



Adult, Community and
Further Education

Adult, Community and Further Education Board

Annual Report 2012-13



Published by:

Adult, Community and Further Education Board

Level 3, 2 Treasury Place, East Melbourne, Victoria, 3002

ISSN 1835-2243

September 2013

Also published on: www.education.vic.gov.au

ISSN 1835-2251

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Authorised by the Adult, Community and Further Education Board

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

Level 1
2 Treasury Place
East Melbourne VIC 3002

Dear Minister

On behalf of the Adult, Community and Further Education (ACFE) Board, I am proud to submit the ACFE Board's Annual Report for the period ending 30 June 2013, as required by the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*.

In 2012 in support of approximately 112,000 learners across Victoria, the ACFE Board directly allocated funds to around 300 Learn Local organisations and the two Adult Education Institutions. These organisations leverage these funds in a number of ways, including delivering more than 13 million hours of accredited training with the support of the Victorian Training Guarantee and through fee-for-service activity.

Throughout what has been a year of significant change, the Board and Regional Councils of ACFE have remained focussed on creating the strategic environment and providing the practical support to improve the local and regional delivery of Learn Local training in communities across Victoria. By making grants totalling over \$5.28 million directly to 102 Learn Local organisations (either singly or in consortiums) and through other strategic projects, the capacity, sustainability, innovation and development of community based adult education were supported and enhanced.

Our support for the teaching practitioners of the Learn Local sector has continued through a range of professional development learning programs, showcases and scholarships. We have also successfully managed the re-accreditation of the Certificates in General Education for Adults which are the pre-eminent literacy, numeracy and basic skills qualifications in Australia. This stands as testament to our continuing commitment to supporting attainment for learners facing barriers to employment or further education by supporting their acquisition of the basic skills essential for economic and social participation in our community.

Throughout the year the Board has taken considerable time to work with the Department on the development of the Learn Local Strategy and we are looking forward with considerable excitement to its release. We believe it will set us squarely on a road to extending and strengthening the educational provision that happens in Learn Local organisations and broadening the options for learners in communities across Victoria particularly those for whom finding their way to vocational learning and to employment is difficult.

In conclusion, I would like to acknowledge and thank the current members of the ACFE Board and those whose terms have concluded in the course of the year, Regional Councils, Adult Education Institution Boards, Learn Local organisations and the staff who daily demonstrate their commitment to supporting effective learning in their communities. Six Board members' terms concluded during the year and I would like to take the opportunity to acknowledge the contributions of Judith Klepner, Maree McPherson, Moira Schulze, Sally Thompson, Stephen Ward and Ron Wilson. In particular I would like to acknowledge the work of Bill Forrest who concluded his term as Deputy Chairperson, and with it more than 10 years of commitment to the Board and its work, on 30 June 2013. Bill is, and I am sure will remain, a staunch supporter of adult community education and a powerful advocate for its work in creating opportunity for learners across the state. His experience and knowledge will be missed.



Rowena Allen

Chair
Adult, Community and Further Education Board

Adult, Community and Further Education Board

Annual Report 2012-13

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About ACFE

Who is the ACFE Board?

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

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

Our mission

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

Achieving our mission: 2012-13

Delivery achievements

In 2012, Learn Local organisations, along with Adult Multicultural Education Services (AMES) and the Centre for Adult Education (CAE), the two Adult Education Institutions (AEIs), reported:

- a total of 111,501 Learn Local learners undertook training through 150,874 enrolments
- all learners generated 19.3 million student contact hours
- learners in VET courses generated 18.2 million student contact hours and 474,013 module enrolments
- Government supported training generated 15.5 million student contact hours, of which the ACFE Board allocated funds to support 1.8 million student contact hours of pre-accredited training
- 43 per cent of all government supported course enrolments were in pre-accredited programs; 57 per cent were in accredited courses.

Learn Local organisations and the AEIs delivered 7.1 per cent (15.5 million) of the 219 million student contact hours supported in Victoria from all government sources including the ACFE Board. Of the 15.5 million student contact hours, the AEIs generated 9.1 per cent.

A key achievement in the past year has been the growth in student numbers and the number of enrolments in both accredited and pre-accredited training across the state. This is a significant turnaround from the situation in 2011 where

fewer people were participating and the number of enrolments also fell. It is particularly noteworthy that the growth occurred in both metropolitan and regional Victoria and in smaller communities as well as the major centres.

Promoting Learn Local

The ACFE Board continued to implement the Learn Local awareness strategy during the year. The strategy provides a framework to support individual Learn Local organisations to promote their training programs to potential learners and individual businesses using the Learn Local brand alongside their own brand. In 2012, the ACFE Board supported Series Two of *A House Around the Corner*, a 13-week television series produced by Coonara Community House, a Learn Local organisation. It aired on community television station Channel 31. The series' stories showcased what Learn Local organisations were achieving in their communities.

Capacity building grants

The ACFE Board offered two rounds of the Capacity and Innovation Fund during 2012-13. The Fund provided opportunities for Learn Local organisations to build business capacity and enhance quality teaching and learning through grants tailored to their business and educational needs. Grants totalling over \$5.28 million were allocated to 106 projects at 102 Learn Local organisations across the state to implement local projects.

Pre-accredited Quality Framework

In June 2013 the ACFE Board Chair formally launched the Pre-accredited Quality Framework, noting it as an example of how the Board is committed to supporting and continuously improving the quality of provision of pre-accredited programs.

The Framework is presented in a resource kit and has been distributed to all Learn Local organisations as a hardback publication with complementary electronic resources available on the DEECD website.

Supporting teaching and learning

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

- In 2012, 171 practitioners from 85 Learn Local organisations attended professional development that focused on assessment and the Australian Quality Training Framework.
- In 2013, 179 practitioners from 85 Learn Local organisations attended professional development that focused on teacher professionalism and pedagogy.
- Eighteen workshops were held in 2012 across the state. Collectively over 80 Learn Local organisations registered more than 350 participants to attend the various workshops. The workshops covered themes such as diverse learner needs, embedding language, literacy and numeracy, and digital literacy.

Who does the ACFE Board support?

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

Learn Local organisations

Approximately 330 Learn Local organisations are registered with the ACFE Board and through their programs provide an informal, welcoming, adult-focused approach to learning.

Learn Local organisations are community owned and managed and operate on a not-for-profit basis with a focus on their local community. In smaller communities, Learn Local organisations offer local access to training opportunities that may not otherwise be available.

Adult Education Institutions

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

AMES specialises in providing settlement services, training and employment assistance to refugees and newly arrived migrants. In 2012, AMES received less than one per cent of its total funding from the ACFE Board.

The CAE assists adults to complete their secondary education and begin or change their employment pathways. In 2013, the governance of CAE became the responsibility of Box Hill Institute of TAFE's Board. The ACFE Board formally approved the arrangement. The Constitution of the Box Hill Institute Board, which assures CAE's role as an AEI continues with appropriate governance, was endorsed by the ACFE Board.

What training does the ACFE Board fund?

The ACFE Board funds pre-accredited training programs to support learners to return to study, improve their literacy and numeracy skills, gain a qualification, broaden their employment options and learn new skills. These courses offer initial vocational training and a pathway to accredited training.

Pre-accredited training involves courses that are purchased and quality assured by the ACFE Board, and designed for learners to gain confidence and skills through programs of study of at least 20 hours. The delivery of pre-accredited training is one of the distinguishing features of the Learn Local sector. Pre-accredited training accounts for 45 per cent of Learn Local course enrolments (funding for this training delivery is capped).

The remaining 55 per cent of Learn Local course enrolments are in accredited training. Accredited training includes a range of courses that are delivered under the Victorian Training Guarantee. Funds for accredited training are no longer managed by the ACFE Board.

2012 saw the continuation of previous years' shift in enrolments from pre-accredited to accredited training. Total enrolments in accredited training (both government subsidised and reported fee-for-service) increased by 39 per cent, while enrolments in pre-accredited training increased by 3.8 per cent on the previous year. Given that available funds and hours delivered for pre-accredited training remained the same, this suggests learners enrolled for slightly fewer hours per enrolment.

Eighty-two per cent of enrolments in accredited training at Learn Local organisations are at Year 12 and Certificates I, II and III level. Ten per cent of enrolments are at Certificate IV level, and a further 5 per cent are at Diploma level and above.

Between 2008 and 2012, Learn Local organisations experienced a 70 per cent overall growth in enrolments under the Victorian Training Guarantee. Organisations experienced significant growth in government subsidised enrolments at Diploma and above (330 per cent) and at Certificate III and IV level (107 per cent). This reflected the greater access of Learn Local organisations to funds to support higher level accredited training through the market arrangements in place from 2010.

In 2012, over 71 per cent of all Learn Local learners were enrolled in 30 accredited courses. However, Learn Local organisations delivered government subsidised training in 291 different accredited courses.

Since the introduction of the Victorian Training Guarantee there has been significant growth in a number of courses. In 2012, 30 courses grew by at least 100 students.

Table 1 lists the ten government funded accredited courses most frequently undertaken by Learn Local learners in 2012. Enrolment in these courses represents 48 per cent of all Learn Local enrolments in accredited training.

Table 1: Top 10 Government supported accredited courses undertaken by Learn Local learners, 2012

Courses	Enrolments	% of 2012 enrolments
Certificate I in Vocational Preparation	4,287	9.01%
Certificate III in Hospitality	3,688	7.75%
Certificate II in Hospitality	3,372	7.09%
Certificate III in Children's Services	2,806	5.90%
Certificate II in General Education for Adults	2,308	4.85%
Certificate III in Aged Care	1,928	4.05%
Certificate I in General Education for Adults	1,198	2.52%
Certificate IV in Disability	1,085	2.28%
Certificate III in General Education for Adults	1,041	2.19%
Certificate III in Home and Community Care	1,030	2.16%

Who is participating in government supported training in Learn Local organisations?

Twelve per cent of all vocational education and training (VET) learners in Victoria were enrolled in the Learn Local sector in 2012. Of all Learn Local learners:

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

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

- Of the 96,900 learners from culturally and linguistically diverse (CALD) backgrounds enrolled in VET, 16 per cent (15,100) studied with a Learn Local organisation. This is 26 per cent of Learn Local learners.
- Of the 38,100 learners with a disability enrolled in VET, 30 per cent (11,400) studied with a Learn Local organisation. This is 20 per cent of all Learn Local learners.
- Of the 20,300 disengaged young learners enrolled in VET, 18 per cent (3,800) studied with a Learn Local organisation. This is 7 per cent of all Learn Local learners.
- Of the 163,700 learners who were early school leavers enrolled in VET, 11 per cent (18,400) studied with a Learn Local organisation. This is 32 per cent of all Learn Local learners.
- Of the 5,700 learners who identified as Indigenous and enrolled in VET, 16 per cent (900) studied with a Learn Local organisation. This is 1.6 per cent of all Learn Local learners.
- Of the 47,100 learners who were males over 45 and enrolled in VET, 16 per cent (7,200) studied with a Learn Local organisation. This is 12 per cent of all Learn Local learners.
- Of the 112,900 learners who were unemployed and enrolled in VET, 17 per cent (19,200) studied with a Learn Local organisation. This is 33 per cent of all Learn Local learners.
- Of the 24,000 learners who were vulnerable workers and enrolled in VET, 11 per cent (2,700) studied with a Learn Local organisation. This is 5 per cent of all Learn Local learners.

Summary of financial results

Financial performance

Table 2 provides summary information from the Adult, Community and Further Education Board's financial reports for the 2012-13 financial year, with comparative data for the previous four years.

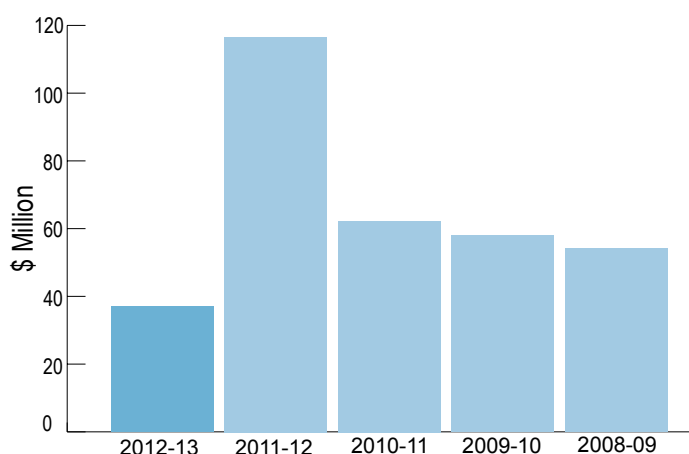
Table 2

	2012-13 (\$'000)	2011-12 (\$'000)	2010-11 (\$'000)	2009-10 (\$'000)	2008-09 (\$'000)
Income from government	37,122	116,503	64,211	42,182	38,402
Total income from transactions	37,122	116,503	64,212	57,961	54,142
Total expenses from transactions	27,683	113,695	64,180	58,883	53,351
Net result from transactions	9,439	2,808	32	(922)	791
Other economic flows included in net result	(71)	(53)	0	0	0
Net result for the period	9,368	2,755	32	(922)	791
Net cash flow from operating activities	0	0	(7,166)	1,662	3,380
Total assets	43,391	24,990	40,564	31,936	26,758
Total liabilities	1,454	540	18,869	10,168	4,068

Revenue

Total revenue in 2012-13 decreased by \$79.38 million compared with 2011-12. The decrease in revenue is attributable to policy and procedural changes relating to the administration of funds for the Victorian Training Guarantee.

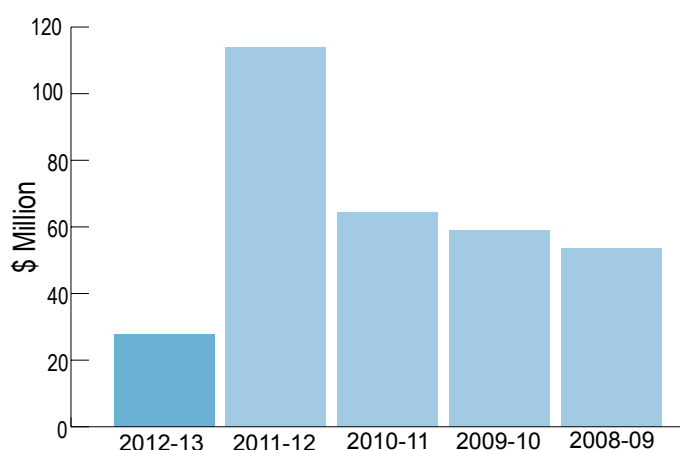
Figure 1: Total revenue 2008-08 to 2012-13



Expenses

Expenses in 2012-13 decreased by \$86.01 million compared with 2011-12. The decrease in expenses is attributable to policy and procedural changes relating to the administration of funds for the Victorian Training Guarantee.

Figure 2: Revenue 2008-09 to 2012-13

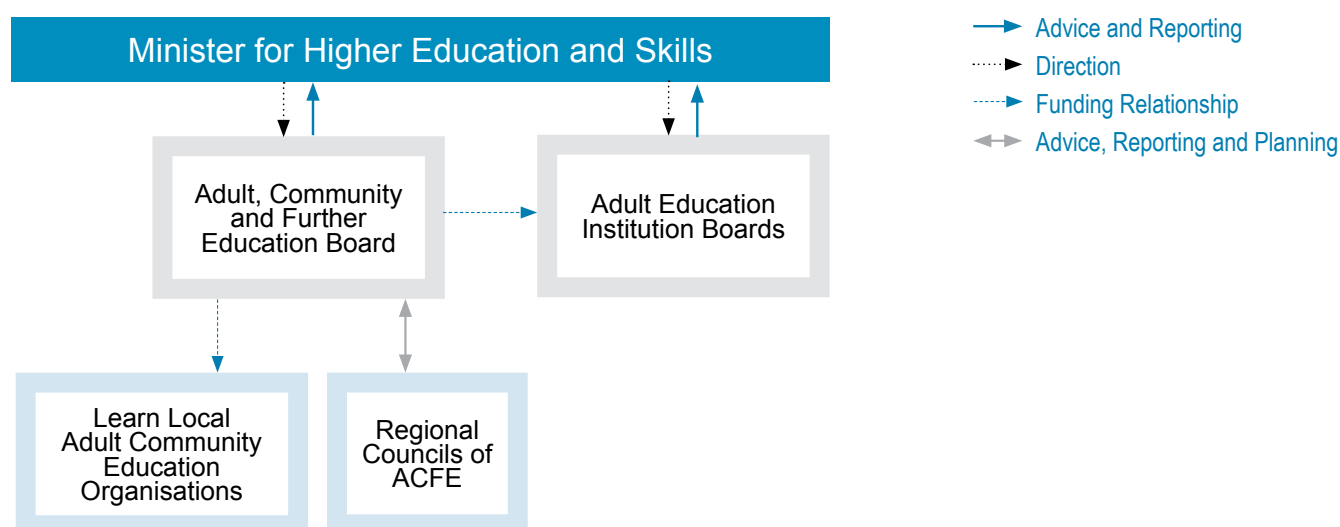


Governance

Governance arrangements

Figure 3 describes the legislative relationships and accountabilities of the Adult, Community and Further Education (ACFE) Board as at 30 June 2013.

Figure 3



Adult, Community and Further Education Board

Establishment

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

Role of the ACFE Board

The Board's objectives in 2012-13 were to:

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

Functions of the Board

The Board has five broad functions.

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

ACFE Board and committee meetings

The ACFE Board met five times during 2012-13. In addition it held a planning workshop which established the key directions for the next 12 months.

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

In accordance with legislative requirements, the ACFE Board operates an Audit and Risk Committee. In 2012-13 the members of this committee were:

- Jonathan Thomas, a partner at Moore Stephens HF (Chairperson and Independent member)
- Rowena Allen
- Errol Muir
- Stephen Ward
- Ron Wilson

In 2010 the Board established a committee to oversee the development of its Positioning and Awareness Strategy. 2012-13 is the final operating year of this committee. The committee's membership during 2012-13 was:

- Millicent Rees-Jones (Chair)
- Sally Thompson
- Judith Klepner (to 31 December 2012)
- Robyn Archer (from 16 April 2013)
- Sian Lewis (to 24 August 2012)
- Verna Kearney (24 August 2012 to 31 December 2012)
- Bronwen Heathfield (from 1 January 2013)

Members

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

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

In December 2012, Ms Judith Klepner, Dr Errol Muir and Ms Moira Schulze completed their terms on the ACFE Board. In April 2013, Dr Errol Muir was reappointed for a further three year term and Ms Robyn Archer and Ms Andrea McCall were appointed for their first terms.

Table 3: Board meeting attendance record

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

Jesuit Community
College

COMMUNITY
FUTURES

The Community Futures – *Step up to Community Work* pre-accredited program was established to provide women with a learning platform to enhance their English speaking skills.

The program focuses on work-readiness and provides opportunities for participants to learn about local employment opportunities. Active Volunteering is a key part of the program and assists participants identify future employment.

Thirteen women successfully completed the first program,

which included volunteering for the Debney Meadows Primary School Open Day.

Through the program, participants' confidence, particularly with their English speaking skills, has increased and they have all enrolled in the Certificate I in Active Volunteering.

Dedication to providing people with skills for life, learning and work and developing active and informed citizens made Jesuit Community College the deserving winner of the Outstanding Pre-accredited Program Winner at the 2012 Victorian Learn Local Awards.

ACFE Board members as at 30 June 2013

CHAIRPERSON

Rowena Allen



Ms Allen is the Principal Director of the consulting company Collective Impact, specialising in regional workforce planning. As a former CEO of UnitingCare – Cutting Edge, a Uniting Church welfare agency in the Goulburn Valley, Rowena has a passion for social justice and social inclusion. Rowena is a member of the Hume Regional Development Australia Committee and Fellow of the Australian Institute of Company Directors. She is a former Chair of the Victorian Green Skills Task Force, the Youth Affairs Council of Victoria and prior to her appointment to the ACFE Board, was Acting Chairperson of the Victorian Skills Commission for fifteen months. In 2009, Rowena was inducted into the Victorian Honour Roll for Women and is also the recipient of a Centenary Award for services to the community.

DEPUTY CHAIRPERSON

Bill Forrest



Mr Forrest is a long standing ACFE Board member, having completed three terms of appointment as a member prior to being appointed as the Deputy Chair. Bill is currently Director, Advocacy for the Wyndham City Council. His previous roles include being a Director of ECO-Buy Ltd, a not for profit sustainable purchasing organisation, CEO of ICLEI Oceania – Local Governments for Sustainability and five years as the CEO of Nillumbik Shire Council. He has extensive experience in operations, and policy and strategy development in local government and community based labour market programs settings.

MEMBERS

Robyn Archer



Ms Archer is the owner of Dynamic Organisations, a consultancy that specialises in learning and development strategy and program development for the transport industry and a co-owner of Training Snippets, an online safety training content store for the transport industry. She is a Learning and Development specialist with 20 years experience working

in education and establishing learning and development strategies for medium to large corporations. Ms Archer has an understanding of the Learn Local sector and priority learner groups and has strong governance experience.

Madeleine Laming



Dr Laming divides her time between her home in Melbourne and Perth, where she is Senior Lecturer in First Year Experience at Murdoch University. She has an in-depth understanding of the tertiary education sector including vocational education and training, and adult education. She has significant expertise in education policy, curriculum and student learning and

knowledge of governance and statutory requirements. Prior to her appointment to the Board, Dr Laming was a member of the North Western Metropolitan Regional Council of ACFE.

Andrea McCall



Ms McCall manages Andrea McCall & Associates P/L, a human resources consultancy business. She has an extensive background in human resource consultancy, supporting small businesses and not-for-profit organisations and being a lecturer and academic coordinator in human resource management at Monash University.

Previously Ms McCall was a Member of Parliament for the seat of Frankston, and a Ministerial Advisor to the Parliamentary Cabinet Secretary. She has a strong understanding of education issues and the importance of support for individuals and special needs groups.

Maree McPherson



Ms McPherson is the CEO of the Victorian Local Governance Association. She has extensive knowledge of the Learn Local sector, as well as a background and qualifications in welfare, business and skills development. She has over 25 years of experience in community development work, with several years in senior management roles in Gippsland.

Her governance experience includes numerous community organisations, as well as a term on the Gippsland ACFE Regional Council.

Errol Muir



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

Millicent Rees-Jones



Ms Rees-Jones is a marketing consultant and small business owner. She has a background in business management and marketing, and international development. She has significant expertise in marketing in commercial and international contexts including working for Procter & Gamble in the USA, Alberto Culver in Taiwan, SPC in Shepparton and the Australian Chamber of Manufacturers where she helped Australian businesses in export/joint ventures overseas.

Sally Thompson



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

Learn Local sector in Victoria.

Stephen Ward



Mr Ward is a self employed consultant. Stephen has had an extensive career in government, as well as the private and not for profit sectors, in developing and delivering employment and training initiatives for people with significant barriers to work. In his previous role as Director Employment in the Victorian Government, he was a member of the Victorian

Aboriginal Economic Development Advisory Group which recommended a number of major initiatives to the Victorian Government to close the gap in indigenous employment, economic opportunity and outcomes.

Ron Wilson



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

business models and operational systems.

Linc Yow Yeh



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

Regional Councils of Adult, Community and Further Education

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

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

Role of Councils

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

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

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

Composition

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

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

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

ACFE Board and Regional Council strategic planning

The ACFE Board and Regional Councils continued to implement the Board's three year strategic plan through a 2012-13 Business Plan for the ACFE Board and individual Regional Council Action Plans.

Of the 24 actions identified in the Board's plan, most have been completed or involve ongoing activities that are progressing satisfactorily. The completed actions cover the spectrum of strategic imperatives that the Board identified for the year, including growing demand from hard to reach learners and supporting supply, and advising on emerging issues for the Learn Local sector. They are reported in more detail in the *ACFE Across Victoria* section of this annual report.

Stakeholder engagement plan

During 2012-13 the Board refined its approach to stakeholder engagement so that key stakeholders were accurately identified and could be engaged in ways that supported the Board's strategic intentions. To ensure that external stakeholders had a deeper understanding of the work in Learn Local organisations that the Board supports, the Board endorsed the merging of the 2013 Stakeholder Dinner and the Victorian Learn Local Awards presentation into one event. The event, scheduled for August 2013, will be an opportunity to showcase the sector's achievements to stakeholders from across the state.

ACFE Board Regional Champions

The 'Regional Champions' program was continued throughout the year with an ACFE Board member paired up with each Regional Council to, in particular, improve the links between the Board and Regional Councils. Regional Champions:

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

Program governance

ACFE Division (to 31 December 2012)

From 1 July 2012 to 31 December 2012 the planning, policy and resource allocation roles of the ACFE Board were supported by the ACFE Division of the Higher Education and Skills Group, which comprised a central office and eight regional offices. The Division also supported the operations of the eight Regional Councils of ACFE and Learn Local organisations in meeting the Government's goals and targets for adult learning and community building.

The ACFE Division provided advice in relation to the Learn Local sector, supported the ACFE Board to build provider capacity and administered Board grant programs.

ACFE staff were part of DEECD.

Senior ACFE staff to 31 December 2012

Executive Director

[Sian Lewis \(to 24 August 2012\)](#)

[Verna Kearney \(acting 25 August 2012 to 31 December 2012\)](#)

Manager, Regional Liaison and Support

[Jane Dewildt](#)

Manager, Research and Development

[Verna Kearney \(to 24 August 2012\)](#)

[Rebecca Pollard \(acting, 25 August 2012 to 31 December 2012\)](#)

Acting Manager, Governance and Stakeholder Engagement

[Alessandra Peck](#)

Regional Manager, Barwon South Western

[Georgina Ryder](#)

Regional Manager, Eastern Metropolitan

[Anne Burgoyne](#)

Regional Manager, Gippsland

[Walter Aich](#)

Regional Manager, Grampians

[Ruth Barnes](#)

Regional Manager, Hume

[Ross Tinkler](#)

Regional Manager, Loddon Mallee

[Kaye Callaghan](#)

Regional Manager, North Western Metropolitan

[Julie Hebert](#)

Regional Manager, Southern Metropolitan

[Robyn Downie](#)

Pathways and Participation Division (from 1 January 2013)

A new organisation structure for DEECD took effect from 1 January 2013. The redesign saw the business units of the ACFE Division of the Higher Education and Skills Group, incorporated within the broader structure of the Participation Branch of the newly created Pathways and Participation Division. The Participation Branch comprises:

- ACFE Board Secretariat
- Network and Regional Support Unit
- Participation, Practice and Development Unit.

Senior Participation Branch staff from 1 January 2013

Executive Director, Pathways and Participation Division

[Dr Xavier Csar](#)

Director, Participation Branch

[Bronwen Heathfield](#)

Manager, ACFE Board Secretariat

[Jane Dewildt](#)

Manager, Network and Regional Support Unit

[Teresa Durka](#)

Manager, Participation, Practice and Development Unit

[Verna Kearney](#)

Stakeholder and Regional Support Manager, North Eastern Victoria

[Julie Hebert](#)

Stakeholder and Regional Support Manager, North Western Victoria

[Kaye Callaghan](#)

Stakeholder and Regional Support Manager, South Eastern Victoria

[Robyn Downie](#)

Stakeholder and Regional Support Manager, South Western Victoria

[Georgina Ryder](#)

Workforce data

DEECD manages matters relating to staffing, workforce data, the application of merit and equity principles and occupational health and safety (see the DEECD Annual Report 2012-13).

Environmental impacts

DEECD manages the office based environmental performance improvement initiatives and requirements of DEECD (see the DEECD Annual Report 2012-13).

ACFE Board contracting and payments

The Victorian Government, through the ACFE Board, supported the delivery of pre-accredited education and training by approximately 300 Learn Local organisations, AMES and the CAE.

The Board entered into contracts of up to three years with Learn Local organisations from January 2011 to provide funds at levels that are negotiated annually. 2012 was the second year of the three year contracting period. Funds were provided to support the delivery of adult education and training. The advice of Regional Councils informed the level of delivery contracted each year from each organisation.

DEECD continued to separately contract those Learn Local organisations delivering accredited training under the Victorian Training Guarantee. There were 126 Learn Local registered training organisations (RTOs) contracted in 2012.

Audits

ACFE Board audits

The ACFE Board undertook special financial viability assessments of five Learn Local organisations. Special audits are generally conducted where issues of governance or financial viability have arisen.

Departmental audit program

The operation of the ACFE Board is included in relevant internal audits undertaken by the Department throughout the year. In 2012-13 an audit was undertaken of the Board's compliance with the Standing Directions issued by the Minister for Finance contained in the Financial Management Compliance Framework, including actions taken to remedy any non-compliance and address partial compliance identified in previous years. The 2012-13 audit identified five of the 41 areas covered by the Framework where the Board was only partially compliant and made recommendations to address them.

Administration of funds

State appropriated funding

State funds for delivery support, pre-accredited delivery, the ACFE Board capacity and innovation fund, fee concessions and ACFE equipment grant were allocated through the ACFE Board to Learn Local organisations and the AEIs.

Other grant funding distributed to the Learn Local sector

Other areas of DEECD allocated funding to the ACFE Board to be paid to Learn Local organisations for non-recurrent initiatives.

ACFE Board managed properties

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

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

ACFE Board managed curriculum

The ACFE Board maintains accredited curriculum to promote pathways and options for learners, with a clear focus on learner outcomes. This includes support for curriculum reaccreditation and professional development to increase usage and delivery. Victoria University is the General Studies and Further Education Curriculum Maintenance Manager appointed by the ACFE Board, and advises the Board on matters related to the ACFE Board owned accredited adult education curriculum.

During the year the Certificates in General Education for Adults (Introductory, I, II and III) and the Certificate in Initial General Education for Adults were reaccredited to 30 June 2018. These qualifications are nationally recognised best practice courses, which assist adult learners to improve their literacy, basic maths and general education skills and form a pathway to further qualifications and training.

Table 4: Curriculum owned and maintained by the ACFE Board

Curriculum	Expiry date
Certificate in Initial General Education for Adults	30/06/2018
Certificate I in General Education for Adults (Introductory)	30/06/2018
Certificate I in General Education for Adults	30/06/2018
Certificate II in General Education for Adults	30/06/2018
Certificate III in General Education for Adults	30/06/2018
Certificate IV in Tertiary Preparation	30/06/2016
Certificate IV in Liberal Arts	31/12/2016
Diploma in Liberal Arts	31/12/2016
Course in Recognised Informal Learning	31/12/2017
Course in Assessment of Informal Learning	31/12/2017

ACFE across Victoria

Promoting the Learn Local sector

Learn Local awareness strategy

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

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

Statewide marketing

Learn Local Digital Strategy

In April 2013, the ACFE Board appointed digital strategy specialist, U1 Group, to explore options for increasing the Learn Local network's online presence. U1 Group undertook an analysis of research, as well as an extensive review of current trends and tools in the digital space relevant to Learn Local target markets. This included in-depth interviews with key stakeholders from the sector including Learn Local organisations, sector peak bodies, the ACFE Board and the Department.

Based on their findings, U1 Group developed the Learn Local Digital Strategy. It has three main elements:

- establishing a Learn Local Network website to create a 'home' for the Learn Local online presence i.e. a 'gateway' website
- establishing a Learn Local Wikipedia page
- harnessing the existing Learn Local social media channels and encouraging more social media networks across the sector.

The ACFE Board approved the strategy in May and a Steering Committee is being set up to commence implementation in the 2013-14 financial year.

Learn Local partnerships

The ACFE Board continued to leverage three significant statewide partnerships over the year:

- Partnering with YouthCentral (Department of Human Services) to increase young people's awareness of Learn Local. Information about Learn Local was added to the YouthCentral website including a dedicated Learn Local education and training page. In addition, tailored Learn Local key messages targeting disengaged youth, were developed and distributed via YouthCentral's website and social media channels.

- Working with AMES to increase new migrants' awareness of Learn Local and the types of training opportunities available. The partnership supported information about Learn Local organisations' skills and training offerings being presented at AMES Community Consultations in Broadmeadows and Werribee.
- Partnering with the Career Education Association Victoria to increase career advisor's awareness of Learn Local. Through this partnership, promotion opportunities arose including advertisements and articles in the CEAV Journal and Calendar. In addition, CEAV tailored its career practitioner training and offered the customised training to 40 Learn Local practitioners in May and June 2013.

Learn Local champion

Tracey Curro continued in her role as the Learn Local Champion for numerous events in 2012 including the 2012 Victorian Learn Local Awards and a seminar with disengaged youth at St Kilda Youth Services. In this role, Tracey championed the Learn Local network brand and helped the Board raise the awareness of the sector to new audiences.

A House around the Corner

During 2012-13 the ACFE Board supported a second series of A House Around the Corner, a 13-week television series produced by Coonara Community House, for Channel 31. The series went to air in early June 2013 and includes over 35 stories about what Learn Local organisations are achieving in their local communities.

Learn Local organisation support

Promotional material

As part of the strategy to significantly raise the general public's awareness of the Learn Local sector and engage more learners in Learn Local education and training the ACFE Board commissioned a range of Learn Local promotional items. These continued to be circulated during the year to Learn Local organisations to increase exposure of the Learn Local brand to potential learners.

Media training

Based on the success of the communications and marketing training delivered to over 250 Learn Local organisations in 2011, the ACFE Board offered the opportunity for all Learn Local organisations to attend tailored media training sessions in August 2012. The aim of the training was to equip each organisation with the skills necessary to get their organisation and the Learn Local network featured in their local media. Over 100 people enrolled in the training.

Signage

In October 2012 the ACFE Board distributed over 2,000 'Learn Local' corflute signs to all Learn Local organisations as a simple low cost strategy to build awareness of the brand. The signs were used in high profile places such as front windows and fences or at the community locations such as the local library or shopping centre.

In addition, the ACFE Board continued to support Learn Local organisations through the monthly Learn Local newsletter, Learn Local social media channels and the Learn Local Wiki.

2012 Victorian Learn Local Awards

Winners of the 2012 Victorian Learn Local Awards were announced at a presentation ceremony on 7 September 2012. The ceremony was attended by more than 150 people, including the Minister for Higher Education and Skills, the Hon. Peter Hall, MLC, who presented the awards. The awards recognise outstanding achievements by learners, practitioners and Learn Local organisations. In 2012, prize money totalling \$45,000 was awarded between the following winners.

Outstanding learner

Tha-Hser Bleh Deh (Nhill Neighbourhood House Learning Centre)

Outstanding practitioner

Angie Zerella (Living and Learning Nillumbik)

Outstanding organisation

St Kilda Youth Services

Outstanding Koorie achievement

The Deadly Ute Project (Wimmera HUB)

Outstanding pre-accredited program

Community Futures – Step up to Community Work (Jesuit Community College)

Innovation in learning

Tools for the Trade (Brotherhood of St Laurence)

Building the capacity of the Learn Local sector

During the year the ACFE Board has continued to focus on maximising access to quality Learn Local services and programs. The ACFE Board is supporting Learn Local organisations to develop programs and projects aimed at building organisational capacity as well as increasing the participation and attainment of learners.

Capacity and innovation fund

The ACFE Board offered two rounds of the Capacity and Innovation Fund during 2012-13. The Fund provides opportunities for Learn Local organisations to build business capacity and enhance quality teaching and learning through grants tailored to their business and educational needs. Grants totalling over \$5.28 million were allocated to 106 projects at 102 Learn Local organisations across the state to implement local projects.

In September 2012, the ACFE Board undertook an evaluation of the first three rounds of the Fund. The evaluation indicated that there was evidence that the Fund has played a significant role in increasing learner participation and attainment, building pathways, improving the quality of teaching practice and increasing innovation in teaching. It also indicated that the Fund had enabled the creation of partnerships with other local education providers and business and industry.

Business skills and qualifications

Small Business Mentors

The ACFE Board engaged the Small Business Mentoring Service to deliver mentoring sessions to Learn Local organisations at no cost to the organisation. The mentors support a range of business and governance functions, including financial and strategic planning, governance obligations and the use of the ACFE Board Governance Capacity Framework. During the year, 66 Learn Local organisations accessed the various services provided under this mentoring program.

Ready to start a new life THA-HSER'S STORY

Tha-Hser Bleh Deh was born in the Karen state, Burma. After living for 26 years in a Thai refugee camp, Tha-Hser arrived in Australia in 2008, ready to start a new life.

After some time in Werribee, Tha-Hser and his family settled in Nhill. On arriving, he studied English and IT and began volunteering in the community, including as an Education Assistant with Nhill Neighbourhood House Learning Centre.

After a very short period of time, the Nhill Neighbourhood House Learning Centre offered him paid employment as a part-time Education Assistant, where he has become invaluable. He is also assisting members of the Karen community in Nhill access important local services. These achievements saw Tha-Hser Bleh Dah named Outstanding Learner at the 2012 Victorian Learn Local Awards luncheon.

Quality pre-accredited programs

Pre-accredited programs are an important pathway for many people to accredited training for higher skills, qualifications and employment. Pre-accredited programs are locally designed programs developed for learners using the ACFE Board's A-frame. They include a learner pathway plan and address the particular needs of adults who have experienced barriers to education in the past and find it difficult to undertake accredited courses as their first step into vocational training.

In 2012, 26,291 learners from across the state engaged in a pre-accredited program subsidised by the Victorian Government through the ACFE Board.

Pre-accredited Quality Framework

In 2009 the Board commissioned the development of a quality framework and associated professional development opportunities to support Learn Local organisations and teachers improve the quality of their pre-accredited programs and improve outcomes for learners. The development of a specific quality framework for pre-accredited programs involved wide ranging consultations with Learn Local organisations between 2010 and 2012.

In June 2013 the ACFE Board Chair launched the Pre-accredited Quality Framework, noting it as an example of how the Board is committed to supporting and continuously improving the quality of provision of pre-accredited programs.

The Framework is presented in a resource kit and has been distributed to all Learn Local organisations as a hardback publication with complementary electronic resources available on the DEECD website.

Teacher professional development

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

- In 2012, 171 practitioners from 85 Learn Local organisations attended professional development that focused on assessment and the Australian Quality Training Framework.
- In 2013, 179 practitioners from 85 Learn Local organisations attended professional development that focused on teacher professionalism and pedagogy.
- Eighteen workshops were held in 2012 across the state. Collectively over 80 Learn Local organisations registered more than 350 participants to attend the various workshops. The workshops covered themes such as diverse learner needs, embedding language, literacy and numeracy, and digital literacy.

e-learning and e-business

The ACFE Board has continued to support e-learning activity within the Learn Local sector. In 2011, the ACFE Board received the findings from a study it commissioned into the uptake of e-learning and e-business in the Learn Local sector, which indicated that some of the barriers to uptake in the Learn Local sector are associated with factors like skills, knowledge and organisational support.

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

A component of the e-learning in ACE flagship project relates to developing digital literacy skills. In 2012 the ACFE Board piloted and evaluated three digital literacy programs and in 2013 entered into arrangements with Intel Australia for the delivery of the Intel® Easy Steps digital literacy program as an option for pre-accredited digital literacy delivery. The implementation model includes leveraging the successful ACFE e-Mentor program to support the development of trainers' digital literacy and e-skills. Other initiatives to support Learn Local e-learning and e-business will be developed through 2013-14 under the flagship strategy.

The ACFE Board has also continued its support for the ACFE e-Mentor program which is co-funded through the Victorian Government e-Learning Program. One hundred and fifty-six practitioners from 70 Learn Local organisations were supported by eight e-mentors and 10 e-champions, all from the Learn Local sector, to use a diverse range of techniques to embed e-learning in their organisations. Wikis, Moodle and Skype are some of the tools increasingly being used by Learn Local organisations across Victoria. The project is also enabling exploration of flexible learning options such as WizIQ and Microsoft Lync with the Learn Local sector. This has been supported by targeted professional development in topics such as e-learning decision making and e-business planning.

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

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

Information and communications technology

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

In January 2013 the ACFE Board entered into a new software licensing agreement with Microsoft covering the calendar years 2013-2015. This will enable Learn Local organisations to continue to access the latest Microsoft software at significantly reduced costs. The agreement invests in excess of \$650,000 per annum in tangible support to the business systems, education programs and service delivery of Learn Local organisations.

The ACFE Board has also collaborated with Microsoft to provide access to a range of creative and developmental software suites for Learn Local learners through its educational Dreamspark website. The e-mentors and e-champions have supported Learn Local organisations throughout 2012-13 to maximise the value of this software to their learners.

Literacy and numeracy

Consistent with the Department's aim to improve student achievement in literacy and numeracy at all stages of life, the Board continued work on its literacy and numeracy flagship project. The particular focus of the Learn Local sector in pre-accredited delivery, accredited delivery at Certificate levels I–III and targeted growth in selected higher qualifications provides a unique perspective for examining literacy and numeracy pedagogy and practice. The project, developed following focus group consultations with key stakeholders, will investigate improving literacy and numeracy for low-skilled workers and supporting a skilled literacy and numeracy Learn Local practitioner workforce.

The project will include:

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

Reflecting on the activities of the Learn Local sector

Learn Local Strategy

While their activities during the year were influenced by policies including *Next Steps for Refocusing Vocational Training in Victoria – Supporting a Modern Workforce* and *Towards Victoria as a Learning Community*, Learn Local organisations will be most directly affected by the Learn Local Strategy which is due for release shortly. The Strategy describes the Government's priorities for its interaction with adult community education providers. It contains three key strategic directions:

1. Refocusing and refining the role of Learn Local to focus on learner needs
2. Promoting durable networks and co-location of services to improve pathways and sustainability
3. Building the Learn Local sector's capability to deliver high quality education services.

Actions have been proposed to address each of the strategic directions commencing from the 2013-14 financial year. The Strategy includes a commitment to work with the Learn Local sector in the further development and implementation of initiatives.

The Strategy affirms existing commitments to pre-accredited training, the Capacity and Innovation Fund, digital literacy, and professional development provision. It also makes new commitments to expand and realign governance, support intergenerational learning, streamline registration and contracting, improve access to information by Learn Local organisations and enlist the support of peak bodies in promoting the Learn Local brand.

Understanding Learn Local businesses

In 2012, 149 Learn Local organisations (approximately 47 per cent of the Learn Local sector) voluntarily responded to the annual Learn Local business survey. The 2012 survey included core questions consistent with the 2011 survey and new questions on the perceived effects of the implementation of the *Refocusing Vocational Training in Victoria* policy implemented in July 2012. The resulting data was compiled into the report *The Changing Face of Community Business 2012*, and will be released in August 2013.

Some of the key findings for 2012 were:

- Around 43 per cent of respondents indicated that programs/services have changed in the last 12 months. Of these, 90 per cent had added new programs/services, while 43 per cent had discontinued specific programs/services.
- The client demographic profile of Learn Local organisations remained broadly consistent with 2008-2011 survey information.
- Over a quarter (27 per cent) of RTO respondents indicated that *Refocusing Vocational Training in Victoria* had influenced key target markets, the cost of programs and student fees.
- The 149 respondents reported employing 4,373 people in full time, part time or sessional roles. In addition these organisations had 3,513 general volunteers and 1,180 members of their governance structures.

The annual financial turnover of individual Learn Local organisations ranges from under \$50,000 to over \$5 million. Over 50 per cent of Learn Local organisations report turnover in the range of \$0.1 million - \$0.5 million in the 2012 survey.

Table 5 provides a snapshot of the workforce of the 146 Learn Local organisations who provided this information in the 2012 survey.

Longitudinal study of pre-accredited learners

Commissioned by the Board in 2009, a longitudinal study of three cohorts of learners studying pre-accredited programs in Learn Local organisations during 2009, 2010 and 2011 has now been completed. The final report was presented to the Board in March 2013. This study provides, for the first time, an in-depth understanding of the aspirations, experiences and destinations of these learners.

The longitudinal study addressed two major questions: do pre-accredited programs reach the people who most need to be reached, and do they work well, especially for more disadvantaged learners? The study adopted a labour market perspective on who undertakes pre-accredited programs and what they get from their study, and tested whether the needs of people in different workforce situations were being met.

The research finds that pre-accredited programs play a very valuable role in creating opportunities for a wide cross-section of the Victorian community, with a balance in favour of disadvantaged groups. The study establishes that pre-accredited programs are contributing to economic growth in Victoria (through employment impact) and also to lower government outlays (through well-being impacts).

The evidence presented of change in study activity and employment status confirms the effectiveness of pre-accredited programs. The final report *Learners in pre-accredited courses: a labour force perspective on students, their motives and the benefits they gain* is available on the Department's website.

The research will inform future work to improve the targeting and effectiveness of pre-accredited training.

Table 5: Workforce snapshot – employees and volunteers across 146 organisations

Financial turnover	No. of organisations	Employees		Volunteers	
		Total	Median	Total	Median
> \$1 million	29	2610	52	1448	20
\$500,000 - \$1 million	20	516	20.5	425	13
\$250,000 - \$500,000	39	716	15	815	15
\$100,000 - \$250,000	45	465	10	683	10
< \$100,000	13	66	3	142	8
Total sample	146	4373	15	3513	11

Learn Local across Victoria

Delivery and participation

The Victorian Government, through the ACFE Board, subsidises education and training programs in Learn Local organisations and the AEIs. All of these organisations take an informal, welcoming, adult-focused approach to learning.

Agreements for the delivery of programs and the reporting of activities are based on the calendar year, hence the information in this section relates to 2012.

During 2012, 111,501 Learn Local learners trained in 150,874 course enrolments, generating 19.3 million student contact hours across the eight regions and the AEIs.

The Victorian Government, funded 15.5 million student contact hours of vocational education and training delivery in Learn Local organisations and the AEIs during 2012. Total reported provision (from all funding sources including fee-for-service activity) was 19.3 million student contact hours¹.

Overall, enrolments across the eight ACFE regions have continued the growth shown in the previous year, with all regions except Gippsland recording an increase. This compares favourably to the variance between 2010 and 2011 when six regions recorded decreases in enrolments. In line with enrolments, student numbers have also returned to

growth in all regions except Gippsland. Three regions have seen a significant increase in both course enrolments and student numbers.

Course growth in all regions reflects the strength of Learn Local organisations in the delivery of foundation courses. Course growth also continues to reflect industry specific demand, with most regions seeing course growth in community services and health, tourism and hospitality and adult community education. There were some local variations in courses delivered, such as significant delivery in tourism and hospitality in Hume and the metropolitan regions, and in community services and health training across all regions except Loddon Mallee. Delivery in the tourism and hospitality increased 112 per cent state wide on the previous year, and delivery in community services and health training increased 32 per cent in the same period.

¹ Of the 317 *Learn Local* organisations that submitted data relating to 2012 training delivery, only 153 organisations submitted fee-for-service data.

Table 6: Learn Local and Adult Education Institution reported accredited and pre-accredited delivery by region, 2012 (including fee for service delivery)

	Student contact hours	% of total student contact hours	Course enrolments	% of total course enrolments
Barwon South Western	4,091,645	21.18%	20,158	13.37%
Eastern Metropolitan	1,901,234	9.84%	15,991	10.61%
Gippsland	997,528	5.16%	6,521	4.32%
Grampians	923,394	4.78%	6,038	4.00%
Hume	1,404,947	7.27%	10,748	7.13%
Loddon Mallee	1,363,440	7.06%	10,685	7.09%
North Western Metropolitan	3,662,681	18.96%	24,560	16.29%
Southern Metropolitan	2,606,129	13.49%	19,236	12.76%
Interstate	1,315		22	
Adult Multicultural Education Services*	1,074,345	5.56%	6,305	4.18%
Centre for Adult Education	1,293,008	6.69%	30,610	20.30%
All	19,319,666	100.00%	150,874	100.00%

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

Learner profile

Of the 78,595 Learn Local learners enrolled in vocational education and training (VET) courses during 2012:

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

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

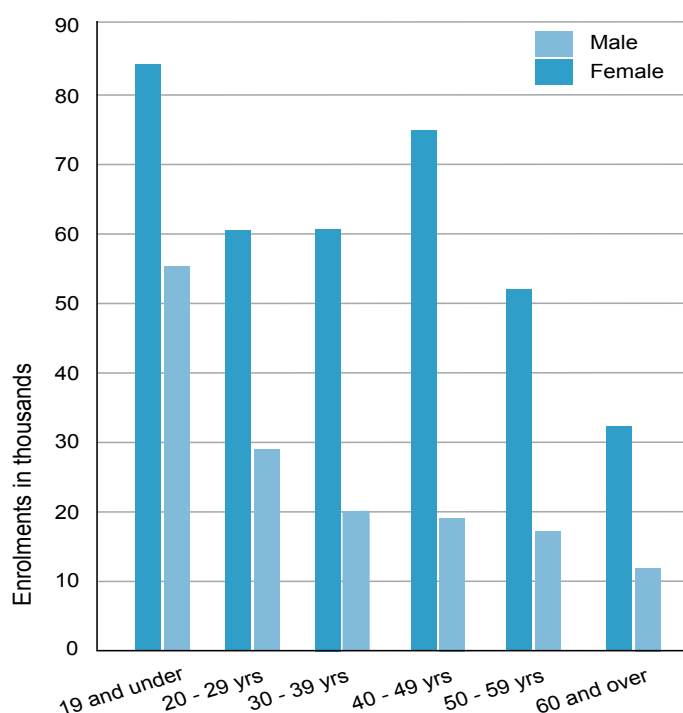
Figure 4 describes the proportion of Learn Local learners enrolled in 2012 who reported characteristics of one of the ACFE Board's priority learner groups.

Figure 4: Learn Local learner participation in accredited and pre-accredited government-funded VET, by priority learner group, Victoria, 2012

Culturally & Linguistically Diverse* 26%	Disability*	20%	Disengaged Youth*	7%
Early School Leavers* 32%			Indigenous*	1.6%
Males over 45 12%	Unemployed* 33%		Vulnerable Workers	5%

*Note: * indicates that the percentage of learners is greater than the percentage of the State's adult population with that characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.*

Figure 5: Learn Local and Adult Education Institution total module enrolments in accredited and pre-accredited training by age group and gender, 2012



Delivery achievements

- 111,501 Learn Local learners, including those paying full fees, enrolled in 2012. Of these, 78,595 were in VET courses and 32,906 were in non-VET programs (1,718 learners enrolled in both VET and non-VET courses).
- Learners in VET generated approximately 18.2 million student contact hours and 474,013 module enrolments. Learners in non-VET courses generated over 307,000 student contact hours.
- Government supported training generated 15.5 million student contact hours.
- 57 per cent of all course enrolments (including those paying full fees) were in pre-accredited programs; 43 per cent were in accredited courses.
 - Pre-accredited courses experienced a growth of 4 per cent in students and an increase of 4 per cent in enrolments between 2011 and 2012.
 - Accredited courses experienced a growth of 35 per cent in students and 39 per cent in enrolments between 2011 and 2012.

Market share

- 701,357 Victorian residents enrolled in some form of VET training in 2012. Of these, approximately 14 per cent attended Learn Local organisations, 40 per cent private Registered Training Organisations (RTOs), and 46 per cent TAFE institutes.
- The Learn Local sector's share of total VET student contact hours was approximately 7 per cent in 2012.
- The Learn Local sector's share of total VET enrolments fell from 11 per cent in 2011 to 7 per cent in 2012. The TAFE sector's share changed from 55 per cent to 45 per cent. The private sector increased from 34 per cent to 48 per cent.

Figure 6: Percentage of student contact hours for Victorian Government subsidised vocational education and training provided by the ACFE Board, for Learn Local organisations and Adult Education Institutions, by category, 2012.

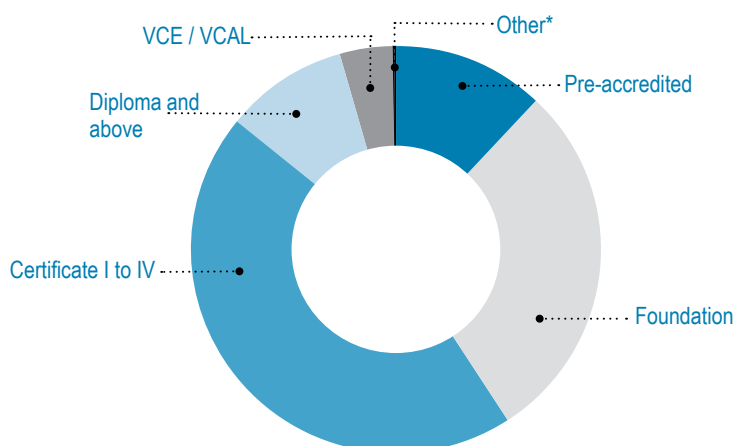


Figure 7: Percentage of total reported provision of student contact hours by category for Learn Local organisations and Adult Education Institutions, 2012.

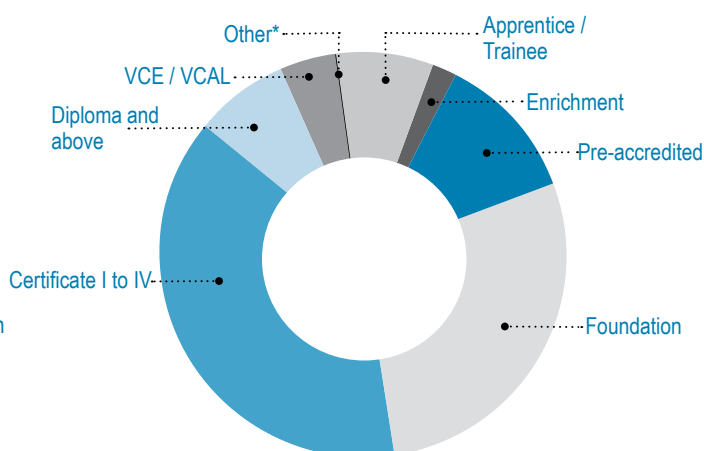


Table 7: Total reported Victorian education and training delivery by organisation type, 2012 (including fee for service delivery).

	Student contact hours	% of total student contact hours	Course enrolments	% of total course enrolments
Learn Local sector	19,319,666	7.51%	150,874	15.14%
Private RTOs	122,743,933	47.71%	353,247	35.47%
TAFEs	115,181,020	44.77%	491,816	49.39%
All	257,244,619	100.00%	995,937	100.00%

Table 8: Total reported Learn Local and Adult Education Institution student contact hours, by level and gender, 2012 (%).

Gender	Pre-accredited	Foundation	Certificate I to IV	Diploma and above	VCE/VCAL	Other*	Total
Female	66	60	77	84	58	26	70
Male	33	40	23	16	42	37	29
Unknown	1	0	0.12	0.4	0	37	0.3

Table 9: Government subsidised Learn Local and Adult Education Institution student contact hours by level and region, 2012.

Region	Pre-accredited	Foundation	Certificate I to IV	Diploma and above	VCE/VCAL	Other*	Total
BSW	135,672	932,982	2,142,687	362,005	22,622	1,864	3,597,832
EM	239,991	305,201	552,366	258,261	109,263	100	1,465,182
GIP	95,693	156,970	409,488	77,537	0	0	739,688
GRA	86,193	165,994	403,078	37,605	18,800	10	711,680
HUME	101,443	275,086	507,957	164,610	66,215	0	1,115,311
LM	119,815	207,723	637,890	139,087	21,205	50	1,125,770
NWM	567,498	1,224,117	1,000,566	314,646	95,910	244	3,202,981
SM	400,425	432,727	1,035,597	149,238	141,726	0	2,159,713
AMES	34,755	494,025	160,893	860	0	0	690,533
CAE	83,426	318,130	111,190	4,660	200,348	0	717,754
Total	1,864,911	4,512,955	6,961,712	1,508,509	676,089	2,268	15,526,444
%	12.01%	29.07%	44.84%	9.72%	4.35%	0.01%	100.0%

Note: For Figures 6 & 7, and Tables 8 & 9: Other* refers to non-award courses, or a statement of attainment not identifiable by level, or bridging and enabling courses not identifiable by level, or education not elsewhere classified.

Barwon South Western

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

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

During 2012, 14,727 Learn Local learners trained in 20,158 course enrolments, with Learn Local organisations delivering 4.1 million hours across the nine local government areas in the Barwon South Western region.

Learner profile

Of the 14,727 Learn Local learners enrolled in VET courses in the Barwon South Western region:

- 61 per cent were female
- 49 per cent were aged under 24 years and 26 per cent were aged 45 years and above
- 15 per cent of the learners in the region were born overseas. The largest percentages of learners were from England, Vietnam and New Zealand
- 56 per cent had not completed Year 12.

Figure 8: Learn Local learner participation in government-funded VET, by priority learner group, Barwon South Western Region, 2012

Culturally & Linguistically Diverse* 10%	Disability* 17%	Disengaged Youth 11%
Early School Leavers* 38%		Indigenous* 1.23%
Males over 45* 9%	Unemployed* 32%	Vulnerable Workers 6%

Note: * indicates that the percentage of learners, from a priority learner group, enrolled in a Learn Local organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.

Delivery achievements

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

In 2012, 18 per cent of all course enrolments were in pre-accredited programs, 82 per cent were in accredited courses.

The region has experienced substantial growth in accredited training, while pre-accredited has declined.

Pre-accredited courses experienced a decrease of 16 per cent in students and 6 per cent in enrolments.

Accredited courses experienced a growth of 74 per cent in students and 93 per cent in enrolments.

Organisational profile

There were 33 Learn Local organisations delivering training in the Barwon South Western region in 2012. Of these, 14 delivered only pre-accredited courses, 4 delivered only accredited courses and 15 delivered a mix of pre-accredited and accredited education and training.

Market share

45,311 students enrolled in government funded VET courses in the Barwon South Western region in 2012. Of these, 26 per cent attended Learn Local organisations, 33 per cent private RTOs, and 41 per cent TAFE institutes.

Region of ACFE

Regional Council members (2012-13)

David Cotsell (Deputy Chairperson)
Louisa-Jane Cunningham
Sadat-Jon Hussain
Judy Jamieson
Julie Neeson (Chairperson)
Deborah Parker (resigned March 2013)
Janice Stewart (resigned January 2013)
Maria Zaluski



Regional Council Action Plan

The Barwon South Western Regional Council has worked on the following key priorities identified in their 2012-13 Action Plan.

1. The Council's 'Community Business Partnership Pilot Project' has brokered arrangements with a range of local business to support the development and capabilities of Learn Local organisations and their committees of management. With representatives of three Victorian government departments, the City of Greater Geelong and the Barwon Network of Neighbourhood Houses, the project has brokered arrangements for mentoring, professional services (for example legal advice, bookkeeping) and group membership to the chamber of commerce. Nine local businesses are currently involved.

2. The Council's 'Industry Engagement Project' mapped existing industry relationships developed by Learn Local organisations in the Portland area. The project resulted in a resource that informed the development of future industry partnerships for other Learn Local organisations across the region.

3. The Council initiated a partnership project engaging DEECD, Job Services Australia, Geelong Regional Local Learning and Employment Network and Department of Human Services. The partners developed a protocol and set of tools to support schools to work with students under 17 to transition to other forms of education and training. The protocol creates a structured approach for students planning their 'next step'. Schools and training providers are then better able to manage the transition, supporting better learning outcomes.

'The Third Space' CLOVERDALE COMMUNITY CENTRE

Cloverdale Community Centre is located in the northern Geelong suburb of Corio. Cloverdale provides a range of opportunities for people from culturally and linguistically diverse backgrounds who are settling into the Corio community. 'The Third Space' concept is providing opportunities for formal and informal learning, festivals, celebrations, community gardens, arts, youth programs and access to the internet. Pre-accredited programs are being delivered to develop English language skills and develop proficiency in using digital technologies.

Oh Kler, a Karen woman who lives near Cloverdale Community Centre, first went to Cloverdale for the Refugees Online program

which provided basic computer and internet skills for new arrivals. Oh Kler was then selected for a women's leadership program, run by the settlement service provider, Diversitat, with Cloverdale Community Centre as her mentor. Since the birth of her last child, Oh Kler has been attending classes in sewing and textiles at Cloverdale, as she hopes to set up her own sewing business once her children are at school. Oh Kler's English and personal confidence continue to improve and she supports and encourages other Karen women to enrol in classes at Cloverdale Community Centre. Oh Kler is active within her community, sings in the Karen women's choir and is actively involved in her children's schooling and childcare.

Eastern Metropolitan Region

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

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

During 2012, 6,063 Learn Local learners trained in 8,166 course enrolments, with Learn Local organisations delivering 1.9 million hours across the seven local government areas in the Eastern Metropolitan region.

Learner profile

Of the 6,063 Learn Local learners enrolled in VET courses in the Eastern Metropolitan region:

- 71 per cent were female
- 20 per cent were aged under 24 and 48 per cent were aged 45 and above
- 37 per cent of the learners in the region were born overseas. The largest percentages of learners were from China, England and Vietnam
- 57 per cent had not completed Year 12.

Figure 9: Learn Local learner participation in government-funded VET, by priority learner group, Eastern Metropolitan Region, 2012

Culturally & Linguistically Diverse 20%	Disability* 25%	Disengaged Youth 8%
Early School Leavers* 33%		Indigenous* 0.90%
Males over 45 13%	Unemployed* 30%	Vulnerable Workers* 4%

*Note: * indicates that the percentage of learners, from a priority learner group, enrolled in a Learn Local organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.*

Delivery achievements

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

In 2012, 62 per cent of all course enrolments were in pre-accredited programs, 38 per cent were in accredited courses.

The region has experienced some growth in the number of students enrolling in pre-accredited and accredited training.

Pre-accredited courses experienced a growth of 9 per cent in students and 6 per cent in enrolments.

Accredited courses experienced a growth of 5 per cent in students and 4 per cent in enrolments.

Organisational profile

There were 44 Learn Local organisations delivering training in the Eastern Metropolitan region in 2012. Of these, 23 delivered only pre-accredited courses, 8 delivered only accredited courses, and 13 delivered a mix of pre-accredited and accredited courses.

Market share

54,413 students enrolled in government funded VET courses in the Eastern Metropolitan region in 2012. Of these, 12 per cent attended Learn Local organisations, 44 per cent private RTOs, and 44 per cent TAFE institutes.

Regional Council members (2012-13)

Desmond Dinama
Helen Falconer (Deputy Chairperson)
Judy Flanagan (resigned April 2013)
Paul Goudie
Fiona Graham
Lynette Stavretis (Chairperson)
Kalifroni Taifalos
Helen Worlidge (co-opted to June 2013)



Regional Council Action Plan

The Eastern Metropolitan Regional Council has worked on the following key priorities identified in their 2012-13 Action Plan.

1. In a collaborative venture across several Learn Local organisations in Eastern and Southern Metropolitan Regions, Council supported the Women's Leadership Program. By consolidating links with organisations and establishing new networks it increased engagement and opportunities for CALD women. The course has been successfully delivered at Rowville and Dandenong to 24 women. It aims to reduce barriers to education by developing participants' advocacy and leadership skills and includes tailored career guidance. Women from this course have since enrolled in a variety of Learn Local courses and taken on mentoring roles with the support of the Victorian Immigrant and Refugee Women's Coalition in Asian, Arabic and Burmese Women's groups across the two regions.

2. The Council facilitated a project in Brandon Park Shopping Centre to promote the services of Learn Local organisations in the area. Twenty-one small retail traders were surveyed to determine key issues in retail, including staff training and industry needs. The results indicated interest in tailored courses to develop small business skills and English for business from retailers from CALD backgrounds. The Council is currently scoping a pilot to address the identified learning needs.

3. In partnership with the Southern Metropolitan and North Western Metropolitan Regional Councils, a highly successful Metropolitan Expo was conducted for 163 Learn Local participants in October. The focus was on identifying emerging opportunities in the market to ensure sustainable and vibrant Learn Local provision. Eighty-five per cent of participants agreed the Expo provided new ideas that could be immediately implemented.

Young people frequently come to Learn Local providers unsure if there is a place for them or a pathway to further education or employment. The VCAL Manager at Pines Learning recalls: "When I first interviewed Jayden and his mum, he was very disengaged from his learning as well as his community. He had a negative attitude, had been in trouble with the police and VCAL here was his last chance so far as his mum was concerned."

In addressing the 2012 graduation ceremony, after receiving his VCAL senior certificate together with the excellence award, Jayden said of VCAL, "this is the best thing I have ever done". Jayden completed VCAL alongside a Certificate II in Building and Construction at Box Hill TAFE. His story featured on the front page of the local Leader newspaper and he has since joined the Australian Navy and enrolled in a Bachelor of Social Work.

Alternative pathways PINES LEARNING AND BOX HILL TAFE

His ambition is to join the Federal police. Jayden's achievement was possible because of an exceptional partnership between Pines Learning and Box Hill TAFE to support effective local learning pathways for young people at risk of disengagement. The focus of the partnership is to keep young people engaged by working collaboratively to expand real pathways and opportunities.

This thriving relationship allows young people unsure of their future study direction and requiring an intimate learning environment, to transition comfortably from school to TAFE. At the conclusion of their VCAL study the students are already familiar with the TAFE environment and what Box Hill Institute can offer. So transition to further study becomes easier and success more likely.

Gippsland Region of ACFE

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

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

During 2012, 5,127 Learn Local learners trained in 6,521 course enrolments. Learn Local organisations delivered just under 1 million hours across the six local government areas in the Gippsland region.

Learner profile

5,127 Learn Local learners enrolled in VET courses in the Gippsland region during 2012.

- 68 per cent were female
- 29 per cent were 15-24 and 42 per cent were aged 45 and above
- 11 per cent were born overseas. The largest percentages of learners were from the United Kingdom, New Zealand and the Phillipines
- 68 per cent had not completed Year 12.

Figure 10: Learn Local learner participation in government-funded VET, by priority learner group, Gippsland Region, 2012

Culturally & Linguistically Diverse* 3%	Disability* 23%	Disengaged Youth* 9%
Early School Leavers* 42%		Indigenous* 2.08%
Males over 45 14%	Unemployed* 31%	Vulnerable Workers 6%

*Note: * indicates that the percentage of learners, from a priority learner group, enrolled in a Learn Local organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.*

Delivery achievements

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

In 2012, 48 per cent of all course enrolments were in pre-accredited programs, 52 per cent were in accredited courses.

Student and enrolment numbers in accredited training have fallen between 2011 and 2012, while pre-accredited numbers have grown.

Pre-accredited courses experienced an increase of 6 per cent in students and 8 per cent in enrolments.

Accredited courses experienced a decline of 9 per cent in students and 10 per cent in enrolments.

Organisational profile

There were 32 Learn Local organisations delivering training in the Gippsland region in 2012. Of these, 25 delivered only pre-accredited courses, and 7 delivered a mix of pre-accredited and accredited courses.

Market share

15,692 students enrolled in government funded VET courses in the Gippsland region in 2012. Of these, 21 per cent attended Learn Local organisations, 23 per cent private RTOs and 57 per cent TAFE institutes.

Regional Council members (2012-13)

Frank Evans (Deputy Chairperson)

Karen Fleischer (Chairperson from
December 2012)

Jennifer Hammett (resigned May 2013)

Glenda McPhee

Linda Morrison

David Roche

Kathryn Stephenson

Peter Whitley

Elizabeth Wright (Chairperson, resigned
November 2012)



Regional Council Action Plan

The Gippsland Regional Council has worked on the following key priorities identified in their 2012-13 Action Plan.

1. Gippsland Learn Local organisations have continued to demonstrate a keen interest in using digital technology to support reach and learner retention across the region. There continues to be a healthy interest in the e-mentoring project with practitioners having the opportunity to undertake face-to-face or online professional development. A Moodle has been set up to support weekly webinars for interested Learn Local organisations across the South Eastern Victoria region.

2. The Council has focused on encouraging and supporting Learn Local organisations to develop strong relationships with Local Government in the areas in which they work. The success of this initiative can be demonstrated through Learn Local organisations acting on improved demographic data and local market intelligence, to increase the reach and relevance of provision

3. Gippsland Learn Local organisations participated with their rural and regional counterparts in the Learn Local Regional and Rural Conference 'Thinking Differently – Connecting Differently' in late July 2012. The conference focused on innovative practice, supporting community and growing market share.

Opening isolated towns to the world e-MENTORING

The Learn Local e-mentoring project has directly involved six Learn Local organisations and 15 staff across Gippsland. A number of other organisations have participated in some of the online events.

The region's e-mentor, Junita Lyons, with e-champions Ev Schmidt and Kathryn Mathews, have worked with organisations to improve their online marketing through Facebook and blogs in addition to providing new skills in digital learning. These organisations are now able to use digital technology to provide enhanced learning programs

using blogging, Blackboard Collaborate, networking, social media and Moodle.

E-champion Ev Schmidt maintains that using technology has opened up the small town of Buchan to the world. The project has used a blended approach to engaging learners of all ages.

Learn Locals in Gippsland are keen to resolve the issues they face in small isolated towns using new technologies.

Grampians Region of ACFE

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

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

During 2012, 4,433 Learn Local learners trained in 6,038 course enrolments. Learn Local organisations delivered almost 1 million hours across the 11 local government areas in the Grampians region.

Learner profile

4,333 Learn Local learners enrolled in VET courses in the Grampians region during 2012.

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

Figure 11: Learn Local learner participation in government-funded VET, by priority learner group, Grampians, 2012

Culturally & Linguistically Diverse* 4%	Disability* 25%	Disengaged Youth* 7%
Early School Leavers* 41%		Indigenous* 2.39%
Males over 45 11%	Unemployed* 33%	Vulnerable Workers 6%

*Note: * indicates that the percentage of learners, from a priority learner group, enrolled in a Learn Local organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.*

Delivery achievements

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

In 2012, 47 per cent of all course enrolments were in pre-accredited programs, 53 per cent were in accredited courses.

Student and enrolment numbers grew in the region between 2011 and 2012 for both accredited and pre-accredited training.

Pre-accredited courses experienced an increase of 8 per cent in students and 16 per cent in enrolments.

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

Organisational profile

There were 32 Learn Local organisations delivering training in the Grampians region in 2012. Of these, 17 delivered only pre-accredited courses, 6 delivered only accredited courses, and 9 delivered a mix of pre-accredited and accredited courses.

Market share

15,332 students enrolled in government funded VET courses in the Grampians region in 2012. Of these, 19 per cent attended Learn Local organisations, 46 per cent private RTOs, and 36 per cent TAFE institutes.

Regional Council members

(2012-13)

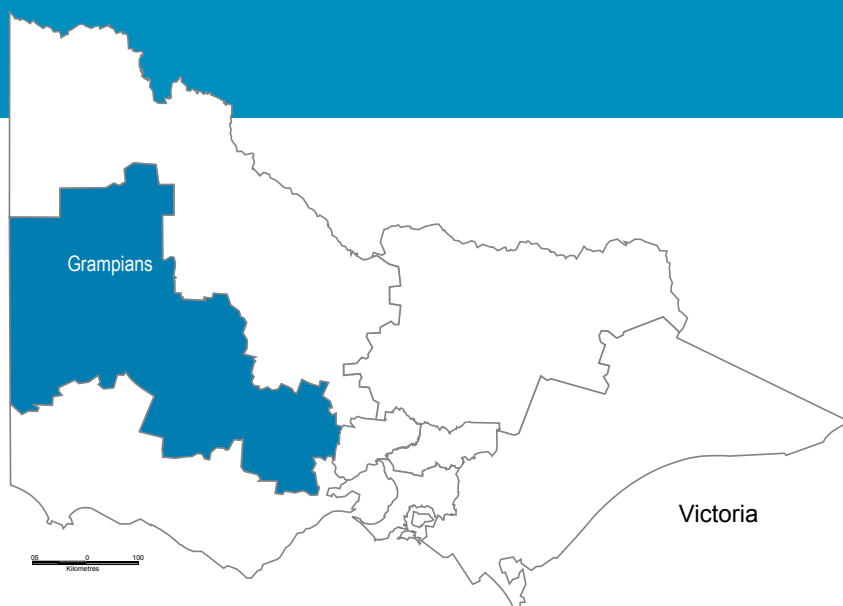
Margaret Cousins (resigned November 2012)

Wendy Draayers (Chairperson, resigned 14 June 2013)

Geraldine Frantz

Colin Haldane (Deputy Chairperson)

Maria Rice (resigned April 2013)



Regional Council Action Plan

The Grampians Regional Council has worked on the following key priorities identified in their 2012-13 Action Plan.

1. The Regional Council, with funds allocated by the ACFE Board, commenced delivery of the strategic regional e-learning project. Managed by Wimmera HUB, eighteen Learn Local organisations engaged in the project and were provided with:
 - support to identify their e-learning and business goals and develop a strategy
 - one-to-one assistance to implement and embed technology into their organisation
 - a knowledge base of resources and guides to further the embedding of technology into their organisation.

2. The Regional Council in collaboration with the Loddon Mallee and Hume Region organised the first Learn Local rural and regional conference. The conference was held in Bendigo with the theme "Thinking Differently – Connecting Differently".

The conference enabled managers and committees from rural and regional Learn Local organisations to share ideas and explore solutions to common problems in their communities.

A unique aspect of this conference was that some workshops were made available online to enable participation by people unable to attend in person and provide an opportunity to gain a greater understanding of e-learning technology.

Identifying a skills gap to 'Make it Work' JOAN'S STORY

'Joan' was made redundant from her job of 30 years after the business she worked for closed down. She was enjoying time at home with her grandchildren but really wanted to get back into the workforce. She had completed a Certificate III in Aged Care but it was not what she really wanted to do.

With the help of the Ballarat Neighbourhood Centre staff she identified her skills gap and has now enrolled in two pre-

accredited programs: Basic Computers and an employment skills program 'Make it Work'.

The Ballarat Neighbourhood Centre was also able to identify where Joan could enrol in the additional units to upgrade her Certificate in Aged Care to Home and Community Care. Joan is continuing to work on her learning goals, plans to undertake volunteer work after she has finished the courses, and is really optimistic about finding work in the future.

Hume Region of ACFE

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

During 2012, 7,992 Learn Local learners trained in 10,478 course enrolments. Learn Local organisations delivered just over 1.4 million hours across the 12 local government areas in the Hume region.

Learner profile

7,992 Learn Local learners enrolled in VET courses in the Hume region during 2012.

- 63 per cent were female
- 34 per cent were aged 15-24 and 39 per cent were aged 45 and above
- 13 per cent were born overseas. The largest percentages of learners were from New Zealand, England and Bhutan
- 59 per cent had not completed Year 12.

Figure 12: Learn Local learner participation in government-funded VET, by priority learner group, Hume Region, 2012

Culturally & Linguistically Diverse 5%	Disability* 17%	Disengaged Youth* 13%
Early School Leavers* 37%		Indigenous* 1.7%
Males over 45 12%	Unemployed* 22%	Vulnerable Workers 6%

*Note: * indicates that the percentage of learners, from a priority learner group, enrolled in a Learn Local organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.*

Delivery achievements

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

In 2012, 43 per cent of all course enrolments were in pre-accredited programs, 57 per cent were in accredited courses.

Student and enrolment numbers grew in the region between 2011 and 2012 for accredited and pre-accredited training.

Pre-accredited courses experienced an increase of 16 per cent in students and 27 per cent in enrolments.

Accredited courses experienced a growth of 25 per cent in students and 24 per cent in enrolments.

Organisational profile

There were 36 Learn Local organisations delivering training in the Hume region in 2012. Of these, 20 delivered only pre-accredited courses, 2 delivered only accredited courses, and 14 delivered a mix of pre-accredited and accredited courses.

Market share

27,736 students enrolled in government funded VET courses in the Hume region in 2012. Of these, 16 per cent attended Learn Local organisations, 22 per cent private RTOs, and 63 per cent TAFE institutes.

Regional Council members

(2012-13)

Graham Corless

Beverley Hoffmann

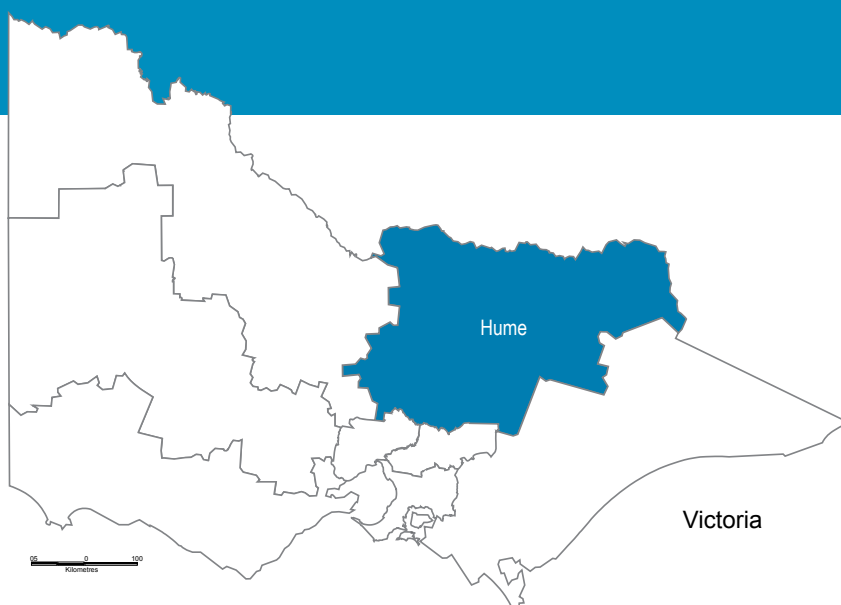
Kym Ivey (resigned October 2012)

Danny O'Donoghue

Anthony Putt

Dean Rochfort (resigned January 2013)

Jeanette Swain (Chairperson)



Regional Council Action Plan

The Hume Regional Council has worked the following key priorities identified in their 2012-13 Action Plan.

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

2. The Regional Council, in partnership with the Loddon and Grampians Councils, conducted a very successful conference for 84 participants focussing on addressing the particular challenges of regional and rural delivery.

Mansfield Adult Continuing Education (MACE) UNI4U

Participation in higher education in the Hume Region is not only lower than the metropolitan average but also well below the regional Victorian average. Access to higher education opportunities in the southern part of the Hume region is limited by the lack of presence of a major university or campus. The cost of relocating to a major centre to undertake further education is a further barrier for people on limited incomes.

The Uni4U program is a response from MACE and Swinburne University who applied to the Regional Partnerships Facilitation Fund (RPFF) for funds to support articulation from vocational education and training to higher education and give more students the option to study locally. While primarily a partnership between Swinburne and MACE, nine other Learn Local organisations across the southern part of the region provide venues and support for program delivery. As the program develops additional Learn Local organisations are being invited to participate. The Learn Local organisations involved are proud to be able to offer their respective communities a quality product that they would not normally have access to.

Learners include those who have recently completed secondary

school, mature age people, and women returning to work. Uni4U offers a three

tiered progression from a Diploma, to an Associate

Degree and then to a Bachelor's Degree. Learners have the choice of three Associate Degrees – in Business Administration, Applied Management and Health & Community Care.

The partnership offers regional learners something that many metropolitan learners can take for granted – the chance to gain a qualification in an accessible venue without the need to move away from home. Program delivery commenced in May 2012 and 77 learners have already participated.

To date six people have successfully completed the Diploma of Business and two of these people are undertaking further study. Two participants have gained part time employment as a result of participating in the program. However, from MACE's perspective the most significant outcome has been having a role in the realisation by the learners that they are capable of completing a higher education qualification when there is opportunity and sufficient support.

Loddon Mallee Region of ACFE

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

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

During 2012, 8,153 Learn Local learners trained in 10,685 course enrolments. Learn Local organisations delivered over 1.3 million hours across the 10 local government areas in the Loddon Mallee region.

Learner profile

8,153 Learn Local learners enrolled in VET courses in the Loddon Mallee region during 2012.

- 64 per cent were female
- 33 per cent were aged 15-24 and 33 per cent were aged 45 and above
- 11 per cent were born overseas. The largest percentages of learners were from Burma (Myanmar), England and New Zealand
- 65 per cent had not completed Year 12.

Figure 13: Learn Local learner participation in government-funded VET, by priority learner group, Loddon Mallee Region, 2012

Culturally & Linguistically Diverse* 7%	Disability* 16%	Disengaged Youth* 10%
Early School Leavers* 42%		Indigenous* 5.92%
Males over 45 11%	Unemployed* 35%	Vulnerable Workers* 8%

*Note: * indicates that the percentage of learners, from a priority learner group, enrolled in a Learn Local organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.*

Delivery achievements

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

In 2012, 33 per cent of all course enrolments were in pre-accredited programs, 67 per cent were in accredited courses.

Student and enrolment numbers grew in the region between 2011 and 2012 for accredited and pre-accredited delivery.

Pre-accredited courses experienced an increase of 19 per cent in students and 22 per cent in enrolments.

Accredited courses experienced a growth of 34 per cent in students and 29 per cent in enrolments.

Organisational profile

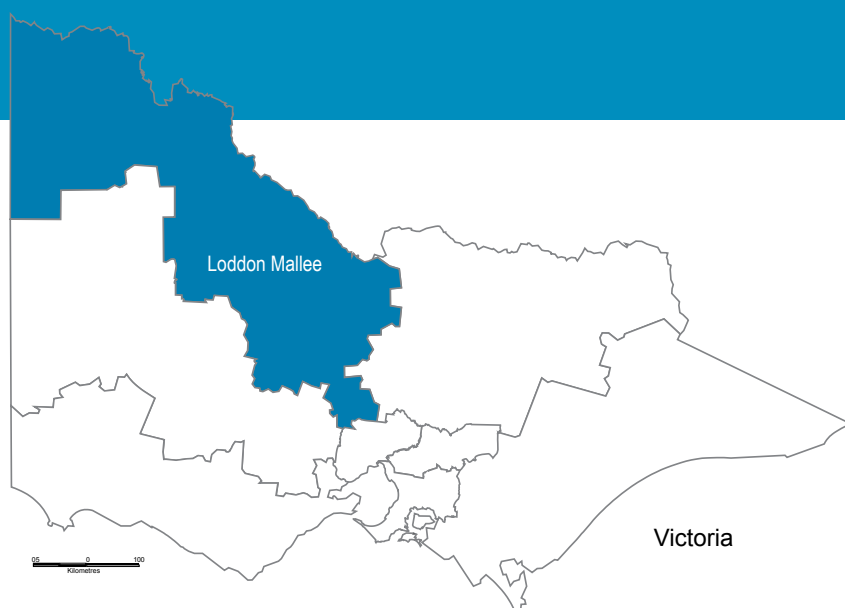
There were 41 Learn Local organisations delivering training in the Loddon Mallee region in 2012. Of these, 22 delivered only pre-accredited courses, 5 delivered only accredited courses, and 14 delivered a mix of pre-accredited and accredited courses.

Market share

29,947 students enrolled in government funded VET courses in the Loddon Mallee region in 2012. Of these, 18 per cent attended Learn Local organisations, 45 per cent private RTOs, and 37 per cent TAFE institutes.

Regional Council members (2012-13)

Anne Brinsden
 Anne Brosnan
 Bruce Dudon
 Dawn Ferrier
 Glenn Milne
 Jeffrey Rigby (Chairperson)
 John Sirolli (co-opted to May 2013)
 Robyn Smith
 Ellen White (Deputy Chairperson)



Regional Council Action Plan

The Loddon Mallee Regional Council has worked on the following key priorities identified in their 2012-13 Action Plan.

1. The Regional Council hosted the ACFE Regional and Rural Conference in Bendigo in July 2012. The conference focus, 'Thinking Differently Connecting Differently' was designed to:

1. Provide thought provoking models for conducting business in rural and regional settings. The concept of Thinking Differently provided the focus for international keynote addresses and workshops. Ernesto Sirolli from the Sirolli Institute of Enterprise Facilitation in the USA, who left a lasting impression on delegates.
2. Provide delegates with practical skills, including e-learning techniques, smart use of technology, models of innovative partnerships and how to 'do business smarter' for reinvigorated business (Connecting Differently).

The conference provided opportunities to discuss emerging issues and best practices with colleagues, and consultants across a broad range of issues. Participants were able to investigate new ways to look at old problems and hear experts address ways of forming and sustaining partnerships.

2. The Regional Council endorsed a local promotion strategy that saw providers and regional staff host an exhibitors stall at the Elmore Field Days, a three day event that attracts over 40,000 visitors from all over Victoria each year. Learn Local providers from various parts of the region were able to promote their training products and opportunities to hundreds of visitors and successfully raise the profile of Learn Local generally in the community.

Capacity and Innovation TRAINING NEEDS ANALYSIS

The Macedon Ranges Training Needs Analysis Project has been supported through the Capacity and Innovation Fund to undertake a comprehensive skills audit to determine the skills and knowledge requirements of local businesses. The Macedon Ranges shire has four Learn Local providers and has the lowest VET market share in the region (7%). Student numbers have been declining rapidly while population is increasing. The training needs analysis is building on existing data from a range of sources and will provide comprehensive business training skills research to inform Learn Local strategic, business and curriculum planning and assist in developing and strengthening

strategic partnerships. The project will increase the relevance and sustainability of training options offered to local stakeholders into the future, and Local providers can position themselves in the changing market place by ensuring relevant training is offered into the future. The project partners include Learn Local Providers, Central Ranges LLEN and Macedon Ranges Shire who all have a strong commitment to the Macedon Ranges Employment and Training Network. The network has indicated that understanding the skills requirements and training needs across Macedon Ranges is a strong priority.

North Western Metropolitan

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

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

During 2012, 17,083 Learn Local learners trained in 24,556 course enrolments, with Learn Local organisations delivering over 3.6 million hours across the 14 local government areas in the North Western Metropolitan region.

Learner profile

Of the 17,083 Learn Local learners enrolled in VET courses in the North Western Metropolitan region:

- 70 per cent were female
- 18 per cent were aged under 24 and 44 per cent were aged 45 and above
- 51 per cent of the learners in the region were born overseas. The largest percentages of learners were from Vietnam, China and Somalia
- 58 per cent had not completed Year 12.

Figure 14: Learn Local learner participation in government-funded VET, by priority learner group, North Western Metropolitan Region, 2012

Culturally & Linguistically Diverse* 46%	Disability* 21%	Disengaged Youth 5%
Early School Leavers* 28%		Indigenous* 0.82%
Males over 45* 13%	Unemployed 38%	Vulnerable Workers 5%

*Note: * indicates that the percentage of learners, from a priority learner group, enrolled in a Learn Local organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.*

Delivery achievements

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

In 2012, 57 per cent of all course enrolments were in pre-accredited programs, 43 per cent were in accredited courses.

Student and enrolment numbers grew in the region between 2011 and 2012.

Pre-accredited courses experienced a growth of 21 per cent in students and 9 per cent in enrolments.

Accredited courses experienced a growth of 39 per cent in students and 33 per cent in enrolments.

Organisational profile

There were 81 Learn Local organisations delivering training in the North Western Metropolitan region in 2012. Of these, 32 delivered only pre-accredited courses, 10 delivered only accredited courses and 39 delivered a mix of pre-accredited and accredited courses.

Market share

209,820 students enrolled in government funded VET courses in the North Western Metropolitan region in 2012. Of these, 8 per cent attended Learn Local organisations, 60 per cent private RTOs, and 32 per cent TAFE institutes.

Region of ACFE

Regional Council members

(2012-13)

Vivienne Amery

Jennie Barrera

Matthew Ferrantino

Lisa Field

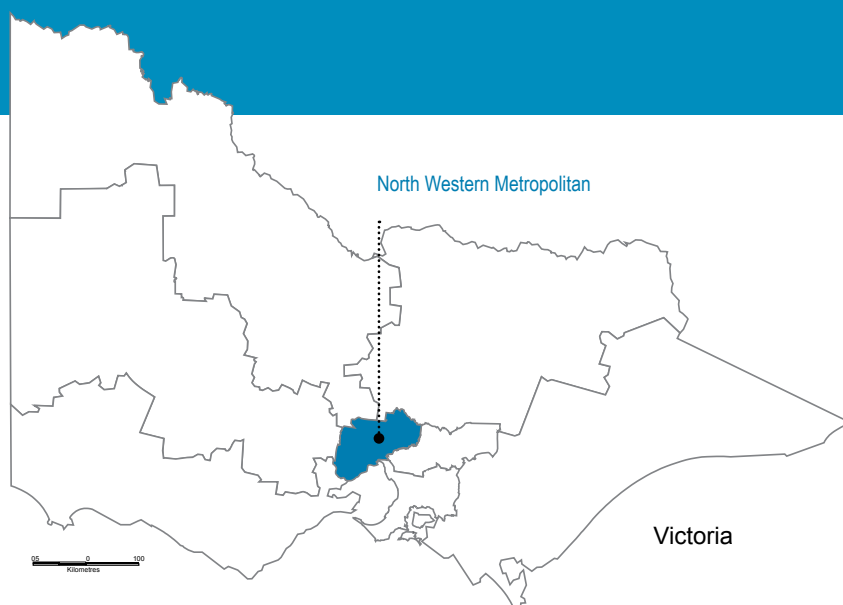
Geoffrey Hanlon

Anton Mayer

Judy McGannon (Chairperson)

Christine Mountford (Deputy Chairperson)

Peter Papamihail



Regional Council Action Plan

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

1. The Council continued the Business Matters and Learner Matters forums to support Learn Local organisations work on business capacity, growth and expansion of courses, services and future workforce development.

Business Matters forums included a session on organisational finance, devised in response to a regional survey. It focused on working in the new market, reviewing current training, developing new training and sourcing alternate revenue streams. A second forum, Business Viability in the New Market Environment was also offered.

The Learner Matters Network gave access to current ideas and the best practice in adult education delivery. Topics included 'Disengaged Learners Strategies' and 'Strategies for Engaging Youth in Career Focussed Discussions'.

2. The Council facilitated the establishment of four Communities of Practice (COP) based on needs identified by providers in the region. These focused on compliance, marketing and promotion, e-learning and sustainability. The COP allows organisations to share good practice and benefit from economies of scale in addressing critical business areas. Over 100 people attended.

The Council focused on the strategic building of provision in the five growth areas and public housing estates across the region to ensure that community needs were being met. Through this strategy pre-accredited provision increased in Hume, Melton, Whittlesea and Wyndham.

Accessible digital literacy COMPUTABILITY

Sussex Neighbourhood House (SNH) located in Pascoe Vale, in Melbourne's north, serves a culturally and linguistically diverse community with low levels of formal education. It has lead the way in provision of accessible and inclusive programs for over 20 years.

One of the specialties of SNH's education provision has been quality computer (digital literacy) training for the 'terrified' at the absolute beginner level. In recent years SNH has been delivering an ACFE funded ComputAbility class for learners with special needs.

'A' is a 29 year old young man of Lebanese cultural background, who has an intellectual disability; he is not able to read or comprehend numbers, sequences or periods of time. When

A first came to SNH, he would 'drop in' for a chat, and his mother worried that he was being a bother.

Since those times 'A' has been taught to use Google by a willing volunteer and encouraged to use the Public Access Computer when he 'dropped in'. He thrived on it. With this unexpected development his family was willing to enrol him in the ComputAbility course where his computer skills have been encouraged and improved. He also comes each afternoon to a larger "Public Access to Computers" session where he has made many adult friends.

'A' still cannot spell or recognise numbers but he recently sent his first email – the email, sent to office staff, had a photograph of a slice of cake as an attachment. What a milestone!

Southern Metropolitan Region

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

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

During 2012, 12,579 Learn Local learners trained in 19,236 course enrolments. Learn Local organisations delivered over 2.6 million hours across the 10 local government areas in the Southern Metropolitan region.

Learner profile

12,579 Learn Local learners enrolled in VET courses in the Southern Metropolitan region during 2012:

- 72 per cent were female
- 20 per cent were aged between 15 and 24 and 48 per cent were aged 45 and above
- 37 per cent were born overseas. The largest percentages of learners were from Vietnam, England and India
- 60 per cent had not completed Year 12.

Figure 15: Learn Local learner participation in government-funded VET, by priority learner group, Southern Metropolitan Region, 2012

Culturally & Linguistically Diverse* 27%	Disability* 19%	Disengaged Youth* 9%
Early School Leavers* 29%		Indigenous* 1.56%
Males over 45 13%	Unemployed* 30%	Vulnerable Workers 4%

*Note: * indicates that the percentage of learners, from a priority learner group, enrolled in a Learn Local organisation or an AEI is greater than percentage of the regions' wider population with the same learner group characteristic. The squares shaded blue indicate that Learn Local organisations are enrolling a higher proportion of these learners than the overall participation of these learners in the VET system generally.*

Delivery achievements

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

In 2012, 64 per cent of all course enrolments were in pre-accredited programs, 36 per cent were in accredited courses.

Pre-accredited courses experienced a growth of 20 per cent in students and an increase of 20 per cent in enrolments between 2011 and 2012.

Accredited courses experienced a growth of 22 per cent in students and 26 per cent in enrolments between 2011 and 2012.

Organisational profile

There were 69 Learn Local organisations delivering training in the Southern Metropolitan region in 2012. Of these, 36 delivered only pre-accredited courses, 6 delivered only accredited courses, and 27 delivered a mix of pre-accredited and accredited courses.

Market share

105,086 students enrolled in government funded VET courses in the Southern Metropolitan region in 2012. Of these, 10 per cent attended Learn Local organisations, 62 per cent private RTOs, and 29 per cent TAFE institutes.

Regional Council members (2012-13)

Bruce Carroll
Sandra George
David Greenwood (Deputy Chairperson)
Maria Kinnes
Leanne Malcolm (Chairperson)
Ann Mayer
Theresa Paxino
Angela Stathopoulos (co-opted from August 2012)
Linda Turner



Regional Council Action Plan

The Southern Metropolitan Regional Council has worked on the following key priorities identified in their 2012-13 Action Plan.

1. The Regional Council commissioned a research report on youth in Learn Local across the region. Bayside Glen Eira Kingston LLEN in conjunction with Education Transformation undertook the research in late 2012. The final report titled 'A Different Journey' found that there were considerably more young people undertaking studies in Learn Local settings than any one set of statistics revealed. The report also found that many of the young people studying in Learn Local settings are dealing with a range of issues that make learning in a mainstream environment difficult.
2. The Regional Council in conjunction with the Eastern Metropolitan Regional Council has commissioned the development of a pre-accredited program titled 'Learn Local to VET' from Swinburne TAFE. The program should be ready to trial in Semester 2, 2013. The aim of the program is to provide Learn Local learners with the skills and knowledge necessary to move successfully from pre-accredited learning to VET.
3. The Regional Council funded professional development for Learn Local organisations wanting to build successful partnerships, networks and alliances. Keysborough Learning Centre project managed this project. The consultant developed well utilised resources and organised a series of workshops that were well attended by participating organisations. All participating organisations were mentored and supported to develop a relationship with a sound strategic outcome.

The benefits pay off

LEARN LOCAL PARTNERSHIPS

Southern Metropolitan ACFE Regional Council is pleased to see many of the Learn Local organisations across the region working in partnership to deliver greater opportunities to learners in their communities.

The Casey Cardinia Alliance and the Mornington Peninsula Network have formalised their partnerships and now work together to provide access to a wider range of programs, share marketing activities, teacher professional development, volunteer training and much more. It has taken a great deal of energy and commitment by all of those involved but the benefits

are now emerging. The partnerships have strengthened each of the organisations

involved and engendered a spirit of cooperation. The profile of Learn Local has been lifted across these communities with shared leaflet drops, advertising and shopping centre promotion.

The members of the alliance and the network have entered into formal memoranda of understanding to ensure they have a clear set of principles and practices in place to assist them to meet their objectives.

Financial Report

for the year ended 30 June 2012

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This financial report covers the Adult, Community and Further Education Board as an individual entity.

The Adult, Community and Further Education Board is a Statutory Authority under the *Education and Training Reform Act 2006*.

The Adult, Community and Further Education Board reports separately to Parliament through the Minister for Higher Education and Skills.

Its principal address is:

**Adult, Community and Further Education Board
Level 3, 2 Treasury Place
East Melbourne VIC 3002**



Victorian Auditor-General's Office

Level 24, 35 Collins Street
Melbourne VIC 3000
Telephone 61 3 8601 7000
Facsimile 61 3 8601 7010
Email comments@audit.vic.gov.au
Website www.audit.vic.gov.au

INDEPENDENT AUDITOR'S REPORT

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

The Financial Report

The accompanying financial report for the year ended 30 June 2013 of the Adult, Community and Further Education Board which comprises a comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement, notes comprising a summary of significant accounting policies and other explanatory information, and the accountable officers' declaration has been audited.

The Board Members' Responsibility for the Financial Report

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

Auditor's Responsibility

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

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

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

Auditing in the Public Interest

Independent Auditor's Report (continued)

Independence

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

Opinion

In my opinion, the financial report presents fairly, in all material respects, the financial position of the Adult, Community and Further Education Board as at 30 June 2013 and of its financial performance and its cash flows for the year then ended in accordance with applicable Australian Accounting Standards, and the financial reporting requirements of the *Financial Management Act 1994*.

Matters Relating to the Electronic Publication of the Audited Financial Report

This auditor's report relates to the financial report of the Adult, Community and Further Education Board for the year ended 30 June 2013 included both in the Adult, Community and Further Education Board's annual report and on the website. The Board Members of the Adult, Community and Further Education Board are responsible for the integrity of the Adult, Community and Further Education Board's website. I have not been engaged to report on the integrity of the Adult, Community and Further Education Board's website. The auditor's report refers only to the subject matter described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements. If users of the financial report are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial report to confirm the information contained in the website version of the financial report.

MELBOURNE
26 August 2013



John Doyle
Auditor-General



Adult, Community and
Further Education

Accountable Officers' Declaration

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 including Interpretations, and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes, presents fairly the financial transactions during the year ended 30 June 2013 and financial position of the Board at 30 June 2013.

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

We authorise the attached financial statements for issue on 26 August 2013.

Dr Xavier Csar
Accountable Officer
Adult, Community and Further Education
Board

26 August 2013

Ms Xiaohong Chen
Chief Finance and Accounting Officer
Adult, Community and Further Education
Board

26 August 2013

Ms Rowena Allen
Chair
Adult, Community and Further Education Board

26 August 2013

Comprehensive operating statement

for the financial year ended 30 June 2013

	Notes	2013 \$' 000	2012 \$' 000
Income from transactions			
Grants and other income transfers	2	34,287	111,480
Other income		-	1
Services received free of charge		2,835	5,022
Total income from transactions		37,122	116,503
Expenses from transactions			
Depreciation		(305)	(270)
Grants and other expense transfers	3	(24,543)	(108,403)
Administrative expenses	4	(2,835)	(5,022)
Total expenses from transactions		(27,683)	(113,695)
Net result from transactions (net operating balance)		9,439	2,808
Other economic flows included in net result			
Net gain/(loss) on financial instruments	5	(71)	(53)
Total other economic flows included in net result		(71)	(53)
Net result		9,368	2,755
Other economic flows - other comprehensive income			
Items that will not be reclassified to net result			
Changes in physical asset revaluation surplus		8,119	-
Total other economic flows - other comprehensive income		8,119	-
Comprehensive result		17,487	2,755

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

Balance sheet

As at 30 June 2013

	Notes	2013 \$'000	2012 \$'000
Assets			
Financial Assets			
Receivables	6	17,444	6,857
Total financial assets		17,444	6,857
Non-financial assets			
Property	7	25,947	18,133
Total non-financial assets		25,947	18,133
Total assets		43,391	24,990
Liabilities			
Payables	8	1,454	540
Total liabilities		1,454	540
Net assets		41,937	24,450
Equity			
Contributed capital		1,701	1,701
Physical assets revaluation surplus	12	21,853	13,734
Accumulated surplus/(deficit)		18,383	9,015
Net worth		41,937	24,450

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

Statement of changes in equity

for the financial year ended 30 June 2013

	Physical Asset Revaluation Surplus \$'000	Accumulated Surplus \$'000	Contributions by Owner \$'000	Total \$'000
Balance at 1 July 2011	13,734	6,260	1,701	21,695
Net result for the year	-	2,755	-	2,755
Balance at 30 June 2012	13,734	9,015	1,701	24,450
Net result for the year	-	9,368	-	9,368
Other Comprehensive Income	8,119	-	-	8,119
Balance at 30 June 2013	21,853	18,383	1,701	41,937

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

Cash flow statement

for the financial year ended 30 June 2013

	Notes	2013 \$'000	2012 \$'000
Cash flows from operating activities			
Receipts			
Receipts from Government		23,700	127,725
GST recovered from ATO		-	1,594
Other receipts		-	1
Total receipts		23,700	129,320
Payments			
Payments of grants and other transfers		(23,700)	(129,320)
Total payments		(23,700)	(129,320)
Net cash flows from/(used in) operating activities	11	-	-
Cash flows from investing activities			
Adjustments for non-financial assets		-	-
Net cash flow from/(used in) investing activities		-	-
Net increase/(decrease) in cash and cash equivalents		-	-
Cash and cash equivalents at the beginning of the financial year		-	-
Cash and cash equivalents at the end of the financial year		-	-

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 2013

Note 1 Summary of significant accounting policies

The annual financial statements represent the audited general purpose financial statements for the Adult, Community and Further Education Board (ACFE Board) for the period ended 30 June 2013.

The purpose of the financial statements is to provide users with information about the ACFE Board's stewardship of resources entrusted to it.

(A) Statement of Compliance

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

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

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

These annual financial statements were authorised for issue by the Chair of the Adult, Community and Further Education Board in line with the issuance date stated in the Accountable Officers' declaration page.

(B) Basis of preparation and measurement

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

Judgements, estimates and assumptions are required to be made about the carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on professional judgements derived from historical experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates.

Revisions to accounting estimates are recognised in the period in which the estimate is revised and also in future periods that are affected by the revision. Judgements and assumptions made by management in the application of AASs that have significant effects on the financial statements and estimated, with a risk of material adjustments in the subsequent reporting period, are disclosed throughout the notes to the financial

statements.

These financial statements are presented in Australian dollars, and prepared in accordance with the historical cost convention except for:

- Non-financial physical assets which, subsequent to acquisition, are measured at a revalued amount being their fair value at the date of the revaluation less any subsequent accumulated depreciation and subsequent impairment losses. Revaluations are made with sufficient regularity to ensure that the carrying amounts do not materially differ from their fair value.

(C) Reporting entity

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

Adult, Community and Further Education Board
Level 3
2 Treasury Place
East Melbourne,
VICTORIA 3002

A description of the nature of the Board's operations and its principal activities is included in the report of operations, which does not form part of these financial statements.

Objectives and funding

The ACFE Board's overall objective is to support the expansion of adult community education across all learner groups across all qualification levels and industry sectors, and develop a strong Learn Local organisation base which is responsive to the industry and community needs. ACFE is predominantly funded by accrual-based parliamentary appropriations.

(D) Scope and presentation of financial statements

Comprehensive operating statement

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

'Transactions' and other economic flows are defined by the *Australian System of Government Finance Statistics: Concepts, Sources and Methods 2005* and *Amendments to Australian System of Government Finance Statistics 2005* (ABS Catalogue No.5514.0) (the GFS manual).

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

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

- revaluations and impairments of non-financial physical assets
- fair value changes of financial instruments; and
- depletion of natural assets (non-produced) from their use or removal
- gain and loss on disposals.

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

Balance sheet

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

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

Statement of changes in equity

The statement of changes in equity presents reconciliations of each non-owner and owner equity opening balance at the beginning of the reporting period to the closing balance at the end of the reporting period. It also shows separately changes due to amounts recognised in the 'Comprehensive result' and amounts recognised in 'Other economic flows – other movements in equity' related to 'transactions with owner in its capacity as owner'.

Cash flow statement

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

Rounding of amounts

Amounts in the financial statements have been rounded to the nearest 1,000 dollars, unless otherwise stated. Figures in the financial statements may not equate due to rounding.

(E) Income from transactions

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

Grants and other income transfers

State Government's grants over which the ACFE Board gains control during a reporting period are recognised as income of that reporting period consistent with *Australian Accounting Standard AASB 1004 'Contributions'* and other relevant accounting concepts, pronouncements and views. 'Control' arises on the earlier event of receipt or notification of eligibility for grants by relevant authorities.

(F) Expenses from transactions

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

Administrative expenses

All employees of the ACFE Board are deemed as employees of the Department of Education and Early Childhood Development and the ACFE Board reimburses the Department for all employee entitlements including superannuation, long service and annual leave costs (including on-costs). The costs are classified as administrative expenses in the comprehensive operating statement.

Depreciation

Buildings that have finite useful lives are depreciated. Depreciation is calculated on a straight line basis, at rates that allocate the asset's value, less any estimated residual value, over its estimated life.

The estimated useful lives are as follows:

Asset Class	Useful life	
	2013	2012
Buildings	40 years	40 years

Land, which is considered to have an indefinite life, is not depreciated. Depreciation is not recognised in respect of this asset because their service potential has not, in any material sense, been consumed during the reporting period.

Grants and other expense transfers

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

Other operating expenses

Other operating expenses generally represent day to day running costs incurred in normal operations and include:

Supplies and services

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

(G) Other economic flows included in the net result

Other economic flows measure the change in volume or value of assets or liabilities that do not result from transactions.

Net gain/ (loss) on non-financial assets

Net gain/ (loss) on non-financial assets and liabilities includes realised and unrealised gains and losses as follows:

Revaluation gains/ (losses) of non-financial physical assets

Refer to Note 1 (I) *Revaluations of non-financial physical assets*

Net gain/ (loss) on financial instruments

Net gain/ (loss) on financial instruments includes:

- Realised and unrealised gains and losses from revaluations of financial instruments at fair value;
- Impairment and reversal of impairment for financial instruments at amortised cost;
- Disposals of financial assets and derecognition of financial liabilities.

Revaluations of financial instruments at fair value

Refer to Note 1 (H) *Impairment of financial assets*

(H) Financial assets

Cash and deposits

The ACFE Board does not hold a bank account with any financial institution. Total approved appropriations for the relevant period, are transferred by the Department of Education and Early Childhood Development to the ACFE Board in a phased manner throughout the financial year via inter entity transactions.

Receivables

Receivables consist of:

- Contractual receivables, such as debtors in relation to goods and services, loans to third parties; and
- Statutory receivables, such as amounts owing from the Victorian Government and Goods and Services Tax (GST)

Contractual receivables are classified as financial instruments. Statutory receivables are not classified as financial instruments because they do not arise from a contract.

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

An allowance for doubtful receivables is recognised when there is objective evidence that the debts may not be collected, and the bad debts are written off when identified.

Impairment of financial assets

At the end of each reporting period, the Board assesses whether there is objective evidence that a financial asset or group of financial asset is impaired. Objective evidence includes financial difficulties of the debtor identified and recorded in the ACFE Board provider risk register and default

payments. All financial assets, except for those measured at fair value through profit or loss, are subject to annual review for impairment.

Receivables are assessed for bad and doubtful debts on a regular basis. Those bad debts considered as written off through mutual consent are classified as a transaction expense. Bad debts not written off by mutual consent and the allowance for doubtful receivables are classified as other economic flows in net result.

The amount of the allowance is the difference between the financial asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate.

(I) Non-Financial Assets

Property

All non-financial physical assets except land are measured initially at cost and subsequently revalued at fair value less accumulated depreciation and impairment. Where an asset is acquired for no or nominal cost, the cost is its fair value at the date of acquisition. Assets transferred as part of a machinery of government change are transferred at their carrying amount.

Land is measured initially at cost and subsequently revalued at fair value. Land fair value is the property's highest and best use.

The fair value of a building is normally determined by reference to the asset's depreciated replacement cost.

Revaluations of non-current physical assets

Under Financial Management Act 1994 and Victorian Government Policy FRD 103D- Non Current Physical Assets issued by the Department of Treasury and Finance, the ACFE Board was required to undertake an independent revaluation of its non-current assets for the financial year ending 30 June 2013.

Refer to Note 6 Property for more detail.

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

Net revaluation increases (where the carrying amount of a class of assets is increased as a result of a revaluation) are recognised in 'Other economic flows – other movements in equity', and accumulated in equity under the asset revaluation surplus. However, the net revaluation increase is recognised in the net result to the extent that it reverses a net revaluation decrease in respect of the same class of property previously recognised as an expense (other economic flows) in the net result.

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

(J) Liabilities

Payables

Payables consist of:

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

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

(K) Equity

Contributions by owners

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

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

(L) Contingent assets and contingent liabilities

Contingent assets and contingent liabilities are not recognised in the balance sheet, but are disclosed by way of a note (Refer Note 9 Contingent Assets and Contingent Liabilities) and, if quantifiable, are measured at nominal value. Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

(M) Commitments

Commitments for future expenditure include operating and capital commitments arising from contracts. These commitments are not recognised in the balance sheet, but are disclosed by way of a note (Refer to Note 17 Commitments for Expenditure) at their nominal value and inclusive of GST payable. In addition, where it is considered appropriate and provides additional relevant information to users, the net present values of significant individual projects are stated. These future expenditures cease to be disclosed as commitments once the related liabilities are recognised in the balance sheet.

(N) Events after the reporting date

Assets, liabilities, income or expenses arise from past transactions or other past events. Where the transactions result from an agreement between the ACFE Board and other parties, the transactions are only recognised when the agreement is irrevocable at or before the end of the reporting period. Adjustments are made to amounts recognised in the financial statements for the events which occur after the reporting date and before the date the financial statements are authorised for issue, where those events provide information about conditions which existed in the reporting period. Note disclosure is made about events between the end of the reporting period and the date the financial statements are authorised for issue where the events relate conditions which arose after the end of the reporting period and which may have a material impact on the results of subsequent years.

(O) Accounting for the Goods and Services Tax (GST)

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

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

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

(P) Australian Accounting Standards (AASs) issued that are not yet effective

Certain new accounting standards and interpretations have been published that are not mandatory for the 30 June 2013 reporting period. The ACFE Board assesses the impact of these new standards to determine their applicability and early adoption where applicable.

As at 30 June 2013, the following standards and interpretations that are applicable to the ACFE Board had been issued but not mandatory for the financial year ending 30 June 2013. The Board has not and does not intend to, adopt these standards early.

Standard/Interpretation	Summary	Applicable for annual reporting periods beginning or ending on	Impact on public sector entity financial statements
AASB 9 <i>Financial Instruments</i>	This standard simplifies requirements for the classification and measurement of financial assets resulting from Phase 1 of the IASB's project to replace IAS 39 <i>Financial Instruments : Recognition and Measurement</i> (AASB 139 <i>Financial Instruments: Recognition and Measurement</i>).	01 January 2015	Subject to AASB's further modifications to AASB 9, together with the anticipated changes resulting from the staged projects on impairments and hedge accounting, details of impacts will be assessed
AASB 13 <i>Fair Value Measurement</i>	This standard outlines the requirement for measuring the fair value of assets and liabilities and replaces the existing fair value definition and guidance in other Australian accounting standards. AASB 13 includes a 'fair value hierarchy' which ranks the valuation technique inputs into three levels using unadjusted quoted prices in active markets for identical assets or liabilities, other observable inputs; and unobservable inputs.	01 January 2013	Disclosure for fair value measurements using unobservable inputs are relatively detailed compared to disclosure for fair value measurements using observable inputs. Consequently, the Standard may increase the disclosures required for assets measured using depreciated replacement cost.
AASB 1053 <i>Application of Tiers of Australian Accounting Standards</i>	This standard establishes a differential financial reporting framework consisting of two tiers of reporting requirements for preparing general purpose financial statements.	01 July 2013	The Victorian Government is currently considering the impacts of Reduced Disclosure Requirements (RDRs) for certain public sector entities, and has not decided if RDRs will be implemented in the Victorian public sector

In addition to the new standards above, the AASB has issued a list of amending standards that are not effective for the 2012-13 reporting period (as listed below). In general, these amending standards include editorial and references changes that are expected to have insignificant impacts on public sector reporting.

- AASB 2009-11 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010)
- AASB 2010-2 Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements.
- AASB 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010)
- AASB 2011-4 Amendments to Australian Accounting Standards to Remove Individual Key Management Personnel Disclosure Requirements
- AASB 2011-8 Amendments to Australian Accounting Standards arising from AASB 13
- 2012-1 Amendments to Australian Accounting Standards – Fair Value Measurement – Reduced Disclosure Requirements
- 2012-2 Amendments to Australian Accounting Standards – Disclosures – Offsetting Financial Assets and Financial Liabilities
- 2012-3 Amendments to Australian Accounting Standards- Offsetting Financial Assets and Financial Liabilities
- 2012-7 Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements.
- 2012-11 Amendments to Australian Accounting Standards arising - Reduced Disclosure Requirements and Other Amendments
- 2013-3 Amendments to AASB 136 – Recoverable Amount Disclosures for Non- Financial Assets.

Note 2 Grants and other income transfers	2013 \$' 000	2012 \$' 000
Grants and other income transfers		
Grants (i)	34,287	111,221
Contributions Received Within Portfolio	-	259
Total grants and other income transfers	34,287	111,480

(i) From FY 2012-13, the ACFE Board has no funding role with regard to the delivery of accredited training.

Note 3 Grants and other expenses transfers	2013 \$' 000	2012 \$' 000
Grants and other expense transfers		
Payments to adult community education organisations	18,952	58,693
Payments to adult education institutions	3,683	47,649
Payments to other organisations	1,908	2,658
Total grants and other expense transfers	24,543	108,403

Note 4 Administrative expenses	2013 \$' 000	2012 \$' 000
Administrative expenses		
Operating and Salaries	2,835	5,022
Total administrative expenses	2,835	5,022

Note 5 Other economic flows included in net result	2013 \$' 000	2012 \$' 000
Net gain/(loss) on financial instruments		
Impairment of contractual receivables	(71)	(53)
Total net gain/(loss) on financial instruments	(71)	(53)

Note 6 Receivables	2013	2012
	\$' 000	\$' 000
<i>Contractual receivables</i>		
Trade & other receivables	605	172
Allowance for doubtful debts (i)	(50)	(44)
Total contractual receivables	555	128
<i>Statutory receivables</i>		
Receivable from Victorian Government	16,811	6,714
GST input tax credit recoverable	78	15
Total statutory receivables	16,889	6,729
Total receivables	17,444	6,857

(i) An allowance has been made for estimated irrecoverable contractual receivable when there is objective evidence that an individual receivable is impaired. The increase/decrease was recognised in the operating result for the current financial year

(A) Movement in the provision for doubtful contractual receivables

	2013	2012
	\$' 000	\$' 000
Balance at beginning of the year	(44)	-
(Increase)/decrease in allowance recognised in surplus of deficit	(6)	(44)
Balance at end of the year	(50)	(44)

(B) Maturity analysis of contractual receivables

Please refer to Note 10 for the maturity analysis of contractual receivables.

(C) Nature and extent of risk arising from contractual receivables

Please refer to Note 10 for the nature and extent of risks arising from contractual receivables

Note 7 Property	2013	2012
	\$' 000	\$' 000
Land at Valuation 12/13 (i)		
Land at fair value	9,035	8,693
Buildings at Valuation 12/13 (i)		
Buildings at fair value	16,992	9,846
Less: Accumulated depreciation and disposals	(80)	(406)
	16,912	9,440
Net carrying value of Property	25,947	18,133

(i) An independent valuation of the ACFE Board's Land and Buildings was performed by the Valuer- General Victoria (VGV) to determine the fair value of the land and buildings. The fair value is determined by direct reference to recent market transactions on arm's length terms for land of comparable size and location to that held by the ACFE Board, with the fair value of buildings generally based on depreciated replacement cost. The effective period of the revaluation was May 2013.

Note 7 Property

Reconciliations	Land	Buildings	Total
2013	\$'000	\$'000	\$'000
Carrying amount at start of year	8,693	9,440	18,133
Revaluation Increments	342	7,777	8,119
Depreciation	-	(305)	(305)
Carrying amount at end of financial year	9,035	16,912	25,947

	Land	Buildings	Total
2012	\$'000	\$'000	\$'000
Carrying amount at start of year	8,963	9,846	18,539
Additions/(Disposals)	-	(136)	(136)
Depreciation	-	(270)	(270)
Carrying amount at end of financial year	8,963	9,440	18,133

Note 8 Payables	2013 \$' 000	2012 \$' 000
<i>Contractual payables</i>		
Trade & other payables	1,454	540
Total contractual payables	1,454	540
Total payables	1,454	540

(A) Maturity analysis of contractual payables

Please refer to Note 10 for the maturity analysis of contractual payables.

(B) Nature and extent of risk arising from contractual payables

Please refer to Note 10 for the nature and extent of risks arising from contractual payables.

Note 9 Contingent assets and contingent liabilities

As at June 30, 2013 the Board had no knowledge of any contingent assets or contingent liabilities (2012 - Nil).

Note 10 Financial Instruments

(A) Financial risk management objectives and policies

The ACFE Board's principal financial instruments comprise of:

- Receivables (excluding statutory receivables)
- Payables (excluding statutory payables)

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

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

Measurement Basis and Accounting Policy

Financial Instrument Classification	Accounting Policy
Financial assets	
Contractual Receivables	Receivables are recognised at fair value, being the amount receivable, which is reduced for any impairment
	Outstanding debts are reviewed at regular intervals to assess their collectability
Financial Liabilities	
Contractual Payables	Liabilities are recognised for amounts to be paid in future for services provided by organisations contracted with the Board which as at balance sheet date remain unsettled

The ACFE Board's main financial risks include credit risk and liquidity risk. The ACFE Board has the overall responsibility for the establishment and oversight of the ACFE Board's risk management framework.

Credit Risk

Credit risk arises from the contractual financial assets of the ACFE Board, which comprises of contractual receivables. The ACFE Board's exposure to credit risk arises from potential default of counter party on their contractual obligations resulting in financial loss to the ACFE Board. Credit risk is measured at fair value and measured on a regular basis.

Credit risk associated with the ACFE Board's contractual receivables is minimal because the main debtor is the Victorian Government. For debtors other than the Government, it is the ACFE Board's policy to only deal

with organisations that meet the standard financial viability requirements set. There are no financial assets that have had their terms renegotiated so as to prevent them from being past due or impaired, and they are stated at the carrying amounts as indicated.

Provision of impairment for contractual receivables is recognised when there is objective evidence that the ACFE Board will not be able to collect a receivable. Objective evidence includes financial difficulties and default on payments

Liquidity Risk

Liquidity risk is the risk that the ACFE Board would be unable to meet its financial obligations as and when they fall due. The ACFE Board's exposure to liquidity risks is deemed as insignificant as no obligation to allocate funding is entered into without appropriate sources to meet the commitments having been secured by the ACFE Board.

Maturity analysis of contractual financial assets

2013	Carrying amount \$'000	Nominal amount \$'000	Maturity dates			
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000
Liabilities						
Contractual Receivables	555	555	553	0	2	-
Total	555	555	553	0	2	-

2012	Carrying amount \$'000	Nominal amount \$'000	Maturity dates			
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000
Liabilities						
Contractual Receivables	128	128	54	47	27	-
Total	128	128	54	47	27	-

Maturity analysis of contractual financial liabilities

2013	Carrying amount \$'000	Nominal amount \$'000	Maturity dates			
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000
Liabilities						
Contractual Payables	1,454	1,454	1,454	-	-	-
Total	1,454	1,454	1,454	-	-	-

2012	Carrying amount \$'000	Nominal amount \$'000	Maturity dates			
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000
Liabilities						
Contractual payables	540	540	540	-	-	-
Total	540	540	540	-	-	-

Fair value

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

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

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

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

	Carrying amount 2013 \$'000	Fair Value 2013 \$'000	Carrying amount 2012 \$'000	Fair Value 2012 \$'000
Financial Assets				
Contractual Receivables	555	555	128	128
Total contractual financial assets	555	555	128	128
Financial Liabilities				
Contractual Payables	1,454	1,454	540	540
Total contractual financial liabilities	1,454	1,454	540	540

The ACFE Board has nil exposure to interest risk as it does not have interest bearing deposits and liabilities.

Note 11 Cash flow information

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

	2013 \$'000	2012 \$'000
Net result for the period	9,368	2,755
Depreciation	305	270
Other non-cash items affecting results	-	136
(Increase)/decrease in receivables	(10,587)	15,169
Increase/(decrease) in payables	914	(18,330)
Net cash flows from/(used in) operating activities	-	-

Note 12 Reserves	2013 \$'000	2012 \$'000
Physical asset revaluation surplus:		
Balance at beginning of financial year	13,734	13,734
Revaluation Increments	8,119	-
Balance at end of financial year	21,853	13,734

Note 13 Responsible Persons

In accordance with the Ministerial Directions issued by the Minister for Finance under the *Financial Management Act 1994*, the following disclosures are made regarding responsible persons for the reporting period.

The persons who held the positions of minister and accountable officers in the ACFE Board are as follows:

Responsible Minister

Hon Peter Hall MLC 1 July 2012 – 30 June 2013

Accountable Officer

Sian Lewis 1 July 2012 – 26 August 2012
 Verna Kearney 27 August 2012 – 31 December 2012
 Bronwen Heathfield 1 January 2013 – 13 January 2013
 Dr Xavier Csar 14 January 2013 – 30 June 2013

Remuneration of Accountable Officer

Remuneration received or receivable by the accountable officer in connection with the management of the ACFE Board during the reporting period was in the range:

\$260,000 – \$269,000 (\$190,000 – \$200,000 in 2011–12)

ACFE Board Members

Ms Rowena Allen (Chair) 1 July 2012 – 30 June 2013
 Mr Bill Forrest 1 July 2012 – 30 June 2013
 Ms Andrea McCall 16 April 2013 – 30 June 2013
 Ms Robyn Archer 16 April 2013 – 30 June 2013
 Dr Errol Muir 1 July 2012 – 31 December 2012 & 16 April 2013 – 30 June 2013
 Mr Ron Wilson 1 July 2012 – 30 June 2013
 Mr Stephen Ward 1 July 2012 – 30 June 2013
 Dr Madeleine Laming 1 July 2012 – 30 June 2013
 Ms Millicent Rees-Jones 1 July 2012 – 30 June 2013
 Ms Maree McPherson 1 July 2012 – 30 June 2013
 Ms Sally Thompson 1 July 2012 – 30 June 2013
 Mr Linc Yow Yeh 1 July 2012 – 30 June 2013
 Ms Moira Schulze 1 July 2012 – 31 December 2012
 Ms Judith Klepner 1 July 2012 – 31 December 2012

Remuneration of ACFE Board Members

The remuneration/emolument received by members of the ACFE Board as Members of the Board totalled \$61,075 (2012–\$56,950)

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

Band	2013	2012
\$0 - \$9,999	13	13
\$10,000-\$19,999	-	-
\$20,000-\$29,999	-	-
\$30,000-\$39,999	1	1

Retirement benefits of responsible persons

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

Other transactions of responsible persons and their related entities

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

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

The following is noted, although it is not considered to be a responsible party transaction for the purposes of the Financial Reporting Direction (FRD) 21B under the Financial Management Act 1994. Any transactions or issues that involve parties listed below are dealt with on normal commercial terms and conditions and without reference to the Board members concerned

Ms Rowena Allen was contracted by Hudson for the period 1 July 2012 – 31 January 2013, which provides services to the Department of Education and Early Childhood Development under its normal commercial terms and conditions.

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

Mr Stephen Ward is contracted by Jesuit Social Services, a registered Adult Community Education (ACE) provider, which provides training delivery and related services to the ACFE Board under the Board's standard contractual terms and conditions.

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

Note 14 Remuneration of Executives

There is no remuneration of executive officers (other than the Accountable Officer) to be reported for the accounting period as it was paid by the Department of Education and Early Childhood Development.

Note 15 Remuneration of Auditors

	2013 \$'000	2012 \$'000
Victorian Auditor-General's Office		
Audit of the financial statements	30	33

Note 16 Subsequent Events

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

Note 17 Commitments for Expenditure

	2013 \$'000	2012 \$'000
Pre Accredited Training delivery	7,890	6,350
Delivery Support	1,415	-
Total expenditure commitments	9,305	6,350

Appendices

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

The funds listed in Appendix 1 were allocated during the calendar year 2012.

Acacia Indochinese Support Association	\$13,886
Alamein Neighbourhood and Learning Centre Inc.	\$95,262
Albury Wodonga Volunteer Resource Bureau Inc	\$45,560
Anglesea and District Community House Inc	\$37,282
Anglicare Victoria - Broadmeadows Women's Community House	\$12,443
Anglicare Victoria - Dixon House	\$51,725
Angliss Neighbourhood House Inc.	\$45,363
Ararat Neighbourhood House Inc.	\$13,175
Arrabri Community House	\$96,085
Art Resource Collective Inc. (ARC)	\$24,240
Arts Project Australia Inc	\$24,700
Australian Croatian Community Services	\$41,024
Australian Multicultural Community Services	\$60,049
Australian Romanian Community Welfare	\$11,085
Australian Trust for Conservation Volunteers	\$7,775
Australian Vietnamese Womens Association	\$70,609
Avenue Neighbourhood House at Eley Inc	\$40,141
Avocare Ltd	\$25,506
Bacchus Marsh Community College Inc.	\$52,577
Ballan and District Community House and Adult Education Centre	\$18,651
Ballarat Community Development Centre	\$37,581
Ballarat Neighbourhood Centre Inc	\$119,972
Banksia Gardens Community Centre	\$276,158
Barwon Youth	\$69,469
Bass Coast Adult Education Centre Inc	\$34,924
Beaufort Community House and Learning Centre Inc	\$13,692
Beechworth Neighbourhood Centre	\$47,984
Belgium Avenue Neighbourhood House Inc.	\$24,109
Belgrave South Community House Inc	\$34,854
Bellarine Living and Learning Centre Inc	\$52,583
Belvedere Community Centre Inc.	\$50,833
Benambra Neighbourhood House Inc	\$7,987
Bendigo Neighbourhood House	\$53,075
Berry Street Victoria	\$85,358
Beulah Historical Learning and Progress Association	\$16,393
Birallee Park Neighbourhood House Inc	\$14,082
Bnym Aboriginal Corporation	\$14,242
Boort Resource and Information Centre Inc	\$8,364
BRACE Education Training and Employment Limited	\$164,240
Bright Adult Education Inc	\$29,070
Broadford Community Centre	\$14,569
Brotherhood of St Laurence	\$70,916
Brunswick Neighbourhood House Co-operative Ltd	\$106,781
Buchan Neighbourhood House	\$12,655
Campaspe College of Adult Education	\$75,412
Carlton Neighbourhood Learning Centre Inc	\$84,496
Carringbush Adult Education Inc.	\$77,191
Castlemaine and District Continuing Education Inc	\$104,299
Castlemaine Community House Inc	\$36,693
Caulfield South Community House	\$10,548
CentaVic (ESL) Educational Services Inc.	\$25,500
Central Ringwood Community Centre Inc	\$67,964
Centre for Education and Research In Environmental Strategies (CERES)	\$27,105
Cheltenham Community Centre Inc	\$96,876
Child and Family Care Network Inc.	\$19,440
Churchill Neighbourhood Centre Inc	\$23,349
City of Wodonga - Baranduda Community Centre	\$8,953

City of Wodonga-Felltimber Community Centre	\$9,997
Clota Cottage Neighbourhood House Inc.	\$54,995
Cloverdale Community Centre Inc	\$35,114
Clunes Neighbourhood House Inc	\$6,510
Cobram Community House Inc	\$38,088
Colac Adult and Community Education Inc (Otway Community College)	\$89,633
Community Centre Swifts Creek	\$9,070
Community College East Gippsland Inc.	\$132,724
Community College Gippsland	\$443,842
Community One Inc	\$67,787
Community West Inc.	\$249,775
Continuing Education and Arts Centre Alexandra (CEACA)	\$199,890
Continuing Education Bendigo Ltd	\$147,679
Cooinda Hill Inc	\$15,437
Coonara Community House Inc	\$439,181
Corangamite District Adult Education Group Inc	\$66,337
Corinella and District Community Centre Inc	\$21,555
Corryong Community Education Centre Inc	\$49,878
Corryong Neighbourhood House Inc	\$9,801
Craigieburn Education and Community Centre Inc	\$45,102
Cranbourne Community House	\$85,863
CREATE (Geelong) Inc	\$163,348
Creeds Farm Living and Learning Centre	\$10,000
Dallas Neighbourhood House Inc	\$18,408
Dandenong Neighbourhood House	\$104,687
Darley Neighbourhood House and Learning Centre Inc	\$10,940
Daylesford Neighbourhood Centre Inc.	\$110,498
Delacombe Community House	\$3,000
Diamond Valley Learning Centre Inc	\$153,170
Dingley Village Neighbourhood Centre	\$103,657
Djerriwarrh Employment and Education Services Inc.	\$242,130
Donvale Living and Learning Centre (Pines Learning)	\$148,928
Doveton Neighbourhood Learning Centre Inc	\$30,674
Duke Street Community House Association Inc.	\$81,234
Eastwork Employment Inc.	\$1,730
Echuca Neighbourhood House Inc	\$11,919
EDAR	\$63,270
Elwood St Kilda Neighbourhood Learning Centre Inc.	\$74,237
Emerald Community House	\$52,333
Encompass Community Services Incorporated	\$18,452
Endeavour Hills Uniting Care Neighbourhood Centre	\$33,713
Euroa Community Education Centre	\$98,635
Farnham Street Neighbourhood Learning Centre Inc.	\$120,054
Finbar Neighbourhood House Inc.	\$611
Fitzroy Learning Network Inc	\$26,313
Footscray Community Arts Centre Ltd.	\$126,991
Foster Community House Inc.	\$34,801
Future Employment Opportunities Inc	\$102,470
Gateway BEET	\$769
Geelong Ethnic Communities Council Inc (Diversitat)	\$192,341
Gippsland Employment Skills Training	\$55,517
Glen Eira Adult Learning Centre Inc	\$129,950
Glen Park Community Centre Inc.	\$67,332
Glenroy Neighbourhood Learning Centre Inc	\$199,541
Godfrey Street Community House	\$19,255
Goldfields Employment and Learning Centre Inc	\$52,016
Good Shepherd Youth and Family Services	\$7,630
Gormandale Community House and Learning Centre	\$10,345
Haddon and District Community House	\$22,658
Hallam Community Learning Centre Inc	\$37,360

Hampton Community Centre	\$39,243
Hampton Park Care Group Inc	\$16,511
Hawthorn Community Education Project Inc	\$71,446
Healesville Living and Learning Centre	\$114,874
Heidelberg Training and Resources Centre Inc (Employment Focus)	\$57,630
Heyfield Community Resource Centre	\$36,363
Highlands Support Services Inc	\$39,766
Holden St Neighbourhood House Inc.	\$82,005
Horsham Community House	\$15,283
Hume City Council - Homestead Community and Learning Centre	\$101,284
Inclusion Melbourne Inc.	\$52,003
Inner Melbourne Vet Cluster Inc	\$100,714
Jan Wilson Community Centre - City of Greater Dandenong	\$50,710
Japara Neighbourhood House Inc.	\$33,057
Jesuit Social Services Ltd	\$51,307
Jika Jika Community Centre Inc	\$45,777
JobCo Employment Services Inc	\$38,440
K Y M Victoria Inc	\$158,223
Kangaroo Flat Community Group Inc	\$19,737
Karingal Inc	\$44,713
Karingal Neighbourhood House Inc	\$12,527
Kensington Neighbourhood House	\$97,346
Kerang Learning Centre Inc	\$40,016
Kew Neighbourhood Learning Centre Inc	\$104,157
Keysborough Learning Centre	\$98,842
Kilmore and District Community Group Inc	\$8,079
King Valley Learning Exchange	\$16,500
Kinglake Ranges Neighbourhood House Inc	\$9,463
Knoxbrooke Inc	\$27,624
Kyabram Community and Learning Centre Inc	\$49,796
Kyneton Community and Learning Centre Inc	\$91,607
Lakes Entrance Neighbourhood House Inc.	\$26,139
Lalor Living and Learning Centre Inc	\$93,772
Lancefield NeighbourhoodHouse Inc	\$8,704
Langwarrin Community Centre Inc.	\$86,762
Lara Community Centre Inc	\$24,818
Laverton Community Integrated Services Inc	\$59,424
Learn For Yourself Inc.	\$95,585
Learning and Information Network Kaniva Inc. (LINK)	\$46,330
Living and Learning Inc (Pakenham and Cardinia)	\$59,686
Loddon Campaspe Multicultural Services Inc	\$74,536
Long Gully Neighbourhood Centre Inc	\$9,883
Longbeach Place Inc	\$87,722
Lyrebird Community Centre	\$20,827
Mansfield Adult Continuing Education Inc (MACE)	\$160,892
Macedon Ranges Further Education Centre	\$68,788
MADEC Ltd	\$69,522
Maldon Neighbourhood Centre Inc	\$16,596
Mallacoota District Health and Support Service Inc	\$8,478
Mclvor Neighbourhood House, Heathcote Inc	\$22,314
Meadow Heights Learning Shop Inc	\$179,493
Melbourne Citymission	\$7,595
Melton South Community Centre Inc.	\$50,142
Mental Illness Fellowship Victoria	\$61,225
Meredith Community Centre Inc	\$22,439
Merinda Park Learning and Community Centre	\$131,630
Mildura Aboriginal Corporation	\$92,689
Mill Park Community House	\$130,405
Milpara Community House	\$37,138
Mirrimbeena Aboriginal Education Group Inc	\$93,767

Mitcham Community House	\$46,007
Moe Life Skills Centre	\$75,560
Moe Neighbourhood House	\$24,880
Moongala Womens Collective Inc	\$38,514
Mooroopna Education and Activity Centre Inc	\$7,205
Mordialloc Neighbourhood House Inc	\$49,668
Moreland Adult Education Association Inc	\$99,439
Mornington Community Contact Inc.	\$41,998
Morrison House	\$164,129
Morwell Neighbourhood House and Learning Centre Inc.	\$23,856
Mount Eliza Village Neighbourhood Centre Inc	\$36,184
Mountain District Women's Co-Operative Ltd	\$22,792
Mt Beauty Neighbourhood Centre Inc	\$46,588
Mulgrave Neighbourhood House Inc.	\$136,298
Murray Adult Community Education Swan Hill Inc	\$47,618
Murray Human Services Inc	\$30,033
Myrtleford Neighbourhood Centre	\$17,159
Narre Community Learning Centre	\$176,671
Ngwala Willumbong Co-op Ltd	\$82,414
Nhill Neighbourhood House Learning Centre Inc	\$112,200
Nillumbik Shire Council (Living and Learning Nillumbik)	\$81,029
Noble Park Community Centre	\$20,698
North Carlton Railway Station Neighbourhood House	\$24,787
North Melbourne Language and Learning Inc.	\$137,022
North Ringwood Community House Inc	\$42,659
North Shepparton Community and Learning Centre Inc	\$16,075
Noweyung Limited	\$25,654
Numurkah Community Learning Centre	\$14,140
Ocean Grove Neighbourhood Centre Inc	\$103,975
Old Courthouse Community Centre	\$43,855
Olympic Adult Education	\$154,108
Open Door Neighbourhood House	\$60,802
Orana Neighbourhood House	\$79,585
Orbost Telecentre	\$20,328
Otway Health and Community Services	\$28,493
Outer Eastern Literacy Program Inc.	\$28,203
Outlets Co-operative Ltd (Newport Community Education Centre)	\$16,879
Outlook (Vic) Inc.	\$142,059
Oz Child	\$64,335
Pangerang Community House Inc	\$26,740
Park Orchards Learning Centre Inc.	\$25,440
Pathways Rehabilitation and Support Services Ltd	\$36,570
Paynesville Neighbourhood Centre Inc	\$74,641
Peninsula Access Support and Training	\$91,578
Peninsula Adult Education and Literacy	\$149,509
Peninsula Training and Employment Program Inc.	\$125,209
Peter Harcourt Disability Services Limited	\$22,514
Phillip Island Community and Learning Centre	\$53,837
Port Fairy Community Group Inc	\$29,941
Port Melbourne Neighbourhood Centre Inc.	\$74,089
Port Phillip Community Group	\$63,183
Portland Workskills Inc.	\$54,963
Prahran Community Learning Centre Inc.	\$100,599
Prahran Mission	\$36,571
Preston Neighbourhood House Inc	\$120,146
Preston Reservoir Adult Community Education Inc (PRACE)	\$254,387
Quantin Binnah Community Centre Inc.	\$9,920
Queenscliff and District Neighbourhood House Inc	\$18,512
Rainbow Learning Group and Neighbourhood House	\$8,272
Red Cliffs Community Resource Centre Inc	\$13,375

Rejoice Chinese Christian Communication Centre Inc	\$41,887
Richmond Community Learning Centre Inc	\$23,585
Robinson Reserve Neighbourhood House Inc	\$23,223
Robinvale Network House Inc	\$45,700
Rosedale Neighbourhood House	\$18,622
Rosewall Neighbourhood Centre Inc	\$161,341
Rowville Neighbourhood Learning Centre	\$68,174
Rushworth Community House Inc	\$12,533
Rye Community House Inc	\$23,976
Sale Neighbourhood House	\$68,629
Sandybeach Community Co-operative Society Ltd	\$210,486
Selby Community House	\$12,126
Seymour and District Community House Inc	\$9,103
Shared Learning and Activities Murtoa (SLAAM)	\$9,945
Shepparton Access	\$13,705
Shepparton Adult and Community Education Inc	\$54,626
Simpson and District Community Centre	\$18,492
SkillsPlus Ltd	\$128,632
Sorrento Community House Inc.	\$47,724
South Kingsville Community Centre Inc.	\$16,565
South Shepparton Community House	\$7,987
South West Victorian SEAL Inc (Community College Warrnambool)	\$92,843
Southern Grampians Adult Education Inc	\$98,522
Southern Mental Health Association Inc. (MIND Australia)	\$28,401
SPAN Community House Inc	\$53,147
Spanish Latin American Welfare Centre (CELAS)	\$20,122
Springdale Neighbourhood Centre	\$50,938
Springvale Indo-Chinese Mutual Assistance Association	\$65,518
Springvale Learning and Activities Centre Inc	\$184,890
Springvale Neighbourhood House	\$193,943
St Arnaud Community Resource Centre Inc	\$24,814
St Arnaud Neighbourhood House	\$9,500
St Kilda Youth Service Inc.	\$102,450
St Laurence Community Services Inc	\$40,282
Stawell Neighbourhood House Inc	\$10,394
Sunraysia Mallee Ethnic Communities Council Inc	\$46,126
Sussex Neighbourhood House Inc	\$52,681
Taskforce Community Agency	\$67,717
Tatura Community House Inc	\$26,428
The Basin Community House	\$81,054
The Centre Connecting Community in North and West Melbourne Inc.	\$64,324
The Centre for Continuing Education	\$315,656
The New Hope Foundation Inc	\$163,164
The Onemda Association Inc.	\$60,997
Thornbury Women's Neighbourhood House Inc	\$77,160
Tongala Community Activities Centre Inc	\$16,216
Tongala Education Centre Inc	\$22,897
Traralgon Neighbourhood Learning House Inc	\$87,643
Trentham Neighbourhood Centre	\$9,664
Trudewind Road Neighbourhood House Inc	\$31,320
Tullamarine Community House Inc.	\$113,042
Upper Beaconsfield Community Centre Inc	\$72,854
Upper Yarra Community House Inc	\$151,595
Vermont South Community House Inc.	\$44,681
Victorian Vocational Rehabilitation Association (Brite Institute)	\$41,614
Vines Road Community Centre Inc	\$24,166
Wallan and District Community Group Inc	\$432
Waminda Community House	\$37,305
Warracknabeal Neighbourhood House and Learning Centre Inc	\$19,885
Warragul Community House	\$48,882

Watsonia Neighbourhood House Inc	\$10,348
Waverley Adult Literacy Program Inc.	\$30,804
Waverley Community Learning Centre Inc.	\$62,892
Wavlink Inc	\$59,227
Wedderburn Community House Inc	\$59,329
Wellsprings For Women Inc.	\$61,129
Wendouree Neighbourhood Centre Inc	\$39,858
Western Bulldogs Spiritwest Services	\$38,602
Westgate Community Initiatives Group Inc	\$217,178
Whittlesea Township Community House and Alliance Group Inc	\$8,254
Williamstown Community and Education Centre Inc.	\$76,357
Wimmera Hub Inc.	\$155,792
Winchelsea Community House Inc	\$11,881
Wingate Avenue Community Centre Inc.	\$112,323
Woodend Neighbourhood House Inc	\$13,572
Wycheproof Community Resource Centre	\$8,647
Wyndham Community and Education Centre Inc	\$368,639
Yackandandah Community Education Network Inc	\$8,572
Yarram Community Learning Centre Inc.	\$8,118
Yarraville Community Centre Inc	\$186,594
Yarrunga Community Centre	\$79,249
YNH Services Inc	\$51,579
Yooralla	\$109,762
YouthNow Inc	\$65,114
YWCA of Victoria Inc.	\$26,560
Total	\$20,650,977

Appendix 2: Publications

A Voice and Structure of its Own: Community-based adult education in Victoria: 21 years with the ACFE Board (October 2012)

Learners in pre-accredited courses: a labour force perspective on students, their motives and the benefits they gain (March 2013)

A Different Journey (February 2013)

Pre-accredited Quality Framework Kit (June 2013)

Appendix 3: Freedom of Information

The *Freedom of Information Act 1982* allows the public a right of access to documents held by the ACFE Board. For the 12 months ending 30 June 2012, the ACFE Board received no new applications.

Making a request

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

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

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

Freedom of Information Manager
Adult, Community and Further Education Board
Department of Education and Early Childhood Development
GPO Box 4367
Melbourne VIC 3001

Requests can also be lodged online at www.foi.vic.gov.au.

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

Further information regarding Freedom of Information can be found on FOI Online, www.foi.vic.gov.au.

Appendix 4: Whistleblowers Protection Act 2001 and Protected Disclosures Act 2012

The ACFE Board does not tolerate improper conduct, nor the taking of reprisals against those who come forward to disclose such conduct. It is committed to ensuring transparency and accountability in its administrative and management practices and supports the making of disclosures that reveal corrupt conduct, conduct involving a substantial mismanagement of public resources, or conduct involving a substantial risk to public health and safety or the environment.

The *Protected Disclosures Act 2012 (PD Act)* came into operation on 10 February 2013 and replaces the *Whistleblowers Protection Act 2001 (WP Act)* as the legislation under which disclosures about improper conduct by the ACFE Board could be made, and the protection provided to both the disclosure and others involved.

Whistleblowers Protection Act 2001

In the period in which the Whistleblowers Protection Act 2001 applied the ACFE Board adopted DEECD Guidelines as the appropriate procedures for managing disclosures made under the WP Act.

Corrupt conduct under the WP Act

Corrupt conduct means:

- conduct that adversely affects the honest performance of functions

- the dishonest performance of functions or performance with inappropriate partiality
- conduct that amounts to a breach of public trust
- conduct that amounts to the misuse of information/material acquired in the course of one's duties
- a conspiracy or attempt to engage in the above conduct.

Reporting procedures

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

Protected Disclosure Coordinator

Adult, Community and Further Education Board
Department of Education and Early Childhood Development
GPO Box 4367
Melbourne VIC 3001

All correspondence, telephone calls and emails from internal or external whistleblowers will be referred to the Protected Disclosure Coordinator. Where a person is contemplating making a disclosure and is concerned about confidentiality, he or she can call the Protected Disclosure Coordinator and request a meeting in a discreet location away from the workplace.

A disclosure about improper conduct or detrimental action by the ACFE Board may also be made directly to the Ombudsman.

The Ombudsman Victoria

Level 9, 459 Collins Street (North Tower)
Melbourne VIC 3000
Ph: (03) 9613 6222
Toll Free: 1800 806 314
Website: www.ombudsman.vic.gov.au
Email: ombudvic@ombudsman.vic.gov.au

Disclosures under the Whistleblowers Act 2001

No disclosures were made during the period 1 July 2012 to 9 February 2013.

The number and types of disclosure made to the public body during the year	0
The number of disclosures referred during the year by the Ombudsman	0
The number and types of disclosed matters referred to the public body during the year by the Ombudsman	0
The number and types of disclosed matters referred during the year by the public body to the Ombudsman to investigate	0
The number and types of investigations of disclosed matters taken over by the Ombudsman from the public body during the year	0
The number of requests made under section 74 during the year to the Ombudsman to investigate disclosed matters	0
The number and types of disclosed matters that were substantiated on investigation and the action taken on completion of the investigation	0
The number of types of disclosed matters that were substantiated on investigation and the action taken on completion of the investigation	0
Any recommendations of the Ombudsman under this Act that relate to the public body	0

Protected Disclosures Act 2012

The PD Act came into force on 10 February 2013. Disclosures can be made by public officers or any other person, and can be made about both corrupt conduct or specified conduct.

For public officers or entities this conduct includes:

- the dishonest performance by a public officer or public official of their functions
- knowingly or recklessly breaching public trust by a public officer or public official
- misuse of information obtained by a public officer or official in that capacity
- a conspiracy to commit or attempt to commit the above conduct
- conduct that implies:
 - a substantial mismanagement of public resources
 - a substantial risk to public health or safety
 - a substantial risk to the environment.

For any other person corrupt conduct is conduct that adversely affects the honest performance by a public officer, or public official, of their functions.

Following 10 February 2013, the ACFE Board developed procedures for the receipt and management of disclosures, and the protection of disclosers and those involved in disclosures.

For disclosures about conduct of the ACFE Board, disclosures can be made to the Protected Disclosure Officer.

The disclosure will be evaluated according to procedures established under section 58 of the PD Act. If it is found that the disclosure is a protected disclosure under the PD Act, the disclosure will be referred to the Independent Board-based Anti-corruption Commission (IBAC). The IBAC will conduct an investigation into the disclosures and may or may not, at its discretion, advise the ACFE Board of the conduct and outcome of the investigation. If the disclosure is found not to be a protected disclosure under the PD Act, the ACFE Board will manage the disclosure according to its complaint procedures.

Protection under the Protected Disclosures Act 2012

Where a protected disclosure is referred to the IBAC, the ACFE Board will act to prevent the discloser and others involved in the disclosure from detrimental action as a result of that disclosure. This may include the appointment of a welfare manager.

Protected Disclosure Coordinator

Adult, Community and Further Education Board
Department of Education and Early Childhood Development
GPO Box 4367
Melbourne VIC 3001

Where a person is contemplating making a disclosure and is concerned about confidentiality, he or she can call the Protected Disclosure Coordinator and request a meeting in a discreet location away from the workplace.

Disclosures under the Protected Disclosures Act 2012

In the period 10 February 2013 to 30 June 2013 no protected disclosures were made.

Appendix 5: Other statutory reporting requirements

Risk management compliance attestation

I, Rowena Allen, certify that the ACFE Board has risk management processes in place consistent with the AS/NZS ISO 31000:2009 and an internal control system is in place that enables the executive to understand, manage and satisfactorily control risk exposures. The Adult, Community and Further Education Board verifies this assurance and that the risk profile of the Adult, Community and Further Education Board has been critically reviewed within the last 12 months.



Rowena Allen
Chair
Adult, Community and Further Education Board

Compliance with the Building Act 1993

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

Consultancies

- No consultancies valued at over \$10,000 were engaged by the ACFE Board.
- No consultancies where the total fee payable was less than \$10,000 were engaged by the ACFE Board.
- No contracts greater than \$10 million in value were entered into during 2011-12.

National Competition Policy

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

Occupational Health and Safety

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

Additional Information

Consistent with the requirements of the *Financial Management Act 1994*, the ACFE Board has prepared material on the topics listed below. Details of this material are held by the Executive Director of the Pathways and Participation Division and are available to the public on request, subject to the *Freedom of Information Act 1982*.

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

- a statement that declarations of pecuniary interests have been duly completed by all relevant officers;
- details of shares held by a senior officer as nominee or held beneficially in a statutory authority or subsidiary;
- details of publications produced by the entity about itself,

and how these can be obtained;

- details of changes in prices, fees, charges, rates and levies charged by the entity;
- details of any major external reviews carried out on the entity;
- details of major research and development activities undertaken by the entity;
- details of overseas visits undertaken including a summary of the objectives and outcomes of each visit;
- details of major promotional, public relations and marketing activities undertaken by the entity to develop community awareness of the entity and its services;
- details of assessments and measures undertaken to improve the occupational health and safety of employees;
- a general statement on industrial relations within the entity and details of time lost through industrial accidents and disputes;
- a list of major committees sponsored by the entity, the purposes of each committee and the extent to which the purposes have been achieved; and
- details of all consultancies and contractors including:
 - consultants/contractors engaged;
 - services provided; and
 - expenditure committed to for each engagement.

Enquiries regarding details of this information should be made to:

Executive Director
Pathways and Participation Division
Higher Education and Skills Group
Department of Education and Early Childhood Development
GPO Box 4367
Melbourne VIC 3001
Telephone: (03) 9637 2072

Attestation for compliance with the Ministerial Standing Direction 4.5.5.1 – Insurance

I, Rowena Allen, certify that the ACFE Board has complied with Ministerial Direction 4.5.5.1 Insurance.



Rowena Allen
Chair
Adult, Community and Further Education Board

Appendix 6: Disclosure index

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

Legislation	Requirement	Page
Ministerial Directions		
Report of Operations		
Charter and purpose		
FRD 22C	Manner of establishment and responsible Minister	6
FRD 22C	Objectives, functions, powers and duties	6
FRD 22C	Nature and range of services provided	2 - 37
Management and structure		
FRD 22C	Organisational structure	6
Financial and other information		
FRD 8B	Budget Portfolio outcomes	n/a
FRD 10	Disclosure index	67 - 68
FRD 12A	Disclosure of major contracts	66
FRD 22C, SD 4.2(k)	Operational and budgetary objectives and performance against objectives	2 - 37
FRD 22C	Employment and conduct principles	11
FRD 22C	Occupational health and safety policy	66
FRD 22C	Summary of financial results for the year	5
FRD 22C	Significant changes in financial position during the year	n/a
FRD 22C	Major changes or factors affecting performance	n/a
FRD 22C	Subsequent events	57
FRD 22C	Application and operation of <i>Freedom of Information Act 1982</i>	64
FRD 22C	Compliance with building and maintenance provisions of the <i>Building Act 1993</i>	66
FRD 22C	Statement on National Competition Policy	66
FRD 22C	Application and operation of the <i>Whistleblowers Protection Act 2001</i>	65
FRD 22C	Application and operation of the <i>Protected Disclosures Act 2012</i>	65
FRD 22C	Details of consultancies over \$10,000	66
FRD 22C	Details of consultancies under \$10,000	66
FRD 22C	Statement of availability of other information	66
FRD 24C	Reporting on office-based environmental impacts	11
FRD 25A	Victorian Industry Participation Policy disclosures	n/a
FRD 29	Workforce Data disclosures	11
SD 4.5.5	Risk management compliance attestation	66
SD 4.5.5.1	Ministerial Standing Direction 4.5.5.1 compliance attestation	66
SD 4.2(g)	Specific information requirements	66
SD 4.2(j)	Sign-off requirements	66
Financial statements required under Part 7 of the FMA		
SD 4.2(a)	Statement of changes in equity	44
SD 4.2(b)	Operating statement	42
SD 4.2(b)	Balance sheet	43
SD 4.2(b)	Cash flow statement	44

Legislation	Requirement	Page
Ministerial Directions		
Financial Report		
Other requirements under Standing Directions 4.2		
SD 4.2(c)	Compliance with Australian accounting standards and other authoritative pronouncements	45
SD 4.2(c)	Compliance with Ministerial Directions	41
SD 4.2(d)	Rounding of amounts	46
SD 4.2(c)	Accountable officer's declaration	41
SD 4.2(f)	Compliance with Model Financial Report	38 - 57
Disclosures required by FRDs in notes to financial statements		
FRD 9A	Disclosure of administered assets and liabilities	n/a
FRD 11	Disclosure of ex-gratia payments	n/a
FRD 13	Disclosure of Parliamentary Appropriations	n/a
FRD 21B	Disclosures of Responsible Persons, Executive Officers and other Personnel (Contractors with Significant Management Responsibilities) in the Financial Report	56
FRD 102	Inventories	n/a
FRD 103D	Non-current physical assets	47
FRD 104	Foreign currency	n/a
FRD 106	Impairment of assets	47
FRD 109	Intangible assets	n/a
FRD 107	Investment properties	n/a
FRD 110	Cash flow statements	44, 55
FRD 112B	Defined benefit superannuation obligations	n/a
FRD 113	Investments in subsidiaries, jointly controlled entities and associates	n/a
FRD 114A	Financial Instruments – General Government Entities and Public Non Financial Corporations	53
FRD 119	Contributions by Owners	48
Legislation		
<i>Freedom of Information Act 1982</i>		64
<i>Building Act 1993</i>		66
<i>Whistleblowers Protection Act 2001</i>		64
<i>Victorian Industry Participation Policy Act 2003</i>		n/a
<i>Financial Management Act 1994</i>		41
<i>Protected Disclosures Act 2012</i>		65

Acronyms and abbreviations

ACFE	Adult, Community and Further Education
AEI	Adult Education Institution
AMES	Adult Multicultural Education Services
CAE	Centre for Adult Education
CALD	Culturally and Linguistically Diverse
DEECD	Department of Education and Early Childhood Development
RTO	Registered Training Organisation
SCH	Student Contact Hour
VET	Vocational Education and Training

Contact details

Central Office

Level 3, 2 Treasury Place, Melbourne, 3000

Ph: 03 9637 2072

Email: acfe@edumail.vic.gov.au

North-Eastern Victoria Region

Level 3, 295 Springvale Road, Glen Waverley, 3150

Ph: 03 9265 2402

Email: skills.participation@edumail.vic.gov.au

North-Western Victoria Region

7-15 McLaren Street, Bendigo, 3550

Ph: 03 5440 3182

Email: skills.participation@edumail.vic.gov.au

South-Eastern Victoria Region

6th Floor, 165-169 Thomas Street, Dandenong 3175

Ph: 03 8765 5701

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Department of Education and
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