

# ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

ANNUAL REPORT 2019–20



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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  
Minister for Higher Education  
Level 1, 2 Treasury Place  
East Melbourne VIC 3002

Dear Minister,

In accordance with the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*, I am pleased to submit the Adult, Community and Further Education Board's Annual Report for the year ending 30 June 2020.

A handwritten signature in black ink, appearing to read 'Ms Peters', with a horizontal line drawn underneath the signature.

Ms Maria Peters  
Chairperson  
Adult, Community and Further Education Board

29 October 2020

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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 develops the core skills Victorian adults need for study, work and life.

### **Our mission**

The mission of the Board is to lead literacy, numeracy, English language, employability and digital skills education and training for adult learners in Victoria.

### **Our values**

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

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

### **Chairperson's report**

For Victoria's adult community education sector, 2019–20 has been a period not only of achievement but also of unprecedented challenges resulting from the COVID-19 pandemic. One thing has remained constant throughout this period: the strength and importance of the Learn Local sector working for the benefit of Victorians. With so many people across the state significantly affected by the impacts of COVID-19 and who need the opportunity to build core digital and employability skills, the crucial role of our sector has grown more urgent: more people than ever are disadvantaged, more workers at risk, and more learners in need of support.

Notwithstanding these challenges, 2019–20 was a year of significance. A key milestone for the sector and the Board has been the development of a clear and ambitious policy framework for adult community education in Victoria. In November 2019, the Minister for Training and Skills released the Ministerial Statement on the Future of Adult Community Education in Victoria 2020–25 (Ministerial Statement), which outlined a comprehensive vision and plan for the sector and ascribed to Learn Locals their rightful place and role in the state's education and training system.

The Ministerial Statement established the Board as the leader of adult literacy, numeracy, digital and employability skills education in Victoria, and assigned it with the principal role of implementing the statement's goals and aspirations. Following the release of the Ministerial Statement, the Board issued its Adult, Community and Further Education Board Strategy 2020–25 (Strategy 2020–25), outlining how the Board intends to fulfil these important goals.

Strategy 2020–25 has adult learners at the centre and is focused on developing their skills for study, work and life. It is about continuing to engage learners and build their confidence, preparing and building pathways into study and supporting them to be successful. It is about helping to upskill and reskill those workers who may be vulnerable to the changing nature of work. The Board is committed to ensuring that learners who are most in need can access the necessary core education, training and skills for further education and work.

In March 2020, we all faced new challenges presented by the COVID-19 pandemic. During this period, the Board refocused and dedicated our energy and resources to support the sector to be flexible, to maintain provision, to develop new programs and approaches and to support learners. The Board acted promptly, making decisions on flexibility and certainty in funding and delivery for Learn Local providers. Swift decision-making, along with advice to and engagement with the sector, afforded a degree of stability and enabled providers to work towards solutions for their learners in their local community and to focus on their operations and resilience.

I would like to acknowledge the work of our people in the Learn Local sector whose continued creativity and resilience are so valuable to the success of our learners. In the challenging first half of 2020, our sector has maintained its core purpose while showing remarkable agility and innovation in program delivery, transitioning to online learning or otherwise finding ways to support learners and their engagement. Much of this work will have long-term positive impacts and directly supports the goals of the Ministerial Statement, fulfilling our essential role in the education and training system.

As we all know, 2019–20 was a challenging year in more ways than one. In addition to the impacts of the pandemic, 17 providers faced great challenges with maintaining provision in face of terrible bushfires. Seven Learn Local providers were directly affected by these bushfires, an additional eight providers were located in the six local government areas declared to be in a State of Disaster, and a further two providers had been contracted to deliver in those areas. The 17 bushfire-affected providers faced great challenges in maintaining provision in these parts of Victoria. The Board considers these providers a priority as we reflect on how best to support our sector.

Even in prioritising the challenges of 2020, the Board has remained committed not only to addressing short-term impacts but also to building foundations for the future. In June 2020, the Board submitted a considered response to the issues paper for the independent review Skills for Growing Victoria's Economy. The review, led by the Hon. Jenny Macklin, aims to develop an education and training system that meets the needs of industry and government while supporting learners to achieve the skills they need for study, work and life.

A review into Adult, Community and Further Education (ACFE) governance is also under way. The Board looks forward to the final report, which will specify how the current role, scope and structure of ACFE could be strengthened and better aligned with goals of the Ministerial Statement.

Another important 2019–20 milestone for the Board was the transfer of nine properties occupied by former or current Learn Local providers from the Board to the Department of Education and Training (the Department).

Over the next 12 months, the Board will continue to implement the goals and aspirations of the Ministerial Statement through the Board's Strategy 2020–25, taking into account lessons and insights from the last six months, with an emphasis on:

- ensuring we reach learners who are most in need, through online and other modes of delivery and contexts, to provide them with the skills they need, including essential digital and employability skills
- building the sector's provision capability in literacy, numeracy, digital and employability skills
- fostering system-wide innovation, strengthening capacity to share delivery practices, and supporting Learn Local staff to manage change and seize new opportunities
- enhancing the quality of teaching by providing relevant support, programs and resources and building a framework of skills recognition and professional development
- fostering partnerships across the post-secondary education system, including partnerships between providers and industry and employers
- communicating and promoting the brand, value and impacts of Learn Local
- building Board capacity to deliver on the priorities of the Ministerial Statement.

This year has shown the importance of ongoing communication and engagement with the sector. In the year ahead, the Board will continue to focus on increased communication, consultation and engagement with, and support of, the Learn Local sector, as well as building awareness of the sector's role and value in communities across Victoria.

I extend my thanks to our stakeholders and partners for their collaboration and efforts over the last year. In particular, I wish to acknowledge our strengthened relationship with three adult community education sector peak organisations for their collaboration and support of the adult, community and further education sector and the Board during these challenging times, as well their work on professional development to support the Board to build the sector's value and profile in the public domain.

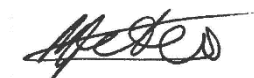
I also wish to acknowledge the work of the leaders and staff who support the Board and the sector and who share our commitment to quality, pre-accredited education that is accessible for Victorians who need it.

On behalf of the Board, I would like to extend my sincere thanks to Ms Helen Coleman—whose three-year term on the Board ended on 30 April 2020—for her commitment to the sector and the Victorian community and for her valued and important work and contribution on the Board. Thank you also to Ms Helen Kennedy, who resigned from the Board on 2 October 2019. I wish to extend my congratulations to Ms Penny Wilson, Mr John Maddock, Dr Winifred Scott and Dr Ronald Wilson on their reappointments to the Board, and to Mr Raoul Wainwright who was appointed Deputy Chairperson of the Board in May 2020. In that month, the Board also welcomed Dr Maylyn Lam to the Board for a three-year term. Dr Lam brings significant and relevant expertise as well as a passion for adult community education.

Finally, the Board recognises the work, strength and resilience of the people who work in the sector, and wishes to express how proud we are of their effort and work.



It has been an honour to have led the Board during this period, and to have worked with a sector and providers who fulfil an essential need, particularly among those experiencing disadvantage. We have endeavoured to do our best to support our learners, communities and Learn Local providers. We look forward to continuing to strengthen our great sector and to supporting our providers in the life-changing work they do for adult learners in Victoria.



**Ms Maria Peters**

Chairperson

### **Purpose and functions**

The Adult, Community and Further Education Board was established as an authority under Victorian legislation in 1991. It now performs important statutory functions under the *Education and Training Reform Act 2006*. Its key role is to support the development of adult, community and further education in Victoria.

The Board's five broad functions are:

**Developmental:** We inquire into, and report on, the development of adult, community and further education policies, programs and services.

**Advisory:** We advise the Minister for Training and Skills and, through the Minister, the Government, on adult, community and further education matters.

**Strategic:** We plan and evaluate policies, programs and services. We consider and prioritise community-learning needs and establish objectives and targets to meet them.

**Profiling:** We promote research and development in the adult community education sector, as well as general public awareness of adult, community and further education.

**Operational funding:** We provide and fund policies, programs and services to deliver adult, community and further education.

In performing these functions, the Board pays close attention to ensuring that Victorians who previously have not benefited from education, have equitable access to adult community learning opportunities. The Board monitors the quality of education and ensures that it remains relevant to specific community needs.

### *Adult community education in Victoria*

Through the Board, the Victorian Government funds adult community education providers to deliver education and training programs to a broad range of Victorians above compulsory school age who are seeking to enhance the educational capacity and core skills they need to fully participate in further study, work and life (also known as pre-accredited training). These core skills include literacy, numeracy, English language, employability skills, and digital skills.

Adult, community and further education and training contributes to the wellbeing of learners in a range of important ways, such as by building self-confidence and social engagement, through positive learning experiences that lead to study pathways or employment. It also provides other benefits such as those associated with economic participation. It strengthens Victorian communities and economies through greater workforce participation, reduced welfare costs and improved mental health. And by strengthening

the ability of all Victorians to participate fully as members of the Victorian community, such education and training delivers the social and societal benefits of true citizen participation.

Adult community education providers who deliver Board-funded training for what is known as the Learn Local sector. Board-registered Learn Local providers are community-based organisations and managed not-for-profit organisations. The organisations range from large, sophisticated organisations staffed by experts in many fields to smaller organisations with simple structures staffed by people with expertise primarily in adult community and further education. In 2020, more than 270 such organisations are registered Learn Local providers, including one adult education institution.

Some providers focus solely on delivering Adult, Community and Further Education Board-funded education and training. However, the educational and service delivery responsibilities of most providers are much broader.

These providers adopt an informal, welcoming, flexible approach to learning, and are often the best means of accessing suitable education and training in the community.

The Learn Local sector supports learners with diverse needs. Adults who are still developing core skills may not have completed secondary school or may not have been engaged in education for a significant period. Some face other challenges in their lives, such as adverse physical or mental health, disability, cultural differences, homelessness or housing instability, violence or discrimination, or suffer from long-term or generational unemployment. The sector also supports people who are in the workforce but have a level of vocational or employment skills that makes them vulnerable to job loss, particularly if their industry changes or is disrupted, such as when new technologies are introduced.

#### *The Board's strategic focus 2020–25*

The Ministerial Statement, *The Future of Adult Community Education in Victoria 2020–25*, was launched by the Minister for Training and Skills on 14 November 2019. It establishes a reform agenda for the Board and the adult community education sector that focuses on adults who do not have the skills they need for work, further study, and full participation in the Victorian community. It sets ambitious aspirations and goals with qualitative and quantitative measures. The Board has been tasked to lead implementation of the Victorian Government's new direction for adult community education.

The Ministerial Statement builds on the Future Opportunities for Adult Learners project and the August 2019 Adult Community Education (ACE) Summit, and concentrates on delivering training in adult literacy, numeracy, employability and digital skills across all post-compulsory education sectors, including TAFE. It also identifies a stronger role for the sector in supporting students to enter and successfully complete TAFE and university courses, and in upskilling and reskilling low-skilled workers who may be vulnerable to becoming unemployed as the nature of work changes.

The Ministerial Statement sets ambitious aspirations and goals for the Board and the adult community education sector for the next six years:

- building the capability of the adult community education sector to provide literacy, numeracy, digital and employability skills training, enhancing professional development support for the sector and its teaching resources and building Board capacity to deliver on statement priorities
- developing partnerships with employers, across the post-secondary education system, and across the Victorian Government to support learners to work, study and fully participate in society

- enhancing learner access, inclusion and engagement across all local government areas, ensuring all Board funding is directed to learners on the basis of need, and promoting the role and value of the adult community education sector.

The Ministerial Statement gives the adult community education sector the recognition and strategic direction it deserves. It will guide sectoral collaboration for the purpose of improving the lives of Victorian learners through education.

The Board released Strategy 2020–25 on 11 February 2020. The strategy is a blueprint for the Board and the Learn Local sector for the six years from 2020 to 2025 and is the primary means of delivering on the Ministerial Statement and positioning and strengthening the sector's role in Victoria. This strategy builds on achievements under the Board's 2016–19 strategy and is closely aligned with the Ministerial Statement.

In developing the Strategy 2020–25, the Board undertook extensive consultations with adult learners, the Learn Local sector, and other stakeholders. More than 190 people from 160 organisations voiced their views in this process, making the strategy a robust reflection of the challenges and opportunities at that time.

The strategy focuses on adult Victorians who are seeking to develop the core skills they need for study, work and life, and places the learner at the centre. It acknowledges the sector's strengths in terms of its level of engagement and participation of adult learners.

The strategy focuses on the following four strategic directions:

- engaging **learners** and developing their confidence and skills
- building greater collaboration between the Learn Local sector and **partners**, especially employers and TAFEs
- investing in **people** across the sector, and in high-quality products and tools to support them
- maintaining high standards of **Board** stewardship and governance, and championing and communicating the sector's value and impact.

## Non-financial performance reporting

### Performance against output performance measures

| Performance measure  | Unit of measure | 2019–20 target | 2019–20 actual | Per cent variation | Result |
|--|-----------------|----------------|----------------|--------------------|--------|
| Number of government-subsidised pre-accredited module enrolments funded through the Adult, Community and Further Education Board | number          | 45,000         | 51,558         | 14.6%              | ✓      |

This performance measure relates to the 2019 calendar year.

The 2019–20 actual figure is greater than the 2019–20 target due to the commitment of additional one-off government funding after the initial target was set.

### Participation in Board-funded training

In 2019, the Board funded the training of 29,640 Victorians through 254 contracted Learn Local providers, including through adult education institutions.

This funding provided the following priority cohort learner groups with access to learning opportunities:

- 7,420 early school leavers
- 770 low-skilled and vulnerable workers
- 610 Indigenous Australians
- 11,000 unemployed learners
- 7,800 people with a disability
- 960 disengaged young learners
- 13,800 culturally and linguistically diverse learners.

Note: Learners can be counted in more than one priority cohort.

### Key initiatives and projects

The Annual Report 2019–20 covers the last six months of the Board's 2016–19 strategy and the first six months of the Board's Strategy 2020–25. Key Board initiatives and projects can be categorised according to the four main strategic priorities of Strategy 2020–25. Reporting of key projects and initiatives that commenced or continued under the 2016–19 strategy is subsumed under the strategic priorities of Strategy 2020–25.

### **Strategic priority: Our learners**

#### **Engagement and confidence building**

- Maintaining—and building on—the core strengths of Learn Local education and training
- Continuing to successfully engage and re-engage adult learners
- Providing supportive, inclusive, flexible learning environments

#### **Skills for further education, training, work, volunteering and life**

- Providing access to developing core skills for learners in every local government area
- Offering equitable access for learners regardless of their location, background or circumstances

### *Student Satisfaction Survey*

In 2019, learners in pre-accredited education and training were again included in the vocational education training (VET) Student Satisfaction Survey for a second year.

The 2019 survey of 2018 learners in pre-accredited programs had a response rate of 33.6 per cent (7,500 learners)—an improvement on that of 29.6 per cent for the 2018 survey.

The 2019 survey results indicated that learners were highly satisfied with the teaching and learning experience:

- 88 per cent of respondents indicated they were satisfied with their training.
- 91 per cent would recommend their Learn Local provider.
- 85 per cent reported positive perceptions of teaching.
- 80 per cent indicated they achieved their main reason for training.
- 90 per cent were satisfied their provider had identified and addressed their learning needs.
- 85 per cent were satisfied that their pre-accredited course addressed their learning needs.

Employment outcomes for the 2018 cohort of pre-accredited learners include an aggregate four percentage point increase in employment following pre-accredited training, and a corresponding decrease in unemployment. The 20 per cent of learners who undertook pre-accredited training for work-related reasons contributed most to the aggregate employment increase following training, with a nine per cent increase in employment and a corresponding decrease in the percentage unemployed after training.

The 2018 and 2019 survey results indicate that pre-accredited programs that were undertaken for employment purposes were yielding the desired results with an approximately 10 per cent increase in reported employment for learners and a corresponding decrease in the percentage of learners who were unemployed after training.

### *Review of pre-accredited programs*

In 2018, the Board approved commencement of a review into the efficacy of pre-accredited programs in order to determine how to improve adult basic education supports for Victorians who want to re-engage in VET, obtain a VET qualification or secure a job.

The review is shaped by the Ministerial Statement and the Strategy 2020–25, both of which articulate the future role of pre-accredited programs as a key component of Victoria’s post-secondary education and training system.

In November 2019, the Board invited an expert panel of Learn Local practitioners to participate in a one-day facilitated workshop, to gather their insights on opportunities to improve provision of pre-accredited programs and its outcomes for learners. The expert panel comprised Learn Local educators, most of whom were recipients of a Learn Local Award or other professional recognition.

The insights from this workshop will serve as evidence for phase two of this review, which will consolidate research on effective models of non-accredited adult basic education locally and internationally. Subsequent analysis will inform independent advice on how the Board can maximise its investment in pre-accredited training.

In May 2020, the Board commissioned the Centre for Vocational Educational Policy (Melbourne Graduate School of Education, University of Melbourne) to undertake an independent review of Victoria’s pre-accredited programs. The commissioned research will also provide options to repurpose and reposition the pre-accredited training product to elevate adult community education as one of three post-secondary education sectors in Victoria. Re-purposing the product will enable and support adult learner pathways into accredited training and job security.

#### *Meeting learner needs during COVID-19*

During March to June 2020, the impacts of the COVID-19 pandemic were felt right across the sector. In these unprecedented times, the Board implemented numerous initiatives to ensure that provision of education and training opportunities were maintained to meet learner needs.

Weekly Think Tank sessions were convened during Stage 3 and Stage 4 restrictions in Victoria to respond to the bushfires and COVID-19 in a timely and effective manner.

In May 2020, the Board established an expert advisory panel of members from across small and large providers, regional and metropolitan areas and a cross-section of leaders and practitioners. The panel is intended to be a dynamic, practical forum focused on working through issues facing the sector and building on opportunities. For the short term, the panel is focused on gathering and curating examples of innovation and resilience through the COVID-19 crisis and examining how these practices might be shared across the sector.

The Board increased its communication and detailed guidance to the sector via regularly published memos and short weekly communiqués to support providers to deliver training. The communiqués sent directly to Learn Local providers by the Board Chairperson were well received by the sector, with several provider responses indicating appreciation for the format and information.

Board members have attended numerous virtual events and meetings with Learn Local providers, Regional Councils and other stakeholders to ensure regular stakeholder engagement.

From the start of the pandemic, the Board has provided additional support by streamlining payments and administrative processes and enabling additional flexibility in training delivery by Learn Local providers. In April 2020, the Board released the second quarterly payment for pre-accredited programs, and approved the release of the third quarterly payment in June 2020 to all contracted Learn Local providers, regardless of whether providers were able to deliver training at that stage to the levels agreed in their funding contracts. Assurance was given to Learn Local providers that the continuing impacts of COVID-19 would

be considered in the assessment of delivery against targets for pre-accredited education and training in their funding contract for the remainder of 2020.

To more accurately determine provider experiences and responses through this period, the Board implemented a monthly survey of Learn Locals to seek feedback on the impacts of COVID-19 on the sector. This survey allowed the Board to monitor the delivery of pre-accredited training, and ensure that short-term supports are appropriately directed.

Findings from the first survey in May 2020 demonstrated that Learn Locals are resilient and adaptable: 70 per cent have delivered pre-accredited training, primarily online (nearly 75 per cent of providers who delivered did so through this format). By comparison, regional-based providers were less likely to have delivered pre-accredited training (60 per cent) but were more likely to have offered face-to-face training and adhered to social distancing guidelines than their metropolitan counterparts. The June 2020 survey indicated that providers had increased capacity to deliver training in online, blended and flexible delivery modes.

The Board provided other support to ensure that learner needs continued to be met:

- approval and support for the increased use of 'take-home packs', online and other non-face-to-face delivery methods to support continuity of provision of pre-accredited training.
- ongoing outreach and support for Learn Local providers by regional office staff.
- a six-month extension of Business Governance Status assessment submissions (a requirement of annual contracting) that were due for providers on 31 March 2020, and a revision of some operational administrative requirements, to lighten the administrative burden on Learn Locals wherever possible.
- fact sheets on funding and delivery arrangements for pre-accredited training for Term 2 and Term 3 2020 to guide providers.

### *Capacity and Innovation Fund*

No new Capacity and Innovation Fund (CAIF) projects were funded in the 2019–20 financial year while a review and revision of the CAIF program were undertaken to ensure alignment with the strategic imperatives of the Ministerial Statement and Strategy 2020–25.

Existing CAIF projects continued in 2019–20. These projects, with an approximate total value of \$2.9 million, were allocated to 60 Learn Local providers. These projects enable Learn Local providers to collaborate with others in the sector and the community to develop and implement projects that meet learner needs and increase learner participation and achievement in pre-accredited training programs.

CAIF projects are diverse in scope and focus on achieving lasting benefits for disadvantaged learners through improving systems, delivering quality programs, and enhancing the capacity of the Learn Local sector.

Seven CAIF projects were designed to address local issues in all but one regional council area. A CAIF project to address the local needs of the final regional council area, Loddon Mallee, will commence in the second half of 2020.

Projects in three regions—Barwon South-western, Eastern Metropolitan and Grampians—focused on developing relationships with their local TAFEs.

In the Barwon South-western region, the project strengthened partnerships between The Gordon TAFE and Learn Locals in the Geelong area to improve pathways to accredited training and jobs for vulnerable learners. These partnerships were instrumental in designing, developing and implementing pre-accredited courses as well as an engagement strategy. Project outcomes included:

- a formal partnership agreement
- agreed sites to deliver training
- an engagement strategy
- pre-accredited A-frames and resources
- a marketing strategy.

In the Eastern Metropolitan region, the project strengthened the collaboration of Learn Locals, Swinburne University, Box Hill Institute and Skills and Jobs Centres to support transition pathways for vulnerable learners. Its outcomes included:

- strategic Learn Local–TAFE partnership models for Swinburne University and Box Hill Institute to utilise
- development of Skills and Jobs Centre referral processes, including the documentation to support partnership agreements and individual case studies and feedback results.

The project for the Grampians region is underway and aims to establish an agreement between Federation TAFE and Learn Locals based on the findings of the report, *Roadmap for more effective collaboration between TAFE and Learn Locals*. The project seeks to involve both Federation University and Learn Locals to co-design a pathway program, develop tools and resources, and conduct an evaluation of the pathway project with learners.

Projects in two regions, Southern Metropolitan and North-western Metropolitan, focused on developing relationships between Learn Locals and the local health and community services industry.

The project in the Southern Metropolitan region involved comprehensive research into the region's health sector to provide Learn Locals with current information on the needs of local industry and to establish industry partnerships. Its outcomes included:

- two A-frame programs—one on working with the disability sector and the other on childcare
- promotion and marketing materials that can be adapted by providers for their use.

The North-western Metropolitan project established new partnerships between Learn Locals and community services industry providers in the North-western Metropolitan region, which resulted in increased pathways to employment and further education for vulnerable learners. Its outcomes included:

- implementation of an A-frame and resources to assist learners to develop pre-employment skills for a career in the community services industry
- increased opportunities in community sector employment and training.

Projects in two regions—Hume and Gippsland—focused on local capacity building and promotion of the Learn Local sector.



The Hume project focused on Learn Local capacity and capability building in the Mitchell Shire to address the low rates of local delivery of pre-accredited training. It identified the local organisations suitable for Learn Local registration or delivery with the aim of building their capacity. Its outcomes included:

- a research paper detailing learning and employment needs in the region
- a mentoring Learn Local strategic alliance model
- a kit to build Learn Local capacity
- a bank of 20 A-frames matching the skill needs of Mitchell Shire.

In Gippsland, the project improved community awareness of Learn Locals, with the aim that this will convert into greater enrolment numbers. A new promotional strategy was developed to focus on coordination, communication and improved referrals to Learn Locals from key Gippsland service providers. Its outcomes included six high-quality case studies to support local marketing and promotion of the Learn Local brand in print, digital and social media in Gippsland. Learn Locals identified the value of local learner stories to target marketing to specific learner cohorts.

#### *Learn Local financial literacy for women affected by family violence*

In the second half of 2019, a pre-accredited financial literacy course developed in partnership with Consumer Affairs Victoria and the Women's Information and Referral Exchange was piloted (in response to Recommendation 121 of the Royal Commission into Family Violence: 'Expand financial wellbeing training for victim survivors of family violence').

The pre-accredited financial literacy course called SARA (Skilled, Aware, Resourced, Active) was delivered to 287 women by 27 Learn Locals through SARA-trained trainers. Course attendees were from diverse ethnic backgrounds, with an equal number of participants from regional and metropolitan Victoria. Two-thirds of the women revealed that family violence or economic abuse was relevant for them.

The women learners who completed SARA reported significant improvements in their knowledge of and comfort with talking about money, control of decisions relating to money and seeking financial help. Their comments included that participation in SARA was 'life changing'.

Upon receiving the evaluation report of the completed SARA pilot program, and learning of its success, the Board on 27 February 2020, approved a 12-month continuation of the SARA program.

#### *Learn Local Literacy, Numeracy and Employability flagship initiative—Industry Contextualised Literacy and Numeracy Pre-Accredited Programs initiative*

The Industry Contextualised Literacy and Numeracy Pre-Accredited Programs (ICPAP) initiative is a part of the Board's Learn Local Literacy, Numeracy and Employability flagship initiative. The ICPAP initiative is developing a suite of standardised literacy and numeracy pre-accredited programs for Learn Local providers to support improved learner outcomes. Program objectives include:

- strengthening the capability of the Learn Local sector to deliver literacy and numeracy training in a vocational context
- building on the high-quality pre-accredited literacy and numeracy programs that already exist in the Learn Local sector
- providing access to standardised, high-quality pre-accredited programs for use across the Learn Local sector

- making additional pre-accredited student contact hours available to Learn Locals to deliver the new programs.

An initial five high-performing Learn Local providers were awarded contracts to develop the first literacy and numeracy pre-accredited programs contextualised to various industries, including aged care, community services, food manufacturing, food processing, and warehousing and distribution. The programs will support both vulnerable workers and those wanting to secure work in key growth industries to improve their literacy, numeracy, employability and digital skills. The five Learn Local providers are working with industry to ensure the programs are customised to the literacy and numeracy requirements of work and further vocational education and training.

A curriculum consultant works closely with providers to ensure the resulting curriculum substantially focuses on reading and writing in addition to speaking and listening, digital skills and employability skills. A community of practice was established to provide professional development for curriculum writers to improve the relevance and rigour of the final training products.

The programs are expected to be piloted in the second half of 2020.

Two more Learn Local providers have also been contracted to develop three additional ICPAPs contextualised to the early childhood education, construction and health industries, due in October 2020.

#### *Family Learning Partnerships program*

The Family Learning Partnerships program delivers on the Ministerial Statement's priority focus on inclusion and universal access to core education and training, and is aligned with the Board's Strategy 2020–25 by continuing to successfully engage adult learners and striving to offer them equitable access regardless of their location, background or circumstances.

In 2019–20, grants were allocated to 28 Learn Local providers following the implementation of an enhanced program in 2020 that gave providers more flexibility to help vulnerable local families.

These grants were a combination of one-year and two-year projects with a total value of \$1.5 million over the life of the projects.

The Family Learning Partnerships program supports families experiencing education disadvantage to access adult education through:

- collaborative relationships between Learn Locals and other service providers like schools, early learning centres and other community services to address barriers to learning
- communities of practice that bring together program providers to share knowledge, skills, and experience
- flexible program funds that cover childcare costs of participating parents.

#### *Learner Engagement A-frame program*

To engage hard-to-reach learners who may find participation in shorter programs easier, the Board allocated \$450,000 in 2019–20 to the Learner Engagement A-frame program.

The program targets the following adults experiencing barriers to training:

- disadvantaged or hard-to-reach learners
- learners with complex or multiple needs

- learners in 'thin markets' or remote locations
- unemployed and vulnerable workers.

The program assists Learn Local providers to deliver programs of between five and 20 student contact hours. The program's objectives are to:

- offer Learn Local providers the flexibility to improve the participation of adults who experience barriers to training in pre-accredited programs
- provide engagement activities that are linked to pathways to further training or employment
- improve pathway outcomes for learners experiencing barriers to training by building the skills they need to participate in further pre-accredited training programs, accredited education, or employment.

### *Certificates in General Education for Adults*

The Board's accredited curricula for the Certificates in General Education for Adults (CGEAs) continue to help vulnerable adult learners improve their literacy, basic numeracy, and general education skills towards further study, qualifications and work outcomes in other states as well as in Victoria. All certificates are accredited to 30 June 2023.

Victoria University, the Board's appointed curriculum maintenance manager continues to provide professional development sessions in relation to the Board's curricula in order to share information with practitioners on examples of quality practice in the design, deliver and assessment of CGEAs.

#### **Strategic priority: Our partners**

##### **Partnering and collaboration**

- Developing partnerships between Learn Local providers, TAFEs, universities and other parts of the post-compulsory education system
- Developing partnerships between Learn Local providers and employers
- Developing arrangements for non-educational supports for learners from health and community services partners

##### **A priority provider of solutions**

- Delivering practical solutions aligned with employers' needs and Victorian Government priorities

### *ACFE–TAFE Relationships flagship initiative*

The ACFE–TAFE Relationships flagship initiative aims to identify, strengthen and sustain relationships between TAFE institutes and Learn Local providers that build a seamless post-secondary education system for educationally disadvantaged learners, so that they can participate and succeed in vocational education and training, and secure a job.

Throughout 2019–20, two key activities were carried out under the initiative. The first activity was a review of relevant literature and the Department's projects to identify key features and activities that contribute to a successful relationship between Learn Local providers and TAFE institutes. The final report of the review noted many examples of Learn Local provider and TAFE institute relationships, and identified the

characteristic features and critical success factors underpinning those strategic relationships that were sustained and longer term.

The second activity for the financial year was a full-day facilitated workshop reviewing the dimensions and features of existing ACFE–TAFE activities and relationships that were identified in the final research report. Because of the COVID-19 pandemic, this workshop was converted to a 90-minute online collaborative webinar, delivered four times throughout the day. These webinars also discussed possible models of sustainable Learn Local provider–TAFE institute partnerships for consideration by the Board. The workshop had more than 70 workshop attendees, from a cross-section of stakeholders in the Learn Local and TAFE sectors, including members of the Board; Department of Education and Training staff; Skills and Job Centre managers; representatives from current Learn Local providers and TAFE partnerships and collaborative projects; TAFE executives; Victorian TAFE Association; and Adult Community Education Victoria Inc. (ACEVic).

The ACFE–TAFE Partnerships project was part of this initiative. This project seeks to explore Learn Local and TAFE partnership models and develop pre-accredited programs and resources that would effectively support enrolled students at risk of non-completion to succeed in their Free TAFE–accredited course.

Two consortia partnerships were established in 2019–20:

- Learn Local @ SEV, which comprises Chisholm Institute, Foundation Learning Centre and Bass Coast Adult Learning
- Mildura consortium, which comprises Sunraysia Institute of TAFE, Zoe Support Australia and Sunraysia Mallee Ethnic Communities Council.

Both these partnerships co-designed and developed pre-accredited training products to support enrolled Free TAFE students in selected courses to succeed in their course. Learn Local educators work closely with their respective TAFE colleagues to develop quality programs and resources to address the learning needs of at-risk students. Each project team reported high levels of engagement and collaboration across sectors to focus on learner needs, and teams were agile in addressing learner engagement during the COVID-19 pandemic. Following assessments of student need, the delivery of training was able to continue utilising a mix of online videoconferencing such as Zoom, student workbooks, and online education platforms such as Moodle.

The Gaining the Edge course (Learn Local @ SEV) and the Learn Local Study Support courses (Mildura consortium) will be available later in 2020.

#### *Learn Local Industry Partnerships initiative (SPALG2)*

Commenced in June 2018, the Learn Local Industry Partnerships initiative (SPALG2) was built on the recommendations of the Strengthening Pathways for Adult Learners in Gippsland (SPALG) project. The 18-month project provided a platform to support and strengthen partnerships between key stakeholders across Gippsland, including Learn Local providers, TAFEs, other registered training organisations, industry, employment agencies and other government departments. The SPALG2 initiative created pre-accredited programs that were co-designed by partners with identified industry skill shortage areas in mind to provide learners with pathways into accredited programs or employment. The industries included in the initiative were disability, health, call centres, drone technology, digital literacy, construction, tourism and retail.

## **Strategic priority: Our people**

### **Investing in the Learn Local workforce**

- Investing in the professional development of Learn Local leaders and educators

### **Investing in improved products and tools**

- Investing in high-quality learning resources

#### *Professional development plan*

The Board implements its professional development plan for Learn Local staff based on Learn Local operational plans for the calendar year. This plan applies to Learn Local staff who manage and deliver pre-accredited adult, community, and vocational learning programs.

Planned professional development events that were delivered in the second half of 2019 included:

- a five-day course on pre-accredited teaching and learning based on the quality framework for new tutors—this course was conducted in four regions
- courses on motivational interactions with learners
- a workshop on trauma-informed pedagogy
- workshops on each step in the pre-accredited learner's journey
- workshops on Learn Local leadership.

Participants expressed high levels of satisfaction with the events and high levels of confidence and motivation to apply their learning at work.

Participants who undertook four sessions of business management training in the first half of 2019 applied their learnings in the second half of the year, facilitated by follow-up one-on-one mentoring.

In October 2019, a survey of the pre-accredited training workforce was undertaken to ascertain its professional development preferences for 2020. The survey elicited 265 responses from 150 managers and 115 educators. Professional development events planned for 2020 were based on topics ranked highest by managers and educators and on topics that aligned with the Ministerial Statement.

Professional development events planned for 2020 were disrupted in March 2020 by the onset of the COVID-19 pandemic. The focus then shifted to moving key events online and the training of Learn Local practitioners to develop digital skills so that pre-accredited programs could be moved to online platforms, wherever possible, and to ensure these programs were suitable for learners.

Since late May 2020, professional development events have been held through webinars and online workshops. An online professional development portal was developed to house Board-identified contemporary resources on a range of topics, making self-help professional learning more accessible to pre-accredited program educators and managers. This resource will be relocated to the ACFE Web Portal when site construction is completed.

In considering how best to support Learn Local staff, the Board is reviewing the professional development plan in light of recent circumstances and the goals and aspirations of the Ministerial Statement.

### *Learn Local Literacy, Numeracy and Employability flagship initiative*

This initiative seeks to position Learn Local providers as leaders of literacy, numeracy and employability training in Victoria. Its objective is to strengthen the role of pre-accredited literacy, numeracy and employability training and strengthen the position of Learn Local providers vis-a-vis the TAFE system and overall VET landscape. The Board has identified areas of high-quality practice across Learn Local provision and has been working to leverage this expertise and improve consistency across the Learn Local sector. This work has included capacity building for Learn Local pre-accredited training practitioners, providing new teaching and learning resources and increasing the number of places for Victorians with the greatest need for literacy, numeracy, employability and digital skills.

### *Learn Local Literacy, Numeracy and Employability flagship initiative: Adult Literacy and Numeracy Practitioners Program*

The Adult Literacy and Numeracy Practitioners Program (ALNPP) is another innovative program developed to support the Board's agenda to lead literacy and numeracy training in Victoria. The program's objective is to build on the strengths and capabilities of pre-accredited training educators in the Learn Local sector by enhancing their skills and practices in delivering literacy and numeracy training in a vocational context.

In consultation with the Learn Local sector, the Department engaged Adult Learning Australia (ALA) and ACEVic to develop a new professional development program to pre-accredited training educators that is designed to target the key skills required to support learners to achieve their literacy, numeracy and digital skills.

In June 2020, ALA and ACEVic delivered the new program to 19 highly skilled and experienced pre-accredited literacy and numeracy training practitioners, each representing a separate Learn Local. In turn, each practitioner is now preparing to deliver the program to a group of peers, with each peer representing a Learn Local. The innovative delivery model employed for fellow practitioners at a regional level has been designed to ensure widespread dissemination of the new program across Victoria and to provide additional capacity building for participating educators.

The ALNPP, initially intended for a blended delivery model, has required a shift to 100 per cent delivery online in response to the COVID-19 pandemic in 2020, thereby imparting valuable digital skills that participating practitioners can employ in future program delivery.

#### **Strategic priority: Our Board**

##### **Stewardship and governance**

- Meeting the expectations and relevant outcomes set out in the Ministerial Statement on the Future of Adult Community Education in Victoria 2020–25
- Modelling ethical, values-based stewardship and governance

##### **Communicating value and impact**

- Championing and communicating the value that the Learn Local sector creates

### *Brand and Value Proposition flagship initiative*

The purpose of the Brand and Value Proposition flagship initiative is to create a meaningful brand and value proposition that champions and promotes the value of the Learn Local sector (and of pre-accredited training) to the Victorian community and economy, including learners, industry and TAFE institutes.

As the brand and value proposition underpins all of the Board's work, this initiative is closely aligned with and informs the Board's other flagship initiatives.

In 2019–20, a literature review of current and past reports and research on the brand and value proposition of the Learn Local sector was completed. The resulting report provided insight into the social and economic benefits of the Learn Local sector and the opportunities and challenges of creating a brand and value proposition. The review made six recommendations for implementing the findings.

In December 2019, a refreshed brand and value proposition narrative along with key messages—aligned with the Ministerial Statement and the Strategy 2020–25—were approved by the Board. In early 2020, the refreshed brand and value proposition informed the release of Strategy 2020–25 and the development of improved and targeted communications to the sector, ensuring that during the COVID-19 response period only meaningful communications from the Board to Learn Local providers occurred. The refreshed brand and value proposition will continue to inform updates to communications and marketing materials.

### *2019 Learn Local Awards*

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

Presentations were made to the 2019 award winners at a gala dinner on 23 August 2019 at Mural Hall, Melbourne. Prize money totalling \$72,000 was awarded as follows:

- The Ro Allen Award in recognising pre-accredited learner excellence:  
Chithrika Senanayake, Wellsprings for Women
- Victorian Learn Local Young Pre-accredited Learner Award:  
Rory Madden, Kew Neighbourhood Learning Centre
- Victorian Learn Local Pre-accredited Pathway Program Award:  
Creative Enterprising Women program, Wellsprings for Women
- Victorian Learn Local Practitioner Award:  
Josie Rose, Noweyung Ltd
- Victorian Learn Local Creating Local Solutions Award:  
Moon rabbit 'bridges' the gap, The Bridge
- Victorian Learn Local Collaboration Award:  
Kinglake Ranges Employment and Enterprise Program—Kinglake Ranges Neighbourhood House and Ellimatta Youth Inc
- Victorian Learn Local Volunteer Team Award:  
Women Connect Hotspot Office Volunteers, Phillip Island Community & Learning Centre
- Learn Local Legend awards
  - Cloverdale Community Centre (Barwon South-western Regional Council)
  - Cire Services (Eastern Metropolitan Regional Council)
  - Paynesville Neighbourhood Centre (Gippsland Regional Council)
  - Bacchus Marsh Community College (Grampians Regional Council)
  - Albury Wodonga Volunteer Resource Bureau (Hume Regional Council)

- Access Australia Group (Access Skills Training; Loddon Mallee Regional Council)
- Carrington Adult Education Centre (North-western Metropolitan Regional Council)
- Wellsprings for Women (Southern Metropolitan Regional Council)

*2019 Victorian Training Awards—Victorian Community Training Provider of the Year*

For the fifth time, the Board sponsored the Victorian Community Training Provider of the Year Award at the annual Victorian Training Awards. The award was open to Learn Local providers and awarded to an organisation demonstrating innovation and excellence in local community education. The winner was judged on its:

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

Cire Services was announced as Community Training Provider of the Year at the 2019 Victorian Training Awards. A community-based organisation, Cire Services, offers ‘try before you buy’ programs such as Try a Trade tasters. These programs are run in partnership with Swinburne University of Technology. The initiative has been so successful that more than 75 per cent of participants have enrolled in pre-apprenticeships.

Cire Services’ range of accredited and pre-accredited training opportunities, delivered across the Yarra Ranges, reflects the aspirations of local students. They combine practicality and entrepreneurship with subjects such as cooking, literacy, computer skills and financial literacy. Its Women’s Warehouse program empowers long-term jobless women: 70 per cent of its participants have achieved employment. Agility is key to assisting the many cohorts experiencing disadvantage; over the past three years, Cire Service’s enrolments in its pre-accredited programs have doubled. These inspiring programs have impacts far beyond the classroom.



# Financial performance reporting

## Summary of financial results

### Financial performance

The table below summarises information from the Board's financial reports for the 2019–20 financial year. It includes comparative results for the previous four years.

#### Five-year financial summary

| Results                                     | 30 June<br>2020<br>\$'000 | 30 June<br>2019<br>\$'000 | 30 June<br>2018<br>\$'000 | 30 June<br>2017<br>\$'000 | 30 June<br>2016<br>\$'000 |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Total income from transactions              | 37,294                    | 41,592                    | 32,095                    | 31,800                    | 31,533                    |
| Total expenses from transactions            | (34,853)                  | (35,411)                  | (35,712)                  | (33,437)                  | (30,364)                  |
| Net result from transactions                | 2,441                     | 6,181                     | (3,617)                   | (1,637)                   | 1,169                     |
| Other economic flows included in net result | 80                        | 6                         | 68                        | 173                       | 158                       |
| Net result for the period                   | 2,521                     | 6,187                     | (3,549)                   | (1,464)                   | 1,327                     |
| Net cash flow from operating activities     | 136                       | 0                         | 0                         | 0                         | 0                         |
| Total assets                                | 19,981                    | 51,128                    | 45,423                    | 36,789                    | 39,020                    |
| Total liabilities                           | (402)                     | (1,673)                   | (2,155)                   | (1,044)                   | (1,811)                   |

### Revenue

Total income in 2019–20 decreased by \$4.3 million, primarily reflecting one-off grants revenue in 2018–19 from the Department to fund the Board's language, literacy and numeracy program.

### Expenses

Expenses in 2019–20 remained comparable with 2018–19, decreasing by \$0.6 million reflective of minor program delays resulting from the impacts of COVID-19.

### Assets

Total assets reduced by \$31.1 million in 2019–20, as a result of the transfer of land and buildings to the Department.

# 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 are appointed by the Governor in Council on the recommendation of the Minister for Training and Skills.

Members of the Board reflect the breadth and diversity of adult education in the community, and provides links to government, industry and community sector activity.

On 2 October 2019, Ms Helen Kennedy resigned from the Board.

On 31 January 2020, the terms of Ms Helen Coleman, Ms Penny Wilson, Mr John Maddock, Dr Win Scott and Dr Ronald Wilson (Deputy Chairperson) concluded. On 1 February 2020, Ms Helen Coleman, Ms Penny Wilson, Mr John Maddock, Dr Winifred Scott and Dr Ronald Wilson (Deputy Chairperson) were reappointed to the Board for a three-month interim period.

On 30 April 2020, Ms Helen Coleman's term on the Board ended.

On 1 May 2020, Dr Winifred Scott and Mr John Maddock were reappointed for three-year terms and Ms Penny Wilson was reappointed for a two-year term. On the same day, Dr Ronald Wilson was reappointed to the Board and Mr Wainwright was appointed Deputy Chairperson of the Board, each for a one-year term.

Additionally, Dr Maylyn Lam and Ms Antoinette Masiero were appointed to the Board, each for a three-year term. Unfortunately, due to circumstances outside her control, Ms Masiero tendered her resignation from the Board on 1 May 2020.

### *Adult, Community and Further Education Board members 2019–20*

**Ms Maria Peters** has been involved in the adult education sector for more than 30 years and was, most recently, the Independent Chairperson of the Future Opportunities for Adult Learners in Victoria Reference Group. She is a leading figure in the Australian vocational and tertiary sector, having held a wide range of management, leadership and governance roles. Maria joined Chisholm Institute in 1987 as a sessional teacher in the adult community education and foundation field and has provided 30 years of continuous service to communities served by the Institute, becoming a respected leader in vocational education and training at state, national and international levels. As Chisholm's Chief Executive Officer from 2010 to 2017, she was driven to improve participation and ensure strong student and industry outcomes. As a recipient of the Lynne Kosky Memorial Award for Lifetime Achievement at the 2017 Victorian Training Awards, Ms Peters was recognised for leading significant educational innovation in the vocational education and training sector. In 2018, Ms Peters was awarded an Honorary Doctor of Education from Swinburne University of Technology for her outstanding leadership and commitment to vocational education.

**Dr Ronald Wilson, PSM** (Deputy Chairperson to 30 April 2020) is an education and training consultant with more than 20 years' experience in the Victorian VET sector; with roles in senior management, Indigenous education, and corrections education in TAFE. He has worked as a consultant with Learn Local providers and supported their development of sustainable business models and operational systems. Dr Wilson was awarded the Public Service Medal in 1996 for introducing vocational training into Victoria's adult and juvenile corrections systems. He is the President of the Australasian Corrections Education

Association and a board member of Adult Learning Australia. On 1 May 2020, Ronald Wilson was reappointed to the Board for a one-year term.

**Mr Raoul Wainwright** (Deputy Chairperson from 1 May 2020) has a background in public policy, industrial relations and community services. He is a legal officer for the Australian Manufacturing Workers' Union. Mr Wainwright holds a Bachelor of Laws and Bachelor of Arts, has held ministerial advisory roles and has been a member of local government. Mr Wainwright has longstanding experience in working with government at all levels and is committed to improving access to educational opportunities for all Victorians. On 1 May 2020, Raoul Wainwright was appointed Deputy Chairperson of the Board.

**Ms Sally Brennan** is an experienced education consultant with a particular emphasis on community development and adult community education. She has extensive experience in the Learn Local sector, including 22 years as Chief Executive Officer of Upper Yarra Community House (now Cire Services), and in representing peak bodies at state and national levels. Sally has worked with all levels of government creating and maintaining local and regional services, engaging with communities, and working with industry and education providers to improve learning outcomes for disadvantaged and vulnerable learners. She is currently principal adviser in regional development at Swinburne University of Technology. Sally has qualifications in adult development, including a Master of Education, and is a graduate of the Australian Institute of Company Directors.

**Ms Helen Coleman, OAM** was a councillor and two-time Mayor of the Nillumbik Shire Council from 2004 to 2016, during which time 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 worked in a diverse range of paid and voluntary roles in the legal profession for state members of parliament and has consulted in the volunteer and community development sectors. Helen has wide-ranging experience on not-for-profit and government boards. Helen was awarded a Medal of the Order of Australia in January 2019 for service to the community. She is a Fellow of the Australian Institute of Company Directors and a graduate of the Executive Colloquium Cranlana program. Helen's term on the Board concluded on 30 April 2020.

**Mr Michael Grogan** is the State Director of Victorian, South Australian and Tasmanian branches 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 Director of DMTC (formerly known as the Defence Materials Technology Centre). He chairs the William Ruthven Secondary College School Council and is Director of Evolve in Focus.

**Ms Helen Kennedy** has extensive experience in leadership and community development, specifically relating to Aboriginal wellbeing. She has held senior management roles in the Victorian Aboriginal Community Controlled Health Organisation Inc. and was responsible for operational management support of eight health programs. Ms Kennedy has also managed more than 45 staff, including those providing allied health services to at-risk members of the Victorian community. Ms Kennedy resigned from the Board on 2 October 2019.

**Dr Maylyn Lam** has held senior executive positions in several non-government organisations focused primarily on research, policy, and strategy. Her longest serving role was for Jobs Australia—a peak body that provides policy, strategy, financial and business planning advice to its community-based members. She served there as Manager of the policy team and, then as Deputy Chief Executive Officer. Her most recent role was as adviser on governance and social impact at Jesuit Social Services. In 2019, Dr Lam served as a Commissioner in the National Youth Commission into Youth Unemployment and Transitions.

She holds a Doctor of Philosophy and Master of Education from the University of Melbourne. On 1 May 2020, Maylyn was appointed to the Board for a three-year term.

**Ms Margaret Lewis** has wide-ranging experience on community boards and committees including Goldfields Local Learning Employment Network, Bendigo Trades Hall Council and the Victorian Branch Council of the Australian Education Union. She is currently a member of the boards of Castlemaine Health, Remembrance Parks Central Victoria, Planning for Sustainable Animal Industries Implementation Reference Group, and Joyces Creek Cemetery Trust, in addition to other non-government bodies and committees. Ms Lewis has extensive experience in education, having been a teacher for 25 years and a principal for 18 years.

**Mr John Maddock, AM** has extensive governance and senior executive leadership experience in the tertiary and adult education sectors, including as Chief Executive Officer of Box Hill Institute, the Gordon Institute of TAFE and the CAE. His governance experience as a non-executive director in the education sector includes the Victorian Curriculum and Assessment Authority Board, Victorian Tertiary Admissions Centre (VTAC) Board of Trustees, Deakin University Council, Monash University Faculty of Education Board, Innovation and Business Skills Australia, Australian Training Products and eCoach boards. John is a Fellow of the Australian Institute of Company Directors and a member of the Victoria Polytechnic Vice Chancellor's Advisory Committee at Victoria University. He was awarded the Australian Sports Medal for volunteer services at the Sydney 2000 Olympics. In 2013, John was made a Member of the General Division of the Order of Australia for significant service to vocational education and training, and to the sport of basketball. On 1 May 2020, John Maddock was reappointed to the Board for a three-year term.

**Dr Menon Parameswaran, OAM** 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 was awarded a Medal of the Order of Australia in January 2019 for service to primary industry. For 14 years he was a Board Director of the Primary Care Connect Community health service in Shepparton and has chaired and worked as a member of both peak industry and government committees. Menon is a retired senior lecturer of the University of Melbourne, a former adviser 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. Menon has more than 30 years' experience in education and community forums and has received awards and commendations for work in environmental and community issues.

**Dr Winifred Scott** is a consultant with extensive experience in the vocational education and training sector. She was Chief Executive Officer of Sunraysia Institute of TAFE until her retirement in June 2016. She was awarded an Honorary Doctorate of Education in 2016 by La Trobe University, and holds a Master of Educational Management. Dr Scott 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. Before joining the TAFE sector, she was a restaurateur in Bendigo. On 1 May 2020, Winifred Scott was reappointed to the Board for a three-year term.

**Ms Penny Wilson** has extensive government, community, and private sector experience. As a Senior Partner at SHK Asia Pacific, she specialises in executive search 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 Inc., a Learn Local provider. Penny has qualifications in social sciences, communications and business

management, and is an experienced non-executive board director. On 1 May 2020, Penny Wilson was reappointed to the Board for a two-year term.

#### *Audit and Risk Committee membership and roles*

In accordance with legislative requirements, the Board has an Audit and Risk Committee to oversee:

- risk management
- financial management, performance and sustainability reporting
- compliance with legislation, regulations and standards
- external audit
- internal audit.

In 2019–20, the independent members on this committee were:

- Lisa Woolmer (Chairperson)
- Michael Grogan (Deputy Chairperson)
- John Maddock
- Menon Parameswaran
- Maria Peters
- Raoul Wainwright.

#### *Representation on Board committees, panels, steering groups and working groups*

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

- Victorian Learn Local Awards judging panels
- Victorian Training Awards judging panels
- Finance Working Group
- flagship initiative steering committees.

In addition, eight members of the Board took on liaison and communication support roles in Regional Councils as Regional Champions.

#### *Representation on other bodies*

Members of the Board also represent the Board on external bodies such as the Wimalung Ganai Steering Committee.

#### *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 2006*.

The Regional Councils cover the following regional areas:

- Barwon South-western
- Gippsland

- Grampians
- Hume
- Loddon Mallee

The Regional Councils also cover the following metropolitan areas:

- Eastern Metropolitan
- North-western Metropolitan
- Southern Metropolitan

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

### *Role of Regional Councils*

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

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

Regional Councils assist the Board to meet its objectives by:

- developing processes that enable learners and providers to advise them and the Board of adult community education needs in their region
- providing advice and preparing reports for the Board
- providing information and contributing to planning by the Board
- advising the Board on the effectiveness of activities in their region, including those activities funded by the Board
- supporting and promoting pre-accredited training provision, networks between providers, and diversity and flexibility of provision
- recommending statewide priorities and policies to the Board.

### *Composition*

Each Regional Council has a minimum of five members, who are appointed by the Minister for Training and Skills, including an elected Chairperson and elected Deputy. Regional Councils may also co-opt two additional people for up to 12 months. Members are appointed to ensure that Regional Councils reflect:

- community diversity
- the regional interests and views of individuals and groups that will benefit from adult education in the region
- the regional interests and views of adult education providers
- the 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 2019–20*

### **Barwon South-western**

- Jan Golden, Chairperson
- Heather Reardon, Deputy Chairperson
- Denise Burrell (appointed 26 June 2020)
- Louise Cameron (term ended 30 June 2020)
- David Cotsell
- Louisa-Jane Cunningham (appointed 24 September 2019)
- Alan Davis
- Allison Fleming
- Deryck Gall (appointed 26 June 2020)
- Debbie Hope (term ended 1 October 2019)
- Peter MacDonald (appointed 23 August 2019)
- Anne Marie Ryan
- Richelle Yow (appointed 23 August 2019)

### **Gippsland**

- Glenda McPhee, Chairperson
- Desmond Williams, Deputy Chairperson
- Catherine Brigg
- Diane Carson
- Karen Fleischer
- Bruno Mascitelli (appointed 26 June 2020)
- Shae McGregor (appointed 23 August 2019)
- Josie Rose
- Julie Rowley (appointed 23 August 2019)

### **Grampians**

- Tim Shaw, Chairperson
- Jannine Bennett, Deputy Chairperson
- Bryan Crebbin
- Annette Creek (appointed 23 August 2019)
- Angela Dunn (appointed 26 June 2020)
- Tim Harrison (appointed 26 June 2020)

- Andrew Henwood (appointed 23 August 2019)
- Karen Monument, Chairperson (term ended 7 February 2020)
- Jessica Paterson (appointed 26 June 2020)
- Michael Poulton (appointed 26 June 2020)
- Nicola Rodger (appointed 26 June 2020)

#### **Hume**

- Andrew Kay, Chairperson
- Danny O'Donoghue, Deputy Chairperson (re-appointed 23 August 2019)
- Trish Curtis (appointed 23 August 2019)
- Linda Kelly (appointed 26 June 2020)
- Renee Leary (appointed 26 June 2020)
- Jennifer Peers (appointed 26 June 2020)
- Bradley Quilliam
- Melva Tyson (appointed 26 June 2020)

#### **Loddon Mallee**

- Brian Gould, Chairperson
- Craig Leary, Deputy Chairperson
- Neale Chandler
- Lisa Goettler (appointed 26 June 2020)
- Sarah Graham (appointed 26 June 2020)
- Natalie Green
- Angela Hughes (appointed 26 June 2020)
- Madeleine Laming (co-optee appointed 13 November 2019)
- Michael Langdon (co-optee appointed 13 November 2019)
- Deborah Quin

#### **Eastern Metropolitan**

- Beverley Knowles, Chairperson
- Joseph Cullen, Deputy Chairperson
- Yvonne Ho
- Alexander Law (appointed 26 June 2020)
- Delys Leslie (appointed 26 June 2020)
- Angela Hoare-Lippman (appointed 26 June 2020)



- Grant Meyer (appointed 26 June 2020)
- Wendy Morris (appointed 26 June 2020)
- Carmen Pace (term ended 30 June 2020)
- Fiona Purcell
- Sharon Rice (term ended 30 June 2020)
- Helen Ruddell
- Jeanette Swain (term ended 14 August 2019)

#### **North-western Metropolitan**

- Elizabeth Joldeski, Chairperson (to 31 March 2020)
- Joanne Smyth, Chairperson (from 1 April 2020)
- Christine McCall, Deputy Chairperson
- Anthony Broad (appointed 26 June 2020)
- Gregory Ferrington
- Maria Floudiotis
- Peter Russo
- Hadi Shehab (appointed 26 June 2020)
- John Sheen
- James Wesson (appointed 26 June 2020)

#### **Southern Metropolitan**

- Louisa Ellum, Chairperson (appointed 23 August 2019)
- Judith Bissland, Deputy Chairperson
- Ali Aziz (from 26 June 2020) (co-optee term ended 20 May 2020)
- Sandra George (appointed 23 August 2019)
- Martin Corman
- Gillian Latchford (appointed 23 August 2019)
- Catherine McGrath
- Suriakumarie Naidoo (appointed 26 June 2020)

#### ***Administrative and project support***

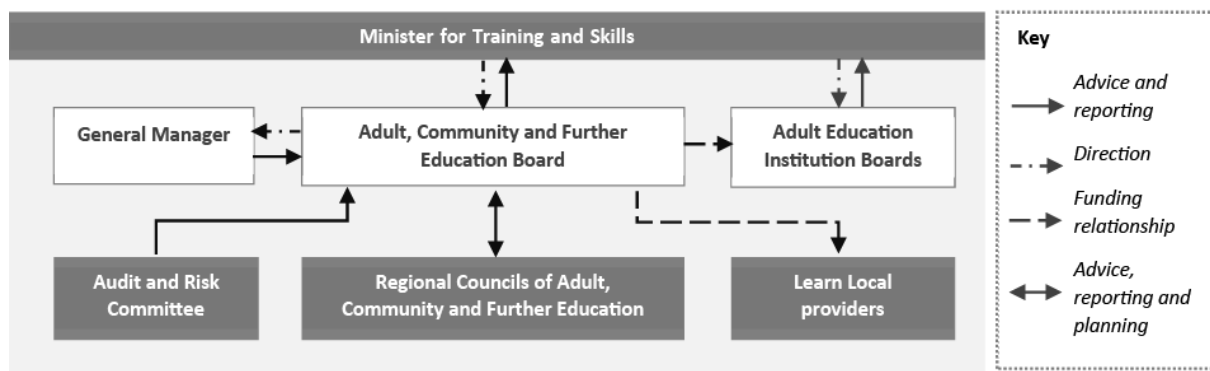
Under the Education and Training Reform Act, the General Manager of the Board is responsible for implementing the Board's policies and decisions. During 2019–20, this role was filled by Ms Lee-Anne Fisher, Executive Director of the Engagement, Participation and Inclusion Division of the Department of Education and Training. More broadly, the Board's planning, policy and resource allocation roles were supported in the Department by the General Manager and the Participation, Inclusion and Regional Engagement Branch of the Engagement, Participation and Inclusion Division.

The Participation, Inclusion and Regional Engagement Branch also helped the eight Regional Councils of adult, community and further education, and the Learn Local providers to meet the Government's goals and targets for adult learning and community building. It provides advice about the Learn Local sector, supports the Board to build organisational capacity and administers the Board's grant programs.

## Organisational structure

Figure 1 schematically describes the legislative relationships and accountabilities of the Board as at 30 June 2020.

**Figure 1 Organisational chart**



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

The Department manages matters related to staffing, workforce data, the application of merit and equity principles, incident management and occupational health and safety (see the Department's 2019–20 Annual Report).

## Workforce data

### Public sector and employment principles, workforce data, workforce inclusion policies and executive officer data

The Board employs no staff. The Department manages matters relating to staffing, workforce data, workforce inclusion policies and executive officer data (see the Department's 2019–20 Annual Report).

## Other disclosures

### Government advertising expenditure

Nil reports.

### Disclosure of major contracts

Nil reports.

### Consultancy expenditure

#### *Details of consultancies of \$10,000 or greater*

In 2019–20, there were two consultancies with total fees payable of \$10,000 or greater. Total expenditure in relation to these was \$39,000 (excluding goods and services tax (GST)). Details of individual consultancies are outlined below.

| Consultant                              | Purpose of consultancy                          | Total approved project fee (excl. GST) \$'000 | Expenditure 2019–20 (excl. GST) \$'000 | Future expenditure (excl. GST) \$'000 |
|---|---|---|--|---------------------------------------|
| Fenton Strategic Communications Pty Ltd | Brand and Value Proposition Flagship Initiative | 104   | 24                                     | -                                     |
| Synergistic Pty Ltd                     | Community Solutions Casey Evaluation            | 136   | 15                                     | -                                     |

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

In 2019–20, there were three consultancies for which the total fees payable to an individual consultant were less than \$10,000. The total expenditure incurred during 2019–20 in relation to these consultancies was \$2,380.

## Information and communication technology expenditure

For 2019–20, the Board expended a total of \$819,000 on information and communications technology expenditure, as detailed below.

| All operational ICT expenditure                   | ICT expenditure related to projects to create or enhance ICT capabilities   |                                   |                               |
|---|---|-----------------------------------|-------------------------------|
| Business as usual (BAU) ICT expenditure<br>\$'000 | Non-business as usual (Non-BAU) ICT expenditure (Total = Operational expenditure + Capital expenditure)<br>\$'000 | Operational expenditure<br>\$'000 | Capital expenditure<br>\$'000 |
| 772   | 47  | 47                                | -                             |

## Freedom of information

The *Freedom of Information Act 1982* (the FOI Act) allows the public a right of access to documents held by the Board, including documents created during work done for the Board and documents supplied to the Board by an external organisation or individual.

The FOI Act gives members of the public the right to access information held by government departments, local councils, ministers, and other bodies subject to the FOI Act.

The FOI Act allows the Board to refuse access, either fully or partially, to certain documents or information, such as:

- Cabinet documents
- some internal working documents
- law enforcement documents
- documents covered by legal professional privilege (e.g. legal advice)
- personal information about other people
- information provided to the Board in confidence.

Freedom of Information processing time for requests is 30 days. In certain circumstances, this can be extended.

Applicants dissatisfied by a Board decision under the FOI Act may, under section 49A, seek a review by the Office of the Victorian Information Commissioner within 28 days of receiving the decision letter.

### *Making a request*

Freedom of information requests may be submitted to the [Freedom of Information website](#). Search and access charges may apply.

A written request can also be made to the Board's Freedom of Information team, as detailed in section 17 of the FOI Act.

All freedom of information requests should be in writing and clearly identify the types of material sought.

Address:

**Freedom of Information Manager**

Adult, Community and Further Education Board  
Department of Education and Training  
GPO Box 4367  
Melbourne VIC 3001

*Freedom of information statistics*

For the 12 months ending 30 June 2020, the Board received no new freedom of information applications.

*Further information*

Further information regarding freedom of information can be found in the FOI Act, its associated regulations, or online at [Freedom of Information website](#)

**Compliance with the *Building Act 1993***

*Mechanisms to ensure that buildings conform to building standards*

Until 31 May 2020, at which time these properties were transferred from the Board's balance sheet to that of the Department of Education and Training, the Department was managing these state-owned buildings on behalf of the Board.

The Department advised that for the period 1 July 2019 to 31 May 2020, all properties on the Board's balance sheet complied with the *Building Act 1993* and other statutory obligations. A building rectification program ensured that state-owned buildings complied with relevant legislative requirements.

For reporting and accounting purposes these buildings are covered as of 1 June 2020 in the Department's 2019–20 Annual Report.

*Major works and projects (of value greater than \$50,000)*

During 2019–20 and until 31 May 2020, major works valued more than \$50,000 in total were undertaken at seven of the nine properties.

*Mechanisms for inspection, reporting, scheduling and carrying out of maintenance works on state-owned existing buildings*

For the period 1 July 2019 to 31 May 2020, the Department engaged compliance program managers, on behalf of the Board, to organise inspections, reporting, scheduling, and rectification works to ensure existing buildings complied with building regulations. These activities included covers asbestos removal and essential safety measures. The Department responded, on behalf of the Board, to unforeseen issues that posed an immediate and serious health and safety risk in state-owned buildings.

*Other requirements*

For the period 1 July 2019 to 31 May 2020, no building permits, occupancy permits, certificates of final inspection, emergency orders or building orders were issued for state-owned properties.

## **Competitive Neutrality Policy**

Competitive neutrality requires that, where services of government business compete or potentially compete with those of the private sector, any advantage arising solely from 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 whose services compete, or potentially compete, with the private sector, therefore the National Competition Policy is not applicable to the Board.

## **Compliance with the *Public Interest Disclosures Act 2012***

The Public Interest Disclosures Act encourages and assists people with making disclosures of improper conduct by public officers and public bodies. The Act protects people who make disclosures in accordance with the Act and establishes a system to investigate and take rectifying action on the matters that have been disclosed.

The Board does not tolerate improper conduct nor reprisals against those who have come forward to disclose such conduct. The Board 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 as reprisal for making the disclosure. It will also afford justice to the person who is the subject of the disclosure to the extent legally possible.

### *Reporting procedures*

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

### **Independent Broad-based Anti-corruption Commission**

Level 1, North Tower

459 Collins Street

Melbourne VIC 3000

Telephone: 1300 735 135

Internet: [Independent Broad-based Anti-corruption Commission website](#)

Email: See the website above for a secure email disclosure process which also ensures anonymity.

### *Further information*

Information on the public interest disclosures procedures, which outlines the system for reporting disclosures of improper conduct or detrimental action, is available from the Public Interest Disclosures Officer:

## **Public Interest Disclosures Officer**

Adult, Community and Further Education Board  
Department of Education and Training  
GPO Box 4367  
Melbourne Vic 3000  
Email: [acfe@education.vic.gov.au](mailto:acfe@education.vic.gov.au)

## **Compliance with the *Disability Act 2006***

The Disability Act reaffirms and strengthens the rights and responsibilities of persons with disability and recognises that doing so requires support across the government sector and in the community. The Department manages the implementation of a disability plan related to the employment of staff (see the Department's 2019–20 Annual Report).

Through the Board, the Victorian Government funds Learn Local providers to provide pre-accredited training to people whose current or past life circumstances present barriers to educational achievement. The Board specifically targets funding towards vulnerable learners, including people with disability.

## **Compliance with the Social Procurement Framework**

The Victorian Government's Social Procurement Framework (the Framework) clearly defines social and sustainable procurement as a key value-for-money component, and outlines how it can make a difference to Victorian communities. For buyers, the framework is guidance for embedding social and sustainable procurement into existing processes. For suppliers, the Framework points to methods to deliver government objectives while continuing to participate in government procurement and grow their business.

The Framework applies to all of Victorian government procurement relating to goods, services and construction.

In 2019, the Board received an exemption from developing its own Social Procurement Strategy. Instead, it has adopted the Department's Social Procurement Strategy and has agreed to comply with all associated policies and procedures related to implementing the Framework.

The following Social Procurement Framework objectives were prioritised during 2019–20:

- opportunities for Victorian Aboriginal people
- womens equality and safety
- opportunities for disadvantaged Victorians
- supporting safe and fair workplaces
- environmentally sustainable outputs.

The Department has provided advice to its Departmental staff undertaking procurement activity on behalf of the Board on how to implement the Social Procurement Framework.

In 2019–20, the Board directly engaged eight verified social benefit suppliers.

## **Office-based environmental impacts**

The Department manages initiatives to improve office-based environmental performance and requirements of the Board (see the Department's 2019–20 Annual Report).

### **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 Department's Engagement, Inclusion and Participation Division and are available to the public on request, subject to the FOI Act.

The 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 Board about itself, and details on how these can be obtained
- changes in prices, fees, charges, rates and levies charged by the Board
- major external reviews carried out on the Board
- major research and development activities undertaken by the Board
- overseas visits undertaken, including a summary of the objectives and outcomes of each visit
- major promotional, public relations and marketing activities undertaken by the Board 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 Board and details of time lost through industrial accidents and disputes
- list of major committees sponsored by the Board, the purposes of each committee, and the extent to which the purposes have been achieved
- consultancies and contractors, including:
  - the consultants/contractors engaged
  - the 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

### **Attestation for financial management compliance with Standing Direction 5.1.4**

I, Ms Maria Peters, on behalf of the Responsible Body, certify that the Adult, Community and Further Education Board has no Material Deficiency with respect to the applicable Standing Directions 2018 under the *Financial Management Act 1994* and Instructions.



## ***Financial Statements***

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## Declaration in the financial statements



### 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 Assistant Treasurer 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 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 2020 and financial position of the Board at 30 June 2020.

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 30 October 2020.

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

30 October 2020

Ms Cynthia Lahiff  
Chief Finance Officer  
Adult, Community and Further Education  
Board

30 October 2020

Ms Maria Peters  
Chairperson  
Adult, Community and Further Education Board

30 October 2020

# VAGO Independent Auditor's report



## Independent Auditor's Report

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

|  |  |
|--|--|
| <b>Opinion</b>   | <p>I have audited the financial report of the Adult, Community and Further Education Board (the board) which comprises the:</p> <ul style="list-style-type: none"><li>• balance sheet as at 30 June 2020</li><li>• comprehensive operating statement for the financial year then ended</li><li>• statement of changes in equity for the financial year then ended</li><li>• cash flow statement for the financial year then ended</li><li>• notes to the financial statements, including significant accounting policies</li><li>• declaration in the financial statements.</li></ul> <p>In my opinion the financial report presents fairly, in all material respects, the financial position of the board as at 30 June 2020 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> |
| <b>Basis for Opinion</b>                                 | <p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. 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>  |
| <b>Board's responsibilities for the financial report</b> | <p>The Board is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the <i>Financial Management Act 1994</i>, and for such internal control as the Board determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.</p> <p>In preparing the financial report, the Board is responsible for assessing the board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.</p>  |

|   |  |
|---|--|
| <b>Auditor's responsibilities for the audit of the financial report</b> | <p>As required by the <i>Audit Act 1994</i>, 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>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.</p> |
|---|--|

MELBOURNE  
4 November 2020

  
Charlotte Jeffries  
as delegate for the Auditor-General of Victoria

# Comprehensive operating statement

For the financial year ended 30 June 2020

|  | Notes | 30 June<br>2020<br>\$'000 | 30 June<br>2019<br>\$'000 |
|--|-------|---------------------------|---------------------------|
| <b>Income from transactions</b>                              |       |                           |                           |
| Grants   | 2     | 32,373                    | 37,540                    |
| Services received free of charge                             | 2     | 4,921                     | 4,052                     |
| <b>Total income from transactions</b>                        |       | <b>37,294</b>             | <b>41,592</b>             |
| <b>Expenses from transactions</b>                            |       |                           |                           |
| Depreciation   | 7, 11 | (546)                     | (596)                     |
| Grants and transfer payments                                 | 3     | (27,712)                  | (28,095)                  |
| Operating expenses   | 4     | (1,674)                   | (2,668)                   |
| Services provided free of charge                             | 4     | (4,921)                   | (4,052)                   |
| <b>Total expenses from transactions</b>                      |       | <b>(34,853)</b>           | <b>(35,411)</b>           |
| <b>Net result from transactions (net operating balance)</b>  |       | <b>2,441</b>              | <b>6,181</b>              |
| <b>Other economic flows included in net result</b>           |       |                           |                           |
| Net gain/(loss) on financial instruments                     | 5     | 80                        | 6                         |
| <b>Total other economic flows included in net result</b>     |       | <b>80</b>                 | <b>6</b>                  |
| <b>Net result</b>  |       | <b>2,521</b>              | <b>6,187</b>              |
| <b>Other economic flows—other comprehensive income</b>       |       |                           |                           |
| <i>Items that will not be reclassified to net result</i>     |       |                           |                           |
| Net distribution on return of capital                        |       | 1,343                     | -                         |
| Changes in physical asset revaluation surplus <sup>(i)</sup> | 7, 13 | (32,039)                  | -                         |
| <b>Total other economic flows—other comprehensive income</b> |       | <b>(30,696)</b>           | <b>-</b>                  |
| <b>Comprehensive result</b>                                  |       | <b>(28,175)</b>           | <b>6,187</b>              |

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

Note:

- (i) As at 31 May 2020, the Board transferred land and buildings to the Department of Education and Training in accordance with Financial Reporting Directive (FRD) 119A 'Transfers Through Contributed Capital'.

# Balance sheet

As at 30 June 2020

|  | Notes     | 30 June<br>2020<br>\$'000 | 30 June<br>2019<br>\$'000 |
|--|-----------|---------------------------|---------------------------|
| <b>Assets</b>                                      |           |                           |                           |
| <b>Financial assets</b>                            |           |                           |                           |
| Receivables  | 6, 10, 11 | 19,674                    | 17,974                    |
| <b>Total financial assets</b>                      |           | <b>19,674</b>             | <b>17,974</b>             |
| <b>Non-financial assets</b>                        |           |                           |                           |
| Prepayment   |           | 307                       | 347                       |
| Property <sup>(i)</sup>                            | 7, 11     | -                         | 32,807                    |
| <b>Total non-financial assets</b>                  |           | <b>307</b>                | <b>33,154</b>             |
| <b>Total assets</b>                                |           | <b>19,981</b>             | <b>51,128</b>             |
| <b>Liabilities</b>                                 |           |                           |                           |
| Payables   | 8, 10, 11 | 402                       | 1,673                     |
| <b>Total liabilities</b>                           |           | <b>402</b>                | <b>1,673</b>              |
| <b>Net assets</b>                                  |           | <b>19,579</b>             | <b>49,455</b>             |
| <b>Equity</b>                                      |           |                           |                           |
| Contributed capital <sup>(i)</sup>                 |           | -                         | 1,701                     |
| Physical assets revaluation surplus <sup>(i)</sup> | 13        | -                         | 32,039                    |
| Accumulated surplus/(deficit)                      |           | 19,579                    | 15,715                    |
| <b>Net worth</b>                                   |           | <b>19,579</b>             | <b>49,455</b>             |

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

Note:

- (i) As at 31 May 2020, the Board transferred land and buildings to the Department of Education and Training in accordance with Financial Reporting Directive (FRD) 119A 'Transfers Through Contributed Capital'.

## Statement of changes in equity

For the financial year ended 30 June 2020

|   | Physical asset<br>revaluation<br>surplus<br>\$'000 | Accumulated<br>surplus<br>\$'000 | Contributions<br>by owner<br>\$'000 | Total<br>\$'000 |
|---|--|----------------------------------|-------------------------------------|-----------------|
| <b>Balance at 30 June 2018</b>            | <b>32,039</b>                                      | <b>9,528</b>                     | <b>1,701</b>                        | <b>43,268</b>   |
| Net result for the year                   | -  | 6,187                            | -                                   | 6,187           |
| Other comprehensive income                | -  | -                                | -                                   | -               |
| <b>Balance at 30 June 2019</b>            | <b>32,039</b>                                      | <b>15,715</b>                    | <b>1,701</b>                        | <b>49,455</b>   |
| Net result for the year                   | -  | 2,521                            | -                                   | 2,521           |
| Other comprehensive income <sup>(i)</sup> | (32,039)   | 1,343                            | 30,696                              | -               |
| Return of capital funding <sup>(ii)</sup> | -  | -                                | (136)                               | (136)           |
| Return of capital assets                  | -  | -                                | (32,261)                            | (32,261)        |
| <b>Balance at 30 June 2020</b>            | <b>-</b>   | <b>19,579</b>                    | <b>-</b>                            | <b>19,579</b>   |

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

Note:

- (i) As at 31 May 2020, the Board transferred land and buildings to the Department of Education and Training in accordance with Financial Reporting Directive (FRD) 119A 'Transfers Through Contributed Capital'.
- (ii) Repayment of capital associated with the transfer of land and buildings to the Department of Education and Training.

## Cash flow statement

For the financial year ended 30 June 2020

|   | Notes     | 30 June<br>2020<br>\$'000 | 30 June<br>2019<br>\$'000 |
|---|-----------|---------------------------|---------------------------|
| <b>Cash flows from operating activities</b>                       |           |                           |                           |
| <b>Receipts</b>   |           |                           |                           |
| Receipts from Government  |           | 30,572                    | 30,268                    |
| GST recovered from ATO  |           | 2,915                     | 3,869                     |
| <b>Total receipts</b>   |           | <b>33,487</b>             | <b>34,137</b>             |
| <b>Payments</b>   |           |                           |                           |
| Payments of grants and other expenses                             |           | (33,351)                  | (34,137)                  |
| <b>Total payments</b>   |           | <b>(33,351)</b>           | <b>(34,137)</b>           |
| <b>Net cash flows from/(used in) operating activities</b>         | <b>12</b> | <b>136</b>                | <b>-</b>                  |
| <b>Cash flows from financing activities</b>                       |           |                           |                           |
| Repayment of capital to Government <sup>(i)</sup>                 | <b>12</b> | (136)                     | -                         |
| <b>Net cash flows from/(used in) financing activities</b>         |           | <b>(136)</b>              | <b>-</b>                  |
| <b>Net increase/(decrease) in cash and cash equivalents</b>       |           | <b>-</b>                  | <b>-</b>                  |
| Cash and cash equivalents at the beginning of the financial year  |           | -                         | -                         |
| <b>Cash and cash equivalents at the end of the financial year</b> |           | <b>-</b>                  | <b>-</b>                  |

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

Note:

- (i) Repayment of capital associated with the transfer of land and buildings to the Department of Education and Training.



# 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*. It reports separately to Parliament through the Minister for Higher Education and Minister for Training and Skills.

The Board's principal address is:

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

Level 3

2 Treasury Place

East Melbourne VIC 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, qualification levels and industry sectors, and to develop a strong Learn Local organisation base that 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 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 affected by the revision. Judgements and assumptions made by management in the application of Australian Accounting Standards (AASs) that have significant effects on the financial statements and estimates, with a risk of material adjustments in the subsequent reporting period, are disclosed throughout the notes to the financial statements.

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

## **Compliance information**

These general-purpose financial statements have been prepared in accordance with the *Financial Management Act 1994* (FMA), applicable Financial Reporting Directions (FRDs) and applicable Australian Accounting Standards (AASs) 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 that ensures 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.

## **COVID-19**

The Board has continued to consider the impacts of the global coronavirus pandemic, known as COVID-19, on the Board's operations, financial position and cashflows during the year. COVID-19 has presented significant challenges for the sector to continue delivery of services for the Board. To support training providers to navigate the economic impacts of COVID-19, in line with advice from the Department, the Board continued to release contracted grant payments as training providers have satisfied 2020 contract requirements through Board approved alternative activities where necessary.

Management have considered the impacts of COVID-19 on the judgements and assumptions applied to accounting policies, and the estimates that may result in a decline of the carrying amounts for assets and liabilities. The impacts and assessments have been considered on assets and liabilities which are detailed in Note 6 'Receivables' and Note 10 'Financial Instruments'.

## **Impact of new accounting standards**

In accordance with the requirements of FRD 122, the Board has assessed the transitional provision of AASB 1058 'Income of Not-for-Profit Entities', under the modified retrospective method with no cumulative effect of applying this standard to the opening retained earnings at 1 July 2019. Under this transition method, the Board would apply this standard retrospectively only to contracts and transactions that have not been completed at the date of initial application. Note 2 ('Income from transactions') includes details about the applications of AASB 1058 and how the standard has been applied to revenue transactions.

The adoption of AASB 1058 had no impact on the 'Comprehensive operating statement' or the 'Statement of cash flows'. Comparative information did not require restatement.

Further there was no impact on the Boards financial statements from other new accounting standards:

- AASB 15 'Revenue': The Board's income is fully accounted for under AASB '1058 Income of Not-for-Profit Entities'.
- AASB 16 'Leases': The Board has no right-of-use assets or lease liabilities that are required to be measured, recognised or disclosed in line with the requirements of this standard.

## Note 2 Income from transactions

| Income from transactions                                    | 30 June 2020<br>\$'000 | 30 June 2019<br>\$'000 |
|---|------------------------|------------------------|
| Grants from the Department of Education and Training        | 32,373                 | 37,540                 |
| Administrative and salaries revenue received free of charge | 4,921                  | 4,052                  |
| <b>Total income from transactions</b>                       | <b>37,294</b>          | <b>41,592</b>          |

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

### Grants

State government grants, received by the Board during a reporting period, are recognised as income of that reporting period consistent with AASB 1058 'Income of Not-for-Profit Entities'. Income from grants without sufficiently specific performance obligations, or that are not enforceable, is recognised when the Board has an unconditional right to receive cash which coincides with the receipt of grant funding from the Department.

The Board has elected the modified retrospective transition method of applying AASB 1058 and accordingly, comparative information has not been restated to reflect the new requirements.

### Previous accounting policy for 30 June 2019

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. In accordance with AASB 1058 'Income of Not-for-Profit Entities' income in the form of services is only recognised when a fair value can be reliably determined, and the services would have been purchased if they had not been received as a donation.

The services of Department of Education and Training employees are provided to assist the Board with operational activities. The Board recognises the value of the 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 2020<br>\$'000 | 30 June 2019<br>\$'000 |
|---|------------------------|------------------------|
| Payments to adult community education organisations | 24,348                 | 25,000                 |
| Payments to adult education institutions            | 1,945                  | 1,943                  |
| Payments to other education organisations           | 1,419                  | 1,152                  |
| <b>Total grants and transfer payments</b>           | <b>27,712</b>          | <b>28,095</b>          |

### *Grants and transfer payments*

Grants and other transfers to third parties (other than contributions 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**

|  | 30 June 2020<br>\$'000 | 30 June 2019<br>\$'000 |
|--|------------------------|------------------------|
| <b>Operating and administrative expenses</b>               |                        |                        |
| <b>Operational expenditure</b>                             |                        |                        |
| Operating expenses   | 1,674                  | 2,668                  |
| <b>Services provided free of charge</b>                    |                        |                        |
| Administrative and salary expenses provided free of charge | 4,921                  | 4,052                  |
| <b>Total operating and administrative expenses</b>         | <b>6,595</b>           | <b>6,720</b>           |

### *Operating expenses*

Operating expenses generally represent the day-to-day running costs incurred in the 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 they had not been 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 were calculated based on the number of Departmental employees engaged in Board activities.

## **Note 5 Other economic flows included in net result**

|   | 30 June 2020<br>\$'000 | 30 June 2019<br>\$'000 |
|---|------------------------|------------------------|
| <b>Net gain/(loss) on financial instruments</b>       |                        |                        |
| Movement in contractual receivables (impairment)      | 80                     | 6                      |
| <b>Total net gain/(loss) on financial instruments</b> | <b>80</b>              | <b>6</b>               |

'Other economic flows included in net result' are changes in the volume or value of an asset or liability that do not result from transactions. They include:

- 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 impairment and bad 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 impairment of receivables are classified as other economic flows in net result.

## **Note 6 Receivables**

| <b>Receivables</b>                   | <b>30 June 2020<br/>\$'000</b> | <b>30 June 2019<br/>\$'000</b> |
|--------------------------------------|--------------------------------|--------------------------------|
| <b>Contractual receivables</b>       |                                |                                |
| Trade and other receivables          | 323                            | 530                            |
| Expected credit loss                 | (132)                          | (212)                          |
| <b>Total contractual receivables</b> | <b>191</b>                     | <b>318</b>                     |
| <b>Statutory receivables</b>         |                                |                                |
| Receivable from Victorian Government | 19,449                         | 17,524                         |
| GST input tax credit recoverable     | 34                             | 132                            |
| <b>Total statutory receivables</b>   | <b>19,483</b>                  | <b>17,656</b>                  |
| <b>Total receivables</b>             | <b>19,674</b>                  | <b>17,974</b>                  |

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 expected credit losses. Expected credit loss is classified as other economic flows in the net result. Contractual receivables are written off when there is no reasonable expectation of recovery and impairment losses are classified as a transaction expense. Subsequent recoveries of amounts previously written off are credited against the same line item.

Details on the Board's impairment policies, exposure to credit risk, and the calculation of the loss allowance are set out in Note 10 'Financial instruments'.

| <b>Movement in the provision for expected credit loss</b>         | <b>30 June 2020<br/>\$'000</b> | <b>30 June 2019<br/>\$'000</b> |
|---|--------------------------------|--------------------------------|
| Balance at beginning of the year                                  | (212)                          | (218)                          |
| Adjustment on adoption of AASB 9 <i>Financial Instruments</i>     | -                              | 171                            |
| <b>Opening loss allowance</b>                                     | <b>(212)</b>                   | <b>(47)</b>                    |
| (Increase)/decrease in allowance recognised in surplus or deficit | 80                             | (165)                          |
| <b>Balance at end of the year</b>                                 | <b>(132)</b>                   | <b>(212)</b>                   |

## Note 7 Property

| <b>Property</b>                       | <b>30 June 2020<br/>\$'000</b> | <b>30 June 2019<br/>\$'000</b> |
|---------------------------------------|--------------------------------|--------------------------------|
| <b>Land <sup>(i)</sup></b>            |                                |                                |
| Land at fair value                    | -                              | 15,964                         |
|                                       | -                              | <b>15,964</b>                  |
| <b>Buildings <sup>(i)</sup></b>       |                                |                                |
| Buildings at fair value               | -                              | 17,439                         |
| Less: Accumulated depreciation        | -                              | (596)                          |
|                                       | -                              | <b>16,843</b>                  |
| <b>Net carrying value of property</b> | <b>-</b>                       | <b>32,807</b>                  |

(i) As at 31 May 2020 the Board transferred land and buildings to the Department of Education and Training, in accordance with FRD 119A 'Transfers Through Contributed Capital'.

### *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. The fair value of Land is the property's highest and best use.

### *Depreciation*

Buildings with finite useful lives depreciate. 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:

| <b>Asset class</b> | <b>Average useful life</b> | <b>Average useful life</b> |
|--------------------|----------------------------|----------------------------|
|                    | <b>2020</b>                | <b>2019</b>                |
| 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, does not depreciate. Depreciation is not recognised in respect of this asset because its 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 FRD 103H 'Non-financial physical assets' issued by the Assistant Treasurer. 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 FRD 103H 'Non-financial physical assets'.

The Board conducts annual fair value assessments on land and buildings based on the cumulative indices supplied by the Office of the Valuer-General Victoria since the last formal revaluation. Where fair value assessments indicate that 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 de-recognition of the relevant asset.

#### *Reconciliation of movements in carrying value*

| <b>30 June 2020</b>                             | <b>Land<br/>\$'000</b> | <b>Buildings<br/>\$'000</b> | <b>Total<br/>\$'000</b> |
|---|------------------------|-----------------------------|-------------------------|
| Carrying amount at start of year                | 15,964                 | 16,843                      | 32,807                  |
| Return of capital                               | (15,964)               | (16,297)                    | (32,261)                |
| Depreciation                                    | -                      | (546)                       | (546)                   |
| <b>Carrying amount at end of financial year</b> | <b>-</b>               | <b>-</b>                    | <b>-</b>                |

| 30 June 2019                                    | Land<br>\$'000 | Buildings<br>\$'000 | Total<br>\$'000 |
|---|----------------|---------------------|-----------------|
| Carrying amount at start of year                | 15,964         | 17,439              | 33,403          |
| Depreciation                                    | -              | (596)               | (596)           |
| <b>Carrying amount at end of financial year</b> | <b>15,964</b>  | <b>16,843</b>       | <b>32,807</b>   |

## Note 8 Payables

|                                   | 30 June 2020<br>\$'000 | 30 June 2019<br>\$'000 |
|-----------------------------------|------------------------|------------------------|
| <b>Contractual payables</b>       |                        |                        |
| Trade and other payables          | 402                    | 1,673                  |
| <b>Total contractual payables</b> | <b>402</b>             | <b>1,673</b>           |
| <b>Total payables</b>             | <b>402</b>             | <b>1,673</b>           |

Payables consist of:

- contractual payables, such as accounts payable and expenditure accruals. Contractual payables represent liabilities for goods and services provided to the Board 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 2020, the Board had no knowledge of any contingent assets or contingent liabilities (2019—Nil).

## Note 10 Financial instruments

### *Financial risk management objectives and policies*

The Board's principal financial instruments comprise:

- 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 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 government policy parameters.

The Board's main financial risks include credit risk and liquidity risk. The Board has 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 comprise contractual receivables. The Board's exposure to credit risk arises from potential default of a counterparty on its 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 deal only with organisations that meet the standard financial viability requirements.

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.

### Contractual financial assets

The Board applies the AASB 9 'Financial Instruments' simplified approach for all contractual receivables to measure expected credit losses using a lifetime expected loss allowance based on assumptions about the risk of default and expected loss rates. The Board has grouped contractual receivables on shared credit risk characteristics and days past due and selected the expected credit loss rate based on past history, existing market conditions, as well as forward-looking estimates at the end of the financial year.

| 2020 contractual receivables       | Current <sup>(i)</sup><br>\$'000 | Less than<br>1 month<br>\$'000 | 1 to 3<br>months<br>\$'000 | 3 to 12<br>months<br>\$'000 | 1 to 5 years<br>\$'000 | Total<br>\$'000 |
|------------------------------------|----------------------------------|--------------------------------|----------------------------|-----------------------------|------------------------|-----------------|
| Expected loss rate <sup>(ii)</sup> | 0%                               | 30%                            | 100%                       | 0%                          | 46%                    |                 |
| Gross carrying amount              | 31                               | 94                             | 20                         | -                           | 178                    | 323             |
| Less loss allowance                | -                                | (29)                           | (20)                       | -                           | (83)                   | (132)           |
| <b>Net carrying value</b>          | <b>31</b>                        | <b>65</b>                      | <b>-</b>                   | <b>-</b>                    | <b>95</b>              | <b>191</b>      |

| 2019 contractual receivables | Current <sup>(i)</sup><br>\$'000 | Less than<br>1 month<br>\$'000 | 1 to 3<br>months<br>\$'000 | 3 to 12<br>months<br>\$'000 | 1 to 5 years<br>\$'000 | Total<br>\$'000 |
|------------------------------|----------------------------------|--------------------------------|----------------------------|-----------------------------|------------------------|-----------------|
| Expected loss rate           | 100%                             | 0%                             | 0%                         | 49%                         | 17%                    |                 |
| Gross carrying amount        | 13                               | -                              | -                          | 342                         | 175                    | 530             |
| Less loss allowance          | (13)                             | -                              | -                          | (169)                       | (30)                   | (212)           |
| <b>Net carrying value</b>    | <b>-</b>                         | <b>-</b>                       | <b>-</b>                   | <b>173</b>                  | <b>145</b>             | <b>318</b>      |

- (i) The current receivables expected credit loss reflects debts from organisations deemed to be in financial difficulty or entering administration / liquidation as at 30 June, in accordance with disclosure requirements in AASB 9 'Financial Instruments'.
- (ii) In response to the economic impacts of COVID-19 the Board has assessed an increased risk of debtors inability to repay. Based on information available, an increase in the expected credit loss for the 2019–20 financial year was recognised.

## 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 insignificant, as no obligation to allocate funding is entered into without securing appropriate sources to meet the commitments.

## Ageing analysis of contractual financial liabilities

| 2020 liabilities     | Carrying amount<br>\$'000 | Nominal amount<br>\$'000 | Maturity dates                 |                            |                             |                           |
|----------------------|---------------------------|--------------------------|--------------------------------|----------------------------|-----------------------------|---------------------------|
|                      |                           |                          | Less than<br>1 month<br>\$'000 | 1 to 3<br>months<br>\$'000 | 3 to 12<br>months<br>\$'000 | 1 to 5<br>years<br>\$'000 |
| Contractual payables | 402                       | 402                      | 50                             | 352                        | -                           | -                         |
| <b>Total</b>         | <b>402</b>                | <b>402</b>               | <b>50</b>                      | <b>352</b>                 | <b>-</b>                    | <b>-</b>                  |

| 2019 liabilities     | Carrying amount<br>\$'000 | Nominal amount<br>\$'000 | Maturity dates                 |                            |                             |                           |
|----------------------|---------------------------|--------------------------|--------------------------------|----------------------------|-----------------------------|---------------------------|
|                      |                           |                          | Less than<br>1 month<br>\$'000 | 1 to 3<br>months<br>\$'000 | 3 to 12<br>months<br>\$'000 | 1 to 5<br>years<br>\$'000 |
| Contractual payables | 1,673                     | 1,673                    | 643                            | 1,030                      | -                           | -                         |
| <b>Total</b>         | <b>1,673</b>              | <b>1,673</b>             | <b>643</b>                     | <b>1,030</b>               | <b>-</b>                    | <b>-</b>                  |

## 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 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 in the fair value hierarchy, 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 the 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*

| 2020 land at fair value                           | Carrying amount<br>\$'000 | Fair value measurement <sup>(i)</sup> |          |         |
|---|---------------------------|---------------------------------------|----------|---------|
|   |                           | Level 1                               | Level 2  | Level 3 |
| Opening balance                                   | 15,964                    | -                                     | 11,240   | 4,724   |
| Return of capital                                 | (15,964)                  | -                                     | (11,240) | (4,724) |
| <b>Closing balance</b>                            | -                         | -                                     | -        | -       |
| Unrealised gains/(losses) on non-financial assets | -                         | -                                     | -        | -       |

| 2019 land at fair value  | Carrying amount<br>\$'000 | Fair value measurement <sup>(i)</sup> |         |         |
|--|---------------------------|---------------------------------------|---------|---------|
|  |                           | Level 1                               | Level 2 | Level 3 |
| Opening balance  | 15,964                    | -                                     | 11,240  | 4,724   |
| <b>Gains or losses recognised in other economic flows—other comprehensive income</b> |                           |                                       |         |         |
| Revaluation  | -                         | -                                     | -       | -       |
| Subtotal   | -                         | -                                     | -       | -       |
| <b>Closing balance</b>   | 15,964                    | -                                     | 11,240  | 4,724   |
| Unrealised gains/(losses) on non-financial assets                                    | -                         | -                                     | -       | -       |

| 2020 buildings at fair value                      | Carrying amount<br>\$'000 | Fair value measurement <sup>(i)</sup> |         |          |
|---|---------------------------|---------------------------------------|---------|----------|
|   |                           | Level 1                               | Level 2 | Level 3  |
| Opening balance                                   | 16,843                    | -                                     | 6,029   | 10,814   |
| Return of capital                                 | (16,297)                  | -                                     | (5,920) | (10,377) |
| Subtotal  | 546                       | -                                     | 109     | 437      |
| <b>Gains or losses recognised in net result</b>   |                           |                                       |         |          |
| Depreciation                                      | (546)                     | -                                     | (109)   | (437)    |
| Subtotal  | (546)                     | -                                     | (109)   | (437)    |
| <b>Closing balance</b>                            | -                         | -                                     | -       | -        |
| Unrealised gains/(losses) on non-financial assets | -                         | -                                     | -       | -        |

| 2019 buildings at fair value   | Carrying amount<br>\$'000 | Fair value measurement <sup>(i)</sup> |              |               |
|--|---------------------------|---------------------------------------|--------------|---------------|
|  |                           | Level 1                               | Level 2      | Level 3       |
| Opening balance  | 17,439                    | -                                     | 6,148        | 11,291        |
| <b>Gains or losses recognised in net result</b>                                      |                           |                                       |              |               |
| Depreciation   | (596)                     | -                                     | (119)        | (477)         |
| Subtotal   | 16,843                    | -                                     | 6,029        | 10,814        |
| <b>Gains or losses recognised in other economic flows—other comprehensive income</b> |                           |                                       |              |               |
| Revaluation  | -                         | -                                     | -            | -             |
| Subtotal   | -                         | -                                     | -            | -             |
| <b>Closing balance</b>   | <b>16,843</b>             | <b>-</b>                              | <b>6,029</b> | <b>10,814</b> |
| 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 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 use of the asset that is physically possible, legally permissible, and financially feasible. As adjustments of CSO are considered 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 significant, unobservable inputs, 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**

| <b>Financial instrument classification</b> | <b>Accounting policy</b>   |
|--|--|
| <b>Financial assets</b>                    |  |
| Contractual receivables                    | Receivables are recognised at fair value, being the amount receivable, which is reduced for any impairment.<br><br>Outstanding debts are reviewed at regular intervals to assess their collectability. |
| <b>Financial liabilities</b>               |  |
| Contractual payables                       | Liabilities are recognised for amounts to be paid in future for services provided by organisations contracted with the Board which, at balance sheet date, remain unsettled.                           |

The Board considers the carrying amount of financial instrument 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**

| <b>Reconciliation of net result for the period to net cash flow from operating activities</b> | <b>30 June 2020<br/>\$'000</b> | <b>30 June 2019<br/>\$'000</b> |
|---|--------------------------------|--------------------------------|
| Net result for the period   | 2,521                          | 6,187                          |
| Depreciation  | 546                            | 596                            |
| <b>Other non-cash items affecting results</b>   |                                |                                |
| (Increase)/decrease in receivables  | (1,700)                        | (6,338)                        |
| (Increase)/decrease in prepayments  | 40                             | 37                             |
| Increase/(decrease) in payables   | (1,271)                        | (482)                          |
| <b>Net cash flows from/(used in) operating activities <sup>(i)</sup></b>                      | <b>136</b>                     | <b>-</b>                       |

Note:

- (i) Reclassification of capital funding by the Department of Education and Training associated with the Board transferring land and buildings as at 31 May 2020.

## Note 13 Reserves

| Reserves                                  | 30 June 2020<br>\$'000 | 30 June 2019<br>\$'000 |
|---|------------------------|------------------------|
| <b>Physical asset revaluation surplus</b> |                        |                        |
| Balance at beginning of financial year    | 32,039                 | 32,039                 |
| Revaluation increments                    | (32,039)               | -                      |
| <b>Balance at end of financial year</b>   | <b>-</b>               | <b>32,039</b>          |

## Note 14 Responsible persons

In accordance with the Ministerial Directions issued by the Assistant Treasurer 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 Officer on the Board are as follows:

### *Responsible Minister*

- Hon. Gayle Tierney, MP (1 July 2019 – 30 June 2020)

### *Accountable Officer*

- Ms Lee-Anne Fisher (1 July 2019 – 30 June 2020)

The following officers acted in the absence of Ms Lee-Anne Fisher during the year:

- Mr Warren Hill (16 September – 4 October 2019, 16–27 March 2020, 26 May – 5 June 2020)

### *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 (\$32.4 million), together with resources received free of charge (\$4.9 million), to undertake legislative responsibilities
- payments to the Department of Health and Human Services (\$0.3 million) for the support of a grants management system
- payments to the Centre for Adult Education (\$0.7 million) and AMES Australia (\$1.2 million) for the delivery of educational services
- payments to Chisholm Institute (\$0.6 million) for leading two collaborative programs 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 government consolidated financial statements.

Key management personnel of the Board include:

- Board members
- Minister for Higher Education and 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 Higher Education and Minister for Training and Skills | 1 July 2019 – 30 June 2020  |
| Board                  | Ms Lee-Anne Fisher       | Accountable Officer  | 1 July 2019 – 30 June 2020  |
| Board                  | Mr Warren Hill           | Acting Accountable Officer   | 16 September – 4 October 2019<br>16–27 March 2020<br>26 May – 5 June 2020 |
| Board                  | Ms Maria Peters          | Chairperson  | 1 July 2019 – 30 June 2020  |
| Board                  | Dr Ronald Wilson         | Deputy Chairperson   | 1 July 2019 – 30 April 2020   |
| Board                  | Dr Ronald Wilson         | Board member   | 1 May – 30 June 2020  |
| Board                  | Mr Raoul Wainwright      | Deputy Chairperson   | 1 May 2020 – 30 June 2020   |
| Board                  | Mr Raoul Wainwright      | Board member   | 1 July 2019 – 30 April 2020   |
| Board                  | Ms Sally Brennan         | Board member   | 1 July 2019 – 30 June 2020  |
| Board                  | Ms Helen Coleman         | Board member   | 1 July 2019 – 30 April 2020   |
| Board                  | Mr Michael Grogan        | Board member   | 1 July 2019 – 30 June 2020  |
| Board                  | Ms Helen Kennedy         | Board member   | 1 July 2019 – 2 October 2019  |
| Board                  | Dr Maylyn Lam            | Board member   | 1 May 2020 – 30 June 2020   |
| Board                  | Ms Margaret Lewis        | Board member   | 1 July 2019 – 30 June 2020  |
| Board                  | Mr John Maddock          | Board member   | 1 July 2019 – 30 June 2020  |
| Board                  | Ms Antoinette Masiero    | Board member   | 1 May – 1 May 2020  |
| Board                  | Dr Menon Parameswaran    | Board member   | 1 July 2019 – 30 June 2020  |
| Board                  | Dr Winifred Scott        | Board member   | 1 July 2019 – 30 June 2020  |
| Board                  | Ms Penny Wilson          | Board member   | 1 July 2019 – 30 June 2020  |

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

#### *Remuneration of key management personnel*

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

- **Short-term employee benefits** include amounts such as wages, salaries, annual leave or sick leave that are usually paid or payable on a regular basis, as well as non-monetary benefits such as allowances and free or subsidised goods or services.
- **Post-employment benefits** include pensions and other retirement benefits paid or payable on a discrete basis when employment has ceased.
- **Other long-term benefits** include long service leave, other long service benefits or deferred compensation.
- **Termination benefits** include termination of employment payments, such as severance packages.

| Remuneration of key management personnel<br>(excluding responsible ministers) | 30 June 2020     | 30 June 2019     |
|---|------------------|------------------|
| Short-term benefits   | \$103,388        | \$122,238        |
| Post-employment benefits  | \$4,283          | \$4,283          |
| Other long-term benefits  | \$1,143          | \$1,087          |
| Termination benefits  | N/A              | N/A              |
| Share-based payments  | N/A              | N/A              |
| <b>Total remuneration (a)(b)</b>  | <b>\$108,814</b> | <b>\$127,606</b> |
| <b>Total number of key management personnel</b>                               | <b>16</b>        | <b>16</b>        |
| <b>Total annualised employee equivalents <sup>(i)</sup></b>                   | <b>N/A</b>       | <b>N/A</b>       |

(i) Board 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 Department's 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, Adult Learning Australia undertook maintenance of Learn Local digital assets. Under the terms of a contract amended during the 2017–18 financial year, a two-year extension was authorised by the Department during 2019–20. While Ms Sally Brennan was a Board member of both the Adult, Community and Further Education Board and Adult Learning Australia, there was no consultation with, or involvement from, Board members in the contract amendment or extension.



Outside normal citizen-type transactions, there were no other related party transactions that involved key management personnel, their close family members or 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 Assistant Treasurer 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

| Victorian Auditor-General's Office | 30 June 2020<br>\$'000 | 30 June 2019<br>\$'000 |
|------------------------------------|------------------------|------------------------|
| Audit of the financial statements  | 35                     | 34                     |

## Note 17 Subsequent events

On Sunday 2nd August 2020, the State of Victoria increased lockdown restrictions from Stage 3 to Stage 4 in an effort to contain and control the spread of the coronavirus pandemic. These restrictions have impacted the manner in which entities operate, including the Board. Due to the unprecedented uncertainty as responses by government continue to evolve, it is difficult to reliably estimate with any degree of certainty the potential impact of the pandemic after the reporting date on the Board, its operations, its future results and financial position. This being the case, the Board does not consider it practicable to provide a quantitative or qualitative estimate of the potential impact of this outbreak on the Board at this time.

No other matters or circumstances have arisen since the end of the financial year which significantly affected or may affect the operations, the results of operations or the state of affairs of the Board in future financial years.

## Note 18 Commitments for expenditure across payment timeframe

| Operating commitments 30 June 2020   | Payment timeframe |                  |                     |                           |
|--------------------------------------|-------------------|------------------|---------------------|---------------------------|
|                                      | Total<br>\$'000   | 1 year<br>\$'000 | 1–5 years<br>\$'000 | 5 years or more<br>\$'000 |
| Pre-accredited training delivery     | 9,005             | 9,005            | -                   | -                         |
| Other program delivery               | 2,101             | 1,839            | 262                 | -                         |
| <b>Total expenditure commitments</b> | <b>11,106</b>     | <b>10,844</b>    | <b>262</b>          | <b>-</b>                  |

| Operating commitments 30 June 2019   | Payment timeframe |                  |                     |                           |
|--------------------------------------|-------------------|------------------|---------------------|---------------------------|
|                                      | Total<br>\$'000   | 1 year<br>\$'000 | 1–5 years<br>\$'000 | 5 years or more<br>\$'000 |
| Pre-accredited training delivery     | 8,411             | 8,411            | -                   | -                         |
| Other program delivery               | 2,435             | 2,267            | 168                 | -                         |
| <b>Total expenditure commitments</b> | <b>10,846</b>     | <b>10,678</b>    | <b>168</b>          | <b>-</b>                  |

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

## **Note 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 that have been designated as contributions by owners are recognised as contributed capital. Other transfers that are in the nature of contributions or distributions have been designated as contributions by owners.

Transfers of net assets arising from administrative 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: 'net result from transactions' (or 'net operating balance'), 'other economic flows included in net result' and 'other economic flows—other comprehensive income'. The sum of the first 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 result from 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 (for example, assets provided or 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 separately shows the 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 they arise from operating activities, investing activities, or financial activities. This classification is consistent with requirements in 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 that 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 but are not mandatory for the 30 June 2020 reporting period. The Board assesses the impact of these new standards to determine their applicability and early adoption where applicable.

As at 30 June 2020, the following standards and interpretations that are applicable to the Board had been issued but were not made mandatory for the financial year ending 30 June 2020. The Board has not and does not intend to adopt these standards early.

| Topic  | Key requirements  | Effective date |
|--|---|----------------|
| AASB 2018-7<br>'Amendments to Australian Accounting Standards—Definition of Material'                                  | This Standard principally amends AASB 101 'Presentation of Financial Statements' and AASB 108 'Accounting Policies, Changes in Accounting Estimates and Errors'. The amendments refine and clarify the definition of material in AASB 101 and its application by improving the wording and aligning the definition across AASB Standards and other publications. The amendments also include some supporting requirements in the AASB 101 definition to give it more prominence and to clarify the explanation accompanying the definition of material. | 1 January 2020 |
| AASB 2020-1<br>'Amendments to Australian Accounting Standards—Classification of Liabilities as Current or Non-Current' | This Standard amends AASB 101 to clarify requirements for the presentation of liabilities in the statement of financial position as current or non-current. A liability is classified as non-current if an entity has the right at the end of the reporting period to defer settlement of the liability for at least 12 months after the reporting period. The meaning of settlement of a liability is also clarified.  | 1 January 2022 |

In addition to the new standards and amendments outlined in the table above, the AASB has issued a list of other amending standards that are not effective for the 2019 to 2020 reporting period (as listed below). In general, these amending standards include editorial and reference changes that are expected to have insignificant impacts on public sector reporting:

AASB 2018-6 'Amendments to Australian Accounting Standards—Definition of a Business'

AASB 2019-1 'Amendments to Australian Accounting Standards—References to the Conceptual Framework'

AASB 2019-5 'Amendments to Australian Accounting Standards—Disclosure of the Effect of New IFRS Standards Not Yet Issued in Australia'

AASB 1060 'General Purpose Financial Statements—Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities'

Conceptual Framework for Financial Reporting.

# 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  |
|--|---|-------|
| <b>Standing Directions and Financial Reporting Directions (FRDs)</b> |   |       |
| <b>Report of operations</b>  |   |       |
| <b>Charter and purpose</b>   |   |       |
| FRD 22H  | Manner of establishment and the relevant Ministers                                  | 7     |
| FRD 22H  | Purpose, functions, powers and duties   | 7–9   |
| FRD 22H  | Initiatives and key achievements  | 10–22 |
| FRD 22H  | Nature and range of services provided   | 7–22  |
| <b>Management and structure</b>                                      |   |       |
| FRD 22H  | Organisational structure  | 24–32 |
| <b>Financial and other information</b>                               |   |       |
| FRD 8D   | Performance against output performance measures                                     | 10    |
| FRD 10A  | Disclosure index  | 67–8  |
| FRD 12B  | Disclosure of major contracts   | 33    |
| FRD 15D  | Executive officer disclosures   | 33    |
| FRD 22H  | Employment and conduct principles   | 32–3  |
| FRD 22H  | Occupational health and safety policy   | 32    |
| FRD 22H  | Summary of financial results for the year   | 23    |
| FRD 22H  | Significant changes in financial position during the year                           | 23    |
| FRD 22H  | Major changes or factors affecting performance                                      | 23    |
| FRD 22H  | Subsequent events   | 63    |
| FRD 22H  | Application and operation of the <i>Freedom of Information Act 1982</i>             | 34–5  |
| FRD 22H  | Compliance with building and maintenance provisions of the <i>Building Act 1993</i> | 35    |
| FRD 22H  | Statement on National Competition policy  | 36    |
| FRD 22H  | Application and operation of the <i>Public Interest Disclosures Act 2012</i>        | 36–7  |
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| FRD 22H  | Disclosure of ICT expenditure   | 34    |
| FRD 22H  | Statement of availability of other information                                      | 38    |
| FRD 24C  | Reporting on office-based environmental impacts                                     | 37    |
| FRD 29C  | Workforce data disclosures  | 33    |
| SD 5.2   | Specific requirements under Standing Direction 5.2                                  | 1, 40 |
| <b>Compliance attestation and declaration</b>                        |   |       |
| SD 5.1.4   | Attestation for compliance with Ministerial Standing Direction                      | 38    |
| SD 5.2.3   | Declaration in report of operations   | 1     |

| Legislation   | Requirement   | Page                 |
|---|---|----------------------|
| <b>Financial statements</b>   |   |                      |
| <b>Declaration</b>  |   |                      |
| SD 5.2.2  | Declaration in financial statements   | 40                   |
| <b>Other requirements under Standing Directions 5.2</b>   |   |                      |
| SD 5.2.1(a)   | Compliance with Australian accounting standards and other authoritative pronouncements  | 48                   |
| SD 5.2.1(a)   | Compliance with Standing Directions   | 38, 40               |
| SD 5.2.1(b)   | Compliance with Model Financial Report  | 39–66                |
| <b>Other disclosures as required by FRDs in notes to the financial statements*</b>  |   |                      |
| FRD 21C   | Disclosures of responsible persons, executive officers and other personnel (contractors with significant management responsibilities) in the Financial report | 60–3                 |
| FRD 103H  | Non-financial physical assets   | 44–5, 52–4, 56–8     |
| FRD 110A  | Cash flow statements  | 46, 59, 65           |
| FRD 114C  | Financial instruments—general government entities and public non-financial corporations   | 43–4, 50–2, 54–6, 59 |
| FRD 119A  | Transfers through contributed capital   | 43–6, 52–3, 57, 64–5 |
| FRD 120N  | Australian Accounting Standards applicable for for-profit and not-for-profit entities   | 65–6                 |
| FRD 122   | Transitional requirements on the application of AASB 1058 Income of not-for-profit entities   | 48–9                 |
| <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> |   |                      |
| <b>Legislation</b>  |   |                      |
| <i>Freedom of Information Act 1982</i>  |   | 34–5                 |
| <i>Building Act 1993</i>  |   | 35                   |
| <i>Financial Management Act 1994</i>  |   | 1, 48                |
| <i>Disability Act 2006</i>  |   | 37                   |
| <i>Public Interest Disclosures Act 2012</i>   |   | 36–7                 |

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

The following grant payments were made to certain companies and organisations during 2019–20:

| Name of company or organisation   | Pre-<br>accredited<br>and<br>associated<br>grants<br>\$'000<br>(excl. GST) | Sector<br>support<br>grants<br>\$'000<br>(excl. GST) | Total<br>\$'000<br>(excl. GST) |
|---|--|--|--------------------------------|
| Access Australia Group Limited  | 60   | -  | 60                             |
| Adult and Community Education (Victoria) Inc.   | -  | 5  | 5                              |
| Adult Learning Australia Ltd  | -  | 175  | 175                            |
| Alamein Neighbourhood & Learning Centre Inc.  | 107  | 36   | 143                            |
| Albury Wodonga Community College Limited  | 25   | -  | 25                             |
| Albury-Wodonga Volunteer Resource Bureau Inc.   | 16   | -  | 16                             |
| AMES Australia  | 1,179  | 20   | 1,199                          |
| Anglesea Community House Inc  | 13   | -  | 13                             |
| Angliss Neighbourhood House Inc   | 84   | -  | 84                             |
| Arrabri Community House Inc   | 98   | -  | 98                             |
| Art Resource Collective Inc   | 12   | -  | 12                             |
| Australian-Multicultural Community Services Inc.  | 49   | 32   | 81                             |
| Australian Croatian Community Services Inc.   | 29   | -  | 29                             |
| Australian Romanian Community Welfare, Health and<br>Services Association of Victoria Inc | 17   | -  | 17                             |
| Australian Vietnamese Women's Association Inc.  | 129  | -  | 129                            |
| Avenue Neighbourhood House At Eley Inc.   | 98   | 11   | 109                            |
| Ballan & District Community House & Adult Education Centre<br>Inc                         | 15   | -  | 15                             |
| Ballarat Neighbourhood Centre Inc.  | 236  | 18   | 254                            |
| Banksia Gardens Association Inc.  | 530  | 83   | 613                            |
| Bass Coast Adult Learning Inc.  | 117  | 11   | 128                            |
| Beaufort Community House and Learning Centre Inc  | 16   | -  | 16                             |
| Belgium Avenue Neighbourhood House Inc.   | 47   | -  | 47                             |
| Bellarine Living and Learning Centre Inc.   | 33   | -  | 33                             |
| Bellarine Training and Community Hub Incorporated   | 33   | -  | 33                             |
| Belvedere Community Centre Inc.   | 48   | 29   | 77                             |
| Bendigo Neighbourhood Hub Inc.  | 94   | -  | 94                             |
| Berry Street Victoria Incorporated  | 54   | 38   | 92                             |
| Beulah Historical, Learning and Progress Association Inc                                  | 18   | -  | 18                             |
| Birallee Park Neighbourhood House Inc.  | 29   | -  | 29                             |
| Bnym Aboriginal Corporation   | 60   | -  | 60                             |
| Box Hill Institute  | 746  | -  | 746                            |

| Name of company or organisation                                    | Pre-<br>accredited<br>and<br>associated<br>grants<br>\$'000<br>(excl. GST) | Sector<br>support<br>grants<br>\$'000<br>(excl. GST) | Total<br>\$'000<br>(excl. GST) |
|--|--|--|--------------------------------|
| BRACE Education Training & Employment Limited                      | 43   | -  | 43                             |
| Brotherhood of St Laurence   | 68   | -  | 68                             |
| Brunswick Neighbourhood House Co-operative Limited                 | 191  | 10   | 201                            |
| Buchan District Outreach Inc.                                      | 17   | 8  | 25                             |
| Carlton Neighbourhood Learning Centre Inc.                         | 116  | -  | 116                            |
| Carringbush Adult Education Inc.                                   | 207  | 61   | 268                            |
| Castlemaine Community House Inc.                                   | 156  | 36   | 192                            |
| Central Highlands Group Training Inc.                              | 16   | -  | 16                             |
| Central Ringwood Community Centre Inc.                             | 99   | -  | 99                             |
| Centre for Participation Inc.                                      | 170  | 11   | 181                            |
| CERES Inc.   | 58   | 10   | 68                             |
| Cheltenham Community Centre Inc.                                   | 187  | 10   | 197                            |
| Child and Family Care Network Inc.                                 | 248  | 11   | 259                            |
| Chisholm Institute   | -  | 605  | 605                            |
| Churchill Neighbourhood Centre Inc.                                | 21   | 11   | 32                             |
| Cire Services Incorporated   | 278  | 50   | 328                            |
| Clota Cottage Neighbourhood House Inc.                             | 19   | -  | 19                             |
| Cloverdale Community Centre Inc.                                   | 225  | 44   | 269                            |
| Cobram Community House Inc.  | 26   | -  | 26                             |
| Comm Unity Plus Services Ltd                                       | 394  | 17   | 411                            |
| Community College Gippsland Ltd                                    | 310  | 15   | 325                            |
| Community Hub Inc.   | 27   | -  | 27                             |
| Concern Australia Welfare Inc.                                     | 80   | -  | 80                             |
| Continuing Education and Arts Centre of Alexandra Inc              | 49   | -  | 49                             |
| Coonara Community House Inc.                                       | 167  | 26   | 193                            |
| Corryong Neighbourhood House Inc.                                  | 17   | 4  | 21                             |
| Craigieburn Education and Community Centre Inc.                    | 76   | -  | 76                             |
| Cranbourne Community House Inc.                                    | 109  | -  | 109                            |
| Dallas Neighbourhood House Inc.                                    | 172  | 11   | 183                            |
| Dandenong Neighbourhood Community and Learning Centre Incorporated | 365  | 29   | 394                            |
| Daylesford Neighbourhood Centre Inc.                               | 24   | -  | 24                             |
| Diamond Valley Learning Centre Inc.                                | 160  | -  | 160                            |
| Dingley Village Neighbourhood Centre Inc.                          | 50   | -  | 50                             |
| Djerriwarrh Employment & Education Services Inc.                   | 341  | 115  | 456                            |
| Donald Learning Group Inc.   | 12   | -  | 12                             |
| Doveton Neighbourhood Learning Centre Inc.                         | 121  | 40   | 161                            |



| Name of company or organisation                           | Pre-<br>accredited<br>and<br>associated<br>grants<br>\$'000<br>(excl. GST) | Sector<br>support<br>grants<br>\$'000<br>(excl. GST) | Total<br>\$'000<br>(excl. GST) |
|---|--|--|--------------------------------|
| Duke Street Community House Association Inc.              | 194  | 3  | 197                            |
| East End Community House Inc.                             | 166  | -  | 166                            |
| Echuca Community Education Group Inc.                     | 10   | -  | 10                             |
| Echuca Neighbourhood House Inc.                           | 66   | -  | 66                             |
| Elwood-St Kilda Neighbourhood Learning Centre Inc.        | 143  | -  | 143                            |
| Emerald Community House Inc.                              | 138  | -  | 138                            |
| Encompass Community Services Incorporated                 | 24   | -  | 24                             |
| Endeavour Hills Neighbourhood Centre Inc.                 | 90   | -  | 90                             |
| Euroa Health Inc.   | 15   | -  | 15                             |
| Farnham Street Neighbourhood Learning Centre Inc.         | 290  | 3  | 293                            |
| Fitzroy Learning Network Inc.                             | 61   | 11   | 72                             |
| Footscray Community Arts Centre Limited                   | 17   | -  | 17                             |
| Foundation 61 Inc.  | 40   | -  | 40                             |
| Frankston City Council                                    | 52   | -  | 52                             |
| Gateway Social Support Options Inc.                       | 9  | -  | 9                              |
| Geelong Ethnic Communities Council Incorporated           | 362  | 11   | 373                            |
| Gippsland East Local Learning and Employment Network Inc. | -  | 8  | 8                              |
| Gippsland Employment Skills Training Inc.                 | 267  | 5  | 272                            |
| Glen Eira Adult Learning Centre Inc.                      | 242  | -  | 242                            |
| Glen Park Community Centre Inc.                           | 226  | 39   | 265                            |
| Glenroy Neighbourhood Learning Centre Inc.                | 174  | -  | 174                            |
| Godfrey Street Community House Association Inc.           | 18   | -  | 18                             |
| Goldfields Employment and Learning Centre Inc.            | 46   | -  | 46                             |
| Grampians Community Health                                | 14   | -  | 14                             |
| Great Ocean Road Health                                   | 13   | -  | 13                             |
| Haddon Community Learning Centre Inc.                     | 32   | -  | 32                             |
| Hallam Community Learning Centre Inc.                     | 132  | -  | 132                            |
| Hampton Park Care Group Inc.                              | 36   | -  | 36                             |
| Healesville Living & Learning Centre Inc.                 | 106  | -  | 106                            |
| Heidelberg Training & Resource Centre Inc.                | 10   | -  | 10                             |
| Heyfield Community Resource Centre Inc.                   | 58   | -  | 58                             |
| Holden Street Neighbourhood House Inc.                    | 45   | -  | 45                             |
| Horsham Community House Inc.                              | 17   | -  | 17                             |
| Hume City Council   | 101  | -  | 101                            |
| Inclusion Melbourne Inc.                                  | 80   | -  | 80                             |
| Inner Melbourne VET Cluster Inc.                          | 142  | 56   | 198                            |

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|---|--|--|--------------------------------|
| Japara Neighbourhood House Inc.                   | 15   | -  | 15                             |
| Jesuit Social Services Limited                    | 340  | 11   | 351                            |
| Jewish Care (Victoria) Inc.                       | 15   | -  | 15                             |
| Jika Jika Community Centre Inc.                   | 17   | -  | 17                             |
| JobCo Employment Services Association Inc.        | 27   | -  | 27                             |
| K.Y.M. (Victoria) Incorporated                    | 296  | -  | 296                            |
| Kangaroo Flat Community Group Inc.                | 10   | -  | 10                             |
| Karingal Neighbourhood House Inc.                 | -  | -  | -                              |
| Karingal St Laurence Limited                      | 189  | -  | 189                            |
| Kensington Neighbourhood House Inc.               | 105  | 31   | 136                            |
| Kerrie Neighbourhood House Inc.                   | 18   | -  | 18                             |
| Kew Neighbourhood Learning Centre Inc.            | 174  | 22   | 196                            |
| King Valley Learning Exchange Inc.                | 23   | -  | 23                             |
| Kinglake Ranges Neighbourhood House Inc.          | 32   | -  | 32                             |
| Kyabram Community and Learning Centre Inc.        | 17   | -  | 17                             |
| Kyneton Community & Learning Centre Inc.          | 93   | 33   | 126                            |
| Lalor Living and Learning Centre Inc.             | 98   | -  | 98                             |
| Langwarrin Community Centre Inc.                  | 68   | -  | 68                             |
| Lara Community Centre Inc.                        | 44   | -  | 44                             |
| Laurels Education and Training Incorporated       | 64   | 11   | 75                             |
| Laverton Community Integrated Services Inc.       | 165  | 11   | 176                            |
| LINK Neighbourhood House Inc.                     | 12   | -  | 12                             |
| Living and Learning at Ajani Inc.                 | 27   | -  | 27                             |
| Living Learning Pakenham Inc.                     | 238  | -  | 238                            |
| Loddon Campaspe Multicultural Services Inc.       | 77   | 29   | 106                            |
| Longbeach Place Inc.                              | 54   | -  | 54                             |
| Lyrebird Community Centre Inc.                    | 99   | 1  | 100                            |
| MACE Inc.   | 54   | -  | 54                             |
| Macedon Ranges Further Education Centre Inc.      | 118  | -  | 118                            |
| MADEC Australia                                   | 73   | -  | 73                             |
| Maldon Neighbourhood Centre Inc.                  | 29   | -  | 29                             |
| Mallacoota District Health & Support Service Inc. | 12   | -  | 12                             |
| Manna Gum Community House Inc.                    | 34   | 29   | 63                             |
| Meadow Heights Learning Shop Inc.                 | 214  | -  | 214                            |
| Melbourne City Mission                            | 2  | -  | 2                              |
| Melton South Community Centre Inc.                | 81   | 1  | 82                             |
| Merinda Park Learning and Community Centre Inc.   | 119  | 135  | 254                            |

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|--|--|--|--------------------------------|
| Micare Ltd   | 135  | -  | 135                            |
| Migrant Resource Centre, North West Region Inc.            | 46   | -  | 46                             |
| MiLife-Victoria Inc.                                       | 208  | -  | 208                            |
| Mill Park Community Services Group Inc.                    | 258  | 6  | 264                            |
| Milpara Community House Inc.                               | 64   | 31   | 95                             |
| Mirrimbeena Aboriginal Education Group Inc.                | 10   | -  | 10                             |
| Mitcham Community House Incorporated                       | 56   | -  | 56                             |
| Moe Life-Skills Community Centre Inc.                      | 64   | -  | 64                             |
| Moe Neighbourhood House Inc.                               | 29   | -  | 29                             |
| Moongala Women's Collective Inc.                           | 29   | -  | 29                             |
| Mordialloc Neighbourhood House Inc.                        | 52   | -  | 52                             |
| Mount Beauty Neighbourhood Centre Inc.                     | 49   | -  | 49                             |
| Mountain District Women's Co-Operative Limited             | 211  | 51   | 262                            |
| Murray Adult Community Education-Swan Hill Inc.            | 109  | 11   | 120                            |
| Murray Human Services Inc.                                 | 46   | -  | 46                             |
| Myrtleford Neighbourhood Centre Inc.                       | 30   | -  | 30                             |
| Narre Community Learning Centre Inc.                       | 315  | 11   | 326                            |
| Neighbourhood Houses Victoria Inc.                         | -  | 17   | 17                             |
| Ngwala Willumbong Limited                                  | 130  | -  | 130                            |
| Nhill Neighbourhood House Learning Centre Inc.             | 214  | 11   | 225                            |
| Nillumbik Shire Council                                    | 42   | -  | 42                             |
| Noble Park Community Centre Inc.                           | 38   | -  | 38                             |
| North Carlton Railway Station Neighbourhood House Inc.     | 15   | -  | 15                             |
| North Melbourne Language & Learning Inc.                   | 175  | 5  | 180                            |
| North Ringwood Community House Incorporated                | 43   | -  | 43                             |
| North Shepparton Community & Learning Centre Inc.          | 21   | -  | 21                             |
| Northern Mallee Local Learning and Employment Network Inc. | -  | 6  | 6                              |
| Noweyung Ltd   | 77   | -  | 77                             |
| Numurkah Community Learning Centre Inc.                    | 28   | -  | 28                             |
| Olympic Adult Education Inc.                               | 291  | 21   | 312                            |
| Open Door Neighbourhood House Inc.                         | 123  | 11   | 134                            |
| Orana Neighbourhood House Inc.                             | 116  | -  | 116                            |
| Orbost Education Centre Incorporated                       | 57   | -  | 57                             |
| Otway Health   | 5  | -  | 5                              |
| Outlets Co-operative Neighbourhood House Limited           | 19   | -  | 19                             |
| Outlook (Vic.) Inc.  | 148  | -  | 148                            |

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|---|--|--|--------------------------------|
| Pangerang Community House Inc.                        | 38   | -  | 38                             |
| Park Orchards Community House & Learning Centre Inc.  | 36   | -  | 36                             |
| Paynesville Neighbourhood Centre Inc.                 | 120  | 8  | 128                            |
| Peninsula Adult Education and Literacy Inc.           | 15   | -  | 15                             |
| Peninsula Training and Employment Program Inc.        | 188  | 29   | 217                            |
| Phillip Island Community and Learning Centre Inc.     | 25   | 10   | 35                             |
| Pines Learning Inc.                                   | 144  | -  | 144                            |
| Port Phillip Community Group Limited                  | 132  | 39   | 171                            |
| Portland Workskills Inc                               | 114  | 7  | 121                            |
| Prahran Community Learning Centre Inc.                | 225  | 31   | 256                            |
| Preston Neighbourhood House Inc.                      | 279  | 53   | 332                            |
| Preston Reservoir Adult Community Education Inc.      | 354  | 40   | 394                            |
| Pyramid Hill Neighbourhood House Inc.                 | 9  | -  | 9                              |
| Quantin Binnah Community Centre Inc.                  | 12   | -  | 2                              |
| Red Cliffs Community Resource Centre Inc.             | 21   | -  | 21                             |
| Rejoice Chinese Christian Communication Centre Inc.   | 23   | -  | 23                             |
| Resurrection Catholic Church Keysborough              | 283  | 75   | 358                            |
| Reynard Street Neighbourhood House Incorporated       | 48   | -  | 48                             |
| Richmond Community Learning Centre Inc.               | 29   | -  | 29                             |
| Robinvale Network House Inc.                          | -  | -  | -                              |
| Rosewall Neighbourhood Centre Inc.                    | 83   | -  | 83                             |
| Rowville Neighbourhood Learning Centre Inc.           | 131  | 75   | 206                            |
| Rural Industries Skill Training Centre Inc.           | 76   | 11   | 87                             |
| Rushworth Community House Inc.                        | 22   | -  | 22                             |
| Sale Neighbourhood House Inc.                         | 27   | -  | 27                             |
| Sandybeach Community Co-operative Society Limited     | 285  | 21   | 306                            |
| SCAA Shearer Woolhandler Training Inc.                | 18   | -  | 18                             |
| Selby Community House Inc.                            | 24   | -  | 24                             |
| Shepparton Access                                     | 86   | -  | 86                             |
| Shepparton Adult and Community Education College Inc. | 27   | -  | 27                             |
| SkillsPlus Ltd  | 92   | 11   | 103                            |
| Small Business Mentoring Service Inc.                 | -  | 66   | 66                             |
| South Shepparton Community Centre Inc.                | 13   | -  | 13                             |
| Southern Grampians Adult Education Inc.               | 187  | 176  | 363                            |
| Southern Migrant and Refugee Centre Inc.              | 28   | -  | 28                             |
| Southport Community Centre Incorporated               | 111  | 11   | 122                            |
| SPAN Community House Inc.                             | 35   | -  | 35                             |

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|---|--|--|--------------------------------|
| Springdale Neighbourhood Centre Inc.                            | 140  | -  | 140                            |
| Springvale Indo-Chinese Mutual Assistance Association Inc.      | 79   | -  | 79                             |
| Springvale Learning and Activities Centre Incorporated          | 285  | 40   | 325                            |
| Springvale Neighbourhood House Inc.                             | 267  | 20   | 287                            |
| St. Arnaud Neighbourhood House Inc.                             | 12   | -  | 12                             |
| Stawell Neighbourhood House Inc.                                | 23   | -  | 23                             |
| Sunraysia Institute of TAFE                                     | -  | 150  | 150                            |
| Sunraysia Mallee Ethnic Communities Council Inc.                | 46   | -  | 46                             |
| Sunraysia Regional Consulting Limited                           | 24   | -  | 24                             |
| Sussex Neighbourhood House Inc.                                 | 83   | 3  | 86                             |
| Task Force Community Agency Inc.                                | 137  | 22   | 159                            |
| Tatura Community House Inc.                                     | 14   | -  | 14                             |
| The Basin Community House Inc.                                  | 222  | 22   | 244                            |
| The Centre for Continuing Education Inc.                        | 402  | 15   | 417                            |
| The Centre: Connecting Community in North & West Melbourne Inc. | 54   | -  | 54                             |
| The Kevin Heinze Garden Centre Incorporated                     | 16   | -  | 16                             |
| The Old Courthouse Committee of Management Inc.                 | 28   | 6  | 34                             |
| The Onemda Association Inc.                                     | 108  | -  | 108                            |
| The Social Studio Inc.  | 31   | -  | 31                             |
| The South Kingsville Community Centre Inc.                      | 65   | -  | 65                             |
| The U3A Network-Victoria Inc.                                   | -  | 170  | 170                            |
| Traralgon Neighbourhood Learning House Inc.                     | 52   | -  | 52                             |
| Trudewind Road Neighbourhood House Inc.                         | 3  | -  | 3                              |
| United-Spanish Latin American Welfare Centre Inc.               | 13   | -  | 13                             |
| Uniting (Victoria and Tasmania) Limited                         | 54   | -  | 54                             |
| Upper Beaconsfield Community Centre Inc.                        | 46   | -  | 46                             |
| Vermont South Community House Incorporated                      | 147  | -  | 147                            |
| VICSEG New Futures  | 44   | -  | 44                             |
| Victoria University   | -  | 213  | 213                            |
| Victorian Aboriginal Community Services Association Limited     | 29   | 10   | 39                             |
| Victorian Adult Literacy and Basic Education Council Inc.       | -  | 33   | 33                             |
| Victorian Deaf Society  | 6  | -  | 6                              |
| Victorian Vocational Rehabilitation Association                 | 111  | 10   | 121                            |
| Waminda Inc.  | 21   | -  | 21                             |
| Warracknabeal Neighbourhood House and Learning Centre Inc.      | 25   | 29   | 54                             |

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|--|--|--|--------------------------------|
| Warragul Community House Inc.                    | 47   | 33   | 80                             |
| Warrandyte Neighbourhood House Inc.              | 10   | -  | 10                             |
| Waverley Adult Literacy Program Inc.             | 23   | -  | 23                             |
| Waverley Community Learning Centre Inc.          | 85   | -  | 85                             |
| Wedderburn Community House Inc.                  | 13   | -  | 13                             |
| Wellsprings For Women Incorporated               | 184  | 77   | 261                            |
| Wendouree Neighbourhood Centre Inc.              | 171  | 12   | 183                            |
| Westgate Community Initiatives Group Ltd.        | 358  | -  | 358                            |
| Whittlesea Community Connections Inc.            | 16   | -  | 16                             |
| Whittlesea Community House Inc.                  | 17   | -  | 17                             |
| Williamstown Community and Education Centre Inc. | 267  | 7  | 274                            |
| Winchelsea Community House Incorporated          | 12   | -  | 12                             |
| Wingate Avenue Community Centre Inc.             | 177  | 3  | 180                            |
| Wonga Park Community Cottage Inc.                | 3  | -  | 3                              |
| Workforce Plus Inc.                              | 81   | -  | 81                             |
| Wycheproof Community Resource Centre Inc.        | 17   | -  | 17                             |
| Wyndham Community and Education Centre Inc.      | 445  | 228  | 673                            |
| Yarraville Community Centre Inc.                 | 277  | 95   | 372                            |
| Yarrawonga Neighbourhood House Inc.              | 39   | -  | 39                             |
| Yarrunga Community Centre Inc.                   | 113  | 11   | 124                            |
| Yooralla   | 9  | -  | 9                              |
| Youth Projects Limited                           | 27   | 6  | 33                             |
| YouthNow Inc.                                    | 301  | 28   | 329                            |
| Zoe Support Australia                            | 55   | 3  | 58                             |
| <b>Grand Total</b>                               | <b>27,027</b>  | <b>4,122</b>   | <b>31,149</b>                  |

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