# Adult, Community and Further Education Board

Annual Report 2025–26



Adult, Community and Further Education

VICTORIA State Government

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 and present.

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Gabrielle Williams MP
Deputy Premier
Minister for Education
Minister for Skills and Training
Minister for First Peoples
Minister for Women and Gender Equality
1 Treasury Place
East Melbourne VIC 3002

Dear Minister,

In accordance with the *Financial Management Act 1994* (Vic), I am pleased to present the Adult, Community and Further Education Board's annual report for the year ending 30 June 2026.



Mr John Maddock AM OLY
Chairperson
Adult, Community and Further Education Board

9 October 2026

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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* (Vic), the board upholds the 7 core Victorian public sector values of:

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

# Chairperson's report

As Chairperson, it is my pleasure to present the board's annual report for 2025–26.

This was a year of both continuity and transition for the board. The reporting period spanned the final 6 months of the *Adult, Community and Further Education Board Strategy 2020–25* and the first 6 months of the board's 2026 strategic priorities and projects. Throughout this period, the board remained focused on ensuring Victorian adult learners could access a responsive, high-quality place-based education and training system that supports participation in study, work and life. The board has continued to strengthen the systems, partnerships and supports that underpin pre-accredited training in Victoria, while also reviewing key settings to ensure that the place-based education and training system remains responsive, sustainable and focused on learner outcomes.

### Supporting a strong and responsive place-based education and training system and strengthening the impact of pre-accredited training

During 2025–26, the board remained committed to supporting a strong, responsive and inclusive place-based education and training system across Victoria. Key areas of focus included strengthening contracting and grant processes, reviewing quality settings, investing in curriculum and professional development, improving Learn Local provider engagement and promoting the value of Learn Local training across the state.

The board continued to provide targeted support for provider capability and sustainability through a range of grant programs. This included the Technology and Digital Support Grant and the Learner and Program Sustainability Grant, which assisted Learn Local providers to strengthen digital capability, attract and retain learners, support progression, and enhance curriculum, outreach and partnerships.

The board maintained ongoing funding for important learner support programs, such as Family Learning Partnerships (FLP), which aim to improve participation, confidence, and lifelong learning outcomes for families who may face barriers to participation in education and training. Extension of the Learn Local Learning for Work initiative and pilot grant continued to strengthen pathways to employment for learners by encouraging innovative pre-accredited learning, authentic workplace experiences and stronger industry partnerships. Together, these investments contribute to improved access to quality training and education across Victoria.

A further priority was improving the sustainability of delivery in thin markets, where low enrolments, dispersed populations and limited access to services can make provision more challenging. During the year, the department worked with Learn Local providers to pilot new approaches and develop case studies to support more sustainable training delivery in these communities.

In 2025–26, the board invested in professional development to strengthen the capability of the Learn Local workforce and support delivery of high-quality pre-accredited training. Through partnerships with lead providers, the board funded targeted learning opportunities in language, literacy, numeracy, employability and digital skills. These activities included peer mentoring, self-paced learning and subsidised participation to encourage broad engagement across Learn Local providers. The Learn Local Secure Portal remained central to this work, providing a key platform for professional learning, resources and connectivity.

A key focus in 2025–26 was the review and redevelopment of the pre-accredited quality framework. Based on feedback from Learn Local providers, the board committed to reviewing the framework and supporting development of an updated framework shaped by co-design, independent quality assurance expertise, national policy settings and stakeholder feedback. In April 2026, the board endorsed a roadmap to guide this work. The board remains highly committed to this project. We envision a refreshed framework that

places the learner at the centre and defines consistent high-quality training across providers, while allowing flexibility to accommodate diverse environments and learner needs. Doing so will ensure learners can access high-quality relevant training that meets their needs and allows them to confidently achieve their life, work or study goals. It will also produce Victorians who have the skills to meet Victoria's economic, social and environmental priorities.

The board is focused on meeting the foundation skills requirements for learners in an ever-changing economic landscape. Its investment in curriculum development and maintenance is demonstrated in 64 sets of curricula and resources available to Learn Local providers through the Learn Local Secure Portal. Most importantly, these courses are underpinned by Commonwealth frameworks and approaches to teaching core skills that support effective participation in society. The board also sponsors nationally recognised accredited curricula that enable adult learners to improve their foundation literacy, numeracy and general education skills.

To meet employer and learner needs in growing and emerging industries, the board funds initiatives that lead directly to employment outcomes and bring economic benefits to Victoria. Just-in-Time Learn Local Industry Partnerships and the related Industry Practice Networks strengthen partnerships between Learn Local providers, employers and local industry to co-design pre-accredited training that responds to immediate foundation skills needs and builds provider capability in employer engagement.

The additional Victorian Government funding of $5.9 million via the National Skills Agreement offered a significant boost to board-funded training in 2025–26. This funding is specifically for pre-accredited digital skills training and extends to the end of 2029. It means Learn Local providers will be able to provide essential training to learners to meet emerging digital skills needs.

It has also been great to see the Department of Jobs, Skills, Industry and Regions and the Victorian Government partner with the Commonwealth Government to launch the $4.5 million Victorian Adult Community Education (ACE) Scholarships Program. The program is part of the National Skills Agreement Ensuring Access to Foundation Skills initiative, which includes action to build the capacity and capability of the Learn Local workforce to deliver foundation skills training. It offers scholarships to people pursuing a rewarding career as an adult literacy and numeracy educator and provides new and existing ACE trainers and practitioners with qualifications, specialist training and upskilling in language, literacy and numeracy. This initiative will increase the quality, capacity and capability of core foundation skills training through community-based adult education. It will also attract and increase the retention of foundation skills teachers and trainers. Importantly, the program will give adults seeking community-based education greater access to accessible and relevant training in foundation skills.

The board also continued work to strengthen culturally safe and inclusive practices across community-based education. The board commissioned the Victorian Aboriginal Education Association Inc. (VAEAI), which developed the board-funded *Koorie Education in Learn Locals: Best Practice and Protocols*, to develop a toolkit that will help providers better identify and enrol First Peoples Victorians who may benefit from pre-accredited training.

### Engagement and promotion

Engagement with Learn Local providers and the promotion of pre-accredited training remained important priorities. The annual Pre-accredited Learner Survey again highlighted the strength of Learn Local courses, with positive results in learner satisfaction, skills development, community participation and employment outcomes. Results of the 2025 survey reinforced the value of Learn Local delivery in providing welcoming, accessible and effective learning opportunities for Victorian communities.

In 2025, through the Your Goals, Your Way campaign, the board broadened engagement with diverse communities across Victoria, including culturally and linguistically diverse communities, regional learners and First Peoples. It was pleasing to see this work exceed the board's brand awareness target among potential learners, while new brand guidelines and promotional resources established a strong foundation for future promotion.

During the year, the board also saw a significant change to the regional council governance model. Following consultation, 4 new regional councils were established, abolishing the historical 8 regions of ACFE. These changes will reinvigorate the regional councils' role in providing local intelligence to the board and promoting pre-accredited training to stakeholders and the community. I wish to take this opportunity to thank outgoing, ongoing and newly appointed regional council members for their willingness to serve in these important roles, and for their valuable contributions of advice and advocacy in their local regions.

### Leadership and acknowledgements

The year also marked an important period of transition in leadership for the board.

On behalf of the board, I would like to acknowledge the Hon Gayle Tierney (former Minister for Skills and TAFE) for her longstanding contribution to ACE in Victoria. Her ministerial statement for ACE was visionary in its goals, and the benefits to learners as well as Learn Local providers, industry and local communities will be felt for many years.

In April 2026, we welcomed the Hon Colin Brooks as the new Minister for Skills and TAFE. In August 2026, we welcomed Gabrielle Williams as the new Minister for Skills and Training. As Chairperson, I look forward to continuing to work collaboratively with Minister Williams, government, the board and Learn Local providers to support positive outcomes for learners and communities across Victoria.

During 2025–26, the board bid farewell to 2 members: Michael Grogan and former Chairperson Teresa De Fazio. On behalf of the board, I extend a special thanks to Dr De Fazio for her steadfast commitment to the board, Learn Local providers and above all, adult learners. Her leadership ensured that board initiatives and programs advanced ACFE's unique contribution to supporting Victorians to build foundation skills, prepare for further training and improve their employment opportunities. I would also like to acknowledge Mr Grogan's considerable contributions to the board and its committees, particularly the Finance Committee and the Audit and Risk Committee, of which he was deputy chairperson, and his involvement with regional councils and special advisory groups. I wish them well in their future endeavours.

I would also like to acknowledge the reappointments of Margaret Lewis and Natasha Ngweso to the board for a further 12 months.

I thank Learn Local providers, regional councils, board members, peak organisations and departmental staff for their commitment, expertise and professionalism throughout the year. I also extend my thanks to the many Learn Local providers, management and staff working directly with learners in communities across the state. Their efforts continue to ensure that pre-accredited training remains accessible, relevant and responsive to the needs of Victorian learners.

### Place-based ACE benefits Victoria

Now more than ever, it is apparent that the place-based education and training system is an essential part of Victoria's tertiary education system and that it contributes socio-economic benefits for Victoria. As we move forward, the board remains committed to funding flexible, inclusive and sustainable place-based training, where Learn Local providers support adult learners to build the foundation skills, confidence and capabilities they need for study, work and life. This is particularly important for people who face barriers to

participation and benefit from community-based pathways into further education, training, employment and broader social participation.

We look forward to continuing to work closely with stakeholders on ACFE programs and initiatives throughout 2026–27, for the benefit of all Victorians.



**John Maddock AM OLY**
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* (Vic) (ETR Act) to support the development of ACFE in Victoria.

The board has 5 broad functions:

- **advisory** – to advise the Minister for Skills and Training on ACFE matters
- **development** – to foster and support the research and development of matters relating to ACFE, and evaluate and report on policies, programs, resources and services developed for the coordination, provision, funding and support of ACFE
- **strategic** – to establish ACFE's strategic objectives, priorities and targets in relation to its leadership and the training provided in the tertiary education system, and plan policies, programs, resources and services for the coordination, provision, funding and support of ACFE, having regard to its quality and equity of access and its economic and social benefits to the Victorian community
- **profiling** – to advocate for and promote awareness of ACFE in the place-based education and training system 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 ACE 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 offerings spanning literacy and numeracy skills training to job readiness and digital skills training. 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 can lead to further study 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 adult Victorian's ability to participate fully in their communities, courses deliver social and societal benefits.

Learn Local providers delivering board-funded courses are part of the place-based education and training system, an essential part of Victoria's tertiary education system. Community-based adult education plays a

vital role in providing pathways for adult learners to employment and further training. It also supports meaningful social participation.

Community-based adult education supports adult learners with diverse needs. These learners include adults who are still developing core skills, those who may not have completed secondary school and those who may not have 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.

Community-based adult education 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 appropriate 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 ACE. Some Learn Local providers focus solely on delivering board-funded courses. However, the majority have much broader educational and service delivery responsibilities.

In 2026, 189 Learn Local providers are listed on the board's register, following board approval.

# The ACFE Board's strategic focus

## 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 former Minister for Skills and TAFE, the Hon Gayle Tierney, on 14 November 2019. The Ministerial Statement concluded on 31 December 2025.

The Ministerial Statement established a reform agenda for the board and ACE. It set ambitious aspirations, goals and a range of qualitative and quantitative measures to demonstrate progress.

The Ministerial Statement prioritised pre-accredited training in adult literacy, numeracy, employability and digital skills, to augment Victoria's tertiary education system. It identified a stronger role for Learn Local providers 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 set an agenda that included:

- building the capability of the place-based education and training system to provide literacy, numeracy, employability and digital skills training
- enhancing professional development for Learn Local providers and teaching resources
- building board capacity to deliver on ministerial priorities
- developing partnerships with employers across the tertiary education system and 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
- promoting the role and value of the place-based education and training system.

The Ministerial Statement sought to guide collaboration to improve the lives of Victorian learners through education.

The board is preparing a report to acquit the Ministerial Statement, including key achievements, the enduring positive impacts on learners and outcomes for Learn Local providers.

## Strategy 2020–25

The *Adult, Community and Further Education Board Strategy 2020–25* (the Strategy) was a blueprint for the board and the place-based education and training system. It detailed the primary means of delivering on the Ministerial Statement, positioning and strengthening the role of ACE in Victoria.

The Strategy focused 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 strengths of engaging with pre-accredited training.

The Strategy focuses on 4 strategic directions:

- engaging **learners** and developing their confidence and skills
- building greater collaboration between Learn Local providers and **partners**, especially employers and TAFEs
- investing in **people** across Learn Local providers, and in high-quality products and tools to support them
- maintaining high standards of **board** stewardship and governance, and championing and communicating the value and impact of community-based pre-accredited training.

The Strategy concluded on 31 December 2025.

## ACFE Board priorities and projects 2026

The board's priorities and projects 2026 sets the board's strategic directions and priorities for one year.

The board has prioritised:

- implementing board policy and service delivery decisions by commissioning, contracting and operating an end-to-end pre-accredited training system, including reviews of milestone payments and registrations
- developing and delivering key policy and programs to build the capacity and capability of Learn Local providers, including a new quality framework, a professional development program, new curricula, and First Peoples learners' tools and materials
- further supporting established and successful grant programs, Learn Local awards, conferences and sponsorships, including engagement, marketing and intelligence programs and initiatives.

The board's one-year focus is aligned to the Ministerial Statement of Expectations.

## Ministerial Statement of Expectations

Across 2025–26, the minister provided the board with Statements of Expectations that informed priorities of focus within the context of the Ministerial Statement, the Strategy and the board's priorities and projects for 2025 and 2026.

The board reports once a year to the minister on achievements against the annual Statement of Expectations.

# Non-financial performance reporting

**Table 1: Performance against output performance measures**

| Performance measure | Unit of measure | 2025–26 actual | 2025–26 target | Performance variation (%) | Result |
|---|---|---|---|---|---|
| Number of government-subsidised pre-accredited training hours funded through the ACFE Board | Number | 2,372,110[(i)] | 2,106,900 | 12.6 | ✓[(ii)] |

Notes:

(i) The 2025–26 outcome is higher than the target due to sustained demand for pre-accredited training and additional funding provided for digital skills training.

(ii) Performance target achieved or exceeded.

## Participation in board-funded training

In 2025, the board funded the training of 27,773 Victorians through 204 contracted Learn Local providers. Almost 2.4 million hours of government-subsidised pre-accredited training was delivered.

This funding reached a diverse learner group and provided access to learning opportunities for:

- 19,456 female learners (70.1% of all learners)
- 14,257 learners from culturally and linguistically diverse backgrounds (51.3% of all learners)
- 6,535 regional learners (23.5% of all learners)
- 4,606 learners with disability (16.6% of all learners)
- 552 First Nations learners (2.0% of all learners).

Onsite training was available in 71 of Victoria's 79 local government areas, with learners in the remaining areas able to access training in an adjacent local government area or online. Of all learners, 23.5% were based in regional Victoria (6,535 learners).

The training also supported many learners who may face barriers to education and employment, including:

- 10,242 learners with concession cards (36.9% of all learners)
- 9,712 learners not seeking work before training (35.0% of all learners)
- 8,170 learners unemployed before training (29.4% of all learners)
- 5,687 learners who are early school-leavers (20.5% of all learners)
- 536 learners who are vulnerable workers at risk of retrenchment (1.9% of all learners).

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

## Learner satisfaction with board-funded training

The annual learner survey showed strong satisfaction with Learn Local training. The 2026 Pre-accredited Learner Survey collected feedback from learners who took part in Learn Local courses in 2025. The

survey, conducted as part of the vocational education and training (VET) Student Satisfaction Survey program, had a 41.6% response rate (9,409 learners).

Survey results showed that learners were highly satisfied with their teaching and learning experience.

Among respondents:

- 95% reported a safe and welcoming place to learn
- 93% felt the community-based location was convenient across both metropolitan and regional-based learners
- 91% felt their trainers taught clearly and were knowledgeable about the topic
- 90% were satisfied that their provider had identified their learning needs
- 90% were satisfied with the course materials and facilities, as well as with the support they received from their trainers
- 87% had improved their general education, skills for community or voluntary work or confidence
- 86% reported positive perceptions of the teaching.

A high percentage of learners were satisfied that their Learn Local experience supported them on their learner pathway. Among surveyed learners:

- 87% were satisfied that their Learn Local course addressed their learning needs
- 87% were satisfied the training could be a pathway to employment and further training
- 83% indicated that, overall, they achieved their main reason for training.

Survey findings also showed positive outcomes after training, including progress towards work and community participation. The results showed that 22% of learners who were not actively seeking work before training achieved employment or were actively seeking employment after training.

Of learners who were unemployed before training:

- 23% achieved employment after training
- 16% of those who studied to gain volunteering skills achieved volunteer work after their training.

# Key initiatives and projects

The annual report 2025–26 covers the last 6 months of the board's 2020–25 Strategy and the first 6 months of the board's strategic priorities and projects for 2026. Key board initiatives and projects are categorised according to the 3 main strategic priorities for 2025–26. Reporting of key projects and initiatives that commenced or continued under the 2020–25 Strategy is subsumed under the strategic priorities and projects for 2026:

- contracting and operations
- sector policy and capability
- sector engagement and intelligence.

### Strategic priority: Contracting and operations

- Run an end-to-end pre-accredited training system
- Implement grant programs
- Review milestone payments and registrations

Throughout 2025–26, the board implemented and supported key initiatives and projects to ensure learners and their needs are the focus of its work. These initiatives and projects include:

- contracting Learn Local providers to provide pre-accredited training
- extending the Digital Literacy Skills for Adults program
- the Learn Local Learning for Work initiative and pilot grant
- the Family Learning Partnerships (FLP) program
- the Technology and Digital Support Grant
- the Learner and Program Sustainability Grant
- sustainable models of provision
- a review of milestone payments and Learn Local provider registrations
- funding for the Senior Victorians Education program
- Just-in-Time Learn Local Industry Partnerships
- Learn Local Industry Practice Networks.

### Contracting Learn Local providers for the provision of pre-accredited training

An expression of interest process is conducted annually to contract registered Learn Local providers to deliver board-funded pre-accredited training.

In July 2025, the board considered strategic priorities and policies and approved the distribution of funding to each of the regions of ACFE for the 2026 calendar year according to contracted student contact hours.

Providers are allocated funding through an approved regional distribution model that ensures that proposed Learn Local courses meet the board's quality framework and needs of the local area.

To ensure training delivery meets changing demand and local needs, an expression of interest process is conducted from March to August every year. This enables Learn Local providers to request funding for additional student contact hours, return funding where student contact hours are reduced and vary the Learn Local courses delivered through the year.

### Digital Literacy Skills for Adults

In 2025–26, the Digital Literacy Skills for Adults program continued. In 2025, the board received additional funding of $5.9 million from the Commonwealth Government through the National Skills Agreement, for a period of 4 years. The program enables delivery of Learn Local courses that develop core digital skills for study, work and life.

### Learn Local Learning for Work pilot grant

The Learn Local Learning for Work pilot grant supports providers to design innovative learning-for-work activities for delivery within Learn Local courses. These activities focus on building foundation skills through authentic workplace experiences and industry partnerships.

A total of 10 applications were approved for development and delivery under the program. Activities were delivered between July and December 2025. The grant remains available for the 2026 calendar year.

### Family Learning Partnerships program

The FLP program assists families to overcome barriers to participation in education and training. It delivers targeted learning initiatives strengthening family and community engagement in education and training. The program focuses on improving participation, confidence and lifelong learning outcomes for families, while supporting 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-related 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.

Thirty-five FLP projects approved by the board in 2024 continued to be delivered in 2025–26. The projects include literacy and social inclusion initiatives, multicultural social enterprises and learning engagement programs for young mothers and women from culturally and linguistically diverse backgrounds.

### Technology and Digital Support Grant

Throughout 2025–26, the Technology and Digital Support Grant provided funds to help meet technology-related challenges faced by Learn Local providers. Contracted Learn Local providers received grants to buy specialised or advanced digital technology to use for the development, delivery and administration of pre-accredited training programs. This included hardware, software, digital infrastructure, automation, and integrative or assistive technologies. The grant also aimed to improve learning outcomes for learners who may experience barriers by providing specialised technologies and digital tools.

### Learner and Program Sustainability Grant

The Learner and Program Sustainability Grant is a 3-year initiative that commenced in 2025. In 2025–26, the grant was provided to contracted Learn Local providers to support the sustainability of pre-accredited programs and learner participation. It funds activities to attract new participants, promote learner

progression, and strengthen curriculum, outreach and partnerships. Funding was allocated in proportion to each provider's contracted student hours.

### Sustainable models of provision

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

In 2025–26, the Loddon Mallee Sustainable Delivery Project concluded. The project aimed to explore more effective delivery of pre-accredited training in thin markets, which are communities with small, dispersed populations, often experiencing high disadvantage, limited access to services, and few education or employment options. Learn Local providers in these areas often struggle to establish viable class sizes and may therefore deliver training at below cost recovery or cancel planned classes altogether.

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

### Review of milestone payments and Learn Local provider registrations

In late 2025, eligible organisations registered to become Learn Local providers, enabling them to deliver pre-accredited training from 1 January 2026 to 31 December 2027. The registration process attracted 187 providers in addition to AMES Australia and the Centre for Adult Education (CAE), making a total of 189 registered providers in 2026.

The registration process will be reviewed for 2027 to ensure it remains aligned with program changes. This will include a review of system settings, including payments.

### Funding for the University of the Third Age

During 2025–26, the board continued its funding of the University of the Third Age (U3A) Network Victoria education program. The program undertakes activities to increase quality learning options for over 40,000 U3A members and to sustain the program across 102 independent U3A branches in Victoria.

The U3A education program aligns with the board's objective of learning for life. U3A's strategic objective is learning for Victorian seniors, retirees and semiretired individuals to learn for pleasure, connect and enjoy life.

U3A activities undertaken with board funds include knowledge and skills development for U3A volunteer tutors, developing and delivering courses, training to become course coordinators and matching learners with tutors and venues.

Digital skills are a priority for U3A members to facilitate online learning, expand learning options, and continuity and use in modern life.

### Just-in-Time Learn Local Industry Partnerships

Just-in-Time Learn Local Industry Partnerships enable an existing or emerging partnership between a Learn Local provider and an employer to co-design a pre-accredited training program to meet the employer's immediate need for foundation skills in their workforce.

In 2025–26, new collaborations commenced program co-design and delivery, enabling more learners to benefit from courses designed to develop their core skills and capabilities in 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 further study for learners.

A total of 44 partnerships have been developed through Just-in-Time since it started in 2021–22, and many of these have deepened and continued to reap benefits for employers and learners.

### Learn Local Industry Practice Networks

Learn Local Industry Practice Networks extend Learn Local provider engagement with industry stakeholders through peer learning.

The networks include Learn Local providers that specialise in partnering with employers in specific industries. These providers assist and support other Learn Local providers in partnering with local employers in those industries.

In 2025–26, 3 Learn Local Industry Practice Networks extended their operations in Building, Civil Construction and Landscaping, Care and Support (including health, disability, aged care support, allied health and early childhood education and care services) and Retail, Hospitality and Warehousing.

As of May 2026, the 3 networks involved 15 Learn Local providers as peer mentors and 24 Learn Local providers new to employer partnering. The initiative also helped a further 14 Learn Local providers with one-off requests and discussions regarding future mentoring arrangements.

The networks significantly extended their connections across the skills and jobs ecosystem by:

- connecting industry groups with employers
- connecting employers with trainers and curricula to facilitate co-designed programs that meet employer needs and ensure pathways to further relevant study
- connecting Learn Local providers with employment services to increase referrals and improve employment and further study outcomes for learners.

## Strategic priority: Sector policy and capability

- Develop a new quality framework
- Implement a professional development program
- Develop new curriculum
- Develop tools and materials for First Peoples learners

Throughout 2025–26, the board continued to support existing programs that 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:

- developing a new pre-accredited quality framework
- implementing a program of professional development for Learn Local trainers and practitioners
- developing and maintaining curriculum
- developing new Koorie tools and materials.

### Developing a new pre-accredited quality framework

In the second half of 2025, professional learning on the Pre-accredited Quality Framework+ (PQF+) continued, with a further 114 participants engaging in the full program. PQF+ professional development consisted of facilitated events, self-paced online learning and peer support through mentoring and a community of practice.

In November 2025, following feedback from place-based education and training system stakeholders, the board paused the rollout of PQF+ and initiated a review of the pre-accredited quality framework.

The board asked that the department develop an updated pre-accredited quality framework informed by:

- co-design with ACE stakeholders, including peak bodies, Learn Local providers and regional councils
- independent expertise in educational quality assurance
- the National Foundation Skills Strategy 2025–2035 and the National Skills Agreement
- learnings from the Stronger by Design project, including feedback from ACE stakeholders.

In the first half of 2026, professional development for providers delivering PQF+ programs was offered online only and was self-paced with peer mentor support.

During 2025–26, the board commissioned a project roadmap to reset the pre-accredited quality framework. The board endorsed the roadmap in April 2026 setting out the path forward to develop a revised pre-accredited quality framework underpinned by ACE stakeholder feedback and co-design principles.

### Implementing a professional development program

The board funds professional development activities for Learn Local providers in response to current and emerging workforce needs. These activities are planned annually and delivered by lead service providers in areas that align with their expertise.

In 2025–26, professional development activities were designed to build the capability of the Learn Local workforce to deliver high-quality pre-accredited language, literacy, numeracy, employability and digital (LLNED) programs and had a strategic focus on PQF+. These activities included opportunities for peer mentoring and support, and subsidies were offered to promote engagement.

The board funded the VET Development Centre (VDC) to deliver a program of best practice in teaching LLNED programs. The VDC also offered 30 places for Learn Local staff to attend a symposium that explored ways to harness AI to improve learning outcomes and support teaching practice.

The Victorian Adult Literacy Basic Education Council (VALBEC) delivered a program of professional development that included a numeracy-focused half-day workshop and changes to the board's accredited curricula, the Certificates in General Education for Adults.

Adult Learning Australia delivered a blended professional development program via the Learn Local Secure Portal, incorporating self-paced learning on adult learning and literacy theory and practice. This program also included a module on cultural competency and safety and literacy for First Peoples learners, and embedded self-assessment of participants' professional learning needs using the board's Professional Practice and Recognition Framework.

The Learn Local Secure Portal remains the anchor point for the board's professional development. The portal includes a calendar of upcoming events, registration links for individual professional development activities and access to the board's centralised curricula. It also offers self-paced professional learning

opportunities across various topics, mapped to the board's Professional Practice and Recognition Framework. The Learn Local Secure Portal currently has approximately 980 users.

### Curriculum development and maintenance

The board invests in developing pre-accredited and accredited teaching and learning resources and associated professional development to support trainer effectiveness. This improves students' learning of foundation skills, enhancing opportunities for learner success in further education, training and jobs.

*Pre-accredited curricula*

The board has 64 sets of curricula available on the Learn Local Secure Portal for use by Learn Local providers. The curricula are designed to align with the Australian Core Skills Framework and the Digital Literacy Skills Framework to enhance pathways to accredited training. Nine modules focus on language development, 37 modules focus on literacy and numeracy, and 18 modules focus on digital skills. There are also 2 sets of teacher and trainer resources focusing on numeracy. Many foundation skills resources are highly contextualised for industries with strong job growth and high enrolments in related accredited courses.

During 2025–26, 15 sets of curricula were developed and a review of the digital literacy curriculum needs of ACE stakeholders was undertaken. The new curriculum included a Literacy and Numeracy for Renewable Energy Level 2 course designed to support learners wishing to achieve accredited renewable energy qualifications or entry-level work. The program supports learners to gain vocationally contextualised foundation skills through practical and applied learning activities. Each course provides opportunities for learners to participate in individual, small group and whole class activities, helping them to build confidence and develop their skills.

*Accredited curricula*

The board sponsors nationally recognised accredited curricula that support adult learners to improve their basic literacy, numeracy and general education skills. The accredited curricula are developed with input from experts in adult general education, validated by a quality assurance process and assessed by the regulator, the Victorian Registration and Qualifications Authority (VRQA).

The curricula include:

- 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.

Registered training organisations (RTOs) in Victoria are the primary users of these courses, with Learn Local RTOs delivering a significant number of total enrolments. The courses are funded primarily through the Skills First program but also from other government funding sources and are delivered across a range of settings, including correctional environments. Other jurisdictions also offer the curricula.

The VRQA has accredited the courses to 30 June 2030.

The board also manages the Certificate IV in Tertiary Preparation. The VRQA accredited the course with the number 22710VIC for the period 1 July 2026 to 30 June 2031, replacing the previous course 22582VIC.

In 2025–26, the board re-appointed Victoria University as the accredited curriculum maintenance manager to provide core services for these courses. Victoria University also offers professional development to support the ongoing effectiveness of adult basic education and improve learning outcomes.

### Developing new tools and materials for First Peoples learners

The board commissioned VAEAI to develop a toolkit of strategies and resources to assist Learn Local providers to identify and enrol First Peoples Victorians who might benefit from Learn Local courses. The toolkit is anticipated to be available to Learn Local providers at the end of 2026.

## Strategic priority: Sector engagement and intelligence

- Support providers and system integration
- Administer the Pre-accredited Learner Survey
- Undertake audits of digital channels
- Maintain marketing and branding assets and products
- Sponsor key sector conferences and awards
- Deliver the annual Learn Local Awards

Throughout 2025–26, the board continued key stakeholder engagement and intelligence gathering programs and initiatives.

This work included:

- the annual Pre-accredited Learner Survey
- on-the-ground support and engagement with Learn Local providers
- a new governance structure for regional councils and a reinvigorated approach to collaboration with the board
- maintaining and reviewing Learn Local digital channels and marketing and branding assets and products
- planning for the Learn Local Conference 2026
- sponsorships of ACE conferences
- Learn Local Awards
- sponsoring the Victorian Community Training Provider of the Year Award at the Victorian Training Awards.

### Pre-accredited Learner Survey

The annual survey 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 and the

learning outcomes they achieved with Learn Local providers. The results inform strategies to enhance the quality of pre-accredited training.

Survey results are available in this report on pages 14–15.

### Learn Local provider engagement activities

On behalf of the board, the department provides guidance and support to help Learn Local providers meet their contractual obligations and deliver training in foundation skills. Engagement programs include an induction program and drop-in sessions.

The Learn Local induction program was introduced in February 2026. This monthly online session supports new Learn Local provider staff to understand their contractual obligations, including program requirements, governance, systems, milestones, payments and data reporting. To date, 8 sessions have been delivered to more than 50 Learn Local staff.

Topic-focused drop-in sessions provide timely updates and practical guidance for new and existing Learn Local staff on key aspects of board-funded pre-accredited training delivery, including the pre-accredited quality framework, delivery plans, contract variations, payment milestones and reporting.

### Regional council engagement

Since late 2025, the board and the department have been consulting with regional councils to discuss a new governance and engagement model. In April 2026, 4 new regions and the corresponding regional councils of ACFE were established, replacing 8 previous regions and regional councils.

Under the new regional council model, 3 councils represent regional Victoria, and one is a metropolitan Melbourne regional council.

In April 2026, the first meeting to discuss the model commenced with a joint regional council forum hosted by the department and the Chairperson of the board. Since then, a co-designed engagement plan has been developed to ensure that the new regional councils can continue their core work of providing local intelligence to the board and promoting Learn Local. The member appointment process commenced in 2025–26.

### Learn Local digital channels

Learn Local digital channels provide an important entry point for prospective learners, providers and stakeholders seeking information about pre-accredited training in Victoria.

In 2025–26, the board re-engaged Adult Learning Australia to deliver the board’s digital strategy for managing and maintaining the Learn Local website and social media channels.

In line with government requirements, the board also approved an audit of Learn Local digital channels. The audit aims to provide an evidence base to inform future decisions about platforms, online tools, subscriptions, online channels, governance, resourcing and delivery models. The board will consider the findings in 2027.

### Marketing and branding assets and products

The Learn Local Your Goals, Your Way campaign was launched in mid-February 2024. The 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.

The second phase of this campaign went live in May 2025 and ran until the end of September 2025, using the same high-performing creative platform as the 2024 campaign with minor message refinements. Social media ambassadors representing multicultural and First Peoples communities were engaged to expand campaign reach to new priority audiences.

Third-party research undertaken immediately after the campaign in October 2025 reported that prompted brand awareness of Learn Local among potential learners was 52%, achieving the goal set in the Ministerial Statement of 50% prompted brand recognition of ACE provision and purpose. Further, one in 3 respondents recalled campaign assets, and more than 70% of recallers took some form of action. Content developed by social ambassadors delivered 2.3 million views over the campaign period.

In 2025, new Learn Local brand guidelines were developed, aligning the brand with Brand Victoria. As part of this project, a suite of promotional assets and templates was developed to support the board and its partners in promoting Learn Local courses and related information.

### Learn Local Conference 2026

Through a board partnership with Adult Community Education Victoria (ACEVic), the joint Learn Local and ACEVic Conference is scheduled to be held on 21 and 22 October 2026 at the Pullman, Albert Park. The theme ‘Adapt, Innovate, Transform’ reflects the evolving context of ACE and the need for proactive responses from ACE stakeholders to changing learner needs, workforce requirements and technological advancement.

### Sponsorships

During 2026, the board again sponsored the annual VALBEC conference. Held on Friday 15 May 2026, the conference theme was ‘Reflecting on the Past, Shaping the Future’. The theme celebrated what has previously strengthened adult literacy, numeracy and digital literacy and also looked at what needs to change to meet the needs of today’s learners, workplaces and communities, and strengthen and reshape the future of adult foundation skills education in Victoria.

The board’s Chairperson opened the conference, and the keynote speaker was Jo Medlin, literacy and numeracy teacher, advocate and current president of the Australian Council for Adult Literacy. Her presentation explored the current status and future of adult literacy in relation to language, key figures and events in Australian literacy, and covered current activities under the national strategy, upcoming changes and potential opportunities.

The program included practical workshops and presentations where professional adult literacy, numeracy and basic education teachers and researchers shared their latest learnings and findings.

It was a rich, thought-provoking conference that contributed to achieving the shared vision that every Victorian has the core foundation skills needed to thrive in study, work and life.

### 2025 Learn Local Awards

The Victorian Learn Local Awards promote Learn Local providers and pre-accredited training by recognising outstanding achievements. The awards encourage and reward best practice, innovation and high standards of learners, practitioners, trainers and Learn Local providers. In their nineteenth year, the 2025 awards celebrated individual success stories, leadership, programs, innovation and collaboration across ACE stakeholders.

Presentations were made to the 2025 award-winners at a lunchtime gala event hosted by Shane Jacobson on Thursday 9 October 2025 at Zinc at Fed Square in Melbourne. The following awards and prize money totalling $76,000 were awarded:

- The Ro Allen Award – Learn Local Pre-accredited Learner (Skills for study and life) Award
  Nicole Cusma, genU Training
- Learn Local Pre-accredited Learner (Skills for work) Award
  Sopha Chizzoniti, Bass Coast Adult Learning Wonthaggi
- Learn Local Pre-accredited Trainer Award
  Payton Reid, Glen Park Community Centre Inc.
- Learn Local Leadership Award
  Donna Dowler, Foundation Learning Centre
- Small Learn Local Provider of the Year
  Kyabram Community and Learning Centre Inc.
- Large Learn Local Provider of the Year
  Community College Gippsland
- Learn Local Innovation Award
  Get Ready for School – a Family Learning Partnership, Assist Ability Australia, Laverton Community Children's Centre and Laverton Community Education Centre
- Learn Local Partnership Award
  Orbost Lake Tyers Training Pathways, Orbost Education Centre and Lake Tyers Trust

### 2025 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 is for an organisation that demonstrates innovation and excellence in improving skills in the local community or workplace, and is open to Learn Local providers.

VICSEG New Futures, a Learn Local provider, was named the 2025 Community Training Provider of the Year. VICSEG New Futures delivers culturally responsive training that empowers migrant and refugee communities, particularly women, to gain employment in high-demand sectors. Through its registered training organisation, New Futures Training, VICSEG has supported more than 65,000 learners, 95% of whom are from culturally and linguistically diverse backgrounds, by providing accredited and pre-accredited training, tailored mentoring, wraparound supports, industry partnerships and practical placements that strengthen pathways to further study and employment.

# Financial performance reporting

## Summary of financial results

Table 2 summarises information from the board's financial reports for the 2025–26 financial year. For comparison, it includes results from the previous 4 financial years.

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

| Result | 30 June 2026 $'000 | 30 June 2025 $'000 | 30 June 2024 $'000 | 30 June 2023 $'000 | 30 June 2022 $'000 |
|---|---|---|---|---|---|
| Total income from transactions | 32,583 | 34,588 | 40,179 | 38,751 | 37,975 |
| Total expenses from transactions | 36,932 | 39,637 | 36,793 | 35,199 | 37,674 |
| Net result from transactions | (4,349) | (5,049) | 3,386 | 3,552 | 301 |
| Other economic flows included in net result | (5) | (58) | (9) | (4) | 10 |
| Net result for the period | (4,354) | (5,107) | 3,377 | 3,548 | 311 |
| Net cash flow from operating activities | – | – | – | – | – |
| Total assets | 21,274 | 28,685 | 31,807 | 30,355 | 28,833 |
| Total liabilities | 243 | 3,300 | 1,315 | 3,240 | 5,266 |

### Revenue

Total income decreased by $2 million in 2025–26, comprising a $1.1 million reduction in services received free of charge from the department and $0.9 million in operating savings allocated as part of the 2025–26 State Budget. There was no year-on-year decrease in income for training delivery grants and subsidy payments.

### Expenses

Expenses were $2.7 million lower in 2025–26, comprising a $1.1 million reduction in services received free of charge from the department, $0.7 million in reduced operating costs in line with the operating savings, and $0.9 million lower grant and subsidy payments due to the completion of some projects and the timing of payments across financial years.

## Subsequent events

The department implemented workforce changes under Clause 11 of the Victorian Public Service Enterprise Agreement 2024 in 2025–26. The new structure took effect on 10 November 2025 and contributed to the material reduction to the valuation of services provided free of charge.

In October 2026, the Victorian Government approved a reduction of $15 million in appropriation to the department in 2026–27 relating to the board. For 2026–27, the board will maintain the delivery of programs and services following the government's decision to decrease appropriation funding by drawing down accumulated revenue reserves which are sufficient to fund existing expenditure. This decision relates to appropriation and the utilisation of accumulated surpluses in 2026–27 only and does not impact future year appropriation. On this basis, it is expected that the board will continue to be able to deliver its core functions and operations.

# Organisational structure and corporate governance

## Board membership matters

The board is to consist of no fewer than 8 and no 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 Training.

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 31 October 2025, the term of Mr Grogan ended.

On 30 September 2025, the terms of Ms Lewis and Ms Ngweso ended. Each was reappointed from 1 October 2025 in an advisory role and reappointed as a board member from 8 October to 31 December 2025. On 1 January 2026, Ms Lewis and Ms Ngweso were reappointed to the board for a term ending 30 June 2026.

On 30 June 2026, Ms Lewis and Ms Ngweso were each reappointed to the board for a 12-month term from 1 July 2026 to 30 June 2027.

On 1 April 2026, the term of Dr De Fazio ended.

On 14 April 2026, Mr Maddock was appointed Acting Chairperson.

### Adult, Community and Further Education Board members 2025–26

**Mr John Maddock AM OLY** is Chairperson of the board from 12 August 2026. Most recently, John was the Acting Chairperson of the board and the former Deputy Chairperson of the board.

He 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 CAE. 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, the University Council at Deakin University, Monash Education at Monash University, Innovation and Business Skills Australia, Australian Training Products and eCoach. He also served as a member of the Victoria University Polytechnic Vice-chancellor’s Advisory Committee.

Mr Maddock is a Fellow of the Australian Institute of Company Directors (AICD), a non-executive director of the TasTAFE Board, member 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, Deputy Chairperson of FIBA International Competitions Committee and on the board of FIBA–Oceania. 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 Order of Australia in the General Division for significant service to VET and basketball.

**Dr Anne Astin AM PSM** 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.

Since 2011, she has developed a broad portfolio of non-executive roles in the education, food and agriculture, energy and social justice sectors focusing on policy and regulatory development, research and innovation, and governance. Dr Astin holds qualifications in biochemistry, chemistry and public sector management and is a member of the AICD.

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

**Dr Teresa De Fazio OAM (GAICD)** (to 1 April 2026) was the previous Chairperson of the 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 has a strong board directorship profile, including experience on the boards of Zoos Victoria and Multicultural Arts Victoria.

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

**Ms Kate Gaffney** has more than 20 years of experience in higher education, adult education and regional skills development. She has held academic and teaching roles at the University of Melbourne, Monash University and Federation University Australia with a focus on criminology, pathways programs and supporting adult learners to progress into further study and employment.

From November 2023 to November 2024, Ms Gaffney was seconded to Federation University Australia as Manager, Renewable Energy Transition, working with industry, government and community partners to develop new training pathways for Gippsland's emerging clean-energy workforce and to support the transition of the existing Latrobe Valley coal-fired energy industry workforce. 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 has previously served on the Gippsland Regional Council of ACFE and as a non-executive director (cadet) with Community College Gippsland. She is currently Director of Partnerships, Engagement and Research at AxleTree Capital and an Investor in Residence at the Wade Institute of Entrepreneurship, supporting early-stage founders and innovation.

Born and raised in West Gippsland, Ms Gaffney also operates a small sustainable farming enterprise. She brings a practical understanding of regional communities and a longstanding commitment to improving access to lifelong learning and skills development across Victoria.

**Mr Michael Grogan** (member to 31 October 2025) is a self-employed consultant. He retired as the State Director of the Victorian, South Australian and Tasmanian branches of the Advanced Manufacturing Growth Centre in January 2024. Previously CEO of Sutton Tools Pty Ltd, Mr Grogan is a Director of DMTC (formerly Defence Materials Technology Centre) 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).

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)** has over 30 years of 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 (MBA) from Deakin University. She is a graduate member of the AICD and a member of CPA Australia.

**Ms Natasha Ngweso** has a strong background in financial and management accounting and leadership. She holds an MBA from Monash Business School and served as Deputy Chairperson of the board's Finance Committee.

Ms Ngweso has worked in management, accountancy and recruitment roles for Woodside Energy, engaging with members of the Timor-Leste Development Program and building working relationships with local universities to support graduate recruitment. During this time, she was also Chairperson of Women of Woodside, a community organisation driving diversity and inclusion.

From 2017 to 2021, she held the role of Executive Manager of Store Operations at ALDI, Western Australia, and has also worked as a business consultant, guiding clients to achieve profitability.

**Dr Colleen Pearce AM** is a proud Yuin woman and an experienced strategic leader in the 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 statutorily 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 Honour Roll of Women. 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 of 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 and Australian Employment and Training Solutions.

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

**Mr David Wild** has extensive experience in organisational leadership and board directorships. He is CEO of Omnia Community Health in regional Victoria and has worked in the refugee, migrant, Aboriginal health, youth mental health and community training sectors.

Mr Wild's role on the Board of the 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 for 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 2025–26**

| Board member | Appointment term (as at 30 June 2026) | Committee membership | Board meeting attendance during term |
|---|---|---|---|
| Dr Anne Astin | 1 July 2025 – 30 June 2026 | PPPC | 3/5 |
| Dr Teresa De Fazio | 1 July 2025 – 1 April 2026 | ARC, FC, PPPC | 4/4 |
| Ms Kate Gaffney | 1 July 2025 – 30 June 2026 | PPPC | 5/5 |
| Mr Michael Grogan | 1 July 2025 – 31 October 2025 | PPPC | 2/2 |
| Ms Margaret Lewis | 1 July 2025 – 30 June 2026 | ARC, FC | 5/5 |
| Mr John Maddock | 1 July 2025 – 30 June 2026 | ARC, FC | 4/5 |
| Ms Kathryn Munro | 1 July 2025 – 30 June 2026 | ARC, FC | 5/5 |
| Ms Natasha Ngweso | 1 July 2025 – 30 June 2026 | ARC, FC | 5/5 |
| Dr Colleen Pearce | 1 July 2025 – 30 June 2026 | PPPC | 3/5 |
| Ms Ann Maree Playfair | 1 July 2025 – 30 June 2026 | PPPC | 5/5 |
| Mr David Wild | 1 July 2025 – 30 June 2026 | ARC, FC | 4/5 |

Note: 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 2025–26, the independent members on this committee were:

- Ms Lisa Tripodi, Chairperson
- Ms Kathryn Munro, Deputy Chairperson
- Dr Teresa De Fazio (term ended 1 April 2026)
- Ms Margaret Lewis
- Mr John Maddock
- Ms Natasha Ngweso
- Mr David Wild.

## 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 4 regional councils of ACFE.

## Representation on other bodies

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

## Regional councils of ACFE

Until 13 April 2026, 8 regional councils of ACFE established under the ETR Act were in place.

Councils were established for the following regional and rural areas:

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

Three councils were established for the following metropolitan areas:

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

On 13 April 2026, the number of regional councils was reduced from 8 to 4:

- Western Regional Victoria, covering the Mallee, Wimmera Southern Mallee, Great South Coast, Central Highlands, Barwon and western portion of Loddon Campaspe
- Eastern Regional Victoria, covering all of Gippsland
- Central and Northern Regional Victoria, covering the eastern portion of Loddon Campaspe, Goulburn and Ovens Murray
- Metropolitan Melbourne, covering all of metropolitan Melbourne.

As of 30 June 2026, member appointments to new regional councils are in progress.

The work of regional councils is supported by departmental staff.

## Role of regional councils

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

Regional councils draw on expertise and 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 Learn Local and ACFE
- fostering collaboration and partnerships between Learn Local providers 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 ACFE 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 of providers, and diversity and flexibility in ACFE 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 no fewer than 5 and no more than 9 members, including an elected chairperson and elected deputy chairperson. Members are appointed by the Minister for Skills and Training. Regional councils may co-opt 2 additional people for up to 12 months.

Members are appointed to ensure that regional council members:

- have knowledge, skills and experience in the place-based education and training system
- 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.

## 2025–26 membership of regional councils until 13 April 2026

### Barwon South-Western Regional Council

- Ms Leanne Williams, Chairperson (term ended 1 August 2025)
- Mr Deryck Gall, Deputy Chairperson
- Mr Wayne Elliott (term ended 31 July 2025)
- Mr Peter MacDonald (term ended 31 July 2025)
- Ms Richelle Yow (term ended 31 July 2025)

### Eastern Metropolitan Regional Council

- Ms Beverley Knowles, Chairperson
- Ms Fiona Purcell, Deputy Chairperson
- Mr Alexander Law
- Ms Elizabeth White (term ended 31 July 2025)

### Gippsland Regional Council

- Ms Shae McGregor, Acting Chairperson (term ended 31 July 2025)
- Ms Karen Bird
- Ms Geraldine Jones (term ended 31 July 2025)
- Ms Den Lim
- Ms Jennifer McCafferty (term ended 31 July 2025)

### Grampians Regional Council

- Mr Tim Shaw, Chairperson (term ended 31 July 2025)
- Ms Jannine Bennett, Deputy Chairperson
- Ms Annette Creek (term ended 31 July 2025)
- Ms Angela Dunn

- Mr Andrew Henwood (term ended 31 July 2025)
- Mr Greg Tinkler (term ended 31 July 2025)

**Hume Regional Council**

- Ms Trish Curtis, Chairperson (term ended 31 July 2025)
- Ms Laura Baker (resigned 13 November 2025)
- Ms Melinda Burgess (term ended 9 September 2025)
- Mr Mewan Dissanayake (term ended 9 September 2025)
- Ms Jennifer Gordon
- Ms Melva Tyson
- Ms Sue West

**Loddon Mallee Regional Council**

- Mr Robin Kuhne (term ended 31 July 2025)
- Ms Jessica Mitchell

**North-Western Metropolitan Regional Council**

- Dr Sureshan Marcandan, Chairperson
- Ms Christine McCall, Deputy Chairperson (term ended 31 July 2025)
- Ms Julie Johnston

**Southern Metropolitan Regional Council**

- Mr Martin Coram, Chairperson
- Ms Sandra George, Deputy Chairperson (term ended 31 July 2025)
- Mr Ali Aziz
- Ms Catherine McGrath
- Mr Tim Newman (term ended 31 July 2025)
- Ms Jayne Valle (term ended 13 August 2025)

# Department services

Under the ETR Act, 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 of the department within the meaning of the *Public Administration Act 2004* (Vic). During 2025–26, the role of General Manager was filled by Ms Laura Lo Bianco-Smith, Executive Director of the Adult, Community and Further Education, Pathways and Workforce branch in the department.

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

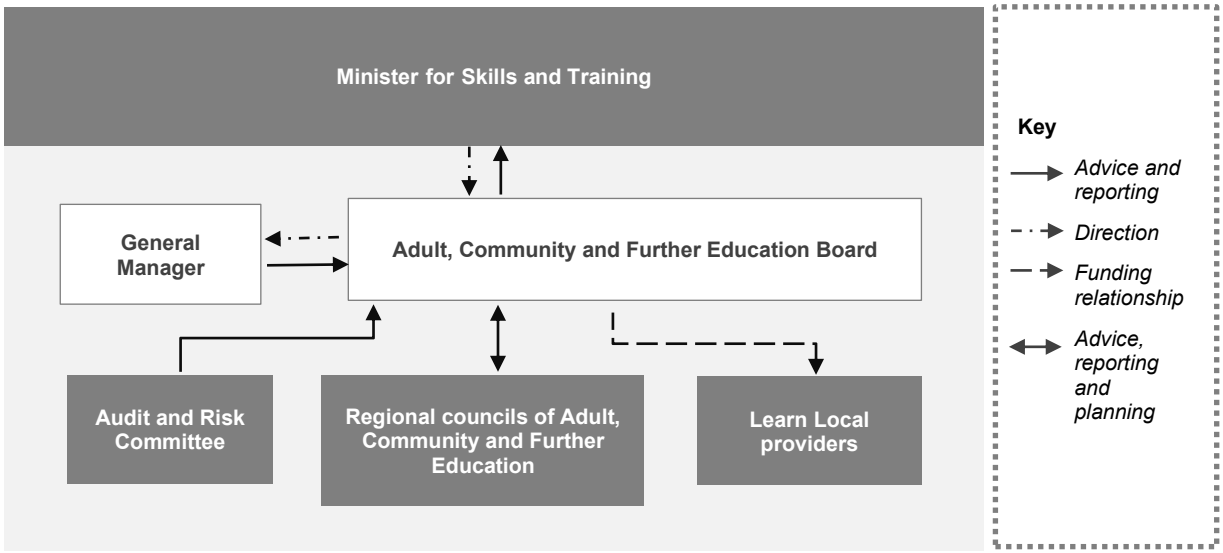
The department supports Learn Local providers across Victoria to meet the Victorian Government's goals and targets for community-based adult learning. It provides advice about the place-based education and

training system, 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 2026.

**Figure 1: ACFE Board organisational chart, 30 June 2026**




## 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 2025–26 at a whole-of-department level.

# Workforce data

## Public sector values and employment principles, comparative 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 2025–26 at a whole-of-department level.

# Other disclosures

## Local Jobs First

Nil reports.

## Disclosure of major contracts

Nil reports.

## Information and communications technology expenditure

In 2025–26, the board expended a total of $0.5 million on information and communications technology (ICT), as detailed in Table 4.

**Table 4: Expenditure on ICT 2025–26**

| 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 |
| 480 | – | – | – |

## Consultancy expenditure

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

In 2025–26, the board engaged 4 consultancies with fees payable of $10,000 or greater. Total expenditure in relation to this was $84,065 (excl. GST). Details of individual consultancies are outlined in Table 5.

**Table 5: Consultancies of $10,000 or greater 2025–26**

| Consultant | Purpose of consultancy | Total approved project fee (excl. GST) $'000 | Expenditure 2025–26 (excl. GST) $'000 | Future expenditure (excl. GST) $'000 |
|---|---|---|---|---|
| KordaMentha Pty Ltd as trustee for KM Unit Trust | Preparation of a stakeholder discussion paper for the board | 30 | 30 | – |
| FPL Advisory Pty Ltd | Facilitation services for the board's planning days | 22 | 22 | – |
| Pauline Maree Wilson | Expert services for the pre accredited quality framework | 17 | 17 | – |
| Lindee Conway | Expert services for the pre accredited quality framework | 14 | 14 | – |

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

In 2025–26, the board engaged no consultancies for which the total fees payable to an individual consultant were less than $10,000. The total expenditure incurred during 2025–26 was nil.

## Disclosure of emergency procurement

The board's operations, including the provision of emergency procurement, are administered by the department in accordance with the requirements of government policy and accompanying guidelines. In 2025–26, no 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) 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 the SPF.

Social procurement objectives prioritised by the department during 2025–26 were:

- sustainable Victorian social enterprise and Aboriginal business sectors
- supporting safe and fair workplaces.

During the reporting period, the department continued to ensure staff undertaking procurement activity on behalf of the board adhere to social procurement requirements.

During 2025–26, the board engaged no social benefit suppliers.

## 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 competitively neutral prices, that account 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 way to enhance decisions about resource allocation. This policy does not override other policy objectives of government and seeks to eliminate resource allocation distortions arising from publicly owned entities engaging in significant business activities.

The board does not operate as a business whose services compete, or potentially compete, with the private sector, so 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, electricity, office accommodation and fleet services, to support the board's activities. The department's annual report 2025–26 disclosure includes the environmental impact data of the board's operations.

# Reviews and studies expenditure

During 2025–26, 3 reviews and studies were undertaken at a total cost of $205,625 (excl. GST). Details of individual reviews and studies are outlined in Table 6.

**Table 6: Reviews and studies expenditure 2025–26**

| Name of review | Objective of review/ study | Terms of reference/ scope | Timeline | Anticipated outcome | Estimated cost for year (excl. GST) $'000 | Final cost if completed (excl. GST) $'000 | Publicly available (Y/N) |
|---|---|---|---|---|---|---|---|
| Learn Local Brand Awareness post-campaign research | To assess prompted brand recognition among potential learners following the Learn Local Brand Awareness campaign | Evaluation of brand recognition via a 10-minute post-campaign online survey, computer assisted web interviews and quantitative data analysis | October – November 2025 | Determining the effectiveness of Learn Local campaign activity among potential learners | 24 | 24 | N (internal evaluation only) |
| ACFE pre-accredited LLNED program support Phase 1 | To collaborate with stakeholders and apply learning to co-design a roadmap for developing and implementing a pre-accredited quality framework 2026 | Development of a pre-accredited quality framework 2026 within existing policy settings | December 2025 – March 2026 | Establishing a clear path to reset the pre-accredited quality framework | 140 | 140 | N (internal evaluation only) |

| Name of review | Objective of review/ study | Terms of reference/ scope | Timeline | Anticipated outcome | Estimated cost for year (excl. GST) $'000 | Final cost if completed (excl. GST) $'000 | Publicly available (Y/N) |
|---|---|---|---|---|---|---|---|
| Pre-accredited quality framework Phase 1.5 | Supporting the board to update the pre-accredited quality framework | Development of a detailed stakeholder engagement plan and terms of reference for 2 expert co-design groups | March – April 2026 | Supporting co-design of the pre-accredited quality framework included in Phase 2 of the project | 42 | 42 | N (internal evaluation only) |

# Government advertising expenditure

In 2025–26, there was one government advertising campaign with total media spending of $100,000 or greater (excl. GST). This spending is outlined in Table 7.

**Table 7: Government advertising expenditure 2025–26**

| Name of campaign | Campaign summary | Timeline | Advertising (media) expenditure[iii] (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 expenditure (excl. GST) $'000 |
|---|---|---|---|---|---|---|---|---|---|
| Learn Local Brand 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 | July – September 2025 | Approved[i]: 316<br>Actual: 312 | Planned[ii]: 48<br>Actual: 35 | Planned: 0<br>Actual: 0 | Planned: 24<br>Actual: 24 | Planned: 1<br>Actual: 1 | Planned: 229<br>Actual: 4 | Planned/ Approved: 618<br>Actual: 376 |

Notes:

(i) Amount approved for the campaign by the Advertising Approval Group (AAG).

(ii) Amounts included in the Campaign Strategy form submitted to the AAG for review.

(iii) The advertising (media) expenditure amount disclosed in the board's annual report in 2024–25 was incorrectly reported as $384,000 due to a classification difference in the expenditure categories. While the total campaign expenditure for 2024–25 was correctly reported, the advertising (media) expenditure amount was $368,000.

# Freedom of information

The *Freedom of Information Act 1982* (Vic) (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 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 Freedom of Information Part II – Information Statements.

The FOI Act allows a department to refuse access to certain documents or information, either fully or partially. 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 sections 29, 29A, 31, 31A, 33, 34 or 35, a 15-day automatic extension applies. Processing time may also be extended by 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 FOI form on the OVIC website at Find and request access to information. An application fee of $34.50 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: apw.executive.office@djsir.vic.gov.au

### Freedom of information statistics

In the 12 months ending 30 June 2026, 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 the OVIC website.

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

The *Public Interest Disclosures Act 2012* (Vic) (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 3, 2 Lonsdale Street
Melbourne VIC 3000
Telephone: 1800 422 284
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: apw.executive.office@djsir.vic.gov.au

## Compliance with the *Disability Act 2006*

The *Disability Act 2006* (Vic) reaffirms and strengthens the rights and responsibilities of people 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 2025–26).

Through the board, the Victorian Government funds Learn Local providers to deliver inclusive pre-accredited training that builds foundation skills, confidence and pathways to study, work and community participation.

Learn Local courses support a diverse range of learners, including people with disability, and are designed for those who have foundation skills needs, face barriers to participation or are disengaged from formal learning. Providers are committed to inclusive participation and are responsive to community needs. For example, the Life Skills for People with Disability course was developed with board funding and informed by community members with disability, reflecting a strong commitment to co-design, inclusion and accessibility.

The course supports learners with intellectual disability to build practical, social and everyday life skills, while promoting health and wellbeing and embedding literacy and numeracy in real-world learning. Flexible teaching methods and personalised support help meet individual learner needs.

## 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* (Vic).

## 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* (Vic), 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 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: apw.executive.office@djsir.vic.gov.au

# Attestation for financial management compliance with Standing Direction 5.1.4

I, Mr John Maddock, 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* (Vic) and Instructions.

# Financial statements

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**Cash flow statement** ..... **51**

**Statement of changes in equity** ..... **51**

# 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 2026 and financial position of the board at 30 June 2026.

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 9 October 2026.



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

9 October 2026



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

9 October 2026



Mr John Maddock
Chairperson
Adult, Community and Further Education Board

9 October 2026

# Victorian Auditor-General's Office independent auditor's report

VAGO
Victorian Auditor-General's Office

## 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:<br>• balance sheet as at 30 June 2026<br>• comprehensive operating statement for the year then ended<br>• statement of changes in equity for the year then ended<br>• cash flow statement for the year then ended<br>• notes to the financial statements, including material accounting policy information<br>• declaration in the finanical statements.<br>In my opinion, the financial report presents fairly, in all material respects, the financial position of the entity as at 30 June 2026 and its financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of Part 7 of the *Financial Management Act 1994* and Australian Accounting Standards - Simplified Disclosures. |
| **Basis for Opinion** | I have conducted my audit in accordance with the *Audit Act 1994* which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report.<br>My independence is established by the *Constitution Act 1975.* 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 *Code of Ethics for Professional Accountants (including Independence Standards)* (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.<br>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 *Financial Management Act 1994*, and for such internal control as the Board determines is necessary to enable the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error.<br>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. |

Level 31 / 35 Collins Street, Melbourne Vic 3000
T 03 8601 7000 enquiries@audit.vic.gov.au www.audit.vic.gov.au

| | |
|---|---|
| **Auditor's responsibilities for the audit of the financial report** | As required by the *Audit Act 1994,* my responsibility is to express an opinion on the financial report based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.<br><br>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:<br><br>• 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.<br>• 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.<br>• evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.<br>• 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.<br>• 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.<br><br>I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit. |



MELBOURNE
14 October 2026

Kevin Chan
*as delegate for the Auditor-General of Victoria*

# Comprehensive operating statement

**For the financial year ended 30 June 2026**

| | Notes | 30 June 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|---|
| **Income from transactions** | | | |
| Grants | 2.1 | 26,194 | 27,092 |
| Services received free of charge | 2.1 | 6,389 | 7,496 |
| **Total income from transactions** | | **32,583** | **34,588** |
| **Expenses from transactions** | | | |
| Grants and transfer payments | 3.1 & 3.2 | (28,366) | (29,275) |
| Operating expenses | 3.1 | (2,177) | (2,866) |
| Services provided free of charge | 3.1 | (6,389) | (7,496) |
| **Total expenses from transactions** | | **(36,932)** | **(39,637)** |
| **Net result from transactions (net operating balance)** | | **(4,349)** | **(5,049)** |
| **Other economic flows included in net result** | | | |
| Net loss on financial instruments | 6.1 | (5) | (58) |
| **Total other economic flows included in net result** | | **(5)** | **(58)** |
| **Net result** | | **(4,354)** | **(5,107)** |
| **Other economic flows – other comprehensive income** | | | |
| Items that will not be reclassified to net result | | | |
| **Total other economic flows – other comprehensive income** | | **–** | **–** |
| **Comprehensive result** | | **(4,354)** | **(5,107)** |

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

# Balance sheet

**As at 30 June 2026**

| | Notes | 30 June 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|---|
| **Assets** | | | |
| **Financial assets** | | | |
| Receivables | 4.1 | 21,270 | 28,685 |
| **Total financial assets** | | **21,270** | **28,685** |
| **Non-financial assets** | | | |
| Prepayment | | 4 | – |
| **Total non-financial assets** | | **4** | **–** |
| **Total assets** | | **21,274** | **28,685** |
| **Liabilities** | | | |
| Payables | 4.2 | 243 | 3,300 |
| **Total liabilities** | | **243** | **3,300** |
| **Net assets** | | **21,031** | **25,385** |
| **Equity** | | | |
| Accumulated surplus | | 21,031 | 25,385 |
| **Net worth** | | **21,031** | **25,385** |

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 2026**

| | 30 June 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|
| **Cash flows from operating activities** | | |
| **Receipts** | | |
| Receipts from government | 33,570 | 30,074 |
| GST recovered from ATO | 3,068 | 2,910 |
| **Total receipts** | **36,638** | **32,984** |
| **Payments** | | |
| Payments of grants and other expenses | (36,638) | (32,984) |
| **Total payments** | **(36,638)** | **(32,984)** |
| **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** | **–** | **–** |

Note: Cash flows are presented under operating activities on a gross basis, noting GST paid or recovered from the Australian Taxation Office (ATO) is included within the portfolio department's business activity statement.

# Statement of changes in equity

**For the financial year ended 30 June 2026**

| | Accumulated surplus $'000 | Contributions by owner $'000 | Total $'000 |
|---|---|---|---|
| **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** |
| Net result for the year | (4,354) | – | (4,354) |
| **Balance at 30 June 2026** | **21,031** | – | **21,031** |

# 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 reporting entity under the *Education and Training Reform Act 2006* (Vic) (ETR Act). The board reports separately to the Victorian Parliament through the Minister for Skills and Training.

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

The board is a Tier 2 entity in accordance with Financial Reporting Direction (FRD) 101 *Application of Tiers of Australian Accounting Standards* (FRD 101). 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 FRD 101.

These financial statements are in Australian dollars. 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 (AAS) that have significant effects on the financial statements and estimates are disclosed in the notes to the financial statements.

Amounts in the financial statements have been rounded to the nearest thousand 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* (Vic), applicable 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 objectives are to support a strong and responsive education and training system through Learn Local providers, ensuring Victorian adult learners have access to high-quality place-based education that supports participation in study, work and life.

The board is predominantly funded by grants and services provided free of charge by the Department of Jobs, Skills, Industry and Regions (the department).

### 2.1 Income that funds the board's operations

| Income from transactions | 30 June 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|
| Grants from the Department of Jobs, Skills, Industry and Regions | 26,194 | 27,092 |
| Services received free of charge | 6,389 | 7,496 |
| **Total income from transactions** | **32,583** | **34,588** |

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

Victorian 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* (AASB 1058). Income from grants without specific performance obligations is recognised when the board has an unconditional right to receive cash coinciding 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 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 department provides services free of charge to support the board's operations, including program delivery, administration services, executive oversight, and finance and performance reporting.

The fair value of services received free of charge is determined by management based on the estimated time incurred by departmental staff in supporting the board, and includes salaries, relevant employee benefits and 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 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|---|
| Grants and transfer payments | 3.2 | 28,366 | 29,275 |
| Operating expenses | | 2,177 | 2,866 |
| Services provided free of charge | | 6,389 | 7,496 |
| **Total expenses incurred in board operations** | | **36,932** | **39,637** |

### Operating expenses

Operating expenses generally represent the day-to-day running costs incurred during 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.

In line with Note 2.1, 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 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|
| General purpose grants | 150 | 157 |
| Payments for specific purposes | 28,216 | 29,118 |
| **Total grants and transfer payments** | **28,366** | **29,275** |

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

Grants can be paid as general purpose grants, which are not subject to conditions regarding their use. Alternatively, they may be paid as specific purpose grants, which are paid for a particular purpose 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 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|
| **Contractual receivables** | | |
| Trade and other receivables | 122 | 369 |
| Expected credit loss | (76) | (71) |
| **Total contractual receivables** | **46** | **298** |
| **Statutory receivables** | | |
| Receivables from the Victorian Government | 20,892 | 26,352 |
| GST input tax credit recoverable | 332 | 2,035 |
| **Total statutory receivables** | **21,224** | **28,387** |
| **Total receivables** | **21,270** | **28,685** |
| *Represented by:* | | |
| **Current receivables** | **21,270** | **28,685** |

Receivables consist of:

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

In accordance with FRD 114 *Financial instruments*, all entities shall apply the simplified approach to impairment for receivables, which requires the loss allowance to 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 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|
| **Contractual payables** | | |
| Trade and other payables | 1 | 925 |
| Accrued grant payments | 242 | 2,375 |
| **Total contractual payables** | **243** | **3,300** |
| **Statutory payables** | | |
| **Total statutory payables** | **–** | **–** |
| **Total payables** | **243** | **3,300** |
| *Represented by:* | | |
| **Current payables** | **243** | **3,300** |

Payables consist of:

- contractual payables (such as accounts payable and expenditure accruals), which recognise the liability at the end of the financial year to make future payments for goods and services received/purchased by the board 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 as they do not arise from a contract.

### 4.3 Commitments for expenditure across payment timeframe

| | Payment timeframe | | | |
|---|---|---|---|---|
| **Operating commitments 30 June 2026** | **Total $'000** | **1 year $'000** | **1 to 5 years $'000** | **5 years or more $'000** |
| Pre-accredited training delivery | 10,639 | 10,639 | – | – |
| Other program delivery | 873 | 873 | – | – |
| **Total commitments (inclusive of GST)** | **11,512** | **11,512** | **–** | **–** |
| **Less GST recoverable** | **1,047** | | | |
| **Total commitments (exclusive of GST)** | **10,465** | | | |

| | Payment timeframe | | | |
|---|---|---|---|---|
| **Operating commitments 30 June 2025** | **Total $'000** | **1 year $'000** | **1 to 5 years $'000** | **5 years or more $'000** |
| Pre-accredited training delivery | 10,047 | 10,047 | – | – |
| Other program delivery | 2,869 | 2,521 | 348 | – |
| **Total commitments (inclusive of GST)** | **12,916** | **12,568** | **348** | **–** |
| **Less GST recoverable** | **1,174** | | | |
| **Total commitments (exclusive of GST)** | **11,742** | | | |

Commitments for future expenditure include operating and capital commitments arising from contracts. The board does not have capital commitments to disclose. These commitments are recognised at their nominal value and inclusive of GST. Where appropriate and relevant, the net present values of significant individual projects are stated. These future expenditures cease to be disclosed as commitments once the related liabilities are recognised in the balance sheet.

## 5 Financial instruments, contingencies and valuation judgements

It is often necessary 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 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.<br>Outstanding debts are reviewed at regular intervals to assess their collectability. |
| **Financial liabilities** | |
| Contractual payables | Liabilities are recognised for goods and services provided by organisations prior to the end of the financial year that are unpaid. |

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 and 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 or assessment of whether there is objective evidence that the 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 2026 | Carrying amount $'000 | Impairment loss $'000 |
|---|---|---|
| **Financial assets at amortised cost** | | |
| Trade and other receivables[(i)] | 122 | (76) |
| **Total financial assets at amortised cost** | **122** | **(76)** |
| **Financial liabilities at amortised cost** | | |
| Trade and other payables[(i)] | (1) | – |
| **Total financial liabilities at amortised cost** | **(1)** | **–** |

Note:

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

| 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 liabilities at amortised cost** | **925** | **–** |

Note:

(i) The total amounts disclosed above exclude statutory amounts (such as 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 arising 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, measured at nominal value. Contingent assets and liabilities are presented inclusive of GST receivable or payable. As at 30 June 2026, the board had no knowledge of any contingent assets or contingent liabilities (2025 – 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 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|
| Movement in contractual receivables (impairment) | (5) | (58) |
| **Total net gain/(loss) on financial instruments** | **(5)** | **(58)** |

### 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* (Vic), the following disclosures are made regarding responsible persons for the reporting period.

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

| Entity | Responsible person | Position title | Period |
|---|---|---|---|
| **Responsible minister** | | | |
| Parliament of Victoria | The Hon Gayle Tierney MP | Minister for Skills and TAFE | 1 July 2025 – 15 April 2026 |
| Parliament of Victoria | The Hon Colin Brooks MP | Minister for Skills and TAFE | 15 April 2026 – 30 June 2026 |
| **Accountable officer** | | | |
| Board | Ms Laura Lo Bianco-Smith | Accountable Officer | 1 July 2025 – 30 June 2026 |
| Board | Dr Simon Lindsay | Accountable Officer (Acting Executive Director) | 13 August 2025 – 5 September 2025<br>29 December 2025 – 16 January 2026 |
| Board | Ms Jessica Ziersch | Accountable Officer (Acting Executive Director) | 19 January 2026 – 13 February 2026 |
| **Board members** | | | |
| Board | Dr Teresa De Fazio | Chairperson | 1 July 2025 – 1 April 2026 |
| Board | Mr John Maddock | Deputy Chairperson<br>Acting Chairperson | 1 July 2025 – 13 April 2026<br>14 April 2026 – 30 June 2026 |
| Board | Dr Anne Astin | Board member | 1 July 2025 – 30 June 2026 |
| Board | Ms Kate Gaffney | Board member | 1 July 2025 – 30 June 2026 |
| Board | Mr Michael Grogan | Board member | 1 July 2025 – 31 October 2025 |
| Board | Ms Margaret Lewis | Board member | 1 July 2025 – 30 June 2026 |
| Board | Ms Kathryn Munro | Board member | 1 July 2025 – 30 June 2026 |
| Board | Ms Natasha Ngweso | Board member | 1 July 2025 – 30 June 2026 |
| Board | Dr Colleen Pearce | Board member | 1 July 2025 – 30 June 2026 |
| Board | Ms Ann Maree Playfair | Board member | 1 July 2025 – 30 June 2026 |

| Entity | Responsible person | Position title | Period |
|---|---|---|---|
| Board | Mr David Wild | Board member | 1 July 2025 – 30 June 2026 |

### Key management personnel and related parties

Related parties of the board include all key management personnel, 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.

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, Allowances and Superannuation Act 1968* (Vic) and are reported within the Victorian Government's annual Victorian Budget Financial Report.

The accountable officer remuneration and allowances are included in the services received free of charge so are not disclosed below.

### 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 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|
| **Total remuneration** | **219** | **209** |

### Remuneration of executives

The board does not directly employ any persons who would meet the definition of an executive officer in 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 in which they have 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 ($26.2 million)
- services received free of charge ($6.4 million) from the department to undertake legislative responsibilities
- payments of $0.2 million made to the department for internal program evaluation services
- payment of $0.3 million made to the Department of Families, Fairness and Housing for the support of a grants management system
- payment of $0.5 million to the Victorian Skills Authority to support the board's 2026 Pre-accredited Learner Survey and Learn Local Awards
- payment of $0.1 million to the TAFE division of Victoria University, Victoria University Polytechnic for curriculum maintenance and management services
- payments made to the Centre for Adult Education (CAE) ($0.7 million) and AMES Australia ($1.0 million) for the delivery of educational services.

## 6.5 Remuneration of auditors

| Victorian Auditor-General's Office | 30 June 2026 $'000 | 30 June 2025 $'000 |
|---|---|---|
| Audit of the financial statements | 51 | 44 |

Note: The Victorian Auditor-General's Office is prohibited from providing non-audit services.

## 6.6 Subsequent events

In October 2026, the Victorian Government approved a reduction of $15 million in appropriation to the department in 2026–27 relating to the board. For 2026–27, the board will maintain the delivery of programs and services following the government's decision to decrease appropriation funding by drawing down accumulated revenue reserves which are sufficient to fund existing expenditure. This decision relates to appropriation and the utilisation of accumulated surpluses in 2026–27 only and does not impact future year appropriation. On this basis, it is expected that the board will continue to be able to deliver its core functions and operations.

# 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.

| Legislation | Requirement | Page |
|---|---|---|
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*References to FRD have been removed from the disclosure index where they do not contain requirements that are of the nature of the disclosure.

| **Legislation** | |
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| **Legislation** | | |
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| *Local Jobs First Act 2003* (Vic) | | 36 |
| *Public Interest Disclosures Act 2012* (Vic) | | 42–3 |

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

The following grant payments were made to these companies and organisations during 2025–26.

| 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. | – | 55 | 55 |
| Adult Learning Australia Ltd | – | 150 | 150 |
| Ajani Neighbourhood House Inc. | 43 | 9 | 52 |
| Alamein Neighbourhood and Learning Centre Inc. | 50 | 38 | 88 |
| Albury-Wodonga Volunteer Resource Bureau Inc. | – | 2 | 2 |
| AMES Australia | 993 | 53 | 1,046 |
| Angliss Neighbourhood House Inc. | 80 | 8 | 88 |
| Ararat Neighbourhood House Inc. | 19 | 5 | 24 |
| Arrabri Community House Inc. | 70 | 9 | 79 |
| Australian Croatian Community Services Ltd | 7 | 3 | 10 |
| Australian Romanian Community Welfare, Health and Services Association of Victoria Inc. | 5 | – | 5 |
| Australian Vietnamese Women's Association Inc. | 141 | 18 | 159 |
| Avenue Neighbourhood House At Eley Inc. | 66 | 8 | 74 |
| Balance Training Services Pty Ltd | 222 | 18 | 240 |
| Ballarat Neighbourhood Centre Inc. | 313 | 56 | 369 |
| Banksia Gardens Association Inc. | 740 | 60 | 800 |
| Bass Coast Adult Learning Inc. | 150 | 260 | 410 |
| Bellarine Living and Learning Centre Inc. | 15 | 4 | 19 |
| Belvedere Community Centre Inc. | 64 | 63 | 127 |
| Bendigo Neighbourhood Hub Inc. | 39 | 6 | 45 |
| Berry Street Victoria Inc. | 57 | 8 | 65 |
| Beulah Historical, Learning and Progress Association Inc. | 19 | 4 | 23 |
| Box Hill Institute | 676 | 30 | 706 |
| BRACE Education Training & Employment Limited | 28 | 1 | 29 |

[(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) |
|---|---|---|---|
| Brunswick Neighbourhood House Inc. | 204 | 27 | 231 |
| Bubup Wilam Aboriginal Child and Family Centre Inc. | 2 | – | 2 |
| Buchan District Outreach Inc. | 4 | 3 | 7 |
| Carlton Neighbourhood Learning Centre Inc. | 117 | 48 | 165 |
| Carringbush Adult Education Inc. | 214 | 27 | 241 |
| Castlemaine Community House Inc. | 142 | 55 | 197 |
| Central Highlands Group Training Inc. | 7 | 1 | 8 |
| Central Ringwood Community Centre Inc. | 128 | 18 | 146 |
| Centre For Participation Inc. | 101 | 15 | 116 |
| CERES Inc. | 33 | 6 | 39 |
| Cheltenham Community Centre Inc. | 224 | 27 | 251 |
| Christie Centre Inc. | 26 | 9 | 35 |
| Churchill Neighbourhood Centre Inc. | 26 | 7 | 33 |
| Cire Services Limited | 181 | 20 | 201 |
| Clota Cottage Neighbourhood House Inc. | 34 | 6 | 40 |
| Cloverdale Community Centre Inc. | 175 | 15 | 190 |
| Cobram Community House Inc. | 48 | 35 | 83 |
| Comm Unity Plus Services Ltd | 318 | 25 | 343 |
| Community College Gippsland Ltd | 268 | 59 | 327 |
| Community Hub Inc. | 33 | 4 | 37 |
| Concern Australia Welfare Inc. | 37 | 5 | 42 |
| Coonara Community House Inc. | 183 | 15 | 198 |
| Craigieburn Education and Community Centre Inc. | 51 | 10 | 61 |
| Cranbourne Community House Inc. | 122 | 18 | 140 |
| Dallas Neighbourhood House Inc. | 213 | 27 | 240 |
| Dandenong Community and Learning Centre Inc. | 428 | 62 | 490 |
| Diamond Valley Learning Centre Inc. | 167 | 15 | 182 |
| Djerriwarrh Employment and Education Services Inc. | 236 | 25 | 261 |
| Donald Learning Group Inc. | 7 | 1 | 8 |
| Doveton Neighbourhood Learning Centre Inc. | 168 | 49 | 217 |
| Duke Street Community House Association Inc. | 207 | 16 | 223 |

| Name of company or organisation | Pre-accredited and associated grants $'000 (excl. GST) | Sector support grants $'000 (excl. GST)(i) | Total $'000 (excl. GST) |
|---|---|---|---|
| Elwood St Kilda Neighbourhood Learning Centre Inc. | 157 | 21 | 178 |
| Farnham Street Neighbourhood Learning Centre Inc. | 429 | 31 | 460 |
| Fitzroy Neighbourhood House Inc. | 56 | 11 | 67 |
| Foundation 61 Inc. | 120 | 11 | 131 |
| Foundation Learning Centre Inc. | 337 | 32 | 369 |
| Frankston City Council | 38 | 2 | 40 |
| Gippsland Employment Skills Training Inc. | 96 | – | 96 |
| Glen Eira Adult Learning Centre Inc. | 195 | 28 | 223 |
| Glen Park Community Centre Inc. | 263 | 227 | 490 |
| Glenroy Neighbourhood Learning Centre Inc. | 165 | 21 | 186 |
| Great Ocean Road Health | 11 | 4 | 15 |
| Hallam Community Learning Centre Inc. | 131 | 40 | 171 |
| Hampton Park Care Group Inc. | 96 | 12 | 108 |
| Healesville Living and Learning Centre Inc. | 46 | 8 | 54 |
| Heyfield Community Resource Centre Inc. | 8 | 6 | 14 |
| Holden Street Neighbourhood House Inc. | 42 | 8 | 50 |
| Horsham Neighbourhood House Inc. | 32 | 4 | 36 |
| Inclusion Melbourne Inc. | 33 | 6 | 39 |
| Indie Education | 28 | 4 | 32 |
| Japara Neighbourhood House Inc. | – | 3 | 3 |
| Jesuit Social Services Limited | 410 | 31 | 441 |
| Jika Jika Community Centre (Inc.) | 32 | 4 | 36 |
| Kangaroo Flat Community Group Inc. | 25 | 4 | 29 |
| Karingal St Laurence Limited | 198 | 31 | 229 |
| Kensington Neighbourhood House Inc. | 102 | 41 | 143 |
| Kerang and District Community Centre Inc. | 20 | 3 | 23 |
| Kew Neighbourhood Learning Centre Inc. | 217 | 27 | 244 |
| King Valley Learning Exchange Inc. | 12 | 6 | 18 |
| Kinglake Ranges Neighbourhood House Inc. | 19 | 8 | 27 |
| Kyabram Community and Learning Centre Inc. | 126 | 36 | 162 |
| Kyneton Community & Learning Centre Inc. | 121 | 17 | 138 |

| Name of company or organisation | Pre-accredited and associated grants $'000 (excl. GST) | Sector support grants $'000 (excl. GST)(i) | Total $'000 (excl. GST) |
|---|---|---|---|
| Lalor Neighbourhood House Inc. | 94 | 10 | 104 |
| Langwarrin Community Centre Inc. | 9 | 6 | 15 |
| Laurels Education and Training Inc. | 64 | 8 | 72 |
| Laverton Community Integrated Services Inc. | 258 | 52 | 310 |
| Life Skills Victoria Inc. | 96 | 10 | 106 |
| Living Learning Pakenham Inc. | 341 | 57 | 398 |
| Loddon Campaspe Multicultural Services Inc. | 3 | 29 | 32 |
| Longbeach Place Inc. | 52 | 5 | 57 |
| Lyrebird Community Centre Inc. | 46 | 6 | 52 |
| MACE Inc. | 38 | 12 | 50 |
| Macedon Ranges Further Education Centre Inc. | 24 | 6 | 30 |
| MADEC Australia Limited | 27 | 4 | 31 |
| Maldon Neighbourhood Centre Inc. | 5 | 3 | 8 |
| Mallacoota District Health and Support Service Inc. | 6 | – | 6 |
| Manna Gum Community House Inc. | 26 | 6 | 32 |
| Melton South Community Centre Inc. | 80 | 7 | 87 |
| Merinda Park Learning and Community Centre Inc. | 199 | 21 | 220 |
| Micare Ltd | 124 | 15 | 139 |
| Migrant Resource Centre, North West Region Inc. | 55 | 8 | 63 |
| Mildura Community House Inc. | 108 | 10 | 118 |
| Mill Park Community Services Group Inc. | 237 | 2 | 239 |
| Milpara Community House Inc. | 20 | 3 | 23 |
| Mitcham Community House Inc. | 23 | 6 | 29 |
| Moe Neighbourhood House Inc. | 48 | – | 48 |
| Mordialloc Neighbourhood House Inc. | 31 | 6 | 37 |
| Mount Beauty Neighbourhood Centre Inc. | 12 | 2 | 14 |
| Mountain District Women's Co-Operative Limited | 243 | 75 | 318 |
| Multicultural Community Services Geelong Inc. | 556 | 69 | 625 |
| Murray Adult Community Education – Swan Hill Inc. | 52 | 16 | 68 |
| Myrtleford Neighbourhood Centre Inc. | 22 | 6 | 28 |
| Nhill Neighbourhood House Learning Centre Inc. | 134 | 18 | 152 |

| Name of company or organisation | Pre-accredited and associated grants $'000 (excl. GST) | Sector support grants $'000 (excl. GST)(i) | Total $'000 (excl. GST) |
|---|---|---|---|
| Nillumbik Shire Council | 15 | 2 | 17 |
| Noble Park Community Centre Inc. | 33 | 8 | 41 |
| North and West Melbourne Neighbourhood Centre Inc. | 48 | 4 | 52 |
| North Carlton Railway Station Neighbourhood House Inc. | 2 | – | 2 |
| North Melbourne Language and Learning Inc. | 270 | 24 | 294 |
| North Ringwood Community House Inc. | 104 | 10 | 114 |
| North Shepparton Community and Learning Centre Inc. | 30 | 9 | 39 |
| Numurkah Community Learning Centre Inc. | 10 | 34 | 44 |
| Olympic Neighbourhood House Inc. | 281 | 28 | 309 |
| Open Door Neighbourhood House Inc. | 173 | 20 | 193 |
| Opendoor Ltd | 337 | 32 | 369 |
| Orana Neighbourhood House Inc. | 117 | 48 | 165 |
| Orbost Education Centre Inc. | 27 | 8 | 35 |
| Outlets Co-Operative Neighbourhood House Limited | 19 | 4 | 23 |
| Outlook (Aust.) Limited | 101 | 10 | 111 |
| Park Orchards Community House and Learning Centre Inc. | 224 | 26 | 250 |
| Paynesville Neighbourhood Centre Inc. | 27 | 32 | 59 |
| Peninsula Training and Employment Program Inc. | 90 | 2 | 92 |
| Phillip Island Community and Learning Centre Inc. | 28 | 4 | 32 |
| Pines Learning Inc. | 181 | 15 | 196 |
| Port Phillip Community Group Limited | 101 | 40 | 141 |
| PRACE LTD | 359 | 217 | 576 |
| Prahran Place Ltd | 127 | 48 | 175 |
| Preston Neighbourhood House Inc. | 298 | 95 | 393 |
| Quantin Binnah Community Centre Inc. | 9 | 4 | 13 |
| Red Cliffs Community Resource Centre Inc. | 47 | 10 | 57 |
| Rejoice Chinese Christian Communication Centre Inc. | 35 | 10 | 45 |
| Resurrection Catholic Church Keysborough | 384 | 77 | 461 |
| Reynard Street Neighbourhood House Inc. | 51 | 3 | 54 |
| Richmond Community Learning Centre Inc. | 25 | 1 | 26 |
| Robinvale Network House Inc. | 17 | – | 17 |

| Name of company or organisation | Pre-accredited and associated grants $'000 (excl. GST) | Sector support grants $'000 (excl. GST)(i) | Total $'000 (excl. GST) |
|---|---|---|---|
| Rosewall Neighbourhood Centre Inc. | 136 | 17 | 153 |
| Rowville Neighbourhood Learning Centre Inc. | 37 | 8 | 45 |
| Rural Industries Skill Training Centre Inc. | 16 | 4 | 20 |
| Sale Neighbourhood House Inc. | 10 | – | 10 |
| Sandy Beach Community Co-Operative Society Limited | 119 | 20 | 139 |
| SCAA Shearer Woolhandler Training Inc. | 54 | 7 | 61 |
| Selby Community House Inc. | 41 | 5 | 46 |
| Shepparton Access | 38 | 7 | 45 |
| South Shepparton Community Centre Inc. | 8 | – | 8 |
| Southern Migrant and Refugee Centre Inc. | 20 | – | 20 |
| Southport Community Centre Inc. | 96 | 8 | 104 |
| Span Community House Inc. | 32 | 4 | 36 |
| Springdale Neighbourhood Centre Inc. | 98 | 1 | 99 |
| Springvale Indo-Chinese Mutual Assistance Association Inc. | 58 | 2 | 60 |
| Springvale Learning and Activities Centre Inc. | 321 | 53 | 374 |
| Springvale Neighbourhood House Inc. | 294 | 46 | 340 |
| Sunraysia Mallee Ethnic Communities Council Inc. | 208 | 22 | 230 |
| Sunraysia Regional Consulting Limited | 68 | 51 | 119 |
| Sussex Neighbourhood House Inc. | 130 | 83 | 213 |
| Tatura Community House Inc. | 13 | 6 | 19 |
| The Basin Community House Inc. | 229 | 17 | 246 |
| The Centre for Continuing Education Inc. | 682 | 67 | 749 |
| The Endeavour Hills Neighbourhood Centre Inc. | 86 | 10 | 96 |
| The Onemda Association Inc. | 107 | 11 | 118 |
| The South Kingsville Community Centre Inc. | 35 | 32 | 67 |
| Traralgon Neighbourhood Learning House Inc. | 22 | 6 | 28 |
| U3A Network Victoria Inc. | – | 150 | 150 |
| Uniting (Victoria and Tasmania) Limited | 17 | – | 17 |
| Vermont South Community House Inc. | 9 | 6 | 15 |
| VET Development Centre Ltd | – | 95 | 95 |
| VICSEG New Futures | 27 | 4 | 31 |

| Name of company or organisation | Pre-accredited and associated grants $'000 (excl. GST) | Sector support grants $'000 (excl. GST)(i) | Total $'000 (excl. GST) |
|---|---|---|---|
| Victoria University | – | 141 | 141 |
| Victorian Aboriginal Community Services Association Limited | 12 | 6 | 18 |
| Victorian Adult Literacy and Basic Education Council Inc. | – | 175 | 175 |
| Warracknabeal Neighbourhood House and Learning Centre Inc. | 54 | 30 | 84 |
| Warragul Community House Inc. | 40 | 11 | 51 |
| Waverley Community Learning Centre Inc. | 82 | 10 | 92 |
| Wedderburn Community House Inc. | 23 | 4 | 27 |
| Wellsprings For Women Inc. | 469 | 74 | 543 |
| Wendouree Neighbourhood Centre Inc. | 109 | 16 | 125 |
| Western Community Legal Centre Limited | 282 | 24 | 306 |
| Whittlesea Community Connections Inc. | 189 | 28 | 217 |
| Whittlesea Community House Inc. | 21 | 6 | 27 |
| Williamstown Community and Education Centre Inc. | 291 | 30 | 321 |
| Windana Drug and Alcohol Recovery Limited | 203 | 55 | 258 |
| Wingate Avenue Community Centre Inc. | 176 | 76 | 252 |
| WISE Employment Ltd | 33 | 8 | 41 |
| Wonga Park Community Cottage Inc. | 1 | – | 1 |
| Workforce Plus Inc. | 370 | 3 | 373 |
| Wycheproof Community Resource Centre Inc. | 2 | – | 2 |
| Wyndham Community and Education Centre Inc. | 559 | 84 | 643 |
| Yarraville Community Centre Inc. | 355 | 33 | 388 |
| Yarrawonga Neighbourhood House Inc. | 12 | 4 | 16 |
| Yarrunga Community Centre Inc. | 83 | 10 | 93 |
| Youth Projects Limited | 24 | 6 | 30 |
| Zoe Support Australia | 1 | 28 | 29 |
| **Total** | **24,471** | **5,112** | **29,583** |

# List of abbreviations

| | |
|---|---|
| AAG | Advertising Approval Group |
| AAS | Australian Accounting Standards |
| AASB | Australian Accounting Standards Board |
| ACE | adult and community education |
| ACFE | adult, community and further education |
| AM | Member of the Order of Australia |
| ARC | Audit and Risk Committee |
| ATO | Australian Taxation Office |
| CAE | Centre for Adult Education |
| CEO | chief executive officer |
| CFO | chief financial officer |
| ETR Act | *Education and Training Reform Act 2006* (Vic) |
| FC | Finance Committee |
| FLP | Family Learning Partnerships |
| FOI | freedom of information |
| FOI Act | *Freedom of Information Act 1982* (Vic) |
| FRD | Financial Reporting Direction |
| GAICD | Graduate of the Australian Institute of Company Directors |
| GST | goods and services tax |
| IBAC | Independent Broad-based Anti-corruption Commission |
| ICT | information and communications technology |
| LLNED | language, literacy, numeracy, employability and digital |
| MBA | Master of Business Administration |
| OAM | Medal of the Order of Australia |
| OLY | Olympian |
| OVIC | Office of the Victorian Information Commissioner |
| PID Act | *Public Interest Disclosures Act 2012* (Vic) |
| PPPC | Planning, Prioritisation and Performance Committee |
| PQF | pre-accredited quality framework |
| PSM | Public Service Medal |
| RTO | registered training organisation |
| 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 |
| U3A | University of the Third Age |
| VAEAI | Victorian Aboriginal Education Association Inc. |
| VAGO | Victorian Auditor-General's Office |
| VALBEC | Victorian Adult Literacy Basic Education Council |
| VDC | VET Development Centre |
| VET | vocational education and training |
| VRQA | Victorian Registration and Qualifications Authority |

# Contacts

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