

# ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

ANNUAL REPORT 2016–2017



Education  
and Training



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Adult, Community and Further Education Board

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

The Hon. Gayle Tierney, 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 year ending 30 June 2017, as required by the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*.

This year the Board, guided by the Ministerial Statement of Expectations, developed its *Strategy: 2016 to 2019*. This strategy established four strategic priorities to bring a renewed focus and innovation to the Board's efforts. The priorities focus on quality, accountability, influence, and sustainability.

During 2016-17, Learn Local organisations have continued to offer learning in a welcoming, supportive environment and to engage some of the most disadvantaged learners in education and training. The Board has a number of initiatives, for example, the Capacity and Innovation Fund, Family Learning Partnerships, and Learn Local Quality Partnerships, which aim to improve quality program delivery, and share good practice across the sector.

A number of independent research and evaluation projects have been commissioned to add to the Board's evidence base. These projects include a review of registration, an analysis of pre-accredited training learner journey and outcomes, and a review of the family learning partnership program. An external review of the Board's performance is also underway and supports the Board's drive for continuous improvement.

I would like to take this opportunity to thank Ms Sally Thompson, Mr Phillip Chan, and Professor Ian Anderson whose membership of the Board concluded during the year. Thanks also to Mr Jonathan Thomas who has retired as Chair of the Audit and Risk Committee.

Newly appointed Board members Ms Helen Coleman, Mr John Maddock, and Ms Win Scott have been welcomed along with Ms Lisa Woolmer, Chair of the Audit and Risk Committee.

Finally I wish to acknowledge the work of members of the Board, Regional Councils, Department staff and the many people who contribute to Learn Local organisations. The collective effort of all of these people enables Victoria to have a vibrant adult education sector which contributes to the economic and social capital of the State.



**Sue Christophers PSM**

Chairperson  
Adult, Community and Further Education Board

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# ABOUT ACFE

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## 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.

## WHO DOES THE ACFE BOARD SUPPORT?

### LEARN LOCAL ORGANISATIONS

As at 31 December 2016, 300 Learn Local organisations were registered with the ACFE Board.

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. They provide an informal, welcoming, adult-focused approach to learning.

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

### ADULT EDUCATION INSTITUTIONS

AMES Australia and the CAE are the two government-owned Adult Education Institutions (AEIs). Together the AEIs reported six per cent of pre-accredited program delivery in 2016. 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 pathways 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.

Pre-accredited training has an emphasis on learners who have not achieved Year 12 or an equivalent qualification. It addresses the particular needs of adults who have experienced barriers to education in the past and find it difficult to undertake accredited programs as their first step back into education and training.

## EDUCATION AND TRAINING DELIVERY IN 2016

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 2016 the ACFE Board contracted 271 Learn Local organisations, including the two AEIs, to deliver pre-accredited programs. These Learn Local organisations reported that:<sup>1</sup>

- a total of 27,536 learners – a slight decrease of 347 learners from 2015 – undertook government-subsidised pre-accredited programs across the state through 46,974 enrolments
- the ACFE Board allocated funds supported 2.2 million student contact hours of pre-accredited programs, a five per cent increase on 2015.

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<sup>1</sup> See page 76 for Data notes and caveats

## LEARNER PROFILE

### WHO IS PARTICIPATING IN PROGRAMS IN LEARN LOCAL ORGANISATIONS?

#### Priority learner groups

The Victorian Government through the ACFE Board provides subsidies to pre-accredited programs that are developed to support the engagement and participation of people whose current or past life circumstances present barriers to educational achievement. These priority learner groups include:

- people from culturally and linguistically diverse backgrounds
- people with disability
- unemployed people, people not seeking work and vulnerable workers
- people who have left school early (i.e. people who do not have a Year 12 or equivalent qualification)
- young people (15 to 19 years old) who are disengaged from education or work
- people who identify as being Indigenous.

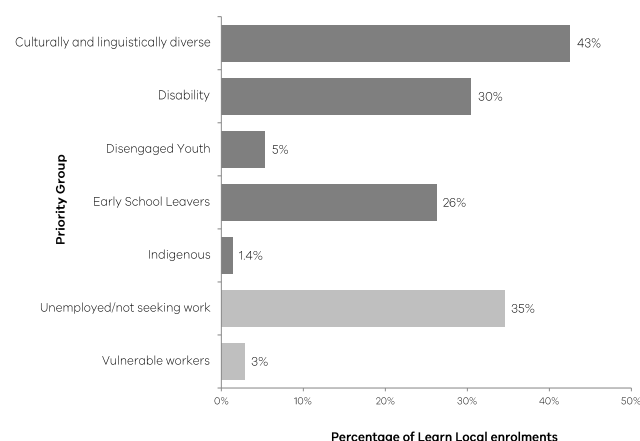
Of all reported enrolments in pre-accredited programs in 2016:

- 43 per cent were by people with culturally and linguistically diverse backgrounds
- 35 per cent were by people who were unemployed/not seeking work
- 30 per cent were by people who identified as having a disability
- 26 per cent were by people who had not completed Year 12
- 5 per cent were by young people who were disengaged from education or employment
- 3 per cent were by people whose level of skills made them more vulnerable in the labour market
- 1 per cent were by people who identified as being Indigenous.

**Figure 1** describes the percentage of enrolments across the state by people identifying with one or more of priority learner groups.

The darker shading indicates that the percentage of enrolments is higher than the percentage of people in the wider Victorian adult population who are in that group, suggesting programs are successfully engaging that group.

**Figure 1. Percentage of pre-accredited enrolments by priority group, all regions 2016**



#### Age and gender

Sixty-six per cent of pre-accredited learners were women; 34 per cent were men. The majority of learners were aged between 25 and 64 years (68 per cent). Of the remainder, 15 per cent were between 15 and 24 years and 17 per cent were aged over 65.

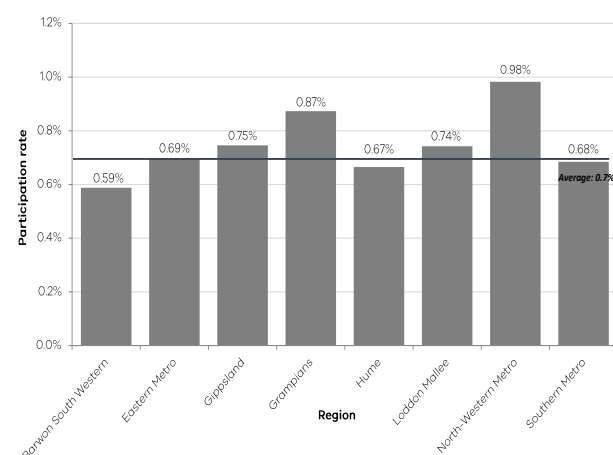
#### Prior education

Learners enrolled in Learn Local organisations have varied levels of prior education. In 2016, 32 per cent of pre-accredited learners had not progressed beyond Year 10 before commencing a pre-accredited program.

### WHERE IS PRE-ACCREDITED PROGRAM DELIVERY TAKING PLACE?

**Figure 2** shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated resident population in each of the eight ACFE Regional Council areas. On average across the state, just under 0.7 per cent of people participated in pre-accredited programs in 2016. In four Regional Council areas the participation rate was above the average. Three of these areas were in regional Victoria.

**Figure 2. Pre-accredited enrolment per capita (2016)**





# SUMMARY OF FINANCIAL RESULTS

## FINANCIAL PERFORMANCE

**Table 1** provides summary information from the ACFE Board's financial reports for the 2016-17 financial year, with comparative data for the previous four years.

**Table 1: Summary of financial results**

	2016-17 (\$'000)	2015-16 (\$'000)	2014-15 (\$'000)	2013-14 (\$'000)	2012-13 (\$'000)
Income from government	31,800	31,533	27,759	26,200	37,122
Total income from transactions	31,800	31,533	27,759	26,200	37,122
Total expenses from transactions <sup>(i)</sup>	33,437	30,364	31,386	27,001	27,923
Net result from transactions <sup>(i)</sup>	(1,637)	1,169	(3,627)	(801)	9,199
Other economic flows included in net result	173	158	(595)	29	(6)
Net result for the period <sup>(i)</sup>	(1,464)	1,327	(4,222)	(772)	9,193
Net cash flow from operating activities	0	0	0	0	0
Total assets <sup>(i)</sup>	36,837	39,020	35,597	40,552	41,109
Total liabilities	1,044	1,811	670	1,403	1,188

<sup>(i)</sup> Comparative balances above have been restated due to correction of errors. Refer Note 2 of the Financial Statement for details.

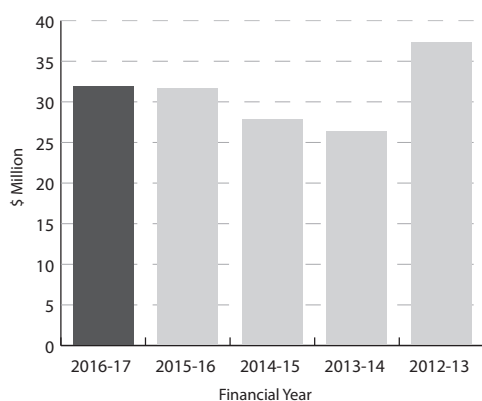
## REVENUE

Total income in 2016-17 remained comparable with 2015-16, increasing by \$0.3m due to growth in resources received free of charge from the Department.

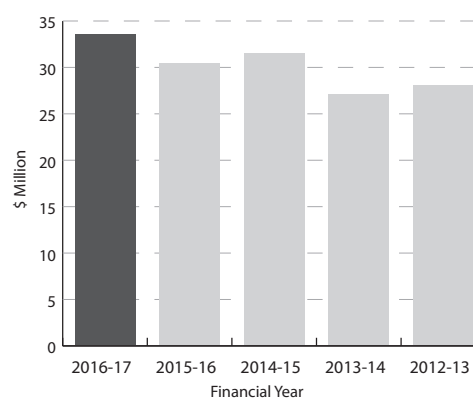
## EXPENSES

Expenses in 2016-17 increased by \$3.1 million, attributable to additional grant expenditure for education training delivery and an increase in resources provided free of charge in support of Board activities.

**Figure 3. Total revenue 2012-13 to 2016-17**



**Figure 4. Total expenses 2012-13 to 2016-17**

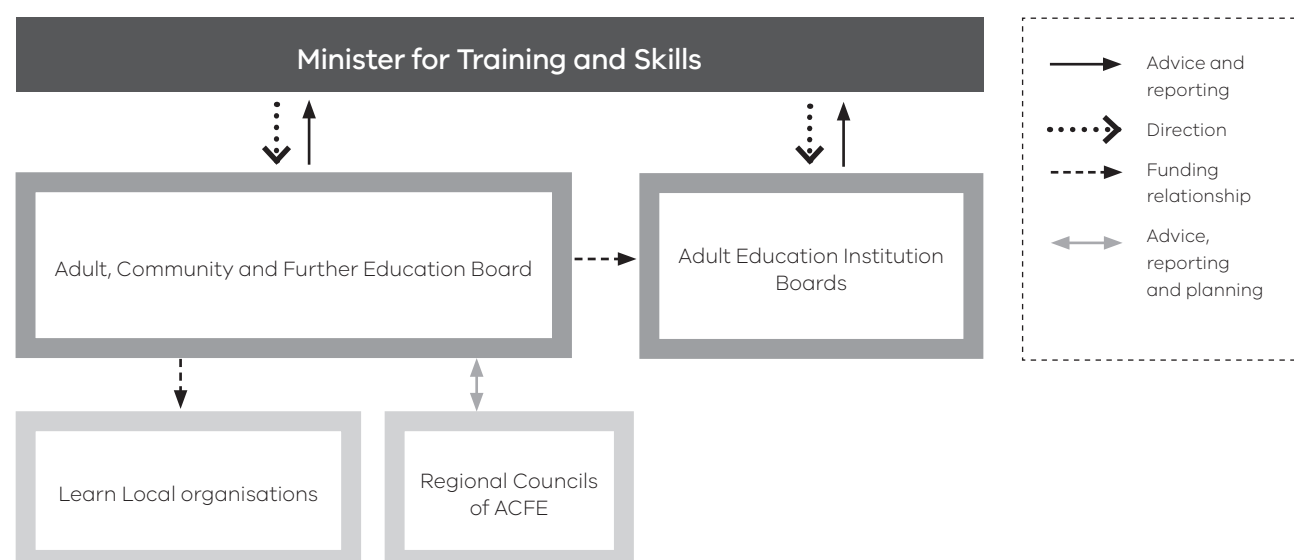


# GOVERNANCE

## GOVERNANCE ARRANGEMENTS

Figure 5 describes the legislative relationships and accountabilities of the ACFE Board as at 30 June 2017.

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 broad strategic priorities in 2016-17 were to:

- continue its focus on maximising the access of priority learner cohorts to consistently high quality, effectively delivered pre-accredited programs

- establish the evidence base and baseline measures to demonstrate that the programs and activities it funds and supports are achieving transitions of pre-accredited learners to further education and training
- focus on high level strategic relationships which can be leveraged to align the sector to employment needs, collaborate on projects to maximise impact, and shape the policy settings
- continue to ensure that funding arrangements allow providers to manage risk and provide greater surety. Take steps to build capability of the sector and facilitate structured collaboration to support service provision.



## **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 30 September 2016 Ms Sally Thompson, Ms Penny Wilson and Dr Ron Wilson concluded their terms on the Board. On 6 October 2016 Ms Andrea McCall, Ms Wilson and Dr Wilson were appointed as acting members of the Board. On 20 January 2017 Mr Phillip Chan resigned from the Board and on 24 February 2017 Professor Ian Anderson resigned from the Board. On 14 February 2017, Dr Wilson was reappointed as Deputy Chairperson for his third term and Ms McCall and Ms Wilson were reappointed to the Board for their second term. Also on 14 February 2017, Ms Helen Coleman, Mr John Maddock and Ms Win Scott were appointed to their first terms.

## **ACFE BOARD AND COMMITTEE MEETINGS**

The ACFE Board met six times during 2016-17. In addition it held a planning workshop which established a strategic framework for 2016-19 and the key directions for the next 12 months.

In accordance with legislative requirements, the ACFE Board operates an Audit and Risk Committee. In 2016-17 the independent members of this committee were:

- Llsa Woolmer (Chairperson) (from 1 March 2017)
- Jonathan Thomas, a partner at ShineWing Australia (Chairperson) (to 3 February 2017)
- Sue Christophers (ex-officio member)
- Andrea McCall (from 6 October 2016)
- Michael Grogan (from 1 January 2017)
- Penny Wilson (1 July 2016 - 30 September 2016, 6 October to 31 December 2016)
- Ron Wilson (1 July 2016 - 30 September 2016, 6 October 2016 - 30 June 2017).

## **REPRESENTATION ON OTHER BODIES**

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

- ACFE Learn Local Brand Promotion Strategy Group
- CAIF Applications Evaluation Panel
- Community Solutions Working Group
- Community Solutions Steering Committee
- Victorian Learn Local Awards Judging Panels
- Victorian Training Awards Judging Panels

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

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## ACFE BOARD MEMBERS 2016-17



**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 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. Sue is also the Chair of the Board of Directors at the VET Development Centre.



**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 1996 for introducing vocational training into Victoria's adult and juvenile corrections systems. Dr Wilson was reappointed to the Board in February 2017.



**Professor Ian Anderson** is Deputy Secretary, Indigenous Affairs Group, Department of the Prime Minister and Cabinet. His previous roles include Pro-Vice Chancellor, Engagement at the University of Melbourne, Assistant

Vice-Chancellor (Indigenous Higher Education Policy), and Foundation Chair for Indigenous Higher Education. He was a former Chair of the National Aboriginal and Torres Strait Islander Health Equality Council, and Co-Chair of the Aboriginal and Torres Strait Islander Higher Education Council. 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, policy maker and academic. Professor Anderson concluded his term in February 2017.



**Sally Brennan** is an education consultant with a background in community development and adult community education following 20 years as CEO of Upper Yarra Community House.

Sally has qualifications in community development and a Master of Education. She is on the Board of Adult Learning Australia and other local boards, and is the Executive Officer of ACEVic. 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 President of Dragon Boat Victoria. He has a Masters in Business Administration and over 15 years consulting experience in corporate

planning, change management, risk management and business improvement. Mr Chan concluded his term on the Board in January 2017.



**Helen Coleman** was Councillor and Mayor for the Nillumbik Shire Council from 2004 - 2016. In these roles she worked closely with Learn Local organisations, LLENs and schools. With qualifications in Community Development and a

Bachelor of Social Science, Helen has 20 years experience working and consulting in the volunteer and community development sectors. She has worked as an electorate officer for a state Member of Parliament and Minister and is a member of Hon Jenny Mikakos MP's Ministerial Council for Volunteers. She has wide ranging Board experience and is a board member of Women's Health Victoria and President of the Australian Local Government Women's Association. Helen is a Fellow of the Australian Institute of Company Directors and graduate of the Cranlana Programme. Ms Coleman commenced her term on the Board in February 2017.



**Michael Grogan** is the Victorian/South Australian Director of the Advanced Manufacturing Growth Centre. Previously CEO of Sutton Tools Pty Ltd, he sits on the Board of Manufacturing Skills Australia and is a Director of the Defence Materials

Technology Centre. He is involved in the VET in schools sector, is on the School Council of the Northern College of the Arts and Technology. He chairs the Inner Northern LLEN and the William Ruthven Secondary College School Council.



**Dr Madeleine Laming** is a teacher at Assumption College Kilmore and an Adjunct Senior Lecturer in Education at Murdoch University. She is a 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.



**John Maddock** has vast corporate governance, senior executive leadership and management experience in the tertiary and adult education sectors including CEO at the Box Hill Institute Group and CEO/Director at Gordon Institute of TAFE. He is an Honorary Senior Fellow of LH Martin Institute, a member of the Victoria College Advisory Committee and provides consulting services. He is a Fellow of the Australian Institute of Company Directors and has held numerous non-executive board director positions including with Innovation Business Skills Australia, Deakin University, the Victorian Curriculum & Assessment Authority, and the National Basketball League. He was awarded the Australia Sports Medal for volunteer services with the Sydney 2000 Olympics. In 2013, John was made a Member in the General Division of the Order of Australia for significant service to vocational education and training and to the sport of basketball. Mr Maddock commenced his term on the Board in February 2017.



**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 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 and has chaired projects for the Board on youth engagement and positive ageing. Ms McCall was reappointed to the Board in February 2017.



**Sally Thompson** is Deputy Director Sector Engagement and Capability Engagement, Victorian Council of Social Service and RMIT. She was previously Federal Women's Policy Officer with the Australian Education Union and CEO of Adult Learning Australia. She also has extensive not-for-profit governance experience. Her understanding of the sector 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. Ms Thompson concluded her term on the Board in September 2016.



**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 CEO 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. Ms Wilson was reappointed to the Board in February 2017.



**Win Scott** is a consultant with extensive experience in the vocational education and training sector – most recently as CEO of Sunraysia Institute of TAFE (until her retirement in June 2016). La Trobe University awarded her an honorary Doctor of Education in 2016 and she holds a Master of Educational Management. Win is the Chair of the Mallee Regional Partnership and Deputy Chair of the Regional Development Advisory Committee. She is also a member of other regional and local boards. Her background before joining the TAFE sector was as a restaurateur in Bendigo. Ms Scott commenced her term on the Board in February 2017.

**Table 2. Board meeting attendance record**

Board member	Meeting attendance	Leave of absence
Ian Anderson	3/5	2
Sally Brennan	6/6	
Phillip Chan	1/3	2
Sue Christophers	6/6	
Helen Coleman	2/2	
Michael Grogan	3/6	3
Madeleine Laming	5/6	1
John Maddock	2/2	
Andrea McCall	5/5	
Win Scott	2/2	
Sally Thompson	1/1	
Penny Wilson	5/5	
Ron Wilson	6/6	

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## 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.

### ROLE OF COUNCILS

The ACFE Board and Regional Councils work together to fulfil the ACFE mission.

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

Regional Councils support the ACFE Board to meet its objectives by:

- 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 the Board on delivery of adult community education in their region and the strength of 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 developed the Board's three year 2016-2019 Strategy in 2016. A number of priorities, action items and associated milestones and deliverables for 2016-17 were also established. Each action item was grouped under one of the four main priorities of the Strategy: Quality ACFE, Accountable ACFE, Influential ACFE and Sustainable ACFE. The Strategy was carefully developed to reflect the Minister's 2016 Statement of Expectations for the Board.

During 2016-17, the Board regularly monitored progress against the Strategy and the Minister's Statement of Expectations.

To complement the Strategy a new ACFE Board Risk Register and Risk Strategy was endorsed.

### 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.

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## 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.

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 organisational 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 (AS AT 30 JUNE 2017)

Director, Participation Branch

**Ryan Collins**

Acting Manager, ACFE Governance and Planning Unit

**Nicholas Wing**

Manager, Program Management Unit

**Eduard de Hue**

Manager, Strategic Projects and Research Unit

**Verna Kearney**

Manager, Training Participation Regional Support Unit

**Teresa Durka**

Manager, Projects

**Jane Dewildt**

Training Participation Regional Support Managers:

North Eastern Victoria

**Julie Hebert**

North Western Victoria

**Kaye Callaghan**

South Eastern Victoria

**Robyn Downie**

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 2016-17).

## ENVIRONMENTAL IMPACTS

The Department manages the office-based environmental performance improvement initiatives and requirements of the Department (see the Department's Annual Report 2016-17).

## ACFE BOARD CONTRACTING AND PAYMENTS

The Victorian Government, through the ACFE Board, supported the delivery of pre-accredited programs through contracts with 271 Learn Local organisations, including 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.

Details of the amounts paid under these contracts are at Appendix 1.

The Department continued to separately contract those Learn Local organisations delivering accredited training under the Victorian Training Guarantee. There were 100 Learn Local RTOs contracted in 2016.

## AUDITS AND REVIEWS

### *ACFE Board reviews*

The Board undertook an independent Community Solutions Due Diligence review in 2016-17.

### *Departmental audit program*

The operation of the ACFE Board is included in relevant internal audits undertaken by the Department throughout the year. In 2016-17, an audit was undertaken to advise the Board of its compliance with the revised *Standing Directions of the Minister for Finance* (the Standing Directions). The revised Standing Directions were issued in 2016 by the Minister for Finance and are applicable from the 2016-17 financial year. The Board was found to be largely compliant with the requirements, with some further action advised to remedy areas of 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 Ministerial-owned properties 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 Creek, 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 re-accreditation 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 Liberal Arts	31/12/2021
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 2016-17 can be categorised according to the four main strategic priorities of the ACFE Board's 2016-19 Strategy.

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## QUALITY ACFE

*Ensure programs and related services respond to learner needs and aspirations, connecting to further education and employment pathways.*

*Design the system settings for responsive and agile program delivery across networks of providers to maximise access for learners.*

## 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 2016-17 grants totalling approximately \$3.6 million were allocated to 66 organisations with a focus on the sector's capacity to deliver high quality programs for the identified priority cohorts.

The grants support providers to pursue projects that:

- maximise access to high quality programs for learners by improving responses to priority learner cohort needs
- support aspiration and form connections to further education and employment pathways
- demonstrate the effectiveness, socio economic value and impact of pre-accredited training
- respond effectively to identified needs in local communities.

Through these projects Learn Local organisations work collaboratively with others in the sector or with other organisations in their community to develop and implement projects designed to meet learner needs and to increase participation and attainment in pre-accredited programs.

The projects, while diverse in scope and focus, aim to bring a lasting benefit to learners in terms of improved systems, programs and services in Learn Local organisations across Victoria.

## LEARNER ENGAGEMENT A-FRAME PILOT

In 2016 the Board endorsed a Learner Engagement A-Frame Pilot (LEAP). The pilot responds to the Learn Local sector's request for flexibility to facilitate improved engagement with pre-accredited programs for adults who face barriers to participation. It provides subsidies to Learn Local organisations for courses of less than 20 hours.

LEAP aims to improve learning outcomes for women, those experiencing disadvantage, those from low socio-economic status localities, early school leavers, low skilled and vulnerable workers, Indigenous people, unemployed people and people with a disability. It prioritises learners in thin markets and remote locations, disadvantaged learners, including new and hard-to-reach learners, learners with complex or multiple needs and vulnerable workers including those within industries in transition, e.g. automotive supply chain workers.

The pilot will run for one year and evaluation will include assessment of engagement strategies, outcomes and evidence of improved pathways to training and employment. Evaluation will also measure outcomes in providing enhanced opportunities for disadvantaged learners who have faced barriers to engaging with training. The outcomes will provide an evidence base for responding to the issues raised by the Learn Local sector in requesting flexibility for delivery of shorter programs, and will inform any future decisions around a minimum length for pre-accredited programs.

## PROVISION OF RECOGNITION FOR COMPLETION OF PRE-ACCREDITED PROGRAMS

A common template to provide learners with formal recognition for pre-accredited training completion was approved by the Board in late 2016. The template allows Learn Local organisations to provide an individualised certificate to learners to recognise their completion of a pre-accredited program. The template was circulated to Learn Local organisations for use in March 2017.

## LEARN LOCAL QUALITY PARTNERSHIP TRIALS

In 2017 the ACFE Board has funded the establishment of three Learn Local Quality Partnership trials to support Learn Local Registered Training Organisations delivering accredited training to work collectively and collaboratively to reduce their compliance burden, share resources, improve quality, and encourage best practice.

Through this initiative it is expected that effort and resources currently committed to maintaining compliance will be reduced to allow providers to focus more on increasing quality training provision for those who need it.

These benefits will not only support improved provider sustainability but also ensure the continued provision of high quality training opportunities for learners through organisational improvements in capacity and capability.

## FAMILY LEARNING PARTNERSHIP PROGRAM

Family Learning Partnerships are flexible, place-based initiatives fostering innovative approaches to the engagement of vulnerable families in learning programs. As well as generating strong outcomes for individual participants, this collective impact model is facilitating change in the engagement tactics of local schools, community services and early childhood providers.

Family Learning Partnerships are supported by four regional Communities of Practice, which have become key repositories of knowledge and expertise on the learning needs of local families.

In 2017, the ACFE Board allocated 23 Learn Local organisations a total of \$644,000 over two years to support the further development of Family Learning Partnerships.

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## ACCOUNTABLE ACFE

*Develop robust baselines and build an evidence base for planning and monitoring regional performance in transitioning learners to further education and employment*

*Review and align budget and supports towards programs and initiatives with high conversion rates to further education and employment*

## REGISTRATION REVIEW

In 2016, the ACFE Board resolved to seek an external review of the current guidelines and processes for registration of Learn Local organisations with the Board. In May 2017, KPMG was commissioned to undertake the review. KPMG have completed the first phase of their engagement, which included:

- consultation with managers of similar pre-qualification schemes in other jurisdictions
- review of documentation relevant to the registration guidelines and process.

Draft registration guidelines and processes have been developed for consideration. A new policy and process will be developed for implementation in 2018.

## ACFE BOARD RESEARCH: PRE-ACCREDITED LEARNER JOURNEY PROJECT

The Pre-accredited Learner Journey project is undertaking an analysis of pre-accredited training data from Skills Victoria Training System (SVTS) to support better understanding and analysis of the pre-accredited training learner journey and outcomes. This will assist the ACFE Board to better align future training delivery to meet the needs of disadvantaged adults in Victoria.

## ACFE BOARD PERFORMANCE REVIEW

The Board identified an independent review of Board performance as a strategic priority for 2016-17. The *Public Administration Act 2004* requires that all public entities regularly review the performance of individual Board directors. Boards are also advised to implement performance assessment of the board as a whole, the CEO and the chair, using a variety of processes. The ACFE Board has previously used a self-assessment methodology (annual anonymous survey and bi annual formal interview with the Chair) to assess the performance of individual members, Board committees and the Board.

It is expected that the review will conclude in September 2017.

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## INFLUENTIAL ACFE

*Proactively foster productive relationships across the system with state departments, TAFEs, Local Government and industry to shape policy settings, and collaborate to maximise impact*

*Promote the evidence base to demonstrate the socio-economic value and monitor the impact of pre-accredited training on Victoria's prosperity*

### COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT STRATEGY

As part of the 2016 Minister's Statement of Expectations to the ACFE Board, the Board was asked to 'Raise the profile of the ACFE Board and increase the consideration of adult, community and further education in decision-making, policy and program development and engagement of Learn Local organisations and ACFE Regional Councils by other parts of the education sector in Victoria'.

One of the actions that the Board agreed to undertake to meet this expectation was to develop a Communication and Stakeholder Engagement Strategy. The intent is to enhance the reputation of the ACFE Board, training delivery by Learn Local organisations, and the role of adult community education in building the economic prosperity and civic health of the Victorian community.

The Board considered a draft preliminary Communication and Stakeholder Engagement Strategy, which outlines the structure, approach and key indicators, at its May meeting and approved the engagement of marketing and communications specialists to develop the full strategy. The strategy is scheduled for completion in December 2017.

## REGIONAL COUNCIL DEVELOPMENT DAY

Since 2015 the ACFE Board has held a Development Day for Regional Councils. The day provides information sessions, networking and professional development opportunities to Regional Council members. The day is open to all Regional Council members, the ACFE Board and relevant management from the Department. In 2016 it focused on analysis of participation data relating to priority cohorts. Regional Councils were provided with a framework to further consider that data and provide advice to the Board regarding increasing participation by those cohorts.

### TAFE-ACFE ROADMAP PROJECT

In February 2017 the ACFE Board allocated \$53,000 to support the development of a Learn Local and TAFE Roadmap to promote closer collaboration between Learn Local organisations and TAFE institutes and further strengthen provision of training and pathways for learners in the community.

The roadmap will inform and guide Learn Local and TAFE provision at the local level by:

- identifying complementary roles
- capturing best practice examples of coordinated provision of training and supports for learners
- identifying opportunities for more efficient and effective collaboration at the local level
- development of models and tools to facilitate future collaboration.

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## SUSTAINABLE ACFE

*Support a network of providers with the right skills, resources and connections to maximise deployment of resources and harness innovation.*

*Ensure and manage sustainable funding provision for sector programs.*

### LEARN LOCAL BRAND SUSTAINABILITY

The ACFE Board continues to develop a Learn Local Brand Management Strategy (the Strategy). Its purpose is 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.

As part of Phase 1, a comprehensive review of the Learn Local network brand was undertaken in October 2016. 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 Learn Local organisations. Completion of this Strategy is awaiting findings from other related Board projects.

### FAMILY LEARNING SUPPORT PROGRAM

The Family Learning Support Program (FLSP) was designed to provide 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 childcare costs.

In late 2016 a review of FLSP was conducted to assess its effectiveness in addressing previous issues with uptake, administration and utilisation. It also was an opportunity to explore whether the FLSP is the best response to participation barriers experienced by vulnerable families.

As a result of the review the Board has approved the development of a new flexible model to improve vulnerable families' access to adult education and to remove existing barriers to training.

## SHARING GOOD PRACTICE

During 2016-17 the ACFE Board established a number of initiatives and projects that aim to expand and improve sharing of good practice in the sector.

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 high 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.

The Board has endorsed a project that will give effect to identified strategic priority actions related to online services, by establishing a single portal for online resources. The portal will include an online directory of programs, innovations, access expert practitioners and create forums that facilitate practitioner collaboration and innovation for providers to access.

The online resources directory will expand and consolidate resources and increase sharing including the A-Frame Exchange; a careers hub; significant CAIF and other project outcomes/outputs; and access to the Learn Local website and associated social media sites.

The Board also endorsed development of a targeted professional development strategy that will provide opportunities to support Learn Local organisations to enhance their governance capabilities and build the skills of staff to respond to priority learners.

### SENIOR VICTORIANS FLAGSHIP PROJECT

In December 2016, The Commissioner for Senior Victorians, Mr Gerard Mansour, spoke to the Board about his role and the report, The Journey of Ageing. At the time the Board noted that new approaches could be developed to address the issues raised by the Commissioner. In May 2017 the Board approved the Senior Victorians project and associated initial funding. The project aims to develop new VET responses to address the needs of Senior Victorians. The project will include consultation with stakeholders in early July 2017 followed by the development and piloting of three A-frames for programs intended for delivery to senior Victorians. A final report is expected to be presented to the Board in February 2018.

## COMMUNITY SOLUTIONS

The Community Solutions Program was designed to increase place-based training opportunities available to educationally disadvantaged learners.

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 in identified project locations and developing innovative and collaborative whole-of-community solutions.

Led by the Board, Community Solutions is a cross-Government initiative with stakeholders from the Department of Education and Training, the Department of Health and Human Services, the Municipal Association of Victoria and local government.

The Board commissioned a Community Solutions Due Diligence review which was received in early 2017. The review included an assessment of proposals received to date and provided advice in relation to statutory obligations and ministerial expectations of the ACFE Board, consultation undertaken with Learn Local organisations, policy considerations and the risk environment. The outcomes of this review are to be further pursued in a project which aims to strengthen guidelines and processes relating to this program.

The Board has approved an allocation of \$1.5 million over three years to a project led by Chisholm Institute of TAFE for implementation of the Casey Community Solutions project.

## STUDENT MANAGEMENT SYSTEM

A project report presented to the ACFE Board in 2016 indicated that for some Learn Local organisations, ACFE compliance costs, including the costs associated with reporting on delivery, accounted for over 10 per cent of their total ACFE Board funding. To meet the requirement to maintain a compliant, up-to-date Student Management System (SMS) the organisations can incur significant cost.

The Board noted that there is a risk that some Learn Local organisations may decide to stop delivering pre-accredited programs if the cost of maintaining an SMS becomes unmanageable. Because this has the potential to reduce provision of pre-accredited programs to Victorians and because failure to adequately maintain the currency of their SMS can also result in poor quality reporting, a feasibility study has commenced to research how the Board might support Learn Local organisations in this area.

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## 2016 AWARDS

### 2016 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 2016 Awards at a dinner on Thursday 8 September attended by over 280 stakeholders from across the sector. Prize money totalling \$50,000 was awarded to the following winners:

- The Rowena Allen Award – Recognising Pre-accredited Learner Excellence – Matthew Agostinelli from Diamond Valley Learning Centre
- Outstanding Practitioner – Marj Sjostrom from Keysborough Learning Centre
- Outstanding Pathways Program – Speaking Out, Port Melbourne Neighbourhood Centre
- Excellence in Creating Local Solutions – BA@ Wyndham, Wyndham Community and Education Centre
- AMES Australia Diversity Innovation – CALD Education & Employment Pathways, Ballarat Neighbourhood Centre
- Learn Local Legends:
  - » Djerriwarrh Community & Education Services - nominated by North Western Metropolitan Regional Council
  - » Macedon Ranges Further Education - nominated by Loddon Mallee Regional Council
  - » Glen Eira Adult Learning Centre - nominated by Southern Metropolitan Regional Council
  - » Gippsland Employment Skills Training - nominated by Gippsland Regional Council
  - » Vermont South Community House - nominated by Eastern Metropolitan Regional Council
  - » Myrtleford Neighbourhood Centre - nominated by Hume Regional Council
  - » Nhill Learning Centre - nominated by Grampians Regional Council
  - » Bellarine Living & Learning Centre - nominated by Barwon South Western Regional Council.

## VICTORIAN COMMUNITY TRAINING PROVIDER OF THE YEAR

For the second time, the ACFE Board sponsored the Victorian Community Training Provider of the Year Award at the 2016 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:

- capacity to design and implement innovative, high-quality training programs that are highly valued by the local community and 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 2016, Kensington Neighbourhood House, Preston Reservoir Adult Community Education and Paynesville Neighbourhood House were selected as finalists, with Kensington Neighbourhood House (KNH) named as the winner. KNH hosts a range of adult education and well-being programs, welcoming more than one thousand local residents through its doors each year. Seventy programs are on offer across two groups; core programs - that provide English language and digital literacy skills, and industry specific programs - which are designed to provide training and skills to further individuals' employment prospects. Each program responds to a specific community need and has been designed for individual learning styles.



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, considering its 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.



# REGIONS OF ACFE





# BARWON SOUTH WESTERN

## REGION OF ACFE

This region covers nine local government areas and stretches from Greater Geelong to Victoria's western border. 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

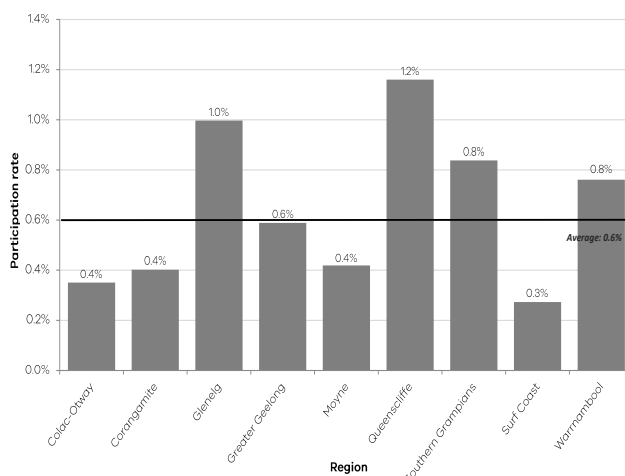
During 2016 1,729 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the nine local government areas in the region.

Of these learners:

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

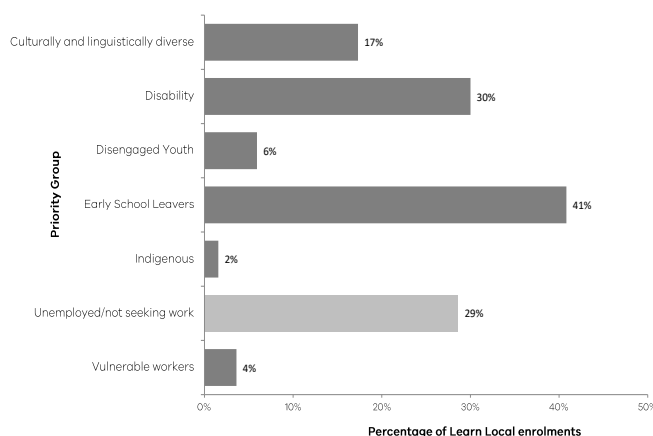
Twenty-six Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Barwon South Western region in 2016.

**Figure 6. Percentage of pre-accredited enrolments per capita, Barwon South Western (2016)**



**Figure 6** shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated residential population (2015) in each LGA in the region. On average across the region 0.6 per cent of people participated in a Learn Local pre-accredited program in 2016. Participation in Greater Geelong was at the regional average. Participation in Glenelg, 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 (2016)**



**Figure 7** shows the percentage of learners enrolled in pre-accredited programs in 2016 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 2016 the *Local Ecosystem and Prototype Learning Products* project was designed to enhance relationships between Learn Local organisations and local stakeholders.

The project was comprised of two components — *Partnerships for Prosperity* and *Innovation and Design* — with five organisations participating in each. Each of the participating organisations worked with a coach who supported and guided them to develop of their initiatives.

The Barwon South Western and Grampians Regional Council jointly supported a project *Documentation of Learn Local Customer Experience* to document case studies of students enrolled in pre-accredited programs. In depth interviews were conducted with six students across the two regions.

Prior to writing up and developing models and case studies an analysis and synthesis of the learners' views and stakeholder research was conducted.

Some observations made as a result of this project include that:

- learners benefited because of the integrated and holistic nature of what was provided within their learning environment
- the pathways aspect of Learn Local was clearly the key to their success
- high level of care, engagement and commitment from Learn Local staff.

The Barwon South Western Regional Council spent considerable time in early 2017 developing a priority cohorts report to be forwarded to the ACFE Board.

It brought together data and knowledge from all members of the Regional Council. Some of the findings are outlined below.

- Pre-accredited delivery capacity across the Barwon South Western area remains below target indicating that new Learn Local organisations are required especially in towns identified as being under serviced.
- There are substantial partnership opportunities available within the region which require dedicated resources to create and maintain particularly in areas where there is limited provision.

## REGIONAL COUNCIL MEMBERS 2016-17

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



*Bellarine Living and Learning Centre aims to enhance life and work opportunities for adult learners of all ages, including youth and refugees newly settled in the Whittington and Bellarine areas. The Centre supports new communities of learners, is actively involved in the 'Whittington Works' project and was instrumental in the establishment of the Leopold Community & Learning Centre.*

*Aimed at the local youth community, the Centre offers pre-accredited courses in computers, literacy and numeracy, and also caters to the South Sudanese Nuer residents offering courses in English language.*

*It also works closely with local residents, providing individual support for a range of issues and is engaged in programs and services delivered by other agencies including the provision of a Foodbank.*



# 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

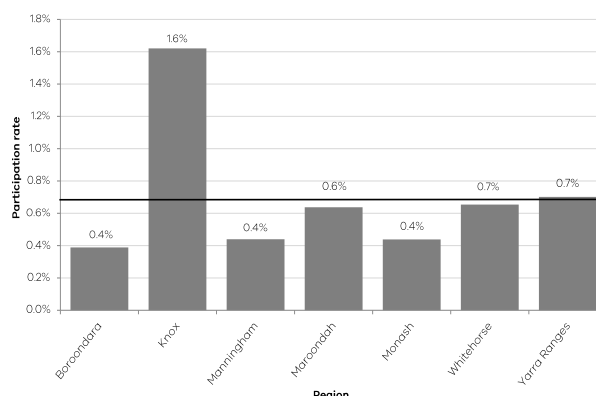
During 2016 4,435 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the seven LGAs in the region.

Of these learners:

- 65 per cent were female
- 22 per cent had a highest qualification level of Year 10
- 11 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.

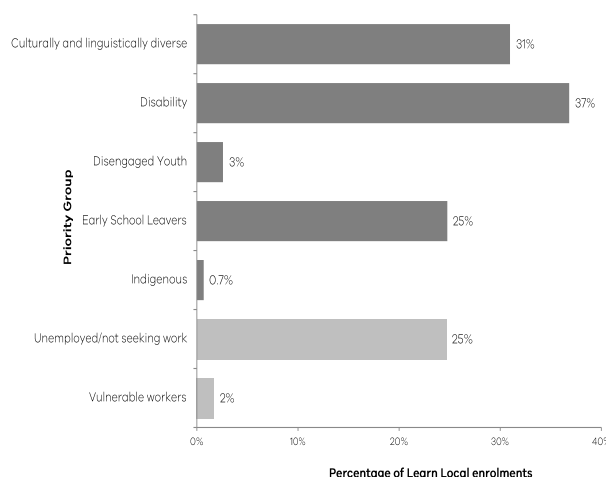
Thirty-eight Learn Local organisations and two AELs reported delivery of government-subsidised pre-accredited programs in the Eastern Metropolitan region in 2016.

**Figure 8. Percentage of pre-accredited enrolments per capita, Eastern Metropolitan (2016)**



**Figure 8** shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated residential population (2015) in each LGA in the region. On average across the region 0.7 per cent of people participated in a Learn Local pre-accredited program in 2016. Participation in Knox, Whitehorse and Yarra Ranges was at or above the average whereas participation in the other four LGAs was below the average.

**Figure 9. Percentage of pre-accredited enrolments by priority group, Eastern Metropolitan (2016)**



**Figure 9** shows the percentage of learners enrolled in pre-accredited programs in 2016 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 2016-17, the Regional Council continued to encourage Learn Local organisations to form partnerships to increase access for learners in all parts of the region.

- Partnering and strategic alliances within the sector have seen the establishment of provider partnerships in the Cities of Knox, Whitehorse, Monash and Manningham through which organisations jointly promote their programs and cross refer learners to maximise opportunities
- Partnering with other community organisations to reach new learners and offer programs in more locations was particularly supported by the Council.
- In response to the Regional Council's priority to critically review 2016 program delivery, 29 Learn Local organisations developed and documented over 100 new pre-accredited programs.

The Regional Council produced a Priority Cohort Needs Report to assess training needs and inform allocation of funds to support pre-accredited programs. The report was generated from analysis of provision in 2016 and also included consideration of the strategic plans of local government across the region.

In response to advice from Learn Local organisations that they found developing and brokering partnerships with other sectors of education, local government, business and industry difficult because of time constraints, the Regional Council commissioned research and stakeholder consultation in these sectors to ascertain their current and future training needs.

The intention was to raise the profile of Learn Local organisations. Positive outcomes are being generated including a group of Learn Local organisations piloting a suite of small business programs in partnership with the City of Whitehorse.

During the year the Council held some of its regular meetings in Learn Local organisations across the region. Committees of management and staff of the organisations visited provided an overview of their services, achievements, opportunities and challenges. This strategy provided the Council with invaluable information that informed their advice to the ACFE Board. Council members also participated in Provider Forums to communicate Council activities and increase their engagement with Learn Local organisations.

The Regional Council identified Vermont South Community House as the recipient of the region's Learn Local Legend award for 2016. The award recognised their work since 2014 to reposition their training options to reflect changes in the local community. Through their strategies of inclusiveness and broadening offerings to the culturally and linguistically diverse members of the community and people with disability, Vermont South have tripled their pre-accredited provision in three years.

## REGIONAL COUNCIL MEMBERS 2016-17

Beverley Knowles (Chairperson)  
Helen Falconer (Deputy Chairperson)  
Joseph Cullen  
Antony Falkingham  
Yvonne Ho  
Carmen Pace  
Jeanette Swain  
Helen Worlidge



*Vermont South Community House is a Learn Local organisation offering a variety of pre-accredited and accredited courses and activities in a friendly, supportive environment to meet the needs of the local community.*

*In 2014, Vermont South Community House set about repositioning its training options to reflect the changed demographics of the local community. This involved a focus on upskilling its workforce and promoting its organisation to the broader cohorts in the area. It also established a commercial kitchen and cafe which has furthered community links and engagement with the organisation.*

*The cafe provides training including food and drink service, barista training and food handling. In October 2015, 10 students completed Certificate II in Workplace Training Strategies. As a result of changing their value proposition, Vermont South Community House has tripled its pre-accredited provision in three years. Services include a wide range of vocational, Information Technology and English as an Additional Language pre-accredited programs.*



# 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

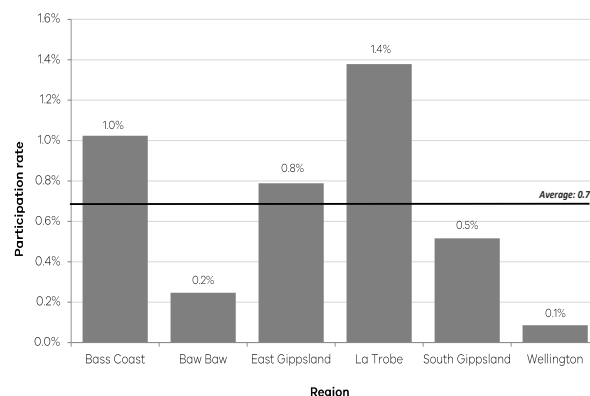
During 2016 1,362 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the six LGAs in the region.

Of these learners:

- 61 per cent were female
- 34 per cent had a highest qualification level of Year 10
- 16 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.

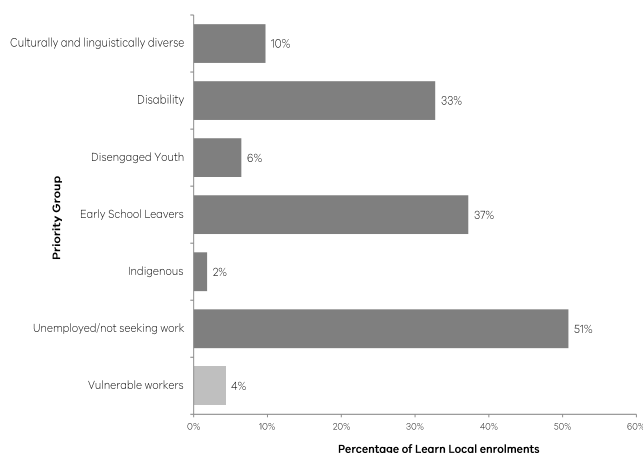
Twenty-five Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Gippsland region in 2016.

**Figure 10. Percentage of pre-accredited enrolments per capita, Gippsland (2016)**



*Figure 10 shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated residential population (2015) in each LGA in the region. The figure shows that on average across the region 0.7 per cent of people participated in a Learn Local pre-accredited program in 2016. 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 (2016)**



*Figure 11 shows the percentage of learners enrolled in pre-accredited programs in 2016 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 2016, the Gippsland Regional Council's priorities were to:

- support access, grow new learner markets, support learner transition and address the decline in pre-accredited training participation rates
- increase participation and attainment of disadvantaged learners across Gippsland
- develop the capacity and skills of Learn Local organisations.

To support the identified priorities, Gippsland Regional Council implemented an ambitious three-year project known as SPALG – *Strengthening Pathways for Adult Learners in Gippsland*. SPALG created a platform for connected strategic action and a method to build the professional practice of Learn Local organisation managers and teachers to deliver quality pre-accredited programs to reach and meet the needs of priority cohort learners. A key component of the project was identifying industry skill shortages appropriate for pre-accredited training pathways and working with local accredited training providers to strengthen pathway links from programs. An analysis of pre-accredited programs identified significant opportunities to create pathways.

As part of the project:

- health industry, community and employment agency stakeholders collaborated with Noweyung, a Learn Local organisation, to develop a pre-accredited health training pathway. Over 50 people applied for 15 available positions in Kick Start your Career. Learners received 160 hours of pre-accredited training including an observation work placement at Sale Hospital
- Noweyung and Buchan Neighbourhood House implemented quality teaching and learning strategies to reach new learner markets
- more than half of Gippsland Learn Local organisations were engaged in a community of practice focused on quality course design and delivery for pre-accredited programs. More than 10 new quality pre-accredited courses were designed and delivered by Learn Local organisations
- Training Information Pathways Services (TIPS) was implemented in January 2017 to support adults to understand training options and develop their own pathways plan. The program complements the work of the Skills and Jobs Centre. Learn Local organisations in Heyfield, Paynesville, Moe, Wonthaggi, Korumburra and Traralgon have established TIPS sites that are open for a total of 135 hours per week. One hundred and eighty-four people, including 100 unemployed people, received TIPS information and support in the first three months of operation.

The Regional Council continued to provide advice to the Board, including on the difficulty in attracting learners in thin training markets in Gippsland. The advice included key issues relating to adult learning needs in Gippsland and identified blocks and barriers that may benefit from policy input.

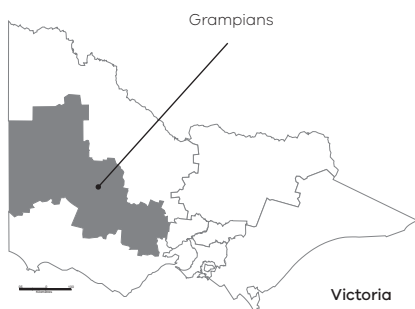
### REGIONAL COUNCIL MEMBERS 2016-17

Julie Hocking (to 28 June 2016)  
Karen Fleischer (Deputy Chairperson)  
Glenda McPhee (Chairperson)  
Catherine Brigg, Gail Morley  
Josie Rose  
Margaret Taylor (to 19 January 2017)



*Gippsland Employment Skills Training (GEST) is a Registered Training Organisation based in the Latrobe Valley and delivering training in Moe and Morwell. Recognised for delivering quality training for highly disadvantaged learners, GEST has demonstrated collaboration with relevant community organisations to build wraparound support for participants enrolled in training. Innovative program design has been a feature of ACFE funded delivery with recent examples focusing on employment skills and links with accredited training.*

*The RRR program has engaged learners in refurbishment of second hand furniture and another program has included Koori learners refurbishing a marine vessel destined for tourism on the Gippsland Lakes. GEST has provided barista training through Café Zest and contributed employment pathways for many learners into the hospitality industry.*



# GRAMPIANS

## REGION OF ACFE

This region covers 11 Local Government Areas 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

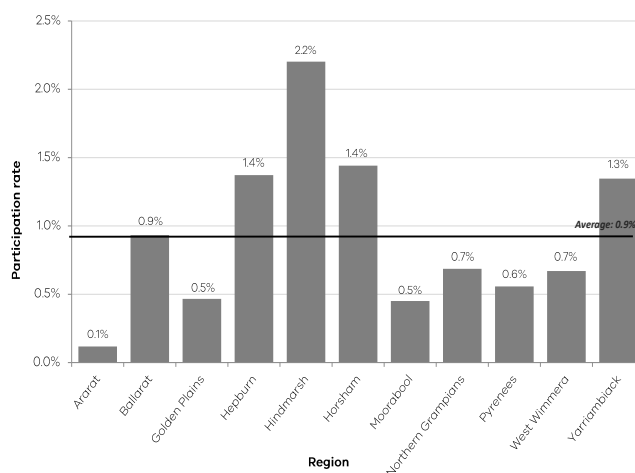
During 2016 1,389 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the eleven LGAs in the region.

Of these learners:

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

Twenty-one Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Grampians region in 2016.

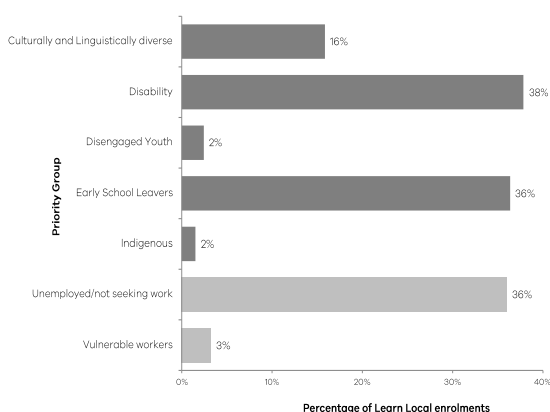
**Figure 12. Percentage of pre-accredited enrolments per capita, Grampians (2016)**



**Figure 12** shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated residential population (2015) in each LGA in the region.

The figure shows that on average across the region, 0.9 per cent of people participated in a Learn Local pre-accredited program in 2016. Participation in Ballarat, Hepburn, Hindmarsh, Horsham and Yarriambiack was at or above the average whereas participation in the other six LGAs was below the average.

**Figure 13. Percentage of pre-accredited enrolments by priority group, Grampians (2016)**



**Figure 13** shows the percentage of learners enrolled in pre-accredited programs in 2016 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 Council engaged consultants, Think Impact, to undertake a pathways and partnership project, *Demonstrating Pathways for Learning*, to establish and strengthen referral pathways for Learn Local clients such as between Learn Local organisations and TAFEs. The stakeholder mapping activities enabled participating Learn Local organisations to realign their resource investment toward their strategic partnerships, leading to increased client participation.

As a result of the project, Learn Local organisations understand the need to co-design programs with industry and business partners. This has led to the development of a learner centred co-design toolkit.

The Barwon South Western and Grampians Regional Council in 2016 co-designed a project, *Documentation of Learn Local Customer Experience*, to document a series of case studies of students enrolled in pre-accredited courses. Some observations from the report include:

- that learners benefited because of the integrated and holistic nature of what was provided within their learning environment
- the pathways aspect of Learn Local was clearly the key to their success
- the evident high level of care, engagement and commitment from Learn Local staff.

The Council has developed a priority cohort needs report for the region which identifies:

- supporting the re-establishment of a Learn Local presence in Ararat as a priority. Strategies used in this process could be used as a model in other areas where delivery needs to be re-established
- a need to ensure Learn Local organisations are well positioned within the state government agenda
- a need to expose Learn Local organisations to potential partners
- the value in further developing relationships and partnerships with RTOs to ensure pathways for learners.

The Council has supported an ACFE Board funded place based initiative to address local skills and workforce development needs in Stawell in response to mining industry downsizing and an emerging agricultural industry. The initiative will enable the Stawell Neighbourhood House to build a partnership with Nectar Farms Pty Ltd to develop a customised employability skills course for potential employees.

The establishment of the Wimmera Community Learning Alliance is supporting Learn Local provision, enhancing Learn Local organisations' potential for collaborative program design and improving capacity to respond to the needs of identified priority learner groups. The alliance brings together Learn Local organisations across the area to support quality training.

## REGIONAL COUNCIL MEMBERS 2016-17

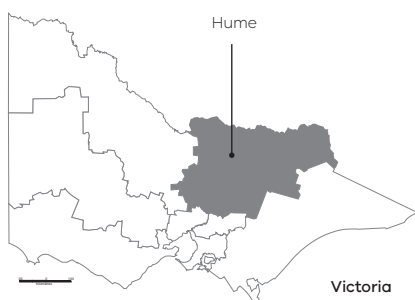
Karen Monument (Chairperson)  
Jannine Bennett, Bryan Crebbin  
Annette Creek  
Patrick McAloon  
Roger Permezel  
Tim Shaw (Deputy Chairperson)  
John Smith  
Michelle Whyte



*The Nhill Learning Centre delivers pre-accredited programs to the general community with a strong focus on culturally and linguistically diverse residents predominantly from the Karen community. Its programs focus on engaging culturally and linguistically diverse learners while providing essential life and communication skills and knowledge of Australian culture.*

*The centre has been successful in CAIF projects that target culturally and linguistically diverse learners and is recognised widely for the innovation involved in its partnership with the Luv-a-Duck company, local government and other agencies in the settlement of Karen families in Nhill.*

*The Nhill Learning Centre's commitment to developing these programs for its local community was recognised when they received the Victorian Community Trainer Provider of the Year Award at the 2015 Victorian Training Awards, as well as the AMES Australia Diversity Award at the 2015 Victorian Learn Local Awards.*



# 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

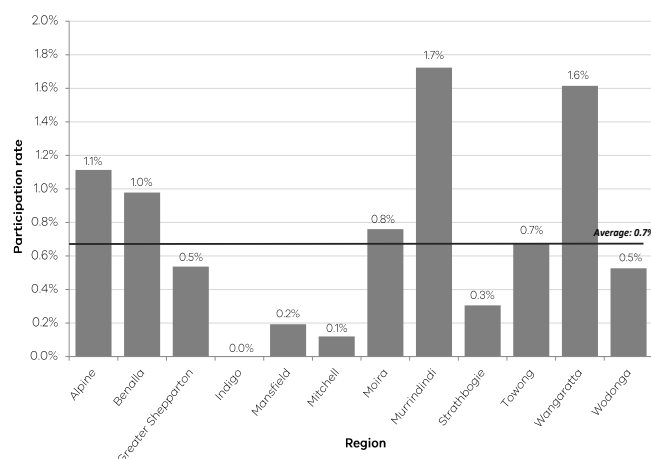
During 2016 1,207 people enrolled in government subsidised pre-accredited programs in Learn Local organisations across the twelve LGAs in the region.

Of these learners:

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

Twenty-four Learn Local organisations reported delivery of government-subsidised pre-accredited programs in the Hume region in 2016.

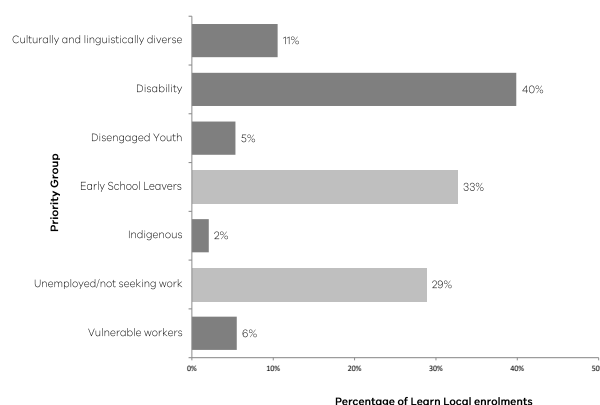
**Figure 14. Percentage of pre-accredited enrolments per capita, Hume (2016)**



**Figure 14** shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated residential population (2015) in each LGA in the region.

On average across the region 0.7 per cent of people participated in a Learn Local pre-accredited program in 2016. Participation in Alpine, Benalla, Moira, Strathbogie, Towong and Wangaratta was at or above the average whereas participation in the other six LGAs was below the average.

**Figure 15. Percentage of pre-accredited enrolments by priority group, Hume (2016)**



**Figure 15** shows the percentage of learners enrolled in pre-accredited programs in 2016 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

To support the quality and reach of pre-accredited provision, the Regional Council continued to encourage Learn Local organisations to form partnerships to increase access for learners in parts of the region where gaps in provision were identified and to partner with other community organisations to broaden the depth and breadth of provision and choice.

- Gaps in provision in the Mitchell, Alpine and Towong Shires and the Rural City of Benalla are currently being addressed through collaborations.
- Strategic alliances have been developed between Learn Local organisations and TAFE in the northern part of the region to provide a seamless pathway for learners to an accredited training option.
- Area-based discussions are occurring to address provision issues in the Mitchell and Strathbogie Shires.

In response to the Regional Council's priority to critically review 2016 program delivery, 20 Learn Local organisations developed and documented 47 new pre-accredited programs using the A-frame. The Council continued to support the development of A-frames that match the specific needs of industry in each local government area.

Through commissioning the *Learn Local Capacity Building in Hume* project, the Regional Council supported Learn Local organisations to access a leadership program focussing on how to use data driven decision making to support initial needs analyses. The organisations were then positioned to understand and respond to regional business training needs and contribute to building long term economic sustainability. A peer mentoring program matching Learn Local organisations with others on specific topics was also a part of the project.

During the year the Council continued to hold meetings in Learn Local organisations across the region. Committees of management and staff of the organisations visited provided an overview of their services, achievements, opportunities and challenges. This strategy received positive feedback and provided the Council with invaluable information to underpin their advice to the ACFE Board. Council members regularly participated in Provider Forums to communicate Council activities, promote good practice and increase their engagement with Learn Local organisations.

The Regional Council identified Myrtleford Neighbourhood Centre as the recipient of the Learn Local Legend award for 2016. The award recognised their work to understand and address training needs in the Alpine Shire and the collaborations and partnerships formed with other organisations including jobActive services, local government, business, Wodonga TAFE and other Learn Local organisations.

## REGIONAL COUNCIL MEMBERS 2016-17

Jenny Branton (to 22 September 2016)

Andrew Kay (Chairperson)

Danny O'Donoghue

Felicity Williams.

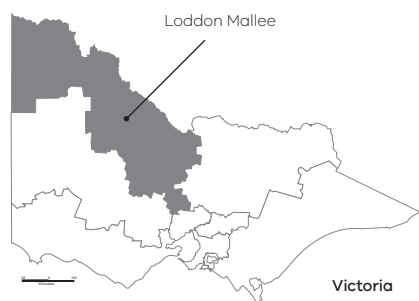
There are two vacancies on this Council.



*Myrtleford Neighbourhood Centre (MNC) is located in Myrtleford, the largest town in the Alpine Shire. In 2015, a comprehensive training needs analysis was conducted across the Alpine Shire which highlighted many training provision issues, including thin markets, closure of service providers, low socio-economic populations, generational learning engagement issues, isolation and lack of transport.*

*To assist in addressing engagement and access MC has developed close collaboration with P-12 Schools, the Chamber of Commerce, major employers, local government and Job Active providers to ensure the best outcomes for learners in the area.*

*MNC collaborates with Mount Beauty Neighbourhood Centre and the Thathangathay Foundation for the provision of the Ngala Program in Bright for Indigenous youth. MNC also initiated a project with Wodonga TAFE to broaden accredited training options in Myrtleford to increase access and pathways for learners.*



# LODDON MALLEE

## REGION OF ACFE

This region, occupying more than a quarter of Victoria 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 approximately 111,000 people and (to a lesser extent) Mildura with a population of approximately 54,000 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.

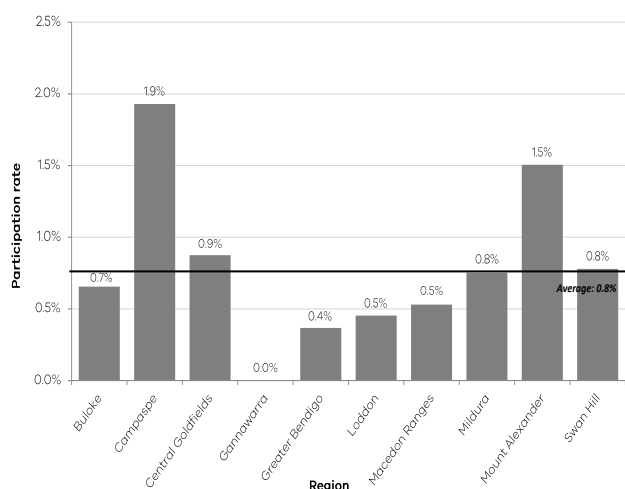
## LEARNER AND PROGRAM DELIVERY PROFILE

During 2016 1,488 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the ten local government areas in the region. Of these learners:

- 67 per cent were female
- 40 per cent had a highest qualification level of Year 10
- 15 per cent were aged under 24 years
- 21 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 Loddon Mallee region in 2016.

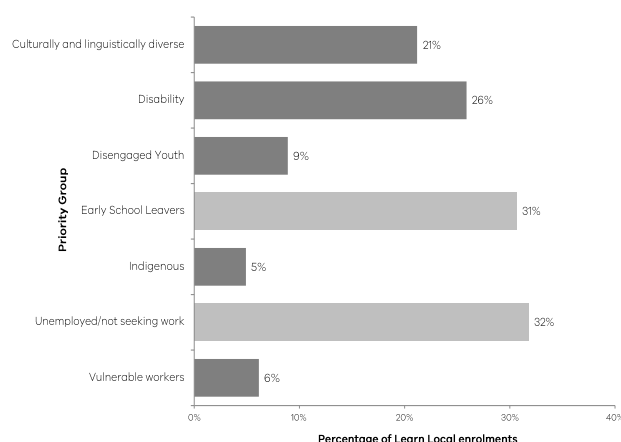
**Figure 16. Percentage of pre-accredited enrolments per capita, Loddon Mallee (2016)**



**Figure 16** shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated residential population (2015) 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 2016. Participation in Campaspe, Central Goldfields, Mildura, Mount Alexander and Swan Hill was at or above the average whereas participation in the other five LGAs was below the average.

**Figure 17. Percentage of pre-accredited enrolments by priority group, Loddon Mallee (2016)**



**Figure 17** shows the percentage of learners enrolled in pre-accredited programs in 2016 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

Following the success and findings of a comprehensive 2015 consultation with Loddon Mallee Learn Local organisations, the Loddon Mallee Regional Council identified and sponsored three projects in 2016:

- Learn Local Governance Project - identifying the governance training needs and resources of Learn Local organisations
- STEM (Science, Technology, Engineering, and Mathematics) Project - an exploration of jobs of the future and the resources needed to train the work force into new and emerging industries
- Communications Strategy for Learn Local organisations - recommendations for communications strategies between Regional Council and Learn Locals.

The projects provided the Regional Council with rich anecdotal evidence, practical tools for Learn Local organisations, and valuable advice for the ACFE Board to consider for future professional development resourcing across the State.

The Regional Council also provided the ACFE Board with a major report – the Priority Cohorts Needs Analysis for Loddon Mallee. This report was drafted with the assistance of regional stakeholders (local government, community service organisations, economic development and industry representatives) who contributed to engagement forums to assist with identification of training needs for priority learners in the region. All Regional Council members actively engaged with this process and contributed to the final report.

Other highlights from 2016 include

- Registrations of Learn Local organisations stabilised at 33 providers during the year.
- The Shared Local Solutions project in Mildura commenced with five Mildura Learn Local organisations fully engaged.
- Regional Council meetings were held in different Learn Local providers' venues, across the region with reciprocal benefits for informal and formal relationship and information building.

The Loddon Mallee Regional Council is pleased to support Learn Locals and the ACFE Board through continuing to provide and support regional perspectives in the pre-accredited training environment across the region.

## REGIONAL COUNCIL MEMBERS 2016-17

Ellen White  
Anne Brosnan (Chairperson)  
Derek Bowman (Deputy Chairperson)  
Dawn Ferrier  
Mary Keefe  
Glenn Milne  
Melissa Neal  
Jacqui Watt (to 3 February 2017)  
Rodney Young



*Macedon Ranges Further Education Centre (MR FEC) is a neighbourhood house and learning centre offering adult education and vocational classes in the Macedon Ranges.*

*MR FEC delivers over 8,000 pre-accredited hours in Macedon Ranges and Sunbury and offers an increasing number of programs including art, computers, health and recreation, language and literacy, training for jobs, threads and textiles, animal husbandry (sheep and poultry keeping), sculpture and beauty.*

*Pathway and taster programs for hospitality and multimedia industries are offered, along with numerous Capacity and Innovation Fund projects; which include Round 5 – The Virtual Classroom and Partnerships For Access – Learn Local Four Training. MR FEC is also involved in joint strategic planning with other Learn Locals in the Macedon Ranges Shire including Macedon Ranges Education, Employment and Training Network, Macedon Ranges Shire Council and Central Ranges LLEN.*



# NORTH WESTERN METROPOLITAN

## REGION OF ACFE

Encompassing four of the metropolitan growth corridors, this region is Victoria's most rapidly growing. The region has the most diverse population in the state with approximately 36 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.

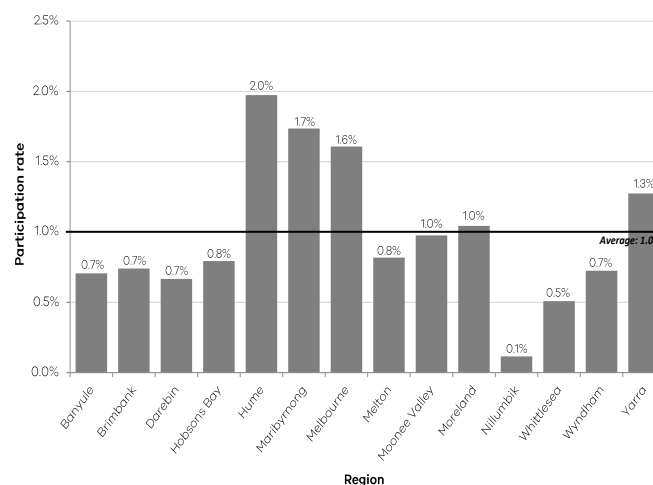
### LEARNER AND PROGRAM DELIVERY PROFILE

During 2016 10,463 people enrolled in government-subsidised pre-accredited programs in Learn Local organisations across the 14 LGAs in the region. Of these learners:

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

Sixty-nine Learn Local organisations and two AEs reported delivery of government-subsidised pre-accredited programs in the North Western Metropolitan region in 2016.

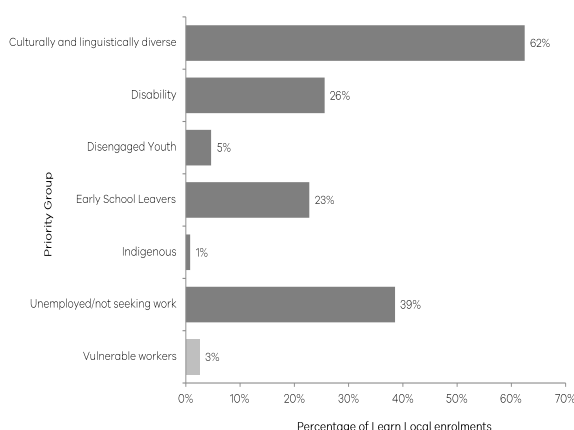
**Figure 18. Percentage of pre-accredited enrolments per capita, North Western Metropolitan (2016)**



**Figure 18** shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated residential population (2015) 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 2016. Participation in Hume, Maribyrnong, Melbourne, Moonee Valley, Moreland and Yarra was at or above the average whereas participation in the other eight LGAs was below the average.

**Figure 19. Percentage of pre-accredited enrolments by priority group, North Western Metropolitan (2016)**



**Figure 19** shows the percentage of learners enrolled in pre-accredited programs in 2016 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

A major activity of the 2016 year was the development of the Learn Local Stakeholder Engagement Project. The project was initiated in response to issues identified by North Western Metropolitan Regional Council in 2015. This collaborative Project focussed on understanding and sharing best practice initiatives across the region that could contribute to raising the profile of Learn Local organisations in the North Western Metropolitan region.

The project was successful in identifying best practice models of pre-accredited training in action. It developed a series of resources for Learn Local organisations to use to develop their own engagement strategy with current and potential stakeholders in their communities by means of an engagement plan and associated tools. Further, it is a mechanism for the Council and Learn Local organisations to use to raise the profile of Learn Local organisations in their communities.

The Regional Council submitted a major report to the ACFE Board identifying the Priority Cohorts Needs in the North Western Metropolitan region. This report was compiled through workshoping current training trends and demographic issues and seeking clarity from external regional stakeholders that had been identified by Council. The report identified training needs for priority learners in the region. This was a large piece of work for Council Members in 2016-17 and has contributed to the ACFE Board's overall knowledge and understanding of the region.

Other highlights of 2016 include:

- Diamond Valley Learning Centre's Matthew Agostinelli was selected for the 2016 Rowena Allen Award Learn Local Award - Recognising Pre-accredited Learner Excellence
- Wyndham Community and Education Centre also took out a Learn Local Award - Excellence in Creating Local Solutions – for its innovative BA@ Wyndham program
- Registration of Learn Local organisations in the region continued to grow
- Regional Council members have held all of their Council meetings at provider venues in the last 12 months. This has enabled Council to continue to gain wider exposure, engagement and presence with many Learn Local organisations.

The Council continues to support and follow the outcomes of the many innovative and exciting regional CAIF projects that are on-going in the North Western Metropolitan region and look forward to hearing about new CAIF 9 projects and outcomes in 2016-2017.

## REGIONAL COUNCIL MEMBERS 2016-17

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



*Djerriwarrh Community and Education Services is a community – based organisation working closely with individuals, families and communities providing education, training, employment and youth support services.*

*As the Work for the Dole coordinator in the Western Melbourne region, Djerriwarrh delivers the Skills for Education and Employment program and the L2P program (in partnership with Melton City Council and Moorabool Shire Council); with 41 volunteers assisting young people to gain their probationary driver's licence. Industry partnerships include the Djerriwarrh Health Services, strong links with Learn Local organisations in Western Metropolitan Melbourne and Bacchus Marsh and strong partnerships with Melton City Council and Melton South Community Centre.*

*Djerriwarrh continues to expand its delivery of accredited programs, engaging a large number of youth and a growing number of people from a culturally and linguistically diverse background.*



# SOUTHERN METROPOLITAN

## REGION OF ACFE

The region is predominantly urban and extends from Port Phillip to the Mornington Peninsula. Rapid population growth is 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

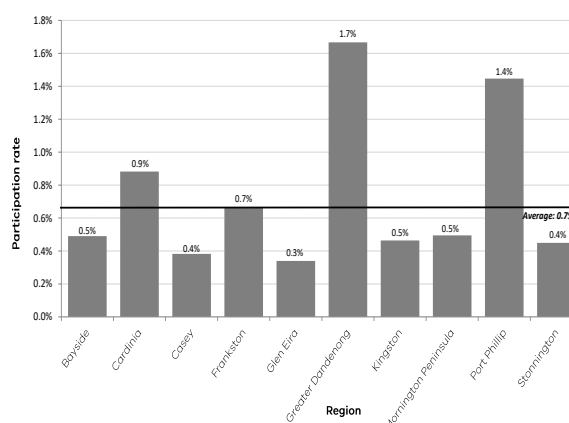
During 2016 5,532 people enrolled in government subsidised pre-accredited programs in Learn Local organisations across the ten LGAs in the region.

Of these learners:

- 65 per cent were female
- 29 per cent had a highest qualification level of Year 10
- 16 per cent were aged under 24 years
- 41 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 2016.

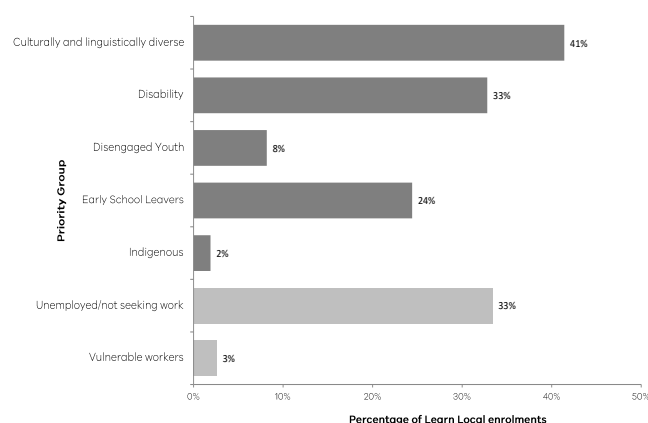
**Figure 20. Percentage of pre-accredited enrolments per capita, Southern Metropolitan (2016)**



*Figure 20 shows the percentage of pre-accredited program enrolments reported during 2016 as a proportion of the estimated residential population (2015) in each LGA in the region. On average across the region 0.7 per cent of people participated in a Learn Local pre-accredited program in 2016.*

*Participation in Cardinia, Frankston, Greater Dandenong and Port Phillip was at or above the average whereas participation in the other six LGAs was below the average.*

**Figure 21. Percentage of pre-accredited enrolments by priority group, Southern Metropolitan (2016)**



*Figure 21 shows the percentage of learners enrolled in pre-accredited programs in 2016, 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 2016, the Southern Metropolitan Regional Council worked on the following key priorities:

- developing pathways for learners from pre-accredited training to accredited training or to employment in the region and ensuring pre-accredited delivery in areas of need
- promoting the Learn Local sector's skills in business management and governance and enhancing the quality of pre-accredited training in the region
- providing advice and preparing reports for the ACFE Board in relation to adult, community and further education and advising and supporting Learn Local organisations and their committees of management.

Regional Council members met with the CEO of Chisholm TAFE during 2016 to discuss opportunities for partnerships/collaboration between Learn Local organisations and TAFE. These are a number of examples of collaboration across the Southern Metropolitan region because of the commitment from both bodies.

The Regional Council built on the 2015 *Word for Word* project, implementing a number of the report's recommendations in a 2016 project, led by Keysborough Learning Centre. The 2016 project:

- communicated the findings of the *Word for Word* research to Learn Local organisations
- designed and delivered presentations to Learn Local organisation managers
- designed and delivered professional development to practitioners
- compiled a Best Practice guide.

The project report was finalised in early 2017 and forwarded to the ACFE Board.

A Learn Local Advisory Network was set up in 2016 to strengthen and increase communication and information flow between the Regional Council and Learn Local organisations and to improve the quality of Regional Council advice to the ACFE Board.

Comprehensive surveying of Learn Locals provided the Regional Council with excellent advice and input on professional development, quality teaching, partnerships, marketing, priority learner groups, funding timelines, sector advocacy and funding sustainability. The final reports have furnished the Regional Council with a wealth of information that is being shared with the ACFE Board.

## REGIONAL COUNCIL MEMBERS 2016-17

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



*The Glen Eira Adult Learning Centre (GEALC) consistently provides high quality delivery to culturally and linguistically diverse learners, with a culture encouraging, innovation and skill development driving high performance amongst tutors.*

*The Centre has developed excellent promotion and marketing materials to invigorate the brand, creating a relaxed learning environment that contributes to strong engagement by participants and large attendances at cultural events and celebrations that recognise student achievements.*

*GEALC are leaders in the way they provide strong community support and engagement. Partnerships with local businesses have supported the sales and distribution of student recipes in a high quality cook book. In addition, partnerships with a disability agency have secured maintenance of the centre gardens and the Success 4U program has been implemented to support transitions to accredited training.*

*GEALC are active participants in professional development and strive to stay up-to date and improve their delivery of pre-accredited programs.*

# FINANCIAL REPORT

FOR THE YEAR ENDED 30 JUNE 2017

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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



## Independent Auditor's Report

### *To the Adult, Community and Further Education Board*

<b>Opinion</b>	<p>I have audited the financial report of the Adult, Community and Further Education Board (the board) which comprises the:</p> <ul style="list-style-type: none"> <li>• balance sheet as at 30 June 2017</li> <li>• comprehensive operating statement for the year then ended</li> <li>• statement changes in equity for the year then ended</li> <li>• cash flow statement for the year then ended</li> <li>• notes to the financial statements, including a summary of significant accounting policies</li> <li>• Accountable Officers' Declaration.</li> </ul> <p>In my opinion the financial report presents fairly, in all material respects, the financial position of the board as at 30 June 2017 and their financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of the <i>Financial Management Act 1994</i> and applicable Australian Accounting Standards.</p>
<b>Basis for Opinion</b>	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. My responsibilities under the Act are further described in the <i>Auditor's Responsibilities for the Audit of the Financial Report</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the board in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 <i>Code of Ethics for Professional Accountants</i> (the Code) that are relevant to my audit of the financial report in Australia. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.</p>
<b>Board's responsibilities for the financial report</b>	<p>The Board is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the <i>Financial Management Act 1994</i>, and for such internal control as the Board determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.</p> <p>In preparing the financial report, the Board is responsible for assessing the board's ability to continue as a going concern, and using the going concern basis of accounting unless it is inappropriate to do so.</p>

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**Auditor's  
responsibilities  
for the audit  
of the financial  
report**

As required by the *Audit Act 1994*, my responsibility is to express an opinion on the financial report based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- obtain an understanding of internal control relevant to the audit 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 board's internal control
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board
- conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the board's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the board to cease to continue as a going concern.
- evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

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MELBOURNE  
7 September 2017



Simone Bohan  
*as delegate for the Auditor-General of Victoria*



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 5.2 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 joint 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 2017 and financial position of the Board at 30 June 2017.

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 6 September 2017.

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

6 September 2017

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

6 September 2017

Ms Sue Christophers  
Chair  
Adult, Community and Further Education Board

6 September 2017

## COMPREHENSIVE OPERATING STATEMENT

FOR THE FINANCIAL YEAR ENDED 30 JUNE 2017

	Notes	2017 \$'000	2016 \$'000
<b>INCOME FROM TRANSACTIONS</b>			
Grants and other income transfers	3	28,031	29,033
Services received free of charge	3	3,769	2,500
<b>Total income from transactions</b>		<b>31,800</b>	<b>31,533</b>
<b>EXPENSES FROM TRANSACTIONS</b>			
Depreciation <sup>(i)</sup>		(511)	(511)
Grants and transfer payments	4	(26,771)	(24,988)
Operating expenses	5	(2,386)	(2,365)
Services provided free of charge	5	(3,769)	(2,500)
<b>Total expenses from transactions <sup>(i)</sup></b>		<b>(33,437)</b>	<b>(30,364)</b>
<b>Net result from transactions (net operating balance) <sup>(i)</sup></b>		<b>(1,637)</b>	<b>1,169</b>
<b>OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT</b>			
Net gain/(loss) on financial instruments	6	173	158
<b>Total other economic flows included in net result</b>		<b>173</b>	<b>158</b>
<b>Net result <sup>(ii)</sup></b>		<b>(1,464)</b>	<b>1,327</b>
<b>OTHER ECONOMIC FLOWS - OTHER COMPREHENSIVE INCOME</b>			
Items that will not be reclassified to net result			
Changes in physical asset revaluation surplus <sup>(ii)</sup>		-	955
<b>Total other economic flows - other comprehensive income <sup>(i)</sup></b>		<b>-</b>	<b>955</b>
<b>Comprehensive result <sup>(i)</sup></b>		<b>(1,464)</b>	<b>2,282</b>

<sup>(i)</sup> Balances above have been restated due to correction of errors. Refer Note 2 for details.

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

## BALANCE SHEET

AS AT 30 JUNE 2017

	Notes	2017 \$'000	2016 \$'000
<b>ASSETS</b>			
<b>FINANCIAL ASSETS</b>			
Prepayment		370	360
Receivables	7	13,577	15,307
<b>Total financial assets</b>		<b>13,947</b>	<b>15,667</b>
<b>NON-FINANCIAL ASSETS</b>			
Property <sup>(i)</sup>	8	22,842	23,353
<b>Total non-financial assets <sup>(i)</sup></b>		<b>22,842</b>	<b>23,353</b>
<b>Total assets <sup>(i)</sup></b>		<b>36,837</b>	<b>39,020</b>
<b>LIABILITIES</b>			
Payables	9	1,044	1,811
<b>Total liabilities</b>		<b>1,044</b>	<b>1,811</b>
<b>Net assets <sup>(i)</sup></b>		<b>35,745</b>	<b>37,209</b>
<b>EQUITY</b>			
Contributed capital		1,701	1,701
Physical assets revaluation surplus <sup>(i)</sup>	14	20,967	20,967
Accumulated surplus/(deficit) <sup>(i)</sup>		13,077	14,541
<b>Net worth <sup>(i)</sup></b>		<b>35,745</b>	<b>37,209</b>

<sup>(i)</sup> Balances above have been restated due to correction of errors. Refer Note 2 for details.

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 2017

	Physical Asset Revaluation Surplus \$'000	Accumulated Surplus \$'000	Contributions by Owner \$'000	Total \$'000
Balance at 30 June 2015 <sup>(i)</sup>	20,012	13,214	1,701	34,927
Net result for the year <sup>(i)</sup>	-	1,327	-	1,327
Other comprehensive income <sup>(i)</sup>	955	-	-	955
<b>Balance at 30 June 2016 <sup>(i)</sup></b>	<b>20,967</b>	<b>14,541</b>	<b>1,701</b>	<b>37,209</b>
Net result for the year	-	(1,464)	-	(1,464)
Other comprehensive income	-	-	-	-
<b>Balance at 30 June 2017</b>	<b>20,967</b>	<b>13,077</b>	<b>1,701</b>	<b>35,745</b>

<sup>(i)</sup> Balances above have been restated due to correction of errors. Refer Note 2 for details.

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 2017

	Notes	2017 \$'000	2016 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>RECEIPTS</b>			
Receipts from Government		29,440	25,665
GST recovered from ATO		3,566	3,358
<b>Total receipts</b>		<b>33,006</b>	<b>29,023</b>
<b>PAYMENTS</b>			
Payments of grants and other expenses		(33,006)	(29,023)
<b>Total payments</b>		<b>(33,006)</b>	<b>(29,023)</b>
<b>Net cash flows from/(used in) operating activities</b>	<b>13</b>	<b>-</b>	<b>-</b>
<b>NET INCREASE/(DECREASE) IN CASH AND CASH EQUIVALENTS</b>			
Cash and cash equivalents at the beginning of the financial year		-	-
<b>Cash and cash equivalents at the end of the financial year</b>		<b>-</b>	<b>-</b>

The above Cash Flow statement should be read in conjunction with the accompanying notes.



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## NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

### Note 1 About this report

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 industry and community needs. ACFE is predominantly funded by accrual-based parliamentary appropriations.

#### **BASIS OF PREPARATION**

These financial statements are presented in Australian dollars, and prepared in accordance with the historical cost convention except for Non-financial physical assets which is disclosed in its associated note.

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.

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.

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 Australian Accounting Standards (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.

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.

#### **COMPLIANCE INFORMATION**

These general purpose financial statements have been prepared in accordance with the *Financial Management Act 1994* (FMA), applicable Financial Reporting Directions (FRDs) and applicable 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.

## Note 2 Correction of a prior period error

The ACFE Board has identified two prior period errors. These are explained below, and have since been adjusted as shown in the tables below.

### *Overstatement of Land and Buildings*

During the 2012-13 Financial Year revaluations to land and buildings were overstated. The Minister for Training and Skills owns the land and buildings recorded in the ACFE Board Financial Statements. The valuation of property in December 2012, undertaken through the Valuer-General Victoria included an adjacent (interlinked) property, which did not belong to the Minister thereby overstating both land and buildings by \$1,841,100.

### *Incorrect Valuation Date applied (Depreciation Amendment)*

The valuation date, May 2013, applied to the properties in the 2012-13 Financial Year was incorrect. The valuation of land and building provided by the Valuer-General Victoria was dated as at 31 December 2012. The variation in Valuation Date, combined with the above overstatement, has the net effect of understating depreciation on buildings by \$175,000 in 2012-13.

	2015-16 \$'000	2014-15 \$'000	2013-14 \$'000	2012-13 \$'000
Overstatement of land and buildings	<b>1,848</b>	<b>1,841</b>	<b>1,841</b>	1,841
(Understatement) / overstatement of accumulated depreciation	(69)	(104)	(140)	(175)
<b>Total impact on property (Non-financial assets)</b>	<b>1,917</b>	<b>1,945</b>	<b>1,981</b>	<b>2,016</b>
(Understatement) / overstatement of depreciation (buildings)	35	36	35	(175)
<b>Total impact on comprehensive result</b>	<b>28</b>	<b>36</b>	<b>35</b>	<b>(175)</b>

The following tables show the restatement of each line item affected by these errors.

### COMPREHENSIVE OPERATING STATEMENT (EXTRACT)

	Depreciation \$'000	Total expenses from transactions \$'000	Net result from transactions \$'000	Comprehensive result \$'000
Reported 2012-12	<b>305</b>	<b>27,748</b>	<b>9,368</b>	<b>17,487</b>
Adjustment 2012-13	175	175	(175)	(175)
<b>Restated 2012-13</b>	<b>480</b>	<b>27,923</b>	<b>9,193</b>	<b>17,312</b>
Reported 2013-14	546	27,036	(807)	(807)
Adjustment 2013-14	(35)	(35)	35	35
<b>Restated 2013-14</b>	<b>511</b>	<b>27,001</b>	<b>(772)</b>	<b>(772)</b>
Reported 2014-15	547	31,422	(4,258)	(4,258)
Adjustment 2014-15	(36)	(36)	36	36
<b>Restated 2014-15</b>	<b>511</b>	<b>31,386</b>	<b>(4,222)</b>	<b>(4,222)</b>
Reported 2015-16	546	30,399	1,292	2,254
Adjustment 2015-16	(35)	(35)	35	28
<b>Restated 2015-16</b>	<b>511</b>	<b>30,364</b>	<b>1,327</b>	<b>2,282</b>

## BALANCE SHEET (EXTRACT)

	Carrying value land and buildings \$'000	Accumulated depreciation \$'000	Total non-total financial assets \$'000	Total assets \$'000	Net assets \$'000	Physical assets revaluation surplus \$'000	Net worth \$'000
Reported 2012-12	25,947	(80)	25,947	43,125	41,937	21,853	41,937
Adjustment 2012-13	(2,016)	(175)	(2,016)	(2,016)	(2,016)	(1,841)	(2,016)
<b>Restated 2012-13</b>	<b>23,931</b>	<b>(255)</b>	<b>23,931</b>	<b>41,109</b>	<b>39,921</b>	<b>20,012</b>	<b>39,921</b>
Reported 2013-14	25,401	(626)	25,401	42,533	41,130	21,853	41,130
Adjustment 2013-14 <sup>(i)</sup>	(1,981)	(140)	(1,981)	(1,981)	(1,981)	(1,841)	(1,981)
<b>Restated 2013-14</b>	<b>23,420</b>	<b>(766)</b>	<b>23,420</b>	<b>40,552</b>	<b>39,149</b>	<b>20,012</b>	<b>39,149</b>
Reported 2014-15	24,854	(1,173)	24,854	37,542	36,872	21,853	36,872
Adjustment 2014-15 <sup>(i)</sup>	(1,945)	(104)	(1,945)	(1,945)	(1,945)	(1,841)	(1,945)
<b>Restated 2014-15</b>	<b>22,909</b>	<b>(1,277)</b>	<b>22,909</b>	<b>35,597</b>	<b>34,927</b>	<b>20,012</b>	<b>34,927</b>
Reported 2015-16	25,270	(1,719)	25,270	40,937	39,126	22,815	39,126
Adjustment 2015-16 <sup>(i)</sup>	(1,917)	(69)	(1,917)	(1,917)	(1,917)	(1,848)	(1,917)
<b>Restated 2015-16</b>	<b>23,353</b>	<b>(1,788)</b>	<b>23,353</b>	<b>39,020</b>	<b>37,209</b>	<b>20,967</b>	<b>37,209</b>

<sup>(i)</sup> Adjustments are cumulative, including adjustments made in prior years.

## STATEMENT OF CHANGES IN EQUITY (EXTRACT)

	Physical asset revaluation \$'000	Accumulated surplus \$'000	Total \$'000
Reported 2012-12	21,853	18,383	40,236
Adjustment 2012-13	(1,841)	(175)	(2,016)
<b>Restated 2012-13</b>	<b>20,012</b>	<b>18,208</b>	<b>38,220</b>
Reported 2013-14	21,853	17,576	39,429
Adjustment 2013-14 <sup>(i)</sup>	(1,841)	(140)	(1,981)
<b>Restated 2013-14</b>	<b>20,012</b>	<b>17,436</b>	<b>37,448</b>
Reported 2014-15	21,853	13,318	35,171
Adjustment 2014-15 <sup>(i)</sup>	(1,841)	(104)	(1,945)
<b>Restated 2014-15</b>	<b>20,012</b>	<b>13,214</b>	<b>33,226</b>
Reported 2015-16	22,815	14,610	37,425
Adjustment 2015-16 <sup>(i)</sup>	(1,848)	(69)	(1,917)
<b>Restated 2015-16</b>	<b>20,967</b>	<b>14,541</b>	<b>35,508</b>

<sup>(i)</sup> Adjustments are cumulative, including adjustments made in prior years.

## RESTATEMENT OF BALANCES IN THE NOTES TO THE FINANCIAL STATEMENTS

The notes affected as a net result of the above changes are as follows:

Note 8 – Property

Note 12 – Fair Value Determinations

Note 13 – Cash Flow Information

Note 14 – Reserves

Note 3 Income from transactions	2017 \$'000	2016 \$'000
<b>GRANTS AND OTHER INCOME TRANSFERS</b>		
Grants from the Department of Education and Training	28,031	29,033
Administrative and salaries revenue received free of charge	3,769	2,500
<b>Total income from transactions</b>	<b>31,800</b>	<b>31,533</b>

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'. '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.

Note 4 grants and transfer payments	2017 \$'000	2016 \$'000
<b>Grants and transfer payments</b>		
Payments to adult community education organisations	24,595	23,550
Payments to adult education institutions	1,917	1,313
Payments to other education organisations	259	125
<b>Total grants and transfer payments</b>	<b>26,771</b>	<b>24,988</b>

### *Grants and transfer payments*

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

Note 5 Operating and administrative expenses	2017 \$'000	2016 \$'000
<b>Operational expenditure</b>		
Operating expenses	2,386	2,365
<b>Services provided free of charge</b>		
Administrative and salary expenses provided free of charge	3,769	2,500
<b>Total operating and administrative expenses</b>	<b>6,155</b>	<b>4,865</b>

### *Operating expenses*

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.

Note 6 Other economic flows included in net result	2017 \$'000	2016 \$'000
<b>NET GAIN/(LOSS) ON FINANCIAL INSTRUMENTS</b>		
Movement in contractual receivables (impairment)	173	158
<b>Total net gain/(loss) on financial instruments</b>	<b>173</b>	<b>158</b>

'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;
- gains and losses on remeasuring available for sale financial 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*

At the end of each reporting period, the Board assesses whether there is objective evidence that a financial asset or group of financial assets 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.

Note 7 Receivables	2017 \$'000	2016 \$'000
<b>CONTRACTUAL RECEIVABLES</b>		
Trade & other receivables	541	584
Allowance for doubtful debts <sup>(a)</sup>	(286)	(459)
<b>Total contractual receivables</b>	<b>255</b>	<b>125</b>
<b>STATUTORY RECEIVABLES</b>		
Receivable from Victorian Government	13,253	15,031
GST input tax credit recoverable	69	151
<b>Total statutory receivables</b>	<b>13,332</b>	<b>15,182</b>
<b>Total receivables</b>	<b>13,577</b>	<b>15,307</b>

Note:

<sup>(a)</sup> 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.

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.

#### (A) MOVEMENT IN THE PROVISION FOR DOUBTFUL CONTRACTUAL RECEIVABLES

	2017 \$'000	2016 \$'000
Balance at beginning of the year	(459)	(617)
(Increase)/decrease in allowance recognised in surplus or deficit	173	158
<b>Balance at end of the year</b>	<b>(286)</b>	<b>(459)</b>

#### (B) MATURITY ANALYSIS OF CONTRACTUAL RECEIVABLES

Please refer to Note 11 for the maturity analysis of contractual receivables.

#### (C) NATURE AND EXTENT OF RISK ARISING FROM CONTRACTUAL RECEIVABLES



Please refer to Note 11 for the nature and extent of risks arising from contractual receivables.

Note 8 Property	2017 \$'000	2016 <sup>(i)</sup> \$'000
<b>LAND</b>		
Land at fair value <sup>(ii) (iii)</sup>	9,855	9,855
<b>Land at fair value</b>	<b>9,855</b>	<b>9,855</b>
Buildings		
Buildings at fair value <sup>(iii)</sup>	15,286	15,286
Less: Accumulated depreciation	(2,299)	(1,788)
	<b>12,987</b>	<b>13,498</b>
<b>Net carrying value of property</b>	<b>22,842</b>	<b>23,353</b>

<sup>(i)</sup> Prior period Figures have been restated. Refer Note 2.

<sup>(ii)</sup> 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. .

<sup>(iii)</sup> A Fair value assessment undertaken as at 30 June 2017 did not require revaluations to either Land or Buildings.

### Recognition of 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.

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.

### 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 are as follows:

Asset Class	Average useful life	
	2017	2016
Buildings	40-70 years	40-70 years

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

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.

### Subsequent Measurement

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 Office of the Valuer-General Victoria (VGV), completed the last formal revaluation of the land and building recorded in the ACFE Board's Financial Statements in December 2012.

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 buildings is not required as the compound movement in fair value since the 2013 revaluation is less than 10 per cent.

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.

### Reconciliations

	Land	Buildings	Total
2017	\$'000	\$'000	\$'000
Carrying amount at start of year	9,855	13,498	23,353
Depreciation	-	(511)	(511)
<b>Carrying amount at end of financial year</b>	<b>9,855</b>	<b>12,987</b>	<b>22,842</b>

	Land	Buildings	Total
2016 <sup>(i)</sup>	\$'000	\$'000	\$'000
Carrying amount at start of year	8,900	14,009	22,909
Revaluation	955	-	955
Depreciation	-	(511)	(511)
<b>Carrying amount at end of financial year</b>	<b>9,855</b>	<b>13,498</b>	<b>23,353</b>

<sup>(i)</sup> Prior period Figures have been restated. Refer Note 2.

Note 9 Payables	2017 \$'000	2016 \$'000
<i>Contractual payables</i>		
Trade & other payables	1,044	1,811
<b>Total contractual payables</b>	<b>1,044</b>	<b>1,811</b>
<b>Total payables</b>	<b>1,044</b>	<b>1,811</b>

Payables consist of:

- contractual payables, such as accounts payable and expenditure accruals. 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.

#### **(A) MATURITY ANALYSIS OF CONTRACTUAL PAYABLES**

Please refer to Note 11 for the maturity analysis of contractual payables.

#### **(B) NATURE AND EXTENT OF RISK ARISING FROM CONTRACTUAL PAYABLES**

Please refer to Note 11 for the nature and extent of risks arising from contractual payables.

#### **Note 10 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 and, if quantifiable, are measured at nominal value. Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

As at June 30, 2017 the Board had no knowledge of any contingent assets or contingent liabilities (2016 - Nil).

#### **Note 11 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 12 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.

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	
2017	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Assets							
Contractual Receivables	255	-	-	54	21	180	286
<b>Total</b>	<b>255</b>	<b>-</b>	<b>-</b>	<b>54</b>	<b>21</b>	<b>180</b>	<b>286</b>

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

### 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

			Maturity dates			
	Carrying amount	Nominal amount	Less than 1 month	1 to 3 months	3 to 12 months	1 to 5 years
2017	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
LIABILITIES						
Contractual Payables	1,044	1,044	313	731	-	-
Total	1,044	1,044	313	731	-	-
			Maturity dates			
	Carrying amount	Nominal amount	Less than 1 month	1 to 3 months	3 to 12 months	1 to 5 years
2016	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
LIABILITIES						
Contractual payables	1,811	1,811	775	1,036	-	-
Total	1,811	1,811	775	1,036	-	-

## Note 12 Fair Value Determinations

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.

### PROPERTY - LEVEL 3 FAIR VALUE RECONCILIATION <sup>(i)</sup>

2017	Specialised land \$'000	Specialised buildings \$'000	Carrying amount \$'000
<b>Opening balance</b>	<b>9,855</b>	<b>13,498</b>	<b>23,353</b>
<b>Gains or losses recognised in net result</b>			
Depreciation	-	(511)	(511)
Subtotal <sup>(ii)</sup>	9,855	12,987	22,842
<b>Gains or losses recognised in other economic flows – other comprehensive income</b>			
Revaluation	-	-	-
Subtotal	-	-	-
<b>Closing Balance</b>	<b>9,855</b>	<b>12,987</b>	<b>22,842</b>
Unrealised gains/(losses) on non-financial assets	-	-	-

2016 <sup>(iii)</sup>	Specialised land \$'000	Specialised buildings \$'000	Carrying amount \$'000
<b>Opening balance</b>	<b>8,900</b>	<b>14,009</b>	<b>22,851</b>
<b>Gains or losses recognised in net result</b>			
Depreciation	-	(511)	(511)
Subtotal	8,900	13,498	22,398
<b>Gains or losses recognised in other economic flows – other comprehensive income</b>			
Revaluation	955	-	955
Subtotal	955	-	955
<b>Closing Balance</b>	<b>9,855</b>	<b>13,498</b>	<b>23,353</b>
Unrealised gains/(losses) on non-financial assets	-	-	-

Note:

(i) All assets have been classified as level 3 in accordance with the fair value hierarchy.

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

(iii) Prior period figures have been restated. Refer Note 2.

### ***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

### ***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 value 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**

<b>Asset</b>	<b>Valuation technique</b>	<b>Significant Unobservable Inputs</b>
Specialised land	Market approach	Community Service Obligation (CSO) adjustment
Specialised buildings	Depreciated replacement cost	Direct cost per square metre
		Useful life of specialised buildings

## **FAIR VALUE - FINANCIAL ASSETS AND FINANCIAL LIABILITIES**

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.



## Measurement Basis and Accounting Policy

Financial Instrument Classification	Accounting Policy
<b>FINANCIAL ASSETS</b>	
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
<b>FINANCIAL LIABILITIES</b>	
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 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.

### Note 13 Cash flow information

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

	2017 \$'000	2016 <sup>(i)</sup> \$'000
Net result for the period	(1,464)	1,327
Depreciation	511	511
Other non-cash items affecting results		
(Increase)/decrease in financial assets	1,720	(2,979)
Increase/(decrease) in payables	(767)	1,141
<b>Net cash flows from/(used in) operating activities</b>	<b>-</b>	<b>-</b>

<sup>(i)</sup> Prior period figures have been restated. Refer Note 2.

Note 14 Reserves	2017 \$'000	2016 <sup>(i)</sup> \$'000
<b>Physical asset revaluation surplus</b>		
Balance at beginning of financial year	20,967	20,012
Revaluation increments		955
<b>Balance at end of financial year</b>	<b>20,967</b>	<b>20,967</b>

<sup>(i)</sup> Prior period figures have been restated. Refer Note 2.

## Note 15 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 2016 – 9 November 2016
Hon. Gayle Tierney, MP	9 November 2016 – 30 June 2017

### ACCOUNTABLE OFFICER

Dr Xavier Csar	1 July 2016 – 30 June 2017
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The following officers acted in the absence of Dr Xavier Csar during the year:

Ms Heather Whitaker	28 December 2016 – 29 January 2017
	20 March 2017 – 18 June 2017
Mr Ryan Collins	19 June 2017 – 30 June 2017

### SIGNIFICANT TRANSACTIONS WITH GOVERNMENT RELATED ENTITIES

During the year, the ACFE Board had the following significant government-related entity transactions:

- Receipt of grant funding from the Department of Education and Training (\$28 million), together with resources received free of charge (\$3.8 million), to undertake legislative responsibilities.
- Payments to the Department of Health and Human Services (\$0.3 million) for the implementation of a new grants management system.
- Payments to the Centre for Adult Education (\$0.8 million) and AMES Australia (\$1.1 million) for the delivery of educational services.

### KEY MANAGEMENT PERSONNEL AND RELATED PARTIES

Related parties of the ACFE Board include all key management personnel and their close family members and personal business interests (controlled entities, joint ventures and entities they may have significant influence over). Other related parties include Victorian Cabinet Ministers (including their close family members) and public sector entities that are controlled and consolidated into the whole of state consolidated financial statements. Key management personnel of the ACFE Board include:

- All ACFE Board members
- The Minister for Training and Skills in the Parliament of Victoria
- Accountable Officer.

Entity	Key management personnel	Position title	Period
Parliament of Victoria	Hon Steve Herbert MP	Minister for Training and Skills	1 July 2016 – 9 November 2016
Parliament of Victoria	Hon Gayle Tierney MP	Minister for Training and Skills	9 November 2016 – 30 June 2017
ACFE Board	Dr Xavier Csar	Accountable Officer	1 July 2016 – 30 June 2017
ACFE Board	Ms Heather Whitaker	Acting Accountable Officer	28 December 2016 – 29 January 2017 20 March 2017 – 18 June 2017
ACFE Board	Ms Susan Christophers	Chair	1 July 2016 – 30 June 2017
ACFE Board	Dr Ronald Wilson	Deputy Chair	1 July 2016 – 30 September 2016 6 October 2016 – 30 June 2017

ACFE Board	Prof Ian Anderson	Board member	1 July 2016 – 24 February 2017
ACFE Board	Ms Sally Brennan	Board member	1 July 2016 – 30 June 2017
ACFE Board	Dr Madeleine Laming	Board member	1 July 2016 – 30 June 2017
ACFE Board	Ms Andrea McCall	Board member	6 October 2016 – 30 June 2017
ACFE Board	Ms Sally Thompson	Board member	1 July 2016 – 30 September 2016
ACFE Board	Ms Penny Wilson	Board member	1 July 2016 – 30 September 2016 6 October 2016 – 30 June 2017
ACFE Board	Mr Phillip Chan	Board member	1 July 2016 – 20 January 2017
ACFE Board	Mr Michael Grogan	Board member	1 July 2016 – 30 June 2017
ACFE Board	Mr John Maddock	Board member	14 February – 30 June 2017
ACFE Board	Ms Winifred Scott	Board member	14 February – 30 June 2017
ACFE Board	Ms Helen Coleman	Board member	14 February – 30 June 2017

The compensation detailed below excludes the salaries and benefits the Portfolio Minister received. The Minister's remuneration and allowances is set by the *Parliamentary Salaries and Superannuation Act 1968* and is reported within the Department of Parliamentary Services' Financial Report.

## REMUNERATION OF KEY MANAGEMENT PERSONNEL

The number of Key Management Personnel, other than ministers and accountable officers, and their total remuneration during the reporting period are shown in the table below. Remuneration comprises employee benefits in all forms of consideration paid, payable or provided by the entity, or on behalf of the entity, in exchange for services rendered, and is disclosed in the following categories.

Short-term employee benefits include amounts such as wages, salaries, annual leave or sick leave that are usually paid or payable on a regular basis, as well as non-monetary benefits such as allowances and free or subsidised goods or services.

Post-employment benefits include pensions and other retirement benefits paid or payable on a discrete basis when employment has ceased.

Other long-term benefits include long service leave, other long service benefits or deferred compensation.

Termination benefits include termination of employment payments, such as severance packages.

<b>Remuneration of Key Management Personnel <sup>(i)</sup> (excluding Responsible Ministers)</b>	<b>2017 \$</b>
Short-term benefits	298,610
Post-employment benefits	22,405
Other long-term benefits	6,000
Termination benefits	N/A
Share-based payments	N/A
<b>Total remuneration (a)(b)</b>	<b>327,015</b>
<b>Total number of Key Management Personnel</b>	<b>16</b>
<b>Total annualised employee equivalents <sup>(iii)</sup></b>	<b>N/A</b>

<sup>(i)</sup> As 2016-17 is the first year of revised remuneration disclosures comparatives are not required.

<sup>(iii)</sup> ACFE Board members and Responsible Ministers do not fall within employee definitions.

## 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 the management of the ACFE Board, during the reporting period was in the range \$240,000 – \$250,000 (\$240,000 – \$250,000 in 2015–16).

Remuneration of Accountable Officer	2017 \$
Short-term benefits	220,392
Post-employment benefits	18,701
Other long-term benefits	6,000
Termination benefits	N/A
Share-based payments	N/A
<b>Total remuneration (a)(b)</b>	<b>245,093</b>
<b>Total number of Key Management Personnel</b>	<b>3</b>
<b>Total annualised employee equivalents</b>	<b>1</b>

## 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.

During the reporting period, Adult Learning Australia undertook maintenance of the Learn Local digital assets, under the terms of a contract negotiated in 2013. Subsequently Ms Sally Brennan was appointed as a Board member of both the Adult, Community and Further Education Board and Adult Learning Australia.

Outside of normal citizen type transactions, there were no other related party transactions that involved key management personal, their close family members and their personal business interests. No provision has been required, nor any expense recognised, for impairment of receivables from related parties. Other related transactions and loans requiring disclosure under the Directions of the Minister for Finance have been considered and there are no matters to report.

### Note 16 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 17 Remuneration of auditors

	2017 \$'000	2016 \$'000
<b>Victorian Auditor-General's Office</b>		
Audit of the financial statements	33	32

## Note 18 Subsequent events

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.

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 19 Commitments for expenditure

2017	Payment Timeframe			
Operating Commitments	Total	1 year	1-5 years	5 Years or more
	\$'000	\$'000	\$'000	\$'000
Pre-Accredited Training delivery	4,949	4,949	-	-
Other Program Delivery Grants	3,358	2,493	865	-
<b>Total expenditure commitments</b>	<b>8,307</b>	<b>7,442</b>	<b>865</b>	<b>-</b>

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	245	-
<b>Total expenditure commitments</b>	<b>6,650</b>	<b>6,405</b>	<b>245</b>	<b>-</b>

Commitments for future expenditure include operating and capital commitments arising from contracts. These commitments are not recognised in the balance sheet, but are disclosed 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.

## Note 20 Other accounting items

### *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.

### *Contributions by owners*

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

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

### ***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.

### ***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*.

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.

## **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 2017 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 2017, 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 2017. The Board has not and does not intend to, adopt these standards early.

Topic	Key requirements	Effective date
<i>AASB 9 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
<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"> <li>• The change in fair value attributable to changes in credit risk is presented in other comprehensive income (OCI); and</li> <li>• 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.</li> </ul>	1 Jan 2018
<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
<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
<i>AASB 15 Revenue from Contracts with Customers</i>	The core principle of AASB 15 requires an entity to recognise revenue when the entity satisfies a performance obligation by transferring a promised good or service to a customer. Note that amending standard AASB 2015-8 Amendments to Australian Accounting Standards – Effective Date of AASB 15 has deferred the effective date of AASB 15 by one year.	1 Jan 2018
<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"> <li>• the entity's right to receive payment of the dividend is established;</li> <li>• it is probable that the economic benefits associated with the dividend will flow to the entity; and</li> <li>• the amount can be measured reliably.</li> </ul>	1 Jan 2017 / Amendments to AASB 9 (Dec 2009) and AASB 9 (Dec 2010) apply from 1 Jan 2018



Topic	Key requirements	Effective date
<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
<i>AASB 2016-7 Amendments to Australian Accounting Standards – Deferral of AASB 15 for Not-for-Profit Entities</i>	This standard defers the mandatory effective date of AASB 15 for not-for-profit entities from 1 January 2018 to 1 January 2019. 1 January 2019.	1 Jan 2019
<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"> <li>• A promise to transfer to a customer a good or service that is 'distinct' to be recognised as a separate performance obligation;</li> <li>• 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</li> <li>• 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).</li> </ul>	1 Jan 2018
<i>AASB 2016-4 Amendments to Australian Accounting Standards – Recoverable Amount of Non-Cash-Generating Specialised Assets of Not-for-Profit Entities</i>	The standard amends AASB 136 Impairment of Assets to remove references to using depreciated replacement cost (DRC) as a measure of value in use for not-for-profit entities.	1 Jan 2017
<i>AASB 16 Leases</i>	The key changes introduced by AASB 16 include the recognition of most operating leases (which are currently not recognised) on balance sheet.	1 Jan 2019
<i>AASB 1058 Income of Not-for-Profit Entities</i>	This Standard will replace AASB 1004 Contributions and establishes principles for transactions that are not within the scope of AASB 15, where the consideration to acquire an asset is significantly less than fair value to enable not-for-profit entities to further their objectives.	1 Jan 2019

Topic	Key requirements	Effective date
<i>AASB 2016-8 Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities</i>	This Standard amends AASB 9 and AASB 15 to include requirements and implementation guidance to assist not-for-profit entities in applying the respective standards to particular transactions and events.	1 Jan 2019

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 2016-17 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*

# APPENDICES

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## APPENDIX 1: ALLOCATION OF GOVERNMENT FUNDS APPROPRIATED TO THE ACFE BOARD

The funds listed in Appendix 1 were allocated during the calendar year 2016.

Access Australia Group	\$26,255
AMES Australia	\$ 636,675
Alamein Neighbourhood & Learning Centre Inc.	\$80,090
Albury Wodonga Community College Ltd	\$76,160
Albury Wodonga Volunteer Resource Bureau Inc	\$11,560
Anglesea & District Community House Inc	\$15,153
Angliss Neighbourhood House Inc.	\$63,464
Ararat Neighbourhood House Inc.	\$13,352
Arrabri Community House	\$89,297
Art Resource Collective Inc. (ARC)	\$7,066
Arts Project Australia Inc	\$22,59
Australian Croatian Community Services	\$30,119
Australian Multicultural Community Services	\$160,987
Australian Romanian Community Welfare	\$14,280
Australian Vietnamese Womens Association	\$86,098
Avenue Neighbourhood House at Eley Inc	\$45,093
Avocare Ltd	\$48,098
Bacchus Marsh Community College Inc.	\$44,442
Ballan & District Community House & Adult Education Centre	\$11,660
Ballarat Neighbourhood Centre Inc	\$129,081
Banksia Gardens Community Centre	\$375,716
Bass Coast Adult Education Centre Inc	\$87,480
Beaufort Community House and Learning Centre Inc	\$16,274
Belgium Avenue Neighbourhood House Inc.	\$27,272
Belgrave South Community House Inc	\$89,773
Bellarine Living & Learning Centre Inc	\$84,137
Belvedere Community Centre Inc.	\$79,788
Bendigo Neighbourhood Hub	\$41,211
Berry Street Victoria	\$39,408
Beulah Historical Learning & Progress Association	\$11,885
Birallee Park Neighbourhood House Inc	\$20,744
Bnym Aboriginal Corporation	\$78,588
Boort Resource & Information Centre Inc	\$37,873
BRACE Education Training & Employment Limited	\$85,308
Brotherhood of St Laurence	\$151,829
Brunswick Neighbourhood House Co-op Ltd	\$152,813
Buchan Neighbourhood House	\$156,448
Career Education Association of Victoria (CEAV)	\$13,440
Carlton Neighbourhood Learning Centre Inc	\$103,200
Carringbush Adult Education Inc.	\$195,456
Castlemaine & District Continuing Education Inc	\$101,540
Castlemaine Community House Inc	\$35,923
CentaVic (ESL) Educational Services Inc.	\$18,261
Central Ringwood Community Centre Inc	\$70,534
Centre For Adult Education	\$826,764
Centre for Education & Research In Environmental Strategies	\$16,368
Cheltenham Community Centre Inc	\$114,904
Child and Family Care Network Inc	\$199,480

Churchill Neighbourhood Centre Inc	\$32,343
Cire Services Incorporated	\$199,332
City of Greater Dandenong	\$39,768
Clota Cottage Neighbourhood House Inc.	\$28,534
Cloverdale Community Centre Inc	\$63,938
Cobram Community House Inc	\$33,208
Comm Unity Plus Services (Community West Victoria Ltd)	\$334,298
Community College Gippsland	\$216,283
Community Hub	\$80,970
Continuing Education & Arts Centre Alexandra	\$118,894
Cooinda Hill Inc	\$64,688
Coonara Community House Inc	\$39,5222
Corinella & District Community Centre Inc	\$10,381
Corryong Neighbourhood House Inc	\$86,904
Craigieburn Education & Community Centre Inc	\$56,946
Cranbourne Community House	\$89,334
Creeds Farm Living and Learning Centre	\$7,572
Dallas Neighbourhood House Inc	\$87,449
Dandenong Neighbourhood House	\$203,067
Daylesford Neighbourhood Centre Inc.	\$104,569
Diamond Valley Learning Centre Inc	\$131,832
Dingley Village Neighbourhood Centre	\$170,762
Djerriwarrh Employment & Education Services Inc.	\$285,018
Doveton Neighbourhood Learning Centre Inc	\$44,446
Duke Street Community House Association Inc.	\$73,972
East End Community House Mildura	\$80,115
Echuca Community Education Group Inc	\$191,042
Echuca Neighbourhood House Inc	\$7,508
Elwood St Kilda Neighbourhood Learning Centre Inc.	\$98,760
Emerald Community House	\$97,637
Encompass Community Services Inc	\$27,960
Endeavour Hills Uniting Care Neighbourhood Centre	\$49,920
Euroa Community Education Centre	\$42,228
Farnham Street Neighbourhood Learning Centre Inc.	\$346,809
Fitzroy Learning Network Inc	\$7,1014
Footscray Community Arts Centre Ltd.	\$8,1281
Gateway BEET	\$9,494
Gateway Social Support Options Inc.	\$46,793
Geelong Ethnic Communities Council Inc	\$171,698
Geelong Regional Vocational Education Council Inc.	\$21,746
Gippsland Employment Skills Training	\$187,122
Glen Eira Adult Learning Centre Inc	\$183,410
Glen Park Community Centre Inc.	\$153,338
Glenroy Neighbourhood Learning Centre Inc	\$141,303
Godfrey Street Community House	\$23,720
Goldfields Employment and Learning Centre Inc	\$46,150
Gormandale Community House & Learning Centre	\$71
Haddon & District Community House	\$34,625
Hallam Community Learning Centre Inc	\$74,185
Hampton Community Centre	\$23,793
Hampton Park Care Group Inc	\$46,486
Healesville Living and Learning Centre	\$97,337

Heidelberg Training & Resources Centre Inc	\$52,979
Heyfield Community Resource Centre	\$14,594
Holden St Neighbourhood House Inc.	\$47,360
Hume City Council - Homestead Community & Learning Centre	\$223,388
Inclusion Melbourne Inc.	\$45,446
Inner Melbourne Vet Cluster Inc	\$229,220
Japara Neighbourhood House Inc.	\$29,402
Jesuit Social Services Ltd	\$231,306
Jewish Care Victoria Incorporated	\$20,340
Jika Jika Community Centre Inc	\$17,552
K Y M Victoria Inc	\$259,095
Kangaroo Flat Community Group Inc	\$11,561
Karingal Inc. (Vic) Limited Liability	\$150,099
Karingal Neighbourhood House Inc	\$13,373
Kensington Neighbourhood House	\$136,432
Kew Neighbourhood Learning Centre Inc	\$106,653
Keysborough Learning Centre	\$193,899
King Valley Learning Exchange	\$136
Kinglake Ranges Neighbourhood House Inc	\$20,949
Knoxbrooke Inc	\$112,271
Kyabram Community and Learning Centre Inc	\$49,974
Kyneton Community & Learning Centre Inc	\$43,573
Lakes Entrance Neighbourhood House Inc.	\$12,872
Lalor Living and Learning Centre Inc	\$77,742
Langwarrin Community Centre Inc.	\$58,739
Lara Community Centre Inc	\$32,593
Laverton Community Integrated Services Inc	\$62,666
Leopold Community & Learning Centre Inc	\$29,773
LINK Neighbourhood House Inc	\$14,177
Living and Learning @ Ajani	\$126,356
Living and Learning Inc (Pakenham & Cardinia)	\$118,231
Loddon Campaspe Multicultural Services Inc	\$72,773
Loddon Mallee Housing Services Ltd	\$12,380
Longbeach Place Inc	\$81,040
Lyrebird Community Centre	\$72,161
MACE Inc	\$137,606
Macedon Ranges Further Education Centre	\$88,660
MADEC LTD	\$20,990
Maldon Neighbourhood Centre Incorporated	\$10,548
Mallacoota District Health & Support Service Inc	\$8,075
Manna Gum Community House (Foster Community House Inc)	\$10,575
Meadow Heights Learning Shop Inc	\$191,691
Melbourne City Mission	\$236,314
Melton South Community Centre Inc.	\$63,777
Meredith Community Centre Inc	\$24,900
Merinda Park Learning & Community Centre	\$93,291
Migrant Resource Centre North West Region Inc.	\$48,332
MiLife-Victoria Inc	\$115,496
Mill Park Community House	\$211,233
Milpara Community House	\$47,729
Mirrimbeena Aboriginal Education Group Inc	\$45,135
Mitcham Community House	\$65,299

Moe Life Skills Centre	\$69,340
Moe Neighbourhood House	\$26,670
Moongala Womens Collective Inc	\$35,277
Mordialloc Neighbourhood House Inc	\$47,826
Moreland Adult Education Association Inc	\$56,733
Mornington Community Contact Inc.	\$42,551
Morwell Neighbourhood House & Learning Centre Inc.	\$691
Mount Eliza Village Neighbourhood Centre Inc	\$20,564
Mountain District Womens Co-Op Ltd	\$129,933
Mt Beauty Neighbourhood Centre Inc	\$28,944
Mt Martha Community Learning Centre	\$30,060
Mulgrave Neighbourhood House Inc.	\$109,384
Murray Adult Community Education Swan Hill Inc	\$59,893
Murray Human Services Inc	\$103,658
Myrtleford Neighbourhood Centre	\$59,047
Narre Community Learning Centre	\$251,704
Ngwala Willumbong Limited	\$87,656
Nhill Neighbourhood House Learning Centre Inc	\$225,210
Nillumbik Shire Council (Living & Learning Centre)	\$56,070
North Carlton Railway Station Neighbourhood House	\$2,763
North Melbourne Language and Learning Inc.	\$143,205
North Ringwood Community House Inc	\$67,393
North Shepparton Community & Learning Centre Inc	\$13,962
Noweyung Limited	\$228,234
Numurkah Community Learning Centre	\$15,084
Ocean Grove Neighbourhood Centre Inc	\$42,596
Old Courthouse Community Centre	\$26,678
Olympic Adult Education	\$238,822
Open Door Neighbourhood House	\$56,428
Orana Neighbourhood House	\$81,195
Orbost Education Centre Inc	\$75,394
Otway Health & Community Services	\$12,478
Outlets Co-operative Ltd	\$15,596
Outlook (VIC) Inc.	\$115,434
Pangerang Community House Inc	\$15,461
Park Orchards Learning Centre Inc.	\$26,361
Paynesville Neighbourhood Centre Inc	\$113,262
Peninsula Adult Education & Literacy	\$89,716
Peninsula Training & Employment Program Inc.	\$181,602
Peter Harcourt Disability Services Limited	\$39,094
Phillip Island Community & Learning Centre	\$21,635
Pines Learning Incorporated	\$226,724
Port Fairy Community Group Inc	\$30,724
Port Melbourne Neighbourhood Centre Inc.	\$123,177
Port Phillip Community Group	\$231,796
Portland Workskills Inc.	\$72,318
Prahran Community Learning Centre Inc.	\$230,711
Prahran Mission	\$40,604
Preston Neighbourhood House Inc	\$228,874
Preston Reservoir Adult Community Education Inc	\$301,106
Quantin Binnah Community Centre Inc.	\$19,760
Queenscliff & District Neighbourhood House Inc	\$14,840



Red Cliffs Community Resources Centre	\$27,083
Rejoice Chinese Christian Communication Centre Inc	\$34,930
Richmond Community Learning Centre Inc	\$15,671
Robinson Reserve Neighbourhood House Inc	\$31,816
Robinvale Network House Inc	\$18,954
Rosewall Neighbourhood Centre Inc	\$97,553
Rowville Neighbourhood Learning Centre	\$109,158
Rural Industries Skill Training Centre Inc.	\$17,300
Rushworth Community House Inc	\$14,280
Sale Neighbourhood House	\$22,260
Sandybeach Community Co-op Society Ltd	\$292,925
Selby Community House	\$18,498
Seymour & District Community House Inc	\$8,140
Shepparton Access	\$41,335
Shepparton Adult & Community Education Inc	\$69,253
Simpson & District Community Centre	\$8,099
SkillsPlus Ltd	\$126,581
Sorrento Community House Inc.	\$30,855
South Kingsville Community Centre Inc.	\$36,835
South Shepparton Community House	\$8,444
South West Victorian SEAL Inc	\$136,211
Southern Grampians Adult Education	\$69,489
SPAN Community House Inc	\$23,241
Spanish Latin American Welfare Centre (CELAS)	\$21,002
Springdale Neighbourhood Centre	\$85,722
Springvale Indo-Chinese Mutual Assistance Associate	\$65,506
Springvale Learning and Activities Centre Inc	\$92,730
Springvale Neighbourhood House	\$220,360
St Arnaud Neighbourhood House	\$9,682
St Laurence Community Services Inc - (Advanced Career Training)	\$39,522
Stawell Neighbourhood House Inc	\$33,783
Sunraysia Mallee Ethnic Communities Council Inc	\$28,752
Sussex Neighbourhood House Inc	\$48,207
Taskforce Community Agency	\$293,924
Tatura Community House Inc	\$41,100
The Basin Community House	\$183,651
The Centre Connecting Community in North & West Melbourne Inc.	\$75,409
The Centre for Continuing Education	\$506,125
The New Hope Foundation Inc	\$119,185
The Onemda Association Inc.	\$101,161
The Social Studio	\$24,221
Thornbury Women's Neighbourhood House Inc	\$1,250
Traralgon Neighbourhood Learning House Inc	\$93,186
Trudewind Road Neighbourhood House Inc	\$46,165
Upper Beaconsfield Community Centre Inc	\$44,514
Vermont South Community House Inc.	\$80,547
VICSEG New Futures	\$12,872
Victorian Vocational Rehabilitation Association	\$52,265
Waminda Community House	\$32,522
Warracknabeal Neighbourhood House & Learning Centre Inc	\$17,285
Warragul Community House	\$43,685
Waverley Adult Literacy Program Inc.	\$19,326

Waverley Community Learning Centre Inc.	\$71,088
Wavlink Inc	\$60,588
Wedderburn Community House Inc	\$20,682
Wellsprings For Women Inc.	\$103,066
Wellways Australia Limited	\$70,206
Wendouree Neighbourhood Centre Inc	\$94,008
Westgate Community Initiatives Group Inc	\$279,461
Williamstown Community and Education Centre Inc.	\$168,938
Wimmera Hub Inc.	\$188,170
Winchelsea Community House Inc	\$76,992
Wingate Avenue Community Centre Inc.	\$174,199
Wycheproof Community Resource Centre	\$11,560
Wyndham Community and Education Centre Inc	\$414,815
Yarraville Community Centre Inc	\$235,592
Yarrowonga Neighbourhood House Inc	\$147,481
Yarrunga Community Centre	\$99,059
Yooralla	\$54,142
Youth Projects Limited	\$14,594
YOUTHNOW INC	\$260,233
YWCA of Victoria Inc.	\$4,336
Zoe Support Australia	\$26,728
<b>Grand Total</b>	<b>\$25,143,504</b>

## 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](http://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 online at [www.foi.vic.gov.au](http://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](http://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*:

	2016-17	2015-16
Number of disclosures	0	0

## APPENDIX 4: OTHER STATUTORY REPORTING REQUIREMENTS

### Compliance with the *Building Act 1993*

The ACFE Board continues to monitor Ministerial-owned buildings to ensure compliance with the building and maintenance provisions of the *Building Act 1993*. 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 and incident management

The annual report for the Department covers occupational health and safety matters and performance indicators concerning staff.

### Attestation for compliance with *Ministerial Standing Direction 3.71 – Victorian Government Risk Management Framework*

I, Sue Christophers, certify that the Adult, Community and Further Education Board has complied with the *Ministerial Standing Direction 3.71 – 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
- details of all consultancies and contractors including:
  - consultants/contractors engaged
  - services provided
  - 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 2016-17 reporting period, the ACFE Board had a total ICT expenditure of \$1,122,000 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
774	348	348	-

## Consultancy expenditure

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

In 2016-17, there were 13 consultancies where the total fees payable to the consultants were \$10,000 or greater. The total expenditure incurred during 2016-17 in relation to these consultancies was \$528,000 (excluding GST). Details of individual consultancies are outlined below.

Consultant	Purpose of Consultancy	Total approved project fee (excl. GST) \$'000	Expenditure 2016-17 (excl. GST) \$'000	Future expenditure (excl. GST) \$'000
Blueboat Pty Ltd	Learn Local Brand Review	45	45	-
Essential Economics Pty Ltd	Hume Project	60	59	1
Foresight Lane Pty Ltd	ACFE Board Strategy Development	20	20	-
Foresight Lane Pty Ltd	Barwon South Western Regional Project	55	55	-
KPMG	ACFE Registration Project	55	11	44
Langtree Planning	Eastern Metropolitan Regional Council Project	34	34	-
M2C Consulting Services	Shared Local Solutions	20	20	-
Peiris Consulting Pty Ltd	Eastern Metropolitan Stakeholder Engagement Program	29	29	-
Synergistiq Pty Ltd	Family Learning Support Program	80	80	-
Think Impact Pty Ltd	Grampians Pathways Project	55	54	-
Urbis Pty Ltd	Pre-Accredited Training and Research Project	211	21	-
Urbis Pty Ltd	Community Solutions Project	511	27	484
Deloitte Consulting	Student Management System Feasibility Study	151	73	78

### *Details of consultancies under \$10,000*

In 2016-17, there were two consultancies engaged during the year where the total fees payable to the individual consultant were less than \$10,000. The total expenditure incurred during 2016-17 in relation to these consultancies was \$8,900.

## 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
<b>Ministerial Directions</b>		
<b>Report of operations – FRD guidance</b>		
<b>Charter and purpose</b>		
FRD 22H	Manner of establishment and the relevant Ministers	6
FRD 22H	Purpose, functions, powers and duties	6-7
FRD 8D	Departmental objectives, indicators and outputs	n/a
FRD 22H	Initiatives and key achievements	13-35
FRD 22H	Nature and range of services provided	3-5
<b>Management and structure</b>		
FRD 22H	Organisational structure	6-11
<b>Financial and other information</b>		
FRD 8D	Performance against output performance measures	n/a
FRD 8D	Budget Portfolio outcomes	n/a
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## 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
DET	Department of Education and Training
FLSP	Family Learning Support Program
LEAP	Learner Engagement A-Frame Pilot
LGA	Local Government Area
LLEN	Local Learning Employment Network
RTO	Registered Training Organisation
SMS	Student Management System
STEM	Science, Technology, Engineering, and Mathematics
SVTS	Skills Victoria Training System
TIPS	Training Information Pathways Services
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.

#### **Unemployed/not seeking work**

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.

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## 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 July 2017.

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 from the past Training Market Reports which the Department produces. The difference is due to pre-accredited enrolment activity being counted in this report exclusively as module enrolments. In contrast, the Training Market Reports have counted this activity as a mix of course and module enrolments.

Also to ensure an accurate count of pre-accredited program activity, the methodology of this report excludes a small number of organisations that identified to SVTS as delivering adult and community education in 2016, but were not Learn Local organisations recognised by the ACFE Board. Apart from those organisations, another very small number of Learn Local organisations had self-identified to SVTS as private RTOs and traditionally these are not included in the count of pre-accredited program activity in the Training Market Report. This report resolves these issues through a methodology which includes every training organisation funded by the ACFE Board irrespective of the status reported to SVTS.

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