



Adult, Community and
Further Education

Adult, Community and
Further Education Board

Annual Report 2024–25

We acknowledge the traditional Aboriginal owners of country throughout Victoria and their ongoing connection to this land. We pay our respects to their culture and their Elders past, present and future.

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The Hon Gayle Tierney MP
Minister for Skills and TAFE
Minister for Water
Level 1, 2 Treasury Place
East Melbourne VIC 3002

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 2025.

A handwritten signature in black ink, appearing to read 'Teresa De Fazio', with a stylized flourish at the end.

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

8 October 2025

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Year in review

Our vision

The vision of the Adult, Community and Further Education Board (the board) is that adult, community and further education (ACFE) 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 year has been very busy, as this annual report attests. As always, the board has demonstrated unshakeable commitment to enacting the board's vision and values for the Learn Local sector for the benefit of all Victorians.

The ACFE Board was established after the proclamation of the *Adult, Community and Further Education Act 1991* in Victoria. Since then, each iteration of the board has had the privilege of witnessing the impact of ACFE programs on learners.

I can speak confidently that our board is delighted to see how the sector has evolved so that ACFE programs continue to support learner aspirations for study, work and life. It has been such a privilege to see how Learn Locals carefully develop relevant programs to meet a person's initial learning needs – guiding learners through a range of educational experiences on a very special journey towards aspiration and achievement.

Our learners gain a suite of core skills and capabilities that allow them to move steadily towards both improving their vocational and study skills and transforming their lives through community participation.

We know our sector is unique, not just nationally but internationally. Learn Local programs are delivered across Victoria and provide a nurturing environment that 'wraps around' the whole student, ensuring strong learning outcomes.

One of the most profound benefits of Learn Local programs is that they often break the cycle of disadvantage, supporting learners to reach their potential, regardless of their background or circumstances.

The board has the important role of planning, promoting and providing for the delivery of adult community education in Victoria. Through the work of the board, the Victorian Government provides funding to the Learn Local sector for the delivery of education and training programs to a broad range of Victorians who are older than compulsory school age.

Learn Locals are an essential part of the education system

The Learn Local sector helps the broadest section of the community. Its focus is adults wanting to develop skills and confidence to pursue further education and employment goals. The Learn Local sector offers place-based programs that respond to learners' needs.

Of course, these programs also support civic participation – benefiting the learner and their community. Where adults may have had interrupted schooling through displacement, poverty or other challenges, Learn Local programs offer a chance to start again. Where adults may have faced marginalisation due to disability, health conditions, discrimination or other barriers, Learn Local programs change the narrative. The learning is transformative and empowering so that learners can aspire to and reach their full potential.

Learn Locals are an essential part of the skills and training system, and they connect adults and communities to vocational education and training (VET) and the broader education system. They support social cohesion, facilitate connections and offer adults skills and learning opportunities, so these learners can increase their social and economic participation in society.

Learn Locals also support job outcomes by supporting learners to build their core skills for work – including language, literacy, numeracy, digital and employability skills. They also provide authentic experiences of work to help learners get a job or progress to further education.

Flexible and adaptable, the Learn Local sector can reach into communities and integrate with people's lives in ways that other parts of the skills and training system cannot.

The board understands that among the reasons learners choose Learn Locals is that programs are delivered nearby in their communities, tailored to their needs. The programs may also offer opportunities in the community through partnerships with employers. Further, the courses are comparatively short and low-cost.

Throughout the year, the board and I have had the great privilege of visiting several Learn Locals – visits that have been inspiring and informative. We have heard first-hand about the transformative impact of pre-accredited training programs. We have also enhanced our understanding of the opportunities and challenges for the sector, informing our planning and priorities for 2024–25 and beyond.

Learn Locals contribute to a strong and growing economy

Through Victoria's Economic Growth Statement, the Victorian Government provides a strong vision for a prosperous Victoria. That is, that Victoria is home to a skilled and talented workforce, dynamic and experienced businesses and industries, a jam-packed calendar of events, and a strong and growing economy. It is a state of ideas, innovation and ambition.

Learn Locals are integral to this vision, supporting learners to move between community settings, TAFE and further education, and employment pathways and outcomes. This interconnectedness is core to delivering a system that is inclusive, flexible and responsive.

The third and current Victorian Skills Plan is a call to action for everyone in the skills system to work together to meet Victoria's workforce needs.

Growing Victoria's labour market relies on a strong Learn Local sector working closely with other parts of the skills and training system. For example, delivering on Victoria's Housing Statement and Big Build agenda demands a willing and skilled workforce. Learn Locals, particularly those in regional and rural Victoria, have another vital role to play in the skills and training system: creating better connections for secondary skill cohorts, especially early school-leavers.

Core skills and capabilities developed through Learn Local programs address inequalities, build resilience and ensure social cohesion

'Core' or 'foundation' skills and capabilities are vital for social participation and economic success – and in turn for addressing inequality, building resilience and supporting cohesion across all communities.

Responding to the Commonwealth Government's 2021 inquiry into adult literacy and its importance, the Australian Council for Educational Research (ACER) cited strong evidence that investing in improving adults' literacy, numeracy and digital skills has economic benefits for the entire nation – including for GDP and productivity.

ACER concluded unequivocally that a significant number of people in Australia aged 15 to 74 do not have sufficient foundation skills to be able to cope equitably with life and work in the 21st century.

We know from the OECD's assessment and analysis of adult skills (particularly through its Programme for the International Assessment of Adult Competencies), and also through Skills for Australia reports, that digital literacy is not a luxury – it's an essential foundation skill. Whether in navigating Centrelink, applying for jobs, banking or taking part in modern workplaces, digital skills underpin participation across all aspects of life.

The board is keen to better understand the impact of digitalisation, including artificial intelligence (AI), on industries and jobs. As AI becomes increasingly prevalent across all facets of life, it will be important to consider how the Learn Local sector can better support communities to adapt and to develop new life skills.

Advancing self-determination for First Peoples through Learn Locals

The Productivity Commission found governments have not fully understood the scale of change needed to meet their Closing the Gap commitments. It urged shared decision-making with First Peoples – and praised Victoria's Treaty process as a leading example.

The Treaty and Truth Telling processes is a transformative time for government in Victoria, and the ACFE Board is privileged to fulfil its responsibility in these processes.

The Victorian Government and the First Peoples' Assembly recognise the delivery and tabling of the Yoorrook Justice Commission's final interim report, Yoorrook for Transformation, and final report, Truth Be Told.

The work of the commission will have a significant impact on Victoria, helping all Victorians to understand our history by bringing to light the truth of First Peoples since the beginning of colonisation.

Through the ongoing partnership between Victorian Aboriginal Education Association Inc. (VAEAI) and ACFE and new supports for Koorie learners, ACFE is playing its part in the Victorian Government's work to advance self-determination for First Peoples and prepare for Treaty.

The board has continued to work with VAEAI in a self-determined process to design and deliver the Koorie Education in Learn Locals: Best Practice and Protocols resource. Continuing to improve Koorie participation and outcomes in pre-accredited training and advancing self-determination will continue to be key priorities of the board through 2025–26.

The Victorian Government is further investing in foundation skills and capabilities through Learn Locals

I had the great privilege of accompanying the Hon Gayle Tierney, Minister for Skills and TAFE, to Cultura Northern Community Hub in Geelong on Friday 23 May 2025.

At Cultura, the minister announced significant Victorian Government initiatives and investments, acknowledging the critical role of the Learn Local sector in delivering stronger foundation skills and capabilities for the state.

The event saw the launch of the board's new Learn Local Learning for Work initiative, which gives pre-accredited learners the chance to build confidence and gain valuable industry insights through immersive work experiences – helping to bridge the gap between learning and employment.

The minister advised that the Victorian Government had secured additional funding for the sector under the National Skills Agreement and that Learn Locals would receive a \$5.9 million investment over 4 years to continue to deliver pre-accredited digital skills training to Victorians.

In addition, the minister announced an investment of \$4.5 million would provide scholarships and professional development opportunities for prospective and current ACFE teachers to support workforce development. This initiative recognises that ACFE trainers are the backbone of communities – vital in educating and inspiring learners, and fostering critical skills for study, work or life. The impact of Learn Local training extends beyond the individual learner and into the community. This investment will develop, attract and retain skilled trainers in the Learn Local workforce.

Board and governance

During 2024–25, the board bid farewell to 2 members: Deborah Samson and Ekrem Ozyurek. On behalf of the board, I would like to acknowledge their considered and impactful contributions to the board and its

committees, and their involvement in ACFE Regional Councils and special advisory groups. I wish them well in their future endeavours.

We were happy to welcome 4 new members to the board: Dr Anne Astin AM PSM, Dr Colleen Pearce AM, Kathryn Munro and David Wild.

Dr Astin brings to the board extensive experience in public service and public sector governance, policy development, executive leadership, operations and issues management.

Dr Pearce is a proud Yuin woman and an experienced strategic leader in the government, health and charitable sectors.

Kathryn Munro has significant experience in finance, accounting, business partnering, building robust governance structures and overseeing business transformations.

David Wild has organisational leadership and board directorship experience, and expertise in the refugee/migrant, youth mental health and community vocational training sectors.

Already, our new board members are bringing unique and influential perspectives to board deliberations, drawing on their diverse professional backgrounds.

I would also like to acknowledge the reappointment of Michael Grogan to the board for a further 12 months.

The goals of the Ministerial Statement on *The Future of Adult Community Education in Victoria 2020–25*

This report provides information about key initiatives and achievements in 2024–25, including progress against the goals and aspirations of the Minister for Skills and TAFE's Ministerial Statement on *The Future of Adult Community Education in Victoria 2020–25*.

Working as part of an interconnected skills and training system of Learn Locals, TAFEs, secondary schools and higher education institutions, industries and employers, and with our key stakeholders such as VAEAI, we have together achieved considerable progress.

Conclusion

We would like to thank our much-valued providers for their dedicated work with learners. Your unwavering commitment to learners through innovative educational programs opens doors for learners. We are so pleased to be able to work with you to make an important difference in people's lives and to strengthen Victoria's communities. We also thank employers, industry and community groups for their collaboration and commitment to the Learn Local sector.

We extend our gratitude to the Hon Gayle Tierney, Minister for Skills and TAFE. Without the minister's unfailing support of, and commitment to, the Learn Local sector, we could not continue to achieve lasting and meaningful outcomes for learners.

We look forward to continuing to work closely together on ACFE programs and initiatives, underpinning our shared success in 2025–26 for the benefit of all Victorians.



Dr Teresa De Fazio OAM (GAICD)
Chairperson, ACFE Board

Our purpose and functions

The 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 on ACFE matters
- **development** – 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 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 to deliver education and training to the Victorian community and to develop 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 faced barriers to educational attainment. 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. These reach a broad range of adult Victorians, developing their core skills for study, work or life.

Short courses are offered for free or at low cost to eligible Victorians, with a focus spanning literacy and numeracy skills to job readiness and digital skills. Courses are delivered by experienced and dedicated trainers.

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

They also:

- offer learners more opportunities for economic participation
- support stronger Victorian communities and economies, through greater workforce participation
- increase socioeconomic resilience across communities.

By strengthening the ability of adult Victorians to participate fully in their 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. The sector plays a vital role in providing pathways for adult learners to transition to employment and further training. It also supports meaningful social participation.

The Learn Local sector supports adult learners with diverse needs. These learners include adults who are still developing core skills and may not have completed secondary school or may not have been engaged in education for a considerable time. Some learners face other challenges in their lives, such as poor physical or mental health, disability, homelessness, housing instability, violence or discrimination. They may also have experienced long-term unemployment or unemployment across generations of their family.

The sector also supports people in the workforce who are vulnerable to job loss, particularly if their industry is changing or has been '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 2025, there are 226 board-registered Learn Local providers, including AMES Australia.

The ACFE Board's strategic focus 2020–25

Ministerial Statement 2020–25

The Ministerial Statement on *The Future of Adult Community Education in Victoria 2020–25* (the Ministerial Statement) was launched by the Minister for Training and Skills, the Hon Gayle Tierney (now the Minister for Skills and TAFE) 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, with a range of qualitative and quantitative measures to demonstrate progress.

The Ministerial Statement prioritises pre-accredited training in adult literacy, numeracy, employability and digital skills, to augment Victoria's post-compulsory education sectors. 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 learners' access, inclusion and engagement across all local government areas, directing all board funding to learners based on need, and promoting the role and value of the adult community education sector.

The Ministerial Statement guides sector collaboration to improve the lives of Victorian learners through education.

Strategy 2020–25

The *Adult, Community and Further Education Board Strategy 2020–25* (the Strategy) is a blueprint for the board and the Learn Local sector. It is the primary means of delivering on the Ministerial Statement, positioning and strengthening the sector's role in Victoria.

The Strategy focuses on adult Victorians who are seeking to develop the core skills they need for study, work or life. It places the learner at the centre of all endeavours, acknowledging 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 statement of expectations

In 2024–25, the Minister for Skills and TAFE provided the board with a statement of expectations specifying areas of focus for that year within the context of the Ministerial Statement and the Strategy.

The board reports twice a year to the minister on achievements against the annual statement of expectations and the Ministerial Statement.

Non-financial performance reporting

Table 1: Performance against output performance measures

Performance measure	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Number of government-subsidised pre-accredited training hours funded through the ACFE Board ⁽ⁱ⁾	Number	2,211,013 ⁽ⁱⁱ⁾	1,966,900	12	✓ ⁽ⁱⁱⁱ⁾

(i) The new performance measure replaces the 2023–24 measure 'Number of government-subsidised pre-accredited module enrolments funded through the ACFE Board' as funding is allocated on the basis of hours, not places.

(ii) The 2024–25 outcome is higher than the target due to additional funding being provided for the extension of the digital skills program.

(iii) Performance target achieved or exceeded.

Participation in board-funded training

In 2024, the board funded the training of 28,200 Victorians through 224 contracted Learn Local providers, including AMES Australia.

This funding provided access to learning opportunities for:

- 19,278 female learners (68% of all learners)
- 7,299 regional learners (26% of all learners)
- 5,894 learners who are early school-leavers (21% of all learners)
- 653 learners who are vulnerable workers (that is, those at risk of retrenchment; 2.3% of all learners)
- 507 First Nations learners (1.8% of all learners)
- 8,037 learners unemployed before training (28% of all learners)
- 5,096 learners with disability (18% of all learners)
- 9,885 learners not seeking work before training (35% of all learners)
- 9,813 learners with concession cards (35% of all learners)
- 14,124 learners from culturally and linguistically diverse backgrounds (50% of all learners).

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

Key initiatives and projects

This annual report describes the board's key initiatives and projects. These are grouped by the Strategy's 4 strategic priorities:

- 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

Throughout 2024–25, the board implemented or further supported key initiatives and projects to ensure learners, and their needs, are at the focus of its work.

Projects include the annual Pre-accredited Learner Survey, which is part of the VET Student Satisfaction Survey. Conducted by the Social Research Centre between March and May, the survey asked learners about their training experiences at Learn Locals and their outcomes. The results inform strategies to enhance the quality of pre-accredited training for learners.

Other programs implemented or further supported by the board through 2024–25 to improve learner participation, experience and outcomes include:

- the Supporting Koorie Self-Determination in Pre-accredited Training project
- further work on the Stronger by Design initiative and the Pre-accredited Quality Framework+
- extension of the Digital Literacy Skills for Adults program
- the Family Learning Partnerships program
- the Learn Local Learning for Work Initiative and Grant
- the Technology and Digital Grant
- the Learner and Program Sustainability Grant
- accredited courses
- sustainable models of provision.

Pre-accredited Learner Survey

In 2025, learners in Learn Local courses were again included in the VET Student Satisfaction Survey program.

The 2025 Pre-accredited Learner Survey collected data from learners who participated in Learn Local courses in 2024. It had a response rate of 39% (9,110 learners of those that were surveyed).

The survey results were very positive and indicated that in 2024 pre-accredited learners were highly satisfied with the teaching and learning provided in Learn Local courses.

Among respondents:

- 86% reported positive perceptions of the teaching
- 91% felt their trainers taught clearly and were knowledgeable about the topic
- 90% were satisfied with the course materials and facilities, as well as with the support they received from their trainers
- 95% felt the community-based location was convenient
- 95% reported a safe, welcoming and culturally appropriate learning environment that factored in the diversity of learners
- 90% were satisfied that their provider had identified their learning needs
- 78% were satisfied that their Learn Local course addressed their learning needs
- 86% had improved their general education or life skills or had improved their confidence
- 83% were satisfied the training could be a pathway to employment and further training
- 83% indicated that, overall, they achieved their main reason for training.

Overall, employment outcomes improved for the pre-accredited learners following a Learn Local course. The survey indicated:

- Participation is improved by training – 21% of learners who were not actively seeking work before training achieved employment or were actively seeking employment after training. This was significantly higher for people who explicitly entered training for work-related reasons (at 66%).
- Employment is improved by training – 28% of learners who were unemployed before training achieved employment after training.
- Community support through volunteer work improved – the number of learners engaged in volunteer work increased by 23% after training.

Building the Koorie Education in Learn Locals: Best Practice and Protocols

The principles and protocols resource Koorie Education in Learn Locals: Best Practice and Protocols, developed in partnership with VAEAI, was launched by the Minister for Skills and TAFE on 17 April 2024. The resource was distributed to all Learn Local providers and made available on the Learn Local Secure Portal and Resources Hub.

In May 2025, VAEAI presented professional development information sessions to Learn Locals across Victoria, and to staff from the Department of Jobs, Skills, Industry and Regions (the department), to help embed the protocols into Learn Local practice. The sessions were well attended.

ACFE regional teams will continue to work with VAEAI and Local Aboriginal Education Consultative Groups on promoting and implementing the protocols in the sector and facilitating connections between Learn Locals and Aboriginal community organisations and learners.

Stronger by Design initiative and the Pre-accredited Quality Framework+

In October 2021, the board approved an updated pre-accredited quality framework, Stronger by Design, which reflected a perspective of the learner journey. Since then, the model and its resources, such as templates and guides, have been refined. During 2024–25, this work has included a strong focus on professional development for Learn Local staff. A further review is planned to ensure fundamental objectives are met.

In 2024–25, over 340 Learn Local trainers and practitioners engaged in Stronger by Design professional learning at events across Victoria and online. About half of participants went on to complete related online self-paced learning, with access to online support from Stronger by Design peer mentors.

Digital Literacy Skills for Adults

The Victorian Budget 2023–24 allocated funding over 2 years to the Digital Literacy Skills for Adults program, to be delivered in 2024 and 2025. This program aims to equip pre-accredited learners with digital literacy and related employability skills to enhance their employment prospects. This funding was an extension of the initiative funded through the 2021–22 State Budget. The program uses curriculum developed both centrally and by Learn Locals.

Family Learning Partnerships program

The Family Learning Partnerships (FLP) program assists families to overcome barriers to participation in education and training. It supports participants to progress to further education, such as pre-accredited or accredited programs, or to gain employment.

Some adult learners face complex challenges that preclude them from participating in education, including emotional, financial, health and skills-related barriers. In addition, they may experience disproportionate barriers to accessing education due to factors such as lack of childcare or disruptive family relationships.

The board approved a round of 35 FLP projects, commencing in 2024, for a 2-year period. Each Learn Local receives \$35,000 per annum, on the condition that they meet a series of milestones each year. Projects are underway across Victoria, in metropolitan, regional and rural districts, each aiming to address diverse needs. They include literacy and social inclusion initiatives, multicultural social enterprises and learning engagement programs for young mothers and women from culturally and linguistically diverse backgrounds.

The projects, running until 2026, have also afforded opportunities for participating Learn Locals to share their experiences and insights through communities of practice and forums supported by the department.

Learn Local Learning for Work

The world of work is rapidly evolving, and our economy is shifting and adapting accordingly. As such, the board remains committed to ensuring that learners facing barriers to entering the labour market gain appropriate educational capacity and capabilities for further study, work or life. This includes through offering learners appropriate immersive work experiences.

In May 2025, the refreshed Learn Local Learning for Work Guidelines were released. These replaced the 2017 Pre-accredited Work Experience Guidelines and will better support Learn Locals to offer adult

learners safe and authentic workplace activities as part of their Learn Local course. The guidelines are in accordance with the National Foundation Skills Strategy 2025–35 commitment to build foundation skill levels among Australian adults, and with reform goals relating to work experience in the Ministerial Statement.

Through meaningful work activities, adult learners apply their skills and understanding in real-world contexts in their chosen industry. The objective is to improve pathways into jobs and/or further accredited training.

The refreshed guidelines include revised insurance guidance for activities at worksites and Learn Local sites, enabling Learn Locals to effectively implement work experience and manage insurance or legal risks. Learn Locals can apply for a grant, available to the end of 2025, to help them foster new relationships with employers and industry partners, and secure authentic work experience activities for their learners.

Technology and Digital Grant

The Technology and Digital Grant provides funds to help meet technology-related challenges faced by Learn Local providers in 2025. The purpose of the grant is to better utilise technology for the development, delivery and administration of pre-accredited training programs. The grant also aims to support learners who may experience barriers, by using specialised technologies and digital tools to improve their learning outcomes.

Additionally, the grant can provide technical assistance and activities to enhance how trainers, staff and learners use technology.

Learner and Program Sustainability Grant

The Learner and Program Sustainability Grant aims to support adult learners and program sustainability in 2025 by funding activities to attract new learners, promote progression, and strengthen curriculum, outreach strategies and partnerships.

Accredited courses

The board sponsors nationally recognised accredited curricula that support adult learners to improve their basic literacy, numeracy and general education skills, so they are better prepared to pursue further study, qualifications and work.

The curricula includes:

- Course in Initial General Education for Adults
- Certificate I in General Education for Adults (Introductory)
- Certificate I in General Education for Adults
- Certificate II in General Education for Adults
- Certificate III in General Education for Adults.

Training organisations in Victoria are the primary users of these courses, but other jurisdictions also offer the curricula. Accreditation of these courses has been renewed to 30 June 2030.

The board also manages the Certificate IV in Tertiary Preparation, which is accredited to 30 June 2026.

In 2024–25, Victoria University, the board-appointed curriculum maintenance manager, continued to provide core services for these courses along with teacher professional development sessions.

Sustainable models of provision

Since 2022, the board has invested in projects to develop sustainable pre-accredited provision and service models.

In 2024–25, further work was undertaken to improve the sustainability of training delivery in ‘thin’ markets (those with low enrolments or low demand generally). The department worked with Learn Local providers on pilot approaches, leading to the development of case studies.

The board will continue to invest in similar projects aimed at establishing sustainable provision models that respond to the needs of participating communities and that produce additional collateral. This could include case studies that highlight issues faced by learners in small and isolated areas.

The outcomes of such projects, alongside other board-funded initiatives, such as Stronger by Design, contribute to the board’s strategy to improve learners’ access to quality training and education and expand provision in all local government areas.

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

Throughout 2024–25, the board continued existing programs that support Learn Locals to partner and collaborate with local industry, and to build networks with other Learn Locals.

This saw Learn Locals work with industry and employers to design new Learn Local courses aligned to Stronger by Design principles and for specific industries or workplaces, to meet both employers’ needs and those of the community.

The work included the Just-in-Time Learn Local Industry Partnerships and the Learn Local Industry Practice Networks.

Just-in-Time Learn Local Industry Partnerships

Just-in-Time Learn Local Industry Partnerships connect a local business that has an immediate need for foundation skills and capabilities training with a Learn Local provider. Together they co-design a pre-accredited foundation skills solution.

In 2024–25, many such collaborations continued, allowing new learners to benefit from courses designed to develop their core skills and capabilities within the context of a particular industry.

The pre-accredited skills solutions developed through these partnerships have led to jobs and other work opportunities, as well as to further study pathways for learners.

Learn Local Industry Practice Networks

Learn Local Industry Practice Networks extend Learn Local engagement with industry stakeholders statewide, for the benefit of adult learners. The networks comprise Learn Local providers that specialise in partnering with employers in specific industries. One Learn Local provider takes on the role of coordinator. The networks assist and support other Learn Local providers interested in working with local employers.

In 2024–25, Learn Local Industry Practice Networks expanded further across current and new industry fields to build employer engagement and improve workforce readiness in pre-accredited skills and capabilities for adult learners.

Learn Local Industry Practice Networks are in operation for Building, Civil Construction and Landscaping; Care and Support (covering health, disability, aged care support, allied services and early childhood education and care); and Retail, Hospitality and Warehousing.

Case study: Building, Civil Construction and Landscaping Industry Practice Network

The Building, Civil Construction and Landscaping Industry Practice Network matches Learn Locals with large employers, developing learners' specific core skills and capabilities in chosen industries and improving their employment outcomes.

Important to the network's success is the way Learn Locals with existing industry partnerships mentor Learn Locals that are new to employer partnering. For example, the Building, Civil Construction and Landscaping network brought together Frasers Construction and Yarraville Community Centre.

The partners completed delivery of their co-designed civil construction labourer course with 5 learners graduating.

Yarraville Community Centre and Frasers Construction have gone on to co-design and deliver other foundation skills courses tailored for the residential building and landscaping industries.

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

Throughout 2024–25, the board implemented key initiatives and projects to ensure the Learn Local workforce has the capacity and capability to deliver accessible, flexible and tailored education and training programs to adult learners.

This work included:

- professional development of sector trainers and practitioners
- Learn Local Conference 2024
- new literacy and numeracy curriculum
- new centralised language curriculum.

Professional development

The board's 12-month program of professional development activities is planned and developed according to strategic priorities and demonstrated need in the sector. To deliver this plan, the board accordingly engages various service providers to deliver flexible, high-quality professional learning to the Learn Local sector.

In 2024–25, successful professional development programs were offered to the Learn Local sector to build its capacity to deliver high-quality pre-accredited language, literacy, numeracy employability and digital (LLNED) programs.

The board engaged Adult Learning Australia to provide a professional learning series on industry-specific LLNED pre-accredited training. This series linked with the centralised curricula on the Learn Local Secure Portal and included professional learning on the board's Employability Skills Initial Check Kit.

Learn Local trainers and practitioners also engaged in board-funded professional development at the VET Development Centre (VDC). The VDC's professional learning focused strongly on face-to-face LLNED workshops that developed capabilities in the use of technology to develop LLNED skills.

The VDC also delivered professional learning in areas such as engagement, supportive learning environments and effective learning experiences, as well as a leadership series for Learn Locals practitioners that explored professional practice, governance and building organisational capacity.

The board also engaged the Victorian Adult Literacy and Basic Education Council to deliver professional learning to Learn Local practitioners and trainers in teaching and contextualised approaches for adults with low literacy, numeracy and digital skills.

In 2024–25, the Learn Local Secure Portal continued to be used for delivery of online professional learning. The portal is a learning management system and repository for board-funded centralised curricula for the Learn Local sector. The number of users has continued to grow, with over 900 users in the portal at the time of writing. Existing and new professional development assets are readily accessible, along with high-quality and searchable teaching and learning curricula.

Learn Local Conference 2024

The Learn Local Conference with the theme 'Opening Doors, Shaping the Future' was held in October 2024 at W Melbourne, hosting more than 200 attendees from across the post-secondary tertiary education sector.

Co-hosted by Masters of Ceremonies, Mamuch Chuol and Sobur Dhieu (both from the Centre for Multicultural Youth), the conference discussed practices in learner engagement, and the future of pre-accredited training and foundation skills and capabilities in a changing world.

It featured presentations from thought leaders, including a keynote from journalist and author George Megalogenis, who spoke about social demographic trends and their implications for pre-accredited training.

Day 1 showcased presentations and panel discussions exploring the current policies related to foundation skills and pre-accredited training. Four breakout sessions focused on different strategies for how Learn Locals can engage and meet the foundation skill needs of different cohorts.

Presentations on day 2 covered best-practice approaches to Koorie education and training in Australia, and adult literacy pedagogy. A facilitated panel session explored the ways the Learn Local sector will change and adapt to future challenges.

Literacy and numeracy curriculum

To strengthen pre-accredited learner pathways to accredited training courses, the board commissioned the development of literacy and numeracy curricula aligned with the Australian Core Skills Framework (ACSF) and tailored for 5 industries with strong job growth: health services; food processing; factory and warehousing; renewable energy; horticulture and landscaping.

The curricula will equip Learn Local trainers with tools and materials that bridge a gap from existing industry-focused pre-accredited curriculum to the industry-relevant accredited course, as well as to new curricula in new industry areas. The aim is to better prepare learners to move into accredited study and relevant jobs.

The centralised modules will be developed collaboratively with input from the Learn Local sector.

The new courses will be aligned with the updated pre-accredited quality framework. The courses can be adapted and modified to meet the diverse needs of learners.

Embedding transferrable foundation skills in curricula supports employment and completion of vocational accredited qualifications. For example, the literacy and numeracy course tailored for the renewable energy industry will deliver literacy, numeracy and employability skills and incorporate introductory information about the renewable energy sector, exploring relevant technologies, job opportunities, basic safety, systems and tools.

It is anticipated that these new teaching and learning resources and associated professional development will be available to Learn Local providers in 2025–26.

Language curriculum

In 2023, the board engaged AMES Australia to investigate pre-accredited English language courses available to adult Victorians. The project developed a bespoke typology to analyse English language courses at levels up to ACSF Level 2. Using this typology, board-funded pre-accredited language courses and other language courses available to adult Victorians were reviewed.

The final report detailed gaps in the availability of language curricula at certain levels. AMES Australia recommended supporting more courses targeting oral skills, such as conversation courses, and general English courses, at Beginner, Intermediate and Advanced levels.

In 2024–25, the board commissioned Learn Local providers to further develop their language courses for wider use across the Learn Local sector.

The language resources can be modified by teachers to suit local circumstances. The resources will be made available on the Learn Local Secure Portal in 2025–26 and will be complemented by new professional development.

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

Throughout 2024–25, the board continued key promotional projects and events, and maintained its governance structures to ensure open, and transparent decision-making processes and improved engagement with the Learn Local sector and broader tertiary education sector.

This work included:

- the Brand and Value Proposition project
- governance activities related to board committees
- Learn Local Awards
- sponsoring the Victorian Community Training Provider of the Year Award at the Victorian Training Awards.

Brand and Value Proposition project

The Learn Local 'Your Goals, Your Way' campaign was launched in mid-February 2024, with its first phase running until 30 June 2024. The multiyear campaign focused on increasing brand awareness and engagement across diverse audiences, including people from culturally and linguistically diverse backgrounds, regional communities and First Nations communities.

Audio advertisements were aimed at commuters, while outdoor and transit advertising sought to engage those in key regional areas. Overall, the campaign built a solid foundation for Learn Local's brand presence and demonstrated the effectiveness of tailored media strategies in reaching priority learners.

The second phase of this large-scale marketing campaign went live in May 2025 and ran until the end of September 2025, further increasing awareness about Learn Local among potential learners in Victoria. This second phase incorporated digital platforms, strengthened audio placements and refined indoor advertising. Advertising was supported by a unified brand presence and a consistent 'low-cost' messaging strategy aimed at broadening the reach and impact of Learn Local.

Governance matters

During 2024–25, the board and its Audit and Risk Committee continued to fulfil their legislated functions. Achievements included refreshing the board's risk register and aligning risk management policy, strategy and processes with those of the department.

The committee again reviewed the board's annual financial statements and the board's annual report, providing recommendations to the board for approval. The committee also maintained engagement with the department's internal audit function, oversaw the board's compliance with various legislative requirements and monitored provision risk in the sector.

The board's Finance Committee continued to fulfil its role to advise the board on matters relating to funding allocations to the sector, debt recovery and budget allocations and expenditure, and lead any improvements to the board's financial efficiency and sustainability.

The board's Planning, Prioritisation and Performance Committee continued to oversee implementation of the Ministerial Statement and the Strategy as they relate to initiatives and projects in the board's annual implementation plan.

In early 2025, membership to all 3 committees was reviewed and confirmed by the board.

All 3 committees report regularly to the board to support the board's discussions and decisions.

2024 Learn Local Awards

The Victorian Learn Local Awards promote the Learn Local sector 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 18th year, the 2024 awards celebrated individual success stories, leadership, programs, innovation and collaboration in the Learn Local sector.

Presentations were made to the 2024 award-winners at an in-person gala on Saturday 25 October 2024. The gala was hosted by Master of Ceremonies Shane Jacobson. Prize money totalling \$82,000 was awarded to recipients in the following categories:

- The Ro Allen Award – Learn Local Pre-accredited Learner (Skills for study and life) Award
Paw Say Paw, Centre for Participation
- Victorian Learn Local Pre-accredited Learner (Skills for work) Award
Amanda Gorman, WCIG
- Victorian Learn Local Pre-accredited Trainer Award
Sonia Nayyar, Cultura – Multicultural Community Services Geelong
- Victorian Learn Local Leadership Award
Gina Dougall, Banksia Gardens Community Services
- Victorian Learn Local Pre-accredited Program Award (for small providers)
Work for Yourself in the Care and Support Sector, Manna Gum Community House
- Victorian Learn Local Pre-accredited Program Award (for large providers)
EmpowerU: Bridging Futures Endeavour Program, Cultura
- Victorian Learn Local Innovation Award
Bass Coast Adult Learning, Coldon Homes and Capeview Building Products
- Victorian Learn Local Partnership Award
Debney Meadows Community Hub, Kensington Neighbourhood House, Debney Meadows Primary School, Farnham Street Neighbourhood Learning Centre, Cultivating Community, Moonee Valley City Council and The Community Grocer.

2024 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, for an organisation demonstrating innovation and excellence in improving skills in the local community or workplace.

Foundation Learning Centre, a Learn Local, was named the 2024 Community Training Provider of the Year. Foundation Learning Centre is a community-based education organisation that works to create accessible education, especially for vulnerable and marginalised young people who struggle to feel understood or listened to.

Foundation Learning Centre provides a supportive, flexible learning environment, where each student – whether they face disadvantage due to learning disabilities, mental health issues, financial hardship or young parenthood – is respected, engaged and inspired to reach their potential. Classes in English as an additional language and Learn Local courses are provided as wrap-around supports and individualised plans that re-engage learners in the classroom.

Financial performance reporting

Summary of financial results

Table 2 summarises information from the board's financial reports for the 2024–25 financial year. For comparison, it includes results from the previous 4 financial years.

Table 2: Five-year financial summary

Result	30 June 2025 \$'000	30 June 2024 \$'000	30 June 2023 \$'000	30 June 2022 \$'000	30 June 2021 \$'000
Total income from transactions	34,588	40,179	38,751	37,975	36,869
Total expenses from transactions	39,637	36,793	35,199	37,674	33,314
Net result from transactions	(5,049)	3,386	3,552	301	3,555
Other economic flows included in net result	(58)	(9)	(4)	10	122
Net result for the period	(5,107)	3,377	3,548	311	3,677
Net cash flow from operating activities	—	—	—	—	136
Total assets	28,685	31,807	30,355	28,833	26,179
Total liabilities	3,300	1,315	3,240	5,266	2,923

Revenue

Total income reduced by \$5.6 million in 2024–25, representing \$5 million in funding redirected as part of the 2024–25 State Budget decision to return surplus accumulated reserves to government, and a further \$0.5 million returned under a marketing savings initiative. A \$0.9 million increase in services received free of charge from the department was offset by a \$0.8 million reduction in supplementation funding provided during 2023–24 to support the pre-accredited training rate increase.

Expenses

Expenses were \$2.8 million higher in 2024–25, driven largely by \$2.2 million incurred on the release of the Learner and Program Sustainability Grant and a \$0.9 million increase recognised in services provided free of charge.

Subsequent events

On 31 July 2025 the department announced proposed workforce changes under Clause 11 of the Victorian Public Service Enterprise Agreement 2024. The new structure was finalised on 1 October 2025, with resultant changes anticipated to result in a material reduction to the valuation of services provided free of charge. Given the implementation of changes will occur across the financial year, the change in valuation can only be quantified at the conclusion of the 2025–26 financial year.

No other 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.

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 November 2024, Mr Grogan was reappointed to the board for a one-year term to 31 October 2025.

On 1 November 2024, Dr Astin, Ms Munro and Mr Wild were appointed to the board for a 3-year term to 31 October 2027.

On 20 December 2024, the terms of Mr Ekrem and Ms Sansom ended.

On 1 January 2025, Dr Pearce was appointed to the board for a 3-year term to 31 December 2027.

On 30 June 2025, the terms of Ms Lewis and Ms Ngweso ended. On 1 July 2025, Ms Lewis and Ms Ngweso were reappointed to the board for a 3-month term to 30 September 2025.

ACFE Board members 2024–25

Dr Teresa De Fazio OAM (GAICD) is Chairperson of the ACFE Board.

She has extensive experience as a former academic and researcher in the fields of education, leadership, inclusion and equity. She is the Director of Intersect Global Partners and continues to be an active community advocate. Dr De Fazio is a former commissioner of the Victorian Multicultural Commission. She has a strong research and publications profile that reflects her interests in areas such as inclusive educational and leadership practices, curriculum development and student retention.

She brings to the board a strong board directorship profile, including experience on the boards of Zoos Victoria and Multicultural Arts Victoria. She has extensive experience in governance and strategic development.

Her own lived and professional experiences have fostered her strong passion for ensuring equitable and high-quality educational opportunities are accessible to all.

Mr John Maddock AM, Deputy Chairperson, has extensive governance and senior executive leadership experience in the tertiary and adult education sectors, including as former CEO 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 serving on the boards of the Victorian Curriculum and Assessment Authority, Victorian Tertiary Admissions Centre, Deakin University Council, Monash University Faculty of Education, Innovation and Business Skills Australia, Australian Training Products and eCoach. He also served as a member of the Victoria Polytechnic Vice-Chancellor's Advisory Committee at Victoria University.

Mr Maddock is a Fellow of the Australian Institute of Company Directors, a non-executive director of the TasTAFE Board, Chair of the TasTAFE Audit and Risk Management Committee and Chairperson of the Melbourne Central Basketball Association Board.

Mr Maddock represented Australia in basketball at the Olympics and has played in 2 world championships. Following his playing career, he served as Chairperson of Basketball Victoria, Chairperson of Basketball Australia and Deputy Chairperson of FIBA International Competitions Committee. He was awarded the Australian Sports Medal for volunteer services at the Sydney 2000 Olympics. In 2013, Mr Maddock was appointed a Member of the General Division of the Order of Australia for significant service to VET, and basketball.

Dr Anne Astin AM PSM (member from 1 November 2024) has over 30 years of experience in public service and public sector governance, policy development, executive leadership, operations and issues management in Victoria.

She was CEO of Dairy Food Safety Victoria and has held senior executive positions in diverse sectors. Dr Astin was also a director of Wellsprings for Women, a Learn Local provider, and a director and Chair of William Angliss Institute for a decade, in which time the institute achieved a 90% employment rate for its students.

Dr Astin holds qualifications in biochemistry, chemistry and public sector management and is a member of the Australian Institute of Company Directors.

In 2010, Dr Astin was inducted into the Victorian Women's Honour Roll and in 2011 she was awarded the Public Service Medal. She was appointed a Member of the Order of Australia in 2020.

Ms Kate Gaffney has more than 20 years' experience in higher education and adult education, specialising in criminology and pathways programs. She transitioned into investment banking and advisory services, focusing on sustainable solutions for environmental, economic and social challenges.

From November 2023 to November 2024, Ms Gaffney was seconded to Federation University Australia as Manager of Renewable Energy Transition. There she was a member of the university's Gippsland Energy Industry Advisory Group and the Asia Pacific Renewable Energy Training Centre (Gippsland) Steering Committee. She was also Chair of the Clean Energy Council's nationwide University and Industry Working Group.

Ms Gaffney then returned to her work with Tennant Burnet Corporate Advisory, where in March 2023 she commenced at its funds management business, Axletree Capital, as Director of Partnerships, Engagement and Research. Previously, Ms Gaffney served on the Gippsland Regional Council of ACFE and was a non-executive director (cadet) with Community College Gippsland.

Ms Gaffney's dynamic career trajectory reflects her ability to excel in demanding and competitive environments, showcasing her adaptability and acumen.

Ms Gaffney is also the proud owner of a sustainable farming business based in West Gippsland, where she was born. Her commitment to sustainable practices aligns with her broader vision of advancing the interests of regional and rural communities. A fervent advocate for enhanced access to educational opportunities, Ms Gaffney recognises the profound impact of education in elevating the wellbeing and prospects of people in regional areas.

Mr Michael Grogan is the State Director of the Victorian, South Australian and Tasmanian branches of the Advanced Manufacturing Growth Centre. Previously CEO of Sutton Tools Pty Ltd, Mr Grogan sits on the board of Manufacturing Skills Australia and is a Director of DMTC (formerly Defence Materials Technology Centre). He chairs the William Ruthven Secondary College School Council 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 Chairperson of Remembrance Parks Central Victoria and a board member of Dhelkaya Health (formerly Castlemaine Health) and Planning for Sustainable Animal Industries Implementation Reference Group. She is also a board member of other non-government bodies and committees.

A teacher for 25 years and a principal for 18 years in the Loddon Mallee region, Ms Lewis has extensive experience as an educator. She was on the board of the Goldfields Local Learning and Employment Network for more than 20 years and was its deputy chair for many years before retiring in May 2022.

Ms Kathryn Munro (GAICD) (member from 1 November 2024) has over 30 years' experience in finance, accounting, business partnering and engagement with key financial compliance and commercial stakeholders. Ms Munro has had previous executive roles, including as CFO, in domestic and international organisations. Her governance roles have included director and Finance Committee Chairperson of Latrobe Regional Health, Vice-Chairperson of Mallee Track Health and Community Service, and various finance and audit and risk committee roles.

Ms Munro is skilled in building robust governance structures and oversight of business transformation including mergers and acquisitions, major capital builds and significant IT projects.

She holds a Master of International Business from Melbourne University and a Master of Business Administration from Deakin University. She is a graduate member of the Australian Institute of Company Directors and a member of CPA Australia.

Ms Natasha Ngweso has a strong background in financial and management accounting and leadership. Ms Ngweso holds an MBA from Monash Business School and currently serves as Deputy Chairperson of the board's Finance Committee. From 2012 to 2016, she worked in management, accountancy and recruitment roles for Woodside Energy Limited, engaging with members of the Timor-Leste Development Program and developing 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 of Store Operations at Aldi, Western Australia.

Mr Ekrem Ozyurek OAM (member to 20 December 2024) has more than 30 years' experience in primary and secondary education, including as a principal. He was principal of East Preston Islamic College for 14 years, and before then a founding principal of Mt Hira College.

Mr Ozyurek's experience and expertise extend to community and cultural development in culturally and linguistically diverse communities, specifically Turkish and Islamic communities, with a focus on education and community engagement. In 2010, he was awarded a Medal of the Order of Australia for service to the Turkish community of Victoria, and education. He is currently a director of the Yunus Emre Institute.

Mr Ozyurek also served as the Chairperson and Vice-Chairperson of the Islamic Coordinating Council of Victoria from 2002 to 2020.

Dr Colleen Pearce AM (member from 1 January 2025) is a proud Yuin woman and an experienced strategic leader in government, health and charitable sectors. Dr Pearce is an innovative leader committed to driving reform and cultural change. She has worked with boards associated with Aboriginal and Torres Strait Islander peoples and with community and health services for vulnerable people.

Dr Pearce was the Victorian Public Advocate, a statutory appointed role that she held for 17 years. She had a broad range of responsibilities including guardian of last resort for adults with disabilities and medical decision-maker of last resort.

She holds qualifications in humanities, education, health service management, business and health administration, and has been awarded an honorary doctorate from RMIT University for outstanding contribution to human rights and people with disability.

She was awarded the Centenary Medal in 2001, and in 2016 was inducted into the Victorian Women's Honour Roll. In 2020, she was appointed a Member of the Order of Australia.

Ms Ann Maree Playfair has 4 decades of experience in marketing, project management and the development of community-based programs across regional Victoria. She has held various consultancy roles in the areas of business partnerships and sponsorship development.

Ms Playfair's contribution to the board is enriched by her 14 years' experience in vocational teaching, working directly to foster people's growth and development. She has taught at both university and TAFE levels, with positions at Mansfield Adult Community Education, Jesuit Community College/Job Providers and Australian Employment Training Solutions/Job Providers.

She has volunteered for 3 decades with community-based organisations, serving variously as chair, board member or committee member. Ms Playfair has delivered training at Learn Locals throughout the Hume regional area, with responsibilities extending to managing Learn Local courses to ensure they align with foundation skills and pathways.

Ms Deborah Sansom (member to 20 December 2024) has a wealth of experience in governance, strategy, stakeholder management and communications. Based in the Barwon region, she currently works at Deakin University, where she leverages her diverse skill set to contribute significantly to the institution. Over the course of her career, she has worked across various sectors including the arts, education, not-for-profit and broadcasting sectors. In each of these fields, she has been a steadfast advocate for equity and has worked to improve access for underrepresented communities.

Mr David Wild (member from 1 November 2024) has extensive experience in organisational leadership and board directorships. He is CEO of Sunbury and Cobaw Community Health in regional Victoria and has worked in the refugee/migrant, Aboriginal health, youth mental health and community vocational training sectors.

Mr Wild's role on the Board for Survivors of Torture and Trauma Assistance and Rehabilitation Service saw him contribute to support for people from refugee and migrant backgrounds. Other past roles include CEO at the Specialised Assistance School for Youth in Adelaide, National Clinical Manager and State Manager for headspace Schools & Communities, and Team Leader at the Department of Education and Child Development in South Australia.

He has a Master of Social Work from Flinders University and in 2017 completed the Governor's Leadership Foundation Program of the Leaders Institute of South Australia.

Table 3: Board member appointment and meeting attendance details 2024–25

Board member	Appointment term (as at 30 June 2025)	Committee membership	Board meeting attendance during term
Dr Teresa De Fazio	1 July 2024 – 30 June 2025	ARC, FC, PPPC	7/7
Mr John Maddock	1 July 2024 – 30 June 2025	ARC, FC	7/7
Dr Anne Astin	1 November 2024 – 30 June 2025	PPPC	4/4
Ms Kate Gaffney	1 July 2024 – 30 June 2025	PPPC	6/7
Mr Michael Grogan	1 July 2024 – 30 June 2025	ARC, FC, PPPC	6/7
Ms Margaret Lewis	1 July 2024 – 30 June 2025	ARC, FC	6/7
Ms Kathryn Munro	1 November 2024 – 30 June 2025	ARC, FC	3/4
Ms Natasha Ngweso	1 July 2024 – 30 June 2025	ARC, FC	5/7
Mr Ekrem Ozyurek	1 July 2024 – 20 December 2024	PPPC	5/5
Dr Colleen Pearce	1 January 2025 – 30 June 2025	PPPC	2/2
Ms Ann Maree Playfair	1 July 2024 – 30 June 2025	PPPC	7/7
Ms Deborah Sansom	1 July 2024 – 20 December 2024	PPPC	2/5
Mr David Wild	1 November 2024 – 30 June 2025	FC	3/4

ARC: Audit and Risk Committee, FC: Finance Committee, PPPC: Planning, Prioritisation and Performance Committee.

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 2024–25, the independent members on this committee were:

- Ms Lisa Tripodi, Chairperson
- Ms Kathryn Munro, Deputy Chairperson (member from 5 December 2024)
- Dr Teresa De Fazio
- Mr Michael Grogan (member to 5 December 2024)
- Ms Margaret Lewis (member from 18 July 2024)
- Mr John Maddock
- Ms Natasha Ngweso
- Mr David Wild (member from 5 December 2024).

Representation on panels, advisory groups and working groups

Board members represent the board on advisory and working groups and panels, such as:

- Victorian Learn Local Awards judging panels
- Victorian Training Awards judging panels
- Learn Local Conference working group.

Members of the board also facilitate communication between regional councils of ACFE and the board as part of their role as a regional champion of one of 8 regional councils of ACFE.

Representation on other bodies

The Chairperson of the board is a member of other bodies, such as the Senior Secondary Reform Reference Group, the Marrung Central Governance Committee and the Koorie Skills Working Group.

Regional councils of ACFE

Eight regional councils of ACFE were established under the *Education and Training Reform Act 2006*. The work 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 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
- 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 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 may consult with learners, providers and other education and training organisations in their regions, including local TAFEs.

Composition of regional councils

Each regional council consists of not less than 5 and not more than 9 members, including an elected chairperson and elected deputy chairperson. Members are appointed by the Minister for Skills and TAFE. Regional councils may co-opt 2 additional people for up to 12 months.

Members are appointed to make sure that regional councils:

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

2024–25 membership of regional councils

Barwon South-Western Regional Council

- Ms Leanne Williams, Chairperson
- Mr Deryck Gall, Deputy Chairperson
- Mr Alan Davis (term ended 30 September 2024)
- Mr Wayne Elliott
- Ms Vikki King (term ended 30 September 2024)
- Mr Peter MacDonald
- Mr Cameron Quinten (term ended 2 February 2025)
- Ms Sabina Reynolds (term ended 30 September 2024)
- Ms Richelle Yow

Eastern Metropolitan Regional Council

- Ms Beverley Knowles, Chairperson
- Ms Fiona Purcell, Deputy Chairperson
- Ms Louisa Ellum (term ended 21 March 2025)
- Mr Alexander Law
- Ms Elizabeth White

Gippsland Regional Council

- Ms Shae McGregor, Acting Chairperson
- Ms Diane Carson, Chairperson (term ended 30 September 2024)
- Ms Karen Bird
- Ms Geraldine Jones
- Ms Den Lim
- Ms Jennifer McCafferty
- Ms Jenine Smith (term ended 21 November 2024)

Grampians Regional Council

- Mr Tim Shaw, Chairperson
- Ms Jannine Bennett, Deputy Chairperson
- Ms Annette Creek
- Ms Angela Dunn
- Mr Andrew Henwood
- Ms Jasmine-Monique McCaw (term ended 23 August 2024)
- Mr Greg Tinkler

Hume Regional Council

- Ms Trish Curtis, Chairperson
- Ms Melinda Burgess, Deputy Chairperson
- Ms Laura Baker
- Mr Mewan Dissanayake
- Ms Jennifer Gordon
- Ms Melva Tyson
- Ms Sue West

Loddon Mallee Regional Council

- Ms Deborah Quin, Deputy Chairperson (term ended 30 September 2024)
- Mr Brian Gould (term ended 30 September 2024)
- Mr Robin Kuhne
- Ms Jessica Mitchell

North-Western Metropolitan Regional Council

- Dr Sureshan Marcandan, Chairperson
- Ms Christine McCall, Deputy Chairperson
- Mr Gregory Ferrington, Chairperson (term ended 30 September 2024)
- Ms Julie Johnston
- Mr John Sheen (term ended 30 September 2024)

Southern Metropolitan Regional Council

- Mr Martin Corman, Chairperson
- Ms Sandra George, Deputy Chairperson
- Mr Ali Aziz
- Ms Catherine McGrath
- Mr Tim Newman
- Ms Jayne Valle

Department services

Under the *Education and Training Reform Act 2006*, the General Manager of the board is responsible for implementing the board's policies and decisions. The General Manager of the board is an executive (within the meaning of the *Public Administration Act 2004*) of the department. During 2024–25, the role of General Manager was filled by Ms Laura Lo Bianco-Smith, Executive Director of the Adult, Community and Further Education, Higher Education and Workforce Branch in the department.

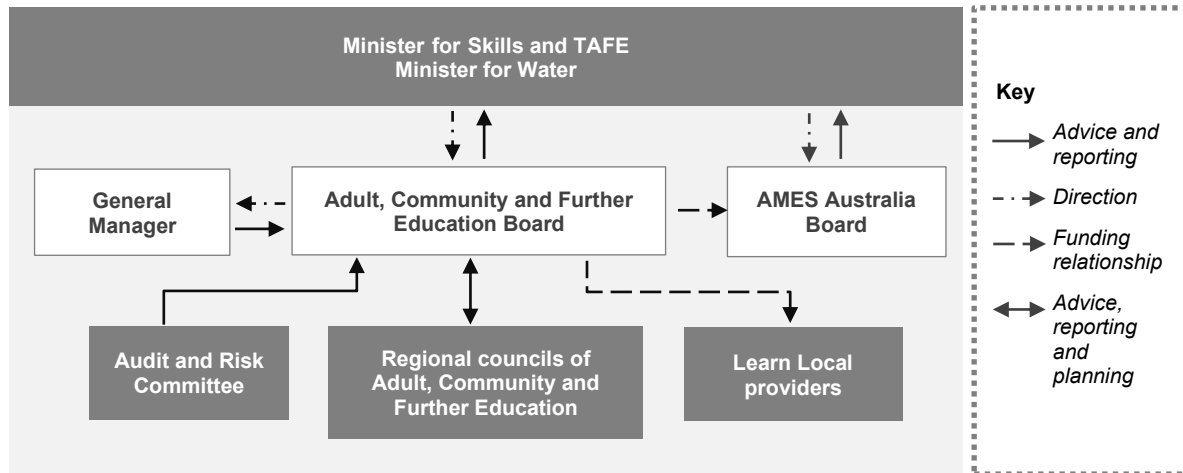
The General Manager is supported in this responsibility by a range of services provided by the department.

The department supports Learn Local providers across Victoria to meet the Victorian Government's goals and targets for adult community-based learning. 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 charts the legislative relationships, governance and accountabilities of the board as at 30 June 2025.

Figure 1: ACFE Board organisational chart, 30 June 2025



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

The board does not employ staff.

Information about people and workforce is provided in the department's annual report for 2024–25 at whole-of-department level.

Workforce data

Public sector values and employment principles, workforce data, workforce inclusion policies and executive data

The board does not employ staff.

Information about people and workforce is provided in the department's annual report for 2024–25 at whole-of-department level.

Other disclosures

Local Jobs First

Nil reports.

Disclosure of major contracts

Nil reports.

Information and communications technology expenditure

For 2024–25, the board expended a total of \$0.4 million on information and communications technology (ICT), as detailed in Table 4.

Table 4: Expenditure on ICT 2024–25

All operational ICT expenditure	ICT expenditure related to projects to create or enhance ICT capabilities		
Business-as-usual ICT expenditure (excl. GST) \$'000	Non-business-as-usual ICT expenditure (operational expenditure plus capital expenditure) (excl. GST) \$'000	Operational expenditure (excl. GST) \$'000	Capital expenditure (excl. GST) \$'000
374	–	–	–

Consultancy expenditure

Details of consultancies of \$10,000 or greater

In 2024–25, there were 3 consultancies with fees payable of \$10,000 or greater. Total expenditure in relation to this was \$352,148 (excl. GST). Details of individual consultancies are outlined in Table 5.

Table 5: Consultancies of \$10,000 or greater 2024–25

Consultant	Purpose of consultancy	Total approved project fee (excl. GST) \$'000	Expenditure 2024–25 (excl. GST) \$'000	Future expenditure (excl. GST) \$'000
Deloitte Touche Tohmatsu	Review of funding allocations	232	232	0
MinterEllison	Legal advice for the ACFE work experience model	21	21	0
KPMG	Brand Recognition Baseline Measurement	100	99	0

Details of consultancies less than \$10,000

In 2024–25, there were no consultancies for which the total fees payable to an individual consultant were less than \$10,000. The total expenditure incurred during 2024–25 was nil.

Disclosure of 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 2024–25, nil emergency procurements in relation to the board were activated.

Disclosure of procurement complaints

Nil reports.

Disclosure of social procurement activities under the Social Procurement Framework

The Victorian Government's Social Procurement Framework (SPF) governs how the Victorian Government undertakes social procurement. The SPF aims to ensure that value-for-money considerations are not just focused on prices, but include opportunities to deliver social and sustainable outcomes that benefit the Victorian community. For government departments and agencies, the SPF provides a standardised and scalable approach to social procurement. For suppliers, it describes how to incorporate social value when competing for government procurement opportunities.

The SPF applies to all Victorian Government procurement relating to goods, services and construction.

The board is committed to complying with all associated departmental policies and procedures related to procurement, including social procurement and implementation of the SPF.

Social procurement objectives prioritised by the department during 2024–25 were:

- opportunities for Aboriginal Victorian people
- opportunities for Victorians with disability
- women's equality and safety
- opportunities for Victorian priority jobseekers
- sustainable Victorian social enterprise and Aboriginal business sectors
- sustainable Victorian regions.

During the reporting period, the department advised staff undertaking procurement activity on behalf of the board on how to adhere with social procurement requirements.

In 2024–25, the board undertook the social procurement and commitment activities outlined in Table 6.

Table 6: ACFE Board social procurement activities and commitments 2024–25

Social procurement activities and commitments	2024–25
Number of social benefit suppliers engaged during the reporting period	2
Total amount spent with social benefit suppliers (direct spend) during the reporting period (\$ excl. GST)	\$2,359
Total number of mainstream suppliers engaged that have made social procurement commitments in their contracts with the Victorian Government	2
Total number of contracts that included social procurement commitments	2

Table 7 outlines the board's performance in 2024–25 against the SPF objectives.

Table 7: ACFE Board performance against SPF objectives

SPF objective	Outcome	Metric	Unit of measure	2024–25 (actual)
Opportunities for Victorians with disability	Purchasing from Victorian social enterprises and Australian Disability Enterprises	Total expenditure with Victorian social enterprises (led by a mission for people with disability) and BuyAbility Social Enterprises	\$ (excl. GST)	\$927
		Number of Victorian social enterprises (led by a mission for people with disability) and Australian Disability Enterprises engaged	Number	1
Sustainable Victorian social enterprises and Aboriginal business sectors	Purchasing from Victorian social enterprises and Aboriginal businesses	Total expenditure with other Victorian social enterprises	\$ (excl. GST)	\$2,359
		Number of other Victorian social enterprises engaged	Number	2

Note: Businesses may be counted in more than one group.

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 is accounted for if it is not in the public interest.

Government businesses that undertake significant business activities are required to implement competitive neutrality measures (such as setting competitive neutral prices), which accounts for any net advantage that comes from public ownership. Competitive neutrality policy supports fair competition between public and private businesses and provides government businesses with a tool to enhance decisions about 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.

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 2024–25 disclosure includes the environmental impact data of the board's operations.

Reviews and studies expenditure

During 2024–25, one review and study was undertaken with a total cost of \$10,600 (excl. GST). Details of individual reviews and studies are outlined in Table 8.

Table 8: Reviews and studies expenditure 2024–25

Name of review	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Estimated cost for year (excl. GST) \$'000	Final cost if completed (excl. GST) \$'000	Publicly available (Y/N)
Pre-campaign research	To gauge up-to-date prompted brand awareness levels of Learn Local prior to commencement of the next phase of activity, and ensuring an accurate benchmark to measure impact of the campaign against set objectives.	Representative surveys of designated community groups to: • measure familiarity versus basic awareness of the brand and test exposure to the Learn Local logo • gauge interest on, perceptions of and motivations related to likelihood of taking a relevant course in the next 2 years • gauge familiarity with and understanding of low-cost courses in local areas.	A benchmark against which the key campaign objective of increasing prompted brand awareness can be measured.	11	11	N

Government advertising expenditure

In 2024–25, there was one government advertising campaign with total media spending of \$100 000 or greater (excl. GST). This spending is outlined in Table 9.

Table 9: Details of government advertising expenditure 2024–25

Name of campaign	Campaign summary	Start/end date	Advertising (media) expenditure (excl. GST) \$'000	Creative and campaign development expenditure (excl. GST) \$'000	Research expenditure (excl. GST) \$'000	Post-campaign evaluation expenditure (excl. GST) \$'000	Print and collateral expenditure (excl. GST) \$'000	Other campaign expenditure (excl. GST) \$'000	Total (excl. GST) \$'000
Learn Local awareness campaign 2025	This campaign aimed to increase awareness of Learn Local as a trusted and accessible provider of adult education, empowering all Victorians to gain skills for study, work and life.	23/05/25 – 30/06/25	Approved ⁽ⁱ⁾ : 384 Actual: 384	Planned ⁽ⁱⁱ⁾ : 138 Actual: 134	Planned: 0 Actual: 11	Planned: 0 Actual: 0	Planned: 0 Actual: 1	Planned: 100 Actual: 0	Planned: 623 Actual: 533

(i) Approved 'Advertising (media) expenditure' is the amount approved for each campaign by the Advertising Approval Group (AAG).

(ii) Planned campaign expenditure amounts are the amounts included in the Campaign Strategy form submitted to the AAG for review.

Freedom of information

Victoria's *Freedom of Information Act 1982* (FOI Act) allows the public a right of access to documents held by the board. The purpose of the FOI Act is to extend as far as possible the right of the community to access information held by government departments, local councils, ministers and other bodies subject to the FOI Act.

An applicant has a right to apply for access to documents held by the board. This comprises documents created by 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, audio recordings and video recordings. Information about the type of material produced by the board is available on the department's website under its Part II Information Statement at [Freedom of Information Part II – Information Statements – Department of Jobs, Skills, Industry and Regions \(djsir.vic.gov.au\)](https://djsir.vic.gov.au/freedom-of-information-part-ii-information-statements).

The FOI Act allows a department to refuse access, either fully or partially, to certain documents or information. Examples of documents that may not be accessed are:

- 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 calendar days. However, when external consultation is required under subsections 29, 29A, 31, 31A, 33, 34 or 35, a 15-day automatic extension applies. Processing time may also be extended by periods of up to 30 days, in consultation with the applicant. With the applicant's agreement, this may occur any number of times. 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 by completing 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://ovic.vic.gov.au/find-and-request-access-to-information). An application fee of \$33.60 applies. Access charges may also be payable if the document pool is large and the search for material is time-consuming.

Documents can also be accessed by making a written request to the board's FOI team, as detailed in section 17 of the FOI Act.

To be valid, all FOI requests must be in writing, clearly identify what types of materials or documents are sought and include the application fee.

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
Email: acfe@djsir.vic.gov.au

Freedom of information statistics

For the 12 months ending 30 June 2025, 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

Compliance with the *Public Interest Disclosures Act 2012*

Victoria's *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
Telephone: 1300 735 135
Website: 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, including 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

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 2024–25).

Through the board, the Victorian Government funds Learn Local providers to deliver pre-accredited education and training to people whose current or past life circumstances are barriers to educational achievement. The board targets funding for learners facing educational disadvantage, including people with disability, and reports annually on their participation in board-funded training in the annual report.

Compliance with the *Building Act 1993*

The board does not own or control any government buildings, so it is exempt from notifying its compliance with the building and maintenance provisions of the *Building Act 1993*.

Asset Management Accountability Framework maturity assessment

The board does not have any assets for the purposes of the Asset Management Accountability Framework.

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 Adult, Community and Further Education, Higher Education and Workforce Branch 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:
 - consultants or contractors engaged
 - services provided
 - expenditure committed for each engagement.

Enquiries regarding details of this information should be made to:

Executive Director, Adult, Community and Further Education, Higher Education and Workforce Skills and TAFE

Department of Jobs, Skills, Industry and Regions

GPO Box 4509

Melbourne VIC 3001

Telephone: 03 9651 9999

Email: acfe@djsir.vic.gov.au

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 Compliance Deficiency with respect to the applicable Standing Directions under the *Financial Management Act 1994* and Instructions.

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 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 2025 and financial position of the Board at 30 June 2025.

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 8 October 2025.



Ms Laura Lo Bianco-Smith
Accountable Officer
Adult, Community and Further Education
Education Board

8 October 2025



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

8 October 2025



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

8 October 2025

VAGO independent auditor's report



Independent Auditor's Report

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

Opinion	I have audited the financial report of the Adult, Community and Further Education Board (the entity) which comprises the: • balance sheet as at 30 June 2025 • comprehensive operating statement for the year then ended • statement of changes in equity for the year then ended • cash flow statement for the year then ended • notes to the financial statements, including material accounting policy information • declaration in the financial statements. In my opinion, the financial report presents fairly, in all material respects, the financial position of the entity as at 30 June 2025 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 Australian Accounting Standards - Simplified Disclosures.
Basis for Opinion	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. My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 <i>Code of Ethics for Professional Accountants (including Independence Standards)</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. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.
Board's responsibilities for the financial report	The Board of the entity is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards - Simplified Disclosures and the <i>Financial Management Act 1994</i>, and for such internal control as the Board determines is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error. In preparing the financial report, the Board is responsible for assessing the entity'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.

Auditor's responsibilities for the audit of the financial report	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. As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also: • identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. • obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control • evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board • conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity'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 entity to cease to continue as a going concern. • evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation. I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.
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MELBOURNE
17 October 2025



Kevin Chan
as delegate for the Auditor-General of Victoria

Comprehensive operating statement

For the financial year ended 30 June 2025

	Notes	30 June 2025 \$'000	30 June 2024 \$'000
Income from transactions			
Grants	2.1	27,092	33,617
Services received free of charge	2.1	7,496	6,562
Total income from transactions		34,588	40,179
Expenses from transactions			
Grants and transfer payments	3.1 & 3.2	(29,275)	(27,127)
Operating expenses	3.1	(2,866)	(3,104)
Services provided free of charge	3.1	(7,496)	(6,562)
Total expenses from transactions		(39,637)	(36,793)
Net result from transactions (net operating balance)		(5,049)	3,386
Other economic flows included in net result			
Net loss on financial instruments	6.1	(58)	(9)
Total other economic flows included in net result		(58)	(9)
Net result		(5,107)	3,377
Other economic flows – other comprehensive income			
<i>Items that will not be reclassified to net result</i>			
Total other economic flows – other comprehensive income		–	–
Comprehensive result		(5,107)	3,377

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

Balance sheet

As at 30 June 2025

	Notes	30 June 2025 \$'000	30 June 2024 \$'000
Assets			
Financial assets			
Receivables	4.1	28,685	31,773
Total financial assets		28,685	31,773
Non-financial assets			
Prepayment		–	34
Total non-financial assets		–	34
Total assets		28,685	31,807
Liabilities			
Payables	4.2	3,300	1,315
Total liabilities		3,300	1,315
Net assets		25,385	30,492
Equity			
Accumulated surplus/(deficit)		25,385	30,492
Net worth		25,385	30,492

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

Note:

1. The board does not hold a bank account with any financial institution given funding is held centrally with the portfolio department.
2. Receivables and payables are stated inclusive of the amount of GST receivable or payable.

Cash flow statement

For the financial year ended 30 June 2025

	Notes	30 June 2025 \$'000	30 June 2024 \$'000
Cash flows from operating activities			
Receipts			
Receipts from government		30,074	31,957
GST recovered from ATO		2,910	3,055
Total receipts		32,984	35,012
Payments			
Payments of grants and other expenses		(32,984)	(35,012)
Total payments		(32,984)	(35,012)
Net cash flows from/(used in) operating activities		–	–
Net increase/(decrease) in cash and cash equivalents			
Cash and cash equivalents at the beginning of the financial year		–	–
Cash and cash equivalents at the end of the financial year		–	–

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

Note:

1. Cash flows are presented under operating activities on a gross basis, noting GST paid/recovered from the Australian Tax Office is included within the portfolio Departments Business Activity Statement.

Statement of changes in equity

For the financial year ended 30 June 2025

	Accumulated surplus \$'000	Contributions by owner \$'000	Total \$'000
Balance at 30 June 2023	27,115	–	27,115
Net result for the year	3,377	–	3,377
Balance at 30 June 2024	30,492	–	30,492
Net result for the year	(5,107)	–	(5,107)
Balance at 30 June 2025	25,385	–	25,385

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

Notes to the financial statements

1 About this report

The financial statements cover the Adult, Community and Further Education Board (the 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 37, 121 Exhibition 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.

Basis of preparation

These financial statements are Tier 2 general purpose financial statements prepared in accordance with AASB 1060 'General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities' (AASB 1060) and Financial Reporting Direction 101 'Application of Tiers of Australian Accounting Standards' (FRD 101).

The board is a Tier 2 entity in accordance with FRD 101. These financial statements are the first general purpose financial statements prepared in accordance with Australian Accounting Standards – Simplified Disclosures. The board's prior year financial statements were general purpose financial statements prepared in accordance with Australian Accounting Standards (Tier 1). As the board is not a 'significant entity' as defined in FRD 101, it was required to change from Tier 1 to Tier 2 reporting effective from 1 July 2024.

These financial statements are in Australian dollars and the historical cost convention is used unless a different measurement basis is specifically disclosed in the notes to the financial statements.

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.

Transactions 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 where applicable.

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).

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.

2 Funding the board's operations

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 grants from parliamentary appropriation and services provided free of charge by the Department of Jobs, Skills, Industry and Regions (the department).

2.1 Income from transactions

Income from transactions	30 June 2025 \$'000	30 June 2024 \$'000
Grants from the Department of Jobs, Skills, Industry and Regions	27,092	33,617
Administrative and salaries income received free of charge	7,496	6,562
Total income from transactions	34,588	40,179

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 are 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 management's judgement in allocating the estimated time incurred by departmental staff in supporting the board, and includes relevant employee benefits (including on-costs), contractor support and other operating costs.

3 Cost of board operations

This section discloses the costs incurred by the board in supporting its operations.

3.1 Expenses incurred in board operations

Expenses	Notes	30 June 2025 \$'000	30 June 2024 \$'000
Grants and transfer payments	3.2	29,275	27,127
Operating expenses		2,866	3,104
Services provided free of charge		7,496	6,562
Total expenses incurred in board operations		39,637	36,793

Operating expenses

Operating expenses generally represent the day-to-day running costs incurred in the normal board operations. 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.

3.2 Grants and transfer payments

Grants and transfer payments	30 June 2025 \$'000	30 June 2024 \$'000
General purpose grants	157	14
Payments for specific purposes	29,118	27,113
Total grants and transfer payments	29,275	27,127

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.

Grants can be paid as general purpose grants, which refer to grants that are not subject to conditions regarding their use. Alternatively, they may be paid as specific purpose grants, which are paid for a particular purpose and/or have conditions attached regarding their use.

4 Other assets, liabilities and commitments

This section sets out the assets and liabilities that arise from the board's controlled operations.

4.1 Receivables

Receivables	30 June 2025 \$'000	30 June 2024 \$'000
Contractual receivables		
Trade and other receivables	369	98
Expected credit loss	(71)	(13)
Total contractual receivables	298	85
Statutory receivables		
Receivables from Victorian Government	26,352	31,540
GST input tax credit recoverable	2,035	148
Total statutory receivables	28,387	31,688
Total receivables	28,685	31,773
<i>Represented by:</i>		
Current receivables	28,685	31,773

Receivables consist of:

- contractual receivables, such as debtors in relation to goods and services, which are recognised at fair value as financial instruments. The receivable is subsequently measured at amortised cost using the effective interest method, less expected credit losses.
- statutory receivables (i.e. amounts owing from the Victorian Government), which are measured at fair value. They are recognised and measured in line with contractual receivables (except for impairment) but are not classified as financial instruments for disclosure purposes as the receivable does not arise from a contract.

In accordance to FRD 114 'Financial instruments', all entities shall apply the simplified approach to impairment for receivables, which requires the loss allowance to always be measured at an amount equal to lifetime expected credit losses for all trade receivables, lease receivables and statutory receivables.

4.2 Payables

Payables	30 June 2025 \$'000	30 June 2024 \$'000
Contractual payables		
Trade and other payables	925	526
Accrued grant payments	2,375	789
Total contractual payables	3,300	1,315
Statutory payables		
Total statutory payables	–	–
Total payables	3,300	1,315

Payables	30 June 2025 \$'000	30 June 2024 \$'000
<i>Represented by:</i>		
Current payables	3,300	1,315

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, which 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.

4.3 Commitments for expenditure across payment timeframe

	Payment timeframe			
	Total \$'000	1 year \$'000	1 to 5 years \$'000	5 years or more \$'000
Operating commitments 30 June 2025				
Pre-accredited training delivery	10,047	10,047	–	–
Other program delivery	2,869	2,521	348	–
Total expenditure commitments	12,916	12,568	348	–

	Payment timeframe			
	Total \$'000	1 year \$'000	1 to 5 years \$'000	5 years or more \$'000
Operating commitments 30 June 2024				
Pre-accredited training delivery	9,783	9,783	–	–
Other program delivery	2,593	913	1,680	–
Total expenditure commitments	12,376	10,696	1,680	–

Commitments for future expenditure include operating and capital commitments arising from contracts. These commitments are recognised at their nominal value and inclusive of GST payable. 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 after the related liabilities are recognised in the balance sheet.

5 Financial instruments, contingencies and valuation judgements

It is often necessary for the board to make judgements and estimates associated with recognition and measurement of items in the financial statements. This section sets out information specific to financial instruments, as well as those items that are contingent in nature or require a higher level of judgement to be applied.

5.1 Financial instruments

Measurement basis and accounting policy

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

Impairment

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 the 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.

Net gain/(loss) on financial instruments by category

30 June 2025	Carrying amount \$'000	Impairment loss \$'000
Financial assets at amortised cost		
Trade and other receivables ⁽ⁱ⁾	369	(71)
Total financial assets at amortised cost	369	(71)
Financial liabilities at amortised cost		
Trade and other payables ⁽ⁱ⁾	925	–
Total financial assets at amortised cost	925	–

Note:

- (i) The total amounts disclosed above exclude statutory amounts (e.g. amounts owing from Victorian Government and GST input tax credit recoverable and taxes payable).

30 June 2024	Carrying amount \$'000	Impairment loss \$'000
Financial assets at amortised cost		
Trade and other receivables ⁽ⁱ⁾	98	(13)
Total financial assets at amortised cost	98	(13)
Financial liabilities at amortised cost		
Trade and other payables ⁽ⁱ⁾	526	–
Total financial assets at amortised cost	526	–

Note:

- (i) The total amounts disclosed above exclude statutory amounts (e.g. amounts owing from Victorian Government and GST input tax credit recoverable and taxes payable).

5.2 Contingent assets and contingent liabilities

Contingent assets and contingent liabilities are possible assets or liabilities that arise from past events whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity. They 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 2025, the board had no knowledge of any contingent assets or contingent liabilities (2024 – Nil).

6 Other disclosures

This section includes additional material disclosures required by accounting standards or otherwise, for the understanding of this financial report.

6.1 Other economic flows included in net result

Net gain/(loss) on financial instruments	30 June 2025 \$'000	30 June 2024 \$'000
Movement in contractual receivables (impairment)	(58)	(9)
Total net gain/(loss) on financial instruments	(58)	(9)

Net gain/(loss) on financial instruments

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

6.2 Responsible persons

In accordance with the Ministerial Directions issued by the Minister for Finance under the *Financial Management Act 1994*, the following disclosures are made regarding responsible persons for the reporting period.

The persons who held the positions of minister and accountable officer on the board are as follows:

Responsible minister

- The Hon Gayle Tierney MP (1 July 2024 – 30 June 2025)

Accountable officer

- Ms Laura Lo Bianco-Smith (1 July 2024 – 30 June 2025)

The following officer acted in the role during the year:

- Mr Simon Lindsay (21 November 2024 – 6 December 2024)

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 2024 – 30 June 2025
Board	Ms Laura Lo Bianco-Smith	Accountable Officer	1 July 2024 – 30 June 2025
Board	Mr Simon Lindsay	Accountable Officer (Acting Executive Director)	21 November 2024 – 6 December 2024
Board	Dr Teresa De Fazio	Chairperson	1 July 2024 – 30 June 2025
Board	Mr John Maddock	Deputy Chairperson	1 July 2024 – 30 June 2025
Board	Dr Anne Astin	Board member	1 November 2024 – 30 June 2025
Board	Ms Kate Gaffney	Board member	1 July 2024 – 30 June 2025
Board	Mr Michael Grogan	Board member	1 July 2024 – 30 June 2025
Board	Ms Margaret Lewis	Board member	1 July 2024 – 30 June 2025
Board	Ms Kathryn Munro	Board member	1 November 2024 – 30 June 2025
Board	Ms Natasha Ngweso	Board member	1 July 2024 – 30 June 2025
Board	Mr Ekrem Ozyurek	Board member	1 July 2024 – 20 December 2024
Board	Dr Colleen Pearce	Board member	1 January 2025 – 30 June 2025
Board	Ms Ann Maree Playfair	Board member	1 July 2024 – 30 June 2025
Board	Ms Deborah Sansom	Board member	1 July 2024 – 20 December 2024
Board	Mr David Wild	Board member	1 November 2024 – 30 June 2025

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 within the state's Annual Financial Report.

6.3 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.

Remuneration of key management personnel (excluding responsible ministers)	30 June 2025 \$	30 June 2024 \$
Total remuneration	208,546	185,206

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.

The board does not directly employee any persons who would meet the definition of an executive officer per FRD 21 'Disclosures of Responsible Persons and Executive Officers' in the financial report.

6.4 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.

Outside normal citizen-type transactions, there were no 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 Standing Directions have been considered, and there are no matters to report.

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 Jobs, Skills, Industry and Regions (\$27.1 million).
- The board recognises services received free of charge (\$7.5 million) from the Department of Jobs, Skills, Industry and Regions to undertake legislative responsibilities.
- Payments were made to the Department of Families, Fairness and Housing (\$0.2 million) for the support of a grants management system. This included costs relating to migrating the grants management system into the Department of Jobs, Skills, Industry and Regions.
- The Victorian Skills Authority was paid \$0.7 million to support the board's 2025 Pre-accredited Learner Survey and Learn Local Awards.
- The TAFE division of Victoria University, Victoria Polytechnic, received \$0.2 million for curriculum maintenance and management services.
- Payments were made to the Centre for Adult Education (\$0.7 million) and AMES Australia (\$1.1 million) for the delivery of educational services.

6.5 Remuneration of auditors

Victorian Auditor-General's Office	30 June 2025 \$'000	30 June 2024 \$'000
Audit of the financial statements	44	37

6.6 Subsequent events

On 31 July 2025 the department announced proposed workforce changes under Clause 11 of the Victorian Public Service Enterprise Agreement 2024. The new structure was finalised on 1 October 2025, with resultant changes anticipated to result in a material reduction to the valuation of services provided free of charge. Given the implementation of changes will occur across the financial year, the change in valuation can only be quantified at the conclusion of the 2025–26 financial year.

No other 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.

Appendices

Appendix 1 Disclosure index

This 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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SD 5.2.3	Declaration in report of operations	1
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Declaration		
SD 5.2.2	Declaration in the financial statements	46
Other requirements under Standing Directions 5.2		
SD 5.2.1(a)	Compliance with AASs and other authoritative pronouncements	52–3
SD 5.2.1(a)	Compliance with Standing Directions	46
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Other disclosures as required by FRDs in notes to the financial statements*		
FRD 21	Disclosures of responsible persons and executive officers in the financial report	59–61
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*References to FRDs have been removed from the disclosure index if the specific FRDs do not contain requirements that are of the nature of the disclosure.		
Legislation		
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Legislation	Requirement	Page
Standing Directions (SD) and Financial Reporting Directions (FRD)		
Legislation		
<i>Local Jobs Act 2003</i>		36
<i>Public Interest Disclosures Act 2012</i>		42–3

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

The following grant payments were made to certain companies and organisations during 2024–25.

Name of company or organisation	Pre- accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST) ⁽ⁱ⁾	Total \$'000 (excl. GST)
Adult and Community Education (Victoria) Inc.	–	12	12
Adult Learning Australia Ltd	–	189	189
Alamein Neighbourhood And Learning Centre Inc.	42	36	78
Albury-Wodonga Volunteer Resource Bureau Inc.	18	4	22
Ajani Neighbourhood House Inc.	49	8	57
AMES Australia	985	45	1,030
Angliss Neighbourhood House Inc.	82	11	93
Ararat Neighbourhood House Inc.	17	6	23
Arrabri Community House Inc.	53	10	63
Art Resource Collective Inc.	6	3	9
Australian Croatian Community Services Ltd	14	3	17
Australian Multicultural Community Services Limited	12	–	12
Australian Romanian Community Welfare, Health and Services Association of Victoria Inc.	16	3	19
Australian Vietnamese Women's Association Inc.	118	17	135
Avenue Neighbourhood House at Eley Inc.	77	11	88
Balance Training Services Pty Ltd	202	16	218
Ballarat Neighbourhood Centre Inc.	295	49	344
Banksia Gardens Association Inc.	629	67	696
Bass Coast Adult Learning Inc.	164	292	456
Belgium Avenue Neighbourhood House Inc.	28	–	28
Bellarine Living and Learning Centre Inc.	27	6	33
Belvedere Community Centre Inc.	48	31	79
Bendigo Neighbourhood Hub Inc.	26	4	30
Berry Street Victoria Inc.	55	5	60

⁽ⁱ⁾ This grants classification includes sector development, project and administration funding.

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)⁽ⁱ⁾	Total \$'000 (excl. GST)
Beulah Historical, Learning and Progress Association Inc.	18	5	23
Birallee Park Neighbourhood House Inc.	10	4	14
Box Hill Institute	653	30	683
BRACE Education Training & Employment Limited	54	12	66
Brunswick Neighbourhood House Co-operative Limited	217	28	245
Bubup Wilam Aboriginal Child and Family Centre Inc.	7	4	11
Buchan District Outreach Inc.	11	15	26
Carlton Neighbourhood Learning Centre Inc.	116	47	163
Carringbush Adult Education Inc.	209	29	238
Castlemaine Community House Inc.	181	15	196
Central Highlands Group Training Inc.	13	7	20
Central Ringwood Community Centre Inc.	109	12	121
Centre For Participation Inc.	173	23	196
CERES Inc.	26	3	29
Cheltenham Community Centre Inc.	253	24	277
Christie Centre Inc.	30	3	33
Churchill Neighbourhood Centre Inc.	32	7	39
Cire Services Inc.	201	45	246
Clota Cottage Neighbourhood House Inc.	25	5	30
Cloverdale Community Centre Inc.	226	19	245
Cobram Community House Inc.	44	40	84
Comm Unity Plus Services Ltd	254	34	288
Community College Gippsland Ltd	224	50	274
Community Hub Inc.	35	6	41
Concern Australia Welfare Inc.	16	4	20
Continuing Education and Arts Centre of Alexandra Inc.	11	5	16
Coonara Community House Inc.	170	15	185
Craigieburn Education and Community Centre Inc.	62	7	69
Cranbourne Community House Inc.	118	22	140
Dallas Neighbourhood House Inc.	184	16	200
Dandenong Community and Learning Centre Inc.	316	50	366

Name of company or organisation	Pre- accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)⁽ⁱ⁾	Total \$'000 (excl. GST)
Daylesford Neighbourhood Centre Inc.	1	–	1
Diamond Valley Learning Centre Inc.	184	15	199
Djerriwarrh Employment and Education Services Inc.	221	64	285
Donald Learning Group Inc.	7	9	16
Doveton Neighbourhood Learning Centre Inc.	173	38	211
Duke Street Community House Association Inc.	201	24	225
East End Community House Inc.	85	8	93
Echuca Neighbourhood House Inc.	3	–	3
Elwood St. Kilda Neighbourhood Learning Centre Inc.	145	16	161
Farnham Street Neighbourhood Learning Centre Inc.	428	39	467
Fitzroy Learning Network Inc.	63	8	71
Foundation 61 Inc.	123	8	131
Foundation Learning Centre Inc.	316	32	348
Frankston City Council	52	9	61
Gippsland Employment Skills Training Inc.	51	2	53
Glen Eira Adult Learning Centre Inc.	204	27	231
Glen Park Community Centre Inc.	283	82	365
Glenroy Neighbourhood Learning Centre Inc.	110	19	129
Great Ocean Road Health	17	6	23
Haddon Community Learning Centre Inc.	2	–	2
Hallam Community Learning Centre Inc.	110	32	142
Hampton Park Care Group Inc.	93	9	102
Healesville Living and Learning Centre Inc.	60	8	68
Heyfield Community Resource Centre Inc.	17	4	21
Holden Street Neighbourhood House Inc.	53	8	61
Horsham Neighbourhood House Inc.	35	7	42
Hume City Council	7	–	7
Inclusion Melbourne Inc.	38	8	46
Indie Education	23	4	27
Inner Melbourne VET Cluster Inc.	7	–	7
Japara Neighbourhood House Inc.	14	4	18

Name of company or organisation	Pre- accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)⁽ⁱ⁾	Total \$'000 (excl. GST)
Jesuit Social Services Limited	375	54	429
Jewish Care (Victoria) Inc.	6	1	7
Jika Jika Community Centre (Inc.)	24	4	28
Kangaroo Flat Community Group Inc.	9	4	13
Karingal St Laurence Limited	211	19	230
Kensington Neighbourhood House Inc.	98	34	132
Kerang and District Community Centre Inc.	22	9	31
Kerrie Neighbourhood House Inc.	1	–	1
Kew Neighbourhood Learning Centre Inc.	217	24	241
King Valley Learning Exchange Inc.	24	4	28
Kinglake Ranges Neighbourhood House Inc.	18	4	22
Kyabram Community and Learning Centre Inc.	79	37	116
Kyneton Community & Learning Centre Inc.	115	8	123
Lalor Neighbourhood House Inc.	94	11	105
Langwarrin Community Centre Inc.	13	3	16
Laurels Education and Training Inc.	81	16	97
Laverton Community Integrated Services Inc.	269	50	319
Life Skills Victoria Inc.	93	8	101
LINK Neighbourhood House Inc.	2	–	2
Living Learning Pakenham Inc.	305	49	354
Loddon Campaspe Multicultural Services Inc.	126	85	211
Longbeach Place Inc.	47	5	52
Lyrebird Community Centre Inc.	32	4	36
MACE Inc.	27	8	35
Macedon Ranges Further Education Centre Inc.	17	3	20
MADEC Australia Limited	29	4	33
Maldon Neighbourhood Centre Inc.	21	3	24
Mallacoota District Health and Support Service Inc.	14	3	17
Manna Gum Community House Inc.	35	3	38
Meadow Heights Learning Shop Inc.	55	–	55
Melton South Community Centre Inc.	82	11	93

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)⁽ⁱ⁾	Total \$'000 (excl. GST)
Merinda Park Learning and Community Centre Inc.	158	19	177
MiCare Ltd	140	16	156
Migrant Resource Centre, North-West Region Inc.	40	7	47
Mill Park Community Services Group Inc.	252	25	277
Milpara Community House Inc.	53	4	57
Mitcham Community House Inc.	27	4	31
Moe Neighbourhood House Inc.	40	3	43
Moongala Women's Collective Inc.	7	–	7
Mordialloc Neighbourhood House Inc.	37	3	40
Mount Beauty Neighbourhood Centre Inc.	34	4	38
Mount Eliza Neighbourhood House Inc.	10	4	14
Mountain District Women's Co-Operative Limited	226	79	305
Multicultural Community Services Geelong Inc.	440	34	474
Murray Adult Community Education – Swan Hill Inc.	63	13	76
Myrtleford Neighbourhood Centre Inc.	30	4	34
Nhill Neighbourhood House Learning Centre Inc.	90	11	101
Nillumbik Shire Council	52	8	60
Noble Park Community Centre Inc.	33	4	37
North Carlton Railway Station Neighbourhood House Inc.	12	3	15
North Melbourne Language and Learning Inc.	262	28	290
North Ringwood Community House Inc.	58	11	69
North Shepparton Community and Learning Centre Inc.	23	4	27
Numurkah Community Learning Centre Inc.	11	27	38
Olympic Neighbourhood House Inc.	268	26	294
Open Door Neighbourhood House Inc.	201	15	216
Opendoor Ltd.	377	32	409
Orana Neighbourhood House Inc.	117	37	154
Orbost Education Centre Inc.	36	11	47
Outlets Co-operative Neighbourhood House Limited	16	7	23
Outlook (Aust.) Limited	106	8	114
Park Orchards Community House and Learning Centre Inc.	152	19	171

Name of company or organisation	Pre-accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)⁽ⁱ⁾	Total \$'000 (excl. GST)
Paynesville Neighbourhood Centre Inc.	45	42	87
Peninsula Training and Employment Program Inc.	76	15	91
Phillip Island Community and Learning Centre Inc.	22	13	35
Pines Learning Inc.	144	22	166
Port Phillip Community Group Limited	92	29	121
PRACE INC.	372	246	618
Prahran Place Ltd	129	37	166
Preston Neighbourhood House Inc.	334	83	417
Pyrenees Community House Inc.	–	–	–
Quantin Binnah Community Centre Inc.	11	6	17
Red Cliffs Community Resource Centre Inc.	68	8	76
Rejoice Chinese Christian Communication Centre Inc.	48	8	56
Resurrection Catholic Church Keysborough	343	65	408
Reynard Street Neighbourhood House Inc.	86	8	94
Richmond Community Learning Centre Inc.	30	3	33
Robinvale Network House Inc.	17	9	26
Rosewall Neighbourhood Centre Inc.	136	15	151
Rowville Neighbourhood Learning Centre Inc.	68	8	76
Rural Industries Skill Training Centre Inc.	45	10	55
Rushworth Community House Inc.	3	–	3
Sale Neighbourhood House Inc.	13	3	16
Sandy Beach Community Co-Operative Society Limited	208	32	240
SCAA Shearer Woolhandler Training Inc.	66	11	77
Selby Community House Inc.	53	10	63
Shepparton Access	27	4	31
SisterWorks Inc.	6	–	6
South Shepparton Community Centre Inc.	7	4	11
Southern Migrant and Refugee Centre Inc.	45	8	53
Southport Community Centre Inc.	97	7	104
Span Community House Inc.	32	6	38
Springdale Neighbourhood Centre Inc.	101	10	111

Name of company or organisation	Pre- accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)⁽ⁱ⁾	Total \$'000 (excl. GST)
Springvale Indo-Chinese Mutual Assistance Association Inc.	65	8	73
Springvale Learning and Activities Centre Inc.	298	55	353
Springvale Neighbourhood House Inc.	284	47	331
St. Arnaud Neighbourhood House Inc.	3	–	3
Stawell Neighbourhood House Inc.	8	4	12
Sunraysia Mallee Ethnic Communities Council Inc.	375	60	435
Sunraysia Regional Consulting Limited	34	56	90
Sussex Neighbourhood House Inc.	133	30	163
Tatura Community House Inc.	14	5	19
The Basin Community House Inc.	157	24	181
The Centre for Continuing Education Inc.	720	73	793
The Centre: Connecting Community in North and West Melbourne Inc.	45	10	55
The Endeavour Hills Neighbourhood Centre Inc.	93	8	101
The Kevin Heinze Garden Centre Inc.	2	–	2
The Onemda Association Inc.	112	8	120
The South Kingsville Community Centre Inc.	39	29	68
Traralgon Neighbourhood Learning House Inc.	21	6	27
U3a Network Victoria Inc.	–	150	150
Uniting (Victoria and Tasmania) Limited	64	8	72
Vermont South Community House Inc.	18	22	40
VET Development Centre Ltd	–	82	82
VICSEG New Futures	18	4	22
Victoria University	–	222	222
Victorian Aboriginal Community Services Association Limited	75	7	82
Victorian Adult Literacy and Basic Education Council Inc.	–	50	50
Warracknabeal Neighbourhood House and Learning Centre Inc.	52	7	59
Warragul Community House Inc.	59	7	66
Warrandyte Neighbourhood House Inc.	8	3	11
Waverley Community Learning Centre Inc.	89	8	97
Wedderburn Community House Inc.	19	8	27

Name of company or organisation	Pre- accredited and associated grants \$'000 (excl. GST)	Sector support grants \$'000 (excl. GST)⁽ⁱ⁾	Total \$'000 (excl. GST)
Wellsprings For Women Inc.	426	89	515
Wendouree Neighbourhood Centre Inc.	181	15	196
Western Community Legal Centre Limited	154	26	180
Whittlesea Community Connections Inc.	94	7	101
Whittlesea Community House Inc.	28	4	32
Williamstown Community and Education Centre Inc.	258	28	286
Windana Drug and Alcohol Recovery Limited	189	37	226
Wingate Avenue Community Centre Inc.	205	61	266
WISE Employment Ltd	73	39	112
Wonga Park Community Cottage Inc.	9	4	13
Workforce Plus Inc.	331	24	355
Worn Gundidj Aboriginal Co-operative Ltd	27	6	33
Wycheproof Community Resource Centre Inc.	7	9	16
Wyndham Community and Education Centre Inc.	495	64	559
Yarraville Community Centre Inc.	332	29	361
Yarrawonga Neighbourhood House Inc.	19	6	25
Yarrunga Community Centre Inc.	83	9	92
Youth Projects Limited	39	5	44
YouthNow Inc.	123	–	123
Zoe Support Australia	26	29	55
Total	24,627	5,056	29,683

List of abbreviations

AAG	Advertising Approval Group
AAS	Australian Accounting Standards
AASB	Australian Accounting Standards Board
ACER	Australian Council for Educational Research
ACFE	adult, community and further education
AM	Member of the Order of Australia
ARC	Audit and Risk Committee
ATO	Australian Taxation Office
FC	Finance Committee
FLP	Family Learning Partnerships
FOI	freedom of information
FOI Act	<i>Freedom of Information Act 1982</i>
FRD	Financial Reporting Direction
GDP	gross domestic product
GST	goods and services tax
IBAC	Independent Broad-based Anti-corruption Commission
ICT	information and communications technology
LLNED	language, literacy, numeracy, employability and digital
OAM	Medal of the Order of Australia
OECD	Organisation for Economic Co-operative Development
OVIC	Office of the Victorian Information Commissioner
PID Act	<i>Public Interest Disclosures Act 2012</i>
PPPC	Planning, Prioritisation and Performance Committee
PSM	Public Service Medal
SD	Standing Directions
SPF	Social Procurement Framework
TAFE	technical and further education
the board	Adult, Community and Further Education Board
the department	Department of Jobs, Skills, Industry and Regions
VAGO	Victorian Auditor-General's Office
VAEAI	Victorian Aboriginal Education Association Inc.
VDC	VET Development Centre
VET	vocational education and training

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