

# Adult, Community and Further Education Board

Annual Report 2022–23



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The Hon Gayle Tierney MP  
Minister for Skills and TAFE  
Minister for Regional Development  
Level 16, 121 Exhibition Street  
Melbourne VIC 3000

Dear Minister

In accordance with the *Financial Management Act 1994*, I am pleased to present the Adult, Community and Further Education Board's Annual Report for the year ending 30 June 2023.

*Teresa De Fazio*

Dr Teresa De Fazio OAM  
Chairperson  
Adult, Community and Further Education Board

9 October 2023

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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

The Learn Local sector is integral to Victoria's education system. It is characterised by the relevant, inclusive and flexible way it provides learners access to government-subsidised training. The sector supports adult learners in Victoria to build their capacity to learn and to develop the core skills they need for study, work and life.

Knowing the value and potential that Learn Local brings to the post-secondary education sector encouraged me to take up the position as Chairperson of the Board. My own lived experience is evidence of the truly unique and important role of quality core skills programs. My parents learned English through what has now become a Learn Local, which enabled them to undertake further study, find employment and social connection, and contribute to society. This strong basis ensured their children could aspire to educational and professional pathways. Now my parents are in their eighties. Thanks to their English language proficiency, they can continue to stay connected socially, independently make healthcare decisions and live with dignity.

I am pleased to bring to the Board my experience in community and multicultural engagement, vocational and higher education, and the corporate, community, government and not-for-profit sectors. I look forward to advancing the Board's focus on inclusive and equity-focused education practices and leadership in the adult community education sector.

I acknowledge the strong foundation laid by Ms Maria Peters, outgoing Chairperson of the Board. During her 4 years in the role, Ms Peters led the Board's reform agenda through the formulation of the Board's 6-year strategy *Adult, Community and Further Education Board Strategy 2020–25: Skills for study, work and life* (Strategy 2020–25). Maria's leadership and unwavering support for Learn Locals enabled strong outcomes in terms of students gaining the skills needed to pursue further education and seek out employment in their local communities. Ms Peters and the Board oversaw implementation of the Victorian Government's additional investment in digital and employability skills training, which supports learners to access essential services and enables stronger employment outcomes. Under her guidance the Board supported innovative projects like the Just in Time Learn Local Partnerships initiative and the sustainable pre-accredited regional provision model in parts of regional Victoria that struggled to maintain viable provision. She helped to build a strong culture of engagement and respect between the Board and the sector, and to foster a genuine understanding of the challenges in supporting learners. Ms Peter's dedication and commitment as Chairperson helped the Board achieve its vision to assist thousands of Victorian adults to develop the core skills they needed to achieve their education, training and employment goals. I share that commitment to ensure we can all be proud of the Learn Local sector.

I have reviewed the Board's recent achievements as set out in this report and looked to future challenges. Over my tenure as Chairperson I will focus on:

- implementing the new pre-accredited provision model, the Pre-accredited Quality Framework+ (PQF+)
- acknowledging the value of centrally developed curriculum as the key to sharing best practice and freeing up Learn Locals to redirect their time to other aspects of pre-accredited training delivery
- supporting Learn Local providers to deliver the best experience of pre-accredited training to learners through ongoing strategic professional development as well as implementing a Professional Practice Recognition Framework for the Learn Local workforce
- raising the profile of the sector and its unique offering in the training market, through the Brand and Value Proposition project
- engaging with the sector and consulting with learners, community and industry to identify optimal ways of working and outcomes to ensure the Board's investment in new initiatives is responsive to needs and strongly aligned to ministerial priorities
- leveraging the opportunities resulting from the move of vocational education and training (VET), higher education and ACFE into the Department of Jobs, Skills, Industry and Regions; specifically, the ACFE sector's role in contributing to strong labour market outcomes for the state.

## **Learners**

The Board's primary focus is ensuring learners succeed in their aspirations by building a network of Learn Locals that responds to learners' educational and vocational needs through effective, place-based options.

The continued impacts of the COVID-19 pandemic and the devastating floods across 63 local government areas challenged us in 2022–23. Despite this, pre-accredited training delivery came close to previous levels. In some areas, Learn Local providers sought additional training delivery hours, particularly in 2023, to meet demand.

The Board continues to facilitate the recovery of the Learn Local sector through flexible funding arrangements and new initiatives. Key to this is the introduction of a continuous expression of interest process, which allows unexpended training delivery hours to be redistributed to areas of high demand.



The 2023 Pre-accredited Learner Survey indicates that learners have remained highly satisfied with the teaching and learning they received, even during the pandemic. It is particularly encouraging that 84 per cent of survey respondents achieved their main reason for training. These results exemplify how the Board and the Learn Local sector place learner empowerment at the centre of all we do.

## **The sector**

During 2022–23, the Board continued its efforts to achieve the goals and aspirations of the Ministerial Statement *The future of adult community education in Victoria 2020–25*, which provides a strong foundation for the sector to support learners. The Board also focused on priorities in the Minister's 2023 statement of expectations. These include working with industry, the VET sector and government networks to support learners and employers to identify learner skills and industry needs, develop pathways and partnerships across the training system, and promote successful and sustainable employment outcomes. The Board will continue to promote Learn Local courses to learners and industry and lead implementation of the Ministerial Statement, supported by the Department.

The Board supported the sector through its professional development program and the new Professional Practice and Recognition Framework. The Board made significant investment in creating and promoting centrally developed resources, to encourage the sector to focus more on learners than on curriculum development. In early 2023, the Board funded a one-off innovation grant to help providers increase and improve training delivery.

The Board continued its program of increased engagement with the sector. This included annual Board and sector sessions, which are a timely avenue to hear vital feedback from the sector to incorporate in continuous improvement initiatives. The Board continued to celebrate and acknowledge the achievements of the sector through the Learn Local Conference 2022, the annual Learn Local Awards and representation at the Victorian Training Awards.

## **Training and employment partners**

In 2022–23, a new pre-accredited provision framework, PQF+, was developed. The new model more clearly demonstrates how Learn Local courses improve core skills that equip learners to access further training and employment opportunities. Feedback from the recent pilots will be incorporated into new guidelines, tools and professional development, which will be rolled out over the coming year.

Work has continued on exploring sustainable regional pre-accredited provision models that support different providers' delivery approaches. Findings from the pilot approaches and next steps will be considered later in 2023.

During 2022–23, progress was made on the Learn Local Just in Time Industry Partnerships initiative. Since 2021, numerous bespoke courses and tools have been co-designed and piloted by industry and Learn Locals in industries facing key skill shortages. The pilots have shown positive employment outcomes for participating learners, indicating the value of these courses for industry needs.

The Board consulted with stakeholder partners to develop toolkits to engage learners with low levels of core skills from culturally and linguistically diverse and Aboriginal backgrounds. The toolkits contain evidence-informed engagement and delivery approaches to maximise learner success. They will be made available in 2023–24.

Progress has also been made on developing principles and protocols to increase the capacity of Learn Locals to support self-determination for Aboriginal learners and Aboriginal community-controlled organisations in Learn Local courses and other Board-funded programs.

During 2022–23, the Board continued to collaborate with the Office of TAFE Coordination and Delivery and the Victorian Skills Authority. Looking forward, the Board will consider more opportunities to strengthen this collaboration. Working together, we can improve outcomes for all learners in the post-secondary sector.

## **ACFE Board governance**

I acknowledge and thank all current and recently departed Board members for their ongoing commitment to the Board's mission to lead core skills education and training for adult learners throughout Victoria.

First, I acknowledge the contributions of recent Board members Mr James Atkinson, Ms Sally Brennan and Dr Maylyn Lam, who finished their terms during 2022–23.

Through his lifelong commitment to the preservation of First Nations culture, language and customs, and to the regeneration and continued advancement of his community, Mr Atkinson provided the Board with valuable first-hand knowledge about ensuring optimal access to services for Aboriginal Victorians. His passion for, and expertise in, public policy, management of Aboriginal services and Aboriginal education in early childhood, technical and further education (TAFE), and the school sectors, were much valued, as were his broader contributions.

Ms Brennan was on the Board for 8 years. Her expertise in community development and adult community education underpinned her leadership and contribution to the Board and in committees. She was a champion for the Gippsland Regional Council of ACFE and played a key role in driving strategic projects and areas of focus to ensure they met learner, sector and stakeholder needs.

Dr Lam joined the Board in 2021 and was appointed as Deputy Chairperson in October 2022. She made a significant contribution to Board meetings, committees and working groups – including as regional champion of the North-Western Metropolitan Regional Council of ACFE – and at sector events and Learn Locals. Dr Lam brought to the Board a commitment to community and learners, skills in policy, data and research, and considerable knowledge of employment services, youth and community strengthening.

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

Special thanks go to John Maddock for his work as Acting Deputy Chairperson and Acting Chairperson following the departure of Dr Lam and Ms Peters. Thanks also to Michael Grogan for his work as Acting Deputy Chairperson while a permanent appointment is made. Their stewardship has been invaluable.

In 2022–23, the Board welcomed Ms Natasha Ngweso. Ms Ngweso brings a strong background in financial and management accounting and leadership. The Board has greatly benefited from her knowledge and experience in business and the development of diversity and inclusion programs.

Board members Mr Ezrem Ozyurek, Dr Win Scott, Ms Marg Lewis and Ms Deb Sansom provide ongoing leadership and continuity as existing and new members work towards shared outcomes.

On behalf of the Board, I thank the staff within the ACFE Branch and broader Department who are involved in delivering our priorities and who support our learners and the sector. In particular I thank the outgoing General Manager of the Board, Ms Jeanette Nagorcka, who tirelessly supported the Board over two years to progress ministerial expectations and deliver its vision for the sector. Thanks also to Michelle Willets, Kathleen Carroll and Georgina Lyell who acted in the general manager role pending appointment of a new general manager.

I am excited for the strategic challenges facing the Board over the next 3 years, which include meeting the expectations set out in the Ministerial Statement and working with the Learn Local sector to provide the

best outcomes for adult learners in Victoria. I look forward to working with the Board, the Learn Local sector, government, industry and other key stakeholders to grow the value and impact of the Learn Local sector, and to demonstrate the benefits it brings to learners, communities and Victoria.

Finally, a special thank you to the Hon Gayle Tierney, Minister for Skills and TAFE for her unwavering support of the ACFE sector, the success of which benefits the whole community.

**Dr Teresa De Fazio OAM (MAICD)**  
Chairperson, ACFE Board

## Our purpose and functions

The ACFE Board was established as an authority under Victorian legislation in 1991. It performs important statutory functions under the *Education and Training Reform Act 2006* to support the development of ACFE in Victoria.

The Board has 5 broad functions:

- **advisory** – to advise the Minister for Skills and TAFE and, through the Minister, the Victorian Government, on ACFE matters
- **developmental** – to foster and support research and the development of matters relating to ACFE. The Board also evaluates and reports on policies, programs, resources and services developed for the coordination, provision, funding and support of ACFE
- **strategic** – to establish strategic objectives, priorities and targets of ACFE in relation to its leadership of ACFE and training provided in the post-secondary education system relating to ACFE. The Board strategically plans policies, programs, resources and services for the coordination, provision, funding and support of ACFE, having regard to the economic and social benefits of ACFE to the Victorian community and the quality and equity of access to ACFE
- **profiling** – to advocate for and promote awareness of ACFE in the adult community education sector and the Victorian community
- **registration** – to register providers of ACFE for the delivery of education and training to the Victorian community and for the development of matters related to ACFE.

In performing these functions, the Board pays close attention to providing equitable access to adult community learning opportunities for Victorians who have not benefited from education. 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 pre-accredited training through Learn Local courses to a broad range of adult Victorians to develop their core skills for study, work or life. Short courses are offered at low or no cost to eligible Victorians and range from literacy and numeracy to job readiness and digital skills, delivered by experienced and dedicated trainers.

Learn Local courses contribute to the wellbeing of learners by building self-confidence and social engagement through positive learning experiences that lead to study pathways or employment.

They also provide:

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

By strengthening the ability of adult Victorians to participate fully in Victorian communities, 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, 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 poor physical or mental health, disability, homelessness and housing instability, violence and discrimination, and they may have experienced long-term or generational unemployment.

The sector also supports people in the workforce who are vulnerable to job loss, particularly if their industry changes or is disrupted, such as when new technologies are introduced.

Learn Local providers take an informal, welcoming, flexible approach to learning. They are often the most suitable and accessible education and training option in the local community.

Learn Local providers are community-based, not-for-profit organisations. They range from large, sophisticated organisations with expertise in many areas to smaller organisations with expertise primarily in ACFE. Some Learn Local providers focus solely on delivering Board-funded courses. However, the majority have much broader educational and service delivery responsibilities.

In 2023, there are 261 Board-registered Learn Local providers, including AMES Australia.

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

### Ministerial Statement

The Ministerial Statement *The future of adult community education in Victoria 2020–25* was launched by the Minister for Training and Skills and Minister for Higher Education on 14 November 2019. The Ministerial Statement establishes a reform agenda for the Board and the adult community education sector. It sets ambitious aspirations and goals for the Board and the adult community education sector, with qualitative and quantitative measures to demonstrate progress.

The Ministerial Statement prioritises training in adult literacy, numeracy, employability and digital skills across all post-compulsory education sectors, including TAFE. It identifies a stronger role for the Learn Local sector in supporting students to enter and successfully complete TAFE and university courses, and in upskilling and re-skilling low-skilled workers who may be vulnerable to unemployment as the nature of work changes.

The Ministerial Statement sets an agenda that includes:

- building the capability of the adult community education sector to provide literacy, numeracy, employability and digital skills training; enhancing professional development for the sector and its teaching resources; and building Board capacity to deliver on ministerial 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 guides sectoral collaboration to improve the lives of Victorian learners through education.

## **The Board's Strategy 2020–25**

The Board's Strategy 2020–25 is a blueprint for the Board and the Learn Local sector for the next 6 years. It is the primary means of delivering on the Ministerial Statement by positioning and strengthening the sector's role in Victoria.

It 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 of engagement and participation by adult learners.

The strategy focuses on 4 strategic directions:

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

## **Ministerial statements of expectations**

In both 2022 and 2023, the Minister for Training and Skills provided the Board with a statement of expectations, which identified specific areas of focus for that particular year within the broader context of the Ministerial Statement and the Board's Strategy 2020–25. The Board reports twice a year to the Minister on achievements against the statement of expectations and the Ministerial Statement.

## **Changes to the ACFE Board during 2022–23**

On 5 December 2022, the Premier of Victoria announced machinery of government changes from 1 January 2023. The changes will structure the Victorian Public Service to reflect government priorities and to deliver outcomes for the Victorian community. The newly formed Department took responsibility for the Training and Skills and Higher Education portfolios. The ACFE Board and relevant departmental staff were transferred to the new Department from the Department of Education (DET). The main impetus of this change is to better connect workers to the jobs of the future in Victoria's rapidly changing economy.

There were no changes to objectives or output reporting for the Board as a result of this move, and no direct costs were incurred.

# Non-financial performance reporting

Table 1: Performance against output performance measures

Performance measure	Unit of measure	2022–23 actual	2022–23 target	Performance variation (%)	Result
Number of government-subsidised pre-accredited module enrolments funded through the ACFE Board	Number	52,180	47,400	9.6	✓

Key: ✓ Performance target achieved or exceeded.

*This performance measure relates to the calendar year. The 2022–23 outcome is higher than the target, partly due to stronger than expected take-up of shorter pre-accredited training modules in 2022, delivering agile and responsive training.*

## Participation in Board-funded training

In 2022–23, the Board funded training to 24,595 Victorians through 236 contracted Learn Local providers, including adult education institutions.

This funding provided access to learning opportunities for:

- 5,538 early school leavers
- 634 low-skilled and vulnerable workers
- 479 Aboriginal Victorians
- 7,633 unemployed learners
- 6,158 people with a disability
- 528 disengaged young learners
- 11,746 learners with culturally and linguistically diverse backgrounds.

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

## Key initiatives and projects

This annual report describes the key initiatives and projects relating to the Board’s Strategy 2020–25. They are grouped by its 4 strategic priorities, 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 2023, learners in Learn Local courses were again included in the VET Student Satisfaction Survey program.

The 2023 Pre-accredited Learner Survey collected data from learners who participated in Learn Local courses in 2022. It had a response rate of 39.3 per cent (6,135 learners).

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

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

Overall, employment outcomes improved for the pre-accredited learners following a Learn Local course, including:

- improved employment outcomes (up by 5.2 percentage points)
- a decline in unemployment (down by 1.5 percentage points)
- no change to the rate of volunteering and unpaid work
- an increase in workforce participation (up by 3.8 percentage points).

About 27 per cent of the learners took Learn Local courses for work-related reasons. These learners experienced the greatest overall improvement in employment outcomes. More than two-thirds of respondents who experienced an increase in employment were in this group. All the respondents who



experienced a decline in unemployment were in this group. Almost half of the respondents who experienced an increase in labour force participation were in this group.

### **Encouraging more Aboriginal learners into Learn Local courses**

During 2022–23, the Board commissioned research to identify which Victorians with low levels of core skills are not engaging in education, training and/or employment, and who would benefit from participating in a Learn Local course. This research drew on the latest Census data to provide up-to-date insights into the socio-economic and demographic trends across Victoria that will inform outreach and engagement activities to engage the most vulnerable Victorians.

In 2022–23, the Board partnered with stakeholders to develop toolkits containing evidence-informed approaches for engaging learners with low levels of core skills from culturally and linguistically diverse backgrounds, and Aboriginal people. These toolkits will be made available to Learn Local providers in 2023–24 to guide engagement and delivery approaches that maximise learner success.

### **Supporting Koorie Self-Determination in Pre-accredited Training project**

Through the Supporting Koorie Self-Determination in Pre-accredited Training project, the Board has partnered with the Victorian Aboriginal Education Association to develop principles and protocols for Learn Locals to increase their capacity to support self-determination for Aboriginal learners and Aboriginal community-controlled organisations in pre-accredited training and other Board-funded programs.

### **Stronger by Design project and the Pre-accredited Quality Framework+**

The Board's Stronger by Design project reflects an ongoing commitment to continuous improvement in meeting Victorian's core skills needs for study, work and life. Building on research and insights from Learn Local providers and a review of the Pre-accredited Quality Framework (PQF), an enhanced quality framework, PQF+, was developed and tested with Learn Local providers throughout 2023. These enhancements build on the strengths of pre-accredited training and align with changes in the adult education and training landscape over the past few years.

In 2022–23, two pilot groups comprising 22 Learn Local providers co-designed Learn Local courses that incorporate teaching and learning activities to build learners' language, literacy, numeracy, employability and digital skills. The providers participated in professional development workshops and are delivering the new courses to learners.

Feedback from the pilot programs is being incorporated into new guidelines, tools and professional development modules that will support the Learn Local sector and adult learners to align their practices with PQF+. PQF+ will be implemented over the coming years to ensure that Learn Local courses provide quality outcomes for learners and put learners' needs at the centre.

### **A kit for employability skills checks**

A new Employability Skills initial Check Kit (ESiCK) has been developed to complement the PQF+. The ESiCK tool helps Learn Local trainers to assess employability skills in adult learners who are interested in Learn Local courses.

The ESiCK incorporates processes, tools and forms to help Learn Local trainers to evaluate 6 employability skills in prospective learners, including how learners have used these skills in the past. The 6 employability skills are:

- self-management

- learning
- teamwork
- problem-solving
- planning and organising
- initiative and enterprise.

The ESiCK tool is designed to increase the visibility and emphasis of employability skills in teaching and learning activities. The ESiCK tool can be readily adapted for use in the classroom or at the end of a course to evaluate learners' gains across the 6 employability skills.

The ESiCK tool will roll out in the second half of 2023, supported by a professional development program.

### **Learner Engagement A-frame Program**

To support greater flexibility for Learn Local providers in training delivery in 2023, the Learner Engagement A-frame Program was retired and replaced with a short module program category within digital skills and general pre-accredited training delivery. This streamlines administration and reporting requirements for Learn Locals.

The new modules focus on engagement as well as digital, vocational and employability skills. They include modules that can be appended to other Learn Local course modules.

### **Digital Literacy Skills for Adults**

The Digital Literacy Skills for Adults program was commissioned by the Board in 2021 to support Victorian adult learners who need entry-level digital skills training to navigate online resources confidently and safely. This is more important than ever in a post-COVID-19 job market, which relies on online tools for people to seek, obtain and maintain employment. The Digital Literacy Skills for Adults program comprises a suite of 13 resources totalling 200 delivery hours. The program is a suite of short modules that can be added to any Learn Local course.

From May to October 2022, modules were completed that focused on digital skills for both jobseekers and the workplace.

Digital skills for jobseeker modules train people to search and apply for jobs online, teach online interview skills and develop understanding of the most popular online jobseeking platforms.

Digital skills for the workplace modules cover productivity tools such as Microsoft Office and Google. Other modules focus on the changing world of work and provide knowledge, skills and information on the gig economy, digital skills for small businesses and point of sale for hospitality and retail workers.

The courses have been quality assured and are mapped to a national benchmark, the Australian Government's *Foundation skills for your future program: draft digital literacy skills framework*. They are available for providers on the Learn Local Secure Portal.

### **Digital access in local libraries**

In early 2022, the Board approved a project to pilot digital access in libraries. Select Learn Local providers in the Eastern Metropolitan region partnered with libraries to provide access to digital resources and technology through the library network. The project leveraged government investment in local areas via resource sharing, particularly for Learn Local trainers and learners. This work continued in 2023 to ensure quality outcomes.

The *Digital access in local libraries collaboration guide* for Learn Local providers describes 4 stages:

- Stage 1: Getting started
- Stage 2: Building collaboration
- Stage 3: Activities of the partnership
- Stage 4: Evaluating success.

The guide supports Learn Locals to better utilise digital resources available in the community and increase opportunities for potential adult learners, providing the following benefits:

- enhanced employability skills
- improved self-efficacy
- an increase in active participation in the community.

The Department will roll out a digital access collaboration package containing the guide and associated templates and resources for implementation by 31 December 2023.

### **Family Learning Partnerships program**

The Family Learning Partnerships program supports parents experiencing educational disadvantage who seek to engage in learning. The program aims to build and broker partnerships and strategic collaboration to disrupt the cycle of intergenerational disadvantage.

Research shows that family learning approaches that focus on the needs of parent learners reduce barriers to education and have demonstrated success. High parental engagement in education has a transformative influence on the whole family and leads to positive outcomes for children. The objectives are not only to improve standards of living and wellbeing for the family, but also for children to value and aspire to education if they haven't in the past.

The program helps families to overcome barriers to participation in training. It provides opportunities for families to engage in positive learning experiences. Families gain the confidence and skills they need to progress to further education or employment.

The program helps families experiencing educational disadvantage by:

- instilling a culture of learning within families and communities, and empowering and building the confidence of learners to make informed decisions regarding their own educational and employment experiences
- improving educational pathways for families by addressing barriers to participation in education, training and employment
- facilitating participants' progression to further education such as pre-accredited or accredited programs or employment where appropriate
- fostering a collaborative approach to education through building provider capacity to form partnerships with other community organisations and services to support pathways to further education and employment for families
- assisting Learn Local providers to gain a better understanding of the unique learning needs of families and the barriers that prevent them from engaging, and to develop initiatives and tailored strategies to support these families.

In 2022–23, the Board funded 25 projects across the state that:

- addressed barriers to learning by engaging parents experiencing educational disadvantage
- improved practice in the delivery of pre-accredited training by effectively engaging learners and addressing barriers to learning
- used formal and informal learning activities to help learners to start a pathway to further education and employment
- grew collaborative partnerships between participating Learn Local providers, community-based services and other educational organisations
- developed effective, long-term and sustainable models that can be shared with the sector.

### **Certificates in General Education for Adults**

The Board sponsors nationally recognised accredited curricula that support 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.

The curricula include one Course in Initial General Education for Adults and 4 Certificates in General Education for Adults (CGEA).

Training organisations in Victoria are the primary users of the CGEA but other jurisdictions also have the curricula on scope.

In 2022–23, Victoria University, the Board's appointed curriculum maintenance manager, continued to provide core services for the CGEA and teacher professional development sessions.

Accreditation of the certificates has been renewed to 30 June 2025.

### **Certificate IV in Tertiary Preparation**

The Board sponsors and funds an accredited curriculum that supports educationally disadvantaged Victorians to successfully transition into tertiary education and training pathways. The Certificate IV in Tertiary Preparation is currently accredited to 30 June 2026.

## **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 at Work**

Learn Local providers continue to partner with industry to tailor Learn Local courses with workforce foundation skills, preparing adult learners to work in different industries or retain their jobs as business operations change over time.

Four Learn Local at Work case studies have been finalised and made available to the sector. The case studies demonstrate good practice in partnering with and supporting mutually beneficial outcomes for industry partners, learners, Learn Local providers and local communities.

## **Just in Time Learn Local Partnership**

The Just in Time Learn Local Partnership initiative supports Learn Local providers to partner with businesses whose training needs can be met by a Learn Local foundational skills course. The partnerships provide opportunities for adult learners to improve their employment prospects.

In 2022, 13 projects were completed that co-designed bespoke, business-focused foundational skills courses and other tools for industries facing skill shortages:

- four courses in the construction industry
- three courses in hospitality
- two courses in healthcare and support
- one course each in allied health services, the wool industry, horticulture, and food processing and manufacturing.

About 170 learners participated in the pilot programs. More than 70 learners were employed or were on track to employment within the contract window of 7 to 9 months. Many other learners went on to further study.

Worker learners who successfully completed their pilot course in 2022, reported greater confidence in their work and a better understanding of the job requirements.

The Just in Time initiative continued in 2023. There were a total of 11 provider applications, 8 of which were completed by June 2023. The other 3 will be completed in the second half of 2023.

The number of partnerships between employers and Learn Locals continues to grow as industry becomes aware of the flexibility and responsiveness of Learn Local courses and adult learners take the opportunity to develop their contextualised foundation skills for employment outcomes.

## **Engaging with employers**

A guide to help Learn Local providers engage with employers was developed in 2022–23 and will be released in the second half of 2023. The guide draws on experiences and resources generated from Board-funded initiatives to support industry engagement by Learn Local providers, and relevant reports on involving employers in adult education. The guide explains:

- the why and how of engaging employers in Learn Local courses
- levels of employer engagement that can be developed
- different engagement models
- critical success factors for engaging employers in co-design of Learn Local courses.

The guide will be regularly updated with new insights.

In 2022–23, the Board funded a professional development program on engaging employers, which involved webinars and mentoring support. Development of an online learning program is underway with implementation scheduled from September 2023.

## **Learn Local industry practice networks**

In 2023, the Board launched Learn Local industry practice networks. This initiative fosters collaboration between Learn Local providers in building capability to partner with employers to deliver high-quality pre-accredited foundation skills for their learners, leading to job outcomes.

In 2023–24, networks will be established in 3 industries: building and civil construction, aged care, and health support and allied services. There is demand in these industries for workers with core skills for entry-level jobs, and employers in these industries are willing to engage in co-design of Learn Local foundation skills courses.

### **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 builds the capacity of the Learn Local workforce through its comprehensive rolling 12-month program of targeted professional development. All professional development activities are planned and developed in accordance with strategic priorities and demonstrated need in the sector.

In 2022–23, a number of successful and highly valued professional development programs were extended. These programs, which build literacy, numeracy and digital skills, knowledge and expertise, are:

- the Adult Literacy and Numeracy Practitioners Program (ALNPP), which builds the skills and knowledge of pre-accredited practitioners delivering literacy and numeracy programs – now completed by over 480 Learn Local trainers

- the ALNPP Professional Learning Network, which extends the literacy and numeracy teaching practice of Learn Local trainers and practitioners through high-quality literacy, numeracy and digital professional learning, mentoring and collaborative learning opportunities
- the ALNPP Koorie module, which develops a stronger understanding of Aboriginal pedagogies and inclusive teaching practice – now completed by 57 Learn Local trainers.

The VET Development Centre (VDC) delivered Board-funded digital skills programs to support Learn Local practitioners and trainers. Participants learned how to use appropriate digital tools for teaching and learning and how to effectively embed digital skills for work into their teaching practice. About 120 trainers and practitioners participated in the programs.

The VDC also delivered professional learning on engaging, supporting and providing pathways for vulnerable learners and building professional leadership skills in financial management, governance and strategic planning.

Victoria University delivered workshops for Learn Local trainers and practitioners on actively engaging learners in real-world, authentic and meaningful project-based learning.

The Small Business Mentoring Service facilitated Board-funded community sessions with Learn Local providers, local industry, local government and other educational and employment services to create pathways for workplace training and job placements. They provided one-on-one mentoring sessions with Learn Local providers to build their readiness for community collaboration and employer engagement.

The Small Business Mentoring Service provided professional learning in pre-accredited business and strategic planning and marketing to potential pre-accredited learners, and followed up with one-on-one mentoring for about 90 managers who participated in the programs.

### **Professional Practice and Recognition Framework**

A priority of the Board for 2022–23 was to consult with Learn Local providers about the professional skills and knowledge held and required by the Learn Local workforce, and develop the Professional Practice Recognition Framework and online tool.

The framework identifies professional practices in providing quality pre-accredited English language, literacy, numeracy, employability and digital skills courses to adult Victorians, to equip them for further study, work and life gains. The framework describes each professional practice in terms that are familiar and useful to Learn Local staff.

Staff can use the online tool to assess their skills and knowledge against the practice descriptors in the framework, identify what they do well and explore areas for personal and career development.

The framework and online tool will be provided to the Learn Local sector in the second half of 2023.

Data on use of the online tool will inform the Board's decisions about investment in professional development for Learn Local trainers and practitioners. It will support an integrated, long-term professional development approach for the Learn Local workforce.

Recognising and building on the talents of the Learn Local workforce is critical to achieving all other goals for the sector.

## **Strategic priority: Our Board**

### **Stewardship and governance**

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

Over 2022–23 several improvements were made to the governance architecture under which the Board, regional councils and related entities operate. These include amendments to the Education and Training Reform Act to modernise provisions relating to ACFE and to update the strategic functions of the Board. The changes will better position the Board to lead policy responses for the delivery of foundation skills to provide education and training pathways for adult learners, within Victoria’s higher education and training system, and nationally in the context of new federal skills policies and funding agreements.

## **Governance matters**

Following the Strengthening Regional Councils review in the previous reporting period, improvements were made to the operation and support provided to regional councils. In addition, the *ACFE system governance guidelines* were developed to improve key stakeholders’ understanding of best practice in governance. Following this, bespoke professional development was provided to members of the Board, regional councils and departmental staff on integrity and good governance practices.

## **Brand and Value Proposition project**

The Board’s Brand and Value Proposition project has evolved over the past few years. A 2019 literature review consolidated pertinent research undertaken on behalf of the Board. This resulted in targeted resources, activities and service offers to meet learner needs. Resources were developed to clearly articulate the personality of the Learn Local brand and promote the value and impact of the Learn Local sector to all stakeholders.

The Brand and Value Proposition project has established consistent messaging and has refined communications channels, activities and resources to support strategic directions and raise awareness.

New approaches to sector communications were developed in 2022–23, including a range of promotional material (brochures, fact sheets and analysis of demographic and other statistical data relevant to each region of ACFE). These and other communications and marketing supports were offered to providers to use (including materials translated into the top 10 community languages other than English). Planning and development is underway to create a portal for the sector and others to directly order printed material, merchandise and signage. All platforms and products were reviewed and updated to meet the Web Content Accessibility Guidelines Version 2.1.

The Board approved a major marketing and promotional campaign to raise awareness of the sector among potential learners, increase enrolments by priority learner groups and ensure Learn Local is well understood by key stakeholders. The campaign will employ a variety of media and will feature content tailored to local need, with digital, print and other media assets to be rolled out in early 2024.



## **2022 Learn Local Awards**

The Victorian Learn Local Awards promote ACFE by recognising the outstanding achievements of learners, practitioners, trainers and Learn Local providers. They encourage and reward best practice, innovation and high standards. In their sixteenth year, the 2022 awards celebrated the resilience of the Learn Local sector.

Presentations were made to the 2022 award winners at an in-person gala on Friday 24 February 2023. The gala was hosted by Master of Ceremonies Gorgi Coghlan. Prize money totalling \$84,000 was awarded to recipients in the following categories:

- The Ro Allen Award – Learn Local Pre-accredited Learner (Skills for Study and Life)  
Callum Lydiard, Kew Neighbourhood Learning Centre
- Victorian Learn Local Young Pre-accredited Learner (Skills for Work) Award  
Felimon Asel, Prace
- Victorian Learn Local Pre-accredited Trainer Award  
Joneen Rattray, The Basin Community House
- Victorian Learn Local Leadership Award  
Danielle Hren, Sunraysia Mallee Ethnic Communities Council
- Victorian Learn Local Pre-accredited Program Award (for small providers)  
Practical Music, Bass Coast Adult Learning
- Victorian Learn Local Pre-accredited Program Award (for large providers)  
Cultural Cuisines Hospitality Course, Wellsprings for Women
- Victorian Learn Local Innovation Award  
Conversation Reading Café class, Sunraysia Mallee Ethnic Communities Council
- Victorian Learn Local Partnership Award  
East Gippsland Learn Locals Collaboration, Buchan Neighbourhood House, Paynesville Neighbourhood Centre, Orbost Education Centre

## **2022 Victorian Training Awards – Victorian Community Training Provider of the Year**

The Board was proud to again sponsor the Victorian Community Training Provider of the Year Award at the annual Victorian Training Awards. The award was open to all Learn Local providers, and was awarded to an organisation demonstrating innovation and excellence in local community education.

The winner was judged on:

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

Wellsprings for Women was announced as Community Training Provider of the Year at the 2022 Victorian Training Awards. Located in some of the most culturally diverse and marginalised communities in Victoria – Dandenong, Casey and Cardinia – Wellsprings for Women has improved the lives of thousands of vulnerable women since it began in 1994 as a small drop-in group for socially isolated women.

Wellsprings for Women has grown to provide 50 education, employment and support programs for around 500 women and children every week in a safe, encouraging environment where women thrive.

In addition to providing English language and literacy, digital literacy and vocational pathway programs, Wellsprings for Women provides case managed services to women impacted by mental health difficulties, isolation, family violence, poverty and homelessness, to help them overcome complex barriers to education and employment. Services include safety plans, risk assessment, emergency relief, supported referrals and material aid.

# Financial performance reporting

## Summary of financial results

Table 2 summarises information from the Board's financial reports for the 2022–23 financial year. It includes comparative results from the previous 4 financial years.

**Table 2: Five-year financial summary**

<b>Result</b>	<b>30 June 2023 \$'000</b>	<b>30 June 2022 \$'000</b>	<b>30 June 2021 \$'000</b>	<b>30 June 2020 \$'000</b>	<b>30 June 2019 \$'000</b>
Total income from transactions	38,751	37,975	36,869	37,294	41,592
Total expenses from transactions	35,199	37,674	33,314	34,853	35,411
Net result from transactions	3,552	301	3,555	2,441	6,181
Other economic flows included in net result	(4)	10	122	80	6
Net result for the period	3,548	311	3,677	2,521	6,187
Net cash flow from operating activities	–	–	–	136	–
Total assets	30,355	28,833	26,179	19,981	51,128
Total liabilities	3,240	5,266	2,923	402	1,673

### Revenue

Total income increased by \$0.8 million in 2022–23 with the receipt of an additional \$0.4 million in funding for pre-accredited training (rate increase) and a \$0.3 million increase in services received free of charge from the Department.

### Expenses

During 2022–23, expenses were \$2.5 million lower – primarily due to reduced grant payments resulting from a combination of contract extensions and lower accruals. Note that although reported training delivery can be delayed from a financial year perspective, training delivery is contracted for completion over a calendar year.

# Organisational structure and corporate governance

## Board membership matters

The Board is to consist of not less than 8 and not more than 12 members, including a chairperson and a deputy chairperson. Members are appointed by the Governor in Council on the recommendation of the Minister for Skills and TAFE.

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 1 July 2022, Ms Lewis was reappointed to the Board for a 3-year term to 30 June 2025 and Ms Ngweso was appointed to the Board for a 3-year term to 30 June 2025.

On 16 September 2022, Dr Lam resigned from the Board.

On 18 October 2022, Mr Maddock was appointed Acting Deputy Chairperson until further appointments were made.

On 4 November 2022, Ms Brennan resigned from the Board.

On 1 April 2023, Mr Maddock was appointed Acting Chairperson and Mr Grogan was appointed Acting Deputy Chairperson.

On 31 March 2023, Ms Peters resigned as Chairperson of the Board. On 1 May 2023, Mr Atkinson resigned from the Board.

### **ACFE Board members 2022–23**

**Ms Maria Peters** (Chairperson to 31 March 2023) 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, she was awarded an Honorary Doctorate of Education from Swinburne University of Technology for outstanding leadership and commitment to vocational education.

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

**Mr John Maddock AM** (Acting Deputy Chairperson from 18 October 2022 and Acting Chairperson from 1 April 2023) 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 Centre for Adult Education. His governance experience as a non-executive director in the education sector includes positions with the Victorian Curriculum and Assessment Authority Board, Victorian Tertiary Admissions Centre Board of Trustees, Tas TAFE Board, 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.

**Dr Maylyn Lam** (Deputy Chairperson to 16 September 2022) 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 was involved with the Brotherhood of St Laurence as an adviser to the employment services social enterprise Given the Chance. Dr Lam holds a Doctor of Philosophy and Master of Education from the University of Melbourne. She is currently a Senior Fellow at Per Capita Australia.

**Mr James Atkinson** (member to 1 May 2023) has a lifelong commitment to the preservation of First Nations culture, language and customs, and to the regeneration and continued advancement of their 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 in the Victorian Aboriginal Health Service, Chief Executive Officer of Rumbalara Aboriginal Co-operative, and has held senior positions in DET.

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

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

**Ms Sally Brennan** (member to 4 November 2022) 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 an experienced executive and non-executive director across sport, community and the legal assistance sector. Ms Fatone is the Chief Executive Officer of Women's Legal Service Victoria. Prior to this, Ms Fatone was General Manager, Operations and Human Resources for The Man Cave Global (a mental health and emotional intelligence charity), and Chief Executive Officer of the Fitzroy Legal Service, one of Australia's oldest community legal centres. 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.

Ms Fatone 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** (Acting Deputy Chairperson from 1 April 2023) 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 Dhelkaya Health (formerly Castlemaine 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. Ms Lewis 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.

**Ms Natasha Ngweso** has a strong background in financial and management accounting and leadership. From 2012 to 2016, she worked in management, accountancy and recruitment roles for Woodside Energy Limited, during which time she engaged with members of the Timor-Leste Development Program and developed working relationships with local universities to support graduate recruitment. Ms Ngweso was Chairperson of Women of Woodside, a community organisation that drives diversity and inclusion. From 2017 to 2021, she held the role of Executive Manager, Store Operations at Aldi, Western Australia.

**Mr Ekrem Ozyurek OAM** has over 30 years experience in primary and secondary education. Mr Ozyurek was Principal of East Preston Islamic College for 14 years, and prior to that he was the founding Principal of Mt Hira College. He has deep experience and expertise in 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 and education in Victoria. He is 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** is from the Barwon region and has extensive experience in business strategy and governance, media, communications and stakeholder engagement. Ms Sansom is a passionate advocate for lifelong learning and is the Manager of Strategic Projects in the Deakin University Library, having previously held positions as Executive Manager of the Geelong Regional Library Corporation, a producer in the British Broadcasting Corporation and the director of her own consultancy specialising in engagement, creativity and business.

**Dr Winifred Scott** is a consultant with extensive experience in the VET sector. Dr Scott 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, a member of the Regional Development Advisory Committee, and a member of other regional and local boards. Before joining the TAFE sector, Dr Scott was a restaurateur in Bendigo.

## 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 2022–23, the independent members on this committee were:

- Ms Lisa Woolmer (Chairperson)
- Mr Michael Grogan (Deputy Chairperson)
- Ms Claudia Fatone (to 3 May 2023)
- Mr John Maddock
- Ms Maria Peters (to 31 March 2023)
- Ms Natasha Ngweso (from 3 May 2023).

## Representation on panels, advisory groups and working groups

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

- Victorian Learn Local Awards judging panels
- Victorian Training Awards judging panels
- the Brand and Value Recognition Advisory Group.

Members of the Board took on liaison and communication support roles in regional councils as regional champions.

## Representation on other bodies

Members of the Board represent the Board on departmental bodies, such as the Marrung Central Governance Committee.

## Regional councils of ACFE

Eight regional councils of ACFE were established under the Education and Training Reform Act. The work of the regional councils is supported by departmental staff.

Councils were established for the following regional and rural areas:

- Barwon South-Western
- Gippsland
- Grampians

- Hume
- Loddon Mallee.

Councils were established for the following metropolitan areas:

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

## **Role of the regional councils**

The Board and regional councils work together to fulfil the Board's mission.

Regional councils draw together different types of expertise and aspects of local knowledge about adult education, to advise the Board on the needs of adult education across their regions. Regional councils play a key role in:

- providing 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 for ACFE in the region
- advising the Board on the effectiveness of activities in their region, including those activities funded by the Board
- supporting and promoting ACFE in the region, 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 regions, including local TAFEs and adult education institutions.

## **Composition of the regional councils**

Each regional council consists of not less than 5 and not more than 9 members, who are appointed by the Minister for Skills and TAFE, including an elected chairperson and elected deputy chairperson. Regional councils may co-opt two additional people for up to 12 months.

Members are appointed to make sure that regional councils:

- reflect community diversity
- have knowledge and experience of governance responsibilities
- have knowledge and experience of issues affecting the local industry and the broader local community in that region.



Members have knowledge, skills and experience in the adult community education sector.

## **2022–23 membership of the regional councils**

### **Barwon South-Western Regional Council**

- Mr Deryck Gall, Chairperson until 30 May 2023
- Ms Anne Marie Ryan, Deputy Chairperson
- Ms Dianne Baxter
- Ms Louisa-Jane Cunningham (term ended 31 July 2022)
- Mr Alan Davis
- Mr Wayne Elliott (appointed from 30 September 2022)
- Ms Jan Golden
- Ms Vikki King
- Mr Peter MacDonald (appointed from 1 August 2022)
- Ms Sabina Reynolds
- Ms Leanne Williams (appointed from 1 August 2022)
- Ms Richelle Yow (appointed from 1 August 2022)

### **Eastern Metropolitan Regional Council**

- Ms Beverley Knowles, Chairperson
- Mr Joseph Cullen, Deputy Chairperson
- Ms Anthea Hancocks (term ended 20 April 2023)
- Ms Jayde Hayes (appointed from 16 March 2023)
- Ms Angela Hoare-Lippman (term ended 30 May 2023)
- Mr Alexander Law (term ended 30 May 2023)
- Ms Delys Leslie (term ended 6 August 2022)
- Mr Grant Meyer (term ended 30 May 2023)
- Ms Wendy Morris (term ended 30 May 2023)
- Ms Fiona Purcell
- Ms Helen Ruddell
- Ms Elizabeth White

### **Gippsland Regional Council**

- Ms Diane Carson, Chairperson
- Ms Shae McGregor, Deputy Chairperson (appointed from 1 August 2022)
- Ms Kate Gaffney (appointed from 1 August 2022)
- Ms Geraldine Jones (appointed from 1 August 2022)

- Ms Jennifer McCafferty (appointed from 1 August 2022)
- Mr Desmond Williams

#### **Grampians Regional Council**

- Mr Tim Shaw, Chairperson (appointed from 1 August 2022)
- Ms Jannine Bennett, Deputy Chairperson
- Mr Bryan Crebbin
- Ms Annette Creek (appointed from 1 August 2022)
- Ms Angela Dunn (term ended 30 May 2023)
- Mr Tim Harrison (term ended 30 May 2023)
- Mr Andrew Henwood (appointed from 1 August 2022)
- Mr Michael Poulton (term ended 29 August 2022)
- Ms Nicola Rodger (term ended 29 March 2023)
- Mr Greg Tinkler (appointed from 1 August 2022)

#### **Hume Regional Council**

- Mr Bradley Quilliam, Chairperson
- Ms Trish Curtis, Deputy Chairperson (appointed from 1 August 2022)
- Ms Melinda Burgess (appointed from 1 August 2022)
- Mr Danny O'Donoghue (term ended 31 July 2022)
- Ms Melva Tyson (term ended 30 May 2023)
- Mr Dean Walton (term ended 30 January 2023)

#### **Loddon Mallee Regional Council**

- Ms Deborah Quin, Deputy Chairperson
- Ms Lisa Goettler (term ended 30 May 2023)
- Mr Brian Gould
- Ms Sarah Graham (term ended 30 May 2023)
- Ms Adele Kennedy (term ended 26 April 2023)
- Mr Robin Kuhne (appointed from 1 August 2022)

#### **North-Western Metropolitan Regional Council**

- Mr Gregory Ferrington, Chairperson
- Mr Anthony Broad (term ended 30 May 2023)
- Ms Christine McCall
- Mr John Sheen
- Mr Hadi Shehab (term ended 26 December 2022)

## Southern Metropolitan Regional Council

- Mr Martin Corman, Chairperson
- Ms Judith Bissland, Deputy Chairperson
- Mr Ali Aziz (term ended 30 May 2023)
- Ms Sandra George (appointed from 1 August 2022)
- Ms Gillian Latchford (term ended 31 July 2022)
- Ms Catherine McGrath
- Mr Tim Newman (appointed from 1 August 2022)

## Administrative and project support

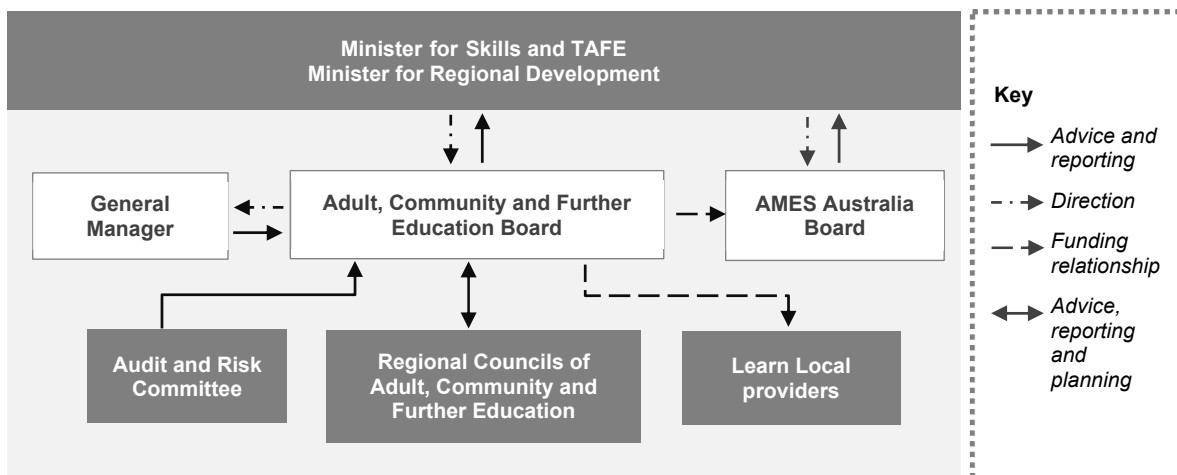
Under the Education and Training Reform Act, the General Manager of the Board is responsible for implementing the Board’s policies and decisions. During 2022–23, this role was filled by Ms Jeanette Nagorcka, Executive Director, Adult Community and Further Education within the Department. More broadly, the Board’s planning, policy and resource allocation roles were supported in the Department by the General Manager and Adult Community and Further Education Branch within Skills and Employment.

The Department supports the 8 regional councils and Learn Local providers to 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, governance and accountabilities of the Board as at 30 June 2023.

Figure 1: ACFE Board organisational chart, 30 June 2023



## 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 on behalf of the Board. Information about these matters can be found in the Department’s annual report for 2022–23.

## 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. Information about these matters can be found in the Department’s annual report for 2022–23.

## Other disclosures

### Local Jobs First

Nil reports.

### Government advertising expenditure

Nil reports.

### Disclosure of major contracts

Nil reports.

### Information and communications technology expenditure

For 2022–23, the Board expended a total of \$0.3 million on information and communications technology (ICT), as detailed in Table 3.

**Table 3: Expenditure on ICT 2022–23**

All operational ICT expenditure	ICT expenditure related to projects to create or enhance ICT capabilities		
Business-as-usual ICT expenditure	Non-business-as-usual ICT expenditure (operational expenditure plus capital expenditure)		Capital expenditure
\$'000	\$'000	\$'000	\$'000
294	–	–	–

### Consultancy expenditure

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

In 2022–23, there were 8 consultancies with fees payable of \$10,000 or greater. Total expenditure in relation to this was \$416,382 excluding goods and services tax (GST). Details of individual consultancies are outlined in Table 4.

**Table 4: Consultancies of \$10,000 or greater, 2022–23**

<b>Consultant</b>	<b>Purpose of consultancy</b>	<b>Total approved project fee (excl. GST) \$'000</b>	<b>Expenditure 2022–23 (excl. GST) \$'000</b>	<b>Future expenditure (excl. GST) \$'000</b>
Australian Council for Educational Research (ACER)	Evaluations of Pathways to TAFE and Skills for Work and Study	45	30	0
Deloitte Access Economics	Build on the evidence base to enable increase in engagement of 'hard to reach' learners into pre-accredited courses, focusing on Koorie and culturally and linguistically diverse communities	180	134	0
Ernst & Young	Financial assessment of The Centre for Continuing Education	0	45	0
KPMG Australia	Brand Recognition Baseline Measurement project	105	15	91
Management Governance Australia Pty Ltd Total	Develop sustainable pre-accredited provision and service models 2023 – Far East Gippsland	105	42	11
Management Governance Australia Pty Ltd Total	Develop sustainable pre-accredited provision and service models 2023 – South West Victoria	105	42	11
Synergistic Pty Ltd	Develop sustainable pre-accredited provision and service models 2023 – oversight and evaluation	165	66	17
Workforce Partners Australia	Develop sustainable pre-accredited provision and service models 2023 – Swan Hill and Surrounds	105	42	11

### **Details of consultancies less than \$10,000**

In 2022–23, there were no consultancies for which the total fees payable to an individual consultant were less than \$10,000. The total expenditure incurred during 2022–23 was nil.

### **Freedom of information**

The purpose of the *Freedom of Information Act 1982* (the FOI Act) is to extend as far as possible the right of communities to access information held by government departments, local councils, ministers and other bodies subject to the FOI Act.

The FOI Act allows the public a right of access to documents held by the Board. This comprises documents both created during work done for the Board or supplied to the Board by an external organisation or

individual, and may also include maps, films, microfiche, photographs, computer printouts, computer discs, tape recordings and videotapes. Information about the type of material produced by the Board is available on the Department's website in its Part II Information Statement.

The FOI Act allows access to be refused, either fully or partially, to certain documents or information. Examples of documents that may not be accessed include:

- Cabinet documents
- some internal working documents
- law enforcement documents
- documents covered by legal professional privilege, such as legal advice
- personal information about other people
- information provided to a department in confidence and information that is confidential under another Act.

Under the FOI Act, the processing time for FOI requests received is 30 days. However, when external consultation is required under sections 29, 29A, 31, 31A, 33, 34 or 35, the processing time is 45 days. Processing time may also be extended by periods of 30 days, any number of times, in consultation with the applicant. However, obtaining an applicant's agreement for an extension cannot occur after the expiry of the timeframe for deciding a request.

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

### **Making a request**

FOI requests may be submitted to the Board via the freedom of information form on the OVIC website at [Find and request access to information - Office of the Victorian Information Commissioner \(ovic.vic.gov.au\)](https://www.ovic.vic.gov.au). An application fee of \$30.60 applies. Access charges may also be payable if the document pool is large and the search for material is time-consuming.

Access to material can also be obtained through a written request to the Board's FOI team, as detailed in section 17 of the FOI Act.

When making an FOI request, applicants should ensure requests are in writing, and clearly identify what types of material, including documents, are being sought.

Requests for documents and other material in possession of the Board should be addressed to:

Freedom of Information Manager  
Adult, Community and Further Education Board  
Department of Jobs, Skills, Industry and Regions  
GPO Box 4509  
Melbourne VIC 3001

### **Freedom of information statistics**

For the 12 months ending 30 June 2023, the Board received no new FOI applications.

## **More information**

More information regarding the operation and scope of FOI can be obtained from the FOI Act, regulations made under the FOI Act and [ovic.vic.gov.au](http://ovic.vic.gov.au).

## **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 1993*.

## **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 2012* (PID Act) encourages and assists people to make disclosures of improper conduct by public officers and public bodies. The PID Act protects people who make disclosures in accordance with the PID 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 disclosures that reveal corrupt conduct, conduct involving substantial mismanagement of public resources, or conduct involving a substantial risk to public health, safety or the environment.

The Board will take all reasonable steps to protect people who make such disclosures from any detrimental action as reprisal for making the disclosure. It will also afford justice to the person who is the subject of the disclosure, to the extent legally possible.

## **Reporting procedures**

Disclosures of improper conduct or detrimental action by the Board or its officers may be made directly to the Independent Broad-based Anti-corruption Commission (IBAC):

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

Level 1, North Tower

459 Collins Street

Melbourne VIC 3000

Phone: 1300 735 135

Website: [ibac.vic.gov.au](http://ibac.vic.gov.au)

Email: See the IBAC website for the secure email disclosure process, which also provides for anonymous disclosures.

## More information

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

### Public Interest Disclosures Officer

Adult, Community and Further Education Board  
Department of Jobs, Skills, Industry and Regions  
GPO Box 4509  
Melbourne VIC 3001  
Email: [acfe@djsir.vic.gov.au](mailto:acfe@djsir.vic.gov.au)

## Compliance with the *Disability Act 2006*

The *Disability Act 2006* 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 for 2022–23).

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 targets funding for vulnerable learners, including people with disability.

## Compliance with the Social Procurement Framework

The Victorian Government's Social Procurement Framework (SPF) 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 SPF provides guidance on embedding social and sustainable procurement into existing processes. For suppliers, the SPF points to methods to deliver government objectives, while continuing to participate in government procurement processes and grow their business.

The SPF 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 adopted DET's Social Procurement Strategy. Since the creation of the new Department, which took effect from 1 January 2023, the Board has agreed to comply with all associated departmental policies and procedures related to implementing the SPF.

Social procurement objectives prioritised during 2022–23 were:

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

During the reporting period the Department, and previously DET, provided advice to staff undertaking procurement activity on behalf of the Board on how to implement the SPF.

In 2022–23, the Board undertook the social procurement activities outlined in Table 5.



**Table 5: ACFE Board social procurement activities 2022–23**

Social procurement activities	2022–23
Number of social benefit suppliers engaged during the reporting period	10
Total amount spent with social benefit suppliers (direct spend) during the reporting period (\$ excl. GST)	\$4,635.00
Total number of mainstream suppliers engaged that have made social procurement commitments in their contracts with the Victorian Government	0
Total number of contracts that include social procurement commitments	0

Table 6 outlines the Board's performance in 2022–23 against the SPF objectives.

**Table 6: ACFE Board performance against SPF objectives**

SPF objective	Outcome	Metric	Unit of measure	2022–23 (actual)
Opportunities for Victorians with Aboriginal people	Purchasing from Victorian Aboriginal businesses	Total spend with Victorian Aboriginal businesses	\$ (excl. GST)	\$725.00
		Number of Victorian Aboriginal businesses engaged	Number	1
Opportunities for Victorians with disability	Purchasing from Victorian social enterprises and Australian Disability Enterprises	Total spend with Victorian social enterprises led by a mission for people with disability and Australian Disability Enterprises	\$ (excl. GST)	5
		Number of Victorian social enterprises led by a mission for people with disability and Australian Disability Enterprises engaged	Number	\$2,511.00
Opportunities for disadvantaged Victorians	Purchasing from Victorian social enterprises	Total spend with Victorian social enterprises led by a mission for one of the 5 disadvantaged cohorts	\$ (excl. GST)	\$2,765.00
		Number of Victorian social enterprises led by a mission for one of the 5 disadvantaged cohorts	Number	5
Sustainable Victorian social enterprises and Aboriginal business sectors	Purchasing from Victorian social enterprises and Aboriginal businesses	Total spend with Victorian social enterprises	\$ (excl. GST)	\$3,812.00
		Number of Victorian social enterprises engaged	Number	8

Note: Businesses may be counted in more than one group

## Emergency procurement

The Board's operations are administered by the Department, including the provision of emergency procurement, in accordance with the requirements of government policy and accompanying guidelines. In 2022–23, nil emergency procurements in relation to the Board were activated.

## Environmental reporting

The Board's operations are administered by the Department, including the provision of departmental employees, facilities, office accommodation and fleet services required to support the Board's activities. The Department's annual report 2022–23 disclosure includes the environmental impact data 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**

Skills and Employment

Department of Jobs, Skills, Industry and Regions

GPO Box 4509

Melbourne VIC 3001

Telephone: 03 9651 9999

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

I, Dr Teresa De Fazio, Chairperson, 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 ACFE 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 2023 and financial position of the Board at 30 June 2023.

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 09 October 2023.



Ms Georgina Lyell  
Acting Accountable Officer  
Adult, Community and Further Education  
Board

9 October 2023



Mr Daniel Rodger  
Acting Chief Finance Officer  
Adult, Community and Further Education  
Board

9 October 2023



Dr Teresa De Fazio  
Chairperson  
Adult, Community and Further Education  
Board

9 October 2023

## Independent Auditor's Report

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

<b>Opinion</b>	<p>I have audited the financial report of the Adult, Community and Further Education Board (the board) which comprises the:</p> <ul style="list-style-type: none"> <li>• balance sheet as at 30 June 2023</li> <li>• comprehensive operating statement for the year then ended</li> <li>• statement of changes in equity for the year then ended</li> <li>• cash flow statement for the year then ended</li> <li>• notes to the financial statements, including significant accounting policies</li> <li>• declaration in the financial statements.</li> </ul> <p>In my opinion the financial report presents fairly, in all material respects, the financial position of the board as at 30 June 2023 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>
<b>Basis for Opinion</b>	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the <i>Auditor's Responsibilities for the Audit of the Financial Report</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the board in accordance with the ethical requirements of the Accounting Professional and Ethical Standards board's APES 110 <i>Code of Ethics for Professional Accountants</i> (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.</p>
<b>Board's responsibilities for the financial report</b>	<p>The board is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the <i>Financial Management Act 1994</i>, and for such internal control as the board determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.</p> <p>In preparing the financial report, the board is responsible for assessing the board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.</p>
<b>Other information</b>	<p>The board is responsible for the "other information", which comprises the annual report for the year ended 30 June 2023, but it does not include the financial report and my auditor's report thereon.</p> <p>My opinion on the financial report does not cover the other information included in the annual report and accordingly, I do not express any form of assurance conclusion thereon. In connection with my audit of the financial report, my responsibility is to read the annual report when it becomes available and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work I have performed, I conclude that there is a material misstatement of the other information, I am required to report that fact. I have nothing to report in this regard.</p>

<b>Auditor's responsibilities for the audit of the financial report</b>	<p>As required by the <i>Audit Act 1994</i>, my responsibility is to express an opinion on the financial report based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.</p> <p>As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:</p> <ul style="list-style-type: none"> <li>• identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.</li> <li>• obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the board's internal control</li> <li>• evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the board</li> <li>• conclude on the appropriateness of the board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the board's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the board to cease to continue as a going concern.</li> <li>• evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.</li> </ul> <p>I communicate with the board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.</p>
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MELBOURNE  
27 October 2023



Charlotte Jeffries  
as delegate for the Auditor-General of Victoria

# Comprehensive operating statement

For the financial year ended 30 June 2023

	Notes	30 June 2023 \$'000	30 June 2022 \$'000
<b>Income from transactions</b>			
Grants	2	32,645	32,089
Services received free of charge <sup>(i)</sup>	2	6,106	5,886
<b>Total income from transactions</b>		<b>38,751</b>	<b>37,975</b>
<b>Expenses from transactions</b>			
Grants and transfer payments	3	(27,273)	(29,431)
Operating expenses	4	(1,820)	(2,357)
Services provided free of charge <sup>(i)</sup>	4	(6,106)	(5,886)
<b>Total expenses from transactions</b>		<b>(35,199)</b>	<b>(37,674)</b>
<b>Net result from transactions (net operating balance)</b>		<b>3,552</b>	<b>301</b>
<b>Other economic flows included in net result</b>			
Net gain/(loss) on financial instruments	5	(4)	10
<b>Total other economic flows included in net result</b>		<b>(4)</b>	<b>10</b>
<b>Net result</b>		<b>3,548</b>	<b>311</b>
<b>Other economic flows – other comprehensive income</b>			
<i>Items that will not be reclassified to net result</i>			
<b>Total other economic flows – other comprehensive income</b>		<b>–</b>	<b>–</b>
<b>Comprehensive result</b>		<b>3,548</b>	<b>311</b>

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

Note:

- (i) Services free of charge has been updated to reflect a change to the actual disbursement of overhead costs in 2021–22. There are no other impacts on the financial statements.



# Balance sheet

As at 30 June 2023

	Notes	30 June 2023 \$'000	30 June 2022 \$'000
<b>Assets</b>			
<b>Financial assets</b>			
Receivables	6, 9	30,254	28,514
<b>Total financial assets</b>		<b>30,254</b>	<b>28,514</b>
<b>Non-financial assets</b>			
Prepayment		101	319
<b>Total non-financial assets</b>		<b>101</b>	<b>319</b>
<b>Total assets</b>		<b>30,355</b>	<b>28,833</b>
<b>Liabilities</b>			
Payables	7, 9	3,240	5,266
<b>Total liabilities</b>		<b>3,240</b>	<b>5,266</b>
<b>Net assets</b>		<b>27,115</b>	<b>23,567</b>
<b>Equity</b>			
Accumulated surplus/(deficit)		27,115	23,567
<b>Net worth</b>		<b>27,115</b>	<b>23,567</b>

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

## Cash flow statement

For the financial year ended 30 June 2023

	Notes	30 June 2023 \$'000	30 June 2022 \$'000
<b>Cash flows from operating activities</b>			
<b>Receipts</b>			
Receipts from government		30,650	29,411
GST recovered from ATO		3,111	2,738
<b>Total receipts</b>		<b>33,761</b>	<b>32,149</b>
<b>Payments</b>			
Payments of grants and other expenses		(33,761)	(32,149)
<b>Total payments</b>		<b>(33,761)</b>	<b>(32,149)</b>
<b>Net cash flows from/(used in) operating activities</b>		<b>–</b>	<b>–</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>			
Cash and cash equivalents at the beginning of the financial year		–	–
<b>Cash and cash equivalents at the end of the financial year</b>		<b>–</b>	<b>–</b>

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

## Statement of changes in equity

For the financial year ended 30 June 2023

	Physical asset revaluation surplus \$'000	Accumulated surplus \$'000	Contributions by owner \$'000	Total \$'000
<b>Balance at 30 June 2021</b>	–	<b>23,256</b>	–	<b>23,256</b>
Net result for the year	–	311	–	311
<b>Balance at 30 June 2022</b>	–	<b>23,567</b>	–	<b>23,567</b>
Net result for the year	–	3,548	–	3,548
<b>Balance at 30 June 2023</b>	–	<b>27,115</b>	–	<b>27,115</b>

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

# Notes to and forming part of the financial statements

## Note 1 About this report

The financial statements cover the Adult, Community and Further Education Board as a statutory authority/individual reporting entity under the *Education and Training Reform Act 2006*. The Board reports separately to Parliament through the Minister for Skills and TAFE.

The Board's principal address is:

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

Level 32

35 Collins Street

Melbourne VIC 3000

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 in Australian dollars and the historical cost convention is used unless a different measurement basis is specifically disclosed in the note associated with the item measured on a different basis.

The accrual basis of accounting has been applied in the preparation of these financial statements whereby transactions 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. 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, are disclosed in 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*, 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 AASB 1049 'Whole of Government and General Government Sector Financial Reporting'.

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

### 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. Returning to in-person training after COVID-19 has presented some challenges to the sector but training delivery and associated contractual support from the Board are returning to normal.

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.

### Restructuring of administrative arrangements

In December 2022 the Victorian Government announced the restructure of some of its activities via machinery of government changes, taking effect from 1 January 2023. These changes included the transfer of responsibility for the Training and Skills and Higher Education portfolios to the newly created Department of Jobs, Skills, Industry and Regions. Although this restructuring did not alter the operation of the Board, it did alter the responsible portfolio Department from the Department of Education and Training to the Department of Jobs, Skills, Industry and Regions.

### Note 2 Income from transactions

Income from transactions	30 June 2023 \$'000	30 June 2022 \$'000
Grants from the Department of Education and Training	12,900	32,089
Grants from the Department of Jobs, Skills, Industry and Regions	19,745	–
Administrative and salaries income received free of charge	6,106	5,886
<b>Total income from transactions</b>	<b>38,751</b>	<b>37,975</b>

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

### Grants

State government grants, received by the Board during a reporting period, are recognised as income of that reporting period consistent with AASB 1058 'Income of Not-for-Profit Entities'. Income from grants without sufficiently specific performance obligations, or that are not enforceable, is recognised when the Board has an unconditional right to receive cash that 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 departmental staff in supporting the Board, and includes relevant employee benefits (including oncosts), contractors support and overheads.

### Note 3 Grants and transfer payments

Grants and transfer payments	30 June 2023 \$'000	30 June 2022 \$'000
Payments to adult community education organisations	24,625	25,767
Payments to adult education institutions	1,585	2,070
Payments to other education organisations	1,063	1,594
<b>Total grants and transfer payments</b>	<b>27,273</b>	<b>29,431</b>

#### Grants and transfer payments

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

### Note 4 Operating and administrative expenses

Operating and administrative expenses	30 June 2023 \$'000	30 June 2022 \$'000
<b>Operational expenditure</b>		
Operating expenses	1,820	2,357
<b>Services provided free of charge</b>		
Administrative and salary expenses provided free of charge	6,106	5,886
<b>Total operating and administrative expenses</b>	<b>7,926</b>	<b>8,243</b>

#### Operating expenses

Operating expenses generally represent the day-to-day running costs incurred in the normal operations of the Board. These items are recognised as an expense in the reporting period in which they are incurred.

#### Services provided free of charge

Contributions of resources provided free of charge are recognised at their fair value after 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 relevant portfolio department in supporting the operation of the Board.

## Note 5 Other economic flows included in net result

	30 June 2023 \$'000	30 June 2022 \$'000
<b>Net gain/(loss) on financial instruments</b>		
Movement in contractual receivables (impairment)	(4)	10
<b>Total net gain/(loss) on financial instruments</b>	<b>(4)</b>	<b>10</b>

### Net gain/(loss) on financial instruments

Net gain/(loss) on financial instruments includes impairment and reversal of impairment for financial instruments at amortised cost.

### Revaluations of financial instruments at fair value

All financial assets, except for those measured at fair value through profit or loss, are subject to an annual review/assessment of whether there is objective evidence that a financial asset or group of financial assets is impaired. Impaired receivables (expected credit loss) and bad debts not written off by mutual consent are classified as other economic flows in net result. Bad debts considered as written off through mutual consent are classified as transaction expenses. Subsequent recoveries of amounts previously written off are credited against the same line item.

## Note 6 Receivables

Receivables	30 June 2023 \$'000	30 June 2022 \$'000
<b>Contractual receivables</b>		
Trade and other receivables	5	–
Expected credit loss	(4)	–
<b>Total contractual receivables</b>	<b>1</b>	<b>–</b>
<b>Statutory receivables</b>		
Receivables from Victorian Government	29,964	28,058
GST input tax credit recoverable	286	456
<b>Total statutory receivables</b>	<b>30,253</b>	<b>28,514</b>
<b>Total receivables</b>	<b>30,254</b>	<b>28,514</b>

Receivables consist of:

- contractual receivables, such as debtors in relation to goods and services are recognised as financial instruments
- statutory receivables (i.e. amounts owing from the Victorian government) are not classified as financial instruments because the receivable does 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.

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'.

<b>Movement in the provision for expected credit loss</b>	<b>30 June 2023</b>	<b>30 June 2022</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>Opening loss allowance</b>	–	(10)
(Increase)/decrease in allowance recognised in surplus or deficit	(4)	10
<b>Balance at end of the year</b>	<b>(4)</b>	<b>–</b>

## Note 7 Payables

<b>Payables</b>	<b>30 June 2023</b>	<b>30 June 2022</b>
	<b>\$'000</b>	<b>\$'000</b>
Contractual payables	3,240	5,266
Statutory payables	–	–
<b>Total payables</b>	<b>3,240</b>	<b>5,266</b>

Payables consist of:

- contractual payables, such as accounts payable and expenditure accruals, which recognise the liability to make future payments for goods and services received/purchased by the Board that remain unpaid at the end of the financial year. These payables are classified as financial instruments and categorised as financial liabilities at amortised cost
- statutory payables, such as GST 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 2023, the Board had no knowledge of any contingent assets or contingent liabilities (2022 – Nil).

## Note 9 Financial instruments

### Financial risk management objectives and policies

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 (contractual receivables) of the Board. The Board's exposure to credit risk arises from the potential default of a counterparty on its contractual obligations, resulting in financial loss to the Board.

The Board's credit risk 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
<b>Financial assets</b>	
Contractual receivables	Receivables are recognised at fair value, being the amount receivable, which is reduced for any impairment.  Outstanding debts are reviewed at regular intervals to assess their collectability.
<b>Financial liabilities</b>	
Contractual payables	Liabilities are recognised for amounts to be paid in future for services provided by organisations contracted with the Board that, 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.

### 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, days past due/debtors' financial health and selected the expected credit loss rate based on past history, existing conditions and forward-looking estimates at the end of the financial year.

2023 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 <sup>(i)</sup>	–	–	–	73%	–	73%
Gross carrying amount	–	–	–	5	–	5
Less loss allowance	–	–	–	(4)	–	(4)
<b>Net carrying value</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>1</b>	<b>–</b>	<b>1</b>

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

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	–	–	–	–	–	–
<b>Net carrying value</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>



### Ageing analysis of contractual financial 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
<b>2023 liabilities</b>						
Contractual payables	3,240	3,240	1,681	1,559	–	–
<b>Total</b>	<b>3,240</b>	<b>3,240</b>	<b>1,681</b>	<b>1,559</b>	<b>–</b>	<b>–</b>

	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
<b>2022 liabilities</b>						
Contractual payables	5,266	5,266	191	5,075	–	–
<b>Total</b>	<b>5,266</b>	<b>5,266</b>	<b>191</b>	<b>5,075</b>	<b>–</b>	<b>–</b>

### Note 10 Cash flow information

Reconciliation of net result for the period to net cash flow from operating activities	30 June 2023 \$'000	30 June 2022 \$'000
Net result for the period	3,548	311
<b>Other non-cash items affecting results</b>		
(Increase)/decrease in receivables	(1,740)	(2,644)
(Increase)/decrease in prepayments	218	(10)
Increase/(decrease) in payables	(2,026)	2,343
<b>Net cash flows from/(used in) operating activities</b>	<b>–</b>	<b>–</b>

### 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 2022 – 30 June 2023)

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

- Ingrid Stitt MLC (4–17 July 2022, 18–19 August 2022, 24–28 December 2022)
- The Hon. Steve Dimopoulos MP (13–23 January 2023)
- The Hon. Natalie Hutchins MP (16–20 April 2023)
- The Hon. Ben Carroll MP (21 April – 1 May 2023)

## Accountable Officer

- Ms Jeanette Nagorcka (1 July 2022 – 29 May 2023)

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

- Ms Jane Ward (27 January – 22 February 2023)
- Ms Kathleen Carroll (29 May – 23 June 2023)
- Ms Michelle Willetts (26 – 30 June 2023)

## Significant transactions with government-related entities

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

- Grant funding was received from the Department of Education and Training (\$12.9 million).
- Grant funding was received from the Department of Jobs, Skills, Industry and Regions (\$19.7 million).
- The Board recognises services received free of charge (\$6.1 million), from its portfolio departments to undertake legislative responsibilities. This included payments made to the Department of Families, Fairness and Housing (\$0.2 million) for the support of a grants management system.
- Payments were made to the Centre for Adult Education (\$0.7 million) and AMES Australia (\$0.9 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 over which they may have significant influence). 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 Skills and TAFE in the Parliament of Victoria
- Accountable Officer.

Entity	Key management personnel	Position title	Period
Parliament of Victoria	The Hon Gayle Tierney MP	Minister for Skills and TAFE	1 July 2022 – 30 June 2023
Board	Ms Jeanette Nagorcka	Accountable Officer	1 July 2022 – 29 May 2023
Board	Ms Jane Ward	Accountable Officer (Acting Executive Director)	27 January 2023 – 22 February 2023
	Ms Kathleen Carrol		29 May 2023 – 23 June 2023
	Ms Michelle Willetts		26 June 2023 – 30 June 2023
Board	Ms Maria Peters	Chairperson	1 July 2022 – 31 March 2023
Board	Mr John Maddock	Board member	1 July 2022 – 17 October 2022

Entity	Key management personnel	Position title	Period
		Acting Deputy Chairperson	18 October 2022 – 31 March 2023
		Acting Chairperson	1 April 2023 – 30 June 2023
Board	Dr Maylyn Lam	Deputy Chairperson	1 July 2022 – 16 September 2022
Board	Mr Michael Grogan	Board member	1 July 2022 – 31 March 2023
		Acting Deputy Chairperson	1 April 2023 – 30 June 2023
Board	Mr James Atkinson	Board member	1 July 2022 – 1 May 2023
Board	Ms Sally Brennan	Board member	1 July 2022 – 4 November 2022
Board	Ms Claudia Fatone	Board member	1 July 2022 – 30 June 2023
Board	Ms Margaret Lewis	Board member	1 July 2022 – 30 June 2023
Board	Ms Natasha Ngweso	Board member	1 July 2022 – 30 June 2023
Board	Mr Ekrem Ozyurek	Board member	1 July 2022 – 30 June 2023
Board	Ms Deborah Sansom	Board member	1 July 2022 – 30 June 2023
Board	Dr Winifred Scott	Board member	1 July 2022 – 9 May 2023
		Acting Board Member	10 May 2023 – 30 June 2023

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

<b>Remuneration of key management personnel (excluding responsible ministers)</b>	<b>30 June 2023</b>	<b>30 June 2022</b>
Short-term benefits	\$175,657	\$145,017
Post-employment benefits	\$3,941	\$4,283
Other long-term benefits	–	–
Termination benefits	N/A	N/A
Share-based payments	N/A	N/A
<b>Total remuneration</b>	<b>\$179,598</b>	<b>\$149,300</b>
<b>Total number of key management personnel</b>	<b>12</b>	<b>13</b>
<b>Total annualised employee equivalents <sup>(i)</sup></b>	<b>N/A</b>	<b>N/A</b>

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

### **Remuneration of Accountable Officer**

The Accountable Officer is an executive officer employed by the portfolio department, 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 received several program-related payments from the Board. While Ms Sally Brennan was a Board member of both the Adult, Community and Further Education Board and Adult Learning Australia, she undertook no consultation with or had involvement with the Department or Board members in contract establishment, 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, because it was paid by the relevant portfolio department.

## Note 13 Remuneration of auditors

Victorian Auditor-General's Office	30 June 2023 \$'000	30 June 2022 \$'000
Audit of the financial statements	35	35

## Note 14 Subsequent events

No matters or circumstances have arisen since the end of the financial year that 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 2023	Payment timeframe			
	Total \$'000	1 year \$'000	1 to 5 years \$'000	5 years or more \$'000
Pre-accredited training delivery	9,744	9,744	–	–
Other program delivery	1,823	1,823	–	–
<b>Total expenditure commitments</b>	<b>11,567</b>	<b>11,567</b>	<b>–</b>	<b>–</b>

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

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

## Note 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 relevant portfolio department 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 issued that are not yet effective**

Certain new accounting standards and interpretations have been issued but are not effective for the 30 June 2023 reporting period. The Board assesses the impact of these new standards to determine their applicability and early adoption where applicable.

As at 30 June 2023, 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 2023. The Board has not and does not intend to adopt these standards early.

Topic	Key requirements	Effective date
AASB 2022-8 Amendments to Australian Accounting Standards – Insurance Contracts: Consequential Amendments	AASB 2022-8 makes consequential amendments to other Australian Accounting Standards so that public sector entities are permitted to continue to apply AASB 4 and AASB 1023 to annual periods before 1 July 2026. This Standard applies for annual reporting periods beginning on or after 1 January 2023.	1 January 2023
AASB 2022-9 Amendments to Australian Accounting Standards – Insurance Contracts in the Public Sector	AASB 2022-9 amends AASB 17 to make public sector-related modifications (for example, it specifies the pre-requisites, indicators and other considerations in identifying arrangements that fall within the scope of AASB 17 in a public sector context). This Standard applies for annual reporting periods beginning on or after 1 July 2026.	1 July 2026
AASB 2022-6 Amendments to Australian Accounting Standards – Non-current Liabilities with Covenants	<p>AASB 2022-6 amends and clarifies the requirements contained in AASB 2020-1. Among other things, it:</p> <ul style="list-style-type: none"> <li>• clarifies that only those covenants that an entity must comply with at or before the reporting date affect a liability’s classification as current or non-current</li> <li>• requires additional disclosures for non-current liabilities that are subject to an entity complying with covenants within 12 months after the reporting date.</li> </ul> <p>AASB 2022-6 applies to annual reporting periods beginning on or after 1 January 2023.</p>	1 January 2023

# 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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<b>Legislation</b>		
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<i>Public Interest Disclosures Act 2012</i>		37–8

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

The following grant payments were made to certain companies and organisations during 2022–23.

<b>Name of company or organisation</b>	<b>Pre- accredited and associated grants \$'000 (excl. GST)</b>	<b>Sector support grants \$'000 (excl. GST)<sup>1</sup></b>	<b>Total \$'000 (excl. GST)</b>
Access Australia Group Limited	56	9	65
Adult and Community Education (Victoria) Incorporated	0	5	5
Adult Learning Australia Ltd	0	357	357
Alamein Neighbourhood & Learning Centre Inc	73	22	95
Albury-Wodonga Volunteer Resource Bureau Inc	22	8	30
AMES Australia	967	42	1,009
Angliss Neighbourhood House Incorporated	89	10	99
Ararat Neighbourhood House Inc	15	10	25
Arrabri Community House Inc	80	22	102
Art Resource Collective Inc	15	9	24
Australian Croatian Community Services Ltd	28	9	37
Australian Multicultural Community Services Limited	17	10	27
Australian Romanian Community Welfare, Health and Services Association of Victoria Inc	17	9	26
Australian Vietnamese Women's Association Inc	162	12	174
Avenue Neighbourhood House At Eley Inc.	98	14	112
Balance Training Services Pty. Ltd.	96	10	106
Ballan & District Community House & Adult Education Centre Inc	15	11	26
Ballarat Neighbourhood Centre Inc	245	17	262
Banksia Gardens Association Inc.	539	14	553
Bass Coast Adult Learning Inc.	200	12	212
Beaufort Community House and Learning Centre Inc	12	9	21
Belgium Avenue Neighbourhood House Inc	38	9	47
Bellarine Living and Learning Centre Incorporated	33	10	43
Bellarine Training and Community Hub Incorporated	10	10	20
Belvedere Community Centre Inc.	44	22	66
Bendigo Neighbourhood Hub Inc.	34	9	43
Beulah Historical, Learning and Progress Association Inc	19	9	28
Birallee Park Neighbourhood House Inc	11	0	11
Bnym Aboriginal Corporation	69	9	78
Box Hill Institute	553	0	553

<sup>1</sup> This grants classification includes sector development, project and administration funding.

<b>Name of company or organisation</b>	<b>Pre- accredited and associated grants \$'000 (excl. GST)</b>	<b>Sector support grants \$'000 (excl. GST)</b>	<b>Total \$'000 (excl. GST)</b>
BRACE Education Training & Employment Limited	78	9	87
Brunswick Neighbourhood House Co-operative Limited	257	13	270
Bubup Wilam Aboriginal Child and Family Centre Incorporated	15	0	15
Buchan District Outreach Inc	10	12	22
Carlton Neighbourhood Learning Centre Inc	115	12	127
Carringbush Adult Education Incorporated	201	37	238
Castlemaine Community House Inc	144	21	165
Central Highlands Group Training Inc	15	9	24
Central Ringwood Community Centre Inc	117	14	131
Centre for Participation Inc	196	12	208
CERES Inc.	40	9	49
Cheltenham Community Centre Inc.	285	13	298
Child and Family Care Network Inc	97	11	108
Christie Centre Inc.	29	20	49
Churchill Neighbourhood Centre Inc	33	9	42
Cire Services Incorporated	361	78	439
Clota Cottage Neighbourhood House Inc	18	9	27
Cloverdale Community Centre Inc	200	30	230
Cobram Community House Inc	33	12	45
Comm Unity Plus Services Ltd	309	9	318
Community College Gippsland Ltd	82	35	117
Community Hub Inc	22	9	31
Concern Australia Welfare Inc	36	8	44
Continuing Education and Arts Centre of Alexandra Inc	13	18	31
Coonara Community House Inc	147	9	156
Corryong Neighbourhood House Inc	15	0	15
Craigieburn Education and Community Centre Inc	78	11	89
Cranbourne Community House Inc	114	9	123
Dallas Neighbourhood House Inc	182	9	191
Dandenong Community and Learning Centre Inc.	403	8	411
Daylesford Neighbourhood Centre Inc	14	9	23
Diamond Valley Learning Centre Inc.	183	9	192
Djerriwarrh Employment & Education Services Inc	264	19	283
Donald Learning Group Inc.	17	9	26
Doveton Neighbourhood Learning Centre Inc	184	25	209
Duke Street Community House Association Inc	230	9	239

<b>Name of company or organisation</b>	<b>Pre- accredited and associated grants \$'000 (excl. GST)</b>	<b>Sector support grants \$'000 (excl. GST)</b>	<b>Total \$'000 (excl. GST)</b>
East End Community House Inc.	183	9	192
Echuca Neighbourhood House Inc.	40	0	40
Elwood-St Kilda Neighbourhood Learning Centre Inc	130	9	139
Emerald Community House Inc	69	10	79
Encompass Community Services Incorporated	7	0	7
Endeavour Hills Neighbourhood Centre Inc	130	11	141
Farnham Street Neighbourhood Learning Centre Inc	446	15	461
Fitzroy Learning Network Inc	52	9	61
Footscray Community Arts Centre Limited	21	14	35
Foundation 61 Inc.	117	9	126
Foundation Learning Centre Inc.	278	25	303
Frankston City Council	45	8	53
Geelong Ethnic Communities Council Incorporated	299	0	299
Gippsland Employment Skills Training Inc.	245	13	258
Glen Eira Adult Learning Centre Inc	193	12	205
Glen Park Community Centre Inc	237	58	295
Glenroy Neighbourhood Learning Centre Inc	153	14	167
Godfrey Street Community House Association Inc	5	0	5
Goldfields Employment and Learning Centre Inc	9	0	9
Haddon Community Learning Centre Inc	31	12	43
Hallam Community Learning Centre Inc	87	15	102
Hampton Park Care Group Inc	97	12	109
Healesville Living & Learning Centre Inc	59	0	59
Heyfield Community Resource Centre Inc	42	18	60
Holden Street Neighbourhood House Inc	55	9	64
Horsham Neighbourhood House Incorporated	15	9	24
Hume City Council	113	8	121
Inclusion Melbourne Inc	136	9	145
Indie Education Limited	20	1	21
Inner Melbourne VET Cluster Inc	31	9	40
Japara Neighbourhood House Inc.	12	12	24
Jesuit Social Services Limited	396	11	407
Jewish Care (Victoria) Inc.	32	32	64
Jika Jika Community Centre Inc	18	9	27
JobCo Employment Services Association Inc.	58	23	81
K.Y.M. (Victoria) Incorporated	261	0	261
Kangaroo Flat Community Group Inc.	9	0	9

<b>Name of company or organisation</b>	<b>Pre- accredited and associated grants \$'000 (excl. GST)</b>	<b>Sector support grants \$'000 (excl. GST)</b>	<b>Total \$'000 (excl. GST)</b>
Karingal St Laurence Limited	155	9	164
Kensington Neighbourhood House Inc	104	26	130
Kerrie Neighbourhood House Inc.	15	10	25
Kew Neighbourhood Learning Centre Inc	240	28	268
King Valley Learning Exchange Inc.	20	10	30
Kinglake Ranges Neighbourhood House Inc	23	9	32
Kyabram Community and Learning Centre Inc	42	9	51
Kyneton Community & Learning Centre Inc	108	47	155
Lalor Neighbourhood House Incorporated	115	9	124
Lara Community Centre Inc	17	0	17
Laurels Education and Training Incorporated	45	11	56
Laverton Community Integrated Services Inc	291	13	304
Life Skills Victoria Incorporated	73	9	82
LINK Neighbourhood House Inc	10	9	19
Living and Learning at Ajani Incorporated	35	17	52
Living Learning Pakenham Inc.	252	17	269
Loddon Campaspe Multicultural Services Inc	118	50	168
Longbeach Place Inc	23	11	34
Lyrebird Community Centre Inc.	61	11	72
MACE Inc.	77	21	98
Macedon Ranges Further Education Centre Inc.	38	10	48
MADEC Australia Limited	35	4	39
Maldon Neighbourhood Centre Inc	32	9	41
Mallacoota District Health & Support Service Inc	24	9	33
Manna Gum Community House Inc	40	21	61
Meadow Heights Learning Shop Inc	205	9	214
Melton South Community Centre Inc	91	12	103
Merinda Park Learning and Community Centre Inc	99	11	110
Micare Ltd	151	9	160
Migrant Resource Centre, North West Region Inc	41	9	50
MiLife-Victoria Inc	25	0	25
Mill Park Community Services Group Inc	183	3	186
Milpara Community House Inc	74	11	85
Mitcham Community House Incorporated	19	9	28
Moe Neighbourhood House Inc	30	10	40
Moongala Women's Collective Inc.	27	10	37
Mordialloc Neighbourhood House Inc	39	10	49

<b>Name of company or organisation</b>	<b>Pre-accredited and associated grants \$'000 (excl. GST)</b>	<b>Sector support grants \$'000 (excl. GST)</b>	<b>Total \$'000 (excl. GST)</b>
Mount Beauty Neighbourhood Centre Inc.	39	9	48
Mountain District Women's Co-Operative Limited	228	36	264
Multicultural Community Services Geelong Inc.	148	9	157
Murray Adult Community Education – Swan Hill Inc	106	9	115
Murray Human Services Inc	19	2	21
Myrtleford Neighbourhood Centre Inc	37	10	47
Ngwala Willumbong Aboriginal Corporation	107	0	107
Nhill Neighbourhood House Learning Centre Inc.	133	16	149
Nillumbik Shire Council	35	0	35
North Carlton Railway Station Neighbourhood House Inc.	11	9	20
North Melbourne Language & Learning Inc	200	12	212
North Ringwood Community House Incorporated	47	12	59
North Shepparton Community & Learning Centre Inc	16	2	18
Numurkah Community Learning Centre Inc.	19	10	29
Olympic Neighbourhood House Incorporated	290	17	307
Open Door Neighbourhood House Inc	52	11	63
Orana Neighbourhood House Inc.	144	10	154
Orbost Education Centre Incorporated	54	11	65
Outlets Co-operative Neighbourhood House Limited	15	10	25
OUTLOOK (AUST.) LIMITED	178	14	192
Pangerang Community House Inc.	0	0	0
Park Orchards Community House & Learning Centre Inc	95	13	108
Paynesville Neighbourhood Centre Inc	60	11	71
Peninsula Training and Employment Program Inc	176	24	200
Phillip Island Community And Learning Centre Inc.	25	9	34
Pines Learning Inc	134	20	154
Port Phillip Community Group Limited	150	20	170
Portland Workskills Inc	24	0	24
PRACE INC.	403	169	572
Prahran Community Learning Centre Inc	138	11	149
Preston Neighbourhood House Inc.	310	103	413
Quantin Binnah Community Centre Inc	11	9	20
Red Cliffs Community Resource Centre Inc	54	1	55
Rejoice Chinese Christian Communication Centre Inc.	39	9	48
Resurrection Catholic Church Keysborough	310	102	412
Reynard Street Neighbourhood House Incorporated	67	10	77
Richmond Community Learning Centre Inc.	33	0	33

<b>Name of company or organisation</b>	<b>Pre-accredited and associated grants \$'000 (excl. GST)</b>	<b>Sector support grants \$'000 (excl. GST)</b>	<b>Total \$'000 (excl. GST)</b>
Robinvale Network House Inc	28	1	29
Rosewall Neighbourhood Centre Inc.	86	9	95
Rowville Neighbourhood Learning Centre Inc	73	12	85
Rural Industries Skill Training Centre Inc	115	15	130
Rushworth Community House Inc	10	0	10
Sale Neighbourhood House Inc	40	10	50
Sandybeach Community Co-operative Society Limited	288	14	302
SCAA Shearer Woolhandler Training Inc	76	22	98
Selby Community House Inc	38	10	48
Shepparton Access	71	0	71
Shepparton Adult and Community Education College Inc	5	0	5
Small Business Mentoring Service Inc.	0	182	182
South Shepparton Community Centre Inc	11	0	11
Southern Migrant and Refugee Centre Inc	47	9	56
Southport Community Centre Incorporated	113	9	122
SPAN Community House Inc.	29	0	29
Springdale Neighbourhood Centre Inc	184	12	196
Springvale Indo-Chinese Mutual Assistance Association Inc	83	9	92
Springvale Learning And Activities Centre Incorporated	247	22	269
Springvale Neighbourhood House Incorporated	282	9	291
St. Arnaud Neighbourhood House Inc	13	10	23
Stawell Neighbourhood House Inc	9	9	18
Sunraysia Mallee Ethnic Communities Council Incorporated	166	9	175
Sunraysia Regional Consulting Limited	35	9	44
Sussex Neighbourhood House Inc	120	9	129
Task Force Community Agency Inc	174	9	183
Tatura Community House Inc	18	10	28
The Basin Community House Inc	318	11	329
The Centre for Continuing Education Inc	645	198	843
The Centre: Connecting Community In North & West Melbourne Inc	56	9	65
The Kevin Heinze Garden Centre Incorporated	10	0	10
The Old Courthouse Committee of Management Inc	3	0	3
The Onemda Association Inc	88	8	96
The Social Studio Inc	10	0	10
The South Kingsville Community Centre Inc	49	9	58
Traralgon Neighbourhood Learning House Inc.	35	10	45

<b>Name of company or organisation</b>	<b>Pre- accredited and associated grants \$'000 (excl. GST)</b>	<b>Sector support grants \$'000 (excl. GST)</b>	<b>Total \$'000 (excl. GST)</b>
U3A Network Victoria Inc.	0	165	165
Uniting (Victoria and Tasmania) Limited	64	9	73
Vermont South Community House Incorporated	49	10	59
VET Development Centre Ltd	0	136	136
VICSEG New Futures	36	0	36
Victoria University	0	168	168
Victorian Aboriginal Community Services Association Limited	122	0	122
Victorian Adult Literacy and Basic Education Council Inc	0	44	44
Victorian Vocational Rehabilitation Association	100	0	100
Warracknabeal Neighbourhood House and Learning Centre Inc	45	21	66
Warragul Community House Inc	55	14	69
Warrandyte Neighbourhood House Inc	11	2	13
Waverley Community Learning Centre Inc	81	0	81
Wedderburn Community House Inc	18	11	29
Wellsprings For Women Incorporated	482	106	588
Wendouree Neighbourhood Centre Inc	140	8	148
Westgate Community Initiatives Group Ltd.	448	9	457
Whittlesea Community Connections Inc	75	9	84
Whittlesea Community House Inc	32	12	44
Williamstown Community and Education Centre Incorporated	335	18	353
Wingate Avenue Community Centre Inc	183	28	211
Wonga Park Community Cottage Inc	13	9	22
Workforce Plus Inc	361	12	373
Wycheproof Community Resource Centre Inc	6	9	15
Wyndham Community and Education Centre Inc.	482	256	738
Yarraville Community Centre Inc	418	25	443
Yarrowonga Neighbourhood House Inc.	39	20	59
Yarrunga Community Centre Inc	99	11	110
Youth Projects Limited	24	11	35
YouthNow Inc	299	21	320
Zoe Support Australia	72	9	81
<b>Grand total</b>	<b>26,733</b>	<b>4,649</b>	<b>31,422</b>



## List of abbreviations

AAS	Australian Accounting Standards
AASB	Australian Accounting Standards Board
ACER	Australian Council for Educational Research
ACFE	adult, community and further education
AMAF	Asset Management Accountability Framework
ALNPP	Adult Literacy and Numeracy Practitioners Program
CGEA	Certificates in General Education for Adults
DET	Department of Education and Training
the Department	Department of Jobs, Skills, Industry and Regions
ESiCK	Employability Skills initial Check Kit
FOI	freedom of information
FOI Act	<i>Freedom of Information Act 1982</i>
FRD	Financial Reporting Direction
GST	goods and services tax
IBAC	Independent Broad-based Anti-corruption Commission
ICT	information and communications technology
OVIC	Office of the Victorian Information Commissioner
PID Act	<i>Public Interest Disclosures Act 2012</i>
PQF	Pre-accredited Quality Framework
PQF+	Pre-accredited Quality Framework+
SPF	Social Procurement Framework
TAFE	technical and further education
the Board	Adult, Community and Further Education Board
VDC	VET Development Centre
VET	vocational education and training

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