

Adult, Community and Further Education Board



Annual Report 2021–22



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

Dear Minister

In accordance with the *Financial Management Act 1994*, I am pleased to submit the Adult, Community and Further Education Board's Annual Report for the year ending 30 June 2022.

A handwritten signature in black ink, appearing to read 'Ms Maria Peters', written over a faint horizontal line.

Ms Maria Peters
Chairperson
Adult, Community and Further Education Board

29 September 2022

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Year in review

Our vision

The vision of the Adult, Community and Further Education Board (the Board) is that the adult, community and further education (ACFE) 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 7 core Victorian public sector values of:

- responsiveness
- integrity
- impartiality
- accountability
- respect
- leadership
- human rights.

Chairperson's report

Our Learn Local sector has always been important as a vital and unique part of our state's education system. Learn Locals provide places where people come to connect and improve their language, literacy, numeracy and digital skills. They are where people can build skills for study, work and life and, most importantly, where the confidence, expectations and hopes of adult learners are changed for thousands of Victorians each year.

Last year highlighted that many people in Victoria need even more support. Our sector continues to provide opportunities for people to re-engage and participate in a positive learning experience, and to gain the vital confidence and skills they need in life, in study and in work. The Board greatly appreciates the work that providers do every day to help learners achieve their dreams.

During 2021–22, the sector continued to show resilience, dedication and innovation to meet the fluctuating challenges of the COVID-19 environment. The Board recognised the struggles faced by the sector and remained learner focused, through approval of flexible funding arrangements and the development of new initiatives. It supported Learn Local providers to deliver the relevant and quality training that learners need to develop skills for study and work, to have positive lives and to participate in their communities.

Although the Board was focused on being responsive to the needs of the sector during the COVID-19 pandemic, it also maintained momentum in achieving the goals and aspirations of the Ministerial

Statement, *The Future of Adult Community Education in Victoria 2020–25*, to provide strong foundations for the sector, and support learners and Learn Local staff to ensure a sustainable sector into the future.

Learners

The Board continued to focus on work that leads to a better understanding of our learners, particularly hard-to-reach and disengaged learners, and their barriers and motivations to engagement, including Koorie and culturally and linguistically diverse learners. This work aims to improve participation and success in pre-accredited training through place-based local learning, using a choice of delivery modes and experiences that meet the needs and goals of learners.

In 2021–22, the sector continued to experience a softening of learner demand. The number of module enrolments in Learn Local courses funded by the Board in 2021 indicates that, although enrolments were lower than the target, they represent an improvement on 2020 when the impacts of the COVID-19 pandemic were first being realised.

Despite the continued lower demand by learners, results of the 2021 Pre-accredited Learner Survey were very positive. Most respondents were highly satisfied with the teaching and learning experiences they received, and learners continued to achieve positive employment outcomes from undertaking Learn Local courses. I would like to again congratulate Learn Local providers on the results of the survey, which acknowledge the hard work of educators.

Buoyed by these results, the Board continued providing programs to encourage more learners to participate in Learn Local courses. This included research, programs and additional centrally developed resources to assist the sector to deliver pre-accredited training in areas of greatest need.

In response to the significant impact of the COVID-19 environment on delivery and uptake of training, the Board looked to initiatives to support learner access and sector sustainability. A key project has commenced to establish sustainable pre-accredited regional provision models that foster and support different delivery approaches between providers, which will cater for thin markets and support providers to meet place-based needs.

Partnerships

The Board focused on supporting partnerships across our communities to make sure that the role of the sector is better understood, is promoted, and is part of place-based local solutions. These include improving partnerships of Learn Locals with TAFEs and dual-sector universities, which will be further strengthened through collaboration with the Office of TAFE Coordination and Delivery. These partnerships will assist with developing stronger pathways for learners from pre-accredited into accredited training. Collaborative arrangements have also been established between the Victorian Skills Authority and Regional Councils, to exchange intelligence on local workforce needs and training issues.

The Board also supported Learn Local providers to assist with the development of new initiatives, including the Just in Time Learn Local–Industry Partnerships and Learn Local at Work case studies. These projects assist Learn Locals to form relationships with industry, and provide the support and resources needed for this. These important projects will help build understanding of the sector across industry, and how it can assist industry to meet workforce needs.

Working with job agencies, industry and TAFE will increase opportunities and improve employment and training pathways for learners who wish to gain skills and find employment. It will also support local industry and the local economy.

Working with the sector

The Board also focused on developing strengthened approaches to professional development to support the Learn Local workforce. Continued engagement with the sector makes professional development accessible, supports workforce skills and improves knowledge of the sector, which effectively addresses the needs of its learners, communities, industry and other partners.

The Board provided support and training for Learn Locals to deliver online or remote training. This included guidance materials, support networks and webinars on innovative delivery strategies. Centralised resources were made available to assist the sector to deliver training in areas of greatest need, including digital literacy modules and courses, pathways into further study and work, and industry-contextualised training.

The Board maintained its high level of engagement and consultation with stakeholders and the sector. It continued face-to-face and virtual visits with Learn Local providers, to see their work and thank them for their work, commitment, resilience and adaptability. In doing this, the Board gained a better understanding of the ongoing impact of the COVID-19 environment and what the impact of other changes, such as higher employment levels, was having on provision and community needs. The feedback from these and other sector sessions held with the Board, online COVID-19 sessions, and the Learn Local pulse surveys, provided the Board with much needed insight into the challenges facing the sector during these unprecedented times.

This feedback has been instrumental in assisting the Board's strategic planning for 2022 and beyond, including increased support and flexible funding for Learn Locals.

Sector recognition

The 2021 Learn Local Awards Gala Ceremony was an opportunity to come together and celebrate achievements of learners, and the work and value of the sector. In 2021, the Board introduced several new award categories, including the Victorian Learn Local Leadership Award and the Victorian Learn Local Innovation Award, with the aim of recognising these important aspects of our sector. The 2020 Awards winners and finalists were also invited to attend, as we were unable to hold an in-person gala in 2020.

We take great pride in what we do, and, through the positive impact we have on so many individuals in our communities, we change lives. These awards are just one way that we shine a spotlight on the amazing work of the Learn Local sector.

The Board's work and governance

In 2021–22, investment was made in research to build learner engagement, sector brand recognition and impact with key stakeholders, through the delivery of evidence-based communication strategies and activities. The Board also finalised important strategic policies on provision, procurement and registration, to make sure that the distribution of Board funding was aligned with the goals of the Ministerial Statement. I am positive that the Board can encourage more learners back to Learn Local courses and improve outcomes for learners who are most in need.

To further progress implementation of the 2020 governance review of ACFE, the Board and the Department of Education and Training (the department) worked together to develop the ACFE System Governance Guidelines to support effective working relationships and strengthen outcomes.

In response to the Parliamentary Secretary's 2021 *Strengthening Regional Councils* review, the Board approved an implementation plan of the review's 21 recommendations in February 2022. This plan makes

sure that all recommendations from the review will be implemented throughout 2022. A focus on stronger collaboration, and relevant and effective resources and processes, will make sure that the Board and Regional Councils have an effective relationship into the future.

Acknowledgements

I would like to thank all Board members for their expertise, leadership, work and ongoing commitment to do the best they can for our learners and the Learn Local sector. I would like to acknowledge the contribution of Mr Raoul Wainwright and Ms Penny Wilson, whose terms ended during 2021–22.

Mr Wainwright was Deputy Chairperson of the Board until 25 September 2021. He brought many key attributes and skills to the Board, including his extensive legal background. Through his commitment to improving education opportunities for all Victorians, he made a strong contribution to the Board over his term.

Ms Wilson's background in Learn Local provision gave the Board first-hand knowledge of the place-based provision of ACFE. Her passion for the sector, together with her expertise in communications and governance, and her understanding of business management, were much valued on the Board.

On behalf of the Board, I wish to thank them for their positive contribution on the Board and their commitment to adult community education. I wish them well in their future endeavours and achievements.

During 2021–22, the Board welcomed 2 new members: Ms Deborah Sansom and Mr Ekrem Ozyurek.

Mr Ozyurek brings 30 years of experience in primary and secondary education to the Board. The Board will benefit greatly from his knowledge and work in community, and cultural development in culturally and linguistically diverse communities, specifically the Turkish and Islamic communities.

Ms Sansom has widespread experience in media, communications and stakeholder engagement. Through her consultancy business, she brings to the Board specialised skills in community engagement and workforce development, across the arts, government, business and not-for-profit sectors.

In 2021–22, we also welcomed new and reappointed members to our 8 Regional Councils. I sincerely thank Regional Council members for their critical role as part of the Board's governance, for their advocacy of the sector in their regions, for their insights and regional knowledge, and for their advice on the needs of their communities. The Board values the Regional Councils' continued contribution to and support of its work to improve educational training opportunities for adult Victorians.

On behalf of the Board, I would like to thank the General Manager of the Board, Ms Jeanette Nagorcka, and the staff within the ACFE Division and broader department, who are involved in delivering our priorities and work, and who support our learners and the sector.

Looking to the future, the Board remains committed to supporting and working with the sector to provide the best outcomes for adult learners in Victoria. I am immensely honoured to be part of the Board and to work with so many wonderful people in our sector. The Board is proud of the sector's ongoing commitment to learners and their communities, and its ongoing resilience and work over the last few difficult years.

The Board looks forward to continuing to work with the sector and to both lead and support it, to make sure that the important work it does will strengthen and prosper into the future.



Ms Maria Peters
Chairperson

Purpose and functions

The 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 ACFE in Victoria.

The Board has 5 broad functions that are:

- **developmental** – to evaluate and report on the development of place-based ACFE policies, programs, resources and services
- **advisory** – to advise the Minister for Training and Skills and, through the Minister, the Victorian Government, on ACFE matters
- **strategic** – to strategically plan and evaluate policies, programs, resources and services. We consider and prioritise the needs of adult learners seeking to attain the education and core skills necessary for further study and employment, and establish objectives and targets to meet them
- **profiling** – to foster and support research and development in the adult community education sector, as well as into the impact and benefit of ACFE
- **operational funding** – to provide and fund policies, programs, resources and services to deliver accessible, inclusive and quality ACFE programs, resources and services, based on learner needs.

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

Adult community education in Victoria

The Victorian Government, through the Board, registers and funds adult community education providers to deliver Learn Local courses to a broad range of adult Victorians, so they can study and work in their local area. Learn Local courses are aimed at adult Victorians who want to develop their core skills for study, work or life. These short courses are offered at low or no cost to eligible Victorians. They range from literacy and numeracy to job-related and digital skills, and are delivered by experienced and dedicated trainers.

Learn Local courses contribute to the wellbeing of learners in a range of important ways, such as by building self-confidence and social engagement, and through positive learning experiences that lead to study pathways or employment.

They also provide:

- greater opportunities through economic participation
- stronger Victorian communities and economies, through greater workforce participation
- increased socioeconomic resilience and improved mental health.

By strengthening the ability of adult Victorians to participate fully as members of the Victorian community, courses deliver the social and societal benefits of true citizen participation.

Adult community education providers delivering Board-funded courses are part of the Learn Local sector. The Learn Local sector is an essential part of Victoria's post-secondary education and training system. It plays a vital role in providing pathways for adult learners to transition to employment and further training.

The Learn Local sector supports adult 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 they may have 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.

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

Board-registered Learn Local providers are community-based organisations and managed not-for-profit organisations. They range from large, sophisticated organisations staffed by experts in many fields, to smaller organisations with simple structures that are staffed by people with expertise primarily in adult, community and further education. In 2022, 265 organisations are registered Learn Local providers, including AMES Australia.

All Learn Local providers are place-based community organisations, with some providers focusing solely on delivering Board-funded courses. For the majority of Learn Local providers, educational and service delivery responsibilities are much broader.

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, Minister for Higher Education, and Minister for Agriculture on 14 November 2019. It establishes a reform agenda for the Board and the adult community education sector. It sets ambitious aspirations and goals with qualitative and quantitative measures.

The Ministerial Statement emphasises training in adult literacy, numeracy, employability and digital skills as a priority across all post-compulsory education sectors, including technical and further education (TAFE). It 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 during 2020–25, which include:

- 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, directing all Board funding 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's Strategy 2020–25 is a blueprint for the Board and the Learn Local sector for the 6 years from 2020 to 2025. It is the primary means of delivering on the Ministerial Statement, and positioning and strengthening the sector's role in Victoria. This strategy is closely aligned with the Ministerial Statement.

Strategy 2020–25 focuses on adult Victorians who are seeking to develop the core skills they need for study, work and life, and it places the learner at the centre. It acknowledges the sector's strengths in terms of its level of engagement and participation of adult learners.

Strategy 2020–25 focuses on the 4 strategic directions of:

- 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.

In 2021 and 2022, the Minister for Training and Skills provided the Board with annual Ministerial Statements of Expectations. These statements contribute to the delivery of the Ministerial Statement *The Future of Adult Community Education in Victoria 2020–25* and the Board's Strategy 2020–25. The Board reports on achievements against the Ministerial Statements of Expectations to the Minister for Training and Skills on a biannual basis.

Non-financial performance reporting

Performance against output performance measures

Performance measure	Unit of measure	2021–22 actual	2021–22 target	Performance variation (%)	Result
Number of government-subsidised pre-accredited module enrolments funded through the ACFE Board	number	42,645	48,400	-11.9	■

Key: ■ Performance target not achieved – more than 5% variance

The above performance measure relates to the calendar year. The 2021–22 actual is lower than the target, due to the continuing impact of the COVID-19 pandemic on training activity in 2021.

Participation in Board-funded training

In 2021, the Board funded the training of 20,661 Victorians through 245 contracted Learn Local providers, including adult education institutions.

This funding provided access to learning opportunities for:

- 4,698 early school leavers
- 535 low-skilled and vulnerable workers
- 415 Indigenous Australians
- 6,928 unemployed learners
- 5,347 people with a disability
- 528 disengaged young learners
- 9,943 culturally and linguistically diverse learners.

Note: Learners can be counted in more than one learner group.

Key initiatives and projects

This annual report covers the key initiatives and projects relating to the Board's Strategy 2020–25. These can be categorised according to the 4 main strategic priorities of the strategy, which are:

- our learners
- our partners
- our people
- our Board.

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

Pre-accredited Learner Survey

In 2022, learners in pre-accredited education and training were again included in the vocational education and training (VET) Student Satisfaction Survey.

The 2022 Pre-accredited Learner Survey of 2021 learners in pre-accredited programs had a response rate of 35.2% (5,564 learners).

The 2022 survey results were very positive and indicated that learners were highly satisfied with the teaching and learning experience:

- 83% indicated that they achieved their main reason for training.
- 90% reported satisfaction with course materials and facilities, as well as the support they received from their trainers.
- 86% reported positive perceptions of teaching.
- 99% reported a safe, welcoming and culturally appropriate learning environment that factored in the diversity of learners.
- 91% would recommend their Learn Local provider.
- 89% indicated that they were satisfied with their training.
- 92% were satisfied that their provider had identified their learning needs.
- 85% were satisfied that their pre-accredited course addressed their learning needs.

Employment outcomes for the 2021 cohort of pre-accredited training show several key employment improvements following pre-accredited training, including:

- improved employment (up by 6.5 percentage points)
- decreased unemployment (down by 3.1 percentage points)
- increased volunteering and unpaid work (up by 0.1 percentage points)
- increased workforce participation (up by 3.4 percentage points).

The approximately 30% of learners who undertook pre-accredited training for work-related reasons contributed most to the overall improvements in employment outcomes for learners. They accounted for more than two-thirds of the increase in employment, decline in unemployment and increase in labour force participation.

Meeting learner needs in the COVID-19 environment

Recent challenges have highlighted that there is an even greater role for our sector and a critical need for our learners across all communities to build their core skills, including digital skills, for their lives and futures. Some Learn Locals continued to face difficulties in engaging learners throughout 2021, due to repeated lockdowns and distancing rules in the COVID-19 environment. In response, the Board implemented a range of business supports for Learn Local providers, including AMES Australia and the Centre for Adult Education (CAE), in delivery of Learn Local courses.

This included support and training for Learn Locals to deliver online or remote training, guidance materials, support networks, and webinars on innovative delivery strategies. This supported learners to engage in Learn Local courses during this time, and to realise their personal and career goals. A suite of centralised resources was also developed to assist the sector to deliver training in areas of greatest need, including digital literacy skills.

In the 2021–22 budget, \$2.781 million over 2 years has been allocated for 2,400 additional pre-accredited training places in digital literacy programs and 2,400 additional pre-accredited training places in employability skills programs.

Better engagement

Consultation with learners and research provided insight and evidence to better provide for learner needs, and assist future planning and provision. The Board has focused on work to understand our learners, particularly those who have been impacted by the last 2 years, and those who are hard to reach and would benefit from engaging in Learn Local courses. The work has had a focus on culturally and linguistically diverse and Koorie members of our communities. Participation and inclusion of First Nations peoples remains a key priority of the Board.

Work is also underway to establish sustainable pre-accredited regional provision models through the development of networked and innovative models in the areas of East Gippsland, Swan Hill and South-Western Victoria. These models will address barriers to access and ensure ongoing training for learners, through collaborative and viable delivery approaches by Learn Local providers and partners. The outcomes of this work will inform provision and system-wide approaches.

Stronger by Design and the Pre-accredited Quality Framework

The Board approved a new pre-accredited curriculum model, Stronger by Design, which refocuses pre-accredited training arrangements to reflect a learner journey perspective. The refocused approach to pre-accredited training during this period has entailed reworking the Pre-accredited Quality Framework (PQF). This framework includes processes, guidelines and tools to assist Learn Local program developers to design Board-funded courses, and ensures quality teaching and learning that meets learner needs.

The revised pre-accredited model and PQF will reflect the Board's focus on supplying adult learners with access to the language, literacy and numeracy knowledge, and the employability and digital skills necessary, to progress in further study and improve employment opportunities. The updated model and tools will also better reflect the contemporary teaching, learning and employment environment.

Digital Literacy Skills

The Board approved the Digital Literacy Skills for Adults program, which aims to establish a suite of digital literacy skills for adults modules and programs. Digital Essentials, the first stage of the program, was completed in 2021. It is designed to equip learners with the preparatory digital skills to engage in accredited training.

The program consists of two 30-hour modules designed to help learners understand the digital basics of various areas of technology, including different digital devices and how they function, and the ways people can use these devices to connect with others and access services over the internet.

The second stage of the program, delivered in 2022, comprises focused short modules for learners who are seeking a job or need to upskill or reskill. These short modules can be incorporated into existing longer pre-accredited courses. They are aimed at supporting learners to understand the digital basics of various areas of technology, and the ways people can use these devices to connect with others and access services over the internet.

Work has also commenced on a pilot in libraries in the eastern region of Melbourne to build learner digital skills, and improve access to digital equipment and tools. The purpose of this project is to develop a partnership model between the Your Library Network and Learn Local providers across Maroondah, Knox, Yarra Ranges and Manningham local government areas. This will improve the opportunity for adult learners who are enrolled in pre-accredited training to access digital technologies and resources that are available to members of public libraries. It is hoped the initiative will provide a blueprint for similar partnerships with libraries and Learn Local providers across the state.

Family Learning Partnerships

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

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

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

Despite the difficulties of operating in a COVID-19 environment, delivery of the FLP program continued in 2021–22. Adjustments were made to enable providers to continue delivery of the programs throughout COVID-19 restrictions.

Learner Engagement A-frame

To engage hard-to-reach learners who may find participation in shorter programs easier, the Board allocated \$500,000 in 2021–22 to the Learner Engagement A-frame program.

The program targets adults experiencing barriers to training, including:

- 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 short programs that:

- 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 is a sponsor of some nationally recognised accredited curricula. There are 5 Certificates in General Education for Adults (CGEAs) that aim to assist educationally disadvantaged adult learners to improve their literacy, basic numeracy and general education skills, so they are better prepared to pursue further study, qualifications and work outcomes.

Training organisations in Victoria are the chief users of the CGEA curriculum. However, other states also make ongoing use of the certificates.

In 2021–22, Victoria University, the Board's appointed curriculum maintenance manager, continued to provide core services for the CGEA and teacher professional development sessions. Teachers were provided with examples of quality practice in the design, delivery and assessment for these certificates, and in various education contexts.

Accreditation of the certificates has been renewed to 30 June 2024.

Certificate IV in Tertiary Preparation

The Board sponsors and funds an accredited curriculum focused on supporting educationally disadvantaged Victorians to prepare for tertiary study. The Certificate IV in Tertiary Preparation was reaccredited on 30 June 2021 for a further 5 years to 30 June 2026. The scope of the certificate is sufficiently broad to support transition to a range of tertiary subject disciplines.

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

Learn Local–industry partnerships

Partnerships with industry are a way that Learn Local providers can tailor training solutions to employers' workforce skills needs, and to support workers who are vulnerable to unemployment and/or vulnerable adults seeking employment.

In 2021, a Just in Time Industry Partnership initiative was launched by the Board, with a focus on supporting emerging partnerships between Learn Locals and business, where there is an evidenced business core skills training need that can be matched by a co-designed, pre-accredited training solution.

Thirteen Learn Local–employer partnerships were funded in late 2021 in a range of industry areas facing key skill shortages, including construction, hospitality, health care and support, cleaning, agriculture and horticulture, food processing and manufacturing.

The number of partnerships continues to grow as industry becomes aware of the flexibility and responsiveness of pre-accredited programs. Learners benefit through the development of core skills they need to improve their job prospects and capacity to undertake further training. Employers have, through a customised program to fit their particular needs, potential employees who are job ready for their business.

The pre-accredited program resources developed as part of the partnerships undergo a final quality assurance review. They are then shared across the Learn Local sector to encourage more Learn Local partnerships with industry that lead to learning and employment outcomes for learners.

Lessons learned from the Just in Time initiative will inform the development of good practice guidelines for the facilitation of effective and sustainable Learn Local–industry partnerships for the benefit of learners. The good practice guidelines will also be informed by 4 Learn Local at Work with Industry case studies.

The Learn Local at Work with Industry initiative was launched in 2022 with a focus on established Learn Local–industry partnerships.

Four successful partnerships have been selected for showcasing as case studies. They have demonstrated good practice and provide strong lessons for the wider Learn Local provider community across Victoria, by working well with industry partners for the benefit of their learners to obtain or retain work. They include a mix of metropolitan, regional and rural-based Learn Local–industry partnerships.

All 4 Learn Local at Work with Industry case studies are in production. They cover the why, how, what, when and where of the Learn Local–industry partnerships, and the impacts and key lessons learned. They include the perspective of the Learn Local provider, the industry partner and the learners involved, and will be available later in 2022 in print and online formats, with a short video highlighting key aspects.

The tailored pre-accredited training programs used by the 4 case study partnerships, which enabled vulnerable adults to upskill to enter the workforce, are being prepared for sharing across the Learn Local sector.

TAFE and pathways

The Board continues to work with the ACFE Division in the department via the Office for TAFE Coordination and Delivery, and with TAFE institutes to strengthen relationships for the benefit of learners. The Board has focused on exploring ways to enhance pathway solutions for learners, through partnership arrangements and the development of courses to support learner transitions.

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

The Board invests in professional development for the Learn Local workforce for the benefit of adult learners undertaking pre-accredited training programs.

There has been strong ongoing investment in professional development through activities offered in a variety of learning modes based on sector input that leverage the learnings gained during COVID-19 disruptions. The investment aims to help build Learn Local sector resilience to future external impacts, as well as to consider new and emerging practices that further build on the skills of the sector to meet learner need, and to work with partners and communities. There continues to be a focus on building the skills of the sector to deliver the language, literacy, numeracy, digital and employability skills needed by our learners for their lives, for study and for work. There is also a focus on supporting innovation in practice and delivery through a variety of modes.

During 2021–22, the Board supported Learn Local providers to improve the quality of their work by funding the following professional learning activities:

- Two further rounds of the Adult Literacy and Numeracy Practitioners Program (ALNPP), developed and piloted in 2020, were provided to enhance the skills and practices of pre-accredited trainers delivering literacy and numeracy training in a vocational context. The program has been undertaken by more than 450 pre-accredited trainers and by at least one trainer in about 80% of all Learn Local providers.
- For ALNPP alumni, a Professional Learning Network was established. This provides continuing learning opportunities for pre-accredited teachers to improve their literacy and numeracy teaching, and their literacy and numeracy leadership professional identity in the Learn Local sector. Members of the ALNPP alumni also tested an additional Koorie literacy and numeracy teaching and learning module, which embeds cultural awareness in teaching and learning strategies for First Nations communities.
- As a result of the COVID-19 pandemic, attention was focused on online teaching and learning. The VET Development Centre provided an intermediate-level online teaching and learning program for teachers who completed the introductory online teaching and learning program. The intermediate program involved mentors drawn from graduates of the previous advanced-level program. A showcase event held in May 2022 demonstrated the success of the programs in supporting teachers to become familiar with the online teaching environment, to learn about new approaches to teaching, and to develop, implement and evaluate online learning resources.
- Professional development was offered to the Learn Local workforce in instructional design. The focus was on supporting Learn Local practitioners and trainers to develop their capacity and capability to produce high-quality curricula that were suitable for pre-accredited adult learners with

low literacy, numeracy and employment skills below the Australian Core Skills Framework level 2. There were 124 participants in this professional development.

- Professional development was also provided to support and review the Skills for Work and Study program.
- A one-day 'good practice' sharing event called Marketplace was also run online. A variety of topics were determined and delivered by Learn Locals in a total of 25 sessions. Attendees across the sessions totalled more than 500.
- During the COVID-19 period, the Board supported 100 Learn Local managers to complete the Pre-accredited Business Planning and Marketing course provided by the Small Business Mentoring Service. The professional development included one-on-one mentoring support to Learn Locals.
- The VET Development Centre provided a new 4-part program in blended delivery format for both pre-accredited and accredited VET educators on teaching, supporting and developing pathways for vulnerable learners. Between 20 and 30 participants attended each of the sessions.
- The VET Development Centre provided a new 'masterclass' in VET and Learn Local leadership in a blended delivery format.

Pre-accredited workforce Professional Practice and Recognition Framework

In May 2022, the Board commissioned the development of a Professional Practice and Recognition Framework for the adult community education workforce, and a tool to assist in its use. The framework will support the sector to provide advice on its professional needs and build and recognise the skills of educators and leaders. It will also enable the Board to implement an integrated long-term professional development approach for the Learn Local workforce for educators.

This strategic and integrated approach is being developed with significant expert, sector and Board advice. It will provide a holistic approach to workforce development of the sector by developing a tool that allows self-assessment of skills and knowledge, recognises and rewards existing skills, and facilitates dialogue on areas for individuals' further professional development. It will be a simple tool for the sector to use and engage in through discussion at a local level, to identify individual professional development needs, and recognise and value the skills that individuals bring to the sector. It aims to strengthen professional practice, leadership and the quality of teaching and learning across the sector.

The framework, together with ongoing sector advice and emerging needs, will inform decision-making and professional development investment for Learn Local educators and leaders at various levels of professional practice (or application levels), to provide for career development.

Strategic priority: Our Board

Stewardship and governance

- Meeting the expectations and relevant outcomes set out in Ministerial Statement *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

Stewardship of the sector

The Board is confident it is making good progress against ministerial expectations in making sure that the Learn Local sector adapts and strengthens its capacity to develop core skills, so that educationally disadvantaged learners can fully participate in study, work and life.

The Board's Strategy 2020–25, Planning and Accountability Framework, and our setting of 2022 priorities, underpinned by the department's implementation plan, have established a clear program of work that has enabled the Board to reach many milestones in the first half of 2022. This work establishes a basis from which to move towards the achievement of all goals by 2025.

Considered together, sector feedback, the needs of learners, contextual impacts, the goals of the Ministerial Statement and the 4 strategic directions of the Board's Strategy 2020–25 resulted in finalisation of 3 strategic policies on provision, procurement and Learn Local registration.

The Board has made significant investment in research to inform its strategic planning and decision-making, regarding training provision, investment in resources, sector initiatives and professional development. This work provides a strong evidence base for ACFE and an understanding of learners, including hard-to-reach and disengaged learners, their needs, and barriers and motivations to engagement.

This work also provides insight into our providers, including:

- their needs
- their capacity to deliver on current and future provision needs
- successes that can be shared across the sector
- identification of areas for greater support
- the value of Learn Locals and their impact and contribution to industry, the community and the economy.

The research will also assist Regional Councils in their work, and will provide valuable information for the sector.

In 2021, the Board applied a one-off 30% tolerance on the achievement of training targets for the release of 2021 pre-accredited training delivery payments, and a 30% tolerance for end-of-year recoupment of funds for training non-delivery. Timeframes for delivery of more specialised or newer training programs (Skills for Work and Study pilots and Pathways to TAFE programs) affected by the COVID-19 environment were also extended.

Governance matters

To further progress implementation of the 2020 governance review of ACFE, the Board and the department worked together to develop the ACFE System Governance Guidelines to support effective working relationships and strengthen outcomes. The guidelines provide a comprehensive and shared understanding of the roles and responsibilities of the Board, Regional Councils and the department, and other aspects of governance that underpin the ACFE system to support effective working relationships. Training sessions were delivered to the Board, department staff and Regional Council members.

A new co-designed approach is now in place, with an implementation plan to strengthen the 8 ACFE Regional Councils, in response to the 21 recommendations in the Parliamentary Secretary's *Strengthening Regional Councils Review*. A framework has been developed and implemented, where the Board sets a small number of annual priorities for Regional Councils that are aligned with its work and with their roles.

Each Regional Council is required to develop an annual workplan that is reported on and discussed by the Board, to consider immediate needs and as key input into its annual planning. This has strengthened the governance link between Regional Councils and the Board, which was a key desired outcome. It has allowed Regional Councils to fulfil their newly articulated dual roles of advice to the Board and advocacy on behalf for the Learn Local sector in their respective regions. These reforms have been well received by Regional Councils, and they are positive about their future and the contribution they can make.

Collaborative relationships are being fostered by the Board with the Office of TAFE Coordination and Delivery, to build and systemise Learn Local and TAFE two-way pathways, co-designed programs and other collaborative opportunities.

The Board has also commenced working with the Victorian Skills Authority to make sure that pre-accredited training and the Learn Local sector are part of the Victorian Skills Plan and the collaborative model that fosters inclusion to meet the workforce and training needs of Victoria.

This work will provide important evidence that the Board will consider in its annual planning. The exchange of information and involvement in joint work across the state, including working across all areas of the Victorian Skills Authority, such as Skills and Job Centres, remains a focus for the Board into the future.

Brand and Value Proposition project

The Brand and Value Proposition project is a major piece of work that aims to create a meaningful brand and value proposition. This project will champion and promote the value of the Learn Local sector and Learn Local courses to the Victorian community and economy, including learners, community, industry, TAFE institutes, job agencies and other key stakeholders.

As the brand and value proposition underpins all of the Board's work, this project is closely aligned with, and informs all of, the Board's major projects and initiatives.

In 2021–22, a Communications Impact Map was developed to report on implementation of the plan. The map provides baseline data that future maps can be compared against, to assess the effectiveness of the implementation.

The finalised evaluation report indicated a high engagement rate with the Learn Local Skills Campaign and overall positive feedback. The results are informing current work, including Board-funded multi-faceted promotional work that uses both state and local approaches, based on working with the sector. There is a greater focus on engagement with stakeholders, including culturally and linguistically diverse communities, Koorie communities and other learner groups, and key community groups. It also informed market research

and concept testing, and partnering with the Department of Jobs, Precincts and Regions and the Department of Families, Fairness and Housing, through collaborative approaches to maximise impact.

Regional stakeholder profiles were finalised for all ACFE regions. They provide key data and insights to help the Board, Regional Councils and department representatives engage with stakeholders at the regional level. They will enable Board and department representatives to identify priority stakeholder groups and trends across multiple Regional Council areas.

Work also progressed on the Learn Local Brand Recognition and Baseline Measurement project. This multi-year project gathers baseline measures for brand recognition of Learn Local among key stakeholders. It sets annual targets to assist the Board and the department to establish a prompted brand recognition target of adult community education provision and purpose among potential learners, small-to-medium-sized businesses in relevant industries, and TAFE institutes. A secondary objective of the project is to develop an understanding of the 'most in need' potential learner cohort. The final report, developed by KPMG, establishes short- and long-term brand recognition targets, and provides a number of recommendations to improve brand recognition awareness.

Other work completed during 2021–22 included a draft Stakeholder Engagement Plan, a range of collateral to promote Learn Local providers and pre-accredited training and updated Learn Local Brand Guidelines. This work will be further developed as part of building the sector's profile and promoting its value and importance.

2021 Learn Local Awards

The Victorian Learn Local Awards promote ACFE by recognising the outstanding achievements of learners, practitioners and Learn Local providers. They reward best practice and innovation, and encourage high standards. The awards in 2021 were an opportunity to celebrate the resilience of the Learn Local sector and the 15th anniversary of the awards.

Presentations were made to the 2021 award winners at an in-person gala on Friday 10 December 2021. The gala was hosted by MC Gorgi Coughlan. Prize money totalling \$84,000 was awarded to:

- The Ro Allen Award – Learn Local Pre-accredited Learner (Skills for study and life):
Omer Ntunzwenimana, Sunraysia Mallee Ethnic Communities Council
- Victorian Learn Local Young Pre-accredited Learner (Skills for work) Award:
Mariam Yacoub Ibrahim, Farnham Street Neighbourhood Learning Centre
- Victorian Learn Local Pre-accredited Trainer Award:
Robyn Matthews, Loddon Campaspe Multicultural Services
- Victorian Learn Local Leadership Award:
Rana Tbaileh, Banksia Gardens Community Services
- Victorian Learn Local Pre-accredited Program Award (For small providers):
Starting Work in Australia – Karen Engineering Studies (Loddon Campaspe Multicultural Services)
- Victorian Learn Local Pre-accredited Program Award (For large providers):
Catering for Success, The Basin Community House Inc.
- Victorian Learn Local Innovation Award:
Starting Work in Australia, Karen Engineering Studies (Loddon Campaspe Multicultural Services)
- Victorian Learn Local Partnership Award:
Starting Work in Australia, Karen Engineering Studies (Loddon Campaspe Multicultural Services)

2021 Victorian Training Awards – Victorian Community Training Provider of the Year

For the 7th 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:

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

Williamstown Community and Education Centre was announced as Community Training Provider of the Year at the 2021 Victorian Training Awards. The centre runs community education and employment programs across 5 sites in Melbourne's western suburbs. The organisation prides itself on having increased the number and range of services on offer to the diverse community within the area in recent years. It provides traditional services, such as digital literacy training and English language programs, for culturally and linguistically diverse learners, while also recently introducing innovative classes in yoga, meditation, acting and music.

Financial performance reporting

Summary of financial results

The table below summarises information from the Board's financial reports for the 2021–22 financial year. It includes comparative results for the previous 4 years.

Five-year financial summary

Result	30 June 2022 \$'000	30 June 2021 \$'000	30 June 2020 \$'000	30 June 2019 \$'000	30 June 2018 \$'000
Total income from transactions	38,052	36,869	37,294	41,592	32,095
Total expenses from transactions	37,751	33,314	34,853	35,411	35,712
Net result from transactions	301	3,555	2,441	6,181	(3,617)
Other economic flows included in net result	10	122	80	6	68
Net result for the period	311	3,677	2,521	6,187	(3,549)
Net cash flow from operating activities	–	–	136	–	–
Total assets	28,833	26,179	19,981	51,128	45,423
Total liabilities	5,266	2,923	402	1,673	2,155

Revenue

Total income increased by \$1.2 million in 2021–22 with the receipt of additional funding to tackle the digital skills divide to get Victorians into jobs.

Expenses

Expenses in 2021–22 increased by \$4.4 million, reflecting an increase in training delivery grants compared with 2020–21, in part due to the impact of the COVID-19 environment.

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 provide links to government, industry and community sector activity.

On 20 July 2021, Ms Peters was reappointed to the Board as Chairperson for a 3-year term, and Ms Brennan and Mr Grogan were each reappointed to the Board for another 3-year term.

On 25 September 2021, Mr Wainwright's term on the Board ended.

On 19 October 2021, Dr Lam was appointed Acting Deputy Chairperson of the Board from 18 October 2021 to 25 October 2021. On 19 October 2021, Dr Lam was appointed Deputy Chairperson of the Board from 26 October 2021 to 30 April 2023.

On 21 December 2021, Mr Ozyurek and Ms Sansom were each appointed to the Board for a 3-year term.

On 29 March 2022, Ms Lewis was appointed to a short-term appointment from 1 May 2022 to 30 June 2022, and Ms Wilson was appointed to a short-term appointment from 13 May 2022 to 30 June 2022. These short-term appointments were made while recruitment to the Board was finalised.

On 30 June 2022, the terms on the Board of Ms Lewis and Ms Wilson ended. On 1 July 2022, Ms Lewis was reappointed to the Board for another 3-year term.

ACFE Board members 2021–22

Ms Maria Peters (Chairperson) has been involved in the adult education and vocational sectors for more than 30 years, and is a respected leader in VET at state, national and international levels. Ms Peters has held a wide range of management, leadership and governance roles, including at Chisholm TAFE, where she had management roles in adult community education and foundation areas, before becoming Chief Executive Officer in 2011.

Ms Peters has a strong track record of service to communities, with a focus on improved participation, and 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 VET 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.

Ms Peters was the Independent Chairperson of the Future Opportunities for Adult Learners in Victoria Reference Group. She is a member of the RMIT University Council and was appointed to the Victorian Skills Authority Board in late 2021.

Mr Raoul Wainwright (Deputy Chairperson to 25 September 2021) 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 had 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. Mr Wainwright's term on the Board ended on 25 September 2021.

Dr Maylyn Lam (Deputy Chairperson from 26 October 2021) has held senior policy and research roles in non-government organisations, including a role as Deputy Chief Executive Officer for peak body Jobs Australia. She worked for the Vincent Fairfax Family Foundation in 2021 and 2022, managing the Decent Work grants program, was a Commissioner for the National Youth Commission into Youth Unemployment and Transitions (2019 to 2020), and is Chairperson of the Board of Youth Development Australia. Dr Lam is currently working for the Brotherhood of St Laurence as an advisor to the Given the Chance employment services social enterprise. She holds a Doctor of Philosophy and Master of Education from the University of Melbourne.

Mr James Atkinson has a lifelong commitment to the preservation of First Nations culture, language and customs, and to the regeneration and continued advancement of his community. He has 35 years of experience across a range of Aboriginal services and government departments.

Mr Atkinson is Chief Executive Officer with the Aboriginal Community Elders Services. Previously, he was Director, Strategy and Development, Victorian Aboriginal Health Service, Chief Executive Officer of Rumbalara Aboriginal Co-operative, and has held senior positions in the department.

He has a strong academic background in public policy and management, extensive experience in leadership and management focusing on the strategic planning, staffing and complex stakeholder management for Aboriginal organisations, and in Aboriginal education in early childhood, TAFE and the school sectors.

He also has significant involvement in state and federal government, and community advisory groups, and extensive connection and engagement with organisations focused on certainty of access to services for First Nations Australians.

Ms Sally Brennan is an experienced education consultant with a particular focus 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.

Ms Brennan 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. Ms Brennan has postgraduate qualifications in adult learning and development, including a Master of Education, and is a graduate of the Australian Institute of Company Directors.

Ms Claudia Fatone is the Head of Operations for Man Cave Global, a mental health and emotional intelligence charity, whose mission is to empower boys to become great men, by providing them and their communities with impactful programs, role models and resources. Prior to this role, Ms Fatone was Chief Executive Officer of the Fitzroy Legal Service, one of Australia's oldest community legal centres.

Her work experience has included roles as Sector Development Manager of the Federation of Community Legal Centres, Associate Director of Sport Employment Australia, and Women's Cricket Operations Manager with Cricket Victoria. A graduate member of the Australian Institute of Company Directors, Ms Fatone is also a board member of Respect Victoria, and an external member of the Victoria University Compliance Audit and Risk Committee. She is a former director of Cricket Victoria, Melbourne Stars and Melbourne Renegades, and a former board member of the Victoria Law Foundation.

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, Mr Grogan 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, is the Director of Evolve in Focus and is a board member of Melbourne Polytechnic.

Ms Margaret Lewis has wide-ranging experience on community boards and committees. Ms Lewis is currently the Chair of Remembrance Parks Central Victoria and a board member of Castlemaine Health (now Dhelkaya Health), Planning for Sustainable Animal Industries Implementation Reference Group, and Joyces Creek Cemetery Trust, in addition to other non-government bodies and committees. She has extensive experience in education, having been a teacher for 25 years and a principal for 18 years in the Loddon Mallee Region. She was on the board of the Goldfields Local Learning and Employment Network for more than 20 years, and Deputy Chair for many years before retiring in May 2022.

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 Board of Trustees, Deakin University Council, Monash University Faculty of Education Board, Innovation and Business Skills Australia, Australian Training Products and eCoach boards.

Mr Maddock is a Fellow of the Australian Institute of Company Directors. He was awarded the Australian Sports Medal for volunteer services at the Sydney 2000 Olympics. In 2013, Mr Maddock was made a Member of the General Division of the Order of Australia for significant service to VET, and to the sport of basketball.

Mr Ekrem Ozyurek OAM has extensive experience in primary and secondary education, with more than 30 years of experience in the sector. Most recently, Mr Ozyurek was Principal of East Preston Islamic College for 14 years, and was previously the founding Principal of Mt Hira College. His experience and expertise extends to community and cultural development in culturally and linguistically diverse communities, specifically relating to Turkish and Islamic communities, with a focus on education.

In 2010, Mr Ozyurek was awarded the Medal of the Order of Australia for service to the Turkish community of Victoria, and to education. He is currently a Director of the Yunus Emre Institute, and served as Chairperson and Vice-Chairperson of the Islamic Coordinating Council of Victoria from 2002 to 2020.

Ms Deborah Sansom has widespread experience in media, communications and stakeholder engagement, with previous roles as Executive Manager, Cultural Development and Community Engagement at the Geelong Regional Library Corporation, and as a producer for the British Broadcasting Corporation (BBC). She is from the Barwon region and has been the director of her own consultancy firm since 2003, specialising in community engagement, creativity and workforce development, across the arts, government, business and not-for-profit sectors.

Dr Winifred Scott is a consultant with extensive experience in the VET 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 a Member 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.

Ms Penny Wilson has extensive government, community and private sector experience. As a senior partner at SHK Asia Pacific, she leads the executive search practice for government and public policy, including not-for-profit and private sector highly regulated settings. Ms Wilson has held senior roles in the public service, and is former Chief Executive Officer of both the Responsible Gambling Advocacy Centre and the Victorian Council of Social Service. A longstanding volunteer in adult learning programs, Ms Wilson was Chair of Learn for Yourself, a Learn Local provider. She has qualifications in social sciences, communications and business management, and is an experienced non-executive board director. Ms Wilson's term on the Board ended on 30 June 2022.

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 2021–22, the independent members on this committee were:

- Lisa Woolmer (Chairperson)

- Michael Grogan (Deputy Chairperson)
- Claudia Fatone (from 16 December 2021)
- John Maddock
- Maria Peters
- Raoul Wainwright (to 25 September 2021).

Representation on panels, advisory groups and working groups

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

- Victorian Learn Local Awards judging panels
- Victorian Training Awards judging panels
- ACFEB–TAFE CEO Stakeholder Group
- The Brand and Value Recognition Advisory Group.

Eight members of the Board also 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 departmental bodies, such as the Marrung Central Governance Group, the Koorie VET Advisory Group, the Multicultural Partnerships Group, the Online Core Skills Assessment Tool Steering Group and the Wirralung Ganai Steering Committee.

Regional Councils of ACFE

Eight Regional Councils of ACFE have been established under the *Education and Training Reform Act 2006*.

The Regional Councils cover the regional areas of:

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

The Regional Councils also cover the metropolitan areas of:

- Eastern Metropolitan
- North-Western Metropolitan
- Southern Metropolitan.

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

Role of Regional Councils

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

Regional Councils draw together different expertise and aspects of local knowledge about adult education, to advise the Board on the needs of adult education across their regions.

In particular, Regional Councils play a key role in:

- providing strategic advice and local intelligence to the Board
- promoting and advocating for the Learn Local sector, and fostering collaboration and partnerships between Learn Locals and key regional stakeholders.

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
- participating in recommending statewide priorities and policies to the Board.

Regional Councils consult with learners, providers, and other education and training organisations in their region, including local TAFEs and adult education institutions.

Composition

Each Regional Council has a minimum of 5 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 make sure that Regional Councils reflect:

- community diversity
- the regional interests and views of individuals and groups who 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 ACFE.

Membership of Regional Councils 2021–22

Barwon South-Western

- Jan Golden, Chairperson until 26 May 2022
- Deryck Gall, Chairperson from 27 May 2022
- Anne Marie Ryan, Deputy Chairperson
- Dianne Baxter (appointed 28 September 2021)

- Louisa-Jane Cunningham
- Alan Davis
- Vikki King (appointed 28 September 2021)
- Peter MacDonald
- Sabina Reynolds (appointed 28 September 2021)
- Richelle Yow

Gippsland

- Desmond Williams, Chairperson
- Shae McGregor, Deputy Chairperson
- Diane Carson
- Karen Fleischer (term ended 30 September 2021)
- Kate Gaffney (co-optee, appointed 21 December 2021)
- Bruno Mascitelli (term ended 30 September 2021)
- Glenda McPhee (term ended 5 July 2021)
- Josie Rose
- Julie Rowley (term ended 30 March 2022)

Grampians

- Tim Shaw, Chairperson
- Jannine Bennett, Deputy Chairperson
- Bryan Crebbin
- Annette Creek
- Angela Dunn
- Tim Harrison
- Andrew Henwood
- Michael Poulton
- Nicola Rodger

Hume

- Bradley Quilliam, Chairperson
- Danny O'Donoghue, Deputy Chairperson
- Trish Curtis
- Linda Kelly (term ended 27 July 2021)
- Renee Leary (term ended 17 August 2021)

- Melva Tyson

Loddon Mallee

- Brian Gould, Chairperson
- Craig Leary, Deputy Chairperson (term ended 30 September 2021)
- Neale Chandler (term ended 30 September 2021)
- Lisa Goettler
- Sarah Graham
- Natalie Green (term ended 3 June 2022)
- Angela Hughes (term ended 10 January 2022)
- Robin Kuhne (co-optee, appointed 5 August 2021)
- Deborah Quin

Eastern Metropolitan

- Beverley Knowles, Chairperson
- Joseph Cullen, Deputy Chairperson
- Alexander Law
- Delys Leslie
- Angela Hoare-Lippman
- Grant Meyer
- Wendy Morris
- Fiona Purcell
- Helen Ruddell

North-Western Metropolitan

- Gregory Ferrington, Chairperson
- Maria Floudiotis, Deputy Chairperson (term ended 30 September 2021)
- Anthony Broad
- Christine McCall
- John Sheen
- Hadi Shehab

Southern Metropolitan

- Martin Corman, Chairperson
- Judith Bissland, Deputy Chairperson
- Ali Aziz

- Sandra George
- Gillian Latchford
- Catherine McGrath
- Suriakumarie Naidoo (term ended 24 March 2022)

Administrative and project support

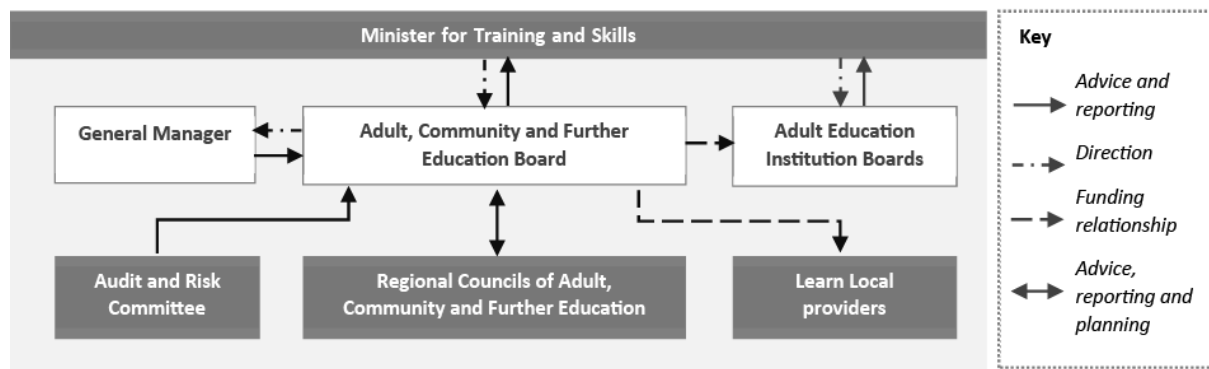
Under the Education and Training Reform Act, the General Manager of the Board is responsible for implementing the Board’s policies and decisions. During 2021–22, this role was filled by Ms Jeanette Nagorcka, Executive Director of ACFE Division of the department. More broadly, the Board’s planning, policy and resource allocation roles were supported in the department by the General Manager and the ACFE Division of Higher Education and Skills.

The department also helped the 8 Regional Councils and the Learn Local providers meet the Victorian 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 2022.

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 Annual Report 2021–22).

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 Annual Report 2021–22).

Other disclosures

Government advertising expenditure

Nil reports.

Disclosure of major contracts

Nil reports.

Consultancy expenditure

Details of consultancies of \$10,000 or greater

In 2021–22, there were 6 consultancies with total fees payable of \$10,000 or greater. Total expenditure in relation to this was \$602,132 (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 2021–22 (excl. GST) \$'000	Future expenditure (excl. GST) \$'000
KPMG Australia	Brand Recognition Baseline Measurement project	225	113	35
JOST & Co	ACFE System Governance Guidelines	65	65	–
Deloitte Access Economics	Scaling Up Pre-Accredited Training	135	134	–
Australian Council For Educational Research	Evaluation of the Adult Literacy and Numeracy Practitioners Program	85	82	–
Deakin University	Contemporary Pre-accredited Quality Framework	115	78	37
KPMG Australia	Future of Software Licensing	130	130	–

Details of consultancies under \$10,000

In 2021–22, there were no consultancies for which the total fees payable to an individual consultant were less than \$10,000. The total expenditure incurred during 2021–22 was nil.

Information and communications technology expenditure

For 2021–22, the Board expended a total of \$827,000 on information and communications technology (ICT), as detailed below.

All operational ICT expenditure		ICT expenditure related to projects to create or enhance ICT capabilities		
Business as usual (BAU) ICT expenditure \$'000	Non-business as usual (non-BAU) ICT expenditure (Total = Operational expenditure + Capital expenditure) \$'000	Operational expenditure \$'000	Capital expenditure \$'000	
812	15	15		–

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 (for example, legal advice)
- personal information about other people
- information provided to the Board in confidence.

Making a request

Freedom of information requests may be submitted to the Board via the freedom of information form on the website of the [Office of the Victorian Information Commissioner](https://ovic.vic.gov.au/freedom-of-information/make-a-freedom-of-information-request) <https://ovic.vic.gov.au/freedom-of-information/make-a-freedom-of-information-request>. Search and access charges may apply.

A freedom of information request must be in writing and clearly identify the types of material sought. It may be made directly to:

Freedom of Information Manager

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

Processing time for freedom of information requests is 30 days. In certain circumstances, this can be extended.

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

Freedom of information statistics

For the 12 months ending 30 June 2022, 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 the website of the [Office of the Victorian Information Commissioner](https://ovic.vic.gov.au/freedom-of-information/for-the-public) <<https://ovic.vic.gov.au/freedom-of-information/for-the-public>>.

Compliance with the *Building Act 1993*

The Board does not own or control any government buildings. Consequently, it is exempt from notifying its compliance with the building and maintenance provisions of the Building Act.

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 or 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. It 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:

Independent Broad-based Anti-corruption Commission

Level 1, North Tower

459 Collins Street

Melbourne VIC 3000

Telephone: 1300 735 135

Internet: website of the [Independent Broad-based Anti-corruption Commission](https://www.ibac.vic.gov.au)

<<https://www.ibac.vic.gov.au>>

Email: See the website for a secure email disclosure process that ensures anonymity.

Further information

Information on public interest disclosure 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 3001

[Email](mailto:acfe@education.vic.gov.au) <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 Annual Report 2021–22.)

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 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 framework objectives that were prioritised during 2021–22 include:

- opportunities for Victorian Aboriginal people

- women's equality and safety
- opportunities for disadvantaged Victorians
- supporting safe and fair workplaces
- environmentally sustainable outputs.

The department has provided advice to its staff undertaking procurement activity on behalf of the Board, on how to implement the framework.

In 2021–22, the Board directly engaged two verified social benefit suppliers.

Office-based environmental impacts

The Board's operations are administered by the department, including the provision of department employees, facilities, office accommodation and fleet services required to support the Board's activities. The department's Annual Report 2021–22 disclosure includes the environmental impacts of the Board's operations.

Additional information available on 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 ACFE 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 or contractors engaged
 - the services provided
 - expenditure committed for each engagement.

Enquiries regarding details of this information should be made to:

Executive Director, Adult, Community and Further Education

Higher Education and Skills

Department of Education and Training

GPO Box 4367

Melbourne VIC 3001

Telephone: (03) 8468 9223

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 under the *Financial Management Act 1994* and Instructions.

Asset Management Accountability Framework (AMAF) maturity assessment

The Adult, Community and Further Education Board does not have any assets for the purposes of the AMAF.

Financial statements

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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 2022 and financial position of the Board at 30 June 2022.

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 29 September 2022.



Ms Jeanette Nagorcka
Accountable Officer
Adult, Community and Further Education Board

29 September 2022



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

29 September 2022



Ms Maria Peters
Chairperson
Adult, Community and Further Education Board
29 September 2022

VAGO independent auditor's report



Independent Auditor's Report

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

Opinion	<p>I have audited the financial report of the Adult, Community and Further Education Board (the board) which comprises the:</p> <ul style="list-style-type: none">• balance sheet as at as at 30 June 2022• comprehensive operating statement for the financial year then ended• statement of changes in equity for the financial year then ended• cash flow statement for the financial year ended then ended• notes to the financial statements, including significant accounting policies• declaration in the financial statements. <p>In my opinion the financial report presents fairly, in all material respects, the financial position of the board as at 30 June 2022 and its financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of Part 7 of the <i>Financial Management Act 1994</i> and applicable Australian Accounting Standards.</p>
Basis for Opinion	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the <i>Auditor's Responsibilities for the Audit of the Financial Report</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the board in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 <i>Code of Ethics for Professional Accountants</i> (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.</p>
Board's responsibilities for the financial report	<p>The Board is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the <i>Financial Management Act 1994</i>, and for such internal control as the Board 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>

Auditor's responsibilities for the audit of the financial report	<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"> • identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. • obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the board's internal control • evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board • conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the board's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the board to cease to continue as a going concern. • evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation. <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>
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MELBOURNE
11 October 2022



Charlotte Jeffries
as delegate for the Auditor-General of Victoria

Comprehensive operating statement

For the financial year ended 30 June 2022

	Notes	30 June 2022 \$'000	30 June 2021 \$'000
Income from transactions			
Grants	2	32,089	31,228
Services received free of charge	2	5,963	5,641
Total income from transactions		38,052	36,869
Expenses from transactions			
Grants and transfer payments	3	(29,431)	(25,753)
Operating expenses	4	(2,357)	(1,920)
Services provided free of charge	4	(5,963)	(5,641)
Total expenses from transactions		(37,751)	(33,314)
Net result from transactions (net operating balance)		301	3,555
Other economic flows included in net result			
Net gain/(loss) on financial instruments	5	10	122
Total other economic flows included in net result		10	122
Net result		311	3,677
Other economic flows – other comprehensive income			
<i>Items that will not be reclassified to net result</i>			
Total other economic flows – other comprehensive income		–	–
Comprehensive result		311	3,677

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

Balance sheet

As at 30 June 2022

	Notes	30 June 2022 \$'000	30 June 2021 \$'000
Assets			
Financial assets			
Receivables	6, 9	28,514	25,870
Total financial assets		28,514	25,870
Non-financial assets			
Prepayment		319	309
Total non-financial assets		319	309
Total assets		28,833	26,179
Liabilities			
Payables	7, 9	5,266	2,923
Total liabilities		5,266	2,923
Net assets		23,567	23,256
Equity			
Accumulated surplus/(deficit)		23,567	23,256
Net worth		23,567	23,256

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

Statement of changes in equity

For the financial year ended 30 June 2022

	Physical asset revaluation surplus \$'000	Accumulated surplus \$'000	Contributions by owner \$'000	Total \$'000
Balance at 30 June 2020	–	19,579	–	19,579
Net result for the year	–	3,677	–	3,677
Balance at 30 June 2021	–	23,256	–	23,256
Net result for the year	–	311	–	311
Balance at 30 June 2022	–	23,567	–	23,567

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

Cash flow statement

For the financial year ended 30 June 2022

	Notes	30 June 2022 \$'000	30 June 2021 \$'000
Cash flows from operating activities			
Receipts			
Receipts from government		29,411	25,007
GST recovered from ATO		2,738	2,446
Total receipts		32,149	27,453
Payments			
Payments of grants and other expenses		(32,149)	(27,453)
Total payments		(32,149)	(27,453)
Net cash flows from/(used in) operating activities		–	–
Net increase/(decrease) in cash and cash equivalents			
Cash and cash equivalents at the beginning of the financial year		–	–
Cash and cash equivalents at the end of the financial year		–	–

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, Minister for Training and Skills and Minister for Agriculture.

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 provider 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.

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 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 environment

The Board has continued to consider the impacts of the COVID-19 environment on the Board's operations, financial position and cash flows during the year. COVID-19 has continued to present challenges to the sector. To support training providers to navigate the economic impacts of COVID-19 and in line with advice from the department, the Board continued to release contracted grant payments as training providers have satisfied their contract requirements through Board-approved modified/alternative activities where necessary.

Management has considered the impacts of COVID-19 on the judgements and assumptions applied to accounting policies. The impacts and assessments have been considered on assets and liabilities which are detailed in Note 6 'Receivables' and Note 9 'Financial Instruments'.

Note 2 Income from transactions

	30 June 2022 \$'000	30 June 2021 \$'000
Income from transactions		
Grants from the Department of Education and Training	32,089	31,228
Administrative and salaries income received free of charge	5,963	5,641
Total income from transactions	38,052	36,869

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.

Services received free of charge

Contributions of services 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 fair value of services received free of charge is measured based on an allocation of estimated time incurred by department staff in supporting the Board, and includes relevant employee benefits (including oncosts), contractors support and overheads.

Note 3 Grants and transfer payments

	30 June 2022 \$'000	30 June 2021 \$'000
Grants and transfer payments		
Payments to adult community education organisations	25,767	23,323
Payments to adult education institutions	2,070	1,431
Payments to other education organisations	1,594	999
Total grants and transfer payments	29,431	25,753

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 2022 \$'000	30 June 2021 \$'000
Operating and administrative expenses		
Operational expenditure		
Operating expenses	2,357	1,920
Services provided free of charge		
Administrative and salary expenses provided free of charge	5,963	5,641
Total operating and administrative expenses	8,320	7,561

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 fair value of services provided free of charge equals the services received free of charge from the Department of Education in supporting the operation of the Board.

Note 5 Other economic flows included in net result

	30 June 2022	30 June 2021
Net gain/(loss) on financial instruments	\$'000	\$'000
Movement in contractual receivables (impairment)	10	122
Total net gain/(loss) on financial instruments	10	122

'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/unrealised gains and losses from revaluations of financial instruments at fair value
- impairment and reversal of impairment for financial instruments at amortised cost
- disposals of financial assets and derecognition of financial liabilities.

Revaluations of financial instruments at fair value

At the end of each reporting period, the Board assesses whether there is objective evidence that a financial asset or group of financial assets is impaired. Objective evidence includes financial difficulties of the debtor identified and recorded in the 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

	30 June 2022	30 June 2021
Receivables	\$'000	\$'000
Contractual receivables		
Trade and other receivables	–	31
Expected credit loss	–	(10)
Total contractual receivables	–	21
Statutory receivables		
Receivables from Victorian Government	28,058	25,584
GST input tax credit recoverable	456	265
Total statutory receivables	28,514	25,849
Total receivables	28,514	25,870

Receivables consist of:

- contractual receivables, such as debtors in relation to goods and services
- statutory receivables, such as amounts owing from the Victorian 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 9 'Financial instruments'.

	30 June 2022 \$'000	30 June 2021 \$'000
Movement in the provision for expected credit loss		
Opening loss allowance	(10)	(132)
(Increase)/decrease in allowance recognised in surplus or deficit	10	122
Balance at end of the year	–	(10)

Note 7 Payables

	30 June 2022 \$'000	30 June 2021 \$'000
Payables		
Contractual payables	5,266	2,923
Statutory payables	–	–
Total payables	5,266	2,923

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 GST.

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 8 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 2022, the Board had no knowledge of any contingent assets or contingent liabilities (2021 – Nil).

Note 9 Financial instruments

Financial risk management objectives and policies

The Board's principal financial instruments comprise:

- receivables (excluding statutory receivables)
- payables (excluding statutory payables).

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.

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.

Measurement basis and accounting policy

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

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.

2022 contractual receivables	Current \$'000	Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000	Total \$'000
Expected loss rate	–	–	–	–	–	–
Gross carrying amount	–	–	–	–	–	–
Less loss allowance	–	–	–	–	–	–
Net carrying value	–	–	–	–	–	–

2021 contractual receivables	Current \$'000	Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000	Total \$'000
Expected loss rate ⁽ⁱ⁾	0%	0%	0%	0%	33%	33%
Gross carrying amount	–	–	–	–	31	31
Less loss allowance	–	–	–	–	(10)	(10)
Net carrying value	–	–	–	–	21	21

(i) The expected credit loss considers the impact that COVID-19 had on debtors trading conditions

Ageing analysis of contractual financial liabilities

2022 liabilities	Carrying amount \$'000	Nominal amount \$'000	Maturity dates			
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000
Contractual payables	5,266	5,266	191	5,075	–	–
Total	5,266	5,266	191	5,075	–	–

2021 liabilities	Carrying amount \$'000	Nominal amount \$'000	Maturity dates			
			Less than 1 month \$'000	1 to 3 months \$'000	3 to 12 months \$'000	1 to 5 years \$'000
Contractual payables	2,923	2,923	2,882	41	–	–
Total	2,923	2,923	2,882	41	–	–

Note 10 Cash flow information

Reconciliation of net result for the period to net cash flow from operating activities	30 June 2022 \$'000	30 June 2021 \$'000
Net result for the period	311	3,677
Other non-cash items affecting results		
(Increase)/decrease in receivables	(2,644)	(6,196)
(Increase)/decrease in prepayments	(10)	(2)
Increase/(decrease) in payables	2,343	2,521
Net cash flows from/(used in) operating activities	–	–

Note 11 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

- The Hon Gayle Tierney MP (1 July 2021 – 30 June 2022)

The following persons acted in the absence of the responsible Minister during the year:

- The Hon Ingrid Stitt MP (3–10 July 2021, and 7–10 January 2022)
- The Hon James Merlino MP (21–22 September 2021, and 11–27 January 2022)

Accountable Officer

- Ms Jeanette Nagorcka (1 July 2021 – 30 June 2022)

The following officers acted in the absence of Ms Jeanette Nagorcka during the year:

- Mr Simon Booth (4–14 January 2022)

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 (\$32.1 million), together with resources received free of charge (\$6.0 million), to undertake legislative responsibilities
- payments to the Department of Health and Human Services (\$0.2 million) for the support of a grants management system
- payments to the Centre for Adult Education (\$0.8 million) and AMES Australia (\$1.3 million) for the delivery of educational services.

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, Minister for Training and Skills and Minister for Agriculture in the Parliament of Victoria
- Accountable Officer.

Entity	Key management personnel	Position title	Period
Parliament of Victoria	The Hon Gayle Tierney MP	Minister for Higher Education, Minister for Training and Skills and Minister for Agriculture	1 July 2021 – 30 June 2022
Board	Ms Jeanette Nagorcka	Accountable Officer	1 July 2021 – 30 June 2022
Board	Ms Maria Peters	Chairperson	1 July 2021 – 30 June 2022
Board	Mr Raoul Wainwright	Deputy Chairperson	1 July 2021 – 25 September 2021
Board	Dr Maylyn Lam	Deputy Chairperson	26 October 2021 – 30 June 2022
		Board member	1 July 2021 – 25 October 2021
Board	Mr James Atkinson	Board member	1 July 2021 – 30 June 2022
Board	Ms Sally Brennan	Board member	1 July 2021 – 30 June 2022
Board	Ms Claudia Fatone	Board member	1 July 2021 – 30 June 2022
Board	Mr Michael Grogan	Board member	1 July 2021 – 30 June 2022
Board	Ms Margaret Lewis	Board member	1 July 2021 – 30 June 2022
Board	Mr John Maddock	Board member	1 July 2021 – 30 June 2022
Board	Mr Ekrem Ozyurek	Board member	12 December 2021 – 30 June 2022
Board	Ms Deborah Sansom	Board member	12 December 2021 – 30 June 2022
Board	Dr Winifred Scott	Board member	1 July 2021 – 30 June 2022
Board	Ms Penny Wilson	Board member	1 July 2021 – 30 June 2022

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 (excluding responsible ministers)	30 June 2022	30 June 2021
Short-term benefits	\$145,017	\$182,924
Post-employment benefits	\$4,283	\$5,752
Other long-term benefits	–	–
Termination benefits	N/A	N/A
Share-based payments	N/A	N/A
Total remuneration	\$149,300	\$188,676
Total number of key management personnel	13	13
Total annualised employee equivalents ⁽ⁱ⁾	N/A	N/A

(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 services 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. During the 2021–22 financial year, a one-year extension was authorised by the department. 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 12 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 13 Remuneration of auditors

Victorian Auditor-General's Office	30 June 2022 \$'000	30 June 2021 \$'000
Audit of the financial statements	35	35

Note 14 Subsequent events

The State of Victoria released the 'Stay Well In Winter' campaign on Thursday 12 July 2022, requesting employers to consider working from home arrangements, in an effort to control the spread of COVID-19. While these recommendations modified the manner in which entities operate, there are no known significant financial impacts on the Board's operations, future results and financial position requiring disclosure after the reporting date.

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 15 Commitments for expenditure across payment timeframe

Operating commitments 30 June 2022	Payment timeframe			
	Total \$'000	1 year \$'000	1-5 years \$'000	5 years or more \$'000
Pre-accredited training delivery	10,526	10,526	-	-
Other program delivery	2,139	2,139	-	-
Total expenditure commitments	12,665	12,665	-	-

Operating commitments 30 June 2021	Payment timeframe			
	Total \$'000	1 year \$'000	1-5 years \$'000	5 years or more \$'000
Pre-accredited training delivery	11,655	11,655	-	-
Other program delivery	2,125	2,125	-	-
Total expenditure commitments	13,780	13,780	-	-

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 16 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.

Comprehensive operating statement

The comprehensive operating statement comprises 3 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 on 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 2022 reporting period. The Board assesses the impact of these new standards to determine their applicability and early adoption where applicable.

As at 30 June 2022, 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 2022. The Board has not and does not intend to adopt these standards early.

Topic	Key requirements	Effective date
AASB 2020–1 <i>'Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-Current'</i>	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 2023

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 2021–22 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 2020–3 Amendments to Australian Accounting Standards – Annual Improvements 2018–20 and Other Amendments.

AASB 2021–2 Amendments to Australian Accounting Standards – Disclosure of Accounting Policies and Definitions of Accounting Estimates.

AASB 2021–6 Amendments to Australian Accounting Standards – Disclosure of Accounting Policies: Tier 2 and Other Australian Accounting Standards.

AASB 2021–7 Amendments to Australian Accounting Standards – Effective Date of Amendments to AASB 10 and AASB 128 and Editorial Corrections.

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.

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Declaration		
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FRD 21	Disclosures of responsible persons, executive officers and other personnel (contractors with significant management responsibilities) in the Financial Report	53–5
FRD 110	Cash flow statements	45
FRD 114	Financial instruments – general government entities and public non-financial corporations	49–52
FRD 120	AASs applicable for for-profit and not-for-profit entities	58
FRD 122	Transitional requirements on the application of AASB 1058 'Income of Not-For-Profit Entities'	47–8
<i>*Note: References to FRDs have been removed from the disclosure index if the specific FRDs do not contain requirements that are of the nature of the disclosure.</i>		
Legislation		
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Appendix 2 Grants and transfer payments (other than contributions by owners)

The following grant payments were made to certain companies and organisations during 2021–22:

Name of company or organisation	Pre- accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)	Total \$'000 (excl. GST)
Access Australia Group Limited	88	–	88
Adult and Community Education (Victoria) Incorporated	6	–	6
Adult Learning Australia Ltd	0	778	778
Alamein Neighbourhood & Learning Centre Inc	88	28	116
Albury Wodonga Community College Limited	26	–	26
Albury Wodonga Volunteer Resource Bureau Inc	21	–	21
AMES Australia	1,265	–	1,265
Anglesea Community House Inc.	1	–	1
Angliss Neighbourhood House	90	–	90
Ararat Neighbourhood House	10	–	10
Arrabri Community House Inc	128	46	174
Art Resource Collective Incorporated	10	–	10
Australian Multicultural Community Services Limited	26	–	26
Australian Croatian Community Services Ltd	25	–	25
Australian Romanian Community Welfare, Health and Services Association of Victoria Inc	18	–	18
Australian Vietnamese Women's Association	149	–	149
Avenue Neighbourhood House At Eley Inc	97	–	97
Balance Training Services Pty Ltd	68	–	68
Ballan & District Community House & Adult Education Centre Inc	12	–	12
Ballarat Neighbourhood Centre Inc	288	–	288
Banksia Gardens Community Services	610	27	637
Bass Coast Adult Learning Inc	132	–	132
Beaufort Community House and Learning Centre Incorporated	14	–	14
Belgium Avenue Neighbourhood House Incorporated	53	–	53
Bellarine Living and Learning Centre Inc	20	–	20
Bellarine Training and Community Hub Incorporated	15	–	15
Belvedere Community Centre Inc	30	32	62
Bendigo Neighbourhood Hub Inc	75	–	75
Berry Street Victoria Incorporated	27	–	27
Beulah Historical, Learning and Progress Association Inc	21	–	21
Birallee Park Neighbourhood House Inc	29	–	29

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)	Total \$'000 (excl. GST)
Bnym Aboriginal Corporation	67	–	67
Box Hill Institute	787	–	787
BRACE Education Training & Employment Limited	59	–	59
Brunswick Neighbourhood House Co-operative Limited	240	–	240
Bubup Wilam Aboriginal Child and Family Centre Incorporated	12	–	12
Buchan District Outreach Inc	12	13	25
Carlton Neighbourhood Learning Centre Inc	131	–	131
Carringbush Adult Education Inc	170	51	221
Castlemaine Community House Incorporated	173	30	203
Central Highlands Group Training Incorporated	15	–	15
Central Ringwood Community Centre	104	–	104
Centre for Participation Inc	245	–	249
CERES Inc	40	–	40
Cheltenham Community Centre Inc	263	–	263
Child and Family Care Network Inc	186	–	186
Christie Centre Inc	23	–	23
Churchill Neighbourhood Centre Inc	21	–	21
Cire Services Incorporated	259	32	291
Clota Cottage Neighbourhood House Inc	11	–	11
Cloverdale Community Centre Inc	245	46	291
Cobram Community House Inc	27	–	27
Comm Unity Plus Services	234	–	234
Community College Gippsland Ltd	224	–	224
Community Hub Inc	27	–	27
Concern Australia Welfare Inc	70	–	70
Continuing Education and Arts Centre of Alexandra Inc	17	1	18
Coonara Community House Inc	139	–	139
Corryong Neighbourhood House Inc	18	–	18
Craigieburn Education and Community Centre Incorporated	61	–	61
Cranbourne Community House Inc	136	–	136
Dallas Neighbourhood House Assoc Inc	185	–	185
Dandenong Neighbourhood Community and Learning Centre Inc	260	–	260
Daylesford Neighbourhood Centre Inc	25	–	25
Diamond Valley Learning Centre Inc	126	–	126
Djerriwarrh Employment & Education Services Inc	263	80	343

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)	Total \$'000 (excl. GST)
Donald Learning Group Inc	10	–	10
Doveton Neighbourhood Learning Centre Inc	128	46	174
Duke Street Community House Association Inc	252	–	252
East End Community House Inc	262	–	262
Echuca Neighbourhood House Inc	29	–	29
Elwood–St Kilda Neighbourhood Learning Centre Inc	127	–	127
Emerald Community House Inc	86	–	86
Encompass Community Services Incorporated	31	–	31
Endeavour Hills Neighbourhood Centre Inc	117	–	117
Euroa Health Inc	2	–	2
Farnham Street Neighbourhood Learning Centre Inc	472	–	472
Fitzroy Learning Network Inc	64	–	64
Footscray Community Arts Centre Limited	16	–	16
Foundation 61 Inc	105	–	105
Foundation Learning Centre Inc	361	174	535
Frankston City Council	44	–	44
Geelong Ethnic Communities Council Incorporated	438	–	438
Gippsland Employment Skills Training Inc	183	–	183
Glen Eira Adult Learning Centre Inc	211	–	211
Glen Park Community Centre Inc	205	46	251
Glenroy Neighbourhood Learning Centre Inc	128	–	128
Godfrey Street Community House Association Inc	15	–	15
Goldfields Employment and Learning Centre Inc	64	–	64
Grampians Community Health	1	–	1
Great Ocean Road Health	10	–	10
Haddon Community Learning Centre Inc	33	–	33
Hallam Community Learning Centre Inc	114	–	114
Hampton Park Care Group Inc	63	–	63
Healesville Living & Learning Centre Inc	62	–	62
Heyfield Community Resource Centre Inc	27	–	27
Holden Street Neighbourhood House Inc	50	–	50
Horsham Community House Inc	18	–	18
Hume City Council	111	–	111
Inclusion Melbourne Inc	93	–	93
Inner Melbourne VET Cluster Inc	46	18	64
Japara Neighbourhood House Inc	9	–	9
Jesuit Social Services Limited	331	4	335

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)	Total \$'000 (excl. GST)
Jewish Care (Victoria) Inc	10	–	10
Jika Jika Community Centre Inc	18	–	18
JobCo Employment Services Association Inc	46	59	105
K.Y.M. (Victoria) Incorporated	232	–	232
Kangaroo Flat Community Group Inc	1	–	1
Karingal St Laurence Limited	139	–	139
Kensington Neighbourhood House Inc	110	28	138
Kerrie Neighbourhood House Inc	18	–	18
Kew Neighbourhood Learning Centre Inc	208	65	273
King Valley Learning Exchange Inc	27	–	27
Kinglake Ranges Neighbourhood House Inc	37	–	37
Kyabram Community and Learning Centre Inc	15	–	15
Kyneton Community & Learning Centre Inc	106	46	152
Lalor Living and Learning Centre Inc	112	–	112
Langwarrin Community Centre Inc	0	–	0
Lara Community Centre Inc	25	–	25
Laurels Education and Training Incorporated	53	–	53
Laverton Community Integrated Services Inc	288	–	288
Life Skills Victoria Incorporated	72	–	72
LINK Neighbourhood House Inc	13	–	13
Living and Learning at Ajani Inc	29	27	56
Living Learning Pakenham Inc	242	–	242
Loddon Campaspe Multicultural Services Inc	149	75	224
Longbeach Place Inc	33	–	33
Lyrebird Community Centre Inc	87	–	87
MACE Inc	77	–	77
Macedon Ranges Further Education Centre Inc	84	–	84
MADEC Australia	59	–	59
Maldon Neighbourhood Centre Inc	28	–	28
Mallacoota District Health & Support Service Inc	9	–	9
Manna Gum Community House Inc	41	46	87
Meadow Heights Learning Shop Inc	215	–	215
Melton South Community Centre Inc	89	–	89
Merinda Park Learning and Community Centre Inc	92	–	92
Micare Ltd	143	–	143
Migrant Resource Centre North West Region Inc	39	–	39
MiLife-Victoria Inc	128	–	128

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)	Total \$'000 (excl. GST)
Mill Park Community Services Group Inc	340	–	340
Milpara Community House Inc	71	–	71
Mitcham Community House Incorporated	41	–	41
Moe Neighbourhood House Inc	29	–	29
Moongala Women's Collective Inc	30	–	30
Mordialloc Neighbourhood House Inc	51	–	51
Mount Beauty Neighbourhood Centre Inc	51	–	51
Mountain District Women's Co-Operative Limited	227	28	255
Murray Adult Community Education–Swan Hill Inc	119	–	119
Murray Human Services Inc	38	–	38
Myrtleford Neighbourhood Centre Inc	35	–	35
Ngwala Willumbong Limited	122	–	122
Nhill Neighbourhood House Learning Centre Inc	233	21	254
Nillumbik Shire Council	33	–	33
North Melbourne Language & Learning Inc	192	–	192
North Ringwood Community House Incorporated	50	–	50
North Shepparton Community & Learning Centre Inc	20	–	20
Noweyung Ltd	9	–	9
Numurkah Community Learning Centre Inc	21	–	21
Olympic Adult Education Inc	295	–	295
Open Door Neighbourhood House Inc	150	–	150
Orana Neighbourhood House Inc	115	–	115
Orbost Education Centre Incorporated	41	–	41
Outlets Co-operative Neighbourhood House Limited	14	–	14
Outlook (Vic.) Inc	93	–	93
Pangerang Community House Inc	15	–	15
Park Orchards Community House & Learning Centre Inc	50	–	50
Paynesville Neighbourhood Centre Inc	85	4	89
Peninsula Training and Employment Program Inc	125	28	153
Phillip Island Community and Learning Centre Inc	26	–	26
Pines Learning Inc	147	–	147
Port Phillip Community Group Limited	129	30	159
Portland Workskills Inc	66	–	66
PRACE Inc	422	99	521
Prahran Community Learning Centre Inc	171	–	171
Preston Neighbourhood House Inc	380	46	426
Pyramid Hill Neighbourhood House Inc	2	–	2

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)	Total \$'000 (excl. GST)
Quantin Binnah Community Centre Inc	8	–	8
Red Cliffs Community Resource Centre Inc	25	–	25
Rejoice Chinese Christian Communication Centre Inc	19	–	19
Resurrection Catholic Church Keysborough	334	–	334
Reynard Street Neighbourhood House Incorporated	62	–	62
Richmond Community Learning Centre Inc	32	–	32
Robinvale Network House Inc	17	–	17
Rosewall Neighbourhood Centre Inc	91	–	91
Rowville Neighbourhood Learning Centre Inc	106	–	106
Rural Industries Skill Training Centre Inc	109	–	109
Rushworth Community House Inc	13	–	13
Sale Neighbourhood House Inc	25	–	25
Sandybeach Community Co-operative Society Limited	279	–	279
SCAA Shearer Woolhandler Training Inc	28	41	69
Selby Community House Inc	23	–	23
Shepparton Access	93	–	93
Shepparton Adult and Community Education College Inc	26	–	26
Small Business Mentoring Service Inc	–	165	165
South Shepparton Community Centre Inc	12	–	12
Southern Grampians Adult Education Inc	34	–	34
Southern Migrant and Refugee Centre Inc	32	–	32
Southport Community Centre Incorporated	108	–	108
SPAN Community House Inc	32	–	32
Springdale Neighbourhood Centre Inc	144	–	144
Springvale Indo-Chinese Mutual Assistance Association Inc	89	–	89
Springvale Learning and Activities Centre Incorporated	258	46	304
Springvale Neighbourhood House Inc	267	–	267
St. Arnaud Neighbourhood House Inc	14	–	14
Stawell Neighbourhood House Inc	10	–	10
Sunraysia Mallee Ethnic Communities Council Inc	124	–	124
Sunraysia Regional Consulting Limited	18	–	18
Sussex Neighbourhood House Inc	57	–	57
Task Force Community Agency Inc	213	–	213
Tatura Community House Inc	19	–	19
The Basin Community House Inc	213	–	213
The Centre for Continuing Education Inc	599	4	603

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)	Total \$'000 (excl. GST)
The Centre: Connecting Community in North & West Melbourne Inc	44	–	44
The Kevin Heinze Garden Centre Incorporated	10	–	10
The Old Courthouse Committee of Management Inc	25	–	25
The Onemda Association Inc	115	–	115
The South Kingsville Community Centre Inc	32	–	32
Traralgon Neighbourhood Learning House Inc	55	–	55
U3A Network Victoria Inc	0	165	165
Uniting (Victoria and Tasmania) Limited	61	–	61
Upper Beaconsfield Community Centre Inc	10	–	10
Vermont South Community House Incorporated	57	–	57
VET Development Centre Ltd	46	194	240
VICSEG New Futures	47	4	51
Victoria University	0	235	235
Victorian Aboriginal Community Services Association Limited	43	–	43
Victorian Adult Literacy and Basic Education Council Inc	0	39	39
Victorian Vocational Rehabilitation Association	39	–	39
Waminda Inc	8	–	8
Warracknabeal Neighbourhood House and Learning Centre Inc	48	46	94
Warragul Community House Inc	47	–	47
Warrantyte Neighbourhood House Inc	11	–	11
Waverley Community Learning Centre Inc	82	–	82
Wedderburn Community House Inc	16	–	16
Wellsprings For Women Incorporated	250	51	301
Wendouree Neighbourhood Centre Inc	156	–	156
Westgate Community Initiatives Group Ltd	280	–	280
Whittlesea Community Connections Inc	31	–	31
Whittlesea Community House Inc	36	–	36
Williamstown Community and Education Centre Inc	346	–	346
Winchelsea Community House Inc	–	–	–
Wingate Avenue Community Centre Inc	196	34	230
Women's Information and Referral Exchange Incorporated	–	11	11
Wonga Park Community Cottage Inc	15	–	15
Workforce Plus Inc	241	–	241
Wycheproof Community Resource Centre Inc	12	–	12
Wyndham Community and Education Centre Inc	417	248	665

Name of company or organisation	Pre- accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)	Total \$'000 (excl. GST)
Yarraville Community Centre Inc	311	32	343
Yarrowonga Neighbourhood House Inc	46	–	46
Yarrunga Community Centre Inc	109	–	109
Youth Projects Limited	23	–	23
YouthNow Inc	391	28	419
Zoe Support Australia	65	–	65
Grand total	27,001	3,401	30,402

List of abbreviations

AAS	Australian Accounting Standards
AASB	Australian Accounting Standards Board
ACFE	Adult, community and further education
ALNPP	Adult Literacy and Numeracy Practitioners Program
AMAF	Asset Management Accountability Framework
CGEA	Certificates in General Education for Adults
the department	Department of Education and Training
FLP	Family Learning Partnerships
FOI Act	Freedom of Information Act 1982
FRD	Financial Reporting Directive
GST	Goods and services tax
ICT	Information and communications technology
PQF	Pre-accredited Quality Framework
TAFE	Technical and further education
the Board	Adult, Community and Further Education Board
VET	Vocational education and training

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