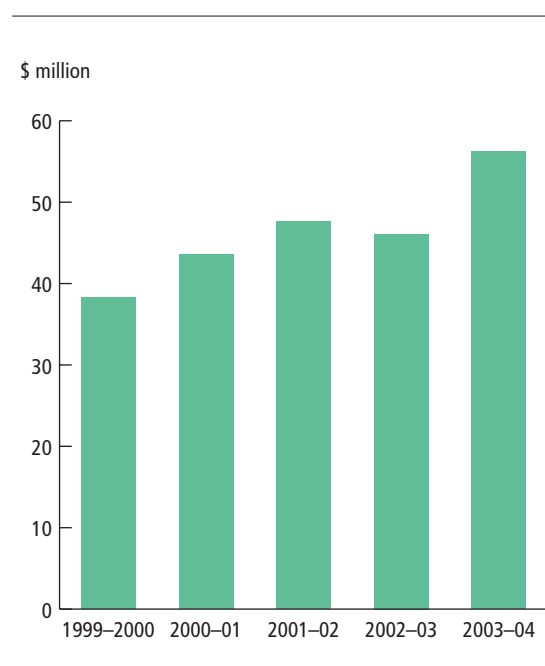
Summary financial information

	2003-2004 \$million	2002-2003 \$million	2001-2002 \$million	2000-01 \$million	1999-2000 \$million
Operating revenue					
Revenue from State Government	34.0	31.2	29.4	27.2	25.5
Other revenue	22.2	14.9	18.2	16.4	12.8
Total operating revenue	56.2	46.1	47.6	43.6	38.3
Operating Expenses	47.8	50.5	46.0	41.2	40.2
Operating surplus/(deficit)	8.4	(4.4)	1.6	2.4	(1.9)
Total assets	22.5	7.7	12.1	10.5	7.5
Total liabilities	0.4	1.2	1.4	1.3	0.8
Net cash inflow/(outflow)	3.6	(4.8)	0.8	3.1	(1.9)

Revenue

Total revenue increased by \$10.2 million between 2002-03 and 2003-04. This was due to an increase in State and Commonwealth Government grant funds (\$3.0 million), which include significant once-off receipts for specific projects, funds from other Victorian Government departments (\$1.3 million), accounting adjustments for the transfer of employee benefits to the Department of Education & Training (\$0.7 million) and the recognition of assets received free of charge (\$5.2 million).

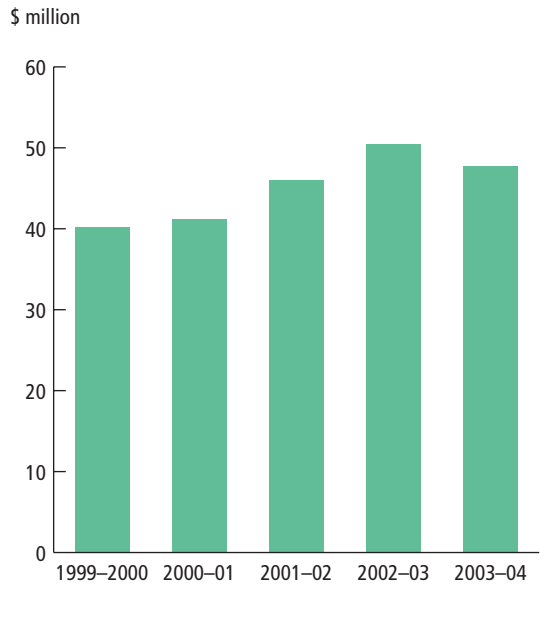
Revenue



Expenses

Expenses decreased by \$2.7 million largely due to reduction in corporate expenses (\$0.6 million) and grant expenses (\$1.7 million).

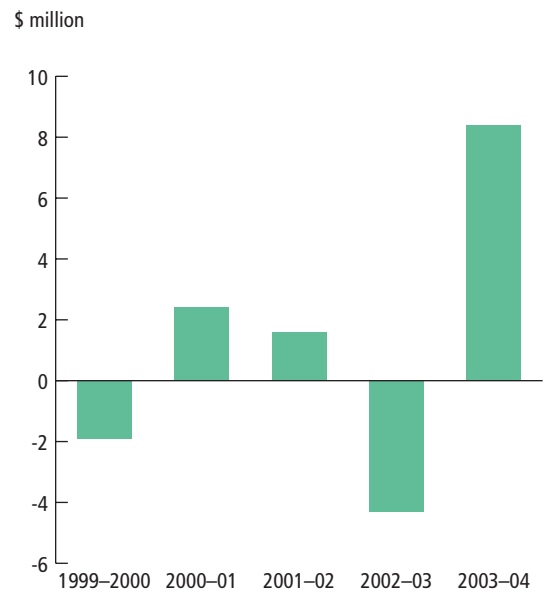
Expenses



Net operating result

The net operating result for 2003-04 was a surplus of \$8.4 million compared with the deficit of \$4.4 million in 2002-03. This increase is mainly due to the forgiveness of liability relating to employee benefits (\$0.7 million) and recognition of assets received free of charge (\$5.2 million), other increases in revenue, and decrease in expenses during the year.

Net operating result



DELIVERY AND PARTICIPATION

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

Performance agreements for the delivery of education programs and services and the collection of statistics are based on the calendar year. The delivery and participation information in this section therefore relates to the whole of the 2003 calendar year.

FUNDED DELIVERY

Government-funded education and training programs in community-based adult education organisations and adult education institutions resulted in a reported delivery of 7,153,157 student contact hours and over 211,000 module enrolments during 2003.

TOTAL REPORTED ACE PROVISION

Total reported provision (from all funding sources including fee-for-service activity) for community-based adult education organisations and adult education institutions was 10,687,638 student contact hours in 2003.

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

Government-funded provision for ACE organisations and adult education institutions by ACE program, 2003¹

	<i>Module enrolments %</i>	<i>Student contact hours %</i>
Adult literacy and numeracy	21.5	34.2
Employment skills	14.0	13.4
VCE/VCAL ²	1.4	4.5
Vocational	63.1	47.9

¹ Please note the introduction of new program categories based on new Australian Bureau of Statistics Field of Education classifications.

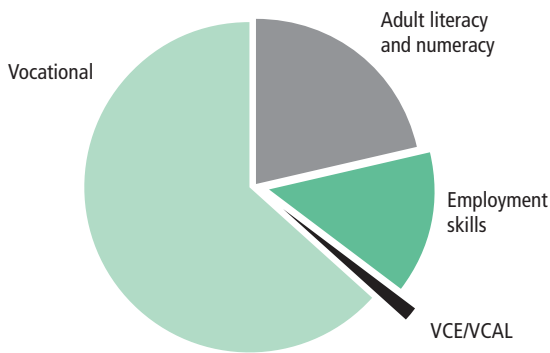
² VCE – Victorian Certificate of Education; VCAL – Victorian Certificate of Applied Learning.

Government-funded provision of student contact hours by gender and program type for ACE organisations and adult education institutions, 2003 (%)

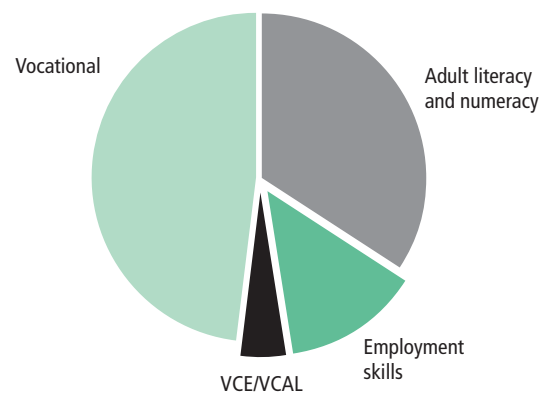
Gender	Adult literacy and numeracy	Employment skills	VCE/VCAL	Vocational	Total
Female	63.4	67.7	58.5	72.1	67.9
Male	35.6	31.3	41.0	26.7	31.0
Not stated	1.0	1.0	0.5	1.2	1.1

Government-funded provision of student contact hours by program type for ACE organisations and adult education institutions, 2003

Module enrolments



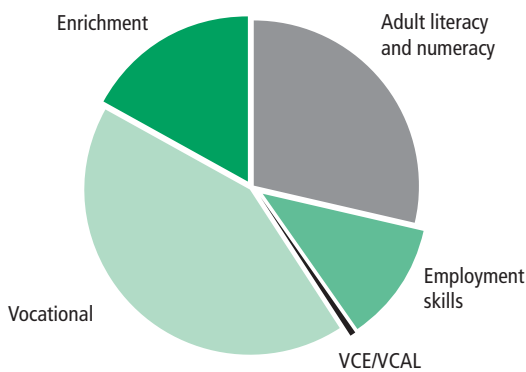
Student contact hours



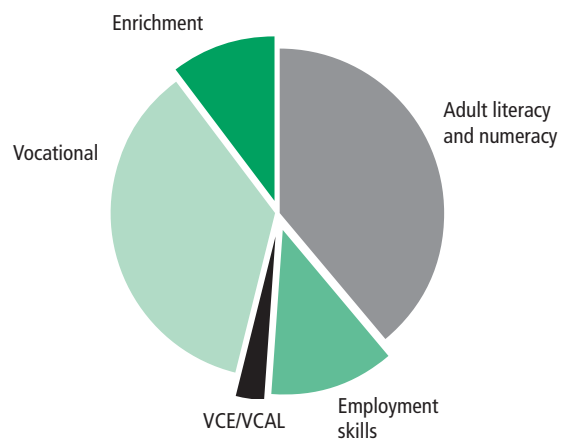
Government-funded provision means provision using State and Commonwealth funds allocated by the Board and the Victorian Learning and Employment Skills Commission.

Total reported provision of student contact hours for ACE organisations and adult education institutions by ACE program, 2003

Module enrolments



Student contact hours



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

Government-funded provision by ACE organisations by ACFE region of delivery and adult education institutions, 2003

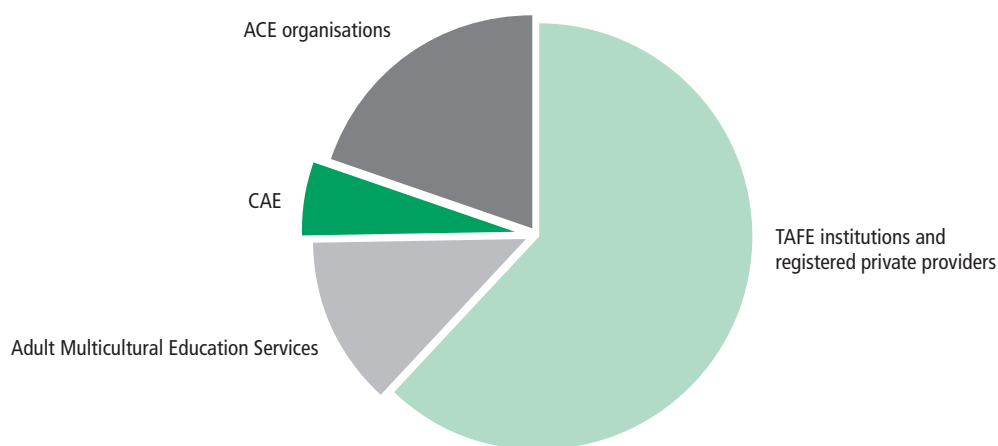
Region	Adult literacy and numeracy		Employment skills		VCE/VCAL		Vocational		Total	
	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH
BSW	4,028	260,485	4,589	147,579	276	19,887	11,641	349,326	20,534	777,277
CHW	1,352	63,159	1,876	52,544	0	0	12,428	214,129	15,656	329,832
CWM	7,619	510,196	1,573	66,489	0	0	8,390	360,551	17,582	937,236
EM	4,498	233,431	4,673	122,139	0	0	22,016	532,276	31,187	887,846
GIP	4,515	155,293	1,534	52,116	0	0	12,553	229,054	18,602	436,463
GOM	3,007	166,535	970	27,678	157	9,124	13,774	273,466	17,908	476,803
LCM	3,858	175,863	4,364	169,585	22	1,362	13,218	326,286	21,462	673,096
NM	5,309	248,094	2,877	101,018	122	10,500	10,338	291,566	18,646	651,178
SWP	6,493	378,649	2,754	83,962	44	2,562	16,504	397,124	25,795	862,297
AMES	2,115	76,532	2,098	65,437	0	0	6,036	162,397	10,249	304,366
CAE	2,573	176,470	2,182	67,953	2,395	278,641	6,332	293,699	13,482	816,763
Total	45,367	2,444,707	29,490	956,500	3,016	322,076	133,230	3,429,874	211,103	7,153,157

E = Module enrolments

SCH = student contact hours

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

Total reported further education provision of student contact hours by organisation type, 2003



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

Total reported provision by ACE organisations and adult education institutions, 2003

Regions	Module enrolments	Percentage of total enrolments	SCH	Percentage of total
Barwon South Western	38,046	9	1,292,309	10
Central Highlands Wimmera	25,185	6	468,329	4
Central Western Metropolitan	25,804	6	1,165,634	9
Eastern Metropolitan	65,019	15	1,614,746	13
Gippsland	25,017	6	549,407	4
Goulburn Ovens Murray	33,685	8	843,003	7
Loddon Campaspe Mallee	35,660	8	975,937	8
Northern Metropolitan	25,029	6	785,451	6
Southern Western Port	37,103	8	1,138,720	9
CAE	53,891	12	1,518,084	12
Adult Multicultural Education Services	11,022	2	336,018	3
DIMIA	71,614	16	2,148,420	17
Total	447,075	100	12,836,058	100

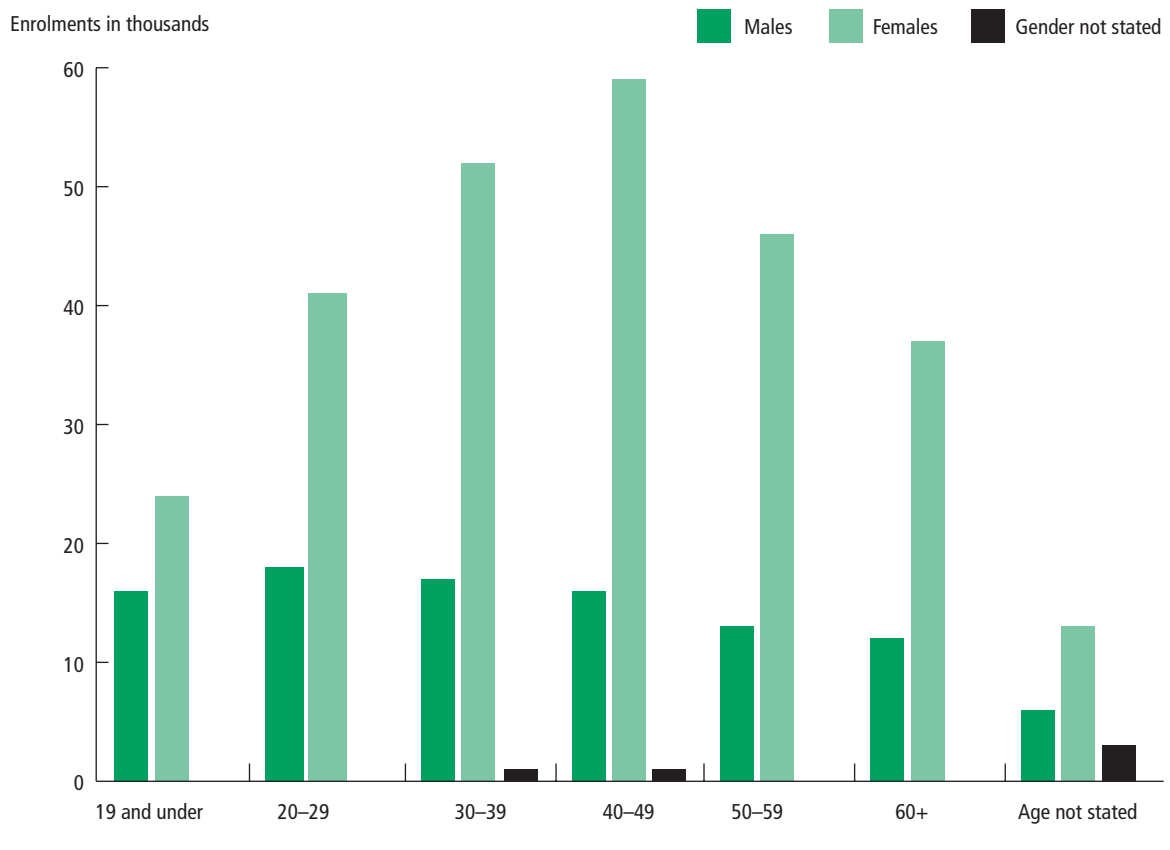
SCH = student contact hours

DIMIA = Department of Immigration and Multicultural and Indigenous Affairs

Almost 87 per cent of provision by AMES is funded by other sources including the Commonwealth Government and is for short-term contracted delivery.

Fee-for-service and Enrichment programs are included.

Total reported provision of module enrolments for ACE organisations and adult education institutions by age group and gender, 2003



THE YEAR IN REVIEW

Significant steps have been taken to strengthen the capacity of the ACE sector to meet the Government's goals and targets for young people, lifelong learning and community capacity building. The focus of the Board during 2003–04 was the development of advice for consideration by the Minister for Education and Training on possible future directions for adult community education in Victoria.

FUTURE DIRECTIONS FOR ACE IN VICTORIA

In early 2003, the Minister for Education and Training requested the development of a Ministerial Statement on adult community education. The Board acted as the Reference Group for the development of advice, undertaking an extensive consultation process in November and December 2003. To inform the consultation process, a Discussion Paper and a comprehensive data analysis were completed. These are available on the ACFE website <www.acfe.vic.gov.au>.

Consultations were held with ACFE Regional Councils and staff, ACE providers and representatives of community-based organisations and were attended by Board members. The CAE and AMES, peak bodies relevant to the ACE sector including the Victorian Aboriginal Education Association Incorporated, local government, industry, business, and statewide community and social service organisations were also consulted. As well, consultations were held with other Government departments, two focus groups of learners and a round table of policy specialists. A Consultation Outcomes Report is available on the ACFE website.

As a result of these consultations, the Board formulated advice for the Minister for Education and Training on possible key directions for adult community education in Victoria. This advice was one important source of input to the development of the Ministerial Statement.

The Ministerial Statement *Future Directions for Adult Community Education in Victoria*, released in June 2004, builds on previous achievements and has received strong support across the ACE sector. The broad themes of the statement are as follows.

- Broaden the role of adult community education through the introduction of community learning partnerships. These partnerships will help local communities to harness community resources and groups to identify and meet the learning needs of communities and individuals. They will build social capital through participation and a community-based approach to social learning.
- Recognise groups of learners that are under-represented in community-based adult education organisations. In addition to funding the delivery of education and training to people with low levels of educational attainment, specific initiatives will be implemented to identify learning opportunities for Koories, people from culturally and linguistically diverse backgrounds, people with disabilities and men aged 45 and over who need retraining to find work. Capital funding of \$1 million has been provided to increase education access for adult learners in remote Victoria and urban growth corridors.
- Identify appropriate pathways and funding mechanisms for the delivery of programs to people aged 15–19, and put in place appropriate whole-of-government arrangements for older learners engaged in learning through the University of the Third Age (U3A) network.
- Enhance the sustainability of adult community education provision by offering support to community-based adult education organisations that will enhance their business, management, governance, workforce and volunteer practices. To this end, additional funding of \$1.2 million over three years to increase the average student contact hour price, and up to an additional \$1 million for payment of fee concessions rebate to eligible ACE organisations has been provided.

Reporting and accountability requirements for ACE providers will also be simplified. The statement identifies the need to enhance the roles and responsibilities of the governance arrangements that support the delivery of community-based adult education and training at the regional level, in order to align these structures with the directions of the Ministerial Statement.

- Invest in adult community education through a range of measures designed to strengthen the capacity for financial and business planning and to develop opportunities to attract additional funding. These measures include the introduction of three-year funding agreements and using community learning partnerships to leverage additional funding and in-kind support from partner organisations. A performance measures framework will be introduced to enable organisations to measure more effectively the broad impact of adult education on a community.

UNDERSTANDING ACE

ACE pedagogy and generic skills

A report, *The ACE Experience: Pedagogies for Life and Employability*, was accepted by the Board in June 2004.

This project was undertaken by the Board and Victoria University as joint research to identify and document the educational strategies and practices used by ACE providers that facilitate the development of generic skills among adult learners.

The research identified a framework of ACE pedagogical values and practices. The project highlighted the importance of the practice that evolves within ACE organisations and

classrooms – the personal support, meaningful relationships and innovative approaches which are the key factors that support learning and development.

Young people in ACE

The Young People in ACE research project was completed by the Centre for Post Compulsory Education and Training Research, RMIT University. The final report identified success factors for young learners and provided advice on how to improve the capacity of ACE to meet their needs.

Identified factors included developing partnerships with schools and other organisations to support the education and training of young people, including staying in and returning to school.

Informal Learning project

A significant amount of informal learning is undertaken in the ACE sector. In addition, learners bring a significant component of informal learning to their participation. In late 2003, the Victorian Qualifications Authority (VQA) and the Board agreed to a joint project to assess the feasibility of granting recognition of informal learning within the qualifications system administered by the VQA. Learning Australia Pty Ltd was selected to undertake the project and a report was completed in January 2004.

The short-term outcome of this research was to identify an obvious and integrated set of pathways for people engaged in informal learning, should they wish to undertake more formal learning programs. A long-term outcome would be an increase over time in the number of people making the transition from informal to formal learning settings.

Key proposals included establishing a recognition framework for informal learning in Victoria, as no single approach is likely to provide a way of recognising the outcomes of all forms of informal learning. This framework would be based on a set of principles and include three components: learning pathway, credit for the learning, and qualifications against which recognition could be granted. It would include a set of simple, flexible packaging rules and be cross-sectoral in nature.

A second stage of the project is being conducted by Learning Australia to investigate qualifications through which informal learning could be recognised.



↑ Minister Kosky at the launch of *Future Directions for Adult Community Education in Victoria*

ACE research forums

The Board, in partnership with the CAE, held three forums to promote new thinking and research about adult community education:

- ACE Research – Strengthening Community Capital examined the role of adult community education in society and the effect on the economy
- ACE into the Future highlighted possible future directions for ACE
- ACE Works – Building Partnerships in ACE presented ideas for building partnerships between ACE and other community, education and government partners.

RESOURCE ALLOCATION AND PERFORMANCE MONITORING

Performance Agreements with Regional Councils

The nine Regional Councils entered into Performance Agreements with the Board. These agreements identified the outputs and project outcomes required by the Board in 2003. The agreements included participation targets, fixed, pool and regional developments, works and services and capital works to support delivery. Special initiatives such as the ACE Cluster programs, Community Building Hubs projects and statewide Development projects were also included.

Performance Agreements with adult education institutions

AMES and the CAE entered into Performance Agreements with the Board to provide adult education programs and services in 2003. The Performance Agreements included the delivery of a number of adult education and training programs and other projects on behalf of the Board. The CAE delivered more than 1,518,084 student contact hours during 2003. In addition, the CAE delivered the VCE in ACE Support project, and also coordinated a number of ACE research forums for the Board. AMES delivered 336,018 student contact hours for the Board during this period as well as a project on Integrated Counselling Services for Culturally and Linguistically Diverse (CALD) learners in ACE.

The Performance Agreements with the adult education institutions included funding for the delivery of staff development related to flexible learning skills (LearnScope projects) and funds for the purchase of new equipment.

Performance Monitoring and Review strategy

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

- The Board measures the effectiveness of quality assurance and reviews the implementation of Government policies.
- The Board evaluates the compliance of Regional Councils with Board and Government policies and guidelines.
- Regional Councils audit the compliance of ACE organisations with delivery standards, eligibility to apply for Government funds to meet contracted targets, accountability requirements and financial viability.

Audits

Regional Councils audit program

Under the Board's Performance Monitoring and Review strategy, all Regional Councils were audited in 2003–04. RSM Bird Cameron reviewed the compliance of Regional Councils with obligations under Performance Agreements with the Board. This audit found that Regional Councils were meeting their obligations.

Internal audit program

Internal audits of the ACFE Division in the Department of Education & Training have been undertaken in the reporting period in risk management, fraud management, compliance with the Financial Management Act and the annual compliance audits on Corporate Card, Hospitality Guidelines and the Human Resources Management System Database.

Special audits

The ACFE Division authorised special audits of community-based adult education organisations over the reporting period. Special audits are normally conducted when issues of governance or financial viability in community-based adult education organisations arise.

and financial management, and consideration of how Hubs can offer training, support and advice on those topics to local organisations. It is expected that each Community Building Hub will operate differently to meet the needs of its local community.

ACE Cluster program

The ACE Cluster program supports community-based adult education organisations by improving the quality of their infrastructure and teaching and learning activities through new collaborative ventures, extended linkages and access to learning pathways. It also supports providers to implement Australian Quality Training Framework (AQTF) requirements.

In 2003, 75 Clusters established various partnerships among member organisations. The Cluster model has achieved notable strategic outcomes in community-based adult education organisations.

Learning Towns

The establishment of Learning Towns was announced in the Government's Pathways and Standards policy in 1999 and was subsequently identified in *Growing Victoria Together*. Learning Towns are focused in ten areas of rural and regional Victoria: Albury/Wodonga, Ballarat, Bendigo, Geelong, Horsham, Kyabram, Mt Evelyn, Wangaratta/Benalla and the Learning Towns within the Shires of Buloke and Southern Gippsland.

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

Learning Towns have developed a flexible, whole-of-community approach with a lifelong learning focus; their activity is not limited to traditional participants in education and training or to specific age cohorts. Learning Town activities are delivered outside traditional educational environments to achieve learning outcomes that meet community priorities not always achievable through accredited education and training.

In 2003–04, the Learning Towns contribution to community building was demonstrated by the outcomes of the Performance Measures Framework.

Performance Measures Framework implementation

During 2003–04, a Performance Measures Framework was implemented to ensure that Learning Towns, their communities and the Board can qualitatively and quantitatively evaluate the contribution made by Learning Towns to their communities. Previously traditional outcomes measures such as student contact hours informed the evaluation.

In addition to implementing the framework in their communities, Learning Towns customised and trialed the use of the framework by ACE Clusters and ACE regions.

The Performance Measures Framework offers an evidence-based framework that is community based and facilitates:

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

The framework builds on community capacity by integrating the social, educational, economic, environmental and cultural aspects of communities thereby fostering more vibrant, functional communities that are better able to innovate, be inclusive and manage change.

NEW LEARNING TECHNOLOGIES

Mobile computer learning libraries

The Mobile Computer Learning Library initiative attracted new learners, extended ACE provision to previously unserved communities and allowed smaller community-based adult education organisations to expand their range of services. This initiative has stimulated new partnerships with non-community-based adult education organisations and businesses and significantly raised the profile of adult community education and the Board in the broader community.

Connected ACE

Joint funding from the Board and the Commonwealth Government through the Networking the Nation initiative facilitated the installation of information and communication technology (ICT) infrastructure in rural and regional community-based adult education organisations through the Connected ACE project.

During 2003–04, the final stages of the implementation of new networks and equipment was completed, resulting in more than 160 organisations receiving new or upgraded ICT infrastructure. The Chairperson of the Board marked the closure of the project in October 2003 by launching a kit for more than 100 ACE organisations. The kit incorporates troubleshooting guides, risk management procedures and other documentation to assist ACE organisations in the ongoing management of their Connected ACE equipment.

ICT literacy and fluency

The statewide ACE ICT Literacy and Fluency (ACE-TECH) project developed tools and learning packages to enable community-based adult education organisations to develop appropriate strategic plans with a minimum level of ICT knowledge and skills to ensure efficient and cost-effective use of available ICT infrastructure. The project focused on two learning streams. The first incorporated ICT planning into business planning for managers of community-based adult education organisations and their committees of management. The second delivered ICT skills to staff of community-based adult education organisations, which led to a certificated outcome. The project was managed by The Centre, Wangaratta.

LearnScope

The ten LearnScope projects delivered by ACE organisations across Victoria in 2003 increased the knowledge and skills of ACE staff in the areas of e-learning and flexible learning technologies.

LEARNERS IN THE COMMUNITY

Youth Pathways program

The Youth Pathways program is a transition program intended to re-engage early school leavers in the learning process. The program

supports the delivery of basic educational qualifications to young people aged between 15 and 19 years who have not completed Year 12. It provides a foundation for further learning by young people in adult education institutions, community-based adult education organisations, schools and TAFE institutes or a pathway to traineeships, apprenticeships and employment.

In 2003, the two adult education institutions, (the CAE, formerly the Centre for Adult Education, and Adult Multicultural Education Services) over 30 community-based adult education organisations and more than 1100 young learners were involved in the program.

The Board funded CREATE to undertake the Youth in ACE Victoria Network initiative. This project complements the program through its focus on the statewide improvement of programs and services to young people, the development of cooperative links between government, schools and business, and the development of a community of practice focusing on youth.

VCE in ACE

In 2003, the Board funded research on VCE delivery in adult community education with a focus on young people, and for professional support and development.

Key findings from the research indicated that demand for the VCE in ACE has increased since 2002 in a number of community-based adult education organisations and the CAE. The report also indicated that partnerships with TAFE institutes and schools have been established in some areas to deliver the VCE in ACE. The report has informed an initiative to support the development of the VCE in ACE through the CAE. The Ministerial Statement *Future Directions for Adult Community Education in Victoria* identified that the CAE will be a centre of excellence for the VCE for Adults.

Victorian Certificate of Applied Learning

Four providers across three regions commenced delivery of the VCAL in 2003.

An additional five organisations with registered training status began planning for the commencement of VCAL delivery in 2004. A total of seven community-based adult education organisations across six regions, and the CAE and AMES in Melbourne, are approved to deliver the VCAL.

Many other community-based adult education organisations in metropolitan, regional and rural areas began developing partnerships to undertake the delivery of the VCE, vocational education or further education units to school-enrolled VCAL learners.

ACE and Schools Partnership Delivery program

The Minister for Education and Training endorsed guidelines and funding arrangements for the ACE and Schools Partnership Delivery program for 2003–04 which, in exceptional circumstances, enables a student under 15 years of age to enrol in an ACE organisation to maintain the student's engagement in learning.

An evaluation of the program at the end of 2003 by RMIT University found that the program facilitated:

- a good record of module completions
- mentoring for students through program integration
- positive personal outcomes
- closer partnerships between the ACE sector and schools.

Koories in ACE

The Board, in partnership with the Victorian Aboriginal Education Association Incorporated, conducted a number of workshops across the state to inform planning for the future directions of Koorie education in the ACE sector. The workshops will contribute to the development of a strategy to build the capacity of community-based adult education



↑ Kelly Faldon, Songlines Music Aboriginal Corporation
Outstanding Koorie Learner Award, Adult Learners' Week

organisations to meet the needs of Koorie learners. It is anticipated that this strategy will be completed in 2004 and be integrated with the implementation of Wurreker for Koorie learners in training and further education.

Songlines Music Aboriginal Corporation, a Koorie ACE organisation, undertook the project Partnerships for Koorie Innovation. The purpose of the project was to develop a model for partnerships between Koorie and non-Koorie ACE organisations to support the delivery of quality outcomes for Koorie learners and encourage cultural awareness.

Refugees and asylum seekers

The report, *Opening Doors to Our Community – A Framework for Engaging Victoria's Newest Residents – Refugees, Temporary Protection Visa Holders and Asylum Seekers*, prepared by Fitzroy Learning Network, was launched early in 2004. A sustainable service delivery framework to support refugees, Temporary Protection Visa holders and asylum seekers was developed and is highlighted in the report. The report identified the barriers to education and resettlement, a people-focused approach to delivery, and the outcomes and benefits of the framework.

Culturally and linguistically diverse learners

Funding was made available to AMES to develop the Integrated Counselling Services for CALD Learners in ACE project. The project is designed to increase the capacity of community-based adult education organisations to offer an integrated counselling and referral service appropriate to the needs and skills of CALD learners, especially newly arrived migrants and refugees.

Careers guidance in ACE

Morrison House in Mt Evelyn undertook the management of the Careers Guidance in ACE for Victoria project. The work undertaken through this project is a major contributor to the Government's commitment to careers guidance in adult education and training.

QUALITY

Australian Quality Training Framework

In 2003–04, the Board provided additional support to community-based adult education organisations to help improve their compliance with the AQTF. On behalf of the Board the Central Highlands Wimmera Regional Council conducted 18 workshops across Victoria. Areas of low compliance identified through audits in 2002–03 provided content for the workshops, which were developed to assist managers and sessional teaching staff.

Student Satisfaction survey

The Board's Student Satisfaction survey provides feedback on Government-funded education delivered by community-based adult education organisations. In 2003, 86 per cent of surveyed students indicated that the course they undertook met or partly met their needs.

Professional development

Funding for specific professional development support was provided to:

- The Centre, Wangaratta, for providers delivering the VCE in ACE
- CREATE, Geelong, for the Youth in ACE Victoria Network.

RAISING THE ACE SECTOR'S PROFILE

Adult Learners' Week

Adult Learners' Week, celebrated from 1–7 September 2003, was an opportunity to increase public awareness of adult community education as an accessible learning pathway for adults of all ages and abilities. National and state advertising campaigns ensured that interest levels in adult community education were greater than at any other time of the year and local organisations were encouraged to take advantage of this awareness by organising their own activities.

An evaluation of Adult Learners' Week showed that the impact was greatest at the local level. The Board endorsed the introduction of prize money for 2003 Adult Learners' Week Awards,



Suesy Circosta,
Belgium Avenue
Neighbourhood
House
Outstanding Tutor
Award, Adult
Learners' Week



Lesley Bell,
Kyabram
Community
Learning Centre
Outstanding
Learner Award,
Adult Learners'
Week



and a new category targeting Koorie learners. The awards attracted double the number of applications in comparison with the previous year.

New further education curriculum maintenance management arrangements

A review of curriculum arrangements for further education was undertaken in 2003 in parallel with the Review of Curriculum Maintenance Manager (CMM) Arrangements in VET. The review made a number of recommendations designed to streamline access to and administration of the further education curriculum. These included a recommendation that the CMM function be undertaken by the Service Industries Curriculum Maintenance Manager, who has responsibility for General Studies curricula and is located at Victoria University.

The Adult Education Resource and Information Service (ARIS) undertook the further education CMM role on an interim basis until 30 June 2004.

It has been agreed that the CMM and clearing-house service functions for accredited further education courses are to be undertaken from 1 July 2004 by the Service Industries CMM located at Victoria University.

Peak organisations and professional associations

Several peak organisations and professional associations were funded to provide professional development and information services and to support the Board's strategic directions.

Funding was directed to:

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

In 2003–04, ARIS was contracted to provide the ACE sector with:

- an ACFE library and information service
- a further education curriculum maintenance manager
- clearing-house functions.

In 2004, ARIS, the Victorian arm of Language Australia, incorporated into the CAE and became the Language and Professional Support Centre. Negotiations have been initiated with the CAE about a new role for the Language and Professional Support Centre in the ACE sector.

ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

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

ESTABLISHMENT

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

ROLES

The Board's major functions are to plan and promote adult learning, allocate resources, develop policies and advise the Minister for Education and Training on matters related to adult, community and further education. Government funds allocated through the Board are used to provide adult education programs and services, generally in community-based adult education organisations (including the CAE and AMES).

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

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

COMMITTEES

In 2003–04, the Board operated an Audit Committee. The members of the Audit Committee were: Lynne Wannan, Jane Dewildt and Leslie Wood, and Jonathan Thomas from Ernst & Young.

The Board formed a Planning and Resources Allocation Working Party in August 2003 to oversee effective planning and allocation processes. In addition, the Board established working groups or advisory committees for particular purposes.

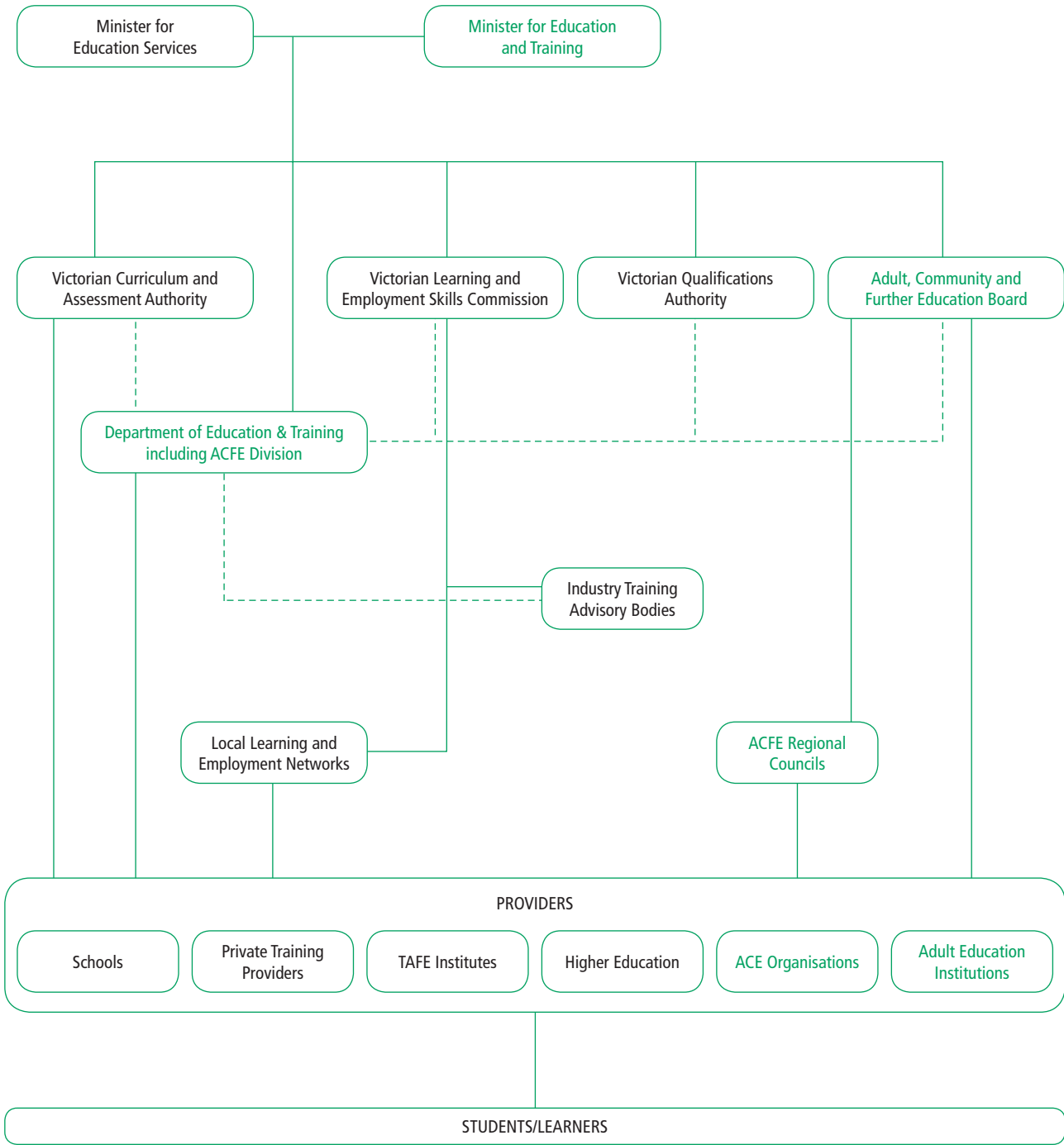
The Board met six times in the period 2003–04. In addition, it held three Special Meetings.

The Board also participated in:

- Regional Council consultations for the development of advice on the Ministerial Statement *Future Directions for Adult Community Education in Victoria*
- a presentation on adult community education data analysis
- a forward planning workshop.

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

GOVERNANCE ARRANGEMENTS



— Direct relationship
 - - - Indirect relationship

MEMBERSHIP

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

Two Board members' terms expired in April 2004.



CHAIRPERSON MS LYNNE WANNAN

Ms Wannan was appointed Chairperson of the Board on 25 March 2003 for three years. Ms Wannan has worked with community organisations and as an adviser to State and Commonwealth

governments. As a social policy analyst, she has experience in senior management in local government, the private sector and State Government. Ms Wannan has worked in the broad community and health services industry for the past 20 years.

Board members as at June 2004



MR MAURIE CURWOOD

Mr Curwood is an educational consultant. He was the founding Director of Outer Eastern Institute of TAFE, a position he held for 13 years. He was a panel member of the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria

and Chair of the Ministerial Review of Strategic Directions for Driver Education in Victoria. He is a Fellow of the Australian College of Education and a former member of the Eastern Metropolitan Regional Council.



MS JANE DEWILDT

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



MS MAGDA DODD

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



MR BILL FORREST

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

community grants programs and support for Neighbourhood Houses.



MS VICKI MITSOS

Ms Mitsos is the Manager of the Multicultural Education Centre at the Goulburn Ovens Institute of TAFE. She is also a Commissioner for the Victorian Multicultural Commission. Ms Mitsos has extensive professional experience in migrant and

ethnic affairs and is an Executive Member of the Ethnic Communities' Council of Victoria. She has been President of the Ethnic Council of Shepparton and District since 1990. Ms Mitsos is the first migrant woman from rural Victoria with a first language other than English to be placed on the Victorian Honour Roll.



MS CAM NGUYEN

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



MR ADAM SMITH

During the reporting period Mr Smith worked as a Youth Development Officer at an ACE organisation and for the Department of Education & Training. He has worked in a number of community-based organisations and is involved in the education, training and

welfare of young people. He is a representative of young people on many advisory groups and boards of management. In 2003, Mr Smith was selected to be the Australian Youth Representative at the United Nations General Assembly.

Board members to April 2004



MR KEVIN PEOPLES

Mr Peoples is a former member of the Board of the National Centre for Vocational Education Research and former Federal President, TAFE Division, of the Australian Education Union. Mr Peoples retired from the Board when his term expired on 29 April 2004.



MR WARREN STOOKE

Mr Stooke is the principal of a specialist consultancy in labour relations and has represented the oil industry on the peak council of the Australian Chamber of Commerce and Industry, the Victorian Employers' Chamber of Commerce and Industry,

and the International Employers' Association at the International Labour Organization in Geneva. He was a member of the Board of Governors of the National Institute of Labour Studies and former Group Industrial Relations Manager and Canberra Representative for Shell Australia.



MS LESLIE WOOD

Ms Wood has been a member of the Eastern Metropolitan Regional Council, councillor for the Shire of Yarra Ranges, and a networker for the Community Houses Association of the Outer Eastern Suburbs. She has managed an ACE

organisation and is a past President of the Association of Neighbourhood Houses and Learning Centres. Ms Wood's term expired on 29 April 2004.



MS MARGARET WAGSTAFF

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



GENERAL MANAGER

MS SANDY FORBES

Ms Sandy Forbes was appointed as the General Manager of the ACFE Division on 11 August 2003 and attends Board meetings in that capacity. Ms Susan McDonald was Acting General Manager from June – August 2003.

ACFE Division

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

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

Since a Department restructure on 1 December 2003, the work of the ACFE Board is also supported by the Strategic Directions Division, Office of Training and Tertiary Education. This is through the provision of policy, planning, financial management and the administration of statutory appointments.

Senior staff

Sandy Forbes

General Manager to August 2003

Susan McDonald

Acting General Manager to August 2003

Ruth Fowler

Manager, Board Support and Major Projects

Eric McClellan

Manager, Community and Stakeholder Relations

Madeline Fernbach

Manager, Learner Access

Rita Davis

Manager, Finance and Resources to December 2003

Peter De Natris

Manager, Planning and Relationships

Management to December 2003

Merit and equity

The Department of Education & Training manages matters relating to staffing, workforce data, the application of merit and equity principles, and occupational health and safety for the ACFE Division and the ACFE Board.

(See the Department of Education & Training's *Annual Report 2003–04*.)

REGIONAL COUNCILS

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

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

COMPOSITION

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

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

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

REGIONAL CONTACTS

Barwon South Western

Regional Director Georgina Ryder
40 Brougham Street
Geelong Victoria 3220
Telephone (03) 5221 8248
Facsimile (03) 5221 8483
Email acfebsw@edumail.vic.gov.au
Website www.acfebsw.vic.edu.au

Central Highlands Wimmera

Regional Director Verna Kearney
(until April 2003)
Rick Gervasoni (from June 2004)
Level 1, 1220 Sturt Street
Ballarat Victoria 3350
Telephone (03) 5332 3989
Facsimile (03) 5332 9624
Email acfechw@edumail.vic.gov.au
Website www.acfechw.vic.edu.au

Central Western Metropolitan

Regional Director Bronwyn Hughes
29 Cobden Street
North Melbourne Victoria 3051
Telephone (03) 9326 7647
Facsimile (03) 9326 9202
Email acfecwm@edumail.vic.gov.au
Website www.acfecwm.vic.edu.au

Eastern Metropolitan

Regional Director Hugh Kiernan
Rear, 1st floor, 25 Ringwood Street
Ringwood Victoria 3134
Telephone (03) 9879 4000
Facsimile (03) 9879 4066
Email acfeemr@edumail.vic.gov.au
Website www.acfeemr.vic.edu.au

Gippsland

Regional Director Walter Aich
Cnr Haigh and Kirk Streets
Moe Victoria 3825
Telephone (03) 5127 6000
Facsimile (03) 5127 8715
Email acfegip@edumail.vic.gov.au
Website www.acfegip.vic.edu.au

Goulburn Ovens Murray

Regional Director Ross Tinkler
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Benalla Victoria 3672
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Facsimile (03) 5762 5397
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Website www.gomacfe.net

Loddon Campaspe Mallee

Regional Director Bruce Connor
Havlin Street East
Bendigo Victoria 3550
Telephone (03) 5442 4300
Facsimile (03) 5442 4913
Email acfelcm@edumail.vic.gov.au
Website www.acfelcm.vic.edu.au

Northern Metropolitan

Regional Director Julie Hebert
Suite 11–14, 420 Victoria Street
Brunswick Victoria 3056
Telephone (03) 9940 1405
Facsimile (03) 9940 1457
Email acfenmr@edumail.vic.gov.au
Website www.acfenmr.vic.edu.au

Southern Western Port

Regional Director Robyn Downie
Suite 5, Level 1, Dolphin House
405 Nepean Highway
Frankston Victoria 3199
Telephone (03) 9783 4199
Facsimile (03) 9783 9711
Email acfeswp@edumail.vic.gov.au
Website home.vicnet.net.au/~swpacfe

MEMBERS OF REGIONAL COUNCILS

Barwon South Western

Jennifer Angwin (to February 2004, coopted member)

Marilyn Blakey (to February 2004)

Alan Doherty

Brian Donovan (coopted member)

Antonia George

Robert Graham

Bruce Jeans (Chairperson)

David Kenwood

Alistair McCosh

John Quelch

Julie Rendell

Elaine Robb

Anne-Marie Ryan

Leonie Saundry

Kwong Wong (Deputy Chairperson)

Central Highlands Wimmera

Heather Ahpee

Gerrard Anderson (to February 2004, Chairperson to December 2003)

Ruth Barnes (coopted member)

David Beaver

Ines Britt (to February 2004)

Laura Carrington

Gerrie Dorn (Chairperson)

Virginia Fenelon (Deputy Chairperson)

Anne Finch

Adrian Hardy

Alison Lanigan (to May 2004)

Dorothy McLaren

Anne Murphy

Elizabeth Reynolds

Lindy Simpson (to September 2003)

Neville Strachan (coopted member)

Central Western Metropolitan

Brian Beveridge (to February 2004, Deputy Chairperson to February 2004)

Diana Bianciardi (to February 2004, Chairperson to July 2003, Deputy Chairperson to February 2004)

Maxine Braithwaite

Suzanne Connolly (Chairperson)

Karen Delvin (Deputy Chairperson)

Luis Gonzales

Michael Hince

Bill Horrocks (coopted member)

Theresa Lyford (Deputy Chairperson)

Marilla Mason

Jane McNally

Gayle Morris

Kerry Rentsch

Mark Samuel-King

Janice Simpson (to May 2004)

Suzanne Zineder (to May 2004)

Eastern Metropolitan

John Davidson

Dennis Denman

John Dorton

Mark Doubleday (coopted member)

Leanne Fitzgerald (to February 2004, coopted member)

Judy Hall

Anne Jones (to February 2004)

Kylie Jones (to October 2003)

John Marshall (to October 2003)

John Molenaar (Chairperson)

Sam Navarria (to February 2004)

Sandra Poppins

Rhonda Raisbeck

Sharon Strugnell (Deputy Chairperson)

Sylvia Walton

Gippsland

Deborah Brown (Deputy Chairperson)

Lin Chandler (coopted member)

Anne Cliff

Kathleen Earle

Raymond Ferres

Karen Fleischer (to August 2003, coopted member)

Greg Gebhart (Chairperson)

Andrea Lane

Kath McEntee

Graham Paynter

James Pianta

Neil Raymond (to August 2003, coopted member)

Greg Twite

Howard Williams

Goulburn Ovens Murray

Rukhsana Ahmadi (to February 2004)

Bob Currie (to February 2004, Chairperson to February 2004)

Nigel Divito (Chairperson from March 2004)

Kaye Chamberlain (Deputy Chairperson from November 2003)

Margaret Craik

David Gould

Jennifer Hanuska (to February 2004)

Jennifer Hermiston

Ann Jarvis

Michael Kreskas

Mary McGillian

David Nichols (Deputy Chairperson to July 2003, coopted to July 2003)

Danny O'Donoghue (from March 2004)

Eileen Watts

Loddon Campaspe Mallee

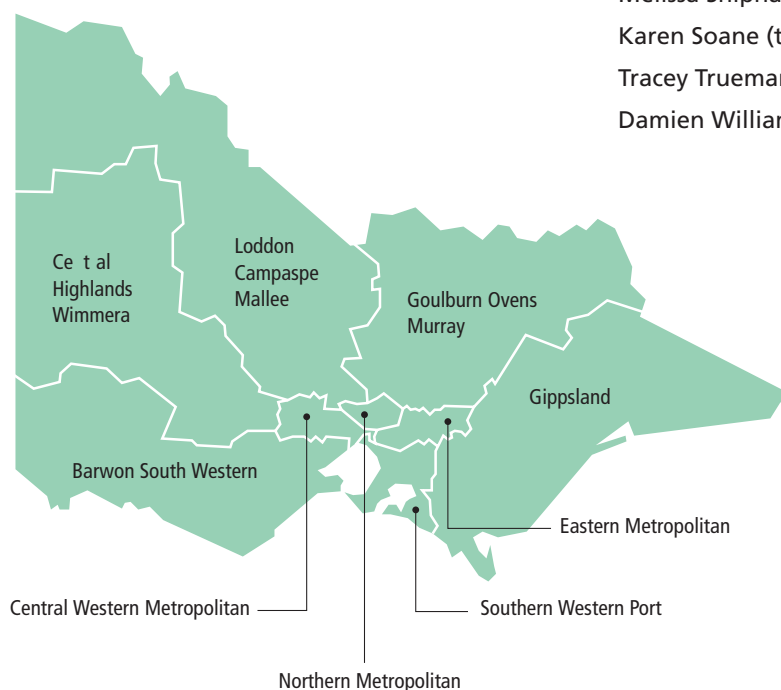
Susanne Allengame
Miranda Bain (Chairperson)
Nola Blance
Helen Bramley-Jackson
Gregory Clark
Jenny Dyer (coopted member)
Margaret Heier (to February 2004)
Cheryle Gray (to April 2004)
Selvi Kannan
Mal McCullough (to December 2003)
Margaret Mulqueen
Gillian Schoenborn (Deputy Chairperson)
Jennifer Sheed (to February 2004)
Robert Smillie (to May 2004)
Gwen Smith
Arvid Yaganegi

Northern Metropolitan

Lesley Crommelin
Michael Francis (to May 2004)
Gerard Grant (Chairperson)
Michael Kavanagh
Derek Kosbab (coopted member)
Vanessa Little
Beth Marr
Ramesh Muddagouni
Kathryn O'Loughlin
Christine Roberston
Lillian Santoro-Woolmer (Deputy Chairperson)
Greg Waddell
Graeme Walker (coopted member)
Leone Wheeler

Southern Western Port

Valerie Benson (to February 2004)
Anne Catanese (Chairperson)
Tracey Fenton
John Lane
Jinny McGrath
Glenda McPherson
Anwyn Martin (Deputy Chairperson)
Phong Nguyen
Patricia O'Connell
Marja Park (to April 2004)
Melissa Shipham
Karen Soane (to March 2004)
Tracey Trueman (coopted member)
Damien Williams



ACHIEVEMENTS

Achievements for all regions are reported against the 2003 calendar year.

Barwon South Western

- A Regional Showcase was held with over 60 representatives sharing a range of innovative development projects funded during 2003.
- A pilot project was initiated that developed profiles of towns throughout the region. These profiles will inform future planning for course delivery.
- A collaborative project was conducted with South West Victorian SEAL to produce training notes for tutors and learning materials for students.

Central Highlands Wimmera

- The \$97,000 ACFE Board project on AQTF Compliance for ACE Organisations was successfully managed for the whole of Victoria with 18 workshops delivered to a total of 300 people.
- The *ACE Organisation Induction Manual* and processes for ACE organisation orientation were developed for new coordinators in ACE organisations.
- The Regional Council completed a comprehensive review and self-assessment of governance and performance outcomes.

Central Western Metropolitan

- The Regional Office supported and promoted flexible learning throughout the year with the provision of an ICT Development program for ACE organisations involving over 40 tutors.
- A successful Regional Conference, 'Setting the Directions', was held to explore the region's future development. Ten workshops about issues such as financial planning and human resources were well attended.
- The Regional Council and ACE organisations combined forces to stage a very successful Adult Learners' Week with a literary theme. Over 75 learners from a diverse range of countries and English language skills toured the State Library of Victoria while another 75 participated in the short story competition.

Eastern Metropolitan

- The Regional Council convened a successful Australian National Training Authority (ANTA)-funded ACE sector Community of Practice aimed at increasing ACE organisational capacity to meet AQTF requirements.
- The Regional Conference was attended by 64 ACE organisation representatives, six Regional Council members and several groups of ACE students.
- Ninety practitioners from the ACE, TAFE and school sectors attended the Eastern Region Language and Literacy Network annual conference.

Gippsland

- Cooperative arrangements with the Department of Human Services (DHS) were further developed with joint visits to ACE organisations receiving funds from the ACFE Board and DHS.
- The ACE providers' conference had a 30 per cent participation increase on the previous year and a 20 per cent increase on previous best attendance. Highlights included a keynote address by the ACFE Board Chairperson and a panel session on the needs of youth in the Gippsland region.
- The Regional Council granted funding to support the Adult Literacy and Basic Education (ALBE) Network to provide professional development, mentoring and moderation opportunities for tutors in Gippsland. This partnership extends to TAFE and school-based providers.

Goulburn Ovens Murray

- A statewide project for ACE Clusters was negotiated, managed and delivered successfully.
- The biennial conference was conducted over two days with more than 120 participants and 25 workshops and presentations.
- The Regional Council successfully completed a LearnScope project with six ACE-registered training organisations, which included training and the compilation of an online learning resource manual for tutors in the organisations.

Loddon Campaspe Mallee

- The Regional Conference was successfully conducted in July 2003 with over 100 delegates in attendance for the two days.
- An Adult Learners' Week trip to the Melbourne Museum for students, volunteers and teachers was organised by the Regional Council as part of the celebrations.
- Regional Council staff organised two successful moderation days for Certificates of General Education for Adults that involved over 40 teachers.

Northern Metropolitan

- Community-based adult education organisations participated in professional development through the 2003 Regional Initiative. This included the Committee of Management, new coordinators and managers and the AQTF workshop series.
- The Regional Council formed a partnership with local government, DHS staff and the Neighbourhood House network to establish a Neighbourhood House on the rural urban fringe of the region.
- Improved planning, support and monitoring of Koorie provision in the region was formalised in a Memorandum of Understanding between the Local Aboriginal Education Committee and the Regional Council.

Southern Western Port

- The Regional Council and DHS staff conducted a workshop with representatives from 11 local government areas across southern Melbourne and South Gippsland to strengthen ACE organisation governance and administration.
- The Regional Council hosted a successful conference for ACE community-based adult education organisations across the region. The conference focused on building partnerships and successful business practices.
- The region was contracted by the ACFE Division to manage the LearnScope Startup project for the State.

ADMINISTRATION OF FUNDS

STATE AND COMMONWEALTH FUNDS

State recurrent funds

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

Commonwealth growth funds

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

Adult literacy funds

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

ACE Capital Funding program

See page 12.

OTHER GRANT FUNDING DISTRIBUTED TO THE ACE SECTOR

The Board also allocated funding for a number of other major initiatives. These are described in the body of the annual report.

FINANCIAL REPORT

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Statement of financial performance for year ended 30 June 2004

	Notes	2003–2004 \$'000	2002–2003 \$'000
Revenue from ordinary activities			
State Government grants	2	34,033	31,234
Grants from Commonwealth agencies	2	16,121	14,579
Other operating revenue	2	915	307
Other non-operating revenue	2	5,189	–
		56,258	46,120
Expenses from ordinary activities			
Administrative expenses	1(l)	2,797	3,047
Other corporate expenses		2,079	2,667
Grants	3	42,268	43,987
Depreciation and amortisation	3	683	814
		47,827	50,515
Net result for the reporting period			
		8,431	(4,395)
Net increase in asset revaluation reserve	8(a)	7,144	191
Decrease in accumulated surplus on adoption of new accounting standard	8(c)	–	(9)
Total changes in equity other than those resulting from transactions with the Victorian State Government in its capacity as owner			
		15,575	(4,213)

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

Statement of financial position

as at 30 June 2004

	Notes	2003–2004 \$'000	2002– 2003 \$'000
Current assets			
Cash		5,989	2,380
Receivables	5	–	516
Total current assets		5,989	2,896
Non-current assets			
Property, plant and equipment	4	16,506	4,781
Total non -current assets		16,506	4,781
Total assets			
		22,495	7,677
Current liabilities			
Payables	6	434	527
Provisions	7	–	267
Total current liabilities		434	794
Non-current liabilities			
Provisions	7	–	397
Total non-current liabilities		–	397
Total liabilities			
		434	1,191
Net assets			
		22,061	6,486
Equity			
Contributed capital	8(b)	782	782
Reserves	8(a)	9,629	2,485
Accumulated surplus	8(c)	11,650	3,219
Total equity			
		22,061	6,486

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

Statement of cash flows

for the year ended 30 June 2003

	Notes	2003/2004 \$'000	2002/2003 \$'000
Cash flows from operating activities			
Receipts: State Government grants		34,033	31,234
Grants from other agencies		16,121	14,579
Other revenue		245	307
Net GST recovered from the ATO		4,047	5,045
Payments: Suppliers and employees		(8,498)	(11,459)
Grants		(42,268)	(43,987)
Net cash inflow/(outflow) from operating activities	14	3,680	(4,281)
Cash flows from investing activities			
Proceeds from the sale of assets		5	-
Payments for property, plant and equipment		(76)	(563)
Net cash inflow/(outflow) from investing activities		(71)	(563)
Net increase/(decrease) in cash held		3,609	(4,844)
Cash at the beginning of the financial year		2,380	7,224
Cash at the end of the financial year		5,989	2,380

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

Notes to the financial statements

for the year ended 30 June 2004

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Note 1 Summary of significant accounting policies

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

It is prepared in accordance with the historical cost convention, except for certain assets and liabilities which, as noted, are at valuation. The accounting policies adopted, and the classification and presentation of items, are consistent with those of the previous year, except where a change is required to comply with an Australian accounting standard or Urgent Issues Group Consensus View, or an alternative accounting policy permitted by an Australian accounting standard is adopted to improve the relevance and reliability of the financial report. Where practicable, comparative amounts are presented and classified on a basis consistent with the current year.

(a) Reporting entity

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

(b) Accrual basis

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

(c) Cash

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

(d) Rounding of amounts

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

(e) Acquisitions of assets

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

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

(f) Revenue recognition

Grants over which the Board gains control during a reporting period are recognised as revenues of that reporting period consistent with Australian Accounting Standard AAS 15, 'Revenue'. 'Control' arises on the

earlier event of receipt or notification of eligibility for grants by relevant authorities. Revenue also includes minor amounts for services provided.

(g) Revaluations of non-current assets

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

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

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

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

(h) Depreciation of property, plant and equipment

Depreciation is calculated on a straight-line basis to write off the net cost or re-valued amount of each item of property, plant and equipment (excluding land) over its expected useful life to the Board. Estimates of remaining useful lives are reviewed at least annually. The expected useful lives are as follows:

	2003–2004	2002–2003
Buildings	50 years	50 years
Computers and peripherals	3 years	3 years
Furniture and fittings and equipment	5–10 years	5–10 years

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

(i) Leasehold improvements

The cost of improvements to or on leasehold properties is amortised over the unexpired period of the lease or the estimated useful life of the improvement to the Board, whichever is the shorter. Leasehold improvements held at the reporting date are being amortised over 10 years.

(j) Leased non-current assets

At reporting date:

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

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

(k) Payables

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

(l) Employee benefits

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

(m) Resources provided and received free of charge

Contributions of resources and resources provided free of charge are recognised at their fair value.

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

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

(n) Contributed capital

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

(o) Goods and Services Tax

Revenues, expenses and assets are recognised net of GST except where the amount of GST incurred is not recoverable, in which case it is recognised as part of the cost of acquisition of an asset or part of an item of expense. The net amount of GST recoverable from, or payable to, the Australian Taxation Office (ATO)

is included as part of receivables or payables in the statement of financial position. The GST component of a receipt or payment is recognised on a gross basis in the statement of cash flows in accordance with accounting standard AAS 28, 'Statement of Cash Flows'.

(p) Receivables

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

(q) Impacts of adopting AASB equivalents to International Accounting Standards Board equivalents

For interim and annual reporting periods ending on or after 30 June 2004, AASB 1047, 'Disclosing the Impacts of Adopting AASB Equivalents to International Financial Reporting Standards (IFRS)' requires an explanation of how the transition process is being managed and a narrative explanation of the key differences in accounting policies that are expected to arise from the adoption of Australian equivalents to IFRS.

For reporting periods beginning on or after 1 January 2005, all Australian reporting entities are required to adopt the financial reporting requirements of the IFRS. This requirement also extends to any comparative financial information included within the report. The first day of the comparative period, 1 July 2004, effectively becomes the transition date for the Board. Any adjustments arising from changes in the recognition or measurement of assets and liabilities at the transition date arising from the adoption of IFRS will be made against accumulated funds at the transition date.

The Board, in conjunction with the Department of Education & Training, has taken the following steps in managing the transition to Australian equivalents to IFRS:

- established a steering committee for the oversight of the transition to and implementation of the Australian equivalents to IFRS
- reviewed current accounting policies and the proposed new standards to identify key issues and the likely impacts resulting from the adoption of Australian equivalents to IFRS
- commenced an education and training process for all stakeholders to raise awareness of the changes in reporting requirements and the processes to be undertaken
- initiated reconfiguration and testing of user systems and processes to meet new requirements.

The Board has identified a number of changes to the existing accounting policies that may have a material impact on its future financial position and performance following the adoption of the requirements of Australian equivalents to IFRS (the new standards). These include:

- Valuation of assets. In accordance with the Victorian Government Policy – Revaluation of Non-Current Physical Assets, the Board currently measures its non-current physical assets, other than plant, equipment and vehicles, at fair value subsequent to

initial recognition. Plant, equipment and vehicles are measured on a cost basis. Revaluations are assessed annually and supplemented by independent assessments at least every three years. The new standard continues to offer a choice for measuring each class of non-current physical assets either at cost or at fair value. However, non-current assets measured at fair value will only be required to be revalued at least every three to five years and all assets in a class must be revalued at the same time. The Victorian Government has not yet concluded whether it will make any changes to the valuation basis of any class of asset or the methodology or frequency at which revaluations are performed. The financial effects of any such changes are unknown.

- Impairment of assets. Under the new standards, an asset will be required to be assessed for impairment each year. If indicators of impairment exist, the carrying value of an asset will need to be assessed to ensure that the carrying value does not exceed its recoverable amount, which is the higher of its

value-in-use and fair value less costs to sell. For the Board, value-in-use of an asset is its depreciated replacement cost. Other than inventories, financial assets and assets arising from construction contracts, impairment testing will apply to all assets regardless of whether they are measured on a cost or fair value basis. Where the carrying value of an asset exceeds its recoverable amount, the difference will be written-off as an impairment loss to the statement of financial performance except to the extent that the write-down can be debited to an asset revaluation reserve amount applicable to that asset. Any impairment losses at transition date will be adjusted against the accumulated funds.

In addition, a number of other changes in requirements have been identified which are expected to lead to changes in methodology or processes, increased disclosures and possibly changes in measurement of assets or liabilities. The changes are not expected to have a material impact.

Note 2 Revenue from ordinary activities

(a) Revenue from operating activities

Notes	2003–2004 \$'000	2002–2003 \$'000
(i) Grants revenue		
State Government grants	30,198	28,722
Grants from other Victorian Government departments	3,835	2,512
Total State Government grants	34,033	31,234
Grants from Commonwealth Government departments	281	444
Grants from other Commonwealth agencies	15,840	14,135
Total grants from Commonwealth agencies	16,121	14,579
Total grants revenue	50,154	45,813
(ii) Other revenue		
Forgiveness of liabilities	665	–
Other operating revenue	250	307
Total other revenue	915	307
Total revenue from operating activities	51,069	46,120
(b) Revenue from non-operating activities		
Assets received free of charge*	5,189	–
Total	5,189	–
Total revenue from ordinary activities	56,258	46,120

*Assets received free of charge

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

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

Note 3 Expenses from ordinary activities

	2003–2004 \$'000	2002–2003 \$'000
Result from ordinary activities includes the following expenses		
Depreciation		
Buildings	12	49
Computers and peripherals	620	725
Furniture and fittings and equipment	49	38
Total depreciation	681	812
Amortisation		
Leasehold improvements	2	2
Total amortisation	2	2
Total depreciation and amortisation	683	814
Rental expense relating to operating leases		
Minimum lease payments	252	247
Total rental expense relating to operating leases	252	247
Grants		
Payments to ACE organisations	33,067	34,002
Payments to adult education institutes	9,143	9,805
Payments to other organisations	58	180
Total grants	42,268	43,987

Note 4 Property, plant and equipment

	2003–2004 \$'000	2002–2003 \$'000
Land and buildings		
Land at 2000 valuation	–	1,534
Land at 2004 valuation	5,709	–
	5,709	1,534
Buildings at 2000 valuation	–	2,282
Less: Accumulated depreciation	–	(135)
Buildings at 2004 valuation	10,293	–
	10,293	2,147
Leasehold improvements at cost	25	16
Less: Accumulated amortisation	(5)	(3)
	20	13
	16,022	3,694
Computers and peripheral equipment		
At cost	2,837	2,842
Less: Accumulated depreciation	(2,434)	(1,845)
	403	997
Office equipment and furniture		
At cost	308	267
Less: Accumulated depreciation	(227)	(177)
	81	90
	16,506	4,781

	Land \$'000	Buildings \$'000	Leasehold improvements \$'000	Computers and peripheral equipment \$'000	Office equipment and furniture \$'000	Total \$'000
Reconciliations						
2003–2004						
Carrying amount at start of year	1,534	2,147	13	997	90	4,781
Additions	1,715	3,474	9	27	40	5,265
Disposals	–	–	–	(1)	–	(1)
Revaluation increments	2,460	4,684	–	–	–	7,144
Depreciation and amortisation		(12)	(2)	(620)	(49)	(683)
Carrying amount at end of year	5,709	10,293	20	403	81	16,506
2002–2003						
Carrying amount at start of year	1,185	2,104	15	1,417	131	4,852
Additions	158	92	–	308	–	558
Disposals	–	–	–	(3)	(3)	(6)
Revaluation increments	191	–	–	–	–	191
Depreciation and amortisation	–	(49)	(2)	(725)	(38)	(814)
Carrying amount at end of year	1,534	2,147	13	997	90	4,781

Valuation

The Board commissioned the Office of Valuer-General to determine a fair value for the land and building assets in 2003–04.

In undertaking the valuation of the subject property, the Valuer-General has had regard to the Victorian Government Policy 'Revaluation of Non-current Physical Assets May 2002' which reflects the requirements of AASB 1041, 'Revaluation of Non-current Assets' by prescribing and providing guidance on the measurement and recognition of non-current physical assets subsequent to initial recognition to ensure a consistent and accurate approach is made.

Buildings are valued at fair value, being the depreciated current replacement cost of the asset's remaining future economic benefits. Land is valued at fair value, which is based on market evidence.

Note 5 Receivables

	2003–2004 \$'000	2002–2003 \$'000
Trade debtors	–	78
Net GST receivables	–	438
Total receivables	–	516

Note 6 Payables

	2003–2004 \$'000	2002–2003 \$'000
Trade creditors	119	449
Net GST payable	260	–
Other creditors	55	78
Total payables	434	527

Note 7 Provisions

	2003–2004 \$'000	2002–2003 \$'000
Current:		
Employee benefits		
Annual leave	–	216
Long- service leave	–	41
EO bonus	–	10
	–	267
Non-current:		
Employee benefits		
Long-service leave	–	397

Note 8 Equity

	2003–2004 \$'000	2002–2003 \$'000
(a) Reserves		
Asset revaluation reserve		
Balance 1 July	2,485	2,294
Revaluation increment of land and buildings during the year	7,144	191
Balance at the end of the reporting period	9,629	2,485
(b) Contributed capital		
Balance at the beginning of the reporting period	782	782
Balance at the end of the reporting period	782	782
(c) Accumulated surplus		
Balance at the beginning of the reporting period	3,219	7,623
Net result	8,431	(4,395)
Transitional adjustment	–	(9)
Balance at the end of the reporting period	11,650	3,219
(d) Total equity		
Total equity at the beginning of the reporting period	6,486	10,699
Total changes in equity recognised in the statement of financial performance	15,575	(4,213)
Total equity at the end of the reporting period	22,061	6,486

Note 9 Financial instruments

(a) Interest rate risk exposure

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

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

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

2003–2004	Floating interest \$'000	1 year or less \$'000	Fixed interest maturing in:		Non-interest bearing \$'000	Total \$'000
			1–5 years \$'000	Over 5 years \$'000		
Financial assets						
Cash	–	–	–	–	5,989	5,989
Receivables	–	–	–	–	–	–
	–	–	–	–	5,989	5,989
Weighted average interest rate	n/a					
Financial liabilities						
Payables	–	–	–	–	434	434
	–	–	–	–	434	434
Net financial assets (liabilities)	–	–	–	–	5,555	5,555

2002–2003	Floating interest \$'000	1 year or less \$'000	Fixed interest maturing in:		Non-interest bearing \$'000	Total \$'000
			1–5 years \$'000	Over 5 years \$'000		
Financial assets						
Cash	–	–	–	–	2,380	2,380
Receivables	–	–	–	–	516	516
	–	–	–	–	2,896	2,896
Weighted average interest rate	n/a					
Financial liabilities						
Payables	–	–	–	–	527	527
	–	–	–	–	527	527
Net financial assets (liabilities)	–	–	–	–	2,369	2,369

(b) Net fair value of financial assets and liabilities

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

	2003–2004		2002–2003	
	Carrying amount \$'000	Net fair value \$'000	Carrying amount \$'000	Net fair value \$'000
On-balance sheet financial instruments				
Financial assets				
Cash	5,989	5,989	2,380	2,380
Receivables	–	–	516	516
Non-traded financial assets	5,989	5,989	2,896	2,896
Financial liabilities				
Trade creditors	434	434	527	527
Non-traded financial liabilities	434	434	527	527

Note 10 Ministers and Accountable Officers

Names

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

Responsible Minister
Ms Lynne Kosky, MP

ACFE Board Members
Ms Lynne Wannan (Chair)

Mr Maurie Curwood

Ms Jane Dewildt

Ms Vicki Mitsos

Mr Kevin Peoples (until 29 April 2004)

Mr Warren Stooke

Ms Leslie Wood (until 29 April 2004)

Ms Magda Dodd

Mr Bill Forrest

Ms Cam Nguyen

Mr Adam Smith

Ms Margaret Wagstaff

Accountable Officer

Ms Sandy Forbes

Remuneration

Responsible Minister

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

ACFE Board members

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

	2003–2004	2002–2003
	\$71,716	\$70,062

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

Band	2003–2004	2002–2003
\$0 – \$9,999	11	17
\$20,000–\$29,999	1	1

Other transactions

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

Note 11 Remuneration of executives

The number of Executive Officers (excluding the Accountable Officer(s)) whose remuneration exceeded \$100,000 during the reporting period is reported in the Annual Financial Report of the Department of Education & Training.

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

Band	Total Remuneration		Base Remuneration	
	2003–2004	2002–2003	2003–2004	2002–2003
\$120,000 – \$129,999	–		–	1
\$130,000 – \$139,000	–	1	–	

Note 12 Remuneration of auditors

	2003–2004 \$'000	2002–2003 \$'000
Victorian Auditor-General's Office Payable at 30 June	11,300	11,000

Note 13 Commitments for expenditure

	2003–2004 \$'000	2002–2003 \$'000
Lease commitments		
Commitments in relation to leases contracted for at the reporting date but not recognised as liabilities, payable:		
Within one year	146	149
Later than one year but not later than five years	128	110
Later than five years	0	0
	274	259

Representing operating leases relating to motor vehicle, photocopiers and buildings

Note 14 Reconciliation of results from ordinary activities to net cash inflow from operating activities

	2003–2004 \$'000	2002–2003 \$'000
Results from ordinary activities	8,431	(4,395)
Depreciation and amortisation	683	814
Profit on disposal of assets	(4)	–
Assets received free of charge	(5,189)	
Change in operating assets and liabilities:		
Increase/(decrease) in payables	(93)	(172)
(Increase)/decrease in receivables	516	(525)
Write back of employee provisions	(664)	–
Increase/(decrease) in employee provisions	–	(3)
Net cash inflow from operating activities	3,680	(4,281)

Note 15 Contingent liabilities and contingent assets

As at 30 June the Board had no contingent liabilities and contingent assets (2002–03: nil).



Adult Education
in the Community

ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

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Accountable Officers Declaration

30 June 2004

We certify that the attached financial statements for Adult, Community and Further Education Board have been prepared in accordance with Standing Direction 4.2 of the *Financial Management Act 1994*, applicable Financial Reporting Directions, Australian accounting standards and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and Notes to and forming part of the Financial Statements, presents fairly the financial transactions during the year ended 30 June 2004 and financial position of the Board as at 30 June 2004.

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

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

18 October 2004

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

18 October 2004



AUDITOR GENERAL
VICTORIA

AUDITOR-GENERAL'S REPORT

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

Matters relating to the electronic presentation of the Audited Financial Report

This audit report relates to the financial report of the Adult, Community and Further Education Board for the financial year ended 30 June 2004 included on its web site. The Members of the Adult, Community and Further Education Board are responsible for the integrity of the web site. I have not been engaged to report on the integrity of the web site. The audit report refers only to the statements named below. An opinion is not provided on any other information which may have been hyperlinked to or from these statements. If users of this report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report to confirm the information included in the audited financial report presented on this web site.

Audit Scope

The accompanying financial report of the Adult, Community and Further Education Board for the financial year ended 30 June 2004, comprising a statement of financial performance, statement of financial position, statement of cash flows and notes to the financial statements, has been audited. The Members of the Adult, Community and Further Education Board are responsible for the preparation and presentation of the financial report and the information it contains. An independent audit of the financial report has been carried out in order to express an opinion on it to the Members of the Parliament of Victoria, responsible Ministers and Members of the Board as required by the *Audit Act* 1994.


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

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

Audit Opinion

In my opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and the financial reporting requirements of the *Financial Management Act* 1994, the financial position of the Adult, Community and Further Education Board as at 30 June 2004 and its financial performance and cash flows for the year then ended.

MELBOURNE
18 October 2004


J.W. CAMERON
Auditor-General

APPENDICES

- 1 Allocation of Government funds administered by Regional Councils
- 2 Publications
- 3 Freedom of Information
- 4 *Whistleblowers Protection Act 2001*
- 5 Other statutory reporting requirements
- 6 Disclosure index

APPENDIX 1 ALLOCATION OF GOVERNMENT FUNDS ADMINISTERED BY REGIONAL COUNCILS

Barwon South Western

Anglesea and District Community House	\$23,273
BAYSA	\$78,421
Bellarine Living and Learning Centre	\$21,197
Brophy Family and Youth Services	\$11,220
Cloverdale Community Centre	\$12,978
Colac Adult and Community Education	\$245,993
Corangamite District Adult Education Group	\$155,273
CREATE (Geelong)	\$322,934
Deans Marsh Community Cottage	\$13,226
Geelong Adult Training and Education	\$914,047
Geelong Ethnic Communities Council	\$222,403
Hamilton Community House	\$6,850
Karingal	\$29,509
Lara Community Centre	\$12,944
Lorne Fig Tree Community House	\$16,818
Norlane Neighbourhood House	\$6,020
Ocean Grove Neighbourhood Centre	\$34,875
Old Courthouse Community Centre	\$51,481
Otway Health and Community Service	\$39,624
Pathways – Rehabilitation and Support Services	\$12,820
Port Fairy Community Group	\$21,828
Portland Workskills	\$121,231
Queenscliff and District Neighbourhood House	\$16,265
Rosewall Neighbourhood Centre	\$19,248
Simpson and District Community Centre	\$20,165
South West Victorian SEAL	\$286,621
Southern Grampians Adult Education	\$172,091
Spring Creek Community House	\$750
Springdale Neighbourhood Centre	\$34,579
U3A Geelong	\$13,050
Vines Road Community Centre	\$16,182
Wathaurong Aboriginal Cooperative	\$11,192
Winchelsea Community House	\$94,412
Worn Gundidj Aboriginal Cooperative	\$13,998
YWCA of Victoria	\$17,913
	\$3,091,431

Central Highlands Wimmera

Ararat Community House and Adult Learning Centre	\$78,276
Ballan and District Community House and Adult Education Centre	\$24,127
Ballarat and District Aboriginal Cooperative	\$17,160
Ballarat Community Development Centre	\$128,804
Ballarat Community Health Centre	\$37,851
Ballarat East Community House	\$62,595
Ballarat North Salvation Army Community House	\$16,577
Beaufort Adult Education	\$55,111
Beulah Historic and Learning Group	\$17,226
Birchip Learning Group	\$35,427
BRACE Education, Training and Employment	\$519,157
Creswick Adult Learning Centre and Neighbourhood House	\$65,475
Darley Neighbourhood House and Learning Centre	\$60
Daylesford Neighbourhood House and Learning Centre	\$130,261
Donald Learning Group	\$38,366
Edenhope Community Enterprise Centre	\$19,901
Gateway BEET	\$38,751
Haddon and District Community House	\$22,571
Hepburn Health Service auspiced by Clunes Neighbourhood House	\$13,707
Horsham Community House	\$24,337
Jeparit Community Education Group	\$12,001
Kaniva and District Learning Group	\$12,084
Meredith Community House	\$23,122
Nhill Neighbourhood House	\$22,967
On Track Learning Wimmera	\$129,973
Rainbow Community Learning Group	\$14,181
Shared Learning and Activities Murtoa	\$16,959
St Arnaud Community Resource Centre	\$11,954
St Arnaud Neighbourhood House auspiced by Stawell Neighbourhood House	\$15,383
Stawell Neighbourhood House	\$25,033
The Mill Avoca auspiced by Pyrenees Shire Council	\$6,295
Trentham Neighbourhood Centre	\$17,149
U3A Ballarat	\$31,350
U3A Hepburn Shire	\$1,000
U3A Horsham and District	\$10,650
U3A Stawell and District	\$6,200
Warracknabeal Neighbourhood House and Learning Centre	\$26,148
Wimmera Hub	\$353,872
Wycheproof Community Resource Centre	\$40,864
	\$2,122,925

Central Western Metropolitan

Acacia Indochinese Community Support Association	\$14,088	Songlines Music Aboriginal Corporation	\$77,250
Altona Meadows Community Centre	\$10,393	South Central Region Migrant Resource Centre	\$21,106
Anglicare – Choices	\$9,354	South Kingsville Community Centre	\$19,060
Angliss Neighbourhood House	\$116,535	Spanish Latin American Welfare Centre (CELAS)	\$13,680
Australian Croatian Community Services	\$9,995	Sydenham Community Centre	\$19,970
Australian Greek Welfare Society	\$29,119	U3A Learning Hobsons Bay	\$4,500
Australian Polish Community Services	\$19,335	U3A Learning Western Region	\$8,050
Australian Romanian Community Welfare	\$12,881	U3A Stonnington	\$3,500
Australian Vietnamese Women's Welfare Association	\$91,832	U3A Werribee Region	\$9,838
Bacchus Marsh Adult Education Centre	\$181,884	Werribee Community Centre	\$185,912
Belgium Avenue Neighbourhood House	\$18,101	Western Bulldogs Football Club – Spiritwest Services	\$64,077
Brimbank Community Centre	\$234,419	Westvale Community Centre	\$26,834
Burnley Neighbourhood Centre	\$13,098	Williamstown Community and Education Centre	\$154,528
Carlton Neighbourhood Learning Centre	\$210,788	Wingate Avenue Community Centre	\$67,359
Carringbush Adult Education	\$183,130	Women's Information and Referral Exchange	\$1,500
Darley Neighbourhood House and Learning Centre	\$53,879	Work, Education and Resource Exchange	\$1,500
Disability Employment Action Centre	\$8,832	YarraNet	\$24,480
Djerriwarrh Employment and Education Services	\$222,549	Yarraville Community Centre	\$203,768
Duke Street Community House Association	\$139,023	Yooralla – Community Learning and Living Centre	\$34,589
Elwood St Kilda Neighbourhood Learning Centre	\$223,604		\$4,169,140
Essendon Network for Employment and Training	\$86,076		
Finbar Neighbourhood House	\$10,462		
Fitzroy Learning Network	\$65,031		
Flemington Neighbourhood House	\$105,822		
Flemington Reading and Writing program	\$167,393		
Footscray Community Arts Centre	\$178,586		
Garden City Neighbourhood House	\$9,572		
Holden Street Neighbourhood House	\$57,172		
ISIS Primary Care	\$2,537		
Kensington Women's Group Childcare Association	\$62,801		
Koorie Diabetes Services Victoria	\$15,075		
Laverton Community Centre and Neighbourhood House	\$64,464		
Learn For Yourself	\$64,690		
Maribyrnong Community Centre	\$50,438		
Melton South Community Centre	\$36,838		
Migrant Resource Centre North West Region	\$7,624		
Ngwala Willumbong Cooperative	\$46,559		
North and West Melbourne Neighbourhood Centre	\$19,922		
North Carlton Railway Station Neighbourhood House	\$14,299		
North Melbourne Language and Literacy	\$162,755		
Outlets Cooperative	\$28,681		
Port Melbourne Neighbourhood Centre	\$28,581		
Port Phillip Community Group	\$11,454		
Prahran City Parish Mission	\$8,232		
Prahran Neighbourhood House	\$85,458		
Quantin Binnah Community Centre	\$10,792		
Royal Victorian Institute for the Blind	\$8,891		
Skillsnet Association Cooperative	\$14,595		

Eastern Metropolitan

Alamein Community Committee	\$67,702	Upper Yarra Community House	\$222,818
Anglicare Victoria – Dixon House	\$91,236	Vermont South Community House	\$76,944
Arrabri Community House – Maroondah City Council	\$75,186	Waverley Adult Literacy program	\$85,287
Australian Greek Welfare Society	\$32,050	Waverley Community Learning Centre	\$110,994
Bayside Employment Skills Training	\$13,724	Wavlink	\$35,890
Belgrave South Community House	\$20,662	Yarrunga Community Centre	\$45,461
Bowen Street Family Centre	\$10,687	Yooralla – Community Learning and Living Centre	\$8,554
Bulleen and Templestowe Community House	\$19,570		\$3,964,319
Central Ringwood Community Centre	\$66,768		
Child and Family Care Network	\$195,201		
Clota Cottage Neighbourhood House	\$99,462		
Coonara Community House	\$122,413		
Donvale Living and Learning Centre	\$291,291		
EDAR	\$36,759		
Emerald Community House	\$7,879		
Gawith Villa	\$7,188		
Glen Park Community Centre	\$33,935		
Hawthorn Community Education project	\$53,715		
Hawthorn Community House	\$131,214		
Healesville Living and Learning Centre	\$112,945		
Inner Eastern Group Training	\$46,450		
Japara Neighbourhood House	\$22,886		
Kallista Community House	\$43,291		
Kew Neighbourhood House	\$140,168		
Knoxbrooke	\$37,259		
KYM Employment Services	\$102,247		
Melba Support Services	\$31,492		
Mitcham Community House	\$84,093		
Morrison House	\$311,094		
Mountain District Women’s Cooperative	\$264,523		
Mulgrave Neighbourhood House	\$155,471		
North Ringwood Community House	\$65,859		
Orana Neighbourhood House	\$14,316		
Outer Eastern Literacy program	\$76,644		
Park Orchards Community House	\$82,637		
RecruitNet Career Skills	\$69,367		
Selby Community House	\$45,601		
South Central Region Migrant Resource Centre	\$35,048		
Stepfamily Association of Victoria	\$1,550		
The Avenue Neighbourhood House	\$106,650		
The Basin Community House	\$45,961		
The Onemda Association	\$55,323		
U3A Emerald	\$2,000		
U3A Kooyong	\$11,500		
U3A Manningham	\$9,502		
U3A Lilydale	\$4,520		
U3A Nunawading	\$16,832		
U3A Waverley	\$6,500		

Gippsland

Adult Community Education Sale	\$295,890
Art Resource Collective	\$8,988
BACE	\$295,190
Bairnsdale Neighbourhood House	\$65,364
Bemm River Community Centre	\$5,050
Benambra Neighbourhood House	\$9,560
Bendoc Progress Association	\$58,084
Bnym Indigenous Designs	\$4,555
Briagolong Community House	\$21,653
Buchan Neighbourhood House	\$25,692
Cann River Community Centre	\$8,304
Churchill Neighbourhood Centre	\$21,869
Community Centre Swifts Creek	\$17,343
Deddick Valley Isolated Community Group	\$14,918
East Gippsland ACDEP Cooperative	\$40,729
Education Centre Gippsland	\$460,448
Foster Community House	\$21,515
Gippsland Accommodation and Rehabilitation Support Service	\$111,324
Gippsland Employment Skills Training	\$106,188
Gormandale Community House and Learning Centre	\$33,498
Heyfield Community Resource Centre	\$52,715
I-GAIN Quality Learning	\$393,484
Lakes Entrance Neighbourhood House	\$10,299
Leongatha Community House	\$15,242
Mallacoota Community House auspiced by Mallacoota District House and Learning Centre	\$11,425
Milpara Community House	\$75,729
Moe Life Skills Centre	\$43,963
Moe Neighbourhood House	\$24,691
Morwell Neighbourhood House and Learning Centre	\$42,810
Nowa Nowa Community Development Group	\$5,502
Noweyung Centre	\$6,083
Orbost Neighbourhood House auspiced by Orbost Regional Health	\$14,603
Orbost Telecentre	\$4,555
Paynesville Neighbourhood Centre	\$70,943
Ramahyuck District Aboriginal Corporation	\$5,899
Rosedale Neighbourhood House	\$19,975
Sale Neighbourhood House	\$19,154
Traralgon Neighbourhood Learning House	\$129,794
U3A Bairnsdale and District	\$4,375
U3A Baw Baw	\$3,800
U3A Latrobe Valley	\$4,500
U3A Mallacoota and District	\$2,200
U3A Sale	\$9,500
Venus Bay Community House	\$11,483
Warragul Community House	\$62,587
Work Focus	\$18,418
Yarram and District Neighbourhood House	\$5,461
Yarram Community Learning Centre	\$46,161
\$2,741,513	

Goulburn Ovens Murray

ALBE in Greater Shepparton	\$40,727
Albury Wodonga Volunteer Resource Bureau	\$6,698
Bandiana Neighbourhood House	\$9,050
Baranduda Community Centre auspiced by City of Wodonga	\$15,027
Beechworth Neighbourhood Centre	\$62,340
Birallee Park Neighbourhood House	\$14,968
Bright Adult Education	\$49,859
Broadcare Community Centre	\$23,694
CEACA – Continuing Education and Arts Centre	\$94,159
Central Access	\$19,703
Cobram Community House	\$129,067
Continuing Education Centre (Albury–Wodonga)	\$454,875
Corryong Community Education Centre	\$118,908
Corryong Community Neighbourhood Centre	\$8,627
Euroa Community Education Centre	\$175,981
Felltimber Community Centre – City of Wodonga	\$14,240
Kilmore and District Community Group	\$13,971
King Valley Learning Exchange	\$18,926
Kinglake District Neighbourhood House	\$13,813
Kyabram Community and Learning Centre	\$50,996
MACE Incorporated	\$150,724
Mooroopna Community Group	\$17,233
Mt Beauty Neighbourhood Centre	\$33,916
Mungabareena Aboriginal Corporation	\$9,755
Nathalia District Community Association	\$6,361
North Shepparton Community House	\$83,642
Numurkah Community Learning Centre	\$47,952
Open Door Neighbourhood House	\$32,029
Pangerang Community House	\$17,705
Panyule Neighbourhood Centre	\$8,307
Seymour and District Community House	\$35,126
Shepparton Access	\$22,883
Shepparton Adult and Community Education	\$125,941
South Shepparton Community House	\$14,491
Tallangatta Community Education Centre	\$21,169
Tatura Community House	\$16,547
The Centre for Continuing Education	\$871,511
Trudewind Neighbourhood House	\$47,135
Wallan and District Community Group	\$11,160
Waminda	\$14,540
Worktrainers	\$22,428
Yackandandah Community Education Network	\$16,020
Yarrowonga Neighbourhood House	\$36,061
Yea Community Service Group	\$25,385
YWCA of Albury Wodonga	\$12,165
\$3,035,815	

Loddon Campaspe Mallee

Bendigo Aboriginal Education Consultative Group	\$23,940
Bendigo Adult Literacy Group	\$166,250
Bendigo Community House auspiced by St Luke's Anglicare	\$28,742
Bendigo Regional Ethnic Communities Council	\$4,500
Boort Resource and Information Centre	\$4,600
Campaspe College of Adult Education	\$326,160
Castlemaine and District Continuing Education	\$78,145
Castlemaine Community House	\$28,870
Cohuna Learning Centre	\$6,913
Continuing Education Bendigo	\$341,089
Echuca Indigenous Media Association	\$1,300
Echuca Neighbourhood House	\$12,082
Future Connections Association	\$73,240
Future Employment Opportunities	\$111,055
Girgarre and Community Group	\$16,246
Goldfields Employment and Learning Centre	\$164,541
Inglewood Community Resource Centre	\$4,000
Kangaroo Flat Community Group	\$54,660
Kerang Learning Centre	\$137,427
Kyabram Community and Learning Centre	\$387,810
Kyneton Community and Learning Centre	\$116,360
Lancefield Neighbourhood House	\$11,288
Loddon Neighbourhood House	\$79,266
Long Gully Community House	\$5,850
Macedon Ranges Further Education Centre	\$88,834
MADEC	\$476,914
Maldon Neighbourhood Centre	\$20,761
Maryborough Community House	\$13,465
Mclvor Health and Community Services	\$12,155
Mildura Aboriginal Corporation	\$24,535
Mirrimbeena Aboriginal Education Group	\$29,180
Murray Adult Community Education Swan Hill	\$231,688
Murray Human Services	\$13,815
Northern Mallee Migrant Services Group	\$14,829
Peter Harcourt Services	\$21,740
Pyramid Hill Neighbourhood House	\$18,574
Red Cliffs Community Resource Centre	\$9,510
Robinvale Network House	\$66,315
Rushworth Community House	\$35,530
Swan Hill Community House	\$1,300
Tongala Community Activities Centre	\$21,665
Tongala Dairy Industry Training Centre	\$29,378
U3A Bendigo	\$5,900
U3A Castlemaine	\$5,050
U3A Sunraysia	\$1,500
Woodend Neighbourhood Centre	\$13,708
	\$3,340,680

Northern Metropolitan

Aboriginal Community Elders Services	\$18,250
Aborigines Advancement League	\$16,349
Arts Project Australia	\$24,622
Australian Greek Welfare Society	\$27,946
Broadmeadows Further Education Community Development	\$256,755
Brunswick Neighbourhood House Cooperative	\$147,798
Craigieburn Education and Community Centre	\$92,004
Diamond Creek Living and Learning Centre	\$37,500
Diamond Valley Learning Centre	\$359,200
Djerriwarrh Employment and Education Services	\$23,830
Glenroy Neighbourhood Learning Centre	\$215,019
Heidelberg Training and Resources Centre	\$60,364
Homestead Community Centre auspiced by Hume City Council	\$5,555
Jika Jika Community Centre	\$11,212
Kurdish Association of Victoria	\$1,500
Lalor Living and Learning Centre	\$221,155
Macedon Ranges Further Education Centre	\$35,958
Meadow Heights Learning Shop	\$150,322
Mill Park Community House	\$104,800
Moreland Adult Education Association	\$208,966
Nicholson Street Community House	\$12,690
Nillumbik Shire Council Living and Learning Centre	\$187,575
Olympic Adult Education	\$248,055
Preston Neighbourhood House	\$80,198
Preston Reservoir Adult Community Education	\$346,918
Robinson Reserve Neighbourhood House	\$33,646
Rosanna Fire Station Community House	\$16,141
SPAN Community House	\$43,814
Stepfamily Association of Victoria	\$500
Sussex Neighbourhood House	\$92,577
The Centre for Continuing Education	\$42,354
Thornbury Women's Neighbourhood House	\$141,300
Tullamarine Community House	\$13,891
U3A Darebin	\$4,502
U3A Hume	\$18,890
U3A Yarra Valley	\$1,500
Victorian Vocational Rehabilitation Association	\$54,980
Watsonia Neighbourhood House	\$9,888
Yooralla – Community Learning and Living Centre	\$8,231
	\$3,376,755

Southern Western Port

Australian Croatian Community Services	\$7,610	Sorrento Community House	\$27,749
Australian Greek Welfare Society	\$41,008	South Central Region Migrant Resource Centre	\$35,680
Bass Coast Adult Education Centre	\$24,995	South Eastern Region Migrant Resource Centre	\$27,235
Bayside Employment Skills Training	\$173,342	Springvale Community Centre	\$1,179
Belvedere Community Centre	\$25,836	Springvale Indo-Chinese Mutual Assistance	\$29,900
Blind Bight Community Centre	\$3,010	Springvale Neighbourhood House	\$268,610
Caulfield South Community House	\$14,256	U3A Berwick	\$5,750
Chelsea Neighbourhood House	\$167,636	U3A Dandenong	\$4,640
Cheltenham Community Education and Activity Centre	\$94,852	U3A Frankston	\$5,000
Corinella and District Community Centre	\$44,753	U3A Kingston	\$6,000
Cranbourne Community House	\$172,214	U3A Moorleigh	\$4,000
Dandenong Neighbourhood House	\$53,057	U3A Mornington	\$6,000
Dingley Village Neighbourhood Centre	\$76,345	U3A Wonthaggi	\$4,000
Doveton Neighbourhood Place	\$29,180	Upper Beaconsfield Community Centre	\$82,957
Emerald Community House	\$25,515	Venus Bay Community House	\$5,435
Gippsland Accommodation and Rehabilitation Support Service	\$23,496	Wellsprings	\$66,533
Glen Eira Adult Learning Centre	\$136,924	Yooralla – Community Learning and Living Centre	\$12,498
Godfrey Street Community House	\$7,976		\$4,116,705
Hallam Community Centre	\$20,899		
Hampton Community Centre	\$13,032		
Hampton Park Community House	\$30,846		
Hastings Community House	\$17,916		
Jan Wilson Community Centre	\$57,180		
Karingal Neighbourhood House	\$18,789		
Keysborough Learning Centre	\$248,339		
Living and Learning Centre (Langwarrin)	\$38,605		
Living and Learning Incorporated (Pakenham)	\$103,109		
Lyrebird Community Centre	\$38,646		
Mahogany Neighbourhood Centre	\$15,143		
Merinda Park Community Centre	\$196,306		
Minibah Services	\$17,750		
Moongala Women's Co-operative	\$21,401		
Mordialloc Neighbourhood House	\$24,737		
Mornington Community Contact	\$89,252		
Mt Eliza Community Contact	\$23,078		
Mt Martha Community Contact Incorporated	\$238,396		
Narre Community Learning Centre	\$506,724		
Next Step	\$9,610		
Noble Park Community Centre	\$7,695		
Oakgrove Community Centre	\$7,477		
Pakenham and District U3A	\$6,000		
Peninsula Access Support and Training	\$32,179		
Peninsula Adult Education and Literacy	\$87,909		
Peninsula Training Services	\$36,876		
Phillip Island Community and Learning Centre	\$45,227		
Rye Beach Community House	\$12,125		
Sandybeach Community Co-op Society	\$310,921		
SkillsPlus Peninsula	\$125,367		

APPENDIX 2 PUBLICATIONS

ACFE Board

Ministerial Statement on Adult Community Education, Consultation Discussion Paper
Ministerial Statement *Future Directions for Adult Community Education in Victoria*

Barwon South Western Regional Council of ACFE

ACE Weekly Update (45 issues)

Central Highlands Wimmera Regional Council of ACFE

ACE Bulletin (12 issues)

Gippsland Regional Council of ACFE

The Gazette (regional newsletter, six editions)
ACFE Annual Activity Handbook

Goulburn Ovens Murray Regional Council of ACFE

Resources Manual for Language and Literacy Teaching – CGEA Resource Project

Northern Metropolitan Regional Council of ACFE

NMR Provider Manual 2004
ACFE Bulletins (monthly)
Regional Council Induction Manual

APPENDIX 3 FREEDOM OF INFORMATION

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

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

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

Categories of documents

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

Correspondence, administrative and policy documents

Paper records are maintained in registered files.

Minutes, agendas and papers

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

Personnel documents

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

Accounting documents

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

Freedom of Information arrangements

Access to records

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

might exist. The authorised officer can help in specifying the topic.

Form of request for access

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

The applicant should provide the following information:

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

Correction of personal information

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

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

Fees and charges

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

Appeals

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

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

Freedom of Information request

No Freedom of Information requests were received during 2003–04.

APPENDIX 4 WHISTLEBLOWERS PROTECTION ACT 2001

Disclosure 9

The Department of Education & Training (DE&T) appointed a Protected Disclosure Coordinator and established procedures in accordance with Part 6 of the *Whistleblowers Protection Act 2001* (the Act). As at 30 June 2004 the Department had not received any disclosures made under the Act nor had the Ombudsman referred any disclosures made under the Act to the Department for investigation.

Department of Education & Training guidelines

1 Objects of the Act

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

2 Statement of support to whistleblowers

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

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

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

3 Purpose of these procedures

These procedures establish a system for reporting disclosures of improper conduct or detrimental action by DE&T employees. The system enables such disclosures to be made to

one of the protected disclosure officers or the protected disclosure coordinator. Disclosures may be made by employees or by members of the public.

These procedures complement DE&T's established procedures for addressing complaints and are for use only where appropriate. Employees and members of the general public should continue to raise issues in accordance with the consultative and complaint resolution procedures already in place unless the complaint meets the criteria specified in the Act to be considered a protected disclosure.

4 Definitions of key terms

4.1 A protected disclosure

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

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

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

4.2 Improper conduct

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

Examples

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

4.3 Corrupt conduct

Corrupt conduct means:

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

Examples

- A public officer takes a bribe or receives a payment other than his or her wages or salary in exchange for the discharge of a public duty.
- A public officer favours unmeritorious applications for jobs or permits by friends and relatives.
- A public officer sells confidential information.

4.4 Detrimental action

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

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

Examples

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

5 The reporting system

5.1 Contact persons within DE&T

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

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

Contact details are provided on pages 67–68.

5.2 Alternative contact persons

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

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

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

6 Roles and responsibilities

6.1 Employees

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

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

6.2 Protected disclosure officers

Protected disclosure officers will:

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

6.3 Protected disclosure coordinator

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

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

6.4 Investigator

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

6.5 Welfare manager

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

The welfare manager will:

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

7 Confidentiality

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

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

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

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

However, the Act prohibits the inclusion of particulars in any report or recommendation that are likely to lead to the identification of the whistleblower. The Act also prohibits the

identification of the person who is the subject of the disclosure in any particulars included in an annual report.

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

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

8 Collating and publishing statistics

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

9 Receiving and assessing disclosures

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

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

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

9.1.1 *Has the disclosure been made to the appropriate person?*

For the disclosure to be responded to by DE&T it must concern an employee of DE&T. If the disclosure concerns an employee, officer or

member of another public body, the person who has made the disclosure must be advised of the correct person or body to whom the disclosure should be directed. (See the table in 5.2.) If the disclosure has been made anonymously, it should be referred to the Ombudsman.

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

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

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

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

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

9.2 *Is the disclosure a protected disclosure?*

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

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

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

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

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

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

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

10 Investigations

10.1 Introduction

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

The objectives of an investigation will be:

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

10.2 Terms of reference

Before commencing an investigation, the protected disclosure coordinator will draw up terms of reference and obtain authorisation for those terms from the Secretary of DE&T. The terms of reference will set a date by which the investigation report is to be concluded, and will describe the resources available to the investigator to complete the investigation

within the time set. The protected disclosure coordinator may approve, if reasonable, an extension of time requested by the investigator. The terms of reference will require the investigator to make regular reports to the protected disclosure coordinator who, in turn, is to keep the Ombudsman informed of general progress.

10.3 Investigation plan

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

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

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

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

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

10.4 Natural justice

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

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

- the person who is the subject of the disclosure is entitled to know the allegations made against him or her and must be given the right to respond (this does not mean the person must be advised of the allegation as soon as the disclosure is received or the investigation has commenced)
- if the investigator is contemplating making a report adverse to the interests of any person, that person should be given the opportunity to put forward further material that may influence the outcome of the report and that person's defence should be fairly set out in the report

- all relevant parties to a matter should be heard and all submissions should be considered
- a decision should not be made until all reasonable inquiries have been made
- the investigator or any decision maker should not have a personal or direct interest in the matter being investigated
- all proceedings must be carried out fairly and without bias and care taken to exclude perceived bias from the process
- the investigator must be impartial in assessing the credibility of the whistleblower and any witnesses and, where appropriate, conclusions as to credibility should be included in the investigation report.

10.5 Conduct of the investigation

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

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

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

10.6 Referral of an investigation to the Ombudsman

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

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

10.7 Reporting requirements

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

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

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

11 Action taken after an investigation

11.1 Investigator's final report

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

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

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

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

The report will be accompanied by:

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

11.2 Action to be taken

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

The protected disclosure coordinator may also recommend that action be taken to remedy any harm or loss arising from the conduct.

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

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

12 Managing the welfare of the whistleblower

12.1 Commitment to protecting whistleblowers

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

The protected disclosure coordinator is responsible for ensuring whistleblowers are protected from direct and indirect detrimental action, and that the culture of the workplace is supportive of protected disclosures being made.

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

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

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

12.2 Keeping the whistleblower informed

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

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

12.3 Occurrence of detrimental action

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

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

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

12.4 Whistleblowers implicated in improper conduct

Where a person who makes a disclosure is implicated in misconduct, DE&T will handle the disclosure and protect the whistleblower from reprisals in accordance with the Act, the Ombudsman's guidelines and these procedures.

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

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

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

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

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

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

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

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

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

- informed as to the substance of the allegations

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

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

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

14 Criminal offences

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

- It is an offence for a person to take detrimental action against a person in reprisal for a protected disclosure being made. The Act provides a maximum penalty of a fine of 240 penalty units (\$24,000) or two years imprisonment or both.
- It is an offence for a person to divulge information obtained as a result of the handling or investigation of a protected disclosure without legislative authority. The Act provides a maximum penalty of 60 penalty units (\$6000) or six months imprisonment or both.
- It is an offence for a person to obstruct the Ombudsman in performing his or her responsibilities under the Act. The Act provides a maximum penalty of 240 penalty units (\$24,000) or two years imprisonment or both.
- It is an offence for a person to knowingly provide false information under the Act with the intention that it be acted on as a disclosed matter. The Act provides a maximum penalty of 240 penalty units (\$24,000) or two years imprisonment or both.

15 Review

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

Contact details

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

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

Conduct and Ethics Branch

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

Protected Disclosure Coordinator

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

The Ombudsman Victoria

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

APPENDIX 5 OTHER STATUTORY REPORTING REQUIREMENTS

Compliance with the *Building Act 1993*

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

Consultancies and major contracts

The Board did not engage any consultants during 2003–04, nor did it enter into contracts greater than \$10 million in value.

National Competition policy

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

Additional information

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

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

- declarations of pecuniary interests
- shares held by senior officers as nominee or held beneficially in a statutory authority or subsidiary
- changes in prices, fees, charges, rates and levies
- major external reviews
- major research and development activities

- overseas visits undertaken
- major promotional, public relations and marketing activities
- industrial relations issues
- major committees sponsored by the Board.

Enquiries regarding details of this information should be made to:

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

Occupational health and safety

ACFE Division

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

ACFE Regional Offices

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

The performance indicators for Regional Offices include the number of:

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

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

Major improvements and initiatives included:

- ongoing archiving and disposal of records (Barwon South West, Gippsland, Loddon Campaspe Mallee, Northern Metropolitan)
- inducting staff regarding security and occupational health and safety procedures (Northern Metropolitan)
- assessing workplace by occupational health and safety consultant with recommendations regarding workstations implemented (Central Highlands Wimmera)

- updating safety policy and procedures (Northern Metropolitan)
- engaging a trained Occupational Health and Safety officer on site (Southern Western Port)
- relocating the server and photocopier to reduce noise levels (Northern Metropolitan)
- installing security lighting for staff leaving the building after hours (Barwon South West, Loddon Campaspe Mallee)

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

- improving ventilation in photocopying room (Goulburn Ovens Murray)
- improving workstation and computer facilities for staff (Loddon Campaspe Mallee).

APPENDIX 6 DISCLOSURE INDEX

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

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<i>Victorian Industry Participation Policy Act 2003</i>	n/a

ACRONYMS AND ABBREVIATIONS

ACE	Adult community education
ACE(Vic)	Adult Community Education Victoria
ACFE	Adult, Community and Further Education
ALBE	Adult Literacy and Basic Education
AMES	Adult Multicultural Education Services
ANTA	Australian National Training Authority
AQTF	Australian Quality Training Framework
ARIS	Adult Education Resource and Information Service
CAE	Centre for Adult Education
CALD	Culturally and linguistically diverse
CMM	Curriculum Maintenance Manager
DE&T	Department of Education & Training
DHS	Department of Human Services
ESL	English as a Second Language
FMA	Financial Management Act
ICT	Information and Communication Technology
LLENs	Local Learning and Employment Networks
OTTE	Office of Training and Tertiary Education
TAFE	Technical and Further Education
U3A	University of the Third Age
VAEAI	Victorian Aboriginal Education Association Incorporated
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VLESC	Victorian Learning and Employment Skills Commission
VQA	Victorian Qualifications Authority



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