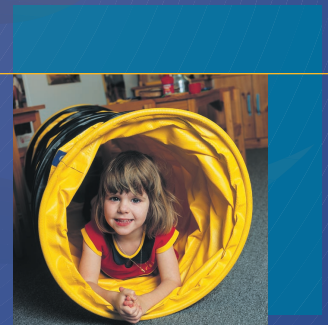
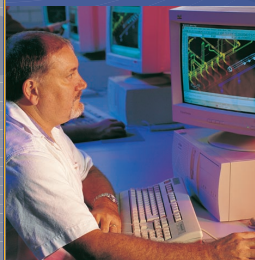
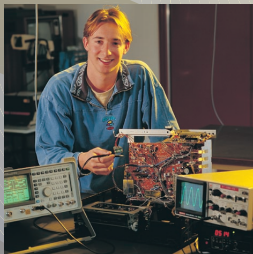


Swan TAFE Annual Report 2003





Directorate Office

Bentley Campus
Hayman Road
Bentley WA 6102

Your Ref:
Our Ref:
Enquiries:

Ext:

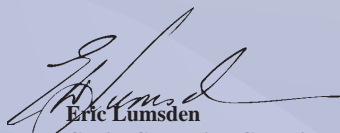
Telephone: (08) 9267 7128
Facsimile: (08) 9267 7118

Email: info.centre@swantafe.wa.edu.au
Website: www.swantafe.wa.edu.au

The Hon AJ Carpenter MLA
Minister for Education and Training
12 Floor, Dumas House
2 Havelock Street
WEST PERTH WA 6005

In accordance with Section 54 of the *Vocational Education and Training Act* (1996) and Section 66 of the *Financial Administration and Audit Act* (1985), we hereby submit for your information and presentation to parliament, the Annual Report of Swan TAFE for the year ending 31 December 2003.

The Annual Report has been prepared in accordance with the provisions of the *Financial Administration and Audit Act* 1985 and the *Vocational Education and Training Act* 1996.



Eric Lumsden
Chair, Governing Council
Swan TAFE



Robert Stratton
A/Managing Director
Swan TAFE

27 February 2004

Campuses located at Armadale, Balga, Bentley, Carlisle, Midland and Thornlie, with specialist centres at Jandakot Airport and Armadale Equine.

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CHAIR OF GOVERNING COUNCIL

2003 has been one of significant change as Perth's newest TAFE College Swan TAFE began the process of consolidating three separate organisations into one.

As Western Australia's largest trades training college, Swan TAFE is positioning itself to be a leading national provider of essential skills training to meet the challenges of anticipated skills shortages as the "baby boomer" generation reaches retirement age.

The college is characterised by close ties with its industry partners. During the recent construction boom, collaboration with the building and construction industry led to some outstanding results. In response to an Australia wide shortage of train drivers, the college provided a foundation course in train driving (Safeworking) in November. This saw a group of students from South Africa, New Zealand, Ireland, Canada and around Australia, graduate from the college's Yelverton Drive Campus at Midland.

Swan TAFE is also working with its partner colleges in TAFEWA to provide skills upgrades for qualified boilermakers currently working in other industries. This is the first of a series of up-skilling initiatives, which together with pre-apprenticeship and apprenticeship training, will provide Western Australians with opportunities to maximise the benefits from the Burrup Peninsula and Gorgon gas developments.

Initiatives in every area are being progressed to ensure universal access to training opportunities for all Western Australians, with a specific focus on retaining young people at risk of dropping out of formal education and training.

The level of excellence achieved by Swan TAFE's three founding colleges in previous years has been sustained in 2003, with the following students becoming finalists at this year's Training Excellence Awards.

Vocational Student of the Year

Craig Coetsee: Fashion

Apprentice of the Year

Jonathan Groth: Heavy Duty Mechanical
David Nero: Refrigeration and Air Conditioning

Indigenous Student of the Year

Marcia Blurton: Aboriginal Islander Education Officer (AIEO)
Averill Bairsfather-Scott: AIEO
Gloria Egan: Aboriginal Visual Arts

In the Western Australian Worldskills Competition, Swan TAFE students won gold, silver and bronze medals in Retail Baking (Bread) and (Pastry), Refrigeration & Air-conditioning, Plastering (Fibrous), Metal Retailing and Wall & Floor Tiling, as well as gold and silver medals in Carpentry, Cabinet Making, Cookery and Fluid Power. Swan TAFE students won bronze medals in Restaurant Service and Heavy Vehicle Mechanics to complete the impressive array of Swan TAFE place getters for 2003. Two of these students went on to win gold and silver medals at the national Worldskills competitions in November 2003.





In the Adult Learners Awards for 2003, Swan TAFE's Call Centre was awarded a High Commendation in the Customer Service category. The Read Write Now! Program and the State Library of WA were successful in the Outstanding Partnership category. Read Write Now! also received a High Commendation in the Outstanding Provider (Community Organisation) category.

Read Write Now! tutors and students scooped the pool in the categories: Service Contribution Award (Individual); Outstanding Volunteer Tutor; Outstanding Older Learner; Outstanding Learner New Migrant.

Coordinator of Read Write Now! Kath Napier brought national recognition to the program by winning one of five national awards for Outstanding Contribution to Improving Literacy and/or Numeracy 2003, one of only five national awards. Kath was presented with the award by the Hon Dr Brendon Nelson MP, Federal Minister for Education, Science and Training at a gala breakfast held at the Sydney Opera House on 4 September 2003.

On behalf of Governing Council, I would like to congratulate the college's students, lecturers, administrative staff and management team on these outstanding results. My colleagues and I look forward to working with the college to build on these successes in the years to come to ensure Western Australians continue to enjoy the very best in training and skills development.

Eric Lumsden
Chairperson, Governing Council, 2004





MANAGING DIRECTOR'S REPORT

The year has been one of significant change for Swan TAFE, which came into existence on 1 January 2003, bringing together South East Metropolitan College of TAFE, Midland College of TAFE and the Balga Campus of West Coast College of TAFE.

Swan TAFE is one of the largest training organisations in Western Australia, offering over 250 qualifications across a wide range of study areas. With an operating budget exceeding \$86 million, the college employs a dedicated workforce comprising in excess of 800 permanent/contract staff and 1,200 casual staff. In 2003, the college delivered approximately six million student curriculum hours (SCH) of profile funded training and over 680,000 SCH in fee-for-service, international, adult community education and adult literacy training.

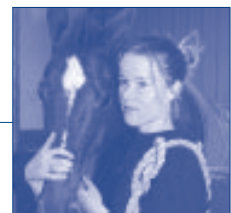
Training services are provided across five major campuses at Balga, Bentley, Carlisle, Midland and Thornlie and at smaller centres located at Armadale, Midland (Yelverton Drive) and Jandakot Airport. In addition, community training centres are situated at high schools, community and sports centres providing easy access to over half of the population of the Perth metropolitan region across 15 local government areas.

The International Centre at Bentley Campus continues to expand and experienced a sharp increase in demand for its services in 2003, particularly in the second half of the year. Customised English language courses designed to complement curriculum ranging from veterinary studies to tourism and hospitality have been developed in response to market demand. This year, for the first time, students from Mauritius and Zambia graduated from the Equine Management course and the Centre also hosted a study tour from the French-speaking island of Reunion. Significant growth has been experienced in students coming from South America, particularly Brazil and Colombia; from Africa, mainly Zambia; and from Europe, in particular Switzerland.

During the year, a new executive team was appointed, which has been charged with the responsibility of leading Swan TAFE successfully into the future. The team is made up of professionals from the business community and from the field of education and training. Together they bring a wide range of expertise and experience to Swan TAFE.

Building upon the many successes of its founding organisations and with energy, enthusiasm and expertise, Swan TAFE is set to become a leading provider of trade and specialised para-professional training within the TAFEWA system. The year ahead will be one of further consolidation to support the college's objectives of maximising its contribution to productivity in the workplace, providing further opportunities for young people and promoting access to lifelong learning.

Robert Stratton
A/Managing Director
Swan TAFE, 2004





Legislative Framework

Swan TAFE is an autonomous college that was established on 1 January 2003 in accordance with Section 35 of the Vocational Education and Training (VET) Act, 1996. The College is a statutory authority, the governance of which is facilitated through the College Governing Council.

Minister

The Hon A J Carpenter MLA is the Minister responsible for training. Under the terms of Section 42 of the VET Act the Governing Council is the governing body of the college reporting to the Minister. Governing Council has legislative authority to perform the following functions.

Functions of Governing Council

- Prepare a College Training Profile for approval by the Minister and when required by the Minister.
- Develop and implement strategic and management plans for the college.
- Ensure that college courses, programs and services are responsive to, and meet the needs of students, industry and the community.
- Ensure that the college meets its commitments under its Delivery and Performance Agreement and any other contractual arrangements.

Governing Council Membership

Membership of College Council is in accordance with appointments made by the Minister. Governing Council for 2003 was made up of the following members:



Mr Eric Lumsden: Chair of Governing Council

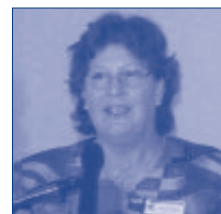
Eric commenced his career in local government in 1972 in the Planning Department of the Shire of Mundaring. In 1984, he joined the then Shire of Swan as Director of Planning and Development and in late 1989 was appointed Chief Executive Officer. In this position, he leads a large and diversified local government authority in the eastern region of Perth with a population of 90,000 and 350 staff. He holds Masters Degrees in Business Administration and Planning. He also holds post-graduate qualifications in Social Science and has held a Continuous Professional Development

Certificate from Local Government Managers Australia since 1990. He is a Fellow of the Australian Institute of Management, a Fellow of Local Government Managers Australia and a Fellow of the Planning Institute of Australia. Eric is committed to ensuring local government enhances its role in the community and actively supports training and education programs. Eric has lived within the eastern region of Perth for the last 30 years and is very conscious of TAFE's role in developing the State's economic capacity. He was previously a Board Member of Midland TAFE.

Mrs Kerry Hardwick: Deputy Chair of Governing Council

Kerry is a retired secondary mathematics teacher and was Deputy Principal of Corpus Christi College for nine years. She has had a long-term interest in education and training for "post compulsory" students. She does some casual relief teaching and tutoring and enjoys a regular game of golf. Her community involvement includes:

- Murdoch Community Hospice, Chair Community Gifts Committee
- Murdoch Community Hospice - Volunteer patient carer
- St John of God Foundation Murdoch Division, Member
- Port Community School Board Member
- South East Metropolitan College of TAFE Governing Council Member 1997- 2001, Chair 2002





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Mr Robert (Bob) Stratton: Member of Governing Council

Bob has extensive experience in Government encompassing industrial relations, human resources, occupational health and safety and change management, as well as being involved at many levels in the strategic development of the Vocational, Education and Training (VET) sector. As Director of Operations of the former SEMC, Bob played a key role in restructuring the college and was instrumental in transforming it into one of the most successful training institutions in Australia. Bob is currently the Acting Managing Director of Swan TAFE.

Ms Adelle Cochran: Member of Governing Council

Adelle brings to the council a strong academic foundation and comprehensive knowledge and appreciation of the requirements, cross organisation legislation, standards and guidelines under which community services are delivered, together with experience in negotiation and liaison with all levels of government, private sector, customers and community groups.



Dr John Bollig PhD OAM AAA: Member of Governing Council

John is a consulting town planner, architect and environmental scientist with additional interests in management of public companies and ownership of private companies.

He is a graduate of Cologne, Curtin and Columbia Universities with Bachelor Degrees in Architecture, Science & Post-Graduate Diploma in Town Planning. He holds Masters and Doctorate Degrees in Environmental Science and Town Planning. John serves in an advisory capacity and is a member of various government and private councils, boards and committees.

Ms Lisa Baker: Member of Governing Council

Lisa is the Executive Director of the Western Australian Council of Social Service. She has worked as an executive in the community sector, government and industry in Australia and internationally. She has developed policy and led projects for the United Nations Industrial Development Organisation and the International Labour Organisation.



Her work has allowed her to hold postings in Nepal, Indonesia, China and India where she has achieved excellent outcomes for social policy, customer service and fund management within public and private sectors.

Lisa has strong business and community networks. Her passion outside work is dressage and she chairs the State Dressage Committee, judges dressage competitions and works hard to develop the sport.



Ms Peta Crane: Member of Governing Council

Peta is currently employed as a lecturer in Community Services at Swan TAFE, having worked within the youth work sector for many years.

Following completion of her Diploma in Human Services, Peta went on to obtain a Degree in Community Work at Edith Cowan University. She has recently completed a Graduate Diploma in Education (Training and Development) at Curtin University and undertook a Master's Degree in 2003. Peta has previously served as Student President at Midland campus. She won the Midland College of TAFE Student of the Year Award and the State Vocational Student of the Year Award, and represented Western Australia as a State finalist in the Australian National Training Awards. Peta was also national winner of the 'Shine On' award through Rotary International.

Peta has a strong passion and belief in creating a voice for young people and students and believes in the abilities of each person as an individual.

Ms Jennifer Heathcote: Member of Governing Council

Jenny commenced work at Midland College of TAFE in 1994 as the Learning Resource Manager. Her role has since extended to include the development of the Assessment Centre and management of College Records.

She is currently a member of the Learning Resource Systems group and represents TAFEWA Libraries on the National Working Party of TAFE Library Services. Jenny also participates as an active member of the WA TAFE Librarians Group, for which she has previously held a variety of executive positions. As a long standing member of the CPSU/CSA, Jenny serves as the industrial representative on the Swan TAFE Governing Council.



Mr Tony Trlin: Member of Governing Council

Tony Trlin arrived in Australia in 1972 and now classes himself as a Croatian born Australian. Tony has always worked and lived in the Midland/Swan Valley area and is married with two children. Tony has a building diploma and runs a successful building business in Midland.

Tony is a member of the Swan Valley Rotary Club and Midland Chamber of Commerce. He is involved in training to provide skilled labour within the building industry.

Mr James Allen: Member of Governing Council

James is currently General Manager - Hotel, Burswood International Resort Casino.

James joined Burswood in December 1999 after three years as General Manager of the Westin Philippine Plaza Hotel, in Manila. Prior to moving to Manila, he was General Manager of the Sheraton Perth Hotel from 1992 to 1996.

James brings with him an extensive knowledge of hotel operations with a strong sales and marketing focus in the hospitality, tourism and meetings industries. He has worked throughout Australia and Asia during a career spanning more than 30 years. James is Chairman of the Perth Convention Bureau. He is also an Executive Committee Member of the WA Chapter of the Pacific Asia Travel Association and was a member of the Midland College of TAFE Governing Council.





Swan TAFE Annual Report 2003



Mr Keith Vuleta: Member of Governing Council

Keith is a member of the Institute of Chartered Accountants. He is also the Chief Financial Officer and Company Secretary of Australian Growth Limited and is currently serving as a member on the Swan Valley Community Advisory Committee. Keith is currently the President of the Swan Valley Resident and Ratepayers' Association.

Mr Russell Haynes: Member of Governing Council

Russell has over 18 years experience in the industrial engineering industry and also brings to the Governing Council 24 years' teaching experience in the apprentice, pre-apprentice and engineering tradespersons field.



Russell brings to the Council 13 years of industrial relations experience as a committee member of the State School Teachers Union WA and a member of the TAFE Certified Agreements 2000 and 2003 Negotiating Committee, representing the Australian Education Union. He gained knowledge of safety and health regulations as a workplace representative of WorkSafe, Western Australia.

Mr Richard Sheppard: Member of Governing Council

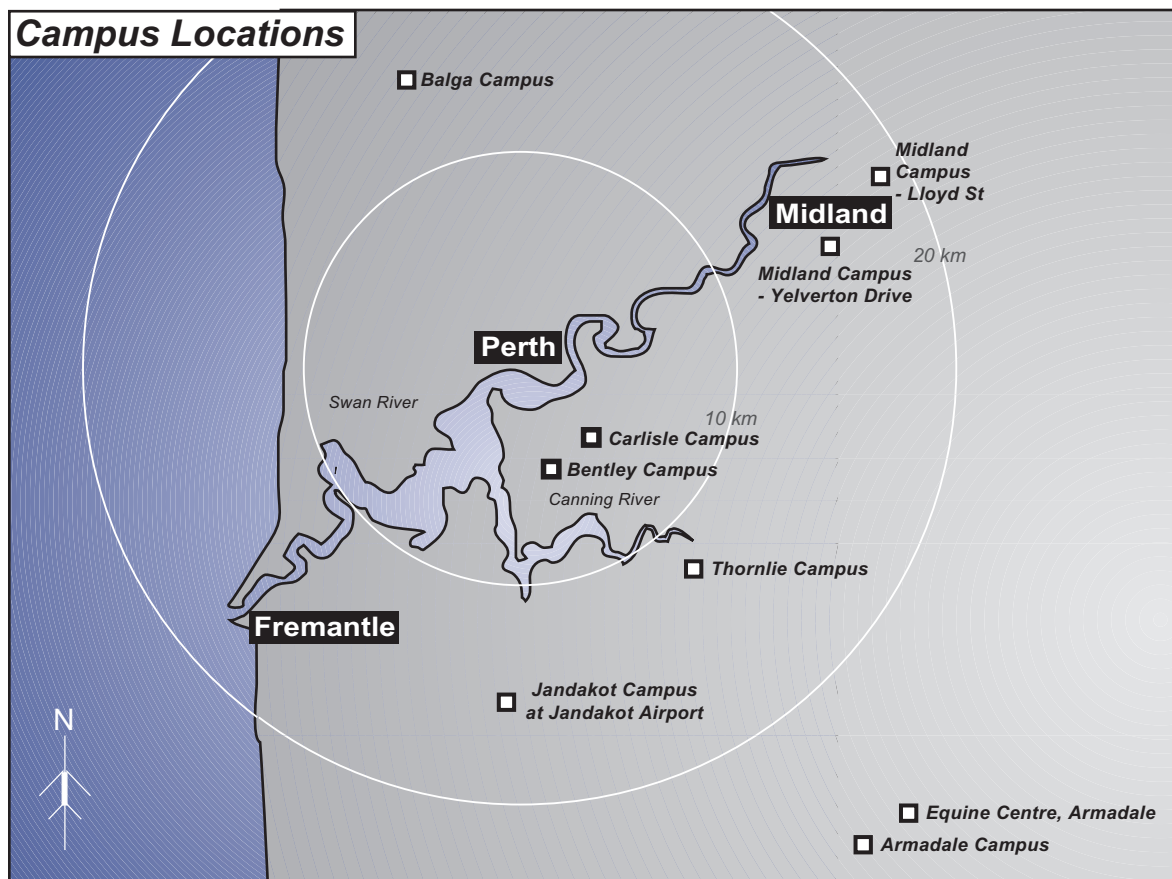
It is with sadness Swan TAFE reports that Richard passed away at the beginning of July 2003.





COLLEGE LOCATION

Swan TAFE is part of the TAFEWA network and was created in January 2003. Swan TAFE brings together Midland College of TAFE, Balga Campus of West Coast College of TAFE and South East Metropolitan College of TAFE, combining acknowledged expertise, a hundred-year tradition of excellence and some of Australia's best equipped trades training facilities.



Swan TAFE Campus Locations

Swan TAFE's campuses and training centres cover the majority of the Perth metropolitan region from Bullsbrook to Southern River. The College's major campuses are located at Balga, Bentley, Carlisle, Thornlie and Midland, and specialist training centres are located at Jandakot Airport and the Equine Training Centre at Armadale. In addition, short courses are available from over a dozen adult learning centres located at high schools and community centres throughout the region.

The college also delivers programs on-line, in the workplace and at a number of other sites.



THE ORGANISATION

SENIOR EXECUTIVE TEAM

Managing Director's Office

A/Managing Director

Robert Stratton

Executive Services

A/Manager Executive Services

Joe Incognito

VET Delivery

A/General Manager

Bert Beevers (January - October)
Mary Ballantine (November - December)
Kathleen Finn
Ian Boyd
Lyn Southam
Alan Davis
Wayne Smith
Doug Monk *Acting* (January - October)
Denise White (October - December)

Director, Business, Finance and Computing

Director, Transport

Director, Community and Cultural Services

Director, Building and Construction

Director, Metals and Engineering

Director, Hospitality, Manufacturing and Allied Industries

Planning and Resources

A/General Manager

Director, Planning and Policy

Director, Facilities

Jim Eftos (October - December)
Simon Walker (December)
Peter Critchley *Acting* (January - July)
Glen Robinson (October - December)
Michael Pope
Laura Lewis (October - December)
Roger Nurse
Jeff McDonough

A/Director, Information Systems

Director, Marketing and Client Services

Director, Finance and Purchasing

Director, Organisational Development

Curriculum and Learning

A/General Manager

Director, Assessment and Methodology

Director, Curriculum Services and Support Networks

Director, Accreditation

Margaret Beaman (January - October)
Geoffrey Hawke (October - December)
Debra Dixon *Acting* (January - October)
Jillian Jamieson (November - December)
Bert Beevers (October - December)
John Mitchell *Acting* (January - October)
Margaret Beaman (October - December)



OUR PURPOSE

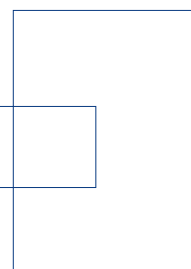
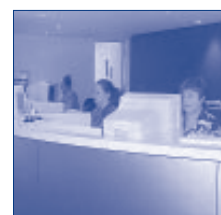


To meet the training needs of the community in a supportive, responsive, flexible and accessible manner.

OUR VALUES

Swan TAFE endorses and promotes a working and business enterprise environment that values:

- Customer Service
- Consumer relevance and responsiveness
- Sustainable and effective use of resources
- Ethical behaviour
- The provision of value for money services
- Quality processes and continuous improvement
- Merit recognition and equal opportunity
- Leadership



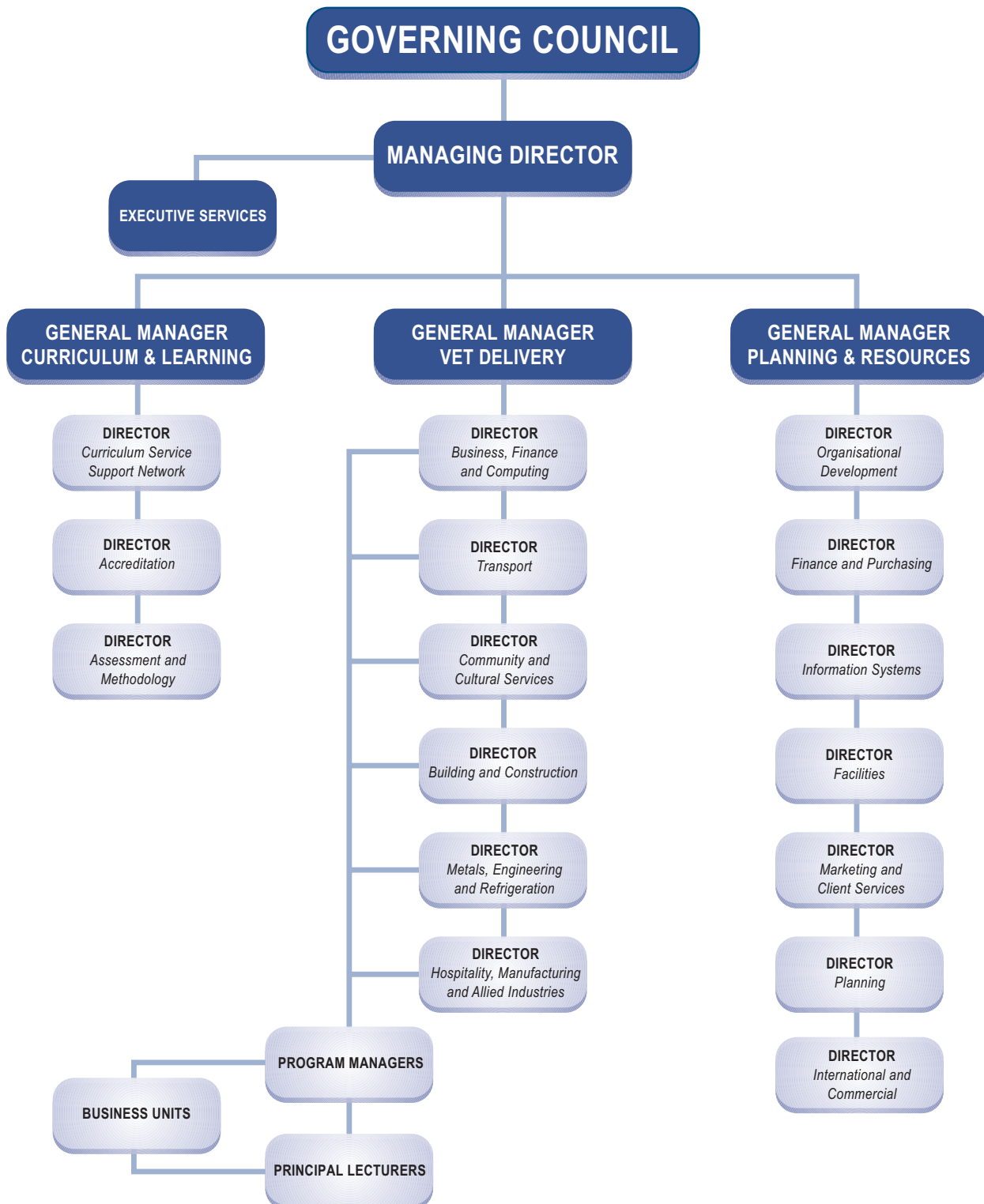
OUR OUTCOME

The provision of effective and efficient vocational education and training services to meet community and industry training needs. Specific measures relating to effectiveness and efficiency are contained within the Key Performance Indicators section.





ORGANISATIONAL CHART





CLIENT SERVICES

Client Services supplies information and career advisory services to prospective and enrolled students, manages student support and recreational facilities and provides liaison with schools and the community in general.

Achievements in 2003

Encouraged student participation in campus and college activities by establishing:

- Student councils on major campuses.
- Swan TAFE Student Association across the college to promote a variety of recreational and social activities.
- Opportunities for student sporting activities including inter-campus and inter-college events.
- Inter-state travel opportunities for students as part of sporting teams, with basketball and soccer teams competing in Sydney as part of the TAFE New South Wales Games.



Sporting Activities

Enhanced services to students by:

- Student services officers being available at the five major campuses to promote student activities.
- Introducing a quality multi-purpose student card across the college, enabling public transport concessions and library and photocopying access, as well as providing photo ID and proof of student status.
- Hosting TAFE to university expos at both the Midland and Thornlie campuses to inform students of the pathways available to them for further study.

Extended services to the public by:

- Running prospective students' nights at Midland and Thornlie campuses to provide opportunities for families and people in daytime employment to obtain information on courses and application processes.
- Improving customer service for people making telephone enquiries by introducing a call management system which enabled more operators to be available.
- Establishing an integrated network of information officers across all campuses to promote all Swan TAFE courses.
- Continuous improvement of the information available on the website on all of the nearly three hundred full time courses available at Swan TAFE.



Swan TAFE Annual Report 2003

Representation on community organisations, management committees and working parties:

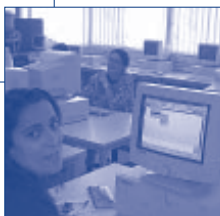
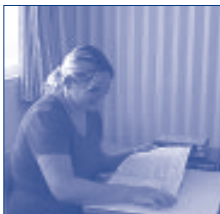
- Swan TAFE Aboriginal Education and Employment Training Committee.
- South East Metropolitan Youth Action.
- Ministerial Council for Suicide Prevention Education and Training Workgroup.
- South East Region Youth Interagency.
- South East Metro Interagency Crisis Response Group.
- Implementation Committee for Canning Vale College.
- Curriculum Council's Work Studies Syllabus Committee (representing the Department of Education and Training).



Workgroup meeting

Employment Service

Swan TAFE liaised with the Department of Education and Training in order to obtain a seeding grant to implement an Employment Service within Client Services to commence in 2004.





ORGANISATIONAL DEVELOPMENT

"At Swan TAFE, we are committed to providing the Highest Standard of Quality Training and Excellence in Customer Service. Swan TAFE recognises students, industry and the community as our customers."

In 2003, Organisational Development implemented a Swan Customer Service Framework. The framework consists of many customer focussed projects and initiatives that link to many other of the college's strategies and processes and include:

- Customer Service Charter
- Customer Feedback Processes
- Customer Service Performance Ladder
- Customer Feedback/Complaints Management Policy
- Customer Satisfaction Monitoring
- Customer Service Committee
- Communication Tools for example, 'Swanlink' magazine
- In-house customised customer service training
- Performance and Review Monitoring

Student Satisfaction

The 2003 Department of Education and Training Student Satisfaction Survey gave Swan TAFE an overall satisfaction result of 87% compared to the overall State average of 85%. The result for employment based students (apprentices and trainees) was 87%. The satisfaction level of other institutional based students studying certificates and diplomas was 86%.





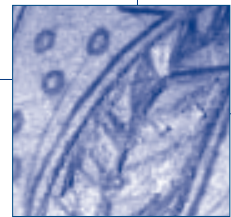
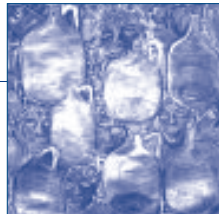
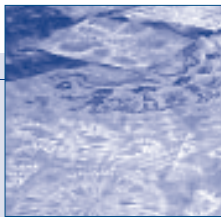
ABORIGINAL STRATEGIC PROGRAMS

Indigenous participation in Swan TAFE in 2003 gained focus through the formation of the Aboriginal Strategic Programs Unit which provided advice about increasing the effectiveness of Aboriginal participation on all campuses of the college and strengthening community, school and industry links.

To lead the unit, Swan TAFE established an Aboriginal Strategic Programs Manager position, providing Indigenous people with a greater opportunity to participate directly in the strategic decision making process of the college.

Particularly successful in terms of industry participation and employment outcomes in 2003 were courses designed specifically for Aboriginal people including:

- Conservation and Land Management, based on a river restoration project
- Automotive Panel and Paint, in which an Aboriginal course mentor played a pivotal role
- Tourism, centred around field studies
- Mining
- Art and Design



In addition, the unit provided support to a large number of Aboriginal school based trainees as part of the college's commitment to improving the retention rates of Indigenous students in education and training.

Other key achievements of the unit included:

- Negotiation of a Structured Training and Employment Program (STEP) contract with the Commonwealth government.
- Delivery of Indigenous Cultural Awareness training courses to Swan TAFE delivery and administration staff, providing a greater understanding to all staff on the issues that impact on the participation of Indigenous people in VET.
- Production of an Indigenous Student Resource kit to provide culturally appropriate enrolment and other information to Aboriginal students.

Swan TAFE Aboriginal Employment, Education and Training Committee

During 2003, the Swan TAFE Aboriginal Employment, Education and Training Committee (AEETC) was formed. The committee has representatives from campus-based Aboriginal advisory groups, as well as industry and Department of Education and Training members. It met four times during 2003.

The key functions of the AEETC included providing information on the VET needs of Swan TAFE's Indigenous communities, and establishing priorities to meet those needs.



DISABILITY SERVICES

Swan TAFE is committed to providing quality services to people with disabilities. Our objective is to ensure that students with a diversity of disabilities are effectively and holistically supported in the learning environment.

During 2003, a disability services policy was developed. The college is currently in the process of creating a disability services plan which is due to be completed by June 2004. This plan is a major undertaking involving high level input from the community and other stakeholders, including students who suffer with a disability or agencies which work with people with a disability. Other stakeholders include specialist employment agencies, advocacy groups, mental health workers and other educational institutions.

Student Support

The total number of students registered with the college's Disability Services to 31 December 2003 was 263* and has been categorised as follows:

Category	Number of students
Physical	104
Sensory	34
Intellectual	11
Psychiatric	38
Neurological	9
Learning / ADD/ADHD	67
Total	263

**College enrolment statistics for 2003 indicate there were 1,456 students identifying as having a disability of whom 263 registered the Disability Services Unit.*

Type of support provided to students during 2003

As part of Swan TAFE's Disability Services Plan, the following support was provided to qualifying or registered students in 2003.

- Academic support at Swan TAFE is in many forms. During 2003, the unit provided support in the form of interpreters, note takers, tutors and in-class support staff. Support was structured to suit each individual specific learning requirement and was renewed on an ongoing basis. The starting point in determining any individual learning needs was the student.
- Technical support was provided to students with disabilities based on their individual requirements. During 2003, the college provided individual students with modified computer hardware, ergonomic furniture, hand-held tape recorders, laptop computers and screen reading software. In addition to lending equipment, the college enabled several students to undertake their chosen fields of study through workplace modifications, such as modifying the classroom or equipment or liaising to have classes shifted to ensure accessibility.
- Students with disabilities require personal and/or career counselling for a variety of reasons, ranging from lack of confidence to imposed limitations. During 2003, the college provided high level assistance to students requiring support and guidance in these areas. The unit ensured students were aware of all options available to them and were able to make informed decisions with regard to their learning.



- Students with disabilities are often unaware of the services that are available to them such as those provided by Disability Services Commission, Centrelink, and Recreation Network. During 2003, Swan TAFE provided students with referrals to appropriate services based on their individual needs.
- Students with disabilities often require assistance with regard to structuring their learning and managing the learning experience. In 2003, the unit was able to successfully coordinate alternative forms of assessment, extensions, alternative format/presentation of information, problem solving and educational strategising as appropriate.

Networking - An Increased Profile

The Community Network Web is an initiative that draws external stakeholders relevant to the disability sector into a structure which increases communication and lessens the pressure on students with disabilities, particularly during the enrolment process.

Swan TAFE was represented at the Abilities Career Expo and was able to promote itself as a provider of high-level opportunities and services to students with disabilities.

A visual presentation has been created outlining the role of the Disability Services. The presentation was delivered at the Ruah Community Centre, Swan Christian College, Eastern Hills Senior High School, Interwork Employment Agency and several offices of the Disability Services Commission.

Regular and varied contributions to the college's internal newsletter Swanlink were provided. These contributions are designed to increase staff awareness of the Disability Services division, our services and related issues.

Partnerships and Collaborative Initiatives

Key partnerships and collaborative initiatives undertaken during the year include:

- Reframing the Future, a project that enhances an understanding of Attention Deficit/Hyperactivity Disorder (ADHD) through collaborative research. Swan TAFE staff facilitated the research and developed learning opportunities for staff in conjunction with the Learning and Attentional Disorders Society of WA and the Accreditation - Project Management section of the college
- Participated in a Leadership Enhancement Opportunity project. The objective of this project was to enhance staff leadership capacities through an action learning process that examined the "Community Network Webs" initiative.

During 2003, strong industry linkages with key external stakeholders have been reinforced and developed. These include:

- Good Samaritan Industries
- Disabilities Services Commission, Midland
- Centrelink Midland
- Hills Community Group
- EDGE Employment Solutions
- Industry I
- Commonwealth Rehabilitation Services
- Blind Association (Victoria Park)



Recreation

In order to encourage students with disabilities to access and participate in recreational activities and to promote inclusivity of people with disabilities in line with current policy direction, Swan TAFE developed a 'Challenge by Choice' recreational program. This program was run as a pilot to determine the level of interest of students with disabilities in accessing recreational opportunities as part of the overall college experience. The program was very successful according to the levels of participation and feedback received.

Disability Awareness

In 2003, an interactive workshop was designed and introduced to increase the level of disability awareness for Swan TAFE staff. The workshop was delivered on a fortnightly basis from July - December 2003. It has received exceptional feedback and has been used as a basis for improving further workshops.

Physical Access

In conjunction with the Western Australian Department of Education and Training, physical access audits were undertaken throughout the college. These audits provided vital information to enable Swan TAFE campuses to comply with the *Western Australian Disability Services Act 1993*, the *Western Australian Equal Opportunity Act 1984* and the *National Disability Discrimination Act 1992*.

Transitional Courses for People with Disabilities (PWD)

In order to provide a supportive environment for PWD to acclimatise to the learning environment and to act as a transition for entry into bridging or mainstream programs of study, a number of courses were introduced. These included specified TAFEworks courses in Retail and Information Technology and a Certificate I in Information Technology at Midland campus.

Increased Capacity of Disability Services Division

Due to the success of Disability Services' networking capacity, the number of students with disabilities participating in VET has greatly increased. Many have now considered TAFE or university as a real option for them.

The national welfare reform agenda has meant that many people with disabilities receiving financial assistance are strongly encouraged to return to TAFE for training. This reform has made an impact on a number of people with disabilities accessing VET.



Specialised Art & Design Courses for people with disabilities



HUMAN RESOURCES MANAGEMENT

Mission

"To provide a comprehensive range of Human Resources services that meet customer expectations, contribute to the achievement of other College's Mission, Vision and Values and allow staff to optimise their aspirations in an environment that fosters merit, equal opportunity and ethical standards."

Employment Relations and Resources

Staff Resources (Treasurer's Instruction 903 [(4)(vii)])

Staff resources for Swan TAFE are illustrated by employment category on a full-time equivalent basis in the table below:

Employment Category	2003
College Executive	4
Academic/Lecturing	442
Academic Support	157
Administration/Clerical	219
Total	822

Policy Implementation, Reviews and Development (Treasurer's Instruction 903 [(4)(vii)(a)])

During 2003, Human Resources contributed to the development of a range of strategies that assisted in the establishment of Swan TAFE and participated in the analysis and evaluation of options relating to the development of the Department of Education and Training's Shared Services Centre.

During 2003, Human Resources undertook a review of the existing Human Resources policies and subsequently developed new policies appropriate to the new organisation. As a result, processes and procedures were redesigned to reflect the strategic objectives outlined in the policies.

Major initiatives undertaken by Human Resources included:

- The development of a staffing structure that addresses the college's strategic and corporate objectives.
- The implementation of a restructuring process that ensured that positions in the college staffing structure were filled on the basis of equity, merit and took into account the needs of the college, its customers and stakeholders.
- The amalgamation of SEMC, Midland TAFE and Balga campus human resources systems. This process included the testing of a systems data merge incorporating the development of a new college staffing structure, production of new finance codes and transfer of staff leave entitlements.
- The participation of Human Resource's staff in the implementation of the Government's 'conversion to permanency' policy. This included consultation with college management in the development of 'business cases', providing advice and information to staff and unions and the co-ordination of a review process.
- In 2003, the college conducted the advertising and subsequent merit-based selection process for the college's senior and middle management positions.



Public Sector Standards in Human Resources Management

Applications for breach of standards reviewed and the corresponding outcomes for the 2003 include:

- Number of applications lodged: 1
- Number of breaches found: Nil
- Number still under review: Nil

Employment Relations (Treasurer's Instruction 903 [(4)(vii)(b)])

Under Ministerial direction, the Department of Education and Training's Employee Relations Section co-ordinates industrial and workplace relations strategy and policy for the TAFE College's network. Within this framework the college assisted in the implementation of the following industrial relations initiatives during 2003:

- Implementation of a new Certified Agreement for college lecturing staff.
- Negotiations for the establishment of an Agency Specific Agreement for the college's government officers.
- Representation at the Western Australian Industrial Relations Commission on arbitration matters relating to award/agreement conditions.
- Representation of the Union/TAFE Colleges Working Party that co-ordinated the development of a process for the implementation of the Government's 'conversion to permanency' policy for lecturing staff.
- Implementation of the Government's Modes of Employment policy.
- Representation on the Department of Training's 'Shared Services' steering committee.

Equal Employment Opportunity Management (Equal Opportunity Act 1984, Section 146)

During 2003, the college participated in the continuation of the Department of Education and Training sponsored 'Indigenous Employment - Strategies for the VET Sector' forums. The forums assisted colleges in the ongoing development of strategies that increase the number of Indigenous staff employed throughout the TAFE Colleges system to a level that reflects the proportion of Indigenous clients. During 2004, the college will implement strategies formulated through the workshop as part of the Swan TAFE's strategic workforce plan.

As part of the Human Resource Minimum Obligatory Information Requirements (HR MOIR) for the Department of Premier and Cabinet, the College compiled information for the Equal Employment Opportunity Public Sector Yearly Report. The data collected is related to:

- People of Culturally Diverse Background
- Indigenous Australians
- People with Disabilities
- Management Profile
- Age within the workforce
- Employee Gender





INFORMATION SYSTEMS

Information Systems is responsible for the installation and maintenance of computer hardware and software within the college environment. It also covers many areas of college operations including College Management Information System (CMIS) training, support and implementation, assessments, printing of statements of academic records and awards, processing skills recognition, AVETMISS and adhoc reporting, licensing, security, strategic management, risk management, disaster recovery, helpdesk, student management, server/networking infrastructure, procurement, contract and tender management, systems development and customer service. Information Systems has been heavily involved in addressing strategic issues as well as meeting the ongoing operational requirements of the college in 2003.

Information Systems carried out considerable work this year in providing infrastructure to all Midland and Balga campuses. New server infrastructure was deployed to Balga and many services at Midland were expanded including its uninterrupted power supply (UPS) systems and backup systems which had been addressed as a high priority.

Achievements in 2003

- Upgrade of college's background network Infrastructure. The network switching equipment was upgraded to the latest technology, allowing a faster backbone to the college's wide area network (WAN) environment. The upgrade will result in improved stability, faster internet and local area network (LAN) access for staff and students, as well as improved monitoring and trouble shooting.
- Identity Management System (IMS) was piloted at Swan and proved to be highly successful. This allows a student who is enrolled in CMIS, to automatically generate a login for access to the local network, student intranet, WEBCT and the Swan TAFE student portal. The portal allows students to access results online and confirm personal details, as well as managing their account. This system will be rolled-out to include Midland and Balga campuses in 2004.
- Desktop management software. Building upon the experience of Midland campus in the Zenworks platform, the software is being rolled out across all student and administration systems allowing easy deployment of software, remote control and support of security and virus hotfixes.
- Implementation of the business unit structure at Balga and Midland campuses has included the supply of PCs and the CMIS training and support.
- Review of the whole of college procedures and guidelines in relation to CMIS. This activity was coordinated by information systems and involved all business units' coordinators and performance and review.
- Student computer facilities were upgraded at Balga and Midland campuses with administration support implemented at the Wattle Grove campus.
- Implementation of the business unit structure at Balga and Midland campuses has included the supply of personal computers, along with the CMIS training and support needed for these newly established business units.



Information Technology



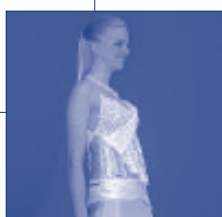
MARKETING

Marketing focused its resources on supporting the needs of the newly created Swan TAFE. Co-ordination between all College business units was required in order to address the communication challenges of the new and larger organisation. Marketing also met the challenge of ensuring all college campuses were pulled together visually under the Swan TAFE banner.

Marketing provided a consultancy service to the various business units, offering ongoing proactive advice and support, assisting them to achieve their business objectives. The small dedicated team of staff within the Marketing unit worked closely with other units to ensure a timely response was provided to meet their business needs.

Achievements in 2003

- Design, development and launch of the new Swan TAFE logo.
- Development and production of a new suite of marketing material.
- Successful completion of the college's history research project, including the development of a history website.
- Attendance at a number of key industry and training exposition, including the Careers Expo.
- Coordination of the college's annual awards evening which was attended by the Hon Michelle Roberts MLA, key industry representatives, and more than 80 sponsors.
- Redesigning of the college's web page to provide improved accessibility to key information.
- Extensive media coverage in 'The West Australian' newspaper and community newspapers promoting the college's diversity of training and its many achievements.
- Coordination of a series of combined advertising campaigns for the college in partnership with the Department of Education and Training, including a series of television and press advertisements.





OCCUPATIONAL SAFETY AND HEALTH

Swan TAFE's Safety Management Framework was enhanced during 2003 to accommodate the requirements of Balga campus and Midland College of TAFE within Swan TAFE for 2004 and beyond. In addition:

- Occupational Safety and Health Policy and Procedures were updated and made available to all staff via the Intranet.
- The role of the Occupational Safety and Health (OS&H) Coordinator was expanded with emphasis on stabilisation of occupational safety and health committees, appointment of key representatives on committees and emphasis on occupational safety and health requirements.
- A comprehensive series of training initiatives was progressed, including fire warden training for campus managers, occupational safety and health training for directors and program managers, Fire and Emergency Services Authority (FESA) training for evacuation and fire wardens and senior first-aid training for first-aid nominees.
- Evacuation plans and procedures were trialled and amended where necessary. Evacuation drills were carried out in 2003.
- The MPL Health, Safety and Environmental Solutions risk assessment findings and recommendations were all accommodated with outstanding items scheduled to be undertaken through the Minor Works Programs.





PERFORMANCE AND REVIEW

Performance and Review is responsible for conducting internal audits throughout Swan TAFE, monitoring compliance against the Australian Quality Training Framework (AQTF), International Standards (ISO) and college procedures and processes.

An internal audit schedule was developed to incorporate all training delivery at Swan TAFE. The internal audits looked at a diverse range of qualifications and delivery modes, including information technology, adult literacy qualifications and apprenticeship delivery in the trade areas. Auditees included lecturers, principal lecturers, business unit coordinators and program managers.

Business unit audit findings have identified degrees of compliance and good practice that have been reported and included in the college's continual improvement process.

The college has also undergone two external audits this year. The first was a monitoring audit conducted by the Training Accreditation Council (TAC). The second was to upgrade Swan TAFE's ISO certification to the 9001:2000 version.

Performance and Review (in conjunction with Information Systems) also developed and launched an electronic quality system called the Quality Management System (QMS). This is located on the college Intranet site called "SIGNET" and contains approved college documents such as policies, quality procedures, work instructions, forms and other key college documents. The aim of QMS is to ensure that staff from all delivery sites have access to key college documentation and information.





PROFESSIONAL AND CAREER DEVELOPMENT (PACD)

PACD continued to provide training for staff in the units of competency in Certificate IV Assessment and Workplace Training. Particular emphasis was placed on the first three units (Plan, Conduct and Review Assessment). Skills Recognition was also offered to staff for the complete certificate. By the end of 2003, 342 lecturers had attained a Certificate IV in Assessment and Workplace Training.

PACD offered a variety of services to college staff including:

- Generic skills development in areas such as computing, first-aid, occupational health and safety and communication skills.
- Individuals and teams identified training needs for their specialised areas.
- Department of Education and Training provided AQTF and Learning and Assessment Strategy workshops to assist staff in maintaining currency in the changing training arena.
- Encouraging casual staff to attend training.
- Extra funds for training lecturers from the Teaching Learning and Assessment Strategy Group (TLASG).

Examples of courses offered are as follows:

Course Name	Participants
AQTF Information Sessions	84
AQTF Forum	44
Best Practice Teaching	19
Teens, Teachers and Training	32
Flexible Learning Showcase	11
Conducting Training and Assessment	89
Time Management	15
Excel Training	10
Disability Awareness	87
First-Aid	51
Learning and Assessment workshop	31
On-line delivery	10
Managing Poor Employees	16
PowerPoint Training	21
Indigenous Cultural Awareness	17



CURRICULUM AND LEARNING

Curriculum and Learning comprises four major areas: Accreditation; Assessment and Methodologies; VET in Schools; and the Curriculum Support Services Network (Mining, Engineering Trades and Services).

During 2003, there were a number of significant achievements.

Major Activities in 2003

Accreditation - Scope

Scope refers to the college's recognised range of qualifications and programs offered for delivery. The first major task in 2003 was to compile an accurate picture of Swan TAFE's scope of delivery. This involved extensive liaison between the unit and the Department of Education and Training in order to merge the three scopes from Midland College of TAFE, South East Metropolitan College of TAFE and Balga campus of West Coast College of TAFE.

To effectively manage the scope at a business unit level, a database has been developed. This database includes a number of reporting capabilities to enable the unit to respond to a broad range of scope-related enquiries and to track changes as they occur.

The database is aimed at providing the divisional directors and program managers with a tool to enable them to be proactive in managing their qualifications and courses, including those running out of accreditation or where registration is due to expire.

Registration documents and processes were developed to ensure compliance with AQTF requirements for the registration of new qualifications. Some initial information sessions have been conducted, and it is anticipated that broader dissemination will take place across each campus and business unit in 2004.

Accreditation - Project Management

The unit maintains its strategic focus through the management of projects. Specific projects during 2003 included:

Reframing the Future (Equity Project - Staff Development)

Understanding ADHD an Invisible Disability.

This project achieved the following:

- Assisted PACD and Disability Awareness to determine the level of interest and concern within the college in dealing with students with ADHD.
- Ensured lecturers have current empirical information on ADHD and related co-morbid conditions.
- Established a network between TAFE and ADHD support agencies.

Reframing the Future (Change Management Project). This project sought to develop the knowledge, understanding and application of change management processes, develop leadership capabilities for organisational and cultural change, and establish strategic goals for the VET delivery sector of the college and each of the six divisions.

Leadership Enhancement Opportunity. A group of leaders across the college were selected and coordinated to work with divisional directors in developing outcomes from the above 'Reframing the Future' project to bring about change management and a shared understanding across the college.

Pinpoint II Project. The unit continued its involvement with the ANTA funded 'Pinpoint II' project to pilot a flexible delivery model and learning packages for the textiles, clothing and footwear industries.



Assessment and Methodologies

Following the amalgamation, it was necessary to review and/or develop a number of policies. These included:

- Employment Policy
- Mutual Recognition and Exemption Policy
- Intellectual Property Policy
- Skills Recognition Policy
- Holds Policy
- Conducting Training and Assessment Handbook - Assessment Policy

Through the efforts of the Swan TAFE instructional designer, online modules have been developed for the asset maintenance and automotive study areas. In addition, the warehousing toolbox has been implemented.

Staff from Swan TAFE continued to provide content and instructional design services to TAFEWA's WestOne. More than 50 lecturers utilised online courseware to support delivery.

To facilitate the 'Skillup for the Burrup' initiative, a website has been developed for TAFEWA lecturers working on the project, enabling them to share resources. Resources for assessment and delivery have been loaded onto the website to enable lecturers from all colleges at any location to download them.

A trial of the College Assessment Toolset (CAT) has been conducted and full implementation is being considered. CAT enables lecturers to develop and share assessment plans and tools from any location through the Internet.

The Swan TAFE Approved Exemption List database has been developed and formal procedures for adding units implemented. Currently, the list is available from the Intranet and the database will soon be made available online to enable interactive search and reporting capabilities.

Curriculum Support Services Network

2003 saw a realignment of the Curriculum Support Services Network (CSSN) in Western Australia with the collapsing of the six CSSN's into three. Swan TAFE is now responsible for the Mining, Engineering Trades and Services (METS) CSSN. This CSSN provides curriculum support and advice to both public and private providers across Western Australia in occupational areas such as automotive, food, hospitality, textiles, clothing, footwear, metal trades, engineering, electrical/electronics, mining, building and construction, plumbing and gas fitting, furniture making and aviation.

The (METS) CSSN provides services through an integrated network of 12 curriculum advisory groups and more than 50 curriculum reference groups. During 2003, curriculum resources and associated professional development to the value of more than \$300,000 were provided to teachers and trainers across the State.





VET in Schools

Through profile funding arrangements, 685 high school students attended Swan TAFE campuses for one day a week. These students were enrolled in training programs related to aviation, building and construction, metals and engineering, horticulture, hospitality and tourism, automotive, cooking and retail.



Swan TAFE currently has 32 auspicing arrangements with public and private high schools. In 2003, there were 1,086 students enrolled in Certificate I and II programs across 16 occupational areas.

As well, 134 students from 11 Education Support Centres were enrolled in Certificate I and II programs from four occupational areas. Swan TAFE is the largest supporter of Educational Support Centres in WA. As a result of its partnership with Swan TAFE, one of the centres won the 2003 WA Vocational Education and Training in Schools Provider of the Year Award and is currently a finalist in the National Award.

The college also provided training to 93 school based trainees, including 61 Indigenous trainees, across a wide spectrum of occupations.

LIBRARY SYSTEM

The establishment of Swan TAFE required the creation of a single library system for the entire college. The library has created a single searchable database of all learning materials accessible on or off campus through a redeveloped library website at www.library.swantafe.wa.edu.au. Technical services, purchasing, cataloguing and processing of new library materials has been centralised at Thornlie campus.

CAMPUS MANAGEMENT

Campus management services are provided through a network of campus managers, reporting through the director of facilities to the corporate executive.

The campus managers are responsible for the day-to-day running of campus services, including the customer service centres. They manage contracts for the provision of cleaning, gardening, campus security, and the running of the canteen, and they coordinate maintenance, repair, and minor works.

Significant Projects

- Extensions to the canteen at Bentley campus, to include undercover eating area
- Refurbishment of the campus entry at Balga campus
- Re-roofing of B and C Blocks at Balga campus
- Upgrading of facilities at Thornlie campus to accommodate the relocation of bricklaying and signcraft from Central TAFE
- Extensions to the panel and paint areas at Carlisle campus
- Resurfacing of the riding area at the equine studies centre (Armadale)



COMPLIANCE WITH RELEVANT WRITTEN LAW

In the performance of its function, Swan TAFE has exercised controls that provide reasonable assurance that it has complied with the following relevant written laws:

- *Aboriginal and Torres Strait Islander Commission Act, 1989*
- *Copyright Act, 1968*
- *Western Australian Disability Services Act, 1993*
- *Western Australian Equal Opportunity Act 1984*
- *Financial Administration and Audit Act, 1985*
- *Freedom of Information Act, 1992*
- *Government Employees Superannuation Act, 1987*
- *Industrial Relations Act, 1979*
- *Industrial Training Act, 1975*
- *Occupational Safety and Health Act, 1984*
- *Public and Bank Holidays Act, 1972*
- *Public Sector Management Act, 1994*
- *Salaries and Allowances Act, 1975*
- *State Records Act, 2000*
- *State Supply Commission Act, 1991*
- *Trade Practices Act, 1974*
- *Vocational Education and Training Act, 1996 (Colleges Amalgamation Order 2002)*
- *Workers Compensation and Rehabilitation Act, 1981*



The following State and Federal statutes also affected the Agency's activities during 2003:

- *Australian National Training Authority Act, 1992*
- *Building and Construction Industry Training Fund and Levy Collection Act, 1990*
- *Building and Construction Industry Training Levy Act, 1990*
- *Education Services for Overseas Students (Registration of Providers and Financial Regulation) Act, 1991*
- *Employment, Education and Training Act, 1988*
- *Immigration (Education) Act 1971 and Immigration (Education) Charge Act, 1992*
- *State Grants (Technical and Further Education Assistance) Act, 1989*
- *National Disability Discrimination Act, 1992*



REPORT ON ACCOUNTABILITY ISSUES

Environmental Sustainability

Swan TAFE is a member of the TAFEWA Environmental Sustainability Framework. The college has signed a declaration with other TAFE colleges to *"seek to provide leadership and direction with regard to the environmental management and sustainable development of all activities undertaken by our respective organisations"*. The TAFEWA Environmental Sustainability Framework has "commissioned the development of a quality framework to provide guidance to TAFE colleges that will enable proper management of their environmental impact". Swan TAFE has also committed itself to provide a sustainability action plan in accordance with Government requirements.

Energy Management

The State Government has introduced an Energy Smart policy initiative for all government agencies. The policy requires all agencies to reduce their total energy consumption by 12% over five years - with a 5% reduction targeted for the 2002/2003 financial year. Swan TAFE was able to achieve its required 5% reduction target for 2002/2003. A range of strategies and initiatives has been put in place and local campus working groups have been established to achieve continued improvement towards the 12% target. The following figures were provided to the Sustainable Energy Development Office reflecting Swan TAFE's energy usage for the period of June 2002 - June 2003:

Total energy consumption:	39,508 (GJ)
Total cost:	\$1,280,366
Greenhouse emissions:	8,465 (tonnes of CO ₂)

Recycling

Swan TAFE maintains a waste paper recycling program, with clearances from key locations throughout the college.

Legislation

The Swan TAFE Governing Council operates under the *Vocational Education and Training Act, 1996*.

Declaration of Interests

In accordance with the requirements of the Department of Treasury and Finance on disclosure of interests of senior officers:

- No senior officer has had any shareholding in the college.
- To the best of our knowledge, no senior officer has any interest in contracts made or proposed with the college.

Pricing Policies

Fees and charges levied by the college were in accordance with the requirements of the following:

- Vocational Education and Training Act, 1996
- Vocational Education and Training Regulations, 1996
- For 2003, Policy Guidelines for Publicly Funded Registered Training Organisations and Programs for Fees and Charges was issued in 2002 by the Department of Training.



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Occupational Health, Safety and Welfare and Workers' Compensation

In 2003, Swan TAFE managed 26 claims of which 17 were new and all deemed to be of a minor nature. Closure is anticipated in the near future.

Quality Assurance

Internal audits were conducted on 43 qualifications across Swan TAFE. External audits were conducted on 26 qualifications during the Training Accreditation Council (TAC) monitoring audit and external audits were conducted on six units during the ISO 9000: 2001 audit.

Freedom of Information Act 1992

During 2003, no formal Freedom of Information (FOI) applications were received by the college. General customer enquiries received via letter, e-mail or telephone were responded to according to normal administrative practice.

A college information statement details college functions, categories of documents held by the college and arrangements for public access to these documents including any associated fees that may arise.

Members of the public wishing to access documents under the *Freedom of Information Act, 1992* should contact:

The Freedom of Information Coordinator
Swan TAFE
Bentley Campus
PO Box 1336 MIDLAND WA 6936
Telephone: (08) 9267 7170 Facsimile: (08) 9267 7118

Statement of Compliance with Public Sector Standards - Public Sector Management Act, 1994

During 2003, the college established Human Resources management policies, procedures and processes to ensure compliance with the Public Sector Standards.

An Audit Schedule (Standards) for 2004 has also been established.

Code of Conduct

The college has established a Code of Conduct which has been distributed to all college staff.

Staff Satisfaction Survey

Due to the amalgamation of Swan TAFE in 2003, it was not possible to undertake a staff satisfaction survey. A survey will be conducted in 2004.

Evaluations

Swan TAFE did not undertake any formal evaluations during 2003.





Advertising and Sponsorship

In accordance with section 175ZE of the Electoral Act 1907, the following information is provided:
Total expenditure for 2003 was \$191,834.

Expenditure was incurred in the following areas:

Advertising agencies

Castledine and Castledine	\$ 5,213
Egg Design Group	\$16,154
Total	\$21,367

Market research organisations

Polling organisation	Nil
Direct mail organisation	Nil

Media advertising organisation

Marketforce	\$170,467
Total	\$170,467



Records Management

Compliance with Records Management Act, 2000

The amalgamation of Swan TAFE posed particular challenges for the Records Management unit. South East Metropolitan College of TAFE records database and the Midland College of TAFE records database were closed and a new database for Swan TAFE was created as per the Public Records Policy Standards 6.

The Swan TAFE Retention and Disposal Schedule (RD 2002043) was considered and approved by the State Records Commission on 20 March 2003.

A file plan based on Keyword AAA has been implemented, with some customisation for local functions. In 2003 the records management section disposed of 116 linear meters of records and an additional 295 archive boxes of significant records have been sent to our off-site storage facility.

Swan TAFE is co-operating with the Department of Education and Training to formulate a sector wide records keeping plan. In addition, the college has its own records management development plan direct to improving internal college processes.

Records Management Training

Records management training was undertaken by Swan TAFE staff at external organisations, and in-house training in the use of TRIM has resulted in an increase in the quantity of significant correspondence that is registered and managed. There has been the adoption of consistent standards of indexing and classification of these records. This process has been facilitated by the development of a central mail registry at one of the Swan TAFE campuses.

Risk Management

Swan TAFE continues to utilise business like management approaches to ensure that resources, projects planning, procurement and delivery are consistent with organisation goals and requirements outcomes.

The maintenance of a business case approach to services delivery ensures that decisions are based on principles of sound reasoning that provide a foundation for achieving strategic and corporate outcomes.

During 2003, Swan TAFE continued to review the risk of the organisation to ensure compliance with the Australian Quality Training Framework (AQTF) and the Australian and New Zealand Standards for Risk Management 4360.



Procurement and Management

Swan TAFE contract and risk management services continues to ensure that all Swan TAFE procurement, central and decentralised, is undertaken in accordance with best practice principles of open and effective competition, risk management, accountability, equity, ethical behaviour, transparency, formal contracting procedures and value for money.

Achieving excellence in tendering and contract management is the primary aim of Swan TAFE contract and risk management services. This is based on delivering value for money and improving quality through alliance contracting that has tangible benefits to all those concerned. By developing contracts that maximise partnerships, we have achieved better business outcomes that drive cost savings and have also generated greater efficiencies for Swan TAFE as a whole.

The role of contract and risk management services has continued strategic sourcing in an approach to reduce the total cost of purchased goods and services while achieving an acceptable level of quality. The returns from all revenue bases contracts are also managed in accordance with the principles of risk management / business strategies to maximise the returns on the investment while minimising the risks.

Action - A State Government Plan for Young People, 2000 - 2003

In line with Government policies and initiatives such as the plan for 'Young People 2000 - 2003', 'Learning for the 21st Century' and 'Creating the Future - VET Priorities 2003', Swan TAFE established an integrated suite of networks, linkages and strategic alliances with key industry stakeholders and the three education districts it services (Swan, Canning and West Coast District Offices and relevant Schools).

High Schools in the Swan TAFE catchment area have some of the lowest retention rates in Western Australia for year 11 and 12 students (approx 60%).

In an effort to improve these retention rates, the college has implemented a range of strategies which include the establishment of:

- The Swan TAFE/Canning and Swan Education Districts Strategic Alliance.
- A Swan TAFE, Canning, Swan and West Coast Education Districts VET in Schools Steering Committee.
- School to TAFE "halfway house" transition activities at Caversham and Wattle Grove.
- 'Try an Occupation' pilot programs.

Further details regarding these government priorities are contained within the Student Demographics section.





STUDENT DEMOGRAPHICS

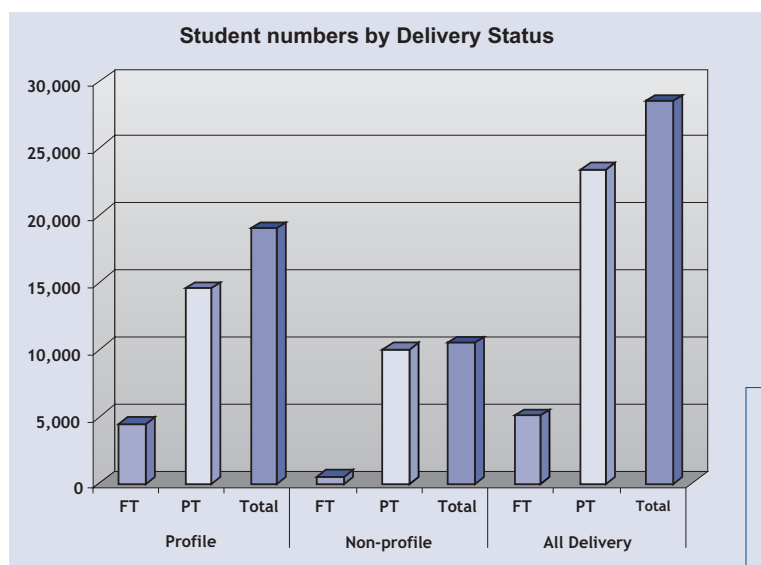
Students by Full-time and Part-time Status

The graph indicates the number of students enrolled as either full-time or part-time against the profiled and non-profiled categories.

Profile Delivery: 23.6% (4,473) of the students were enrolled full-time, with 76.4% (14,519) being enrolled part-time

Non-Profiled Delivery: 4.7% (496) of the students were enrolled on a full-time basis with 95.3% (9,958) being enrolled part-time

Overall, 83.1% of the student population was enrolled on a part-time basis



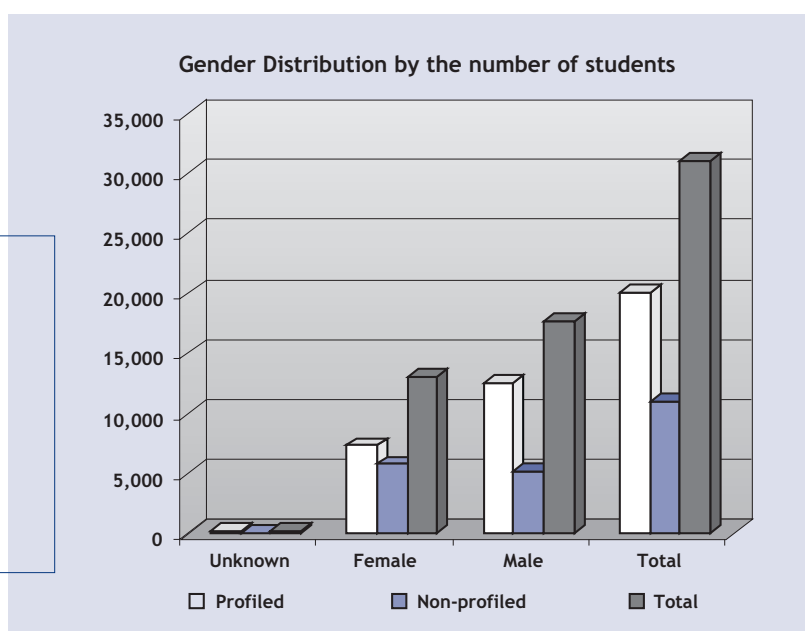
18,992 Profiled Students
10,454 Non-profiled Students

The source data was extracted using student identification numbers and student curriculum hours to determine delivery status. All delivery totals are for individual students, however students may be counted twice if they enrol in both profile and non-profile delivery. (Estimated error < 3%) Students who enrol for less than 442 hours per annum are classified as part-time.

Students by Gender

The graph shows the college's gender distribution for the numbers of students.

The overall gender delivery mix percentage for 2003 shows that the college has a higher proportion of male students in profiled (62.8%) activities and a higher proportion of female students in non-profiled (52.7%) activities.



Total Students overall - Male 57.2%
and Female 42.2% (Unknown 0.6%)

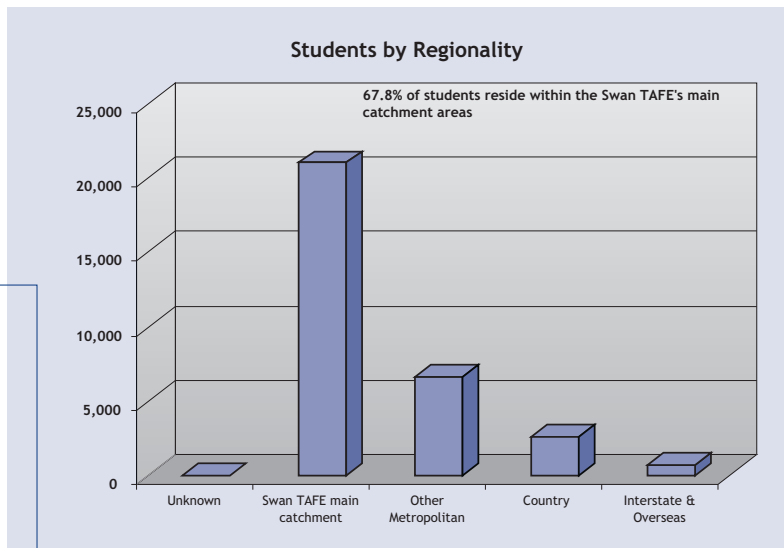
In terms of student curriculum hours (SCH), the gender distribution shows a slightly different pattern with the profiled male SCH students accounting for 61.0% of delivery and the non-profiled male SCH students accounting for 54.5% of delivery. In combining all delivery types, the numbers of male students accounted for 57.2%, females 42.2%, with 0.6% of students not specifying their gender.

The data was sourced using student identification numbers to determine gender, with the measure covering profile and non-profile delivery. All delivery totals are individual students, however students may be counted twice if enrolled in both profile and non-profile delivery. (Estimated error < 3%.)



Swan TAFE Annual Report 2003

Students by Postcode Region



The demographic data indicates the delivery catchment of students using their residential postcode to identify regionality for profiled and non-profiled activities. Through residential postcode analysis for students, the graph shows that 67.8% of the student population lives within Swan TAFE's main catchment area, with another 21.5% living in 'other' metropolitan suburbs. The residual population (10.7%) reside outside of the metropolitan area, which includes country regions, interstate and overseas.

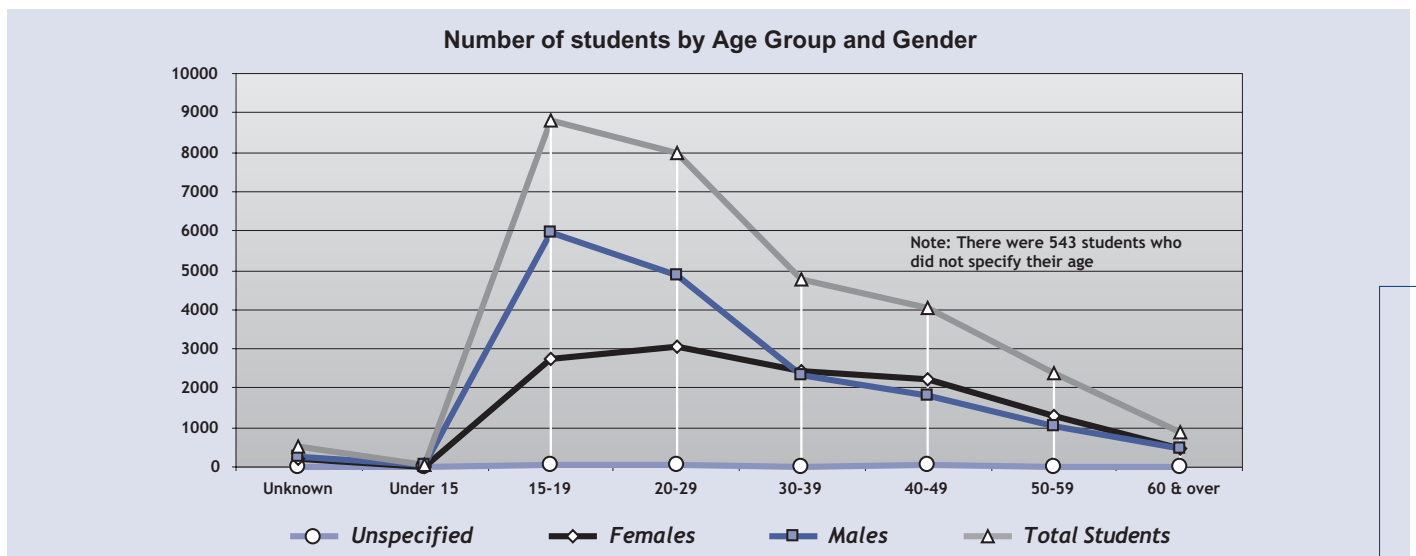
Swan TAFE's main catchment covers the local government areas of: Swan; Mundaring; Kalamunda; Bassendean; Bayswater; Belmont; Victoria Park; Stirling; South Perth; Gosnells; Canning; and Armadale.

The data was sourced using student identification numbers and linking student residential postcodes to the college's regional delivery categories. All Delivery totals are of individual students, however students may be counted twice if enrolled in both profile and non-profile Delivery. (Estimated error < 3%.)

Students by Age Group

The figure shows that the majority of students are less than 20 years old (30.2%). The data shows that in the 15-19 age category 67% of these students were males. In the 20-29 age category group 61% of these students were males. Over all categories, 57% were males.

The graph also shows that in categories greater than 29 years, there tended to be slightly more female students.



Main Age Group 15-19 year olds (30%)

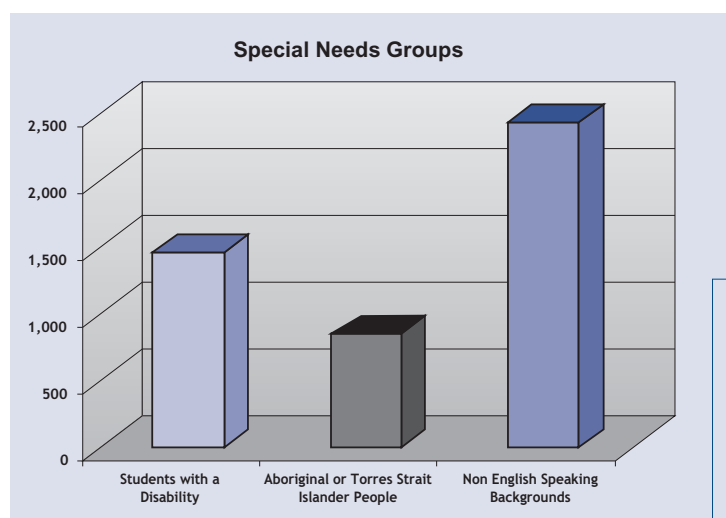
The data was sourced using student identification numbers linking them to the relevant age group categories. All delivery totals are individual students, however students may be counted twice if enrolled in both profile and non-profile delivery. (Estimated error < 3%.) The unclassified group refers to students who failed to supply their date of birth.



Special Needs Groups

The special needs data was collected during student enrolment using the Student Statistical Questionnaire and shows the percentage of students who indicated that they had special needs. The graph highlights the special needs students at Swan TAFE and includes:

- **Aboriginal or Torres Strait Islander People:** students who stated they were Aboriginal or Torres Strait Islander people (2.9%)
- **Non-English Speaking Backgrounds:** students who stated they spoke a language other than English at home (8.2%)
- **Students with a Disability:** students who stated that they had a disability (4.9%)



Special Needs Groups totalling 16.0%

The data was sourced by extracting those students who indicated on the questionnaire that they were of 'Aboriginal or Torres Strait Islander' origin or 'spoke a language other than English at home', or had a 'disability'. The percentage shown refers to the number of the special needs students, divided by the total number of students. Students are asked to complete the statistical information upon enrolment. However, they may decline to answer or tick more than one category.

Government Priorities

Swan TAFE is meeting the State Government objectives for:

- maximising training delivery and retention rates for the 15-19 year age group;
- providing vocational education and training to Government schools; and
- increasing training delivery for employed apprentices and trainees, including school-based trainees.

15-19 Age Group:

During 2003, Swan TAFE provided training to 8,813 students who were in the 15-19 age category, representing 30% of all Swan TAFE clients, and delivered 2,799,309 student curriculum hours (SCH) to this cohort which represents 41% of total Swan TAFE SCH.

Vocational Education and Training to Schools:

During 2003, Swan TAFE provided Vocational Education and Training (VET) to 1,771 students enrolled in schools, known as VET in School Students. Of these 1,771 students, 685 were serviced through the College's profile funded activities as specified in its Delivery and Performance Agreement with the Department of Education and Training. A further 1,086 students were also serviced through auspicing arrangements (on a fee for service basis) whereby Swan TAFE undertook validation, moderation and monitoring of high school vocational delivery and assessment.

Apprenticeships and Traineeships:

Swan TAFE provided training to 5,527 apprentices and trainees of whom 159 indicated that they were Indigenous, Torres Strait Islander or both Indigenous and Torres Strait Islander. Of the total apprentices and trainees there were 93 school based trainees of whom 61 indicated they were Indigenous, Torres Strait Islander or both Indigenous and Torres Strait Islander.



REPORT ON OPERATIONS

Building, Construction and Furniture

Building and Construction provides training in bricklaying, stonemasonry, wall and floor tiling, wall and ceiling fixing, plastering, building studies, carpentry and joinery, cabinetmaking, machine woodworking, upholstery, polishing, vehicle trimming, plumbing and gas fitting, glazing, security systems and electrical trades. The main area of delivery is in apprenticeship, traineeships and post-trade qualifications.

Achievements in 2003

- A purpose built transportable house was constructed at Balga campus to service new technology 'SMART' wiring systems training in the electrical industry. Pre-apprentices from various trade areas constructed the facility as part of their structured work practice.
- Lecturers from Swan TAFE hosted a national seminar to support the Certificate of Applied Vocational Study Skills (CAVSS). The certificate provides support to individual students in literacy and numeracy skills during mainstream classes.
- The number of pre-apprentices entering the industry increased significantly with a placement rate exceeding 77%. The increase was supported by strong industry demand for our students.
- Following negotiations with BHP/Bluescope Steel, a steel framed house to the value of \$150,000 was donated to Swan TAFE. A Swan TAFE lecturer received specialised training during a five day, industry sponsored visit to South Australia. Swan TAFE was then able to provide training to a group of lecturers from within the TAFEWA network.
- A new training facility was completed at Thornlie campus to support the Signcrafts industry. This joint initiative with the Department of Education and Training was in response to the growing technological change occurring in computer aided developments in the industry.
- Swan TAFE staff sourced industry sponsored 'scholarships' to pay enrolment fees for 60 pre-apprentices in the 15 to 19 year age group. Over 77% of these additional students gained employment on completion of their qualification. The scholarships were an initiative in response to a large increase in demand in the residential construction market. The scholarships supported pre-apprentices in carpentry and joinery, cabinetmaking, bricklaying, plastering and wall and ceiling fixing.
- Staff throughout Swan TAFE provided support to the Cabinet Makers Association in hosting a two-day trade show at the Balga campus. The event utilised over 500 square metres of workshop space, allowing industry and TAFEWA the opportunity to showcase the latest equipment and technology from around the world.
- The Building and Construction lecturing and support team provided resources, time and organisational support in multi-discipline areas of World Skills. Swan TAFE provided the largest trade based support at the event.



Building and Construction

New Partnerships

- A partnership between Midland Brick, the Housing Industry Association and Swan TAFE provided the first 'scholarships' for pre-apprentices. This initiative supported a 'Roadshow' to John Forrest Senior High School in February 2003. The show gave year 10 to 12 students a 'hands on' opportunity and exposed them to 'the trade' of bricklaying. A promotional CD-ROM was developed from the Roadshow and is now used to promote apprenticeships to 15 to 19 year olds.
- Partnerships with high schools increased during 2003. Trade 'taster' programs were introduced for Year 11 and 12 students from Ballajura, Woodvale, Balcatta and Joondalup Youth Services.



Employers and Industry

- Staff from Swan TAFE hosted the first Roof Plumbing Industry Forum at Perth Zoo. The forum was sponsored by BHP/BlueScope Steel and attended by over 40 employers within the industry, industry associations, suppliers, Department of Education and Training (DoET) staff and representatives from the Building and Construction Industry Training Council (BCITC). The purpose of the forum was to increase the number of young people entering an apprenticeship.
- Building Industry forums were conducted within Swan TAFE to support the 'Creating the Future' initiatives related to increasing apprentices and trainees in industry. These forums attracted over 50 representatives from industry partners such as Master Builders Association (MBA), Housing Industry Association (HIA), DoET, major builders and suppliers. This initiative has led to the formation of the 'Industry Promotion Initiative' and has received initial funding of \$500,000 from the Building and Construction Industry Training Fund (BCITF).

Community Involvement

The following joint initiatives were completed during 2003:

- Ministry of Justice - a group of students from the work order program were given the opportunity to gain skills on a 'livework' project. The project was based on the refurbishment of the old Caversham Primary School site, with no formal attendance at a TAFE campus. Two of the students from this program have since enrolled in pre-apprenticeship courses and hope to gain employment in the Building trade.
- Cottesloe Civic Centre - pre-apprentice stonemasons were given the opportunity to restore heritage stonework at the Centre.
- Kalamunda Shire - Wattle Grove Centre, previously a hospital site, provided livework experience for pre-apprentices while providing an entry statement to the centre. Painting and Decorating pre-apprentices also completed refurbishment of a section of the centre.



Building and Construction, Cottesloe Civic Centre Wall Restoration Project

Innovative Delivery

- In agreement with DET, BCITC and industry representatives, the bricklaying section piloted an industry based approach to training apprentices. This approach involved skills recognition, on-site assessment and challenge testing on an on-going basis throughout the apprenticeship.
- In partnership with Central TAFE, an Aboriginal training program was delivered on-site, involving the complete restoration of a derelict cottage. The program was conducted over a twelve-month period.
- In building studies, on-line delivery was developed and piloted using Web-CT. This program enables students to work remotely from the classroom and complete their studies at their own pace.

Meeting Government Priorities

The Building and Construction division has increased pre-apprentice employment outcomes by providing training that has an employment outcome for successful graduates. This initiative was taken with the support of local employers, group training schemes and industry associations. Employment outcomes exceed 77% in what is traditionally a high attrition area.



Hospitality, Manufacturing and Allied Services (HMAS)

HMAS provides the training for hospitality, cooking, baking, meat processing, food processing, clothing production, retail, animal care, veterinary nursing, equine, cleaning, tourism, hairdressing, art, soft furnishing, floor covering, horticulture, laboratory and environmental science, wine grape growing, conservation and land management industries.

Achievements in 2003

- Negotiations have been completed for the University of Southern Queensland's Bachelor Degree in Hospitality Management to be offered at the Bentley Hospitality Institute in 2004 for international students.
- Students and lecturers undertook the catering functions for the Starlight Foundation Celebrity Fashion Parade at the Maritime Museum, in Fremantle. The Foundation raised in excess of \$38,000 for the Grant a Wish program.



Swan TAFE Hospitality Partnership with Kagawa Educational Institute

- Students undertaking clothing production courses at the WA Institute of Fashion and Textiles were awarded 21 State and National Fashion Awards. These included Training Excellence Award, Gown of the Year, Mercedes Start-Up Trade Competition, 'The Sunday Times' Supreme Student Award and the Flowers West Design Competition.
- The Rotary Club of Victoria Park Apprentice of the Year was awarded to Joel Benbow, a Retail Baking apprentice.
- One of Swan TAFE's horticultural lecturers was the recipient of the Pride of Workmanship Rotary Award. This award recognises individuals who help to build better communities by lifting standards and attitudes in the workplace.

New Partnerships

- Murdoch University and Edith Cowan University have granted advanced standing and recognition of the environmental science courses at Swan TAFE.
- Bentley Hospitality Institute has signed a partnership with Kagawa Educational Institute in Tokyo, Japan, to deliver high level vocational skills in commercial cookery.
- Midland campus in partnership with the North East Catchment Committee has developed a conservation and land management program for Indigenous students.
- Horticulture, at the Midland campus was responsible for the construction of 'Ecotopia', a major draw card at the Perth Flower and Garden Show. Ecotopia showcased a range of environmental snapshots from throughout WA.



Delivery in Industry Training Areas

- Together with the fashion industry, the WA Institute of Fashion and Textiles launched the Pinpoint II project. This project is specifically for fashion industry clients to achieve diploma level competencies.
- Customisation of the food processing training package has been successfully used with clients such as Coca-Cola Amatil, Peters and Brownes Dairies and Kailis Bros Seafood.
- Retail training has been delivered onsite in partnership with Good Samaritan Industries.
- Fourteen students from Osaka, Japan were involved in a study tour to gain skills in veterinary nursing and animal care.



Animal Care

Innovative Delivery

- An education grant from Intergraph enabled the acquisition of software for desktop mapping and geographic information science training.

Meeting Government Priorities

- The division assists over 15 secondary schools with their VET for Schools programs.
- The number of individuals involved in traineeships and apprenticeships increased in the horticulture, floor finishing and covering, hide skin and leather, laundry, dry-cleaning, retail operations, veterinary nursing, equine management and meat retailing.
- Through the Competitive Allocation of Training Funds, a Tourism Operations program was conducted for Indigenous students by the Tourism division at the Midland campus.



Fashion



Transport

The Transport division provides training in pilot studies, airport management, aircraft maintenance, warehousing, automotive light and automotive heavy, engine reconditioning, heavy plant, automotive electrical, auto body repair and auto refinishing.

Achievements in 2003

- The Automotive Heavy business unit at Thornlie campus took delivery of a Mercedes-Benz Actros truck valued at \$250,000. The Actros will be used to support the delivery of advanced electronics in the heavy automotive industry. A Swan TAFE lecturer received a Certificate of Merit for his part in liaising with industry and developing the truck specifications required by the college.
- A successful 'Super Spanners' competition was developed by Midland automotive light staff to assist pre-apprentices to develop engine knowledge and work skills. The 'Super Spanners' competition was conducted at the Midland career expo and was judged by senior members of the Institute of Automotive Engineers. The final two teams received toolboxes donated by the automotive industry valued at over \$2,000.
- Automotive Heavy staff promoted the training opportunities offered by Swan TAFE at the Heavy Transport Industry Show. Effective networking by staff at this show enabled the business unit to obtain an equipment donation to the value of \$5,000.



*Safeworking Course for train drivers from
South Spur Rail Services*

Partnerships

- For the third consecutive year, the Westralia Airport Corporation invited the students of the airport management diploma to survey the passengers at the International Airport Terminal to measure passenger-processing rates against international benchmarks. This survey participation has provided over 1,800 hours of student work experience.
- The Automotive business unit at Midland campus formed an industry partnership with Transperth and the Office of Energy and successfully provided industry courses for the installation and servicing of the new breed Compressed Natural Gas (CNG).

- National Roads and Motorists Association (NRMA) and the State Government Insurance Office (SGIO) entered into a partnership with the auto body business unit at Carlisle campus to develop a scholarship program for training pre-apprentices in 2004.
- The Automotive Light business unit at Carlisle developed a partnership with K-Mart to deliver a school based traineeship program in 2004.
- Two safe working courses for train drivers were delivered for South Spur Rail Services. Both these courses were delivered on a fee for service basis.



Meeting Government Priorities

- Business units in the division have been working collaboratively with the Canning and Swan District Education District Office to develop and deliver a diverse range of programs for 11 high schools.
These include:
 - ➔ Certificate Automotive 1 Auto Mechanical
 - ➔ Certificate Automotive 1 Spray Painting
 - ➔ Automotive "Taster Course" for Year 9 and 10
 - ➔ Certificate II in Aeroskills
- In excess of 90% of pre-apprentices who successfully completed their courses of study were able to gain apprenticeships in related trades.
- The number of apprentices undertaking training has increased in all trade areas. Automotive light and heavy plant have experienced the strongest growth in apprentice numbers.



Spray Painting

Innovative Delivery

- Computer-based training and computer-assisted learning has been introduced into the first year of apprentice training in the automotive heavy business unit.
- Two automotive family of trade pre apprentices programs were delivered to Indigenous students. Both programs utilised the skills of an Indigenous mentor and enabled students to develop skills in auto body repairs and refinishing.
- The Automotive Light business unit at Carlisle campus has developed online testing (via WebCT) for assessing underpinning knowledge in all units of competence in the pre apprentice and apprenticeship programs.
- The Heavy Plant business unit conducted skills audits and assessments for Fast Track apprentices working at a large mining site in Kalgoorlie.

Student Awards

The following students were recognised in 2003:

- Robert Wood, Midland Service Panel, won the inaugural RAC Advantage Award for Swan TAFE Autobody & Refinishing Apprentices. The award provides for a one week study tour to Melbourne visiting a number of relevant industry sites.
- Wayne Louise, Morley Panel Beaters, was awarded the PPG 2004 Scholarship. The scholarship will provide Wayne with all safety gear, HVLP spray gun, specialised training with PPG and a trip to the eastern states to attend a national training forum with other TAFE students to be trained on the latest PPG technology.
- Brad Reiner, won the PPG Colour Matching Competition. Brad travelled to Queensland to represent Western Australia in the national competition in which he gained fourth position overall.
- Dale Alfievich, Terrence Smash Repairs, won the inaugural RAC Advantage Award for Swan TAFE Autobody and Refinishing Apprentices. This award was a one week study tour to Melbourne visiting a number of relevant industry sites.
- Mark Reisinger, Northshore Auto Electrical won the Hella Travel Apprentice Award. The award enabled Mark to travel to Melbourne to tour the Hella manufacturing plant in Melbourne.



Business, Finance and Computing

The Business, Finance and Computing division delivers institutional based training on the Thornlie, Carlisle, Armadale, Midland and Balga campuses in the industry areas of business services, financial services, information technology and laboratory operations. Traineeships are a small but growing area of profile delivery. In addition, the division provides auspicing arrangements with schools and delivers fee for service courses to industry.

New Partnerships

Swan TAFE signed an agreement with Computer Associates Pty Ltd to join the CA Academic Partner Program. Membership provides Swan TAFE with free access to 1300 software products for educational delivery. In addition, staff training, technical support and curriculum development consulting services are available through the program.



Business

Delivery in Industry Training Areas

- Business and computing at Midland campus delivered two programs of Certificate I Information Technology for people with disabilities utilising Competitive Allocation of Training (CAT) funding. This training was provided to students with a wide range of disabilities to develop IT skills, self-esteem and confidence to enable articulation into main stream classes.
- A customised customer service course was delivered to trainee Singaporean pilots for Aerospace Engineering at Pearce airbase.

Innovative Delivery

- The practice firm coordinator for WA Business at Balga campus, was instrumental in organising the inaugural state practice firm fair held at Challenger TAFE in June this year. Students from all over Australia participated in a competitive mock-business fair providing a simulated work environment for office administration students. Altogether seven practice firms took part including a firm from Melbourne. *Polar Image* and *RAC Replica Autocare* firms based at Balga competed to sell virtual products to fair goers.
- A special equipment grant from the Department of Education and Training enabled the acquisition of networking equipment to facilitate delivery of advanced networking training across the Carlisle and Thornlie campuses.
- Swan TAFE lecturers have been active participants in the TAFE CSSN network, participating in graded performance moderation.

Meeting Government Priorities

- Students graduating at diploma or advanced diploma level in business, financial services, laboratory operations and computing have articulated into relevant university courses.
- Through a Reframing the Future grant, a project was undertaken to research and disseminate information on traineeships in the business area.
- The Business, Finance and Computing division assisted 15 schools with their VET in Schools programs. In addition, two school groups attended Midland and Carlisle campuses to access training in computing skills for business.



Community and Cultural Services

The Community and Cultural Services division prepares workers for the community services, children's services, education and health and fitness industry sectors. The division also delivers general education courses to create articulation pathways into vocational education and training for people who would not otherwise meet the requirements for entry.

Key Achievements

Student Awards

- An Aboriginal and Islander Education Officer (AEIO) student was a finalist in the 2003 Alcoa Aboriginal and Torres Strait Islander Student of the Year Award in the state wide Training Excellence awards.
- A former student in a course which prepares people for entry into the police force, graduated as the dux of his training group at the WA Police Academy.

New Partnerships

Schools

There was a significant increase in the number of auspicing arrangements with government and non government schools, providing an articulation pathway into TAFE or directly into employment for school students. Many of the new partnerships related to auspicing of general education courses for students at risk of leaving school without the entry requirements for VET.

Employers, Industry and Community Groups

Staff from community and cultural services have worked closely with employers, industry groups and community organisations to ensure industry and community focused on education and training.



VET in schools

Staff have:

- Participated in Australian National Training Authority (ANTA) *Reframing the Future* projects.
- Established a network for Youth Work practitioners and lecturers.
- Liaised closely with Employment Directions Network members and Centrelink officers in all areas to promote pathways into training courses.
- Initiated collaborative arrangements with community organisations to support early school leavers and young mothers undertaking first step training in community settings, leading to pathways into TAFE or into employment.
- Worked closely with local education networks to implement school based traineeships for Indigenous students.
- Organised community services expos in specialist streams, including children's services, mental health and disabilities services, to further industry networks and showcase the skills of students.
- Offered training courses in driver education and first aid training in collaboration with other government departments to increase the employment options of Indigenous students.



Innovative Delivery

Non-profile (Tender) Contracts

Fee for service activities in the division have included Competitive Allocation of Training (CAT) contracts in:

- ➔ Certificate III in Community Services (Community Work)
- ➔ Certificate I in Migrant New Opportunities for Women
- ➔ Certificate III in Community Services (Children's Services)
- ➔ Certificate I in Employment Skills
- ➔ Certificate II in Employment Skills
- ➔ Certificate III for Bridging into Enrolled Nursing

The Workplace English Language and Literacy (WELL) division delivered customised fee for service training to develop the language, literacy and numeracy skills of people in industry, enabling them to meet workplace requirements. This year, training has been delivered within different industry sectors, including aged care; glazing; automotive spare parts; and the food sector.

Teaching Methodologies

The division has been successful in tendering for innovative projects related to teaching, learning and assessment, including the following.

- **Learning to Hang Ten in Online Delivery**
Online delivery is important in catering for the needs of literacy and numeracy students who cannot attend class regularly and this project was designed to increase their range of flexible learning options. The related report was presented at the annual conference of the Australian Council for Adult Literacy held recently in Alice Springs.
- **Making it Real!**
This project has provided a realistic context for theoretical learning for migrant students who will acquire language skills and an insight into Australian workplaces while preparing for work in the Community Services industry.
- **How to Manage and Organise Workplace Education Literacy and Language (WELL)**
The WELL unit has developed a user guide for managing and organising WELL delivery under contract to the Department of Education, Science and Training.
- **Learning Legends**
Through this collaborative project with a local youth agency, young people who would not otherwise access TAFE training, have developed large scale urban art works while also learning literacy and numeracy skills. The result has been a public exhibition of their works, as well as self employment in the art industry for several participants. This project was showcased at the recent Teens, Teachers and Trainers professional development forum.

In addition, staff have practiced the following different methodologies to increase outcomes:

- Introduced project based learning in youth work qualifications, leading to a successful youth forum.
- Developed project based learning in children's services qualifications, leading to a museum project in the school holidays.
- Initiated a volunteer conversational tutor program which helps migrant people develop their English language skills and to increase their links in the community.



Migrant tutor program



Meeting Government Priorities

- The division has worked with agencies such as the Department of Justice and youth support services to provide articulation pathways for young early school leavers.
- Collaborative arrangements with schools to provide for students have included combined school/TAFE training in "Gaining a Leading Edge" for boys who were at risk of leaving school early.
- Students graduating from some certificate IV and diploma level courses in community services, education and health have articulated into relevant university courses.
- The Certificate I in Workplace Readiness was delivered as an Indigenous school based traineeship to Year 10 students from eight schools. The traineeship is designed to lead into a Certificate II or III traineeships in Year 11 and 12 and then into employment.
- There has been a significant increase in the number of traineeships in the youth work services area and in children's services, including school based traineeships in the latter.
- Lecturers have worked actively within TAFEWA networks by: participating in across TAFE forums for moderation of assessments, graded performance and resource development; collaborating in setting up information stalls at industry forums; and establishing a community of practice in fitness.



Certificate I in Workplace Readiness

Indigenous students were assisted through integrated training in:

- First aid, language, literacy and numeracy to prepare them for employment in the mining industry.
- Courses in children's services.
- The Strategic Training and Employment Program (STEP) increased the employment opportunities for both current and former Indigenous students by supporting them in their job search.
- Language staff customised a course for migrant hairdressers to prepare them for the Hairdressing Registration Board examination. The employment outcomes from this initiative have been high.

Providing better career guidance and preparation for employment

- Agencies from within the Employment Industry Network industry provided advice to students as a component of most on-campus bridging courses.
- Information about vocational course pathways was provided at community career expos and also at industry forums such as recent conferences on Aged Care and on Quality and Safety.
- Job search strategies have been introduced in migrant education courses.
- A work placement component has been introduced to some bridging courses for young people who were early school leavers, leading to significant job outcomes for participants.



Metals and Engineering, Refrigeration and Air-Conditioning/Mining (MERAM)

The division of MERAM across Midland, Balga, Thornlie and Carlisle campuses has attained national and international status in functional programs and use of advanced technology.

These facilities and the programs on offer reflect the latest in industry best practice and methodologies, catering for all levels from entry level trainees and apprentices through to technicians, associate engineers and mine managers.

- Taster programs were conducted for year 10 and 11 secondary students in the metals and engineering disciplines. Regular visits were made by lecturing staff to secondary schools for auspicing arrangements.
- The college was endorsed as a State provider by the Welding Technology Institute of Australia (WTIA) for its post trade Coded Welding and Inspection to provide portability of skills gained at Swan TAFE.
- The division also delivered specialised short courses and industry specific programs to business both in Western Australia and overseas.
- Industry consultants designed and produced customised training courses, training resources, skills audits, workplace assessments and occupational health and safety training.
- Training courses in CAD/CAM, robotics, electrical, cabling and gas licensing, PLC's, automated control, fluid power and metal fabrication / welding are regularly updated to meet the changing needs of technology, production and maintenance methods.



Welding

Key Achievements in 2003

Student Awards

There was a student winner in the following:

- World Skills Regional competition
- Refrigeration and Air-Conditioning - Gold Medal
- Fluid Power - Silver
- Students won a number of nominations for Apprentice of the year and pre-apprentice of the year in the metal trades

Staff Achievements

- Advanced skills lecturers and principal lecturers worked across the college in focus groups to support program delivery with the amalgamation of Swan TAFE.
- Three Swan TAFE staff members developed curriculum materials and participated in a project for Qatar Petroleum through TAFE International WA.
- Three advanced skills lecturers designed and developed in association with Curtin University, a water aerator for aquaculture students being trained at Swan TAFE.



Other significant achievements

- Fitting and machining staff coordinated, supplied equipment, obtained sponsors and conducted student assessments in Worldskills for fluid power. This event proved to be successful and the winner is to compete in further competitions in the Eastern States.
- Received donations of equipment from industry to assist in the delivery of several courses. Some equipment included a gas fired boiler that will be used for training people for industrial gas certificate, gas equipment required for compressed natural gas courses.
- Completed the installation of the new Hybrid Renewable Energy System at Midland campus as part of a technology grant.
- Delivered management training to more than 200 people for major mining companies across the state.
- Established several relationships with major clients, for example, BHP, Anaconda, Western Power Muja and strengthened Swan TAFE's link with the Gas Association, Telecommunications industry, Office of Energy Safety and the Renewable Energy Association.
- Introduction of Renewable Energy and Electrical Fitting (Pre-Apprentices and VET with schools programs).

New Partnerships

Schools

- Rossmoyne Senior High School and North Lake Senior Campus for VET with schools delivery in Metals and Engineering.
- Partnership formed with CY O'Connor College of TAFE for the joint delivery of metals and engineering traineeship course to Indigenous students at Pingelly.

Associations/Consortiums

- Swan TAFE became a corporate member of the Welding Technology Institute of Australia, where a workshop was conducted for staff on electric safety. They also supported the college with promoting post trade welding courses
- Swan TAFE became an Associate member of the Chamber of Minerals and Energy

Employers and Industry

- A joint venture occurred between two group training companies that included Apprenticeships WA and South Metropolitan Youth Link (SMYL) for training of fabrication and mechanical fitting apprentices to fastrack apprentice programs for the heavy resource sector.
- Commenced negotiations for a potential partnership with Central Gibbsland TAFE for transmission distribution training.
- Swan TAFE has representation on the Australian Oil and Gas Industry Training Consortium (AOGITC), TAFE International WA (TIWA), Qatar project, Trades Recognition Australian (TRA) in WA and Utilities and Telecommunications Industry Training Advisory Body (ITAB).
- Partnership with National Power Service (NPS) for the Gas Transmission and Distribution training.



Fitting and Machining



Innovative Delivery

Skilling WA Tender for continuous delivery at Thornlie campus on Saturdays and Sundays for post trade (Certificate IV) metal fabrication and welding.

Delivered several first ever courses in WA, such as, Compressed Natural Gas (CNG) course, Telstra Aerial Construction and Pole Top Rescue.

Two groups trained at the Certificate IV level in instrument fitting in blocks with:

- Flexible delivery including on site skills recognition of skills.
- Advanced program logic control (PLC) training for BHP on site customised for their plant.
- Delivered mining and metals training at the Anaconda Murrin-Murrin site for 24 Indigenous people on a fly in-fly out arrangement.
- Developed training materials for welding, fabrication, pipe fabrication, sheetmetal and electrical fitting using the WestOne Assessment Generator and WebCT specifically designed for re-training metal trades people to re-enter the workforce for the heavy resource projects.
- Developed multi-media fluid power and engineering self paced instructional materials in CD format.

Meeting Government Priorities

- Training arrangements with 11 district schools for VET programs via auspicing and college delivery.
- Visited six TAFE sites in New South Wales and Victoria to ascertain articulation arrangements and disseminated Eastern States methodologies with the divisional director group.
- Implemented a fast-track apprenticeship program for both mechanical and fabrication trades.
- Introduced intervention strategies to promote apprenticeships by liaising with industry via an industry consultant that has resulted in seven additional metals and engineering apprentices to Swan.
- Combined moderation meetings have been conducted to promote and support a sharing culture with staff and staff from other colleges.
- Participated in a TAFEWA Burrup skilling project that involved working across the entire TAFEWA network. This was to develop curriculum, develop a marketing approach and facilitate teaching methodologies consistent with AQTF standards.
- Developed an informal network between the three metropolitan colleges in forums with VET directors in the same discipline of metals, engineering and mining.
- Shared resources with other TAFE colleges.
- Provided support to the CSSN at both a management and operational level.
- Supported and contributed to an Oil and Gas Consortium with Central, Challenger and Pilbara TAFE Colleges.
- Developed and promoted 12 new full-time courses for 2004.
- Burrup skilling up project.
- Delivered significant training across the state via an industry specific skilling WA Tenders that included, welding, fabrication, instrument fitting, mining and telecommunications.
- This has been supported by full-time programs in pre-apprenticeships and award courses in caravan manufacture.
- Short customised training for cross training 24 electricians to dual trade instrument/electrical status.



Read Write Now!

Read Write Now! unit (RWN!) is a specialised adult literacy program, which assists adults in the community who are unable/unwilling to attend a college to improve their literacy levels. Read Write Now! provides a unique one-to-one confidential tutoring service, which minimises the embarrassment that results from poor literacy. Tutors also assist TAFE students who are struggling with the literacy requirements of their courses. People from non-English speaking backgrounds are welcome to access the service to improve their skills.

The program is funded by the Department of Education and Training and the coordination unit is hosted by Swan TAFE, Midland campus. The service is delivered throughout the state by up to one thousand volunteer tutors who complete an accredited training course.

Achievements in 2003

- The program assisted over 1,300 students.
- More than one third of students either maintained or gained employment as a result of tutoring assistance.
- Approximately 35% of students entered further training/study or were able to maintain their place in their course as a result of the assistance of a tutor.
- A new RWN! group was established in Tom Price.
- Over 230 tutors attended training during 2003.
- Swan Coordinator Kath Napier was awarded the Federal Minister's 2003 Award for Outstanding Contribution to Improving Literacy and/or Numeracy.
- Read Write Now! won several awards during Adult Learners Week 2003, including the Service Contribution Award (Individual), Outstanding Volunteer Tutor (joint winners, both with RWN!), Outstanding Older Learner, Outstanding Learner New Migrant and Outstanding Partnership (RWN! and LISWA). The program received a High Commendation in the Outstanding Provider category.
- A new project initiated by RWN! Swan Coordinators, the Swan Explorer Project aims to encourage learning and increase community participation.
- Armadale RWN! was a finalist in the 2003 National Bank Volunteer Awards, in the category of Education, Training and Development.



*Swan Coordinator Read Write Now!
Kath Napier*



International Centre

The International Centre, located on the Bentley campus, comprises the English Language Centre responsible for delivery of English Language Intensive Courses for Overseas Students (ELICOS) programs, the international business department and the international computing department. The International Centre focuses its course delivery in all areas to support international students enrolled at Swan TAFE. The centre also monitors international student attendance and progress and is responsible for all orientation, pastoral care and visa regulations through the Department of Immigration, Multicultural and Indigenous Affairs (DIMIA).

Swan TAFE attracted over 546 international students in 2003 into various courses across several campuses. Students were also enrolled in ELICOS and Cambridge English courses to improve their English levels to gain entry into TAFE courses.

The Bentley International Centre has developed an outstanding international reputation for its friendly and professional staff with exceptional pastoral and accommodation services. The introduction of fastrack diplomas in computing and commerce has seen Swan TAFE gain one year advanced standing agreements with Curtin and Murdoch Universities (the only TAFE College to have such an agreement or such a clear pathway to university).

By responding to market needs and developing new programs and initiatives, Swan TAFE commenced delivery of the new 'October enrolment' program, offering international students the opportunity to enrol into a fastrack course which will conclude in February 2004. This exciting new program, unique to Swan TAFE, allowed students to study through the Christmas and New Year period and be ready for university entrance in February 2004.



International



*Swan TAFE Hospitality Partnership with
Kagawa Educational Institute*

The International Centre is host to many cultural exchange and study tour programs from various overseas universities and colleges. These programs are conducted over two to five-week periods and are specially designed to meet the specified outcomes of the clients. Kagawa Nutrition University and Kagawa Vocational College of Nutrition in Japan, Osaka College of Foreign Language & International Business, The College of Rolland Garros-Reunion Island and Hiroshima College of Foreign Languages are just a few of the institutions participating in these programs.



TAFEworks Contact Centre (Short courses in Adult Education)

The TAFEworks Contact Centre provides a comprehensive Adult Community Education (ACE) program for both day and evening classes. New venues in areas such as The Vines Golf Resort, Ellenbrook, Lockridge, Ballajura and Ashfield have also been introduced.

A partnership with the Shire of Kalamunda has been strengthened with a five-year commitment utilising the Wattle Grove Centre in Forrestfield.

For the second consecutive year, the staff at the TAFEworks centre were recognised for their excellence in customer service by becoming finalists in the Australian Teleservices Call Centre Awards.



Carpentry

Another highlight for the centre was receiving a High Commendation for the Outstanding Partnership Award presented by the WA Adult Learners Week Awards in September 2003, acknowledging an outstanding contribution to adult learning. This recognition was received for the TAFEworks partnership with the Hills Community Support Group (HCSG) for a project known as the ACE Film Project. This partnership involved the development and implementation of a unique tailor-made course designed for a group of students with disabilities. The end result was a video based on the students' experiences in Adult Community Education and this was presented at a special viewing night. Not only was TAFEworks and HCSG recognised for this adult learning contribution, but the students themselves were nominated and were outright winners for the award for Outstanding Learners.



Computing



PERFORMANCE INDICATORS



Directorate Office

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CERTIFICATION OF KEY PERFORMANCE INDICATORS

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess Swan TAFE's performance, and fairly represent the performance of Swan TAFE for the financial year ended 31 December 2003.

Eric Lumsden
Chair
College Governing Council
Swan TAFE

Robert Stratton
A/Managing Director
Swan TAFE

Dated: 27 February 2004

Campuses located at Armadale, Balga, Bentley, Carlisle, Midland and Thornlie, with specialist centres at Jandakot Airport and Armadale Equine.



Audit Opinion



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

SWAN TAFE PERFORMANCE INDICATORS FOR THE YEAR ENDED DECEMBER 31, 2003

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Swan TAFE are relevant and appropriate to help users assess the College's performance and fairly represent the indicated performance for the year ended December 31, 2003.

Scope

The Governing Council's Role

The Governing Council is responsible for developing and maintaining proper records and systems for preparing performance indicators.

The performance indicators consist of key indicators of effectiveness and efficiency.

Summary of my Role

As required by the Financial Administration and Audit Act 1985, I have independently audited the performance indicators to express an opinion on them. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the performance indicators is error free, nor does it examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the performance indicators.

D D R PEARSON
AUDITOR GENERAL
April 8, 2004



PERFORMANCE INDICATORS

OUTCOME: Provision of vocational education and training services to meet community and business needs.

Swan TAFE has developed key performance indicators for its delivery of profiled and non-profiled training activities. The College uses the indicators in reviewing its performance and in its ongoing commitment to improve its programs and services. These indicators relate to the College's desired outcome 'for the provision of vocational education and training services to meet community and business needs', which directly relates to the government strategic objective to provide an educated and skilled future for all Western Australians, and further links to the Department of Education and Training's desired outcome that seeks to maximise training and employment opportunities for Western Australians through the provision of vocational education and training services. The following indicators measure the effectiveness and efficiency levels of the college in achieving its desired outcome.

EFFECTIVENESS INDICATORS:

Student Satisfaction

This indicator measures the extent to which clients are satisfied with the training received from Swan TAFE and relates to the college's outcome for providing vocational education and training services. It is based on a state wide Student Satisfaction Survey commissioned annually by the Western Australian Department of Education and Training through an independent agency. The survey sought the students' views on the quality of vocational education and training services being delivered. Students were asked about their level of satisfaction with their courses, the quality of teaching, the delivery support and the advisory services. The measurement of student satisfaction is the percentage of enrolled students who were either satisfied or very satisfied with their course.

Table 1 - Student Satisfaction

Survey Year	Swan TAFE ₁	Western Australia
2003	87%	85%

The college's 2003 student satisfaction rate is 2 percentage points higher than the 2003 Western Australian state satisfaction level. The 2003 survey instrument used a similar questionnaire to the 2002 survey and included the satisfaction question to enable comparisons to be made between years. 2,067 Swan TAFE students responded to the 2003 Student Satisfaction Survey. The satisfaction survey also had an overall response rate of 24% with an overall standard error of + or - 1.6%.

Note 1: As Swan TAFE was formed on 1st January 2003 through an amalgamation of South East Metropolitan College of TAFE, Midland College of TAFE and Balga campus from West Coast College of TAFE no comparative trend data is available from previous years for effective reporting purposes.

Graduate Satisfaction

Graduate satisfaction is a performance indicator that measures the extent to which TAFE graduates felt that they had fully or partly achieved their main reason for undertaking vocational education and training. The indicator is based on a national student outcomes survey commissioned annually by the National Centre for Vocational Education Research (NCVER) that targets students who graduated from a Technical and Further Education (TAFE) institute in Australia in 2002 and had an Australian address as their usual residence.

The graduate satisfaction measure shows the percentage of graduates who indicated they had fully achieved (Yes) or partly achieved their main reason for doing the training. The question had four response options 'Yes', 'No', 'Partly' or 'Don't know yet' with some students electing not to provide a response to the question.



Table 2 - Graduate Satisfaction

	1998	1999	2000	2001	2002	2003
Midland College of TAFE ₂	84%	82%	81%	78%	82%	79%
South East Metropolitan College of TAFE ₂	86%	88%	82%	79%	77%	77%
Western Australia	81%	82%	79%	76%	77%	78%
Australia	80%	80%	80%	79%	78%	79%

Note 2: Collective Swan TAFE figures are not shown since 2003 was the commencement year of Swan TAFE, with the survey being conducted from the 2002 graduates who were attached to South East Metropolitan College, Midland College and the Balga campus of West Coast College of TAFE. Table 2 excludes Balga campus because the data from the West Coast College of TAFE survey could not be extracted at campus level. The first Student Outcomes Survey for Swan TAFE is not due to be published until 2004 with the survey targeting 2003 Swan TAFE graduates.

The Student Outcomes Survey 2003 report for Midland College of TAFE showed that the Graduate Satisfaction of 79% was 1 percentage point higher than the State (78%) and South East Metropolitan College of TAFE was 1 percentage point lower than the State. The survey results indicate an overall drop in graduate satisfaction which could be due to an increase in the number of students in the "don't know yet" or "No" category where students are progressing through the qualification levels, i.e. from Certificates I, II, III to Diploma), graduating after each award has been completed.

The 2003 Student Outcomes Survey surveyed 1,300 graduates from South East Metropolitan College of TAFE and 1,116 graduates from Midland College of TAFE. The survey response rate for South East Metropolitan College of TAFE was 56.0% with 728 valid respondents, and for Midland College of TAFE 53.3% with 595 valid respondents. The overall national survey that represents all Australian TAFE institutions had a response rate of 45.1% with less than 2 standard errors with a 95% confidence interval, which is a measure of how accurate the sampling process was in giving a similar result should the survey be repeated.

Graduate Employment

Graduate employment is a performance indicator that measures the employment outcomes of graduates who completed vocational education and training. The measure is based on a national student outcomes survey commissioned annually by the National Centre for Vocational Education Research (NCVER). The survey targets students who graduated from a Technical and Further Education (TAFE) institute in Australia in 2002 and had an Australian address as their usual residence.

Table 3 - Graduate Employment

	1998	1999	2000	2001	2002	2003
Midland ³ - Graduates Employed ₆	72%	66%	69%	66%	61%	65%
SEMC ³ - Graduates Employed ₆	85%	82%	76%	71%	73%	77%
Midland - Graduates unemployed ₄	13%	15%	11%	15%	17%	13%
SEMC - Graduates unemployed ₄	8%	9%	10%	12%	13%	13%
Midland - Graduates not in labour force ₅	15%	19%	19%	18%	20%	21%
SEMC - Graduates not in labour force ₅	7%	9%	14%	16%	14%	9%
Midland - Not stated	0%	1%	3%	1%	0%	1%
SEMC - Not stated	0%	0%	2%	1%	1%	1%
Western Australia Graduates Employed ₆	72%	71%	72%	67%	71%	73%
Australia Graduates Employed ₆	73%	73%	75%	73%	73%	75%



Swan TAFE Annual Report 2003

Note 3: Collective Swan TAFE figures are not shown since 2003 was the commencement year of Swan TAFE, with the survey being conducted from the 2002 graduates who were attached to South East Metropolitan College, Midland College and the Balga campus of West Coast College of TAFE. Table 3 excludes Balga campus because the data from the West Coast College of TAFE survey could not be extracted at campus level. The first Student Outcomes Survey for Swan TAFE is not due to be published until 2004 with the survey targeting 2003 Swan TAFE graduates.

Note 4: The unemployed category refers to students seeking full-time or part-time employment.

Note 5: Graduates classified as 'not in the labour force' could refer to graduates who have re-enrolled at a TAFE College into a higher award course and progressing through the qualification levels and graduating after each award has been completed or enrolled into a University after TAFE graduation. Graduates who were categorised as "not in the labour force" relate to those who were classified as neither "employed" nor "unemployed".

Note 6: Graduates who were categorised as "employed" refers to full-time or part-time employment on 30 May 2003, whereas "unemployed" graduates refers to those who indicated in the survey that they were looking for full-time or part-time employment on 30 May 2003. This includes those who had enrolled into higher and further education.

The survey asked graduates to indicate their labour force status as at 30th May 2003. Graduate employment status was measured for each category (employed, not employed, and not in the labour force) and obtained by calculating the ratio of graduates in each category compared to total respondents and expressed as a percentage.

The 2003 data shows that the number of Midland College of TAFE graduates who indicated they were "not in the labour force" is substantially higher than at South East Metropolitan College of TAFE.

The 2003 Student Outcomes Survey surveyed 1,300 graduates from South East Metropolitan College of TAFE and 1,116 graduates from Midland College of TAFE. The survey response rate for South East Metropolitan College of TAFE was 56.0% with 726 valid respondents, and for Midland College of TAFE was 53.3% with 595 valid respondents. The overall national survey that represents all Australian TAFE institutions had a response rate of 45.1% with less than 2 standard errors with a 95% confidence interval, which is a measure of how accurate the sampling process was in giving a similar result should the survey be repeated.

Training Delivery

Achievement of non-profile delivery

Non-profiled delivery is an indicator that demonstrates the effectiveness of the college in generating non-profile or off budget delivery through vocational education and training. The non-profile delivery activities embrace the college business activities that cover Industry skilling programs, overseas contracts, Adult Community Education (ACE), industry specific tenders, labour market programs, Auspicing, vocational education and training (VET) in schools, and other fee-for-service commercial activities.

Table 4 - Achievement of Non-profile Delivery 2003

	Student Curriculum Hours (SCH)	Achievement %
Non Profile Delivery ₈	919,692	13.5%
Profile Delivery ₈	5,893,370	86.5%
Total Delivery _{8,9}	6,813,062	100%

Note 7: Auspicing refers to the process of delivery validation and moderation as defined under Registered Training Organisations (RTO) guidelines.

Note 8: The delivery SCH data was sourced from the February 2004 AVETMISS collection for 2003 delivery.

Note 9: Previous year SCH delivery trends for Swan TAFE are not shown since 2003 was the college's commencement year.

Achievement of profiled delivery (by Industry Group)

The college is required by the Vocational Education and Training Act (1996) to develop a profile that is expressed in Student Curriculum Hours (SCH) and identifies the extent to which the College is meeting the strategic training needs of its clients, the needs of the community and industry and relates to the College's outcome for the provision of vocational education and training. The delivery profile is negotiated directly with the Department of Training and Employment and constitutes the college Training Plan as defined under the Act and documented in the form of a planning matrix by industry groups.



The college's planning matrix forms one component of the State Training Plan, which, when taken collectively with other providers, translates at the national level into the twenty Australian National Training Authority (ANTA) industry groups. It also reflects the range and depth of the college's delivery in vocational education and training by industry and employment categories through broad association with the Australian Standard Classification of Occupations (ASCO).

Table 5 - Profiled Student Curriculum Hours by Industry Groups

Industry Group	Industry Group Description	2003 Planned SCH	2003 Census SCH _{11 12}	2003 Achieved % ₁₀
01A	Recreation Sports and Entertainment	26,358	26,556	100.8%
01B	Visual and Performing Arts	71,170	67,245	94.5%
01C	Design	0	0	n/a
02A	Automotive	364,266	415,151	114.0%
03A	Building and Constructions	439,683	480,472	109.3%
03B	Surveying and Building	45,252	45,370	100.3%
04A	Community Service Workers	262,917	268,655	102.2%
04B	Education and Childcare	258,598	245,138	94.8%
04C	Health	59,758	44,842	75.0%
04D	Library Workers	0	0	n/a
05A	Finance Insurance Property Service Workers	35,964	25,720	71.5%
06A	Food Trades and Processing	189,829	196,327	103.4%
07A	Clothing Footwear and Soft Furnishings	148,286	159,897	107.8%
07B	Furniture Manufacture	222,553	196,954	88.5%
08A	Communications	0	0	n/a
08B	Printing & Publishing	14,560	12,818	88.0%
09A	Engineering and Drafting	128,442	112,499	87.6%
09B	Metal and Mining	540,587	524,287	97.0%
10A	Animal Care	156,810	164,819	105.1%
10B	Forestry, Farming and Landcare	35,320	27,538	78.0%
10C	Fishing	0	0	n/a
10D	Horticulture	48,649	48,631	100.0%
11A	Process Manufacturing	0	4,356	n/a
12A	Personal Service	63,984	75,410	117.9%
12B	Retail	58,393	62,516	107.1%
13A	Cooking	120,800	114,146	94.5%
13B	Hospitality	157,040	142,990	91.1%
13C	Tourism	38,592	33,261	86.2%
13D	Travel Agents	0	0	n/a
14A	Transport Trades, Storage and Associated	96,710	79,322	82.0%
15A	Electrical and Electronic Engineering	210,467	194,088	92.2%
15B	Electrical Trades	161,026	153,948	95.6%
16A	Accounting and Other Business Services	165,194	176,646	106.9%
16B	Management	161,729	138,880	85.9%
16C	Office and Clerical	216,047	204,489	94.7%
17A	Computing	350,918	343,976	98.0%
18A	Science and Technical Workers	196,760	226,234	115.0%
19A	Adult and Community Education (ACE)	0	0	n/a
19B	Adult Literacy and English as Second Language (ESL)	698,398	721,636	103.3%
19C	Languages	8,830	8,475	96.0%
19D	Miscellaneous	0	0	n/a
19E	Targeted Access and Participation Courses	165,551	150,078	90.7%
TOTALS		5,919,441	5,893,370	99.6%

The following shows the above table by broad delivery type

EBT ₁₃	Employment Based Training (Apprenticeships & Traineeships)	1,247,811	1,223,475	98.0%
INT ₁₃	Institutional Delivery (All Other enrolments)	4,671,630	4,669,895	100.0%



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Note 10: The college's profiled SCH delivery in each industry group has a corresponding census SCH delivery for 2003 that indicates the level of SCH achieved.

Note 11: The **measure** shows the actual 2003 SCH achieved (Census) for DPA profiled funded delivery expressed as a percentage over the 2003 contracted SCH as detailed in the Delivery and Performance Agreement (DPA). The data was sourced from the February 2004 state AVETMISS collection set for 2003 delivery and from the DPA agreement with the Department of Education and Training.

Note 12: Previous year delivery trends for Swan TAFE figures are not shown since 2003 was the commencement year of Swan TAFE.

Note 13: The College planning matrix has two major components, Employment Based Training that targets Apprenticeships and Traineeships and Institutional Training that identifies other delivery types through the Australian Qualifications Framework levels.

Table 5 shows the delivery achievement and profile mix between industry categories and shows that in 2003 the overall college profile achievement was 99.6%. Swan TAFE has a diverse delivery portfolio that has a high trade/workshop component that specifically targets training for apprentices and trainees. The delivery level in some industry groups for this student cohort can fluctuate since student attendance at a college is determined through employment, which in turn, is influenced by business and economic considerations.

Average Cost per Student Curriculum Hour for all actual College training delivery:

The overall cost per Student Curriculum Hour (SCH) is an efficiency measure that shows the aggregate unit cost of delivery output per SCH, based on the delivery costs (Total Cost of Services) as detailed in the 2003 Financial Statements.

The aggregate unit cost is calculated by determining the total cost of services, as reported in the college's Statement of Financial Performance, and divided by the actual SCH delivered for profiled and non-profile activities (sourced from the 2003 final data collection).

Table 6 - Aggregate Unit Cost per SCH

	\$
2003	12.78

Delivery at Swan TAFE is diverse with a high trade/workshop component that by its nature incurs a higher delivery cost.

In considering the Aggregate Unit Cost of delivery for the college by comparative analysis, it is necessary to examine a range of underlying factors that can contribute to and affect delivery costs.

Delivery costs can vary between courses and are influenced by a range of factors that include:

- The volume and mix of delivery.
- Class size, student and market demands.
- Mode of delivery and teaching strategies employed.
- Course characteristics and target group.
- Quantum of trade/workshop delivery levels.
- Training standards and associated competency levels.
- Location, facilities, equipment.
- Consumable costs.



FINANCIAL STATEMENTS



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FINANCIAL STATEMENTS For the year ending 31 December 2003

The accompanying financial statements of the Swan TAFE have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the year ending 31 December 2003 and the financial position as at 31 December 2003.

At the date of signing, we are not aware of any circumstances which would render the particulars included in the Financial Statements misleading or inaccurate.

Roger Nurse
Principal Accounting Officer
Swan TAFE

Eric Lumsden
Chair
College Governing Council
Swan TAFE

Robert Stratton
A/Managing Director
Swan TAFE

Dated: 27 February 2004

Campuses located at Armadale, Balga, Bentley, Carlisle, Midland and Thornlie, with specialist centres at Jandakot Airport and Armadale Equine.



Audit Opinion - Financial Statements



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

SWAN TAFE FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2003

Audit Opinion

In my opinion,

- (i) the controls exercised by the Swan TAFE provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the College at December 31, 2003 and its financial performance and cash flows for the year ended on that date.

Scope

The Governing Council's Role

The Governing Council is responsible for keeping proper accounts and maintaining adequate systems of internal control, preparing the financial statements, and complying with the Financial Administration and Audit Act 1985 (the Act) and other relevant written law.

The financial statements consist of the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and the Notes to the Financial Statements.

Summary of my Role

As required by the Act, I have independently audited the accounts and financial statements to express an opinion on the controls and financial statements. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the financial statements is error free. The term "reasonable assurance" recognises that an audit does not examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the financial statements.

D D R PEARSON
AUDITOR GENERAL
April 8, 2004



Swan TAFE
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 December 2003

2003

	Notes	\$
COST OF SERVICES		
Expenses from ordinary activities		
Employee expenses	2	54,650,750
Depreciation expense	3	5,151,355
Doubtful Debts expense	4	190,005
Supplies and services	5	19,116,419
Grants and subsidies	6	477,376
Capital user charge	9	7,027,325
Other expenses from ordinary activities	10	478,302
Total cost of services		87,091,532
Revenues from ordinary activities		
<i>Revenue from operating activities</i>		
Fee for service	11	6,724,478
Student fees and charges	12	6,271,890
Ancillary trading	13	1,907,398
Trading profit	8	297,075
<i>Revenue from non-operating activities</i>		
Interest revenue		521,214
Proceeds from disposal of non-current assets		219,387
Other revenues from ordinary activities	14	1,091,808
Total revenues from ordinary activities		17,033,250
NET COST OF SERVICES		(70,058,282)
REVENUES FROM STATE GOVERNMENT		
State funds	15	67,294,255
Resources received free of charge	16	2,119,956
Total revenues from State Government		69,414,211
CHANGE IN NET ASSETS		(644,071)
Net increase in asset revaluation reserve	29	3,157,292
Total revenues, expenses and valuation adjustments recognised directly in equity		3,157,292
Total changes in equity other than those resulting from transactions with WA State Government as owners		2,513,221

The Statement of Financial Performance should be read in conjunction with the accompanying notes.



Swan TAFE Annual Report 2003

Swan TAFE
STATEMENT OF FINANCIAL POSITION
 as at 31 December 2003

2003

	Notes	\$
Current Assets		
Cash assets	17	508,356
Restricted cash assets	18	927,765
Inventories	19	310,329
Receivables	20	1,168,038
Other financial assets	21	6,408,527
Other assets	22	3,324,054
Total Current Assets		12,647,069
Non-Current Assets		
Property, plant, equipment and vehicles	23	122,346,054
Works of art	24	20,500
Total Non-Current Assets		122,366,554
Total assets		135,013,623
Current Liabilities		
Payables	25	3,179,043
Provisions	26	5,307,680
Other liabilities	27	1,913,075
Total Current Liabilities		10,399,798
Non-Current Liabilities		
Provisions	26	7,394,126
Total Non-Current Liabilities		7,394,126
Total Liabilities		17,793,924
NET ASSETS		117,219,699
Equity		
Contributed equity	28	52,545,486
Asset revaluation reserve	29	37,374,823
Accumulated surplus	30	27,299,390
TOTAL EQUITY		117,219,699

The Statement of Financial Position should be read in conjunction with the accompanying notes.



Swan TAFE
STATEMENT OF CASH FLOWS
for the year ended 31 December 2003

2003

	Notes	\$
CASH FLOWS FROM STATE GOVERNMENT		
State Funding - Department of Education and Training		64,493,925
Net cash provided by State Government		64,493,925
Utilised as follows:		
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee Costs		(53,485,167)
Supplies and Services		(17,776,250)
Grants and Subsidies		(477,376)
Capital User Charge		(6,666,825)
GST Payments on purchases		(1,342,084)
Other Payments		(204,835)
Receipts		
Fee For Service		6,724,478
Student Fees and Charges		5,966,975
Ancillary Trading		3,165,924
Interest Received		129,923
GST Receipts on sales		465,308
GST Receipts from taxation authority		941,473
Rental and Facilities Fees		467,017
Other Receipts		624,791
Net cash used in operating activities	31	(61,466,648)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of Non-Current Physical Assets		(2,608,904)
Proceeds from the Sale of Non-Current Physical Assets		219,387
Net cash used in investing activities		(2,389,517)
Net increase in cash held		637,760
Cash Assets at the Beginning of the Financial Year		4,075,952
Cash assets transferred from other sources	32	3,130,936
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	32	7,844,648

The Statement of Cash Flows should be read in conjunction with the accompanying notes.



Swan TAFE Annual Report 2003

SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

The College was established as a statutory authority effective from 1 January 2003, as a result of the Colleges Amalgamation Order 2002 which effectively amalgamated the South East Metropolitan College of TAFE, the Midland College of TAFE, and the Balga Campus of the West Coast College of TAFE, and the so amalgamated College was renamed Swan TAFE.

1 Significant accounting policies

The following accounting policies have been adopted in the preparation of the financial statements. Unless otherwise stated these policies are consistent with those adopted in the previous year.

General Statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group (UIG) Consensus Views as applied by the Treasurer's Instructions. Several of these are modified by the Treasurer's Instructions to vary application, disclosure, format and wording. The Financial Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and UIG Consensus Views. The modifications are intended to fulfil the requirements of general application to the public sector together with the need for greater disclosure and also to satisfy accountability requirements.

If any such modification has a material or significant financial effect upon the reported results, details of that modification and where practicable, the resulting financial effect, are disclosed in individual notes to these financial statements.

Basis of Accounting

The statements have been prepared on the accrual basis of accounting using the historical cost convention, with the exception of certain assets and liabilities which, as noted, are measured at fair value.

(a) Depreciation of Non Current Assets

All non-current assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their future economic benefits. Depreciation is provided for on the straight line basis, using rates which are reviewed annually.

Useful lives for each class of depreciable assets are:

Buildings	20 to 40 years
Motor Vehicles, Caravans and Trailer	5 to 8 years
Plant, Furniture, General Equipment	4 to 20 years
Computing, Communications & Software	3 to 8 years

Works of Art controlled by the College are classified as heritage assets. They are anticipated to have very long and indeterminate useful lives. Their service potential has not, in any material sense, been consumed during the reporting period. As such, no amount for depreciation has been recognised in respect of them.

(b) Inventories

Inventories are valued at the lower of cost and the net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being valued on a first in first out basis.



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

(c) Employee Benefits

Annual Leave

This benefit is recognised at the reporting date in respect to employees' services up to that date and is measured at the nominal amounts expected to be paid when the liabilities are settled.

Long Service Leave

The liability for long service leave expected to be settled within 12 months of the reporting date is recognised in the provisions for employee benefits, and is measured at the nominal amounts expected to be paid when the liability is settled. The liability for long service leave expected to be settled more than 12 months from the reporting date is recognised in the provisions for employee benefits, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting period. Consideration is given, when assessing expected future payments, to expected future wage and salary levels including relevant on costs, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

This method of measurement of the liability is consistent with the requirements of Accounting Standard AASB 1028 "Employee Benefits".

Superannuation

Staff may contribute to the Pension Scheme, a defined benefits pension scheme now closed to new members, or to the Gold State Superannuation Scheme, a defined benefit lump sum scheme now also closed to new members. All staff who do not contribute to either of these schemes become non contributory members of the West State Superannuation Scheme, an accumulation fund complying with the Commonwealth Government's Superannuation Guarantee (Administration) Act 1992. All these schemes are administered by the Government Employees Superannuation Board (GESB).

The Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme are unfunded and the liability for future payments is provided for at reporting date.

The liabilities for superannuation charges under the Gold State Superannuation Scheme and West State Superannuation Scheme are extinguished by payment of employer contributions to GESB.

The note disclosure required by paragraph 6.10 of AASB 1028 (being the employer's share of the difference between employees' accrued superannuation benefit and the attributable net market value of plan assets) has not been provided. State scheme deficiencies are recognised by the State in its whole of government reporting. The GESB's records are not structured to provide the information for the Authority. Accordingly, deriving the information for the Authority is impractical under current arrangements, and thus any benefit thereof would be exceeded by the cost of obtaining the information.

Employee benefit on-costs

Employee benefit on-costs, including payroll tax, are recognised and included in employee benefit liabilities and costs when the employee benefits to which they relate are recognised as liabilities and expenses.

(d) Leases

The College has entered into a number of operating lease arrangements for property, plant and equipment, where the lessor effectively retains all of the risks and benefits incidental to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Financial Performance over the lease term as this is representative of the pattern of benefits to be derived from the leased property.



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

(e) Revenue Recognition

The funds received from the Department of Education and Training in respect of the delivery of services forming part of the Delivery Performance Agreement, capital grants and other monies have been disclosed as 'Revenues from Government'. Revenue is recognised in the period in which the College gains recognition for the delivery of the student curriculum hours under the Delivery and Performance Agreement. Capital grants and other monies which are of a non reciprocal nature are brought to account when the college gains control over them. Control is normally obtained upon their receipt.

The majority of operating revenue of the College represents revenue earned from student fees and charges, fee for service, ancillary services, trading activities and Commonwealth grants and subsidies, as well as revenue received from the Department of Education and Training as a result of training successfully tendered for under competitive tendering arrangements. Fees and charges are recognised when the college gains control over them. Revenue for Fee for service and other reciprocal services is recognised upon delivery of the service to the customer.

Revenue from the sale of goods and disposal of other assets, and the rendering of services is recognised when the College has passed control of the goods or other assets, or delivery of the service to the customer.

(f) Grants and Other Contributions Revenue

Capital grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the College obtains control over the assets comprising the contributions. Control is normally obtained upon their receipt.

Contributions are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

(g) Resources Received Free of Charge or For Nominal Value

Resources received free of charge or for nominal value which can be reliably measured are recognised as revenues and as assets or expenses, as appropriate at fair value.

(h) Receivables

Receivables are recognised at the amounts receivable as they are due for settlement no more than 30 days from the date of recognition.

Collectability of accounts receivable is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. A provision for doubtful debts is raised where some doubts as to collection exists and in any event where the debt is more than 90 days overdue.

(i) Payables

Payables, including accruals not yet billed, are recognised when the College becomes obliged to make future payments as a result of a purchase of assets or services. Accounts payable are generally settled within 30 days.

(j) Accrued Salaries

Accrued salaries represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that financial year does not coincide with the end of the financial year. The College considers the carrying amount approximates net fair value.



**SWAN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDING 31 DECEMBER 2003**

(k) Revaluation of Land and Buildings

The College has a policy of valuing land and buildings at fair value. The annual revaluations of the College's land and buildings undertaken by the Valuer General's Office for the Government Property register are recognised in the financial statements.

(l) Revaluation of Plant, Equipment and Vehicles

The college has a policy of valuing Plant Equipment and Vehicles on a regular basis to fair value.

(m) Resources Received Free of Charge or For Nominal value

Resources received free of charge or for nominal value which can be reliably measured are recognised as revenues and as assets or expenses as appropriate, at fair value.

(n) Comparative Figures

Because of the amalgamations at the beginning of the year comparatives have not been provided as they would not provide meaningful information.

(o) Contributed Equity

Under UIG 38 "Contributions by Owners Made to Wholly-Owned Public Sector Entities" transfers in the nature of equity contributions must be designated by the owners as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions in the financial statements. Capital contributions have been designated as contributions by owners and have been credited directly to Contributed Equity in the Statement of Financial Position.

The assets and Liabilities of the Midland College of TAFE and the Balga campus of the West Coast College have been treated as non reciprocal transfers, therefore meeting the above UIG as contributions by owners and have been brought onto the books of Swan at fair value.

(p) Acquisition of Assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

(q) Cash

For the purposes of the Statement of Cash Flows, cash includes cash assets and restricted cash assets net of outstanding bank overdrafts. These include short-term deposits that are readily convertible to cash on hand and are subject to insignificant risk of changes in value.

(r) Rounding of amounts

Amounts in the Financial Statements have been rounded to the nearest dollar, or in certain cases, to the nearest thousand dollars.



Swan TAFE Annual Report 2003

SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

	2003 \$
2 Employee Expenses	
Salaries	46,579,557
Superannuation	4,623,499
Other Staffing Costs	3,447,694
	<u>54,650,750</u>
3 Depreciation expense	
Depreciation	
Buildings	2,562,696
Motor Vehicles, Caravans & Trailers	277,646
Plant, Furniture & General Equipment	1,470,522
Computers, Communication Network & Software	840,491
	<u>5,151,355</u>
4 Charges to provisions	
Doubtful Debts Expense	190,005
	<u>190,005</u>
5 Supplies and services	
Consumables and Minor Equipment	4,203,468
Communication Expenses	895,284
Utilities Expenses	1,556,619
Consultancies and Contracted Services	5,863,384
Minor Capital Works	3,868,053
Repairs and Maintenance	245,607
Operating Lease and Hire Charges	1,077,454
Travel and Passenger Transport	227,023
Advertising and Public Relations	353,682
Supplies and Services - Other	825,845
	<u>19,116,419</u>
6 Grants and subsidies	
Payments to Non TAFE Providers for VET Service Delivery	18,992
Capital Grants	10,878
Apprentices and Trainees (Travel, Accommodation and Other Off the Job Assistance)	421,747
Other	25,759
	<u>477,376</u>
7 Net gain/(loss) on disposal of non-current assets	
<u>Gain on Disposal of Non-Current Assets</u>	
Motor Vehicles, Caravan & Marine Craft	42,795
<u>(Loss) on Disposal of Non-Current Assets</u>	
Plant, Furniture & General Equipment	(74,089)
Computers, Communication & Software	(22,786)
	<u>(96,795)</u>
Net Gain/(loss)	<u>(54,080)</u>



**SWAN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDING 31 DECEMBER 2003**

	2003 \$
8 Trading Profit	
Bookshop:	
Sales	1,258,526
Cost of Sales:	
Opening Inventory	396,544
Purchases	875,236
	1,271,780
Closing Inventory	(310,329)
Cost of Goods Sold	961,451
Trading Profit - Bookshop	297,075
9 Capital user charge	
Capital User Charge Expense	7,027,325
<p>A capital user charge rate of 8% has been set by the Government for 2003 and represents the opportunity cost of capital invested in the net assets of the College used in the provision of outputs. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.</p>	
10 Other expenses from ordinary activities	
Carrying amount of non-current assets disposed of	273,467
Donations	19,139
Student Prizes and Awards	14,722
Miscellaneous	168,011
Losses and Write-Offs	2,963
	478,302
11 Fee for service	
Fee For Service -General	2,028,111
Fee For Service -Department of Education and Training	1,394,182
Fee For Service -Government (other than Department of Education and Training)	349,344
Adult Community Education Fees	573,402
International Division Fees	2,341,430
Fee For Service - Other	38,009
	6,724,478
12 Student fees and charges	
Tuition (Administration) Fees	4,047,105
Service/Enrolment Fees	551,055
Resource Fees	1,613,632
Other College Fees	60,098
	6,271,890



Swan TAFE Annual Report 2003

SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

	2003 \$
13 Ancillary trading	
Live Works (not a trading activity)	628,701
Contracting and Consulting	869,130
Other Ancillary Revenue	409,567
	<u>1,907,398</u>
14 Other revenues from ordinary activities	
Rental and Facilities Fees	467,017
Other Direct Grants & Subsidy Revenue	40,916
Copyright and Royalties Revenue	28,715
Sponsorship & Donations Revenue	53,128
Miscellaneous Revenue	502,032
	<u>1,091,808</u>
15 State Funds (received from Department of Education and Training)	
Delivery and Performance Agreement (DPA)	49,210,642
Non-DPA Grants	8,185,962
Capital User Charge Funding	7,027,325
Total Recurrent Funding	<u>64,423,929</u>
Capital Works Transferred	2,870,326
Total Capital	<u>2,870,326</u>
16 Resources received free of charge	
Comprised of:	
Department of Education and Training	
* Corporate Systems Support	1,469,752
* Marketing and Publications	189,264
* Human Resources / Industrial Relations Support	30,858
* Other	380,582
	<u>2,070,456</u>
Office of the Auditor General - External Audit Services	49,500
Total Resources Received Free of Charge	<u>2,119,956</u>
Where assets or services have been received free of charge or for nominal consideration, the College recognises revenues equivalent to the fair value of the assets and/or the fair value of those services that can be reliably determined and which would have been purchased if not donated, and those fair values shall be recognised as assets or expenses, as applicable.	
17 Cash assets	
Cash on Hand	26,151
Cash Advances	817
Cash at Bank	481,388
	<u>508,356</u>



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

		2003 \$
18 Restricted cash assets		
Specific Capital Equipment and Minor Works (a)		927,765
		<u>927,765</u>
Represents cash resources the uses of which are restricted, wholly or partially, by regulations or other externally imposed requirements.		
(a)		
Thornlie Air Conditioning	37,697	
Mechatronics 2002	17,686	
Establish RAC Training Facility 2002	18,323	
Upgrade of Auto departments - Carlisle and Thornlie	7,579	
Network Training Centre 2002	13,755	
Addition to Bentley Cafeteria 2002	51,745	
Technology to support Training Delivery 2002	48,257	
Smart House Project 2002	109,463	
Signcraft Relocation Thornlie 2003	95,425	
Capital Infra Tech Fund - Renewable Energy Midland	84,860	
Capital Infra Tech Fund - CAD CAM Designs Midland	70,000	
Capital Grant to Improve Campus Security Midland	5,690	
Metals Consortium Equipment Midland	26,800	
Swan Amalgamation Signage	11,557	
Balga roof and ceiling up-grade B & C blocks	100,748	
Bentley Canteen Extensions	60,000	
Swan Intergrated Telecommunications System	168,180	
Total	<u>927,765</u>	
19 Inventories		
Trading Inventory:		
Book Shop (at cost)		310,329
Total trading Inventory		<u>310,329</u>
20 Receivables		
Current		
Current Receivables includes trade debtors, student debtors and over-paid salaries.		
Receivables		1,499,262
Provision for Doubtful Debts		<u>(501,078)</u>
Net Receivables		998,184
GST Receivable		169,854
		<u>1,168,038</u>
21 Other financial assets		
Current		
Investments (short term cash deposits)		6,408,527
		<u>6,408,527</u>



Swan TAFE Annual Report 2003

SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

	2003 \$
22 Other assets	
Current	
Prepayments	577,324
Accrued Income	671,397
Accrued Income - Capital User Charge	2,072,262
Other	3,071
	<u>3,324,054</u>
23 Property, plant, equipment and vehicles	
Land	
At Fair Value (a)	14,466,000
	<u>14,466,000</u>
Buildings	
At Fair Value (a)	102,170,912
Accumulated Depreciation	(2,616,741)
Total Buildings	<u>99,554,171</u>
Equipment Under Construction (at cost) (b)	<u>29,515</u>
<i>Motor Vehicles, Caravans & Trailers</i>	
At Cost	1,291,326
Accumulated Depreciation	(369,951)
	<u>921,375</u>
At Fair Value	250,190
Accumulated Depreciation	(81,075)
	<u>169,115</u>
Total Motor Vehicles, Caravans & Trailers	<u>1,090,490</u>
<i>Plant, Furniture & General Equipment</i>	
At Cost	329,553
Accumulated Depreciation	(151,671)
Total Plant, Furniture & General Equipment	<u>177,882</u>
At Fair Value	7,331,947
Accumulated Depreciation	(2,404,568)
	<u>4,927,379</u>
Total Plant, Furniture & General Equipment	<u>5,105,261</u>



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

	2003
	\$
<i>Computer Equipment, Communication Network and Software</i>	
At Cost	1,628,285
Accumulated Depreciation	(349,638)
	1,278,647
At Fair Value	1,861,642
Accumulated Depreciation	(1,039,672)
	821,970
Total Computer Equipment, Communication Network and Software	2,100,617
Total Property, plant, equipment and vehicles	122,346,054

(a) The revaluation of freehold land, land improvements and buildings was performed in June 2002 and brought to account on 1st January 2003 in accordance with an independent valuation by the Valuer General's Office. Fair value has been determined on the basis of current market buying values.

(b) Equipment under construction reflects accumulated expenditure as at 31 December for equipment projects which are yet to be completed.

(c) The valuation of Motor Vehicles, Caravans & Trailers, Plant Furniture & General Equipment, Computer Equipment Communication Network and Software for assets previously associated with South East Metropolitan College of TAFE was performed on the basis of fair value by an independent valuer (Edward Rushton Australia Pty Ltd) and the amount taken up as at 1 September 2000. Assets brought across through the restructure are at fair value having been valued at the date of take up by and independent valuer (Valuer General's Office). All assets purchased subsequent to these valuations are recorded at cost.

Reconciliations

Reconciliations of the carrying amounts of property, plant and equipment at the beginning and end of the current financial year are set out below.

	Land	Buildings	Buildings Under Construction	Equipment Under Construction	Motor Vehicles Caravans & Trailers	Plant Furniture & General	Computer Equipment Communication Network & Software	Total
Carrying Amount at start of Year	10,584,00	51,668,009	113,120	-	723,511	3,468,438	600,740	67,157,818
Additions	-	372,040	(113,120)	29,515	391,037	251,064	1,628,855	2,559,391
Disposals	-	-	-	-	(146,037)	(50,541)	(27,376)	(223,954)
Depreciation	-	(2,562,696)	-	-	(277,646)	(1,470,522)	(840,491)	(5,151,355)
Revaluation	1,222,000	1,935,292	-	-	-	-	-	3,157,292
Transferrs in	2,660,000	48,141,526	-	-	399,625	2,906,822	738,889	54,846,862
Carrying Amount at End of Year	14,466,000	99,554,171	-	29,515	1,090,490	5,105,261	2,100,617	122,346,05



Swan TAFE Annual Report 2003

SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

	2003 \$
24 Works of art	
At Fair Value (a)	20,500
	<u>20,500</u>
(a) The valuation of works of art is in accordance with an independent valuation which was undertaken by Perth Galleries Pty Ltd on the basis of replacement value as at 16th December 2002	
25 Payables	
Current	
Trade Payables	1,106,781
Capital User Charge Payable	2,072,262
	<u>3,179,043</u>
26 Provisions	
Current	
Annual Leave*	2,499,557
Long Service Leave*	2,808,123
	<u>5,307,680</u>
Non-Current	
Long Service Leave*	4,747,424
Superannuation**	2,618,077
Salary Deferment	28,625
	<u>7,394,126</u>

*The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including superannuation, payroll tax and WorkCover premiums. The liability for such on-costs is included here.

**The superannuation liability has been established from data supplied by the Government Employees Superannuation Board.

The College considers the carrying amount of employee benefits approximates the net fair value.

Employee Benefits

The aggregate employee benefits liability recognised and included in the financial statements is as follows:

Provision for employee benefits:

Current	5,307,680
Non-Current	7,394,126
	<u>12,701,806</u>



**SWAN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDING 31 DECEMBER 2003**

	2003
	\$
27 Other liabilities	
Current	
Income Received in Advance (a)	225,041
Grants and Advances (b)	374,105
Accrued Expenditure	655,366
Accrued Salaries and Related Costs	103,870
Money/Deposits Held in Trust	87,377
Department of Education & Training - Recurrent Funding Repayable	467,316
	<u>1,913,075</u>
(a) Income Received In Advance Comprises:	
Fee for Service	41,522
Student Fees & Charges	105,973
Other	77,545
Total Income in Advance	<u>225,040</u>
(b) Grants and Advances Comprises:	
Department of Education and Training - Competitive Allocation Tendering	191,361
Special Purpose Grant - Commonwealth	182,744
Total Grants and Advances	<u>374,105</u>
28 Contributed equity	
Opening Balance	-
Current Contributions (a)	52,545,486
Closing Balance	<u>52,545,486</u>
(a) Current contributions represents non reciprocal assets and liabilities transferred to Swan from the Midland College of TAFE (\$34,626,769) and the Balga campus of the West Coast College of TAFE (\$17,918,717) as at 1 January 2003.	
29 Reserves	
Asset Revaluation Reserve	
Opening Balance	34,217,531
Net revaluation increments	
Land	1,222,000
Buildings	1,935,292
Closing Balance	<u>37,374,823</u>
(l) The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets, as described in accounting policy note 1(k).	
Total Reserves	<u>37,374,823</u>
30 Accumulated surplus	
Opening Balance	27,943,461
Change in Net Assets	(644,071)
Closing Balance	<u>27,299,390</u>



Swan TAFE Annual Report 2003

SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

	2003 \$
31 Reconciliation of net cost of services to net cashflows provided by / (used in) operating activities	
Net Cost of Services	(70,058,282)
Non Cash Items:	
Depreciation expense	5,151,355
Doubtful Debt expense	190,005
Resources Received Free of Charge	2,119,956
Net loss on Disposal on Non-current Assets	54,080
(Increase)/decrease in assets:	
Current Receivables	(1,011,344)
Inventories	86,215
Increase/(decrease) in liabilities	
Payables	1,331,641
Current Provisions	1,299,502
Other current Liabilities	(461,714)
Non-current Provisions	
Net GST payments	(168,062)
Net Cash used in Operating Activities	(61,466,648)
32 Reconciliation of cash	
Cash at the end of the financial year, as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:	
Cash Assets	3,785,947
Restricted Cash Assets	927,765
Cash transferred from other sources (a)	3,130,936
	<u>7,844,648</u>
(a) Cash transferred from other sources is represented by the closing cash balance of the Midland College of TAFE and cash received from the West Coast College of TAFE for the current leave liabilities of the Balga campus staff transferred to Swan.	
33 Commitments for expenditure	
Lease Commitments	
Commitments in relation to leases contracted for at the reporting date but not recognised as liabilities are payable as follows:	
Within 1 year	455,770
Later than 1 year and not later than 5 years	411,600
	<u>867,370</u>
Representing:	
Non-Cancellable Operating Leases	867,370



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

2003
\$

34 Explanatory Statement

Significant variations between estimates and actual results for the financial year

Section 42 of the Financial Administration and Audit Act requires the college to prepare annual budget estimates.

Details and reasons for significant variations between estimates and actual results are detailed below. Significant variations are considered to be those greater than 10% of budget and \$250,000.

Expenditure	Budget \$,000	Actual \$,000	Variation \$,000
<i>Depreciation Expense</i>	3,838	5,151	1,313
Opening balance of Assets was \$15m higher than anticipated due to revaluation of buildings not included in budget formation and additional items brought on from the Midland college due to a difference in capitalisation policy.			
<i>Grants and Subsidies</i>	-	477	477
Variance is due to a change in accounting treatment for the expense and recoup of student travel from the Education Department. Previously treated under current assets as an advance not as an expense.			
<i>Capital User Charge</i>	8,304	7,027	(1,277)
Reduction in Net Assets (revaluations are exempt from capital user charge) created a reduction in the actual value payable.			
<i>Other Expenses From Ordinary Activities</i>	-	478	478
Variance is due to a change in accounting treatment for disposal of Property Plant & Equipment. Previously proceeds on disposal was netted off against written down value.			
Revenue			
<i>Fee for Service</i>	5,990	6,724	734
Increase is due to higher than expected business from training delivery for International students			
<i>Ancillary Trading</i>	909	1,907	998
Increase is due to higher than expected business from curriculum writing contracts.			
<i>Other Revenues from Ordinary Activities</i>	392	1,092	700
Variance is due to a refund of prior year expense for workers compensation \$224,164 Sale of minor college equipment not capitalised \$72,761 and not included in estimate. Receipt of donations \$46,703 with the balance from numerous other miscellaneous receipts.			
Revenues From Government			
<i>State Funds</i>	62,379	67,294	4,915
Increase is due to non budgeted capital works transferred from the Department of Education and Training \$2,870,326 with the balance representing other minor works and equipment grants.			



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

2003
\$

Resources Received free of Charge

2,686 2,120 (566)

Variance due to finalisation of FMIS implementation group on 30 June 2003, budgeted for full year, approximately \$200,000. The budget was based on the combined prior year figures of the amalgamated college's. Savings in expenditure as a consequence of the amalgamation has an equal effect on revenue which has now flown through.

35 Financial Instruments

(a) Interest Rate Risk Exposure

The College's exposure to interest rate risk, and the effective weighted average interest rate for each class of financial assets and financial liabilities is set out below:

	Weighted Average Effective Interest Rate %	Variable Interest Rate \$000	Fixed Interest Rate Maturity Less Than 1 year \$000	Non-interest Bearing \$000	Total \$000
Financial Assets					
Cash Assets	4.95%	508			508
Investments (Cash Assets)	5.17%		6408		6408
Restricted Cash Assets	5.17%		928		928
Receivables				1168	1168
Total Financial Assets		508	7336	1168	9012
Financial Liabilities					
Payables				3179	3179
Employee Benefits				12702	12702
Total Financial Liabilities				15881	15881
Net Financial Assets (Liabilities)		508	7336	(14,713)	(6,869)

(b) Credit Risk Exposure

All financial assets are unsecured.

The carrying amount of financial assets recorded in the financial statements, net of any provisions for losses, represents the college's maximum exposure to credit risk without taking account of any collateral or other security obtained.

(c) Net Fair Values

The carrying amount of Financial Assets and Financial Liabilities recorded in the Financial Statements are not materially different from their net fair values, determined in accordance with the accounting policies disclosed in note 1 to the Financial Statements.

36 Remuneration of Members of the Accountable Authority and Senior Officers

Remuneration of members of the Accountable Authority

The number of members of the Accountable Authority whose total of fees, salaries, superannuation and other benefits for the financial year, fall within the following bands are:

\$	
\$0 - \$10,000	12
\$60,001 - \$70,000	1
\$110,001 - \$120,000	1

The total remuneration of the members of the Accountable Authority is:

183,884



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2003

2003

\$

The superannuation included here represents the superannuation expense incurred by the College in respect of members of the Accountable Authority.

No members of the Accountable Authority are members of the Pension Scheme.

Remuneration of Senior Officers

The number of Senior Officers other than senior officers reported as members of the Accountable Authority, whose total offees, salaries, superannuation and other benefits receivable for the financial year, fall within the following bands are:

\$	
\$10,001 - \$20,000	3
\$30,001 - \$40,000	1
\$70,001 - \$80,000	1
\$90,001 - \$100,000	1

The total remuneration of senior officers is:

248,600

The superannuation included here represents the superannuation expense incurred by the College in respect of Senior Officers other than senior officers reported as members of the Accountable Authority.

No Senior Officers are members of the Pension Scheme.

37 Supplementary Financial Information

Amounts Written off by the Accountable Authority

Write offs adjusted against the provision for Doubtful Debts 29,154

The following losses and write-offs are incorporated in 'other operating expenses' (refer to note 10)

Losses of public and other moneys and public and other property through theft, default or otherwise 2,963

38 Segment Information

The college has only one segment (as defined by Treasurer's Instruction 1101 (2) (viii)) and that is Vocational Education and Training Delivery.

The college operates in one geographical segment being within the State of Western Australia.



FINANCIAL ESTIMATES 2004

In accordance with Treasurers Instruction 953, the annual estimates for the 2004 year are hereby included in the 2003 annual report. These estimates do not form part of the 2003 financial statements and are not subject to audit.



**SWAN TAFE - ANNUAL ESTIMATES
STATEMENT OF FINANCIAL PERFORMANCE
for the year ending 31 December 2004**

	2004 \$ Estimate
COST OF SERVICES	
Expenses from ordinary activities	
Employee Expenses	54,393,010
Depreciation Expense	5,041,500
Doubtful Debt expense	175,000
Supplies and Services	17,986,285
Grants and Subsidies	7,000
Capital User Charge	9,199,477
Other Expenses from Ordinary Activities	19,000
Total Cost of Services	86,821,272
Revenue from Ordinary Activities	
<i>Revenue from operating activities</i>	
Fee for Service	5,087,056
Student Fees and Charges	6,182,709
Ancillary Trading	1,632,000
Trading Profit	399,995
<i>Revenue from non-operating activities</i>	
Interest Revenue	480,000
Other Revenue from Ordinary Activities	504,868
Total Revenue from Ordinary Activities	14,286,628
NET COST OF SERVICES	(72,534,644)
REVENUES FROM STATE GOVERNMENT	
State Funds	68,003,668
Resources Received Free of Charge	2,031,810
Liabilities Assumed by the Treasurer	206,000
Total revenues from State Government	70,241,478
CHANGE IN NET ASSETS	(2,293,166)
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTION WITH WA STATE GOVERNMENT AS OWNERS	(2,293,166)



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SWAN TAFE - ANNUAL ESTIMATES STATEMENT OF FINANCIAL POSITION for the year ending 31 December 2004

	2004 \$ Estimate
STATEMENT OF FINANCIAL POSITION	
CURRENT ASSETS	
Cash Assets	98,496
Restricted Cash Assets	500,000
Inventories	360,000
Receivables	1,215,426
Other Financial Assets	5,633,759
Other Assets	800,000
Total Current Assets	8,607,681
NON-CURRENT ASSETS	
Property, Plant and Equipment	119,089,985
Total Non-Current Assets	119,089,985
TOTAL ASSETS	127,697,666
CURRENT LIABILITIES	
Payables	1,000,000
Provisions	3,875,000
Other Liabilities	1,833,810
Total Current Liabilities	6,708,810
NON-CURRENT LIABILITIES	
Provisions	7,141,979
Total Non-Current Liabilities	7,141,979
TOTAL LIABILITIES	13,850,789
NET ASSETS	113,846,877
EQUITY	
Contributed Equity	51,444,726
Asset Revaluation Reserve	34,217,531
Accumulated Surplus	28,184,620
	113,846,877
TOTAL EQUITY	113,846,877



**SWAN TAFE - ANNUAL ESTIMATES
STATEMENT OF CASH FLOWS
for the year ending 31 December 2004**

	2004 \$ Estimate
CASH FLOWS FROM STATE GOVERNMENT	
State Funding - Department of Education and Training	65,513,669
Net cash provided by State Government	65,513,669
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee Cost	(53,865,630)
Supplies and services	(17,187,80)
Capital User Charge	(9,199,477)
GST Payments on purchases	(1,718,781)
Other payments	(26,000)
Receipts	
Sale of goods and services	8,104,051
Student fees and charges	6,182,709
Interest received	480,000
GST receipts on sales	601,573
GST receipts from taxation authority	1,117,208
Other receipts	504,868
Net cash used in operating activities	(65,007,286)
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of non-current physical assets	(2,119,821)
Net cash used in investing activities	(2,119,821)
Net decrease in cash held	(1,613,438)
Cash assets at the beginning of the financial year	7,845,693
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	6,232,255