

The Hon A Carpenter MLA
Minister for Education and Training
12th Floor Dumas House
2 Havelock St
West Perth WA 6005

Dear Minister

PRESENTATION OF THE CHALLENGER TAFE ANNUAL REPORT 2003

In accordance with Section 54 of the *Vocational Education and Training Act 1996* and Section 66 of the *Financial Administration and Audit Act 1985*, I have pleasure in submitting the seventh Annual Report of Challenger TAFE for your information and for your presentation to Parliament.

The Annual Report is for the year ending 31 December 2003 and has been prepared in accordance with the provisions of the *Financial Administration and Audit Act 1985*.



Paddy Creevey
CHAIR, GOVERNING COUNCIL
27 February 2004



Malcolm H Goff
MANAGING DIRECTOR
27 February 2004

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Our Strategic Planning Framework sets the organisational goals; strategic directions; and guideposts to ensure our success. Our planning cascades down through Directorate Business Plans to Business Unit Operational Plans. Individual Performance and Development Plans are negotiated so that personal and professional development activities are aligned with College outcomes.

Challenger TAFE Vision: We want to be:

A high performance, visionary organisation in partnership with industry and our communities

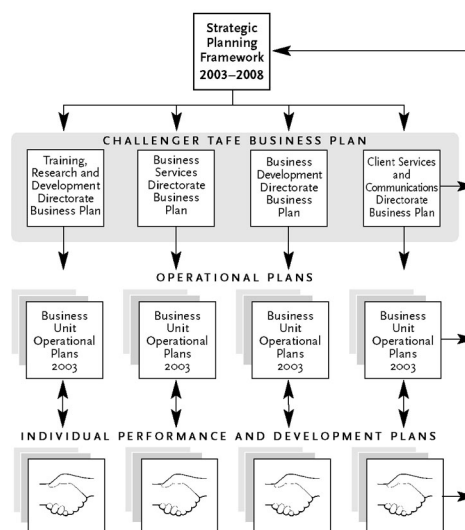
CHALLENGER TAFE MISSION: Our purpose for existing:

As a member of the Western Australian TAFE College network, Challenger TAFE researches, develops and delivers quality vocational education and training services and products which support the development of individuals, industry, our communities and the state within a sustainable environment.

ORGANISATIONAL DEVELOPMENT

Challenger TAFE commits to the provision of a workplace environment that values people. We aim to: develop a culture of diversity, high-skill and personal leadership; support and recognise innovative performance; and provide a safe and supportive working environment.

Our plan to succeed:



VALUES

Our values guide how we behave; how we will treat each other; what is important; and what bonds us together. Values are a source of strength and courage to take action.

Excellence – achieving high quality outcomes in the development of programs and provision of services

Innovation – developing new and improved ways of doing business and meeting client needs

Integrity – applying honest and ethical practice in all transactions

Empowerment – making informed decisions within policy and resource parameters

Accountability – accepting responsibility for achieving agreed outcomes

DESIRED OUTCOMES: Our results for 2003:

To provide vocational education and training and employment services to meet community and business needs.

Key Directions for 2003 were:

- Meeting client expectations.
- Providing quality teaching and an effective learning environment.
- Providing targeted programs for youth, Indigenous people and people with disabilities.
- Advancing science and technology.
- Fostering local, regional and international partnerships and alliances.

Congratulations from the Governing Council

The Governing Council congratulates Challenger TAFE on meeting its strategic objectives, planned achievements and in advancing its key directions in 2003. This advancement has been especially noteworthy in terms of an increase in customer focus through quality teaching and innovative learning solutions, particularly in providing specialised programs for young people, indigenous people and people with a disability. The College's focus on science and technology has also produced exciting outcomes, including the appointment of a Program Manager in Sustainable Development, with inaugural Conservation and Land Management courses being conducted in the Peel Region. The WA Horticulture and Environmental Science Skills Centre attracted Innovation Grant funding for Water Conservation. The Aquaculture Development Unit in partnership with CY O'Connor College of TAFE, received \$87,000 from the Science and Technology Innovation Fund to develop an inland saline aquaculture industry, using saline ground water in the Wheat Belt region.

In addition, the advisory committees have gone from strength to strength this year, building strong networks through local and regional relationships. One exciting example was a Peel Regional Hospitality/Tourism course, developed and delivered in partnership with local operators. It provided ten guaranteed positions in the local hospitality/tourism industry for the course graduates.

Congratulations are also due to our student achievers in 2003. Apprentice Chef Stacey Miller was announced Challenger TAFE Apprentice and Student of the Year. Stacey went on to win the Western Australian Apprentice of the Year Award at the WA Training Excellence Awards. Florist Matthew Landers was Trainee of the Year and was short-listed for the WA Trainee of the Year Award. Vanessa Fowler was Challenger TAFE's Vocational Student of the Year and Gloria Bennell was awarded Aboriginal Student of the Year.

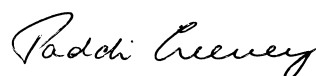
Other Challenger TAFE prizewinners who performed exceptionally well were Andrea Hayes (Engineering) and Justin Mann (Building Apprentice) who were both finalists in their respective categories in the Western Australian awards. There were four scholarship winners for the Australian Gown of the Year: Jessica Wilkes, Jonathan Phang, Carolyn Morling and Katherine Lance; and four students in the WA Design Awards: Jessica Wilkes, Karolina Stysiak, Clies Berryman and Frances Whitehead.

Among Challenger TAFE staff to achieve recognition in 2003, Tourism Lecturers Nada Lubay and Heather Telkamp each received a 2003 National Tourism and Training Award for "Outstanding Contribution by an Individual" while Wayne Evershed was awarded the National Institute of Accountants' Accountant of the Year, for his outstanding efforts in promoting a new scheme of work placements for Business students.

In particular, I would like to congratulate Challenger TAFE on the following achievements:

- The College was a State finalist in the category 'Large Training Provider of the Year';
- Challenger TAFE was the proud winner in the Education and Training Category in the Channel 9/Peel Region Tourism Awards *in recognition of excellence, achievement and contribution to the development of tourism in the Peel Region*;
- Challenger TAFE was a finalist in the 'Sunday Times' State Tourism Awards;
- The Fremantle e-Tech Centre and the IT & Business Skills Centre won a Western Australian Information Industry and Telecommunications Award for a second year, this year in the Service Delivery and Training category;
- As a partner with Fremantle Community Policing-Crime Prevention, the College was also awarded a 2003 National Certificate of Merit by the Australian Heads of Government for conducting four 5-week Marine Intervention programs that provided introductory skills for the fishing industry to young people at risk of offending.

My thanks go to staff, and industry and community stakeholders, for their active participation and contributions to the life of Challenger TAFE, where the quality of relationships amongst staff and partnering organisations is reflected in the success of the College.



Paddi Creevey
Chair, Governing Council

Highlights and Achievements 2003

With a staff of over 1,000, Challenger TAFE delivered over four million profile student contact hours (SCH), a similar level of delivery to that in 2002. This included 570,000 SCH delivered through its overseas and commercial courses. Based on this solid performance, we can anticipate continual growth in training delivery in 2004. Of particular interest is the expansion in training in the Peel Region that experienced a 19% increase on 2002 delivery, demonstrating Challenger TAFE's commitment to meeting the diverse needs of a region experiencing the highest rate of growth in WA.

Skilled Workforce – Trainees, Apprentices and Skill Priorities

A strategic objective in 2003 was to support the growth of a skilled Western Australian workforce addressing the Burrup Skills Taskforce skill priorities, the global oil and gas industry, and emerging and growth industry sectors. Challenger TAFE expanded its apprenticeship and traineeship unit this year with the addition of a New Apprenticeship Officer at Peel. The number of apprentices and trainees increased to a total of 1,612 with 90 more apprentices than in 2002. Traineeships for Office and Clerical students reached 124% of their target for 2003.

The geographic spread and range of training delivery was extensive. The WA Horticulture and Environmental Science Skills Centre became a very successful provider of Rural Operations education in prisons in the form of traineeships and introduced school-based traineeships. In Peel, a new traineeship course was developed in consultation with representatives from the Hospitality & Tourism Industry Training Council. The course was designed to provide training for a wide range of accommodation and caravan operators. Six Indigenous trainees studied the Certificate III in Clothing Production with work placements in Rockingham, while Indigenous Beauty trainees held trainee positions in Perth, Fremantle, and Peel workplaces. Retail traineeships at Certificate III level were added to the College's scope and these trainees and financial services trainees were enrolled for the first time in 2003.

Developmental work was completed by a Traineeship Development Officer located at the WA Centre for Leadership and Community Development working two days a week for the second half of the year and substantial progress was made in understanding and developing the traineeship market place for leadership and community development activities. In an effort to expand IT Traineeships, the Fremantle e-Tech Centre developed a partnership with the Chamber of Commerce and Industry and Apprenticeships WA to employ trainees and school based trainees. Training and Skills Recognition Services were provided by Challenger TAFE's IT & Business Skills Centre.

Apprentice Delivery in Plumbing exceeded the 2003 forecast with an additional special maintenance plumbing apprenticeship arranged in partnership with Apprenticeship & Traineeship Group Training Scheme enrolling 15 additional students. There were 100 apprentices enrolled in Hospitality training. An Automotive pilot program was conducted using a Reframing the Future Community of Practice grant. The focus was apprentices doing their first year studies on-the-job in local car dealerships in the Peel region and completing theory training at Peel Campus. Seven companies participated in the program and students were able to complete their off-the-job training in the local area rather than travelling to Fremantle.

KEY DIRECTIONS

There were five key directions for Challenger TAFE's Strategic Planning Framework 2003-2008 in developing our role in improving skills and employment outcomes for our diverse client groups.

Meeting client expectations

Challenger TAFE has a long-standing commitment to providing quality services to our customers in our training delivery and support services. This was evidenced in the establishment of a student portal, *MY Challenger TAFE*, allowing students individual access to a range of on-line services including viewing their results, obtaining career and course information and general College information. It was followed with a successful trial of smart card technology in a TAFE College setting in WA. The cards and associated technology and software were used to enhance student identification, access and security as well as allowing users a convenient means of managing payments for printing and photocopying and of accesses library services at our Murdoch Campus. Other exciting achievements included:

- Developing and delivering Certificate II in Hospitality (Regional Tourism Operations) in collaboration with Peel Region Tourism Association as a response to a growing demand for multi-skilled staff in front-line tourism and

hospitality businesses. Eighteen students graduated from the course and all found work in the industry and in the local area.

- Delivering additional programs in Information Technology, Aboriginal Programs (Tourism Guiding, Work & Community Participation) and Conservation Land Management to meet regional needs.
- Developing induction booklets for several trade areas that detail pertinent information regarding OSH, duty of care and student responsibilities.
- Developing a walk-in bookshop at Rockingham Campus.

Providing a quality teaching and learning environment

An important embodiment of the 2003 focus on quality teaching and learning was a *Quality Teaching and Learning Project* coordinated through Challenger TAFE Innovative Learning Services. Fourteen mentors from different industry areas of the College worked in teams with their colleagues and industry stakeholders on enhancing training delivery within their industry areas. The project provided the mentors with skills and experience in scoping and costing projects; in team building; and in improving some aspects of training delivery within their industry area. Other learning initiatives for 2003 included:

- Management development seminars for teaching staff and management on adult learning, emotional intelligence and working with difficult people;
- Showcasing staff skills and knowledge with presentations at the Teens Teachers and Training Conference, the National Centre for Vocational Education and Research (NCVER) Conference held in Perth in 2003 and the Annual Best Practice Teaching Forum; and
- Providing live work opportunities to Hospitality students at events such as:
 - The College Graduation
 - Camp Quality – Canteen
 - Rockingham Mussel Festival
 - Mandurah Crab Festival
 - Ascot Turf Club – Melbourne Cup Day
 - Speciality Industry Nights – students organised, produced and served Australian cuisine hosted by Picnicks Garden Restaurant West Perth and the Sheraton Hotel
 - National Australian Tourism Conference – Joondalup
 - Peel Regional Tourism Awards

Customising training for targeted groups

Challenger TAFE has a strong commitment to providing opportunities for particular target groups, for example, people with disabilities, VET-in-school students and disadvantaged youth. Several new groups of students with disabilities successfully completed courses at Fremantle, Peel, Rockingham and Warnbro Community High School. The courses included Computing, Woodwork, Art and Cookery classes, providing them with an increased range of skills development opportunities.

Other significant outcomes in 2003 included:

- Training Centre established at the Winjan Aboriginal Community that resulted in the development of a cultural tourism bush walk trail; higher enrolments; involvement in Indigenous programs and their tourism guiding students delivered talks on Aboriginal Culture to school groups.
- Computing, Woodwork, Art and Cookery classes that provided an increased range of skills development opportunities to people with a disability.
- Forty-five Indigenous school-based trainees completed Certificate I Work Readiness. This included some Year 10 students.
- Full-time traineeships for Indigenous people in Business and IT, Beauty Therapy and Horticulture.
- Carpentry and Joinery training deliver reconfigured (and resources were streamlined) to allow for skills recognition and flexible delivery for mature aged apprentices, project based delivery and holistic assessment strategies.

Advancing Science and Technology

An important State initiative for 2003 was to advance science through innovation and knowledge building in science and technology. Challenger TAFE demonstrated its commitment to sustainability by appointing a Program Manager for Sustainable Development from the start of 2003. This initiative facilitated development of a wide range of relevant training products and services. Other exciting development in science and technology included:

- Horticulture and science delivery through the Peel Education and TAFE Campus increasing by 64%.
- A Certificate II in Conservation and Land Management being introduced.
- Pest Control Safety and Asset Maintenance delivered in flexible mode
- A Rural Operations traineeship introduced into prisons.
- Horticulture successfully bidding for an Innovation Grant for Water Conservation.
- Challenger TAFE and WestOne funding the Aquaculture Development Unit in publishing a 'Hatchery Manual for the Production of Snapper (*Pagrus auratus*)' for the Australian aquaculture industry. The Fisheries Research and Development Corporation (FRDC) provided financial assistance in the form of a \$32,000 grant.
- The Aquaculture Development Unit with CY O'Connor College of TAFE, attracting a Science and Technology Innovation fund of \$87,000 in funding to develop a marine fish industry using saline ground water in the wheat belt region.
- The WA Maritime Training Centre – Fremantle winning a \$173,000 grant to develop a simulator for fault-finding and correction in Remotely Operated Vehicles (ROVs).
- Increasing the numbers of students and teachers accessing online teaching and learning resources through the development of industry toolboxes; providing online teaching strategies; and establishing a group of technology mentors to support flexible and online training delivery.

Fostering local, regional and international partnerships

Challenger TAFE has a proud history of fostering and maintaining working relationships with industry, other education and training providers and the community. Our collaborative activities in 2003 featured new initiatives with partners of long standing, and building new relationships. Some examples include:

- Collaboration with the Peel Education District Taskforce and Mandurah Youth Commitment to deliver leadership and 'trade taster' training in a New Opportunities pilot project for students at educational risk.
- Lecturers from Kadadjiny Mia - Centre for Aboriginal Learning developing networking sessions ('Yarning') with lecturers from other TAFE colleges involved in Aboriginal and Indigenous programs.
- Collaboration with the Chamber of Commerce and the Aged Care industry on the development and delivery of training for aged care trainees in Peel.
- Challenger TAFE designed and delivered training in China and Malaysia and preparations for delivery commencing in Indonesia.
- Contracts being negotiated for training in India and Vietnam, and for aquaculture research in China.

Key Priority Special Initiatives for 2003

A particular focus of Challenger TAFE's developmental activity for 2003 was a series of funded initiatives to improve and extend VET programs for the 15 to 19 age group. Some successful initiatives were:

- Hospitality and Tourism at Peel receiving \$100,000 funding to support the establishment of a shared training facility in Mandurah for TAFE and VETiS students, designed to provide live work opportunities in food and beverage service, commercial cooking, accommodation services and eco-tourism.
- Beauty and Natural Therapies, and Hospitality on the Fremantle Campus attracting \$100,000 funding to support the development of a shared facility in the main Fremantle business district for TAFE and VETiS students, providing live work in food and beverage service (café style) and also a Beauty and Natural Therapies Clinic.
- Horticulture and Engineering receiving \$10,000 in each area to support the development of pathways for VETiS students to study at Certificate III level in Conservation and Land Management (Horticulture) and Drafting, including CAD (Engineering).

\$10,000 was made available to research the interface between practical and academic knowledge, leading to the development of an innovative dual VET/university qualification.

Two initiatives aligned with the VET priority to increase the number of apprenticeships and traineeships.

- \$60,000 was allocated to support Program Managers and lecturers to promote the uptake of traineeships and apprenticeships in such areas as Bricklaying and General Construction; traineeships in Hospitality and Health Services; and school-based traineeships in Retail and Clerical areas.
- \$56,000 was allocated to employing seven school-based Indigenous Trainees and three general trainees in a range of areas across the College, ie the College was both host employer and trainer.

Addressing Client Expectations

The focus for service improvements was on building on our electronic customer communications facilities. These were enhanced through the following allocations:

- \$10,000 was allocated to purchasing computing equipment to establish a database to enable Customer Service staff to better respond to general enquiries; and to be able to track enquiries through to enrolments, Customer Loyalty and Management System – CLAMS.
- \$8,000 was allocated for enhancements to the College website to add functionality and to develop new web entry pages for Centres of Specialisation.
- \$10,000 was allocated for the development of an online database containing capability statements on contracts that the College has won and serviced; including a database of expert staff.

Competition Successes

Apprentice Chef Stacey Miller who was Challenger TAFE's Apprentice and Student of the Year went on to win the Western Australian Apprentice of the Year Award at the Training Excellence Awards. Florist Matthew Landers who was the Challenger TAFE Trainee of the Year was subsequently short-listed for the WA Trainee of the Year Award. In addition, prize winners Andrea Hayes (Engineering) and Justin Mann (Building Apprentice) were finalists in their respective categories at State level. There were four scholarship winners for the Australian Gown of the Year: Jessica Wilkes, Jonathan Phang, Carolyn Morling and Katherine Lance; and four students who competed successfully in the WA Design Awards: Jessica Wilkes, Karolina Stysiak, Clies Berryman and Frances Whitehead.

At the Chef Apprentice competition hosted at Challenger TAFE, Fremantle Hospitality & Tourism Training Centre students won two gold and two bronze medals.

Challenger TAFE was a finalist in the large training provider category in the 2003 State Training Awards. Fremantle e-Tech and the IT and Business Skills Centre won the Western Australian Information Industry and Telecommunications Award for Service Delivery and Training. Strong testament to our client focus was evident in Accounting where lecturer Wayne Evershed was awarded the Accountant of the Year by the National Institute of Accountants. A major factor in his achievement award was an initiative to promote a new scheme of work placement for Business students.

Challenger TAFE was the proud winner in the Education and Training Category in the Channel 9/Peel Region Tourism Awards *in recognition of excellence, achievement and contribution to the development of tourism in the Peel Region*. The strength of the training programs and staff commitment in Peel was evidenced by Tourism lecturers Nada Lubay and Heather Telkamp who each received a 2003 National Tourism and Training Award for "Outstanding Contribution by an Individual".

Governing Council

At the commencement of the year, the Governing Council comprised nine continuing members who had been appointed by the Minister for Training. During the year the following councillors joined the Governing Council: Ms Deborah Nolan, Ms Helen Cattalini, Mr David Holland, Ms Sally O'Loughlin and Mr Nathan Trengove. Deborah is also the Chair of the Aboriginal Employment, Education and Training Committee (AEETC) and Nathan is a student representative.

Council met every two months and held five meetings during the year. The members of the Council provided an invaluable voluntary service in support of the College, and willingly gave their time and effort in its interests. They were active participants in one of the two Council Committees: the Planning and Development Committee; and the Finance, Performance and Audit Committee, with some members of the Governing Council offering additional voluntary hours to the Industry Advisory Committees within each Centre of Specialisation. Members of the Governing Council also took part in a strategic planning workshop held in Mandurah in early September and supported many of the College's functions, including: the launch of the Information Technology and Business Skills Centre and accompanying conference; Hospitality/Tourism activities in Peel; Hospitality industry events in the metropolitan area; Maritime activities; events conducted for the Horticulture industry and the WA Centre for Leadership and Community Development.

Council Membership

The members of the Challenger TAFE Governing Council during 2003 were:



Ms Paddi Creevey (Chair)

Paddi has worked as a senior social worker at the Mandurah Community Health Centre for the last 16 years. Her qualifications include a Bachelor of Social Work. She is currently Deputy Mayor of the City of Mandurah. She has been involved in local government for eight years and has chaired the Planning and Development Committee for six years. She has strong interests in sustainability and community development, particularly the Peel region. Paddi serves on the Boards of a number of community organisations such as the Women's Refuge, Peel Community Legal Centre and WestAus Crisis. She is a member of Zonta International and the Mandurah Fishing Club.



Mr Kim Bailey (Deputy Chair)

Kim has more than 43 years of experience in Bailey's Fertilisers, the family business, and in the field of horticulture. He is also a resident of the College region and a former Rockingham City Councillor. Kim is a founding member of Governing Council and the Chair of the Planning and Development Committee in 2003. He is also the Chair of the Turf and Landscape Industry Association.



Mr Angus Callander

Angus has been the General Manager of M.G. Kailis for 14 years and has been with Kailis for twenty years. He holds a Bachelor of Business. He has had a close involvement with education and training for the past twelve years and was formerly a Governing Council Chair of Central West TAFE College.

Angus is currently Director of the Fishing Industry Council and a member of the Rock Lobster Industry. He is the College Chair for the Maritime Advisory Committee.



Ms Helen Cattalini

Helen is a former Commissioner of Multicultural and Ethnic Affairs in the Government of Western Australia and has been a member of the Advisory Committee on Multicultural Affairs to the Prime Minister. She was awarded a Member of the Order of Australia Medal in 1998 for services to the community. Since 1987, Helen has been a Director of Helen Cattalini Consultancy Services Pty Ltd, a company specialising in social research, and policy and programme development in government, local government and community sectors.



Mr Malcolm Goff (Managing Director)

Malcolm has been Managing Director of Challenger TAFE since 1999 and was formerly the Executive Director, Strategic Services in the WA Department of Training. Malcolm has many years of teaching and management experience in the vocational education and training system.

Malcolm's qualifications include a Bachelor of Arts (Economics), Higher Certificate in Teaching, Graduate Diploma in Education Administration and a Master of Business. He is a current member of the Australian College of Education.

Mr Michael O'Loughlin operated in the role of Managing Director from February to November 2003 while Mr Goff was undertaking other duties.



Mr David Holland

David is Managing Director of 'Yalgorup EcoPark on the Beach' and is heavily involved with promoting and operating ecotourism in the south Mandurah region. He is immediate past chairman of the Peel Region Tourism Association, past member of the WA Tourism Commission's Industry Development Advisory Committee, past president of the Caravan Industry Australia (WA) and a Director of Brighthouse Consultants. David is also Chair of the Industry Advisory Committee to the College Hospitality and Tourism Training Centre.



Mr Kevin Murrell

Kevin has over 20 years TAFE teaching experience at Challenger TAFE specialising in English, Communications and Industrial Relations. For the last five years he has worked primarily in Business. He has been the Teachers Union representative for most of this period and has recently conducted research on behalf of the Union and the Department of Training. His qualifications include a Bachelor of Arts (Honours), Higher Diploma of Education and a Graduate Diploma in Reading Education.



Dr Diana Newman, AM

Diana is a Chartered Accountant. She has extensive qualifications, including receiving an honorary Doctor of Commerce from Edith Cowan University in 1999, following a receipt for Membership of the Order of Australia Award in 1997 for services to accounting and community.

Diana is an Associate of the Institute of Chartered Accountants in Australia, Fellow of CPA Australia and Fellow of the Institute of Company directors. She is currently Managing Partner of Newman Partners and is a Director of Child Health Research Foundation Inc. During 2000, she served on the Gunning Committee of Inquiry into the Ministry of Fair Trading Boards.



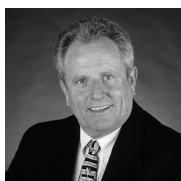
Ms Deborah Nolan

Deborah has had extensive experience working in education, health and community services with Indigenous people and youth. She is the Chair of Challenger TAFE's Aboriginal Employment, Education and Training Committee.



Ms Sally O'Loughlin

Sally is a Company Director and Consultant for NRMCA Pty Ltd WA, which is a small, family-owned company as a consultant on communications issues. She has been a Board Member, Public Sector Superannuation/Commonwealth Service Superannuation since 1991 and Board Member of the Australian Government Employment Superannuation Trust since 2002. Sally O'Loughlin was an Elected Officer, Community and Public Sector Union from 1983 to 2000. She has a Bachelor of Arts and is currently pursuing Swedish language studies.



Mr Geoff Richards

Geoff is Chairman of Greening Australia, Australia and Vice-President of its National Board. He is past National President of the Nursery and Garden Industry Australia. He is owner and Managing Director of Richgro Garden Products. Geoff is also the Chair of the Industry Advisory Committee to the Challenger TAFE WA Horticulture & Environmental Science Skills Centre. He has been a Rotary member for the last 27 years.



Mr Nathan Trengove

Nathan completed a Certificate III in Health and Fitness (Gym Instructor) at Challenger TAFE in 2003. He also holds his Senior First Aid Certificate; Level 1 Sports First Aid Certificate; Level 1 Sports Coaching Certificate (Basketball); Level 1 Basketball Referee; and Level 1 Basketball Referee Coach/Evaluator. Nathan is an active volunteer basketball coach for young people and the disabled.



Ms Margaret Watroba

Having gathered more than 21 years of experience in a variety of Australian and overseas organisations, Margaret is currently the Principal Electrical Engineer with WMC Resources Project and Engineering Group. Margaret's qualifications include a Master of Science (Electrical Engineering) and a Diploma in Chemical Engineering.

Governing Council Committees

Three Governing Council Committees met regularly during the course of 2003. A member of the Governing Council chaired each Committee and the Governing Council Chairperson and the Managing Director were ex-officio members of each committee.

THE PLANNING AND DEVELOPMENT COMMITTEE

The Committee, chaired by Mr Kim Bailey, conducted quarterly meetings in 2003. Its primary purpose is to oversee the ongoing strategic positioning of the college and the development of the strategic planning framework. It is also responsible for endorsing the business development strategies of the college, including those relating to overseas students and international projects. It is responsible for approving the application of business development funds to seed commercial activities.

Membership of the committee during 2003 comprised:

Mr Kim Bailey (Chair)
Ms Helen Cattalini
Mr David Holland
Ms Deborah Nolan
Ms Liz Harris A/General Manager Training Research and Development
Mr Neil McAullay, General Manager Business Services
Mr Rob Meecham, Director Business Development
Mr Jan Lipiec A/General Manager Client Services and Communications
Mr John Scott Executive Officer
Ms Paddi Creevey Governing Council Chairperson (Ex-officio)
Mr Michael O'Loughlin A/Managing Director (Ex-officio)

THE FINANCE AND PERFORMANCE AND AUDIT COMMITTEE

The Finance Committee, which meets one week prior to Governing Council, provides comprehensive and detailed reports on financial management, human resources, profile delivery and audit activities at each meeting.

During 2003, membership of the committee comprised:

Dr Diana Newman (Chair)
Mr Geoff Richards
Mr Angus Callander
Mr Kevin Murrell
Ms Margaret Watroba
Mr Neil McAullay, General Manager Business Services
Mr Murray Sykes, Director Finance
Ms Liz Harris, A/General Manager Training Research and Development
Mr John Wood, Director Human Resources Management and Development
Ms Joanne Keeling, Manager Program Planning and Development
Ms Paddi Creevey Governing Council Chairperson (Ex-officio)
Mr Michael O'Loughlin A/Managing Director (Ex-officio)

Dr Diana Newman has chaired this committee for the last four years. The committee thanks Diana for her valuable contribution over the period.

ABORIGINAL EMPLOYMENT, EDUCATION AND TRAINING COMMITTEE (AEETC)

The AEETC members represent local Aboriginal people from various local community and government organisations. They are the advisory committee to the College on Aboriginal vocational education and training needs, appropriate programs and services. The Committee played a key role in the establishment of the Kadadjiny Mia – Centre for Aboriginal Learning and continues to take an active role.

There were some changes to membership during the year.

Members during the year were:

Ms Debra Nolan (Chair)

Ms Cheryl Bridge-Breuer (A/Manager – Kadadjiny Mia Centre for Aboriginal Learning)

Ms Christine Sparham (A/Program Manager Diversity & Community Development)

Mr Ashley Garlett – Aboriginal Student Support Officer (ASSO) - Rockingham

Ms Jessica Ninyette – ASSO - Peel

Ms Melinda McGowan – ASSO – Fremantle

Ms Jenny Buchanan – Aboriginal Islander Education Officer – Warnbro Community High School

Mr Ivan Lyndon - Perth Employment Enterprise Aboriginal Corporation

Ms Karen Jacobs – Peel Development Commission

Mr Wayne Bynder – Curtin University of Technology

Ms Tracey Councillor- Centrelink

Ms Paddi Creevey Governing Council Chairperson (Ex-officio)

Mr Michael O'Loughlin A/Managing Director (Ex-officio)

INDUSTRY ADVISORY COMMITTEES

Each Centre of Specialisation has established an Industry Advisory Committee to assist it in forming strong networks with local industry. Several of these committees are chaired by a member of the Governing Council.

Managing Director's Overview

2003 was a year in which Challenger TAFE reinforced its record in providing quality teaching, client and corporate services, industry and community partnerships, applied research and commercial developments.

The College has developed nine state-of-the art Centres of Specialisation and three special purpose centres operating across 17 training locations. The College provided over four million curriculum hours in the form of training and training related services in 2003.

Challenger TAFE's Annual Graduation Ceremony was held at the Fremantle Passenger Terminal on 28 May 2003. Attendance on the evening was by far the biggest ever. More than 800 people were present which included 194 graduands and 37 prizewinners, as well as guests, sponsors and industry representatives. This is an increase of approximately 20% over 2002 attendance figures.

Responding to Government Priorities

The year began with the Minister for Education and Training releasing Creating the Future a blue print for education and training activities through to 2010. Challenger TAFE worked on achieving the following results:

- Increasing retention rates of young people in education or training to Year 12 or a VET equivalent, including school based trainees;
- Increasing the number of school based traineeships and the number of traineeships and apprenticeships on an annual basis, particularly in regional areas and for Indigenous young people;
- Developing a comprehensive framework for articulation between VET and universities in Western Australia and increasing the number of TAFE graduates gaining credit transfer into university courses;
- Working with other TAFE providers to develop a TAFEWA co-ordinated approach to the delivery of vocational education and training programs and services in Western Australia, including an innovation framework;
- Establishing training priorities based on the Burrup Skills Taskforce skill priorities, the global oil and gas industry, and emerging and growth industry sectors in WA;
- Increasing the numbers of students and teachers accessing online teaching and learning resources.

The outcome of the State Government's Functional Review Taskforce was the establishment of a Functional Review Implementation Team (FRIT) to progress recommendations for corporate services and procurement reform. The College through TAFEWA provides input for progressing these initiatives.

Challenger TAFE made significant achievements in its commitments to youth and working collaboratively with other TAFE colleges, responding to the training needs of growth and emerging industries and our growth in online teaching and resources development. Our collaborative partnerships are extending and strengthening and our corporate operations continue to be highly cost-effective.

Creating Better Futures for 15 to 19 year olds

In 2003 Challenger TAFE focused on improving training and employment outcomes for youth, particularly those in the 15 to 19 year old category. The College maintained its record in the high volume of VETiS delivered and auspiced. It was a supporting partner in the Warnbro Community School Education Support Unit's innovative Year 13 program in Building Skills that reached the national finals of the Training Excellence Awards for 2003.

VET in Schools (VETiS)

The VETiS delivery increased significantly through delivery and auspicing arrangements with 114,000 SCH of delivery.

Our VETiS programs achieved the following exciting outcomes for 16 and 17 year olds.

- Over 1,000 high school students were enrolled in Hospitality/Tourism training in 2003;
- Programs in over 50 course areas;
- Delivery in the new area of Beauty Therapy for the first time in 2003 with great success; and
- A successful pilot program that delivered Certificate III Training Package units in Applied Science on behalf of the Science Pathways Project at Leeming Senior High School involving 20 Year 11 and 12 students.

Fifty percent of the College's VETiS students were enrolled in IT and Business and this comprised 10% of the State's VETiS student enrolments. This is testament to the College's outstanding performance in the area and our commitment to fostering students' interest in and facility with information technology. There was continued growth in VETiS delivery in the Peel Region, (30,161 SCH representing 26% of the college total) and in auspicing services (58,838 SCH). This involved a total of 617 students.

We have also achieved outstanding outcomes for young people deemed to be at risk, unemployed youth and Indigenous young people.

At Risk Groups

Challenger TAFE collaborated with the Peel Education District Taskforce and Mandurah Youth Commitment to deliver leadership and 'trade taster' training for a New Opportunities project for students at educational risk. A Fishing Operations qualification was designed with the assistance of the *Streetnet* program (WA Police), the Ministry of Justice and Mandurah Offshore Fishing and Sailing Club and this was delivered to a group of young people at risk of offending in the Peel Region. Hairdressing and Beauty were involved in a very successful program for attracting young people back into learning in Peel; and the Kwinana Centre conducted a course for a similar group of young people, incorporating hospitality, retail, computing, music, work experience and literacy/numeracy.

Indigenous Young People

In order to improve services to young Indigenous people, Kadadjiny Mia successfully tendered for funding to employ an Indigenous Career Advisor and to conduct an Indigenous trainee lecturers program. Successful training partnerships were formed with the Walyalup Aboriginal Corporation and the Winjan Aboriginal Community. Aboriginal Tourism, Aboriginal Visual Arts, and Aboriginal Primary Health formed part of the targeted industry training for Indigenous people.

A training centre was established at the Winjan Aboriginal Community Centre, resulting in the development of a cultural tourism bush walk trail. It led to higher enrolments and involvement by Indigenous people in the Peel region while the tourism guiding students delivered talks on Aboriginal Culture to school groups. A successful Work and Community Participation program was conducted at Peel and Fashion successfully graduated six Indigenous industry trainees in the Certificate III in Clothing Production. Horticulture conducted a Youth at Risk program, mainly for young Aboriginal participants in the Peel Region.

Forty-five Indigenous school-based trainees studied Certificate I in Workplace Readiness and the Fremantle e-Tech Centre employed an Indigenous trainee. All Aboriginal trainees at the college received mentoring and support from the Indigenous Career Adviser. A Certificate II in Sports – Football Program was piloted and there were many highlights including five of our students being taken on by the Western Australian Football Commission for work experience.

Centres of Specialisation: Strategic Alignment with Industry

Consolidation within our nine Centres of Specialisation was the focus for 2003 with energy being directed out of the classrooms and into live work venues and enterprise sites. Minor works were undertaken to move the IT study area from the Fremantle Campus at Beaconsfield to the Fremantle e-Tech Centre to enable synergies to be developed with e-Tech's industry sponsors and outstanding IT infrastructure. The move of all IT training from Beaconsfield involved the wire up of five computer laboratories and installation of new computer networking equipment. Improving accessibility to college sites, including for people with a disability, was achieved with a grant of \$650,000. The Learning Resources Centre at Fremantle Campus (Beaconsfield) was enhanced with fresh new fittings and facilities more in keeping with an electronic information age. A fit-out of the Cliff St premises for the Visage Training Centre for Hair, Fashion and Beauty was also undertaken in preparation for shopfront delivery of Beauty Therapy services in 2004.

The summary that follows highlights achievements of the Centres in providing quality outcomes and in addressing State planning priorities:

Fremantle Hospitality & Tourism Training Centre

- Challenger TAFE Apprentice of the Year Stacey Miller also won Challenger TAFE/BankWest Student of the Year, and the WA Apprentice of the Year.

- Challenger TAFE won the 2003 Channel Nine Peel Awards, Education and Training Award for the Peel Region and were finalist in the Sunday Times State Tourism Awards.
- Tourism lecturers Nada Lubay and Heather Telkamp each received a 2003 National Tourism and Training Award for "Outstanding Contribution by an Individual".
- A Peel Regional Hospitality/Tourism course was developed and delivered, in partnership with local operators, and provided ten guaranteed positions in the local hospitality/tourism industry on the participants' successful completion of the course.

Community & Health Services Training Centre

- Introduced new qualifications in sport development and in naturopathy.
- Developed a new aromatherapy elective stream for the Centre's natural therapies courses.
- Celebrated the first graduates in the Diploma of Natural Therapies and the Graduate Diploma of Community Services (both qualifications were developed by the Centre).
- The Community and Health Services Training Centre won two Competitive Allocation of Training tenders to run a Certificate II in Community and Relationships for young people living with a mental illness, and to run selected youth work modules for people working with Peel Youth Work agencies.

Visage Training Centre for Hair, Fashion & Beauty

- Six Indigenous industry trainees graduated successfully in the Certificate III in Clothing Production.
- Won funding to develop an ANTA funded Series 5 Toolbox for training materials to be used for the flexible delivery of Fashion industry training.
- Visage Training Centre for Hair, Fashion and Beauty with Fremantle Hospitality & Tourism Training Centre won Department of Education and Training *Learnscope* funding to develop a program for up-skilling lecturing staff in the application of computer technologies to their training programs.
- Four scholarship winners for the Australian Gown of the Year: Jessica Wilkes, Jonathan Phang, Carolyn Morling and Katherine Lance went through to the national competition.
- Four students in the WA Design Awards: Jessica Wilkes, Karolina Stysiak, Clies Berryman and Frances Whitehead went through to the national competition.
- Hairdressing and Beauty conducted a very successful Youth at Risk program in Peel.

Information Technology & Business Skills Centre

- IT and Business enrolled 50% of the College's and 10% of the State's VETiS students.
- Demand for newly configured management training was high with enrolments at 130% of target.
- One third of Peel TAFE delivery was in IT and Business, providing a strong skill base for the region.
- IT proved popular with the Fremantle community, where 150% of target enrolments were achieved after IT training was relocated to the Fremantle e-Tech Centre.
- The Centre is working with international contracts in Mauritius, China, Indonesia and Vietnam.
- An Advisory Committee to support IT & Business Skills 2003 was established.
- Fremantle e-Tech Centre and the IT and Business Skills Centre were the winners of WA Information Industry Award for Service Delivery and Training in 2003.
- Fremantle e-Tech established new *Cisco*, *Microsoft* and *Sun Microsystems* Academies in 2003.

The WA Applied Engineering & Shipbuilding Training Centre

- A Traineeship in Computer Aided Drafting for the Engineering industry was developed to be implemented in 2004 with trainees employed by many of the large engineering companies in Perth.
- Seven companies participated in a pilot program conducted under the banner of Reframing the Future 'Community of Practice', focusing on Mandurah car dealerships with apprentices doing their first year studies on-the-job and theory training done at Peel Campus.
- In Term Three Challenger TAFE Metals staff and WestOne worked on the major component of an ANTA Toolbox for the Metals area designed to provide learning resources for flexible delivery of training.
- As part of the Burrup Skills Shortages Project, Challenger TAFE staff, in conjunction with Swan TAFE, developed ten upskilling refresher programs aimed at attracting qualified metals tradespeople back into the metals and engineering industry.
- Warnbro Community High School-Educational Support Centre won a State VETiS Training Excellence Award and went on to the national finals. The program included Certificate II in General Construction conducted by the Bricklaying Department at Challenger TAFE.

The WA Horticulture and Environmental Science Skills Centre

- The Centre has gone from strength to strength in running purchaser-provider programs for international students, industry and community educational programs.
- The Science section developed, trialled and completed a VETiS Science pathway program in conjunction with Leeming Senior High School, designed to enhance science education in schools and pathways to VET

Research projects undertaken by students as a component of their Certificate, Diploma or Advanced Diploma studies have included: commissioned trials on establishment of soft-leaf buffalo grasses, tolerance of turf cultivars to a new herbicide, use of natural oils as crop protectants and use of cytokinins as branching agents in ornamental plants amongst other things. Some uncommissioned but breakthrough work occurred in three main areas: on organic plant nutrients and biostimulants; in the area of resistance/tolerance of citrus rootstocks to an emerging root pathogen; and in introduction and movement of root pathogens in retail plant sales sites.

The WA Wool Technology Training Centre

- The Centre has re-skilled and upskilled approximately 3,800 registered wool classers in WA over the last two years. This training was heavily subsidised by *WA FarmBis* and undertaken in conjunction with the Australian Wool Exchange, Elders Australia and the NSW based *Western Institute of TAFE*.
- Challenger TAFE continued its partnership in wool training with CY O'Connor College of TAFE (CYOC) and applied for joint delivery tenders for new training opportunities with CYOC and Central West College of TAFE.
- This year saw the highest level of delivery of collaborative wool technology training including a very substantial amount of VETiS conducted in conjunction with CYOC.

The WA Maritime Training Centre – Fremantle

- Four five-week Marine Intervention programs, which provide introductory skills for the fishing industry, were provided for young people at risk of offending, one of which was run at Mandurah. As a partner with Fremantle Community Policing-Crime Prevention, the College was awarded a 2003 National Certificate of Merit by the Australian Heads of Government for this program.
- Agreement-in-principle was reached for the introduction of a stevedoring traineeship for Patrick Stevedores in 2004. This will be the first traineeship of this kind in Australia and Patrick Stevedoring intends extending it to other states and possibly making it available to other Australian stevedoring companies.
- The Certificate III in Marine Tourism includes components in hospitality, cooking, diving, tour commentaries and vessel handling and its graduates are keenly sought after. The program won the training category award for 2003 from Tourism Training Australia and was a finalist in the Western Australian State Tourism Awards.
- Two positions at the Centre were provided for Indigenous Trainees; one of whom was a school-based trainee.
- Staff from the Centre, Kimberly and Central-West TAFE Colleges collaborated in a *LearnScope* staff development program for effective utilisation of the ships' simulators that had been previously purchased with a joint application for a Science and Technology grant. Curriculum Support Services Network funding was obtained to develop teaching scenarios for use in the ships' simulators.

The WA Centre for Leadership & Community Development

- The WA Centre for Leadership and Community Development, in partnership with AgWest and in collaboration with Aboriginal and Torres Strait Islander Commission (ATSIC), Department of Indigenous Affairs and the Indigenous Land Corporation (ILC) delivered corporate and community governance training to the communities of Yungngro and Millijidee at the Noonkanbah Station. School children from the Noonkanbah School translated training materials into local language for use in the program.
- Three Certificates II and III in Leadership programs, entitled Access, Building on and Customising Leadership, Lifeskills and Workskills have been the vehicles for skills development in both the community and business arenas. Work experience, classroom activities and the development and implementation of community-based projects from the learning and assessment components of the training.
- The Union Training Program, launched in 2003 by the Minister for Employment & Training and the Minister for Employment & Consumer Protection, has successfully achieved its profile allocation and delivery has been increased for 2004.
- The client base for leadership training has expanded to include youth services, the Job Network and Centrelink, local government, Indigenous leadership programs, VETiS (both public/profile and private/fee for service), prisons and prison officers, justice and other community-based organisations.

Kadadjiny Mia - Centre for Aboriginal Learning

- The Centre initiated two successful business oriented courses – Tourism and Art, where students are already gaining a reputation for commercial success.
- The Centre has continued its partnership with Alcoa in encouraging Indigenous students through providing an Aboriginal scholarship scheme.
- The Centre developed a mentoring program to provide support to all Aboriginal trainees working at or studying through the College.
- A Certificate IV in Aboriginal Primary Health Care Work was conducted at Rockingham Campus and all participants completed their training.
- A Certificate II in Sport (Career Oriented Participation) Football Program was initiated and proved very popular with young men.

The Peel Education and TAFE Campus, a co-located multi-partner campus

- Developed and delivered Certificate II in Hospitality (Regional Tourism Operations) in collaboration with Peel Region Tourism Association as a response to a growing demand for multi-skilled staff in front-line tourism and hospitality businesses.
- Established an Aboriginal Tourism Program at the Winjan Aboriginal Community, resulted in the development of a cultural tourism bush walk trail, higher numbers of enrolments and greater involvement by the local community in Indigenous programs. Tourism guiding students delivered talks on Aboriginal Culture to school groups.
- Horticulture and science delivery through Peel Campus increased by 64%, a Certificate II in Conservation and Land Management was introduced, Pest Control Safety and Asset Maintenance delivered in flexible mode, Rural Operations traineeships was introduced into prisons for prisoner training.
- Collaboration with Peel Education District Taskforce and Mandurah Youth Commitment to deliver leadership and 'trade taster' training in a New Opportunities pilot project for students at educational risk was very successful.

Outlook for 2004

The Teaching and Learning outlook for Challenger TAFE is bright. Based on our delivery performance and innovative research and development this year, we have secured a solid Delivery and Performance Agreement with the Department of Training for 2004. Our training profile for 2004 is 3,490,000 SCH similar to the 2003 targets.

We will continue to deliver VET-in-School programs as part of our profile with 114,000 SCH in 2004, similar to our 2003 commitment. We plan to maintain our lead as the premium provider of VETiS programs with a greater spread of offerings.

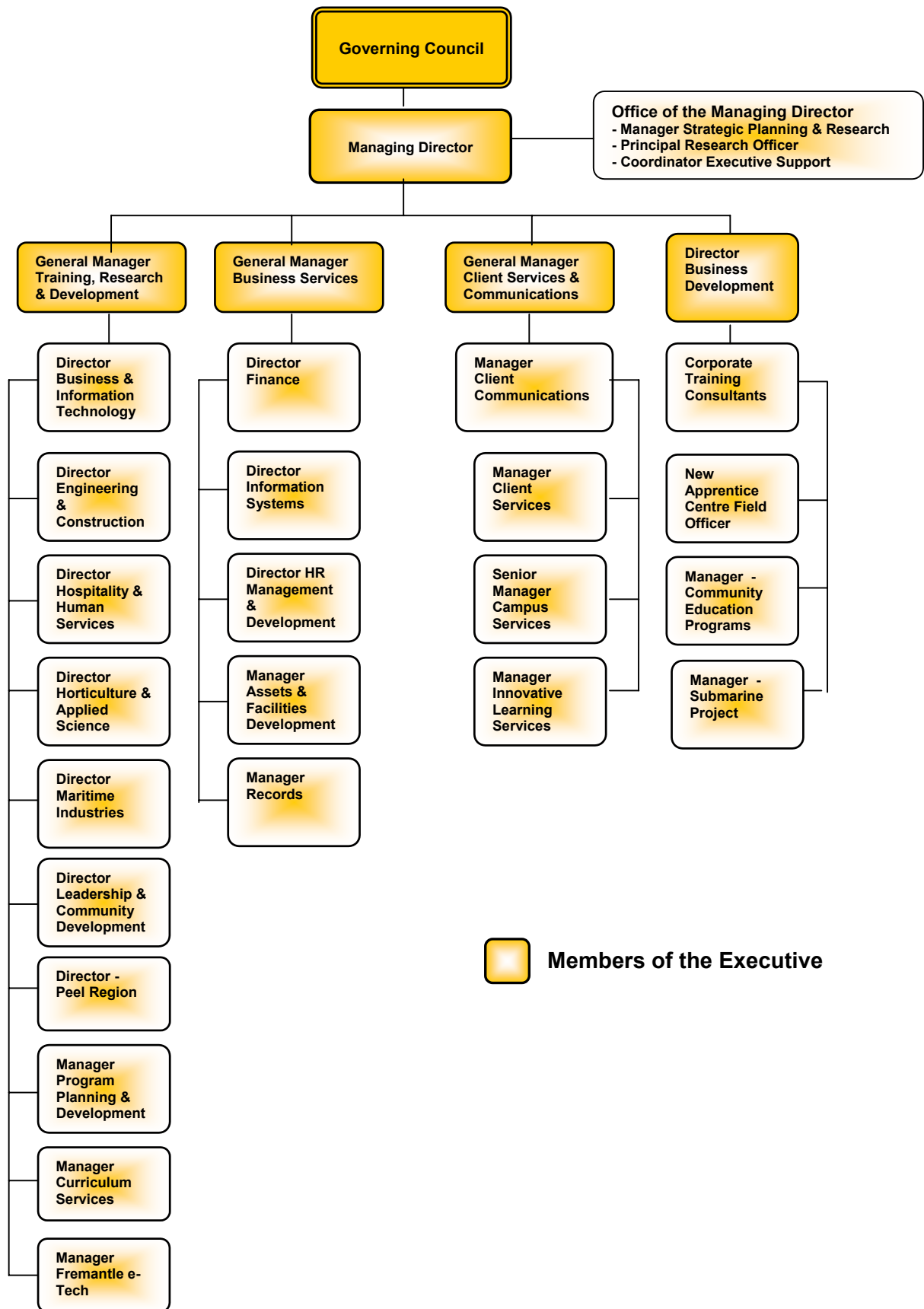
We have a focus in 2004 in our planning goals on *Results through People* and we are focusing on building relationships with our internal and external customers. We will contribute to the State's sustainability by particularly focusing on the generation of fee-for-service and international training activities and provision of training to workers seeking to further develop their skills, for example in our role as a training supplier to the Burrup project activities. As well, we are responding to TAFEWA Creating the Future initiatives. These six goals were: to increase school/VET retention rates for 15 to 19 year olds; to improve and simplify student transfers between TAFE and universities; to increase the number of apprenticeships and traineeships; to strengthen the TAFEWA network; to support job growth and to provide better career guidance and preparation for employment. Some of the new programs supporting these goals will include:

- A commitment to grow employment based delivery.
- Commitment to increasing retention rates for 15-19 year olds in post-compulsory education. For example, Sport and Recreation – new training delivery in Certificate II in Sport (Career Oriented Participation) targeted at young Aboriginal males and Youth at Risk; Bricklaying and Construction increased pre-apprenticeship offerings to provide a pathway to apprenticeships to support strong industry activity in the southern corridor.
- High levels of VET in Schools delivery.
- Flow on growth for Peel in recognition of the Peel Campus infrastructure; the ability of local business, industry and the community to have easy access to vocational education and training; and increasing retention rates for 15-19 year olds in post compulsory education.
- Introduction of higher level computing courses for the Peel region in response to strong student demand and the recognition of the important role e-Commerce can play in the economic development of the region.

Our Centres of Specialisation will continue to align with local industries, responding to national and international demand where viable opportunities arise. The Centres will also respond to community and industry demands for more innovative, flexible and short courses. These are continually updated on the Challenger TAFE website: www.challengertafe.wa.edu.au.

We will continue to build quality teaching and learning practices, underpinned by further professional development programs in 2004 with impetus being provided by a new Teaching and Learning Director and we will aspire to excellence in the provision of support services. We intend to make a significant contribution to the values and practice of lifelong learning in our staff and students and commit to providing skills for building a sustainable future.

Organisational Structure 2003



Office of the Managing Director

Under the leadership of Michael O'Loughlin as A/Managing Director, Challenger TAFE continued, in 2003, to build on the firm foundations that were established through its reshaping, refocusing and renaming in 2000.

The Office of the Managing Director draws upon the guidance of the Governing Council and support of the College community to identify the strategic training needs of the organisation. It provides advice and information to the wider VET sector. The Office of the Managing Director consists of:

Strategic Planning & Research

The Manager, John Scott undertook the principal functions of Strategic Planning & Research and these were to:

- Provide executive support to the Governing Council and Planning and Development Committee.
- Coordinate the strategic planning process and produce the Annual Report.
- Respond to Parliamentary and Ministerial enquiries.
- Provide strategic analysis and reviews of national and State reports.
- Prepare responses on behalf of the Managing Director, Governing Council and Executive.

Applied Research

The Principal Research Officer, Jennifer Nevard, investigated and responded on education issues.

Challenger TAFE recorded major achievements in a diverse range of training-related applied research and development activities. It has a reputation for being a leader in the development of flexible delivery resources, for applied research in aquaculture and innovative approaches to training solutions. The highlights for the year included:

- Completing three *Series 5 Toolboxes*, for the Clothing Production, Metals and Engineering and Conservation and Land Management Training Packages and securing additional Toolbox projects including: the *Series 6 Amenity Horticulture*, re-working the *Series 2 Hospitality Toolbox* and, in partnership with West Coast College, the *Training and Assessment Toolbox*.
- Undertaking five *Reframing the Future* staff investigation and development projects. These were for: establishing a National Floristry Training Network, (\$14,700); mentoring training staff within the Health and Fitness industry (\$10,000); developing training delivery strategies for the Horticulture training industry (\$11,000); establishing a Community of Practice for People with a Disability entering the Therapeutics industry (\$10,000); and developing a delivery program in conjunction with the Automotive and Marine Mechanics industries (\$15,000).
- Completing two *LearnScope* projects focusing on the application of resources to online learning materials that may eventually lead to further ANTA toolbox development. These were valued at a total of \$80,000, \$40,000 in the metals/engineering area and a further \$40,000 in the hospitality/beauty/fashion area.
- Developing learning pathways for fields of study In Hospitality/Tourism, Business and ICT for students at Peel. Teaching staff and industry representatives via the Peel Education and TAFE Campus jointly undertook three Quality teacher projects. This was a joint Challenger TAFE, Mandurah Senior College and Murdoch University activity.

Executive Support - Coordinator, Executive Support, Kath Leslie

The principal function of Executive Support is to provide administrative and secretarial support to the Managing Director and General Manager Training Research & Development and manage the executive support team.

Committees and Consultation

In addition to Governing Council and its peak committees, Challenger TAFE consulted widely within and external to the college community, as the following examples illustrate:

Executive

FUNCTION	MEMBERSHIP	REPORTING CHANNELS
Sets strategic directions of the College Senior decision and policy-making body working in collaboration with Governing Council and staff. Approves College budget and resource allocations. Monitors the output from other committees.	Managing Director, General Manager Client Services & Communications, General Manager Training Research & Development, General Manager Business Services, Director Business Development Manager Strategic Planning (EO)	Reports to Governing Council. Receives inputs from External stakeholders and College Directorates.

College Consultative Group

FUNCTION	MEMBERSHIP	REPORTING CHANNELS
To increase the effectiveness of the organisation through improving the quality of decision-making and the quality of working life for all employees particularly in the areas of job design, skill formation, training, the work environment and employment security	General Manager Business Services, Director Human Resource Management & Development, Director of Training, Representative from Client Services & Communications, Lecturers (2)(1 with union workplace representation), GOSAC Staff (2) (1 with union workplace representation), Engineering Trades (1) union workplace representation, if available.	Provides feedback to college staff and Executive. May receive inputs from: <ul style="list-style-type: none"> any staff, via committee members or individual submission. Executive External stakeholders

Occupational Safety & Health

FUNCTION	MEMBERSHIP	REPORTING CHANNELS
To ensure effective, clear and firm commitment exists creating an atmosphere and a culture for OS&H within the organisation. To induct all staff, students and visitors to consider health and safety as a priority issue, along with all other managerial activities. Review the allocation of resources for the implementation of OS&H policies and ensure legislative requirements are met.	General Manager Business Services, Manager HRM&D, OS&H Coordinator (Executive Officer), Manager Campus Services, Academic Staff Representatives (2), OS&H Staff representatives (2)	Reports to Executive. Ensure the Executive is made aware of the OSH issues that are of concern to the College and to monitor and evaluate OSH performance. Provides feedback to staff via <ul style="list-style-type: none"> Safety Representatives “College Catchup” Intranet

Australian Quality Training Framework Steering Committee

FUNCTION	MEMBERSHIP	REPORTING CHANNELS
To coordinate the step-by-step deployment of activity that meets the requirements of the Standards. Provide advice and materials to support the deployment and input to the TR&D Directorate.	GM TR&D (Chair), Director TR&D (Maritime), Program Manager (Commerce), Client Services Improvement Coordinator, Workforce Development Officer, Manager Training Program Development.	Reports to TR&D and Executive. Receives inputs from the above or as requests from any other section. Acts on requests from TAC/QAR Department of Training.

Curriculum Accreditation Panels

FUNCTION	MEMBERSHIP	REPORTING CHANNELS
Review and assess the body of work submitted by a curriculum developer. It decides on college support for the proposal and recommends appropriate funding arrangements.	Manager Training Programme Development (Chair), applicable parties involved with the specific development, eg. <ul style="list-style-type: none"> the course developer, the Director TR&D, Program Manager three or more representatives from industry, and other colleges 	Provides input to TR&D in preparation for a new development being submitted to the Training Accreditation Council (TAC).

Training Research and Development (TR&D) Directorate

OVERVIEW

The Training Research and Development (TR&D) Directorate is the “shopfront” of Challenger TAFE and develops and delivers the training programs of the College. Headed in 2003 by A/General Manager Liz Harris, the Directorate is structured into the following Training Divisions:

- Business and Information Technology
- Engineering and Construction
- Horticulture and Applied Science
- Hospitality and Human Services
- Leadership and Community Development
- Maritime

Each of the Training Divisions is aligned to particular industries and to relevant skill needs within the community and develops and delivers appropriate training services and products to them. There are nine Centres of Specialisation for Industry activity as well as active entry-level training support at all major campuses. Peel Regional activity has its focus through the Peel Education and TAFE Campus support.

Centres of Specialisation

OVERVIEW

The Centres of Specialisation strategy was initiated in 2000 and is now fully implemented. The concept of specialisation has been well received by industry and community clients. This is evidenced by a steady growth in the delivery of publicly funded (profile) training programs, fee-for-service training (non-profile) and research and development over the past few years.

The delivery of the College’s training programs is through Centres of Specialisation:

- Fremantle Hospitality & Tourism Training Centre
- Visage Training Centre for Hair, Fashion & Beauty
- Community & Health Services Training Centre
- Information Technology & Business Skills Centre
- Fremantle e-Tech Centre
- WA Applied Engineering & Shipbuilding Training Centre
- WA Horticulture & Environmental Science Skills Centre
- WA Wool Technology Training Centre
- WA Maritime Training Centre – Fremantle
- WA Centre for Leadership & Community Development
- Kadadjiny Mia-Centre for Aboriginal Learning

These Centres of Specialisation focus on serving the particular needs of specific industries and communities that are also represented on the Industry Advisory Committee associated with each of the Centres.

Peel Education and TAFE Campus is a multisector senior school, TAFE and university shared campus facility servicing the population of the Peel region.

The Diversity and Community Development Section, Challenger TAFE conducts support programs for a number of identified client groups. Their activities extend into each Training Division.

DELIVERY PROFILE

The Curriculum Services and Program Planning and Development Units supported the Training Divisions in the development and registration of training services and products; and in the negotiation, management and monitoring of the College profile of publicly funded courses.

The College's fee-for-service training programs (not including Adult and Community Education or the Collins Class Submarine Training) have shown growth beyond 2000 figures although 2003 results were lower than in 2002 and 2001. Figure 2 and Table 2 shows those outcomes.

REPUTATION AND GROWTH

The Centres of Specialisation have developed a strong rapport with industry and community organisations, providing customised training programs when and where the clients require them. It is anticipated that fee-for-service training delivered to clients in Western Australia, nationally and overseas will remain a reliable source of substantial income.

Figure 1 - Profile VET Delivery 2000– 2004

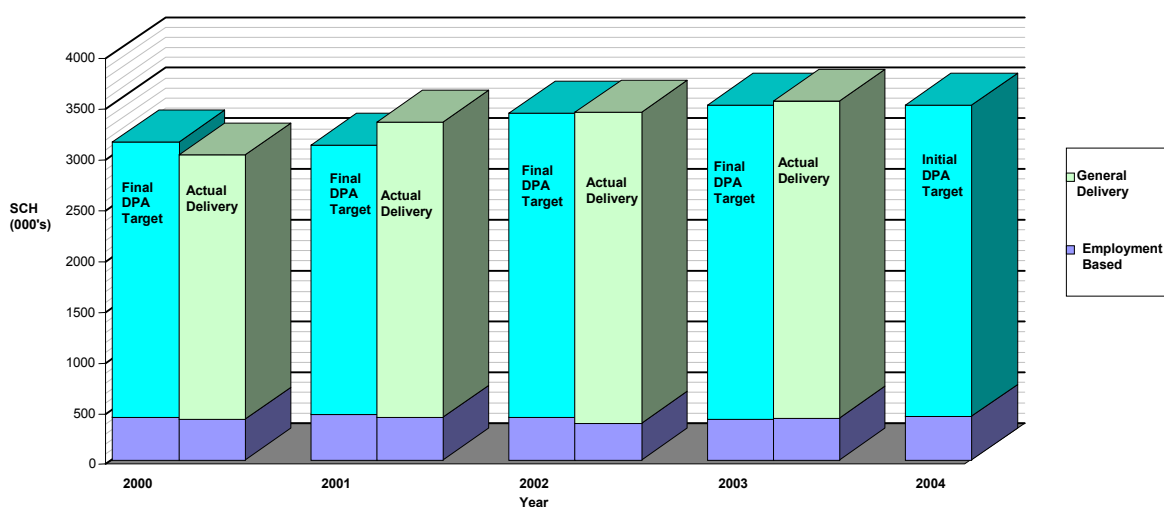


Table 1 - Profile VET Delivery 2000– 2004

		Employment Based	General Delivery	Total
2000	<i>DPA Target</i>	420,035	2,706,270	3,126,305
	<i>Actual Delivery</i>	400,917	2,595,949	2,996,866
2001	<i>DPA Target</i>	449,106	2,651,934	3,101,040
	<i>Actual Delivery</i>	414,981	2,910,960	3,325,941
2002	<i>DPA Target</i>	415,086	2,996,675	3,411,761
	<i>Actual Delivery</i>	364,931	3,054,367	3,419,298
2003	<i>DPA Target</i>	398,837	3,094,517	3,493,354
	<i>Actual Delivery</i>	597,854	2,947,146	3,545,000
2004	<i>DPA Target</i>	431,031	3,057,265	3,488,296

Figure 2 - Profile and Non Profile VET Delivery 2000 – 2004

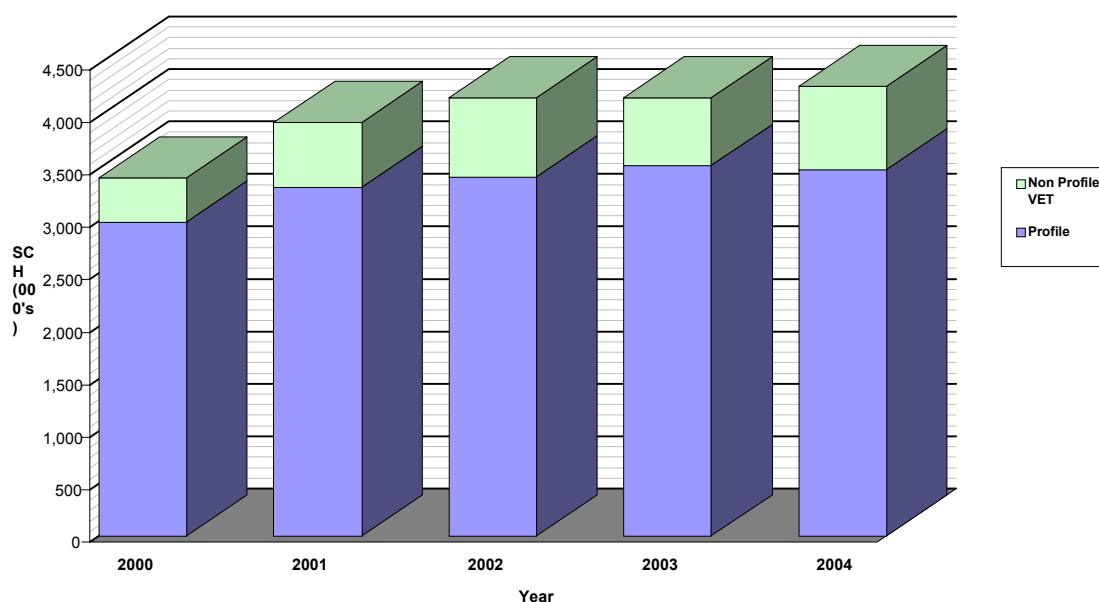


Table 2 - Profile and Non Profile VET Delivery 2000 – 2004

	Profile Delivery	Non Profile Delivery	Total Delivery
2000	2,996,866	413,905	3,410,771
2001	3,325,941	612,266	3,938,207
2002	3,419,298	761,242	4,180,540
2003	3,544,878	570,071	4,114,949 (1)
2004	3,488,294	800,000	4,288,294 (2)

- Notes**
- (1) 2003 Projected EOY delivery achievement
 - (2) 2004 delivery targets
 - (3) Above non-profile delivery **does not** include training for the navy (submarine school)

FUTURE DIRECTIONS: FLEXIBLE DELIVERY

Further progress in 2003 was achieved in implementing flexible delivery arrangements through on-line delivery, student centred learning and workplace training. There was also a further increase in the level of the Recognition of Prior Learning (RPL), which has enabled people to have the skills that they have acquired through such activities as on-the-job training formally recognised. This signals an important shift in how the VET sector conducts its business.

The proportion of the College's training programs delivered outside the normal campus based mode has risen significantly. Innovation in training delivery was a particular focus in 2003 and this meant that more flexible training solutions were devised in response to individual and industry requirements.

Fremantle Hospitality & Tourism Training Centre

OVERVIEW

The 2003 academic year for the Fremantle Hospitality and Tourism Training Centre was very successful in terms of delivery and input from both staff and students. The Centre currently provides training in hospitality operations, supervision in food and beverage and accommodation services, commercial cookery, hospitality management and tourism, VETiS and a wide range of short courses. The Centre delivered courses at Fremantle and Peel Campuses and once again exceeded its planned profile target delivering 240,000 SCH with a significant increase at Peel Campus.

OBJECTIVES

The Centre's objectives were closely aligned to the five College strategic objectives, with a particular focus on collaborating with industry and other sectors, and providing quality student learning through developing the services provided to clients with flexible delivery and "real life" learning activities involving industry interface projects. The Centre achieved these objectives through:

- Promoting apprenticeships, traineeships and full-time courses with industry and the community.
- Providing live work opportunities for students including events such as:
 - The College Graduation
 - Camp Quality – Canteen
 - Rockingham Mussel Festival
 - Mandurah Crab Festival
 - Ascot Turf Club – Melbourne Cup Day
 - Speciality Industry Nights – students organised, produced and served Australian Cuisine hosted by Picnicks Garden Restaurant West Perth and the Sheraton Hotel
 - National Australian Tourism Conference – Joondalup
 - Peel Regional Tourism Awards
- Establishing a partnership with the Peel Regional Tourism Association, City of Mandurah and local operators to develop and deliver hospitality courses to meet local industry needs.
- Providing access to diversity groups as part of the Centres of Specialisation delivery target.
- Developing the on-line delivery skills of staff.
- Utilising on-line delivery as a teaching/learning tool.
- Providing access to future pathways to learning.

ACHIEVEMENTS FOR 2003

A new traineeship course was developed in consultation with industry representative David Holland, with Anthea Kilminster from the Hospitality & Tourism Industry Training Council and hospitality staff. The course was designed to provide training for a wide range of accommodation and caravan operators.

A Peel Regional Hospitality/Tourism course was developed and delivered, in partnership with local operators and provided ten guaranteed positions in the local hospitality/tourism industry on the participants' successful completion of the course.

HIGHLIGHTS

The Centre made significant inroads in providing a wide range of hospitality training through VETiS programs and once again achieving both successful profile delivery targets and increased non-profile delivery with a range of fee-for service courses. The section has a long-standing reputation for winning major prizes in cooking and 2003 was no exception. Challenger TAFE's Apprentice of the Year, Stacey Miller, became Challenger TAFE/BankWest Student of the Year, and WA State Apprentice of the Year. In the State Chef Apprentice awards hosted at Challenger TAFE our hospitality students won two gold and two bronze medals.

Challenger TAFE won The 2003 Channel Nine Education and Training Award for the Peel Region and were finalists in the Sunday Times State Tourism Awards. Tourism Lecturers Nada Lubay and Heather Telkamp both received 2003 National Tourism and Training Awards for 'Outstanding Contribution by an Individual.'

IMPACT OF SERVICES

Over 350 full-time students and 100 apprentices enrolled each semester with the Centre. A pleasing outcome this year was that apprentice numbers exceeded the planned profile. Hopefully, this indicates that the decline that we had previously experienced over the past few years for apprenticeships is over. The VETiS delivery increased through delivery and auspicing arrangements. Over 1,000 high school students were enrolled in 2003; a great achievement for one of the major VETiS priorities.

One of the Centres objectives for this year was to increase the number of trainees. Resources were directed towards improving our marketing, flexibility and response time. Even though the implementation of these strategies has taken some time we are confident that in 2004 there will be an increase in traineeship enrolments for the Centre.

BEING RESPONSIVE

The Centre is responsive to industry and stakeholders needs, providing a range of services and programs that offer flexible approaches to training. Strategies adopted to enhance responsiveness and relevance include:

- Delegates attending relevant Curriculum Support Networks.
- Staff participating in external and internal moderation meetings.
- Conducting regular Industry Advisory Committee meetings.
- Maintaining regular and frequent communications with industry through apprentices, trainees and student work placements.

FUTURE OUTLOOK

The uncertainty in the tourism market has not impacted on our delivery schedule and has had no apparent effect on the students wanting to make hospitality and tourism a career. There are many vacancies open in food and beverage service, accommodation service, reception, tourism and cooking throughout the area and particularly in the Peel region. Plans are currently under way with the University of Notre Dame to acquire space within "Quinlans Bar" High Street Fremantle to conduct short hospitality and tourism courses.

Visage Training Centre for Hair, Fashion & Beauty

OVERVIEW

The Visage Training Centre for Hair, Fashion and Beauty delivers training in Hairdressing, Fashion and Design and Beauty Therapy. Fremantle Campus is the primary delivery site, with a number of Fashion trainees located in Rockingham, and Beauty trainees in Perth, Fremantle, and Peel.

In Hairdressing the focus was on apprentice studies with some short courses available for re-training in men's hairdressing and long hair styling. The focus for Fashion Design was on work-ready operatives for the fashion industry, whilst Beauty Therapy training work-ready specialists in nail technology, health, massage, facial dermal procedures, makeup and other areas. The section delivered 126,00 SCH in 2003 which is a 9,000 increase from 2002, with over-profile target achievements in Fashion and Beauty.

OBJECTIVES

The key objectives of the Centre were aligned to the five strategic objectives of the College. The specific objectives for 2003 were designed to support the College strategic objectives and were to:

Promote apprenticeships and traineeships in all sectors

- Certificate III in Beauty commenced in 2003

Provide opportunities for live work in on and off-campus salons. Off-campus salons were established at:

- Studio 101 in Fremantle for Fashion students.
- Health and Beauty Clinic at Cliff Street in Fremantle.

Develop technologies in teaching and learning. Centre staff participated in the:

- Development of the Fashion Toolbox, designed to provide flexible teaching materials, and
- In a Learnscope project that focused on teaching technologies.

Provide access to future pathways to learning by:

- Working with the Australasian Academy of Cosmetic Dermal Science to design a learning pathway for students into the Advanced Diploma of Dermal Science at Curtin University; and
- Building alliances with industry partners.

ACHIEVEMENTS

Fashion successfully graduated six Indigenous industry trainees in the Certificate III in Clothing Production. While apprentice numbers were slightly down in Hairdressing, Beauty Therapy has gone from strength to strength during the year. Two new Diploma groups commenced at the beginning of the year and the inaugural Diploma group successfully completed their training mid-year. Hairdressing and Beauty were involved in a very successful Youth at Risk program for the North and South Peel sub-regions. The Centre has also achieved the following:

- Developed an ANTA funded Series 5 Fashion Toolbox of teaching materials
- Increased the scope of delivery in Beauty Therapies
- Coordinated student-centred and College fashion shows
- Increased student to client services through live-work in the Beauty and Hairdressing salons
- Worked collaboratively across the three Industry areas
- Developed and introduced training packages in all sections

HIGHLIGHTS

This year has seen a continued improvement in developing flexible delivery arrangements for clients. The use of technology in training within the Centre has increased during this year with significant results for staff and students. For example:

- Building a vibrant and rapidly growing Beauty Therapy delivery area
- Graduation of the Inaugural Diploma of Beauty Therapy students
- Having four Fashion student finalist in the Student of the Year
- Having four Fashion student finalist in the Gown of the Year
- Up-skilling staff computer technologies through a Learnscope project
- Planning, developing and refurbishing the Beauty Clinic at Fremantle Campus
- Increasing scope of delivery in personal services
- Acquiring talented future thinking lecturers.

IMPACT ON SERVICES

The Centre has developed and grown with the range of courses offered this year. The emergence of the Beauty Therapies delivery area has added more diversity and choice for our clients providing a greater scope for employment. The Fashion section has continued to keep abreast with industry requirements and with the completion of the ANTA Series 5 Toolbox project in August 2003 the opportunity has been provided for on-line training delivery for clients. Hairdressing has seen a slight fall in apprentice numbers mainly owing to industry changes and working conditions. With the introduction of training packages in the area and proposed traineeships it is envisaged that this trend will be reversed.

BEING RESPONSIVE

The Centre is developing extremely good relationships with its industry areas, and conducts regular industry visits and promotional exercises. Centre representatives attend Curriculum studies Support Network meetings on a regular basis and actively participate in system-wide decisions. Internal moderation groups ensure units of competence are current, valid and demonstrate to our client base that we respond to industry changes while meeting student training needs. Articulation arrangements between the Centre's programs and universities will be examined in 2004.

FUTURE OUTLOOK

The future outlook for the Centre is very positive, with the potential for the Beauty Therapy area to grow even more. The impediment to this growth may be the proposed requirement for programs to be run on a fee-for-service rather than profile funded basis. Despite the Fashion section being a small area of the Centre, Fashion students continue to win awards at a state level, which is a credit to the Centre and the expertise of the staff.

The Centre has forged closer relationships with industry, particularly in the Fremantle area in 2003 with Studio 101 and the Beauty Clinic.

Community & Health Services Training Centre

OVERVIEW

The Community & Health Services Training Centre, launched in 2001, was led in 2003 by A/Director, Kerry Donovan and supported by Program Manager, Leigh Cook. In 2003 the Centre provided training in the areas of aged care, children's services, community work, disability work, first aid, fitness, natural therapies, naturopathy, remedial massage, sport development and teacher assistant.

The key senior staff working in the Centre in 2003 were:

- Leigh Cook – Program Manager
- Ian Dornan – Advanced Skills Lecturer (ASL) 2 Community Services
- Doug Thompson – ASL2 Health
- Barry Duckett – ASL1 First Aid

Training was conducted at Fremantle, Rockingham and Peel Campuses.

OBJECTIVES

The Centre's objectives were tied to Challenger TAFE's five strategic objectives:

1. Meeting client expectations
2. Providing a quality teaching & learning environment
3. Providing targeted programs for youth, indigenous people and people with disabilities
4. Advancing science and technology
5. Fostering local, regional and international partnerships and alliances

ACHIEVEMENTS

The Community and Health Services Training Centre once again recorded a high level of achievement in 2003, delivering close to 400,000 student contact hours and achieving 109% of delivery targets. In addition to this the Centre:

- Trained over 400 individual students each semester in a number of community and health services qualifications.
- Trained over 1,000 students in first aid procedures.

HIGHLIGHTS

In 2003, the Centre's particular successes included:

- Introducing new qualifications in sport development and in naturopathy.
- Developing a new aromatherapy elective stream for the Centre's natural therapies courses.

Celebrating the first graduates in the Diploma of Natural Therapies and the Graduate Diploma of Community Services (both qualifications were developed by the Centre). The Centre also won two Competitively Allocated Training tenders to run a Certificate II in Community and Relationships for young people living with a mental illness, and to run selected youth work modules for people working with Peel youth work agencies.

IMPACT OF SERVICES

The Centre provides pre-vocational, entry level and graduate level training for the community services and health industries. Our courses experienced high student demand, and our graduates have good employment prospects in the region and we have the support of over 200 local workplaces that provided work placement opportunities for our aged care, disability work, children's services, community work, fitness, and teacher assistant students.

BEING RESPONSIVE

The Centre utilised a number of strategies to maintain its responsiveness to stakeholders:

- Delegates attended relevant Curriculum Studies Support Networks.
- Delegates liaised with relevant Industry Training Advisory Bodies (ITABs).
- Regular Industry Advisory Committee meetings were held.
- Regular and frequent contact with local industry via supervision of student work placements took place.

FUTURE OUTLOOK

The Centre continues to grow and establish positive working relationships with its industry. In 2004 two new training packages will be implemented for Health and Community Services. New initiatives will include the introduction of new qualifications in service coordination (ageing & disability), community services management, community welfare work and marriage celebrancy. The Centre will also begin offering natural therapies, naturopathy and Graduate Diploma of Community Services qualifications on a fee-for-service basis.

Information Technology and Business Skills Centre

OVERVIEW

The Information Technology and Business Skills Centre is the largest Centre of Specialisation in the College delivering 20% of the College's enrolled hours at Fremantle Campus, Fremantle e-Tech Centre, Rockingham and Peel Campuses.

2003 has been a landmark year for the Centre with the first Industry Advisory Committee meeting being held in April. The Centre was launched in association with the Rockingham City Council and the South Coast Chambers of Commerce in Rockingham in October. A new set of marketing materials marked the occasion.

Minor works were undertaken to move the IT study area from Fremantle Campus (Beaconsfield) to the Fremantle e-Tech Centre to enable synergies to be developed with e-Tech's industry sponsors and outstanding IT infrastructure. AQTF Auditors commended the IT study area for its strong industry connections in training delivery.

There was notable growth in the Division with total delivery targets being exceeded and several individual targets for IT delivery, Management Training, VETiS, Traineeships and Peel delivery also exceeded during the year.

The Fremantle e-Tech Centre and IT and Business Skills Centre won the Western Australian Information Industry and Telecommunications Award for Service Delivery and Training and a Divisional initiative to promote a new scheme of work placement for Business students was mentioned as a major factor in Accounting Lecturer Wayne Evershed being announced Accountant of the Year by the National Institute of Accountants.

Senior Divisional personnel were Evan Parker – Director, Kevin O'Connor – Program Manager Business, Paul Stenson – Manager Fremantle e-Tech Centre and Program Manager IT, Pearl Wootton, was appointed Acting Program Manager IT in November.

The achievements of the Information Technology and Business Skills Division are described in terms of the College's Key Directions as outlined in its 2003 Strategic Plan. A number of the IT Program Areas achievements are included in the section of the report devoted to the Fremantle e-Tech Centre.

Meeting Client Expectations

The Information Technology and Business Skills Centre revamped all its marketing materials during the year to explain products better to its prospective clients. A one-page flyer was designed and eventually adopted by the rest of the College to form the basis of promotion of all award courses, flexible learning, short courses and qualifications. Over six thousand brochures have been distributed in various forums throughout the year.

A new Centre of Specialisation brochure, marketing panels, power point slides and backgrounds were developed for use at the launch of the Centre at the Rockingham City Council Chambers in conjunction with the South Coast Chambers of Commerce. The event was well received with over eighty industry and college participants attending to hear of the achievements and the future of the IT and Business Skills Centre.

New courses were developed at client request for State government (CALM) and local government (WALGA) and were delivered on a fee-for-service basis. Management courses were redesigned to suit the mature aged Manager who is already doing the job but requires assistance and qualifications for their work. Enrolments in Management Studies increased to 130% of target principally through this initiative to design courses to client requirements.

Quality Teaching and Effective Learning Environment

Moving the IT teaching area to the Fremantle e-Tech Centre enhanced the teaching and learning environment for both staff and students. New power, cabling, switches and network equipment were installed to make the Centre the College's premier IT delivery location. Aligning IT with e-Tech's corporate sponsors and industry partners has been the catalyst for several guest lectures and donations from industry and for several new programming, networking and course initiatives.

A key initiative in enhancing staff teaching and learning skills was to allocate \$1,000 in professional development funding to each staff member. Some special project funding exceeded these amounts. For example, more than \$15,000 was spent to develop the skills of four staff to the extent required for the College to become Cisco Networking Academy at both its e-Tech and Rockingham Campuses. Two staff received workforce development scholarships to enrol in the Public Sector Management Program and a Masters Degree in e-Commerce.

Every Business Lecturer participated in Professional Development and almost all attended the Department of Education and Training's Training Forum in April. Some also attended and delivered papers at the Teens, Teachers and Training Forum in November.

Both IT and Business were audited at the AQTF accreditation review in November and both came through the audit very well with auditors commending IT for its AQTF planning documentation, industry liaison and project work and commending the Business area for its Validation and Moderation work. The Divisions Principal Lecturer – Margaret Gannaway - was released to lead the College's AQTF implementation Program.

Targeted Programs for Youth, Indigenous and People with Disabilities

Remarkably the IT and Business Skills Centre recorded 50% of the College's VETiS student enrolments and this amounted to 10% of the VETiS enrolment for the whole State. Staff should be commended for their responsiveness to this ministerial priority, and for successfully implementing the new systems, processes and administration required to achieve these excellent results for youth. The Director delivered a paper to the *Teens Teachers and Training* conference on the College's experience in VETiS delivery.

At the same time as setting records for VETiS enrolments, traineeships for Office and Clerical students reached 124% of target. A Traineeship Development Officer was appointed two days a week for the second half of the year and substantial progress was made in understanding and developing the traineeship market place. IT traineeships proved difficult to arrange due to industries being unwilling to allow trainees into secure IT environments. Retail traineeships at Certificate III level were added to the College's scope and these trainees and financial services trainees were enrolled for the first time in 2003.

The Business Studies section ran a Certificate I in Business for a class of school students with disabilities for the first time. The students and the class's school teachers were delighted with their project work and learning initiatives.

Funds were allocated within the Centre to pilot a work placement program for full time students. The program became known as the business@work program and started in the Accounting area to ensure that college graduates had a good understanding of the workplace into which they would progress. Professional and community organisations such as the National Institute of Accountants and the Chambers of Commerce were very supportive of the pilot and it is planned to grow the initiative throughout the Centre.

Advancing Science and Technology

The Centre's new advisory committee impressed upon College staff the need for Business people to have IT skills and for IT people to have business skills. Following this advice the College developed a double major in Financial Services and IT that will be offered through TAFE Admissions for the first time in 2004.

The Centre contributed to the advancement of technology through mainstreaming the Fremantle e-Tech Centre as a high quality, high volume deliverer of technology training. The Centre, including Fremantle e-Tech, won the Western Australian Information Industry and Telecommunications Award for Service Delivery and Training. Fremantle e-Tech provides access to digital literacy for community participants and is open seven days a week for students, staff and the community to access the high technologies available there.

Local Regional and International Partnerships

The IT and Business Skills Centre has partnerships with over 25 schools in its region catering for over 1,200 school students.

International contracts have continued with Mauritius and China and during 2003 a new contracts have been negotiated for delivery of Management training in Surabaya, Indonesia for 2004. This year agreement has also been reached to sign a new contract for IT delivery and auspicing in Hanoi, Vietnam to commence in the middle of 2004.

Other partnerships have been negotiated for innovative training delivery at the Mundijong Telecentre, the WA Local Government Association and the Department of Conservation and Land Management.

Fremantle Campus hosted the inaugural Western Australian Trade Fair of Practice firms and other firms and industry partners came from throughout the state and representatives from interstate attended. Practice Firms are an internationally recognised method of providing practical business skills to students.

College staff assisted reviews of the Financial Services Training Package and the Information and Communications Technology Training Package and made major contributions to the mathematics component of future IT courses.

Negotiations for revised articulation arrangements with Universities commenced with Murdoch and Curtin Universities with best progress being made with new, clearly defined arrangements for IT advanced standing at the University of Notre Dame.

ISSUES FOR THE FUTURE

2003 was a year of exciting progress for the Information Technology and Business Skills Centre. The growth in Management, IT training and VETiS is exciting but limits have been imposed on future growth in these areas. Management training has a hard ceiling of enrolments placed by the Department and there is doubt that all current year enrolments will be funded. Similarly, funding for IT training which is being strongly supported in schools and universities has been set limited growth targets for the future. VETiS delivery, which was heavily promoted at the beginning of the year, received no growth for 2004 so the equivalent of more than seventy students have been turned away for VETiS delivery in the Centre for 2004.

Accounting and Office and Secretarial enrolments are limited and have not reached targets in recent years. New initiatives to recognise workplace competencies in the program areas are starting to take effect but will take time to develop.

Government and Local Government training is expanding in a fee for service environment. In a fast changing IT and Business environment, continual update of lecturing staff skills will be required. Rural and Regional Strategies to grow Peel will continue and administrative systems will need to be continually improved to manage new partnerships with schools, universities and overseas. The overseas marketplace is exciting for staff and College development and extensive groundwork will be required to ensure these contractors deliver to AQTF standards.

Fremantle e-Tech Centre

OVERVIEW

2003 is a year where the Fremantle e-Tech Centre became part of the mainstream TAFE IT delivery. After moving the IT training section from Beaconsfield to e-Tech, enrolments grew to exceed target by 50%. The alignment of IT delivery with e-Tech's outstanding infrastructure and industry sponsorship and support has given the impetus for the IT program area to reinvent itself.

The Fremantle e-Tech Centre industry board amalgamated with the Information Technology and Business Skills Industry Advisory Committee and was effective in providing industry advice. Part of that advice has prompted the construction of a new double major course in IT and Financial Services to be offered through TAFE admissions for the first time in 2004.

The Fremantle e-Tech Centre and Information Technology and Business Skills Centre won the Western Australian Information Industry and Telecommunications Award for Service Delivery and Training.

Fremantle e-Tech joined the Information Technology and Business Skills Centre, having previously existed as a special project and came under the Direction of Evan Parker, Director in IT and Business. Paul Stenson combined the roles of Manager Fremantle e-Tech Centre and Program Manager for IT. Natalie East was appointed Fremantle e-Tech Centre Coordinator to manage day-to-day operations of the Centre.

Meeting Client Expectations

Fremantle e-Tech Centre continued to provide seven day a week access to a wide range of community, industry and award course clients. Course offerings were redesigned to be flexible enough so that potential students could start and finish courses any day and at any time.

In conjunction with the move to Fremantle e-Tech, the IT study area responded to client demand for improved facilities and training in the Network Administration, Network Management and Network Engineering area. During the year, Fremantle e-Tech and IT located at the Rockingham Campus became Cisco Networking Academies, which involved the extensive training of four staff to Cisco Standards and in purchasing tens of thousands of dollars worth of networking equipment.

Parallel to this, staff upgraded their qualifications to receive Microsoft Certified Systems Administrators accreditation and the Centre became an authorised venue for this training.

Online programs for the International Computer Drivers' Licence were established and the Sun Microsystems Servers and Terminals were moved from the public areas of the Centre to the high level programming teaching environment.

A major focus for the year was to map TAFE qualifications to vendor qualifications so that our student clients could leave Challenger TAFE with both the College's Certification and the Vendor Certification from Cisco, Microsoft, ICDL, or Sun Microsystems, to name a few.

Quality Teaching and Effective Learning Environment

The move of all IT training from Fremantle Campus (Beaconsfield) required minor works to the South Terrace buildings to wire up five computer laboratories and establish new computer networking equipment. New power, cabling, switches and network equipment were installed to make the Fremantle e-Tech Centre the College's premier IT delivery location.

Moving IT to e-Tech and next to its corporate sponsors and industry partners was a catalyst for several guest lectures from industry and several new programming, networking and course initiatives.

Professional Development of staff in the new technologies was extensive with over \$20,000 being spent for this purpose. The AQTF auditors commended IT for its AQTF planning documentation, industry liaison and project work.

Targeted Programs for Youth, Indigenous and Disabled

Fremantle e-Tech Centre employed an Indigenous trainee and provided for the special needs of several students with disabilities.

By the flexible nature of e-Tech's seven days a week opening and its wide variety of self paced programs, it can provide access to IT literacy and training that would not otherwise be available. Programs for VETiS grew markedly during 2003 to 108,000 SCH of delivery or aspiring.

Several work-based projects at industry sites were conducted by lecturing staff to enhance the employment outcomes for full-time students.

Advancing Science and Technology

As a seven day a week community outlet for a range of digital literacy areas, the Centre by its very nature advances the breadth and depth of technological skills in the community.

Fremantle e-Tech Centre sponsors were generous with their time in providing guest lectures in new and emerging technologies. Guest speakers came from Power Business Systems, Panduit, Computer Associates and Sun Microsystems and several organizations have taken students on work placement programs.

Fremantle e-Tech Centre's offering of a summer school program for the first time in 2004 is another attempt to bring technology skills to a segment of the population that would not otherwise access high technology resources.

Fremantle e-Tech Centre staff assisted and advised the City of Mandurah, the Kwinana Business Enterprises Centre, MSC Online and Hamilton Senior High School with their own plans to establish Technology Centres of Excellence in their regions.

Local Regional and International Partnerships

In an effort to expand IT Trainees, the Fremantle e-Tech Centre worked on developing a partnership with the Chamber of Commerce and Industry and Apprenticeships WA to employ trainees and school based trainees with the RTO component being undertaken by Challenger TAFE and the IT and Business Skills Centre.

International contracts involving IT continued with Mauritius and China and a new contract has been negotiated for auspicing IT training in Hanoi, Vietnam to commence in the middle of 2004.

In November detailed agreement was reached for the University of Notre Dame to allow Fremantle e-Tech Centre's Diploma students one year of advanced standing towards a Notre Dame degree.

Fremantle e-Tech Centre's partnerships with its sponsors continued in 2003 with most of the 2002 sponsors.

WA Applied Engineering & Shipbuilding Training Centre

OVERVIEW

The WA Applied Engineering and Shipbuilding Training Centre is led by A/Director John Scott, who was appointed to the position in September following the retirement of Fred Osborne. The Centre comprises two program areas, Engineering and Metals. While technically falling outside of the Centre, the Construction Program is the third program that comprises the Engineering and Construction Division of the TRD Directorate.

The Centre, with delivery sites at Beaconsfield, Henderson, Rockingham and Peel campuses, employs 36 lecturers and seven technical support staff. It provides for the training needs of a diverse range of industries including: shipbuilding, heavy engineering associated with the oil and gas, mining and minerals processing industries and automotive and marine mechanical. Over 480,000 student curriculum hours (SCH) were delivered in 2003. The Construction Program is delivered at Fremantle (Beaconsfield), Rockingham and Peel campuses, employs 18 full-time lecturers and six technical support staff. It provides for the training needs of the various sectors of the Building and Construction industry including carpentry and joinery, bricklaying, plumbing and electrical. Over 260,000 SCH were delivered in 2003.

Review of Engineering Training

The Centre was subject to a major training review early in 2003. The review established a business case for re-positioning the Centre in the marketplace, citing opportunities for expansion of activity across many engineering-related areas that are currently being serviced by the College. These areas align with the broad range of skills required to support the economic development on the Burrup peninsula.

The report identified as a critical success factor the need for the Centre to adopt a proactive approach to gain maximum benefit from the opportunities available, including: targeting and partnering with industry. This approach focused on the launching a range of marketing initiatives, including the targeted marketing of short, upskilling courses that were increasingly being demanded by industry.

A number of strategies are being developed in response to the review that will provide the catalyst for re-positioning the Centre within the marketplace, as a flexible and responsive training provider that directly supports the marine and resources industry sectors. This will become the primary marketing message transmitted to industry and the community in relation to the focus of the Centre; and will be the subject of a deliberate marketing campaign associated with the re-location of the Henderson delivery site to the Marine Industry Technology Park in late 2004. Central to these strategies is a proposal to establish a Business Development Manager position within the Centre, to provide the capacity to implement a proactive and targeted marketing campaign. Other strategies will focus on business process re-engineering; the reinvigoration of engineering training; the Peel Region; and flexible delivery.

HIGHLIGHTS AND MAJOR ACHIEVEMENTS FOR 2003 – ENGINEERING PROGRAM

- Implementation and further development of the maintenance and planning stream (MS72) with the mining industry (principally Alcoa World Alumina) accessing the course on an external studies basis.
- Development of a Traineeship in Computer Aided Drafting for the Engineering industry. This course will be implemented in 2004 with trainees employed by many of the large engineering companies in Perth.
- A training program was conducted for Western Power in the Diploma of Electrical Engineering at Fremantle Campus using a mixed mode of delivery.
- In conjunction with Business & IT, the Engineering section developed a training program for an Indonesian college, whereby Indonesian lecturers who met AQTF requirements will deliver Challenger TAFE courses in situ.
- A pilot program was conducted under the banner of Reframing the Future 'Community of Practice'. The focus was on local car dealerships with apprentices doing their first year studies on-the-job with theory training done at Peel Campus. Seven companies participated in the program.
- 2003 saw the first delivery of VETiS into the Peel region at the Peel Education and TAFE Campus. The automotive section delivered training to one group of 14 SAER students.

HIGHLIGHTS AND MAJOR ACHIEVEMENTS FOR 2003 – METALS PROGRAM

- Evening classes in Introductory Welding commenced at Peel. These classes enable Peel region residents to complete basic training in welding techniques without the need to travel to Rockingham.
- The Challenger TAFE Metals staff and WestOne completed the major project of an ANTA Toolbox for the Metals area in term three.
- Specially designed courses with the emphasis on 'hands on' skills development for Year 10 students at educational risk from KIEP commenced at Rockingham Campus. Fourteen students participated in Metal Fabrication and Mechanical subjects.
- Metals staff helped organise a VETiS Worldskills competition at Rockingham in conjunction with KIEP. Metals staff acted as judges and facilitators for eight competitors from the local schools. The winner went on to also win the regional competition at Burswood and will now compete nationally in Brisbane in May 2004. Challenger TAFE's Rockingham Campus was also the venue for the main Worldskills competition in 2004. Events were conducted in Fitting, Turning and Welding, with Challenger TAFE students winning in Fitting and Turning.
- Challenger TAFE staff, in conjunction with Swan TAFE developed ten upskilling refresher programs aimed at attracting qualified metals tradespeople back into the metals and engineering industry as part of the Burrup Skills Shortages Project.
- Work is proceeding with Austal Ships to develop a program to provide additional skills in marine fitout to the company's fabrication apprentices in order to make them more versatile and productive.
- The Program Manager from Metals actively participated and contributed to the relevant Curriculum Support Services Network being steering committee deputy chair and the mechanical reference group chair. These links have provided a stronger and useful link to the wider TAFEWA network and to private RTOs as well.
- Metals lecturers have assisted Great Southern TAFE in the formulation of a shipwrighting course using new competencies from the Metals and Engineering training package.
- Challenger TAFE's Henderson Campus hosted an assessment moderation staff development workshop, which was facilitated by lecturers from South West College of TAFE and attended by lecturers from other metro colleges delivering metals competencies.

HIGHLIGHTS AND MAJOR ACHIEVEMENTS FOR 2003 – CONSTRUCTION PROGRAM

- Apprentice delivery in Plumbing exceeded the 2003 forecast largely due to a special maintenance plumbing apprenticeship initiative with App & Traineeship Group Training Scheme (15 additional students).
- Warnbro Community High School – Educational Support Centre won the State VETiS Training Excellence award. The program included the Disability Certificate II in General Construction program in the Bricklaying Department at Challenger TAFE.
- Lecturer Brian Wolstencroft reconfigured apprentice delivery in Carpentry and Joinery to allow for skills recognition and flexible delivery for mature aged apprentices, as well as streamlining resources in the section for project based delivery and holistic assessment strategies.
- Electrical and Instrumentation received a College grant and manufactured new teaching aids for PLC training and SCADA, and will have completed a smart wiring trainer early next year. Lecturer Mr Mark Burt installed reticulated air to the main instrumentation workstations ready for simulation devices to be installed in 2004 - this will enable more students to access the advanced PLC and SCADA training.
- Construction staff participated (with great success) in the following public events to showcase and promote training at the college:
 - Career Expo July 2003
 - Ability Expo September 2003
 - Royal Show October 2003
- Close relationships in the Peel region are being fostered to assist with responding to the burgeoning demand for training in Building and Construction industries. The Peel Development Commission is providing support for a new Wet Trades training area to be constructed at the Peel Education and TAFE Campus.

WA Horticulture & Environmental Science Skills Centre

OVERVIEW

The WA Horticulture & Environmental Science Skills Centre is Challenger TAFE's training and research centre of specialisation for horticulture and the complementary study areas of natural resource management, applied science and environmental science. Horticulture, Science and Rural Studies Director, Keith Bodman, and Program Manager, Kerry Bowe manage the Centre.

The Centre operates from a number of industrial and other institutional sites, its main and most specialised campus at Murdoch, and facilities at Rockingham Campus and the Peel Education and TAFE Campus within Challenger TAFE. It delivers over half a million hours of:

- full-time and part-time study;
- State-wide employment-based training (both on- and off-site);
- a wide range of industry up-skilling programs at VET Levels 1 to 6;
- skills recognition and workplace-based assessments to Advanced Diploma; and is
- completing postgraduate courses (curriculum is currently being written for two Graduate Diplomas of Environmental Horticulture) for 2003.

OBJECTIVES

The Centre observes the current and future strategic objectives of Challenger TAFE.

HORTICULTURE AND FLORISTRY

Meeting client expectations

In partnership with industry organisations and industry peak bodies, Horticulture staff provided a raft of industry upskilling programs in: efficiency gains in irrigation; occupational health and safety; tree conservation; integrated pest management; organisational training and pesticide application. The Centre completed planning for 2004 delivery of two extensively reviewed training packages, Amenity Horticulture and Rural Production (with the addition of two brand new qualification streams in horticultural product merchandising and irrigation). Horticulture went from strength to strength in running purchaser-provider programs for international students, industry and community educational programs. It has planned for FarmBis funded programs for 2004 delivery.

Providing a quality teaching and learning environment

The Division won industry support to finance travel for a lecturer in turf management (who also was the WA industry-nominated representative) to two turf industry training forums in the eastern states. It also won another ANTA funded Toolbox to put more horticulture irrigation and crop protection units on-line. It was commended by the Federal Minister as the national leader in development of on-line delivery and conducting on-line delivery. In addition to these examples, staff were nationally funded by the Reframing the Futures Office to conduct professional development programs both nationally and interstate. Much work was also done to ensure AQTF compliance.

Targeted programs for youth, Indigenous people and people with a disability

The Division ran a Youth at Risk (mainly for Aboriginal youth) program in the Peel Region, became a very successful provider of education in prisons (as traineeships), began and completed a VETiS Science pathways program in conjunction with Leeming SHS enhancing science education in schools and pathways to VET, ran a tailored low literacy/numeracy Certificate II employment program "Outdoor Skills", initiated training in conjunction with the WA Centre for Leadership and Community Development and Department of Disability Services to intellectually challenged mature-age people in a pilot program at Bennett Brook and worked with intellectually challenged youth from Castlereagh SHS. A lot of developmental work in marketing and flexible delivery and assessment and the creation of a new lecturing position in traineeship specialist delivery resulted in higher levels of employer/trainee satisfaction and consequent youth employment uptake in both Perth and Peel.

Advancing Science and Technology

Students are now able to complete high-level TP qualifications based solely or partially on project work. Projects this year included commissioned trials on establishment of soft-leaf buffalo grasses, tolerance of turf cultivars to a new herbicide, use of natural oils as crop protectants, use of cytokinens as branching agents in ornamental plants and uncommissioned but novel work on organic plant nutrients and biostimulants, the resistance/tolerance of citrus rootstocks to an emerging root pathogen and introduction and movement of root pathogens in retail plant sales sites.

Fostering local, regional & international partnerships

The horticulture sub-sector of the Centre worked with Great Southern, South West and Swan TAFE Colleges in developing a viticulture centre of specialisation, to become active in 2004.

SUSTAINABLE DEVELOPMENT

Meeting client expectations

In early, 2003, the Centre appointed a new Program Management position in Sustainable Development and ran inaugural Conservation and Land Management courses in the Peel Region. This program area is working extensively with community organisations to develop sustainability training programs.

Fostering local, regional & international partnerships

The Program Manager Sustainable Development was funded to travel internationally to investigate training opportunities presented by overseas universities and colleges and develop international training linkages and delivery partnerships. Two academic staff were funded by TAFE SA to travel interstate to validate training methodologies in conservation land management.

APPLIED SCIENCE AND ENVIRONMENTAL SCIENCE

Fostering local, regional & international partnerships

The Centre has developed two new university articulation programs with Notre Dame University in Environmental Science Management and Environmental Biology which augment its already established post-VET programs in Analytical Chemistry and Environmental Science at Murdoch University.

Meeting client expectations/fostering local, regional & international partnerships

A new Environmental Engineering program delivered in conjunction with another Challenger TAFE Training Division and Central TAFE has been planned for delivery in 2004/2005. A feasibility study for delivery of the Water Industry Operations TP was completed in 2003 and scoping is now underway to develop and deliver traineeships in 2004.

WA Wool Technology Training Centre

OVERVIEW

The WA Wool Technology Training Centre operates in a partnership between the Challenger TAFE Horticulture, Science and Rural Studies Division and the CY O'Connor College of TAFE Primary Industries Division.

It is an industry reactive training and research partnership that makes maximum use of shared resources to achieve seamless delivery of augmented services to the WA Wool Industry. It is the single largest wool technology training and research unit in WA and has eastern states' affiliations with TAFE and state departments of agriculture. It hosts overseas students and academics.

It is managed by a two-layered structure of strategic and operational staff from both Colleges. At operational level, it is managed by Ivan Pritchard (Challenger TAFE Wool Training Coordinator) and Prue Jenkins (CY O'Connor College of TAFE primary industries program manager).

The Centre operates from a very large number of community, industrial and other educational institutional sites, a large, new and a comprehensively outfitted woolshed at Challenger TAFE's Murdoch Campus, as well as facilities at various other campuses of both Colleges. In addition to this it operates a fully outfitted mobile wool laboratory/classroom that has travelled to most parts of the State.

The widespread delivery opportunity fulfils the needs of the widely dispersed wool industry in WA. The Centre has flexible learning resources that enable a student to start and complete training at any time of the year, thus accommodating the needs of the seasonal workforce in the wool industry. It has delivered new technology and other upskilling short-courses both on state training profile and on a purchaser-provider basis. In addition, the centre offers:

- full-time and part-time study to Certificate IV in Professional Wool Classing,
- State-wide employment-based training (both on- and off-site),
- skills recognition and workplace-based assessments to Advanced Diploma, and is
- the WA component of a national quality assurance program aimed at retraining Australia's owner- and professional wool classers.

The Centre has re- and upskilled approximately 3,800 registered wool classers in WA over the last two years. This training was heavily subsidised by *WA FarmBis* and done in conjunction with the Australian Wool Exchange, Elders Australia and the NSW based *Western Institute of TAFE*.

Fostering local, regional & international partnerships

The Wool Technology unit continued its partnership in wool training with CY O'Connor College of TAFE (CYOC) and applied for joint delivery tenders for new training opportunities with CYOC and Central West College of TAFE. The highest level of delivery of collaborative wool technology training including a very substantial amount of VETiS conducted in conjunction with CYOC occurred in 2003.

WA Maritime Training Centre – Fremantle

OVERVIEW

WA Maritime Training Centre – Fremantle delivers training for aquaculture, fishing, marine engineering and marine operations; and has a world class applied research centre for marine finfish, known as the Aquaculture Development Unit.

The Centre has a staff of 25 full-time lecturers, five technicians, nine support staff, eight Aquaculture Development Unit staff and various casual staff as required. Key personnel are Director, Kingsley Waterhouse; Manager, Aquaculture Development Unit Greg Jenkins; Program Manager Marine Engineering and Marine Operations, Robin Gray; Program Manager Aquaculture and Fishing, Jean Menzies.

ACHIEVEMENTS

Type of Delivery	2003	2002	2001	2000
Profile SCH	395,000	349,000	324,000	278,000
Non Profile deliver	\$742,000	\$1,050 085	\$626,486	
Short Courses	\$452,000	\$766,850	\$405,519	
Corporate courses	\$153,000	\$41,332	\$7,984	
Ind. specific course	\$86,000	\$38,680	\$24,000 (est)	
Overseas student	\$166,000	\$202,233	\$188,983	

In 2003, 107 short courses and corporate courses were provided to 793 students.

Meeting client expectations Design of a new building that will expand and enhance teaching facilities and student amenities at the Centre is at an advanced stage and construction is scheduled to commence in March 2004.

Providing a quality teaching & learning environment

- A Curriculum Studies Support Network project for implementation of the Maritime Industry Training Package was undertaken in collaboration with Kimberly and Central-West TAFE Colleges. Material for Coxswain and Master 5 Certificates of Competency have been completed, and while difficulties with competencies that apply to international vessels persist, some headway has been made. Concurrently, the Transport and Storage Industry Training Council secured funds to address moderation of assessments for the package and progress with this work was also completed to the Coxswain and Master 5 levels.
- A Flexible Learning Leader Scholarship was secured through the Australian Flexible Learning Framework to investigate induction and support of staff and students in the online and flexible learning environment.
- LearnScope projects enabled one staff member to participate with a group of College staff to address flexible delivery of VETiS with Mandurah Senior College.
- A staff member was selected to participate in the Teaching and Learning Mentor program conducted within the College by the Innovative Learning Services section. This was funded by the Teaching and Learning Advisory Group and aligned with the strategic priorities of the WA Department of Training for 2003.
- Development of online aquaculture resources for Certificate and Diploma students studying aquaculture was undertaken to enable students to access lecture notes and presentations as required and from different sites. Development of this resource will continue in 2004.

Advancing science and technology

- A project for the Onslow Port Authority was undertaken to utilise the ships simulation equipment housed in the Centre to develop a port model for Onslow to assist with engineering of extensions to the port facility. It is anticipated that in due course, the project will be extended to include training for ships pilots for Onslow.
- A science and technology grant of \$173,000 from the Department of Education and Training allowed development of a simulation model for fault finding and correction in Remotely Operated Vehicles electronic and hydraulic systems. The project involved commercial partners and leading-edge technology to link data from technical manuals with 3-D models of an ROV, material that can be used to teach technicians how to find faults and

remedy them. The material is available on CD to assist on-the-job training of Remotely Operated Vehicle technicians.

- Aquaculture diploma students in collaboration with industry conducted a pilot project for post-harvest handling and purging procedures of the silver perch industry. Follow up work will be conducted in 2004.

Fostering local, regional & international partnerships

- TAFE International allocated the College \$165,000 for the years 2003-5 to expand the Centre's activity for maritime courses in India and Sri Lanka and in 2005, to include the Gulf States. This allocation will enable implementation of the Centre's 2003-5 Marketing Plan and will involve joint efforts by staff from Centre, TAFE International and the Department of Industry and Resources. A trade representative from Mumbai is coordinating the initiative.
- A Deck Cadetship program was written and training will commence early in 2004. A Marine Engineering cadetship course and a Certificate IV in Marine Engineering training program are under development. This suite of courses is expected to increase activity in Marine Engineering at the Centre, especially for overseas students.
- Partnerships were formalised with various organisations including maritime safety and other specialised training operations, a commercial fresh water aquaculture enterprise, partnering arrangements for the conduct of external examinations, and arrangements for use of the Centre's vessels and teaching facilities.

WA Centre for Leadership & Community Development

OBJECTIVES FOR 2003

In 2003 the Centre's objectives were to:

- expand its profile delivery in governance, union and leadership training
- continue research and development for curriculum in local government areas
- expand assessment and workplace training services
- consolidate union training and seek opportunities to expand training to this sector

ACHIEVEMENTS/HIGHLIGHTS

- Developed and implemented a pilot program for governance training for Indigenous, volunteer and community groups. Pilots were delivered in Mandurah, Noonkanbah, Manjimup, and Murray House.
- As a result of these pilots the Centre received requests from Indigenous and local government bodies for governance training in Roebourne, Broome, Northampton, Northam, Dumbleyung, Gnowangerup, Katanning, Mt Barker and many remote localities.
- The Centre also generated leadership and further governance training for a wide range of community groups including Islamic women, Volunteering WA, Garnduwa Young Indigenous Leaders program and Kwinana Aboriginal Women's program.
- In response to the range of requests received, the Centre developed a methodology for delivery of leadership and governance training within a community development framework. This approach identified the need for inter-agency partnerships to achieve sustainable outcomes as demonstrated at Noonkanbah, with alliances between the Department of Indigenous Affairs, AgWest, Indigenous Land Council and the Centre. We will cement these collaborations for a whole of government approach in 2004.
- The Union Training Program, launched in 2003 by the Minister for Employment & Training and the Minister for Employment & Consumer Protection, successfully achieved its profile allocation and delivery has been increased for 2004.
- The client base for leadership training expanded to include youth services, the Job Network and Centrelink, local government, Indigenous leadership programs, VETiS (both public/profile and private/fee for service), prisons and prison officers, justice and other community-based organisations.
- The Centre worked collaboratively with members of our Industry Advisory Council and associated groups. An example of this was the Bennett Brook program *Creating Communities for a Thriving Future: the Bennett Brook Experience* that was launched by the Minister for Community Development, Sheila McHale. This program was developed by the WA Centre for Leadership & Community Development and the WA Horticulture & Environmental Science Centre in collaboration with the Disability Services Commission, Department of Community Development, Disability in the Arts, Disadvantage in the Arts Australia (WA) (DAADA) and the staff of the Bennett Brook Village. Training and assessment is based on the Certificate II in Leadership with additional components from Certificate II in Horticulture. The teaching program used for leadership training involved developing a cohesive team through the practical application of arts and culture including design and establishment of gardens, and skills in craft and dance. This was a highly successful program coming from a base of relatively isolated residents in an institutional setting. Assessment tools relevant to the learning methodologies developed in line with Australian Quality Training Framework principles.
- WA Centre for Leadership & Community Development fee-for-service activities more than doubled their 2003 output target. Certificate IV in Assessment & Workplace Training was delivered through block release and skills recognition, and provided delivery and assessment for corporate, tertiary and community lecturers as well as Challenger TAFE staff.
- In partnership with WestOne and West Coast College, WA Centre for Leadership & Community Development was funded to develop on-line materials for the new Certificate IV in Training & Assessment qualification which is due to be launched in 2004. A full-time staff member has been recruited to develop these resources and a Centre staff member is advising on the customisation of materials for use by Indigenous people.
- The WA Centre for Leadership & Community Development established an inter-agency partnership across the public sector for the development and implementation of training for existing and potential members of Public

Sector boards and committees. The first pilot induction was conducted in November with the full training program to commence in 2004.

FUTURE OUTLOOK FOR 2004 & BEYOND

- Extend the client base for profile delivery of Leadership and Governance programs to include sporting clubs, tertiary guilds and local government councils.
- Develop additional curriculum for qualifications planned for training delivery through on the Centre's.
- Extend governance training – to include regional Indigenous governance programs. Alcoa has indicated their interest in partnering with the Centre's in such an arrangement to ensure sustainability of the outcomes.
- Commence Indigenous governance training in a number of communities in the Kimberley in partnership with South Metropolitan Youth Link. In this program Traineeships and Industry Skill Training will also be offered. The Centre is planning a cooperative working relationship with Kimberley TAFE in the delivery of this program.
- Continue the development and implementation of Social Housing qualifications for public, community and Indigenous community housing. A traineeship at Certificate IV level will also be introduced.

Within the fee-for-service portfolio, WA Centre for Leadership & Community Development intends to:

- Extend the fee-for-service program into accredited training in Certificates II, III, IV and Diplomas of Government and Local Government/Administration.
- Offer consultancies for skills auditing and succession planning for the Department of Housing & Works, currently under negotiation.
- Offer Social Housing qualifications as a fee for service activity.
- Conduct a seminar series on Indigenous Governance with funding from the Department of Indigenous Affairs.
- Offer a short course program including Front Line Management and groupings of units from the Business Services Training Package to community development agencies.
- Disseminate the outcomes of the Bennett Brook via a workshop to identify strategies to offer this program to other disability groups. The Peel region is a likely trial area, Disability Services Commission and Department of Community Development have already committed to pursue this program initiative.

Kadadjiny Mia - Centre for Aboriginal Learning

OVERVIEW

Kadadjiny Mia was established in September 2001 and has rapidly grown into a high profile centre for Aboriginal learners. The main delivery centre is located at Rockingham, with additional Aboriginal programs delivered throughout the College regions, including Fremantle, Peel and Kwinana.

Programs are also delivered off-campus in community environments for example Winjan Community in Mandurah and Walyalup Aboriginal Corporation in Bibra Lake. The Centre actively seeks new training opportunities for students, provides advice to the College on delivery strategies to Aboriginal learners, fosters alliances with the community and provides support services to students to enhance outcomes.

OBJECTIVES

The Centre's objectives were aligned with the College's six key strategic objectives, in particular those relating to community development, collaboration and quality of student learning. They were also aligned to the goals and objectives of the "Making it Happen Committee" of Western Australia. The Centre focused on the training and development needs of the Aboriginal communities in the region, and the needs of people seeking employment and development in a variety of vocational areas.

ACHIEVEMENTS

The Centre continued to grow in 2003 and achieved success in the following areas:

- Implementation of the Certificate IV in Aboriginal Primary Health Care Work
- Implementation of the Certificate II in Sport (Career Oriented Participation) Football Program
- First time appointment of two Aboriginal lecturers on contract
- Successfully tendered for funding for an Indigenous Career Advisor position and an Indigenous trainee Lecturers program
- Developing two successful business oriented courses – Tourism and Art, where students are already gaining a reputation for commercial success
- Increase in student numbers
- Co-operative relationships with Western Australian Football Commission and Noongar Aboriginal Substance Abuse Service (NASAS)
- Continuing partnership with Alcoa for sponsorship of Aboriginal scholarships
- Partnerships with local businesses and local government for providing work experience placements for our students
- Designing and implementing mentor and support programs for all Aboriginal trainees at the College
- Extended working relationships within the College to produce superior outcomes for the students
- Developed partnership with Community Development Foundation

HIGHLIGHTS

Certificate II in Sports – Football Program

This was our much-anticipated pilot program. There were many highlights including a football match against Swan TAFE, and the Western Australian Football Commission taking on five of our students in work experience.

Certificate IV in Aboriginal Primary Health Care Work

This was the first time this Certificate was offered. The highlights included; Connie Jacobs awarded the Alcoa Student Scholarship. The students organised a highly successful seminar on Primary Health Care and Public Housing for the local Indigenous community, and all students were offered relevant work placements in the local community.

Tourism Course – Peel and Fremantle

This year we went into the Community again and linked with the Winjan Community Centre and Walyalup Aboriginal Corporation for another successful year for our tourism students. Major highlights were the awarding of the Challenger TAFE Aboriginal Student of the Year to Peel student Gloria Bennell. The students also conducted guided tours of their centres, and conducted excursions to the South West.

Art Program – Kwinana

This continued as a highly successfully program. Students were invited to participate in numerous exhibitions including one organised by Kadadjiny Mia in collaboration with the University, TAFE, City Council Library on the Murdoch University Campus, Rockingham.

Impact of Services

The Centre is focused on the needs of the Aboriginal community and continues to consult with communities to establish future directions. Through the Aboriginal Employment Education and Training (AEETC) Advisory Committee, the Centre works with key stakeholders to establish training directions. A holistic approach to developing communities and the people within those communities is evolving and the Centre has established a committed and dedicated team to meet those needs.

FUTURE OUTLOOK

Kadadjiny Mia is focussed on providing quality programs. We respond to the needs of communities and will continue to do so. Our focus is to deliver a wide variety of bridging and vocational programs to increase employment opportunities and VET outcomes for our Aboriginal students. To ensure the community needs are identified and met, we will continue to work closely with the AEETC, other sections within the College, the local community, key community groups and government agencies. We are implementing initiatives that will increase Aboriginal employment in various Industries, including appointing Indigenous lecturers at Challenger TAFE.

Peel Education & TAFE Campus

OVERVIEW

Challenger TAFE continued to play a key role in the provision of vocational skills development for people in the Peel region, with 2003 delivery (currently 413,020 SCH) making up 10.6% of college total. This represents a 19% increase on 2002 delivery, demonstrating Challenger TAFE's commitment to meeting the diverse needs of a region experiencing the highest rate of growth in WA.

Regional Director Kay Wilson and Program Manager Sustainable Development Christine Towes assisted the Training Research and Development Directorate to identify and meet regional training needs.

OBJECTIVES

Peel Campus contributed to specific priorities of the College Strategic Plan 2003-2008 as follows:

Meeting client expectations

- Delivered 26 full-time courses across 11 industry groups; introduced new programs: for the Indigenous community in Work and Community Participation; in Tourism Guiding, in Certificate IV in Information Technology (in both Programming and Systems Analysis), in Certificate II in Conservation and Land Management and a Certificate II in Regional Tourism Operations.
- Delivered 15 part-time courses, with flexible delivery in Small Business Management, Information Technology, Office Administration, Builders' Registration and Pest Control Safety and Asset Management.
- Increased resources were released for the promotion of traineeships resulting in a significant increase in employment based training at Peel, in Retail, Horticulture and Business. A New Apprenticeship Centre Officer was located at Peel Campus.
- Introduced Rural Operations traineeships into prisons.
- Continued growth in VETiS delivery (30,161 SCH representing 26% of the college total) and in auspicings services (58,838 SCH). This involved a total of 617 students, nearly all from Mandurah Senior College.
- Developed and delivered Certificate II in Hospitality (Regional Tourism Operations) in collaboration with Peel Region Tourism Association and key tourism operators. In a very successful partnership with our co-sponsors the City of Mandurah, students' fees were subsidised and 14 graduates guaranteed jobs in local businesses.

Providing a quality teaching and learning environment

- Training centre established at *Winjan* Aboriginal Community, resulting in the development of a cultural tourism trail and increased interest and involvement in training by the Indigenous community.
- Shared use of facilities was extended to include: library, workshops, horticulture field area, food technology and art facilities providing enhanced learning environments for TAFE and Senior College students.

Targeted programs

- Indigenous Programs: Strengthening interest in Work and Community Participation and Tourism Guiding courses through delivery at *Winjan* Community Centre. Enrolments have increased and the Aboriginal Community is more directly involved.
- Youth: New Opportunities pilot project for students at educational risk. In collaboration with the Peel Education District Taskforce and Mandurah Youth Commitment, delivered Leadership and 'trade taster' training (in Beauty Therapy, Automotive and Construction) under VETiS.

Advancing Science and Technology

Appointment of a Program Manager Sustainable Development resulting in:

- Horticulture and science delivery increasing by 64%
- Certificate II in Conservation and Land Management being introduced
- Rural Operations and school-based horticulture traineeships being introduced

Fostering local and regional partnerships

- Delivered Fishing Operations qualification to a group of youth at risk in partnership with Streetnet (Police Department), Ministry of Justice, and Mandurah Offshore Fishing and Sailing Club
- In addition to agencies already cited, the following are examples of agencies that also worked with Challenger TAFE in the delivery of training in the Peel region: Mandurah Home and Community Care, Peel Personnel, Murray House in Pinjarra, Serpentine-Jarrahdale Telecentre, Mandurah Water Rescue Group.

ACHIEVEMENTS

- Winner Channel 9 Peel Tourism Award in Education and Training in recognition of excellence, achievement and contribution to the development of tourism in the Peel Region.
- Tourism lecturers, Nada Lubay and Heather Telkamp, received 2003 National Tourism and Hospitality Awards for their outstanding contribution to training.
- Challenger TAFE Aboriginal Student of the Year - Gloria Bennell, Tourism Guiding was a student at Peel.
- Learnscope 2003 Project funding secured for teachers from Mandurah Senior College and lecturers from Challenger TAFE to develop a model for the flexible delivery of VETiS programs using online learning resources.

FUTURE OUTLOOK

- Regional priorities and employment opportunities in emerging and growth industry sectors will be addressed through:
 - 11% increase in profile delivery in 2004
 - 56% increase in employment-based targets
 - new courses in aged care, construction, youth work, conservation, financial services and community development
- In its commitment to the principles and practices of sustainable development, through Peel Campus the College will:
 - seek external funding for Sustainable Development Research
 - provide leadership in implementing sustainable principles into the college culture
 - develop an Industry Advisory Council for Sustainable Development

Diversity & Community Development Section

OVERVIEW

The Diversity and Community Development Section plays a vital role in delivering access and bridging programs for disadvantaged clients, including women, Indigenous people, youth at risk, people with disabilities, mature-aged unemployed, and people of culturally and linguistically diverse backgrounds. A large proportion of graduates from these bridging programs continue with further studies, both within and outside the College. Other programs delivered by the Section include: TEE, Visual Arts and Technology, and vocational programs for Indigenous clients including Aboriginal Tourism, Aboriginal Visual Arts, and Aboriginal Primary Health.

In 2003, Diversity and Community Development programs were delivered on all major campuses, including Fremantle (Beaconsfield), Murdoch, Rockingham, Kwinana and Peel. In addition programs are also delivered at community facilities, for example Winjan Aboriginal Corporation in Peel, the Lady Gowrie Centre in Willagee, Rockingham Community Arts Centre, and the Waarlitj Aboriginal Corporation site in Bibra Lake.

OBJECTIVES

The Section's objectives were tied to Challenger TAFE's five strategic objectives:

1. Meeting client expectations
2. Providing a quality teaching & learning environment
3. Providing targeted programs for youth, Indigenous people and people with disabilities
4. Advancing science and technology
5. Fostering local, regional and international partnerships and alliances

ACHIEVEMENTS

During 2003 the Section's Profile delivery exceeded 300,000 student contact hours (SCH). In addition to Profile delivery, the Section delivered over 62,400 SCH as a part of Competitive Allocation of Training tendered programs. These programs provided additional training for particular groups:

People with Disabilities

- Certificate I in Employment Participation at Mandurah
- Certificate I in Employment Participation at Rockingham
- Certificate I in Employment Skills at Fremantle

Aboriginal/Torres Strait Islanders

- Certificate II in Work & Community Participation (music focus) at Kwinana
- Certificate II in Aboriginal Sport at Fremantle
- Certificate III in Tourism (Guiding) at Mandurah
- Certificate IV in Aboriginal Primary Health Care Work

HIGHLIGHTS

- Implementation of AQTF documentation across the Section at all sites.
- The Men's ACT course at Fremantle proved so successful that we were able to run two classes in Semester 2.
- Kwinana Youth at Risk course – a continuing program combining hospitality, retail, computing, music, work experience and literacy/numeracy, was delivered by coordinator Gerard Laumen and a team of casual staff.

Impact of Services

A sample analysis of the destinations of Access Program students indicated that almost 60% return to further study within the College the following semester, with a significant proportion of the remaining 40% going on to employment or further study at a university or other education facility.

Being Responsive

Coordinators in the areas of Disability, Aboriginal, Youth, Women's and Men's Programs made major progress this year in establishing links with community and industry groups. Our courses were flexible enough to cater for their particular needs and this has produced very positive results.

FUTURE OUTLOOK

A major issue will be the need to ensure that the AQTF is implemented in a way that reflects the unique nature, context and constraints of bridging programs, while recognising the need for greater national comparability and frameworks. State-level discussions and working groups are addressing these issues and working towards common approaches and a greater clarity in the way in which the AQTF is applied within this area. Implementation of processes to comply with AQTF requirements will therefore continue to have a major impact upon the Section's workload.

Other challenges for the Section in the future include:

- Increasing the number of Indigenous staff teaching in this section and providing ongoing support.
- Providing appropriate support and referral arrangements to address students' personal issues resulting from the numerous difficulties and disadvantages they face.
- Tendering for, and then implementing new Competitive Allocation of Training programs each year, given the more intensive management required by these programs.
- Increasing the range of programs delivered, and the number of community partnership arrangements.
- Continuing to respond to the needs of the wide range of disadvantaged groups at different locations.
- Supporting other Sections of the College with literacy, numeracy, employment-related and life skills for students enrolled in mainstream vocational programs.
- Targeting delivery towards those most in need, within a context of ongoing unmet demand and no growth in Profile funding.
- Continuing to attract project funding to address areas of need and to facilitate the professional development of staff.

Research and Development

OVERVIEW

Research and development activities were varied and insightful in 2003. Two issues of the college's publication, **Quest**, showcased staff and student expertise. Publications were circulated electronically and in paper-based formats.

HIGHLIGHTS

Toolboxes

Once again, in 2003, our success in developing ANTA funded Toolboxes provided teaching support materials for industry. This included completing three Series 5 Toolboxes, for the Clothing Production, Metals and Engineering and Conservation and Land Management Training Packages and securing additional Toolbox projects including: the Series 6 Amenity Horticulture, re-working the Series 2 Hospitality Toolbox and, in partnership with West Coast College, the Training and Assessment Toolbox. These are available on-line to VET practitioners to access. Ms. Sue Hickton was selected to join the Flexible Learning Leader 2003 professional development program, an ANTA funded initiative of the Australian Flexible Learning Framework. The focus of Sue's program was induction and support of online learners and teachers.

Understanding learners

Mr Doug Thompson conducted an important longitudinal action research study commencing in 2001 of students in Health and Fitness and Natural Therapies training programs. Doug adjusted training programs to improve student outcomes. As a result, he has built processes of student feedback and counselling into his courses. These processes are used both to -

- a. modify and improve the course delivery; and
- b. clarify the student's goals and if necessary, address unrealistic expectations.

Factors such as the students' aspirations and their learning and career goals were central factors in retaining a student in a program and strongly influenced their perceptions of their personal success. The model requires a close understanding of the learners, their goals and their circumstances. One indication of how different this approach is in practice is the care taken with students who exit before completion to ensure that the process of exiting does not diminish the student's confidence or self esteem and as a result several students who left have since returned to the course.

ACHIEVEMENTS

Quality Teaching and Learning at Challenger TAFE

In 2003, Innovative Learning Services developed a Quality Teaching and Learning Mentors Program involving 13 teaching staff members, each from a different industry area, in designing and conducting a project that would enhance some aspect of training in their industry area. Each project involved other training staff from each mentor's industry area. The mentors had to initially cost their projects and a process of merit selection identified those projects that would be undertaken. The program represented a very comprehensive networked model of applied research, team building and project management.

- Ms Christine Cooper and her colleagues collaborated to develop and produce a resource package on CD for Horticulture students in 2004.
- Mr Phil Westwood from Hospitality conducted a Diversity awareness project with lecturers from Hospitality Hairdressing, Beauty and Fashion.
- Ms Ros Macpherson, from Diversity and Community Development, developed a networking project involving lecturers from other campuses working in the same study area.
- Mr Stuart Graves, Metals and Main Fabrication Henderson, worked on a presentation for lecturers at Henderson, to showcase the various electronic resources available in the study area including *Toolbox Resources*.
- Mr Ric Hodgson, Electronic Engineering, introduced Engineering lecturers across the college to training packages which are to be implemented for the first time in 2005
- Ms Leanne Rowe and the lecturers from Kadadjiny Mia - Centre for Aboriginal Learning planned networking sessions ('Yarning') with lecturers involved in Aboriginal and Indigenous programs at other colleges.

- Mr Trevor Mills from Electrical Trades and his colleagues explored models of practice for distance learning
- Mr Colin Stagoll and his Accounting and Commerce team at Rockingham Campus have developed a series of graded performance workshops to ensure consistency in marking across the various College delivery sites.
- Ms Kate Burrell (and now Damien Hamilton) from the WA Centre for Leadership and Community Development developed an on-line resource bank to support casual lecturers involved in VETiS profile delivery programs.
- Ms Christine Johnson from Community Education implemented professional development workshops for lecturers in Community Education to increase their awareness of and the requirements for VET so lecturers can better assist their students in their transition to accredited courses.
- Ms Suzette Thompson, Community and Health Training Centre, developed a mentoring program model for Natural Therapies staff to use with their students.
- Mr Ray Smuts, with the help of Lyndy Vella and other IT and Multimedia staff worked on upskilling and qualifying ten IT staff in order to extend their training scope and offer additional training qualifications in multimedia.
- Mr Steve Ross, Sustainable Development, worked with the new Sustainable Development Training Package on issues for its implementation and on developing resources for the lecturers.

The students in Horticulture and Community Services industry students also undertook industry related investigative projects on behalf of particular enterprises. It is a successful model and Challenger TAFE would like to expand this area of activity in 2004.

Teaching staff from Challenger TAFE, Mandurah Senior College and Murdoch University, and industry representatives jointly undertook three *Quality Teacher Projects*. These were coordinated through the Peel Education and TAFE Campus and were designed to map learning pathways for students at Peel. The projects undertook to develop learning pathways between the learning institutions and to or from the workforce for fields of study in Hospitality/Tourism, Business and Information Communication Technology.

The Community and Health Services Training Centre attracted \$36,600 in ANTA National Literacy funding to develop a literacy component of a training program for the Fremantle Noongar community services patrol. It will be completed in 2004.

Reframing the Future and Learnscope

The Australian National Training Authority funded five Challenger TAFE Reframing the Future staff investigation and development projects in 2003. These were for: establishing a National Floristry Training Network, (\$14,700); mentoring training staff within the Health and Fitness industry (\$10,000); developing training delivery strategies for the Horticulture training industry (\$11,000); establishing a Community of Practice for People with a Disability entering the Therapeutics Industry (\$10,000); and developing a delivery program in conjunction with the Automotive and Marine Mechanics industries (\$15,000). In addition, LearnScope funded two projects that focused on the application of resources to online learning materials. These were intended to operate as early investigations that may eventually lead to further ANTA toolbox development. These were valued at a total of \$80 000, \$40 000 in the metals/engineering area and a further \$40 000 in the hospitality/beauty/fashion area.

Aquaculture Development Unit (ADU)

It was a year of consolidation for the Aquaculture Development Unit. The ADU completed a three-year Fisheries Research and Development Corporation (FRDC) grant for the project 'Factors required for the successful aquaculture of black bream in inland water bodies'. This study investigated requirements for growing-out black-bream, King George whiting and snapper in saline ponds at Northam, WA. It was run in collaboration with Murdoch University and a private company. Funds allocated for this joint project totalled \$242,000 over the three-year period.

The ADU (in collaboration with Murdoch University and the Molloy Island Residents Group) were in the third year of a four-year FRDC grant to restock the Blackwood River Estuary near Augusta in the South West of WA with black bream. The Blackwood River has a well-documented stock decline of black bream and the project has so far undertaken a stock assessment of black bream in the Blackwood River and has restocked 222,000 fish. Monitoring of the survival and growth will continue until June 2004. Funds allocated for this joint project to date total \$137,000.

An *AusIndustry* project that developed a novel new tank system for the culture of fish was completed in cooperation with McRobert Aquaculture Systems (MAS). The company was successful in winning an R&D Start grant from *AusIndustry* during the latter part of 2000 and subcontracted the ADU to trial the grow-out of snapper in the MAS

system. MAS are now constructing a \$400,000 system in the USA where significant interest exists in this Australian technology. Funds allocated to the ADU for this project totalled \$60,000.

The ADU was granted funds of \$20,000 from AusIndustry in 2002 to undertake a study tour of inland saline aquaculture projects in the USA. This tour is complete and an AusIndustry application to undertake an aquaculture development project in the WA wheat belt was obtained.

The ADU formed an association with Agriculture Western Australia to investigate the potential of the use of pumped saline ground water for aquaculture. Applied research projects are currently being undertaken with the Dumbleyung Shire and with CALM in Narrogin. ADU scientist, Gavin Partridge was recently awarded a prize (and grant of \$8,000) to undertake trials of fish associated with this project in the Lake Toolibin region.

In 2002-3, the ADU undertook a marketing trial for aquaculture snapper. This project involved growing and selling snapper to a local restaurant chain to test customer interest in premium aquaculture fish. These fish have been well received.

The ADU published a 'Hatchery Manual for the Production of Snapper (*Pagrus auratus*)' for the Australian aquaculture industry in 2003 that was funded by the College and WestOne with the assistance of a Fisheries Research and Development Corporation (FRDC) grant of \$32,000. This manual and accompanying CD-ROM multimedia presentation is the first in Australia to describe the techniques required for the culture of this marine fish species and follows on from the very successful publication in 1999 of the ADU manual for black bream. The project was undertaken in collaboration with NSW Fisheries and the CRC for Aquaculture.

Quest

Challenger TAFE's research and development publication, Quest, was vibrant again in 2003, featuring the applied research and development activities of both staff and Horticulture and Community Services students. The Quest Guest back page feature was designed to open up new ideas for staff and industry alike. Our Quest Guests for 2003 were Dr Ramlee B. Mustapha from the Faculty of Education, National University of Malaysia and Dr. Jane Figgis, project manager for the ANTA commissioned Blue Sky Project, that has stimulated some important innovative activity with staff in 2003.

Business Development Directorate

OVERVIEW

The Business Development Directorate has responsibility for overseeing the commercial income generating work of the College (income other than that attracted through the *Training Profile* contracted through the Department of Education and Training). The Directorate monitors the fee-for-service activities of the College to ensure the work is accurately costed and assists with obtaining and fulfilling contracts.

The Directorate is responsible for the College's Community Education programs, which this year expanded its activity. The Directorate also manages the New Apprenticeship Centre under contract to the Chamber of Commerce and Industry and the Submarine Contract with the Australian Submarine Corporation.

In 2003, the Business Development Directorate continued to support the Centres of Specialisation obtain and deliver government funded, fee-for-service training and other related commercial work, and managed the risk associated with commercial activity.

Despite difficult trading conditions, with keen competition across all sectors, the commercial work undertaken by the College continues to be a significant generator of revenue. In 2003, it amounted to approximately 12% of revenue, a similar percentage to 2001.

The Business Development Directorate's mission is to contribute to the College's mission through the development of the College's business, for both government funded and commercial training. Primarily the Directorate has responsibility for overseeing the commercial work of the College (that is the revenue earned from the provision of training and related services not included in the DPA with the Department of Education and Training). The Directorate assists the Centres of Specialisation obtain commercial contracts and leads to commercial work, and monitors the fee-for-service activities of the College to ensure the work is fully costed and delivered according to the contract.

In 2003, overall the commercial work performed by the College declined compared to 2002, mainly due to external factors beyond the control of the College. In many areas though, short course work increased in value and internationally a number of exciting opportunities opened up.

In 2003, the Business Development Directorate operated principally on the basis of four key purposes derived from the College's strategic plan. These were:

- Providing support to the Centres of Specialisation in obtaining and delivering government funded and fee-for-service training, and other related commercial work, and managing the risk associated with commercial activity;
- Managing the identification and development of potential fee-for-service projects, managing contract negotiations arising out of opportunities identified and managing the development of strategic relationships with potential major project clients;
- Where appropriate, project managing the training delivery of major fee-for-service projects, such as in circumstances where a particular fee-for-service project extends across several Centres, or does not match the profile of any particular Centre, and of projects that do not involve training but are associated with the College's core training business, such as the New Apprenticeship Centre; and
- Providing the College's Community Education training programs.

ACHIEVEMENTS

The commercial work undertaken by the College is a significant generator of revenue. This year it amounted to approximately 11% of revenue, slightly down on the 12% achieved in 2002.

The College was active in a number of countries during 2003. Training delivery took place in China and Malaysia and preparations for delivery have commenced in Indonesia. Contracts are being negotiated for training in India and Vietnam, and aquaculture research in China. Opportunities for maritime training also exist in Sri Lanka, Bangladesh and China, with several countries in the Middle East beginning to show interest as well. Kenya also appears to present an opportunity to develop a market for Western Australian training.

Malaysia: The College subcontracted the delivery of the first of two electrical modules to an oil and gas industry client in Malaysia in April to Curtin University. The second module is to be delivered early in 2004.

Mauritius: The College continued to auspice information technology training at the Swami Dayanand Institute of Management in Mauritius.

China: Paul Dollery followed his work assignment to China in 2002 with two further tasks in 2003. He again taught Diploma level computer programming and documentation skills at Minjiang University in Fuzhou.

Aquaculture staff members Greg Jenkins and Gavin Partridge spent a week in China reviewing an aquaculture project to which the College has been requested to provide research and development and training services. A contract is currently being negotiated for the supply of the services.

Timor Sea: The College continued to provide maritime skills training to offshore oil and gas workers employed by Phillips Petroleum on the Bayu Undan project in the Timor Sea. The training took place mainly in the Fremantle Campus of the College. It included offshore workboat crew training using the Phillips Petroleum boat Limberdade II.

India, Sri Lanka and Bangladesh: India is also the focus of negotiations for the development of tourism and plumbing training, together with information technology and management.

South Asia continued to be a substantial source of overseas students for the college's maritime programs. A program to provide students in these countries with pre-sea training that would allow them to enter Challenger TAFE courses in Australia was developed and is being introduced by training organisations in the countries.

Yemen: The winning of a tender to construct Patrol Boats has opened the opportunity for the College to tender on providing crew training to the Yemen Coast Guard. The College is waiting a response to its tender.

Vietnam: The College is negotiating a tender for the supply of auspicings services to a College in Hanoi for Australian qualifications in information technology and management.

Indonesia: The College has signed a contract with an institute in Indonesia to supply auspicings services for two AQTF courses, a management and a manufacturing Diploma. Delivery of the courses will start in 2004.

Kenya: The College is continuing its dialogue with a representative in Kenya regarding the delivery of Certificate I courses in fishing and maintenance of mechanical equipment.

Qatar: The College tendered to supply maritime security training to Qatar Petroleum.

FUTURE

Competition across all sectors for training continues to be fierce, and the College will need to ensure its strategies and plans for commercial work are finely tuned if it is to succeed in increasing its commercial revenue.

Community Education

OVERVIEW

The College's Community Education programs continued to develop throughout 2003 with new training formats and new venues contributing to a strong performance. Participation in courses from new target markets and in the shorter course offerings enabled the Section to achieve a 20% increase in revenue over 2002.

ACHIEVEMENTS

Partnerships were established with several new schools, including two in the private sector, and venues in places such as churches and golfing clubs were added to the mix. The Heathcote venue attracted large numbers of students and efficiencies gained in administration from the move to the site in 2003 also contributed to the improved outcome. The more diverse course offerings were also marketed more effectively as the balance between various advertising media was tested and stabilised in the most efficient configuration. Development of Summer and Winter School programs also added to the mix of courses being offered and present a basis for expansion in the coming years. Improved links within the College also contributed to improvements in the results.

FUTURE

In 2004, the program will continue to provide innovative, customer-focused training approaches, with additional new venues and course offerings planned. Improved pathways from Community Education to VET are being developed to encourage Community Education participants to consider undertaking accredited training in the vocational streams in the College. With the Summer School program being significantly expanded in 2004, Community Education should continue to establish itself as an important contributor to the training effort of the College.

Most of Challenger TAFE's training programs are specified and funded in the annual Delivery and Performance Agreement through a formula driven resource-allocation process. Funds to support the delivery of additional training programs are secured through a variety of alternative strategies. These include tendering for public funds targeting specific enterprise or community training needs, fee-for-service customised training or provision for overseas

students (in partnership with TAFE International Western Australia [TIWA]). Community Education courses that cater for community needs or foster personal development including hobby courses are conducted on a self-supporting basis.

Additional Non-profiled Training Programs

Most of Challenger TAFE's training programs are specified and funded in the annual Delivery and Performance Agreement through a formula driven resource-allocation process. Funds to support the delivery of additional training programs are secured through a variety of alternative strategies. These include tendering for public funds targeting specific enterprise or community training needs, fee-for-service customised training or provision for overseas students (in partnership with TAFE International Western Australia [TIWA]). Adult Community Education courses that cater for community and personal development, including hobby courses, are included here and are conducted on a self-supporting basis.

Table 3: Non-Profile Delivery as a Proportion of Total Delivery

	2000	2001	2002	2003
Profile	2,997,390	3,325,941	3,419,298	3,544,878
Non-profile	557,029	715,318	761,242	570,071
Total delivery	3,554,419	4,041,259	4,180,540	4,114,949
% Non-profile	15.67%	17.70%	18.21%	13.85%

Figure 3: Non-Profile to Profile Delivery 2000-2003

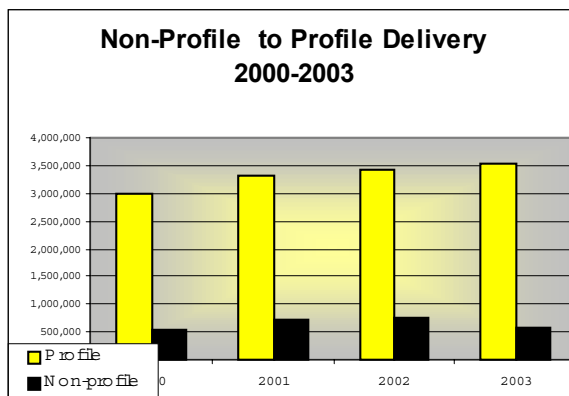
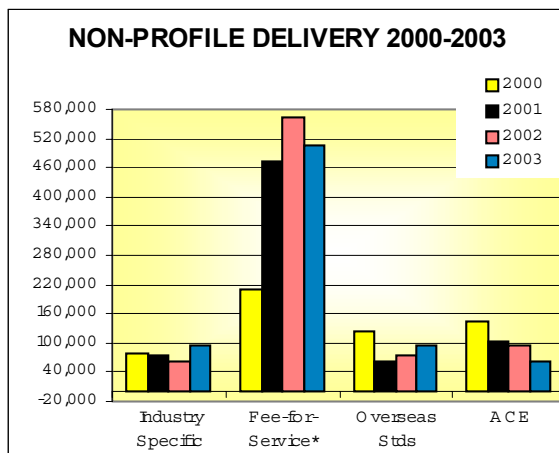


Figure 3.1: Non-Profile Delivery by category



Source: Non-profiled delivery is that which is funded other than through the Delivery and Performance Agreement between the College and the Western Australian Department of Training. Student enrolment in non-profile courses is identified on the College Management Information System (CMIS) by funding source codes other than "C" or "10".

Explanation: Although the quantity of delivery was lower, the range of offerings was wider with fewer hours being delivered in shorter courses with the income per SCH being higher. The total delivery of 4,114,949 SCH is a small

decrease of 65,591 SCH on 2002 delivery. The non-profiled component was lower than in 2002, a decrease of 191,171SCH from 2002, however Industry Specific and Overseas student areas experiences upward trends. As a proportion of the whole delivery, non-profile activity in terms of SCH reduced from 18.21% to 13.85% of total delivery.

The training recorded on the CMIS for overseas students relates only to delivery to those students whose usual address is overseas but who are located within Western Australia while studying and does not include training delivered in other countries.

Training delivered to submariners under a subcontracted arrangement with Australian Submarine Corporation is not included in the final tally of student Contact Hours (SCH). As well, training delivered off-shore is not included in the final tally.

Client Communications and Services Directorate

The importance of a client focus at Challenger TAFE is reflected in and supported by its Client Services and Communications Directorate. Led by A/General Manager, Jan Lipiec, the Directorate's operations clustered in four areas in 2003, Client Communications, Client Services, Innovative Learning Services and Campus Services.

Together the four units service the needs of Challenger TAFE's diverse client groups from their first enquiry with the College until long after they leave. This is achieved through the provision of targeted information, support, recreation facilities, retention services and facilities and an alumni program.

CLIENT COMMUNICATIONS

The Client Communications Division, managed by Carlo Vittiglia, takes a leading role in marketing Challenger TAFE and its nine Centres of Specialisation and three Special Purpose Centres.

In 2003, the Client Communications Division assisted the Centres to extend their presence within their respective markets through a series of events and supporting promotional materials. Key projects included coordinating the Rockingham training forum for the IT and Business Skills Centre and an Indigenous traineeship celebration at the Fremantle Football Club. Each attracted strong support from clients and stakeholders and featured endorsements by key industry or community leaders.

Other key projects and achievements for the year included:

- Implementing a new online customer relationship management system for prospective students
- Mounting displays at the Careers Choice Expo at Burswood, and Rockingham and Peel career expos
- The College graduation ceremony, attended by more than 700 guests including 150 graduates, and coordinating award selection panels
- The publication of the College newsletter Seven Waves and an applied research and development journal, Quest
- Developing a new brochure for WA Maritime Training Centre to market to overseas clients
- Coordinating College applications for WA Training Excellence Awards and WA Tourism Awards
- Cinema advertising program for e-training
- Commenced assessment of College web site
- Support for other industry and community events including a VETiS seminar, the Western Australian Information Technology and Telecommunications Awards, Adult Learners Week and a graduation of hospitality students in the Peel region;

CLIENT SERVICES

Managed by Ralph Excell, the Client Services Division enabled the College to provide a one-stop-shop approach to student support services in order to:

- Enable accessible, transparent interface between the College and the client,
- Empower the client, and
- Reduce transactional costs of both parties.

In 2002, this Division incorporated Admissions, Disability Services, Student and Overseas Student Services and the Quality Unit. Key Achievements include the continued deployment and refinement of a College-wide on-line self-enrolment service. Other achievements were:

- The establishment of a student portal *MY Challenger TAFE* that allowed each student individual access to a range of on-line services including the capacity to change their personal details in the College records, view their results and academic awards obtain career and course information and to obtain general information relevant to their participation in the College.
- The successful trial of the use of smart card technology in a TAFE College setting in WA. The cards and associated technology and software, were introduced at the College's Murdoch Campus. The Challenger TAFE cards were used to enhance identification, access and security as well as allowing users a convenient means of managing payments for printing and photocopying and of accesses library services.

The successful introduction of Client Liaison and Management Technology allows the College to monitor all prospective client contacts with the College and to ensure they receive consistent, quality information relevant to their career and course requirements. It will allow the College to monitor for patterns in client contact and use that information as the basis for improving the services

CAMPUS SERVICES

Under the leadership of Senior Campus Manager, Frank Rauh, the College provided the following services: safety and security measures, maintenance of grounds, recreation areas, improved physical learning environment, the operation of bookshops, cafés and vending machines.

A client-focussed approach to the provision of campus services and facilities was enhanced with a survey of students. Students' top three priorities remain: classroom furniture, classroom temperature control, increased healthy food offerings and safe waiting areas. These concerns are currently being addressed.

Key achievements:

- Refurbishments to campus café environments at Fremantle, Rockingham, Murdoch and Peel
- Implementation of the energy management plan, including energy audits at each major campus
- Activities identified by the College-wide energy management team to reduce energy consumption per person
- Addressing the appearances of grounds and gardens across the College sites
- Better information on Campus layouts
- Provision of locality guides via the College website
- Continuing alignment to College service contracts to increase efficiencies
- Establishment of a Walk-in Bookshop at Rockingham Campus
- Implementation of Point of Sale systems at Bookshops located at Fremantle and Rockingham Campuses

Security

Campus Services implemented strategies to minimise security risks to staff, students and assets implementing security alarms at all campuses. These are linked to and monitored by designated security agencies. Security Guards are operational at the main campuses. They offer support as required to staff, students and management. Areas of potential risk such as Library Resource Centres, computing laboratories, cafeterias and evening activities are kept under watch. These personnel undertake evening audits on the safety of facilities such as lighting and identification of hazards throughout campus grounds. Other Campus Services responsibilities include maintaining the currency of first aid training for designated staff and facilitation of emergency evacuations and critical incidents training.

ENERGY MANAGEMENT

As a participating agency in the Governments Energy Smart program, Challenger TAFE reported its 2002/3 Energy Consumption, costs and Greenhouse Gas Emission figures to the Sustainable Energy Development Office (SEDO).

In terms of Total energy use across all sites, the college was able to:

- Reduce its Mj per Effective Full-Time Student Unit by 7.3%; and
- Reduce its Mj per Square Metre of Total Floor Space by 2.8%

in comparison to the 2001/2 Baseline data set by SEDO. These reductions were achieved against a growth in SCH of 3.1%. Most of the savings came from a significant reduction in the use of LPG, while electricity consumption increased by a modest 2.7%. Representatives from each Campus form the Energy Management Group 'SPARC's' (Save Power & Reduce Costs') which will continue to raise awareness with both staff and students regarding energy usage in 2004.

Apprenticeships and Traineeships

OVERVIEW

The Apprenticeship and Traineeship Unit was created in 2002 and grew into an essential link between the College, the Department of Education and Training, industry and community groups, schools, group trainers, New Apprentice Centres (NACs), apprentices and trainees.

Increasing the numbers of young people who undertake apprenticeships and traineeships is a key government priority. Challenger TAFE recognised the importance of maintaining a strong and effective coordination of the processes relating to recruitment, placement and management of apprenticeships and traineeships. Promoting and maintaining a strong apprenticeship and traineeship workforce within industry continued to be the key role of this unit.

The key functions of the unit were to:

- Promote apprenticeships and traineeships with community groups and industry.
- Provide valuable liaison with employers, the College, community groups, NACs, secondary schools and the WA Department of Education and Training.
- Provide support to employers of apprentices and trainees
- Work with employers and college staff to increase the completion rate of apprenticeships and traineeships.
- Liaise with the WA Department of Training and the Apprenticeship and Traineeship Support Network (ATSN) on apprenticeship and trainee issues.
- Identify and work on areas of potential growth in traineeship numbers, e.g., warehousing, hospitality and tourism.

OBJECTIVES

- To identify potential areas of growth in the numbers of apprenticeships and traineeships
- To assist employers to understand their obligations in the training of apprentices and trainees.
- To maintain a strong liaison with the NACs in promoting Challenger TAFE as the College of choice for individual apprentices and trainees.
- Provide an effective communication link with industry, the WA Department of Training, school career advisers, NACs, students, parents and staff.
- To ensure administration and management practices of apprenticeships and traineeships within the College comply with all agreements and requirements.
- To assist in recruiting and to provide support and mediation for our indigenous trainees employed and training within the College.

ACHIEVEMENTS

The Apprenticeship and Traineeship Unit maintained a high level of communication and information transfer between Industry, the College and the WA Department of Education and Training. In addition the unit:

- Maintained a low level in overdue Training Program Outlines (TPOs).
- Identified areas of non-compliance in Apprenticeship and Traineeship Agreement requirements, and has suggested alternative workable processes to ensure future compliance.
- Improved liaison between industry and the College.
- Established an effective customer relations communication process within the College for all apprentice and trainee enquiries.
- Developed and circulated marketing material and information booklets to staff for distributing to employers when promoting traineeships to outside clients.
- Recruited trainees for the College's Indigenous Traineeship Program.
- Assisted in identifying and improving Apprentice and Trainee administration processes within the trade areas of the College.
- Established effective links with major Group Training Companies.
- Improved lines of communications between our, and other NACs.

IMPACT OF SERVICES

The role of the Apprenticeship and Traineeship Officer evolved in order to effectively respond to the changed training environment. For example, the advent of training packages introduced a large number of new policies and practices impacting upon apprenticeship and trainee training methods, assessment, accountability and management issues, needed to be modified. In some cases, new practices were implemented to comply with the WA Department of Training and AQTF requirements.

As the following data demonstrates, in 2003, there was approx. 10% growth in the apprenticeships and traineeships numbers in 2003.

New Apprenticeship and Traineeship Registrations (Data collected from TRS)

Table 4: New Apprenticeship and Traineeship Registrations

	2002		2003	
	Trainees	Apprentices	Trainees	Apprentices
Information Technology, Retail, Business & Office Administration	71	0	67	0
Engineering, Automotive & Construction	108	970	75	1056
Horticulture & Science	67	240	120	224
Hospitality & Human Services	33	316	34	332
Maritime	2	0	17	0
Workplace Readiness	0	0	48	0
Union Recruiting	0	0	9	0
Total	281	1529	370	1612

SUMMARY

One key function of the Unit is to monitor the procedures and practices of the business areas within the College and to ensure apprentices and trainees are managed in accordance with industry, and the WA Department of Education and Training's requirements. To be competitive with private providers and ever-changing industry standards and expectations, methods of training delivery and assessment need to be in continual change. Employer Based Training is demanding because old training ways do not fit current industry requirements. One critical factor is therefore how adaptable teaching staff are in recognising these changes and adjusting their programs accordingly. Conducting on-the-job assessments has led to improved employer satisfaction and this will increase as more training areas apply this approach.

FUTURE OUTLOOK

The growth in apprenticeships and traineeships numbers looks very positive. Areas where there has been a restructure of marketing and promotions, and there is a willingness of lecturers to conduct on-the-job assessment has resulted in improved the numbers of traineeships. Business areas where there has been considerable redesigning of the service include Warehousing, Aquaculture, Fishing Operations, and Tourism, to name a few. They anticipate positive outcomes for 2004. In addition, the new Horticulture training package will be implemented and this, with the Irrigation Package, provide a promising outlook for continued growth in traineeships.

VET-IN-SCHOOLS (VETiS)

For the first time, we delivered VETiS programs as part of our profile (114,000 SCH) in 2003. We led the way in improving the interface between schools and TAFE by building our relationship with the Fremantle and Peel District Education Office through forming both strategic and operational management groups across the sectors. The College conducted a series of VETiS promotional events including an extremely well attended breakfast with Principals and VET coordinators resulting in a range of new areas of enrolment and participating as a major sponsor in the Teachers Celebrating Teaching Expo to both support and promote VET as an option for school students to parents and teachers. As well, the College developed non-institutionally based live-work delivery opportunities in Fashion and Natural and Beauty Therapies for students to access through VETiS in 2004. Our VETiS programs achieved the following exciting outcomes for 16 and 17 year olds.

- Delivery in over 50 course areas for students;
- 45 Indigenous school-based trainees studying Certificate I in Workplace Readiness;
- Delivery in the new area of Beauty Therapy for the first time in 2003 with great success; and
- A successful pilot to deliver Certificate III Training Package units in Applied Science in the Science Pathways Project at Leeming Senior High School to 20 Year 11 and 12 students.

Disability Services

ROLE OF DISABILITY SERVICES

The role of Disability Services is to assist students with disabilities so they have the same access to curriculum and training as any other student and to arrange appropriate assistance and support when and where needed. Each year an increasing number of students enrolling identify a disability or special need. The College provided a range of programs and support services for people with disabilities.

In 2003 Disability Services witnessed an increase in retention rates for students with a disability. As a result of the purchase of more assistive technology and specialised services, a greater number of students with disabilities were able to both access, and succeed in, Challenger TAFE educational and training programs, further embedding the goal of real equity and access within Challenger TAFE's core business.

Assistive technologies purchased during 2003 include an alternate computer mouse, audio computer programs which assist the visually impaired, alternate keyboards, and educational games and activities.

Specialised services available include interpreting for the hearing impaired, scribes, note taking, tutoring and other educational support.

Training Programs

Certificate I in Employment Skills and Certificate I in Employment Participation (Retail) were the predominate courses provided for students with an intellectual or learning disability. These programs were conducted at Rockingham and Fremantle campuses. A Basic Cooking program available for students with an intellectual, learning or psychiatric condition, represented by high support need students, was also a great success. One program was conducted at Fremantle Campus with the generous support of the Hospitality staff, whilst the other operated from Warnbro Community High School.

Community Liaison and Networking

The Challenger TAFE Disabilities Services unit engaged in a wide range of external liaison activities including the following:

- Challenger Disability Services Manager (DSM) addressed interested stakeholders at the Pathways to Opportunities recently. An annual event, the Pathways to Opportunities event focused on Mental Illness. The event was well attended by people living with mental illness and their carers.
- The Disability Services unit supported an innovative training program run by the WA Centre for Leadership and Community Development and students from Bennett Brook Institute.
- The Disability Services Manager served on the organising committee for *Celebration of Ability*. This was a community event organised in conjunction with the local government, Centrelink, Soundworks, Disability in the Arts, Disadvantage in the Arts Australia (WA) (DAADA) and selected shopping centres and schools.
- Challenger TAFE Construction staff and students with a disability from the local partnering high schools VETiS program provided demonstrations of their skills at the Opportunities Expo for careers conducted by the Kwinana Industries and Education Partnership at Kolbe College in Rockingham. Current students of the Construction program at Warnbro Community High School Education Support Centre showcased their skills at the Abilities Expo in Forrest Place where, with Challenger TAFE Construction staff assistance, they promoted VETiS for disability students by engaging in a live work display of laying paving. The students were also invited by the WA Department of Education and Training to demonstrate their skills at the annual Career Expo at Burswood Dome, Perth where students and staff from Education Support Centres around the state visited the display. The VETiS program from Warnbro Education Support Centre won a WA Training Excellence Award and were finalists in the National Training Excellence Awards.
- Disability Services at Challenger TAFE is an active participant in the Post Secondary Education Disability Network (PSEDN) that has a strong representation from all universities and post secondary educational institutions and excellent connections to many specialist employment agencies.

Universal Access Program

The College completed a minor works identified through the comprehensive Universal Access Audit conducted on all Challenger TAFE buildings. The total value was \$650,000. The audit focused on improving accessibility to college sites for all users, including people with disabilities.

Extensive renovations are being carried out across all campuses and include access solutions such as installation of automatic opening doors, widening of door spaces, more disabled parking bays and toilets, to name some examples.

Innovative Learning Services

OVERVIEW

Innovative Learning Services worked closely with the training delivery business units to implement a range of learning programs that have the capability to be individualised. Research as well as customer feedback indicate that VET clients require more individualised learning programs that not only develop industry skills but also build a learner's employability skills and a commitment to life long learning. This requires that training providers provide a more learner centred environment for the delivery of our products and services.

A FOCUS ON e-LEARNING ACHIEVEMENTS

A 'Toolbox' is a collection of online learning resources for the delivery of Training Packages, funded by the Australian Flexible Learning Framework and Challenger TAFE, in collaboration with WestOne Services, has continued to be a leading developer of Flexible Learning Toolboxes. This year we have completed three *Series 5 Toolboxes*, for the Clothing Production, Metals and Engineering and Conservation and Land Management Training Packages. All of these Toolboxes have been well received by students, industry and the flexible learning community. Once again our reputation for developing a high quality product, on time and within budget, placed us in a sound position for securing additional Toolbox projects including: the *Series 6 Amenity Horticulture*, re-working the *Series 2 Hospitality Toolbox* and, in partnership with West Coast College, the *Training and Assessment Toolbox*.

Innovative Learning Services implemented a range of strategies to support lecturers involved in the development of the *Series 5 Toolboxes*, to implement these resources in their learning programs in 2004. One of these strategies involved our Technology Mentor, Sue Hickton who worked in providing lecturing staff with accessible technology and e-learning support. Sue was also selected to represent the College in the *Flexible Learning Leader 2003* professional development program, an ANTA funded initiative of the Australian Flexible Learning Framework. The focus of Sue's professional development program was in the area of induction and support of online learners and teachers.

The adoption of e-learning strategies in the Challenger TAFE learning environment continued to grow with over 100 units now being offered as part of our e-training part-time offerings. Full-time on-campus learners, trainees and apprentices are also supported using blended delivery strategies that increase the accessibility and effectiveness of our learning environment. Lecturing staff successfully scoped projects and attracted funding to complete three LearnScope projects in 2003:

- e-Learning +VET in Schools = Successful Student Outcomes Engineering a strike, on flexible delivery, and
- Implementing Toolboxes for Visage and Hospitality: a professional development support program.

ACHIEVEMENTS

The focus of the Quality Teaching and Learning and Professional Development Program in 2003 was the Quality Teaching and Learning Mentors Program. The program received praise from the WA Department of Education and Training as an effective strategic approach to professional development for VET practitioners because it addresses issues raised in *Shaping the VET Practitioner for the Future* (WA Department of Training, 2002) where aspects of lecturer professional education and support were identified. These considerations underpinned WA Department of Education and Training's Teaching Learning and Assessment Strategy Group initiative.

The *Technology Support Strategy* was launched on August 1, 2003. This strategy had three programs. The first was a *Technology Survival Guide* that provides valuable instruction, information and a range of support strategies to all staff on the use of the colleges' information and computer systems. The second was a *Flexible Support Strategy* that gave staff access to facilitated flexible learning IT sessions at Fremantle e-Tech, the Rockingham Open Learning Centre and Challenger TAFE's Peel Campus. The third component was an ICT Workshops strategy that provided staff within the opportunity to access 'small group' training customised to address their ICT needs.

A further initiative for 2003 was an *October PD fest* that comprised a series of seminar/workshops for staff involved in training and teaching related services. Topics on offer included:

- VET Auspicing,
- ADHD Awareness, and
- Emotional Intelligence.

A total of 97 staff participated in the eight sessions available.

Assistance to new trainers came in the form of a *New VET Practitioner* program that has involved six lecturers who are new to teaching at Challenger TAFE. They worked on an induction package for new lecturers, and received some professional development themselves on the way.

Learning Resource Centre

ACHIEVEMENTS-LEARNING RESOURCE SERVICES

Significant resources were invested in the preparation and planning for the implementation of a new TAFE WA sector-wide library system, under the shared services framework, which is due to go live in April, 2004. It is anticipated that the new system will facilitate the implementation of best practice information management and delivery and lead to equity of access to information for students and staff.

Challenger TAFE is represented on a number of committees by the Coordinator Learning Resource Services related to the new library system including the Learning Resource System Network Management Committee, the role of which is to make policy and directional decisions. The committee has developed a vision and mission of the project. Their mission is to be active partners in the development, delivery and management of training and the promotion of lifelong learning by:

- facilitating the acquisition of knowledge
- encouraging and delivering a wide range of up-to-date relevant information and learning resources in all formats
- participating in development of the educational programs and delivery methods of WA TAFE Colleges.

The Learning Resources Centre (LRC) at Fremantle Campus (Beaconsfield) underwent significant refurbishment and updating in 2003. As a result, the area now looks more modern and is a much more inviting area in which to study.

The LRC usage statistics from both Fleet Street and Murdoch Campuses were impressive. The annual figure to mid October indicated the Maritime Centre (Fleet Street) was visited just over 30,500 times and Murdoch Campus just over 38,620. For Fleet Street, that averaged 146 visitors per day.

After some disruptions to staffing levels in the LRC during the refurbishment, it is anticipated that 2004 will be a stable setting with considerable activity especially in the development of new information literacy programs. A number of training sessions will be introduced in the first few weeks of semester so that students (and staff) will be better able to access information in an increasingly electronic information context.

Quality System Enhancements

OVERVIEW

The Challenger TAFE system for managing the quality of its services, products and processes is aligned with the new international standard for quality management, ISO 9001:2000 and the national registered training standard, the Australian Quality Training Framework (AQTF). The system is routinely audited by qualified college staff and independently audited by the external certifying authorities. Regular reports are provided to College Senior Management regarding the status of the system.

OBJECTIVES

Challenger TAFE adopted quality management standards as a means of “under-pinning” the quality of teaching and support services by:

- Applying quality controls to its processes,
- Monitoring its performance at complying with requirements, and
- Obtaining regular feedback on satisfying customer expectations.

ACHIEVEMENTS

Australian Quality Training Framework (AQTF)

Since the 2002 round of audits successfully demonstrated Challenger TAFE's commitment to quality, the College has maintained its goal for continuous improvement by progressively deploying the Australian Quality Training Framework (AQTF) standards across all of its operations.

Major activities undertaken have included:

- recording and verifying the competency and qualifications of all training delivery and assessment staff,
- ensuring all training assessments are aligned with the requirements of nationally recognised courses, and strategically aimed at the needs of clients through a series of consultations with industry and enterprises, and
- establishing a working awareness of the requirements across the College.

The College participated in its first AQTF re-Registration audit in November 2003.

ISO9001:2000

The activities applied to the AQTF standards have advanced the alignment of the College's management system with the new international standard ISO9001: 2000. Challenger TAFE successfully demonstrated its re-alignment to the new ISO standard when it was audited in March 2003. The outcomes of this audit showed there was no further adjustment required.

Telephone System

Throughout 2003, Challenger TAFE continued to enhance its customer phone contact service via the Telephone Improvement Project. The project aims were to establish facilities whereby customers are:

- More efficiently channelled to specialised areas of the College to receive the information they require.
- Able to leave messages where staff are not readily available to receive their calls.

Program Evaluation

OVERVIEW

The Challenger TAFE improvement process has continued to obtain feedback from its students. The mechanism allows students to provide positive and negative feedback on their experiences with their course of study. The questionnaire used measures of the relative quality of Course Content, Delivery, Assessment and Resources.

OBJECTIVE

The feedback obtained by this process allows opportunity for College management to give praise to staff where their contribution to achieving the vision of the College has been recognised by students.

The process also enables action to be taken where students have indicated a weakness or an opportunity to improve training delivery and assessment in line with their expectations.

ACHIEVEMENTS

Collated results from the study evaluation process continue to show high levels of satisfaction of students. The following graphs are representation of the process and outcomes.

Table 5: Volume of Evaluations returned by students

1999	2000	2001	2002	2003
12967	8832	15206	10351	8529

The following graphs reflect the continued high levels of student satisfaction with College training for the last five years. The groupings relate to the four categories of questions asked of students.

Figure 5: Student Satisfaction with College Training (Internally Conducted) Strongly Agree & Agree

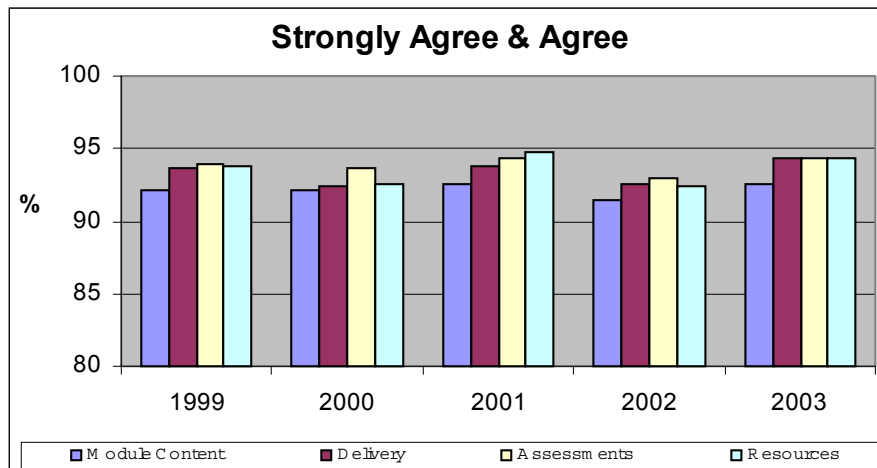
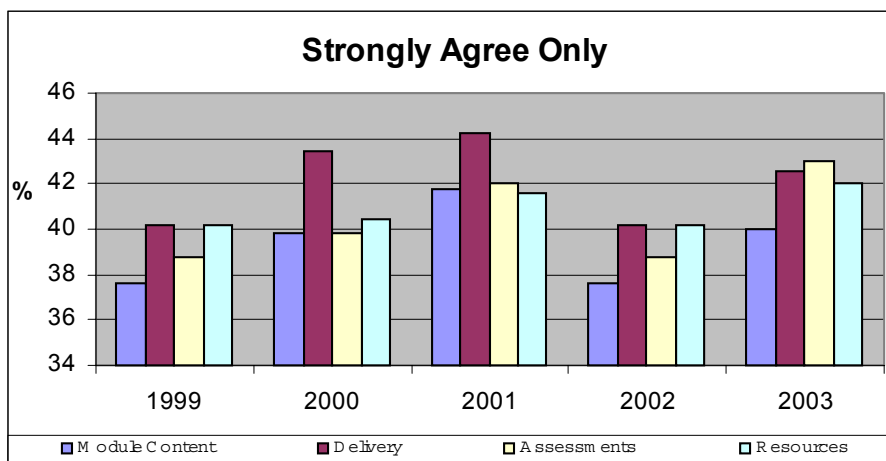


Figure 5.1: Student Satisfaction with College Training (Internally Conducted) Strongly Agree Only



Challenger TAFE regards these results as testament to its efforts to provide quality training and assessment services to customers.

Customer Comments

OVERVIEW

A part of the increased focus by Challenger TAFE on its customer service performance is the management system that actively seeks comments from its customers and staff. The feedback process covers all aspects of College operations and is available using hardcopy documents or electronically via the Internet.

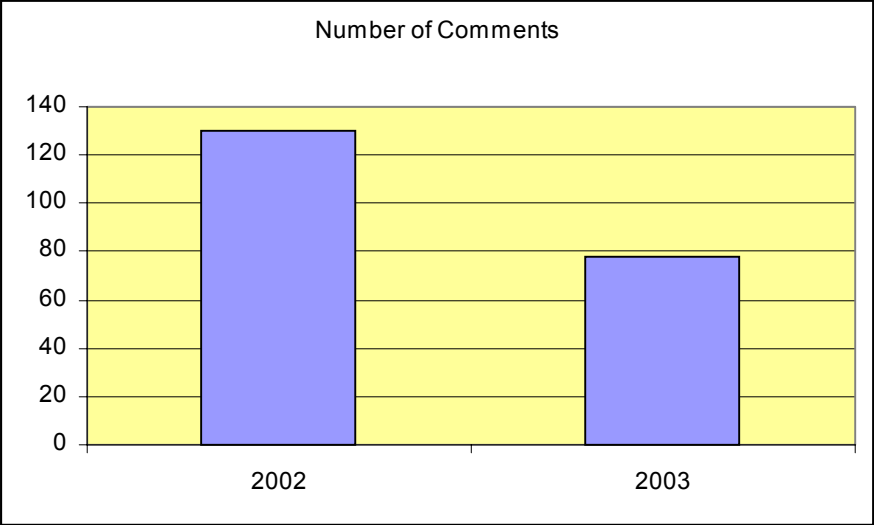
The College's process has been recognised over the last five years as being one of the best Customer Comments processes in our sector, with some aspects close to best practice.

ACHIEVEMENTS

In 2002 a total of 130 customer comments were received. These included both praise for College staff and services, as well as those suggesting opportunity for service improvement. In 2003 there have been 78 comments submitted.

The College regards this reduction as evidence of its efforts to improve processes and address the concerns raised in previous periods.

Figure 5.2: Number of Customer Comment Forms Lodged



Challenger TAFE - Student Council

AIM OF THE STUDENT COUNCIL

The aim of the Student Council is to enhance a student's life whilst studying at Challenger TAFE. It not only gives each member the opportunity to be part of a team and learn valuable skills, it is also an avenue by which the general student population is able to have their views and concerns recognised and considered by management. It is an equally important path for management to communicate effectively with their clients.

At orientation and in the weeks following, students are given information about and asked to nominate for Student Council. During first term the President, Vice President, Secretary and Treasurer are elected and then meet on a regular basis with other council members. Sub Committees on other campuses report to the Council at these meetings.

The council has had many achievements over this past year. It's members have promoted a very successful Table Tennis Club and provided support for student activities such as TAFEWA Sporting events, Orientation, Riverboat Cruise, lunchtime BBQ's and entertainment along with various competitions and fundraising events. They have provided important feedback with regards to the quality of food served in the College's Cafeterias, recreational facilities available on the College's campuses, the Accommodation Referral Service and the proposed Employment Service.

The local community has also benefited from the council's support. For example, the Beaconsfield and White Gum Valley Precincts have an application pending with Fremantle Council for a half court and basketball ring to be installed on the park opposite the Fremantle Campus (Beaconsfield). The Student Council along with Student Support Services were instrumental in lodging this application having met prior with precinct members to discuss the benefit of such a recreational facility to our students and the local youth. Every student is eligible for membership and is encouraged to join the Student Council. Student Support Services is continues to promote membership to Council throughout the academic year.

Business Services Directorate

OVERVIEW

Our Business Services Directorate, which is headed by General Manager Business Services, Neil McAullay has overall responsibility for the functional areas relating to:

- Finance
- Human Resources Management and Development
- Information Systems
- Assets and Facilities Development
- Records Management

The primary focus of Business Services is to strategically and operationally support the College's core business of providing training delivery services. In 2003 Business Services continued to regularly review policies and procedures and to develop and implement new systems to enable the College to achieve its goals. The Directorate is also an active participant in the Corporate Services Network, developing the Shared Services strategy.

HIGHLIGHTS

- Implementation of a new finance system (Finance One).
- Numerous enhancements to the Executive Information System (EIS) were developed and implemented.
- Identity Management System (IMS) fully implemented.
- Remote access to corporate information (e-mail) has been piloted for specific business units. Full college implementation is planned for 2004.
- Major capital works program commenced for the WA Maritime Training Centre – Fremantle re-development (\$7.5m).
- Major review of the College's recruitment, selection and appointment process undertaken.

FUTURE DIRECTIONS

The year 2004 will be a year in which Business Services will continue to investigate ways of providing a better service to core areas and to be closely involved with the introduction of Shared Services within the Department of Education and Training.

Human Resource Management and Development

HIGHLIGHTS AND INITIATIVES

During 2003, the Human Resource Management and Development Division continued to develop, refine and implement the Human Resource Management and Development Framework 2002 – 2004. The Framework is based around four key drivers:

- Employment Services
- OSH
- Workforce Development
- Information Technology

Human Resource Management and Development responded to three objectives with multiple strategies to underpin the objectives and Key Drivers. These were:

- Building diverse, highly skilled, innovative and motivated workforce.
- Fostering a safe, supportive and flexible work environment
- Encouraging the efficient and effective use of human resource management and development information and technology

EMPLOYMENT SERVICES

Staff Equity and Diversity

The development and endorsement of the Staff Equity and Diversity Plan occurred in 2002. Section One of the Plan presents diversity targets for the College to attain between 2003 and 2005, to achieve:

- Greater representation of Indigenous Australians, people with Disabilities, people with Culturally and Linguistically Diverse backgrounds and Youth within the College; and
- A greater distribution of women across the College workforce and a stronger representation of women within the top three management tiers.

In accordance with the Public Sector Equity and Diversity Planning Framework, the strategies and performance indicators are categorised within three outcome areas:

- Workplace culture and accountability
- Workplace practices supporting equity and diversity
- An equitable and diverse workforce profile

The College remains committed to diversity in the workforce. The following data were derived from the report "Diversity in the Public Sector – How does your agency compare - June 2003" published by the Office of Equal Employment Opportunity.

Table 6: Comparative Scores Gender and Equity

Gender and Equity Scores	Challenger TAFE (30 June 2003)	WA Public Sector (30 June 2003)	Variation/ Ranking
Equity Index for Women (measure of compression at lower salary ranges – 100 signifies no compression)	81	58	N.A.
People from Culturally Diverse backgrounds	9.4%	6%	+ 3.4%
Indigenous People	3.2%	2.4%	+ 0.8%
People with Disabilities	4.3%	1.4%	+ 2.9%

As demonstrated above, Challenger TAFE continued to exceed WA Public Sector averages for EEO representation within its workforce across a range of key indicators.

Recruitment, Selection and Appointment Review

To compliment the Staff Equity and Diversity Plan HRM&D conducted an e-Recruitment, Selection and Appointment Review in the latter half of 2003. This involved surveying people who initially responded to vacancy advertising yet chose not to follow through with an application. Feedback was obtained via telephone.

Concurrently, a focus group was conducted using a vertical slice of Challenger TAFE personnel from across several sites in conjunction with interviews with senior management. Information gained from these sessions related to how staff perceived the College's recruitment practices and accompanying documentation such as application kits and job description form design.

The major recommendations of the report focused on suggested structural and operational improvements to increase the likelihood of equity group members submitting their applications after requesting application kits and enhancing the recruitment experience to encourage greater interest toward Challenger TAFE vacancies by members of equity groups.

Public Sector Standards, Ethics and EEO Survey

The Commissioner for Public Sector Standards conducted a survey of the college to assess and report on standards, ethics and diversity. The survey is conducted on a rotational basis in all agencies and was sent to staff in July 2003.

Preliminary results of the survey indicate that Challenger TAFE was:

- Well above the aggregate Public Sector percentage for employees who were aware of the Public Sector Standards.

- Above average for employees who understood the courses of action that were open to them should they disagree with a job selection decision.
- Well above the aggregate Public Sector percentage for employees who were aware of the agency's ethical policies.

EEO DIVERSITY MANAGEMENT PLAN

The College remains committed to diversity in its workforce.

- Challenger TAFE continues to exceed WA Public Sector averages for EEO representation within its workforce across all major indicators ("Diversity in the Public Sector – How does your agency compare?" June 2003: Office of Equal Employment Opportunity).
- Complimenting the Staff Equity and Diversity Plan has been a review of recruitment, selection and appointment practices within the College conducted in the latter half of 2003. The major recommendations of the report were structural and operational improvements to increase the likelihood of equity group members submitting applications; and enhancing the recruitment experience to encourage greater interest toward Challenger TAFE vacancies by members of equity groups.

OCCUPATIONAL SAFETY AND HEALTH

OSH College Business Plan

During 2003, Human Resource Management and Development continued to implement its Occupational Safety and Health (OSH) Business Plan that recognises the College's approach to OSH to ensure that safe management practices applies to staff, students, visitors and contractors of the college. The Business Plan address five key objectives:

- Commitment to achieving high standards of occupational safety and health through effective safety management
- Planning is used to establish and maintain a safety management system
- Mechanism established to consult with employees and is working effectively
- Effective system to identify hazards and assess and control risks
- Training arranged to reduce work related risks and evaluated to ensure effectiveness

Emergency Evacuation Flip Chart

An emergency evacuation flip chart was developed during 2003 that provides staff with general information and appropriate courses of action to take in the event of a fire or other emergency. The aim of the flip charts is to assist staff to understand their responsibilities should an emergency necessitate an evacuation.

The flip charts offer practical advice to understand the college's evacuation procedures and are strategically placed along side each phone handset for easy access and reference. The college recognises the importance of complying with the OSH Act and the production of these emergency evacuation flip charts ensures that all staff are well informed of known procedures in the event of any emergency situation.

OSH Training Program

Training is essential to enable employees to undertake their duties in a safe and proper manner. Proper training provides the necessary information and skill needed to get the job done safely. A number of training courses has been offered and undertaken by staff that include:

- Senior First Aid Training
- OSH Training for Managers, Supervisors and General Staff
- Introductory and Advanced Training for OSH Representatives
- Occupational Overuse Syndrome Awareness
- Emergency Evacuation and Warden Training
- Manual Handling

During 2002/2003 approximately 175 staff attended the above training courses.

Student Induction Handbook/Workshop Access Policy

Several trade areas have developed apprentice induction booklets that detail pertinent information regarding OSH, duty of care and student responsibilities.

Similarly, workshop access policies have also been developed and placed in prominent areas within workshops informing students and visitors of their OSH responsibilities when entering a workshop.

Flu Vaccination Program

In the interest of promoting the good health of staff and minimising the impact of influenza related sick leave, financial assistance was offered to all staff members who sought vaccination against 'flu. Staff coming in contact with a large number of people at work were particularly targeted.

WORKFORCE DEVELOPMENT

The Workforce Development Unit's strategic priorities for 2003, in alignment with the college Strategic Planning Framework for 2003 – 2008, were the strengthening of Workforce Development and the Staff Awards program. A Workforce Development Strategy Group was formed and a strategic plan developed which was progressively implemented.

The major training priorities for 2003 were Teaching and Learning Skills, Management Skills and Personal Skills and during the year, a total of 6,141.4 hours training, and development was attended by staff with 1,261 staff training occurrences recorded.

The areas of training and development included:

- Diversity Cross Cultural Awareness
- Strategic Planning
- Management Development & Information Forums
- Occupational Safety and Health
- Vocational Skills
- Quality Teaching Program
- Australian Quality Training Framework (AQTF)
- Projects in conjunction with grants from LearnScope and Reframing the Future

Workforce Development worked collaboratively to assist in the adoption of processes and procedures to meet the AQTF standards in the Teaching and Assessment areas and to support the Quality Teaching program.

Promotion and coordination of the Challenger TAFE Staff Awards Program continued during 2003. A total of 88 staff were nominated for the 2003 Achievement Awards in the categories of Outstanding Customer Service and Outstanding Achievement either by an individual or team. Three staff were awarded a 2003 Study Scholarship for further education, management training and a research project respectively. Two new categories of Awards – namely the Recognition Awards and the Teaching Excellence Award, will be launched in 2004.

A major activity for the Workforce Development Unit during the year was to enable the college's Executive Information System (EIS) to display staff qualification and Development and Performance System data. As a consequence, college managers now have instant access to this information to help them when making business decisions.

Financial Services

HIGHLIGHTS AND ACHIEVEMENT

A new financial management system (*Finance 1*) was implemented in 2003 to replace the old and inefficient *Multisoft System*. The process included training finance and non-finance staff on the capabilities and benefits of the new system. Other important achievements included:

- Development and implementation of new chart of accounts to provide for effective financial management within the College as well as facilitating the aggregation of financial data from Challenger TAFE with all other TAFEWA colleges
- Upgrading of budget processes to ensure openness and transparency in the development and management of annual budgets
- Implementation of regular and on-going liaison within Challenger TAFE on issues of financial management
- Improved financial reporting to Challenger TAFE Governing Council and the College Executive to ensure accurate and up-to-date information was available to support the College's decision-making processes
- Improving the financial management framework to enable appropriate accountability for special initiatives funding approved by College Executive
- Realignment of financial data captured by the Executive Information System (EIS) in line with the implementation of the new financial management system
- On-going liaison/training of EIS users on the capabilities of the EIS System, and how to maximise the financial administration benefits from the information available

Information Systems

Information Systems at Challenger TAFE provide direct support for educational delivery; data collection, analysis and reporting; and management and administration. Under the guidance of Tony Sefton, Director of the Information Systems Division, the College is providing statewide guidance in the development of new technology suitable for the Western Australian training system.

HIGHLIGHTS

A number of initiatives and system enhancements were implemented in 2003.

Switch Rollout

Through a Department initiative, Information Systems replaced aging network switching equipment, improving network performance and manageability.

Remote Access to email via the Internet

In a limited trial, Information Systems joined forces with *Computer Associates* and *aCure Technologies* to provide staff members' remote access to email. This is available directly from the Internet, allowing staff to access this information anywhere in the world. For 2004 this will be made available to all staff.

Identity Management System (IMS)

Work has completed on the Identity Management System – automatically creating accounts for students in the local network, as well as providing them with access to personal information such as the facility to update their address, access their results, apply for an award etc from the Internet.

Continued Upgrades of all Servers and Desktops

Challenger TAFE recently replaced more than one third of all servers and more than 20% student desktops.

Standard PC Contract

Challenger TAFE entered into a joint venture with Swan and West Coast TAFE's for the provision of desktop computers. This process took nearly one year to achieve, but will streamline the procurement process for the next three years.

New email address

The college will have a new Challenger TAFE email address. The new format will be 'firstname.lastname@challengertafe.wa.edu.au'.

Other Technology Enablers

Remote Backups: Most servers at Challenger TAFE are now backed up via the network, providing for improved disaster recovery and business continuity planning.

Software Delivery: Software can now be delivered via the network, allowing staff to remotely manage desktops from afar, giving us greater flexibility to apply new updates to the local desktop.

Low incidence of virus attack

2003 has been a year of high virus vulnerabilities reported by Microsoft. Through our virus content management, Challenger TAFE has had little reported incidence of virus's and network infection.

Voice over IP

Continued trials of voice-over IP with a trial site using this technology.

Assets and Facilities Development

The Assets and Facilities Development Section supports the capital works, procurement, asset management, and vehicle fleet operations within Challenger TAFE.

Capital Works

WA Maritime Training Centre – Fremantle Redevelopment Stage 2 – Fleet Street precinct: This project has a budget of \$7.3M with building works commencing in January 2004 and completion scheduled for December 2004

Re-inclusion of the WA Applied Engineering & Shipbuilding Training Centre (Henderson) in the capital works program for 2003/04-identified budget \$4.1M: This project was not finalised by the close of 2003 but may provide a new training facility in the Marine Industry Technology Park at Henderson.

Purchasing

The Purchasing and Supplies section processed total expenditure of over \$12m on goods and services in 2003.

While GEM on-line purchasing went 'live' in 2002 in 2003 it was still in restricted operation at the user level on the Beaconsfield site. Further development of this initiative may be influenced by the Government initiated Procurement Reform Agenda which is now proposing a whole of government purchasing platform based on the GEM model. The section has also been involved in the introduction of a new FMIS system Finance 1 and has successfully managed the transition to the purchasing module.

Assets Management

Asset staff continued to realign the asset management system in readiness for transition to the new FMIS, Finance 1. Major stocktaking activities were conducted during 2003 and, in conjunction with a revaluation of the College assets base provided a more accurate means of asset tracking and replacement.

Records and Information Management

The activities of the Records and Information Management section were defined by the introduction of shared services for information management and the need to develop a Record Keeping Plan for the College.

The merger between the departments of Education and Training resulted in a decision to produce a single record-keeping plan. To enable TAFEWA compliance with the State Records Act, scanners are being progressively installed in mail receiving areas at each campus of the College. They record incoming mail and the records are then loaded into the TRIM records management system. A trial was conducted at one site and will be expanded to the other sites early in 2004.

To encourage improved record keeping within the College, considerable input was given during the updating of the College Quality procedures to explain in Plain English the records handling procedures.

Challenger TAFE complies with the following legislation in carrying out its functions and activities:

- Equal Employment Act 1984
- Education Act 1928
- Electoral Act 1907
- Financial Administration & Audit Act 1985
- Freedom of Information Act 1992
- Government Employees Superannuation Act 1987
- Industrial Relations Act 1979; 1990 Commonwealth
- Occupational Health, Safety and Welfare Act 1984
- Public Sector Management Act 1994
- Vocational Education and Training Act 1996
- Workers' Compensation and Assistance Act 1981
- Workplace Agreement Act 1994

Challenger TAFE has exercised controls, which provide reasonable assurance that it has complied with all relevant requirements of the written law including those for the receipt and expenditure of monies, the acquisition and disposal of public properties and the incurring of liabilities.

Freedom of Information Statement – (FOI Act S96-97)

Challenger TAFE meets the requirements of the FOI Act to provide the public right of access to information, which it holds. Details of its organisational structure, mission, values, goals and policies are incorporated in a range of documents including its Quality Manual and Annual Report. Sources of information available to clients and customers without using the FOI instrumentation include:

- course information (College web-site, enrolment dates, Handbook, advertisements, flyers)
- the Course Information Officers and Prospective Student Advisers (available at all delivery sites)
- the College's Customer Service Charter and Annual Report
- student support services brochures and student diary
- Policy and Procedures Manual – available at the Learning Resource Centres (LRC's)
- "Seven Waves" magazine produced by the College (distributed to industry, staff and graduates)
- "Quest" magazine produced by the College (distributed to industry, staff and graduates)

Nil applications under the FOI Act was received during 2003.

Advertising and Sponsorship (Electoral Act 1907 S175ZE)

Challenger TAFE paid \$388,938 to Marketforce, a division of Marketforce Advertising for advertising purposes during 2003. This amount included \$63,039 for advertising for recruitment purposes.

Waste Paper Recycling

Challenger TAFE conducts a recycling program including waste paper throughout its campuses and offices. Staff were actively encouraged to recycle all paper. This was achieved by:

- The provision of special recycling bins in store rooms adjacent to photocopier machines
- The provision of a confidential documents disposal system
- The provision of receptacles for staff to use at work stations to collect recyclable paper
- Utilisation of the WA Government's Waste Paper Contract (146001/CT146011C 2002)

Students are actively encouraged to recycle containers manufactured from glass, plastic, paper and cardboard. This is achieved by the provision of receptacles for glass, plastic, paper and cardboard for students to use at stations located at cafeterias to collect recyclable materials.

Industrial Relations

There were no significant industrial issues at the College during the year.

Occupational Safety and Health (Including Workers Compensation)

In accordance with the Occupational Safety and Health Act 1984, Challenger TAFE has in place a number of OSH Committees both at the Campus and College levels. These committees provide a forum whereby employers and employees can discuss college safety and health issues such as policy development, planning, monitoring programs, emergency procedures, safety and health training, trends in accident and illness reports and accident investigations. Further details are included in the Human

There were ten new workers' compensation claims submitted during 2003, including four that are still pending a decision by RiskCover. Of these ten claims, five are currently active (including the four pending claims) with some ten claims having been settled or closed over the past 12 months.

Pricing Policy

Challenger TAFE adhered to all guidelines and policies relating to fees and charges as covered in the "Fees and Charges Guidelines 2003" issued by the Western Australian Department of Education and Training. Resource Fees charged to students were struck in accordance with the guidelines and were endorsed by the Governing Council in December 2002 for application in 2003.

Evaluations - Circular to Ministers No 37/94

Evaluations are a regular and ongoing part of the quality processes of Challenger TAFE and are conducted in a number of different ways throughout the year.

1. *Executive Information System* - each business unit has targets set for revenue, expenditure, human resource utilisation and, in the case of the Training Divisions, training delivery. The Executive Information System provides continuous feedback on relevant target achievement on-line via the College's Intranet to each management level and the management levels above.
2. *Module Evaluation* - at the conclusion of each module of study, students are asked to complete a short evaluation form from which the Quality Unit analyses and collates the data. The questions pertain to classroom management and teaching, curricula, resources and equipment and the learning environment. The analysis and comments are provided to the appropriate manager and Director for response. The results are reported in the Quality subsection in the body of this report.
3. *State and National Surveys* - the College participates in the state Student Satisfaction Survey and the national Student Outcomes Survey and results are reported in the Key Performance Indicators. Detailed results are also made available to the Executive and managers.
4. *Customer Comment Forms* - the Customer Comment forms are available throughout the College and are provided so that staff and clients can criticise or praise any aspect of the College's activity. The forms are processed through the Quality subsection and forwarded to the relevant business unit/s to address. The Quality staff records resultant actions or tasks and an aggregation of all data and responses is reported to Executive regularly.

Disability Services Plan Outcomes (Disability Services Act S29)

Strategies to ensure the accommodation of the needs of people with disabilities have been put in place. They include:

- Adaptive technology (large key boards, closed circuit scanner, height adjustable desks) have been purchased to enable services to be adapted to meet the needs of people with disabilities.
- Classroom accessibility by ramp or lift and installation of rails where necessary.
- Print materials on Disability Services are in large text format and alternative forms of notes
- A full-time Disability Services Manager is available to all students;
- Students with disabilities play an active role in College committees

Further information on Disability Services is included in the body of the report.

Equal Employment Opportunity (EEO)(Reporting and Management Information Group and EEO Act 1984, S146)

Strategies to ensure equal employment opportunities include adherence to public sector guidelines on recruitment and selection and are underpinned by the Performance and Development System applied throughout the College. Equity indexes as recorded in the Diversity Report published by the Office of Equal Employment Opportunity are included in the *Human Resource Management and Development report*.

“Action” A State Government Plan for Young People 2000 – 2003

A wide range of the College’s activities are aligned to the six Framework Indicators as provided in the “Action” Plan developed by the Office of Youth Affairs “.In 2003, Challenger TAFE focused on improving training and employment outcomes for youth, particularly those in the 15 to 19 year old category. For example, the client base for leadership training was expanded to include youth services. A “New Opportunities” pilot project for students at educational risk was conducted in collaboration with the Peel Education District Taskforce and Mandurah Youth Commitment. This program delivered Leadership training and ‘trade taster’ in Beauty Therapy, Automotive and Construction under VETiS. Similarly, a Fishing Operations qualification was delivered to a group of youth at risk. This was completed in partnership with Streetnet (Police Department), Ministry of Justice, and Mandurah Offshore Fishing and Sailing Club A Certificate II in Community & Relationships for young people living with a mental illness was provided to selected youth work modules for people working with Peel youth work agencies. New training delivery in Certificate II in Sport (Career Oriented Participation) targeted young Aboriginal males and Youth at Risk.

- **Citizenship and Participation** – Challenger TAFE has assumed responsibility for Leadership WA and incorporated its activities into its WA Centre for Leadership & Community Development
- **Justice and Legal Issues** – Programs for “Youth at Risk” run in conjunction with police and community groups at the WA Maritime Training Centre - Fremantle and Kwinana Centre had very positive outcomes with some young people gaining employment and others committing to full-time study. Aboriginal staff are employed and the Kadadjiny Mia Centre for Aboriginal Learning provides support to all Aboriginal students.
- **Health and Well-Being** – the Student Services section organises a number of campus activities designed to inform young students on relevant issues relating to important social issues and their health and well-being.
- **Culture, Recreation and Lifestyle** – Challenger TAFE provides recreational training programs designed to enable young people to manage recreational and sports programs and specifically caters for Aboriginal recreational programs. It also provides a range of arts programs both as formal award courses and through its Community Education classes and conducts Certificates III and IV in Aboriginal Visual Arts.
- **Education, Training and Employment** – Challenger TAFE provides an extensive range of vocational education and training programs all of which are accessible by young people. It offers an expanding repertoire of flexible delivery including on-line delivery and on-line enrolments for students. Arrangements are in place between the College and many schools to offer ‘VET in Schools’ programs.
- **Living in the Community** – accommodation advice is provided to students through Student Services and information on support services and advice is maintained in self-help pamphlets and brochures.

Language and Cultural Diversity Outcomes

The College Diversity Plan relating to both staff and students continued to be applied in 2003 and is incorporated within the Directorate Business and Operational Plans of the Business Units. Strategies implemented to support diversity with regard to students are outlined in the section reports. Staff diversity was enhanced through training programs for Indigenous lecturers and employment of Indigenous trainees. Staff training in diversity and cultural awareness is offered on a regular basis.

Energy Management

Throughout 2003, Challenger TAFE has taken significant steps towards reducing its energy consumption. As a nominated agency it is required to meet the requirements of the Governments Energy Smart Policy and take appropriate steps to reach a staged 12% reduction its stationary energy use by 2007. The college outcomes for 2003 indicated they were achieving milestones ahead of schedule and these were forwarded to the Sustainable Energy Development Office by December 2003. In addition the College:

- The energy management team (The SPARC's) continue to
 - Develop EMS,
 - Assist in collation of Energy Smart reporting data
 - Provide regular reports to Executive on Energy Management
 - Highlight events, savings ideas and achievements
 - Develop a sense of local responsibility through the promotion of progress towards Energy Smart savings targets
 - Use media such as Intranet, Internet, College Catch-up, Seven Waves
 - Integrate energy efficiency into other college policies and procedures. eg. purchasing, room utilisation
 - Provide advice to staff on energy efficiency issues
 - Incorporate elements of energy efficiency into strategic, business and operational plans

The College energy saving initiatives at Rockingham Campus have been applied to other Campus Services, to reduce energy wastage, reduce consumption and therefore costs. These initiatives have included: fitting motion sensors to classrooms to turn off lights in un-occupied rooms; adjusting air conditioners to be more efficient and re-lamping classrooms, and passageways to provide adequate light levels using less energy through Tri-phosphor tubes.

STATEMENT OF COMPLIANCE WITH PUBLIC SECTOR STANDARDS (PUBLIC SECTOR MANAGEMENT ACT 1994 S311)

In the administration of Challenger TAFE, I have complied with the Public Sector Standards in Human Resource Management, the WA Public Sector Code of Ethics and our Code of Conduct.

I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that the statement made above is correct. I conduct and commission appropriate checks and audits, including those associated with endorsement under ISO 9001 and as part of the Australian Quality Training Framework (AQTF) to assure myself that these procedures have been carried out.

A handwritten signature in black ink, appearing to read 'M. Goff', with a stylized flourish at the end.

Malcolm H Goff
Managing Director

26 February 2004

Outcome, Outputs and Performance Information

Outcome: The provision of effective and efficient vocational education and training services to meet community and industry training needs.

Output: Development and delivery of quality vocational education and training services and products which contribute to the social and employment-related skills of Challenger TAFE's clients and promote industrial, community and regional growth and development.

Output Measures - reported in accordance with Treasurer's Instruction 904.

	2003 Targets	2003 Actual	Change	Explanatory Notes
QUANTITY				
1.1 Total Student Curriculum Hours (SCH) delivered (profile +non-profile)	3,545,000 + 570,071 =4,061,449	4,114,949	+53,500	Increases in profile targets and delivery (DPA Second Addendum) and fee-for-service activities.
1.2 Profiled Delivery Target Achievement	100%	100%	0%	Profile includes employment-based and institutional delivery. While employment-based training delivery improved, it did not quite reach the increased targets.
1.2 Non-Profile Delivery (as a proportion of SCH)	16%	13.85%	-2.15%	Target is developed from actual delivery in 2002.
QUALITY				
2.1 Student Satisfaction - Apprentices & Trainees	86%	90%	+4.00%	The target is based on 2002 results. The increased satisfaction may be due to the specialist apprenticeship unit better meeting the needs of apprentices and employers.
2.2 Student Satisfaction - Other Students	80%	82.1%	+2.1%	The State average was 85%. It is an area targeted for College improvement in 2004.
2.3 Graduate Satisfaction ²	78%	79.7%	+1.7%	The target remained the same as for 2002. The satisfaction levels reflect the college's efforts in addressing clients' needs
2.4 Graduate Labour Market Status ¹	68%	72.2%	+4.2%	The target remained the same as for 2002. A higher % of students (14.65%) at Challenger reported not being in the labour force than for WA or Australia..
2.5 Module Load Completion Rate (MLCR) - Successful training completions ¹	74%	73.91%	-0.09%	The target remained the same as for 2002. The outcome was very close to target but lower than in 2002.
TIMELINESS				
3.1 Completion of Delivery and Performance Agreement	December	December	0 month	Agreement to be signed off by Chair, Governing Council.
4. COST				
4.1 Cost per SCH	\$13.07	\$13.53	+\$0.46	The target is based on 2002 actuals with predicted increases included. Results include the Capital user charges. Costs have not been indexed against Cost of Living measures

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 the performance of Challenger TAFE and fairly represent the performance of the college for the financial year ended 31 December, 2003.



Paddi Creevey
Chair, Governing Council



Malcolm H Goff
Managing Director

27 February 2004



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

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

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Challenger 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.

A handwritten signature in black ink, appearing to read 'D D R Pearson'.

D D R PEARSON
AUDITOR GENERAL
April 8, 2004

Key Performance Indicators

CHALLENGER TAFE'S VISION AND MISSION

The College's vision is to be a high performance, visionary organization in partnership with industry and our communities. With our mission being, as part of TAFEWA, to research, develop and deliver quality vocational education and training services and products which support the development of individuals, industry, our communities and the state within a sustainable environment.

CHALLENGER TAFE'S KEY DIRECTIONS FOR 2003:

To improve skill development and employment outcomes by.

- Meeting client expectations.
- Providing quality teaching and an effective learning environment.
- Providing targeted programs for youth, indigenous people and people with disabilities.
- Advancing science and technology.
- Fostering local, regional and international partnerships and alliances.

DESIRED OUTCOMES FOR 2003

- Our desired outcome for 2003 is the provision of effective and efficient vocational education and training services to meet community and industry training needs.

The following effectiveness and efficiency indicators have been developed to assist in the College's monitoring and management processes and to enhance its accountability to its stakeholders. They are subject to audit under the provisions of the Financial Administration and Audit Act 1985.

Key Indicators of Performance Efficiency

The efficiency and effectiveness of Challenger TAFE's efforts to meet its community and industry training needs have been measured using four Key Performance Indicators. The measure of efficiency that College has applied is:

- Total delivery cost per SCH

PERFORMANCE INDICATORS FOR EFFICIENCY BASED ON TOTAL DELIVERY COST PER SCH

Every student at Challenger TAFE enrolls in one or more modules. Each module is linked to a relevant course and has a nominal number of curriculum hours. Students' enrolments in these modules generate Student Curriculum Hours (SCH). For each year, a cost per SCH target has been established based on the previous year's results. The total operating costs include Capital User Charge and the costs have not been indexed against annual Cost of Living measures.

The level of expenditure required to produce an output or product unit is a standard measure of efficiency. The major unit of product output for the Challenger TAFE is the Student Curriculum Hour and the cost per SCH provides an indicator of efficiency.

This year, there was an increase in delivery of employment based training and delivery costs for this category are significantly higher per SCH than other delivery. A second factor impacting on the cost per SCH in 2003 was the salary increases for both lecturer and non-lecturing staff.

Cost per SCH of Challenger TAFE Training Delivery

The output of Challenger TAFE's training services and products is quantified through the standard measure of Student Curriculum Hours (SCH). A measure of the College's efficiency is the cost per SCH.

Source The Financial Data applied in the measure is from the 2003 Financial Statements included in this report. The total of the Student Curriculum Hours of training delivered is as reported in Table 9 from the 2003 census provided to the Western Australian Department of Education and Training in January 2003.

Methodology: The average cost per Student Curriculum Hour is derived from the amount identified as Cost of Services divided by the total Student Curriculum Hours delivered. The Cost per SCH inclusive of the Capital User Charge of \$ 4,815,439 is shown in Table 7. Had the Capital User Charge been excluded, the cost per SCH in 2003 would have been \$12.36 (2002: \$11.57).

Explanation: The average cost of \$13.53 per SCH in 2003 shows a slight increase in costs of \$0.75 per SCH from the target established at the close of 2002. Factors that influence the cost per SCH but may not directly contribute to SCH production include:

- the depreciation and amortisation of the College's capital. Challenger TAFE has 17 sites across an extensive geographic region and the cost of these multiple facilities increases the influence of its capital elements on its operating costs. Depreciation is included in the cost of services and therefore influences the cost per SCH;
- consultancy services, especially those related to the development of overseas training programs which have no Australian "on-shore" delivery are externally funded and incur costs reflected in the cost per SCH but do not contribute to the production of SCH; and
- the contracted training provided to the Australian Submarine Corporation by Challenger TAFE affects the revenue and expenditure of the College but, due to security arrangements, the Navy staff undertaking the submarine training program are not enrolled on Challenger TAFE's systems. The program is taught by Challenger TAFE staff and the associated costs are reflected in the cost of services but the enrolments are not included in the Student Curriculum Hours recorded on the CMIS.

Table 7: Cost per SCH (Capital User Charge Included)

	SCH	Cost per SCH
2001	4,041,259	\$12.09
2002	4,180,540	\$12.71
2003	4, 114,949	\$13.53

Key Indicators of Performance Effectiveness

The Challenger TAFE KPI measures of effectiveness include four measures namely:

Achievement of College Profile (%) using 2003 enrolment data confirmed at 27 February 2004 from Challenger TAFE's College's Management Information System (CMIS) enrolment data

Student Satisfaction (%) using data from the WA government contracted annual 2003 *Student Satisfaction Survey* conducted by contractor Market Equity

Graduate Satisfaction (%) using data from the *Student Outcomes Survey 2003* that is conducted Australia wide and contracted to NCVET to manage and conducted by contractor NCS Pearson. The data relate to 2002 Student Graduates.

Graduate Employment (%) using data from the *Student Outcomes Survey 2003* that is conducted Australia wide and contracted to NCVET to complete. The data relate to 2002 Student Graduates.

PERFORMANCE INDICATORS FOR EFFECTIVENESS BASED ON DATA FROM THE COLLEGE'S MANAGEMENT INFORMATION SYSTEMS (CMIS) ON ACHIEVEMENT OF COLLEGE PROFILE TARGETS

Every student at Challenger TAFE enrolls in one or more modules. Each module is linked to a relevant course and has a nominal number of curriculum hours. Students' enrolments in these modules generate Student Curriculum Hours (SCH). Module enrolments and therefore the SCH are coded in the system according to funding source, delivery location, method of study, occupational category to which the course has been assigned (WADT Group) and a variety of other categories. Data are aggregated according to the number of students enrolled in each module in any designated category.

Aggregated data using the standard SCH measure have been applied in Table 8, Figure 8.1 and Table 9. The data for this Key Performance Indicator is also generated from CMIS. The measures have been generated from the 2003 CMIS Census provided by Challenger TAFE in February 2004 to the Western Australian Department of Education and Training and which was extracted according to the Business Rules of the Australian Vocational Education and Training Management Information Statistical Standards (AVETMISS).

Achievement of College Profile Target

Profiled delivery is training which the Western Australian Department of Education and Training purchases from Challenger TAFE under the terms of the Delivery and Performance Agreement. The training programs are specified by occupational category and course level in Student Curriculum Hour targets. The extent to which the College meets its profile targets is a measure of its effectiveness in contributing to the State Training Strategy and to industrial, community and therefore meeting community and industry training needs.

Table 8: Targeted Profile Achievement

Year	SCH Profile Target	SCH Actual Delivery	% Achievement
1999	3,155,456	2,986,842	94.66%
2000	3,126,434	2,997,390	95.87%
2001	3,337,629	3,325,941	99.65%
2002	3,411,761	3,419,298	100.22%
2003	3,545,000	3,544,878	100.00%

Figure 8.1: Targeted Profile Achievement

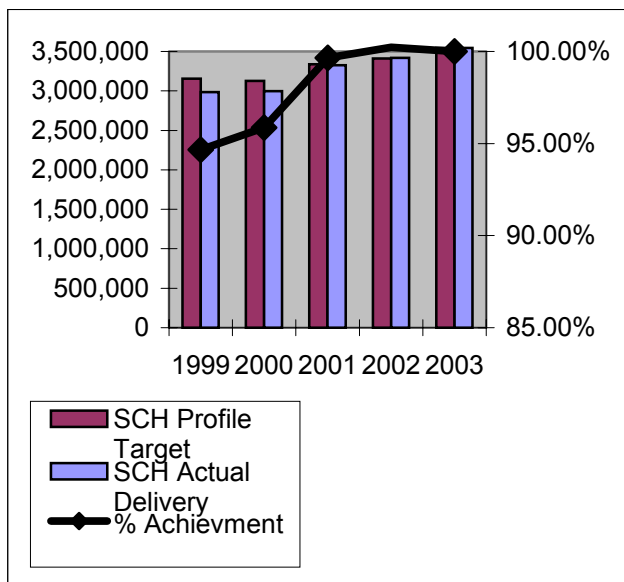


Table 9: Matrix Target to Actual Achieved Delivery of SCH

WADT Group	WADT Group Description	Delivery Achieved Profile SCH 2002	Delivery Achieved Profile SCH 2003	Delivery Target Profile 2003	Percentage Achieved 2003
0	Not specified	2,242	0	1,421	0.0%
01A	Recreation Sports and Entertainment	43,473	51,872	48,532	93.6%
01B	Visual and Performing Arts	18,720	24,160	18,940	78.4%
01C	Design	22,890	20,120	23,520	116.9%
02A	Automotive	68,623	67,780	64,578	95.3%
03A	Building and Construction	151,114	148,511	140,490	94.6%
03B	Surveying and Building	13,280	15,000	19,740	131.6%
04A	Community Service Workers	193,281	227,360	219,706	96.6%
04B	Education and Childcare	84,424	83,940	84,680	100.9%
04C	Health	43,080	30,196	49,575	164.2%
05A	Finance Insurance Property Service Workers	10,270	13,500	10,205	75.6%
06A	Food Trades and Processing	1,297	11,408	6,362	55.8%
07A	Clothing Footwear and Soft Furnishings	50,806	41,840	43,027	102.8%
08B	Printing and Publishing		98,738	95,739	97.0%
09A	Engineering and Drafting	123,105	241,695	205,684	85.1%
09B	Metal and Mining	251,789	8,320	7,058	84.8%
10A	Animal Care	8,297	111,005	127,254	114.6%
10B	Forestry, Farming and Landcare	142,256	105,325	116,829	110.9%
10C	Fishing	83,846	354,837	344,966	97.2%
10D	Horticulture	358,124	6,800	0	0.0%
11A	Process Manufacturing	2,690	71,646	89,689	125.2%
12A	Personal Service	70,668	38,965	37,941	97.4%
12B	Retail	28,252	89,075	81,005	90.9%
13A	Cooking	82,595	107,770	107,944	100.2%
13B	Hospitality	108,548	85,392	92,042	107.8%
13C	Tourism	68,747	145,154	152,711	105.2%
14A	Transport Trades, Storage and Associated	143,393	110,490	115,029	104.1%
15A	Electrical and Electronic Engineering	122,397	44,006	45,210	102.7%
15B	Electrical Trades	46,509	94,000	88,181	93.8%
16A	Accounting and Other Business Services	134,721	190,736	188,793	99.0%
16B	Management	105,463	186,858	190,734	102.1%
16C	Office and Clerical	152,387	291,534	318,271	109.2%
17A	Computing	278,181	114,175	94,367	82.7%
18A	Science and Technical Workers	74,746	148,992	151,881	101.9%
19B	Adult Literacy/ESL	160,317	15,504	11,300	72.9%
19C	Languages	25,250	12,160	15,478	127.3%
19D	Miscellaneous	17,377	136,136	135,996	99.9%
19E	Targeted Access and Participation Courses	128,178			
TOTAL		3,419,298	3,545,000	3,544,878	100.0%

Source: Challenger TAFE 2003 Delivery and Performance Agreement (DPA) and final addenda and the College CMIS Census summary

Methodology: The profiled delivery targets for 2003 were initially included in the College’s Delivery and Performance Agreement with the Western Australian Department of Education and Training and were finalised in the second addendum. The targets are detailed in the purchasing matrix cross-matched by WADT Group and WADT Level (see glossary for description of WADT Group etc.)

Derivation: The percentage achieved in each WADT Group and overall was calculated by dividing the achieved by the SCH targets specified in the addenda to the 2003 Delivery and Performance Agreement.

Explanation: Delivery achieved in 2003 was 125,580 SCH more than that achieved in 2002.

Delivery achieved on or above target in WADT groups 1C, 3B, 4B, 4C, 5A, 7A, 10A, 10B, 11A, 13A, 13B, 13C, 14A, 15A, 16B, 16C, 18A, 19c was a feature in 2003. Institutional delivery met the revised target although there was some slight shortfall in the enterprise-based training target, the overall result of 100% was achieved.

PERFORMANCE INDICATORS FOR EFFECTIVENESS STUDENT SATISFACTION SURVEY – DATA BASED ON THE STATE SURVEY OF ENROLLED STUDENTS

A survey managed by the Western Australian Department of Education and Training during the 2003 academic year measured student satisfaction at College and state level and provides an indicator of the effectiveness of Challenger TAFE’s training services and products. The survey asked students about their degree of satisfaction with the quality and relevance of their courses and the teaching, student support, learning resources and facilities provided.

Overall Student Satisfaction with Course (Australian National Training Authority Scope only)

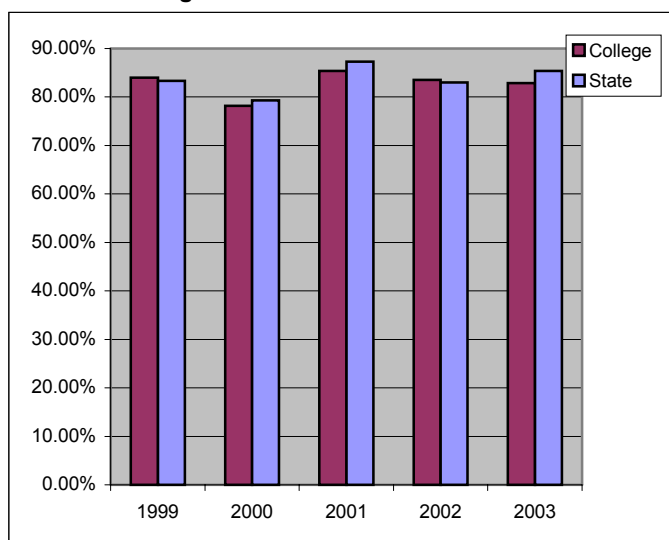
Similar to 2002, the Department of Education and Training survey involved a ‘mass market’ approach around a two-stage mail out strategy. The results provided in November 2003 were drawn from a sampling of Challenger TAFE students enrolled in publicly funded courses in 2003 (includes both institution and enterprise-based students). The results indicated an overall student satisfaction level of 82.9% with their training program.

Table 10: College and State Student Satisfaction Percentages 1998 –2003

	1999	2000	2001	2002	2003
College	84.00%	78.20%	85.40%	83.50%	82.90%
State	83.30%	79.30%	87.30%	83.00%	85.40%

Source:2003 Student Satisfaction Survey: (The Western Australian Department of Education and Training contracted Market Equity to conduct the surveys at all Western Australian TAFE Colleges).

Figure 10.1: Student Satisfaction



Methodology: The 2003 Student Satisfaction Survey was conducted as a two stage mail out augmented with an on-line response facility and telephone based follow-up in areas exhibiting low response rates. A \$2500 prize incentive was used to encourage a higher level of response. As in prior years, the results were weighted to overcome sampling error and were based on the satisfaction levels of students who were enrolled in publicly funded courses at either a TAFE College or a publicly funded private training institution in semester one or semester two of 2003. Two surveys instruments were used, one focussed on the needs of enterprise-based students and the other on those of institution based students.

Derivation: The performance indicator was calculated using the collective responses to a question that was in common to both survey instruments and which asked students about their level of satisfaction with their course at the TAFE College or private institution in which they had been or were enrolled in 2003.

Explanation: The satisfaction rate for Challenger TAFE was 82.9%, performing slightly below but similarly to an overall state performance average of 85.4%.

Statistical Details: Of the potential population of 8,501 institution-based and 1,232 enterprise-based useable student records, 5096 institution-based and 1071 enterprise-based students were surveyed. The response rates were 30% and 17% respectively. The sampling error for the survey of Challenger TAFE students was 1.7% at the 95% confidence level.

PERFORMANCE INDICATORS FOR EFFECTIVENESS GRADUATE SATISFACTION

The proportion of those surveyed who indicated that they achieved or partly achieved their main purpose in studying is an indicator of their degree of satisfaction with their training program. In 2003, 79.7% of Challenger TAFE's graduates (compared to 77.96% of Western Australian TAFE graduates and 78.8% of Australian TAFE graduates) achieved or partly achieved their main reason for studying.

Graduate Satisfaction

In data collection in previous years, *achieved* or *partly achieved* their main purpose in studying have been reported together and for consistency in trend development that has been the case again in 2003. The percentage of respondents who indicated that they *achieved* or *partly achieved* their main purpose in studying decreased slightly. This is one indicator of the students' degree of satisfaction with their training program. In 2003, 79.7% of Challenger TAFE's graduates (compared with 77.96% of Western Australian TAFE graduates and 78.80% of Australian TAFE graduates) achieved or partly achieved their main reason for studying.

Table 12: Graduates Achievement of Main Reason for Study

	1999	2000	2001	2002	2003
College	79.87%	80.03%	77.99%	81.16%	79.70%
Western Australia	82.14%	79.15%	76.33%	76.98%	77.96%
Australia	n/a	80.29%	78.96%	77.98%	78.80%

Seventy-three percent of students who responded to the survey indicated their main reason for studying was employment related, an increase of two percent on the 2002 cohort. Within that response, the most frequently given reasons were: to get a job (27.46%) and as a requirement of the job (17%). Improving their work circumstances through a different career or promotion constituted 16.7% of the responses in 2003.

Table 12.1: Graduates' Main Reasons for Study

	1999	2000	2001	2002	2003
Employment- related	73.6%	73.6%	71.5%	71.3%	73.17%
To enter further study	9.3%	9.8%	10.0%	9.1%	9.20%
Personal or Interest	13.9%	14.1%	12.7%	16.8%	14.98%
Other Reasons or Unknown	3.2%	2.5%	5.8%	2.7%	2.65%

Derivation: In each of the Student Outcomes Surveys (previously called Graduate Destination Surveys) conducted since 1997, the same question regarding achievement of the main reason for doing the course was asked of graduates and the same rating scale used enabling maintenance of trend data. The measure has been re-based and

reflects as a percentage of those who answered “Yes” or “Partly” as a proportion of all those who gave a valid response to the question.

Statistical Details: 1,200 Challenger TAFE graduates were surveyed out of a population of 4100. 671 valid responses were included. The standard error for this result was +/- 3.9% at the 95% confidence level.

Explanation: The results indicate that most TAFE students throughout Australia are studying for vocational reasons and the majority of these seek to get a job. Note that national data on graduate satisfaction were not available prior to 2000.

PERFORMANCE INDICATORS FOR EFFECTIVENESS GRADUATE EMPLOYMENT OUTCOMES

Source: The following Key Performance Indicator relating to Graduate Destination and Graduate Satisfaction is derived from the national 2003 Student Outcomes Survey, funded by the Australian National Training Authority (ANTA) and conducted by the National Centre for Vocational Education Research (NCVER). The survey collects key information on the employment status, further study destinations and satisfaction with their training program of graduates in each Australian state and territory who successfully completed a vocational education and training (VET) award during 2002. All the graduates surveyed had completed their course at a TAFE institute and had an Australian address as their usual address. Hobby, recreational and short courses were excluded from the survey. In Western Australia the survey was, as in previous years, based on a census although in other states a weighted sampling methodology was used.

Methodology: The measures are drawn from the survey report titled “*Student Outcomes Survey 2003, Challenger TAFE*” 2003 that provides comparative data on an institutional, state and national basis.

Statistical Details: 1,200 Challenger TAFE graduates were surveyed out of a population of 4088. 671 valid responses were included. The standard error for this result was +/- 3.9% at the 95% confidence level.

Graduate Employment Outcomes (Destination)

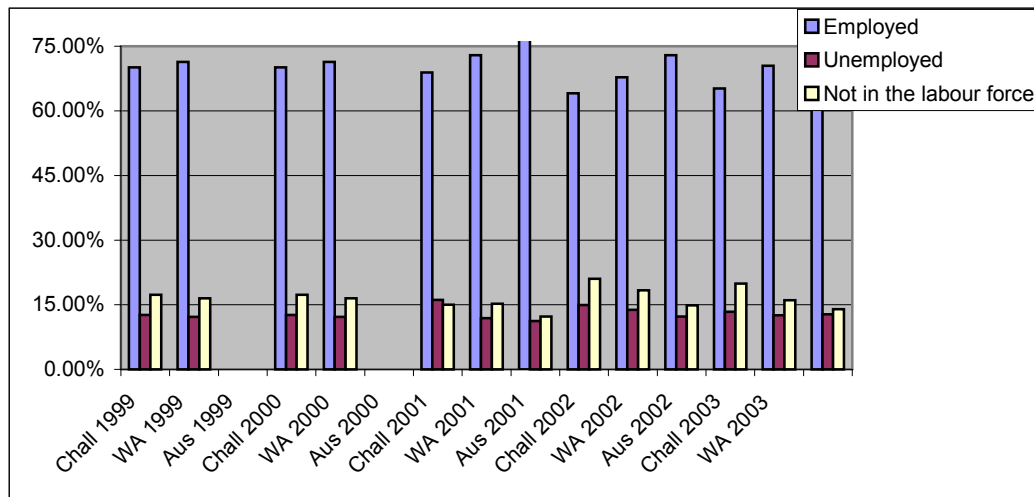
Graduates’ employment status after the completion of their training programs is an indicator of Challenger TAFE’s effectiveness in supporting the skilling of the workforce and contributing to the development of industries, regions and the economy.

The 2002 Student Outcomes Survey report indicated that of those students surveyed who completed their course at Challenger TAFE, the graduate employment rate was 72.20% compared with 72.36% for Western Australia and a national outcome of 74.76%.

Table 11: Graduate Labour Market Status May 2003

		1999	2000	2001	2002	2003
Challenger TAFE	Employed	70.08%	68.94%	64.08%	65.18%	72.20%
	Unemployed	12.63%	16.08%	14.89%	13.34%	11.81%
	Not in the labour force	17.30%	14.99%	21.04%	19.93%	14.65%
Western Australia	Employed	71.36%	72.92%	67.83%	70.50%	72.36%
	Unemployed	12.19%	11.88%	13.83%	12.55%	11.72%
	Not in the labour force	16.45%	15.19%	18.34%	16.05%	13.77%
Australia	Employed		76.54%	72.90%	72.50%	74.76%
	Unemployed		11.23%	12.28%	12.77%	11.93%
	Not in the labour force		12.23%	14.82%	13.96%	11.36%

Figure 11.1: Graduate Labour Market Status May 2003



Derivation: Graduate employment status was measured by questions asked each year on whether graduates were employed, unemployed and not in the labour force as at a specified date at the end of May 2003. The measure is expressed as a percentage of the respondents to each category as a proportion of valid respondents. Note that national data on graduate employment outcomes were not available prior to 2000.

Explanation: The data for 1999 through to 2003 has been recalculated so that the percentage is based on the number of valid responses to each question. This is to maintain a comparative analysis based upon a consistent methodology. The proportion of graduates who reported that they were in employment has increased by close to 5% from that in 2002 and the percentage of those who reported that they were unemployed or not in the workforce has declined since the 2002 measure was taken.

Glossary of Terms Used in the Key Performance Indicators

Census

The student-based information gathered on the College Management Information System (CMIS) and provided to the Western Australian Department of Education and Training (WADT) periodically and at the conclusion of the academic year as specified in the Delivery and Performance Agreement. The census has a formal set of Business Rules, complies with the Australian Vocational Education and Training Information Statistical Standards (AVETMISS) and is the source of the measures of target achievement for the College. Delivery is measured in Student Curriculum Hours (SCH). The following categories of activity do not produce SCH and are excluded from the census:

- exam only (no tuition) enrolments
- enrolments which commenced prior to 1 January of the calendar year or which were reported in a previous full year collection
- exemptions
- unsupervised field placements
- module enrolments in which no attendance or submission of work are recorded.

Course

Every module must be attached to a course, which usually comprises one or more modules. The same module may be assigned to more than one course.

Delivery and Performance Agreement (DPA)

Constitutes a Resource Agreement, as per Section 5 of the Vocational and Training Act 1996, between the Western Australia Department of Education and Training representing the Minister for Training, and the Governing Council of the College for the delivery of vocational education and training for the agreed calendar year.

Module

A unit of training, usually with a prescribed curriculum, in which a client enrolls within a course structure. Modules may or may not be assessable. All modules must be assigned to a course for enrolment purposes.

Profiled Matrix

Refers to the approved planned delivery by the College as described in Schedule 1 of the DPA. This consists of the SCH for each combination of WADT Group and WADT Level.

Student Curriculum Hours (SCH)

The nominal hours assigned to a program of study by the curriculum or, in the absence of an endorsed curriculum, by common agreement with the Western Australian Department of Education and Training's Statistical Unit.

WADT Group

A classification of courses based on the Australian Standard Classification of Occupations and related to the occupation or outcome the course is intended to serve. This classification provides the horizontal or "X" axis of the Profile Matrix. The classification is the value recognised by the Western Australian Department of Education and Training.

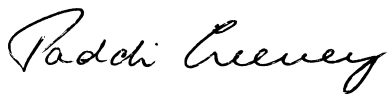
WADT Level

A classification which distinguishes new apprenticeships from other delivery as Level 1 and sub-divides the remainder on the basis of the Australian Qualification Framework levels. This classification provides the vertical or "Y" axis of the Profile Matrix. The classification is the value recognised by the Department of Education and Training.

CERTIFICATION OF FINANCIAL STATEMENTS

The accompanying financial statements of Challenger 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.



Chairperson of Governing Council



Malcolm H Goff
Managing Director
(Member of Governing Council)



Bruce Collins
Manager, Finance
Principal Accounting Officer

25 February 2004



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CHALLENGER TAFE

FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2003

Audit Opinion

In my opinion,

- (i) the controls exercised by the Challenger 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

CHALLENGER TAFE
STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2003

	Note	2003 \$	2002 \$
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	33,893,297	32,538,082
Depreciation expense	3	2,882,338	2,791,833
Doubtful debts expense	4	212,535	210,032
Supplies and services	5	13,365,805	12,459,336
Grants and subsidies	6	202,811	72,862
Capital user charge	9	4,815,439	4,971,464
Other expenses from ordinary activities	10	286,880	458,332
Total cost of services		55,659,105	53,501,941
Revenues from ordinary activities			
Revenue from Operating Activities			
Fee for service	11	4,823,195	5,531,635
Student fees and charges	12	4,859,110	4,747,796
Ancillary trading	13	967,085	556,879
Commonwealth grants and contributions	14	100,340	72,072
Trading profit	8	218,173	195,587
Revenue from non-operating activities			
Interest revenue	-	457,058	431,307
Proceeds on disposal of non-current assets	7	165,963	142,523
Other revenues from ordinary activities	15	2,949,239	1,202,237
Total revenues from ordinary activities		14,540,163	12,880,036
NET COST OF SERVICES		(41,118,942)	(40,621,905)
REVENUES FROM STATE GOVERNMENT			
State Funds	16	40,710,498	41,123,018
Resources received free of charge	17	1,585,050	1,594,411
Total revenues from State Government		42,295,548	42,717,429
CHANGE IN NET ASSETS		1,176,606	2,095,524
Net increase in asset revaluation reserve	28	20,565,671	-
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH WA STATE GOVERNMENT AS OWNERS		21,742,277	2,095,524

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

CHALLENGER TAFE
STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2003

	Notes	2003 \$	2002 \$
CURRENT ASSETS			
Cash assets	18	6,738,006	7,826,639
Restricted cash assets	19	219,540	287,563
Inventories	20	229,296	205,558
Receivables	21	1,464,626	1,120,456
Other assets	22	1,635,438	1,781,613
Total Current Assets		10,286,906	11,221,829
NON-CURRENT ASSETS			
Property, Plant, Equipment and Vehicles	23	86,495,583	65,513,172
Works of Art	24	1,200	1,200
Total Non-Current Assets		86,496,783	65,514,372
TOTAL ASSETS		96,783,689	76,736,201
CURRENT LIABILITIES			
Payables	25	546,878	977,847
Provisions	26	5,202,186	4,584,861
Other liabilities	27	2,830,618	3,973,930
Total Current Liabilities		8,579,682	9,536,638
NON-CURRENT LIABILITIES			
Provisions	26	3,627,427	4,365,260
Total Non-Current Liabilities		3,627,427	4,365,260
TOTAL LIABILITIES		12,207,109	13,901,898
NET ASSETS		84,576,580	62,834,303
EQUITY			
Asset revaluation reserve	28	22,714,312	2,148,641
Accumulated surplus	29	61,862,268	60,685,662
TOTAL EQUITY		84,576,580	62,834,303

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

CHALLENGER TAFE**STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2003**

	Notes	2003 \$	2002 \$
CASH FLOWS FROM STATE GOVERNMENT			
Recurrent State Funding - Department of Education and Training		33,624,411	31,591,635
Capital State Funding - Department of Education and Training		-	676,272
NET CASH PROVIDED BY STATE GOVERNMENT		33,624,411	32,267,907
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(31,036,034)	(29,984,621)
Supplies and Services		(9,808,718)	(10,204,883)
Grants and Subsidies		(202,811)	(72,862)
Capital User Charge		(4,815,439)	(1,271,248)
GST Payments to all Suppliers		(1,228,191)	(1,145,964)
Other Payments		(26,442)	(290,399)
Receipts			
Fee For Service		4,729,112	5,451,721
Student Fees and Charges		5,102,208	4,319,204
Ancillary Trading		863,650	556,879
Interest received		451,257	431,307
GST Receipts from ATO		729,591	1,104,860
Other Receipts		1,802,943	1,581,844
NET CASH PROVIDED BY/(USED IN) OPERATING ACTIVITIES	30	(33,438,874)	(29,524,162)
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of Non-Current Physical Assets		(1,508,156)	(1,690,570)
Proceeds from the sale of Non-Current Physical Assets		165,963	142,523
NET CASH PROVIDED BY/(USED IN) INVESTING ACTIVITIES		(1,342,193)	(1,548,047)
NET INCREASE (DECREASE) IN CASH HELD			
		(1,156,656)	1,195,698
Cash assets at the Beginning of the Financial Year		8,114,202	6,918,504
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	31	6,957,546	8,114,202

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

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

The College was established as a statutory authority effective from 1 January 1997, as a result of the enactment of the Vocational Education and Training (VET) Act 1996.

The Act is to establish a vocational education and training system for the State, to constitute the State Training Board of Western Australia and the Training Accreditation Council, to provide for the establishment of Colleges and other vocational education and training institutions, to repeal:

- the College Act 1978;
- the Industrial Training Act 1975;
- the State Employment and Skills Development Authority Act 1990,

to consequently amend certain other Acts and for related purposes.

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
Improvements	18 years
Motor Vehicles, Caravans and Trailers	5 to 7 years
Marine Crafts	8 to 10 years
Plant, Furniture, General Equipment	4 to 15 years
Computing, Communications & Software	1 to 4 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.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

(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.

(c) Investments

Investments are brought to account at the lower of cost and recoverable amount.

(d) 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 provision 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 provision 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 either the Pension Act 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 the GESB.

The note disclosure required by paragraph 6.10 of AASB 1028 (being the employer's share of the difference between employees' accrued superannuation benefits 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 benefits 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.

(e) 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

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

Performance over the lease term as this is representative of the pattern of benefits to be derived from the leased property

(f) 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 control of the funds. Control is recognised on 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.

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.

(g) 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.

(h) 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.

(i) 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 60 days overdue.

(j) 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.

(k) 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.

(l) Revaluation of Property, Plant, Equipment and Vehicles

The College has a policy of valuing property, plant, equipment and vehicles at fair value. The valuations of the College's property, plant, equipment and vehicles are undertaken by the Valuer General's Office every three years and are recognised in the financial statements.

(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.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

(n) Comparative Figures

Comparative figures are, where appropriate, reclassified so as to be comparable with the figures in the current financial year.

(o) 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.

(p) 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.

(q) Rounding

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

(r) Interest Revenue

Interest revenues are recognised as they are accrued.

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE	2003	2002
	\$	\$
2 Employee expenses		
Salaries	29,723,152	27,432,577
Superannuation	1,869,401	2,791,338
Other Staffing Costs	2,300,744	2,314,167
	<u>33,893,297</u>	<u>32,538,082</u>
3 Depreciation expense		
Buildings	1,317,330	1,051,968
Motor Vehicles, Caravans & Trailers	129,546	77,582
Plant, Furniture & General Equipment	537,841	784,189
Computers, Communication Network & Software	766,366	750,795
Marine Craft	115,478	111,523
Leasehold Improvements - Buildings	15,777	15,776
Total Depreciation	<u>2,882,338</u>	<u>2,791,833</u>
4 Doubtful debts expense		
Doubtful Debts Expense	<u>212,535</u>	<u>210,032</u>
	<u>212,535</u>	<u>210,032</u>
5 Supplies and services		
Consumables and Minor Equipment	2,292,550	2,172,747
Communication Expenses	823,623	698,235
Utilities Expenses	975,218	938,141
Consultancies and Contracted Services	4,440,475	4,401,865
Minor Capital Works	2,069,419	1,901,841
Repairs and Maintenance	215,082	150,372
Operating Lease and Hire Charges	1,022,325	995,951
Travel and Passenger Transport	149,954	131,786
Advertising and Public Relations	737,780	628,550
Supplies and Services - Other	639,379	439,848
	<u>13,365,805</u>	<u>12,459,336</u>
6 Grants and subsidies		
Payments to Non TAFE Providers for VET Service Delivery	97,438	72,862
Other	105,373	-
	<u>202,811</u>	<u>72,862</u>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE 2003 2002
\$ \$

7 Net gain/(loss) on disposal of non-current assets

Gain on Disposal of Non-Current Assets

Motor Vehicles, Caravan & Marine Craft	-	5,419
	-	5,419

(Loss) on Disposal of Non-Current Assets

Plant, Furniture & General Equipment	(27,110)	(4,987)
Motor Vehicles, Caravan & Marine Craft	(26,868)	-
Computers, Communication & Software	(24,512)	(23,993)
	(78,490)	(28,980)

Net Gain/(loss)	(78,490)	(23,561)
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Comprised:

Gross proceeds on sale of property, plant, equipment and vehicles	165,963	142,523
Less: written down value	244,453	166,084
Net profit / (loss) on disposal of non-current assets	(78,490)	(23,561)

8 Trading Profit

(a) Bookshop:

Sales	800,842	824,135
Cost of Sales:		
Opening Inventory	205,559	233,241
Purchases	606,406	600,865
	811,965	834,106
Closing Inventory	(229,296)	(205,558)
Cost of Goods Sold	582,669	628,548
Trading Profit – Bookshop	218,173	195,587

9 Capital user charge

Capital User Charge Expense	4,815,439	4,971,464
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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.

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE	2003	2002
	\$	\$
10 Other expenses from ordinary activities		
Carrying value of non-current assets disposed of (refer note 7)	244,453	166,084
Donations	18	3,570
Student Prizes and Awards	16,740	3,000
Losses and Write-Offs	20,740	38,239
Miscellaneous	4,929	247,439
	<u>286,880</u>	<u>458,332</u>
11 Fee for service		
Fee For Service -General	2,537,878	1,456,140
Fee For Service -Department of Education and Training	673,718	635,669
Fee For Service -Government (other than Department of Education and Training)	142,512	2,027,898
Adult Community Education Fees	499,867	416,174
International Division Fees	430,495	340,241
Fee For Service - Other	538,725	655,513
	<u>4,823,195</u>	<u>5,531,635</u>
12 Student fees and charges		
Tuition (Administration) Fees	2,370,797	2,228,964
Service/Enrolment Fees	317,331	357,956
Resource Fees	2,103,532	1,986,956
Other College Fees	67,450	173,920
	<u>4,859,110</u>	<u>4,747,796</u>
13 Ancillary trading		
Live Works (not a trading activity)	343,752	66,392
Contracting and Consulting	591,587	350,730
Other Ancillary Revenue	31,746	139,757
	<u>967,085</u>	<u>556,879</u>
14 Commonwealth grants and contributions		
Commonwealth Grants & Contributions	100,340	72,072
	<u>100,340</u>	<u>72,072</u>
15 Other revenues from ordinary activities		
Rental and Facilities Fees	166,327	230,674
Other Direct Grants & Subsidy Revenue	880,000	-
Copyright and Royalties Revenue	1,589	-
Sponsorship & Donations Revenue	26,805	16,753
Miscellaneous Revenue	1,874,518	954,810
	<u>2,949,239</u>	<u>1,202,237</u>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE	2003	2002
	\$	\$

16 State Funds (received from Department of Education and Training)

Delivery and Performance Agreement (DPA)	30,591,478	29,523,933
Non-DPA Grants	1,287,867	-
Capital User Charge Funding	4,815,439	4,971,464
Funding for Superannuation	2,732,477	2,462,562
Total Recurrent Funding	<u>39,427,261</u>	<u>36,957,959</u>
Capital Funding – (Department of Education and Training)	<u>-</u>	<u>676,272</u>
Capital Works Transferred	<u>1,283,237</u>	<u>3,488,787</u>
Total Capital	<u>1,283,237</u>	<u>4,165,059</u>
	<u>40,710,498</u>	<u>41,123,018</u>

17 Resources received free of charge

Comprised of:

Department of Education and Training		
Corporate Systems Support	1,063,732	1,294,643
Marketing and Publications	78,772	102,370
Human Resources / Industrial Relations Support	64,455	23,930
Other	320,591	137,968
	<u>1,527,550</u>	<u>1,558,911</u>
Office of the Auditor General - External Audit Services	<u>57,500</u>	<u>35,500</u>
Total Resources Received Free of Charge	<u>1,585,050</u>	<u>1,594,411</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.

18 Cash assets

Cash on Hand	12,566	13,318
Cash Advances	14,922	-
Cash at Bank	1,861,085	2,263,811
Short Term Deposits	4,849,433	5,549,510
	<u>6,738,006</u>	<u>7,826,639</u>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE

2003 2002
\$ \$

19 Restricted cash assets

Capital equipment and minor works construction funds	219,540	287,563
	<u>219,540</u>	<u>287,563</u>

Represents cash resources the uses of which are restricted, wholly or partially, by regulations or other externally imposed requirements.

Specific Capital Equipment and Minor Works is provided to the College from DET and is returnable if not used for the intended purpose.

20 Inventories

Trading Inventory (at cost):

Book Shop	229,296	205,558
Total trading Inventory	<u>229,296</u>	<u>205,558</u>

21 Receivables

Current

Current Receivables includes trade debtors, student debtors and over-paid salaries.

Receivables	1,801,488	1,249,829
Provision for Doubtful Debts	(514,983)	(353,620)
Net Receivables	<u>1,286,505</u>	<u>896,209</u>
GST Receivable	178,121	224,247
	<u>1,464,626</u>	<u>1,120,456</u>

22 Other assets

Current

Prepayments	347,165	367,539
Accrued Income	1,288,273	1,414,074
	<u>1,635,438</u>	<u>1,781,613</u>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE

2003 2002
\$ \$

23 Property, plant, equipment and vehicles

Land

At Cost	-	20,455,876
At Fair Value	25,630,000	-
	<u>25,630,000</u>	<u>20,455,876</u>

Buildings

At Cost	-	43,193,319
Accumulated Depreciation	-	(4,773,535)
	-	<u>38,419,784</u>
At Fair Value	52,693,214	-
Accumulated Depreciation	(1,317,330)	-
	<u>51,375,884</u>	<u>-</u>

Leasehold Improvements

At Cost	275,513	275,513
Accumulated Depreciation	(95,225)	(79,448)
	<u>180,288</u>	<u>196,065</u>

Motor Vehicles, Caravans & Trailers

At Cost	-	597,926
Accumulated Depreciation	-	(132,607)
	-	<u>465,319</u>
At Valuation 1/1/2000	-	399,250
Accumulated Depreciation	-	(199,100)
	-	<u>200,150</u>
At Fair Value	1,096,030	-
Accumulated Depreciation	(113,896)	-
	<u>982,134</u>	<u>-</u>

Marine Craft

At Cost	-	207,926
Accumulated Depreciation	-	(40,728)
	-	<u>167,198</u>
At Valuation 1/1/2000	-	806,550
Accumulated Depreciation	-	(259,478)
	-	<u>547,072</u>
At Fair Value	670,871	-
Accumulated Depreciation	(115,415)	-
	<u>555,456</u>	<u>-</u>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE	2003	2002
	\$	\$
Plant, Furniture & General Equipment		
At Cost	-	1,826,128
Accumulated Depreciation	-	(354,166)
	-	1,471,962
At Valuation 1/1/2000	-	3,579,525
Accumulated Depreciation	-	(1,937,820)
	-	1,641,705
At Fair Value	5,150,125	-
Accumulated Depreciation	(534,394)	-
	4,615,731	-
Computer Equipment, Communication Network and Software		
At Cost	-	2,900,590
Accumulated Depreciation	-	(1,000,172)
	-	1,900,418
At Valuation 1/1/2000	-	718,388
Accumulated Depreciation	-	(670,765)
	-	47,623
At Fair Value	3,924,250	-
Accumulated Depreciation	(768,160)	-
	3,156,090	-
	<u>86,495,583</u>	<u>65,513,172</u>

(a) The valuation of land and buildings was performed on 1/7/02 in accordance with an independent valuation by the Valuer General's Office. The valuation has been performed on the Fair Value basis. Fair Value is based on current use for land, depreciated replacement cost for buildings and current replacement cost of plant, equipment and vehicles at the valuation date.

(b) As at 1/1/03 the Valuer General's Office valued all existing Property. Plant and Equipment except Land and Buildings at the Assets Fair Value.

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE

2003 2002
\$ \$

Reconciliations

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

2003	Land	Buildings	Leasehold Improvements	Motor Vehicles, Caravans & Trailers	Marine Craft	Plant, Furniture & General Equipment	Computer Equipment, Communication Network & Software	Total
Carrying Amount at Start of Year	20,455,876	38,419,784	196,065	665,469	714,270	3,113,667	1,948,041	65,513,172
Additions	-	880,000	-	318,281	48,363	297,960	1,706,308	3,250,912
Disposals	-	-	-	(179,451)	(6,580)	(33,910)	(24,512)	(244,453)
Depreciation	-	(1,317,330)	(15,777)	(129,546)	(115,478)	(537,841)	(766,366)	(2,882,338)
Revaluation Increments	5,174,124	13,393,430	-	307,381	(85,119)	1,775,855	292,619	20,858,290
Carrying Amount at End of Year	25,630,000	51,375,884	180,288	982,134	555,456	4,615,731	3,156,090	86,495,583

24 Works of art

At Cost

1,200 1,200

1,200 1,200

25 Payables

Current

Trade Payables

494,363 935,271

GST Payable

52,515 42,576

546,878 977,847

Trade liabilities are settled within the following month or, where required by supplies on shorter terms.

26 Provisions

Employee Benefits -

Current

Annual Leave*

3,112,863 2,646,726

Long Service Leave*

2,032,376 1,878,710

Salary Deferment

56,947 59,425

5,202,186 4,584,861

Non-Current

Long Service Leave*

2,500,973 2,444,273

Superannuation**

968,280 1,831,356

Salary Deferment

158,174 89,631

3,627,427 4,365,260

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.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

CHALLENGER TAFE	2003	2002
	\$	\$

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

The college considers the carrying amount of employee entitlements approximates the net fair value.

Employee Benefits

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

Provision for employee benefits:

Current	5,202,186	4,584,861
Non-Current	3,627,427	4,365,260
	<u>8,829,613</u>	<u>8,950,121</u>

27 Other liabilities

Current

Income Received in Advance (a)	87,030	1,238,957
Accrued Expenditure	2,332,065	2,568,625
Accrued Salaries and Related Costs	6,259	-
Money/Deposits Held in Trust	86,379	86,379
Other	318,885	79,969
	<u>2,830,618</u>	<u>3,973,930</u>

(a) Income Received In Advance Comprises:

Other Government (Commonwealth/Local)	7,304	233,111
Fee for Service	76,332	12,270
Student Fees & Charges	3,394	77,122
Other	-	916,454
Total Income in Advance	<u>87,030</u>	<u>1,238,957</u>

28 Reserves

Asset Revaluation Reserve

Opening Balance	2,148,641	2,148,641
Net revaluation increment		
Land	5,174,124	-
Buildings	13,393,430	-
Motor Vehicles, Caravans & Trailers	307,381	-
Plant, Furniture & General Equipment	1,775,855	-
Marine Craft	(85,119)	-
Closing Balance	<u>22,714,312</u>	<u>2,148,641</u>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE	2003	2002
	\$	\$

(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(l).

Total Reserves	22,714,312	2,148,641
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29 Accumulated surplus

Opening Balance	60,685,662	58,590,138
Change in Net Assets	1,176,606	2,095,524
Closing Balance	61,862,268	60,685,662

30 Reconciliation of net cost of services to net cashflows provided by / (used in) operating activities

Net Cost of Services	41,118,942	40,621,905
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Non Cash Items:

Depreciation expense	(2,882,338)	(2,791,833)
Doubtful debts expense	(212,535)	(44,834)
Resources received free of charge	(1,585,050)	(1,594,411)
Net (gain) / Loss on Disposal on Non-current Assets	(78,490)	(23,561)
Losses and Write-Offs (excludes cash shortages/thefts of money)	(20,740)	(32,216)
Superannuation expense	(2,732,477)	(2,462,562)
Capital User Charge (Paid by DET)	-	(3,700,216)
Notional funding (includes provision of minor capital works)	851,508	-

(Increase)/decrease in assets:

Current Receivables	(390,296)	209,833
Inventories	(23,738)	4,533
Prepayments	20,374	155,517
Other Current Assets	125,801	54,596
Increase/(decrease) in liabilities		
Payables	(440,908)	(511,620)
Income Received in Advance (non State Government income)	(235,473)	129,142
Provisions	(120,508)	(591,593)
Other current Liabilities	8,615	(13,290)
Net GST receipts/(payments)		
Change in GST in Receivables/payables	36,187	114,772
Net Cash provided by/(used in) Operating Activities	33,438,874	29,524,162

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

CHALLENGER TAFE	2003	2002
	\$	\$

31 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	6,738,006	7,826,639
Restricted Cash Assets	219,540	287,563
	6,957,546	8,114,202

32 Commitments for expenditure

(a) Capital Expenditure Commitments

Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:

Within 1 year	3,806	142,427
	3,806	142,427

(b) 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	799,557	799,557
Later than 1 year and not later than 5 years	1,727,727	1,537,025
Later than 5 years	3,646,061	4,010,667
	6,173,345	6,347,249

Representing:

Non-Cancellable Operating Leases	6,173,345	6,347,249
	6,173,345	6,347,249

(c) Other Expenditure Commitments

Within 1 year	1,115,476	1,270,930
	1,115,476	1,270,930

33 Contingent liabilities

In addition to the liabilities incorporated in the financial statements, the College has the following contingent liabilities:

(a) Other Contingent Liabilities

Challenger TAFE has a contingent liability to contribute \$500,000 towards the upgrade of Challenger TAFE's Maritime Training Centre Fleet Street, Fremantle

500,000	-
500,000	-

34 Events occurring after balance date

No events occurred after balance date that would have a significant impact on the College's financial position as at 31 December 2003.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

CHALLENGER TAFE

2003

2002

\$

\$

35 Explanatory Statement

(a) Significant variations between actual revenues and expenditures for the financial year and revenues and expenditures for the immediately preceding financial year

Significant variations in revenues and expenditures between actual revenue (income) and expenditure and the corresponding item of the preceding year are detailed below. Significant variations are considered to be those greater than \$300,000.

	2003	2002	Variation
	\$	\$	\$
Employee expenses	33,893,297	32,538,082	1,355,215
Employee expenses			
Increased salary expenditure due to new initiatives / projects being undertaken, actuarial review of long service leave provisions, plus changes to Award conditions.			
Supplies and services	13,365,805	12,459,336	906,469
Supplies and services			
Increased due to initiatives to upgrade facilities and expensing of \$480,000 minor (non-capital) works undertaken by DET.			
Fee for Service	4,823,195	5,531,635	(708,440)
Fee for Service			
Reduced short course and ANTA toolbox activity in 2003.			
Ancillary trading	967,085	556,879	410,206
Ancillary trading			
Increase in Curriculum income recognised in 2003, as no portion was recognised as unearned grant money.			
Other revenues from ordinary activities	2,949,239	1,202,237	1,747,002
Other revenues from ordinary activities arose due to capitalisation of a leased building, a favourable workers compensation premium adjustment and recovery of prior period asset decrements for non-current assets.			

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE	2003	2002
	\$	\$

(b) 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 \$300,000.

	Budget	Actual	Variation
	\$	\$	\$
(i) Expenditure			
Employee Expense	33,288,245	33,893,297	605,052
Increase salary expenditure due to new initiatives / projects being undertaken, changes to Award conditions, increase in long service leave entitlements due to actuarial review, offset by a reduction in pension scheme liability.			
Supplies and Services	11,737,490	13,365,805	1,628,315
Increased due to initiatives to upgrade facilities, including expensing \$480,000 capital works undertaken by DET and an overbudget increase in Resources Provided Free of Charge.			
(ii) Revenue			
Fee for Service	6,470,000	4,823,195	(1,646,805)
ANTA toolbox projects targets not realised, curriculum revenue being reported under ancillary trading. Budget process revised during 2003 to improve forecasting.			
Ancillary Trading	520,000	967,085	447,085
In 2003 curriculum development revenue was included in ancillary trading, this change was not reflected in the budget.			
Other Revenues from Ordinary Activities	438,000	2,949,239	2,511,239
Variance comprised of acquired assets from the Department of Training, a favourable compensation insurance premium and recognising as income a building on a ninety nine year pepper corn lease, none of which were budgeted.			
State Funds	39,892,301	40,710,498	818,197
Increased Delivery & Performance Agreement Funding to cater for increase in SCH.			

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE

2003
\$

2002
\$

36 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	Fixed Interest Rate Maturity			Non Interest Bearing	Total
			Less than 1 year	1 to 5 years	More than 5 years		
			\$	\$	\$		
2003	%	\$	\$	\$	\$	\$	
Financial Assets							
Cash assets	4.53%	1,888,573	-	-	-	-	1,888,573
Restricted cash assets		219,540	-	-	-	-	219,540
Receivables		-	-	-	-	3,100,064	3,100,064
Other Financial Assets	4.78%		4,849,433	-	-	-	4,849,433
Total Financial Assets		2,108,113	4,849,433	-	-	3,100,064	10,057,610
Financial Liabilities							
Payables		-	-	-	-	546,878	546,878
Employee Benefits		-	-	-	-	8,829,613	8,829,613
Other liabilities		-	-	-	-	2,830,618	2,830,618
Total Financial Liabilities		-	-	-	-	12,207,109	12,207,109
Net Financial Assets (Liabilities)		2,108,113	4,849,433	-	-	(9,107,045)	(2,149,499)

	Weighted average effective interest rate	Variable interest rate	Fixed Interest Rate Maturity			Non Interest Bearing	Total
			Less than 1 year	1 to 5 years	More than 5 years		
			\$	\$	\$		
2002	%	\$	\$	\$	\$	\$	
Financial Assets							
Financial Assets	4.46%	8,114,000	-	-	-	1,120,000	9,234,000
Financial Liabilities							
Financial Liabilities		-	-	-	-	11,360,000	11,360,000
Net Financial Assets (Liabilities)		8,114,000	-	-	-	12,480,000	20,594,000

(b) Credit Risk Exposure

All financial assets are unsecured.

The carrying amounts represent the College's maximum exposure to credit risk in relation to those assets as indicated in the Statement of Financial Position.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

CHALLENGER TAFE	2003	2002
	\$	\$

37 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:

	\$			
\$20,001	-	\$30,000	1	-
\$130,001	-	\$140,000	1	-
\$140,001	-	\$150,000	-	1

The total remuneration of the members of the Accountable Authority is: 155,595 142,899

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 of fees, salaries, superannuation and other benefits receivable for the financial year, fall within the following bands are:

	\$			
\$1	-	\$10,000	1	-
\$10,001	-	\$20,000	-	1
\$30,001	-	\$40,000	1	-
\$50,001	-	\$60,000	1	-
\$90,001	-	\$100,000	1	1
\$100,001	-	\$110,000	-	2
\$110,001	-	\$120,000	2	1

The total remuneration of senior officers is: 413,863 434,480

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.

38 Supplementary Financial Information

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

Revenue and Debts and Public and Other Property Written Off by the Governing Council	<u>188,753</u>	<u>165,198</u>
Losses of public and other moneys and public and other property through theft, default or otherwise	<u>1,975</u>	<u>38,239</u>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2003**

CHALLENGER TAFE

2003
\$

2002
\$

39 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.

40 Related Bodies

The College has no related bodies.

41 Affiliated Bodies

The College has no affiliated bodies.

ANNUAL ESTIMATES - CHALLENGER TAFE**STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2004****Section 42 Estimates for 2004**

In accordance with Treasurer's Instructions 953 the annual estimates for the current financial year (i.e.2004) are hereby included in the annual report. These estimates do not form part of the financial statement and are not subject to audit.

OPERATING STATEMENT

\$

COST OF SERVICE**Expenses from ordinary activities**

Employee Expense	32,354,214
Superannuation Expense	2,911,879
Supplies and Services	12,578,066
Depreciation Expense	3,552,591
Grants and Subsidies	130,000
Charges to Provisions	550,340
Capital User Charge	5,598,874
Other Expenses from Ordinary Activities	200,000

Total Cost of Services**57,875,966****Revenue from Ordinary Activities****Revenue from operating activities**

Fee for Service	4,824,914
Student Fees and Charges	5,142,267
Ancillary Trading	439,000
Commonwealth grants and contributions	100,000
Trading Profit	235,000
Other Revenue from Ordinary Activities	914,060

Revenue from non-operating activities

Interest Revenue	415,000
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Total Revenue from Ordinary Activities**12,070,241****Net Cost of Services****(45,805,725)****REVENUES FROM GOVERNMENT**

State Government Grants and Subsidies

DPA and other	41,267,626
Capital works transferred from DET	5,300,000
Total	46,567,626
Resources Received Free of Charge	1,600,000

Total revenues from Government**48,167,626****CHANGE IN NET ASSETS RESULTING FROM OPERATIONS AFTER EXTRAORDINARY AND RESTRUCTURING ACTIVITIES****2,361,901**

Add: Opening Balance of accumulated surplus

59,255,092

CLOSING BALANCE OF ACCUMULATED SURPLUS**61,616,993**

ANNUAL ESTIMATES - CHALLENGER TAFE**STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2004****STATEMENT OF FINANCIAL POSITION****CURRENT ASSETS**

Cash Assets	6,091,625
Restricted Cash Assets	464,683
Inventories	205,558
Receivables	1,218,838
Other Assets	1,963,502
Total Current Assets	9,944,206

NON-CURRENT ASSETS

Property, Plant and Equipment	89,398,121
Total Non-Current Assets	89,398,121

TOTAL ASSETS	99,342,327
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CURRENT LIABILITIES

Payables	1,040,848
Provisions	4,898,316
Other Liabilities	3,557,526
Total Current Liabilities	9,496,690

NON-CURRENT LIABILITIES

Provisions	5,514,432
Total Non-Current Liabilities	5,514,432

TOTAL LIABILITIES	15,011,122
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NET ASSETS	84,331,205
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EQUITY

Accumulated Surplus (Deficit)	61,616,993
Reserves	22,714,212
	84,331,205

TOTAL EQUITY	84,331,205
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