



Adult, Community and
Further Education

Adult, Community and Further Education Board

Annual Report 2013-14



Published by:

Adult, Community and Further Education Board

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

ISBN 978-0-7594-0775-6

September 2014

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

ISBN 978-0-7594-0775-6

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Authorised by the Adult, Community and Further Education Board

The Hon. Nick Wakeling, MP
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 2014, as required by the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*.

Throughout what has been another year where change was the only constant, the Board and Regional Councils of ACFE have remained focussed on sustaining the strategic environment and providing the practical support that would assure the local and regional delivery of Learn Local training in communities across Victoria. For example, the Board undertook a review of the Capacity and Innovation Fund to ensure that it continued to meet its intended aims to build the capacity, sustainability, innovation and development of community based adult education across the state.

Without doubt, the highlight of the year was the release in August 2013 of *Learn Local: Focusing on the Future*. The Board is delighted that its joint work with the Department has come to fruition in a document that clearly maps the Government's commitment to the place and work of Learn Local within the vocational training sector and the enhanced role that the Board will have in expanding opportunities for learners in communities across Victoria particularly those for whom finding their way to vocational learning and to employment is difficult.

Working within the framework set by *Learn Local: Focusing on the Future*, the Board has allocated significant funds in support of approximately 54,000 learners enrolled in government-subsidised training 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 almost 10 million hours of accredited training with the support of the Victorian Training Guarantee.

Our support for the teaching practitioners of the Learn Local sector has continued through a range of professional development learning programs, showcases and scholarships. A particular emphasis has been given to assuring that these practitioners, whether they are working with learners in pre-accredited or accredited programs are appropriately skilled to support the engagement, retention and attainment of learners whose prior educational experience or current life circumstances pose significant challenges to them gaining the skills and qualifications that will allow their full economic and social participation in our community.

In conclusion, I would like to acknowledge and thank the following: 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. The Board welcomed two new members – Penny Wilson and Don Walkley – and two former members – Sally Thompson and Maree McPherson – were reappointed. Ron Wilson, previously a member of the Board, was appointed to the position of Deputy Chairperson. We also farewelled Linc Yow Yeh, who tendered his resignation in February. Linc's contribution to the Board, particularly his knowledge of the needs of Indigenous learners has been much appreciated.



Rowena Allen

Chair
Adult, Community and Further Education Board

Adult, Community and Further Education Board

Annual Report 2013-14

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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

The mission of the ACFE Board is to increase educational participation and attainment of adults, improve social cohesion and boost the human and social capital of Victoria.

Achieving our mission: 2013-14

Delivery achievements

In 2013, 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 54,200 Learn Local learners undertook government-subsidised training through 73,500 enrolments. This represents a 14 per cent increase in the number of learners and a 15 per cent growth in enrolments between 2010–2013
- all learners generated 11.5 million student contact hours, 43 per cent more than in 2010
- the ACFE Board allocated funds to support 1.9 million student contact hours of pre-accredited training
- 50 per cent of all government supported course enrolments were in pre-accredited programs; 50 per cent were in accredited courses.

Learn Local organisations and the AEIs delivered 11 per cent of the 649,900 enrolments supported in Victoria from all government sources including the ACFE Board.

The 2013 reported engagement in government-subsidised pre-accredited and accredited program areas by learners who through their prior experience or current life circumstances are educationally disadvantaged is outlined in Table 1.

Promoting Learn Local

The ACFE Board took a significant new direction in the promotion of the Learn Local option to learners during the year with the implementation of the Learn Local Digital Strategy – a suite of digital assets including a website and social media channels – focused on encouraging learners to engage with organisations in their communities. The Board continued to manage the Learn Local brand and support organisations to develop their skills in and approaches to providing information to potential learners about their learning programs.

Capacity building grants

The ACFE Board commissioned an independent review of the focus and guidelines of the Capacity and Innovation Fund during 2013-14. 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.

Table 1: Government-subsidised accredited and pre-accredited training delivery to educationally disadvantaged learners in 2013.

Learner characteristic*	Total VET system enrolments	Learn Local enrolments		
		Number	As proportion of VET system	Proportion of total Learn Local enrolments
Indigenous learners	6,500	1,000	15%	2%
Disengaged youth	36,000	4,100	11%	7%
Vulnerable workers	72,200	12,800	18%	23%
Learners with a disability	40,500	11,500	28%	21%
Males aged 45-64	45,000	4,800	11%	9%
Unemployed	134,800	18,000	13%	33%
CALD	137,500	15,200	11%	28%
Early school leavers	173,600	12,200	7%	22%

* See Acronyms and abbreviations page 64 for definitions

ACFE Board Youth Taskforce

The ACFE Board established a Youth Taskforce to investigate the issues relating to the engagement of young people in Learn Local settings and make recommendations to the Board for future actions aimed at improving the education sector's capacity to support school-aged young people to gain the skills required to participate successfully in the community both economically and socially. The Taskforce's report and recommendations were accepted by the ACFE Board in May 2014 and implementation has begun.

Investment in digital literacy pre-accredited programs

In 2013 the nominated priority area for subsidy of pre-accredited programs was for programs that develop digital literacy among learners seeking improved pathways to education and employment. Twenty per cent of the annual allocations were made to these programs.

As a further support, the ACFE Board arranged for Learn Local organisations to access internationally recognised digital literacy course content through a memorandum of understanding with Intel® Australia to enable delivery of the Intel® Learn Easy Steps program in Learn Local settings.

Digital literacy for older Victorians

Recognising the critical role of Learn Local organisations in helping to promote digital inclusion, the Board awarded grants to four Learn Local organisations to support the introduction of skills development programs that will improve digital literacy outcomes for learners aged 65 and over.

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.

Learn Local practitioners took up 457 places in the general professional learning program and Learn Local specific offerings.

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 to enable delivery of education and training programs.

Learn Local organisations

As at 30 June 2014, 318 Learn Local organisations are registered with the ACFE Board. 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 settlement services, training and employment assistance to refugees and newly arrived migrants.

Operating in partnership with Box Hill Institute of TAFE, the CAE assists adults to complete their secondary education and begin or change their employment pathways.

Together the AEIs delivered nine per cent of pre-accredited training in 2013

What training does the ACFE Board subsidise?

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

Pre-accredited courses are quality assured by the ACFE Board and designed for learners to gain confidence and skills through programs of study of at least 20 hours.

Pre-accredited training is one of the distinguishing features of the Learn Local sector and accounts for 50 per cent of government-subsidised Learn Local course enrolments.

The remaining 50 per cent of government-subsidised Learn Local course enrolments are in accredited training. Accredited training includes a range of courses that are delivered under the Victorian Training Guarantee.

Over 300 Learn Local organisations were contracted by the ACFE Board in 2013 to deliver pre-accredited training. These organisations delivered 1.9 million student contact hours of subsidised pre-accredited training. In 2013, 24,500 students participated in these pre-accredited courses – up 3 per cent from 2010. Course enrolments were stable at 36,600.

In 2013, 117 Learn Local organisations which are Registered Training Organisations (RTOs) delivered government-subsidised accredited training. They reported an overall increase in enrolments of 36 per cent on 2010.

More than 50 per cent of the government-subsidised pre-accredited training delivered in 2013 was in the fields of literacy and numeracy, general education and employment skills. These are all areas specifically targeted by the Board for delivery because of their critical contributions to pathways for learners to further education and employment.

The government-subsidised accredited training delivered by Learn Local organisations is focused at the foundation skills level and in courses at the entry-level Certificate levels (I, II and III). These courses attracted 80 per cent of accredited training enrolments in 2013.

Summary of financial results

Financial performance

Table 2 provides summary information from the Adult, Community and Further Education Board's financial reports for the 2013-14 financial year, with comparative data for the previous four years.

Table 2

	2013-14 (\$'000)	2012-13 (\$'000)	2011-12 (\$'000)	2010-11 (\$'000)	2009-10 (\$'000)
Income from government	26,200	37,122	116,503	64,211	42,182
Total income from transactions	26,200	37,122	113,695	64,180	58,883
Total expenses from transactions	27,355	27,748	113,695	64,180	58,883
Net result from transactions	(1,155)	9,374	2,808	32	(922)
Other economic flows included in net result	29	(6)	(53)	0	0
Net result for the period	(1,126)	9,368	2,755	32	(922)
Net cash flow from operating activities	0	0	0	(7,166)	1,662
Total assets	42,214	43,125	24,990	40,564	31,936
Total liabilities	1,403	1,188	540	18,869	10,168

Revenue

Total income in 2013-14 decreased by \$10.9 million compared with 2012-13. The decrease in revenue is primarily attributable to an approved one-off redirection of funding in 2013-14 to further the Board's commitment to training delivery support for educationally disadvantaged learners.

Expenses

Expenses in 2013-14 remained comparable with 2012-13 decreasing by \$0.4 million, maintaining the Board's ongoing commitment to consistent financial support to community based adult education.

Figure 1: Total revenue 2009-10 to 2013-14

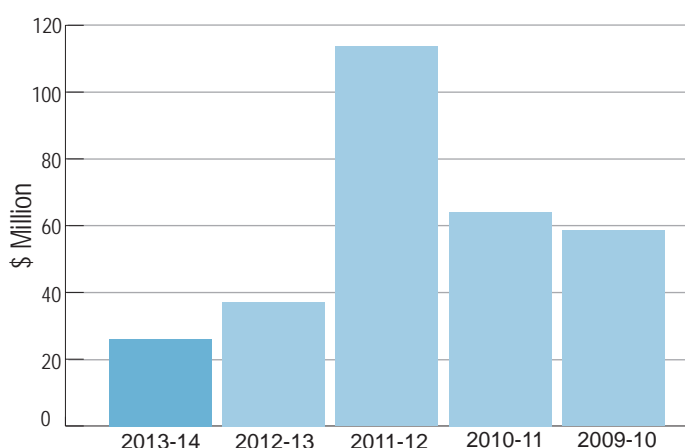
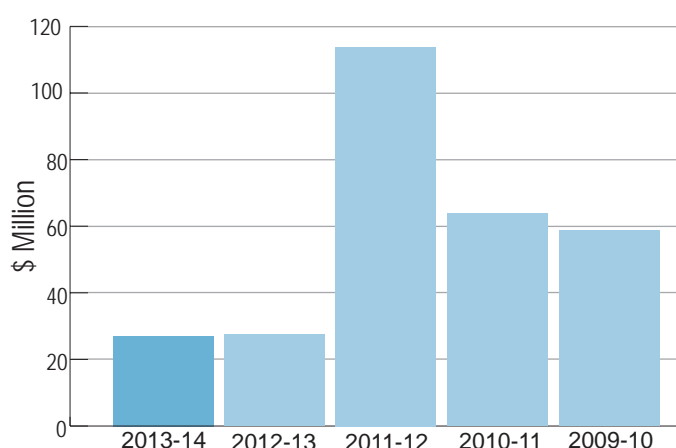


Figure 2: Total expenses 2009-10 to 2013-14

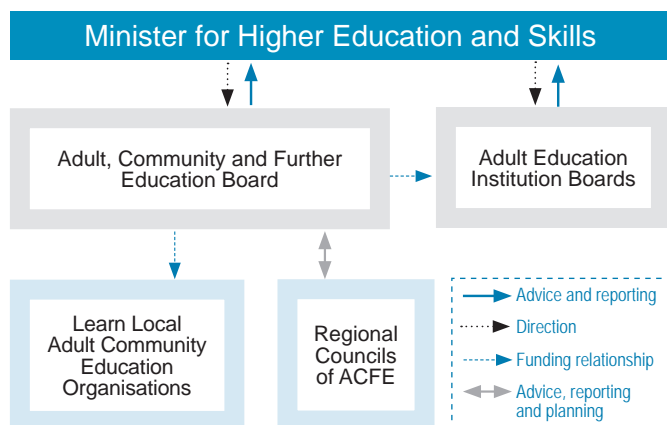


Governance

Governance arrangements

Figure 3 describes the legislative relationships and accountabilities of the Adult, Community and Further Education (ACFE) Board as at 30 June 2014.

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 2013-14 were to:

- provide all Victorian adult learners with access to vocational learning in an appropriate setting.
- increase social and economic participation and engagement for those facing barriers to learning.
- promote a sustainable Learn Local sector which is a recognised part of the broader education system and interacts with community and industry.
- discharge its legislated role and provide evidence-based independent advice on policy, strategy and innovation.

Functions of the Board

The Board has five broad functions.

- **Developmental.** The Board inquires into and reports on the 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, considers and prioritises community learning needs and establishes 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 2013-14. In addition it held a planning workshop which established the key directions for the next 12 months.

In accordance with legislative requirements, the ACFE Board operates an Audit and Risk Committee. In 2013-14 the members of this committee were:

- Jonathan Thomas, a partner at Moore Stephens HF (Chairperson and Independent member)
- Rowena Allen
- Errol Muir
- Don Walkley (from 12 December 2013)
- Ron Wilson

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 November 2013, Ms Maree McPherson and Ms Sally Thompson were reappointed for a further three year term, Mr Ron Wilson was appointed to the position of Deputy Chairperson and Ms Penny Wilson and Mr Don Walkley were appointed for their first terms as members.

ACFE Board members as at 30 June 2013

CHAIRPERSON

Rowena Allen is the Principal Director of the consulting company Collective Impact. 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

Ron 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.



BOARD MEMBERS

Robyn 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 has 20 years experience working in education and establishing



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

Madeleine 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 has a background in Human Resources Management and holds qualifications in History and Politics. Her career has included running her own business, university lecturing and two terms as a member of the Victorian State Parliament. She is a conference speaker, seminar presenter and is a tutor at U3A, Frankston. Andrea Chairs the ACFE Board Youth Taskforce, the Women's Correctional Services Advisory Committee and is a member of the Justice Health Ministerial Advisory Committee.



Maree McPherson was CEO of the Victorian Local Governance Association between 2009-2013. 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 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 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 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 major corporations in the USA, Taiwan, and Australia. While with the Australian Chamber of Manufacturers she helped Australian businesses in export/joint ventures overseas.



Sally Thompson is CEO of Adult Learning Australia, the national peak body for adult and community education. She has extensive not-for-profit governance experience. Her understanding of the sector has been developed through work as an adult literacy professional, including with Indigenous communities in the Northern Territory. She has held leadership roles in TAFE and the Learn Local sector in Victoria.



Don Walkley is Executive Director of the Australian Institute for School Governance. He is an affiliated school governance consultant with the Council of International Schools, member of the Australian Council for Educational Leaders, member of the Australian Institute of Company Directors, and a certificated member of Chartered Secretaries Australia.



Penny Wilson is General Manager, People, Strategy and Business Engagement for Able Australia, a national non-profit organisation providing best practice services for people with complex and multiple disabilities. She is a former CEO of several community organisations and has held executive policy, leadership, communications and government relations roles. Penny is also on the Advisory Board of the Centre for Organisational and Social Informatics, Monash University.



Linc 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 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. Linc tendered his resignation from the Board in February 2014.



Table 3: Board meeting attendance record

Board member	Meeting attendance
Rowena Allen	5/5
Robyn Archer	4/5
Madeleine Laming	5/5
Andrea McCall	5/5
Maree McPherson	3/3
Errol Muir	4/5
Millicent Rees-Jones	5/5
Sally Thompson	2/3
Don Walkley	3/3
Penny Wilson	3/3
Ron Wilson	3/3
Linc Yow Yeh	1/5

Regional Councils of Adult, Community and Further Education

There are eight ACFE Regional Councils established under the *Education and Training Reform Act 2006*. The work of each Council is supported by DEECD staff.

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 the ACFE Board objectives. Regional Council projects and activities contribute directly to the achievement of the Board's objectives.

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

- Advising on and monitoring the delivery of adult community education in their region and the strength of the Learn Local organisations providing it.
- Supporting and promoting community based adult education in the region.
- Providing 'regional intelligence' – advice to the ACFE Board on the learning needs of individuals, business and industry in the region.

Composition

Each Regional Council is made up of 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 diversity of the communities in the Region
- the interests and views of the range of individuals and groups to benefit from adult education in the Region
- the interests and views of providers of adult education in the Region
- the importance of community-based provision of adult education.

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

ACFE Board and Regional Council planning

The ACFE Board and Regional Councils continued to implement the Board's three year strategic plan through a 2013-14 Business Plan for the ACFE Board and individual Regional Council plans.

Of the 34 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 educationally disadvantaged learners and supporting supply, and advising on emerging issues for the Learn Local sector.

Stakeholder engagement plan

During 2013-14 the Board engaged its key stakeholders in support of 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 expanded their engagement with the Learn Local Awards. The Victorian Learn Local Awards presentation became the major stakeholder event for the year. The event, held in August 2013, was an opportunity to showcase the sector's achievements to stakeholders from across the state.

ACFE Board Regional Champions

The 'Regional Champions' program continued throughout the year with an ACFE Board member paired with each Regional Council. The aim was to continue the improved links between the Board and Regional Councils. A review of the program was conducted in December 2013 and adjustments made in 2014 to enhance its effectiveness.

Program governance

Participation Branch

The planning, policy and resource allocation roles of the ACFE Board are supported by **Dr Xavier Csar**, Executive Director, Training Participation and Facilitation Division and the Participation Branch of the Division.

The Branch also supports 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. It provides advice in relation to the Learn Local sector, supports the ACFE Board to build organisation capacity and administers Board grant programs.

The Participation Branch comprises:

- ACFE Board Secretariat
- Participation, Practice and Development Unit
- Training Participation Support Unit

Senior Participation Branch staff

Director, Participation Branch

Bronwen Heathfield

Manager, ACFE Board Secretariat

Jane Dewildt

Manager, Participation, Practice and Development Unit

Verna Kearney

Manager, Training Participation Support Unit

Teresa Durka

Training Participation Support Manager, North Eastern Victoria

Julie Hebert

Training Participation Support Manager, North Western Victoria

Kaye Callaghan

Training Participation Support Manager, South Eastern Victoria

Robyn Downie

Training Participation 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 2013-14).

Environmental impacts

DEECD manages the office based environmental performance improvement initiatives and requirements of DEECD (see the DEECD Annual Report 2013-14).

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. 2013 was the third year of the 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.

In January 2014 the Board entered into new contracts utilising the Whole of Victorian Government Common Funding Agreement format developed for use with community sector organisations.

DEECD continued to separately contract those Learn Local organisations delivering accredited training under the Victorian Training Guarantee. There were 117 Learn Local registered training organisations (RTOs) contracted in 2013.

Audits

ACFE Board audits

The ACFE Board undertook special financial assessments of four 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 2013-14 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. The Board was found to be compliant with the requirements, including actions taken to remedy any non-compliance and address partial compliance identified in previous years.

Administration of funds

State appropriated funding

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

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 Curriculum Maintenance Manager appointed by the ACFE Board, and advises the Board on matters related to the ACFE Board managed accredited adult education curriculum.

Many of 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

Learn Local: Focusing on the Future

Launched by the then Minister for Higher Education and Skills at the Learn Local Awards on 28 August 2013, the *Learn Local: Focusing on the Future* strategy affirms the government's commitment to Learn Local and recognises the valuable role of Learn Local organisations in the Victorian vocational training system. Jointly led by the ACFE Board and DEECD, the Strategy was developed through consultation with ACFE Regional Councils, peak bodies and over 200 Learn Local organisations at regional forums across Victoria. There are three strategic directions:

1. Refocusing and refining the role of Learn Local.
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 to address each of the strategic directions commenced during the 2013-14 financial year.

Strategic Direction 1: Refocusing and refining the role of Learn Local

The Government recognises that the Learn Local sector has a particular and well-tested strength in supporting learners who face barriers to educational participation and gaining qualifications and meeting the needs of adults who choose Learn Local to enter or re-enter training at the foundation level. To refocus and refine the role of Learn Local, the government will:

- increase the capacity of the sector to support adult learners to increase their skills and to enter and remain in the workforce.
- broaden the remit of the ACFE Board to include advice to the government on effective policy settings for improving outcomes for learners who face barriers to participation and attainment no matter where they are in the vocational education and training system.

Investment in digital literacy

20 per cent of 2013-2014 pre-accredited delivery budget invested in digital literacy

In both the 2013 and 2014 calendar years the nominated priority area for pre-accredited delivery was digital literacy development. To support this priority the Board required that 20 per cent of subsidy allocations were made for programs that develop digital literacy among learners seeking improved pathways to education and employment. 2013 delivery achieved this target.

Digital literacy for older Victorians

The ACFE Board is committed to supporting older Victorians to develop digital literacy skills, recognising the critical role of Learn Local organisations in helping to promote digital inclusion.

The Board has awarded grants to four Learn Local organisations to support the development of sustainable skills development programs that will improve digital literacy outcomes for learners aged 65 and over. Through partnering between Learn Local networks, local government, community groups, businesses and government agencies the programs will support the access to the digital world of 600 older people across Victoria.

ACFE Board Youth Taskforce

The ACFE Board established a Youth Taskforce to investigate the issues relating to the engagement of young people in programs in Learn Local organisations. The Taskforce made recommendations to the Board for future actions aimed at improving the education sector's capacity to support school-aged young people to gain the skills required to successfully participate economically and socially. The Taskforce's report and recommendations were accepted by the ACFE Board in May 2014 and implementation has begun. Work is currently occurring to develop principles to guide future policy development and the provision of advice to Learn Local organisations.

Family Learning Support Program

To provide greater support to learners with children, the Family Learning Support Program (FLSP) replaced the existing ACFE Child Care Program with a new funding model from 1 January 2014. It enables all Learn Local organisations to opt-in to the program and ensures a fairer, more equitable funding model by aligning funding directly with the level of training delivered.

In 2014, 94 Learn Local organisations opted into the FLSP and were allocated a total of \$722,250 in subsidies to support access to occasional child care and to reduce this as a barrier to learning. An additional \$125,158 in subsidies was provided to organisations to assist with the transition to the new program.

Refocus the role and scope of the ACFE Board

The initial activity by the ACFE Board in implementing this element of the Strategy has been to examine its enabling legislation to determine if the enhanced role of the Board envisaged in the Strategy required legislative change. The Board secured specialist advice and concluded that the current provisions of the *Education and Training Reform Act 2006* authorised the Board to act in the broader way envisaged, meaning changes to legislation were not warranted.

The Board is now moving to establish the necessary information channels, relationships and structures to provide the Minister and Government with advice on access and outcomes for adult learners across the education system, particularly those learners who are at an educational disadvantage as a result of their limited prior access to education or their current life circumstances.

Transfer marketing functions to the sector

To create greater awareness of the Learn Local brand, the ACFE Board is taking further steps with the support of sector peak bodies to place the functional responsibility for promoting the benefits, opportunities and services that the Learn Local sector offers within the sector itself. In 2013-14 this has been seen in the approach to the implementation of the Learn Local Digital Strategy approved by the ACFE Board in May 2013. The development of a dedicated website and social media strategy is being managed by two sector peak bodies, Adult Learning Australia and the Association of Neighbourhood Houses and Learning Centres and overseen by a Steering Committee with strong sector representation. The website, learnlocal.org.au, was launched by the Minister for Higher Education and Skills on 14 March 2014. Further development of the digital assets and associated activities are continuing to ensure ongoing sector engagement.

Strategic Direction 2: Promoting durable networks and co-location of services to improve pathways and sustainability

Two defining characteristics of the Learn Local sector are its ability to establish and maintain strong connections with its local community, and its commitment to placing learners at the centre of service design that provides access to integrated pathways of learning from pre-accredited training through to accredited training at a higher level.

To ensure investment in the Learn Local sector produces real systemic change, as opportunities arise with willing local partners, the government through the ACFE Board is:

- supporting the formation of durable partnerships to provide high-quality programs, develop stronger pathways and improve organisations' sustainability.
- promoting the integration of adult learning with other education, employment and community services.

Consultation – partnerships

Delivering on the commitment that Learn Local organisations will be key partners in the refinement and implementation of the Strategy. Eight consultations were held in March and April on identifying and supporting opportunities for co-location, new partnership models and communities of practice, and the role of Learn Local organisations as service centres in their communities. Over 250 representatives from Learn Local organisations attended and those not able to be present were able to contribute via a survey.

The consultation provided broad support to continue to pursue greater levels of partnering and the opportunities for improved business and governance practices within the sector. While the importance of organisations maintaining the

identity and autonomy that best serves their communities was strongly recognised, so were the benefits a greater level of partnering can offer. The consultations brought to light some of the examples of partnerships that already exist within the sector. These findings and other outcomes from the consultation will inform the development of supporting resources to assist the Learn Local sector when considering further partnership opportunities. In line with the commitment in *Learn Local: Focusing on the Future*, an additional \$1 million will be available to promote partnerships through the new Partnerships for Access stream of the Capacity and Innovation Fund, further aligning funding with strategic directions.

Strategic Direction 3: Building the Learn Local sector's capability to deliver high-quality education services

High quality educational services require the organisations delivering the service to remain up to date with teaching practices, curriculum and assessment and can be a significant overhead for smaller organisations. Meeting administrative and regulatory requirements can tie up further resources. Building capacity to meet these requirements in the Learn Local sector as it works with Victorians with low educational attainment to develop the knowledge and skills needed for stable employment, career progression and social inclusion is a core element of the Strategy. This is being actioned by:

- improving the educational capabilities of Learn Local organisations through initiatives to support professional development, encourage communities of practice and provide access to integrated careers advice for clients
- cutting red tape and harnessing broader vocational and DEECD supports.
- providing better access to training and labour market data

Funding for professional development

In 2013-14 the ACFE Board continued to support professional development for Learn Local organisations through the VET Development Centre (VDC). Additional investment was made for Learn Local organisations to access places in activities on the VDC's Professional Learning Calendar. Workshops attended by Learn Local practitioners covered Recognition of Prior Learning; skills for supervisors; designing and validating assessment programs; and specialist skills for training particular learner groups, including refugees and asylum seekers.

A total of 457 places were taken up by Learn Local practitioners in 2013-14 across both the general professional learning program and in Learn Local-specific offerings. Learn Local organisations have been well represented in other professional development opportunities offered through the VDC, including scholarships and fellowships.

The ACFE Board has also invested in customised professional development for Learn Local organisations delivered by the VDC to support the Capacity and Innovation Fund. Workshops in grant writing and project management are assisting Learn Local organisations to further develop and manage quality projects to support their learners.

Microsoft agreement

The ACFE Board has continued to support Learn Local organisations to access the latest Microsoft software at significantly reduced costs. The current software licensing agreement covering 2013-15 invests in excess of \$650,000 per annum in tangible support to the business systems, education programs and service delivery of Learn Local organisations.

Support for Learn Local organisations' involvement in communities of practice

The ACFE Board's Capacity and Innovation Fund (CAIF) provides opportunities for Learn Local organisations to develop and implement projects that build their capacity and increase learner participation and achievement. In March 2014 the ACFE Board implemented changes to CAIF that aligned projects to the strategic objectives of the Strategy, including a funding stream designed to support Communities of Practice for Quality – networks of Learn Local organisations and other community partners who regularly share good practices and collaborate on innovative approaches to delivering pre-accredited and accredited training.

Eight Learn Local organisations and one of the Adult Education Institutions have been granted a total of \$675,904 to create new Communities of Practice for Quality.

Business viability workshops

In 2013-14 the ACFE Board commissioned CWCC Group Pty Ltd to facilitate five workshops designed to build the business resilience and sustainability of Learn Local organisations operating in the Victorian vocational training market. Just over one hundred Learn Local practitioners attended workshops in Melbourne, Dandenong, Ballarat and Bendigo between December 2013 and May 2014. The workshops included practical tasks and materials relevant to the participant's organisation focussed on:

- Understanding the real costs of running programs
- Understanding funding approaches
- Balancing program/community need with program financial viability
- Managing compliance.

Investment in pre-accredited training delivery

In 2013 the Board invested \$14.1 million in subsidies for pre-accredited training delivery by 297 Learn Local Organisations and two Adult Education Institutions. This supported 24,500 learners, an increase of 3 per cent on 2010.

The Board prioritises subsidies for people who are at an educational disadvantage including:

- people from culturally and linguistically diverse (CALD) backgrounds and those who require assistance with English as an additional language
- learners facing adult literacy and numeracy challenges to participation
- those who have been marginalised and have not accessed education, training and employment
- people who have experienced barriers to education in the past
- those who live in remote and rural areas or who have limited access to learning opportunities
- people whose education and employment opportunities can be enhanced by improved digital literacy.

Intel® Easy Steps

The ACFE Board has continued to make the Intel® Learn Easy Steps digital literacy program available to Learn Local organisations as an option for pre-accredited delivery. Through an agreement between the ACFE Board and Intel Australia, a range of curriculum materials and supports have been utilised by the Learn Local sector to assist in customising pre-accredited digital literacy programs for learners. The program uses a train-the-trainer model to extend the development of trainers' digital literacy and e-skills across the sector.

2013 Victorian Learn Local Awards

The Victorian Learn Local Awards promote the sector by recognising outstanding achievements by learners, practitioners and Learn Local organisations – they reward best practice and innovation and encourage high performance standards within the sector.

Presentations were made to the winners of the 2013 Awards by the then Minister for Higher Education and Skills, the Hon. Peter Hall, MLC, at a dinner on Thursday 29 August attended by over 250 stakeholders from across the sector. Prize money totalling \$45,000 was awarded to the following winners:

- Outstanding Pre-accredited Learner: Michelle Jenkins from Traralgon Neighbourhood Learning House
- Outstanding Pathways Program: Six Steps to Employment (Clean Up Gang), Continuing Education Bendigo
- Outstanding Practitioner: Simone Dawson from SkillsPlus
- Excellence in Creating Local Solutions: Uni4U, MACE
- Excellence in Language, Literacy and Numeracy Provision: Jill Lewis from CAE
- Learn Local for Business: Vertech Hume in partnership with Wyndham Community and Education Centre
- Learn Local Legends:
 - Cloverdale Community Centre
 - Coonara Community House
 - Haddon and District Community House
 - Prahran Community Learning Centre
 - Traralgon Neighbourhood Learning House
 - Wingate Avenue Community Centre
 - Wycheproof Community Resource Centre
 - YNH Services



A key strength of the Learn Local sector is the way the diversity of organisations deliver locally-relevant services and work together to have an influence well beyond their size. But amongst these amazing achievers there are some who go above and beyond in their contribution to the sector in innovation, best practice and leadership. The Learn Local Legend Awards are recognition of these organisations. These awards were made by the eight ACFE Regional Councils. In making their choices they considered performance in training delivery, dedication to improvement of staff and services, connection with the community and contribution to the sector. The eight Legends are profiled on the regional pages of this report.

2013 performance in context

The Learn Local contribution to Victorian vocational learning

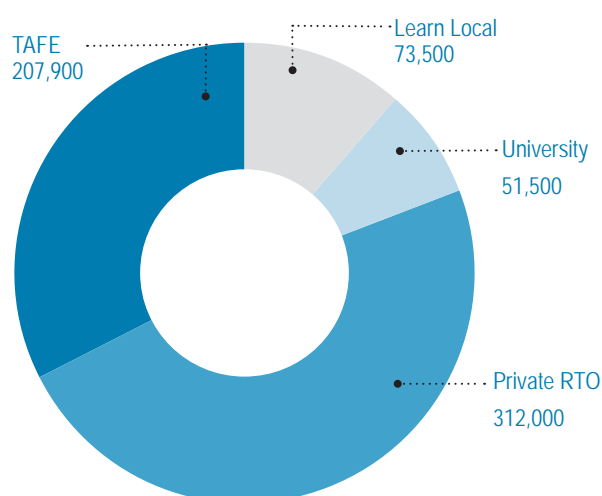
The Victorian Government, through the ACFE Board, subsidises education and training programs in Learn Local organisations and the Adult Education Institutions (AEIs). These organisations successfully engage with learners who experience or have experienced disadvantaged social, educational and employment circumstances. They take an informal and welcoming adult-focused approach to learning.

The information in this section relates to delivery in the 2013 calendar year.

During 2013, 54,200 learners in Victoria undertook training through 73,500 government funded course enrolments in Learn Local organisations and the AEIs, generating 11.5 million student contact hours across the eight regions and the AEIs. This included 1.9 million student contact hours of pre-accredited training.

The government-subsidised activity of Learn Locals accounted for 11 per cent of all government-subsidised (accredited and pre-accredited) vocational training in 2013. Of the remainder, TAFE activity accounted for 32 per cent, Universities for 8 per cent and private RTOs 48 per cent (Figure 4).

Figure 4. Government-subsidised enrolments by provider type (2013)



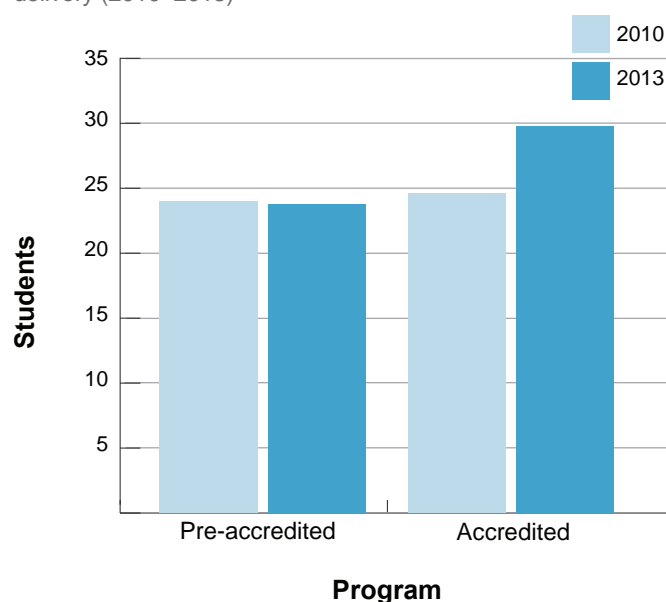
Total Learn Local activity

Over 300 Learn Local organisations were contracted by the ACFE Board in 2013 to deliver pre-accredited training. 24,500 students participated in pre-accredited courses – up 600 from 2010. Learn Local organisations delivered 1.9 million student contact hours of pre-accredited training. Course enrolments were maintained at around 36,600. (Figure 5)

In 2013, 117 Learn Local organisations which are Registered Training Organisations (RTOs) delivered government-subsidised accredited training. They reported an overall increase in enrolments of 3,600 (11 per cent) on 2011.

The distribution between pre-accredited and accredited government-subsidised program delivery by Learn Local organisations and the AEIs in 2013 was slightly different from 2011 and 2012. In 2011 and 2012, course enrolments in accredited programs were slightly higher than in pre-accredited programs. In 2013, reported pre-accredited course enrolments increased so that enrolments are 50 per cent in pre-accredited programs and 50 per cent in accredited programs.

Figure 5. Learn Local government-subsidised training delivery (2010–2013)



Learn Local across Victoria

Learner profile

Who is participating in Learn Local programs?

The ACFE Board is committed to increasing the level of educational participation and attainment by those facing barriers to learning. Learn Local organisations successfully engage with learners who experience or have experienced disadvantaged social, educational and employment circumstances.

Of all Learn Local students:

- 25 per cent were aged 15-24
- 43 per cent were aged 45 and older
- 13 per cent were males aged 45 and older
- 36 per cent were born overseas. The main countries of origin were Vietnam, China and India
- 46 per cent had not completed Year 12.

Figure 6 describes the proportion of Learn Local learners enrolled in 2013 who reported characteristics of educational disadvantage. It compares:

- The proportion of Learn Local enrolments that come from people with each characteristic with the occurrence of this characteristic in the Victorian adult population. The asterisks indicate a higher proportion of enrolments than the population would suggest.
- The proportion of Learn Local enrolments that come from people with each characteristic with their enrolments in the VET system generally. The blue shading indicates that a higher proportion of people with this characteristic are enrolling with Learn Local organisations than across the broader system.

Figure 6: Learn Local student participation in government-funded training, by priority groups 2013



Learn Local organisations offer education and training with a focus on meeting individual needs. Their focus is on learners who may not otherwise pursue a pathway to education and training.

Figure 7 depicts the total enrolments in pre-accredited and accredited training in 2013 segmented by age group and gender. Of the 73,500 government-subsidised enrolments reported by Learn Locals in 2013, two thirds were by women and one third by men. In total, 24 per cent came from people aged under 24 years, 32 per cent from those aged 25-44 years and 32 per cent from people 45 years and older.

Figure 7. Total enrolments by age group and gender (2013)

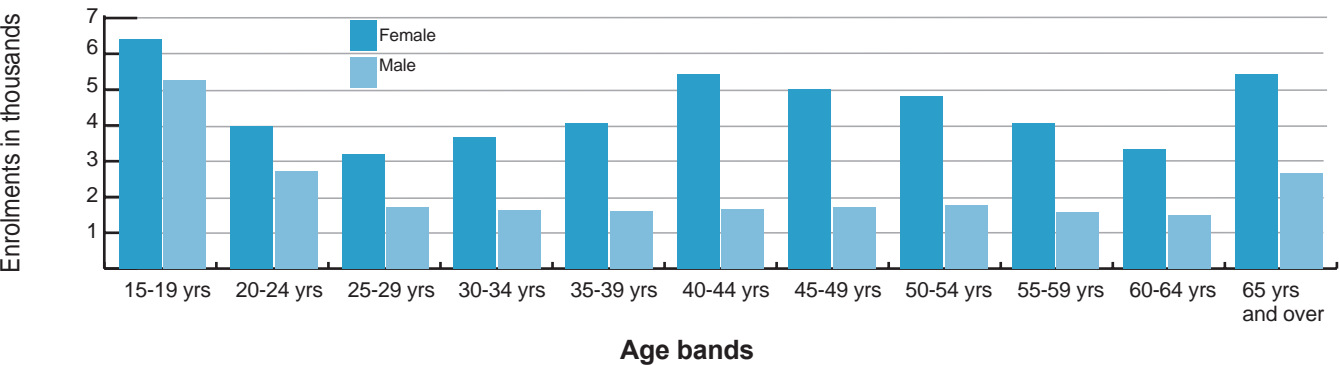
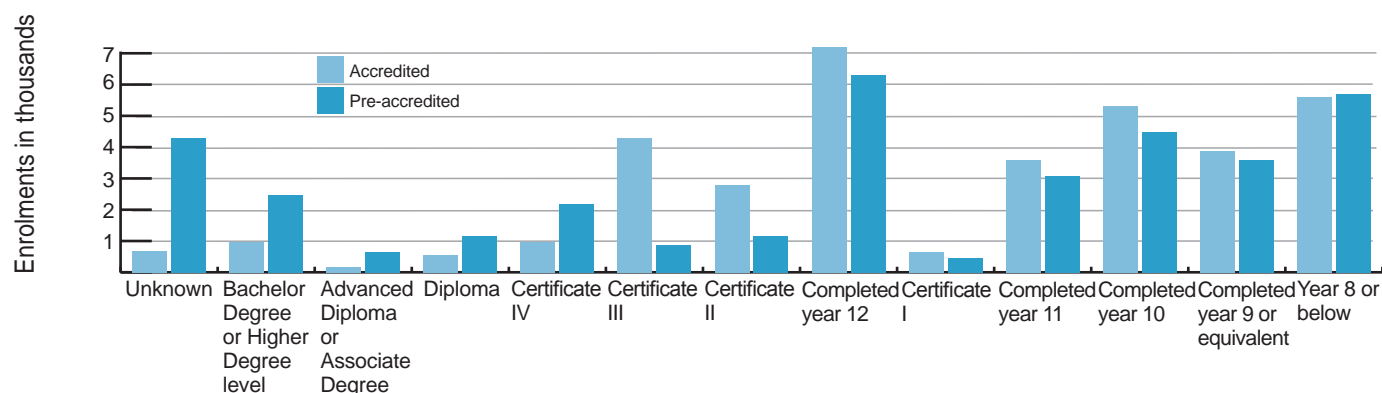


Figure 8. Prior education before engaging Learn Local pre-accredited and accredited enrolments (2013)



Prior education before enrolment

Learners enrolled in Learn Local organisations have very varied levels of prior education. Figure 8 details the prior levels of education that learners reported on enrolment in pre-accredited and accredited programs.

In 2013, 47 per cent of students undertaking pre-accredited programs had completed up to Year 11 or equivalent qualifications before commencing with a Learn Local organisation (17,000 enrolments). Similarly, 52 per cent of accredited enrolments were from learners who had attained up to Year 11 or equivalent qualifications before commencement (19,000 enrolments).

Year 12 or its equivalent was the highest level of prior education for 64 per cent (24,000) of pre-accredited enrolments and 79 per cent (29,000) of accredited learners' enrolments.

Program delivery profile

Where is Learn Local delivery taking place?

The more than 300 Learn Local organisations are spread across Victoria. These organisations are often the only access point for adults to learning in local communities. Table 7 shows enrolments reported during 2013 in the eight ACFE Regional Council areas in terms of proportion of the regional population that is participating. The table shows that on average across the state 1.6 per cent of Victorians participated in a Learn Local government-subsidised enrolment in 2013. Participation in two metropolitan Regional Council areas was below that average figure; Victorians living in regional locations participated at or above the state average.

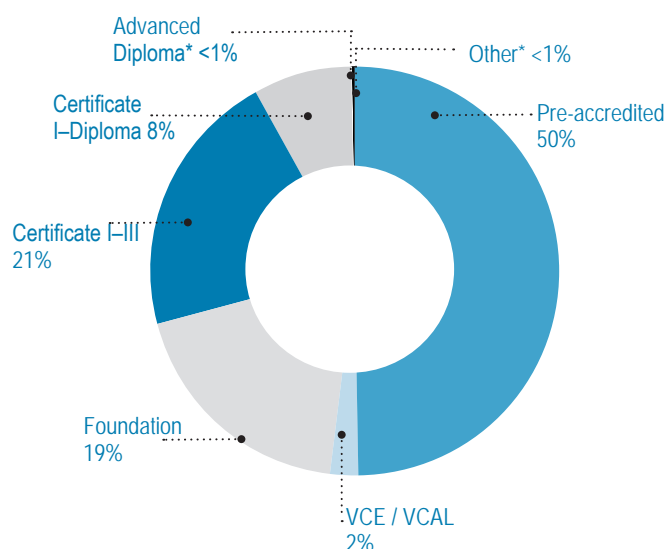
What training activity is taking place?

Learn Local organisations deliver pre-accredited and accredited courses across a range of subjects from literacy, numeracy, employability skills, basic computer skills and introductions to vocational studies to senior secondary qualifications and accredited vocational Certificates and Diplomas.

Table 7. Learn Local and Adult Education Institution reported delivery by Regional Council Area (2013)

Regional Council Area	Government subsidised enrolments	Regional Population	Enrolments per capita
Barwon South Western	7,000	299,000	2.3%
Eastern Metropolitan	8,900	852,000	1.0%
Gippsland	3,400	211,000	1.6%
Grampians	3,300	181,000	1.8%
Hume	4,300	214,000	2.0%
Loddon Mallee	7,500	249,000	3.0%
North-Western Metropolitan	24,600	1,425,000	1.7%
Southern Metropolitan	15,100	1,091,000	1.4%
Victoria	74,200	4,522,000	1.6%

Figure 9. Proportion of enrolments in course levels (2013)



Accredited training

Table 8. Top 10 study fields, accredited programs (2013)

	Field
Top 10 fields of study	1 General Education Programs
	2 Human Welfare Studies and Services
	3 Employment Skills Programs
	4 Food and Hospitality
	5 Business and Management
	6 Office Studies
	7 Other Education
	8 Information Systems
	9 Horticulture and Viticulture
	10 Sales and Marketing

The top 10 accredited study fields listed in Table 8 accounted for 93 per cent of all accredited enrolments in Learn Local organisations across Victoria in 2013. Figure 9 shows that this training is mainly in AQF Certificate-level courses. Foundation Skills courses made up 19 per cent of all government-subsidised enrolments (14,000). Enrolments in other Certificates I, II and III courses were 21 per cent of total government-subsidised enrolments (15,400).

Pre-accredited training

The top 10 pre-accredited study fields, listed in Table 9, made up 80 per cent of all enrolments in pre-accredited programs in 2013. Of these 10, the top five accounted for 70 per cent of all pre-accredited delivery in 2013. The top three accounted for 54 per cent. The top three fields correspond directly to the three of the ACFE Board's four priority allocation areas.

Table 9. Top 10 study fields, pre-accredited programs (2013)

	Field	Proportion of total delivery
Top 10 fields of study	1 Literacy and Numeracy Programmes	54 per cent
	2 General Education Programmes, n.e.c.	
	3 Employment Skills Programmes, n.e.c.	
	4 Practical Computing Skills	16 percent
	5 Information Technology, n.e.c.	
	6 English Language	10 per cent
	7 Learning Skills Programs	
	8 Career Development Programmes	
	9 Accounting	
	10 Work Practices Programs	

Digital literacy

The ACFE Board directed that a minimum of 20 per cent of the pre-accredited training budget be allocated to digital literacy programs in 2013. Data collected by the Department has confirmed the number of Learn Local organisations delivering at least one pre-accredited digital literacy course more than doubled during 2013, with 136 organisations delivering digital literacy in 2012 and 292 in 2013. The 20 per cent target was reached.

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 currently undergoing significant economic restructuring as manufacturing industries reduce in their dominance of employment and service industries emerge. Smaller urban centres (none larger than 35,000 people) are distributed across the region. They support rural service functions as well as agriculture related manufacturing. Tourism dominates economic activity along the Surf Coast.

Learner profile

During 2013, 5,400 learners trained in 7,000 government-subsidised course enrolments in Learn Local organisations. The Learn Local organisations delivered 1.4 million student contact hours across the nine local government areas in the region. Of these learners:

- 66 per cent were female
- 29 per cent were aged under 24 years and 37 per cent were aged 45 years and above
- 17 per cent of the learners in the region were born overseas. The largest percentages of learners were from Myanmar, Afghanistan and England.
- 47 per cent had not completed Year 12.

Table 10. Participation in government-subsidised training as a proportion of population by Local Government Area

Local Government Area	Learn Local enrolments	Population	Proportion
Colac-Otway	400	17,000	2.6%
Corangamite	300	13,000	2.3%
Glenelg	300	16,000	1.7%
Greater Geelong	4,900	177,000	2.8%
Moyne	60	13,000	0.5%
Queenscliffe	40	3,000	1.4%
Southern Grampians	300	14,000	2.0%
Surf Coast	220	21,000	1.0%
Warrnambool	500	26,000	1.9%
Region	7,000	299,000	2.3%

Program delivery profile

There were 29 Learn Local organisations delivering government-subsidised training in the Barwon South Western region in 2013. Of these, 14 delivered only pre-accredited courses, 2 delivered only accredited courses and 13 delivered a mix of pre-accredited and accredited education and training.

In 2013, 39 per cent of all course enrolments were in pre-accredited programs; 61 per cent were in accredited courses.

Figure 10. Proportion of Learn Local enrolments by learner characteristics, Barwon South Western Region (2013)

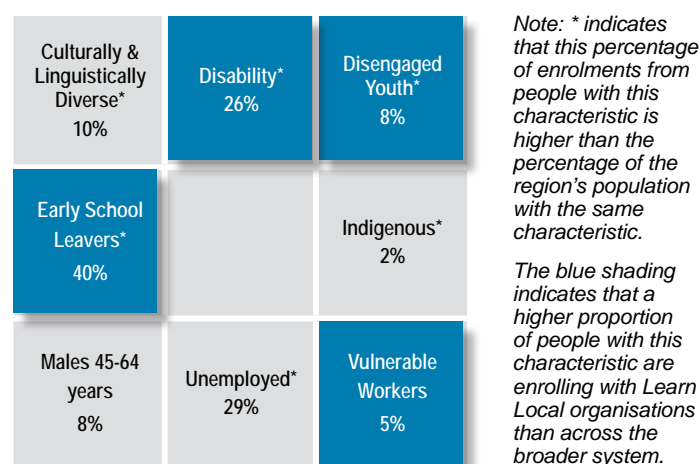
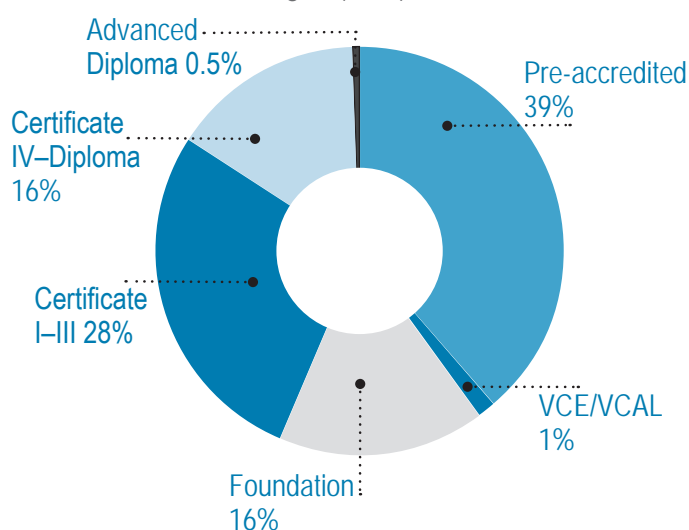


Figure 11: Proportion of enrolments in course levels, Barwon South Western Region (2013)



Region of ACFE

Regional Council members

(2013-14)

David Cotsell (Chairperson)

Louisa-Jane Cunningham

Sadat-Jon Hussain

Julie Neeson (Deputy Chairperson)

Toni Jenkins



The Barwon South Western Regional Council has worked on the following projects and priorities during the year:

- Improving the ability of rural Learn Local organisations in the region to overcome several challenges that are unique to rural communities such as significant travel costs for organisations and participants, difficulty in forming and supporting partnerships, and access to infrastructure and resources.
- The Council developed a project to better understand the complexity and costs of service delivery in rural locations. This research project will provide Regional Council with a better understanding of the complexities and costs of service delivery in rural locations and will consider how organisations located in regional and rural areas can develop viable models of delivery to ensure they are able to support the most vulnerable learners in their communities.
- Ensuring program, compliance, reporting and funding structures enhance the capacity of Learn Local organisations to continue to fulfil an essential place in the training market.
- Improving the capacity of Learn Local organisations to deliver training to meet the needs of the communities with changing demographics.
- Ensuring a role for Learn Local in the Skilling the Bay Strategy through support of the Whittington Works project – Bellarine Living and Learning Centre and other Learn Local organisations providing support and training to retrenched workers.
- Ensuring continued provision in areas should a Learn Local organisation discontinue services.
- Developing strategic partnerships.



2013
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Cloverdale Community Centre located in the Geelong suburb of Corio has exhibited great diligence in matching and marketing its programs to the needs of the local community it serves (hard to reach learners from all categories including CALD, disengaged youth, early school leavers, indigenous and students with a disability) and has immersed itself in meeting the challenges rather than working around them.

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.

Learner profile

During 2013, 6,300 learners trained in 8,800 government-subsidised course enrolments in Learn Local organisations. The Learn Local organisations delivered 1.3 million student contact hours across the seven local government areas in the region. Of these learners:

- 68 per cent were female
- 19 per cent were aged under 24 years and 51 per cent were aged 45 years and above
- 40 per cent of the learners in the region were born overseas. The largest percentages of learners were from China, Greece and England.
- 40 per cent had not completed Year 12.

Table 11. Participation in government-subsidised training as a proportion of population by Local Government Area

Local Government Area	Learn Local enrolments	Population	Proportion
Boroondara	700	139,000	0.5%
Knox	3,000	126,000	2.4%
Manningham	700	98,000	0.8%
Maroondah	600	87,000	0.7%
Monash	1,200	150,000	0.8%
Whitehorse	1,300	131,000	1.0%
Yarra Ranges	1,400	120,000	1.2%
Region	8,900	852,000	1.0%

Program delivery profile

There were 47 Learn Local organisations delivering government-subsidised training in the Eastern Metropolitan region in 2013. Of these, 23 delivered only pre-accredited courses, 10 delivered only accredited courses, and 14 delivered a mix of pre-accredited and accredited courses.

In 2013, 68 per cent of all course enrolments were in pre-accredited programs; 32 per cent were in accredited courses.

Figure 12. Proportion of Learn Local enrolments by learner characteristics, Eastern Metropolitan Region (2013)

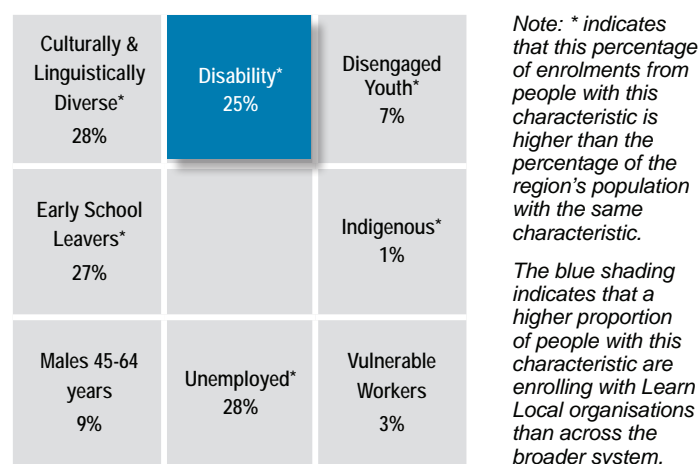
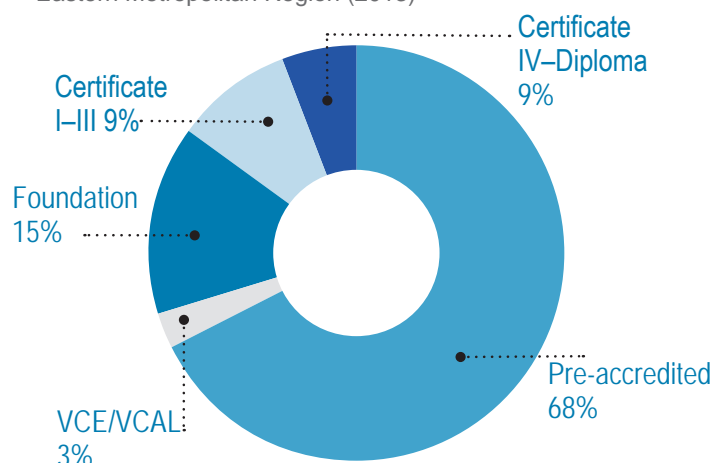


Figure 13: Proportion of enrolments in course levels, Eastern Metropolitan Region (2013)



Regional Council members

(2013-14)

Desmond Dinama

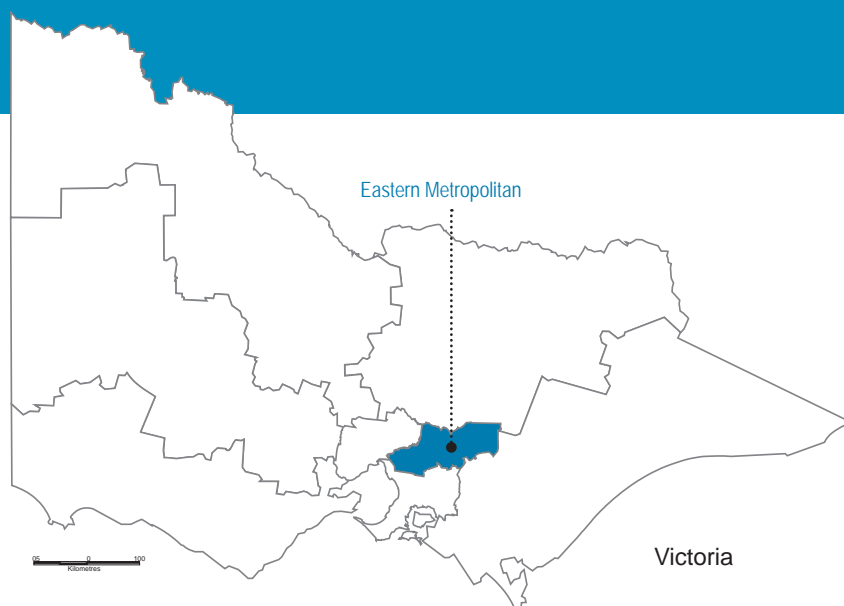
Helen Falconer (Deputy Chairperson)

Paul Goudie

Fiona Graham

Lynette Stavretis (Chairperson)

Kalifroni Taifalos



The Eastern Metropolitan Regional Council has worked in the following areas:

- Re-engaging with Learn Local organisations in the Council's area. Council members attended regional forums, accepted invitations from Learn Local organisations to attend events and were active participants in the two North Eastern Victoria Communities of Practice (NEVCOP) conferences. NEVCOP is an ACFE Board funded project operating mainly online. It uses a collaborative approach and builds on existing links to share expertise and resources. The aim is to build the capacity, quality and resilience of organisations across both regions.

All these activities provided valuable input for council members on the issues and opportunities Learn Local organisations were experiencing and focussing on and the ways in which Regional Council could best support our organisations.

- Continuing to support the joint project undertaken with Southern Metropolitan Regional Council and conducted by Swinburne University 'Success4U: your passport to Further Study & Work' which was trialled at two Learn Local organisations. The project developed curriculum materials, a facilitator's guide and a learner guide to enable learners to build their study skills sets to be able to engage in VET more easily.
- Collaborating with Hume Regional Council to build relationships between the two Regional Councils and address the training needs of the two governance areas.



2013
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Coonara Community House located in Upper Ferntree Gully continually demonstrates capacity for innovation and partnering with other community stakeholders. They are currently engaging learners facing barriers through a Capacity and Innovation Fund Project 'Pop up learning in Knox' which is delivered in partnership with the other organisations under the 'Learn Local in Knox' umbrella. They also use blended learning strategies to deliver fee-for-service children's services training in the Northern Territory to Indigenous communities. The staff at Coonara are all on the same page and help to make the business the success it is today.

Gippsland Region of ACFE

The Gippsland region lies south of the Great Dividing Range with the major population centres located along the Princes Highway from the Latrobe Valley towns in the west to Bairnsdale in the far east. The region's economy is based around electricity generation, the forestry industry and other agricultural industries, with a growing reliance on tourism along the coast from Phillip Island to Lakes Entrance.

Learner profile

During 2013, 3,000 learners trained in 3,400 government-subsidised course enrolments in Learn Local organisations. The Learn Local organisations delivered 600,000 student contact hours across the six local government areas in the region. Of these learners:

- 67 per cent were female
- 30 per cent were aged under 24 years and 38 per cent were aged 45 years and above
- 13 per cent of the learners in the region were born overseas. The largest percentages of learners were from the United Kingdom (including England), New Zealand and Myanmar.
- 46 per cent had not completed Year 12.

Table 12. Participation in government-subsidised training as a proportion of population by Local Government Area

Local Government Area	Learn Local enrolments	Population	Proportion
Bass Coast	600	25,000	2.4%
Baw Baw	1,000	35,000	2.8%
East Gippsland	200	35,000	0.5%
La Trobe	1,000	60,000	1.7%
South Gippsland	300	22,000	1.4%
Wellington	300	34,000	0.7%
Region	3,400	211,000	1.6%

Program delivery profile

There were 30 Learn Local organisations delivering government-subsidised training in the Gippsland region in 2013. Of these, 23 delivered only pre-accredited courses, 2 delivered only accredited courses and 1 delivered a mix of pre-accredited and accredited education and training

In 2013, 47 per cent of all course enrolments were in pre-accredited programs; 53 per cent were in accredited courses.

Figure 14. Proportion of Learn Local enrolments by learner characteristics, Gippsland Region (2013)

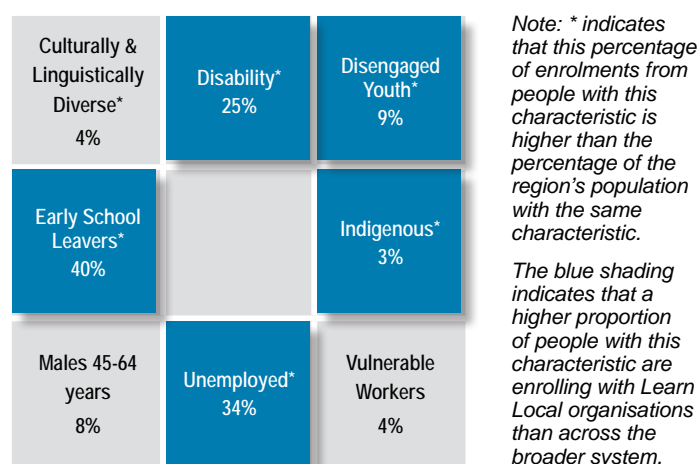
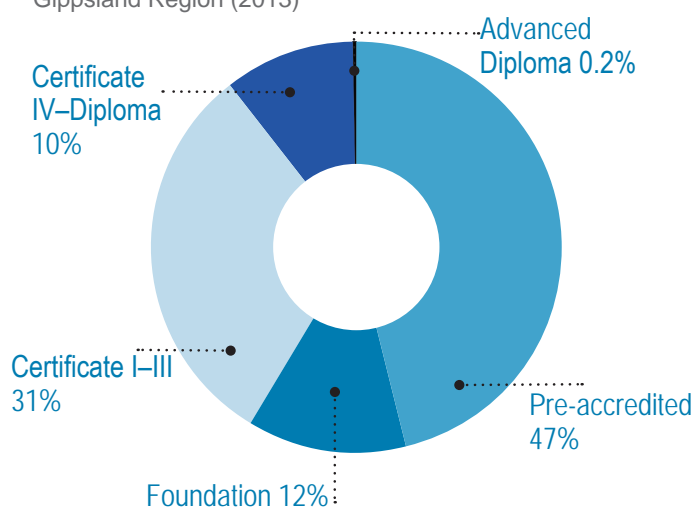


Figure 15. Proportion of enrolments in course levels, Gippsland Region (2013)



Regional Council members

(2013-14)

Frank Evans

Karen Fleischer (Chairperson)

Glenda McPhee

David Roche

Kathryn Stephenson (Deputy Chairperson)

Peter Whitley

Julie Hocking

Linda Morrison



In their 2014 planning Regional Council members identified brand use and effectiveness and increasing digital technology capability as key priorities. Regional Council is supporting a project that will support the marketing and promotion of the Learn Local brand across Gippsland.

The final report of the 'Revitalising Learn Local in Gippsland' project was presented to Regional Council in May. The report provides an overview of a consultation process that took place in early 2014 with Learn Local organisations across Gippsland. The final recommendations provide close synergies with the Council's plan. Recommendations will be presented to the ACFE Board as many of them have broad application across Learn Local organisations in rural and regional Victoria. Some excellent professional development was conducted as a part of the project.



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AWARD
LEGEND



Traralgon Neighbourhood Learning House located in Traralgon has been popularly regarded as the face of Learn Local in its community since 1977. It is lauded for its innovation, activism and connection to community evidenced by its Digital Shed and being the winner of the local Telstra People's Choice Award for the most popular community service/organisation in 2013. They continue to increase program delivery and participation in networks and partnerships.

Grampians Region of ACFE

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

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

Learner profile

During 2013, 2,400 learners trained in 3,300 government-subsidised course enrolments in Learn Local organisations. The Learn Local organisations delivered 500,000 student contact hours across the 11 local government areas in the region. Of these learners:

- 73 per cent were female
- 27 per cent were aged under 24 years and 39 per cent were aged 45 years and above
- 11 per cent of the learners in the region were born overseas. The largest percentages of learners were from Myanmar, England and New Zealand.
- 44 per cent had not completed Year 12.

Table 13. Participation in government-subsidised training as a proportion of population by Local Government Area

Local Government Area	Learn Local enrolments	Population	Proportion
Ararat	90	9,000	0.9%
Ballarat	1,400	77,000	1.8%
Golden Plains	150	15,000	1.0%
Hepburn	200	12,000	1.7%
Hindmarsh	170	5,000	3.5%
Horsham	800	16,000	4.9%
Moorabool	230	23,000	1.0%
Northern Grampians	160	10,000	1.6%
Pyrenees	60	6,000	1.0%
West Wimmera	60	3,000	1.6%
Yarriambiack	110	6,000	1.9%
Region	3,300	181,000	1.8%

Program delivery profile

There were 28 Learn Local organisations delivering government-subsidised training in the Grampians region in 2013. Of these, 15 delivered only pre-accredited courses, 6 delivered only accredited courses, and 7 delivered a mix of pre-accredited and accredited courses.

In 2013, 54 per cent of all course enrolments were in pre-accredited programs; 46 per cent were in accredited courses.

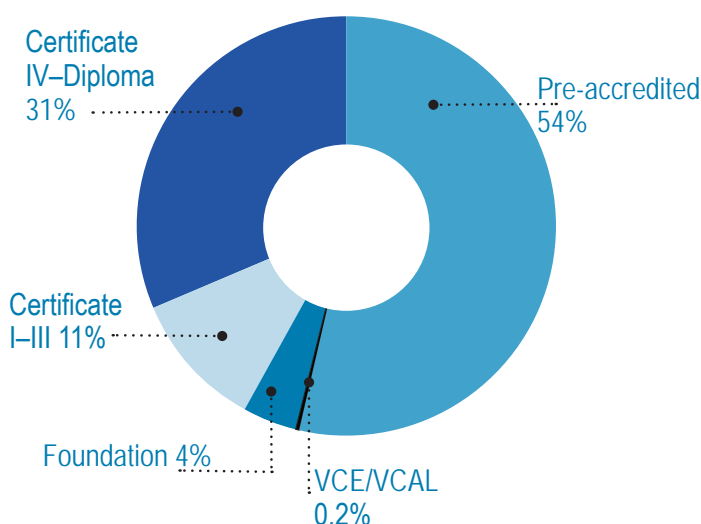
Figure 16. Proportion of Learn Local enrolments by learner characteristics, Grampians Region (2013)

Culturally & Linguistically Diverse*	Disability*	Disengaged Youth*
5%	19%	5%
Early School Leavers*		Indigenous*
42%		2%
Males 45-64 years	Unemployed*	Vulnerable Workers
7%	33%	5%

Note: * indicates that this percentage of enrolments from people with this characteristic is higher than the percentage of the region's population with the same characteristic.

The blue shading indicates that a higher proportion of people with this characteristic are enrolling with Learn Local organisations than across the broader system.

Figure 17: Proportion of enrolments in course levels, Grampians Region (2013)



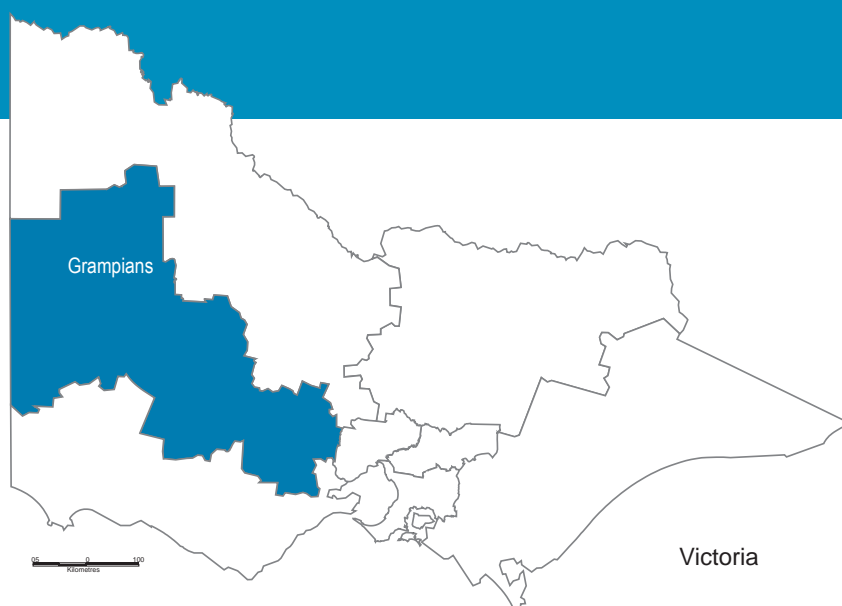
Regional Council members

(2013-14)

Geraldine Frantz (Chairperson)

Colin Haldane (Deputy Chairperson)

Robyn Clark



The Grampians Regional Council has addressed the following priorities during the year.

- Improving the connection between training programs and employment outcomes in the region so that programs deliver value to individuals and communities (particularly in terms of employment outcomes) as well as a sustainable business base for Learn Local organisations. A project has been commissioned by the Council to investigate and document best practice strategies in partnerships, program delivery and design aimed at assisting disengaged learners to pathway into further education or employment. This project aims to:
 - Increase understanding in the sector of strategies and resources available to support at risk learners to help them re-engage with further education and employment
 - Improve design and targeting of programs by Learn Local organisations to ensure they meet industry need
 - Support sustainable partnerships and networks to work collaboratively to increase training and employment outcomes.
- Ensuring Learn Local organisations are able to assist people with low levels of literacy and numeracy amongst those who have disengaged from learning and work.
- Improving the ability of small / rural Learn Local organisations to access essential infrastructure (including training facilities, computers and broadband) and to generate critical mass in order to sustain viable delivery of services.
- Developing a mechanism for sharing the many good examples of Learn Local organisations in the region working in partnership with community organisations to provide case-managed support for disengaged and at-risk learners.
- Increasing and diversifying Council membership.
- Developing regional intelligence and an understanding of the changing workforce requirements across the region to better inform training requirements



2013
LEARN LOCAL
AWARD
LEGEND



Haddon and District Community House located west of Ballarat in Haddon has engaged with a broad cross section of learners by trying new approaches and ways of delivering training. In the past they have experienced a range of challenges, but under the guidance of a high-functioning Board that draws upon local members of the community and business, they have managed to successfully turn the organisation around and have actively pursued new and innovative ways of operating.

Hume Region of ACFE

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

Learner profile

During 2013, 3,300 learners trained in 4,300 government-subsidised course enrolments in Learn Local organisations. Learn Local organisations delivered 700,000 student contact hours across the 12 local government areas in the region. Of these learners:

- 64 per cent were female
- 39 per cent were aged under 24 years and 34 per cent were aged 45 years and above
- 12 per cent of the learners in the region were born overseas. The largest percentages of learners were from England, Afghanistan and New Zealand.
- 47 per cent had not completed Year 12.

Table 14. Participation in government-subsidised training as a proportion of population by Local Government Area

Local Government Area	Learn Local enrolments	Population	Proportion
Alpine	130	10,000	1.3%
Benalla	200	11,000	1.8%
Greater Shepparton	700	49,000	1.5%
Indigo	40	12,000	0.3%
Mansfield	400	6,000	6.1%
Mitchell	200	27,000	0.6%
Moira	450	23,000	2.0%
Murrindindi	500	11,000	4.6%
Strathbogie	490	8,000	6.1%
Towong	80	5,000	1.6%
Wangaratta	900	22,000	3.9%
Wodonga	300	28,000	1.0%
Region	4,300	214,000	2.0%

Program delivery profile

There were 29 Learn Local organisations delivering government-subsidised training in the Hume region in 2013. Of these, 12 delivered only pre-accredited courses, 4 delivered only accredited courses, and 13 delivered a mix of pre-accredited and accredited courses.

In 2013, 44 per cent of all course enrolments were in pre-accredited programs; 56 per cent were in accredited courses.

Figure 18. Proportion of Learn Local enrolments by learner characteristics, Hume Region (2013)

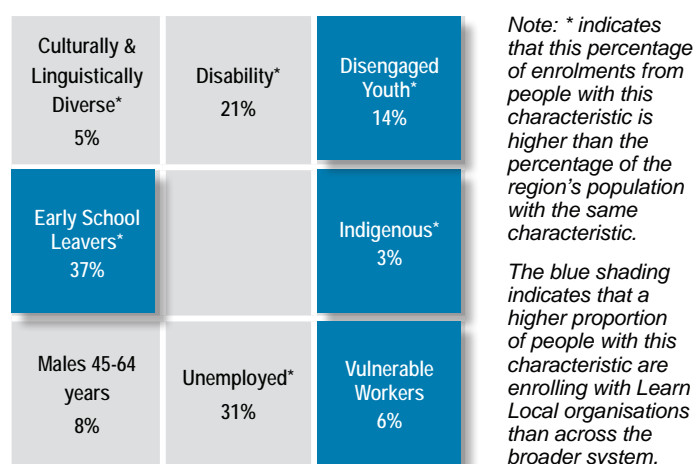
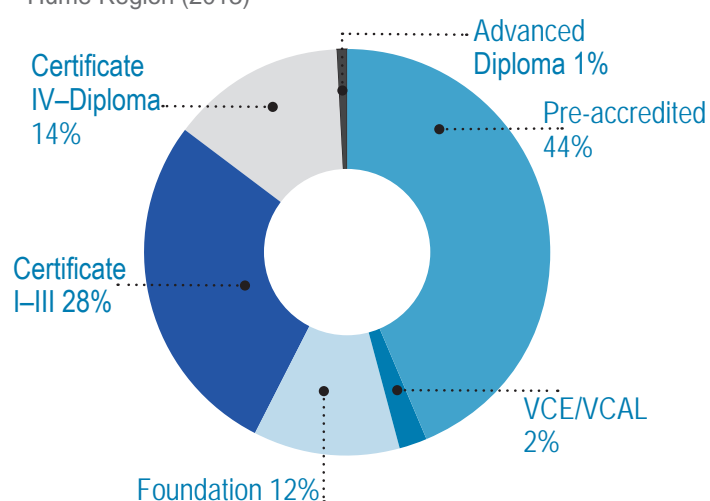


Figure 19. Proportion of enrolments in course levels, Hume Region (2013)



Regional Council members

(2013-14)

Graham Corless

Beverley Hoffmann

Danny O'Donoghue

Jeanette Swain (Chairperson)

Anna Strzelecki



The Hume ACFE Regional Council has worked in the following priority areas:

- Developing a better understanding of the factors that impact the financial viability and sustainability of Learn Local organisations in the region (compliance issues, market competition, sourcing human and financial resources, and sourcing new members and training for their governance bodies).

Regional Council's support in these areas included information through provider forums, professional development (including the promotion of engagement with the North East Victorian Community of Practice (NEVCOP)).

- Identifying the areas and communities in the region that required a specific focus. Council has engaged with key stakeholders in Shepparton to build the depth and breadth of provision and choice for learners across Greater Shepparton. This work will continue in the latter part of 2014.



2013
LEARN LOCAL
AWARD
LEGEND



YNH Services Inc. located in Yarrawonga is an adult education provider, a neighbourhood house, a Centrelink agency, a tax help centre and is involved in community development. They aim to increase life opportunities, choices and skills and provide a broad range of quality programs, services and activities while promoting self-help and community development. YNH is a leading regional provider of training using innovative e-learning technologies to deliver training nationally using their blended delivery model.

Loddon Mallee Region of ACFE

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

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

Learner profile

During 2013, 6,100 learners trained in 7,500 government-subsidised course enrolments in Learn Local organisations. The Learn Local organisations delivered 900,000 student contact hours across the 10 local government areas in the region. Of these learners:

- 62 per cent were female
- 31 per cent were aged under 24 years and 36 per cent were aged 45 years and above
- 11 per cent of the learners in the region were born overseas. The largest percentages of learners were from England, New Zealand and Philippines.
- 48 per cent had not completed Year 12.

Table 15. Participation in government-subsidised training as a proportion of population by Local Government Area

Local Government Area	Learn Local enrolments	Population	Proportion
Buloke	60	5,000	1.0%
Campaspe	1,800	30,000	5.9%
Central Goldfields	150	10,000	1.4%
Gannawarra	310	9,000	3.7%
Greater Bendigo	1,400	82,000	1.7%
Loddon	40	6,000	0.6%
Macedon Ranges	350	34,000	1.0%
Mildura	2,200	41,000	5.5%
Mount Alexander	360	15,000	2.4%
Swan Hill	900	17,000	5.4%
Region	7,500	249,000	3.0%

Program delivery profile

There were 40 Learn Local organisations delivering government-subsidised training in the Loddon Mallee region in 2013. Of these, 22 delivered only pre-accredited courses, 5 delivered only accredited courses, and 13 delivered a mix of pre-accredited and accredited courses.

In 2013, 38 per cent of all course enrolments were in pre-accredited programs; 62 per cent were in accredited courses.

Figure 20. Proportion of Learn Local enrolments by learner characteristics, Loddon Mallee Region (2013)

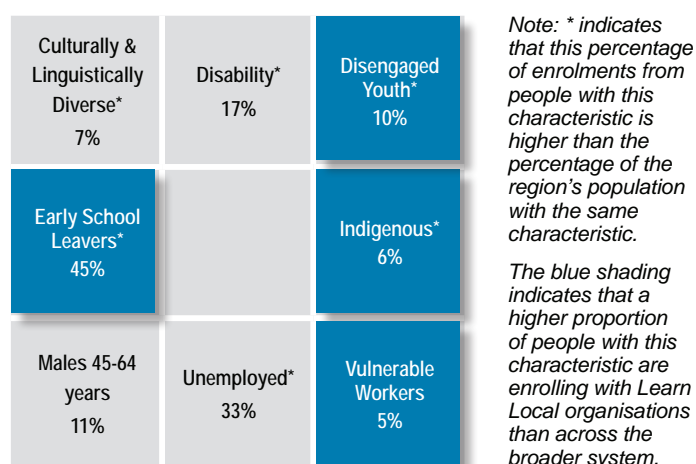
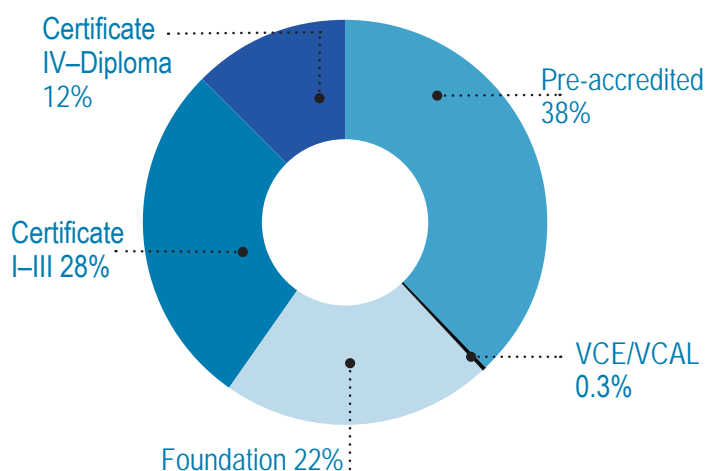


Figure 21. Proportion of enrolments in course levels, Loddon Mallee Region (2013)



Regional Council members

(2013-14)

Anne Brinsden

Anne Brosnan

Bruce Dudon

Dawn Ferrier

Glenn Milne

Jeffrey Rigby (Deputy Chairperson)

Ellen White (Chairperson)



The launch of the Macedon Ranges Training Needs Analysis (a Capacity and Innovation Fund supported partnership project for Learn Local organisations in the Macedon Ranges Shire) and The Match (a similar partnership across the Mount Alexander Shire) provided an opportunity to celebrate successes in the region.

The Council supported the trial of Communities of Practice in two very diverse communities (the Regional City of Bendigo and the small rural township of Charlton) and are keenly watching how these initiatives unfold. Although it is still early days it is hoped that learnings from this project will give the Council important feedback that will not only allow the Council to better support organisations, but also pass on to the ACFE Board advice to assist with policy development in the future.

The Council has also embarked on a professional development exercise for organisations wanting to work with youth. Many organisations in Loddon Mallee have recognised this cohort as a growing one, and this project, which is scheduled to roll out before the end of 2014, will hopefully provide strategies and resources to improve Learn Local and system responses to meet the needs of young people.

Council members have attended regional forums as part of a strategy to raise the profile of Regional Council members. This is already paying dividends. The Chairperson was invited to participate in a tour of organisations' venues in the Campaspe Shire this year. The event was organised by the organisations themselves, and it was a very enjoyable opportunity to meet and talk with staff and students and see some programs in action.



2013
LEARN LOCAL
AWARD
LEGEND



Wycheproof Community Resource Centre located on the Calder Highway between Bendigo and Mildura is a tiny 'one-stop' shop that meets a variety of needs for surrounding isolated communities. They work well in partnership with others and have taken a lead role in the successful 'Linking Learning in Buloke and Loddon' Capacity and Innovation project, funded by the ACFE Board. They are regularly referred to by others in the community as the leader that can assist other organisations to achieve their social and environmental goals.

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. Economic change is also on the horizon and this will bring further change.

Learner profile

During 2013, 17,800 learners trained in 24,600 government-subsidised course enrolments in Learn Local organisations. The Learn Local organisations delivered 3.8 million student contact hours across the 14 local government areas in the region. Of these learners:

- 65 per cent were female
- 22 per cent were aged under 24 years and 42 per cent were aged 45 years and above
- 56 per cent of the learners in the region were born overseas. The largest percentages of learners were from Vietnam, Iraq and China.
- 50 per cent had not completed Year 12.

Table 16. Participation in government-subsidised training as a proportion of population by Local Government Area

Local Government Area	Learn Local enrolments	Population	Proportion
Banyule	2,000	102,000	2.0%
Brimbank	2,200	156,000	1.4%
Darebin	1,200	120,000	1.0%
Hobsons Bay	870	72,000	1.2%
Hume	2,200	135,000	1.6%
Maribyrnong	1,800	63,000	2.8%
Melbourne	5,500	93,000	5.9%
Melton	1,000	85,000	1.1%
Moonee Valley	1,900	94,000	2.0%
Moreland	1,300	130,000	1.0%
Nillumbik	320	50,000	0.6%
Whittlesea	1,100	128,000	0.9%
Wyndham	1,500	128,000	1.2%
Yarra	1,700	70,000	2.4%
Region	24,600	1,425,000	1.7%

Program delivery profile

There were 75 Learn Local organisations delivering government-subsidised training in the North Western Metropolitan region in 2013. Of these, 27 delivered only pre-accredited courses, 10 delivered only accredited courses and 38 delivered a mix of pre-accredited and accredited courses.

In 2013, 48 per cent of all course enrolments were in pre-accredited programs; 52 per cent were in accredited courses.

Figure 22. Proportion of Learn Local enrolments by learner characteristics, North Western Metropolitan Region (2013)

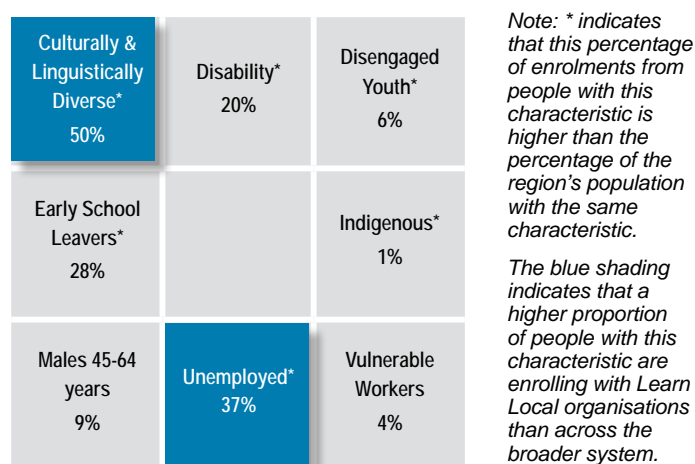
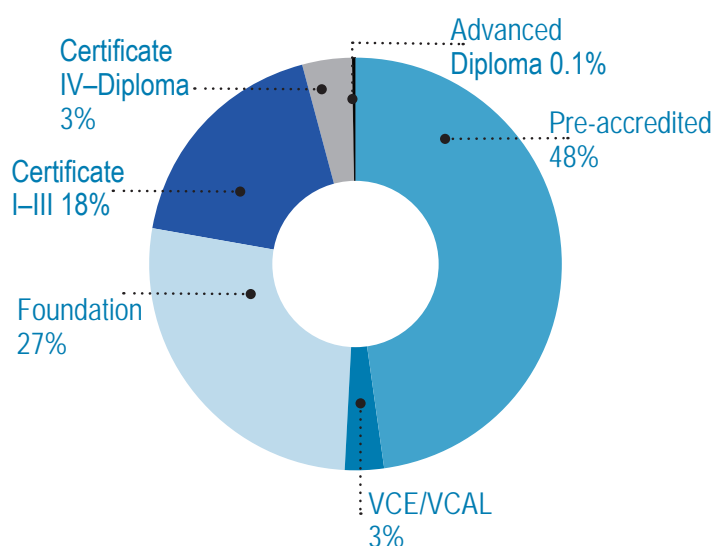


Figure 23. Proportion of enrolments in course levels, North Western Metropolitan Region (2013)



Region of ACFE

Regional Council members

(2013-14)

Jennie Barrera

Matthew Ferrantino

Lisa Field

Geoffrey Hanlon

Anton Mayer

Judy McGannon (Chairperson)

Christine Mountford (Deputy Chairperson)

Peter Papamihail



Some regional highlights for the year included the receipt by one of the Learn Local organisations in the region – Preston Reservoir Adult Community Education (PRACE) – of an annual award from the Department of Justice for their pre-accredited horticultural program that assists women to gain skills and re-engage in the community. Additionally, Brunswick Neighbourhood House's 20,000 Learners celebration was a definite show-stealer and we were proud to have the Hon Nick Wakeling MP, Minister for Higher Education and Skills there to acknowledge this wonderful achievement.

North Western Metropolitan Regional Council was pleased to support a project in 2014 to assist Learn Local Registered Training Organisations in maintaining compliance. The project trains mentors who will assist other Learn Local organisations and provide feedback about what resources future Communities of Practice may require in order to continue to support organisations and learners.

The Regional Council Chairperson has attended regional forums and organisation events in 2014 to help raise the profile of Regional Council – and to gain some insight into how the Council can provide advice that supports continued opportunities for learners.



2013
LEARN LOCAL
AWARD
LEGEND



Wingate Avenue Community Centre located in a large housing estate in Ascot Vale, services clientele drawn from a very large CALD and low socio-economic population with significant disadvantages and barriers to employment. Wingate is co-located with many other government and non-government support services, such as community legal services, maternal health and childcare, drug and alcohol services, migrant and refugee services and financial counselling and is well-known for the development of excellent partnership arrangements with other Learn Local organisations in the region.

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.

Learner profile

During 2013, 10,300 learners trained in 15,000 government-subsidised course enrolments in Learn Local organisations. The Learn Local organisations delivered 2.3 million student contact hours across the 10 local government areas in the region. Of these learners:

- 69 per cent were female
- 21 per cent were aged under 24 years and 48 per cent were aged 45 years and above
- 43 per cent of the learners in the region were born overseas. The largest percentages of learners were from Vietnam, Afghanistan and India.
- 42 per cent had not completed Year 12.

Table 17. Participation in government-subsidised training as a proportion of population by Local Government Area

Local Government Area	Learn Local enrolments	Population	Proportion
Bayside	690	78,000	0.9%
Cardinia	1,300	58,000	2.2%
Casey	1,400	202,000	0.7%
Frankston	2,100	106,000	2.0%
Glen Eira	490	113,000	0.4%
Greater Dandenong	4,100	117,000	3.5%
Kingston	1,800	123,000	1.4%
Mornington Peninsula	1,600	122,000	1.3%
Port Phillip	950	87,000	1.1%
Stonnington	640	86,000	0.7%
Region	15,100	1,091,000	1.4%

Program delivery profile

There were 69 Learn Local organisations delivering government-subsidised training in the Southern Metropolitan region in 2013. Of these, 35 delivered only pre-accredited courses, 10 delivered only accredited courses, and 24 delivered a mix of pre-accredited and accredited courses.

In 2013, 63 per cent of all course enrolments were in pre-accredited programs; 37 per cent were in accredited courses.

Figure 24. Proportion of Learn Local enrolments by learner characteristics, Southern Metropolitan Region (2013)

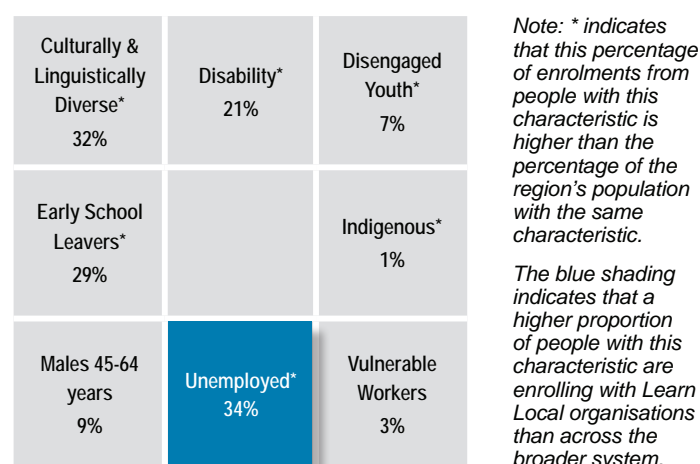
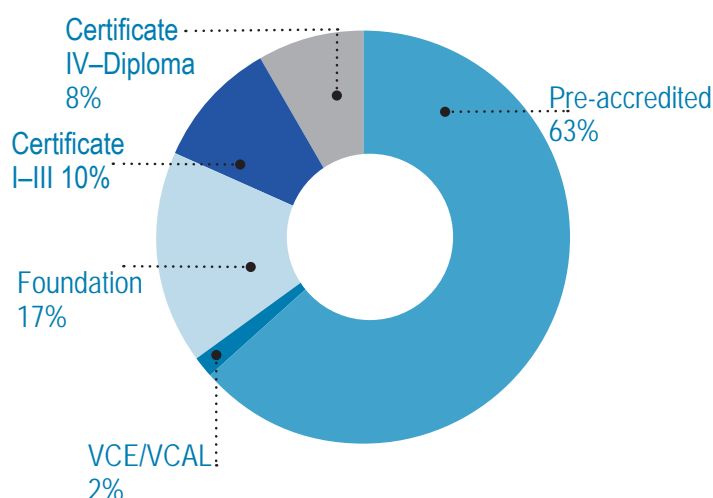


Figure 25. Proportion of enrolments in course levels, Southern Metropolitan Region (2013)



Regional Council members

(2013-14)

Bruce Carroll

Sandra George

David Greenwood (Deputy Chairperson)

Maria Kinnes

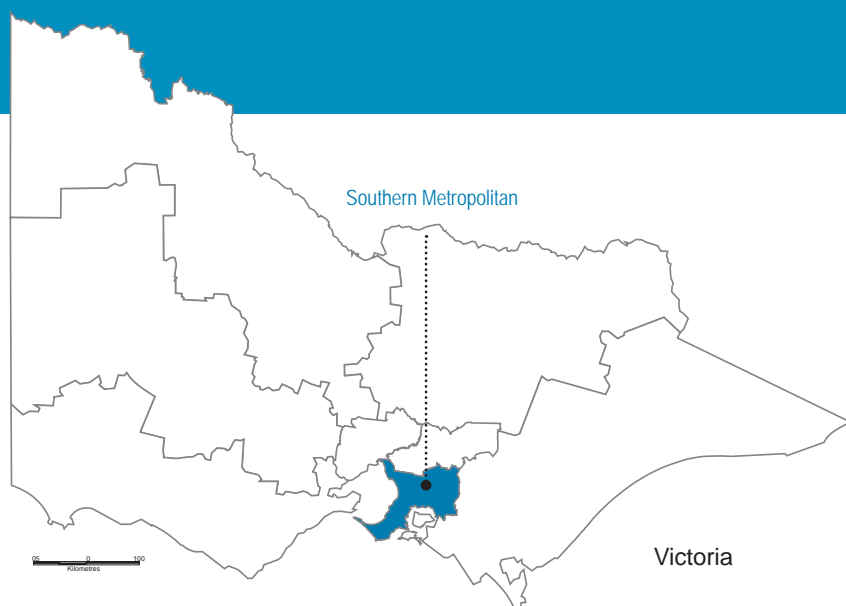
Leanne Malcolm (Chairperson)

Ann Mayer

Theresa Paxino

Angela Stathopoulos

Linda Turner



The Southern Metropolitan Regional Council identified as a priority working with Learn Local organisations across the Council's area to access good data and planning resources. Council's aim is to support organisations to provide pre-accredited delivery that clearly meets the requirements of learners and business.

Council developed an action learning project that takes a sophisticated approach to data analysis and program development.

During the year Regional Council received the report of the project commissioned in 2012-13 from Bayside, Glen Eira Kingston LLEN (BGK) to carry out some research on young people accessing Learn Local organisations in the Southern Metropolitan region. The issues raised in the report were communicated to the ACFE Board and provided an input to the work of the Board's Youth Taskforce.

Regional Council has been impressed by the calibre of projects undertaken by organisations across the region and supported by the Capacity and Innovation Fund. The project outcomes have added to the capacity and capability of these organisations to meet learner needs.



Prahran Community Learning Centre, located in the Gratton Gardens Community Centre, provides a multicultural social environment that educates and provides practical experience in social, financial, cultural and personal development. They have active partnerships with local schools, Catholic Care, Stonnington Youth Service, Prahran Renewal and Prahran Central; provide leadership in Regional Council programs; and offer outreach in public housing estates. Their demonstrated excellence over an extended period of time makes them a 'Legend' organisation.

Financial Report

for the year ended 30 June 2013

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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

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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 2014 of the Adult, Community and Further Education Board which comprises the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement, notes comprising a summary of significant accounting policies and other explanatory information, and the accountable 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.

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 2014 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 2014 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
29 August 2014


for 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 2014 and financial position of the Board at 30 June 2014.

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 28 August 2014.

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

28 August 2014

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

28 August 2014

Mr Ron Wilson
Acting Chair
Adult, Community and Further Education Board

28 August 2014

Comprehensive operating statement

for the financial year ended 30 June 2014

	Notes	2014 \$' 000	2013 \$' 000
Income from transactions			
Grants and other income transfers	2	24,500	34,287
Services received free of charge		1,700	2,835
Total income from transactions		26,200	37,122
Expenses from transactions			
Depreciation		(546)	(305)
Grants and transfer payments	3	(22,843)	(22,923)
Operating expenses	4	(2,266)	(1,685)
Services provided free of charge	4	(1,700)	(2,835)
Total expenses from transactions		(27,355)	(27,748)
Net result from transactions (net operating balance)		(1,155)	9,374
Other economic flows included in net result			
Net gain/(loss) on financial instruments	5	29	(6)
Total other economic flows included in net result		29	(6)
Net result		(1,126)	9,368
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		(1,126)	17,487

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

Balance sheet

As at 30 June 2014

	Notes	2014 \$'000	2013 \$'000
Assets			
Financial assets			
Receivables	6	16,813	17,178
Total financial assets		16,813	17,178
Non-financial assets			
Property	7	25,401	25,947
Total non-financial assets		25,401	25,947
Total assets		42,214	43,125
Liabilities			
Payables	8	1,403	1,188
Total liabilities		1,403	1,188
Net assets		40,811	41,937
Equity			
Contributed capital		1,701	1,701
Physical assets revaluation surplus	12	21,853	21,853
Accumulated surplus/(deficit)		17,257	18,383
Net worth		40,811	41,937

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 2014

	Physical Asset Revaluation Surplus \$'000	Accumulated Surplus \$'000	Contributions by Owner \$'000	Total \$'000
Balance at 1 July 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
Net result for the year	-	(1,126)	-	(1,126)
Balance at 30 June 2014	21,853	17,257	1,701	40,811

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 2014

	Notes	2014 \$'000	2013 \$'000
Cash flows from operating activities			
Receipts			
Receipts from Government		27,433	23,700
Total receipts		27,433	23,700
Payments			
Payments of grants and other expenses		(27,433)	(23,700)
Total payments		(27,433)	(23,700)
Net cash flows from/(used in) operating activities	11	-	-
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 2014

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 2014.

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 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 Acting 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 estimates, with a risk of material adjustments in the subsequent reporting period, are disclosed throughout the notes to the financial statements.

Refinements to the presentation of the Financial Statements and associated notes have provided additional disclosure, particularly in the main operating statement. These changes have resulted in some minor modifications to previously published figures; however there was no change to the published Net Result.

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.

Consistent with AASB 13 *Fair Value Measurement*, the Board determines the policies and procedures for both recurring fair value measurements such as property, plant and equipment, and financial instruments and for non-recurring fair value measurements such as non-financial physical assets held for sale, in accordance with the requirements of AASB 13, relevant Financial Reporting Directions and the *Financial Management Act 1994*.

All assets and liabilities for which fair value is measured or disclosed in the financial statements are categorised within the fair value hierarchy, described as follows, based on the lowest level input that is significant to the fair value measurement as a whole:

- Level 1 — Quoted (unadjusted) market prices in active markets for identical assets or liabilities
- Level 2 — Valuation techniques for which the lowest level input that is significant to the fair value measurement is directly or indirectly observable
- Level 3 — Valuation techniques for which the lowest level input that is significant to the fair value measurement is unobservable.

For the purpose of fair value disclosures, the Board has determined classes of assets and liabilities on the basis of the nature, characteristics and risks of the asset or liability and the level of the fair value hierarchy as explained above.

In addition, the Board determines whether transfers have occurred between levels in the hierarchy by re-assessing categorisation (based on the lowest level input that is significant to the fair value measurement as a whole) at the end of each reporting period.

The Valuer-General Victoria (VGV) is the independent valuation agency. The Board, in conjunction with VGV monitor changes in the fair value of each asset and liability through relevant data sources to determine whether revaluation is required.

(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

The comprehensive operating statement comprises three components, being 'net result from transactions (or termed as 'net operating balance')', 'other economic flows included in net result', as well as 'other economic flows – other comprehensive income'. The sum of the former two, together with the net result from discontinued operations, represents the net result.

The 'Net result from transactions' or 'net operating balance' is a key fiscal aggregate and is derived by income from transactions minus expenses from transactions. It is a summary measure of the ongoing sustainability of operations. It excludes gains and losses resulting from changes in price levels and other changes in the volume of assets. It is the component of the change in net worth that is due to transactions and can be attributed directly to government policies.

'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 included in net result' are changes in the volume or value of an asset or liability that do not result from transactions. It includes:

- gains and losses from disposal, revaluation and impairment of non-financial physical and intangible assets;
- fair value changes of financial instruments; and
- depletion of natural assets (non-produced) from their use or removal.

'Other economic flows – other comprehensive income' comprises items (including reclassification adjustments) that are not recognised in net result as required or permitted by other Australian Accounting Standards.

The components of other economic flows – other comprehensive income include:

- (a) changes in physical asset revaluation surplus; and
- (b) gains and losses on remeasuring available-for-sale financial assets.

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) Changes in accounting policies

Subsequent to the 2012-13 reporting period, the following new Standard has been adopted in the current period. There is no financial impact on the financial statements.

AASB 13 Fair Value Measurement

AASB 13 establishes a single source of guidance for all fair value measurements. AASB 13 does not change when the Board is required to use fair value, but rather provides guidance on how to measure fair value under Australian Accounting Standards when fair value is required or permitted. The Board has considered the specific requirements relating to highest and best use, valuation premise, and principal (or most advantageous) market. The methods, assumptions, processes and procedures for determining fair value were revisited and adjusted where applicable. In light of AASB 13, the Board has reviewed the fair value principles as well as its current valuation methodologies in assessing the fair value, and the assessment has not materially changed the fair values recognised.

However, AASB 13 has predominantly impacted the disclosures required. It requires specific disclosures about fair value measurements and disclosures of fair values, some of which replace existing disclosure requirements in other standards, including AASB 7 Financial Instruments: Disclosures.

The disclosure requirements of AASB 13 apply prospectively and need not be applied in comparative information before first application. Consequently, the 2012-13 comparatives of these disclosures have not been provided, except for financial instruments, of which the fair value disclosures are required under AASB 7 Financial Instruments: Disclosures.

(F) 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.

Services received free of charge

All employees of the ACFE Board are deemed as employees of the Department of Education and Early Childhood Development. The ACFE Board recognises the value of employee expenses incurred by the Department in undertaking Board activities, together with administrative overheads, as services received free of charge in the comprehensive operating statement.

(G) Expenses from transactions

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

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 average useful lives (excluding heritage assets) are as follows:

Asset Class	Average useful life	
	2014	2013
Buildings	40-70 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 transfer payments

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

Other operating expenses

Other operating expenses generally represent the day to day running costs incurred in normal operations of the ACFE Board. These items are recognised as an expense in the reporting period in which they are incurred.

Services provided free of charge

All employees of the ACFE Board are deemed as employees of the Department of Education and Early Childhood Development. The ACFE Board recognises expenses for

employee entitlements (including on-costs) for those employees who contribute towards the Boards operational activities. These costs, along with an allocation for administrative overhead expenses are classified as services provided free of charge in the comprehensive operating statement.

(H) 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 (J) *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 (I) *Impairment of financial assets*

(I) 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 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 on 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.

(J) 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.

Buildings are measured initially at cost and subsequently revalued at fair value less accumulated depreciation and impairment.

Revaluations of non-current physical assets

Under the *Financial Management Act 1994* and Victorian Government Policy FRD 103E – 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. All independent valuations of ACFE Properties are managed by the Office of the Valuer-General Victoria and are conducted every five years.

Refer to Note 7 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.

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

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.

(K) 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.

(L) 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 from administrative restructures are treated as distributions to or contributions by owners. Transfers of net liabilities arising from administrative restructures are treated as distributions to owners.

(M) 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.

(N) 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.

(O) 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.

(P) 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.

(Q) 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 2014 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 2014, 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 2014. 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 2017	The preliminary assessment has identified that the financial impact of available for sale (AFS) assets will now be reported through other comprehensive income (OCI) and no longer recycled to the profit and loss. While the preliminary assessment has not identified any material impact arising from AASB 9, it will continue to be monitored and assessed.

In addition to the new standards above, the AASB has issued a list of amending standards that are not effective for the 2013-14 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 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010).
- AASB 2011-7 Amendments to Australian Accounting Standards arising from the Consolidation and Joint Arrangements Standards.
- 2013-1 Amendments to AASB 1049 – Relocation of Budgetary Reporting Requirements.
- 2013-3 Amendments to AASB 136 – Recoverable Amount Disclosures for Non-Financial Assets.
- 2013-4 Amendments to Australian Accounting Standards – Novation of Derivatives and Continuation of Hedge Accounting.
- 2013-5 Amendments to Australian Accounting Standards – Investment Entities
- 2013-6 Amendments to AASB 136 arising from Reduced Disclosure Requirements
- 2013-7 Amendments to AASB 1038 arising from AASB 10 in relation to consolidation and interests of policy holders
- 2013-9 Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instruments
- AASB Interpretation 21 Levies.

Note 2 Income from transactions	2014 \$' 000	2013 \$' 000
Grants and other income transfers		
Grants from the Department of Education and Early Childhood Development	24,500	34,287
Administrative and salaries revenue received free of charge	1,700	2,835
Total income from transactions	26,200	37,122

Note 3 Grants and transfer payments	2014 \$' 000	2013 \$' 000
Grants and transfer payments		
Payments to adult community education organisations	19,336	18,952
Payments to adult education institutions	2,641	3,683
Payments to other education organisations	866	288
Total grants and transfer payments	22,843	22,923

Note 4 Operating and administrative expenses	2014 \$' 000	2013 \$' 000
Operational expenditure		
Operating expenses	2,266	1,685
Services provided free of charge		
Administrative and salary expenses provided free of charge	1,700	2,835
Total operating and administrative expenses	3,966	4,520

Note 5 Other economic flows included in net result	2014 \$' 000	2013 \$' 000
Net gain/(loss) on financial instruments		
Movement in contractual receivables (impairment)	29	(6)
Total net gain/(loss) on financial instruments	29	(6)

Note 6 Receivables	2014 \$' 000	2013 \$' 000
<i>Contractual receivables</i>		
Trade & other receivables	644	606
Allowance for doubtful debts ^(a)	(22)	(51)
Total contractual receivables	622	555
<i>Statutory receivables</i>		
Receivable from Victorian Government	16,076	16,545
GST input tax credit recoverable	115	78
Total statutory receivables	16,191	16,623
Total receivables	16,813	17,178

(a) 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

	2014 \$' 000	2013 \$' 000
Balance at beginning of the year	(51)	(45)
(Increase)/decrease in allowance recognised in surplus of deficit	29	(6)
Balance at end of the year	(22)	(51)

(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	2014 \$' 000	2013 \$' 000
Land ⁽ⁱ⁾		
Land at fair value	9,035	9,035
Buildings ⁽ⁱ⁾		
Buildings at fair value	16,992	16,992
Less: Accumulated depreciation and disposals	(626)	(80)
	16,366	16,912
Net carrying value of property	25,401	25,947

(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 effective period of the revaluation was May 2013.
- Fair value for land is determined as its highest and best use, less an allowance for a Community Service Obligation (restriction over use); while building fair values are calculated with reference to depreciated replacement cost less depreciation.

Reconciliations

	Land \$'000	Buildings \$'000	Total \$'000
2014			
Carrying amount at start of year	9,035	16,912	25,947
Depreciation	-	(546)	(546)
Carrying amount at end of financial year	9,035	16,366	25,401

	Land \$'000	Buildings \$'000	Total \$'000
2013			
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

Reconciliation - Level 3 fair value ⁽ⁱ⁾

	Specialised land \$'000	Specialised buildings \$'000	Carrying amount as at 30 June 2014 \$'000
2014			
Opening balance	9,035	16,912	25,947
Gains or losses recognised in net result			
Depreciation	-	(546)	(546)
Subtotal ⁽ⁱⁱ⁾	9,035	16,366	25,401
Gains or losses recognised in other economic flows – other comprehensive income			
Revaluation	-	-	-
Subtotal	-	-	-
Closing Balance	9,035	16,366	25,401
Unrealised gains/(losses) on non-financial assets	-	-	-

(i) All assets have been classified as level 3 in accordance with the fair value hierarchy, see Note 1(B).

(ii) There have been no transfers between levels during the period.

Specialised land and specialised buildings

The market value approach is used for specialised land, adjusted for the community service obligation (CSO) to reflect the specialised nature of the land being valued. Under this valuation method, land values are determined by reference to recent sales for comparable assets which are considered to have nominal or no added improvement value (less CSO adjustment).

The CSO adjustment is a reflection of the valuer's assessment of the impact of restrictions associated with an asset to the extent that is also equally applicable to market participants. This approach is in light of the highest and best use consideration required for fair value measurement, and takes into account the use of the asset that is physically possible, legally permissible, and financially feasible. As adjustments of CSO are considered as significant unobservable inputs, specialised land would be classified as Level 3 assets.

The depreciated replacement cost method is used for the Board's specialised buildings, adjusting for the associated depreciation. As depreciation adjustments are considered as significant, unobservable inputs in nature, specialised buildings are classified as Level 3 fair value measurements.

An independent valuation of the Departments' specialised land and specialised buildings was performed by the Valuer-General Victoria. The valuation was performed using the market approach adjusted for CSO. The effective date of the valuation is 30 May 2013.

Description of significant unobservable inputs to level 3 valuations

Asset	Valuation technique	Significant Unobservable Inputs	Range (weighted average)	Sensitivity of fair value measurement to changes in significant unobservable inputs
Specialised land	Market approach	Community Service Obligation (CSO) adjustment	0%-40% (17%)	A significant increase or decrease in the CSO adjustment would result in a significantly lower (higher) fair value
Specialised buildings	Depreciated replacement cost	Direct cost per square metre	\$1,250-\$2,750/m ² (\$2,017)	A significant increase or decrease in direct cost per square metre adjustment would result in a significantly higher or lower fair value
		Useful life of specialised buildings	40-115 years (50 years)	A significant increase or decrease in the estimated useful life of the asset would result in a significantly higher or lower valuation.

Note 8 Payables	2014 \$' 000	2013 \$' 000
Contractual payables		
Trade & other payables	1,403	1,188
Total contractual payables	1,403	1,188
Total payables	1,403	1,188

(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, 2014 the Board had no knowledge of any contingent assets or contingent liabilities (2013 – 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

Maturity analysis of contractual financial assets

2014	Carrying amount \$'000	Nominal amount \$'000	Maturity dates				Impaired amount \$'000
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000	
Assets							
Contractual Receivables	622	644	122	5	194	301	22
Total	622	644	122	5	194	301	22

2013	Carrying amount \$'000	Nominal amount \$'000	Maturity dates ^(a)				Impaired amount \$'000
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000	
Assets							
Contractual Receivables	555	606	40	-	60	455	51
Total	555	606	40	-	60	455	51

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 liabilities

2014	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	1,403	1,403	1,403	-	-	-
Total	1,403	1,403	1,403	-	-	-

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	1,188	1,188	1,188	-	-	-
Total	1,188	1,188	1,188	-	-	-

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 2014 \$'000	Fair Value 2014 \$'000	Carrying amount 2013 \$'000	Fair Value 2013 \$'000
Financial assets				
Contractual receivables	622	622	555	555
Total contractual financial assets	622	622	555	555
Financial liabilities				
Contractual payables	1,403	1,403	1,188	1,188
Total contractual financial liabilities	1,403	1,403	1,188	1,188

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.

	2014 \$'000	2013 \$'000
Net result for the period	(1,126)	9,368
Depreciation	546	305
Other non-cash items affecting results		
(Increase)/decrease in receivables	365	(10,546)
Increase/(decrease) in payables	215	873
Net cash flows from/(used in) operating activities	-	-

Note 12 Reserves	2014 \$'000	2013 \$'000
Physical asset revaluation surplus		
Balance at beginning of financial year	21,853	13,734
Revaluation Increments	-	8,119
Balance at end of financial year	21,853	21,853

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 2013 – 17 March 2014
Hon Nick Wakeling MP	17 March 2014 – 30 June 2014

Accountable Officer

Dr Xavier Csar	1 July 2013 – 30 June 2014
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The following officers acted in the absence of Dr Xavier Csar during the year:

David Baber	15 November 2013 – 22 November 2013
Bronwen Heathfield	21 December 2013 – 6 January 2014
Lee-Anne Fisher	7 April 2014 – 20 April 2014

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:

\$230,000 – \$240,000 (\$260,000 – \$269,000 in 2012–13)

ACFE Board Members

Ms Rowena Allen (Chair)	1 July 2013 – 30 June 2014
Mr Ron Wilson (Dep. Chair)	19 November 2013 – 30 June 2014
Ms Andrea McCall	1 July 2013 – 30 June 2014
Ms Robyn Archer	1 July 2013 – 30 June 2014
Dr Errol Muir	1 July 2013 – 30 June 2014
Dr Madeleine Laming	1 July 2013 – 30 June 2014
Ms Millicent Rees-Jones	1 July 2013 – 30 June 2014
Mr Linc Yow Yeh	1 July 2013 – 30 June 2014
Ms Maree McPherson	19 November 2013 – 30 June 2014
Ms Sally Thompson	19 November 2013 – 30 June 2014
Ms Penny Wilson	19 November 2013 – 30 June 2014
Mr Donald Walkley	19 November 2013 – 30 June 2014

Remuneration of ACFE Board Members

The remuneration/emolument received by members of the ACFE Board as Members of the Board totalled \$78,503 (2013-\$77,919)

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

Band	2014	2013
\$0 - \$9,999	11	13
\$50,000-\$59,999	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

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.

Ms Penny Wilson is a Chair of Learn for Yourself Inc, which receives funding from the Board, under normal commercial terms, for the delivery of pre-accredited training services

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

	2014 \$'000	2013 \$'000
Victorian Auditor-General's Office		
Audit of the financial statements	31	30

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

	2014 \$'000	2013 \$'000
Commitments payable within 1 year		
Pre-Accredited Training delivery	3,810	7,890
Delivery Support	-	1,415
Total expenditure commitments	3,810	9,305

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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 2013.

Acacia Indochinese Support Association Inc	\$7,600
Adult Learning Australia Incorporated	\$100,000
Adult Multicultural Education Services	\$241,755
Advance TAFE	\$82,215
Alamein Neighbourhood & Learning Centre Inc	\$71,442
Albury Wodonga Volunteer Resource Bureau Inc	\$40,677
Anglesea & District Community House Inc	\$33,030
Angliss Neighbourhood House Inc	\$86,585
Ararat Neighbourhood House Inc	\$860
Arrabri Community House	\$74,096
Art Resource Collective Inc (ARC)	\$7,802
Arts Project Australia Inc	\$18,011
Australian Croatian Community Services	\$25,180
Australian Multicultural Community Services	\$79,075
Australian Romanian Community Welfare	\$8,270
Australian Trust for Conservation Volunteers	\$37,229
Australian Vietnamese Womens Association	\$71,514
Avenue Neighbourhood House at Eley Inc	\$46,504
Avocare Ltd	\$41,371
Bacchus Marsh Community College Inc	\$97,748
Ballan & District CH & Adult Education Centre	\$10,368
Ballarat Community Development Centre	\$497
Ballarat Neighbourhood Centre Inc	\$141,335
Banksia Gardens Community Centre	\$421,202
Barwon Youth	\$77,004
Bass Coast Adult Education Centre Inc	\$33,289
Beaufort Community House and Learning Centre Inc	\$8,758
Beechworth Neighbourhood Centre	\$46,327
Belgium Avenue Neighbourhood House Inc	\$18,293
Belgrave South Community House Inc	\$42,151
Bellarine Living & Learning Centre Inc	\$40,504
Belvedere Community Centre Inc	\$34,054
Benambra Neighbourhood House Inc	\$3,725
Bendigo Neighbourhood House	\$3,520
Berry Street Victoria	\$113,475
Beulah Historical Learning & Progress Association	\$3,676
Birallee Park Neighbourhood House Inc	\$9,586
Bnym Aboriginal Corporation	\$15,083
Boort Resource & Information Centre Inc	\$3,838
BRACE Education Training & Employment Limited	\$58,239
Bright Adult Education Committee	\$17,112
Broadford Community Centre	\$8,103
Brotherhood of St Laurence	\$101,020
Brunswick Neighbourhood House Co-op Ltd	\$102,378
Buchan Neighbourhood House	\$104,466
Campaspe College of Adult Education	\$150,604
Carlton Neighbourhood Learning Centre Inc	\$92,797
Carringbush Adult Education Inc	\$97,296
Castlemaine & District Continuing Education Inc	\$159,203
Castlemaine Community House Inc	\$33,541
Caulfield South Community House	\$15
CentaVic (ESL) Educational Services Inc	\$20,746
Central Ringwood Community Centre Inc	\$59,174
Centre For Adult Education	\$3,471,722
Centre for Education & Research In Environmental Strategies	\$17,541
Cheltenham Community Centre Inc	\$89,103
Child and Family Care Network Inc	\$35,950

Churchill Neighbourhood Centre Inc	\$15,439
City of Wodonga	\$22
City of Wodonga-Felltimber Community Centre	\$7,190
Clota Cottage Neighbourhood House Inc	\$50,510
Cloverdale Community Centre Inc	\$54,402
Clunes Neighbourhood House Inc	\$1,420
Cobram Community House Inc	\$39,930
Community College Gippsland	\$213,569
Community One Inc	\$158,291
Community West Inc	\$230,615
Continuing Education & Arts Centre Alexandra	\$100,253
Continuing Education Bendigo Ltd	\$101,659
Cooinda Hill Inc	\$18,909
Coonara Community House Inc	\$261,182
Corangamite District Adult Education Group Inc	\$55,882
Corinella & District Community Centre Inc	\$13,275
Corryong Community Education Centre Inc	\$24,032
Corryong Neighbourhood House Inc	\$405
Craigieburn Education & Community Centre Inc	\$38,608
Cranbourne Community House	\$70,462
CREATE (Geelong) Inc	\$9,505
Dallas Neighbourhood House Inc	\$33,557
Dandenong Neighbourhood House	\$181,720
Daylesford Neighbourhood Centre Inc	\$55,606
Diamond Valley Learning Centre Inc	\$174,815
Dingley Village Neighbourhood Centre	\$95,593
Djerriwarrh Employment & Education Services Inc	\$297,829
Doveton Neighbourhood Learning Centre Inc	\$21,808
Duke Street Community House Association Inc	\$45,668
Echuca Neighbourhood House Inc	\$13,169
EDAR	\$69,619
Elwood St Kilda Neighbourhood Learning Centre Inc	\$43,314
Emerald Community House	\$74,786
Encompass Community Services Incorporated	\$6,528
Endeavour Hills Uniting Care Neighbourhood Centre	\$41,784
Euroa Community Education Centre	\$111,857
Farnham Street Neighbourhood Learning Centre Inc	\$129,972
Fitzroy Learning Network Inc	\$26,263
Footscray Community Arts Centre Ltd.	\$121,055
Foster Community House Inc	\$14,642
Future Employment Opportunities Inc	\$74,663
Geelong Ethnic Communities Council Inc	\$152,157
Gippsland Employment Skills Training	\$83,735
Glen Eira Adult Learning Centre Inc	\$165,597
Glen Park Community Centre Inc	\$102,533
Glenroy Neighbourhood Learning Centre Inc	\$180,066
Godfrey Street Community House	\$17,805
Goldfields Employment and Learning Centre Inc	\$29,474
Gormandale Community House & Learning Centre	\$6,609
Haddon & District Community House	\$39,060
Hallam Community Learning Centre Inc	\$31,395
Hampton Community Centre	\$22,968
Hampton Park Care Group Inc	\$49,248
Hawthorn Community Education Project Inc	\$58,808
Healesville Living and Learning Centre	\$113,766
Heidelberg Training & Resources Centre Inc	\$66,743
Heyfield Community Resource Centre	\$56,355
Highlands Support Services Inc	\$22,898
Holden St Neighbourhood House Inc	\$35,726
Horsham Community House	\$9,490

Hume City Council - Homestead Community & Learning Centre	\$101,068
Inclusion Melbourne Inc	\$46,865
Inner Melbourne Vet Cluster Inc	\$134,024
Jan Wilson Community Centre - City of Greater Dandenong	\$45,037
Japara Neighbourhood House Inc	\$25,559
Jesuit Social Services Ltd	\$83,888
Jika Jika Community Centre Inc	\$39,146
JobCo Employment Services Inc	\$50,330
K Y M Victoria Inc	\$217,149
Kangaroo Flat Community Group Inc	\$11,566
Karingal Inc	\$91,059
Karingal Neighbourhood House Inc	\$7,190
Kensington Neighbourhood House	\$128,516
Kerang Learning Centre Inc	\$20,994
Kew Neighbourhood Learning Centre Inc	\$97,624
Keysborough Learning Centre	\$101,629
Kilmore & District Community Group Inc	\$3,623
King Valley Learning Exchange	\$24,600
Kinglake Ranges Neighbourhood House Inc	\$3,738
Knoxbrooke Inc	\$53,601
Kyabram Community and Learning Centre Inc	\$108,797
Kyneton Community & Learning Centre Inc	\$58,592
Lakes Entrance Neighbourhood House Inc	\$9,203
Lalor Living and Learning Centre Inc	\$108,216
Lancefield Neighbourhood House Inc	\$3,806
Langwarrin Community Centre Inc	\$57,157
Lara Community Centre Inc	\$47,155
Laverton Community Integrated Services Inc	\$79,539
Learn For Yourself Inc	\$133,164
Learning & Information Network Kaniva Inc.	\$14,313
Living and Learning Inc (Pakenham & Cardinia)	\$106,955
Loddon Campaspe Multicultural Services Inc	\$51,690
Long Gully Neighbourhood Centre Inc	\$4,863
Longbeach Place Inc	\$79,291
Lyrebird Community Centre	\$10,187
MACE Inc	\$104,061
Macedon Ranges Further Education Centre	\$63,030
MADEC LTD	\$22,501
Maldon Neighbourhood Centre Incorporated	\$8,459
Mallacoota District Health & Support Service Inc	\$3,595
McIvor Neighbourhood House, Heathcote Inc	\$5,968
Meadow Heights Learning Shop Inc	\$192,279
Melbourne City Mission	\$46,735
Melton South Community Centre Inc	\$53,126
Mental Illness Fellowship Victoria	\$34,024
Meredith Community Centre Inc	\$9,203
Merinda Park Learning & Community Centre	\$56,354
Mildura Aboriginal Corporation	\$71,181
Mill Park Community House	\$160,355
Milpara Community House	\$38,337
Mind Australia	\$25,930
Mirrimbeena Aboriginal Education Group Inc	\$88,716
Mitcham Community House	\$46,961
Moe Life Skills Centre	\$71,990
Moe Neighbourhood House	\$19,543
Moongala Womens Collective Inc	\$29,177
Mooroopna Education & Activity Centre Inc	\$2,759
Mordialloc Neighbourhood House Inc	\$42,834
Moreland Adult Education Association Inc	\$67,251
Mornington Community Contact Inc	\$33,861

Morrison House	\$89,865
Morwell Neighbourhood House & Learning Centre Inc	\$15,408
Mount Eliza Village Neighbourhood Centre Inc	\$22,445
Mountain District Womens Co-Op Ltd	\$44,806
Mt Beauty Neighbourhood Centre Inc	\$55,207
Mulgrave Neighbourhood House Inc	\$138,985
Murray Adult Community Education Swan Hill Inc	\$29,625
Murray Human Services Inc	\$39,094
Myrtleford Neighbourhood Centre	\$7,649
Narre Community Learning Centre	\$220,395
Nathalia & District Community Association Inc	\$18,617
Ngwala Willumbong Co-op Ltd	\$71,722
Nhill Neighbourhood House Learning Centre Inc	\$131,595
Nillumbik Shire Council (Living & Learning Centre)	\$83,398
Noble Park Community Centre	\$726
North Carlton Railway Station Neighbourhood House	\$14,843
North Melbourne Language and Learning Inc	\$151,977
North Ringwood Community House Inc	\$68,968
North Shepparton Community & Learning Centre Inc	\$9,096
Northern Mallee Migrant Services Group Inc	\$3,629
Noweyung Limited	\$72,046
Numurkah Community Learning Centre	\$67,615
Ocean Grove Neighbourhood Centre Inc	\$46,957
Old Courthouse Community Centre	\$33,139
Olympic Adult Education	\$130,708
Open Door Neighbourhood House	\$30,884
Orana Neighbourhood House	\$68,896
Orbost Telecentre	\$15,406
Otway Health & Community Services	\$23,381
Outer Eastern Literacy Program Inc	\$30,132
Outlets Co-operative Ltd	\$14,584
Outlook (VIC) Inc	\$96,860
Oz Child	\$71,872
Pangerang Community House Inc	\$60,493
Park Orchards Learning Centre Inc	\$14,740
Pathways Rehabilitation & Support Services Ltd	\$17,064
Paynesville Neighbourhood Centre Inc	\$44,417
Peninsula Access Support and Training	\$105,672
Peninsula Adult Education & Literacy	\$77,753
Peninsula Training & Employment Program Inc	\$148,654
Peter Harcourt Disability Services Limited	\$13,037
Phillip Island Community & Learning Centre	\$37,202
Pines Learning Incorporated	\$105,129
Port Fairy Community Group Inc	\$22,879
Port Melbourne Neighbourhood Centre Inc	\$63,398
Port Phillip Community Group	\$64,180
Portland Workskills Inc	\$55,863
Prahran Community Learning Centre Inc	\$112,156
Prahran Mission	\$28,329
Preston Neighbourhood House Inc	\$62,860
Preston Reservoir Adult Community Education Inc	\$195,857
Quantin Binnah Community Centre Inc	\$4,729
Queenscliff & District Neighbourhood House Inc	\$9,778
Rainbow Learning Group and Neighbourhood House	\$3,954
Red Cliffs Community Resource Centre Inc	\$8,135
Rejoice Chinese Christian Communication Centre Inc	\$30,370
Richmond Community Learning Centre Inc	\$11,796
Robinson Reserve Neighbourhood House Inc	\$15,226
Robinvale Network House Inc	\$20,485
Rosedale Neighbourhood House	\$44,746

Rosewall Neighbourhood Centre Inc	\$107,867
Rowville Neighbourhood Learning Centre	\$110,567
Rushworth Community House Inc	\$7,298
Rye Community House Inc	\$13,051
Sale Neighbourhood House	\$25,033
Sandybeach Community Co-op Society Ltd	\$226,385
Selby Community House	\$8,273
Seymour & District Community House Inc	\$3,703
Shared Learning & Activities Murtoa	\$11,098
Shepparton Access	\$12,985
Shepparton Adult & Community Education Inc	\$44,551
Simpson & District Community Centre	\$9,222
SkillsPlus Ltd	\$108,036
Sorrento Community House Inc	\$23,707
South Kingsville Community Centre Inc	\$25,099
South Shepparton Community House	\$7,238
South West Victorian SEAL Inc	\$77,624
Southern Grampians Adult Education	\$110,457
Southern Mental Health Association Inc	\$949
SPAN Community House Inc	\$30,383
Spanish Latin American Welfare Centre (CELAS)	\$9,922
Springdale Neighbourhood Centre	\$109,123
Springvale Indo-Chinese Mutual Assistance Associat	\$54,814
Springvale Learning and Activities Centre Inc	\$210,584
Springvale Neighbourhood House	\$184,465
St Arnaud Community Resource Centre Inc	\$16,930
St Arnaud Neighbourhood House	\$5,044
St Kilda Youth Service Inc	\$105,823
St Laurence Community Services Inc	\$75,918
St Lukes Anglicare	\$35,950
Stawell Neighbourhood House Inc	\$7,792
Sunraysia Mallee Ethnic Communities Council Inc	\$21,570
Sussex Neighbourhood House Inc	\$31,440
Taskforce Community Agency	\$139,929
Tatura Community House Inc	\$5,033
The Basin Community House	\$76,134
The Centre Connecting Community in North & West Melbourne Inc	\$163,564
The Centre for Continuing Education	\$238,256
The New Hope Foundation Inc	\$140,880
The Onemda Association Inc	\$94,274
Thornbury Womens Neighbourhood House Inc	\$106,961
Tongala Community Activities Centre Inc	\$3,595
Tongala Education Centre Inc	\$12,942
Traralgon Neighbourhood Learning House Inc	\$111,900
Trentham Neighbourhood Centre	\$4,170
Trudewind Road Neighbourhood House Inc	\$30,629
Tullamarine Community House Inc	\$65,861
U3A Network Victoria	\$150,000
Upper Beaconsfield Community Centre Inc	\$71,137
Upper Yarra Community House Inc	\$204,865
Vermont South Community House Inc	\$39,715
Victoria University	\$140,000
Victorian Adult Literacy & Basic Education Council	\$25,000
Victorian Vocational Rehabilitation Association	\$81,893
Vines Road Community Centre Inc	\$17,775
Waminda Community House	\$2,013
Warracknabeal Neighb House & Learning Cnt Inc	\$8,340
Warragul Community House	\$26,736
Watsonia Neighbourhood House Inc	\$950
Waverley Adult Literacy Program Inc	\$17,566

Waverley Community Learning Centre Inc	\$48,719
Wavlink Inc	\$50,042
Wedderburn Community House Inc	\$14,228
Wellsprings For Women Inc	\$70,703
Wendouree Neighbourhood Centre Inc	\$93,540
Western Bulldogs Spiritwest Services	\$53,302
Westgate Community Initiatives Group Inc	\$289,384
Whittlesea Township Community House and Alliance Group Inc	\$7,295
Williamstown Community and Education Centre Inc	\$173,795
Wimmera Hub Inc	\$159,124
Winchelsea Community House Inc	\$6,408
Wingate Avenue Community Centre Inc	\$172,837
Woodend Neighbourhood House Inc	\$2,818
Wycheproof Community Resource Centre	\$6,328
Wyndham Community and Education Centre Inc	\$206,655
Yarram Community Learning Centre Inc	\$898
Yarraville Community Centre Inc	\$281,150
Yarrunga Community Centre	\$71,365
YNH Services Inc	\$26,937
Yooralla	\$147,854
YouthNow Inc	\$179,222
YWCA of Victoria Inc	\$34,132
Grand Total	\$23,828,449

Appendix 2: Publications

Learn Local: Focusing the Future (August 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 2014, 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: Protected Disclosures Act 2012

The *Protected Disclosure Act 2012* encourages and assists people in making disclosures of improper conduct by public officers and public bodies. The Act provides protection to people who make disclosures in accordance with the Act and establishes a system for the matters disclosed to be investigated and rectifying action to be taken.

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

The ACFE Board will take all reasonable steps to protect people who make such disclosures from any detrimental action in reprisal for making the disclosure. It will also afford natural justice to the person who is the subject of the disclosure to the extent that it is legally possible.

Reporting procedures

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

Protected Disclosure Coordinator
Adult, Community and Further Education Board
Department of Education and Early Childhood Development
GPO Box 4367
Melbourne VIC 3001
Phone: 03 9637 2072

Alternatively, disclosures of improper conduct or detrimental action by the ACFE Board and its officers may also be made directly to the Independent Broad-based Anti-corruption Commission:

Level 1, North Tower, 459 Collins Street
Melbourne, VIC 3000
Phone: 1300 735 135
Internet: www.ibac.vic.gov.au
Email: [see the website above for secure email disclosure process, which also provides for anonymous disclosure]

Further information

The Protected Disclosure Policy and Procedures, which outline the system for reporting disclosures of improper conduct or detrimental action are available from the Protected Disclosure Officer.

Disclosures under the *Protected Disclosures Act 2012*:

	2013-14 number	2012-13 number
Number of disclosures	0	n/a

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 2012-13.

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.

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FRD 22E	Employment and conduct principles	8
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FRD 22E	Summary of financial results for the year	4
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FRD 22E	Subsequent events	53
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FRD 22E	Details of consultancies under \$10,000	61
FRD 22E	Statement of availability of other information	61
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FRD 107	Investment properties	n/a
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FRD 113	Investments in subsidiaries, jointly controlled entities and associates	n/a
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<i>Building Act 1993</i>		61
<i>Victorian Industry Participation Policy Act 2003</i>		n/a
<i>Disability Act 2006</i>		n/a
<i>Financial Management Act 1994</i>		41
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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

Learner group definitions

CALD

Learners for whom English is not spoken at home, and country of birth is not Australia and is a specified non-English speaking nation.

Disability

Learners who report one or more specified physical, learning or intellectual disabilities.

Disengaged young people

Learners who are aged 15 to 19 years, have not completed Year 12, are not attending school and are unemployed.

Early school leavers

Learners who are working age, have attained a highest qualification of Year 10 or Year 11 and are not attending school.

Indigenous

Learners who are of Aboriginal or of Torres Strait Islander descent, or both.

Males 45 years and older

Learners who are males and are aged 45 years and over.

Unemployed

Learners who are unemployed and are looking for work, or are unemployed and are not in the labour market.

Vulnerable workers

Learners who completed secondary education to Year 9 or lower and are employed.

Contact details

Central Office

Level 3, 2 Treasury Place,
East Melbourne, 3002
Ph: 03 9637 2072
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North-Eastern Victoria Region

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

North-Western Victoria Region

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Dandenong 3175
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Department of Education and
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