

*Albury Wodonga
Community College*



ANNUAL
REPORT
2019

www.awcc.edu.au

WELCOME

The Albury Wodonga Community College Limited has, since its establishment in 1974, created a proud history of 'public' community and educational achievements.

We employ 240 full-time and part-time staff and over 50 trainers/assessors, who each seek to impart their knowledge to our 3800 students/clients and customers, each year.

The Albury Wodonga Community College has office/facility locations in Wodonga and Albury, plus we operate from another 20 rural, regional and metropolitan venues.

Our achievements over 45 years have occurred by:

- Being community owned and managed,
- Being created as a not-for-profit Company Limited by Guarantee,
- Leadership, based on strong community and business experiences,
- People delivering programs and services with appropriate sector pedagogy, and
- A Vision underpinned with strategic directions and targets, set and realised.

Our organisational commitment is:

Albury Wodonga Community College – Changing Lives

The complexities of operating a community not-for-profit organisation as a modern corporate business, relies heavily on the connectedness that an organisation like the Albury Wodonga Community College achieves with its local community, sector peak bodies and government funding agencies.

In a frequently changing environment, the Albury Wodonga Community College seeks to remain flexible, responsive and engaged.

We aim to support community needs, take opportunities when presented and we are prepared to modify our organisational structure and delivery methods, within a changing environment.

Albury Wodonga Community College gratefully acknowledges the support of the:

- Australian Government
- Victorian State Government
- New South Wales State Government
- Tasmanian State Government
- South Australian Government



STRATEGIC STATEMENTS

Our Vision:

'To be a vibrant educational organisation at the forefront of meeting the changing needs of our community, in a flexible, innovative and positive ways'

Our Mission:

To respond to the learning needs of Australian communities in a positive manner.

Democratic Principles:

All programs of the Albury Wodonga Community College, including Indie School(s), recognise, support and promote the principles and practice of Australian democracy in our teaching approach, including a commitment to:

- Elected government,
- The rule of law,
- Equal rights for all before the law,
- Freedom of religion,
- Freedom of speech and association, and
- The values of openness and tolerance.

The Principle Result:

The Albury Wodonga Community College exists so that people aged 0-100+ years can participate in learning, within the constraints of government funding regimes and affordable fee for service programs.

For Whom?

People include:

- Children from six weeks of age, beginning to learn through our children's services,
- Young adults supported in schools, prevocational and employment programs,
- Adults either expanding or extending their educational knowledge,
- Adults with a disability in supported employment, training and lifestyle activities,
- Retirees remaining active, and
- Special groups, including people with a disability, women, koori and multicultural communities.

Why?

Learning is intrinsically valuable as it:

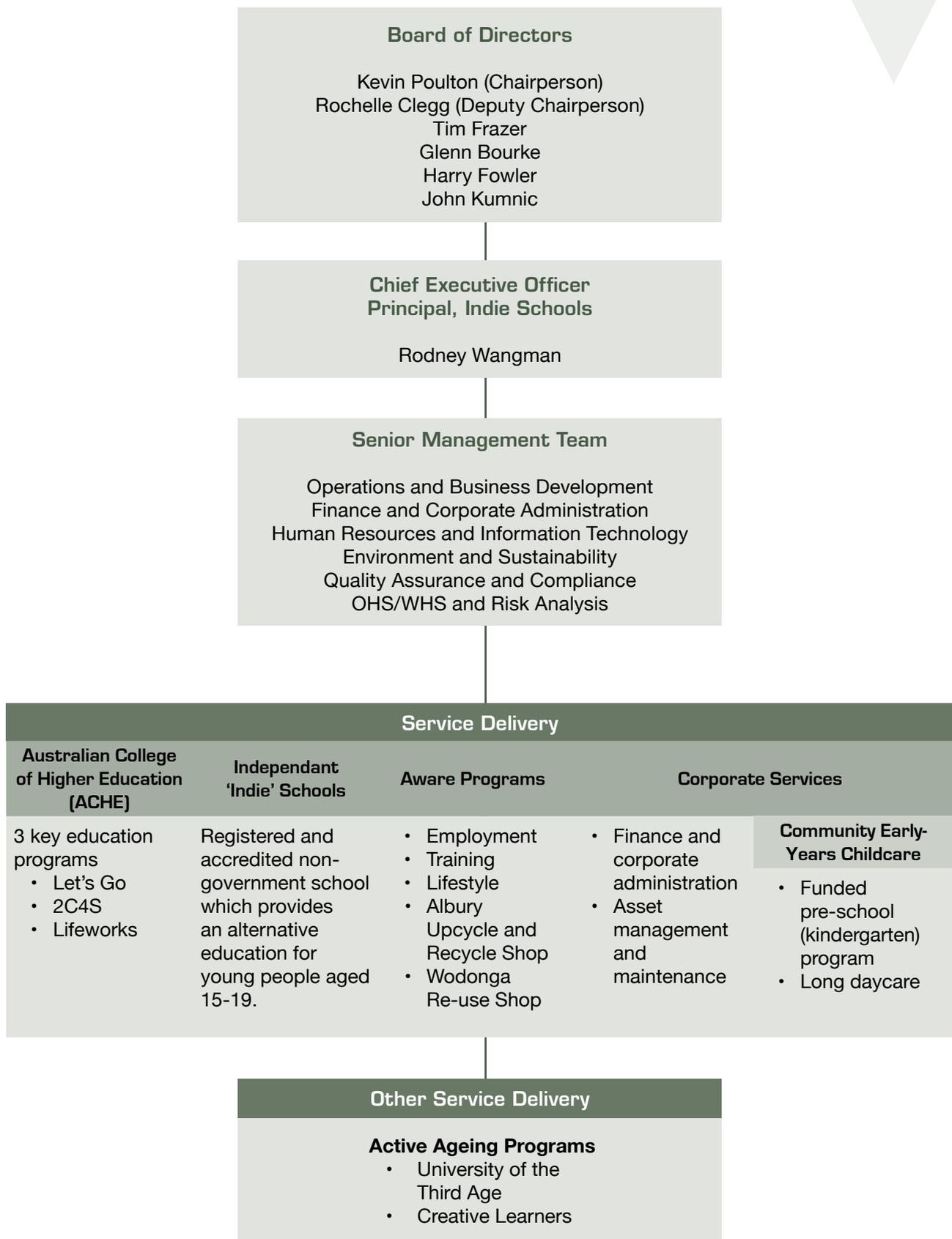
- Empowers the individual,
- Promotes growth of the individual,
- Provides opportunities and choice,
- Improves quality of life, and
- Advances citizenship in our community.

At What Cost?

Constraints of government funding and delivery of affordable fee-for-service programs mean we:

- Will make efficient use of company resources,
- Continuously improve programs, services and facilities, and
- Invest in quality assurance.

ORGANISATIONAL STRUCTURE



BOARD OF DIRECTORS



KEVIN POULTON
Chairperson

Kevin was appointed to the Board of Directors in 2010 and is a media personality with local radio stations. He has wide knowledge of retail and event management, community needs and is involved with a range of community organisations. Kevin became Chairperson in 2015.



ROCHELLE CLEGG
Deputy Chairperson

Rochelle has nine years' experience in working for the Commonwealth Government in areas such as finance, governance, projects and IT systems. She has also been on various extracurricular committees and social groups including mentoring, wellbeing and charity groups. Rochelle was elected to the Board in 2018.



TIM FRAZER
Director

Tim, elected to the Board in 2016, has over 25 years' experience in financial management and accountancy. He has been a key contributor to many not for profit, community based organisations, Chairperson of Border Trust and entrepreneurial business owner of 'Yamstick' Farm NSW.



GLENN BOURKE
Director

Glenn was elected to the Board in 2018. Glenn has served in defense around Australia and overseas. He was previously an Executive Officer Army School of Ordnance. Other roles held with the army included Senior Instructor, Logistics Supervisor, WHS Officer.



JOHN KUMNICK
Director

John was elected to the Board in 2019. John worked as a consultant to industry, education and government departments at international, national, state and local levels, specialising in Organisational Development, Strategic Planning, Human Resource Management and Process Facilitation.



HARRY FOWLER
Director

Harry was elected to the Board in 2019. Harry is a qualified teacher. He has an MBA from Birmingham University, which focused on the changing role of youth services within Local Government. Harry is also an Approved Independent Investigating Officer with Birmingham City Council, and has conducted over fifty investigations in schools and City Council directorates over the last four years. Harry is based in the UK and attends monthly Board meetings via Zoomroom.

CHAIRPERSON'S REPORT

It gives me great pleasure to present this report for another year.

Fortunately, I am often humbled by positive feedback and left in awe by the recognition our organisation receives. This is something I put down as a result of the hard, passionate and dedicated work ethic of our entire team.

We do everything within our control to deliver positive outcomes, and it was with a heavy heart that Directors had to make the decision to close the remainder of our CEYC operations by the end of 2020.

I note the turbulent period we faced over the past 18 months in the Early Years Childcare sector has also been experienced by other Not for Profit and volunteer operators in regional communities.

2019 saw a solid 5 year Strategic Plan (2020-2024) developed for AWCC. Adapting this practice puts our organisation in line with various State Government requirements and reflects current good practice. We look forward to seeing continued growth of the organisation with the assistance of this plan.

In 2019, we also welcomed two new Directors, John Kumnick and Harry Fowler. Each are already making positive contributions to support our strategic and business directions. This has also allowed us to think globally, and opened opportunities for staff to develop in similar ways to which the Board has.

I know she isn't one for a fuss, but I acknowledge the departure of long serving Director Jan Wyatt-Brown. On behalf of our wider community and company, I thank Jan for her 14 year contribution towards a growing and necessary community based organisation. She has clearly been, and in many respects will continue to be, an asset to our organisation as she serves on our Indie School (Victorian) Advisory Committee.

In closing, I sincerely thank everyone for your ongoing support to our Community College.



KEVIN POULTON
Chairperson



CHIEF EXECUTIVE OFFICER'S REPORT



RODNEY WANGMAN
Chief Executive Officer

On behalf of the operational teams of our company, I am pleased to present our reflections of 2019.

This year's report is different to almost the twenty I have previously made. This time I wish to put more emphasis to what is 'our sentiment' to the students, families and communities we seek to assist.

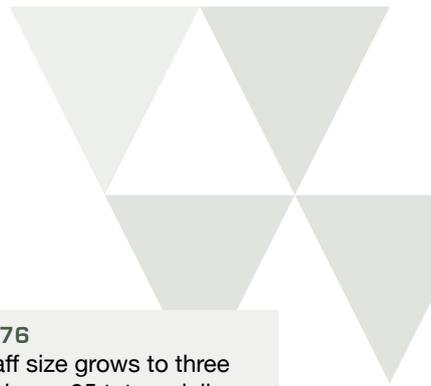
'Changing lives' is a common term used by our numerous teaching staff, welfare support and wider administration teams. Changing lives through education using a preferred 'strengths based approach' learning style has proven beneficial to many people.

A strengths based approach provides for more practical, holistic and life relevant training, coursework, interaction within projects and varying sized teams of which students and community participate. Life relevant learning makes the application of learning concepts, subject material, work related employment options realistic to any student's current circumstances. Being relevant and hands-on encourages interest, participation, learning and recognition to a student's year level, an accredited course, an employment objective or self confidence in trying a higher form of educational studies.

Changing lives becomes infectious. It can also lead to participatory celebrations with a student's friends, family members, support workers and funding bodies. The journey to such occasions can also have low moments when a student may withdraw, but almost all return due to the 'alternative' methodology we apply. In the end, 'our sentiment' is held by our teachers, trainers, production trainers etc. for the majority of the time. 'Our sentiment' is not a utopian outcome, yet we strive for that. We do record for over a decade however, a proven 80%+ success rate to the student, learner and client base we seek to assist. It is quite remarkable and my thanks goes to everyone for their individual, team, location and organisational efforts.

Our Directors, community partners, funding and regulatory bodies while not directly at the coalface, each is also wedded to the cause in providing strategic guidance, opportunities, money, regulatory and compliance frameworks that all point to the Albury Wodonga Community College as a wonderful model of achievement.

Lives change through our combined efforts. Thank you all.



<p>1973 A symposium recommends the establishment of an independent adult education 'centre'.</p>	<p>1974 Wodonga High School forms Steering Committee. Community College opens April 1, 1974.</p>	<p>1975 Enrolments grow from 210 to 1246 students. Income reaches \$20,000.</p>	<p>1976 Staff size grows to three and over 25 tutors deliver a growing range of courses.</p>
	<p>1977 Income grows to over \$50,000 and student numbers increase further in a variety of short courses.</p>	<p>1978 The Community College commences managing the premises at 63 High Street, Wodonga. The school for seniors is established and growing. Other programs include Second Chance Reading. Parent Education and General Education.</p>	
<p>1979 Literacy programs expand and classes occur in Albury and Lavington with classes operating five days a week.</p>	<p>1980 Staff numbers increase to five and for the first time, student enrolments are above 3000.</p>	<p>1981 Classes are occurring in over 25 various locations in Albury and Wodonga. Migrant classes and Home Tutor Programs are undertaken and National art exhibitions are held by the Community College.</p>	
<p>1982 The Women's Access Program and Affiliated Centres are formed in Chiltern, Yackandandah, Hume, Howlong and Corowa.</p>	<p>1983 Staff numbers increase to 10. Computer courses, food handling, navigators and amateur radio courses commence.</p>	<p>1984 Mobile Children's Service begins operation. Closer links formed with Neighbourhood Centres.</p>	
	<p>1985 Graham Crapp, after 10 years, steps down as Chairman. Kath Davey is elected Chairperson.</p>	<p>1986 "With 7295 enrolments our Community College is large by any standards, even world standards – and there is every indication it is still growing." Alan Cracknell</p>	<p>1987 Pressure builds with insufficient accommodation space at High Street and we take over all building areas from the Department of Education.</p>
<p>1988 "School for Seniors is not just a 'School' it's a way of life, and anyone who thinks that over 50's are has-beens should come to the school and see if they can keep up the pace!" Margaret Andrews – Coordinator</p>		<p>1989 The purchase of a relocatable building assists with accommodation pressures. New programs in Workplace Basic Education, Access for Developmental Disabilities and Adult Literacy Programs commence.</p>	<p>1990 The collapse of the Pyramid Building Society puts undue pressure on the organisation, as all current savings were invested there.</p>
<p>1991 U3A is formed and over 600 programs are offered during the year. Job Options and VCE Programs begin, along with joint ventures undertaken in cooperation with Wodonga TAFE.</p>		<p>1992 Income breaks through \$1,000,000 with 26 staff and over 6800 students enrolled during the year. New Affiliated Centres begin at Bellbridge, Rutherglen, Holbrook and Baranduda.</p>	

<p>1993 The ADD Program (Access for people with Developmental Disabilities) receives the National Award for most outstanding program. The difficulties of the Pyramid collapse are finalised.</p>	<p>1994 Youth Programs are now a feature along with Labour Market Programs, Adult VCE overseas education tours, Community Managed Transport Scheme and School for Seniors are in both Albury and Wodonga.</p>	<p>1995 Student numbers increase to over 11,000 with staff numbers up to 34. An upgrade is made to the established Albury premises. Community College and City of Wodonga win a joint citation for Adult Learners Week presentations.</p>	
	<p>1996 Jim Saleeba retires after 23 years at the helm and is recognised by the City of Wodonga as the Citizen of the Year. Dorothy Lucardie is appointed the new Executive Director.</p>	<p>1997 Community Early-years Childcare begins as a new innovative childcare service to families in rural locations outside Albury Wodonga. Job Pathways Program commences.</p>	
<p>1998 The Albury International English College begins in Albury.</p>	<p>1999 Quality Assurance programs are introduced. Learning City Project established. Income is at \$2million.</p>	<p>2000 Community College is awarded Adult Learning Australia's National Adult Education Provider of the Year Award. Learning Shop is opened.</p>	
<p>2001 Executive Director Dorothy Lucardie resigns after four years. Rodney Wangman appointed as Chief Executive Officer. Move from Incorporated Association to Company Limited. Student numbers grow to over 12,000 and 780 courses. 'Building for Learning' project commences.</p>	<p>2002 Youth Pathways Program commences along with expansion of Flexible Delivery Programs and Workplace Learning. 'Building for Learning' Project continues with major changes to the High Street property.</p>	<p>2003 Company Life Membership is awarded to Alan Cracknell and Graham Crapp. Glenbrae Family Homes donates profit from house to 'Building for Learning' fundraising project. Project concludes with total expenditure of almost \$865,000.</p>	
	<p>2004 Community Early-years Childcare expands with the Kiewa Valley Project at Kergunyah and Dederang. Annual income reaches \$3million; student and customer services are over 13,000 with 600 educational courses.</p>	<p>2005 Over 300 new Online Learning courses released. Distance and Blended Learning options offered. Company Life Membership awarded to Jim Saleeba and Brian Smith.</p>	
<p>2006 Commencement of independent 'alternative' secondary school with 36 students in years 11 and 12. Community Early-years Childcare expansions at 20 rural locations in Victoria and NSW. Children supported average over 250 per week.</p>	<p>2007 School expands intake to 65 students. Student graduation success rate climbs rapidly. Rodney Wangman invited as guest presenter at the 6th International Lifelong Learning Conference, South Korea. Trish Denisenko and Lois Hotson awarded Company Life Membership.</p>	<p>2008 Student courses extend into Higher Education. Application for new alternate school campus in Albury made and new Cracknell building opened.</p>	
<p>2009 Annual Turnover reaches \$5m. Independent Schools have over 80 students. Company acquires ownership of 67 High Street property. Margaret Crisp completes 10th year as Chairperson, awarded Life Membership. Australian College of Higher Education commenced.</p>	<p>2010 Purchase of 52 and 54 Hovell Street, Wodonga properties. \$1.5M ICET Building works are completed. Reg Morley and John Shugg awarded Company Life Membership. 80+ migrants from 24 countries join our ESL program.</p>	<p>2011 Schools grow to over 200+ senior secondary students. South Street building projects completed \$3M. Turnover is over \$6M and staff number 85+. Company assets are over \$5M.</p>	



<p>2012 Opening of new \$2.8m Morley building in South Street. Henty Hall purchased for ongoing CEYC delivery. Australian College of Higher Education (ACHE) created and programs like 2C4S and Lifeworks begin to support 'out of school' students aged 15-24.</p>	<p>2013 Opening of South Street CEYC extensions by Minister Wendy Lovell. Albury Wodonga Schools average 150 students. 2cool4school grows to 350+ Learners. Creative Learners and U3A have over 350 members. College moves as an RTO to ASQA national framework.</p>	<p>2014 College begins new Victorian three year contract and opens new locations in Mildura, Shepparton and Melbourne to support vulnerable 'at risk' learners.</p>	
<p>2015 College completes ASQA re-registration, has turnover growing to \$9M and staff size of 100 people, students/clients approach 4500.</p>	<p>2016 Successful through numerous compliance audits and re-registration requirements. Growing funding to support NSW students. 'Indie' School name announced. Treasurer Scott Morrison, Minister Birmingham and Minister Hutchins visit.</p>	<p>2017 Merger of Aware Industries Limited (Supported Employment) into College. Chiltern CEYC Hub expanded. Turnover grows above \$12M and 200 staff/employees.</p>	<p>2018 High Street North wing (\$2M) commences. New locations in Bendigo and Melbourne commence. CEYC closures at eight locations.</p>
<p>2019 Directors approved the 5 year 2020-2024 Strategic Plans. Indie School Wagga Wagga Campus officially opened by The Hon Michael McCormack, Deputy Prime Minister, on Feb 25. Indie School Glenorchy Campus, Tasmania officially opened on May 1 by Alderman Kristie Johnston, Mayor of Glenorchy City. Wodonga Reuse Shop now under the management of Aware Programs, with grand re-opening held on Feb 18. North wing extensions and redevelopment of Corporate Services administration area commenced. Jan Wyatt-Brown steps down as Director after 14 year contribution to the Board. Harry Fowler and John Kumnick elected as Directors. 52-54 Hovell Street sold at auction May 10.</p>			



COMPANY GOALS

GOAL 1 GROWING INNOVATIVE EDUCATIONAL OPPORTUNITIES

Objective: *To provide a range of educational and community programs/services, delivering quality outcomes, in a range of delivery styles.*

GROWTH STRATEGY:

The growth trend of Australian regional areas (average at 2+%), supports our Community College expansion with a targeted approach. While we have achieved an annual growth rate of approximately 30% each year, for ten years, (range of growth rates has been -12% to 41%) with assets increasing by \$11.5M, there have been years (as indicated) in which our income has decreased and our profitability has been as low as break-even. Our growth has also occurred due to the success of our Indie Schools and ACHE (strength based approach) educational Programs. We have added Aware Programs to assist people with a disability under the NDIS. Aware Programs provides supported employment, training and lifestyle activities along with a number of community based support programs in childcare, education and active ageing.

Our success provides benefit to the 'communities' we seek to serve.

Strategies:

- The summary of growth trends supports the expansion of the Community College, over the period of 2020-2024.
- Expansion of Indie Schools (senior secondary years) and ACHE in response to further requests needs of disengaged Foundation level students.
- Growth in opportunities of Aware Programs of employment, training and lifestyle activities.
- Opportunities investigated and initiated in other smaller community based support programs.

EDUCATIONAL, SCHOOL AND COMMUNITY OPPORTUNITIES STRATEGY:

Our strategy of creating educational and community opportunities remains. Assistance to individuals in the community who over their lifetime, may enter and exit our organisation on numerous occasions, will be supported by the corporate philosophies that are the same across each of the age group platforms offered by the Community College.

Strategies:

- Expanding educational and community opportunities for civic benefit in new States and within our existing delivery States of Australia.
- Expansion of our 'Creative' team of coursework developers, new student assistance call centre and new student tracking against longitudinal national/international research.
- Work/support international partners towards the strengths based approach (SBA) school alternatives with networking links benefitting the Community College.
- ACHE RTO Scope of Registration review annually and 'add/remove' accredited course offerings as necessary.

GOVERNMENT 'EMPLOYMENT' STRATEGY:

'Jobs' and 'Employment Outcomes' are increasingly part of the education/senior school/community service funding expectation/contracts at a Commonwealth and State level.

While the Community College previously made the conscious decision to exit 'employment' programs, we need to appreciate that Commonwealth and State Policies have a united approach to reducing unemployment.

It is likely that we will increasingly 'enter' into the employment domain by osmosis (for example the EST program) but in doing so, use our experiences to be careful in still focusing on, our 'core' educational, school and community services to people with long term learning needs.

COMPANY GOALS

Strategy:

- Employment outcomes increasingly linked to education, school and community service outcomes which may be advantageous to our students/learners/customers.

STRATEGIC PARTNERSHIPS STRATEGY:

The Community College has a history of community engagement leading to a range of key partnerships/relationships in an array of community areas. Partnerships however are only successful if they result in mutual benefit to the participating parties. They can build community capacity, maximise outcomes and grow the influence and size of our organisation.

Relationships which are less formal than partnerships have contributed to strengthening our community but with non-binding expectations. Relationships will continue and often be 'behind the scenes', as our company assists other education or community sector organisations to the betterment of the wider community.

Strategies:

- Explore commercial community and business partnerships and considered as appropriate in the achievement of educational, training or community services outcomes, supported as necessary by agreements.
- Project initiatives for Indie School development include:
Youth Hub and Pre accredited Pathways,
Work Experience opportunities, mentoring.

HIGHER EDUCATION STRATEGY:

The Community College has capacity and structures to support Diploma to Graduate Certificate level qualifications. Respective decisions by the State Governments to offer 'TAFE-free' courses and control the marketplace size and funding levels to community based and private RTO's diminishes the size of our student numbers. We will continue to review our options in higher education against the circumstances and policy frameworks supported by State Governments.

Strategy:

- Continue growth of higher education enrolments when conditions are right.

PEAK BODIES STRATEGY:

Our company has many Peak Body affiliations and while these collectively are a financial cost to our company, each in its own way provides cost-efficient sector information, professional development opportunities, industrial relations advice, government policy input and advocacy.

While our company has grown, the work undertaken on behalf of the 'collective' sectors of like organisations, could not be achieved without peak body structures. Those peak bodies also rely on 'members' to contribute to National and State agenda's, make use of training and professional development opportunities and to network via meetings and annual conferences. We benefit from each of these aspects and with increasing staffing and Board Director turnover these peak bodies provide a readymade and rich resource to utilize.

Strategies

- Support continues for national and State peak body membership.
- Utilise Peak Bodies to provide professional and interest advice, and collegiate support.

GROWING EDUCATIONAL and COMMUNITY OPPORTUNITIES

The methods by which this goal will be achieved are:

- Growth;
- Educational, School and Community Opportunities;
- Government 'Employment';
- Strategic Partnerships;
- Higher Education
- Peak Bodies

COMPANY GOALS

GOAL 2 ASSURING GOOD QUALITY

QUALITY IMPROVEMENT STRATEGY:

Effort will be invested in strengthening our approach to achieving a desired level of quality across all areas of the required compliance measures including both regulatory and funding bodies. We have a range of compliance and quality database management systems at the Community College, which have all been successfully audited over many years.

Strategies:

- Quality Systems moving from risk management to contract management.
- Management Review undertaken at monthly Management Meetings.
- Use of external auditors to test compliance against government contractual agreements.
- Fulltime appointment of Internal Auditor(s) with views to growing a team of 2-3 people.

ORGANISATIONAL PRODUCTIVITY STRATEGY:

Productivity improvements help drive efficient and effective outcomes. Previous Board agreement has supported the cost benefit of 'back of office' system improvements (capitalised) which seek to:

- Automate operational matters,
- Digitise operational documents to minimise human error,
- Increase data control, reporting capacity and operational productivity,
- Increase evidentiary material for external audits and 3rd party reviews.

Strategies:

Organisational productivity focus includes:

- Further development and reporting improvements of statistical data collection of students information and error flagging against funding contract(s) conditions,
- Internal Auditor staff team for testing and reporting,

- Redeveloped cross divisional Development (Business) Plan targets and budgets,
- Internal IT Group established to look company-wide on Dropbox information system, staff & stock databases, LMS, Student Apps and coursework library and expansion of Zoom Room use to staff/ location meetings/professional training and compliance.
- Data enquiry for decision making actions,
- Student/Parent/Customer survey's automated and responses encouraged online.

ASSURING GOOD QUALITY

The methods by which this goal will be achieved are:

- Quality Improvement;
- Organisational Productivity



COMPANY GOALS

GOAL 3 SOUND FINANCIAL MANAGEMENT

Objective: *To achieve sufficient revenue as a means of funding company initiatives, which support community needs.*
To be financially sound for organisational sustainability.
To undertake management practices that achieve long term goals of cash reserves and property ownership.

FINANCIAL REPORTING STRATEGY:

Our history of business systems and fulltime employment of accounting staff has created a strong foundation of accurate recording of Program/Service costings and centre-wide fixed and variable expenditures. As a consequence, organisational progress on all aspects of financial reporting is known and actionable as necessary.

Directors review as part of their Corporate Governance policies, quarterly financial performance indicators, against annual targets. Other methods of measurement and monthly reporting of Programs/Services Profit and Loss, Balance Sheet and Forecasting have been established by the CEO and Manager Corporate Services. The Board has implemented financial performance indicator measures.

Strategies:

- Accruals budget/actual financial data against cost centres reported monthly.
- New 2020 financial reporting style initiated (current and 4 'out' years).
- Historic data included in financial reports for Director reference.
- Financial performance indicators agreed annually and achievements reported quarterly against each key divisions and against any known sector benchmark targets.
- Evolving reporting systems for a range of divisional student targets, back of office efficiencies.

HEADQUARTER PROPERTY OWNERSHIP STRATEGY:

An organisational aim since 2003 has been to own the High St buildings and land, giving future security of membership investment, opportunity of borrowings for expansion and encouragement towards further expenditure on existing buildings.

Strategy:

- The Chief Executive Officer to continue negotiations towards the long-term acquisition of the High Street buildings and property. (Minister confirmed our site lease until at least 2046).

RESERVES POLICY STRATEGY:

Directors have an objective to maintain our corporate security by holding a set level of cash reserves. A target of 10% of total annual income was set and achieved.

Strategy:

- The cash reserves to be held at 10% of total annual income

SUMMARY: 'SOUND FINANCIAL MANAGEMENT'

The methods by which this goal will be achieved are:

- Financial Reporting,
- Headquarter Property Ownership,
- Reserves Policy

COMPANY GOALS

GOAL 4 **LEADERSHIP THROUGH CORPORATE GOVERNANCE**

Objective: *To provide a leadership style that supports Board policy directions and decisions, articulates the organisational mission and evaluates company achievements.*

GOVERNANCE STRATEGY:

The Directors of the Community College have the role of providing strong and dynamic leadership through a diversity of interests/experiences. They are elected annually by the company membership and are representative of the wider community. Directors by being local, are 'sentinels' who act as a conduit of wider community feeling. They are able to inform the Company on areas of opportunity or concern. While this community liaison is not specifically directed, it is acknowledged that it occurs, bringing benefit to the development and responsiveness of the organisation. Directors undertake the necessary legal and fiduciary responsibilities of our formal Company Limited by Guarantee.

Directors meet monthly and are pivotal to the achievement of our organisational strategic directions.

The Directors have implemented the Carver model of Corporate Governance. This model is appropriate for not-for-profit organisations and encourages greater focus on outward planning with separation of operational matters directed to the Chief Executive Officer.

The Board's own practices under a Corporate Governance style is supported by training programs, information materials and opportunities for participation in education and community sector leadership conferences / forums.

Strategies:

- Continue Corporate Governance as Director practice.
- Update company constitution as per 2019 VRQA audit continuous improvement opportunities.

- Establish and support Board Advisory Committees (Victoria, Tasmania, NSW, South Australia) that provide focus and expertise to aspects of Indie School educational delivery.
- Provide Director opportunities to participate in sector leadership conferences in 2020-2024.
- Implementation the 2020–2024 Strategic Plan.
- Continue to advocate community needs as required.

COMPANY MEMBERSHIP STRATEGY:

The membership are the legal owners of the Albury Wodonga Community College Limited and they are the body who ultimately provide affirmation to Directors about Company directions. Without a diverse membership, the opportunity for opinions and feedback is limited. The membership remains strong and total around eighty (80) members.

Membership benefits include Company updates, web-site information, invitation to the Annual General Meeting and other special occasions. These aspects aim to achieve a closer sense of belonging to the Community College for Company members.

Strategies:

- Membership to remain stable over next five years.
- Board liaison with membership to be undertaken.



COMPANY GOALS

BOARD MEMBERSHIP STRATEGY:

Opportunities exist to encourage the election of new Directors to the Company Board. The size of the Company membership increases the capacity of the Company to invite/elect good candidates to lead the organisation. Directors have successfully managed the succession of Directorships and with the use of additional expert advisors; the future of the Community College is stable.

Director evaluation takes place under the Corporate Governance model and Directors continue to review as necessary the Company Constitution and Governance Policies appropriate to the size of the Company and the Board, given regard to changing levels of community involvement for such not for profit Boards.

Strategies:

- Encourage Company Members to join the Board utilising zoom room technology to widen Director base across Australia/ Internationally.
- Ongoing Board evaluation and regeneration.
- Use Specialist Advisors (Legal, Financial, Industrial Relations, Research) as necessary.
- Provide Director training in identified areas.
- Company Constitution, Board Corporate Policies reviewed annually.

CORPORATE CITIZENSHIP STRATEGY:

Our company has always been seen as a good community based organisation and business-like in our delivery methods. Importantly, we will not lose sight of what society currently sees as vital for all medium size companies like us. Individual examples include corporate responsiveness to energy renewal, social inclusion and our community contribution in support of worthy causes.

The company commits ourselves to identified roles we can play either with in-kind support or financially with sponsorship, to achieve positive company and local social outcomes within the life of this strategic plan. Our company has committed to be the major sponsor of the Red Carpet Youth Awards.

Strategies:

- Contribute to national social inclusion issues.
- Sponsor or participate in local causes, specifically the Red Carpet Youth Awards and a range of other sponsorship opportunities.

STRATEGIC PLAN 2020 – 2024 STRATEGY:

The company will have a rolling five (5) year strategic plan with reviews to occur annually.

In mid-2019, we instigated a consultative process with staff to provide feedback to assist, address or at least, to advocate for improvements. This will continue into the future annually and reported at this Strategic and Business/Development Plan level.

DIVISIONAL FIVE YEAR DEVELOPMENT (BUSINESS) PLANS 2020-2024 STRATEGY:

Each division of our company will also have their own five (5) year rolling Development (Business) Plan.

The five year timeframe matches the company strategic considerations and each will have aspects of purposeful intent to their related funding sources, Commonwealth and State legislative and regulatory requirements, reporting and compliance systems.

Each may have other mechanisms (like Advisory Committees) to assist their development and each will have five year budget projections and/or comprehensive annual operational plans.

SUMMARY: 'LEADERSHIP THROUGH CORPORATE GOVERNANCE'

The methods by which this goal will be achieved are:

- Governance;
- Company Membership;
- Board Membership;
- Corporate Citizenship;
- Strategic Plan 2020 - 2024; and
- Divisional Five Year Development (Business) Plans 2020 – 2024.

COMPANY GOALS

GOAL 5 IMPROVING MARKETING AND BRANDING

Objective: *To have a clear and consistent corporate image of the Company and its sub-brands.*

CORPORATE PROMOTION STRATEGY:

Our promotion of the corporate message is as a 'Community College'. This term has best been understood by the public and government to 'grasp' the sense of who we are. A review of the sub-brand names will further improve consistency and certain programs branding and image.

The corporate messages (internally) will continue the key features which make us noticeably different from the majority of our competitors:

- Regionally based, operating across States;
- 'Not for Profit' organisation;
- Flexible and responsive; and
- Decisions controlled by an elected community body.

And from an external point of view, our students/ government customers should see us as:

- Welcoming;
- A place of learning;
- Taking pride in what we do; and
- Being purposeful in our communities.

Strategies:

- Consistency in promotion of the 'Community College' as a corporate brand and then as necessary, differentiation for our sub-brands (Indie School, Australian College of Higher Education, Aware, Community Early-years Childcare).
- Review sub brand names by engaging an external marketing company.
- To have promotional activities that raise corporate awareness of our organisation as a dynamic Community College, for example engaging in future company Award Recognition nominations.
- Through a customer-focused approach, to convey a genuine 'we can help' experience by mixing, checking and interacting with our students/customers.

ORGANISATIONAL COMMUNICATIONS STRATEGY:

Staff feedback has suggested that internal communication of the overall organisation activities would be of interest to them. By improving communication strategies we improve our staff's ability to be able to confidently advocate for the organisation.

Strategies:

- A quarterly newsletter to all staff
- A commitment to improving connectedness to the wider organisation

SECTOR LEADERSHIP STRATEGY:

The Community College by our size and innovation has established ourselves as a leader in several sectors. At our local community level, the Community College would be viewed as a major employer, community educational deliverer and for students, a place that is typified as a 'Village of Learning'.

At a Regional, State and National levels, our influence on Government direction is in a wide cross-section of interest areas. Requests made of us, and visitations made to us reflect a quiet, behind-the-scenes source for advice to Governments.

Senior organisational staff will be encouraged to participate in State and National level committees and conferences, for example, sector peak bodies and other strategic community areas. Other area Mangers will be encouraged to attend more localised community events such as Chamber of Commerce, council and provider networking events.

Strategies:

- Commitment to Leadership and Advocacy roles.
- Representation of community and sector needs at a Regional, State and National level.
- Planned and targeted long-term Government liaison.

COMPANY GOALS

RESEARCH STRATEGY:

Research can be a key driver to expand our opportunities and improve our performance.

The basis of good decision making is predicted on the soundness of good data, leading to expansion or new opportunities, and improvements for our many programs and services.

While at times it can seem that every idea is good, we take care in staying in a narrow and focused range of interest areas. While once our organisation had the reputation of doing everything for everybody, profitability of selected and timely programs/services means we have greater stability by being purposeful and directed in our chosen areas of interest.

We have achieved connections to international and national researchers in projects like Indie Secondary School course delivery, Lifework's and Eat Well, Do Well. This has provided benefits in building our reputation.

Strategies:

- Our own research in key program areas of Indie Schools and ACHE will continue.
- National and international connections will be sought and fostered.
- Connections will be used internally and for influence externally in favour of our organisation.

SUMMARY: 'IMPROVING MARKETING AND BRANDING'

The methods by which this goal will be achieved are:

- Corporate Promotion;
- Organisational Communications;
- Sector Leadership';
- Research

GOAL 6 DEVELOPING OUR PEOPLE

Objective: *To improve our ability to attract, develop and retain the best staff in an environment they can learn and succeed.*

ORGANISATIONAL DEVELOPMENT STRATEGY:

The strategy is a critical enabler for delivering on our strategic plan. It is through our people that we will deliver on our objectives.

We have long understood the value our people have made towards our achievements, and we know that our people are the key to our on-going success into the future.

When recruiting talent we are operating in an increasingly competitive environment.

Strategies:

- Leverage the talents and ambitions of our people to realise our strategic ambitions.
- Support our people to thrive, manage and lead.
- Celebrating achievement individually and collectively.

ATTRACTING AND RETAINING THE BEST STAFF STRATEGY

Build our reputation as providing an inspirational work environment which positively supports staff. We will review current recruitment processes and procedures and build internal capability to ensure we are recruiting the best people.

Strategies:

- Enhance recruitment process for all candidates.
- At a divisional level, yearly service and recognition awards.
- Develop cross divisional ideas for professional development.
- Annual benefit statement to employees.

COMPANY GOALS

SUPPORTING PROFESSIONAL GROWTH STRATEGY

The development of Staff and Managers, across all areas of the organisation is a key priority requiring action at both a Corporate wide and personal level.

Strategies:

- Refine and strengthen a professional development program for staff to support excellence and career development.
- Develop and establish a leadership capability framework to equip leaders with specific skills, tools and behaviours they will need to confidently lead others and drive the performance of their team and organisation. We will outsource a suite of leadership, technical and business program offerings to develop functional expertise and leadership skills.
- Planning with a mind for internal promotions as a career pathway for staff.
- Develop a cross program arrangement of professional development for teams.

DEFINING AND LIFTING PERFORMANCE STRATEGY

The achievements of the organisation show that our people are capable of outstanding results. We must continue to invest in people and processes that drive and deliver excellent performance across all areas.

Strategies:

- We will move to a management by objectives approach that aims to improve the performance of an organisation by clearly defining objectives that are agreed to by both management and employees. By having a say in goal setting and action plans encourages participation and commitment among employees, as well as aligning objectives across the organisation.
- Leadership and Management program.

SUCCESSION MANAGEMENT STRATEGY:

Succession planning is paramount for the Community College in two distinct areas: Operations and Leadership.

We have identified key positions within our staff structures where we ensure at least one internal replacement is trained to fill any sudden staff departure.

Strategies:

- Succession planning implemented.
- Management structure changes implemented with organisational growth.

OUR PEOPLE

The methods by which this goal will be achieved are:

- Organisational Development;
- Attracting and Retaining the Best Staff;
- Supporting Professional Growth;
- Defining and Lifting Performance
- Succession Management

CONCLUSION:

The summary of what we have learnt over the past 45+ years, researched and heard from our community, staff and students over the last 10+ years, tells us that:

- Change is inevitable,
- Government funding is finite for community programs,
- Larger organisations enjoy greater certainty and influence,
- Having goals, means achievement,
- A diversity of School/Educational Programs and Community Services, is what our communities request,
- Our strength comes from our staff teams, as buildings alone can do nothing, and
- We have potential and willingness to do more.

In pointing the way for the Community College to achieve the five year vision and goals identified above, this strategic overview represents the convergence of our vision and aspirations, and the imperative to push the boundaries of creativity and innovation.



Aware Programs offers to adults with a disability different alternatives using NDIS support. Choices include supported employment education/training programs and lifestyle activities, providing multiple options to assist each person using an agreed individual development plan.

In 2019, all renovations at Kane Road were completed and Aware Industries Ltd. was liquidated completing the two year transition to Aware Programs. We have continued to provide sustainable services annually to over one hundred (100+) adults with a disability.

Key supported employment opportunities include:

- Mars Reclaim – Mars Labelling
- Engineering – Production Other
- ARC – Albury Recycle Centre retail shop
- Furniture – recycled pallet furniture forms part of the ARC
- Reuse Shop at the Wodonga Waste Transfer Station
- Food Production – Bakery at South Street

With the upgrade of business equipment, upgrades to the Kane Road building facilities and installation of the Saleeba Building complete, Aware Programs has refocused ensuring that we are providing employment, training and lifestyle opportunities to the participants who attend Aware Programs.

In 2019, some employment options decreased due to reducing high risk jobs and Norske Skog closing down, but we are positive that they will increase in 2020. We have continued to provide accredited training delivery and our Training and Lifestyle NDIS Funded Programs grew significantly throughout the year.

Adults with a disability from our regional area can access Aware Programs, based on the growth we have seen we feel confident that in the coming years this part of our Community College will grow to better benefit people with a disability, their families and our wider community.



INDIE SCHOOL



The alternative school model for students in Years 11 and 12 which started in January 2006, followed by the establishment of our second Independent School in Albury, catering for years 9-10, has continued to be a resounding success. At the beginning of 2017, they were collectively renamed as 'Indie Schools'.

Since the establishment of the Wodonga School in 2006, followed in 2010 with the Albury School; two new schools were opened at the beginning of 2019 in Glenorchy, Tasmania and Wagga Wagga, New South Wales.

The youth pathways options, contextualised within the wider mission of the Community College, have resulted in alternative school models for students at 'educational risk'. All schools are classified by the Australian Department of Education as 'special assistance schools' and cater to the most socio-economically disadvantaged youth aged 14 years to young adults aged 19 years. At the end of 2019, two new schools were approved for Devonport, Tasmania and Bacchus Marsh, Victoria.

The schools specialise in working with students with multiple barriers to mainstream school attendance. The student cohort is characterised as having large learning gaps and score in the lowest bands in terms

of educational achievement. A large percentage of the student base comes from families who are long-term beneficiaries of government support and many are from single parent families.

The independent schools are part of a wider offering of not-for-profit community education services at the Community College which is also a registered training organisation (RTO 3732).

The Albury and Wagga Wagga campus' are registered and accredited by the NSW Education Standards Authority (NESA) to deliver Year 9-10 programs. Our Wodonga and Bacchus Marsh campus' are registered by the Victorian Registrations and Quality Authority (VRQA) for Years 11 and 12 in flexible delivery of curriculum including the Victorian Certificate of Applied Learning (VCAL). The Glenorchy and Devonport campus' are registered by the Office of the Education Registrar (OER) to deliver Years 9-12. The focus of the Indie School is to re-engage students in a safe and welcoming environment with learning that is meaningful.

Strategies to improve attendance and retention through individual assessment, the development of individual learning plans and educational pathways are key to achieving better long term employment outcomes for these students.



AUSTRALIAN COLLEGE OF HIGHER EDUCATION



In August 2012, we commenced our first of three alternative school programs that would, as intended, complete the full gambit of options for any secondary school age student (Learners) either 'in or out of school'.

This educational delivery arm remains a necessary part of our Community College that is responsive to providing support for vulnerable and educationally 'at risk' Learners.

The Learners we engage require additional educational support and often face challenging, family, employment and community circumstances which are frequently intergenerational issues.

The educational programs delivered through the Australian College of Higher Education are an introduction point in providing them a positive experience to connect them 'back' into education and or further training or employment. We provide our programs at a minimum fee to the cohort because of their marginal income levels.

Over the past five years, ACHE has grown and continually improved as a consequence of being researched, funded, audited and reviewed regularly to ensure we are providing a quality program for all Learners.

2019 Highlights:

- Increased and improved existing program delivery sites,
- Internal promotions of several staff,
- Expanding team of Teachers and Trainer/Assessors,
- Increased Welfare staff and administrative support added,
- Expanded into more locations with increased new Coach positions employed,
- New approach for supervised Coaches developed,
- Cross-border issues improved,
- Study teams tours of UK and New Zealand,
- Assisted more Learners across all ages, and
- Rebranded from 2C4S to ACHE.

2020 overall strategies for ACHE will include:

- Continuing to grow innovative educational opportunities,
- Assuring good quality,
- Improving marketing and branding, and
- Developing our people.

The ACHE staff look forward to 2020 and continuing to provide a supportive and proactive approach for our Learners, which does make a noticeable difference in the many communities we are now present in.



COMPANY DIRECTORS' REPORT

The Directors of the Albury Wodonga Community College have pleasure in presenting their report, together with the accounts for the year ended December 31, 2019 and the auditor's report thereon.

Name	Position Held	Age	Experience
Kevin Poulton	Chairperson	35	Radio personality with wide knowledge of retail, sales and event management. First appointed in 2011 and Chairperson in 2015.
Rochelle Clegg	Deputy Chairperson	34	Senior business analyst. First appointed in 2018.
Tim Frazer	Director	53	25 years' experience in senior audit, financial service sector. First appointed 2016.
Glenn Bourke	Director	43	Business administration. First appointed 2018.
John Kumnick	Director	76	Previously a consultant to industry, education and government departments. First appointed 2019.
Harry Fowler	Director	63	Qualified teacher. First appointed 2019.
Rodney Wangman	Company Secretary	59	Chief Executive Officer/Principal with experience in education disability, engineering and local government sectors.

Election of Directors

In accordance with the Company Regulations, all Directors retire from the Board of Directors and subject to the provision of the Regulations, are eligible for re-election each year.

Directors Indemnity Insurance

The Company has indemnified all directors and certain executive officers, in respect of liabilities to other persons (other than the Company or related body corporates) that may arise from their position as Directors or executive officers of the Company. The Company has not indemnified its auditors.

Members Guarantee

The Company is limited by guarantee. The guarantee of members in the event of winding up the Company is \$50 for each member. At 31 December 2019 membership of the Company comprised 70 members (2018: 80 members).



COMPANY DIRECTORS' REPORT

Directors' Meetings

The number of meetings attended by each director of the Company during the year was:

	Meetings attended	Held
Kevin Poulton	8	10
Rochelle Clegg	9	10
Glenn Bourke	8	10
Tim Frazer	8	10
John Kumnick	8	8
Harry Fowler	7	8
Jan Wyatt-Brown (resigned 28/3/19)	2	2
Rodney Wangman (Company Secretary)	10	10

Principal Activity

The principal activities of the Company remained unchanged during the year, being that of Adult Community Education/Independent School/Childcare Provider/NDIS provider and smaller associated community/education programs and support services.

Result

The surplus from operating activities earned by the Company for the year ended 31 December 2019, was \$281,755 (2018: \$274,359).

Review of Operations

A review of the Company for the year ended 31 December 2019 and the results of operations are set out in the accompanying Chairperson's and CEO/Company Secretary reports.

Short term objectives of the Company

The Company has identified the following short-term objectives for 2020:

- Termination of all CEYC Childcare Services by December
- Moderate expansion of Australian College of Higher Education at NSW and Victorian locations supporting 1000+ students/learners
- Indie Schools expansion to 675 students (Victoria, NSW, Tasmania and South Australia)
- Aware Programs – employment, training and lifestyle activities consolidation
- Opening of \$2.5m North Wing to High Street, Wodonga location in March
- Sale of Henty site (date unknown)

Long term objectives of the Company

The Company has identified the following long-term five (5) year objectives:

- Implementation of 2020 – 2024 five year Company Strategic Plan
- Increased development of youth and Indigenous 'strengths based' programs
- Business growth, staff expansion and development, back of office system development and outsourcing of specialist administration and education related services
- Further expansion at new locations in Tasmania, NSW, Victoria, South Australia and new locations in Queensland and Western Australia

COMPANY DIRECTORS' REPORT

State of Affairs

In the opinion of Directors, there were no significant changes in the state of affairs of the economic entity that occurred during the year under review, not otherwise disclosed in this report or the financial statements.

Events Subsequent to Balance Date

There has not arisen, in the interval between the end of the financial year and the date of this report, any item, transaction or event of a material and unusual nature, likely, in the opinion of the Directors of the Company, to affect significantly the operations of the Company, the results of those operations, or the state of affairs of the Company, in future financial years.

Likely Developments

There are no significant likely developments not otherwise disclosed, in this report or the financial statements.

Dividends

The Company is a company limited by guarantee and therefore has not declared or paid any dividend during the year, nor is it recommended that any dividend should be declared or paid from the operating surplus/deficit disclosed in the accounts.

Auditors Independence Declaration

A copy of the Auditors Independence Declaration as required by the Australian Charities and Not-for-profits Commission Act 2012, is set out on page 6 within this report.

Director Benefits

For the year ended 31 December 2019, no Director of the Company received or became entitled to receive any benefit by reason of a contract made by the Company with the Director, a firm of which the Director is a member, or any entity in which a director has a substantial interest.

Other than the above, during the year ended 31 December 2019, no Director of the Company received or became entitled to receive any benefit by reason of a contract made by the Company with the Director, a firm of which the Director is a member, or any entity in which a director has a substantial interest.

Signed in accordance with a resolution of the Directors.

Date at Wodonga the 26th day of February, 2020.



Kevin Poulton
Chairperson



Rochelle Clegg
Deputy Chairperson

For a full copy of the Company Financial Report, please contact the Albury Wodonga Community College on 02 5043 8200 or email reception@awcc.edu.au

ROLL CALL MARCH 2019

COMPANY DIRECTORS

Kevin Poulton (Chairperson)
 Rochelle Clegg (Deputy Chairperson)
 Janette Wyatt-Brown**
 Tim Frazer
 Glenn Bourke
 John Kumnick
 Harry Fowler

CHIEF EXECUTIVE OFFICER

Rodney Wangman
 Fiona Keeble Executive Assistant
 Kim Johnson Digital Media

CORPORATE SERVICES

Loretta O'Connell Manager
 Pauline Butler Accountant
 Susan Harris Assist. Accountant
 Lee Haddow Payroll
 Samantha Bernau Accounts Payable
 Julie Muller Administration
 Graham Taylor ** Maintenance
 Sharon Mason Cleaner

INDIE SCHOOLS

David Pickett Deputy Principal
 Anna Bownds Lead Teacher
 April Fojtik Lead Teacher
 Fiona Roden Student Welfare Officer
 Sue Black Student Welfare Officer
 Andrea Taylor Teacher
 Mark Crowhurst Teacher
 Gayle Mundy Teacher
 Shannon Barber Teacher
 Hayley Maslin Administration
 Renee Maslin Teacher
 Janet Glisson Teacher
 Tracey Jacobsen Lead Teacher
 Anthony Grieve Teacher
 Lauren Watson Teacher
 Samantha Lombard Teacher
 Tamsin Walle VET in Schools
 David Smith VET in Schools
 Grace Stratton Administration
 Annette Bowers-Johnston Support Officer
 Antonella Ferraro Support Officer

AUSTRALIAN COLLEGE OF HIGHER EDUCATION

Karen Knight Deputy Chief Executive
 Officer
 Marita Shiels Manager Compliance/
 Reporting
 Kassi Kelly ICT Officer
 Kiarra Jezek Administration
 Rachel Van Der Geest Administration
 Natasha Hillier Regional Manager
 Gary Johnson Regional Manager
 Joe Knight Regional Manager
 Andrew McNaughton Regional Manager
 Naomi Amos Regional Manager
 Katrina Pickett Regional Manager (Mat.leave)
 Alison Smith Lead Coach
 Andrea Jack Coach
 Amy Sullivan Coach
 Derek Murray Coach
 Johan Noordam Coach
 Aymee Wall Coach
 Jarrod Broughan Coach
 Millie Wall Coach
 Emma Bowman Coach
 Jane Coysh Lead Coach
 Belinda Taylor Admin. Officer
 Tim Venn Coach
 Belinda Bernard Coach
 Eloise Rayner Coach
 Alexander Lackovic Coach
 Gene Heraud Coach
 Sarah Leffers Lead Coach
 Catherine McBean Admin. Officer
 Kym Studley Coach
 Chantelle Marshall Coach
 Chelsea Radley Coach
 Sue Hamence Lead Coach
 Jacqui Stanbrook Admin. Officer
 Kerry Hall Coach
 Kyla Pollard Coach
 Christopher McArdle Coach
 Fiona Sellings Coach
 Robyn Murray Coach
 Michael Murray Coach
 Mitchell Bell Coach
 Vickie van Heuzen Coach
 Di Benson Lead Coach
 Anne Czerkiewicz Coach
 Harry Mulqueen Coach
 Julie Reid Teacher
 Tammy Goyné Teacher
 Tammy Jones Support Staff
 Beryl Kuiper Support Staff

** Resigned 2018

ROLL CALL MARCH 2019

COMMUNITY EARLY-YEARS CHILDCARE

Teala Carey	Administration
Lisa Holley	Early Childhood Educator
Jasmine Allen	Early Childhood Educator
Pauline Rudd	Early Childhood Educator
Lauren Ardern	Early Childhood Educator
Alison Miles	Early Childhood Educator
Breeanna Ash	Early Childhood Educator
Jamie-Lee Harvey	Early Childhood Educator
Rita Muller	Early Childhood Educator
Nicole Button	Early Childhood Educator
Rylie Atkins	Early Childhood Educator
Melissa Greenham-Peake	Early Childhood Educator
Rebecca Walker	Early Childhood Educator
Sue Collins	Early Childhood Educator
Deanne Phegan	Early Childhood Educator
Renee Hunne	Early Childhood Educator
Georgina Fuge	Early Childhood Educator
Tracey Pedron	Early Childhood Educator
Mary-Leah Froome	Early Childhood Educator
Leskhmi Salochana	Early Childhood Educator
Radhakrishna Qurup	Early Childhood Educator

AWARE PROGRAMS - STAFF

Dylan Muggivan	Production Manager
Cameron Smith	Assist. Prod. Super. & Trainer
Janice Smith	Employee Relations Manager
Tammy Wayman	Production Supervisor
Courtney Hill	Support Facilitator
Patricia Bradley	ARC Team Leader
Thomas Hall	Albury Recycle Centre
Phillip Hall	Albury Recycle Centre
Daniel McDonnell	Albury Recycle Centre
Shara Fraunfelder	Albury Recycle Centre
Kristine Whitehead	Childcare Cook

AWARE – SUPPORTED EMPLOYEES

Joanne Bartlett	Anthony Baude
Brett Bell	Pabi Bhattarai
Grahame Body	Christopher Breheny
Andrew Bridges	Jason Broad
Neil Burke	Robert Butler
Benjamin Byrnes	Michael Campbell
Catherine Carvosso	Geoffrey Chapman
Padma Chauhan	Adam Cook
Damien Cook	Rose Croxford
Jayden Denys	Robert Donders
Nicholas Edgecombe	Nar Gautam
Tara Gautam	Thagi Ghimire
Shane Gleeson	Kylie Gould
Ross Greenhill	Lachlan Hair
Geraldine Hall	Adam Hanns
Andrew Hansen	Catherine Heeman
Michael Hill	Mark Holt
Bronya Hopkins	Anthony Howden
Mark Johan	Matthew Jones
Ian Lambert	Andrew Linder
William Littlehales	Robert Lovis
Shayne Mann	Ashley Maxwell
Sandra McGregor	David McMillan
Murray Mellick	Jayden Meyers
Peter Neil	Chantelle Perdrisat
John Portsmouth	Elvis Presley
Kate Ramponi	Gail Reece
Megan Ritchie	Melissa Ross
Kubir Sapkota	Peter Saunders
Madhu Sharma	Phurba Sherpa
Travis Sibraa	Sakone Siharath
Consolacion Singleton	Ganga Siwakoti
Adam Smith	Garry Smith
Judith Smith	Letitia Smith
Mark Sonnenrein	Fiona Star
Rhonda Steele	Jack Stevens
Hari Subedi	Naina Subedi
Chakra Thapa	Iain Theobald
Timothy Thiel	Elissa Thiele
Paul Thomas	Roland Touzel
Brian Trisic	Donna Turner
Jennifer Walsh	Brett Wearne
Mark Williams	Stephen Williams
David Young	Jared Younger
Belinda Zanghellini	



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