

Adult, Community and Further Education Board

Annual Report 2017–18



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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 Board, I am pleased to submit the Adult, Community and Further Education Board's annual report for the year ending 30 June 2018, in accordance with the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*.

Dr Ronald Wilson
Deputy Chairperson
Adult, Community and Further Education Board

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Report of operations

Year in review

Our vision

The vision of the Adult, Community and Further Education Board is that the adult, community and further education sector is recognised as a critical contributor to the prosperity of Victoria through its role in improving transitions of learners to further education and employment.

Our mission

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

Our values

In accordance with the *Public Administration Act 2004*, the Board upholds the seven core Victorian public sector values of:

- Responsiveness.
- Integrity.
- Impartiality.
- Accountability.
- Respect.
- Leadership.
- Human rights.

Chairperson's report

This year the Board has continued to fulfil its mission to increase participation and attainment of adult learners, improve social cohesion and boost the social and human capital of Victoria. Guided by the Ministerial Statement of Expectations 2018, the Board continues to provide strong and strategic leadership to adult, community and further education providers, and the learners they serve.

The impact of adult community education on learners can be profound and life-changing. For example, a young man from Eltham, Matt, had been prevented from engaging in traditional schooling due to complex mental health issues. After four years at Diamond Valley Learning Centre, he completed several pre-accredited training courses, gained his senior Victorian Certificate of Applied Learning certificate, and started a Certificate II in Community Services. He has also been volunteering to assist intellectually-disabled young people to engage in studies during this time.

Similarly, 49-year-old Anita from Paynesville lived an unhealthy and hermit-like existence before she participated in the 'Your Next Step' course at Paynesville Neighbourhood Centre. After learning hospitality, event planning and digital media skills, Anita developed the confidence to volunteer as a Sales Assistant

with the Red Cross. She then enrolled in a six-month Certificate IV in Training and Assessment with the aim of becoming an art therapy tutor.

As well as the life-changing impact on individual learners, adult community education also has a profound role in strengthening communities. Programs such as the Capacity and Innovation Fund support innovative practice and capacity building in the Learn Local network to enable Learn Local providers to actively contribute to adult education in communities across metropolitan, regional and rural Victoria. The Board is identifying best practice products and programs created under the Capacity and Innovation Fund to share across the network further strengthening the collective positive impact on communities across the state.

Those like Matt and Anita who have experienced adult community education firsthand, and those of us who work in adult community education, understand how special the impact of this sector can be on individuals and communities.

However, adult community education is not well understood and is not well recognised in the broader community. The Adult, Community and Further Education Board is looking to raise the profile of adult community education to promote an understanding of the positive impacts of adult community education to the whole community. The Board recently approved a Communication and Stakeholder Engagement Strategy to achieve this. Adult community education should be recognised as an integral component of the Victorian education system and a critical element supporting successful transitions to economic participation for educationally-disadvantaged Victorians.

Following an increase to the student contact hour subsidy rate for pre-accredited training in 2015, the Board introduced a 20 per cent regional loading for pre-accredited training provision in recognition of the challenges posed for regional providers. Increases in funding ensure sustainable provision of pre-accredited training across Victoria. The Board also continues to support innovative programs to remove access barriers for disadvantaged community members and improve participation by priority learner cohorts.

The Board continues to contribute to the priorities of Government. A strong example is the Board's contribution in the response to the recommendations of the Royal Commission into Family Violence, through strengthening and expanding financial literacy training for people affected by family violence.

The Board continues to build an irrefutable evidence base for our work. The Pre-accredited Learner Journey project sought to fully understand the impact of adult community education on learners. Deloitte Access Economics tracked learner journeys through pre-accredited training and into the mainstream education system.

This project found pre-accredited training is a critical product that serves an important purpose in the Victorian training system.

Nearly 60 per cent of learners undertaking pre-accredited training engage in further pre-accredited or accredited training, as a precursor to employment and economic participation. Of this 60 per cent, the highest engagement is registered among young learners—in particular young women—and women returning to the workforce.

Almost one-third of all pre-accredited training learners transition into an accredited program; and, perhaps most telling of all, the average completion rates for these learners at 64 per cent are significantly higher than the national average of 49 per cent.

These numbers are even more remarkable considering that 97 per cent of learners in pre-accredited training fall into disadvantaged cohorts and 54 per cent are represented in three or more types of disadvantage.

The Pre-accredited Learner Journey report provides proof of the power and positive impact of adult community education. It supports the value proposition of pre-accredited training and helps to define the relationship between adult community education and the broader vocational education and training network.

Adult community education is embedded in community and place. It is the ultimate education opportunity for community members facing disadvantage. However, we can now tell the story of pre-accredited training and how it forms a critical part of the Victorian training system. We can now promote the purpose and outcomes of pre-accredited training to the TAFE sector and other key stakeholders and speak of our ambitions for the future.

When people think of adult community education, I want them to think of it as an integral part of Victoria's education and training system because of its unique community-based ability to support adults who need more help into employment and further education.

When people think of adult community education, I want them to know that Learn Local providers deliver quality-assured and government-subsidised pre-accredited training to nearly 28,000 Victorians a year, at more than 300 locations across Victoria.

But most of all, when people think of adult community education, I want them to recognise that we are achieving real results supporting Victorian communities and the community members who need it the most.

Dr Ronald Wilson

Deputy Chairperson

Purpose and functions

The Board is a statutory authority that was established by legislation in 1991 and continues to operate under the *Education and Training Reform Act 2006*. It supports the development of adult, community and further education in Victoria.

The Board has five broad functions as set out below:

Developmental—The Board inquires into and reports on the development of adult, community and further education policies, programs, and services.

Advisory—The Board advises the Minister for Training and Skills and, through the Minister, the Government, on adult, community and further education matters.

Strategic—The Board plans and evaluates policies, programs, and services. It considers and prioritises community-learning needs and establishes objectives and the targets to meet them.

Profiling—The Board promotes research and development in the adult community education sector, and it promotes general public awareness of adult, community and further education.

Operational funding—The Board provides and funds policies, programs, and services for the delivery of adult, community and further education.

When performing these functions, the Board is charged with paying particular attention to the provision of equitable access to learning opportunities for Victorians. These are people who have not previously benefitted from education and who wish to participate in adult community education. The Board monitors the quality of education provided and ensures that it remains relevant to specific community needs.

The Board acts as steward on behalf of the Government of Victoria for the adult, community and further education sector in line with Government priorities and the Board's legislated functions. The Board acts as system architect, funder, connector, and influencer to deliver pre-accredited training to socioeconomically disadvantaged adults. The Victorian Government, through the Board, subsidises pre-accredited training programs developed to help learners return to study, improve their literacy and numeracy skills, broaden their employment options, and learn new skills. These courses offer initial vocational training as well as pathways to accredited training, qualifications, and ultimately employment. Such pre-accredited training programs are a distinguishing feature of the Learn Local network.

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

A network of approximately 300 Learn Local providers across Victorian are registered with the Board to deliver adult community education.

Learn Local providers are community-owned and -managed and operate on a not-for-profit basis. In smaller communities, Learn Local providers offer local access to learning opportunities that might not otherwise be available. They provide an informal, welcoming, adult-focused approach to learning, and are often the only local learning access points for adults in rural communities.

The Board also contracts two adult education institutions, AMES Australia and the Centre for Adult Education to deliver pre-accredited training across Victoria. AMES Australia specialises in settlement services, training, and employment assistance to refugees and newly-arrived migrants. Operating as part of the Box Hill Group, the Centre for Adult Education helps adults complete their secondary education and begin, or advance, their paths to employment.

Meeting expectations

In 2016, to bring a renewed sense of focus and creativity to our strategic efforts, four key strategic priorities were established as part of the Board's Strategy 2016–2019, as outlined below:

- **Quality adult, community and further education**—to ensure programs and related services respond to learner needs and aspirations, connecting to further education and employment pathways, and to design the system settings for responsive and agile program delivery across networks of providers to maximise access for learners.
- **Accountable adult, community and further education**—to support pathways to further education and employment by building an evidence base for planning and monitoring regional performance in transitioning learners to further education and employment, as well as by reviewing and aligning budget and supports towards programs and initiatives with high conversion rates to further education and employment.
- **Influential adult, community and further education**—to demonstrate socio-economic value by promoting the evidence base and monitoring the impact of pre-accredited training on Victoria's prosperity, while proactively fostering productive relationships across the system with state departments, TAFEs, Local Government and industry to shape policy settings and collaborate for maximised impact.
- **Sustainable adult, community and further education**—to manage sustainable funding provision for sector programs and support a network of providers with the right skills, resources and connections to maximise the deployment of resources and harness innovation.

Further focus areas for the Board were outlined for 2018 in the Minister for Training and Skills' Statement of Expectations. The ultimate priority focus among these was for the Board, with the Government's support and funding, to work to improve outcomes for all adult learners—in particular, those experiencing disadvantage—and lift the profile of the Board and the community-based adult education sector.

The priority strategic direction the Board aims to deliver against in 2018 is the improvement of participation in training by specific priority learner cohorts, especially women learners, who are:

- Early school leavers.
- Low-skilled and vulnerable workers.
- Indigenous Australians.
- Unemployed people.
- People with a disability.
- Disengaged young people.
- People from a culturally- and linguistically-diverse background.

In April 2018, the Board requested strategies be developed for each priority learner cohort, with the aim to increase each priority learner cohort's engagement, experiences, and outcomes from pre-accredited learning programs. As well as contributing to work on Government priorities including the National Disability Insurance Scheme and Prevention of Family Violence initiatives, a further endeavour by the Board in 2018 has been positioning pre-accredited training programs as a contributor to literacy, numeracy and employability skills, and articulating evidence of achievements by learners in pre-accredited training programs and the impact of pre-accredited training on learner pathways into further education and employment.

Non-financial performance reporting

Performance against output performance measures¹

Performance measures	Unit of measure	2017–18 target	2017–18 actual	Per cent variation	Result
Number of pre-accredited module enrolments government-subsidised through the Adult, Community and Further Education Board—adult community education organisations and adult education institutes	Number	45,000	45,261	0.6	✓

This performance measure relates to the 2017 calendar year.

Key initiatives and projects

The key initiatives and projects of the Board undertaken during 2017–18 can be categorised according to the four main strategic priorities of the Board's Strategy 2016–19.

Quality adult, community and education

Ensure that 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.

Priority learner cohort strategies

Three priority cohorts will be examined every six months, which will involve taking stock of current programmatic responses, identifying new opportunities, and developing forward-looking strategies for each cohort. The first tranche of activity is underway, focusing on Indigenous Victorians, low-skilled and vulnerable workers, and people from culturally- and linguistically-diverse backgrounds.

Certificate of General Education for Adults

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

Many of these qualifications are nationally-recognised best-practice courses which assist adult learners to improve their literacy, basic maths, and general education skills in order to form pathways to further qualifications and training.

¹ Departmental objectives, indicators and outputs are not specified for the Adult, Community and Further Education Board in 2017–18 State Budget Paper No. 3 *Service Delivery*. This performance measure relates to Departmental Objective 2: Engagement which the Department of Education and Training reports under the Training, Higher Education and Workforce Development output. See the Department's 2017–18 Annual Report for further information.

Curriculum Maintenance Managers completed work on reaccreditation of Certificates in General Education for Adults. The curriculum was reaccredited in April 2018 and is available on the Department's Accredited Courses website. A professional development session to provide an overview of the reaccredited Certificates in General Education for Adults will be conducted in early July 2018. Work on an implementation guide to provide examples of tasks and activities for the reaccredited Certificates in General Education for Adults curriculum is nearing completion.

Professional Development Strategy

The Board has commissioned the development of a Professional Development Strategy focused on developing the skills and potential of people working in Learn Local providers who deliver pre-accredited adult, community, and vocational learning programs. The goal of the strategy is to supply the skills needed to allow education providers to engage more deeply with their communities and to design solutions that improve learning outcomes.

The strategy will provide a systematic, coordinated, and coherent approach to building the skills and potential of pre-accredited training educators and, as a consequence, improve participant outcomes.

A draft of the Board's Professional Development Strategy is based on a comprehensive examination of Australian and international research. This research focuses on effective professional development for the adult community and related education sectors, combined with extensive and deep consultation with personnel involved in pre-accredited vocational learning. The final strategy accepted by the Board will be put into effect through a developed operational plan starting in 2019.

Learn Local Quality Partnership Trials

In 2017, the Board funded the establishment of three Learn Local Quality Partnership trials. Learn Local Quality Partnerships are designed to reduce the administrative burden placed on Learn Local registered training organisations by helping them work together to reduce compliance costs, share resources, improve quality, and encourage best practices. This allows them to increase quality training. There are currently three Learn Local Quality Partnership pilots. A further two pilots are being developed, and an implementation review will be commissioned to support further expansion of the initiative.

Guidance to Regional Councils

In 2017–18, the Board renewed its approach to guide and direct the work of Regional Councils of Adult, Community and Further Education to ensure their capacity to provide local and regional intelligence that will assist the Board strategically target its resources to identified priority learner cohorts and localities.

In March 2018, the Board established a statement of expectations for Regional Councils and a strategic planning framework. The statement of expectations for Regional Councils is a complement to the Ministerial Statement of Expectations 2018 for the Board. It specifies Regional Councils' contribution to the Board's strategic planning cycle and outlines departmental support provided to Regional Councils. The strategic planning framework has been established as an annual cycle with progressive implementation in 2018 and 2019 and identifies interfaces between Board meetings, planning, and other activities.

Planning workshops for each Regional Council to contribute to Board planning for 2019 were held from June to July 2018. Outcomes of the Regional Council planning workshops will feed into the Board planning workshop scheduled for October 2018.

Since 2015, the Board has held an annual development day for Regional Councils. The day provides information sessions, networking, and professional development opportunities to Regional Council members. The September 2017 development day focused on community engagement and advocacy for priority learner cohorts. The April 2018 development day focused on mapping the role of Regional Councils, understanding key Board initiatives and stakeholder engagement, and sharing ideas.

Capacity and Innovation Fund

The Board supports a strong and sustainable Learn Local network and strives to foster a culture of innovation through the Capacity and Innovation Fund.

In 2017–18, grants totalling approximately \$3.318 million were allocated to 60 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:

- Support learner engagement and participation.
- Support quality program delivery.
- Support pathways to further education and employment.

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

The projects, which are diverse in scope and in focus, aim to bring a lasting benefit to learners regarding improved systems, programs, and services in Learn Local providers across Victoria.

Capacity and Innovation Fund 'Finding the Gold' project

The Board-funded Capacity and Innovation Fund program aims to foster an innovation culture in the Learn Local network. It also wishes to support its mission to increase adults' participation and attainment in pre-accredited training programs, further education and employment, and improve social cohesion.

The Capacity and Innovation Fund was established in 2011, and the Board has invested almost \$27 million to date (including \$24.5 million for the first eight Capacity and Innovation Fund rounds that funded 577 projects).

The Capacity and Innovation Fund provides \$50,000 grants to Learn Local providers, or \$150,000 to consortiums, to support innovative practices and capacity-building in the Learn Local sector, and to streamline the cost of regulation.

The Finding the Gold project was established to increase understanding of the value of the Capacity and Innovation Fund investment by identifying those 'better practice' Capacity and Innovation Fund projects, these are the projects that have resulted from funding rounds one to eight. To ensure best-practice outcomes are captured in future Capacity and Innovation Fund projects, the project findings will be shared with the Learn Local network as best practice in the second half of 2018.

Senior Victorians Flagship project

The Board's Senior Victorians Flagship project was developed in response to a presentation by the Commissioner for Senior Victorians. Mr Gerald Mansour's presentation focused on his 2016 report *Ageing is Everyone's Business*. The Board noted that new approaches could be developed to address the issues raised by the Commissioner, and it funded the pilot project to explore and identify how pre-accredited training for Senior Victorians can move from basic courses to a more intermediate and advanced/technical curriculum. Three disciplines were identified for the pilot program:

- Digital literacy.
- Language, literacy and numeracy skills.
- Language, literacy and numeracy skills for culturally- and linguistically-diverse people.

Learn Local providers with capacity, resources, and experience in developing pre-accredited training A-frames relevant to the learning needs of Senior Victorians were identified to help develop new pre-accredited training curriculum A-frames on these topics, as well as to trial training deployment. These activities were completed in June 2018.

A program evaluation is underway, and it will result in recommendations to the Board regarding future opportunities.

Pre-accredited Quality Framework

In 2017, the Board contracted Coonara Community House to conduct a series of five professional development workshops focused on good practices in using the Pre-accredited Quality Framework. In addition, they surveyed awareness and use of the Pre-accredited Quality Framework by Learn Local providers.

In 2018–19, the Pre-accredited Quality Framework will be refreshed, and professional development in the updated Pre-accredited Quality Framework will be rolled out across the Learn Local network.

Accountable adult, community and education

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 support towards programs and initiatives with high conversion rates to further education and employment.

Evaluation of the pre-accredited training delivery grant fund allocation and contracting process

In 2017, the Board requested that the Department conduct a review of all elements of the pre-accredited training funding and resource allocation process prior to the 2019 funding round.

Deloitte Access Economics was contracted to conduct the review. It identified five key areas of improvement to make the process more consistent, reliable, and transparent, and ultimately allow funding of pre-accredited training to achieve its objectives more effectively:

- Selectively implementing longer allocation terms to align with contract terms.
- Improving the targeting and effectiveness of the geographic distribution of training hours.
- Ensuring allocations are aligned with a provider's historical delivery.
- Realigning reporting deadlines and payment milestones.
- Promoting quality and supporting provider performance through contracting and allocation.
- Implementation will commence in 2018–19.

Board performance review

In early 2017, the Board agreed to commission an external performance review to identify opportunities for improvement. The review, undertaken by Effective Governance, sought to evaluate the performance of the Board as a whole, individual members, and Board committees.

As well as providing feedback on performance, the review identified 13 recommendations in five areas, each to be led by one of five working groups of Board members.

An implementation plan of the recommendations is underway.

Student satisfaction survey 2017 and 2018

In 2014, the Department initiated an annual survey of tertiary education sector students enrolled in accredited training during the preceding calendar year. Survey results were used to improve the relevance and quality of vocational training by providing a channel for student feedback.

In 2018, the Learn Local network was invited to participate in the survey for the first time. The Board contributed funding to their participation in the survey, with 30 per cent of the approximately 23,000 pre-accredited training students approached responding to the survey. Students were asked around 40 questions, with the survey taking on average 12 minutes to complete. The detailed information that was gathered is being analysed and will provide valuable insight into student experiences in pre-accredited training to identify future opportunities for Board consideration.

Family Learning Partnerships program

The Family Learning Partnerships and Family Learning Support programs were consolidated and reshaped into the Learning-aware Families package in late 2017. This package provides a comprehensive family learning support package to improve vulnerable families' access to adult education through the following elements:

- Funding the cost of childcare so parents can participate in learning such as through hiring a playgroup coordinator or paying for occasional childcare or long day care.
- Developing collaborative relationships between Learn Local and other education providers such as schools, early learning centres, and other community services to address barriers faced by vulnerable families in the local community. Additionally, this works to respond to the learning needs of parents experiencing disadvantage.
- Establishing communities of practice and bringing together Learning-aware Families program providers to share knowledge, skills, and experience in support of vulnerable families.

Learner Engagement A-frame program

Following the Learner Engagement A-frame program pilot in 2017, the Board allocated \$450,000 for the Learner Engagement A-frame program in 2018. The Learner Engagement A-frame program helps Learn Local providers deliver programs that have at least five and fewer than 20 student contact hours in order to engage hard-to-reach learners, who may find that shorter programs reduce barriers to their participation.

The objectives of the Learner Engagement A-frame program are to:

- Provide Learn Local providers with the flexibility to improve participation in pre-accredited training programs for adults who face barriers to training.
- Provide engaging activities that are linked to pathways to further training or employment.
- Strengthen pathway outcomes for learners who face barriers to training by building the skills that they need to participate in further pre-accredited training programs, accredited education, or employment learning.

The Learner Engagement A-frame program, which is currently being implemented, aims to improve training engagement with a focus on the following learner categories:

- Disadvantaged or hard-to-reach learners.
- Learners with complex or multiple needs.
- Learners in thin markets or remote locations.
- Unemployed or underemployed learners and vulnerable workers, including those in industries that are in transition.

Pre-accredited work experience

Pre-accredited work experience is industry-hosted work experience and enables learners to develop practical knowledge and skills in real-world settings linked to the pre-accredited training course plan.

In late 2017, the Board developed a new model of pre-accredited work experience, supervised work experience that is safe, covered by insurance, and aligned with the intent of pre-accredited training and does not expose host employers to insurance liability and legislative risk.

During the first half of 2018, pre-accredited supervised work experience was developed within eight A-frames for industries with skills shortages. A-frames include a curriculum framework and practical tools for planning and documenting learning programs delivery requirements, course and session outcomes, and possible pathways onwards for the learners. A-frames are the pre-accredited training system's quality assurance system.

In 2018–19, the eight A-frames for supervised work experience will be piloted, refined and evaluated. Expansion of supervised work experience in pre-accredited training will then be considered.

Influential adult, community and education

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 socioeconomic value and monitor the impact of pre-accredited training on Victoria's prosperity.

Pre-accredited Learner Journey report

In 2017, the Pre-accredited Learner Journey report identified the paths learners take to progress from pre-accredited training to accredited education opportunities. This information for the first time provides insight into pre-accredited training activity describing trends and patterns in learner participation, their journeys to and through pre-accredited training, and their transition to accredited education and employment opportunities.

The analysis provides greater confidence that pre-accredited training is engaging and continues to attract learners who display significant characteristics of disadvantage in our communities. Ninety-seven per cent of all pre-accredited training learners belong to Board identified priority cohorts, with 87 per cent of learners falling into multiple priority cohorts.

The findings provide evidence that 57 per cent of all pre-accredited training learners engage in further education and training, 29 per cent of all learners transition into accredited training and 23 per cent of all learners successfully complete an accredited course, after completing a pre-accredited training course. Pre-accredited training learners who transition to accredited courses have subsequent completion rates of 64 per cent, higher than Australian vocational education and training program completion rates of 47 per cent.

Other results informing an understanding of the greatest benefits of pre-accredited training are that 58 per cent of learners who transition into an accredited training course do so within six months of commencing their first pre-accredited program, suggesting that pre-accredited training is often used as a 'stepping stone' to further engagement. In addition, the 58 per cent of pre-accredited learners who indirectly attain an accredited qualification, such as undertaking further pre-accredited training while undertaking concurrent accredited qualifications, may reflect the use of foundational qualifications to support their learning.

On average, learners participate in 80 hours of pre-accredited training per year with those who complete more hours more likely to transition to and attain an accredited training qualification.

The analysis will shape future pre-accredited training delivery, program design, monitoring, and evaluation. This evidence enables the broader adult community learning sector to understand the pre-accredited training value proposition.

The initial report analysed data for 2013 to 2016. The analysis will be repeated in 2018 for 2014 to 2017 data to further understand what supports pre-accredited training learners need and to guide Board investment in future program areas.

Learn Local Purse Project

In April 2018, in partnership with Consumer Affairs Victoria and the Women's Information and Referral Exchange, the Board approved funding for development of a pre-accredited training financial well-being course for women affected by family violence, the Purse Project, in response to the Royal Commission into Family Violence Recommendation 121 – *Expand financial wellbeing training for victim survivors of family violence*. Response to the recommendation is led jointly by the Ministers for Education and Training and Consumer Affairs.

The Women's Information and Referral Exchange has been contracted to implement the Learn Local Purse Project. The Women's Information and Referral Exchange will complete development of a one-day pre-accredited training course for practitioners at Learn Local providers and materials, including a train-the-trainer module, in the coming months for delivery in early 2019. An expression of interest process will be carried out in 2018 to select successful Learn Local providers to deliver phase one of the training. This process is intended to ensure that the quality of delivery and integrity of the course content is maintained and that trainers are supported in their practice.

TAFE collaboration roadmap

In 2017, the Board and the Victorian TAFE Association commissioned a roadmap for more effective collaboration between the Learn Local network and TAFE sectors in the provision of adult, community, technical, and further education and support services within Victorian communities. The roadmap provides a blueprint to formalise the relationships between TAFEs and Learn Local providers. Formalised collaboration will help improve pathways from pre-accredited to accredited courses, better meet business and industry needs and strengthen educational provision in rural and remote localities.

Learn Local Automotive Supply Chain initiative

The Board allocated \$350,000 in 2017–18 for the Learn Local Automotive Supply Chain initiative. The initiative funds three place-based industry and workers-in-transition projects focused on the automotive supply chain and located in regions impacted by the closure of automotive manufacturing.

The projects encompass three Learn Local partnerships in:

- Southern and eastern Melbourne corridor, including the local government areas of Greater Dandenong, Kingston, Frankston, Maroondah, Monash and Casey.
- Northern Melbourne corridor (which includes the Hume, Whittlesea and Darebin local government areas).
- Western Melbourne corridor (which includes the Wyndham, Brimbank and Hobsons Bay local government areas).
- The initiative's objectives are to help Learn Local providers by:
 - Developing collaborative and innovative models that strengthen their capacity to engage with the automotive supply chain industry.
 - Developing high-quality, flexible, and timely pre-accredited training programs meeting the retraining needs of automotive supply chain workers, particularly focusing on language, literacy, numeracy, and digital literacy.
 - Providing models of engagement that may be adapted by Learn Local providers to respond to the retraining needs of workers in industries in transition across the state.

Communications and Stakeholder Engagement Strategy

In February 2018, an adult, community and further education Communications and Stakeholder Engagement Strategy was completed. The strategy's primary objective is to increase the profile and understanding of the adult, community and further education sector with its stakeholders. Implementation will take place during 2018–19.

2017 Learn Local Awards

The Victorian Learn Local Awards promote adult, community and further education by recognising outstanding achievements of learners, practitioners, and Learn Local providers. They reward the best practices and innovation and encourage high-performance standards within the sector.

Presentations were made to the 2017 award winners at a gala dinner on 31 August 2017 at the Malvern Town Hall. Prize money totalling \$50,000 was awarded, with award receivers listed as follows:

- The Rowena Allen Award, Recognising Pre-accredited Learner Excellence: Christie Sinclair, Banksia Gardens Community Centre.
- Outstanding Practitioner: Lachlan McKenzie, Jesuit Community College.
- Outstanding Pathways Program: Try a Trade, Diversitat.
- Excellence in Creating Local Solutions: Linking Learning to the Land, Paynesville Neighbourhood Centre.
- AMES Australia Diversity Innovation: Paw Po Products Community Enterprise, Nhill Learning Centre.
- Learn Local Volunteer Champions:
 - Harry Ashton, Rushworth Community House.
 - Joy Ferguson, Diamond Valley Learning Centre.
 - Melinda Hamilton, Springvale Neighbourhood House.
- Learn Local Legends:
 - Barwon South-western Regional Council – Rosewall Neighbourhood Centre.
 - Eastern Metropolitan Regional Council – Mountain District Learning Centre.
 - Gippsland Regional Council – Milpara Community House.
 - Grampians Regional Council – Wendouree Neighbourhood Centre.
 - Hume Regional Council – The Centre for Continuing Education.
 - Loddon Mallee Regional Council – Echuca Neighbourhood House.
 - North-western Metropolitan Regional Council – Banksia Gardens Community Services.
 - Southern Metropolitan Regional Council – Dandenong Neighbourhood House.

The 2018 Learn Local Awards will be held on 30 August 2018.

Victorian Community Training Provider of the Year

For the third time, the Board sponsored the Victorian Community Training Provider of the Year Award at the 2017 Victorian Training Awards.

The award was open to Learn Local providers, and it was awarded to an organisation that demonstrated innovation and excellence in local community education as part of Victoria's training system.

In selecting the award winner, the judges considered:

- Capacity to design and implement innovative, high-quality training programs that are valued by the local community and responsive to learner needs.
- Understanding of the local community and how to attract learners who face barriers to participation and attainment in vocational training.
- Partnerships and participation in broader service delivery within the local community.

In 2017, Wingate Avenue Community Centre was selected as the winning community training provider of the year.

Wingate Avenue Community Centre, established in 1985 on a public housing estate in Ascot Vale, is managed by a voluntary management committee and employs more than 50 staff and more than 50 volunteers. Wingate provides vital education and community development programs for disadvantaged people on the estate.

Wingate's mission is to enable community well-being with a focus on learning and social activities, especially for disadvantaged people. It offers English language programs including Skills for Education and Employment, Foundation English, and the Adult Migrant English Program. While studying English, participants are supported by pre-accredited programs that develop their digital technology and literacy skills. Wingate recently developed a Financial Literacy training resource that has been shared by many other training organisations nationwide. In partnership with Kensington Neighbourhood House and the Moonee Valley Local Learning and Employment Network, Wingate has developed work experience and employment partnerships with Marriott Hotels, Hyatt Place, the Australian Retailers Association, and Bunnings and Moonee Valley City Council.

2018 Learn Local Conference

Every two years, the Board holds a Learn Local Conference which aims to:

- Provide a forum to showcase best-practice and lessons learned from successful Capacity and Innovation Fund projects and other Board-funded projects among Learn Local providers and other stakeholders involved with adult learners.
- Communicate relevant outcomes or directions from Board-funded projects to key stakeholders.
- Enable networking across Learn Local providers, other training providers, and adult and community education specialists.

Preparations are underway for the upcoming Learn Local Conference, to be held on 30 and 31 August 2018.

Community Solutions Casey

The Community Solutions Casey project is a three-year initiative funded by the Board to develop collaborative networks between Learn Local providers in the City of Casey and other education providers including TAFE, local government, local community organisations, and industry. The purpose of the project is to establish sustainable collaborative partnerships that reduce barriers and enable learners to access and progress through pre-accredited training, then transition into further education and employment.

To date, the Casey cluster of Learn Local providers and other adult community education providers have been engaged extensively by project staff and have attended community education activities to identify new collaborative community learning opportunities. They have also begun developing a series of innovative activities such as online micro badges, learning ambassadors, and career ladders.

The Board has commissioned an evaluation of the project which will consist of three community consultations throughout the life of the project over the next two and a half years. Evaluation results will be fed back into the project using formative and prospective evaluation. The project's process and impact will also be evaluated.

Sustainable adult, community and further education

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.

Registration review

The Board commissioned an external review of registration guidelines and processes for Learn Local providers. The final report in September 2017 proposed updated registration guidelines for providers and separate guidance for Department staff. The new guidelines addressed two key issues identified during the review:

- The need to strengthen registration criteria.
- The need to strengthen and streamline the registration process.

Implementation of the updated process and guidelines is underway.

Strengthening Sector Governance

In April 2018, the Board approved the establishment of a Strengthening Sector Governance strategy to support Learn Local providers. The strategy will comprise three elements:

- In-business support in areas such as board and committee composition and role, strategy and planning, risk management, financial reporting, and organisational effectiveness.
- Professional development incorporating customised resources and training programs in the areas identified above.
- Access to organisational health assessments through an expert panel.

In June 2018, the Small Business Mentoring Service was contracted to deliver two suites of professional development opportunities to Learn Local providers in 2018 and 2019 as part of the in-business support program.

The first series will focus on governance and the workshop topics will be:

- Committee of management governance.
- Managing a committee, roles and responsibilities.
- Program management, developing business and action plans.

The second series will focus on business skills and strategic planning in 2019 and topics will include:

- Learn Local the business, goals and strategies.
- Finances.
- Productivity tools.
- Formulating an action-based business plan.

The Small Business Mentoring Service will promote the series and engage with providers at the Learn Local Conference in August 2018 to register provider interest.

Student management system

To help Learn Local providers meet the cost of maintaining student enrolment and pre-accredited training data, and providing that information to the Department in compliance with vocational education and training guidelines, the Board commissioned a project to evaluate the effort and costs Learn Local providers incur to meet compliance requirements. This has been identified as a significant potential barrier to Learn Local providers, and it may result in some providers discontinuing providing pre-accredited training.

The next phase of the project will consider training needs and deployment for the sector, and whether hubs can be created to manage Department information reporting for Learn Local providers.

Shared Local Solutions

The Shared Local Solutions program was a one-year Board-funded program (\$100,000 in Mildura and \$240,000 in Morwell) that concluded on 30 June 2018. Shared Local Solutions is a strategic place-based response designed to provide increased access to and participation in pre-accredited training that leads to improved learning and employment pathways for educationally-disadvantaged adults in Victoria. The two projects aim to achieve their objectives by linking Learn Local providers' services with those of other community organisations in disadvantaged locations.

Both locations experienced increased learner participation with 75 new learners in Morwell and 31 in Mildura. The model of practice designed for both sites is sustainable and duplicable.

Financial performance reporting

Summary of financial results

Financial performance

The table below provides summary information from the Board's financial reports for the 2017–18 financial year, with comparative data for the previous four years.

Five-year financial summary

	30 June 2018 \$'000	30 June 2017 \$'000	30 June 2016 \$'000	30 June 2015 \$'000	30 June 2014 \$'000
Income from government	32,095	31,800	31,533	27,759	26,200
Total income from transactions	32,095	31,800	31,533	27,759	26,200
Total expenses from transactions	35,712	33,437	30,364	31,386	27,001
Net result from transactions	(3,617)	(1,637)	1,169	(3,627)	(801)
Other economic flows included in net result	68	173	158	(595)	29
Net result for the period	(3,549)	(1,464)	1,327	(4,222)	(772)
Net cash flow from operating activities	0	0	0	0	0
Total assets	45,423	36,789	39,020	35,597	40,552
Total liabilities	2,155	1,044	1,811	670	1,403

Revenue

Total income in 2017–18 remained comparable with 2016–17, increasing by \$0.3 million grant revenue from the Department to fund the Board's support of Departmental regional initiatives.

Expenses

Expenses in 2017–18 increased by \$2.3 million, attributable to increased grant expenditure to support training delivery and the introduction of pre-accredited loadings.

Governance and organisational structure

Organisational structure and corporate governance

Board membership matters

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

On 1 February 2018, Ms Sally Brennan and Dr Madeleine Laming concluded their current terms on the Board. They were appointed as acting members from 2 February 2018 to 30 April 2018.

On 30 June 2018, Mr Michael Grogan concluded his term on the Board. Ms Brennan and Mr Grogan were reappointed for three-year terms on 3 July 2018.

On 5 December 2017, Ms Sue Christophers PSM was reappointed as Chairperson of the Board for a second term. On 10 October 2017, Dr Menon Parameswaran and Dr Fiona Reidy were appointed to the Board for their first terms.

On 4 July 2018, Ms Sue Christophers resigned as Chairperson of the Board. Dr Ron Wilson was appointed as acting Chairperson from 27 July 2018 for a period of three months or until a permanent appointment was made.

Adult, Community and Further Education Board members 2017–18

Ms Sue Christophers PSM was reappointed Board Chairperson in December 2017. With more than twenty years' experience at a 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. In 2015, Sue 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 has facilitated opportunities for Victoria to work with other countries to further all systems of education. Sue was also the Chairperson of the Board of Directors at the VET Development Centre throughout 2017–18. Ms Christophers resigned as Chair of the Board on 4 July 2018.

Dr Ron Wilson PSM (Deputy Chairperson to 26 July 2018; Acting Chairperson from 27 July 2018) is an education and training consultant and has more than 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 providers and supported their development of sustainable business models and operational systems. Ron was awarded the Public Service Medal in 1996 for introducing vocational training in Victoria's adult and juvenile corrections systems. Ron is a member of the Eltham High School Council and Friends of Eltham Copper Butterfly.

Ms Sally Brennan is an education consultant with a background in community development and adult community education, following 20 years as Chief Executive Officer of Upper Yarra Community House. Sally has qualifications in community development and a Master of Education. Sally has experience working with all levels of government, 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. Ms Brennan's term on the Board concluded on 1 February 2018. She was appointed as an acting member of the Board through 30 June 2018 and was reappointed to the Board on 3 July 2018.

Ms Helen Coleman was a Councillor and two-time Mayor for the Nillumbik Shire Council from 2004 to 2016. In these roles, she worked closely with Learn Local providers, local learning employment networks, and schools. With qualifications in community development and a Bachelor of Social Science, Helen has experience working in a diverse range of both paid and voluntary roles in the legal profession for State Members of Parliament, and consulting in the volunteer and community development sectors. Helen has wide-ranging Board experience in the community with not-for-profit and government boards. She is a board member of Women's Health Victoria, former President and now Metro Vice President of the Australian Local Government Women's Association, Deputy Chair of the Northern Metropolitan Partnership, a member of the Ministerial Council for Volunteers and Environment Volunteers Expert Panel, and a community representative on the board of her local high school. Helen is a Fellow of the Australian Institute of Company Directors and a graduate of the Cranlana Programme.

Mr Michael Grogan is the Victorian/South Australian Director of the Advanced Manufacturing Growth Centre. Previously Chief Executive Officer of Sutton Tools Pty Ltd, Michael 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 and is on the School Council of the Northern College of the Arts and Technology. He chairs the Inner Northern Local Learning Employment Network and the William Ruthven Secondary College School Council. Mr Grogan's term on the Board concluded on 30 June 2018 and he was reappointed to the Board on 3 July 2018.

Dr Madeleine Laming is an Adjunct Senior Lecturer in Education at Murdoch University in Western Australia, and a former VET in schools coordinator. She has significant expertise in ethical governance, education policy, curriculum and student learning, as well as in-depth understanding of the vocational education sector. Prior to her appointment to the Board, Dr Laming was a member of the North-western Metropolitan Regional Council of Adult, Community and Further education. She was a member of the board of InTouch Multicultural Family Services and has recently been appointed to the Kilmore Cemetery Trust. She is the 2018 Community Directors Award Recipient, Institute of Community Directors Australia. Dr Laming's term on the Board concluded on 1 February 2018. She was appointed an acting member of the Board from 2 February to 30 April 2018.

Mr John Maddock AM has vast corporate governance, senior executive leadership, and management experience in the tertiary and adult education sectors, including Chief Executive Officer at both Box Hill Institute Group and the Gordon Institute of TAFE. He is an Honorary Senior Fellow of Melbourne University Graduate School of Education LH Martin Institute and a member of the Victoria Polytechnic Vice Chancellor's Advisory Committee at Victoria University. He also provides consulting services. John is a Fellow of the Australian Institute of Company Directors and currently holds non-executive director positions with Innovation Skills Australia, Australian Training Products and eCoach. 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.

Ms 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 Victorian Member of Parliament from 1996 to 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 is a member of the Creative Arts Grants Advisory Panel and the U3A Frankston Committee of Management.

Dr Menon Parameswaran has a background in natural resource management, agriculture, teaching and research, business studies, and community liaison and engagement with culturally and linguistically diverse communities and disadvantaged learners in the VET system. He is a Board Director of the Primary Care Connect Community Health Service in Shepparton and has chaired and worked as a member of both industry and government peak committees. Menon is a retired Senior lecturer of the University of Melbourne, a former advisor and consultant at the Goulburn Broken Catchment Management Authority, and a former Senior Lecturer and research manager at the Victorian College of Agriculture and Horticulture. Menon was a member of the Victorian Multicultural Business Advisory Council from 2004 to 2009. He has more than 30 years of experience in education and community forums and has received awards and commendations for his work in environmental and community issues. His term on the Board began in October 2017.

Dr Fiona Reidy has expertise in community and stakeholder engagement, Learn Local operations and challenges, and public sector governance. She has more than ten years of experience in senior management roles in local government, including liaison with Neighbourhood Houses and the City of Greater Geelong. Her former roles include Director in Client Outcomes and Service Improvement at the Victorian Department of Health and Human Services and Director of Health and Wellbeing at G21 Geelong Region Alliance. She was a Quality Assessor and Team Leader at the Aged Care Standards and Accreditation Agency and a National Labour Adjustment Officer at the Textile Clothing and Footwear Union. She has a PhD in Disability and Local Settings and is a member of the Australian Association of Social Workers and, until recently, was an Adjunct Professor at La Trobe University. Her term on the Board began in October 2017.

Dr Win Scott is a consultant with extensive experience in the vocational education and training sector, most recently as Chief Executive Officer of Sunraysia Institute of TAFE until her retirement in June 2016. La Trobe University awarded her an honorary Doctorate 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, including the Multicultural Commission Victoria Loddon Mallee Advisory Board. Her background before joining the TAFE sector was as a restaurateur in Bendigo.

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

Audit and Risk Committee membership and roles

In accordance with legislative requirements, the Board operates an Audit and Risk Committee. The Committee oversees:

- Risk management.
- Financial management, performance and sustainability reporting.
- Compliance with legislation, regulations and standards.
- External audit.
- Internal audit.

In 2017–18, the independent members of this committee were:

- Lisa Woolmer (Chairperson).
- Sue Christophers.
- Michael Grogan.
- John Maddock (12 April–30 June 2018).
- Andrea McCall.
- Ron Wilson (1 July 2017–12 April 2018).

Finance Committee membership and roles

The Board also operates a Finance Committee. The Finance Committee:

- Advises the Board regarding funding allocation setting.
- Monitors financial performance against Board funding allocations.
- Advises the Board regarding the treatment of unrecoverable debts.
- Ensures effective oversight of financial resources in alignment with Board objectives.
- Leads improvements to Board financial efficiency and sustainability.

In 2017–18, the members of this committee were:

- John Maddock (Chairperson).
- Sue Christophers.
- Andrea McCall.
- Michael Grogan.

Representation on other bodies

Members of the Board also represent the Board on working groups and committees such as the following:

- Adult, community and further education metrics working group.
- Capacity and Innovation Fund application evaluation panels.
- Future Opportunities for Adult Learners reference group.
- Senior Victorians Flagship project steering committee.
- Victorian Learn Local Awards judging panels.

In addition, seven members of the Board took on liaison and communication support roles with the Regional Councils as 'Regional Champions.'

Regional Councils of Adult, Community and Further Education

There are eight Regional Councils of Adult, Community and Further Education established under the Education and Training Reform Act.

Regional:

- Barwon South-western.
- Gippsland.
- Grampians.
- Hume.
- Loddon Mallee.

Metropolitan:

- Eastern Metropolitan.
- North-western Metropolitan.
- Southern Metropolitan.

The work of each Regional Council is supported by Department staff.

Role of Regional Councils

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

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

Regional Councils help the Board meet its objectives by:

- Developing processes to enable learners and providers to advise Regional Councils and the Board of needs in their region.
- Providing advice and preparing reports for the Board.
- Providing information and contributing to planning.
- Advising the Board regarding the effectiveness of activities in their region including those funded by the Board.
- Supporting and promoting provision, networks between providers, and diversity and flexibility of provision.
- Participating in recommending to the Board statewide priorities and policies.

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. Regional Councils may also co-opt two additional people for up to twelve months. Members are appointed to ensure each Regional Council reflects the:

- Diversity of the communities in the region.
- Interests and views of the range of individuals and groups that will benefit from adult education in the region.
- Interests and views of adult education providers in the region.
- Importance of community-based adult education.

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

Membership of Regional Councils 2017–18

Barwon South-western:

- Jan Golden (Chairperson).
- Heather Reardon (Deputy Chairperson).
- David Cotsell.
- Louise Cameron.
- Louisa-Jane Cunningham.
- Allison Fleming.
- Debbie Hope.
- Anne Marie Ryan.
- Leonie Saundry (to 31 May 2018).

Gippsland:

- Karen Fleischer (Chairperson) (to 31 May 2018).
- Glenda McPhee (Chairperson) (to 30 June 2018).
- Catherine Brigg.
- Gail Morley (to 31 May 2018).
- Josie Rose (to 31 May 2018).

Grampians:

- Karen Monument (Chairperson).
- Tim Shaw (Deputy Chairperson).
- Jannine Bennett.
- Bryan Crebbin.
- Annette Creek.
- Patrick McAloon.
- Roger Permezel (to 1 October 2017).
- John Smith (to 6 November 2017).
- Michelle Whyte.

Hume:

- Andrew Kay (Chairperson).
- Danny O'Donoghue (to 31 May 2018).
- Felicity Williams (to 1 October 2017).

Loddon Mallee:

- Derek Bowman (Chairperson).
- Elaine Bartram (from 1 September 2017).
- Anne Brosnan (to 31 May 2018).
- Dawn Ferrier (to 31 May 2018).
- Mary Keefe (to 1 October 2017).
- Kerry McGuffiie (from 1 May 2018).
- Glenn Milne (to 31 May 2018).
- Melissa Neal (to 1 October 2017).
- Rodney Young (10 April 2018).
- Ellen White (to 31 May 2018).

Eastern Metropolitan:

- Beverley Knowles (Chairperson).
- Joanne Butterworth-Gray (from 27 October 2017).
- Joseph Cullen (to 31 May 2018).
- Helen Falconer (to 1 October 2017).
- Antony Falkingham (to 1 October 2017).
- Yvonne Ho.
- Carmen Pace.
- Fiona Purcell (from 27 October 2017.)
- Sharon Rice (from 27 October 2017).
- Helen Ruddell (from 27 October 2017).
- Jeanette Swain (from 27 October 2017).

North-western Metropolitan:

- Elizabeth Joldeski (Chairperson).
- Christine McCall (Deputy Chairperson).
- Catherine Clark (to 1 October 2017).
- Geoffrey Hanlon (to 1 October 2017).
- Peter Russo (from 27 October 2017).
- Joanne Symth.
- Deepak Vinayak (to 1 October 2017).

Southern Metropolitan:

- Louisa Ellum (Chairperson).
- Judith Bissland (Deputy Chairperson).
- Susan Cattermole (to 3 April 2018).
- Martin Corman (from 27 October 2017).
- David Eynon (to 31 May 2018).
- Sandra George.
- Rhonda Hinds (to 31 May 2018).
- Gillian Latchford.
- Andrew Liyanawaduge (to 31 May 2018).
- Catherine McGrath.

Administrative and project support

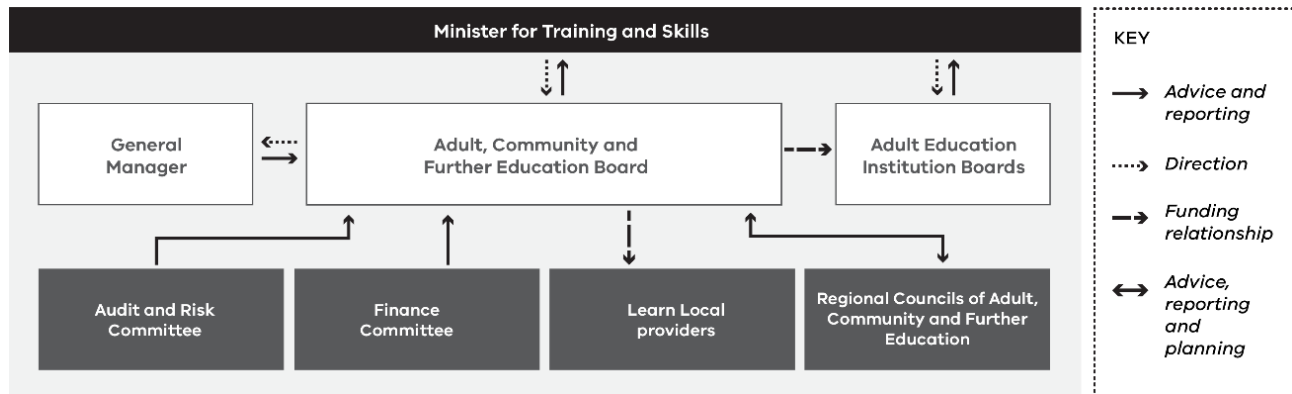
Under the Education and Training Reform Act, a General Manager of the Board is responsible for implementing policies and decisions made by the Board. During 2017–18, this role was fulfilled by Dr Xavier Csar, Executive Director, TAFE and Participation Division of the Department. More broadly, the planning, policy and resource allocation roles of the Board were supported in the Department by the General Manager and the Participation Branch of the TAFE and Participation Division.

The Participation Branch also supported the operations of the eight Regional Councils of Adult, Community and Further Education and Learn Local providers in meeting the Government's goals and targets for adult learning and community building. It provides advice about the Learn Local network, supports the Board to build organisational capacity, and administers Board grant programs.

Organisational chart

Figure 1 describes the legislative relationships and accountabilities of the Board as of 30 June 2018.

Figure 1 Organisational Chart



Occupational health and safety, incident management and employment and conduct principles

The Department manages matters relating to staffing, workforce data, the application of merit and equity principles, incident management, and occupational health and safety (see the Department's Annual Report 2017–18).

Workforce data

Public sector and employment principles, workforce data, workforce inclusion policy and Executive Officer data

The Board employs no staff. The Department manages matters relating to staffing, workforce data, the application of merit and equity principles, incident management, and occupational health and safety (see the Department's Annual Report 2017–18).

Other disclosures

Government advertising expenditure

Nil reports.

Consultancy expenditure

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

In 2017–18, there were eight consultancies where the total fees payable to the consultants were \$10,000 or greater. The total expenditure incurred during 2017–18 in relation to these consultancies was \$593,000 (excluding GST). Details of individual consultancies are outlined overleaf.

Consultant	Purpose of consultancy	Total approved project fee (ex GST) \$,000	Expenditure 2017–18 (ex GST) \$,000	Future expenditure (ex GST) \$,000
Deloitte Access Economics	SVT data analytics project - Learner Journey	86	86	0
Deloitte Touche Tomatsu	Pre-accredited training evaluation	144	144	0
Deloitte Touche Tomatsu	SMS Feasibility Report	147	74	0
Effective Governance	Professional services Board review	55	55	0
KPMG	Learner Engagement A-frame program evaluation	64	64	0
KPMG	Registration review	44	44	0
PTR Consulting	Strengthening Pathways for Adult Learners in Gippsland First Contract Payment - SPALG	76	61	15
Think Impact Pty Ltd	Professional Development Project	75	65	10

Details of consultancies under \$10,000

In 2017–18, there were zero consultancies engaged during the year where the total fees payable to the individual consultant were less than \$10,000.

Information and communication technology expenditure

For the 2017–18 reporting period, the Board had a total information and communication technology expenditure of \$965,000 with the details shown below.

All operational ICT Expenditure	ICT expenditure related to projects to create or enhance ICT capabilities		
Business As Usual ICT Expenditure \$'000	Non-Business As Usual ICT Expenditure (Total = Operational expenditure and capital expenditure) \$'000	Operational Expenditure \$'000	Capital Expenditure \$'000
965	-	-	-

Disclosure of major contracts

Nil reports.

Freedom of information

The *Freedom of Information Act* 1982 allows the public the right of access to documents held by the Board. This includes documents that have been created during work done for the Board and documents supplied to the Board by an external organisation or individual.

The purpose of the Act is to extend the community's right to access information held by government departments, local councils, ministers, and other bodies subject to the Act.

The Act allows the Board to refuse access, either fully or partially, to certain documents or information. Examples of documents that may not be accessed include cabinet documents, some internal working documents, law enforcement documents, documents covered by legal professional privilege such as legal advice, personal information about other people, and information provided to the Board in confidence.

Beginning 1 September 2017, the Act was amended to reduce the Freedom of Information processing time for requests received from 45 days to 30. In some cases, this time may be extended.

If an applicant is not satisfied by a decision made by the Board, under section 49A of the Act, they have the right to seek a review by the Office of the Victorian Information Commissioner within 28 days of receiving a decision letter.

For the 12 months ending 30 June 2018, the Board received no new applications.

Making a request

Freedom of information requests can be submitted online at www.foi.vic.gov.au. An application fee of \$28.90 applies from 1 July 2018. There may also be access charges if the document pool is large and the search for material is time-consuming.

Access to documents can also be obtained by a written request to the Board's Freedom of Information team, as detailed in sub-section 17 of the Freedom of Information Act.

When making a freedom of information request, applicants should ensure that requests are in writing and clearly identify what types of materials are being sought.

Requests for documents in possession of the 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

Further information

Further information regarding Freedom of Information can be found online at www.foi.vic.gov.au.

Compliance with the *Building Act* 1993

The Adult, Community and Further Education Board complies with the Building Act to the extent its provisions are applicable to the responsibilities of the Adult, Community and Further Education Board.

Competitive neutrality policy

Competitive neutrality requires government businesses to ensure where services compete, or potentially compete with the private sector, any advantage arising solely from their government ownership be removed if it is not in the public interest. Government businesses are required to cost and price these services as if they were privately owned. Competitive neutrality policy supports fair competition between public and private businesses and provides government businesses with a tool to enhance decisions on resource allocation. This policy does not override other policy objectives of government and focuses on efficiency in the provision of service.

The Board does not operate as a business where services compete, or potentially compete with the private sector thereby the National Competition Policy is not applicable to the Board.

Compliance with the *Protected Disclosure Act 2012*

The Protected Disclosure Act encourages and assists people in making disclosures of improper conduct by public officers and public bodies. The Act protects people who make disclosures in accordance with the Act, and it establishes a system for the matters that have been disclosed to be investigated and for rectifying action to be taken.

The Board does not tolerate improper conduct, nor 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 substantial mismanagement of public resources, or conduct involving a substantial risk to public health, safety, or the environment.

The 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 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 Board or any of its officers may be addressed to:

Protected Disclosure Coordinator

Adult, Community and Further Education Board
Department of Education and Training
GPO Box 4367
Melbourne VIC 3001
Phone: 03 7022 0106

Alternatively, disclosures of improper conduct or detrimental action by the Board and its officers may also be made directly to the:

Independent Broad-based Anti-corruption Commission

Level 1, North Tower, 459 Collins Street
Melbourne, VIC 3000
Phone: 1300 735 135
Internet: www.ibac.vic.gov.au

Email: See the website above for a secure email disclosure process that also provides anonymity.

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	2017–18	2016–17
Number of disclosures made by an individual to the Board and notified to the Independent Broad-based Anti-corruption Commission	0	0
Assessable disclosures	0	0

Compliance with the *Disability Act 2006*

The Disability Act reaffirms and strengthens the rights and responsibilities of persons with a disability and is based on the recognition that this requires support across the government sector and within the community. The Department manages the implementation of a disability plan relating to the employment of staff (see the Department's Annual Report 2017–18).

The Victorian Government through the Board provides funding to Learn Local providers for the provision of pre-accredited training to people whose current or past life circumstances present barriers to educational achievement. The Board specifically targets funding to reach eight priority learner groups, including people with a disability. The Board has approved the development of specific strategies designed to increase engagement and improve outcomes for priority cohorts, including the disability cohort. Board working groups will oversee development of each of the strategies over an 18-month period from May 2018 to October 2019. This work contributes to the Ministerial Statement of Expectations 2018, in particular at 'improving participation in training by priority learner cohorts.'

Office-based environmental impacts

The Department manages the office-based environmental performance improvement initiatives and requirements of the Board (see the Department's Annual Report 2017–18).

Additional information available upon request

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

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

- Statement that declarations of pecuniary interests have been duly completed by all relevant officers.
- Shares held by a senior officer as nominee or held beneficially in a statutory authority or subsidiary.
- Publications produced by the entity about itself, and details about how these can be obtained.
- Changes in prices, fees, charges, rates, and levies charged by the entity.
- Major external reviews carried out on the entity.
- Major research and development activities undertaken by the entity.

- Overseas visits undertaken, including a summary of the objectives and outcomes of each visit.
- Major promotional, public relations, and marketing activities undertaken by the entity to develop community awareness of the entity and its services.
- Assessments and measures undertaken to improve the occupational health and safety of employees.
- General statement about industrial relations within the entity and details of time lost through industrial accidents and disputes.
- List of major committees sponsored by the entity, the purposes of each committee, and the extent to which the purposes have been achieved.
- Consultancies and contractors including:
 - Consultants/contractors engaged.
 - Services provided.
 - Expenditure committed for each engagement.

Enquiries regarding details of this information should be made to:

Executive Director, Engagement, Participation and Inclusion Division

Higher Education and Skills Group
 Department of Education and Training
 GPO Box 4367
 Melbourne VIC 3001
 Telephone: 03 7022 1526

Management compliance with ministerial standing direction 5.1.4

I, Dr Ronald Wilson, on behalf of the Responsible Body, certify that the Adult, Community and Further Education Board has complied with the applicable Standing Directions of the Minister for Finance under the *Financial Management Act 1994* and Instructions.

Financial Statements

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Declaration in the financial statements



Adult, Community and
Further Education

Declaration in the financial statements

The attached financial statements for the Adult, Community and Further Education Board have been prepared in accordance with Direction 5.2 of the Standing Directions of the Minister for Finance under 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 2018 and financial position of the Board at 30 June 2018.

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 4 September 2018.

Ms Lee-Anne Fisher
Accountable Officer
Adult, Community and Further Education
Board

4 September 2018

Tonella Costa
Chief Finance and Accounting Officer
Adult, Community and Further Education
Board

4 September 2018

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

4 September 2018

VAGO Independent Auditor's Report



Independent Auditor's Report

To the Adult, Community and Further Education Board

Opinion	<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">• balance sheet as at 30 June 2018• comprehensive operating statement for the year then ended• statement of changes in equity for the year then ended• cash flow statement for the year then ended• notes to the financial statements, including significant accounting policies• Accountable officer's declaration. <p>In my opinion the financial report presents fairly, in all material respects, the financial position of the board as at 30 June 2018 and their financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of Part 7 of the <i>Financial Management Act 1994</i> and applicable Australian Accounting Standards.</p>
Basis for Opinion	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards 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 Victoria. 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>
Other information	<p>The Board are responsible for the Other Information, which comprises the information in the annual report for the year ended 30 June 2018, but does not include the financial report and my auditor's report thereon.</p> <p>My opinion on the financial report does not cover the Other Information and accordingly, I do not express any form of assurance conclusion on the Other Information. However, in connection with my audit of the financial report, my responsibility is to read the Other Information and in doing so, consider whether it is materially inconsistent with the financial report or the knowledge I obtained during the audit, or otherwise appears to be materially misstated. If, based on the work I have performed, I conclude there is a material misstatement of the Other Information, I am required to report that fact. I have nothing to report in this regard.</p>
Board responsibilities for the financial report	<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 determine 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, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.</p>

**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 my 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.

MELBOURNE
7 September 2018



Charlotte Jeffries
as delegate for the Auditor-General of Victoria

Comprehensive operating statement

For the financial year ended 30 June 2018

	Notes	30 June 2018 \$'000	30 June 2017 \$'000
Income from transactions			
Grants	2	28,275	28,031
Services received free of charge	2	3,820	3,769
Total income from transactions		32,095	31,800
Expenses from transactions			
Depreciation	7, 11	(511)	(511)
Grants and transfer payments	3	(28,658)	(26,771)
Operating expenses	4	(2,723)	(2,386)
Services provided free of charge	4	(3,820)	(3,769)
Total expenses from transactions		(35,712)	(33,437)
Net result from transactions (net operating balance)		(3,617)	(1,637)
Other economic flows included in net result			
Net gain/(loss) on financial instruments	5	68	173
Total other economic flows included in net result		68	173
Net result		(3,549)	(1,464)
Other economic flows - other comprehensive income			
Items that will not be reclassified to net result			
Changes in physical asset revaluation surplus		11,072	-
Total other economic flows - other comprehensive income		11,072	-
Comprehensive result		7,523	(1,464)

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

Balance sheet

As at 30 June 2018

	Notes	30 June 2018 \$'000	30 June 2017 \$'000
Assets			
Financial Assets			
Prepayment		384	370
Receivables	6, 11	11,636	13,577
Total financial assets		12,020	13,947
Non-financial assets			
Property ⁽ⁱ⁾	7, 11	33,403	22,842
Total non-financial assets		33,403	22,842
Total assets		45,423	36,789
Liabilities			
Payables	8, 11	2,155	1,044
Total liabilities		2,155	1,044
Net assets		43,268	35,745
Equity			
Contributed capital		1,701	1,701
Physical assets revaluation surplus ⁽ⁱ⁾	13	32,039	20,967
Accumulated surplus/(deficit)		9,528	13,077
Net worth		43,268	35,745

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

Note:

- (i) The Office of the Valuer-General Victoria revalued Land and Buildings as at 30 June 2018 in accordance with the assets government purpose classification under FRD 103G *Non-financial physical assets*.

Statement of changes in equity

For the financial year ended 30 June 2018

	Physical asset revaluation surplus \$'000	Accumulated surplus \$'000	Contributions by owner \$'000	Total \$'000
Balance at 30 June 2016	20,967	14,541	1,701	37,209
Net result for the year	-	(1,464)	-	(1,464)
Other Comprehensive Income	-	-	-	-
Balance at 30 June 2017	20,967	13,077	1,701	35,745
Net result for the year	-	(3,549)	-	(3,549)
Other Comprehensive Income	11,072	-	-	11,072
Balance at 30 June 2018	32,039	9,528	1,701	43,268

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 2018

	Notes	30 June 2018 \$'000	30 June 2017 \$'000
Cash flows from operating activities			
Receipts			
Receipts from Government		29,285	29,440
GST recovered from ATO		3,885	3,566
Total receipts		33,170	33,006
Payments			
Payments of grants and other expenses		(33,170)	(33,006)
Total payments		(33,170)	(33,006)
Net cash flows from/(used in) operating activities	12	-	-
Net increase/(decrease) in cash and cash equivalents			
Cash and cash equivalents at the beginning of the financial year		-	-
Cash and cash equivalents at the end of the financial year		-	-

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

Notes to and forming part of the financial statements

Note 1 About this report

The financial statements cover the Adult, Community and Further Education Board as an individual reporting entity under the *Education and Training Reform Act 2006*. The Board is a statutory authority 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 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. The Board 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 are disclosed in the 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 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 Australian Accounting Standards (AAS) which include Interpretations, issued by the Australian Accounting Standards Board (AASB). In particular, they are presented in a manner consistent with the requirements of the AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

Where appropriate, those paragraphs of the AASs applicable to not-for-profit entities have been applied. Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

Note 2 Income from transactions

	30 June 2018 \$'000	30 June 2017 \$'000
Income from transactions		
Grants from the Department of Education Training	28,275	28,031
Administrative and salaries revenue received free of charge	3,820	3,769
Total income from transactions	32,095	31,800

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

State Government grants, over which the 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 Board with operational activities. The 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 3 Grants and transfer payments

Grants and transfer payments	30 June 2018 \$'000	30 June 2017 \$'000
Payments to adult community education organisations	25,301	24,595
Payments to adult education institutions	2,200	1,917
Payments to other education organisations	1,157	259
Total grants and transfer payments	28,658	26,771

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 4 Operating and administrative expenses

Operating and administrative expenses	30 June 2018 \$'000	30 June 2017 \$'000
Operational expenditure		
Operating expenses	2,723	2,386
Services provided free of charge		
Administrative and salary expenses provided free of charge	3,820	3,769
Total operating and administrative expenses	6,543	6,155

Operating expenses

Operating expenses generally represent the day to day running costs incurred in normal operations of the 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 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 Board's operations and administrative overheads calculated on the number of Departmental employees engaged in Board activities.

Note 5 Other economic flows included in net result

Net gain/(loss) on financial instruments	30 June 2018 \$'000	30 June 2017 \$'000
Movement in contractual receivables (impairment)	68	173
Total net gain/(loss) on financial instruments	68	173

'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 de-recognition 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 Board's 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 allowance for doubtful receivables 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 6 Receivables

Receivables	30 June 2018 \$'000	30 June 2017 \$'000
Contractual receivables		
Trade & other receivables	369	541
Allowance for doubtful debts	(218)	(286)
Total contractual receivables	151	255
Statutory receivables		
Receivable from Victorian Government	11,317	13,253
GST input tax credit recoverable	168	69
Total statutory receivables	11,485	13,322
Total receivables	11,636	13,577

Receivables consist of:

- Contractual receivables, such as debtors in relation to goods and services and loans to third parties.
- 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 debts is recognised when there is objective evidence that a contractual receivable may not be collected, with the increase/decrease recognised in the operating result for the relevant financial year. Bad debts are written off in the financial year they are identified.

Movement in the provision for doubtful contractual receivables	30 June 2018 \$'000	30 June 2017 \$'000
Balance at beginning of the year	(286)	(459)
(Increase)/decrease in allowance recognised in surplus or deficit	68	173
Balance at end of the year	(218)	(286)

Note 7 Property

Property	30 June 2018 \$'000	30 June 2017 \$'000
Land		
Land at fair value ⁽ⁱ⁾	15,964	9,855
Land at fair value	15,964	9,855
Buildings		
Buildings at fair value ⁽ⁱ⁾	17,439	15,286
Less: Accumulated depreciation	-	(2,299)
	17,439	12,987
Net carrying value of property	33,403	22,842

- (i) The Office of the Valuer-General Victoria revalued Land and Buildings as at 30 June 2018 in accordance with the assets government purpose classification under FRD 103G *Non-financial physical assets*.

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.

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	
	2018	2017
Buildings	40–70 years	40–70 years

The Board 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) 103G *Non-financial physical assets* issued by the Minister for Finance. A full revaluation normally occurs every five years, based on the assets government purpose classification. Independent valuers conduct the scheduled revaluations with any interim revaluations determined in accordance with the requirements of FRD 103G *Non-financial physical assets*.

The Board conducts fair value assessments on land and buildings annually based upon the cumulative indices supplied by the Office of the Valuer-General Victoria 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 applied.

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.

Reconciliation of movements in carrying value

30 June 2018	Land \$'000	Buildings \$'000	Total \$'000
Carrying amount at start of year	9,855	12,987	22,842
Revaluation	6,109	4,963	11,072
Depreciation	-	(511)	(511)
Carrying amount at end of financial year	15,964	17,439	33,403

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

Note 8 Payables

	30 June 2018 \$'000	30 June 2017 \$'000
Contractual payables		
Trade & other payables	2,155	1,044
Total contractual payables	2,155	1,044
Total payables	2,155	1,044

Payables consist of:

- Contractual payables, such as accounts payable and expenditure accruals. Contractual payables represent liabilities for goods and services provided to the Board before 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.
- 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.

Note 9 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 30 June 2018, the Board had no knowledge of any contingent assets or contingent liabilities (2017 - Nil).

Note 10 Financial instruments

Financial risk management objectives and policies

The 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 11 Fair Value Determinations.

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

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

Credit Risk

Credit risk arises from the contractual financial assets of the Board, which comprises of contractual receivables. The Board's exposure to credit risk arises from potential default of counterparty on their contractual obligations resulting in financial loss to the Board.

Credit risk associated with the Board's contractual receivables is minimal because the main debtor is the Victorian Government. For debtors other than the Government, it is the 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 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 Board will not be able to collect a receivable. Objective evidence includes financial difficulties and default on payments.

Ageing analysis of contractual financial assets

2018 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	
Contractual receivables	151	31	-	-	-	120	218
Total	151	31	-	-	-	120	218

2017 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	
Contractual receivables	255	-	-	54	21	180	286
Total	255	-	-	54	21	180	286

Liquidity Risk

Liquidity risk is the risk that the Board would be unable to meet its financial obligations as and when they fall due. The 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 Board.

Ageing analysis of contractual financial liabilities

2018 Liabilities	Carrying amount \$'000	Nominal amount \$'000	Maturity dates			
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000
Contractual payables	2,155	2,155	522	1,633	-	-
Total	2,155	2,155	522	1,633	-	-

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

Note 11 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, 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 – fair value reconciliation

2018 Land at Fair Value	Carrying amount \$'000	Fair Value Measurement: (i)		
		Level 1	Level 2	Level 3
Opening balance	9,855	-	5,845	4,010
Gains or losses recognised in other economic flows – other comprehensive income				
Revaluation	6,109	-	5,395	714
Subtotal	6,109	-	5,395	714
Closing Balance	15,964	-	11,240	4,724
Unrealised gains/(losses) on non-financial assets	-	-	-	-

2017 Land at Fair Value	Carrying amount \$'000	Fair Value Measurement: (i)		
		Level 1	Level 2	Level 3
Opening balance	9,855	-	5,845	4,010
Gains or losses recognised in other economic flows – other comprehensive income				
Revaluation	-	-	-	-
Subtotal	-	-	-	-
Closing Balance	9,855	-	5,845	4,010
Unrealised gains/(losses) on non-financial assets	-	-	-	-

2018 Buildings at Fair Value	Carrying amount \$'000	Fair Value Measurement: (i)		
		Level 1	Level 2	Level 3
Opening balance	12,987	-	4,077	8,910
Gains or losses recognised in net result				
Depreciation	(511)	-	(161)	(350)
Subtotal	12,476	-	3,916	8,560
Gains or losses recognised in other economic flows – other comprehensive income				
Revaluation	4,963	-	2,232	2,731
Subtotal	4,963	-	2,232	2,731
Closing Balance	17,439	-	6,148	11,291
Unrealised gains/(losses) on non-financial assets	-	-	-	-

2017 Buildings at Fair Value	Carrying amount \$'000	Fair Value Measurement: (i)		
		Level 1	Level 2	Level 3
Opening balance	13,498		4,238	9,260
Gains or losses recognised in net result				
Depreciation	(511)	-	(161)	(350)
Subtotal	12,987	-	4,077	8,910
Gains or losses recognised in other economic flows – other comprehensive income				
Revaluation	-	-	-	-
Subtotal	-	-	-	-
Closing Balance	12,987	-	4,077	8,910
Unrealised gains/(losses) on non-financial assets	-	-	-	-

(i) Note: There have been no transfers between levels during the period.

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.

Description of significant unobservable inputs to Level 3 valuations

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

Specialised land and specialised buildings

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

CSO is an adjustment for the difference in value between unrestricted assets (such as 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 assets.

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

The 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 12 Cash flow information

Reconciliation of net result for the period to net cash flow from operating activities	30 June 2018 \$'000	30 June 2017 \$'000
Net result for the period	(3,549)	(1,464)
Depreciation	511	511
Other non-cash items affecting results		
(Increase)/decrease in financial assets	1,927	1,720
Increase/(decrease) in payables	1,111	(767)
Net cash flows from/(used in) operating activities	-	-

Note 13 Reserves

Reserves	30 June 2018 \$'000	30 June 2017 \$'000
Physical asset revaluation surplus		
Balance at beginning of financial year	20,967	20,967
Revaluation Increments	11,072	-
Balance at end of financial year	32,039	20,967

Note 14 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 on the Board are as follows:

Responsible Minister

- Hon Gayle Tierney MP (1 July 2017 – 30 June 2018).

Accountable Officer

- Dr Xavier Csar (1 July 2017 – 30 June 2018).

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

- Mr Ryan Collins (1 July 2017 – 21 July 2017).
- Mr Phil D'Adamo (25 September 2017 – 6 October 2017).
- Ms Heather Whitaker (24 January 2018 – 29 January 2018 and 11 June 2018 – 30 June 2018).

Significant transactions with government related entities

During the year, the 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 (\$0.2 million) for the support of a grants management system.
- Payments to the Centre for Adult Education (\$0.8 million) and AMES Australia (\$1.4 million) for the delivery of educational services.
- Payments to Chisholm Institute (\$0.5 million) for leading a collaborative program designed to increase participation and improve outcomes for disadvantaged learners in pre-accredited training.

Key management personnel and related parties

Related parties of the 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 Board include:

- 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 Gayle Tierney MP	Minister for Training and Skills	1 July 2017 – 30 June 2018
Board	Dr Xavier Csar	Accountable Officer	1 July 2017 – 30 June 2018
Board	Ms Heather Whitaker	Acting Accountable Officer	24 January 2018 – 29 January 2018 11 June 2018 – 30 June 2018
Board	Mr Phil D'Adamo	Acting Accountable Officer	25 September 2017 – 6 October 2017
Board	Mr Ryan Collins	Acting Accountable Officer	1 July 2017 – 21 July 2017
Board	Ms Susan Christophers	Chair	1 July 2017 – 30 June 2018
Board	Dr Ronald Wilson	Deputy Chair	1 July 2017 – 30 June 2018
Board	Ms Sally Brennan	Board Member	1 July 2017 – 30 June 2018
Board	Ms Andrea McCall	Board Member	1 July 2017 – 30 June 2018
Board	Dr Madeleine Laming	Board Member	1 July 2017 – 30 April 2018
Board	Ms Penny Wilson	Board Member	1 July 2017 – 30 June 2018
Board	Mr Michael Grogan	Board Member	1 July 2017 – 30 June 2018
Board	Mr John Maddock	Board Member	1 July 2017 – 30 June 2018
Board	Ms Winifred Scott	Board Member	1 July 2017 – 30 June 2018
Board	Ms Helen Coleman	Board Member	1 July 2017 – 30 June 2018
Board	Dr Fiona Reidy	Board Member	10 October 2017 – 30 June 2018
Board	Dr Menon Parameswaran	Board Member	10 October 2017 – 30 June 2018

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** including 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** including pensions and other retirement benefits paid or payable on a discrete basis when employment has ceased.
- **Other long-term benefits** including long service leave, other long service benefits or deferred compensation.
- **Termination benefits** including termination of employment payments, such as severance packages.

Remuneration of key management personnel (excluding Responsible Ministers)	30 June 2018 \$	30 June 2017 \$
Short-term benefits	87,641	78,218
Post-employment benefits	3,704	3,704
Other long-term benefits	N/A	N/A
Termination benefits	N/A	N/A
Share-based payments	N/A	N/A
Total remuneration (a)(b)	91,345	81,922
Total number of Key Management Personnel	12	13
Total annualised employee equivalents ⁽ⁱ⁾	N/A	N/A

(i) ACFEB members do not fall within employee definitions.

Remuneration of Accountable Officer

The accountable officer is an executive officer employed by the Department of Education and Training with information on remuneration disclosed in the Departments financial statements. The Board recognises the indirect cost associated with the accountable officer's time within the resources free of charge recognised in the operating statement.

Retirement benefits of responsible persons

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

Transactions and balances with key management personnel and other related parties

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 the 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, an existing contract with Adult Learning Australia for the maintenance of Learn Local digital assets was renegotiated to align with current business requirements. While Ms Sally Brennan was a Board member of both ACFE and Adult Learning Australia, there was no consultation with, or involvement from, Board members in the contract amendment.

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 15 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 16 Remuneration of Auditors

	30 June 2018	30 June 2017
Victorian Auditor-General's Office	\$'000	\$'000
Audit of the financial statements	34	33

Note 17 Subsequent events

Assets, liabilities, income or expenses arise from past transactions or other past events. Where the transactions result from an agreement between the 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 Board is not aware of any event subsequent to reporting date that will have a material effect on its operations over subsequent years.

Note 18 Commitments for expenditure

	Payment Timeframe			
	Total	1 Year	1-5 Years	5 Years or more
Operating Commitments 30 June 2018	\$'000	\$'000	\$'000	\$'000
Pre-accredited training delivery	5,465	5,465	-	-
Other Program delivery grants	4,083	2,802	1,281	-
Total expenditure commitments	9,548	8,267	1,281	-

Operating Commitments 30 June 2017	Payment Timeframe			
	Total \$'000	1 Year \$'000	1–5 Years \$'000	5 Years or more \$'000
Pre-accredited training delivery	4,949	4,949	-	-
Other program delivery grants	3,358	2,493	865	-
Total expenditure commitments	8,307	7,442	865	-

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 19 Other accounting items

Cash and deposits

The 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 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 2018 reporting period. The Board assesses the impact of these new standards to determine their applicability and early adoption where applicable.

As at 30 June 2018, the following standards and interpretations that are applicable to the Board had been issued but not mandatory for the financial year ending 30 June 2018. The Board has not and does not intend to, adopt these standards early.

Topic	Key Requirements	Effective Date
AASB 9 <i>Financial Instruments</i>	The key changes include the simplified requirements for the classification and measurement of financial assets, a new hedging accounting model and a revised impairment loss model to recognise impairment losses earlier, as opposed to the current approach that recognises impairment only when incurred.	1 January 2018
AASB 2014-1 <i>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 and to amend reduced disclosure requirements.	1 January 2018
AASB 2014-7 <i>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 January 2018
AASB 15 <i>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 <i>Amendments to Australian Accounting Standards – Effective Date of AASB 15</i> has deferred the effective date of AASB 15 by one year.	1 January 2018
AASB 2014-5 <i>Amendments to Australian Accounting Standards arising from AASB 15</i>	Amends the measurement of trade receivables and the recognition of dividends. Trade receivables, that do not have a significant financing component, are to be measured at their transaction price, at initial recognition. Dividends are recognised in the profit and loss only when: <ul style="list-style-type: none"> • The entity's right to receive payment of the dividend is established; it is probable that the economic benefits associated with the dividend will flow to the entity. • The amount can be measured reliably. 	1 January 2018
AASB 2015-8 <i>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 January 2018
AASB 2016-7 <i>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

Topic	Key Requirements	Effective Date
AASB 2016-3 <i>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.</p> <p>The amendments require:</p> <ul style="list-style-type: none"> • Promise to transfer to a customer a good or service that is 'distinct' to be recognised as a separate performance obligation. • For items purchased online, the entity is a principal if it obtains control of the good or service prior to transferring to the customer. • For licences identified as being distinct from other goods or services in a contract, entities need to determine whether the licence transfers to the customer over time (right to use) or at a point in time (right to access). 	1 January 2018
AASB 16 <i>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 January 2019
AASB 1058 <i>Income of Not-for-Profit Entities</i>	This Standard will replace AASB 1004 <i>Contributions</i> 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 January 2019
AASB 2016-8 <i>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 January 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 2017 to 2018 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 2016-6 *Amendments to Australian Accounting Standards – Applying AASB 9 Financial Instruments with AASB 4 Insurance Contracts*

Appendices

Appendix 1 Disclosure index

The Annual Report of the 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
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Report of operations		
Charter and purpose		
FRD 22H	Manner of establishment and the relevant Ministers	Page 9
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FRD 22H	Initiatives and key achievements	Page 11
FRD 22H	Nature and range of services provided	Page 9–24
Management and structure		
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FRD 8D	Performance against output performance measures	Page 11
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FRD 22H	Major changes or factors affecting performance	Page 25
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FRD 22H	Compliance with building and maintenance provisions of the <i>Building Act 1993</i>	Page 37
FRD 22H	Statement on National Competition Policy	Page 38
FRD 22H	Application and operation of the <i>Protected Disclosure Act 2012</i>	Page 38
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SD 5.2.1(a)	Compliance with Australian accounting standards and other authoritative pronouncements	Page 49
SD 5.2.1(a)	Compliance with Ministerial Directions	Page 42
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Other disclosures as required by FRDs in notes to the financial statements*		
FRD 21C	Disclosures of Responsible Persons, Executive Officers and other Personnel (Contractors with Significant Management Responsibilities) in the Financial Report	Page 61
FRD 103F	Non-Financial Physical Assets	Page 53
FRD 110A	Cash flow statements	Page 47
<i>*Note: References to FRDs have been removed from the Disclosure Index if the specific FRDs do not contain requirements that are of the nature of the disclosure.</i>		
Legislation		
<i>Freedom of Information Act 1982</i>		Page 37
<i>Building Act 1993</i>		Page 37
<i>Financial Management Act 1994</i>		Page 49
<i>Protected Disclosure Act 2012</i>		Page 38

Appendix 2 Grants and transfer payments (other than contributions by owners)

Grants payments were made to certain companies and organisations during 2017–18. A list of these payments are as follows:

External company or organisation	Broad Grant Category \$'000 (ex GST)		
	Pre-accredited and associated grants	Sector support grants	Total
Access Australia Group Limited	60	-	60
Action On Disability Within Ethnic Communities Inc.	9	-	9
Adult and Community Education (Victoria) Inc.	-	15	15
Adult Learning Australia Ltd	-	80	80
Alamein Neighbourhood & Learning Centre Inc.	88	12	100
Albury Wodonga Community College Limited	31	11	42
Albury-Wodonga Volunteer Resource Bureau Inc.	20	38	58
AMES Australia	1,350	78	1,429
Anglesea Community House Inc.	11	-	11
Angliss Neighbourhood House Inc.	73	40	112
Ararat Neighbourhood House Inc.	12	-	12
Arrabri Community House Inc.	90	-	90
Art Resource Collective Inc.	12	-	12
Australian - Multicultural Community Services Inc.	36	92	128
Australian Croatian Community Services Inc.	24	-	24
Australian Romanian Community Welfare, Health and Services Association of Victoria Inc.	14	-	14
Australian Vietnamese Women's Association Inc.	132	-	132
Avenue Neighbourhood House At Eley Inc.	52	69	120
Avocare Limited	36	-	36
Bacchus Marsh Community College Inc.	51	30	80
Ballan & District Community House & Adult Education Centre Inc.	9	-	9
Ballarat Neighbourhood Centre Inc.	131	87	218
Banksia Gardens Association Incorporated	413	64	477
Bass Coast Adult Education Centre Inc.	108	24	132
Beaufort Community House and Learning Centre Inc.	20	-	20
Belgium Avenue Neighbourhood House Inc.	28	-	28
Belgrave South Community House Inc.	14	3	17
Bellarine Living and Learning Centre Inc.	36	-	36
Bellarine Training and Community Hub Inc.	12	12	24
Belvedere Community Centre Inc.	30	46	77
Bendigo Neighbourhood Hub Inc.	59	-	59
Berry Street Victoria Incorporated	40	144	184
Beulah Historical, Learning and Progress Association Inc.	18	-	18
Birallee Park Neighbourhood House Inc.	12	-	12

External company or organisation	Broad Grant Category \$'000 (ex GST)		
	Pre-accredited and associated grants	Sector support grants	Total
Bnym Aboriginal Corporation	50	50	100
BRACE Education Training & Employment Limited	34	-	34
Brotherhood of St Laurence	43	-	43
Brunswick Neighbourhood House Co-operative Limited	202	24	226
Buchan District Outreach Inc.	8	-	8
Carlton Neighbourhood Learning Centre Inc.	72	15	87
Carringbush Adult Education Inc.	179	64	243
Castlemaine & District Continuing Education Inc.	23	7	30
Castlemaine Community House Inc.	54	46	101
CentaVic ESL Educational Services Inc.	16	-	16
Central Highlands Group Training Inc.	8	-	8
Central Ringwood Community Centre Inc.	69	-	69
Centre for Adult Education	644	93	737
Centre for Participation Inc.	124	57	181
CERES Inc.	30	-	30
Cheltenham Community Centre Inc.	142	-	142
Child and Family Care Network Inc.	191	4	195
Chisholm Institute	-	450	450
Churchill Neighbourhood Centre Inc.	19	-	19
Cire Services Incorporated	242	97	339
Clota Cottage Neighbourhood House Inc.	10	-	10
Cloverdale Community Centre Inc.	144	-	144
Cobram Community House Inc.	19	4	23
Comm Unity Plus Services Ltd	366	50	416
Community College Gippsland Limited	235	29	264
Community Hub Inc.	14	10	24
Concern Australia Welfare Inc.	40	-	40
Connecting Skills Australia	-	-	-
Continuing Education and Arts Centre of Alexandra Inc.	96	-	96
Coonara Community House Inc.	147	60	207
Corinella & District Community Centre Inc.	7	-	7
Corryong Neighbourhood House Inc.	8	-	8
Craigieburn Education and Community Centre Inc.	86	-	86
Cranbourne Community House Inc.	90	-	90
Dallas Neighbourhood House Inc.	157	-	157
Dandenong Neighbourhood House Inc.	226	81	307
Daylesford Neighbourhood Centre Inc.	31	38	68
Diamond Valley Learning Centre Inc.	85	10	95
Dingley Village Neighbourhood Centre Inc.	92	-	92

External company or organisation	Broad Grant Category \$'000 (ex GST)		
	Pre-accredited and associated grants	Sector support grants	Total
Djerriwarrh Employment & Education Services Inc.	264	9	272
Doveton Neighbourhood Learning Centre Inc.	93	14	107
Duke Street Community House Association Inc.	128	78	206
East End Community House Inc.	87	-	87
Echuca Community Education Group Inc.	56	-	56
Echuca Neighbourhood House Inc.	14	48	62
Elwood-St Kilda Neighbourhood Learning Centre Inc.	121	-	121
Emerald Community House Inc.	108	-	108
Encompass Community Services Inc.	31	10	41
Endeavour Hills Neighbourhood Centre Inc.	26	-	26
Endeavour Hills Uniting Care Neighbourhood Centre	14	-	14
Farnham Street Neighbourhood Learning Centre Inc.	234	63	297
Fitzroy Learning Network Inc.	35	-	35
Footscray Community Arts Centre Ltd.	97	-	97
Foundation 61 Inc.	10	-	10
Gateway Social Support Options Inc.	33	-	33
Geelong Ethnic Communities Council Inc.	290	20	310
Gippsland Employment Skills Training Inc.	189	74	264
Glen Eira Adult Learning Centre Inc.	225	-	225
Glen Park Community Centre Inc.	150	85	235
Glenroy Neighbourhood Learning Centre Inc.	135	-	135
Godfrey Street Community House Association Inc.	19	-	19
Goldfields Employment and Learning Centre Inc.	16	-	16
Haddon Community Learning Centre Inc.	27	10	37
Hallam Community Learning Centre Inc.	120	-	120
Hampton Community Centre Inc.	19	-	19
Hampton Park Care Group Inc.	54	-	54
Healesville Living & Learning Centre Inc.	78	14	92
Heidelberg Training and Resource Centre Inc.	33	-	33
Heyfield Community Resource Centre Inc.	23	-	23
Holden Street Neighbourhood House Inc.	42	1	42
Horsham Community House Inc.	9	-	9
Hume City Council	110	-	110
Inc.lusion Melbourne Inc.	60	7	67
Inner Melbourne VET Cluster Inc.	171	24	195
Japara Neighbourhood House Inc.	10	-	10
Jesuit Social Services Ltd.	330	54	384
Jewish Care (Victoria) Inc.	11	10	21
Jika Jika Community Centre Inc.	19	39	58

External company or organisation	Broad Grant Category \$'000 (ex GST)		
	Pre-accredited and associated grants	Sector support grants	Total
JobCo Employment Services Inc.	23	10	33
K.Y.M. (Victoria) Inc.	252	-	252
Kangaroo Flat Community Group Inc.	10	-	10
Karingal Inc.	23	-	23
Karingal Neighbourhood House Inc.	14	-	14
Karingal St Laurence Ltd.	68	-	68
Kensington Neighbourhood House Inc.	91	18	109
Kerrie Neighbourhood House Inc.	21	-	21
Kew Neighbourhood Learning Centre Inc.	111	50	161
King Valley Learning Exchange Inc.	10	-	10
Kinglake Ranges Neighbourhood House Inc.	15	40	55
Knoxbrooke Inc.	2	-	2
Kyabram Community and Learning Centre Inc.	25	-	25
Kyneton Community & Learning Centre Inc.	28	8	36
Lakes Entrance Neighbourhood House Inc.	2	-	2
Lalor Living and Learning Centre Inc.	57	9	66
Langwarrin Community Centre Inc.	58	-	58
Lara Community Centre Inc.	35	-	35
Laverton Community Integrated Services Inc.	111	77	188
LINK Neighbourhood House Inc.	9	-	9
Living and Learning at Ajani Inc.	18	64	82
Living Learning Pakenham Inc.	168	58	226
Loddon Campaspe Multicultural Services Inc.	55	-	55
Loddon Mallee Housing Services Ltd.	29	10	39
Longbeach Place Inc.	74	-	74
Lyrebird Community Centre Inc.	71	5	76
MACE Inc.	34	-	34
Macedon Ranges Further Education Centre Inc.	88	-	88
MADEC Australia	24	-	24
Maldon Neighbourhood Centre Inc.	13	-	13
Mallacoota District Health & Support Service Inc.	9	-	9
Manna Gum Community House Inc.	14	10	24
Meadow Heights Learning Shop Inc.	142	4	146
Melbourne City Mission	29	-	29
Melton South Community Centre Inc.	54	5	59
Meredith Community Centre Inc.	8	7	15
Merinda Park Learning and Community Centre Inc.	75	178	252
Micare Ltd.	121	-	121
Migrant Resource Centre, North West Region Inc.	24	-	24

External company or organisation	Broad Grant Category \$'000 (ex GST)		
	Pre-accredited and associated grants	Sector support grants	Total
MiLife-Victoria Inc.	167	-	167
Mill Park Community Services Group Inc.	206	14	220
Milpara Community House Inc.	41	24	65
Mirrimbeena Aboriginal Education Group Inc.	20	-	20
Mitcham Community House Inc.	53	6	59
Moe Life-Skills Community Centre Inc.	68	-	68
Moe Neighbourhood House Inc.	28	-	28
Moongala Women's Collective Inc.	26	-	26
Mordialloc Neighbourhood House Inc.	43	-	43
Mornington Community Contact Inc.	21	-	21
Mount Beauty Neighbourhood Centre Inc.	32	42	73
Mount Eliza Neighbourhood House Inc.	8	-	8
Mountain District Women's Co-Operative Ltd.	182	79	260
Murray Adult Community Education - Swan Hill Inc.	38	-	38
Murray Human Services Inc.	30	-	30
Myrtleford Neighbourhood Centre Inc.	30	41	71
Narre Community Learning Centre Inc.	199	-	199
Neighbourhood Houses Victoria Inc.	-	15	15
Ngwala Willumbong Ltd.	67	-	67
Nhill Neighbourhood House Learning Centre Inc.	158	81	239
Nillumbik Shire Council	30	40	70
North Carlton Railway Station Neighbourhood House Inc.	12	-	12
North Melbourne Language and Learning Inc.	146	10	156
North Ringwood Community House Inc.	50	31	80
North Shepparton Community & Learning Centre Inc.	13	-	13
Noweyung Ltd.	69	43	112
Numurkah Community Learning Centre Inc.	9	1	11
Olympic Adult Education Inc.	255	9	264
Open Door Neighbourhood House Inc.	49	-	49
Orana Neighbourhood House Inc.	90	-	90
Orbost Education Centre Inc.	79	-	79
Otway Health	13	-	13
Outlets Co-operative Neighbourhood House Ltd.	16	-	16
Outlook (Vic.) Inc.	112	-	112
Pangerang Community House Inc.	14	-	14
Park Orchards Community House & Learning Centre Inc.	20	10	30
Paynesville Neighbourhood Centre Inc.	90	24	114
Peninsula Adult Education and Literacy Inc.	55	-	55
Peninsula Training and Employment Program Inc.	187	57	244

External company or organisation	Broad Grant Category \$'000 (ex GST)		
	Pre-accredited and associated grants	Sector support grants	Total
Phillip Island Community And Learning Centre Inc.	17	44	62
Pines Learning Inc.	118	-	118
Port Fairy Community Group Inc.	11	-	11
Port Melbourne Neighbourhood Centre Inc.	107	-	107
Port Phillip Community Group Ltd.	160	81	241
Portland Workskills Inc.	79	27	106
Prahran Community Learning Centre Inc.	185	77	261
Prahran Mission	10	-	10
Preston Neighbourhood House Inc.	204	36	240
Preston Reservoir Adult Community Education Inc.	267	20	287
Quantin Binnah Community Centre Inc.	9	-	9
Quantum Support Services Inc.	8	-	8
Red Cliffs Community Resource Centre Inc.	14	-	14
Rejoice Chinese Christian Communication Centre Inc.	25	-	25
Resurrection Catholic Church Keysborough	218	38	256
Reynard Street Neighbourhood House Inc.	34	11	46
Richmond Community Learning Centre Inc.	18	-	18
Robinvale Network House Inc.	17	-	17
Rosewall Neighbourhood Centre Inc.	51	40	91
Rowville Neighbourhood Learning Centre Inc.	128	40	168
Rumbalara Aboriginal Co-operative Ltd.	9	-	9
Rural Industries Skill Training Centre Inc.	29	50	79
Rushworth Community House Inc.	15	-	15
Sale Neighbourhood House Inc.	11	-	11
Sandybeach Community Co-operative Society Ltd.	255	47	302
Selby Community House Inc.	18	6	23
Seymour & District Community House Inc.	7	-	7
Shepparton Access	60	-	60
Shepparton Adult and Community Education College Inc.	99	-	99
SkillsPlus Ltd.	65	-	65
Small Business Mentoring Service Inc.	-	110	110
Sorrento Community Centre Inc.	15	-	15
South Shepparton Community Centre Inc.	10	-	10
South West Victorian SEAL Inc.	47	-	47
Southern Grampians Adult Education Inc.	55	295	350
SPAN Community House Inc.	17	-	17
Springdale Neighbourhood Centre Inc.	60	11	71
Springvale Indo-Chinese Mutual Assistance Association Inc.	66	-	66
Springvale Learning And Activities Centre Inc.	129	9	138

External company or organisation	Broad Grant Category \$'000 (ex GST)		
	Pre-accredited and associated grants	Sector support grants	Total
Springvale Neighbourhood House Inc.	214	-	214
St Laurence Community Services Inc.	9	-	9
St. Arnaud Neighbourhood House Inc.	11	-	11
Stawell Neighbourhood House Inc.	25	-	25
Sunraysia Mallee Ethnic Communities Council Inc.	32	60	92
Sussex Neighbourhood House Inc.	48	-	48
Task Force Community Agency Inc.	128	57	186
Tatura Community House Inc.	17	40	56
The Basin Community House Inc.	181	69	250
The Centre for Continuing Education Inc.	283	87	370
The Centre: Connecting Community In North & West Melbourne Inc.	77	-	77
The Kevin Heinze Garden Centre Inc.	16	-	16
The Old Courthouse Committee of Management Inc.	23	-	23
The Onemda Association Inc.	105	-	105
The Social Studio Inc.	19	-	19
The South Kingsville Community Centre Inc.	43	-	43
The U3A Network - Victoria Inc.	-	65	65
Traralgon Neighbourhood Learning House Inc.	90	40	130
Trudewind Road Neighbourhood House Inc.	18	-	18
United-Spanish Latin American Welfare Centre Inc.	13	-	13
Uniting (Victoria and Tasmania) Ltd.	29	-	29
Upper Beaconsfield Community Centre Inc.	23	-	23
Vermont South Community House Inc.	121	-	121
VICSEG New Futures	32	52	83
Victoria University	-	225	225
Victorian Adult Literacy and Basic Education Council Inc.	-	35	35
Victorian Vocational Rehabilitation Association	56	-	56
Waminda Inc.	11	-	11
Warracknabeal Neighbourhood House and Learning Centre Inc.	26	-	26
Warragul Community House Inc.	27	61	88
Waverley Adult Literacy Program Inc.	19	-	19
Waverley Community Learning Centre Inc.	71	3	74
Wavlink Inc.	54	-	54
Wedderburn Community House Inc.	20	-	20
Wellsprings For Women Inc.	115	60	175
Wellways Australia Ltd.	35	-	35
Wendouree Neighbourhood Centre Inc.	86	1	87
Westgate Community Initiatives Group Inc.	341	-	341
Williamstown Community and Education Centre Inc.	262	9	272

External company or organisation	Broad Grant Category \$'000 (ex GST)		
	Pre-accredited and associated grants	Sector support grants	Total
Winchelsea Community House Inc.	11	-	11
Wingate Avenue Community Centre Inc.	139	53	191
Women's Information and Referral Exchange Inc.	-	170	170
Workforce Plus Inc.	22	-	22
Wycheproof Community Resource Centre Inc.	8	-	8
Wyndham Community and Education Centre Inc.	344	164	508
Yarraville Community Centre Inc.	242	42	284
Yarrowonga Neighbourhood House Inc.	24	1	25
Yarrunga Community Centre Inc.	95	-	95
Yooralla	14	20	34
Youth Projects Ltd.	24	-	24
YouthNow Inc.	281	29	310
Zoe Support Australia	36	77	113
Grand Total	21,828	6,031	27,860

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