



# Adult, Community and Further Education Board

Annual Report 2005–06



October 2006

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 2006 as required by the *Financial Management Act 1994* and the *Adult, Community and Further Education Act 1991*.

The past 12 months have seen further implementation of the directions outlined in your Ministerial Statement *Future Directions for Adult Community Education in Victoria*. The Board has made solid achievements against the initiatives commenced in 2004–05. Work has focused on broadening the role of adult community education (ACE), enhancing delivery to recognised groups and ensuring the sustainability of ACE provision.

Achievements of the ACFE Board in this period have included enhanced targeting of the delivery of student contact hours in line with government priorities. Evaluation studies undertaken by the Board on the relationship between intended and actual delivery outcomes have shown increased alignment with government priorities.

Community Learning Partnerships have been extended with 28 partnerships being supported by the Board in the reporting period. This program consolidates sector skills in developing and maintaining formal partnerships to achieve outcomes for communities and learners.

Throughout the year professional development programs for many ACE providers have been implemented across the State, utilising resources developed in the previous reporting period. These sought-after programs are based on applied learning and have drawn on the framework for building a sustainable community business and other tools to support workforce planning developed in the previous reporting period.

The Circles of Professional Practice, an important professional development initiative, is the result of research undertaken by the Board on the development of generic skills and on the level of male involvement in adult community education. A groundbreaking longitudinal study of ACE learners has demonstrated the significant outcomes achieved by ACE for adult learners.

Throughout the year, the Board has clarified the purpose of ACFE Board funding and has been engaged in forward planning in relation to funding arrangements and registration guidelines. The Board has enjoyed closer consultation with ACFE Regional Councils on the implementation of the Ministerial Statement on adult community education.

ACE organisations and adult education institutions continue to demonstrate their willingness to develop and change in order to better meet the needs of adult learners and their communities.

The Board has been active in the promotion of the ACE sector as a platform for the delivery of a range of government programs and services. This is exemplified in the Equity Groups Funding program delivered on behalf of the Office of Training and Tertiary Education and the youth program delivered in collaboration with the Catholic Education Commission of Victoria.

It has been a pleasure working with the Board, ACFE Regional Councils, ACE organisations, Adult Multicultural Education Services (AMES), the CAE and other stakeholders to achieve adult education outcomes.

Yours sincerely



Lynne Wannan  
CHAIRPERSON

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# Contents

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At a glance	4
Highlights	5
Summary of financial results	7
Delivery and participation	9
Funded delivery	9
Total reported ACE provision	9
The year in review	13
Broadening the role of ACE	13
Recognising specific groups of learners	14
Enhancing the sustainability of ACE provision	16
Investing in ACE	18
Governance	18
Adult, Community and Further Education Board	20
Establishment	20
Roles	20
Committees	20
Governance arrangements	21
Board members	22
ACFE Division	24
Regional Councils	25
Alignment of Regional Council boundaries	25
Composition	25
Regional contacts	25
Members of Regional Councils	26
Achievements	29
Administration of funds	31
Financial Report	32
Appendices	51
1 Allocation of government funds administered by Regional Councils	52
2 Publications	64
3 Freedom of Information	65
4 <i>Whistleblowers Protection Act 2001</i>	67
5 Other statutory reporting requirements	77
6 Disclosure index	79
Acronyms and abbreviations	81

# At a glance

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## Profile

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

The ACFE program areas include:

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

Providers of ACFE programs are:

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

Through the Board, the Government provides funding for program delivery and development to close to 400 eligible, community-based adult education organisations and adult education

institutions, the CAE and AMES, which are large public providers. AMES also receives significant funds from the Commonwealth Government.

The Victorian Learning and Employment Skills Commission provides funding to TAFE institutes and private registered training organisations for the delivery of further education.

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

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

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

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

# Highlights

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The work of the Board during this reporting period has focused on the further implementation of the Ministerial Statement. The Statement's policy framework identifies four key directions: to broaden the role of ACE, recognise specific groups of learners, enhance the sustainability of ACE provision and invest in adult community education.

## Community Learning Partnerships

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In 2006, the ACFE Board funded 28 Community Learning Partnership projects through ACE organisations across Victoria. These projects aim to achieve outcomes for learners and communities around local issues through a collaborative approach by a range of stakeholders comprising state and local government, community groups, and business and industry organisations.

The Board provided a total of \$694,923 for Community Learning Partnerships in 2006. Cash contributions from partners equate to \$413,437 (27 per cent) and in-kind contributions to \$421,677 (28 per cent). The total value of the Community Learning Partnership program in 2006 is \$1,530,037.

## Circles of Professional Research Practice

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In 2005, the Board established three statewide Circles of Professional Research Practice. Their purpose was to maximise the practical benefit of high-level research for ACE organisations and support the implementation of the Ministerial Statement at a regional and local level. Sixty practitioners participated in the Circles, applying research skills to practical situations

in their communities. The model of the Circle has been confirmed as a valuable one with positive outcomes for practitioners.

## Sustainability initiatives

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Two projects were undertaken with 124 ACE organisations to enhance the sustainability of ACE provision: the Building Sustainable Community Businesses project and the ACE Business Models project. Regional Council staff received professional development to enhance their skills in the implementation of the Ministerial Statement.

## Training for community-based offenders

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This is a partnership initiative between the ACFE Division and Corrections Victoria aimed at reducing recidivism of community-based offenders through supportive education and training leading to further study or employment. ACE organisations are providing tailored education, training and support programs to over 300 offenders in four Victorian locations during 2005–07.

## ICT for access

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Investment from the Increasing Access to ACE initiative and an expansion of the Mobile Computer Learning Library program has provided 434 laptops and 300 data show projectors to the ACE sector. This investment will improve access to flexible learning technologies for students located in rural and remote Victoria and in Melbourne's growth corridors.

## Equity groups funding

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In November 2005, ACE organisations that are registered training providers or an adult education institution were invited to apply for funding on a one-off basis for innovative projects to improve training pathways and outcomes for equity groups. Twenty-six projects were successfully funded. The total value of funding was just under \$800,000.

# Summary of financial results

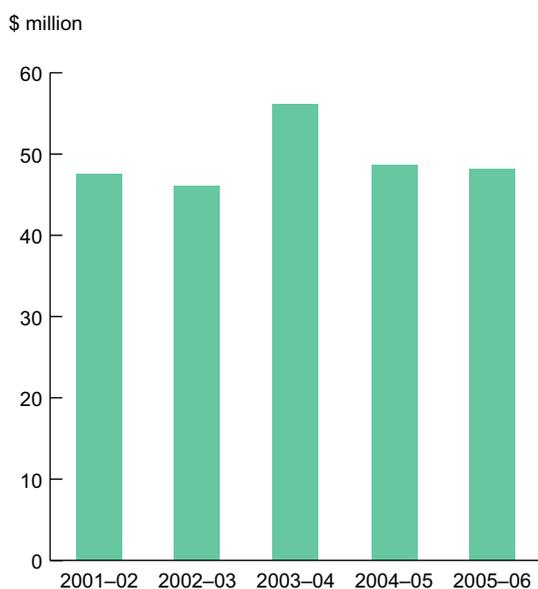
## Financial performance

The table provides summary information from the Board's financial reports for the 2005–06 financial year, with comparative data for the previous four years.

	2001–02 \$ million	2002–03 \$ million	2003–04 \$ million	2004–05 \$ million	2005–06 \$ million
<b>Operating revenue</b>					
Revenue from State Government	29.4	31.2	34.0	35.1	34.8
Other revenue	18.2	14.9	22.2	13.7	13.8
<b>Total operating revenue</b>	47.6	46.1	56.2	48.8	48.6
<b>Operating expenses</b>	46.0	50.5	47.8	51.4	50.1
<b>Operating surplus/(deficit)</b>	1.6	(4.3)	8.4	(2.6)	(1.5)
<b>Total assets</b>	12.1	7.7	22.5	19.7	18.0
<b>Total liabilities</b>	1.4	1.2	0.4	0.3	0.1
<b>Net cash inflow/(outflow)</b>	0.8	(4.8)	3.6	(2.2)	(1.5)

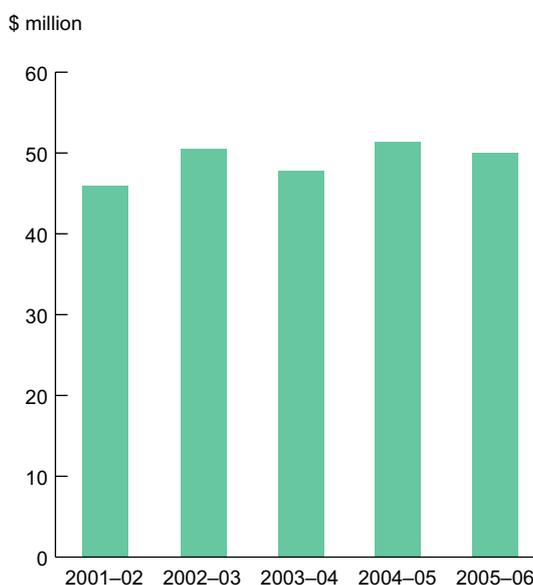
## Revenue

Total revenue decreased by \$0.2 million between 2004–05 and 2005–06.



## Expenses

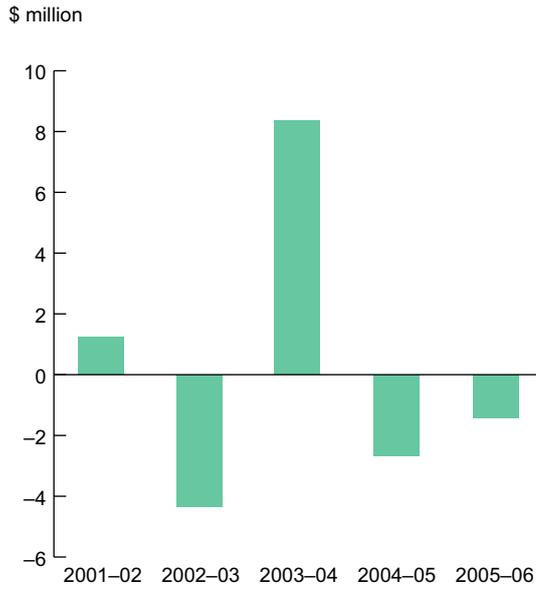
Expenses decreased by \$1.3 million largely due to reduction in corporate expenses (\$0.3 million), depreciation (\$0.2 million) and grant expenses (\$0.8 million).



## Net operating result

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The net operating result for 2005–06 was a deficit of \$1.5 million compared with the deficit of \$2.6 million in 2004–05. Significant reduction in expenses has improved the result for the financial year ended 30 June 2006.



# Delivery and participation

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

Performance agreements for the delivery of education programs and services and the collection of statistics are based on the calendar year. The delivery and participation information in this section therefore relates to 2005.

## Funded delivery

Government-funded education and training programs in community-based adult education organisations and adult education institutions resulted in a reported delivery of 6,892,805 student contact hours and over 202,526 module enrolments during 2005.

*Government-funded provision for ACE organisations and adult education institutions by ACE program, 2005*

	Module enrolments %	Student contact hours %
Adult literacy and numeracy	21.45	33.85
Employment skills	18.03	14.72
VCE/VCAL <sup>1</sup>	2.60	5.84
Vocational	57.92	45.59

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

*Government-funded provision of student contact hours for ACE organisations and adult education institutions by gender and ACE program, 2005 (%)*

Gender	Adult literacy and numeracy	Employment skills	VCE/VCAL	Vocational	Total
Female	66.43	72.26	56.09	74.88	70.54
Male	33.00	27.59	43.91	24.87	29.13
Not stated	0.56	0.15	0.00	0.26	0.33

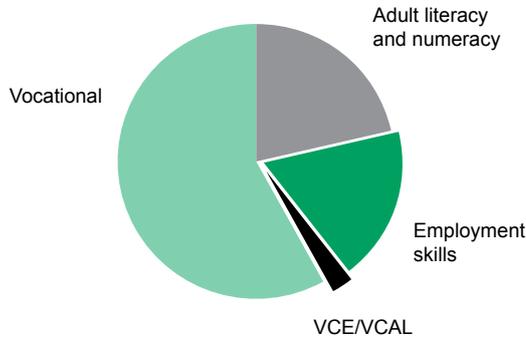
## Total reported ACE provision

Total reported provision (from all funding sources including fee-for-service activity) for community-based adult education organisations and adult education institutions was 10,308,744 student contact hours in 2005.

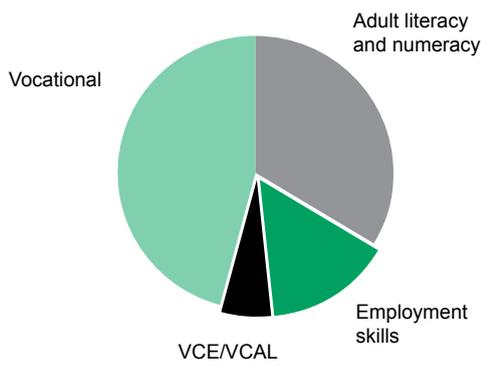
The following graphs and tables give information on the types of programs and organisations, and the variety and length of programs expressed in terms of module enrolments and student contact hours. Student contact hours are calculated by aggregating the module enrolment scheduled hours for each module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

*Government-funded provision for ACE organisations and adult education institutions by ACE program, 2005*

**Module enrolments**



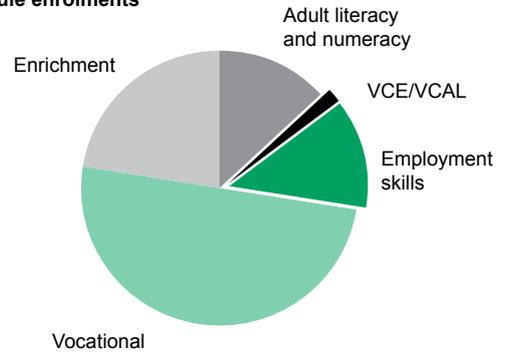
**Student contact hours**



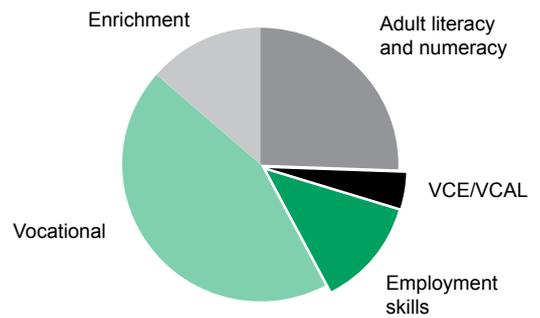
Government-funded provision means provision using State and Commonwealth funds allocated by the Board and the Victorian Learning and Employment Skills Commission.

*Total reported provision for ACE organisations and adult education institutions by ACE program, 2005*

**Module enrolments**



**Student contact hours**



Total reported adult, community and further education provision is for all funding sources, including fee-for-service.

Government-funded provision by ACE organisations and adult education institutions by region of delivery and ACE program, 2005

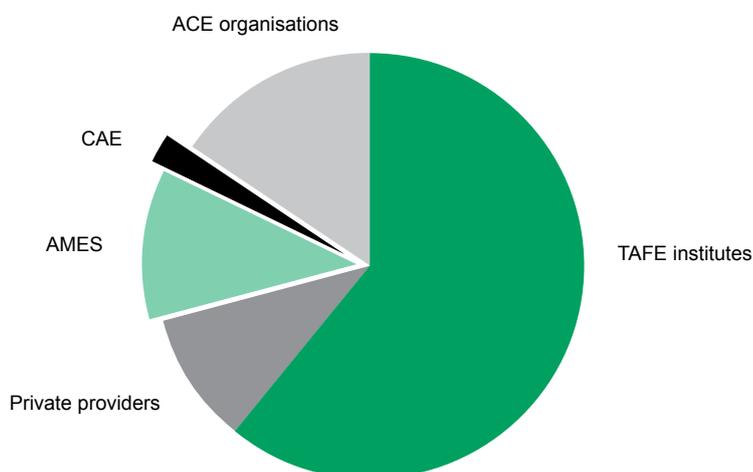
Region	Adult literacy and numeracy		Employment skills		VCE/VCAL		Vocational		Total	
	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH
BSW	3,448	198,333	5,782	145,389	322	25,952	15,269	378,761	24,821	748,435
EM	3,845	203,296	7,446	174,831	329	32,958	20,209	480,565	31,829	891,650
GIP	2,922	126,499	2,560	74,491	0	0	10,861	242,473	16,343	443,463
GRA	1,666	68,284	2,628	67,679	0	0	9,683	199,917	13,977	335,880
HUM	2,415	128,707	1,923	51,819	440	30,168	12,144	262,136	16,922	472,830
LM	2,598	163,220	4,413	131,033	377	24,223	13,607	389,294	20,995	707,770
NM	5,695	345,166	4,631	136,650	68	6,960	11,927	361,166	22,321	849,942
SM	10,686	491,170	2,727	93,789	24	1,800	9,758	267,650	23,195	854,409
WM	6,057	381,151	1,528	44,721	184	20,920	4,330	141,780	12,099	588,572
AMES	140	5,567	1,292	35,855	232	14,615	3,704	140,062	5,368	196,099
CAE	3,975	222,089	1,578	58,266	3,287	244,711	5,816	278,689	14,656	803,755
<b>Total</b>	<b>43,447</b>	<b>2,333,482</b>	<b>36,508</b>	<b>1,014,523</b>	<b>5,263</b>	<b>402,307</b>	<b>117,308</b>	<b>3,142,493</b>	<b>202,526</b>	<b>6,892,805</b>
%	21.45	33.85	18.03	14.72	2.60	5.84	57.92	45.59	100.00	100.00

E = Module enrolments

SCH = Student contact hours

The ACEFE regions are abbreviated as follows: Barwon South Western (BSW), Eastern Metropolitan (EM), Gippsland (GIP), Grampians (GRA), Hume (HUM), Loddon Mallee (LM), Northern Metropolitan (NM), Southern Metropolitan (SM), Western Metropolitan (WM).

Total reported further education provision of student contact hours by organisation type, 2005



*Total reported provision by ACE organisations and adult education institutions, 2005  
(including Enrichment programs)*

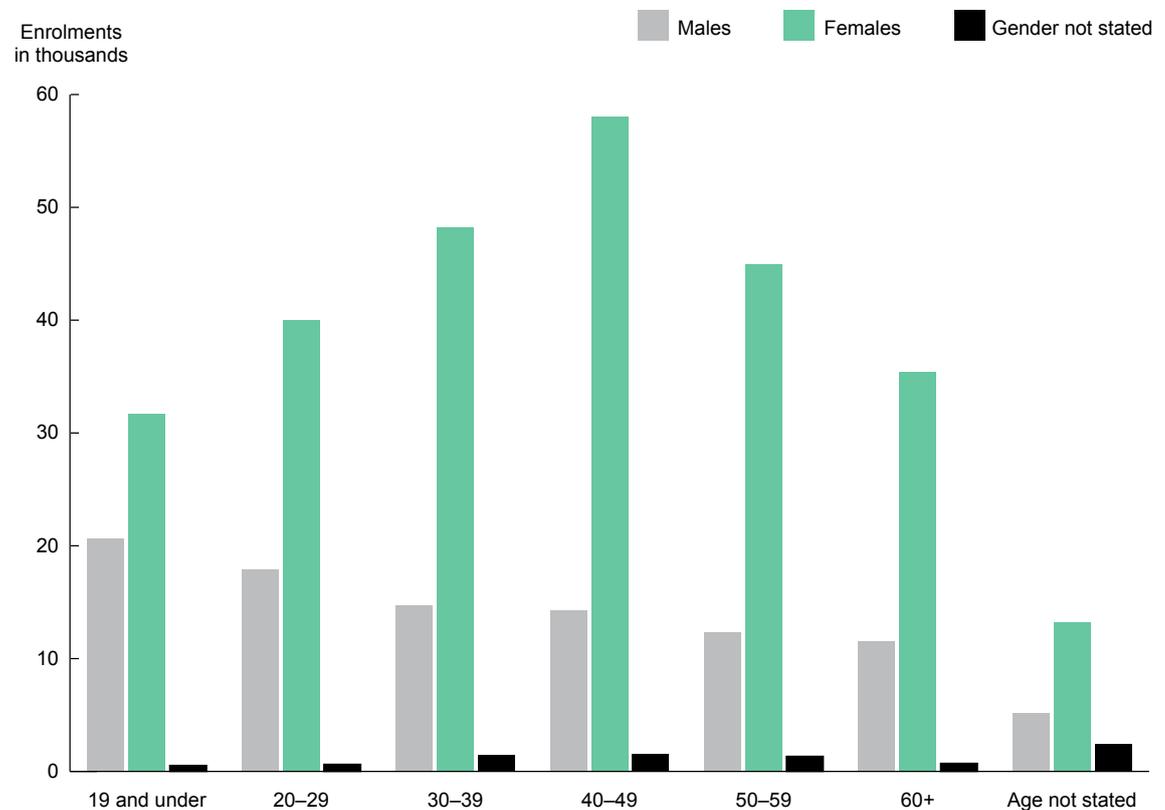
	Module enrolments	Percentage of total enrolments	Student contact hours	Percentage of total student contact hours
BSW	38,629	8.50	1,048,116	8.09
EM	60,217	13.24	1,474,949	11.38
GIP	22,084	4.86	552,189	4.26
GRA	21,370	4.70	474,865	3.66
HUM	32,313	7.11	866,872	6.69
LM	36,770	8.09	1,012,872	7.81
NM	28,151	6.19	1,025,730	7.91
SM	36,490	8.02	1,154,010	8.90
WM	21,890	4.81	852,761	6.58
AMES	6,437	1.42	226,451	1.75
AMES <sup>1</sup> /DIMIA <sup>2</sup>	87,827	19.31	2,653,225	20.47
CAE	62,538	13.75	1,619,929	12.50
<b>Total<sup>3</sup></b>	<b>454,716</b>	<b>100</b>	<b>12,961,969</b>	<b>100</b>

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

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

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

*Total reported provision of module enrolments for ACE organisations and adult education institutions by age groups and gender, 2005*



# The year in review

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Significant progress was made in 2005–06 in the implementation of the directions identified in the Ministerial Statement *Future Directions for Adult Community Education in Victoria*. The role of adult community education is broadening, specific groups of learners are being recognised, the sustainability of ACE provision enhanced and investment in adult community education has increased.

## Broadening the role of adult community education

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### Community Learning Partnerships

Grants between \$10,000 and \$30,000 have been allocated in 2006 to establish 28 Community Learning Partnerships across the state. The scope and range of projects reflect the diversity of ACE organisations in size, geographic coverage and capacity.

The number of partners varies from project to project and includes state and local government, ACE providers, VicHealth, Neighbourhood Renewal, primary and secondary schools, community groups and predominantly locally based business and industry organisations.

### Measuring Impact

Measuring Impact is an evidence-based impact analysis tool that supports:

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

In accordance with the Ministerial Statement, the tool is being used to monitor the impact of Community Learning Partnerships and Learning Towns.

### Research

In 2005, as part of Putting ACE Research to Work, the ACE Research strategy for 2005–07, the Board established three statewide Circles of Professional Research Practice. Their purpose is to maximise the practical benefit of high-level research for ACE organisations and support the implementation of the Ministerial Statement at a regional and local level. The Circles are led by professional researchers, coordinated by ACE organisations and made up of interested ACE organisations and practitioners. They utilise the most recent research projects funded by the Board in practical settings:

- The ACE Experience: Pedagogies for Life and Employment (Victoria University)
- Men's Learning through ACE and Community Involvement in Small Rural Towns (University of Ballarat)
- The ACE Longitudinal Study (University of Melbourne).

Links between research, policy and practice in the ACE sector are made by the ACE Board through the Circles of Professional Research Practice. The initiative supports the implementation of the Ministerial Statement and contributes to the Department of Education & Training's corporate goals of expanding options and pathways, strengthening the quality of delivery to clients and strengthening a culture of working together.

The first round of Circles commenced in 2005 has now been completed. The model of the Circle has been confirmed as a valuable one. It is fostering a research culture and capacity within the ACE sector as well as using research to improve practice and outcomes for learners. A second round is now underway.

In February 2005, the Board accepted a research report by the University of Ballarat entitled *Men's Learning through ACE and Community Involvement in Small Rural Towns*. This study was extended in 2006 to include a survey of male Victorian participants in *Men's Sheds: Older Men's Learning Spaces and Programs in Australia*. It provides new data which will be directly compared with the other organisations reported on in 2005 – ACE organisations, Country Fire Authority, Landcare, Senior Citizens and football clubs.

The ACE longitudinal study provides unique information on the destination of ACE learners over three years. Stage 2, *Ace Connects! Building Pathways to Education, Employment and Community Engagement*, was completed in 2005. It provides evidence of the key role of adult community education as an access point to learning and employment for a wide range of people including priority learner groups as specified in the Ministerial Statement on adult community education. In particular it demonstrates the benefits to learners, many of whom have not undertaken structured learning for many years, in terms of further study, employment and community participation pathways.

## Adult Learners' Week

Adult Learners' Week was held in early September 2005 and was a key component of a broad communications strategy by the Board to increase community awareness of the role of adult community education in Victoria's post-compulsory education and training system.

Support was provided to 450 ACE organisations in the promotion of Adult Learners' Week and the implementation of a community awareness campaign. Major activities included the distribution of promotional kits to 450 ACE organisations, 260 libraries and 75 Centrelink branches and advertisements in metropolitan and regional newspapers. The Victorian Adult Learners' Week Awards, attended by 120 people, offered prizes in five categories.

Victorian ACE organisations registered 195 events on the national Adult Learners' Week website, more than any other state. Grants to



Anne Barker, Parliamentary Secretary for Training and Higher Education with the winners of the 2005 Victorian Adult Learners Week Awards. Left to right: Margaret Campbell (Foster Community House) – Outstanding ACE Learner and Outstanding Koorie Achievement, Tom Schoeffler (Chairperson, Foster Community House) – Innovation in ACE Learning, Anne Barker, Lynette Tung (Southern Grampians Adult Education) – Outstanding Teacher/Tutor, Ray Ferres (Bairnsdale Adult Community Education) – Outstanding ACE Organisation.

ACE organisations through Regional Councils facilitated in excess of 300 events and the participation of more than 10,000 Victorians.

## Recognising specific groups of learners

### People with a Disability in ACE

To further support the ACFE Board strategy to address the participation needs of people with a disability in adult community education, the Board funded the following projects in 2005–06.

#### **ACE Disability Network**

In 2004, the ACE Disability Network, led by Yooralla – Community Living and Learning Service, completed the successful project Learning and Participation for People with Disabilities in the ACE Sector. In 2005–06, the Network was funded to undertake the following:

- mapping specific disability resources and services in adult community education and linking providers to these
- identifying, promoting and developing partnerships to support disability programs and services in adult community education

- providing professional development to support ACE best practice for learners with a disability in adult community education
- promoting and facilitating shared access by ACE providers to the range of available disability services and resources within communities.

### ***Disability Discrimination Act Education Standards***

In 2006, information seminars were conducted across the State for ACFE Regional Councils, ACE organisations and adult education institutions on the Disability Discrimination Act (DDA) Education Standards.

The purpose of the seminars was to ensure knowledge of the requirements of the Act, in particular the DDA Education Standards introduced by the Commonwealth Government in August 2005. Seminars were well attended by participants and ACE organisations received assistance in developing Disability Action Plans.

### **Training for community-based offenders**

This partnership project between the ACFE Division of the Office of Training and Tertiary Education and Corrections Victoria pilots innovative approaches to education and training for people on community-based orders. Participants are highly educationally disadvantaged and at risk of re-offending. The program is funded by Corrections Victoria and managed by the ACFE Division. ACE organisations and Community Correctional Services offices are working together to provide over 300 offenders across the state with tailored education, training and support programs over 2005–07. In 2006, 247 participants commenced in a wide range of education and training programs.

### **Wurreker in ACE**

Wurreker is the central strategy for Koorie vocational education and training (VET) in Victoria. Wurreker is a partnership between the Koorie community and the vocational education and training sector. The strategy supports innovative partnerships and pathways that lead to positive training and employment outcomes for Koories.

All Regional Councils and the CAE have developed 2006 Wurreker implementation plans to include participation in Wurreker regional planning forums and advisory committees.

### **ACE and Schools Partnership Delivery program**

Through the ACE and Schools Partnership Delivery program, secondary schools, ACE organisations and the appropriate regional Office of School Education enter into a Memorandum of Understanding to allow for a small number of students under 15 years of age to enrol at an ACE organisation to maintain student engagement in learning. In 2005–06, a total of 85 Memoranda of Understanding were formalised to allow 106 students to undertake vocational education and training in an ACE organisation while maintaining their relationship with their school.

### **Youth Strategy and initiatives**

The ACFE Youth Strategy Young Learners in ACE aims to improve the learning outcomes of 15–19-year-olds. Implementation of the strategy has included the development of a framework for more effective planning, delivery and management of programs for young learners undertaking Year 12 or equivalent, or learning programs leading to Year 12 or equivalent.

Post-compulsory learning pathways and employment options have been broadened through the development of regional youth networks and cross-sector partnerships.

ACFE Board partnership projects have included the Catholic Education Commission of Victoria pilot program for literacy and numeracy support to Catholic secondary school students undertaking the Victorian Certificate of Applied Learning (VCAL), and the Department of Justice pilot for early intervention in gambling awareness for participants in the Youth Pathways Program.

A range of professional development initiatives has been offered to ACFE Regional Councils, youth providers and ACE organisations delivering VCE for Adults and the VCAL.

## ICT for access

### **Computer and Data Show distribution**

The Increasing Access to ACE initiative provided computers to approximately 200 ACE organisations to improve learning opportunities for students living in rural, remote and growth corridors of Victoria. This was complemented by the distribution of 200 data show projectors to ACE organisations to deliver programs in a variety of learning environments.

### **Mobile Computer Learning Libraries program**

Mobile Computer Learning Libraries extend the reach of adult community education by assisting in the flexible delivery of programs to learners throughout Victoria, especially in non-traditional learning environments or remote locations.

The program received additional resources in 2005 to support Regional Councils of ACFE in eight regions to maintain their computer libraries until 2007. These resources consisted of 200 additional computers and approximately 100 data show projectors. This will enable Regional Councils to more readily respond to short-term demands for these resources by ACE organisations.

## Culturally and Linguistically Diverse Learners in ACE

The statewide project Promoting Pathways to Employment for Culturally and Linguistically Diverse (CALD) Learners in ACE was led by the Adult Multicultural Education Services on behalf of the ACFE Board in 2005–06.

Building on the successful 2003 project Integrated Counselling Services for CALD Learners in ACE, this project sought to improve the opportunities available to learners and consequently their outcomes in employment, particularly in relation to increasing the capacity of ACE providers to support CALD learners to articulate and pursue employment goals.

Outcomes of the project included:

- the establishment of local linkages with key related service providers – DIMIA, Centrelink, Job Network providers, local

Council Regional Migration Coordinators, and Group Training Companies

- the development of regional networks among ACE rural and regional providers servicing CALD learners through city and regional shared workshops
- successful collaboration between AMES, ACFE regions and ACE providers
- development and implementation of a targeted professional development strategy for teachers, tutors, volunteers, staff and committees of management
- dissemination of good practice and model learning programs suitable for CALD learners to maximise the simultaneous development of English language skills and vocational and employment preparedness
- identification of more explicit pathways and destinations of courses to teachers, tutors and learners
- a one-day conference to celebrate completion of the project and bring together key stakeholders was held at the State Library of Victoria on Wednesday, 5 April 2006.

## University of the Third Age

In line with the directions outlined in the Ministerial Statement, the ACFE Board initiated the establishment of resourcing arrangements to better meet the needs of University of the Third Age (U3A) groups and participants. Accordingly, for the 2006 calendar year, the ACFE Board entered into a Performance and Funding Agreement with the U3A Network Inc. which included the provision of resources to support the delivery of programs for individual U3A organisations.

## Enhancing the sustainability of ACE provision

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A range of projects was undertaken during 2005–06 to support enhanced sustainability of ACE provision.

## Building Sustainable Community Businesses project

The Building Sustainable Community Businesses project delivered 18 workshops to 70 ACE organisations and trialed the application of the Building Sustainable Community Businesses: A Strategy for Success framework, case studies and self-assessment and support tools. The framework provides direction and information in four key sustainability building areas:

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

The Building Sustainable Community Businesses: A Strategy for Success framework has been published for distribution and use across the ACE sector.

In addition, a communication strategy was developed to demonstrate the links between the Sustainability of ACE Provision initiatives.

## ACE Business Models project

This project builds on the ACE Models for Working with Industry project conducted in 2004–05. Four workshops were delivered to 54 ACE organisations. Key elements of sustainable business models through applied learning were explored and implemented within organisations. The project also developed and documented four ACE business models and a range of fee-for-service strategies which can be utilised across the diversity of ACE organisations.

## Student Satisfaction survey

The Board's Student Satisfaction survey provides feedback on government-funded education delivered by community-based adult education organisations. In 2005, 85.45 per cent of surveyed

students indicated that the course they undertook met or partly met their needs.

## LearnScope

In 2005, professional development opportunities supported by ACE LearnScope consisted of statewide start-up workshops for ACE staff and ten funded projects that assisted ACE organisations to improve their understanding of e-learning and flexible delivery online.

## Reframing the Future program

The Reframing the Future program is a national staff development and change management program funded by the Department of Education, Science and Training. It provides a professional learning framework for educational change, staff learning and organisational capacity building in vocational education and training.

The ACE sector in Victoria has had a growing and beneficial involvement in this program over recent years. In 2006, five projects from the ACE sector in Victoria received a total of \$75,000 in national funding.

## Curriculum

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

Victoria University, in its role as General Studies and Further Education Curriculum Maintenance Manager, advises the ACFE Board on further education matters. A streamlined and strategic framework of further education qualifications is emerging that promotes pathways and options for the full range of potential learners with a clear focus on learner outcomes.

The CAE is providing support for non-accredited teaching and learning in partnership with the ACFE Board. A steering committee, chaired by Associate Professor Barry Golding, was

established in 2005 to support and monitor progress of service. Inaugural Awards for Best Practice – Non-accredited Learning Programs in ACE were presented by the ACFE General Manager in December 2005.

## A-Frame: a framework for non-accredited learning

The ACFE Board has developed the A-Frame to provide user-friendly curriculum development and delivery advice to course developers, managers of ACE organisations and trainers/tutors for non-accredited delivery. This new resource will contribute to higher and more consistent quality standards in non-accredited delivery, improved pathways for learners to enable them to easily articulate from non-accredited to accredited learning and better recognition of the value of non-accredited learning by other education and training sectors.

## Investing in ACE

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### Fees and concessions reimbursement

During 2005–06, \$2.2 million was made available to ACE organisations for the reimbursement of fee concessions.

### Redistribution and greater equity

In 2006, the ACFE Board implemented new allocation arrangements developed in consultation with ACE organisations and Regional Councils. The new arrangements align resource allocation with the directions of the Ministerial Statement.

Revised arrangements include the introduction of three-year funding and service agreements that provide predictability of funding for ACE organisations, revised planning processes that inform funding allocation, and statewide targeted delivery of student contact hours to address unmet, new and emerging learner needs.

## ACE Capital Funding program

A total of \$9 million for the Community Support Fund was committed over a three-year period to support renovations, extensions and refurbishments in community-based adult education organisations. The ACE Capital Funding program is in its final stages with five projects completed in 2005–06. The program has attracted an additional contribution of \$16 million from the community.

## Equity groups funding

In November 2005, ACE organisations that are registered training providers or an adult education institution were invited to apply for funding on a one-off basis for innovative projects to improve training pathways and outcomes for equity groups in the VET sector.

Almost \$800,000 in grants was awarded to 22 ACE organisations through a competitively assessed grants tender process. Twenty-six projects will be delivered across the nine ACFE regions. Learners supported through these projects include sole parents, mature age learners, disengaged youth, people from culturally and linguistically diverse backgrounds, people with disabilities and Koorie learners.

The majority of projects are pathways to employment programs, and will offer training and support to high-priority groups for whom employment is the desired outcome.

## Governance

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### Performance agreements with adult education institutions

The CAE and AMES delivered a number of education and training-related programs in 2005 that targeted key learner groups and communities as part of their performance agreement with the Board.

In 2005, the ACFE Board contracted delivery of 804,642 student contact hours from the CAE and 170,000 student contact hours from AMES.

The performance agreements specified reporting requirements for a number of programs and initiatives in 2005. The performance of adult education institutions is monitored by the ACFE Board biannually.

## Performance agreements with Regional Councils

In 2005, performance agreements between the ACFE Board and Regional Councils of ACFE incorporated for the first time three-year Funding and Service Agreements with ACE organisations. The performance agreements also identified the outputs and project outcomes required by the Board, including participation targets, development funds for local and regional development and special initiatives such as statewide development, as well as works and services and capital works to support delivery.

## Performance Monitoring and Review strategy

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

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

## Audits

### ***Condition audits on properties managed by the ACFE Board***

A condition audit was carried out in 2005–06 on properties managed by the ACFE Board on behalf of the Crown. The outcome of the audit was the initiation of a \$500,000 works program to ensure premises comply with current regulations. At the same time, new leases are being signed by ACFE organisations that reflect their responsibility to maintain their premises into the future.

### ***Internal audit program***

The Department of Education & Training has undertaken internal audits on behalf of the Board during 2005–06. These included compliance with the *Financial Management Act 1994*, the Managed Individual Pathways program, Corporate Card guidelines, Hospitality guidelines and the Human Resources management payroll audit.

### ***Special audits***

The ACFE Division authorised two special audits of ACE organisations during 2005–06. Special audits are normally conducted where issues of governance or financial viability have arisen.

## ACE network organisations

Several ACE network organisations and professional associations were funded to provide professional development or organisational support. Funding was directed to the:

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

# Adult, Community and Further Education Board

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

## Establishment

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

## Roles

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The Board's major functions are to plan and promote adult learning, allocate resources, develop policies and advise the Minister for Education and Training on matters related to adult, community and further education.

Government funds allocated through the Board are used to provide ACE programs and services in ACE organisations and adult education institutions (the CAE and AMES). The Board works jointly with the Victorian Learning and Employment Skills Commission, which is responsible for further education in TAFE institutes, to plan for the overall direction and delivery of further education in Victoria.

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

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

## Committees

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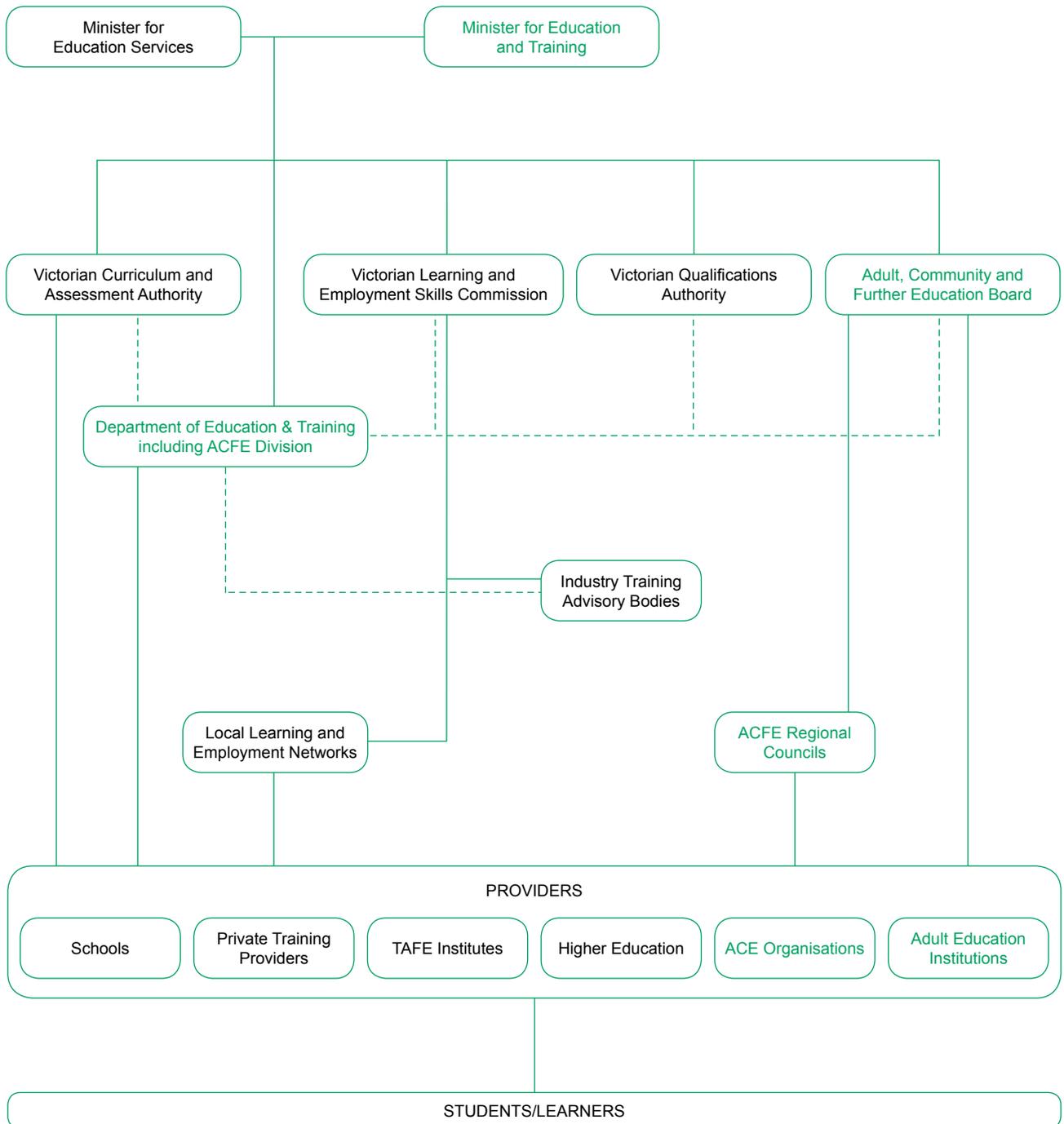
In 2005–06, the Board operated an Audit Committee. The members of the Audit Committee were Lynne Wannan, Jane Dewildt and Leslie Wood, with Jonathan Thomas from Moore Stephens HF.

The Board also established a working group for the selection of Community Learning Partnerships and established an ongoing consultation program with ACE Regional Chairs.

The Board met six times in the period 2005–06. In addition, it held a planning workshop.

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

# Governance arrangements



- Direct relationship
- - - Indirect relationship

## Board members

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

Four Board members' terms expired on 3 February 2006. One member, Warren Stooke, was reappointed on 22 May 2006.

### Chairperson



#### **MS LYNNE WANNAN**

Ms Wannan was appointed as Chairperson to the Board on 25 March 2003 for three years and reappointed on 25 March 2006 for a further three-year term. Ms Wannan

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

### Current Board members as at 30 June 2006



#### **MR PHILIP COOPER**

Mr Cooper is a Community Development Officer with the Victorian Aboriginal Community Services Association. Mr Cooper has a background in working for the Koorie

community in education, employment, family violence, police liaison, courts, children, women, youth and men's issues. He is on the Aboriginal Advisory Committee of the City of Yarra, is a committee member of the City of Melbourne and

the City of Darebin, and is a Board member of the Koorie Diabetes Service. Mr Cooper has extensive experience in Indigenous affairs and has worked in Indigenous community development. He has formerly held positions as an Acting Program Manager with the Aborigines Advancement League, CEO of the Victorian Aboriginal Legal Service, Acting CEO of the Victorian Aboriginal Child Care Agency, Acting Assistant Director of the Aboriginal Employment and Training Branch and Administrator of the Ballarat and District Aboriginal Cooperative.



#### **MS VIRGINIA FENELON**

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

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



#### **MR BILL FORREST**

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

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



**MR GARY NEAT**

Mr Gary Neat is Chairman of the ADSHAN Group of Companies and the former national president of the Australian Institute of Management. Mr Neat is a Chevening Scholar, holds

a Masters Degree in International Management and has been a Fellow of four organisations, including the Institute of Public Administration Australia. He has been consulted on strategy by most Australian universities. Mr Neat has also advised governments on schools, training and international students and is a former senior university executive. He was previously Australia’s representative on Asia’s major business body and has chaired a number of national organisations. Mr Neat is now one of Australia’s leading executive coaches.



**MR ELIAS TSIGARAS**

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

for overseeing the delivery of the New Hope Foundation’s refugee settlement program in the western metropolitan region of Melbourne and employment, education and training programs across the organisation. Mr Tsigaras has over 10 years experience in an ACE organisation and has established relationships with various Regional Councils. Mr Tsigaras is a former secondary school teacher in the government school system.



**MRS CAM NGUYEN**

Mrs Nguyen is President of the Australian Vietnamese Women’s Welfare Association. She has extensive experience in the provision of adult education to culturally and

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



**MS MARGARET WAGSTAFF**

Ms Wagstaff has held senior executive positions in both Victorian and South Australian Government departments, many of which have been in the area of human services.

She has extensive links to local government, and Koorie and community organisations. She is currently a human services consultant and member of a number of boards.



**MR WARREN STOOKE**

Mr Stooke is the Principal of a specialist consultancy in labour relations and has represented the oil industry on the peak council of the Australian Chamber of Commerce

and Industry, the Victorian Employers’ Chamber of Commerce and Industry, and the International Employers’ Association at the International Labour Organisation in Geneva. He was a member of the Board of Governors of the National Institute of Labour Studies and former Group Industrial Relations Manager and Canberra Representative for Shell Australia.



**MS LESLIE WOOD**

Ms Wood has been a member of the Eastern Metropolitan Regional Council, a Councillor for the Shire of Yarra Ranges, and a networker for the Community Houses

Association of the outer eastern suburbs. She has managed an ACE organisation and is a past President of the Association of Neighbourhood Houses and Learning Centres.

## **Board members whose memberships concluded during 2005–06**



### **MR MAURIE CURWOOD**

Mr Curwood is an educational consultant. He was the founding Director of the Outer Eastern Institute of TAFE, a position he held for 13 years. He was a

panel member of the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria and Chairperson of the Ministerial Review of Strategic Directions for Driver Education in Victoria. He is a Fellow of the Australian College of Education and a former member of the Eastern Metropolitan Regional Council.



### **MS JANE DEWILDT**

Ms Dewildt is the Principal Consultant of Vital Knowledge, a research training and development organisation. She is the Chairperson of Adult Community Education

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



### **MS 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.

## **General Manager**



### **SANDY FORBES**

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

## **ACFE Division**

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

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

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

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

### **Senior staff**

Sandy Forbes	General Manager
Ruth Fowler	Manager, Board Support and Major Projects
Eric McClellan	Manager, Community and Stakeholder Relations
Vivien Carroll	Manager, Learner Access (from 20 July 2005)
Helen Casey	Acting Manager, Learner Access (1 July – 19 July 2005)

The Department of Education & Training manages matters relating to staffing, workforce data, the application of merit and equity principles and occupational health and safety. (See the Department of Education & Training's annual report 2005–06.)

# Regional Councils

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

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

## Alignment of Regional Council boundaries

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In accordance with a decision to adopt common regional boundaries from 1 July 2005 across all Government departments, ACFE Regional Council boundaries were changed to those currently used by the Department of Human Services which align with local government areas. As a result, the ACFE Regional Councils are now as follows:

- Barwon South Western Region
- Eastern Metropolitan Region
- Gippsland Region
- Grampians Region (formerly Central Highlands Wimmera)
- Hume Region (formerly Goulburn Ovens Murray)
- Loddon Mallee Region (formerly Loddon Campaspe Mallee)
- Northern Metropolitan Region
- Southern Metropolitan Region (formerly Southern Westernport)
- Western Metropolitan Region (formerly Central Western Metropolitan).

## Composition

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

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

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

## Regional contacts

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### 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](mailto:acfebsw@edumail.vic.gov.au)  
Website: <http://www.acfebsw.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](mailto:acfeemr@edumail.vic.gov.au)  
Website: <http://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](mailto:acfegip@edumail.vic.gov.au)  
Website: <http://www.acfegip.vic.edu.au>

## Grampians

Regional Director: Ruth Barnes (from 22 August 2005)  
Regional Director (Acting): Jayne Mark (until 19 August 2005)  
Level 1, 1220 Sturt Street  
Ballarat Victoria 3350  
Telephone: (03) 5332 3989  
Facsimile: (03) 5332 9624  
Email: [acfechw@edumail.vic.gov.au](mailto:acfechw@edumail.vic.gov.au)  
Website: <http://www.acfechw.vic.edu.au>

## Hume

Regional Director: Ross Tinkler  
13 Lowry Place  
Benalla Victoria 3672  
Telephone: (03) 5762 4655/6  
Facsimile: (03) 5762 5397  
Email: [acfegom@edumail.vic.gov.au](mailto:acfegom@edumail.vic.gov.au)  
Website: <http://www.gomacfe.net>

## Loddon Mallee

Regional Director: Erica Rosat (acting until 18 January 2006, permanent from 19 January 2006)  
Havlin Street East  
Bendigo Victoria 3550  
Telephone: (03) 5442 4300  
Facsimile: (03) 5442 4913  
Email: [acfelcm@edumail.vic.gov.au](mailto:acfelcm@edumail.vic.gov.au)  
Website: <http://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](mailto:acfenmr@edumail.vic.gov.au)  
Website: <http://www.acfenmr.vic.edu.au>

## Southern Metropolitan

Regional Director: Robyn Downie  
133 Nepean Highway  
Seaford Victoria 3198  
Telephone: (03) 9786 9466  
Facsimile: (03) 9786 9165  
Email: [acfeswp@edumail.vic.gov.au](mailto:acfeswp@edumail.vic.gov.au)  
Website: <http://home.vicnet.net.au/~swpacfe>

## 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](mailto:acfecwm@edumail.vic.gov.au)  
Website: <http://www.acfecwm.vic.edu.au>

## Members of Regional Councils

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### Barwon South Western

Jennifer Angwin (coopted member)  
Antonia Clarke  
Jennifer Dalton  
Christine Denmead  
Brian Donovan (coopted member)  
Antonia George  
Robert Graham (Chairperson)  
Bruce Jeans  
Jill Parker  
Elaine Robb (from February 2006)  
Jan Rockliff  
Leonie Saundry  
Toni Sharkey  
Kwong Wong (Deputy Chairperson)

### Eastern Metropolitan

Anne Burgoyne (member from February 2006, coopted member to February 2006)  
Pamela Caven  
Tim Corney (to February 2006)  
Dennis Denman (Deputy Chairperson)  
Warwick Dille  
John Dorton  
Mark Doubleday (coopted member to March 2006)

Judy Haley (coopted member from April 2006)  
Judy Hall (to February 2006)  
Robyn Matthews (from February 2006)  
Erika Meiser  
Penny Morrison  
Sandra Poppins (Chairperson)  
Rhonda Raisbeck  
Sharon Strugnell  
Sylvia Watson (resigned August 2005)  
Kimbra White (from February 2006)

## Gippsland

Deborah Brown (Deputy Chairperson)  
Joelle Champert  
John Dorton  
Kathleen Earle  
Raymond Ferres  
Anne Finch (to February 2006)  
Karen Fleisher (coopted member)  
Greg Gebhart (Chairperson)  
Kath McEntee  
Marie McPherson (coopted member)  
Glenda McPherson  
Penny Morison  
Graham Paynter  
Katherine Rutter  
Greg Twite  
Peter Whitley (from February 2006)  
Howard Williams

## Grampians

David Beaver (Chairperson)  
Kathleen Brannigan (from February 2006)  
Anne Finch  
Annette Foley  
Isabel Gribble  
Adrian Hardy (to February 2006)  
Craig Marshall (coopted member)  
Marion Matthews (from February 2006)  
Anne Murphy (resigned March 2006)  
Keith Peters  
Elizabeth Reynolds  
Frank Sheehan (from February 2006)  
Amanda Stewart  
Di Trotter (coopted member)  
Barbara Webb (to April 2006, Deputy Chairperson  
to April 2006)  
Julie Winzar (resigned February 2006)

## Hume

Denise Allen  
Xue (Sue) Chen (from April 2006)  
Margaret Craik (to April 2006)  
Nigel Divito (Chairperson)  
Stephen Doran (resigned March 2006)  
Herma Duthie  
David Gould  
Ann Jarvis (to April 2006)  
Michael Kreskas (resigned April 2006)  
Rene Laan  
Michael Lacey  
Mary McGillian (member from April 2006, coopted  
member to February 2006)  
David Nichols (Deputy Chairperson from April  
2006)  
Danny O'Donoghue

## Loddon Mallee

Miranda Bain  
Nola Blance (to February 2006)  
Helen Bramley-Jackson (Deputy Chairperson to  
March 2006)  
Lynette Breen  
Sally Drummond  
Jenny Dyer (coopted member)  
Frances Ford (Deputy Chairperson from March  
2006)  
Ian Hardie (from February 2006)  
Selvi Kannan  
Sandra Lewis  
Sharon Morrison (from February 2006)  
Margaret Mulqueen (to February 2006)  
Tracie Pearson (resigned November 2005)  
Gillian Schoenborn  
Gwen Smith (Chairperson)

## Northern Metropolitan

Joseph Argiro (from February 2006)  
Gerard Grant (Chairperson)  
Beth Horsfield  
Derek Kosbab  
Vanessa Little  
Jacinta Lucas  
Monika Merkes  
Ann Polis  
Nelly Valdivia (to February 2006)

Greg Waddell (Deputy Chairperson, member from February 2006, coopted member to February 2006)

John Wakefield  
Heather Weaver  
Leone Wheeler

## Southern Metropolitan

Jwothab Amum Ajak  
Anne Catanese  
Ron Crosling  
Tracey Fenton (Chairperson from April 2006, Deputy Chairperson to April 2006)  
Anne Heath Mennell  
Jenni King  
John Lane  
Leanne Malcolm (from February 2006)  
Anwyn Martin (Chairperson to April 2006, Deputy Chairperson from April 2006)  
Mandy McDonald  
Jinny McGrath  
Tracey Trueman (coopted member)

## Western Metropolitan

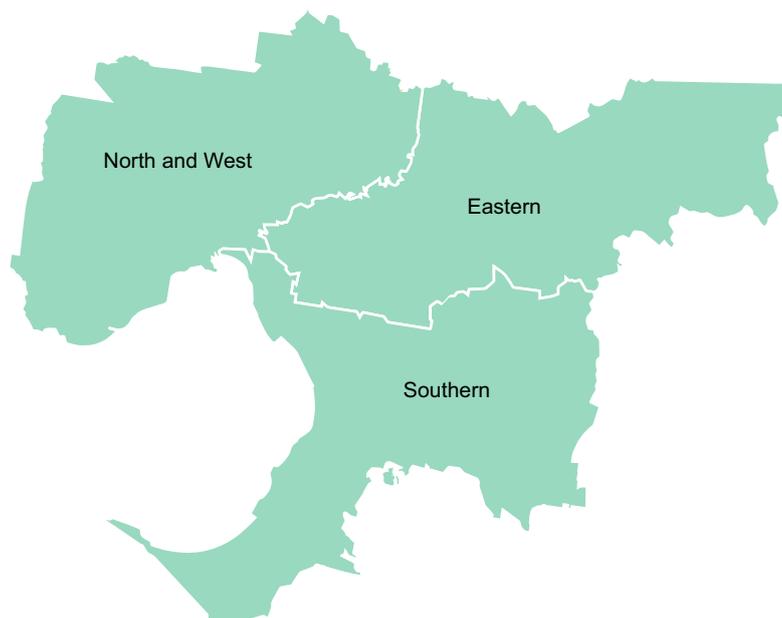
Michelle Beveridge  
Suzanne Connelly (to July 2005, Chairperson to July 2005)  
Elizabeth Drozd  
Janet Fitzell (resigned March 2006)  
Luis Gonzales (resigned September 2005)  
Michael Halls (from February 2006)  
Theresa Lyford (Chairperson from July 2005, Deputy Chairperson to July 2005)  
Marilla Mason  
Susan Oldham (from February 2006)  
Kerry Rentsch (to February 2006)  
Carol Roche (from May 2006)  
Robyn Shilton (Deputy Chairperson from July 2005)  
Lynn Wallace-Clancy (from February 2006)  
Nicola Wong  
Amanda Worthington (Deputy Chairperson from July 2005)

*These maps represent the revised regional boundaries for ACFE Regional Councils.*

### ACFE regional boundaries map – regional



## ACFE regional boundaries map – metropolitan



## Achievements

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Achievements for all regions are reported against the 2005 calendar year.

### Barwon South Western

- Scoped and analysed the range and types of formal and informal partnerships of ACE organisations currently in place across the region.
- Completed an evaluation of a pilot project with the Catholic Education Commission of Victoria to deliver education and training through a partnership arrangement between Catholic schools and ACE organisations.
- Conducted a one-day regional showcase incorporating presentations from ACE organisations within the region who have demonstrated best practice in the development of partnerships and business models.

### Eastern Metropolitan

- Twenty-six ACE organisations in the region participated in facilitated action learning and research activities with a view to better meeting the needs of the high-priority learner groups identified in the Ministerial Statement.

- Completed the Further Education Transition Project (Stage 1) in partnership with Victoria University. The project supported ACE organisations across Victoria to become familiar with newly accredited further education curricula and training packages.
- Undertook a comprehensive and consultative review of communication with ACE organisations resulting in the electronic communication process being expanded and updated.

### Gippsland

- Built relationships and partnerships with a range of community organisations, including Koorie education stakeholders in the region, resulting in the Regional Council being nominated for a Wurreker Award in the ACE provider category.
- Initiated discussions with representatives of local government, aimed at building closer relationships with the ACE sector in each local government area and a better understanding of the role that providers can play in meeting the targets of local government with a view to developing a simple partnership agreement with all local government areas in the region.

- Provided ACE organisations in the region with professional development and briefings on planning strategies that target and incorporate the needs of specific learner groups identified in the community.

## Grampians

- Supported ACE organisations to improve their skills in organisational management and governance, the engagement of new groups of learners, in developing partnerships and improving the quality of teaching and learning practices through activities at a regional conference and two provider forums.
- Held professional development programs for ACE organisations and committee of management members in business and strategic planning and organisational management as well as undertaking a training and assessment qualification for tutors in adult community education.
- Conducted workshops and provided advice and expertise to ACE organisations in the development and delivery of Community Learning Partnership projects. Four ACE organisations are delivering Community Learning Partnership projects.

## Hume

- Further developed e-learning expertise and networks by sourcing external funding and developing partnership projects funded through the Australian Flexible Learning Framework (Connecting the Dots), Adult Learning Australia (North East Victoria Men's E-Learning Precinct) and LearnScope (e-learning skills for tutors in north-east Victoria).
- Increased male participation in ACE programs as a consequence of project activity (North East Victoria Men's E-Learning Precinct and Reframing the Future: Men's Participation in ACE).
- Established community of practice across a range of registered training organisations to examine literacy and numeracy in vocational education and training.

## Loddon Mallee

- Developed a professional development strategy for all ACE staff and volunteers based on the outcomes of a needs analysis survey of ACE organisations in the region.
- Produced a CD-ROM celebrating ten years of learning in adult community education across the Loddon Mallee region for the promotion of adult community education in Adult Learners' Week.
- Supported the evolution of ACE Cluster partnerships formed in each local government area.

## Northern Metropolitan

- Held 18 strategic dialogues between ACE organisations and the Regional Council on planning, implementing and evaluating ACFE-funded activity in the region. Seven local government area forums focused on provision to identified learner cohorts, six forums on management issues, two on partnerships and three on leadership forums.
- Actively involved ACE organisations in increasing opportunities for identified learner groups across the region through delivery of Introduction to Events Volunteering (300 places), Community Hubs, Offender Education and Training, the VCAL, Youth Pathways Program and Community Learning Partnership projects.
- Established a Memorandum of Understanding with Northern Metropolitan, the Department of Education & Training and Inner Northern Local and Learning Network to develop and implement a strategic approach to youth service provision and pathways between sectors in the region.

## Southern Metropolitan

- Held a regional conference focused on building sustainability in ACE organisations and quality program delivery to priority learners. Participants attended practical workshops that were clearly linked to implementing the strategies outlined in the Ministerial Statement.

- Developed a resource providing researched information on learner groups in vocational training and education to the ACE sector in order to assist teaching staff to engage learners from a variety of backgrounds more effectively.
- Set up language and literacy networks for ACE organisations delivering youth programs. The networks support professional development for teachers and trainers and provide an opportunity to share best practice.

## Western Metropolitan

- Provided training for ACE organisations in the use of blended learning techniques which utilised e-learning and face-to-face teaching strategies, to better prepare disaffected young people for apprenticeships.
- Strengthened networks and collaborative arrangements with a range of ACE stakeholders to achieve learning outcomes for adults in the region.
- Supported the work of the ACFE Disability Network to expand access to ACE programs for learners with a disability.

## Administration of funds

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### State and Commonwealth funds

#### **State recurrent funds**

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

#### **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 Department of Education, Science and Training adult literacy funding 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 18.

### Other grant funding distributed to the ACE sector

The Board also allocated funding for a number of non-recurrent major initiatives including:

- Culturally and Linguistically Diverse (CALD) Learners in ACE
- Building Sustainable Community Businesses project
- ACE Business Models project
- Community Learning Partnerships.

These are described in the body of the annual report.

# Financial Report

Operating statement	32
Balance sheet	33
Statement of recognised income and expense	34
Cash flow statement	34
Notes to the financial statements	35
Accountable Officer's declaration	48
Auditor-General's report	49

## Operating statement for the financial year ended 30 June 2006

	Notes	2006 \$'000	2005 \$'000
<b>Revenue from ordinary activities</b>			
State Government grants	2	33,979	32,875
Grants from other Victorian Government departments	2	832	2,207
Grants from Commonwealth agencies	2	13,644	13,540
Other revenue	2	192	137
		<b>48,647</b>	<b>48,759</b>
<b>Expenses from ordinary activities</b>			
Administrative expenses	1(m)	2,994	2,954
Other corporate expenses		1,628	1,913
Grants	3	45,123	45,948
Depreciation and amortisation	3	360	569
		<b>50,105</b>	<b>51,384</b>
<b>Net result for the period</b>		<b>(1,458)</b>	<b>(2,625)</b>

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

# Balance sheet

## as at 30 June 2006

	Notes	2006 \$'000	2005 \$'000
<b>Current assets</b>			
Cash		2,232	3,770
Receivables	5	228	20
<b>Total current assets</b>		<b>2,460</b>	3,790
<b>Non-current assets</b>			
Property, plant and equipment	4	15,607	15,959
<b>Total non-current assets</b>		<b>15,607</b>	15,959
<b>Total assets</b>		<b>18,067</b>	19,749
<b>Current liabilities</b>			
Payables	6	89	313
<b>Total current liabilities</b>		<b>89</b>	313
<b>Non-current liabilities</b>			
<b>Total non-current liabilities</b>		<b>-</b>	-
<b>Total liabilities</b>		<b>89</b>	313
<b>Net assets</b>		<b>17,978</b>	19,436
<b>Equity</b>			
Contributions by owners	7(b)	782	782
Reserves	7(a)	9,629	9,629
Accumulated surplus	7(c)	7,567	9,025
<b>Total equity</b>		<b>17,978</b>	19,436

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

## Statement of recognised income and expense for the financial year ended 30 June 2006

	2006 \$'000	2005 \$'000
Net income recognised directly in equity	–	–
Net result for the period	(1,458)	(2,625)
<b>Total recognised income and expense for the period</b>	<b>(1,458)</b>	<b>(2,625)</b>

*The above statement of recognised income and expense should be read in conjunction with the accompanying notes.*

## Cash flow statement for the year ended 30 June 2006

	Notes	2006 \$'000	2005 \$'000
<b>Cash flows from operating activities</b>			
Receipts			
State Government grants		34,811	35,082
Grants from other agencies		13,556	13,726
Other revenue		192	137
GST recovered from the ATO		4,663	4,106
Payments			
GST paid to the ATO		(120)	(186)
Suppliers and employees		(4,979)	(5,506)
Grants		(49,627)	(49,555)
<b>Net cash (used in)/provided by operating activities</b>	13	<b>(1,504)</b>	<b>(2,196)</b>
<b>Cash flows from investing activities</b>			
Payments for property, plant and equipment		(34)	(23)
<b>Net cash (used in)/provided by investing activities</b>		<b>(34)</b>	<b>(23)</b>
<b>Net (decrease)/increase in cash held</b>		<b>(1,538)</b>	<b>(2,219)</b>
Cash and cash equivalents at the beginning of the financial year		3,770	5,989
<b>Cash and cash equivalents at the end of the financial year</b>		<b>2,232</b>	<b>3,770</b>

*The above cash flow statement should be read in conjunction with the accompanying notes.*

# Notes to and forming part of the financial statements for the financial year ended 30 June 2006

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1	Summary of significant accounting policies	36
2	Revenue	40
3	Expenses from ordinary activities	40
4	Property, plant and equipment	41
5	Receivables	41
6	Payables	42
7	Equity and movements in equity	42
8	Financial instruments	42
9	Responsible persons	45
10	Remuneration of executives	46
11	Remuneration of auditors	46
12	Commitments for expenditure	46
13	Reconciliation of net result for the reporting period to net cash flow from operating activities	46
14	Contingent liabilities and contingent assets	47
15	Impacts of the adoption of Australian equivalents to International Financial Reporting Standards	47

## NOTE 1 Summary of significant accounting policies

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### Statement of compliance

This general purpose financial report has been prepared on an accrual basis in accordance with the *Financial Management Act 1994*, Australian Accounting Standards and Urgent Issues Group Interpretations. Accounting Standards include Australian equivalents to International Financial Reporting Standards (A-IFRS).

The financial statements were authorised for issue by Ms Claire Britchford (Chief Finance Officer) on 13 September 2006.

### Basis of preparation

The financial report has been prepared on the basis of historical cost, except for the revaluation of certain non-current assets and financial instruments. Cost is based on the fair values of the consideration given in exchange for assets.

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

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period or in the period of the revision and future periods if the revision affects both current and future periods.

Judgements made by management in the application of A-IFRS that have significant effects on the financial statements and estimates with a significant risk of material adjustments in the next year are disclosed throughout the notes in the financial statements.

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

The ACFE Board changed its accounting policies on 1 July 2005 to comply with A-IFRS. The transition to A-IFRS is accounted for in accordance with Australian Accounting Standard AASB 1 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards', with 1 July 2004 as the date of transition. An explanation of how the transition from superseded policies to A-IFRS has affected the ACFE Board's financial position, financial performance and cash flows is discussed in Note 15.

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

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2006, the comparative information presented in these financial statements for the year ended 30 June 2005, and in the preparation of the opening A-IFRS balance sheet at 1 July 2004, the ACFE Board's date of transition, except for the accounting policies in respect of financial instruments. The ACFE Board has not restated comparative information for financial instruments, including derivatives, as permitted under the first-time adoption transitional provisions.

## (a) Reporting entity

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

## (b) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and cash held on behalf of ACFE by the Department of Education & Training and short-term deposits, which are readily convertible to cash on hand and are subject to an insignificant risk of changes in value, net of outstanding cheques yet to be presented by the ACFE Board's suppliers and creditors (Note 6).

## (c) Rounding of amounts

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

## (d) Acquisitions of assets

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

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

Where settlement of any part of cash consideration is deferred, the amounts payable in the future are discounted to their present value as at the date of the acquisition. The discount rate used is the incremental borrowing rate, being the rate at which a similar borrowing could be obtained from an independent financier under comparable terms and conditions.

## (e) Revenue recognition

Grants over which the ACFE Board gains control during a reporting period are recognised as revenues of that reporting period consistent

with Australian Accounting Standard AASB 118 'Revenue' and other relevant accounting concepts and pronouncements and views. 'Control' arises on the earlier event of receipt or notification of eligibility for grants by relevant authorities. Revenue also includes minor amounts for services provided and recognised as they are earned.

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

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

	2006 Years	2005 Years
Buildings	40–60	40–60
Computers and peripherals	3	3
Furniture, fittings and equipment	5–10	5–10

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

## (g) Revaluations of non-current assets

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

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

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

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

## **(h) Receivables**

Trade receivables, loans and other receivables are recorded at amortised cost, using the effective interest method, less impairment.

The effective interest method is a method of calculating the amortised cost of a financial asset and of allocating interest income over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset, or, where appropriate, a shorter period.

## **(i) Leased non-current assets**

At reporting date:

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

Operating lease payments are recognised as an expense on a straight-line basis over the estimated useful life, except where another systematic basis is more representative of the time pattern in which economic benefits from the lease assets are consumed.

## **(j) Non-current assets constructed by the ACFE Board**

There were no assets being constructed by the ACFE Board at the reporting date.

## **(k) Payables**

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

## **(l) Contributions by owners**

Consistent with UIG Interpretation 1038 Contributions by Owners Made to Wholly-Owned Public Sector Entities, appropriations for additions to net assets have been designated as contributions by owners. Other transfers that are in the nature of contributions or distributions have also been designated as contributions by owners.

## **(m) Employee benefits**

All employees of the ACFE Board are deemed to be employees of the Department of Education & Training. The Department of Education & Training is reimbursed for all costs including superannuation, long service and annual leave entitlements. The costs are classified as administrative expenses in the operating statement.

## **(n) Goods and services tax (GST)**

Revenues, expenses and assets are recognised net of the amount of goods and services tax (GST), except:

- where the amount of GST incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- for receivables and payables which are recognised inclusive of GST.

The net amount of GST recoverable from, or payable to, the taxation authority is included as part of receivables or payables.

Cash flows are included in the cash flow statement on a gross basis. The GST component of cash flows arising from investing and financing activities which is recoverable from, or payable to, the taxation authority is classified as operating cash flows.

### **(o) Intangible assets/inventories**

The ACFE Board has no significant intangible assets or inventories at the reporting date.

### **(p) Impairment of assets**

Goodwill and intangible assets with indefinite useful lives and intangible assets not yet available for use are tested annually for impairment (i.e. as to whether their carrying value exceeds their recoverable amount) and whenever there is an indication that the asset may be impaired. All other assets are assessed annually for indications of impairment, except for financial assets.

### **(q) Comparative information – financial instruments**

The ACFE Board has elected not to restate comparative information for financial instruments within the scope of AASB 132 'Financial Instruments: Disclosure and Presentation' and AASB 139 'Financial Instruments: Recognition and Measurement', as permitted on the first-time adoption of A-IFRS.

The accounting policies applied to accounting for financial instruments in the current financial year are detailed in Notes 8, 8(a), 8(b) and 8(c). The following accounting policies were applied to accounting for financial instruments in the comparative financial year:

#### **(a) Payables**

Payables represent liabilities for goods and services provided to the ACFE 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.

#### **(b) Interest-bearing liabilities**

Loans are carried at historical cost. Interest is accrued over the period it becomes due and is recorded as part of other creditors.

#### **(c) Other financial assets – investments**

Investments in unlisted securities are recognised at cost and dividend income is recognised as revenue when receivable.

#### **(d) Receivables**

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

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

## NOTE 2 Revenue

	2006 \$'000	2005 \$'000
<b>(a) Revenue from operating activities</b>		
<b>(i) Grants revenue</b>		
State Government grants	33,979	32,875
Grants from other Victorian Government departments	832	2,207
<b>Total State Government grants</b>	<b>34,811</b>	<b>35,082</b>
Grants from Commonwealth Government departments	175	70
Grants from other Commonwealth agencies	13,469	13,470
<b>Total Commonwealth Government grants</b>	<b>13,644</b>	<b>13,540</b>
<b>Total grants revenue</b>	<b>48,455</b>	<b>48,622</b>
<b>(ii) Other revenue</b>		
Other revenue	192	137
<b>Total other revenue</b>	<b>192</b>	<b>137</b>
<b>Total revenue from ordinary activities</b>	<b>48,647</b>	<b>48,759</b>

## NOTE 3 Expenses from ordinary activities

	2006 \$'000	2005 \$'000
<b>Result from ordinary activities includes the following expenses</b>		
<b>Depreciation</b>		
Buildings	214	214
Computers and peripheral equipment	91	320
Furniture, fittings and equipment	53	33
<b>Total depreciation</b>	<b>358</b>	<b>567</b>
<b>Amortisation</b>		
Leasehold improvements	2	2
<b>Total amortisation</b>	<b>2</b>	<b>2</b>
<b>Total depreciation and amortisation</b>	<b>360</b>	<b>569</b>
<b>Rental expense relating to operating leases</b>		
Minimum lease payments	205	248
<b>Total rental expense relating to operating leases</b>	<b>205</b>	<b>248</b>
<b>Grants</b>		
Payments to ACE organisations	34,585	35,175
Payments to Adult Education Institutes	10,082	10,422
Payments to other organisations	456	351
<b>Total grants</b>	<b>45,123</b>	<b>45,948</b>

## NOTE 4 Property, plant and equipment

	2006 \$'000	2005 \$'000
<b>Land and buildings</b>		
Land at 2004 valuation	5,709	5,709
	<b>5,709</b>	5,709
Buildings at 2004 valuation	10,293	10,293
Less: Accumulated depreciation	(428)	(214)
	<b>9,865</b>	10,079
Leasehold improvements at cost	25	25
Less: Accumulated amortisation	(8)	(6)
	<b>17</b>	19
<b>Total land and buildings</b>	<b>15,591</b>	15,807
<b>Computers and peripheral equipment</b>		
Computers and peripheral equipment at cost	1,284	2,714
Less: Accumulated depreciation	(1,284)	(2,621)
	<b>0</b>	93
Office equipment and furniture at cost	304	321
Less: Accumulated depreciation	(288)	(262)
	<b>16</b>	59
<b>Total property, plant and equipment</b>	<b>15,607</b>	15,959

Reconciliations	Land \$'000	Buildings \$'000	Leasehold improvements \$'000	Computers and peripheral equipment \$'000	Office equipment and furniture \$'000	Total \$'000
<b>2006</b>						
Carrying amount at start of year	5,709	10,079	19	93	59	15,959
Additions				24	10	34
Disposals				(26)	-	(26)
Revaluation increments	-	-	-	-	-	-
Depreciation and amortisation		(214)	(2)	(91)	(53)	(360)
Carrying amount at end of year	<b>5,709</b>	<b>9,865</b>	<b>17</b>	<b>0</b>	<b>16</b>	<b>15,607</b>

## NOTE 5 Receivables

	2006 \$'000	2005 \$'000
Trade debtors	226	-
Net GST receivable	2	20
<b>Total receivables</b>	<b>228</b>	20

## NOTE 6 Payables

	2006 \$'000	2005 \$'000
Trade creditors	88	276
Net GST payable	1	–
Other creditors	–	37
<b>Total payables</b>	<b>89</b>	<b>313</b>

## NOTE 7 Equity and movements in equity

	2006 \$' 000	2005 \$' 000
<b>(a) Reserves</b>		
<b>Asset revaluation reserve</b>		
Balance at beginning of financial year	9,629	9,629
<b>Balance at end of financial year</b>	<b>9,629</b>	<b>9,629</b>
<b>(b) Contributions by owners</b>		
Balance at beginning of financial year	782	782
<b>Balance at end of financial year</b>	<b>782</b>	<b>782</b>
<b>(c) Accumulated surplus</b>		
Balance at beginning of financial year	9,025	11,650
Net result	(1,458)	(2,625)
<b>Balance at end of financial year</b>	<b>7,567</b>	<b>9,025</b>

## NOTE 8 Financial instruments

### **Financial risk management objectives**

The Board does not enter into derivative financial instruments to manage its exposure to interest rate and foreign currency risk, or for speculative purposes. The use of financial derivatives is governed by the Board's policies approved by the Board, which provide written principles on the use of financial derivatives. The policies for managing these risks are discussed in more detail below.

### **Significant accounting policies**

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

### Credit risk

The credit risk on financial assets of the Board, which have been recognised on the balance sheet, other than investments in shares, is generally the carrying amount, net of any provisions for doubtful debts.

### Interest rate risk

The Board's exposure to interest rate risk and the effective weighted average interest rate by maturity periods is set out in the following table. For interest rates applicable to each class of asset or liability refer to individual notes to the financial statements.

### 8(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.

	Floating interest \$'000	Fixed interest maturing in:			Non-interest bearing \$'000	Total \$'000
		1 year or less \$'000	1–5 years \$'000	Over 5 years \$'000		
<b>2006</b>						
<b>Financial assets</b>						
Cash and cash equivalents	–	–	–	–	2,232	2,232
Receivables	–	–	–	–	228	228
	–	–	–	–	2,460	2,460
Weighted average interest rate	n/a					
<b>Financial liabilities</b>						
Creditors and accruals	–	–	–	–	89	89
	–	–	–	–	89	89
<b>Net financial assets (liabilities)</b>	–	–	–	–	2,371	2,371
Weighted average interest rate	n/a					

### 2005

#### Financial assets

Cash and cash equivalents	–	–	–	–	3,770	3,770
Receivables	–	–	–	–	20	20
	–	–	–	–	3,790	3,790

Weighted average interest rate n/a

#### Financial liabilities

Creditors and accruals	–	–	–	–	313	313
	–	–	–	–	313	313
<b>Net financial assets (liabilities)</b>	–	–	–	–	3,477	3,477

Weighted average interest rate n/a

**8(b) Net fair value of financial assets and liabilities**

The net fair value of cash and cash equivalents and non-interest-bearing monetary financial assets and financial liabilities of ACFE approximates their carrying amounts.

The net fair value of other monetary financial assets and financial liabilities is based upon market prices where a market exists or by discounting the expected future cash flows by the current interest rates for assets and liabilities with similar risk profiles.

**8(c) The carrying amounts and net fair values of financial assets and liabilities at reporting date were:**

	2006		2005	
	Carrying amount \$'000	Net fair value \$'000	Carrying amount \$'000	Net fair value \$'000
<b>On-balance sheet financial instruments</b>				
<b>Financial assets</b>				
Cash and cash equivalents	2,232	2,232	3,770	3,770
Receivables	228	228	20	20
<b>Non-traded financial assets</b>	<b>2,460</b>	<b>2,460</b>	<b>3,790</b>	<b>3,790</b>
<b>Financial liabilities</b>				
Trade creditors	89	89	313	313
<b>Non-traded financial liabilities</b>	<b>89</b>	<b>89</b>	<b>313</b>	<b>313</b>

## NOTE 9 Responsible persons

In accordance with the Ministerial Directions issued by the Minister for Finance under the *Financial Management Act 1994*, the following

disclosures are made regarding responsible persons for the reporting period for the categories shown:

<b>Responsible Minister</b>	Ms Lynne Kosky, MP	
<b>ACFE Board Members</b>	Ms Lynne Wannan	(Chairperson)
	Mr Maurie Curwood	Until 3 February 2006
	Ms Jane Dewildt	Until 3 February 2006
	Ms Vicki Mitsos	Until 3 February 2006
	Ms Virginia Fenelon	
	Mr Warren Stooke	Until 3 February 2006 Reappointed from 25 May 2006
	Mr Bill Forrest	
	Mrs Cam Nguyen	
	Mr Philip Cooper	From 9 August 2005
	Ms Margaret Wagstaff	
	Ms Leslie Wood	
	Mr Elias Tsigaras	
	Mr Gary Neat	From 25 May 2006
<b>Accountable Officer</b>	Ms Sandy Forbes	

### Remuneration

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

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

	2006	2005
	\$50,690	\$58,654

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

Band	2006	2005
\$0–\$9,999	12	12
\$20,000–\$29,999	–	–
\$30,000–\$39,999	1	1

#### Accountable Officer's remuneration

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

#### Other transactions

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

## NOTE 10 Remuneration of executives

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

## NOTE 11 Remuneration of auditors

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	2006 \$	2005 \$
Audit fees paid or payable to the Victorian Auditor-General's Office for the audit of the Board's financial report		
Payable at 30 June 2006	11,900	11,300

## NOTE 12 Commitments for expenditure

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	2006 \$'000	2005 \$'000
<b>Operating lease commitments</b>		
Commitments in relation to leases (for motor vehicles, photocopiers and buildings) contracted for at the reporting date but not recognised as liabilities, payable		
Within one year	93	176
Later than one year but not later than 5 years	45	94
	138	270

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

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	2006 \$'000	2005 \$'000
Net result for the reporting period	(1,458)	(2,625)
Depreciation and amortisation	360	569
Loss/(profit) on disposal of assets	26	2
Change in operating assets and liabilities		
Increase/(decrease) in payables	(224)	(122)
(Increase)/decrease in GST receivables	(208)	(20)
<b>Net cash inflow/(outflow) from operating activities</b>	<b>(1,504)</b>	<b>(2,196)</b>

## NOTE 14 Contingent liabilities and contingent assets

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As at 30 June 2006 the Board had no knowledge of any contingent liabilities or contingent assets (2004–05 Nil).

## NOTE 15 Impacts of the adoption of Australian equivalents to International Financial Reporting Standards

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ACFE changed its accounting policies, other than its accounting policies for financial instruments, on 1 July 2004 to comply with A-IFRS. The transition to A-IFRS is accounted for in accordance with Accounting Standard AASB 1 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards', with 1 July 2004 as the date of transition. ACFE changed its accounting policies for financial instruments effective from 1 July 2005 (refer Note 1).

### Effect of A-IFRS on the balance sheet as at 30 June 2005

There was no material difference between the balance sheet presented under A-IFRS and the balance sheet presented under superseded policies.

### Effect of A-IFRS on the operating statement for the year ended 30 June 2005

There was no material difference between the operating statement presented under A-IFRS and the operating statement presented under superseded policies.

### Effect of A-IFRS on the cash flow statement for the year ended 30 June 2005

There was no material difference between the cash flow statement presented under A-IFRS and the cash flow statement presented under superseded policies.



Adult Education  
in the Community

## ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

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### ACCOUNTABLE OFFICER'S DECLARATION

We certify that the attached financial statements for the 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 Operating Statement, Balance Sheet, Statement of Recognised Income and Expense, Cash Flows Statement and notes to and forming part of the financial statements, presents fairly the financial transactions during the year ended 30 June 2006 and financial position of the Adult, Community and Further Education Board at 30 June 2006.

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

Date 8/9/2006

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

Date 3/9/2006



AUDITOR GENERAL  
VICTORIA

**INDEPENDENT AUDIT REPORT**

**Department of Education and Training**

**To the Members of the Parliament of Victoria and the Secretary of the Department**

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

This audit report for the financial year ended 30 June 2006 relates to the financial report of the Department of Education and Training included on its web site. The Secretary of the Department of Education and Training is responsible for the integrity of the web site. I have not been engaged to report on the integrity of the web site. The audit report refers only to the statements named below. An opinion is not provided on any other information which may have been hyperlinked to or from these statements. If users of this report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report to confirm the information included in the audited financial report presented on this web site.

**Scope**

*The Financial Report*

The accompanying financial report for the year ended 30 June 2006 of the Department of Education and Training consists of the operating statement, balance sheet, statement of recognised income and expense, cash flow statement, notes to and forming part of the financial report, and the accountable officer's and chief finance and accounting officer's declaration.

*Secretary's Responsibility*

The Secretary of the Department of Education and Training is responsible for:

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

*Audit Approach*

As required by the *Audit Act* 1994, an independent audit has been carried out in order to express an opinion on the financial report. The audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the financial report is free of material misstatement.

The audit procedures included:

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



AUDITOR GENERAL  
VICTORIA

**Independent Audit Report (continued)**

These procedures have been undertaken to form an opinion as to whether the financial report is presented in all material respects fairly in accordance with Accounting Standards and other mandatory professional reporting requirements in Australia, and the financial reporting requirements of the *Financial Management Act 1994*, so as to present a view which is consistent with my understanding of the Department's financial position, and its financial performance and cash flows.

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

**Independence**

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

**Audit Opinion**

In my opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and the financial reporting requirements of the *Financial Management Act 1994*, the financial position of the Department of Education and Training as at 30 June 2006 and its financial performance and cash flows for the year then ended.

MELBOURNE  
8 September 2006

JW CAMERON  
*Auditor-General*

# Appendices

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1 Allocation of government funds administered by Regional Councils	52
2 Publications	64
3 Freedom of Information	65
4 <i>Whistleblowers Protection Act 2001</i>	67
5 Other statutory reporting requirements	77
6 Disclosure index	79

## APPENDIX 1

### Allocation of government funds administered by Regional Councils

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#### Barwon South Western

Anglesea and District Community House	\$27,523
BAYSA	\$250,892
Bellarine Living and Learning Centre	\$19,472
Brophy Family and Youth Services	\$12,334
Cloverdale Community Centre	\$26,686
Colac Adult and Community Education	\$425,789
Corangamite District Adult Education Group	\$162,628
CREATE (Geelong)	\$675,937
Deans Marsh Community Cottage	\$18,695
Geelong Adult Training and Education	\$1,325,890
Geelong Ethnic Communities Council	\$431,350
Gunditjmara Aboriginal Cooperative	\$16,965
Karingal	\$41,741
Lara Community Centre	\$14,765
Lorne Fig Tree Community House	\$13,826
Norlane Neighbourhood House	\$9,400
Ocean Grove Neighbourhood Centre	\$30,209
Old Courthouse Community Centre	\$95,056
Otway Health and Community Services	\$45,750
Pathways – Rehabilitation and Support Services	\$22,827
Port Fairy Community Group	\$25,001
Portland Workskills	\$128,173
Queenscliff and District Neighbourhood House	\$16,826
Rosewall Neighbourhood Centre	\$26,316
Simpson and District Community Centre	\$24,861
South West Victorian SEAL	\$245,909
Southern Grampians Adult Education	\$257,284
Springdale Community Cottage	\$34,220
U3A Geelong	\$11,000
Vines Road Community Centre	\$18,960
Wathaurong Aboriginal Cooperative	\$12,675
Winchelsea Community House	\$71,921
Worn Gundidj Aboriginal Cooperative	\$12,302
YWCA of Victoria	\$23,220
<b>Total</b>	<b>\$4,576,403</b>

## Eastern Metropolitan

Alamein Community Committee	\$97,852
Anglicare Victoria – Dixon House	\$90,994
Arrabri Community House – Maroondah City Council	\$74,238
Australian Greek Welfare Society	\$30,950
Australian Polish Community Services	\$12,880
Belgrave South Community House	\$20,525
Bowen Street Family Centre	\$15,873
Bulleen and Templestowe Community House	\$27,931
Central Ringwood Community Centre	\$58,384
Child and Family Care Network	\$187,177
Clota Cottage Neighbourhood House	\$103,976
Coonara Community House	\$120,206
Donvale Living and Learning Centre	\$306,630
EDAR	\$39,318
Emerald Community House <sup>1</sup>	\$6,462
Fusion Australia	\$8,900
Glen Park Community Centre	\$36,219
Hawthorn Community Education Project	\$47,858
Hawthorn Community House	\$133,649
Healesville Living and Learning Centre	\$129,656
Inner Eastern Group Training	\$46,560
Japara Neighbourhood House	\$25,879
Kallista Community House	\$45,569
Kew Neighbourhood House	\$112,314
Knoxbrooke	\$38,617
KYM Employment Services	\$108,719
Manningham U3A	\$10,000
Melba Support Services	\$28,746
Mitcham Community House	\$64,916
Morrison House	\$467,160
Mountain District Women's Cooperative	\$303,613
Mulgrave Neighbourhood House	\$144,393
North Ringwood Community House	\$67,390
Orana Neighbourhood House	\$14,114
Outer Eastern Literacy Program	\$76,870
Park Orchards Community House	\$79,057
RecruitNet Career Skills	\$61,886
Selby Community House	\$30,850
South Central Region Migrant Resource Centre	\$34,664
Stepfamily Association of Victoria	\$10,280
The Avenue Neighbourhood House	\$103,493
The Basin Community House	\$48,206
The Onemda Association	\$53,903
U3A Emerald	\$2,000

U3A Kooyong	\$10,750
U3A Lilydale	\$3,770
U3A Nunawading	\$14,582
U3A Waverley	\$6,500
Upper Yarra Community House	\$387,554
Vermont South Community House	\$80,414
Waverley Adult Literacy Program	\$82,709
Waverley Community Learning Centre	\$103,798
Wavlink	\$41,543
Yarrunga Community Centre	\$51,921
Yooralla – Community Learning and Living Centre	\$8,666
<b>Total</b>	<b>\$4,321,084</b>

<sup>1</sup>Regional boundary realignment from 2006; ACE organisation is now eligible with the Southern Metropolitan Regional Council.

## Gippsland

ACES	\$287,449
Art Resource Collective	\$17,648
BACE	\$342,853
Bairnsdale Neighbourhood House	\$62,684
Benambra Neighbourhood House	\$15,476
Bendoc Progress Association	\$12,775
Berry Street Victoria	\$10,537
Bnym Indigenous Designs	\$11,995
Briagolong Community House	\$15,999
Buchan Neighbourhood House	\$27,137
Cann River Community Centre	\$15,212
Churchill Neighbourhood Centre	\$27,460
Community Centre Swifts Creek	\$36,553
Deddick Valley Isolated Community Group	\$15,200
East Gippsland ACDEP Cooperative	\$41,737
Education Centre Gippsland	\$773,537
Foster Community House	\$33,373
Gippsland Accommodation and Rehabilitation Support Services	\$71,958
Gippsland and East Gippsland Aboriginal Cooperative	\$15,124
Gippsland Employment Skills Training	\$216,994
Gormandale Community House and Learning Centre	\$36,224
Heyfield Community Resource Centre	\$50,662
I-GAIN Quality Learning	\$408,373
Lakes Entrance Neighbourhood House	\$16,788
Latrobe Valley U3A	\$4,850
Leongatha Community House	\$26,258
Mallacoota and District U3A	\$3,046
Mallacoota Community House auspiced by Mallacoota District Health and Support Service	\$22,863
Milpara Community House	\$45,319
Moe Life Skills Centre	\$47,707
Moe Neighbourhood House	\$31,686
Morwell Neighbourhood House and Learning Centre	\$49,559
Noweyung Centre	\$6,578
Orbost Neighbourhood House auspiced by Orbost District Health	\$22,551
Orbost Telecentre	\$21,329
Paynesville Neighbourhood Centre	\$34,901
Ramahyuck District Aboriginal Corporation	\$18,737
Rosedale Neighbourhood House	\$23,943
Sale Neighbourhood House	\$25,897
The Bemm River Community Centre	\$13,495
Traralgon Neighbourhood Learning House	\$84,328
U3A Bairnsdale and District	\$3,864
U3A Baw Baw	\$3,046
U3A Sale	\$7,340
Warragul Community House	\$64,996
Work Focus	\$28,765
Yarram Community Learning Centre	\$46,648
<b>Total</b>	<b>\$3,201,454</b>

## Grampians

Ararat Community House and Adult Learning Centre	\$70,557
Ballan and District Community House and Adult Education Centre	\$29,249
Ballarat Community Development Centre	\$292,060
Ballarat East Community House	\$73,555
Ballarat North Salvation Army Community House	\$16,788
Beaufort Community House and Learning Centre	\$48,703
Beulah Historic and Learning Group	\$19,017
Birchip Learning Group 1	\$10,376
Birchip Telecentre	\$22,482
BRACE Education Training Employment	\$549,501
Clunes Neighbourhood House auspiced by Hepburn Health Service	\$18,962
Creswick Adult Learning Centre and Neighbourhood House	\$62,171
Daylesford Neighbourhood House and Learning Centre	\$165,261
Delacombe Community House auspiced by Child and Family Services	\$8,900
Donald Learning Group <sup>1</sup>	\$29,851
Gateway BEET	\$47,249
Haddon and District Community House	\$16,105
Highlands Support Services	\$16,099
Horsham Community House	\$31,001
Jeparit Community Education Group	\$13,337
Learning and Information Network Kaniva	\$15,418
Mature Aged Learning: Horsham & District U3A	\$9,617
Meredith Community House	\$22,137
Nhill Neighbourhood House Learning Centre	\$19,359
On Track Learning Wimmera	\$128,827
Rainbow Community Learning Group	\$17,662
Shared Learning and Activities Murtoa	\$20,509
St Arnaud Community Resource Centre	\$20,975
St Arnaud Neighbourhood House auspiced by Stawell Neighbourhood House	\$18,397
Stawell Neighbourhood House	\$19,536
Trentham Neighbourhood Centre	\$21,631
Universal Learning for the Third Age Ballarat	\$9,500
University of the Third Age Stawell and District	\$8,500
U3A Hepburn Shire	\$8,886
Warracknabeal Neighbourhood House and Learning Centre	\$31,234
Wendouree West Community House and Learning Centre	\$41,388
Wimmera Hub	\$451,052
Wycheproof Community Resource Centre <sup>1</sup>	\$68,888
<b>Total</b>	<b>\$2,474,740</b>

<sup>1</sup>Regional boundary realignment from 2006; ACE organisation is now eligible with the Loddon Mallee Regional Council.

## Hume

Albury Wodonga Volunteer Resource Bureau	\$16,400
Bandiana Neighbourhood House	\$10,100
Baranduda Community Centre auspiced by Wodonga City Council	\$14,669
Beechworth Neighbourhood Centre	\$44,765
Birallee Park Neighbourhood House	\$23,178
Bright Adult Education	\$47,595
Broadcare Community Centre	\$21,185
CEACA – Continuing Education and Arts Centre	\$109,191
Central Access	\$29,267
City of Wodonga – Felltimber Community Centre	\$13,569
Cobram Community House	\$99,897
Continuing Education Centre (Albury–Wodonga)	\$622,843
Corryong Community Education Centre	\$101,490
Corryong Community Neighbourhood Centre	\$14,720
Euroa Community Education Centre	\$173,730
Kilmore and District Community Group	\$11,259
King Valley Learning Exchange	\$18,011
Kinglake Ranges Neighbourhood House	\$23,088
Kyabram Community and Learning Centre	\$45,497
MACCRO – Mansfield Adult Autistic Services	\$2,500
MACE Incorporated	\$127,833
Mooroopna Education and Activity Centre	\$22,062
Mt Beauty Neighbourhood Centre	\$30,507
Mungabareena Aboriginal Corporation	\$8,119
Nathalia District Community Association	\$15,111
North Shepparton Community and Learning Centre	\$78,426
Numurkah Community Learning Centre	\$40,832
Open Door Neighbourhood House	\$33,037
Pangerang Community House	\$17,792
Panyule Neighbourhood Centre	\$15,349
Puckapunyal and District Neighbourhood House	\$8,900
Seymour and District Community House	\$36,303
Shepparton Access	\$21,850
Shepparton Adult and Community Education	\$290,203
South Shepparton Community House	\$13,045
Tallangatta Community Education Centre	\$30,569
Tatura Community House	\$21,868
The Centre for Continuing Education	\$963,757
Trudewind Neighbourhood House	\$32,024
Wallan and District Community Group	\$13,311
Waminda Incorporated	\$27,811
Worktrainers	\$26,587
Yackandandah Community Education Network	\$26,379
Yea Community Service Group	\$19,966
YNH Services	\$44,829
<b>Total</b>	<b>\$3,409,424</b>

## Loddon Mallee

Bendigo Aboriginal Education Consultative Group	\$19,304
Bendigo Adult Literacy Group	\$166,625
Bendigo Neighbourhood House auspiced by Anglicare	\$37,468
Bendigo Regional Ethnic Communities Council	\$14,085
Boort Resource and Information Centre	\$20,667
Campaspe College of Adult Education	\$387,027
Castlemaine and District Continuing Education	\$115,793
Castlemaine Community House	\$24,370
CentaVic Ethnic (ESL) Learning	\$9,415
Cohuna Learning Centre	\$16,085
Continuing Education Bendigo	\$597,992
Echuca Neighbourhood House	\$17,845
Future Connections Association	\$289,107
Future Employment Opportunities	\$122,192
Girgarre and Community Group	\$17,704
Goldfields Employment and Learning Centre	\$234,967
Inglewood Community Resource Centre	\$15,085
Kangaroo Flat Community Group	\$29,271
Kerang Learning Centre	\$110,978
Kyabram Community and Learning Centre	\$535,228
Kyneton Community and Learning Centre	\$142,096
Lancefield Neighbourhood House	\$18,942
Loddon Neighbourhood House	\$52,844
Long Gully Neighbourhood Centre	\$14,085
Macedon Ranges Further Education Centre	\$89,309
MADEC	\$574,846
Maldon Neighbourhood Centre	\$20,799
Maryborough Community House	\$17,345
Mclvor Health and Community Services	\$22,404
Mildura Aboriginal Corporation	\$38,725
Mirrimbeena Aboriginal Education Group	\$32,322
Murray Adult Community Education Swan Hill	\$202,189
Murray Human Services	\$17,085
Northern Mallee Migrant Services Group	\$17,180
Peter Harcourt Services	\$26,061
Pyramid Hill Neighbourhood House	\$19,428
Red Cliffs Community Resource Centre	\$17,180
Robinvale Network House	\$32,965
Rushworth Community House	\$39,750
Swan Hill Community House	\$10,990
Tongala Community Activities Centre	\$21,775
Tongala Dairy Industry Training Centre	\$32,560
U3A Bendigo	\$8,188
U3A Castlemaine	\$8,188
U3A Sunraysia	\$8,186
Woodend Neighbourhood Centre	\$16,612
<b>Total</b>	<b>\$4,283,262</b>

## Northern Metropolitan

Aboriginal Community Elders Services	\$10,772
Anglicare Victoria – Broadmeadows WCH	\$12,366
Arts Project Australia	\$29,257
Australian Greek Welfare Society	\$40,976
Banksia Gardens Community Centre	\$15,013
Broadmeadows Employment Project	\$100,429
Broadmeadows Further Education Community Development	\$172,237
Brunswick Neighbourhood House Cooperative	\$143,594
Craigieburn Education and Community Centre	\$55,373
Dallas Neighbourhood House	\$15,461
Diamond Creek Living and Learning Centre	\$42,690
Diamond Valley Learning Centre	\$411,691
Djerriwarrh Employment and Education Services	\$42,067
Glenroy Neighbourhood Learning Centre	\$341,542
Heidelberg Training and Resources Centre	\$56,101
Homestead Community Centre auspiced by Hume City Council	\$16,835
Hume U3A	\$9,581
Jika Jika Community Centre	\$23,916
Kaleidoscope Neighbourhood House	\$10,400
Kurdish Association of Victoria	\$32,704
Lalor Living and Learning Centre	\$227,921
Macedon Ranges Further Education Centre	\$54,099
Meadow Heights Learning Shop	\$152,849
Mental Illness Fellowship (Victoria)	\$48,291
Mill Park Community House	\$99,170
Moreland Adult Education Association	\$211,919
Nillumbik Shire Council Living and Learning Centre	\$170,560
Olympic Adult Education	\$255,912
Preston Neighbourhood House	\$83,444
Preston Reservoir Adult Community Education	\$536,672
Robinson Reserve Neighbourhood House	\$38,616
Rosanna Fire Station Community House	\$19,629
SPAN Community House	\$46,131
Sussex Neighbourhood House	\$92,855
Thornbury Women's Neighbourhood House	\$148,529
Tullamarine Community House	\$34,528
U3A Darebin	\$10,902
Victorian Vocational Rehabilitation Association	\$50,435
Watsonia Neighbourhood House	\$19,881
Yooralla – Community Learning and Living Centre	\$5,571
<b>Total</b>	<b>\$3,890,919</b>

## Southern Metropolitan

Australian Croatian Community Services	\$6,190
Australian Greek Welfare Society	\$37,493
Bass Coast Adult Education Centre <sup>1</sup>	\$53,000
Belvedere Community Centre	\$30,087
Blind Bight Community Centre	\$11,131
Caulfield South Community House	\$28,156
Cheltenham Community Education and Activity Centre	\$126,075
Community One	\$321,837
Corinella and District Community Centre <sup>1</sup>	\$32,697
Cranbourne Community House	\$131,129
Dandenong Neighbourhood House	\$57,364
Dingley Village Neighbourhood Centre	\$103,055
Doveton Neighbourhood Place	\$32,741
Education Centre Gippsland	\$30,000
Emerald Community House	\$34,503
Endeavour Hills Uniting Care Neighbourhood Centre	\$22,191
Gippsland Accommodation and Rehabilitation Support Services <sup>1</sup>	\$21,046
Glen Eira Adult Learning Centre	\$154,970
Godfrey Street Community House	\$16,043
Hallam Community Centre	\$21,931
Hampton Community Centre	\$18,828
Hampton Park Care Group	\$30,956
Hastings Community House	\$26,837
Jan Wilson Community Centre	\$59,570
Kaala Koorie Association	\$17,313
Karingal Neighbourhood House	\$21,210
Keysborough Learning Centre auspiced by Keysborough Parish	\$298,069
Living and Learning Centre (Langwarrin)	\$45,018
Living and Learning Centre (Pakenham/Cardinia)	\$143,281
Longbeach Place	\$230,564
Lyrebird Community Centre	\$43,512
Merinda Park Community Centre	\$234,584
Moongala Women's Cooperative	\$28,528
Mordialloc Neighbourhood House	\$39,726
Mornington Community Contact	\$81,299
Mt Eliza Community Contact	\$28,329
Narre Community Learning Centre	\$634,765
Noble Park Community Centre	\$16,398
Oakgrove Community Centre	\$8,900
Outlook (VIC)	\$21,364
Pakenham and District U3A	\$7,727
Peninsula Access Support and Training	\$49,687
Peninsula Adult Education and Literacy	\$88,504
Peninsula Training and Employment Program	\$43,042

Phillip Island Community and Learning Centre <sup>1</sup>	\$44,044
Rye Community House	\$24,586
Sandybeach Community Co-op Society	\$309,052
SkillsPlus Peninsula	\$228,830
Sorrento Community House	\$30,394
South Central Region Migrant Resource Centre	\$35,450
South Eastern Region Migrant Resource Centre	\$36,911
Springvale Community Centre	\$13,544
Springvale Indo-Chinese Mutual Assistance Association	\$53,685
Springvale Neighbourhood House	\$270,233
U3A Casey	\$5,350
U3A Dandenong	\$6,280
U3A Frankston	\$6,000
U3A Kingston	\$5,000
U3A Moorleigh	\$5,000
U3A Mornington	\$6,000
U3A Wonthaggi <sup>1</sup>	\$14,200
Upper Beaconsfield Community Centre	\$86,559
Venus Bay/Inverloch Community House <sup>1</sup>	\$20,089
Wellsprings	\$30,348
Western Port Employment Support Service	\$8,900
Yooralla Community Learning and Living Centre	\$11,142
<b>Total</b>	<b>\$4,741,247</b>

<sup>1</sup>Regional boundary realignment from 2006; ACE organisation is now eligible with the Gippsland Regional Council.

## Western Metropolitan

Acacia Indochinese Community Support Association <sup>3</sup>	\$20,470
Altona Meadows Community Centre	\$19,183
Anglicare Victoria	\$18,287
Angliss Neighbourhood House	\$63,377
Australian Croatian Community Services	\$18,637
Australian Greek Welfare Society	\$27,205
Australian Polish Community Services	\$30,528
Australian Romanian Community Welfare	\$19,391
Australian Vietnamese Women's Welfare Association <sup>3</sup>	\$98,360
Bacchus Marsh Adult Education Centre <sup>1</sup>	\$175,530
Belgium Avenue Neighbourhood House <sup>3</sup>	\$26,187
Burnley Neighbourhood Centre <sup>3</sup>	\$23,006
Carlton Neighbourhood Learning Centre <sup>3</sup>	\$169,281
Carringbush Adult Education <sup>3</sup>	\$157,908
Community West	\$253,884
Darley Neighbourhood House and Learning Centre <sup>1</sup>	\$50,298
Disability Employment Action Centre	\$19,410
Djerriwarrh Employment and Education Services	\$272,923
Duke Street Community House Association	\$144,378
Elwood St Kilda Neighbourhood Learning Centre <sup>2</sup>	\$151,532
Essendon Network for Employment and Training	\$91,777
Finbar Neighbourhood House <sup>3</sup>	\$17,495
Fitzroy Learning Network <sup>3</sup>	\$87,713
Flemington Neighbourhood House	\$109,427
Flemington Reading and Writing Program	\$163,306
Footscray Community Arts Centre	\$185,333
Garden City Neighbourhood House	\$13,917
Gawith Villa <sup>2</sup>	\$12,787
Holden Street Neighbourhood House <sup>3</sup>	\$58,084
ISIS Primary Care	\$11,454
Kensington Women's Group Childcare Association	\$67,514
Laverton Community Centre and Neighbourhood House	\$74,438
Learn For Yourself <sup>2</sup>	\$69,838
Maribyrnong Community Centre	\$56,315
Melton South Community Centre	\$33,588
Migrant Resource Centre North West Region	\$8,900
Ngwala Willumbong Cooperative <sup>2</sup>	\$53,427
North and West Melbourne Neighbourhood Centre	\$28,273
North Carlton Railway Station Neighbourhood House <sup>3</sup>	\$23,166
North Fitzroy Public Residents Association <sup>3</sup>	\$10,400
North Melbourne Language and Literacy	\$147,632
Open Channel Cooperative <sup>3</sup>	\$10,360
Outlets Cooperative	\$34,204

Port Melbourne Neighbourhood Centre <sup>2</sup>	\$39,334
Port Phillip Community Group <sup>2</sup>	\$20,952
Prahran Mission <sup>2</sup>	\$18,720
Prahran Neighbourhood House <sup>2</sup>	\$88,784
Quantin Binnah Community Centre	\$19,080
Royal Victorian Institute for the Blind	\$16,451
Songlines Music Aboriginal Corporation <sup>2</sup>	\$47,800
South Central Region Migrant Resource Centre <sup>2</sup>	\$30,969
South Kingsville Community Centre	\$26,150
Spanish Latin American Welfare Centre (CELAS)	\$21,224
St Kilda Youth Service <sup>2</sup>	\$10,100
Sydenham Community Centre	\$19,793
Taskforce Community Agency <sup>2</sup>	\$25,087
Third Age Learning Hobsons Bay	\$8,500
Third Age Learning Western Region	\$8,700
U3A Werribee Region	\$8,700
Werribee Community Centre	\$259,268
WERX Foundation	\$10,350
West Footscray Neighbourhood House Association	\$10,142
Western Bulldogs Spiritwest Services	\$192,263
Westvale Community Centre	\$12,105
Williamstown Community and Education Centre	\$160,776
Wingate Avenue Community Centre	\$70,227
YarraNet <sup>3</sup>	\$18,533
Yarraville Community Centre	\$205,043
Yooralla – Community Learning and Living Centre <sup>2</sup>	\$170,573
<b>Total</b>	<b>\$4,648,747</b>

<sup>1</sup>Regional boundary realignment from 2006; ACE organisation is now eligible with the Grampians Regional Council.

<sup>2</sup>Regional boundary realignment from 2006; ACE organisation is now eligible with the Southern Metropolitan Regional Council.

<sup>3</sup>Regional boundary realignment from 2006; ACE organisation is now eligible with the Northern Metropolitan Regional Council.

## APPENDIX 2

### Publications

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#### ACFE Board

*Ace Connects! Building Pathways to Education, Employment and Community Engagement* (August 2005)

*Building Sustainable Community Businesses: A Strategy for Success* (December 2005)

*Final Report on a Survey of Men's Shed Participants in Victoria* (University of Ballarat, March 2006)

#### Barwon South Western

*ACE Weekly Update* (42 editions)

*Learning for Life – Partnership Project with G21* (video and CD-ROM)

*Providers and Partnerships in the Barwon South Western Region* (L. Lavelle, November 2005)

*Schools/ACE Partnerships: Review of Smart Geelong Region LLEN* (J. Dalton, July 2005)

#### Eastern Metropolitan

*Meeting the Needs of High Priority Learner Groups: A Report on 2005 Regional Council Development Projects* (February 2006)

#### Gippsland

*Gippsland Gazette* (six editions)

*AAA Handbook 2006* (April 2006)

#### Grampians

*ACE Bulletins* (six editions)

*Managing Your Statistics Manual* (February 2006)

*Regional Council Induction Handbook* (November 2005)

#### Hume

*Volunteer – A Manual to Support Volunteering in Adult and Community Education* (December 2005)

*A Guide to Global Positioning Systems – NE Victoria Men's E-Learning Precinct Project* (December 2005)

#### Loddon Mallee

*Celebrating 10 years of Learning in ACE across Loddon Campaspe Mallee Region* (CD-ROM) (September 2005)

#### Northern Region

*Regional Manual 2005* (2005)

*Recognition of Prior Learning* (CD-ROM)

#### Southern Metropolitan

*Applying Information and Research to Learner Groups in Vocational Training and Education* (CD-ROM) (November 2005)

# APPENDIX 3

## Freedom of Information

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

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

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

### Categories of documents

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

#### ***Correspondence, administrative and policy documents***

Paper records are maintained in registered files.

#### ***Minutes, agendas, and papers***

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

#### ***Personnel documents***

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

#### ***Accounting documents***

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

## Freedom of Information arrangements

### ***Access to records***

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

### ***Form of request for access***

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

The applicant should provide the following information:

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

### ***Correction of personal information***

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

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

### ***Fees and charges***

An application fee is required unless evidence of hardship is provided. Applicants are advised that other charges may be made in accordance with the *Freedom of Information (Access Charges) Regulations 2004*. Details of the fee and access charges can be found at <<http://www.foi.vic.gov.au>>.

### ***Appeals***

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

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

### ***Freedom of Information request summary***

No Freedom of Information requests were received during 2005–06.

## APPENDIX 4

### *Whistleblowers Protection Act 2001*

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#### Disclosure 9

The Department of Education & Training 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 2006 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 is committed to the aims and objectives of the Act. It does not tolerate improper conduct by its employees nor the taking of reprisals against those who come forward to disclose such conduct.

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

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

##### **3 Purpose of these procedures**

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

These procedures complement the Department's established procedures for addressing complaints and are for use only where appropriate.

Employees and members of the general public should continue to raise issues in accordance with the consultative and complaint resolution procedures already in place unless the complaint meets the criteria specified in the Act to be considered a protected disclosure.

##### **4 Definitions of key terms**

###### **4.1 A protected disclosure**

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

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

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

## 4.2 Improper conduct

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

### Examples

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

## 4.3 Corrupt conduct

Corrupt conduct means:

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

### Examples

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

## 4.4 Detrimental action

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

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

### Examples

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

## 5 The reporting system

### 5.1 Contact persons within the Department

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

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

Contact details are provided on page 76.

### 5.2 Alternative contact persons

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

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

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

## 6 Roles and responsibilities

### 6.1 Employees

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

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

### 6.2 Protected disclosure officers

Protected disclosure officers will:

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

- forward all disclosures and supporting evidence to the protected disclosure coordinator.

### 6.3 Protected disclosure coordinator

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

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

### 6.4 Investigator

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

### 6.5 Welfare manager

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

The welfare manager will:

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

## **7 Confidentiality**

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

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

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

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

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

The Department will ensure all files, whether paper or electronic, are kept in a secure room and can only be accessed by the protected

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

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

## **8 Collating and publishing statistics**

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

## **9 Receiving and assessing disclosures**

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

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

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

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

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

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

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

- the disclosure was made by a natural person (that is, an individual person rather than a corporation)

- the disclosure relates to conduct of a public body or public officer acting in their official capacity
- the alleged conduct is improper conduct or detrimental action taken against a person in reprisal for making a protected disclosure
- the person making a disclosure has reasonable grounds for believing the alleged conduct has occurred.

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

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

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

## **9.2 Is the disclosure a protected disclosure?**

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

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

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

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

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

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

## **10 Investigations**

### **10.1 Introduction**

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

The objectives of an investigation will be:

- to collate information relating to the allegation as quickly as possible. This may involve taking steps to protect or preserve documents, materials and equipment
- to consider the information collected and to draw conclusions objectively and impartially

- to maintain procedural fairness in the treatment of witnesses and the person who is the subject of the disclosure
- to make recommendations arising from the conclusions drawn concerning remedial or other appropriate action.

### **10.2 Terms of reference**

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

### **10.3 Investigation plan**

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

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

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

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

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

### **10.4 Natural justice**

The principles of natural justice will be followed in any investigation of a protected disclosure.

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

The Department of Education & Training will have regard to the following issues in ensuring procedural fairness:

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

### **10.5 Conduct of the investigation**

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

Where disclosure of the identity of the whistleblower cannot be avoided, due to the

nature of the allegations, the investigator will warn the whistleblower and his or her welfare manager of this probability.

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

### **10.6 Referral of an investigation to the Ombudsman**

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

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

### **10.7 Reporting requirements**

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

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

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

## **11 Action taken after an investigation**

### **11.1 Investigator's final report**

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

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

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

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

The report will be accompanied by:

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

## **11.2 Action to be taken**

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

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

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

## **12 Managing the welfare of the whistleblower**

### **12.1 Commitment to protecting whistleblowers**

The Department is committed to the protection of genuine whistleblowers against detrimental action taken in reprisal for the making of protected disclosures.

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

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

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

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

### **12.2 Keeping the whistleblower informed**

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

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

### 12.3 Occurrence of detrimental action

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

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

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

### 12.4 Whistleblowers implicated in improper conduct

Where a person who makes a disclosure is implicated in misconduct, the Department will handle the disclosure and protect the whistleblower from reprisals in accordance with the Act, the Ombudsman's guidelines and these procedures.

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

The Secretary will make the final decision on the advice of the protected disclosure coordinator as to whether disciplinary or other action will be taken against a whistleblower. Where disciplinary or

other action relates to conduct that is the subject of the whistleblower's disclosure, the disciplinary or other action will only be taken after the disclosed matter has been appropriately dealt with.

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

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

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

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

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

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

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

- informed as to the substance of the allegations

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

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

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

#### **14 Criminal offences**

The Department will ensure officers appointed to handle protected disclosures and all other employees are aware of the following offences created by the Act.

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

- It is an offence for a person to knowingly provide false information under the Act with the intention that it be acted on as a disclosed matter. The Act provides a maximum penalty of 240 penalty units (\$24,000) or two years imprisonment or both.

#### **15 Review**

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

### **Contact details**

Written disclosures should be marked confidential and addressed to the protected disclosure officer at the appropriate regional or central Department office.

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

#### **Conduct and Ethics Branch**

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

#### **Protected Disclosure Coordinator**

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

#### **The Ombudsman Victoria**

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

## APPENDIX 5

### Other statutory reporting requirements

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#### Compliance with the *Building Act 1993*

The Board is upgrading all buildings to 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 for projects over \$100,000. No contracts greater than \$10 million in value were entered into during 2005–06.

#### National Competition policy

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

#### Additional information

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

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

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

Enquiries regarding details of this information should be made to:

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

#### Occupational health and safety

##### **ACFE Division**

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

##### **ACFE Regional Offices**

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

The performance indicators for Regional Offices include the number of:

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

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

Major improvements and initiatives included:

- ongoing archiving and disposal of records (Northern Metropolitan)
- audit of occupational health and safety risks in the Regional Offices (Barwon South Western, Grampians)
- maintenance related to occupational health and safety risks including heating and cooling, evacuation plans (Barwon South Western, Northern Metropolitan)
- staff induction and consultation process on occupational health and safety policies and risk management plans (Eastern Metropolitan, Grampians, Northern Metropolitan).

## APPENDIX 6

### Disclosure index

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The annual report of the ACFE Board is prepared in accordance with the *Financial Management Act 1994* and the Directions of the Minister for Finance. This index facilitates identification

of the Board's compliance with the Directions of the Minister for Finance by listing references to disclosures in this financial report.

#### Ministerial Directions

Legislation requirement	Page reference
<b>Report of operations</b>	
<b>Charter and purpose</b>	
FRD 22A Manner of establishment and the relevant Ministers	20
FRD 22A Objectives, functions, powers and duties	20
FRD 22A Nature and range of services provided	4, 20
<b>Management and structure</b>	
FRD 22A Organisational structure	21
<b>Financial and other information</b>	
FRD 22A Statement of workforce data and merit and equity	24
FRD 22A Summary of the financial results for the year	7–8
FRD 22A Significant changes in financial position during the year	7–8
FRD 22A Operational and budgetary objectives and performance against objectives	9–19
FRD 22A Major changes or factors affecting performance	78
FRD 22A Subsequent events	n/a
FRD 22A Application and operation of the <i>Freedom of Information Act 1982</i>	65–66
FRD 22A Compliance with building and maintenance provisions of the <i>Building Act 1993</i>	77
FRD 22A Statement on National Competition policy	77
FRD 22A Application and operation of the <i>Whistleblowers Protection Act 2001</i>	67–76
FRD 22A Details of consultancies over \$100,000	77
FRD 22A Details of consultancies under \$100,000	77
FRD 12A Disclosure of major contracts	77
FRD 22A Statement of availability of other information	77
FRD 22A Occupational health and safety	77
FRD 10 Disclosure index	79
FRD 25 Victorian Industry Participation policy disclosures	n/a
FRD 8A Budget portfolio outcomes	n/a

Legislation requirement	Page reference
<b><i>Financial statements</i></b>	
<b>Financial statements required under Part 7 of the FMA</b>	
SD 4.2(c) Compliance with Australian Accounting Standards and other authoritative pronouncements	36
SD 4.2(c) Compliance with Ministerial Directions	36
SD 4.2(d) Rounding of amounts	37
SD 4.2(c) Accountable Officer's declaration	48
SD 4.2(f) Model financial report	n/a
SD 4.2(b) Balance sheet	33
SD 4.2(b) Operating statement	32
SD 4.2(b) Statement of cash flows during the year	34
<b><i>Other disclosures in notes to the financial statements</i></b>	
FRD 9A Departmental disclosure of administered assets and liabilities	n/a
FRD 11 Disclosure of ex-gratia payments	n/a
FRD 13 Disclosure of parliamentary appropriations	n/a
FRD 21A Responsible person and executive officer disclosures	45
<b>Legislation</b>	
<i>Freedom of Information Act 1982</i>	65–66
<i>Building Act 1993</i>	77
<i>Whistleblowers Protection Act 2001</i>	67–76
<i>Victorian Industry Participation Policy Act 2003</i>	n/a

## Acronyms and abbreviations

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ACE	Adult community education
ACFE	Adult, Community and Further Education
AMES	Adult Multicultural Education Services
CAE	Formerly the Centre of Adult Education now CAE
CALD	Culturally and linguistically diverse
DDA	Disability Discrimination Act
DIMIA	Department of Immigration and Multicultural and Indigenous Affairs
ESL	English as a second language
ICT	Information and communications technology
U3A	University of the Third Age
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training



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