



ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

ANNUAL REPORT 2015–16

Published by the
Adult, Community and Further Education Board

Melbourne October 2016

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ISSN: 1835-2243

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

ISSN 1835-2251

Authorised by the Adult, Community and Further Education Board, 2 Treasury Place, East Melbourne, Victoria, 3002.

The Hon. Steve Herbert, MP
Minister for Training 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 pleased to submit the Board's Annual Report for the period to 30 June 2016, as required by the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*.

Throughout 2015-16 the ACFE Board has been an active participant in the development of reforms to the vocational education and training system. As a Board we have provided extensive feedback on key aspects of the government's response to Victorian Education and Training (VET) Funding Review. We welcomed the stated commitments in the response to ensuring high quality provision to meet the needs of disadvantaged learners and to supporting the sustainability of Learn Local community education and training providers. It has been exciting to see initiatives such as the Reconnect program cement the partnerships and linkages between Learn Local organisations and TAFE Institutes and underpin the critical role of the pre-accredited training the Board supports in setting some of our most vulnerable citizens on a path to further education and employment.

The ACFE Board has continued to work closely with Regional Councils, drawing on their knowledge of communities across the state and building their capabilities. The creation of the Regional Council Resources Hub, an online resource for Regional Councils which provides guidance on issues related to regional council operations, membership and legislation has been welcomed by Councils and extensively used. Advice from Regional Councils is valuable to the Board's work in effective deployment of resources. The involvement of Regional Councils in planning and development activities contributes to the relationship between the Board and the Regional Councils.

The Board also continues to work on raising the profile of the Learn Local brand and the ACFE sector. The annual Learn Local Awards encourage sector-wide participation and reward best practice and innovation while encouraging excellence in education and training across the sector.

I would like to acknowledge the contribution of all members of the Board in 2015-16. In particular I note the commitment and work of the outgoing Chairperson, Rowena Allen, who resigned in July 2015 to become Victoria's first Gender and Sexuality Commissioner, and Ron Wilson, the Board's Deputy Chairperson who acted as Chairperson until my appointment in October 2015. In the course of the year we were joined by Phillip Chan and Michael Grogan as new Board members. Andrea McCall and Robyn Archer concluded their first terms of appointment and Maree McPherson resigned her membership. I thank them all for their contributions.

As incoming Chairperson I have been very impressed with the dedication and commitment shown by the over 300 Learn Local organisations that make up Victoria's adult and community education sector. They deliver vital education, training and resources to those most in need in the community whilst improving social cohesion and boosting Victoria's human and social capital. The provision of pre-accredited training to disadvantaged learners ensures that all Victorians are given the opportunities and resources to actively participate in society whilst improving their self-confidence and achieving personal goals and milestones.

The ACFE Board looks forward to continuing this important work.



Sue Christophers PSM

Chairperson
Adult, Community and Further Education Board

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ABOUT ACFE

WHAT 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 Training 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.

In 2015 Learn Local organisations, along with AMES Australia and the Centre for Adult Education (CAE), the two Adult Education Institutions (AEIs), reported:¹

- a total of 27,883 learners undertook government-subsidised pre-accredited programs across the state through 46,776 enrolments.
- ACFE Board allocated funds supported 2.1 million student contact hours of pre-accredited programs, a six per cent increase on 2014.

Additionally, in 2015 Learn Local organisations and the AEIs supported seven per cent of the 377,831 learners in Victorian government subsidised vocational education and training.

WHO DOES THE ACFE BOARD SUPPORT?

LEARN LOCAL ORGANISATIONS

As at 31 December 2015 316 Learn Local organisations were registered with the ACFE Board. They 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. In smaller communities, Learn Local organisations offer local access to learning opportunities that may not otherwise be available.

ADULT EDUCATION INSTITUTIONS

AMES Australia and the CAE are the two government-owned AEIs. Together the AEIs reported three per cent of pre-accredited program delivery in 2015. AMES Australia specialises in settlement services, training and employment assistance to refugees and newly arrived migrants. Operating as part of the Box Hill Institute Group, the CAE assists adults to complete their secondary education and begin or change their employment pathways.

WHAT EDUCATION AND TRAINING DOES THE ACFE BOARD SUBSIDISE?

The ACFE Board subsidises pre-accredited 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, and to employment.

Pre-accredited programs are one of the distinguishing features of the Learn Local sector. Pre-accredited programs, designed for learners to gain confidence and skills, are quality assured by the ACFE Board.

EDUCATION AND TRAINING DELIVERY IN 2015

The legislative responsibility of the ACFE Board requires that its resources are directed to providing learners disadvantaged by their previous educational attainment or present circumstances with equitable opportunity to participate in, and achieve from, vocational learning. It also requires that the Board support and promote the availability and quality of community-based adult education across Victoria as a key mechanism to ensure the needs of disadvantaged learners are met.

The principal mechanism the Board has for meeting these needs is subsidy of pre-accredited programs.

In 2015 the ACFE Board contracted 272 Learn Local organisations and the two AEIs to deliver pre-accredited programs. 27,883 students participated in these pre-accredited programs – an increase of more than 1,700 from 2014. In 2015 there were 46,776 pre-accredited program enrolments.

¹ See page 72 for Data notes and caveats

LEARNER PROFILE

WHO IS PARTICIPATING IN PROGRAMS IN LEARN LOCAL ORGANISATIONS?

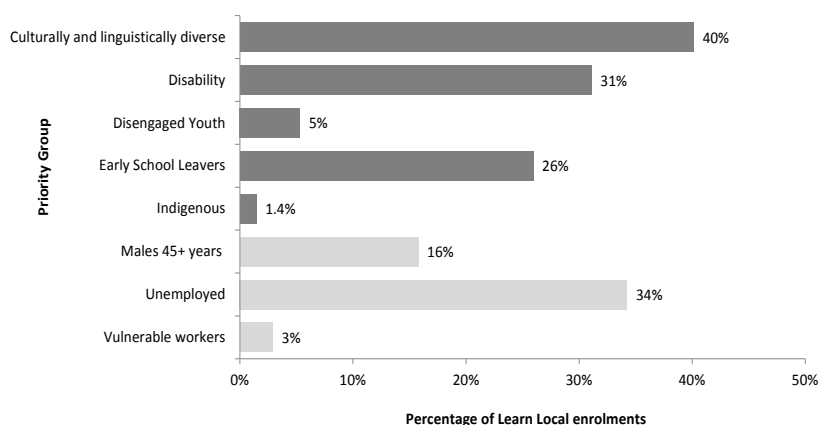
Of all reported enrolments in pre-accredited programs:

- 40 per cent were by people with culturally and linguistically diverse backgrounds
- 31 per cent were by people who identified as having a disability
- 5 per cent were by young people who were disengaged from education or employment
- 26 per cent were by people who had not completed Year 12
- 1 per cent were by people who identified as being Indigenous
- 16 per cent were by males aged 45 to 64 years
- 34 per cent were by people who were unemployed
- 3 per cent were by people whose level of skills made them more vulnerable in the labour market.

Figure 1 describes the percentage of learners in all regions enrolled in pre-accredited programs in 2015 who come from ACFE Board priority groups. These groups are not mutually exclusive so learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

Of the 27,883 learners reported by Learn Local organisations and the AEIs as undertaking pre-accredited programs in 2015, 67 per cent were women and 33 per cent were men. In total, 15 per cent of learners were aged under 25 years, 82 per cent were aged 15-64 years and 17 per cent were people 65 years and older.

Figure 1. Percentage of pre-accredited enrolments by priority group, all regions 2015



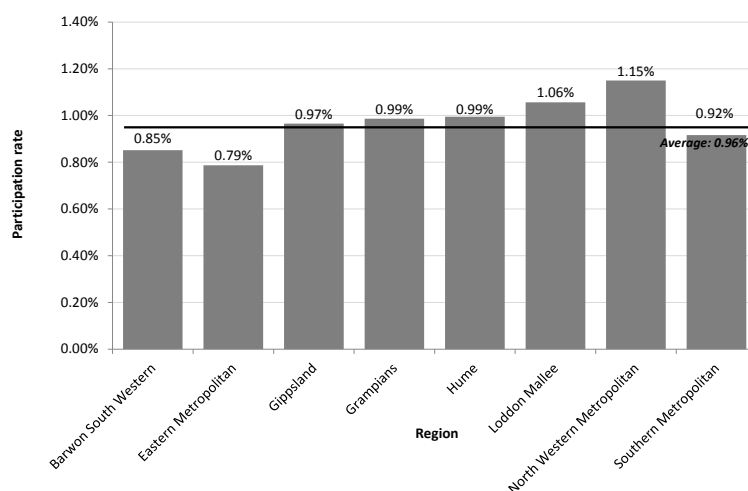
Learners enrolled in Learn Local organisations have very varied levels of prior education. In 2015, Year 12 or its equivalent was the highest level of prior education for 67 per cent of pre-accredited learners. Of these learners, 34 per cent had not progressed beyond Year 10 before commencing a pre-accredited program with a Learn Local organisation.

WHERE IS PRE-ACCREDITED PROGRAM DELIVERY TAKING PLACE?

Learn Local organisations are spread across Victoria. These organisations are often the only local access point to learning for adults in rural communities.

Figure 2 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated resident population in each of the eight ACFE Regional Council areas. On average across the state, just under one per cent of people participated in pre-accredited programs at a Learn Local organisation in 2015. In two metropolitan Regional Council areas the participation rate was below the average. In four of the Council areas in regional Victoria participation was at or above the average rate.

Figure 2. Pre-accredited enrolment per capita (2015)



SUMMARY OF FINANCIAL RESULTS

FINANCIAL PERFORMANCE

Table 1 provides summary information from the ACFE Board's financial reports for the 2015-16 financial year, with comparative data for the previous four years.

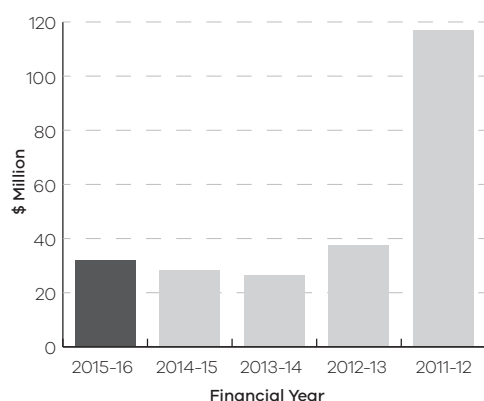
Table 1: Summary of financial results

	2015-16 (\$'000)	2014-15 (\$'000)	2013-14 (\$'000)	2012-13 (\$'000)	2011-12 (\$'000)
Income from government	31,533	27,759	26,200	37,122	116,503
Total income from transactions	31,533	27,759	26,200	37,122	116,503
Total expenses from transactions	30,399	31,422	27,036	27,748	113,695
Net result from transactions	1,134	(3,663)	(836)	9,374	2,808
Other economic flows included in net result	158	(595)	29	(6)	(53)
Net result for the period	1,292	(4,258)	(807)	9,368	2,755
Net cash flow from operating activities	0	0	0	0	0
Total assets	40,937	37,542	42,533	43,125	24,990
Total liabilities	1,811	670	1,403	1,188	540

REVENUE

Total income in 2015-16 increased by \$3.7 million compared with 2014-15. The increase in revenue is primarily attributable to the one off approval in 2013-14 for redirections to occur in 2013-14 and 2014-15 to further the Board's commitment to training delivery support for educationally disadvantaged learners.

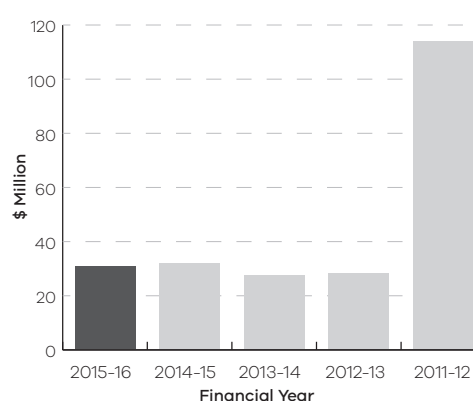
Figure 3. Total revenue 2011-12 to 2015-16



EXPENSES

Expenses in 2015-16 decreased by \$1 million compared to 2014-15. The decrease in expenditure is attributable to a delay in contracting the 2014 delivery support program grants. This delay resulted in the recognition of both the 2014 and 2015 delivery support contract payments in the 2014-15 financial results. The 2015-16 expenses record the 2016 delivery support contract payments.

Figure 4. Total expenses 2011-12 to 2015-16

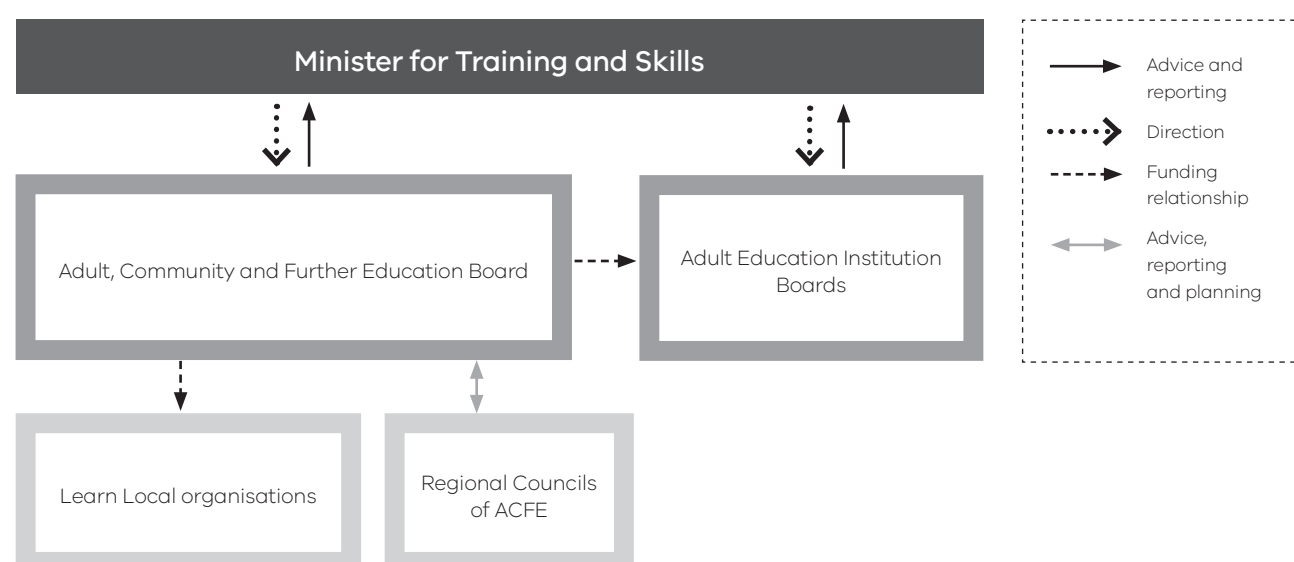


GOVERNANCE

GOVERNANCE ARRANGEMENTS

Figure 5 describes the legislative relationships and accountabilities of the ACFE Board as at 30 June 2016.

Figure 5. Legislative relationships and accountabilities of the ACFE Board



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 2015-16 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 Training 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.

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 Training 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.

On 27 July 2015, Rowena Allen resigned as ACFE Board Chairperson. Dr Ron Wilson was appointed as Acting Chairperson in the interim until Ms Sue Christophers was appointed as Chairperson of the Board on 27 October 2015 for a two year term. On 18 August 2015 Michael Grogan and Phillip Chan were appointed to their first terms and on 31 March 2016 the terms of Ms Andrea McCall and Ms Robyn Archer expired. On 30 June 2016 Ms Maree McPherson resigned from the Board.

ACFE BOARD AND COMMITTEE MEETINGS

The ACFE Board met six times during 2015-16. 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 2015-16 the independent members of this committee were:

- Jonathan Thomas, a partner at ShineWing Australia (Chairperson)
- Rowena Allen (to 27 July 2015)
- Sue Christophers (from 27 October 2015)
- Penny Wilson
- Ron Wilson
- Andrea McCall (first term expired 31 March 2016).

REPRESENTATION ON OTHER BODIES

Members of the ACFE Board represented the Board on the following working groups and ad hoc committees

- ACFE Board Research Committee
- ACFE Learn Local Brand Promotion Strategy Group
- CAIF Applications Evaluation Panel
- Community Solutions Working Group
- Community Solutions Steering Committee
- Learn Local Conference Planning Committee
- Regional Governing Project Steering Committee
- Victorian Learn Local Awards Judging Panels
- Victorian Training Awards Judging Panels.

In addition seven members of the ACFE Board undertook liaison and communication support roles with the Regional Councils as 'Board Champions'.

ACFE BOARD MEMBERS 2015-16



Rowena Allen (former Chairperson)

concluded her term as Chairperson of the ACFE Board in July 2015 after more than 5 years in the role. Ms Allen is a former Chair of the Victorian Skills Commission, the Youth Affairs Council of Victoria (YACVIC), and former member of the Hume Regional Development Australia Committee. Ms Allen has been recognised for her community service: in 2003 she received a Centenary Medal and in 2009 she was inducted into the Victorian Government Honour Roll for Women.



Sue Christophers PSM (Chairperson)

was appointed ACFE Board Chairperson in October 2015. With over twenty years at the senior executive level in the Department of Education and Training (including a period as General Manager of Adult, Community and Further Education), Sue has led the development of state and national policy, managed complex projects and contributed to major restructures within the Department. She has chaired several boards and committees including the Vocational Education and Training Advisory Committee and the Ministerial Qualifications Taskforce and in 2015 she received a Public Service Medal. Sue has led complex policy and service delivery reform in education and training at the state, national and international levels. In particular, she has been responsible for the establishment and management of government-to-government agreements on educational cooperation in the Middle East and Asia, and facilitated opportunities for Victoria to work with other countries to further all systems of education.



Dr Ron Wilson PSM (Deputy Chairperson)

is an education and training consultant and 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. Ron was awarded the Public Service Medal in the 1996 Australia Day Honours for introducing vocational training into Victoria's adult and juvenile corrections systems.



Professor Ian Anderson is Pro-Vice Chancellor, Engagement at the University of Melbourne. Previously Assistant Vice-Chancellor (Indigenous Higher Education Policy) and Director of Murrup Barak, Melbourne Institute

for Indigenous Development, he was also Foundation Chair for Indigenous Higher Education. His background is in medicine and social sciences and he has worked in Aboriginal Health for more than 25 years as a health worker, educator, general practitioner, policy maker and academic.



Robyn Archer is Workforce Development Manager at APA Group. She is a Learning and Development specialist with 20 years of experience working in education and establishing learning and development strategies for medium

to large corporations. Ms Archer has an understanding of the Learn Local sector and priority learner groups and has strong governance experience. Ms Archer concluded her term on the Board in March 2016.



Sally Brennan is an education consultant with a background in community development and adult community education. She was previously CEO of Upper Yarra Community House for 20 years. Sally

has qualifications in community development and a Master of Education. She is on the Board of Adult Learning Australia and other local boards. Sally has experience working with government at all levels, creating and maintaining local and regional services, community engagement, and working with industry and education providers to improve learning outcomes for disadvantaged and vulnerable learners.



Phillip Chan is a Planning and Business Improvement Analyst at Federation Square and Vice President and Communications Director of Dragon Boat Victoria. He has a Masters in

Business Administration from the Melbourne Business School and over 15 years consulting experience in corporate planning, change management, risk management and business improvement. He has previously worked in consultant and analyst roles in diverse organisations. Phillip currently holds a number of student mentoring and advisory roles at the University of Melbourne. He was appointed to the ACFE Board in August 2015.



Michael Grogan is the Director of the Advanced Manufacturing Growth Centre in Victoria. Previously CEO of Sutton Tools Pty Ltd, he sits on the Board of Manufacturing Skills Australia and the Victorian Manufacturing Skills and Training Taskforce. He is involved in the VET in schools sector, is on the School Committee of the Northern College of the Arts, and chairs the Inner Northern Local Learning and Employment Network (LLEN), the LLEN Chairs' Forum, and the William Ruthven Secondary College School Council. He is a member of the Northern Melbourne Regional Development Committee and the Defence Material Technology Centre. Mr Grogan was appointed to the ACFE Board in August 2015.



Dr Madeleine Laming is a Senior Lecturer in Education Development and former VET in schools coordinator and educator with an in-depth understanding of the vocational education and training sector. She has significant expertise in education policy, curriculum and student learning as well as knowledge of ethical governance. Prior to her appointment to the Board, Dr Laming was a member of the North Western Metropolitan Regional Council of ACFE.



Andrea McCall is a graduate in History and Politics from the University of Lyon and has a post graduate qualification in Human Resources. She was a member of the state parliament from 1996–2002. Since 2002 she has worked at a

number of Victorian universities tutoring and running work experience programs as well as hosting overseas business delegations and training courses for a number of state government departments. Andrea was chair of the Women's Correctional Services Advisory Committee and a member of Justice Health. She has chaired committees on Disability and Small Business. Ms McCall's first term on the Board expired in March 2016.



Maree McPherson provides mentoring, coaching, and facilitation services to individuals and organisations. Maree has 30 years' experience in the not-for-profit, government and statutory services sectors, primarily in regional

development, children's services, and disability services. She was previously Chief Executive Officer for a local government peak body in Victoria. Maree has post-graduate qualifications in organisational and workplace coaching, and business.



Sally Thompson is Federal Women's Policy Officer with the Australian Education Union and was formerly CEO of Adult Learning Australia, the national peak body for adult and community education. She also has

extensive not-for-profit governance experience. Her understanding of the sector has been developed through work as an adult literacy professional, including work with Indigenous communities in the Northern Territory. She has also held leadership roles in TAFE and the Learn Local sector in Victoria.



Penny Wilson has extensive government, community and private sector experience. As Principal Consultant with SHK Asia Pacific, she specialises in executive recruitment and business transition in government, not-for-profit

and regulatory settings. Penny has held senior roles in the public service and is former Chief Executive Officer of both the Responsible Gambling Advocacy Centre and the Victorian Council of Social Service. A long-standing volunteer in adult learning programs, Penny was Chair of Learn for Yourself, a Learn Local organisation. Penny has qualifications in social sciences, communications and business management and is an experienced non-executive board director.

Table 2. Board meeting attendance record

Board member	Meeting attendance
Rowena Allen	1/1
Ian Anderson	2/6
Robyn Archer	3/5
Sally Brennan	6/6
Phillip Chan	2/5
Sue Christophers	4/4
Michael Grogan	4/5
Madeleine Laming	5/6
Andrea McCall	5/5
Maree McPherson	3/6
Sally Thompson	6/6
Penny Wilson	6/6
Ron Wilson	6/6

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 Department of Education and Training (the Department) 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 supporting the ACFE Board to meet its objectives.

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

COMPOSITION

Each Regional Council is made up of a minimum of five members appointed by the Minister for Training and Skills, including one elected as Chairperson and one elected as Deputy Chairperson. The Regional Council 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, the 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 2013-2016 Strategic Plan through a 2015-16 Business Plan for the ACFE Board and individual Regional Council plans.

Of the 24 actions identified in the Board's Business Plan, 18 actions were identified as progressing satisfactorily and ongoing by 30 June 2016. A further three items were identified as being complete but having been absorbed into other initiatives and therefore 'business as usual'. Nineteen actions are recommended to continue in some way into 2016-17, when a new strategic plan comes into effect.

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.

PROGRAM GOVERNANCE

PARTICIPATION BRANCH

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

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 Governance and Planning Unit
- Program Management Unit
- Strategic Projects and Research Unit
- Training Participation Regional Support Unit

SENIOR PARTICIPATION BRANCH STAFF

Director, Participation Branch

Ryan Collins

Manager, ACFE Governance and Planning Unit

Jane Dewildt

Manager, Program Management Unit

Eduard de Hue

Manager, Strategic Projects and Research Unit

Verna Kearney

Manager, Training Participation Regional Support Unit

Teresa Durka

Training Participation Regional Support Manager,
North Eastern Victoria

Julie Hebert

Training Participation Regional Support Manager,
North Western Victoria

Kaye Callaghan

Training Participation Regional Support Manager,
South Eastern Victoria

Robyn Downie

Training Participation Regional Support Manager,
South Western Victoria

Georgina Ryder

WORKFORCE DATA

The Department manages matters relating to staffing, workforce data, the application of merit and equity principles and occupational health and safety (see the Department's Annual Report 2015-16).

ENVIRONMENTAL IMPACTS

The Department manages the office-based environmental performance improvement initiatives and requirements of the Department (see the Department's Annual Report 2015-16).

ACFE BOARD CONTRACTING AND PAYMENTS

The Victorian Government, through the ACFE Board, supported the delivery of pre-accredited programs through contracts with 272 Learn Local organisations, AMES Australia and the CAE.

Funds were provided to support the delivery of adult education and training. The advice of Regional Councils informs the level of delivery contracted each year from each organisation.

The Department continued to separately contract those Learn Local organisations delivering accredited training under the Victorian Training Guarantee. There were 102 Learn Local RTOs contracted in 2015.

AUDITS

ACFE Board audits

The ACFE Board undertook special financial assessments of two 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 2015-16, audits were undertaken to aid in the implementation of a new grants management system, and to determine the Board's compliance with the revised *Standing Directions of the Minister for Finance* (the Standing Directions) issued in 2016. The revised Standing Directions were issued by the Minister for Finance and are applicable for the 2016-17 financial year. The Board was found to be largely compliant with the requirements, with some action taken to remedy the partial compliance arising from the revisions in Directions.

ADMINISTRATION OF FUNDS

State appropriated funding

State funds for delivery support, pre-accredited program 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 AEIs.

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 Training 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.

Table 3 presents a list of the curriculum owned and maintained by the ACFE Board.

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 pathways to further qualifications and training.

Table 3. 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 of Liberal Arts	31/12/2016
Course in Recognised Informal Learning	31/12/2017
Course in Assessment of Informal Learning	31/12/2017

ACTIVITIES AND ACHIEVEMENTS

The activities and achievements of the ACFE Board during 2015 can be categorised according to the four main objectives of the ACFE Board's 2013-16 Strategic Plan.

ALL VICTORIAN ADULT LEARNERS HAVE ACCESS TO VOCATIONAL LEARNING IN AN APPROPRIATE SETTING

GROWING PRE-ACCREDITED DELIVERY

During 2015 Learn Local organisations were given the opportunity to apply for additional funds, allocated from the 2014-15 budget, to undertake activities that would:

- increase pre-accredited programs in areas with significant population growth or social/economic change
- support the trial of modifications to pre-accredited program delivery to meet the needs of highly disadvantaged learners.

Thirty-four organisations designed 37 projects to trial different approaches to engaging and working with highly disadvantaged learners. Approaches included specialist classroom assistance to support learners, providing 'wrap around' support that addressed some of the barriers presented by non-educational factors, varying program durations and using more targeted strategies to engage and recruit learners.

Project reports provide a number of insights:

- complex factors influence the success of pre-accredited programs in meeting learner needs
- greater flexibility can generate viable learner numbers in isolated areas and is helpful in ensuring that individual learner needs can be met
- partnerships are beneficial in reaching and supporting high-needs learners
- higher staff-to-learner ratios are needed to have success with learners facing barriers
- shorter programs can appeal to some difficult to engage learners especially if there is flexibility to adapt programs once they commence
- delivering training solely for high-needs learners may not generate large numbers of enrolments and this group is difficult to retain which may make viability questionable.

The findings of these projects are an input to the work on the Pre-accredited Outcomes Framework.

COMMUNITY SOLUTIONS PROGRAM

The Community Solutions Program was designed to increase place-based training opportunities available to educationally disadvantaged learners in Victoria within their communities. The project contributes to the ACFE Board's mission to increase the educational participation and attainment of adults, improve social cohesion and boost the human and social capital of Victoria by increasing access to pre-accredited programs for adult learners in identified project locations and developing innovative and collaborative whole-of-community solutions.

Community Solutions is a cross-Government initiative with stakeholders from the Department, Department of Health and Human Services (DHHS), Municipal Association of Victoria (MAV) and local government. The project will develop, fund and implement place-based solutions that assist disadvantaged learners and increase access to pre-accredited programs. The project is successfully engaging the community in the City of Brimbank and the City of Casey. URBIS has been contracted by the ACFE Board to undertake a process and impact evaluation of the Community Solutions program.

CURRICULUM MAINTENANCE MANAGEMENT

The ACFE Board funds the Victoria University Curriculum Maintenance Service to manage curricula. This curricula supports the strategic objective of providing access to relevant, up-to-date curriculum for learners who are disadvantaged to enable them to participate and achieve outcomes that lead to employment and further education. The Victoria University Curriculum Maintenance Service provides professional development for staff from Learn Local organisations who are using ACFE Board curriculum in order to improve the quality of the learning experience and outcomes for learners.

ADDRESSING DISADVANTAGE BY INCREASING SOCIAL AND ECONOMIC PARTICIPATION AND ENGAGEMENT WITH THOSE FACING BARRIERS TO LEARNING

DIGITAL LITERACY FOR OLDER VICTORIANS

The Digital Literacy for Older Victorians program aims to establish training opportunities for older Victorians at risk of being disadvantaged or isolated through a lack of digital literacy skills that will allow them to use devices and services such as computers, mobile phones, the internet and online banking.

In 2015 the program was targeted to four areas with high populations of disadvantaged older people:

- City of Brimbank
- City of Greater Dandenong
- Rural City of Mildura
- Moira Shire.

In regional locations the program included outreach to isolated rural communities.

The training approach included strategies such as using affordable technologies and providing learner support through the use of volunteers.

One hundred and thirteen people took part in programs and both they and the Learn Local organisations offering the programs reported positive outcomes.

FAMILY LEARNING PARTNERSHIP PROGRAM

To engage vulnerable, newly arrived and Indigenous parents in learning, the ACFE Board supported a trial of 17 Family Learning Partnerships over a 12 month period ending in September 2015. This trial has been led by Learn Local organisations in collaboration with schools, local government and early childhood providers. It aimed to encourage and support parents to start new learning journeys, develop pathways to further learning and employment, and to foster a culture of lifelong learning amongst families.

Supported by the use of Communities of Practice, the trial has been able to successfully facilitate strong engagement across a wide variety of family-centred learning, and enable further involvement in education, confidence, and broader life opportunities for parents. The experience gained in the trial will inform a continuation of the program into 2016-17.

FAMILY LEARNING SUPPORT PROGRAM

The Family Learning Support Program (FLSP) provides funding to Learn Local organisations to fully or partially subsidise the cost of child care where affordability is a significant barrier to participation in Government subsidised training at a Learn Local organisation. Each year Learn Local organisations opt-in to the program and receive funding, aligned with the level of training delivered, to assist those not able to access the Commonwealth Approved Child Care Benefit with child care. In 2015 52 Learn Local organisations participated in the program. Given the limited take up (less than 20 per cent of registered Learn Local organisations), an external review will be undertaken in 2016 to test the assumption that child care is the most significant barrier to participation for adult learners with children and to determine if FLSP is the most effective use of ACFE Board funds.

ENSURING A SUSTAINABLE LEARN LOCAL SECTOR

A-FRAME EXCHANGE

The A-frame is a resource for planning and documenting educational practices. It provides a curriculum model for the development and delivery of pre-accredited programs and includes practical tools for planning and documenting learning programs to ensure that pre-accredited courses are of a consistent quality across the state.

The A-frame Exchange meets the commitment the ACFE Board made to Learn Local organisations in 2013 to provide a secure sector-owned online resource that supports the exchange of quality Pre-accredited A-frames between Learn Local providers. The A-frame Exchange will support professional development of providers and strengthen pre-accredited program delivery to learners in communities across Victoria through facilitating the exchange of ideas and innovative practice.

PARTNERSHIP SUPPORT PACKAGE

Learn Local organisations have demonstrated their ability to develop both formal and informal networks and establish partnerships. To further support these endeavours the Learn Local Partnership Support Package was developed and completed in 2015. The resource includes guidance materials and resources specifically designed for the Learn Local sector to establish formal partnerships, from exploration and development, through to implementation, maintenance and dissolution. The guidance materials and resources contained in the package are built on strong evidence and are underpinned by extensive consultation with a large number of Learn Local organisations experienced in partnerships.

CAPACITY AND INNOVATION FUND

The ACFE Board supports a strong and sustainable Learn Local sector, and seeks to foster a culture of innovation, through the Capacity and Innovation Fund (CAIF). In 2015-16 grants totalling approximately \$2 million were allocated to 33 organisations. The grants supported providers to pursue projects including: partnerships between Learn Local organisations that will build their capacity to deliver programs sustainably across a local government area; increasing their focus on particular groups in the community to support their learning needs better; establish and foster social enterprises and associated learning opportunities; and strengthening connections beyond the Learn Local sector both with industry and other vocational education providers.

By undertaking these projects Learn Local organisations, often working in partnership with others in the sector or with other organisations in their community, are able to develop and implement projects designed to meet learner needs better and to increase participation and attainment in pre-accredited programs.

Reflecting as they do the needs of individual communities, the projects are diverse in scope, focus and size. However, they have in common that they bring a lasting benefit to learners in terms of improved systems, programs and services in Learn Local organisations across Victoria.

PRE-ACCREDITED OUTCOMES FRAMEWORK

In March 2015 the ACFE Board approved the scoping and implementation of a high level Outcomes Based Framework for Government Subsidised Pre-Accredited Training (the Framework). This followed extensive consultation with Learn Local organisations across Victoria to develop a shared understanding of pre-accredited programs: what they are, who they are for and how they are best delivered to learners in community settings. Four key elements of pre-accredited programs were identified including outreach/engagement, learner support and wellbeing, teaching and learning, and pathways to further education or employment. A research project was commissioned to test and refine the Framework and to develop recommendations to help support its implementation. The objective is to better align existing pre-accredited program arrangements with the Framework and to maximise the benefits for disadvantaged learners of participation in pre-accredited programs.

LEARN LOCAL BRAND SUSTAINABILITY STRATEGY

The ACFE Board is currently developing a Learn Local Brand Management Strategy (the Strategy). The purpose of this Strategy is to review the Learn Local network brand's current approach, to strengthen the brand's implementation and reach and to provide recommendations to the ACFE Board to ensure its ongoing sustainability. In order to ensure that the approach chosen for the ongoing management of the Learn Local network brand is the most appropriate and beneficial for both the ACFE Board and the Learn Local network, the Strategy has been divided into two phases.

Phase 1 includes a comprehensive review of the Learn Local network brand. This phase is currently underway and is expected to conclude in October 2016. Phase 2 includes an investigation into ways the ACFE Board can ensure the sustainability of the Learn Local brand into the future. The development of the Strategy is being overseen by the ACFE / Learn Local Brand Promotion Strategy Group which includes representatives from the ACFE Board, the ACFE Regional Councils, the Department and individual Learn Local organisations.

CONFERENCE SUPPORT POLICY

In December 2015, the ACFE Board endorsed a new Conference Support Policy. The policy provides a central framework for evaluating requests that the ACFE Board receives for conference support from external organisations. It is modelled on the Victorian Government Sponsorship Policy and is based on the following four principles: ensure probity; achieve efficiency and effectiveness; ensure accountability; and implement effective risk management.

Since the endorsement of the policy, the ACFE Board has supported the 2016 Neighbourhood Houses Victoria Conference held in May.

PROVISION OF EVIDENCE BASED INDEPENDENT ADVICE ON POLICY, STRATEGY AND INNOVATION

VET DEVELOPMENT CENTRE

The VET Development Centre is funded by the ACFE Board to support workforce development activity for Learn Local organisation staff. Evaluation of previous professional development workshops and liaison with Learn Local organisations has led to tailored professional development programs which meet the professional development requirements of Learn Local organisation staff. Approximately 225 funded places were made available to Learn Local staff in 2015.

ACFE BOARD RESEARCH

The ACFE Board commissions research as a means for gathering evidence, advice and information on matters of importance for the Board. Research is undertaken periodically as projects are identified. During 2015-16, the ACFE Board received final papers from research undertaken by selected Adult Community Education (ACE) Peak bodies, providing advice on matters that support access to vocational learning.

RESPONSES TO THE REVIEW OF VET FUNDING

The ACFE Board continued its active participation as a key stakeholder in the VET Funding Review, contributing a response to the Issues Paper and receiving briefings from Department staff to ensure that they remained engaged with the processes being followed to implement the government response. The Board will have an ongoing role in ensuring that the implementation of the response supports the development of a sustainable Learn Local sector.

REGIONAL GOVERNING PROJECT

To support ACFE Regional Councils in discharging their governance role effectively and consistently, the ACFE Board commissioned a project to develop a set of resources and procedures that Councils could use. Now located on the ACFE Regional Council Resources Hub on the Department's website, the resources include guidance for council members, chairpersons and their deputies, on a range of topics including managing conflicts of interest, recruiting new members, negotiating with stakeholders and advising new members. The resources are regularly reviewed and updated as required.

2015 AWARDS

2015 LEARN LOCAL AWARDS

The Victorian Learn Local Awards promote adult, community and further education 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 2015 Awards at a dinner on Thursday 10 September attended by over 250 stakeholders from across the sector. Prize money totalling \$50,000 was awarded to the following winners:

- Outstanding Learner – Karen Hokai, East End Community House, Mildura
- Outstanding Practitioner – Karen Fleischer, Paynesville Neighbourhood Centre
- Outstanding Pathways Program – Creating Pathways into the Community, Shepparton Access
- Excellence in Creating Local Solutions – BizE Centre, YouthNow
- AMES Australia Diversity Innovation – Job Ready, Lifestyle and Karen Language programs, Nhill Learning Centre
- Learn Local for Business – Barker Trailers and Kyneton Community and Learning Centre
- Learn Local Legends:
 - » Portland Workskills
 - » Pines Learning
 - » Buchan Neighbourhood House
 - » Meredith Community Centre
 - » Pangerang Community House
 - » Kyneton Community and Learning Centre
 - » Wyndham Community and Education Centre
 - » Port Melbourne Neighbourhood Centre



2015
LEARN LOCAL
AWARD
LEGEND

A key strength of the Learn Local sector is the way diverse Learn Local organisations deliver locally-relevant services and also work together to have a greater influence.

Amongst these organisations there are some who go above and beyond in their innovation, best practice and leadership. The Learn Local Legend Award recognises these organisations.

Each ACFE Regional Council chooses an organisation to receive the award, taking into consideration the organisation's 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.

VICTORIAN COMMUNITY TRAINING PROVIDER OF THE YEAR

Presented for the first time in 2015, the ACFE Board sponsored the Victorian Community Training Provider of the Year Award category at the Victorian Training Awards.

The award, which carried a prize of \$10,000, was open to Learn Local organisations, and was awarded to an organisation that demonstrated innovation and excellence in local community education provision as part of Victoria's training system.

In making the award, the judges considered how well an organisation demonstrated:

- capacity to design and implement innovative and high-quality training programs that are highly valued by the local community and are responsive to learner needs
- understanding of the local community and how to attract learners facing barriers to participation and attainment in vocational training
- partnerships and participation in broader service delivery within the local community.

In 2015, Diversitat, Wellsprings for Women and Nhill Neighbourhood House Learning Centre (NNHLC) were selected as finalists, with NNHLC named as the winner. The judges identified the Centre's role as a local access point for adult learning, their proactive response to meeting the needs of a rapidly growing community of migrant and refugee learners, and their engagement in the broader service provision systems of the district as key strengths that contributed to their win.



BARWON SOUTH WESTERN

REGION OF ACFE

This region covers nine local government areas and stretches from Greater Geelong to Victoria's western state border. Home to 260,000 people in 2011, Geelong and surrounds is the fastest growing region in Victoria outside of the Melbourne metropolitan area. In the western part of the region, the population and economic activity is centred around Warrnambool on the coast.

The economy of the region is varied and includes manufacturing, agriculture, horticulture, aquaculture, tourism, education, research, healthcare and service sectors.

LEARNER AND PROGRAM DELIVERY PROFILE

During 2015 1,885 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the ten local government areas in the region.

Of these learners:

- 64 per cent were female
- 35 per cent had a highest qualification level of Year 10
- 14 per cent were aged under 24 years
- 16 per cent of enrolments were from people who identified as being from culturally and linguistically diverse backgrounds.

Twenty-six Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Barwon South Western region in 2015.

Figure 6. Percentage of pre-accredited enrolments per capita, Barwon South Western (2015)

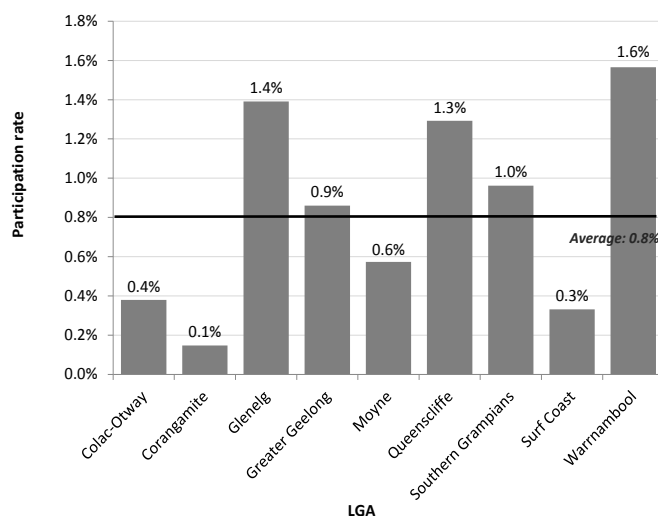


Figure 6 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated residential population (2014) in each LGA in the region. On average across the region 0.8 per cent of people participated in a Learn Local pre-accredited program in 2015. Participation in Glenelg, Greater Geelong, Queenscliffe, Southern Grampians and Warrnambool was above the average whereas participation in the other four LGAs was below the average.

Figure 7. Percentage of pre-accredited enrolments by priority group, Barwon South Western (2015)

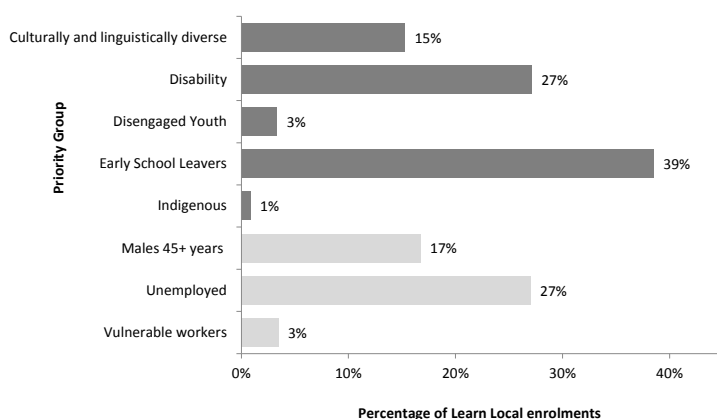


Figure 7 shows the percentage of learners enrolled in pre-accredited programs in 2015 who reported characteristics of educational disadvantage. These groups are not mutually exclusive and learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

REGIONAL COUNCIL ACTIVITIES

The Barwon South Western Regional Council adopted an ambitious program of activity for 2015. A high-level service mapping exercise was undertaken to support strategic decision making and to target future discussion and activities towards areas of highest impact. Consultants Foresight Lane mapped current service provision, pathway provision for learners, place-based need and Learn Local organisations' capability.

This analysis consolidated pre-existing information and gathered new information where there had been once an absence of data. It identified emerging risks, service gaps and opportunities for innovation. The results of the analysis informed the Council's priorities for work in the region.

The mapping findings highlighted the way an effective Learn Local organisation provides a bridge into participation in the workforce and or further learning for those who would otherwise have been excluded. To do this, a Learn Local organisation requires a number of key elements to be in place, each working effectively. They include sound governance, leadership, workforce capacity, appropriate infrastructure (including facilities and technology), attractive and marketable products, useful connections, partnerships, networks, and functioning business models.

The mapping exercise articulated characteristics of an effective Learn Local system: connection to a local market, accessibility to local populations who are vulnerable to exclusion from learning, products that are responsive to and anticipate local industry need, and

the ability to change, innovate and respond rapidly to emerging need.

Points highlighted in the service mapping specific to the region included:

- thin markets in the region create challenges in offering viable, responsive programs.
- change in the industry mix in the region will challenge communities.
- Employers are expanding their traditional understanding of skills to include interpersonal skills or 'soft skills' required for undertaking work.
- There continues to be a need for a focus on literacy and numeracy skills, personal skills, practical training or hands-on-learning and workplace learning, particularly for disadvantaged learners.

A key strategic challenge for the Council and Learn Local organisations is to assert the indispensable value of Learn Local organisations and pre-accredited programs in the learning and employment service system. Learn Local organisations can demonstrate this value by acting as 'community businesses', with products that are attractive to potential learners and the agencies who work with them, developing people with capabilities that are valuable in accredited training and potential employment.

REGIONAL COUNCIL MEMBERS 2015-16

David Cotsell (Chairperson), Jan Golden (Deputy Chairperson), Louise Cameron, Louisa-Jane Cunningham, Allison Fleming, Debbie Hope, Heather Reardon, Anne Marie Ryan, Leonie Saundry



Portland WorkSkills is an RTO and a Neighbourhood House, and has delivered programs funded by both the Commonwealth and Victorian State Governments. It delivers Community Services, Information Technology and a Certificate IV in Training and Assessment. Portland WorkSkills has a focus on engaging people who are long term unemployed. One of their current projects will explore the demand for the Certificate III in Education Support and will build connections with schools in Portland and surrounding areas.



EASTERN METROPOLITAN

REGION OF ACFE

This region extends from Hawthorn and Kew in the inner eastern suburbs to the Dandenong and Yarra Ranges. While 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 AND PROGRAM DELIVERY PROFILE

During 2015 4,232 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the seven LGAs in the region.

Of these learners:

- 69 per cent were female
- 25 per cent had a highest qualification level of Year 10
- nine per cent were aged under 24 years
- 31 per cent of enrolments were from people who identified as being from culturally and linguistically diverse backgrounds.

Forty Learn Local organisations and two AEIs reported delivery of government-subsidised pre-accredited programs in the Eastern Metropolitan region in 2015.

Figure 8. Percentage of pre-accredited enrolments per capita, Eastern Metropolitan (2015)

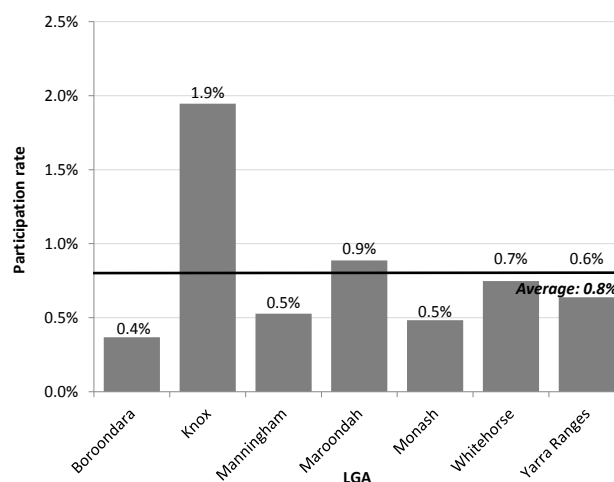


Figure 8 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated residential population (2014) in each LGA in the region. On average across the region 0.8 per cent of people participated in a Learn Local pre-accredited program in 2015. Participation in Knox and Maroondah was above the average whereas participation in the other five LGAs was below the average.

Figure 9. Percentage of pre-accredited enrolments by priority group, Eastern Metropolitan (2015)

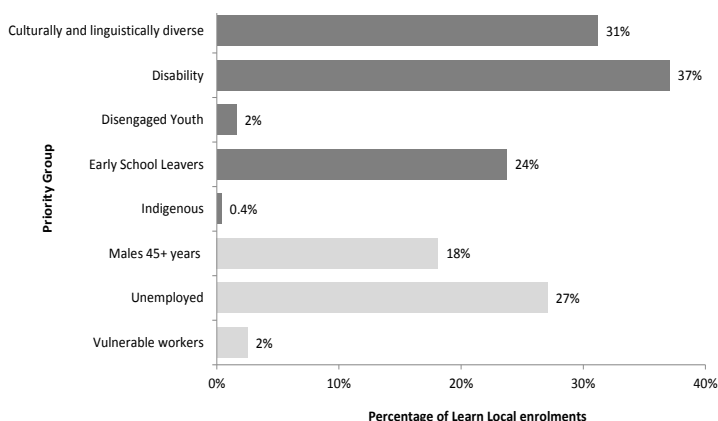


Figure 9 shows the percentage of learners enrolled in pre-accredited programs in 2015 who reported characteristics of educational disadvantage. These groups are not mutually exclusive so learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

REGIONAL COUNCIL ACTIVITIES

In 2015 the Eastern Metropolitan Regional Council priorities focused on:

- developing leadership skills in Learn Local organisations
- encouraging the formation of Learn Local partnerships
- gathering regional intelligence for strategic decision making
- ensuring pre-accredited program delivery in areas of need.

The Council actively promoted Success4U, a Facilitator and Learner Guide for learners transitioning from pre-accredited programs to VET programs at TAFE or RTOs (a joint Southern and Eastern Metropolitan Councils project). The guide comprises seven modules that cover the content and skills required to effectively participate in vocational training. The guides were successfully trialled in both regions. Learn Local organisations welcomed the resource to assist in their development of pathway programs.

During 2015, the Council continued to focus on trends in provision across the region. *North East Victoria (NEV) Mapping* was a joint project between the Hume and Eastern Metropolitan Councils. The project provided data on LGAs, Learn Local organisations, learner numbers and pathways, program categories, new programs and any significant collaborations occurring in each LGA. This enabled the Council to focus on the specific needs and issues in each LGA. Regional Council members nominated themselves to be the champion of a

particular LGA, bringing local intelligence on their area to Council meetings.

The *Eastern Leads* Project was commissioned to set up a managers' network, address identified professional development needs and conduct a peer and expert mentoring program for individuals. Participation was extremely high with 42 Learn Local organisations in the region participating in the activities. Outputs from the project included production of five YouTube videos on marketing tips for Learn Locals, two mentor training sessions, establishment of 11 peer mentoring and coaching relationships, development of a suite of human resource management tools, and 14 professional mentoring sessions. In addition, two managers' network meetings and four RTO network meetings were conducted.

Feedback from participants was extremely positive. The Council is confident that this approach to developing leadership and collegial relationships between Learn Locals supports their long term sustainability.

During 2015, Council members continued to hold meetings in Learn Local organisations across the region. Committees of Management and staff provided an overview of their services, achievements, opportunities and challenges that Learn Locals are facing. Regional Council members also participated in Provider Forums throughout the year to communicate the Regional Council's activities and increase engagement with Learn Local organisations.

REGIONAL COUNCIL MEMBERS 2015-16

Beverley Knowles (Chairperson), Helen Falconer (Deputy Chairperson), Joseph Cullen, Antony Falkingham, Fiona Graham, Yvonne Ho, Carmen Pace, Jeanette Swain, Kalifroni Taifalos, Helen Worlidge



2015
LEARN LOCAL
AWARD
LEGEND



Pines Learning offers pre-accredited programs in adult literacy for CALD learners and those seeking job-specific related skills. Accredited training ranges from Certificate II to Diploma in subjects including Business and IT, Home and Community Care, Children's services and VCAL. The organisation provides a range of engaging programs for local youth and community members seeking to re-enter the workforce. Pines Learning has developed strategic partnerships with Bendigo Bank, local government, schools and other Learn Local organisations to assist them in providing programs for the community.



GIPPSLAND

REGION OF ACFE

This region covers six LGAs and stretches from Melbourne's outer south-east to the state's border in Victoria's far east. The region's economy is based around electricity generation, agricultural industries and a growing reliance on tourism along the coast from Phillip Island to Lakes Entrance.

In response to a distributed population, the Learn Local organisations in the Gippsland Region have developed blended learning models to deliver pre-accredited programs in 'thin' markets.

LEARNER AND PROGRAM DELIVERY PROFILE

During 2015 1,566 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the six LGAs in the region.

Of these learners:

- 63 per cent were female
- 35 per cent had a highest qualification level of Year 10
- 14 per cent were aged under 24 years
- eight per cent of enrolments were from people who identified as being from culturally and linguistically diverse backgrounds.

Twenty-seven Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Gippsland region in 2015.

Figure 10. Percentage of pre-accredited enrolments per capita, Gippsland (2015)

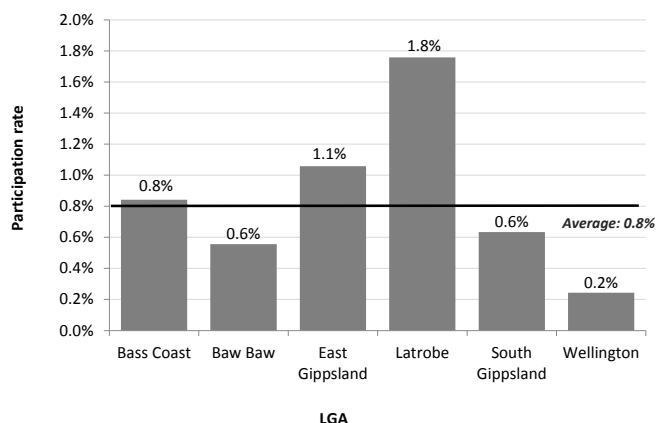


Figure 10 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated residential population (2014) in each LGA in the region. On average across the region 0.8 per cent of people participated in a Learn Local pre-accredited program in 2015. Participation in Bass Coast, East Gippsland and Latrobe was above the average whereas participation in the other three LGAs was below the average.

Figure 11. Percentage of pre-accredited enrolments by priority group, Gippsland (2015)

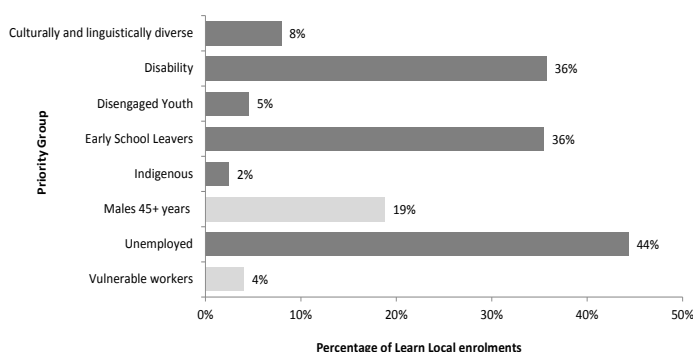


Figure 11 shows the percentage of learners enrolled in pre-accredited programs in 2015 who reported characteristics of educational disadvantage. These groups are not mutually exclusive and learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

REGIONAL COUNCIL ACTIVITIES

During 2015 the Gippsland Regional Council continued to support focused delivery of pre-accredited programs in the region.

The Council's priorities for 2015 were:

1. Skills development in Learn Locals
2. Ensuring provision of access to pre-accredited programs across Gippsland
3. Marketing of the Learn Local brand.

The Council was keen to identify any gaps in pre-accredited provision in Gippsland. A mapping exercise was carried out and it provided data on current provision in Gippsland and useful demographic and social indicators such as unemployment rates and educational attainment.

The Council Chairperson and department regional staff met with the CEO and the staff from Federation Training on a number of occasions throughout the year. Collaboration between Learn Locals and Federation Training is widespread with Memorandums of Understanding being developed in a number of locations across the region. The goal is to achieve better reach, retention and pathways for learners.

Department data on delivery trends in 2015 has been useful in providing details on delivery patterns to high needs learners. There is still some evidence that some areas with high-needs learners do not have access to pre-accredited program delivery however there is definite improvement.

The Council encouraged Learn Local organisations in the Latrobe Valley to provide English as an Additional Language (EAL) to new migrant communities. These classes are now well attended and pathways into accredited delivery are occurring as appropriate.

The Council commissioned a Learn Local development project through the Warragul Community House which focused on skills development in Learn Local organisations. The project focused on mentoring and researching ideas from across Learn Local organisations in Victoria and replicating them in Gippsland. Ten organisations participated in this project. Each organisation was supported to determine its development needs. Mentors with specialist skills were assigned to each organisation and worked on the developmental areas throughout the year. An evaluation of the project was undertaken in April 2016 with positive results.

Members of the Council attended Learn Local forums and visited Learn Local organisations throughout 2015. They were keen to understand the issues that were impacting on Learn Local providers in order to be better positioned to provide advice to the ACFE Board.

Learn Local organisations undertaking CAIF projects have been invited to attend Regional Council meetings to present their project outcomes. This has been well received by the organisations and Council members.

The Council was in a strong position to provide advice to the ACFE Board throughout 2015.

REGIONAL COUNCIL MEMBERS 2015-16

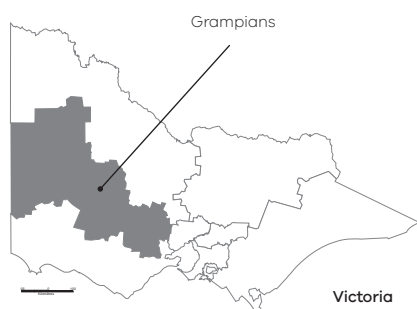
Julie Hocking (Chairperson), Karen Fleischer (joint Deputy Chairperson), Glenda McPhee (joint Deputy Chairperson), Catherine Brigg, Gail Morley, Catherine Pickett (resigned 17 May 2016), Josie Rose, Margaret Taylor, Peter Whitley (resigned 7 August 2015)



2015
LEARN LOCAL
AWARD
LEGEND



Buchen Neighbourhood House has shared its expertise in blended delivery and implemented the Learn and Connect project through the use of the Technology Enabled Learning Centre, enabling students in isolated or remote locations to access pre-accredited programs. It is piloting an Introduction to Hospitality course, and has built supportive relationships with key partners such as Federation Training, local government and other community agencies including the Local Learning and Employment Network (LLEN). Buchen understands that when Learn Local organisations work together, they achieve more.



GRAMPIANS

REGION OF ACFE

This region covers 11 LGAs and stretches from Bacchus Marsh in the east through to the state border in the west. The region spans a large geographic area with a relatively small population. The population is mainly centred in and around Ballarat with dispersed populations in Bacchus Marsh, Horsham, Ararat and Daylesford. Ballarat drives most economic growth and combined with Hepburn and Pyrenees is one of the fastest growing functional economic areas in regional Victoria.

The economy of the region is diverse including manufacturing, health care, social assistance, construction and agriculture predominantly in the Wimmera.

LEARNER AND PROGRAM DELIVERY PROFILE

During 2015 1,331 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the eleven LGAs in the region.

Of these learners:

- 65 per cent were female
- 30 per cent had a highest qualification level of Year 10
- nine percent were aged under 24 years
- 20 per cent of enrolments were from people who identified as being from culturally and linguistically diverse backgrounds.

Twenty-two Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Grampians region in 2015.

Figure 12. Percentage of pre-accredited enrolments per capita, Grampians (2015)

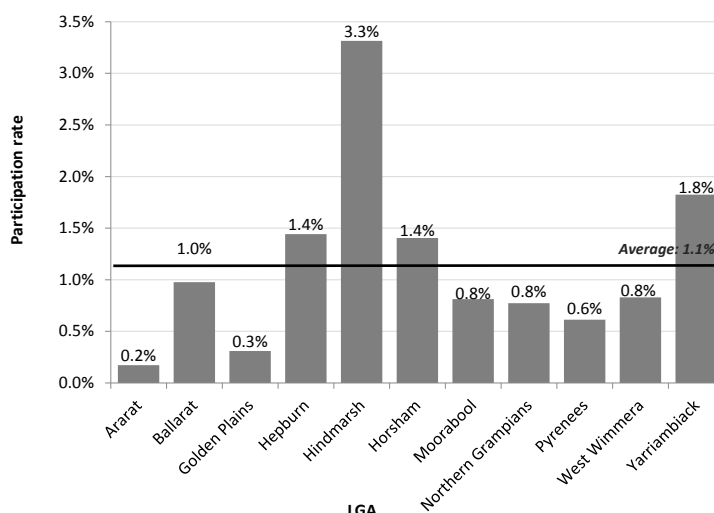


Figure 12 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated residential population (2014) in each LGA in the region. The figure shows that on average across the region, 1.1 per cent of people participated in a Learn Local pre-accredited program in 2015. Participation in Hepburn, Hindmarsh, Horsham and Yarriambiack was above the average whereas participation in the other seven LGAs was below the average.

Figure 13. Percentage of pre-accredited enrolments by priority group, Grampians (2015)

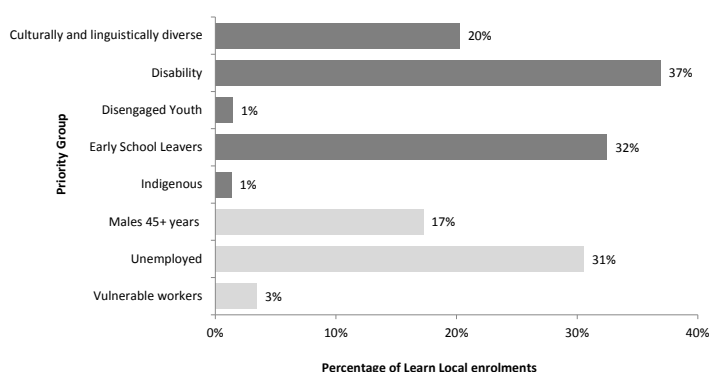


Figure 13 shows the percentage of learners enrolled in pre-accredited programs in 2015 who reported characteristics of educational disadvantage. These groups are not mutually exclusive and learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

REGIONAL COUNCIL ACTIVITIES

In 2015 the Grampians Regional Council focused on providing strategic clarity and practical assistance to Learn Local organisations across the Grampians region, and positioning the Council as a system-level leader in the region.

The Council commissioned consultants, Foresight Lane to undertake a service mapping project to build regional intelligence on service gaps, risks and innovation opportunities. This work was underpinned by a focus on improved communication between the Grampians Regional Council and Learn Local organisations, and to provide constructive advice and context for the ACFE Board.

The intent behind the strategy was to better prepare the local learning system in the Grampians region for existing challenges and to capitalise on new and emerging opportunities.

The service mapping also drew upon the labour market analysis commissioned by the Council in 2014 which highlighted the local context and the industries that are of most importance to the Learn Local sector in the Grampians region.

Learn Local organisations across the region have to respond to a range of challenges including, increased administrative requirements; funding envelope changes; market volatility and increased competition; thin markets; maintaining appropriate governance arrangements; keeping up with technological advancements; the broad span of responsibility for executive staff; and changing community characteristics (e.g. demographic shifts).

In shifting and competitive environments, there is a need for a clear identity and market differentiation. Learn Local organisations have a history of supporting people with a broad range of vocational and personal development skills that support economic independence, active citizenship and social connectedness.

The key strategic challenge facing Learn Local organisations and the region is to assert the value of Learn Local organisations and pre-accredited programs in the learning and employment ecosystem.

A series of projects and priorities has been developed for 2016 to assist the Council and Learn Local organisations to build the appropriate relationships to achieve this, and to develop products that provide value to different parts of the learning and employment sector.

REGIONAL COUNCIL MEMBERS 2015-16

Karen Monument (Chairperson), Jannine Bennett, Bryan Crebbin, Annette Creek, Patrick McAloon, Colin Haldane (3 June 2016), Roger Permezel, Tim Shaw, John Smith, Helen Weadon (resigned 28 March 2016), Michelle Whyte



2015
LEARN LOCAL
AWARD
LEGEND



The Meredith Community Centre operates in the small rural town of Meredith in the Golden Plains Shire. It works in partnership with local government and other organisations to deliver programs and services. One of their current projects is to establish a community hub in collaboration with the local school and kindergarten.



HUME

REGION OF ACFE

The Hume region extends from Wallan and Kinglake in the south to the Murray River in the north. 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 AND PROGRAM DELIVERY PROFILE

During 2015 1,484 people enrolled in government subsidised pre-accredited programs in Learn Local organisations across the twelve LGAs in the region.

Of these learners:

- 63 per cent were female
- 35 per cent had a highest qualification level of Year 10
- 21 per cent were aged under 24 years
- 10 per cent of enrolments were from people who identified as being from culturally and linguistically diverse backgrounds.

Twenty-six Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Hume region in 2015.

Figure 14. Percentage of pre-accredited enrolments per capita, Hume (2015)

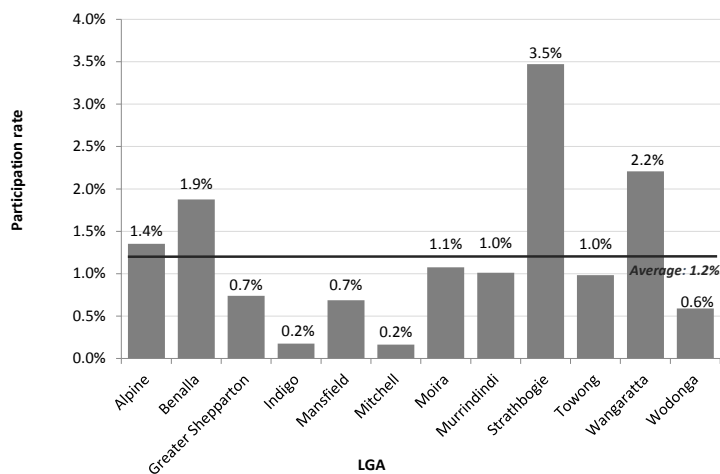


Figure 14 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated residential population (2014) in each LGA in the region. On average across the region 1.2 per cent of people participated in a Learn Local pre-accredited program in 2015. Participation in Alpine, Benalla, Strathbogie and Wangaratta was above the average whereas participation in the other eight LGAs was below the average.

Figure 15. Percentage of pre-accredited enrolments by priority group, Hume (2015)

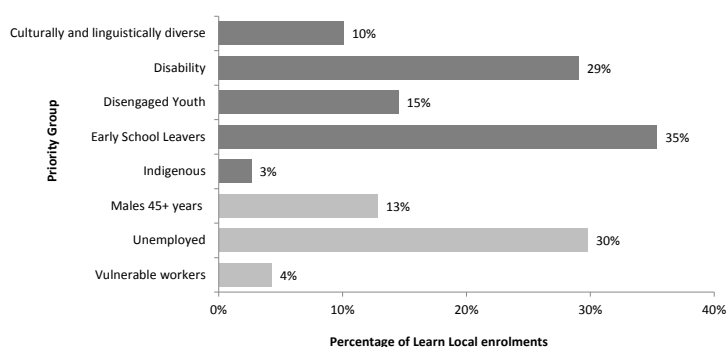


Figure 15 shows the percentage of learners enrolled in pre-accredited programs in 2015 who reported characteristics of educational disadvantage. These groups are not mutually exclusive and learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

REGIONAL COUNCIL ACTIVITIES

In 2015 the Hume Regional Council focussed on three main areas:

1. Supporting Learn Local organisations to remain viable and sustainable and to become more innovative in their programming and delivery methods, through a leadership and mentoring project.
2. Supporting the Learn Local organisations to support each other in building their business, both local and outreach, and in sharing their workloads.
3. Increasing the Council's knowledge of the region's Learn Local organisations to raise the profile of the Council with Learn Local providers, and raise the profile of pre-accredited programs in the community.

In 2015 the Council encouraged Learn Local organisations to work collaboratively to redress gaps in provision to learners in the lower part of the region and to increase the range and type of programs offered. Positive results were evidenced in the number of new programs offered in 2015 and the willingness of a few larger providers to extend their delivery outside their own LGA. However, this option does need further scrutiny into the costs and impacts on Learn Local organisations providing the outreach option.

During 2015 the Council continued to focus on trends in provision in the region. *North East Victoria (NEV) Mapping* project was a joint project between the Hume and Eastern Metropolitan Councils. The mapping provided data on LGA, Learn Local organisations,

Learn Local RTOs, learner numbers and pathways, program categories, new programs and any significant collaborations occurring in each LGA. Each Council member was responsible for the intelligence around three designated LGAs in the region. This regional intelligence was discussed at each Council meeting to ensure that strategies could be put in place to redress potential disadvantage.

The *Hume Leads* project was commissioned to strengthen leadership in the sector through a focus on quality provision, innovation, outcomes, succession planning and compliance. Through the networking initiative Learn Local organisations could discuss business risks, growing their business and sharing innovative programs and delivery models to address the barriers to learner participation. Two workshops covered the building of sustainable alliances and the development of pre-accredited programs. In addition, eight pop-up planning sessions were held across seven locations in the region where Learn Local organisations were able to develop ideas about collaborations and innovation for the 2016 pre-accredited contracting submissions. A mentoring program was established with considerable interest in the mentoring program and the Council has elected to continue to focus on build on the development of skills and leadership in the sector in 2016.

The Council members continued to meet with Learn Local Committee of Management representatives and with staff to discuss their services, achievements and also the opportunities and challenges. Council members also participated in Provider Forums throughout the year to communicate the Council's activities to Learn Local organisations and increase engagement with them.

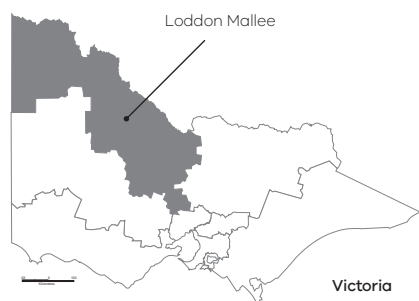
REGIONAL COUNCIL MEMBERS 2015-16

Jenny Branton (Chairperson), Andrew Kay,
Danny O'Donoghue, Felicity Williams.

There is one vacancy on this Council.



Pangerang Community House in Wangaratta delivers pre-accredited programs focused on the education and training needs of the community. Recognised as a leader in innovation, Pangerang is a regular presenter at Provider Forums, advising on good practice to other Learn Local organisations. Pangerang is the Learn Local representative on the Hume Regional Council Steering Committee for the 2015 Hume Leads project.



LODDON MALLEE

REGION OF ACFE

This region, occupying more than a quarter of Victoria, covers ten LGAs and 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 Mallee. Bendigo with a rapidly expanding population of 107,000 people and (to a lesser extent) Mildura with a population of almost 60,000 people offer diverse employment opportunities and are home to increasingly diverse communities.

Loddon Mallee has a growing economy in tourism, viticulture, equine, horticulture, crop, cattle, manufacturing and wool production. It is a major food producing area and is home to a vibrant manufacturing and service sector.

LEARNER AND PROGRAM DELIVERY PROFILE

During 2015 1,684 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the ten local government areas in the region.

Of these learners:

- 66 per cent were female
- 39 per cent had a highest qualification level of Year 10
- 16 per cent were aged under 24 years
- 20 per cent of enrolments were from people who identified as being from culturally and linguistically diverse backgrounds.

Twenty-six Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Loddon Mallee region in 2015.

Figure 16. Percentage of pre-accredited enrolments per capita, Loddon Mallee (2015)

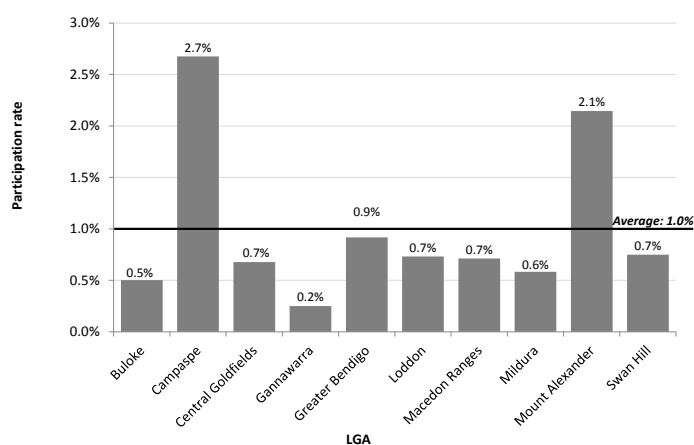


Figure 16 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated residential population (2014) in each LGA in the region. On average across the region 1.0 per cent of people participated in a Learn Local pre-accredited program in 2015. Participation in Campaspe and Mount Alexander was above the average whereas participation in the other eight LGAs was below the average.

Figure 17. Percentage of pre-accredited enrolments by priority group, Loddon Mallee (2015)

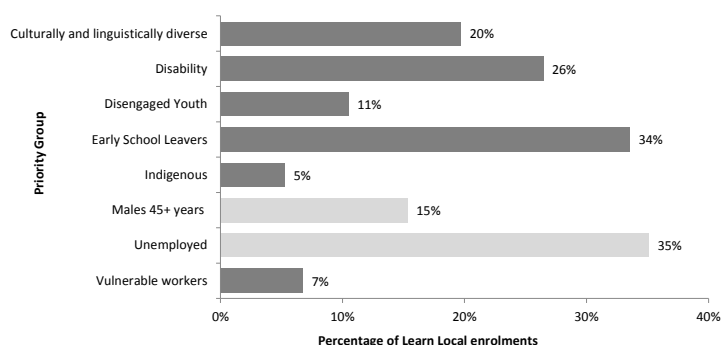


Figure 17 shows the percentage of learners enrolled in pre-accredited programs in 2015 who reported characteristics of educational disadvantage. These groups are not mutually exclusive and learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

REGIONAL COUNCIL ACTIVITIES

In 2015 the Loddon Mallee Regional Council conducted a community engagement project, Learning from the Learn Locals. A series of round table conversations was held across the ten local government areas in the region, attended by 31 Learn Local organisations, each local government, businesses and industry representatives, plus two government departments.

From these consultations the following themes emerged, as summarised on the infographic that was disseminated across the region and beyond:

- the profile of Learn Local Organisations in the community needs to be improved
- stronger advocacy is required to influence and make positive changes to adult education policy
- pre-accredited training is not recognised by Centrelink or the Job Active network as a valuable training option
- better marketing material is needed to raise the profile of pre-accredited programs in the community
- flexibility for the pre-accredited program is needed in regional and rural areas
- sharing resources and learning materials between Learn Local organisations across the region is highly desirable to ensure quality programs are being developed and delivered.

In 2015, the Council completed the *Coaching Young People for Success* project, with follow up workshops and evaluation of the program. This project strengthened the capacity of Learn Local organisations to work with young people across the region. Twenty-nine participants from 17 Learn Local organisations engaged in the training.

Other highlights of 2015 include:

- the development of the Shared Local Solutions project in Mildura
- the launch of the *New Entrants to Racing* program at the Kyneton Community and Learning Centre. This CAIF project in partnership with Racing Victoria, is trialling a state wide roll out of entry-level training to work in the Victorian racing industry
- the completion of a Partnership for Access CAIF funded program in Echuca. Seven Learn Local organisations partnered to plan for a more coordinated approach to pre-accredited program delivery to indigenous and marginalised learners in the Campaspe Shire
- two Learn Local organisations in the region were recognised in the 2015 Victorian Learn Local Awards. Karen Hokai, a learner at East End Community House in Mildura was named the 2015 Outstanding Pre-Accredited Learner while Barker Trailers working with Kyneton Community and Learning Centre, received the Learn Local for Business Award.

REGIONAL COUNCIL MEMBERS 2015-16

Ellen White (Chairperson), Anne Brosnan (Deputy Chairperson), Derek Bowman, Dawn Ferrier, Mary Keeffe, Glenn Milne, Melissa Neal, Robyn Stepnell (resigned 5 November 2015), Jacqui Watt, Rodney Young



2015
LEARN LOCAL
AWARD
LEGEND



Kyneton Community and Learning Centre is a Neighbourhood House and RTO, as well as offering a registered Child Care Service. Its emphasis is on youth programs and Community Services training. It was the lead agent for an ACFE Board funded program that saw the development of the Macedon Ranges Education Employment and Training Network that includes training providers and employers across the shire, as well as the Macedon Ranges Shire Council, Central Ranges LLEN, Cobaw Community Health and Kyneton Transition Hub.



NORTH WESTERN METROPOLITAN

REGION OF ACFE

Encompassing five of the metropolitan growth corridors, this region is Victoria's most rapidly growing. The region covers 14 LGAs and has the most diverse population in the state with almost 30 per cent of residents born in non-English speaking countries. 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 on the horizon and will bring further challenges and opportunities.

LEARNER AND PROGRAM DELIVERY PROFILE

During 2015 9,942 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the 14 LGAs in the region.

Of these learners:

- 65 per cent were female
- 39 per cent had a highest qualification level of Year 10
- 19 per cent were aged under 24 years
- 59 per cent of enrolments were from people who identified as being from culturally and linguistically diverse backgrounds.

Sixty-nine Learn Local organisations and two AElS reported delivery of government-subsidised pre-accredited programs in the North Western Metropolitan region in 2015.

Figure 18. Percentage of pre-accredited enrolments per capita, North Western Metropolitan (2015)

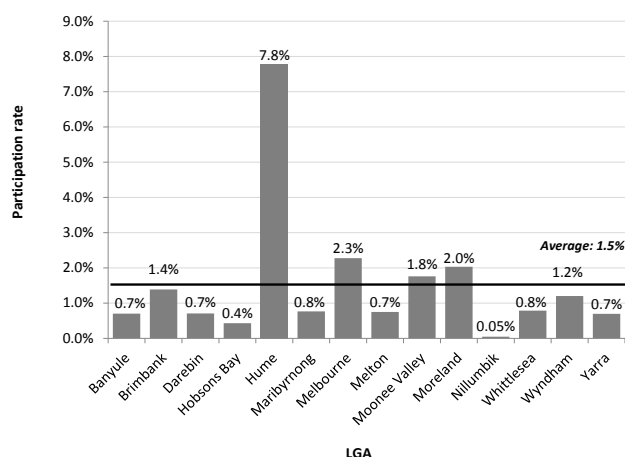


Figure 18 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated residential population (2014) in each LGA in the region. On average across the region 1.5 per cent of people participated in a Learn Local pre-accredited program in 2015. Participation in Hume, Melbourne, Moonee Valley and Moreland was above the average whereas participation in the other ten LGAs was below the average.

Figure 19. Percentage of pre-accredited enrolments by priority group, North Western Metropolitan (2015)

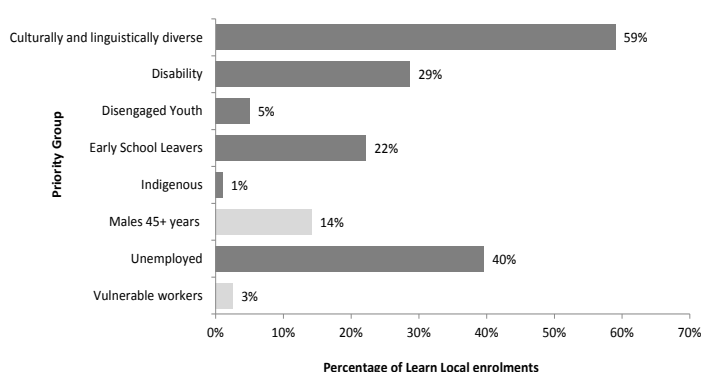


Figure 19 shows the percentage of learners enrolled in pre-accredited programs in 2015 who reported characteristics of educational disadvantage. These groups are not mutually exclusive and learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

REGIONAL COUNCIL ACTIVITIES

In 2015 the North Western Metropolitan Regional Council's major piece of work was to look at issues facing growth corridor LGAs in the region. A project was designed to explore the pre-accredited learning needs and delivery challenges for Learn Local organisations in five LGAs in Melbourne's North West growth corridor: Hume, Wyndham, Melton, Whittlesea and Nillumbik. The project analysed projected growth patterns in the corridor and their implications for education, learning and employment. Consultations were held with 29 past and present Learn Local organisations, eight local government stakeholders and seven education, training and employment experts in these LGAs.

The findings and recommendations from this research and consultation were intended to inform 2016 and 2017 planning considerations for resource allocations to these rapidly growing and diverse municipalities. Project findings suggested that the rapid population growth (except in Nillumbik, where population growth is stable) is placing a burden on local government services. There is significant disadvantage for learners with limited education and English language skills.

Employers are reporting significant needs in these LGAs for literacy and numeracy, English language and job readiness skills which can be addressed through pre-accredited programs. There is considerable variability in the size, capacity and governance of Learn Local organisations and in local government interest and involvement in lifelong learning.

These findings have provided the Council with some clear priorities for improving the profile and communication of the Council with Learn Local organisations and strategic stakeholders in 2016 and 2017. A strong message from Learn Local organisations for rationalisation of compliance and administrative requirements and the encouragement of more flexible and collaborative approaches to pre-accredited provision also emerged from the report.

The Council has incorporated some of the recommendations from the project into the 2016 Council plan and will continue to monitor progress.

Other highlights of 2015 include:

- the 2015 Learn Local Award for Excellence in Creating Local Solutions awarded to Youth Now (Brimbank)
- Ancy Kurban from Preston Reservoir Adult Community Education (PRACE) was a finalist in the Client Service / Support Excellence Award at the 2015 Victorian Training Awards
- Council members have attended provider forums and Council meetings have been held at provider venues. This has enabled the Council to obtain details of current concerns from Learn Local organisations, and improved the Council's profile with Learn Local organisations.

The Council continues to follow the outcomes of the many innovative and exciting CAIF projects that are on-going in the North Western Metropolitan region and looks forward to opportunities to showcase the outcomes.

REGIONAL COUNCIL MEMBERS 2015-16

Christine Mountford (Chairperson), Jennie Barrera (Deputy Chairperson), Catherine Clark, Geoffrey Hanlon, Elizabeth Joldeski, Christine McCall, Joanne Smyth, Deepak Vinayak



Wyndham Community and Education Centre has been providing educational programs and services to the local community for 40 years and has students and clients from more than 75 countries, speaking 68 languages. It has partnered with YouthNow, Wesley Mission, Community West, Djerriwarrh Community and Education Services and Yarraville Community Centre to deliver previous ACFE Board funded projects and it has partnered with Federation University to deliver higher education options to the community.



SOUTHERN METROPOLITAN

REGION OF ACFE

The region is predominantly urban and spans ten LGAs from Port Phillip to the Mornington Peninsula. Rapid population growth occurring in Casey and Cardinia, while Dandenong and Frankston are major activity centres with significant employment and retail hubs. The economy of the region is diverse, including manufacturing and significant tourism along the bay.

LEARNER AND PROGRAM DELIVERY PROFILE

During 2015 5,953 people enrolled in government subsidised pre-accredited programs in Learn Local organisations across the ten LGAs in the region.

Of these learners:

- 66 per cent were female
- 28 per cent had a highest qualification level of Year 10
- 15 per cent were aged under 24 years
- 42 per cent of enrolments were from people who identified as being from culturally and linguistically diverse backgrounds.

Sixty Learn Local organisations and one AEI reported delivery of government-subsidised pre-accredited programs in the Southern Metropolitan region in 2015.

Figure 20. Percentage of pre-accredited enrolments per capita, Southern Metropolitan (2015)

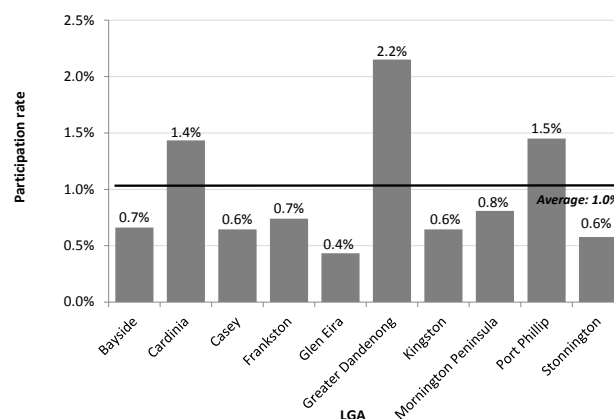


Figure 20 shows the percentage of pre-accredited program enrolments reported during 2015 as a proportion of the estimated residential population (2014) in each LGA in the region. On average across the region 1.0 per cent of people participated in a Learn Local pre-accredited program in 2015. Participation in Cardinia, Greater Dandenong and Port Phillip was above the average whereas participation in the other seven LGAs was below the average.

Figure 21. Percentage of pre-accredited enrolments by priority group, Southern Metropolitan (2015)

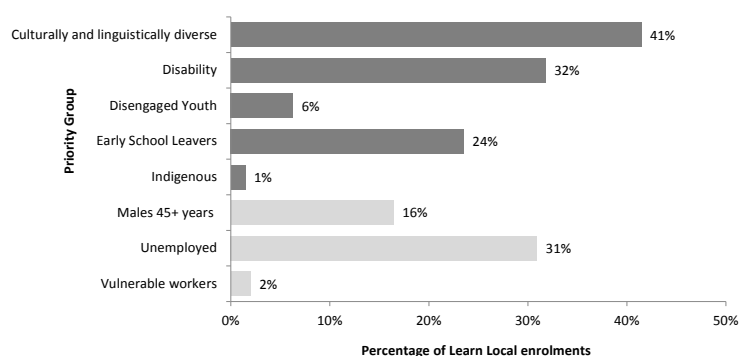


Figure 21 shows the percentage of learners enrolled in pre-accredited programs in 2015, who reported characteristics of educational disadvantage. These groups are not mutually exclusive and learners may identify with one or more priority groups. The darker shading indicates a higher percentage of enrolments than the occurrence of these priority groups in the wider Victorian adult population would suggest might occur.

REGIONAL COUNCIL ACTIVITIES

In 2015 the Southern Metropolitan Regional Council worked on the following key priorities:

- Build the business and delivery skills of Learn Locals
- Collecting relevant local, sector and regional information to inform strategic decision making
- Ensuring pre-accredited program delivery in areas of need.

Approximately 45 per cent of pre-accredited program delivery in the Southern Metropolitan Region is in language and literacy. The Council commissioned a research report, *Word for Word*, through Keysborough Learning Centre, to gain a comprehensive picture of the range of programs across the region. The project sought to identify and share best practice in both EAL programs and general literacy provision. The research identified best practice and culminated in 14 recommendations for strengthening language and literacy delivery across the region. The Council has accepted the recommendations and contracted Keysborough Learning Centre to assist with the implementation in 2016. The report was forwarded to the ACFE Board for consideration.

Recommendations to move some delivery from areas of lower needs to higher needs were followed through and have resulted in high levels of delivery in growth corridors.

The promotion of partnership development across organisations, and more broadly across the community sector, has seen encouraging results with delivery now taking place in some new locations. A number of research trials were conducted in the region as a part of the Growing Pre-accredited Delivery trials and resulted in an expanded reach for participation of new learners. The trials saw the development of new programs with new engagement strategies. The first

involved targeting African communities and working with those communities to deliver training in Dandenong. The second program worked collaboratively with the South Eastern Consortium of Alcohol and other Drug Agencies to target Indigenous families with substance abuse problems to learn basic life skills in Dandenong, Cardinia, and Casey.

Implementing and providing ongoing support for programs and strategies that build the viability of Learn Local organisations was a key priority in 2015.

In addition to continuing to support the uptake of the 2014 resource *From Data to Delivery* (which provides a framework for how to best use local knowledge and data in planning program delivery), 2015 saw three specific regional projects addressing the professional development needs of Learn Local organisations. *Inclusion Melbourne* focused on the needs of teachers across eight organisations whose student groups were those with disabilities, creating a network of support and information sharing. Dingley Village Neighbourhood House created a Community of Practice (continuing into 2016) which provided face to face and online workshops for teachers across the whole region. The diverse workshops saw over 100 teachers representing 35 organisations attend. Skillplus/BRACE Inc led a project looking at creating a flexible learning network to support organisations and teachers that are working with young people.

Council members visited Learn Local organisations across the region to get a better understanding of the issues impacting organisations. Feedback from Learn Local organisations on the visits was positive and the visits resulted in the development of more formal two-way communication being planned for 2016.

REGIONAL COUNCIL MEMBERS 2015-16

Judith Bissland (Chairperson), Roger Chao (Deputy Chairperson), Susan Cattermole, Louisa Ellum, David Eynon, Sandra George, Rhonda Hinds, Gillian Latchford, Andrew Liyanawaduge, Catherine McGrath, Jo Patten



Port Melbourne Neighbourhood Centre Inc.

Port Melbourne Neighbourhood Centre has a long history of reaching 'hard to reach' learners.

The strong partnerships Port Melbourne has built have assisted it to provide outreach to neighbouring public housing estates. The Centre is well networked across the community and has built strong sustainable relationships with other Learn Local, and community service organisations, and the City of Port Phillip.

FINANCIAL REPORT

FOR THE YEAR ENDED 30 JUNE 2016

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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 TRAINING AND SKILLS.

ITS PRINCIPAL ADDRESS IS:

ADULT, COMMUNITY AND FURTHER
EDUCATION BOARD
LEVEL 3, 2 TREASURY PLACE
EAST MELBOURNE VIC 3002



Victorian Auditor-General's Office

Level 24, 35 Collins Street
Melbourne VIC 3000

Telephone 61 3 8601 7000

Facsimile 61 3 8601 7010

Website www.audit.vic.gov.au

INDEPENDENT AUDITOR'S REPORT

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

The Financial Report

I have audited the accompanying financial report for the year ended 30 June 2016 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.

The Board Members' Responsibility for the Financial Report

The Board Members of the Adult, Community and Further Education Board is 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, I and my staff and delegates have complied with the applicable independence requirements of the Australian Auditing Standards and relevant ethical pronouncements.

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 2016 and 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*.

MELBOURNE
26 August 2016


Dr. Peter Frost
Acting 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 2016 and financial position of the Board at 30 June 2016.

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 25 August 2016.

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

25 August 2016

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

25 August 2016

Ms Sue Christophers
Chair
Adult, Community and Further Education Board

25 August 2016

COMPREHENSIVE OPERATING STATEMENT

FOR THE FINANCIAL YEAR ENDED 30 JUNE 2016

	Notes	2016 \$'000	2015 \$'000
Income from transactions			
Grants and other income transfers	2	29,033	25,442
Services received free of charge		2,500	2,317
Total income from transactions		31,533	27,759
Expenses from transactions			
Depreciation		(546)	(547)
Grants and transfer payments	3	(24,988)	(26,641)
Operating expenses	4	(2,365)	(1,917)
Services provided free of charge	4	(2,500)	(2,317)
Total expenses from transactions		(30,399)	(31,422)
Net result from transactions (net operating balance)		1,134	(3,663)
Other economic flows included in net result			
Net gain/(loss) on financial instruments	5	158	(595)
Total other economic flows included in net result		158	(595)
Net result		1,292	(4,258)
Other economic flows - other comprehensive income			
Items that will not be reclassified to net result			
Changes in physical asset revaluation surplus		962	-
Total other economic flows - other comprehensive income		962	-
Comprehensive result		2,254	(4,258)

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

BALANCE SHEET

AS AT 30 JUNE 2016

	Notes	2016 \$'000	2015 \$'000
Assets			
Financial assets			
Prepayment		360	355
Receivables	6	15,307	12,333
Total financial assets		15,667	12,688
Non-financial assets			
Property	7	25,270	24,854
Total non-financial assets		25,270	24,854
Total assets		40,937	37,542
Liabilities			
Payables	8	1,811	670
Total liabilities		1,811	670
Net assets		39,126	36,872
Equity			
Contributed capital		1,701	1,701
Physical assets revaluation surplus	12	22,815	21,853
Accumulated surplus/(deficit)		14,610	13,318
Net worth		39,126	36,872

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 2016

	Physical Asset Revaluation Surplus \$'000	Accumulated Surplus \$'000	Contributions by Owner \$'000	Total \$'000
Balance at 1 July 2014	21,853	17,576	1,701	41,130
Net result for the year	-	(4,258)	-	(4,258)
Balance at 30 June 2015	21,853	13,318	1,701	36,872
Net result for the year	-	1,292	-	1,292
Other comprehensive income	962	-	-	962
Balance at 30 June 2016	22,815	14,610	1,701	39,126

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 2016

	Notes	2016 \$'000	2015 \$'000
Cash flows from operating activities			
Receipts			
Receipts from Government		25,665	29,824
GST recovered from ATO		3,358	2,437
Total receipts		29,023	32,261
Payments			
Payments of grants and other expenses		(29,023)	(32,261)
Total payments		(29,023)	(32,261)
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

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 2016.

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*, applicable Financial Reporting Directions (FRDs) 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 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.

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 Training 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 disposals, and impairments 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) 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

Contributions of resources received free of charge are recognised at fair value when control is obtained over them, irrespective of whether these contributions are subject to restrictions or conditions over their use. Contributions in the form of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not received as a donation.

The Department of Education and Training provides services of Departmental employees to assist the ACFE Board with operational activities. 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.

(F) 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	
	2016	2015
Buildings	40-70 years	40-70 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.

ACFE undertakes management reviews on the residual value and useful life of buildings at the end of each annual 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

Contributions of resources provided free of charge are recognised at their fair value once control is obtained over them, irrespective of whether restrictions or conditions are imposed over their use. Contributions in the form of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated.

The ACFE Board recognises the following expenses incurred in administering Board activities as services provided free of charge in the comprehensive operating statement. Employee expenses (including on-costs) for Department of Education and Training employees administering the Boards operations and administrative overheads calculated on the number of Departmental employees engaged in Board activities.

(G) OTHER ECONOMIC FLOWS INCLUDED IN THE NET RESULT

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

Net gain/ (loss) on non-financial assets

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

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

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

Net gain/ (loss) on financial instruments

Net gain/ (loss) on financial instruments includes:

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

Revaluations of financial instruments at fair value

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

(H) FINANCIAL ASSETS

Cash and deposits

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

Receivables

Receivables consist of:

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

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

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

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

Impairment of financial assets

At the end of each reporting period, the Board assesses whether there is objective evidence that a financial asset or group of financial asset is impaired. Objective evidence includes financial difficulties of the debtor identified and recorded in the ACFE Board provider risk register and default payments. All financial assets, except for those measured at fair value through profit or loss, are subject to annual review for impairment.

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

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

(I) NON-FINANCIAL ASSETS

Property

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

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

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

Revaluations of non-current physical assets

Non-financial physical assets are measured at fair value on a cyclical basis, in accordance with Financial Reporting Direction (FRD) 103F *Non-financial physical assets* issued by the Minister for Finance. A full revaluation normally occurs every five years, based on the asset's government purpose classification. Independent valuers are used to conduct the scheduled revaluations and any interim revaluations are determined in accordance with the requirements of FRD 103F. The last formal revaluation of the ACFE Board's Land and Building was completed in May 2013 by the Office of the Valuer-General Victoria (VGV).

The ACFE Board conducts fair value assessments on land and buildings annually based upon the cumulative indices supplied by the VGV since the last formal revaluation. Where fair value assessments indicate that the changes in valuations are greater than 10 per cent, a management valuation would be undertaken, and these indices are applied. As at 30 June 2016, a managerial revaluation on land was required as land indices indicated that land values had moved greater than 10 per cent. A managerial revaluation on building was not required as building indices moved less than 10 per cent.

Refer to Note 7 Property for more detail.

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.

(J) LIABILITIES

Payables

Payables consist of:

- contractual payables, such as accounts payable. Contractual payables 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.

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

(K) EQUITY

Contributions by owners

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

Transfers of net assets arising 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.

(L) CONTINGENT ASSETS AND CONTINGENT LIABILITIES

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

(M) COMMITMENTS

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

(N) EVENTS AFTER THE REPORTING DATE

Assets, liabilities, income or expenses arise from past transactions or other past events. Where the transactions result from an agreement between the ACFE Board and other parties, the transactions are only recognised when the agreement is irrevocable at or before the end of the reporting period. Adjustments are made to amounts recognised in the financial statements for the events which occur after the reporting date and before the date the financial statements are authorised for issue, where those events provide information about conditions which existed in the reporting period. Note 16 provides disclosure about events which occur between the end of the reporting period and the date the financial statements are authorised for issue where the events relate to conditions which arose after the end of the reporting period and which may have a material impact on the results of subsequent years.

(O) ACCOUNTING FOR THE GOODS AND SERVICES TAX (GST)

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

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

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

(P) AUSTRALIAN ACCOUNTING STANDARDS (AASS) ISSUED THAT ARE NOT YET EFFECTIVE

Certain new accounting standards and interpretations have been published that are not mandatory for the 30 June 2016 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 2016, 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 2016. The Board has not and does not intend to, adopt these standards early.

Standard/ Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
AASB 9 <i>Financial Instruments</i>	The key changes include the simplified requirements for the classification and measurement of financial assets, a new hedging accounting model and a revised impairment loss model to recognise impairment losses earlier, as opposed to the current approach that recognises impairment only when incurred.	1 Jan 2018	<p>The 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.</p> <p>While the preliminary assessment has not identified any material impact arising from AASB 9, it will continue to be monitored and assessed.</p>

Standard/ Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
<i>AASB 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010)</i>	<p>The requirements for classifying and measuring financial liabilities were added to AASB 9. The existing requirements for the classification of financial liabilities and the ability to use the fair value option have been retained. However, where the fair value option is used for financial liabilities the change in fair value is accounted for as follows:</p> <ul style="list-style-type: none"> • The change in fair value attributable to changes in credit risk is presented in other comprehensive income (OCI); and • Other fair value changes are presented in profit and loss. If this approach creates or enlarges an accounting mismatch in the profit or loss, the effect of the changes in credit risk are also presented in profit or loss. 	1 Jan 2018	<p>The assessment has identified that the amendments are likely to result in earlier recognition of impairment losses and at more regular intervals.</p> <p>Changes in own credit risk in respect of liabilities designated at fair value through profit and loss will now be presented within other comprehensive income (OCI).</p> <p>Hedge accounting will be more closely aligned with common risk management practices making it easier to have an effective hedge. For entities with significant lending activities, an overhaul of related systems and processes may be needed.</p>
<i>AASB 2014-1 Amendments to Australian Accounting Standards [Part E Financial Instruments]</i>	Amends various AASs to reflect the AASB's decision to defer the mandatory application date of AASB 9 to annual reporting periods beginning on or after 1 January 2018 as a consequence of Chapter 6 Hedge Accounting, and to amend reduced disclosure requirements.	1 Jan 2018	This amending standard will defer the application period of AASB 9 to the 2018-19 reporting period in accordance with the transition requirements.
<i>AASB 2014-7 Amendments to Australian Accounting Standards arising from AASB 9</i>	Amends various AASs to incorporate the consequential amendments arising from the issuance of AASB 9.	1 Jan 2018	The assessment has indicated that there will be no significant impact for the public sector.

Standard/ Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
<i>AASB 2014-5 Amendments to Australian Accounting Standards arising from AASB 15</i>	<p>Amends the measurement of trade receivables and the recognition of dividends.</p> <p>Trade receivables, that do not have a significant financing component, are to be measured at their transaction price, at initial recognition.</p> <p>Dividends are recognised in the profit and loss only when:</p> <ul style="list-style-type: none"> the entity's right to receive payment of the dividend is established; it is probable that the economic benefits associated with the dividend will flow to the entity; and the amount can be measured reliably. 	1 Jan 2017, except amendments to AASB 9 (Dec 2009) and AASB 9 (Dec 2010) apply from 1 Jan 2018	The assessment has indicated that there will be no significant impact for the public sector.
<i>AASB 2015-8 Amendments to Australian Accounting Standards – Effective Date of AASB 15</i>	This Standard defers the mandatory effective date of AASB 15 from 1 January 2017 to 1 January 2018.	1 Jan 2018	This amending standard will defer the application period of AASB 15 to the 2018-19 reporting period in accordance with the transition requirements.
<i>AASB 2016-3 Amendments to Australian Accounting Standards – Clarifications to AASB 15</i>	<p>This Standard amends AASB 15 to clarify the requirements on identifying performance obligations, principal versus agent considerations and the timing of recognising revenue from granting a licence. The amendments require:</p> <ul style="list-style-type: none"> A promise to transfer to a customer a good or service that is 'distinct' to be recognised as a separate performance obligation; For items purchased online, the entity is a principal if it obtains control of the good or service prior to transferring to the customer; and For licences identified as being distinct from other goods or services in a contract, entities need to determine whether the licence transfers to the customer over time (right to use) or at a point in time (right to access). 	1 Jan 2018	The assessment has indicated that there will be no significant impact for the public sector, other than the impact identified in AASB 15.

Standard/ Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
<i>AASB 2014-4 Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation [AASB 116 & AASB 138]</i>	Amends AASB 116 Property, Plant and Equipment and AASB 138 Intangible Assets to: <ul style="list-style-type: none"> establish the principle for the basis of depreciation and amortisation as being the expected pattern of consumption of the future economic benefits of an asset; prohibit the use of revenue-based methods to calculate the depreciation or amortisation of an asset, tangible or intangible, because revenue generally reflects the pattern of economic benefits that are generated from operating the business, rather than the consumption through the use of the asset. 	1 Jan 2016	The assessment has indicated that there is no expected impact as the revenue-based method is not used for depreciation and amortisation.
<i>AASB 2015-6 Amendments to Australian Accounting Standards – Extending Related Party Disclosures to Not-for-Profit Public Sector Entities [AASB 10, AASB 124 & AASB 1049]</i>	The Amendments extend the scope of AASB 124 Related Party Disclosures to not-for-profit public sector entities. A guidance has been included to assist the application of the Standard by not-for-profit public sector entities.	1 Jan 2016	The amending standard will result in extended disclosures on the entity's key management personnel (KMP), and the related party transactions.

In addition to the new standards and amendments above, the AASB has issued a list of other amending standards that are not effective for the 2015-16 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 1057 *Application of Australian Accounting Standards*
- AASB 2014-1 *Amendments to Australian Accounting Standards [PART D – Consequential Amendments arising from AASB 14 Regulatory Deferral Accounts only]*
- AASB 2015-2 *Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 101 [AASB 7, AASB 101, AASB 134 & AASB 1049]*
- AASB 2015-9 *Amendments to Australian Accounting Standards – Scope and Application Paragraphs [AASB 8, AASB 133 & AASB 1057]*
- AASB 2016-2 *Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107*

Note 2 Income from transactions	2016 \$'000	2015 \$'000
Grants and other income transfers		
Grants from the Department of Education and Training	29,033	25,442
Administrative and salaries revenue received free of charge	2,500	2,317
Total income from transactions	31,533	27,759

Note 3 Grants and transfer payments	2016 \$'000	2015 \$'000
Grants and transfer payments		
Payments to adult community education organisations	23,550	25,011
Payments to adult education institutions	1,313	1,404
Payments to other education organisations	125	226
Total grants and transfer payments	24,988	26,641

Note 4 Operating and administrative expenses	2016 \$'000	2015 \$'000
Operational expenditure		
Operating expenses	2,365	1,917
Services provided free of charge		
Administrative and salary expenses provided free of charge	2,500	2,317
Total operating and administrative expenses	4,865	4,234

Note 5 Other economic flows included in net result	2016 \$'000	2015 \$'000
Net gain/(loss) on financial instruments		
Movement in contractual receivables (impairment)	158	(595)
Total net gain/(loss) on financial instruments	158	(595)

Note 6 Receivables	2016 \$'000	2015 \$'000
<i>Contractual receivables</i>		
Trade & other receivables	584	660
Allowance for doubtful debts ^(a)	(459)	(617)
Total contractual receivables	125	43
<i>Statutory receivables</i>		
Receivable from Victorian Government	15,031	12,263
GST input tax credit recoverable	151	27
Total statutory receivables	15,182	12,290
Total receivables	15,307	12,333

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

(A) MOVEMENT IN THE PROVISION FOR DOUBTFUL CONTRACTUAL RECEIVABLES

	2016 \$'000	2015 \$'000
Balance at beginning of the year	(617)	(22)
(Increase)/decrease in allowance recognised in surplus of deficit	158	(595)
Balance at end of the year	(459)	(617)

(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	2016 \$'000	2015 \$'000
Land		
Land at fair value ⁽ⁱ⁾	9,997	9,035
Land at fair value	9,997	9,035
Buildings		
Buildings at fair value ⁽ⁱ⁾	16,992	16,992
Less: Accumulated depreciation	(1,719)	(1,173)
	15,273	15,819
Net carrying value of property	25,270	24,854

(i) Fair value assessment is performed for all classes of asset annually and as a result a land managerial revaluation was required as at 30 June 2016 as the compounded movement in fair value for land since the last formal revaluation in 2013 is greater than 10 per cent. Building managerial revaluation was not required as at 30 June 2016 as the compounded movement in fair value since the last revaluation in 2013 is less than 10 per cent.

Reconciliations

	Land	Buildings	Total
2016	\$'000	\$'000	\$'000
Carrying amount at start of year	9,035	15,819	24,854
Revaluation	962	-	962
Depreciation	-	(546)	(546)
Carrying amount at end of financial year	9,997	15,273	25,270

	Land	Buildings	Total
2015	\$'000	\$'000	\$'000
Carrying amount at start of year	9,035	16,366	25,401
Depreciation	-	(547)	(547)
Carrying amount at end of financial year	9,035	15,819	24,854

Reconciliation - Level 3 fair value ⁽ⁱ⁾

2016	Specialised land \$'000	Specialised buildings \$'000	Carrying amount \$'000
Opening balance	9,035	15,819	24,584
Gains or losses recognised in net result			
Depreciation	-	(546)	(546)
Subtotal ⁽ⁱⁱ⁾	9,035	15,273	24,308
Gains or losses recognised in other economic flows – other comprehensive income			
Revaluation	962	-	962
Subtotal	962	-	962
Closing Balance	9,997	15,273	25,270
Unrealised gains/(losses) on non-financial assets	-	-	-

2015	Specialised land \$'000	Specialised buildings \$'000	Carrying amount \$'000
Opening balance	9,035	16,366	25,401
Gains or losses recognised in net result			
Depreciation	-	(547)	(547)
Subtotal ⁽ⁱⁱ⁾	9,035	15,819	24,854
Gains or losses recognised in other economic flows – other comprehensive income			
Revaluation	-	-	-
Subtotal	-	-	-
Closing Balance	9,035	15,819	24,854
Unrealised gains/(losses) on non-financial assets	-	-	-

Note:

(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).

CSO is an adjustment for the difference in value between unrestricted assets (eg freehold land) and assets held by the public sector, taking into account any legal, financial or physical restrictions imposed on the use or sale of the assets. 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.

Description of significant unobservable inputs to level 3 valuations		
Asset	Valuation technique	Significant Unobservable Inputs
Specialised land	Market approach	Community Service Obligation (CSO)
Specialised buildings	Depreciated replacement cost	Direct cost per square metre
		Useful life of specialised buildings

Note 8 Payables	2016 \$'000	2015 \$'000
<i>Contractual payables</i>		
Trade & other payables	1,811	670
Total contractual payables	1,811	670
Total payables	1,811	670

(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, 2016 the Board had no knowledge of any contingent assets or contingent liabilities (2015 – Nil).

Note 10 Financial Instruments

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

Ageing analysis of contractual financial assets

	Carrying amount \$'000	Not passed due and not impaired \$'000	Past due but not impaired				Impaired amount \$'000
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000	
2016							
Assets							
Contractual Receivables	125	2	46	-	17	60	459
Total	125	2	46	-	17	60	459

2015	Carrying amount \$'000	Not passed due and not impaired \$'000	Past due but not impaired				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	43	26	-	5	12	-	617
Total	43	26	-	5	12	-	617

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.

Ageing analysis of contractual financial liabilities

2016	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	1,811	1,811	775	1,036	-	-
Total	1,811	1,811	775	1,036	-	-

2015	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	670	670	122	548	-	-
Total	670	670	122	548	-	-

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 2016 \$'000	Fair Value 2016 \$'000	Carrying amount 2015 \$'000	Fair Value 2015 \$'000
Financial assets				
Contractual receivables	125	125	43	43
Total contractual financial assets	125	125	43	43
Financial liabilities				
Contractual payables	1,811	1,811	670	670
Total contractual financial liabilities	1,811	1,811	670	670

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.

	2016 \$'000	2015 \$'000
Net result for the period	1,292	(4,258)
Depreciation	546	547
Other non-cash items affecting results	-	-
(Increase)/decrease in financial assets	(2,979)	4,444
Increase/(decrease) in payables	1,141	(733)
Net cash flows from/(used in) operating activities	-	-

Note 12 Reserves	2016 \$'000	2015 \$'000
Physical asset revaluation surplus		
Balance at beginning of financial year	21,853	21,853
Revaluation Increments	962	-
Balance at end of financial year	22,815	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. Steve Herbert, MP 1 July 2015 – 30 June 2016

Accountable Officer

Dr Xavier Csar 1 July 2015 – 30 June 2016

The following officers acted in the absence of Dr Xavier Csar during the year:

Michael Coppola	15 January 2016 – 20 January 2016
Ryan Collins	20 June 2016 – 30 June 2016

REMUNERATION OF ACCOUNTABLE OFFICER

Remuneration received or receivable by the accountable officer in connection with their responsibilities in the Department of Education and Training, including management of the ACFE Board, during the reporting period was in the range:

\$240,000– \$250,000 (\$240,000 – \$250,000 in 2014-15)

ACFE BOARD MEMBERS

Ms Sue Christophers (Chair)	31 October 2015 – 30 June 2016
Ms Rowena Allen (Chair)	1 July 2015 – 27 July 2015
Dr Ron Wilson (Deputy Chair)	1 July 2015 – 27 July 2015
(Acting Chair)	28 July 2015 – 30 October 2015
(Deputy Chair)	31 October 2015 – 30 June 2016
Professor Ian Anderson	1 July 2015 – 30 June 2016
Ms Robyn Archer	1 July 2015 – 31 March 2016
Ms Sally Brennan	1 July 2015 – 30 June 2016
Dr Madeleine Laming	1 July 2015 – 30 June 2016
Ms Andrea McCall	1 July 2015 – 31 March 2016
Ms Maree McPherson	1 July 2015 – 30 June 2016
Ms Sally Thompson	1 July 2015 – 30 June 2016
Ms Penny Wilson	1 July 2015 – 30 June 2016
Mr Phillip Chan	18 August 2015 – 30 June 2016
Mr Michael Grogan	18 August 2015 – 30 June 2016

REMUNERATION OF ACFE BOARD MEMBERS

The remuneration/emolument received by members of the ACFE Board as Members of the Board totalled \$94,168 (2014-15 - \$87,566).

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

Band	2016	2015
\$0 - \$9,999	10	13
\$10,000 - \$19,999	1	-
\$20,000 - \$29,999	1	-
\$30,000 - \$39,999	1	-
\$50,000-\$59,999	-	1
Total	13	14

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

Dr Ron Wilson was a Director of Diosma Consultancy Pty Ltd, which provides services to organisations that the ACFE Board contracts to.

Ms Sally Brennan, Sally Brennan Consultant, provided services to organisations that the ACFE Board contracts to.

Ms Andrea McCall is an ex-officio member of the U3A Committee in Frankston. The U3A Network receives funding from the ACFE Board to support its network of training organisations/committees.

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 Training.

Note 15 Remuneration of auditors

	2016 \$'000	2015 \$'000
Victorian Auditor-General's Office		
Audit of the financial statements	32	31

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

2016	Payment Timeframe			
Operating Commitments	Total	1 Year	1-5 years	5 Years or more
	\$'000	\$'000	\$'000	\$'000
Pre-Accredited Training delivery	4,797	4,797	-	-
Other Program Delivery Grants	1,853	1,608	239	6
Total expenditure commitments	6,650	6,405	239	6

2015	Payment Timeframe			
Operating Commitments	Total	1 Year	1-5 years	5 Years or more
	\$'000	\$'000	\$'000	\$'000
Pre-Accredited Training delivery	3,813	3,813	-	-
Other Program Delivery Grants ⁽ⁱ⁾	1,214	64	1,150	-
Total expenditure commitments	5,027	3,877	1,150	-

Note:

(i) A correction was required in 2016 for the commitments disclosure published in the 2015 Financial Report due to omission of some contracts.

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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 2015.

Acacia Indochinese Community Support Association Inc	\$216
Access Australian Group (formally Bendigo Access Employment)	\$8,000
AMES Australia	\$538,584
Advanced Career Training (St Laurence Community Services Inc)	\$28,845
Alamein Neighbourhood & Learning Centre Inc.	\$82,269
Albury Wodonga Volunteer Resource Bureau Inc	\$12,190
Anglesea & District Community House Inc	\$11,018
Angliss Neighbourhood House Inc.	\$56,647
Ararat Neighbourhood House Inc.	\$11,730
Arrabri Community House	\$69,103
Art Resource Collective Inc. (ARC)	\$8,796
Arts Project Australia Inc	\$22,903
Australian Croatian Community Services	\$26,127
Australian Multicultural Community Services	\$140,513
Australian Romanian Community Welfare	\$13,270
Australian Vietnamese Womens Association	\$68,029
Avenue Neighbourhood House at Eley Inc	\$45,006
Avocare Ltd	\$61,988
Bacchus Marsh Community College Inc.	\$44,313
Ballan & District Community House & Adult Education Centre	\$8,876
Ballarat Neighbourhood Centre Inc	\$179,492
Banksia Gardens Community Centre	\$319,640
Barwon Youth	\$216
Bass Coast Adult Education Centre Inc	\$44,212
Beaufort Community House and Learning Centre Inc	\$12,120
Belgium Avenue Neighbourhood House Inc.	\$24,848
Belgrave South Community House Inc	\$85,551
Bellarine Living & Learning Centre Inc	\$154,388
Belvedere Community Centre Inc.	\$45,185
Berry Street Victoria	\$17,591
Beulah Historical Learning & Progress Association	\$10,979
Birallee Park Neighbourhood House Inc	\$15,418
Bnym Aboriginal Corporation	\$19,804
Boort Resource & Information Centre Inc	\$15,165
BRACE Education Training & Employment Limited	\$65,854
Brotherhood of St Laurence	\$216,890
Brunswick Neighbourhood House Co-op Ltd	\$145,850
Buchan Neighbourhood House	\$51,923
Career Education Association of Victoria (CEAV)	\$53,760
Carlton Neighbourhood Learning Centre Inc	\$99,769
Carringbush Adult Education Inc.	\$150,485
Castlemaine & District Continuing Education Inc	\$119,280
Castlemaine Community House Inc	\$37,482
CentaVic (ESL) Educational Services Inc.	\$30,327
Central Ringwood Community Centre Inc	\$63,693
Centre For Adult Education	\$724,992
Centre for Education & Research In Environmental Strategies	\$16,619
Cheltenham Community Centre Inc	\$104,309
Child and Family Care Network Inc	\$135,322

Churchill Neighbourhood Centre Inc	\$56,514
Cire Services Incorporated	\$172,662
City of Greater Dandenong	\$46,215
Clota Cottage Neighbourhood House Inc.	\$31,627
Cloverdale Community Centre Inc	\$47,873
Cobram Community House Inc	\$123,837
Comm Unity Plus Services (Community West Victoria Ltd)	\$317,987
Community College Gippsland	\$237,834
Community Hub	\$97,079
Continuing Education & Arts Centre Alexandra	\$74,169
Continuing Education Bendigo Ltd	\$4,795
Cooinda Hill Inc	\$150,662
Coonara Community House Inc	\$300,215
Corangamite District Adult Education Group Inc	\$1,112
Corinella & District Community Centre Inc	\$15,366
Corryong Neighbourhood House Inc	\$55,354
Craigieburn Education & Community Centre Inc	\$90,201
Cranbourne Community House	\$77,460
Dallas Neighbourhood House Inc	\$70,244
Dandenong Neighbourhood House	\$291,516
Daylesford Neighbourhood Centre Inc.	\$60,135
Diamond Valley Learning Centre Inc	\$131,814
Dingley Village Neighbourhood Centre	\$137,418
Djerriwarrh Employment & Education Services Inc.	\$416,228
Doveton Neighbourhood Learning Centre Inc	\$43,992
Duke Street Community House Association Inc.	\$52,917
East End Community House Mildura	\$62,388
Echuca Community Education Group Inc	\$120,655
Echuca Neighbourhood House Inc	\$13,975
Elwood St Kilda Neighbourhood Learning Centre Inc.	\$69,347
Emerald Community House	\$91,676
Encompass Community Services Inc	\$25,132
Endeavour Hills Uniting Care Neighbourhood Centre	\$59,823
Euroa Community Education Centre	\$163,668
Farnham Street Neighbourhood Learning Centre Inc.	\$330,823
Fitzroy Learning Network Inc	\$76,270
FKA Children's Services Inc.	\$9,314
Footscray Community Arts Centre Ltd.	\$100,072
Future Employment Opportunities Inc	\$129,514
Gateway BEET	\$11,298
Gateway Social Support Options Inc.	\$60,769
Geelong Ethnic Communities Council Inc	\$93,420
Geelong Regional Vocational Education Council Inc.	\$16,640
Gippsland Employment Skills Training	\$123,766
Glen Eira Adult Learning Centre Inc	\$133,201
Glen Park Community Centre Inc.	\$161,933
Glenroy Neighbourhood Learning Centre Inc	\$151,745
Godfrey Street Community House	\$21,857
Goldfields Employment and Learning Centre Inc	\$33,642
Gormandale Community House & Learning Centre	\$9,673
Haddon & District Community House	\$57,121
Hallam Community Learning Centre Inc	\$70,282

Hampton Community Centre	\$22,831
Hampton Park Care Group Inc	\$38,245
Hawthorn Community Education Project Inc	\$5,055
Healesville Living and Learning Centre	\$104,158
Heidelberg Training & Resources Centre Inc	\$17,582
Heyfield Community Resource Centre	\$34,778
Holden St Neighbourhood House Inc.	\$42,529
Horsham Community House	\$5,215
Hume City Council - Homestead Community & Learning Centre	\$230,984
Inclusion Melbourne Inc.	\$79,412
Inner Melbourne Vet Cluster Inc	\$230,307
Japara Neighbourhood House Inc.	\$35,034
Jesuit Social Services Ltd	\$230,139
Jewish Care Victoria Incorporated	\$59,745
Jika Jika Community Centre Inc	\$28,124
K Y M Victoria Inc	\$229,133
Kangaroo Flat Community Group Inc	\$13,018
Karingal Inc. (Vic) Limited Liability	\$156,120
Karingal Neighbourhood House Inc	\$11,183
Kensington Neighbourhood House	\$148,544
Kew Neighbourhood Learning Centre Inc	\$141,798
Keysborough Learning Centre	\$177,043
Kilmore & District Community Group Inc	\$8,451
King Valley Learning Exchange	\$19,734
Kinglake Ranges Neighbourhood House Inc	\$18,276
Knoxbrooke Inc	\$90,694
Kyabram Community and Learning Centre Inc	\$387,353
Kyneton Community & Learning Centre Inc	\$76,768
Lakes Entrance Neighbourhood House Inc.	\$14,203
Lalor Living and Learning Centre Inc	\$64,277
Lancefield Neighbourhood House Inc	\$259
Langwarrin Community Centre Inc.	\$52,705
Lara Community Centre Inc	\$30,743
Laverton Community Integrated Services Inc	\$81,356
Leopold Community & Learning Centre Inc	\$5,000
LINK Neighbourhood House Inc	\$11,730
Living and Learning @ Ajani	\$115,338
Living and Learning Inc (Pakenham & Cardinia)	\$163,939
Loddon Campaspe Multicultural Services Inc	\$85,635
Long Gully Neighbourhood Centre Inc	\$233
Longbeach Place Inc	\$80,550
Lyrebird Community Centre	\$98,566
MACE Inc	\$215,367
Macedon Ranges Further Education Centre	\$119,989
MADEC LTD	\$7,876
Maldon Neighbourhood Centre Incorporated	\$20,108
Mallacoota District Health & Support Service Inc	\$8,595
Manna Gum Community House (Foster Community House Inc)	\$259
Meadow Heights Learning Shop Inc	\$155,223
Melbourne City Mission	\$342,624
Melton South Community Centre Inc.	\$65,798
Mental Illness Fellowship Victoria	\$63,730

Meredith Community Centre Inc	\$24,960
Merinda Park Learning & Community Centre	\$71,896
MiLife-Victoria Inc (formerly Peninsula Access Support and Training)	\$88,583
Mill Park Community House	\$192,714
Milpara Community House	\$41,350
Mind Australia	\$1,238
Mirrimbeena Aboriginal Education Group Inc	\$148,010
Mitcham Community House	\$55,640
Moe Life Skills Centre	\$67,871
Moe Neighbourhood House	\$32,965
Moongala Womens Collective Inc	\$34,160
Mooroopna Education & Activity Centre Inc	\$22
Mordialloc Neighbourhood House Inc	\$50,778
Moreland Adult Education Association Inc	\$70,441
Mornington Community Contact Inc.	\$39,195
Morwell Neighbourhood House & Learning Centre Inc.	\$11,732
Mount Eliza Village Neighbourhood Centre Inc	\$34,720
Mountain District Womens Co-Op Ltd	\$130,060
Mt Beauty Neighbourhood Centre Inc	\$31,249
Mt Martha Community Learning Centre	\$15,146
Mulgrave Neighbourhood House Inc.	\$101,597
Murray Adult Community Education Swan Hill Inc	\$60,134
Murray Human Services Inc	\$35,267
Myrtleford Neighbourhood Centre	\$41,661
Narre Community Learning Centre	\$186,989
Ngwala Willumbong Limited	\$76,453
Nhill Neighbourhood House Learning Centre Inc	\$275,332
Nillumbik Shire Council (Living & Learning Centre)	\$29,334
North Carlton Railway Station Neighbourhood House	\$19,512
North Melbourne Language and Learning Inc.	\$179,598
North Ringwood Community House Inc	\$68,429
North Shepparton Community & Learning Centre Inc	\$14,357
Noweyung Limited	\$125,697
Numurkah Community Learning Centre	\$9,056
Ocean Grove Neighbourhood Centre Inc	\$39,647
Old Courthouse Community Centre	\$30,321
Olympic Adult Education	\$175,859
Open Door Neighbourhood House	\$53,506
Orana Neighbourhood House	\$64,287
Orbost Telecentre	\$52,120
Otway Health & Community Services	\$21,875
Outer Eastern Literacy Program Inc.	\$605
Outlets Co-operative Ltd	\$19,410
Outlook (VIC) Inc.	\$94,372
Pangerang Community House Inc	\$15,785
Park Orchards Learning Centre Inc.	\$30,604
Paynesville Neighbourhood Centre Inc	\$205,941
Peninsula Adult Education & Literacy	\$125,113
Peninsula Training & Employment Program Inc.	\$119,031
Peter Harcourt Disability Services Limited	\$56,859
Phillip Island Community & Learning Centre	\$11,612
Pines Learning Incorporated	\$123,794

Port Fairy Community Group Inc	\$56,150
Port Melbourne Neighbourhood Centre Inc.	\$102,352
Port Phillip Community Group	\$140,089
Portland Workskills Inc.	\$85,845
Prahran Community Learning Centre Inc.	\$195,113
Prahran Mission	\$39,225
Preston Neighbourhood House Inc	\$116,208
Preston Reservoir Adult Community Education Inc	\$309,129
Queenscliff & District Neighbourhood House Inc	\$13,628
Quercus Beechworth: Community Learning, Support Food Books	\$6,452
Rainbow Learning Group and Neighbourhood House	\$78
Red Cliffs Community Resources Centre	\$53,820
Rejoice Chinese Christian Communication Centre Inc	\$37,355
Richmond Community Learning Centre Inc	\$16,776
Robinson Reserve Neighbourhood House Inc	\$36,363
Robinvale Network House Inc	\$20,157
Rosedale Neighbourhood House	\$15,862
Rosewall Neighbourhood Centre Inc	\$120,587
Rowville Neighbourhood Learning Centre	\$92,608
Rushworth Community House Inc	\$12,730
Rye Community House Inc	\$243
Sale Neighbourhood House	\$24,773
Sandybeach Community Co-op Society Ltd	\$223,863
Selby Community House	\$15,568
Seymour & District Community House Inc	\$6,726
Shepparton Access	\$34,274
Shepparton Adult & Community Education Inc	\$82,604
Simpson & District Community Centre	\$8,705
SkillsPlus Ltd	\$153,114
Sorrento Community House Inc.	\$27,210
South Kingsville Community Centre Inc.	\$29,483
South Shepparton Community House	\$9,048
South West Victorian SEAL Inc	\$199,059
Southern Grampians Adult Education	\$141,350
SPAN Community House Inc	\$15,109
Spanish Latin American Welfare Centre (CELAS)	\$17,813
Springdale Neighbourhood Centre	\$118,811
Springvale Indo-Chinese Mutual Assistance Associate	\$58,921
Springvale Learning and Activities Centre Inc	\$72,093
Springvale Neighbourhood House	\$215,956
St Arnaud Neighbourhood House	\$9,105
St Lukes Anglicare	\$1,432
Stawell Neighbourhood House Inc	\$14,019
Sunraysia Mallee Ethnic Communities Council Inc	\$20,639
Sussex Neighbourhood House Inc	\$40,698
Taskforce Community Agency	\$327,512
Tatura Community House Inc	\$9,314
The Basin Community House	\$206,883
The Centre Connecting Community in North & West Melbourne Inc.	\$135,345
The Centre for Continuing Education	\$617,298
The New Hope Foundation Inc	\$124,389
The Onemda Association Inc.	\$75,571

Thornbury Womens Neighbourhood House Inc	\$53,566
Tongala Community Activities Centre Inc	\$10,752
Traralgon Neighbourhood Learning House Inc	\$125,528
Trudewind Road Neighbourhood House Inc	\$89,355
Upper Beaconsfield Community Centre Inc	\$55,821
Vermont South Community House Inc.	\$57,214
Victorian Vocational Rehabilitation Association	\$44,647
Vines Road Community Centre Inc	\$22,285
Waminda Community House	\$7,697
Warracknabeal Neighbourhood House & Learning Centre Inc	\$16,216
Warragul Community House	\$111,607
Waverley Adult Literacy Program Inc.	\$23,397
Waverley Community Learning Centre Inc.	\$65,762
Wavlink Inc	\$70,794
Wedderburn Community House Inc	\$18,675
Wellsprings For Women Inc.	\$52,527
Wendouree Neighbourhood Centre Inc	\$72,421
Western Bulldogs Spiritwest Services	\$173
Westgate Community Initiatives Group Inc	\$250,911
Williamstown Community and Education Centre Inc.	\$129,527
Wimmera Hub Inc.	\$201,685
Winchelsea Community House Inc	\$107,183
Wingate Avenue Community Centre Inc.	\$200,678
Wycheproof Community Resource Centre	\$60,393
Wyndham Community and Education Centre Inc	\$353,764
Yarraville Community Centre Inc	\$181,035
Yarrowonga Neighbourhood House Inc	\$76,177
Yarrunga Community Centre	\$73,837
Yooralla	\$148,280
YouthNow INC	\$359,281
YWCA of Victoria Inc.	\$18,726
Grand Total	\$25,143,429

APPENDIX 2: 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 2016, 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 as 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 Training
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 3: PROTECTED DISCLOSURE 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 Training
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 Disclosure Act 2012*:

	2015-16	2014-15
Number of disclosures	0	0

APPENDIX 4: OTHER STATUTORY REPORTING REQUIREMENTS

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.

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 covers occupational health and safety matters and performance indicators concerning staff.

Attestation for compliance with *Ministerial Standing Direction 4.5.5*

I, Sue Christophers, certify that the Adult, Community and Further Education Board has complied with the *Ministerial Standing Direction 4.5.5 - Risk Management Framework and Processes*. The Adult, Community and Further Education Board Audit and Risk Committee has verified this.



Sue Christophers

Chairperson
Adult, Community and Further Education Board

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 Training Participation and Facilitation 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, TAFE and Participation Division
Higher Education and Skills Group

Department of Education and Training
GPO Box 4367
Melbourne VIC 3001
Telephone: (03) 9637 2072

Government advertising expenditure

Nil Reports

Disclosure of major contracts

Nil Reports

Information and Communication Technology expenditure

For the 2015-16 reporting period, the ACFE Board had a total ICT expenditure of \$777,000 with the details shown below.

Business as Usual (BAU) ICT expenditure	Non-Business as Usual (Non-BAU) ICT expenditure (Total = Operational expenditure and Capital expenditure)	Non-BAU Operational expenditure	Non-BAU Capital expenditure
\$'000	\$'000	\$'000	\$'000
700	77	77	-

Consultancy expenditure

Details of consultancies (valued at \$10,000 or greater)

In 2015-16, there were seven consultancies where the total fees payable to the consultants were \$10,000 or greater. The total expenditure incurred during 2015-16 in relation to these consultancies is \$573,593 (excluding GST). Details of individual consultancies are outlined below.

Consultant	Purpose of Consultancy	Start Date	End Date	Total approved project fee (excl. GST) \$'000	Expenditure 2015-16 (excl. GST) \$'000	Future expenditure (excl. GST) \$'000
Grant Thornton Australia Ltd	Financial health assessment for Learn Local providers	31 July 2016	10 May 2016	17	17	-
Urbis Pty Ltd	Social Inclusion Project	31 March 2016	7 July 2016	15	11	4
Urbis Pty Ltd	Pre-Accredited Training and Research Project	18 December 2015	30 June 2016	211	190	-
Ernst and Young	Non-financial audit and advice regarding invalid enrolment reporting	11 November 2015	27 May 2016	35	35	-
Grant Thornton Australia Ltd	Financial health assessment and turnaround strategy for Learn Local provider	1 November 2015	14 June 2016	62	62	-
KPMG Australia	ACFE Board Compliance Project	1 September 2015	30 December 2015	191	191	-
Deloitte Access Economics	ACFE Board Strategic Planning	11 April 2016	4 May 2016	43	43	-

Details of consultancies under \$10,000

In 2015-16 there were no consultancies engaged during the year where the total fees payable to the individual consultant were less than \$10,000.

APPENDIX 5: DISCLOSURE INDEX

The Annual Report of the ACFE Board is prepared in accordance with all relevant Victorian legislation. This index has been prepared to facilitate identification of our compliance with statutory disclosure requirements.

Legislation	Requirement	Page
Ministerial Directions		
Report of operations – FRD guidance		
Charter and purpose		
FRD 22G	Manner of establishment and the relevant Ministers	6
FRD 22G	Purpose, functions, powers and duties	6-7
FRD 8D	Departmental objectives, indicators and outputs	n/a
FRD 22G	Initiatives and key achievements	13-33
FRD 22G	Nature and range of services provided	3-5
Management and structure		
FRD 22G	Organisational structure	6-1
Financial and other information		
FRD 8D	Performance against output performance measures	n/a
FRD 8D	Budget Portfolio outcomes	n/a
FRD 10A	Disclosure index	70
FRD 12A	Disclosure of major contracts	68
FRD 15C	Executive officer disclosures	56-58
FRD 22G	Employment and conduct principles	11
FRD 22G	Occupational health and safety policy	67
FRD 22G	Summary of financial results for the year	5
FRD 22G	Significant changes in financial position during the year	n/a
FRD 22G	Major changes or factors affecting performance	n/a
FRD 22G	Subsequent events	58
FRD 22G	Application and operation of <i>Freedom of Information Act 1982</i>	66
FRD 22G	Compliance with building and maintenance provisions of the <i>Building Act 1993</i>	67
FRD 22G	Statement on National Competition Policy	67
FRD 22G	Application and operation of the <i>Protected Disclosure Act 2012</i>	67
FRD 22G	Application and operation of the <i>Carers Recognition Act 2012</i>	n/a
FRD 22G	Details of consultancies over \$10,000	69
FRD 22G	Details of consultancies under \$10,000	69
FRD 22G	Disclosure of government advertising expenditure	68
FRD 22G	Disclosure of ICT expenditure	69
FRD 22G	Statement of availability of other information	68
FRD 24C	Reporting on office-based environmental impacts	11
FRD 25B	Victorian Industry Participation Policy disclosures	n/a
FRD 29A	Workforce Data disclosures	11
SD 4.5.5	Attestation for compliance with Ministerial Standing Direction 4.5.5	64

Legislation	Requirement	Page
Financial Report		
SD 4.2(g)	Specific information requirements	3-33
SD 4.2(j)	Sign-off requirements	1
Financial statements required under Part 7 of the FMA		
SD 4.2(a)	Statement of changes in equity	40
SD 4.2(b)	Operating statement	38
SD 4.2(b)	Balance sheet	39
SD 4.2(b)	Cash flow statement	40
Other requirements under Standing Directions 4.2		
SD 4.2(c)	Compliance with Australian accounting standards and other authoritative pronouncements	41
SD 4.2(c)	Compliance with Ministerial Directions	37
SD 4.2(d)	Rounding of amounts	43
SD 4.2(c)	Accountable officer's declaration	37
SD 4.2(f)	Compliance with Model Financial Report	35-59
Other disclosures as required by FRDs in notes to the financial statements*		
FRD 9A	Departmental Disclosure of Administered Assets and Liabilities by Activity	n/a
FRD 11A	Disclosure of Ex-gratia Expenses	n/a
FRD 13	Disclosure of Parliamentary Appropriations	n/a
FRD 21B	Disclosures of Responsible Persons, Executive Officers and other Personnel (Contractors with Significant Management Responsibilities) in the Financial Report	56-58
FRD 102	Inventories	n/a
FRD 103F	Non-Financial Physical Assets	44-45
FRD 104	Foreign currency	n/a
FRD 106	Impairment of assets	44
FRD 109	Intangible assets	n/a
FRD 107A	Investment properties	n/a
FRD 110	Cash flow statements	40
FRD 112D	Defined benefit superannuation obligations	n/a
FRD 113A	Investments in subsidiaries, joint ventures and associates in separate financial statements	n/a
FRD 114A	Financial Instruments – General Government Entities and Public Non Financial Corporations	53-55
FRD 119A	Transfers through Contributed Capital	39-40
*Note: References to FRDs have been removed from the Disclosure Index if the specific FRDs do not contain requirements that are of the nature of the disclosure		
Legislation		
<i>Freedom of Information Act 1982</i>		66
<i>Building Act 1993</i>		67
<i>Victorian Industry Participation Policy Act 2003</i>		n/a
<i>Carers Recognition Act 2012</i>		n/a
<i>Financial Management Act 1994</i>		41
<i>Protected Disclosure Act 2012</i>		67

ACRONYMS AND ABBREVIATIONS

ACE	Adult Community Education
ACFE	Adult, Community and Further Education
AEI	Adult Education Institution
CAE	Centre for Adult Education
CAIF	Capacity and Innovation Fund
EAL	English as an Additional Language
DET	Department of Education and Training
LGA	Local Government Area
LLEN	Local Learning Employment Network
RTO	Registered Training Organisation
VET	Vocational Education and Training

Learner group definitions

Culturally and Linguistically Diverse

Learners for whom English is not the language 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.

DATA NOTES AND CAVEATS

The main source of vocational training statistics in this publication is the Skills Victoria Training System (SVTS). Data included is based on data as reported to the Higher Education and Skills Group by government-funded Learn Local organisations and AEIs. Data in this report was extracted in June 2016.

Data included in this report may differ to previous publications as the Department may update classifications from time to time to improve data quality and consistency across years. In addition, changes to reporting and data standards may lead to minor revisions to data previously reported.

The data is in the form of: training organisations, students, enrolments and scheduled hours. Training organisations show the number of organisations that reported student participation in pre-accredited programs. Students show the number of people enrolled in a training course. Enrolments show the number of pre-accredited programs that students are enrolled in – a student may be enrolled in more than one course at the same time. Scheduled hours are the unit of funding for pre-accredited programs supported by the ACFE Board and show the anticipated duration of student participation in an enrolment.

The volumetric statistical information in this report differs both from past ACFE Board Annual Reports, and from the current Training Market Report which the Department produces annually. The differences are for two reasons. First, all pre-accredited enrolment activity is counted in this report exclusively as module enrolments. In contrast both the preceding versions of this report, and the Training Market Report, counted this activity as a mix of course and module enrolments.

Secondly, to ensure an accurate count of pre-accredited program activity, this report excludes from its calculations a small number of organisations that identified to SVTS as delivering adult and community education in 2015, but were not Learn Local organisations recognised by the ACFE Board. In addition, a very small number of Learn Local organisations had self-identified to SVTS as private RTOs and were not included in the count of pre-accredited program activity in the Training Market Report. This report resolves these issues through an analytical methodology which includes every training organisation funded by the ACFE Board irrespective of the status reported to SVTS.

CONTACT DETAILS

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