

Swan TAFE Annual Report 2004





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Minister for Education and Training
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WEST PERTH WA 6005

In accordance with Section 54 of the *Vocational Education and Training Act* (1996) and Section 66 of the *Financial Administration and Audit Act* (1985), we hereby submit for your information and presentation to parliament, the Annual Report of Swan TAFE for the year ending 31 December 2004.

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



Eric Lumsden
Chair, Governing Council
Swan TAFE



Wayne Collyer
Managing Director
Swan TAFE

25 February 2005

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

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OUR VISION

To be recognised as one of the foremost providers of quality vocational education and training.

OUR MISSION

To be the training provider of choice producing quality education and training that assists individuals and communities to achieve their goals.

OUR VALUES

Customer Service - we will endeavour to provide services that are:

- Friendly and courteous
- Prompt and responsive
- Equitable
- Professional, efficient and ethical.



Innovation - we will support entrepreneurship and creativity to nurture a culture of sustained improvement.

Sustainability - we will work to ensure that College operations and activities are sustainable and undertaken with a view to protecting the environment, promoting social advancement and contributing to economic prosperity.

Quality - We will endeavour to provide the products and services that our clients want, when they want them, where they want them and how they want them.

Integrity - We will conduct our business in an ethical, open and honest manner that treats clients and colleagues alike with respect and understanding.

Diversity - We will recognise and build on the strengths and understanding that comes from working with and for, people from different backgrounds, circumstances and life experiences.





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CHAIR OF GOVERNING COUNCIL



I am pleased to welcome the new Managing Director, Mr Wayne Collyer, who with dedication, a team based management style and extensive experience in change management, will strengthen the foundation of the College as he leads it into 2005 and the next stage of the organisational renewal strategy.

On behalf of the Governing Council and Swan TAFE, I would like to acknowledge the outstanding contribution Mr Robert Stratton made to the College during his 18 months of service as Acting Managing Director. He competently managed the College's amalgamation process ensuring the challenges that arose had minimal impact upon students and staff.

The first 'Swan TAFE Awards' evening was held in April at the Burswood Resort. This prestigious event received support from more than 135 industry sponsors and was attended by 750 guests comprising students, staff, and VIPs including the Minister for Education and Training the Hon Alan Carpenter MLA.

The first College-wide professional development day, *Workshop at the Workshops*, was held at the Midland Railway Workshop site in September and was a highly successful event.

Our fashion students were extremely successful this year at the Smales Fashion Awards, winning all five student division categories, and achieving runners up in four. They were also highly successful in the national 'Do It With Denim Jeans for Genes Design Award' with all three state finalists and the national winner coming from Swan TAFE.

The College was awarded for its excellence at the 2004 Department of Training, Training Excellence Awards, with talented cabinetmaker Drew Wheeler winning the prestigious Apprentice of the Year Award. North Lake Senior campus, which is one of the College's long standing auspicing partners, won the prestigious CDM Australia VET in Schools Award. The College was proud of its students who were awarded with finalist status in the categories of VET Student of the Year, Aboriginal and Torres Strait Islander of the Year and Trainee of the Year.

I would like to congratulate the outstanding performance of our staff for 2004. Lecturers, Rowena Maling and Mary Patten were both nominated as finalists in the prestigious Premier's Teacher of the Year Award, while Aeronautics lecturer Rod Warnock was a semi finalist in the Department of Education and Training, Trainer of the Year category.

The Midland campus of Swan TAFE celebrated its centenary of training, with an exhibition of its history being held in March at the campus art gallery. A morning tea commemorated the opening of the week long exhibition and was attended by over 80 VIP guests including past students and employees, industry, and state and federal government representatives.

The College forged stronger partnerships in the Building and Construction portfolio with BHP/Bluescope Steel donating a \$150,000 steel house to assist with student training. The Australian Insurance Federation donated 16 complete trade kits to panel-beating students to assist with their move into industry.

Early in the year, the College Governing Council farewelled members Peta Crane and Tony Trlin. On behalf of the College and the Governing Council, I would like to express our gratitude for their dedication, effort and support. The Council also welcomed new members Douglas Hall, Lynn-Joy Scrutton and Robert Dixon.

In my second year as Chairperson of the Swan TAFE Governing Council, I am once again proud of the College's achievements and resilience as it progressed through another dynamic year. The Council has been privileged to contribute to the ongoing success as the College continues to forge its position as a leading training provider.

Eric Lumsden
Chairperson, Governing Council, 2004





MANAGING DIRECTOR'S REPORT



This year, Swan TAFE has emerged from the amalgamation of three dynamic institutions as the largest publicly funded vocational education and training provider in Western Australia.

Offering more than 250 qualifications across a broad range of study areas, training services are provided from five major campuses at Balga, Bentley, Carlisle, Midland and Thornlie and at specialist centres located at Armadale, Yelverton Drive, Wattle Grove, Jandakot and the Equine Centre.

Swan TAFE is recognised as a leader in the provision of trade and specialised para-professional training within the TAFEWA system. Our primary objectives focus on maximising our contribution to the productivity of Western Australia's workplaces, providing opportunities for young people and promoting access to lifelong learning.

The College has experienced many highlights and challenges as it embarked on the implementation of change strategies resulting from the 2003 organisational restructure.

Senior management teams were appointed early in the year resulting in strengthened confidence and a new sense of purpose across the College.

In September, I accepted the appointment of Managing Director of Swan TAFE. I have embraced the College and its community and am excited about its opportunities and future prospects. I have taken every opportunity to meet and interact with staff, and to provide an understanding of the current environment and offer a sustainable way forward to assure Swan TAFE's future.

In October, an organisational renewal strategy was developed, which involved input from a cross section of staff regarding the future strategies of Swan TAFE. The result of this process is the new Swan TAFE Organisational Policy Framework document, which outlines our mission, organisational structure and functions of the College. The intent of this framework is to provide a lifelong culture which will lead Swan TAFE into 2005 with clarity and a united vision and purpose.

I have a personal commitment to and belief in, the team based culture, which is critical to the success of an organisation such as ours. I look forward to the implementation of the new organisational framework in 2005. The framework will provide strong foundations to enable the College to effectively respond to the challenges that the New Year will present, such as the implementation of the College Strategic Plan and the development and consolidation of the TAFEWA Plan.

I am confident that with College-wide support for our new organisational direction we will continue to consolidate and build upon our strengths during 2005. I am certain the year ahead will result in promising outcomes and opportunities for staff and students that will contribute to the economic development of our local industries and communities, and to lifelong learning of our students.

Wayne Collyer
Managing Director





LEGISLATIVE FRAMEWORK

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

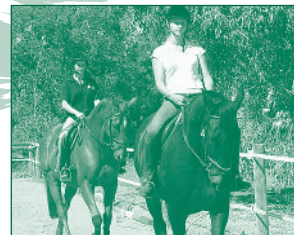
Minister

The Hon A J Carpenter MLA is the Minister responsible for training. Under the terms of Section 42 of the VET Act the Governing Council is the governing body of the College reporting to the Minister.

Functions of the Governing Council

The Governing Council has legislative authority to perform the following functions:

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





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Governing Council Membership

Membership of College Council is in accordance with appointments made by the Minister. The Governing Council for 2004 was made up of the following members:



E W T LUMSDEN (Eric): Chair, Governing Council

Eric commenced his career in local government in 1972 in the Planning Department of the Shire of Mundaring. In 1984, he joined the then Shire of Swan as Director of Planning and Development and in late 1989 was appointed Chief Executive Officer. In this position, he leads a large and diversified local government authority in the eastern region of Perth with a population of 90,000 and 350 staff. He holds Masters Degrees in Business Administration and Planning. He also holds a post-graduate qualification in Social Science and has held a Continuous Professional Development Certificate from Local Government Managers Australia since 1990.

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

KEITH VULETA: Deputy Chair, Governing Council

Keith is a member of the Institute of Chartered Accountants.

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



ADELLE COCHRAN: Governing Council Member

Adelle currently holds the position of Director Community Services with the City of Gosnells, one of the largest Local Government Authorities in Western Australia.

Adelle has academic qualifications and extensive experience in the field of community services. She brings to the council a strong academic foundation and comprehensive knowledge and appreciation of cross organisation legislation, standards and guidelines under which community services are delivered. She has experience in negotiating and liaising with all levels of government, the private sector, customers and community groups.



WAYNE COLLYER: Governing Council Member

Wayne Collyer held the position of Managing Director for Central West College of TAFE for ten years prior to his successful appointment in August 2004 as Managing Director of Swan TAFE. As Managing Director, Wayne was instrumental in gaining for Central West College of TAFE, the prestigious title of Western Australian Large Training Provider of the Year at the 2002 WA Training Excellence Awards and again in 2003.



Wayne has also had extensive experience in the Queensland TAFE sector as a Lecturer, Senior Teacher, Campus Manager, Officer in Charge of Adult Community Education and as an Associate Director.

As a leader of change in these positions, Wayne has demonstrated best practice strategies for change in organisational culture; role modeling; developing appropriate change processes; provision of effective communication and consultation mechanisms and evaluation of performance outcomes to identify continuous improvement. Wayne has also been proactive in demonstrating participative leadership to permeating a quality culture throughout the organisations and statewide Vocational Education and Training environment.



DR JOHN BOLLIG PhD OAM AAA: Governing Council member

John is a consulting town planner, architect and environmental scientist with additional interests in management of public companies and ownership of private companies. He is a graduate of Cologne, Curtin and Columbia Universities with Bachelor Degrees in Architecture and Science and a Post-Graduate Diploma in Town Planning. He holds a Master's Degree and Doctorate in Environmental Science and Town Planning.

John serves in an advisory capacity and as a member on various government and private councils, boards and committees.

LISA BAKER: Governing Council member

Lisa is the Executive Director of the Western Australian Council of Social Service. She has worked as an executive in the community sector, government and industry in Australia and internationally.

She has developed policy and led projects for the United Nations Industrial Development and the International Labour Organisation.

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

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





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JENNIFER (Jenny) HEATHCOTE: Governing Council member

Jenny commenced work at Midland College of TAFE in 1994 as the Learning Resource Manager.

Her role has since extended to include the development of the Assessment Centre and management of College Records. She is currently a member of the Learning Resource Systems group and represents TAFEWA Libraries on the National Working Party of TAFE Library Services.

Jenny also participates as an active member of the WA TAFE Librarians Group, for which she has previously held a variety of executive positions. As a long standing member of the CPSU/CSA, Jenny serves as the industrial representative on the Swan TAFE Governing Council.

RUSSELL HAYNES: Governing Council member

Russell has over 18 years experience in the industrial engineering industry and also brings to the Governing Council 24 years teaching experience in the apprentice, pre-apprentice and engineering tradespersons field. He currently works as an ASL 1 Lecturer, and holds a Bachelor's Degree in Education TAFE.

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



DOUGLAS HALL: Governing Council Member

Mr Hall is currently the Principal Consultant at Innovating Horticulture Australia, and a member of the WA Primary Industry Training council and the Rural and Remote Education Advisory Council. He is a former member of the Rural Training Council of Australia. He has lectured in Horticulture at the University of Western Australia. Mr Hall has diverse experience in research, teaching, industry development and governance.

LYN-JOY SCRUTTON: Governing Council Member

Ms Scrutton represents the Indigenous community on the Swan TAFE Governing Council. She has a Bachelor of Social Science (Indigenous Services) and is currently Chairperson of the Aboriginal Education, Employment and Training Committee for Swan TAFE and the State Representative member for Metropolitan Swan.

She is currently employed as a Personal Advisor at Centrelink. Ms Scrutton has strong linkages with Indigenous programs and she has had extensive experience in delivering programs to this group.





ROBERT DIXON: Governing Council member

Robert is currently employed as an academic in the Training and Development program in the Department of Education, Curtin University of Technology, having spent time amongst other things, as a secondary school teacher and administrator, a business proprietor and as a boilermaker in a previous life.

Following the award of a Masters Degree in Educational Administration in 2002, Robert was invited to undertake a PhD research program with the Science, Mathematics Education Centre (SMEC) at Curtin University.

Although Robert's studies are in ICT, online learning and educational administration, he has a strong interest in the Vocational Education and Training sector, is a current and active member of the Australian Vocational Education and Training Research Association (AVETRA), and holds a Certificate IV Workplace Training Category 2 and a Diploma in Training and Assessment Systems.

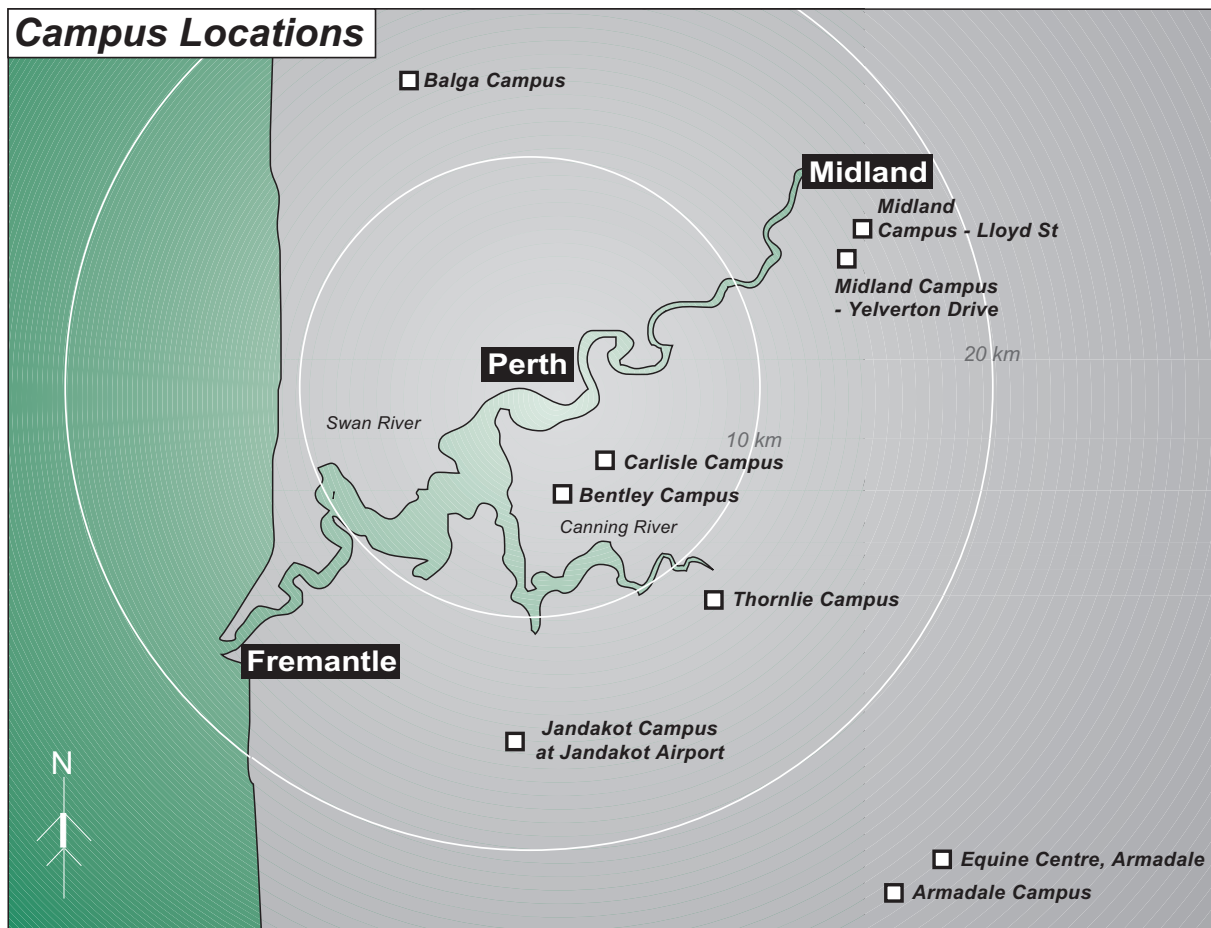
He conducts training needs analysis and evaluation programs for a variety of government and private institutions, and regularly writes and presents research publications at national and international conferences in a variety of fields.





SWAN TAFE CAMPUS LOCATIONS

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



Swan TAFE Campus Locations

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

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



SENIOR EXECUTIVE TEAM

Managing Director's Office

A/Managing Director

Managing Director

Robert Stratton (January - August)

Wayne Collyer (August - December)

Executive Services

Manager, Executive Services

Joe Incognito

VET Delivery

A/General Manager

Director, Business, Finance and Computing

Director, Transport

Director, Community and Cultural Services

Director, Building and Construction

Director, Metals and Engineering

Director, Hospitality, Manufacturing and Allied Services

Mary Ballantine

Kathleen Finn

Ian Boyd

Lyn Southam

Alan Davis

Wayne Smith

Denise White

Planning and Resources

General Manager

Director, Planning and Policy

Director, Facilities

A/Director, Information Systems

Director, Information Systems

Director, Marketing and Client Services

Director, Finance and Purchasing

Director, Organisational Development

Jim Eftos

Kevin Coombes

Glen Robinson

Michael Pope (January - October)

David Beeson (November - December)

Laura Lewis

Roger Nurse

Jeff McDonough

Curriculum and Learning

A/General Manager

A/Director, Assessment and Methodology

Director, Curriculum Services and Support Networks

A/Director, Curriculum Services and Support Networks

A/Director, Accreditation

Geoffrey Hawke

Jillian Jamieson (January - August)

Lyn Farrell (September - December)

Bert Beevers (January - August)

Shelley Smailes (September - December)

John Mitchell



ORGANISATIONAL STRUCTURE





CLIENT SERVICES

Swan TAFE's Client Services unit supplies information and career advisory services to prospective and enrolled students by telephone, counter enquiries, appointments, and liaison with schools and community organisations. The unit also delivers services to enrolled students, including advice/support regarding issues affecting study, recreational facilities, Student Councils, a Student Association and assistance with job search activities.

Achievements in 2004

- Information nights for prospective students were held at five campuses.
- A second person was appointed to the Schools Liaison program to improve and extend services.
- The schools liaison presentation was reviewed and improved.
- Closer links were developed between Client Services and Disability Services to improve services to prospective students with disabilities.
- Services to students at the Armadale campus were improved by setting up a weekly appointments schedule.
- The Swan TAFE student handbook and diary were revised, based on the results of a College-wide survey of students.
- The Student Association website was up-dated and improved.
- Welcome Days were held for students at all campuses each semester.
- Student activities were provided across all campuses, inter-College within TAFEWA and interstate.



Student Activities

Employment Service

As part of an initiative established by the Minister for Education and Training, Swan TAFE was successful in obtaining seed funding to put in place a program to assist students to gain employability skills. The four main components of this Swan TAFE "JobsTrack" initiative are:

- Building the employability skills of Swan TAFE students and graduates;
- Job identification and referral;
- Strengthening relationships with employers; and
- Creating links with relevant community agencies.

The funding for this program ceased at the end of November and the final report was sent to the Department of Education and Training. Negotiations are in progress to enable this very successful program to continue for 2005 to build on the progress made in 2004.



ORGANISATIONAL DEVELOPMENT

The Organisational Development (OD) unit has priorities relating to the development, design, and implementation of multiple College and Departmental survey instruments. The Performance and Review strategy is a primary responsibility for OD with key performance indicators developed for College business and corporate units. A centralised Complaints Management system forms the basis of feedback across the College and other measurement instruments such as the Customer Service Performance Ladder are significant in identifying levels of service across the organisation.

Customer Service Training programs for the College are managed and facilitated by OD, along with student and staff focus group sessions throughout the year. Specialist and strategic advice on Organisational Development and Customer Service issues are provided. Reporting, briefings and recommendations are facilitated through OD to College portfolios and other key areas based on project findings.

Performance and Review Strategy

The process of measuring performance against a range of indicators has been implemented across the new Swan Business and Corporate units. The first review period was 1 May to 31 August 2004.

Customer Service Performance Ladder

The Swan Customer Service Performance Ladder is a strategy used for improving customer satisfaction and is being implemented across Swan. The information sessions have commenced with reviews/audits commencing for the April 2005 review period.

Establishment of Complaints Tracking and Reporting Systems

A centralised Complaints Tracking and Reporting system has been developed and is managed by OD. Feedback is sought and gathered via a number of means across all customer groups and controlled by a quality assured process. The complaints management strategy complies with AQTF, ANTA National Complaints Code and the Australian Standard for Complaints Handling.

Complaints and feedback are recorded, receipted, tracked and responded to within the guidelines. The results and responses are analysed, reported against and actions/improvements are identified and implemented.

Student Satisfaction

The 2004 Department of Education and Training (DET) Student Satisfaction Survey gave Swan TAFE an Overall Satisfaction result of 86%. The Institution Based Student result was 86% and the Employment Based Student result was 85%. Swan TAFE is performing above the state average of 84%.

Graduate Outcomes

The 2004 National Student Outcome Survey showed that 79% of Swan TAFE graduates either wholly or partly achieved their main reason for training. In addition, 86% of graduates indicated that they were satisfied with the overall quality of their training. This compares to the state average of 84%.





ABORIGINAL STRATEGIC PROGRAMS

The Aboriginal Strategic Programs unit provides high level strategic advice to the College's internal and external stakeholders on key issues related to Indigenous Vocational Education and Training.

The unit also supports and advises administrative staff, lecturers and Indigenous students on issues that may impact on achievement of qualifications by Indigenous students. This support is provided through Aboriginal Student Support Officers who are located at the Armadale, Balga, Carlisle and Midland campuses.

Achievements in 2004

- Mentor provided to support Indigenous students, particularly in the area of Certificate 1 Workplace Readiness - Aboriginal School Based Trainees (ASBT's). The Mentoring program has greatly assisted in the success of the ASBT's particularly students in the automotive area.
- Successfully completed Certificate 1 in Workplace Readiness by approximately 84 Year 10 Aboriginal School Based Trainees in the areas of Business, Building and Construction, Automotive and Retail.
- Successfully won an Australians Working Together Tender - Increasing Indigenous Participation in Higher Level VET.
- Provided cultural advice and support to a national Learnscope project 'TxT Me', aimed at seeing whether the use of mobile technology could assist disengaged youth in achieving greater participation in education.
- Achieved joint success with various program areas in winning CAT Tenders for 2005 delivery in the areas of IT, Tourism, Art and Furnishing.
- Worked collaboratively with a Learnscope team looking at online resources with Indigenous learners.



Swan TAFE Aboriginal Employment, Education and Training Committee (AEETC)

AEETC looked at the:

- Structure of the Aboriginal Strategic Programs unit with a view to developing more strategic positions within the unit;
- Development of an Aboriginal Career Development strategy aimed at increasing the career option of lower-level Aboriginal staff within Swan;
- Development of a communication policy pertaining to Aboriginal School Based Trainees; and
- Design, implementation and evaluation of the Learnscope TxT Me project.



DISABILITY SERVICES

The Disability Services unit of Swan TAFE is responsible for the identification and elimination of barriers students with disabilities are faced with in the learning environment. These barriers include:

- *Physical*: where modifications and adjustments are made to College facilities and services;
- *Environmental*: where background noise and inappropriate lighting can be identified;
- *Access to Information*: where written material is made available in alternative formats such as braille, large print, simple language, screen readers and consultation regarding alternative modes of delivery and forms of assessment;
- *Attitudinal*: where development and implementation of a Disability Awareness training workshop, advice and information is supplied as required.

In addition, Disability Services is responsible for ensuring that Swan TAFE adheres to relevant disability related legislation such as the Commonwealth *Disability Discrimination Act 1992*, the State *Equal Opportunity Act 1984* and *Disability Services Act 1993*. The unit also provides a resource to the College in terms of a consultative service that aims to source and provide information appropriate to the needs of staff.

Achievements in 2004

Profile

The total number of students registered with Swan TAFE who disclosed their disability to the College are categorised as follows:


Category	Number of students
Hearing/Deaf	110
Physical	169
Intellectual	129
Learning	171
Mental Illness	73
Acquired Brain Impairment	18
Vision	129
Medical Condition	178
Other	148
Unspecified	275
Total	1400





From these students, the total number who registered with Disability Services to November 2004 was 395 (*this number is inclusive of both prospective and enrolled students*).

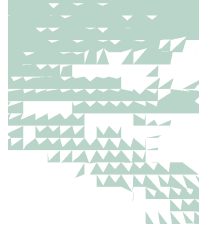
The students registered with Disability Services during 2004 had disabilities categorised as follows:



Category	Number of students
Physical	126
Sensory	37
Intellectual	11
Psychiatric	92
Neurological	11
Learning/ADD/ADHD	118
Total	395

* The number of students associated to types of disabilities does not directly correlate to the overall number of students due to students often displaying more than one disability type.

During 2004, the following support was provided to students with disabilities studying at Swan TAFE:

- Interpreters, note-takers, tutors and in-class support staff;
 - Technical support such as modified computer hardware, ergonomic furniture, hand held tape recorders, laptop computers and specific purpose software;
 - Personal, social and/or career counselling; and
 - Referrals to appropriate service providers (internal and external).
- 

New Initiatives

Disability Services is currently working collaboratively with Edge Training Solutions to develop, implement and monitor the Student Mentoring Program. The program aims to improve the social and/or employment outcomes for students with disabilities studying at Swan TAFE.

During 2004, the College teamed up with Good Samaritan Industries (GSI) to facilitate on the job training and assessment for three GSI employees. These employees would not have been able to access mainstream TAFE courses to achieve the Certificate II in Engineering without this initiative.

Due to the increased workload of the Disability Services unit, training has been developed enabling Client Services personnel to effectively provide services to students with disabilities prior to their registration with the unit. This is in line with the College's policy of inclusivity of people with disabilities.

Disability Services:

- Created a "Survival Guide for Lecturers" aimed at increasing the understanding of mental illness/psychiatric disability and the implications of such for the adult learning environment. Sessions were delivered throughout 2004 at the request of business units;
- Represented Swan TAFE at the 2004 Abilities Career Expo held in Forrest Chase;
- Initiated the creation and updating of the administrative processes, procedures and documentation that supports the business unit in the provision of services; and
- Initiated the creation of a website to promote the services provided by the business unit, to increase the capacity for the dissemination of information and to provide a further resource for Swan TAFE staff accessing the unit.



HUMAN RESOURCES MANAGEMENT

College Human Resources Mission:

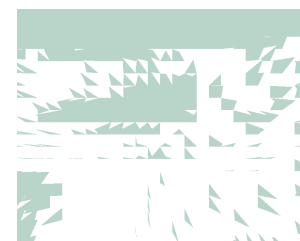
"To provide a comprehensive range of Human Resources services that meet customer expectations, contribute to the achievement of other College Mission, Vision and Values and allow staff to optimise their aspirations in an environment that fosters merit, equal opportunity and ethical standards"

Employment Relations and Resources

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

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

Employment Category	2003	2004
College Executive	4	4
Academic/Lecturing	442	472
Academic Support	157	162
Administration/Clerical	219	223
Total	822	861



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

During 2004 the Human Resources Section contributed to the development of a range of strategies that assisted in the development and implementation of the College's organisational renewal strategy. The section continued its participation in the analysis and evaluation of options relating to the development of the Department of Education & Training Shared Services Organisation.

The College's Human Resources section undertook a review of the existing Human Resources policies and subsequently developed new policies to meet Australian Quality Training Framework legislative requirements and the needs of the College. Following this, Human Resources processes and procedures were redesigned to reflect the strategic objectives outlined in the policies.

Major initiatives undertaken by the Human Resources Section during 2004 included:

- The re-engineering of the College staffing structure to address agency strategic and corporate objectives outlined through the organisational renewal strategy;
- Participation in the development of strategies to enhance the College resource agreement and planning process;
- The development of the College casual lecturer staffing pool to ensure the legislative obligations of the Australian Quality Training Framework and criminal screening process are incorporated in the recruitment and appointment process;
- The development of a qualification register to allow academic managers to map the qualifications and industry experience of lecturers against their scheduled training delivery programs; and
- Advertising and a subsequent merit based selection process for the College's senior management positions.



Public Sector Standards in Human Resources Management

The applications made for breach of standards review and the corresponding outcomes for the reporting period (2003) are:

Number of applications lodged:	2
Number of breaches found:	Nil
Number still under review:	Nil

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

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

- Development of a new Certified Agreement for College lecturing staff;
- Negotiations for the renewal of an Agency Specific Agreement for College government officers;
- Representation at the Western Australian Industrial Relations Commission on arbitrary matters relating to Award/Agreement conditions;
- Implementation of the Government's Modes of Employment policy; and
- Representation of the Department of Training's "Shared Services" Steering Committee.

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

During 2004, the College participated in the continuation of the Department of Education and Training sponsored "Indigenous Employment - Strategies for the VET Sector" forums. A broad objective of the forums is to assist Colleges in the ongoing development of strategies that increase the number of Indigenous staff employed throughout the TAFE Colleges system to a level that reflects the proportion of Indigenous clients. The College also developed a Diversity and Equity policy framework that seeks to promote and enhance the employment opportunities of people from targeted community groups. During 2004, the College implemented strategies formulated through the workshop as part of Swan TAFE's strategic workforce plan.

As part of the Human Resource Minimum Obligatory Information Requirements (HR MOIR) for the Ministry of Premier and Cabinet, the College compiles information for the Equal Employment Opportunity Public Sector Yearly Report.

The data collected is primarily related to:

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





INFORMATION & COMMUNICATION TECHNOLOGY

The Information and Communications Technology unit (ICT) plans and undertakes strategic ICT projects on behalf of the College as well as providing operational support for the technical ICT infrastructure and College information systems. The records management functions of the College are currently being migrated to the ICT business unit with the transition due for completion in early 2005.

Achievements in 2004

Network consolidation project

The purpose of this project was to roll the former South East Metropolitan, Midland and Balga College ICT networks into a single integrated Swan TAFE network. The project involved replacement of a significant number of servers, conversion of the network operating system from Novell Netware to a Windows server environment as well as conversion of e-mail from Novell Groupwise to Windows Outlook and Windows Exchange server. In addition to an integrated Swan network the project will support consolidated system backup and disaster recovery processes and will provide staff with remote access to their College e-mail account.

College WAN WIP upgrade

During December 2004, the College upgraded to a new Wide Area Network (WAN) communications infrastructure. The existing Frame Relay service was removed and a new Wide Band IP (WIP) solution put in place. The new WAN supports 10Mbit bandwidth to all Swan TAFE sites. Previously some links were as low as 128Kbit. Significant performance improvements in intercampus and CMIS traffic, sharing of data across campuses and access to remote network shares and e-mail have been achieved.

Network Integrated Phone System

During 2004, a project to upgrade and integrate the telephone systems of the various campuses of Swan TAFE was undertaken. This included the installation of new PABX devices at Bentley, Midland and Balga campuses, installation of digital handsets and conversion of internal extensions to four digits. A secondary component to this project commenced in late 2004 to interconnect the various PABX devices with IP trunking technology. When fully operational this facility will enable inter campus telephone calls to be made via the IP trunks without passing through the public switched telephone network (PSTN) resulting in potential cost savings to the College.



Information Technology

New Server Remote Deployment Software

Following evaluation and pilot processes a new remote software deployment tool, Altiris, has been selected and implemented. The new product proved very useful in the consolidation of the Midland and Balga campus networks into the Swan TAFE network. ICT are hopeful that the product will prove to be an effective tool in managing the ever-increasing number of desktop PC's at the College. The system facilitates easy remote deployment of software, remote control helpdesk fixes and support for security and virus updates.



PC and Hardware replacement strategy

During the course of 2004, ICT upgraded and replaced well over 1000 PCs across the College in the administration, lecturer, student and customised training areas. The base level of hardware has been now improved to Pentium II 256MB RA. It is hoped that all Pentium II machines will be replaced by the end of 2005. To demonstrate the scope of this project, replacements during the year included the CAD facilities upgrade at Carlisle and Midland and the upgrading of up to a third of the administrative PCs at Balga, Midland, Bentley, Thornlie and Carlisle.

Secure Remote Access to College Administrative Network

The College's ageing dial up network access facility is to be replaced by Virtual Private Network (VPN) technology. ICT has developed a solution to allow approved users to access the internal College administration network through a secure VPN tunnel via the Internet. Security is provided by a token based password generator that will issue the user with a unique connection password ID. This facility will allow staff with broadband based home Internet connections to connect to the College network and take advantage of higher transmission speeds. The old dial up facility will be decommissioned in 2005.

Internal Invalid Enrolment (IE) Audits

In August 2004, an internal IE audit was conducted to verify student results that claimed profile funding from the Department. As a result of the audit, a series of workshops have been conducted for the majority of lecturers and administrative staff across the College. The workshops included audit requirements, College procedures, correct resulting, acceptable evidence of attendance/participation, managing single and clustered rolls, and qualification delivery and assessment strategy and qualification delivery and assessment plan.





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MARKETING

In 2004 the Marketing team focussed its attention on developing a consistency of style and image throughout the College and to provide all campuses with a common 'Swan TAFE' branding.

Achievements in 2004

Promotional Material

A suite of marketing templates were developed and uploaded on to the Intranet for easy access by all staff. This has contributed significantly to achieving a consistent look for all promotional material prepared by the College in a cost effective manner.

Banners and Signage

Design and implementation of a new suite of banners which are consistent with the Divisional branding was completed in 2004. These banners are currently being installed on each campus.

Media

The College's public profile was expanded by achieving considerably more media coverage through a pro-active approach to media relations. Coverage included community newspapers as well as The West Australian, The Sunday Times and industry specific journals.

Graphic Design

The Graphic Design resource within Marketing was used extensively in 2004, reducing the cost of work being outsourced. New design initiatives have included portable banners, College calendar and the VET in Schools brochure.

Internal Communications

The team worked closely with the Managing Director to manage internal communications during the College's organisational renewal process. This included assisting with the development of an internal Organisational Framework document as well as the 2005 College Calendar.

Awards Evening

Swan TAFE's inaugural awards evening in April 2004 saw 125 para-professional and apprenticeship students receive awards for excellence in their areas of study. A series of special and major awards were also presented as well as the Geof Gale medal - in memory of Swan TAFE's first Managing Director.

History Project

To recognise Midland campus's 100 years of training, the College co-ordinated a two week historical exhibition in its Midland Gallery. This was a culmination of more than a year's worth of research which was undertaken to gather information on the College's history, past students and changes in industry trends. The exhibition commenced with an official launch, and was viewed by hundreds of people during the two week period.

Included in this project was the development of a web site attached to Swan TAFE's home page which documents in decades the research undertaken for this project. This site will continue to be updated by the College.

This event was a finalist in the Australian TAFE Marketing Awards for Events over \$10,000.





OCCUPATIONAL SAFETY AND HEALTH

Occupational Safety and Health (OS&H) ensures that Swan TAFE complies with all State and National OS&H legislation, including:

- Accident prevention and investigation;
- Hazard and incident identification and prevention;
- Incidents warranting further investigation from independent referrals are carried out i.e. Worksafe;
- Attending all Safety Committees at the various campuses;
- Arranging OS&H training for Safety Representatives and any further training resulting from legislative changes; and
- Liaising with various relevant organisations on the latest Standards and Codes of Practices, for example, Standards Australia, Worksafe, and NOSHCH.

Achievements in 2004

- OS&H risk assessments at the Balga and Midland campuses and the centres at Yelverton Rd, Wattle Grove and Jull St. Annex were carried out by an independent provider.
- During 2004, the College undertook a variety of workplace health assessments for staff who were considered to be in high risk areas. These included ergonomic, audiometric and eye screening programs.
- OS&H training was carried out for safety representatives, fire wardens and first aid officers.
- Swan TAFE OS&H policies and procedures were reviewed and amended to ensure compliance with the new State and National OS&H legislation.





QUALITY ASSURANCE

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

Achievements in 2004

The College has been through two external quality audits in 2004. The first was the Training Accreditation Council (TAC) Registration Audit conducted in May. The second was to monitor Swan TAFE's ISO certification to the 9001:2000 version.

In preparation for the TAC Registration Audit an internal audit schedule was developed and implemented in collaboration with business units. There were:

- 24 audits of qualifications in 2003;
- 18 audits of qualifications in 2004 before the registration audit in May; and
- 16 monitoring audits by TAC in November 2003.

In May, the TAC Registration audit was conducted on qualifications in 76 areas across five campuses. The audit identified '*non-compliances*' and '*opportunities for improvement*'.

The College responded with corrective action. As a result of the corrective plan being accepted by TAC registration of the College has been renewed for a further five years.

In August, the ISO monitoring audit was conducted and as a result certification was continued.

Quality Assurance (in conjunction with Information Systems) reviewed and modified the Quality Management System (QMS). This is located on the College intranet site and contains approved College documents such as policies, quality procedures, work instructions, forms and other key College documents. The aim of QMS is to ensure that staff at all delivery sites can access key College documentation and information.





PROFESSIONAL AND CAREER DEVELOPMENT (PACD)

PACD continued to provide training for Swan staff in the areas of Administration and Finance, Communication, Computing, Customer Service, Disability Awareness, Cultural Awareness, Occupational Safety & Health (including Senior First Aid) and Recruitment and Selection.

2004 also saw PACD move to its new premises at Jandakot, providing Swan TAFE with its own customised staff training facility which includes a conference room, three classrooms and a computing room.

Achievements in 2004

During 2004, PACD offered a variety of services to College staff including:

- Generic skills development in areas such as computing, first aid, occupational health and safety and communication;
- The Department of Education and Training provided AQTF and Training and Assessment Strategy workshops to assist staff in maintaining currency in the changing training arena;
- Helping to promote and co-ordinate teaching specific courses funded under TSLAG;
- Encouraging all staff to attend training; and

Examples of courses offered:

Course Type	Number of Courses	Number of Participants
Administration and Finance	5	6
Business Unit Specific Training (External)	269	1631
College Specific Computing (CMIS, TRIM, ATMS etc)	31	322
Communication	7	125
Computing	59	312
Customer Service	7	87
Disability Awareness	12	119
Health and Safety	14	74
Management and Leadership	23	256
Indigenous Awareness	3	40
Software Coaching	4	30
Totals	434	3002



CURRICULUM AND LEARNING

Accreditation and Development

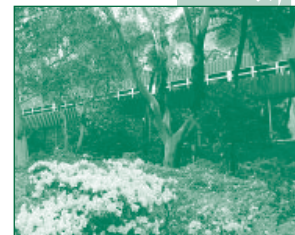
The Accreditation and Development unit manages the College's *'Scope and Delivery Profile'* and also offers a range of consultancy services to internal and external clients.

Scope and Delivery Profile refers to the recognised range of qualifications and programs that the College offers for delivery. The unit also assists staff with enquiries in relation to:

- The registration process;
- Delivery requirements;
- Notification of delivery details to Centrelink; and
- Full-Time Studies Handbook information.

Consultancy services include:

- Writing grant applications;
- Project management;
- Coordinating internal and external working parties;
- Developing new delivery areas;
- Providing Training Package and course delivery advice;
- Report writing; and
- Managing the Swan TAFE Conducting Training and Assessment Handbook.



Achievements in 2004

The Accreditation and Development unit was heavily involved in preparing for the College's AQTF Audit throughout the early part of the year. Having membership of the Quality Working Group and the Quality Steering Committee, the unit played a key role in assisting business units meet their AQTF obligations.

Associated with the management of Scope is ensuring that for each qualification, compliance with the AQTF standards is maintained. The unit is responsible for compiling, updating and tracking agreed changes to the *Conducting Training and Assessment Handbook*. A second edition was published in February 2004 and a special third edition, which reflected a number of significant changes as a result of the Re-registration audit, was released at the end of September for the "Workshop at the Workshops" event. This release is being followed up with information sessions for Program Managers, Principal Lecturers and Divisional Directors.

During 2004, the unit played an increasingly important role in the consultation and development of new delivery arrangements with a number of outside organisations in collaboration with the Divisional units. Examples of these activities include the accreditation of a "Tilt Up Construction" training program on behalf of Worksafe Western Australia, and the accreditation of a "Brickpaving" course in collaboration with the Housing Industry Association.

Accreditation and Development has played a key role in the development of a "Foundation Program" for a new world class educational training institution being built in Oman as part of a \$A1.2 billion project. TAFEWA is part of a consortium of training providers from across the world to manage the development and delivery of the training. Swan TAFE was subsequently selected as lead College by Western Australia's Education Training International (ETI) to manage this project. Due to the potential of this contract for Swan, a development team has been established to commence preliminary planning and development for anticipated delivery in September 2005. It is also hoped that this contract will be expanded to include other training and provide significant long term benefits for Swan TAFE and ETI.



Internally, the unit has redeveloped a Scope management database to link with the Strategic Planning database and revised Registration procedures and applications in order to streamline the processes. The database will also link with the College profile and ensure compliance with AQTF requirements.

Involvement with key strategic reforms continued during 2004 through providing submissions on behalf of the College to the High Level Review of Training Packages, and the State Minimum Entrance Requirements and Selection Criteria.

The unit provided Facilitators for the Minister's "Raising of the School Leaving Age" public forums in the Swan and Canning Education Districts and provided a group leader for a major "Youth at Risk" forum for Canning District stakeholders. In addition, the unit coordinated the "State Assessor and Workplace Trainers' Network" input to the State Training Authority's response to the draft TAA04 Training & Assessment Training Package.

The unit provided a strategic focus through the provision of Project Management and support services to business units across the College. Specific projects in 2004 included funding applications under the "2005 Competitive Allocation of Training" (CAT), "Adult Learners' Week," the "Pave the Way" initiative, "Learnscope," "New Practices in Flexible Learning" and various Australian National Training Authority (ANTA) funded programs.

Throughout 2004 there was ongoing project support to the "Moving Forward" project in partnership with the WA Department of Justice and the \$324,000 ANTA funded "Pinpoint II" project to pilot a flexible delivery model and learning packages with the Textiles, Clothing and Footwear industries. Both of these projects will continue into 2005.

The unit has also played a strong role in coordinating and facilitating teams developing Associate Degrees in Aviation and Hospitality/Tourism, bringing together expertise across Swan TAFE and from West Coast TAFE in the latter case. Accreditation submissions and a Business Plan are being compiled in tandem with the curriculum documentation.

Assessment and Methodology

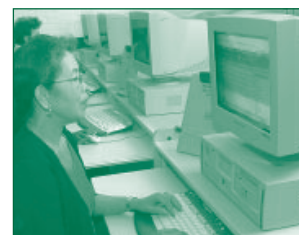
The role of the Assessment and Methodology unit is to develop and support best practice in training delivery and assessment across the College. The unit provides and supports professional development opportunities for lecturing staff. The unit is also responsible for the development and promotion of strategies to provide a learner centred approach to training delivery.

Achievements in 2004

The Assessment and Methodology unit played a significant role, in 2004, supporting the delivery areas in their preparation for AQTF validation. As part of this supportive role the unit developed AQTF resources for lecturers that were made available on the College intranet site. Following the successful validation process, the unit focused on providing professional development for lecturers in areas of need and identified through the validation exercise.

Using Teaching and Learning Strategy Group (TLASG) funding, a Swan Quality Teaching and Assessment Professional Development Calendar was developed for the year and included workshops such as:

- Developing a collaborative learning environment;
- The criteria for good assessment practice;
- Establishing and using an online classroom;
- Identifying Learner Needs; and
- Skills Recognition.

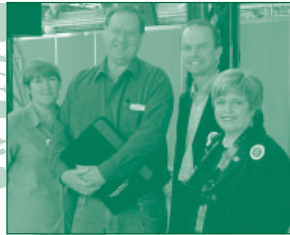




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Other initiatives funded through TLASG funding included:

- Quality Teaching and Assessment Mentor network;
- ICT Enhancement Program - including the production of a *Swan Technology Survival Guide*;
- Action Learning/Research projects; and
- "Swan Workshop at the Workshops" - whole of College Professional Development Day, which provided opportunities for lecturing staff to gain information on internal and external best practice models.



Programs funded through the Department of Education and Training included:

- Moderation - a group of lecturers received training as facilitators of the moderation process;
- New Practitioners - this project worked with new practitioners to review their induction experience and to investigate what support could be offered to casual lecturers; and
- CSSN project - the objective of this project is to develop computer based assessment tools, using WebCT, from current paper based instruments, identified in the assessment plans linked to the Metals & Engineering Training Package qualification MEM20298 Certificate II in Engineering - Production.

Assessment and Methodology also initiated and managed a number of other projects that were nationally funded. These include:

- Four "Learnscope" projects with the following aims:
 - Establishing a Community of Practice for Principal Lecturers using WebCT;
 - Developing instructional design skills with automotive lecturers;
 - Exploring use of online learning with Indigenous learners; and
 - Using WebCT to as a collaborative tool for high school teachers and TAFE validators.
- "Reframing the Future" project - the objective of this project was to develop collaborative strategies between RTO lecturers/assessors and key industry stakeholders in the metals, manufacturing and services industries to validate qualification delivery and assessment strategies.
- "Australian Flexible Learning Series 7 Sustainable Energy Toolbox" - Swan TAFE in conjunction with WestOne Services developed a toolbox for the Electro-technology Training Package. This series of toolboxes is based on a learning object model with enhanced features for customisation and re-useability.
- "New Practices in Flexible Delivery/M-learning" projects and "Txt Me" - supporting disengaged youth using mobile technologies. These projects attracted a great deal of national and international interest. Plans are underway for the further use of the learning and teaching strategies identified in the projects to be rolled out to other teaching areas in 2005.



The Flexible Learning Development Unit (FLDU) developed an online learning implementation strategy to support delivery teams to implement online learning strategies in their delivery. Promotion of the "Online at Swan" banner on the internet commenced and development work conducted with lecturers of the Certificate of General Education for Adults (CGEA) should result in this being the first area to offer online courses.

The Assessment Support Unit has been involved in the quality improvement of the following processes:

- Mutual and Skills Recognition;
- Qualification and Delivery and Assessment Strategy; and
- Clustering of units of Competence.

The Assessment Support Unit has also been taking a lead role in the implementation of the new Assessment Results Interface system (ASRI).

Curriculum Support Services Network

The Swan TAFE Mining, Engineering, Trades and Services Curriculum Support Services Network (METS CSSN) provides curriculum support across a wide variety of industry sectors including Hospitality, Automotive, Electrotechnology, Textiles, Clothing and Footwear, Building and Construction, Mining, Metal Trades, Plumbing and Gas Fitting. The Management Committee together with 13 Curriculum Advisory Groups (CAG) serves the needs of public and private RTOs and other stakeholders.

Achievements in 2004

During 2004 the METS CSSN consolidated processes were implemented as a result of the amalgamation of the six CSSNs into three. Over 75 consultation meetings were held in metropolitan and regional centres. End of year forums and workshops were held for 11 of the CAG areas.

The CSSN has been responsible for the development of ten Implementation Guides and the management of five Sustainability projects. Facilitation of Graded Performance Moderation has been undertaken for the Metals, Building and Construction, Hospitality and Automotive sectors.

A significant amount of time and effort has been invested in the School Apprenticeship Link Pilot with both curriculum and implementation issues addressed by the CSSN. The CSSN has undertaken to maintain and review the Capstone Test, a licensing requirement for electricians, on behalf of Energy Safety.

The METS CSSN has a key role in the DET funded TAFEWA project that is considering qualifications and implementation issues for the Metals and Electrotechnology sectors. This project will ensure a smooth transition to new Training Package qualifications for these sectors.





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VET for School Students

The Vocational Education Training for School Students (VETfSS) unit provides a service to schools through both auspicing and co-ordinating profile funded programs. The unit provides information to schools on available programs as well as advising on assessment and delivery issues.

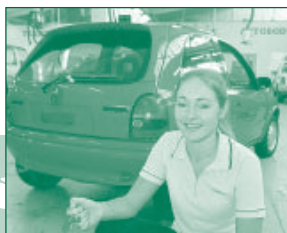
Achievements in 2004

Swan TAFE has auspicing arrangements with 55 schools, both public and private. Students are enrolled in Certificate I, II and III qualifications. A total of 2,436 students are involved in programs that cover 20 occupational areas.

Swan TAFE continues to be the largest provider of auspicing services to Education Support Centres with students from 15 centres enrolled in Certificate I qualifications from four occupational areas. The success of the partnerships developed was confirmed when North Lake Senior campus won the CDM Australia VET in Schools Award at the 2004 Training Excellence Awards and Warnbro Community High school, Education Support Centre (ESC) received a special commendation.

Under profile funding arrangements, 612 secondary school students attended Swan TAFE campuses for one day a week. Students were enrolled in a diverse range of programs in industry areas such as Automotive, Building & Construction, Customer Service (Hairdressing), Hospitality, Tourism, Aeroskills, Community Services and Timber Trades.

The 'Try an Occupation' program was piloted during 2004. This program allows Year 10 students to "taste" various occupations through 'hands-on' practical activities. Four programs have been offered in three terms with up to 60 students participating in each term. The program has been to be very successful with support for an expanded program in 2005.





LIBRARY SYSTEM

Swan TAFE Libraries provide:

- A large and diverse resource collection including books, journals, video, CDs, DVDs;
- Assistance with searching for information and answers to specific reference enquiries;
- Access to a wide variety of electronic information including databases and selected web sites;
- Training on how to access and use library and other TAFE information services and products, including the student portal; and
- Published information guides and handbooks to help users gain expertise and to improve study and learning skills.

Libraries are located on each of the main campuses of Swan TAFE with small collections available to students at the Equine Centre and the Armadale campus.

Achievements in 2004

Learning Resources Systems Network

The main achievements for the library this year have centred on partnering initiatives with other TAFEWA libraries, using the strength of the Learning Resources System Network to affect change.

Rated highly amongst these initiatives has been the implementation the Endeavor Voyager Library System. All aspects of the Swan TAFE Library service were enhanced by the introduction of this new system.

Swan TAFE is one of only two Colleges who have successfully implemented a system whereby the student ID number automatically becomes their library card barcode on their ID card.

Swan TAFE participates in the:

- LRSN State Wide Web Portal Committee. The main achievement was establishing the requirements of a TAFE Libraries Internet Portal for their clients, State wide.
- Consortium Working Group.

The main achievements of this group have been to:

- Negotiate reciprocal library agreements with Edith Cowan University for all of TAFEWA;
- Negotiate for TAFEWA, through TAFE Libraries Australia (TLA), to participate in the National TAFE Reciprocal Library Agreement;
- Negotiate for a TAFEWA consortium purchase for "Infotrac Onefile";
- Negotiate a state wide contract for serials supply and online subscription to Australian Standards; and
- Form an Australia wide TAFE consortium for "Oxford Online".

Library Services

Discussions were held with the staff at the Equine Centre in preparation for their new library area including: rearranging the collection, training on Voyager searching and circulation and using the library online acquisitions request form.

Swan TAFE Libraries participated in the state wide '@your library' campaign for 2004. This has assisted in raising the profile of the library across the College and some of the customer service initiatives developed for this campaign have ongoing application.



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The *Swan TAFE Student Referencing Guide* has been revised into a “new look” format following feedback from students. Lecturers across the College have reported that the new document is more “user friendly”.

All these initiatives for 2004 are being incorporated into a new Swan TAFE library website. This website (www.library.swantafe.wa.edu.au) has been designed by the Web Design students for use by other students. The new site will be launched in January 2005.

Intranet

Library staff have responsibility for the College intranet. At the beginning of the year a design developed towards the end of the previous year was implemented. In this design, the home page and site navigation are maintained directly by Library staff, however, the business and corporate units have taken up the opportunity to manage their own pages. Library staff supported this by assisting in the initial set up of unit pages and mentored unit page authors.

Development of the variety of information available to all staff via the intranet was instrumental in setting the tone for a successful AQTF audit. Improvements continue with the system currently under review, and design changes planned for 2005.

FACILITIES SERVICES

Facilities Services is responsible for the management and deployment of the physical assets of Swan TAFE, consistent with Swan’s Vision and Mission.

Facilities Services:

- Works with corporate and academic staff to identify, prioritise and manage minor works projects, major equipment replacement and acquisition needs;
- Works with the Department of Housing and Works and Western Property (the State Government Service Organiser) to maintain the campus sites, the buildings, and the building systems within;
- Coordinates and develops a plan of Swan’s infrastructure needs and negotiates with the Department of Education and Training to secure funding in support of these needs; and
- Coordinates and leads the Campus Management teams responsible for the day-to-day running of campus services, including the Customer Service Centres.

The Campus Management teams co-ordinate all maintenance and repair minor works activities on site, and manage contracts for the provision of cleaning, gardening, campus security and the running of the cafeterias.

Achievements in 2004

- Delivered a prioritised program of Minor Works to all campuses.
- Partnered with Housing and Works to implement the planned maintenance program for buildings and plant.
- Successfully completed the Capital Grant-funded building project (Material Testing Lab), at Thornlie campus.
- Commenced construction of the Capital Grant funded building project (Canopy and Mezzanine, Metal Fabrication area) at Thornlie campus.
- Commenced projects including the New Staff and Library areas, VET area, Equine Training Centre.
- Secured funding through The Department of Education and Training’s commitment to capital works funding for air conditioning to B Block at Bentley campus.



COMPLIANCE WITH RELEVANT WRITTEN LAW

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

- *Aboriginal and Torres Strait Islander Commission Act, 1989*
- *Copyright Act, 1968*
- *Disability Services Act, 1993*
- *Equal Opportunity Act 1984; and Amendment Acts, 1992 and 1998*
- *Financial Administration and Audit Act, 1985*
- *Freedom of Information Act, 1992*
- *Government Employees Superannuation Act, 1987*
- *Industrial Relations Act, 1979*
- *Industrial Training Act, 1975*
- *Occupational Safety and Health Act, 1984*
- *Public and Bank Holidays Act, 1972*
- *Public Sector Management Act, 1994*
- *Salaries and Allowances Act, 1975*
- *State Records Act, 2000*
- *State Supply Commission Act, 1991*
- *Trade Practices Act, 1974*
- *Vocational Education and Training Act, 1996 (Colleges Amalgamation Order 2002)*
- *Workers Compensation and Rehabilitation Act, 1981*



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

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





REPORT ON ACCOUNTABILITY ISSUES

Environmental Sustainability

In addition to its commitments under "Cleaner Production," Swan TAFE has prepared a *Sustainability Action Plan* in response to the Government's *Sustainability Code of Practice*.

A Sustainability Committee has been established reporting to the Corporate Executive. The role of the Committee is to oversee the implementation of the "Action Plan," which outlines actions and relevant targets for the next three years (2005-2007).

Energy Management

Swan TAFE has achieved its energy saving target under the Energy Smart Program for 2004 by continuing to monitor and manage its 2003 initiatives and by adding new initiatives for 2004.

Some of these initiatives are:

- Expanding the use of timers on large appliances;
- Installing energy saving light globes;
- Fine tuning air conditioning units; and
- Developing campus based energy committees.

The following figures were provided to the Sustainability Development Office reflecting Swan TAFE's energy usage for 2003-2004:

Total Energy consumption	36,930 (GJ)
Total cost	\$1,240,211
Greenhouse emissions	7,661 (tonnes of CO ₂)

Recycling

The College continues to recycle its waste paper and industrial wastes and will introduce new initiatives in 2005 which are consistent with its *Sustainability Action Plan*.

Legislation

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

Declaration of Interests

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

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

Pricing Policies

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

- *Vocational Education and Training Act, 1996*
- *Vocational Education and Training Regulations, 1996*
- For 2004, *Policy Guidelines for Publicly Funded Registered Training Organisations and Programs for Fees and Charges* was issued in 2002 by the DET.



Occupational Health, Safety and Welfare and Worker's Compensation

During 2004, the College managed a total of 39 workers compensation claims including 13 new claims. The resultant lost working time associated with these claims was 347 working days.

In managing these claims the College used a number of rehabilitation and return to work strategies to ensure that the injured staff were provided with every opportunity to return to their pre-injury role.

During 2004, the College's workers compensation processes were amended to ensure greater synergy exists between the occurrence of actions and subsequent corrective action.

Quality Assurance

Thirty-two internal audits were conducted across Swan TAFE in 2004. The external TAC Registration Audit was conducted in May across 13 industry areas within the College. In November, another External TAC audit targeted VET for School Students activities at four schools, two profile programs and across seven qualifications. An external ISO Audit was conducted in August on 'fee for service' areas of the College.

Freedom of Information Act 1992

No (nil) formal freedom of information applications were received by the College between 1 January 2004 and 31 December 2004. All general information enquiries received via letter; e-mail or telephone were responded to in accordance with normal administrative practices.

Freedom of Information applications may be required when obtaining personal records, when amending personal information, and when obtaining records about the College's business.

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

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

The Freedom of Information Coordinator
Swan TAFE
PO Box 1336 MIDLAND WA 6936
Telephone: (08) 9374 6131 Facsimile: (08) 9374 6100

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

The College's Human Resources management policies, procedures and processes were applied in accordance with compliance requirements within the Public Sector Standards.

During 2004, the College was audited in relation to its compliance in regard to Public Sector Standards. An "Audit Schedule (Standards) for 2005" has also been established.

Code of Conduct

During 2004, the Human Resources Section established a "Code of Conduct" committee to review the currency and effectiveness of the code in the context of the changing operating environment of the College. The Committee, which represents a cross-section of the College community, recommended amendments that were subsequently endorsed by corporate executive.

During 2004, the College investigated four matters where breaches of the "Code of Conduct" were identified.

Staff Satisfaction Survey

The "2004 Staff Satisfaction Survey" was undertaken, the results analysed and the report completed and approved. This report is available to all staff on the College's intranet site.



Swan TAFE Annual Report 2004

Evaluations

During 2004, the College developed a number of evaluation processes. The Performance and Review evaluation was implemented towards the latter part of 2004 with the full take up process occurring in 2005.

A Staff Survey process was also implemented in 2004 with the base line results being recorded. The College will run a similar survey in 2005 to measure improvements.

Advertising and Sponsorship

In accordance with section 175ZE of the *Electoral Act 1907*, the following information is provided:

Total Expenditure for 2004 was \$255,380.

Expenditure was incurred in the following areas:

Advertising agencies

Professional Public Relations	\$ 5,813
Castledine and Castledine	\$ 5,082
Others	\$ 9,712
Total	\$ 20,607

Market research organisations

Polling organisations	Nil
Direct mail organisation	Nil

Media advertising organisation

Marketforce	\$234,773
Total	\$234,773



Records Management

Compliance with Records Management Act, 2000

The Records Management unit has been working diligently with other Records Managers in TAFEWA and DET to implement the improvements detailed in the DET Sector Records Keeping Plan. Notably, the TAFEWA joint thesaurus has been finalised.

Following the acceptance of a Swan TAFE records development plan by the College executive, the College has supported the implementation of TRIM Context software with EDMS. A test database was established and has been used for training and testing of the data load. This project includes establishing equipment and systems for scanning of incoming correspondence. Deployment of the system at Swan TAFE will commence in January 2005.

With the establishment of a Disposition Office in H-Block at Midland campus, Swan TAFE inactive records are now able to be processed in an efficient timely manner compliant with Swan TAFE requirements and the *State Records Management Act, 2000*.

Records Management Training

Swan TAFE has hosted joint systems administration training and advanced user training for other metropolitan TAFEWA Colleges.

Publications:

- RM Guideline 1 - Packing boxes for storage of records.
- RM Guideline 2 - Extract of Common Records Management by business units - R&D.
- RM Guideline 3 - Extract of common financial records and their retention periods.
- RM Guideline 4 - Version control of documents.



Brochures:

Introduction to the storage and destruction of records.
Bulk Records disposition forms.
Records Management Intranet Site.

Risk Management

Swan TAFE aims to establish a risk awareness culture and will continually work towards establishing structures, processes and controls that will effectively reduce the College's risk profile. In so doing, it will provide greater business opportunities and a safer environment for all our stakeholders.

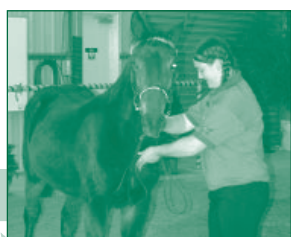
Risk Management encompasses all facets of College operations, policies, processes and strategies. Risk Management will identify, analyse and provide economic control of risks that may potentially threaten the assets and earning capacity of Swan TAFE.

The College has embarked on a review of its "Risk Management Policy and Procedures" to ensure they continue to meet the needs of the organisation and stakeholders.

Procurement and Management

Swan TAFE continues to procure its goods and services in accordance with the State Government's "Procurement Reform Agenda." This will ensure Swan TAFE procurement continues to be undertaken in accordance with best practice principles of open and effective competition, risk management, transparency, equity, accountability, ethical behaviour and value for money. The returns from revenue based contracts are managed in accordance with the principles of risk management/business strategies to maximise the returns on the investment while minimising the risks. Effective management of both goods, services and revenue contracts is an integral part of the organisation focus to maintain a high standard of business management.

As a new initiative Swan TAFE is in the process of developing a "Contract Management" system within the frame-work of the Trim Context system. The "Contract Management" system will provide a quality computer application that will effectively manage short and long term contracts and provide a detailed reporting facility to assist in contract and contractor assessment and ongoing planning. The system will have the capability of managing the total procurement of internal and external contract management process from inception to completion and will support Swan TAFE contracting activities in all areas of business.





Swan TAFE Annual Report 2004

Action - A State Government Plan for Young People

In line with Government policies and initiatives such as "Creating the Future - VET Priorities 2004" and the "Youth Advantage" strategy, Swan TAFE has continued its close involvement with an integrated suite of networks, linkages and strategic alliances with key industry stake-holders (the three education districts it services) in meeting the needs of young people in Swan's catchment area.

Approximately 9,382 of Swan TAFE's 28,530 students are between 15 and 19 years of age (refer to "Report on Operations," within this report, for details of programs related to training for young people).

High Schools in the Swan TAFE catchment area also have some of the lowest retention rates in Western Australia for year 11 and 12 students (approx 60%). In an effort to improve these retention rates the College has worked closely with the Directors and School/TAFE Liaison Consultant for the Canning and Swan District Education Offices, West Coast District Education Office and the Schools in these catchment areas on a range of initiatives which include the following:

- Swan and Canning Education Districts and Swan TAFE Executive Steering Committee;
- Swan TAFE, Canning, Swan and West Coast Education Districts VET in Schools Across District Planning Committee;
- School to TAFE "halfway house" transition activities at Caversham and Wattle Grove;
- "Youth Advantage" forums for Canning and Swan involving senior Swan TAFE and school staff.
- Joint development of the District Education and Training Plans for Canning and Swan Districts under the "Youth Advantage" strategy;
- Training for 63 Year 10 students in the very successful "Try an Occupation" pilot program;
- 'Off the job' training to 123 school based trainees, of which 100 are Indigenous students;
- Profile Funded Vocational programs to 539 senior high school students on Swan TAFE campuses;
- Auspicing the delivery of vocational programs to 2,322 students at more than 43 high schools; and
- Auspicing the delivery of vocational programs to 101 students at 11 Educational Support Centres.





STUDENT DEMOGRAPHICS

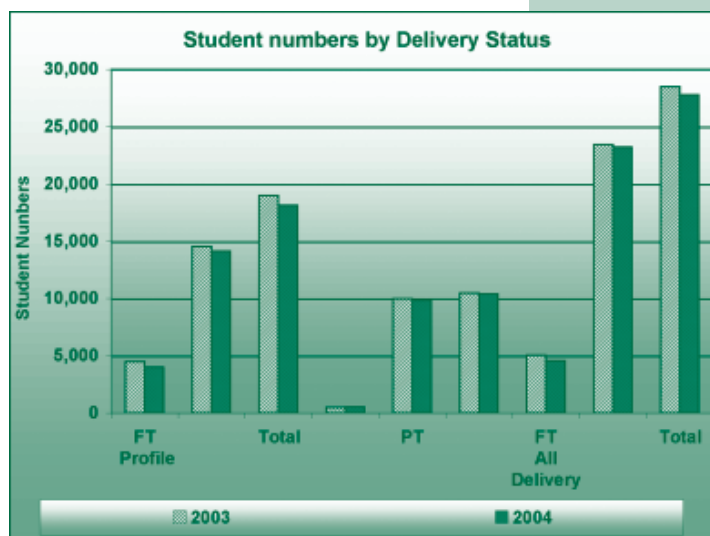
Students by Full-time and Part-time

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

Profile Delivery: 22.1% (4,009) of students were enrolled full-time, with 77.9% (14,124) enrolled part-time

Non-Profiled Delivery: 5.1% (529) of students were enrolled on a full-time basis with 94.9% (9,868) enrolled part-time

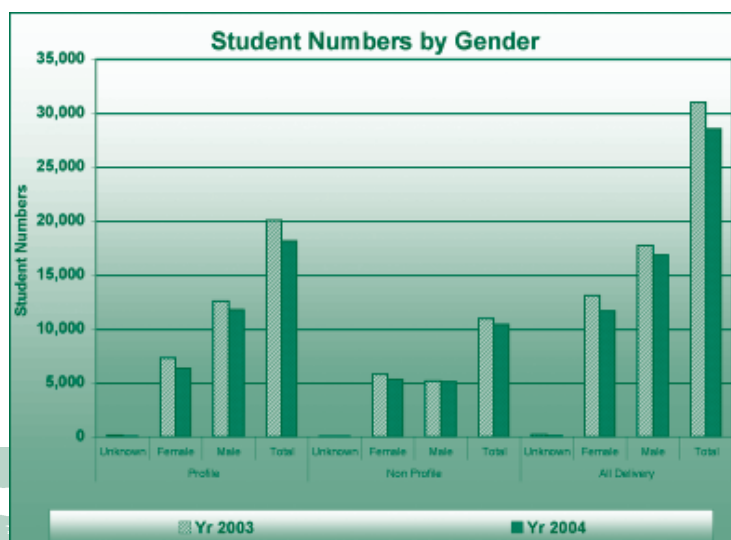
Overall, 83.5% of the student population were enrolled on a part-time basis



18,133 Profiled Students
10,397 Non-profiled Students

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

Students by Gender



Total Students overall - Male 61.5% and Female 38.3% (Unknown 0.2%)

The graph shows the gender distribution for both profile and non-profile students.

The overall gender delivery mix for 2004 shows that the college has a higher proportion of male students in profile (64.9%) activities and a higher proportion of female students in non-profiled (51.0%) activities.

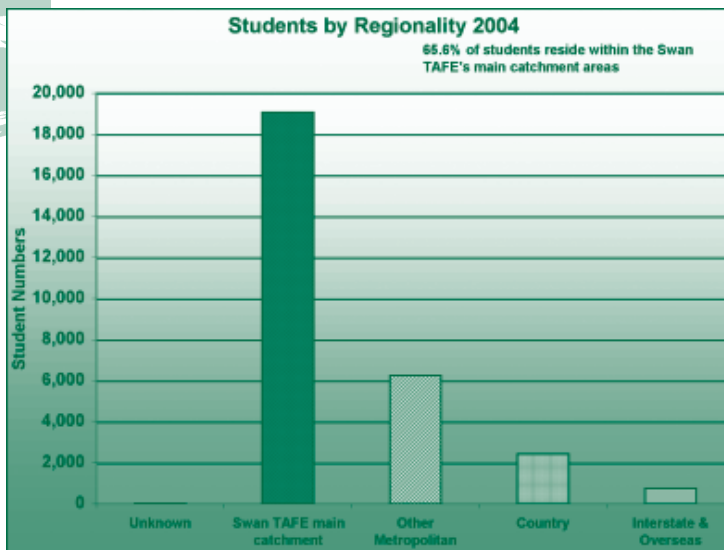
In terms of student curriculum hours (SCH), the gender distribution shows a slightly different pattern with the profile male students accounting for 61.5% of SCH delivery and the non-profiled male students accounting for 59.1% of delivery. Overall male students accounted for 61.5% of the student population, females 38.3% with 0.2% of students not specifying their gender.

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



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Students by Postcode Region



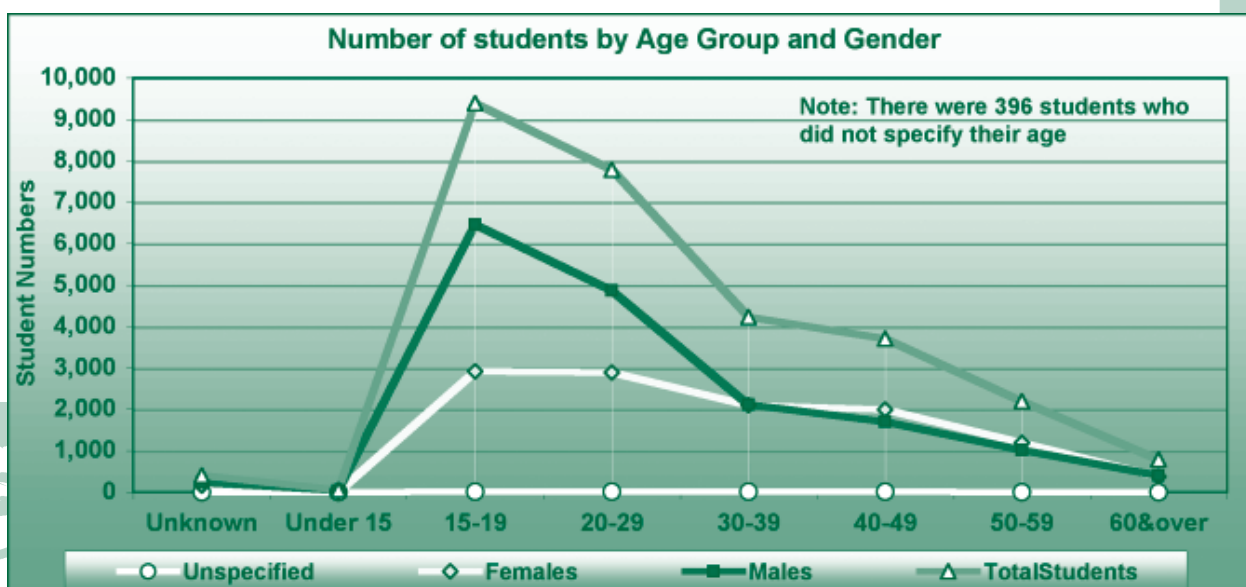
The graph indicates the delivery catchment of both profile and non-profile students, it shows that 65.6%^[S5] of the student population lives within Swan TAFE's main catchment area with another 24.3%^[S6] living in 'other' metropolitan suburbs. 10.2%^[S7] reside outside of the metropolitan area, which includes country regions, interstate and overseas.

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

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

Students by Age Group

The figure below shows that the majority of students are less than 20 years old (30.9%^[S8]). In the 15-19 age category 68.8%^[S9] of students are males. In the 20-29 age category 62.6%^[S10] of students are males. Over all categories 59%^[S11] of students are males. There tend to be slightly more female students who are aged 30 and over.



Main Age Group 15-19 year olds (32.9%)

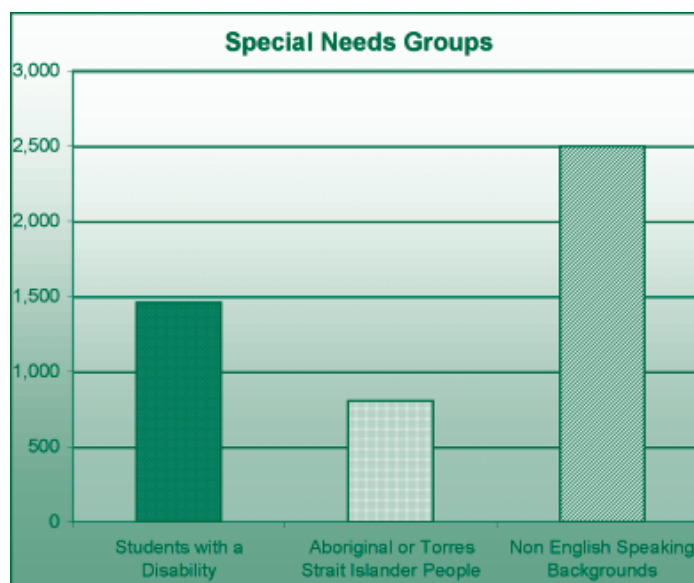
The data was sourced using student identification numbers linking them to the relevant age group categories. All delivery totals are individual students, however students may be counted twice if enrolled in both profile and non-profile delivery. (Estimated error < 3%.) The unclassified group refers to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



Students Needs Group

- **Aboriginal or Torres Strait Islander Peoples:** students who stated they were Aboriginal or Torres Strait Islander peoples (2.8%[S12])
- **Non-English Speaking Backgrounds:** students who stated they spoke a language other than English at home (8.8%[S13])
- **Students with a Disability:** students who stated that they had a disability (5.1%[S14])

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



Government Priorities

Swan TAFE is meeting the state government objectives for:

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

15-19 Aged Group:

During 2004 Swan TAFE provided training to 9,382[S15] students aged 15-19. This represents 32.9%[S16] of all Swan TAFE clients. 2,759,669[S17] student curriculum hours (SCH) were delivered to this cohort which represents 42.2%[S18] of total Swan TAFE SCH.

Vocational education and training to schools:

During 2004, Swan TAFE provided Vocational Education and Training (VET) to 2,524[S19] students enrolled in schools, known as VET for Schools. Of these students, 567[S20] were serviced through the college's profile funded activities as specified in its Delivery and Performance Agreement with the Department of Education and Training. A further 1,957 students were also serviced through auspicing arrangements (on a fee for service basis) whereby Swan TAFE undertook validation, moderation and monitoring of vocational delivery and assessment undertaken at high schools.

Apprenticeships and Traineeships:

Swan TAFE provided training to 6,330 apprentices and trainees of which 190 indicated that they were Indigenous, a Torres Strait Islander or both Indigenous and a Torres Strait Islander. Of the total apprentices and trainees there were 129 school based trainees of whom 81 indicated they were Indigenous, a Torres Strait Islander or both Indigenous and a Torres Strait Islander.



REPORT ON OPERATIONS

Building, Construction and Furniture

The Building and Construction unit operates at three campuses, Balga, Midland and Thornlie and offers:

- Over 140 full-time staff and more than 40 casual employees;
- 19 different trade streams;
- 976,000 student curriculum hours (SCH) per annum; and
- Pre-apprenticeship, apprenticeship, traineeship, post-trade Certificate IV, Diploma and trade registration courses.

Achievements in 2004

The Building and Construction Division has successfully achieved the following in 2004:

- A projected achievement against the Delivery and Performance Agreement (DPA) of 100%;
- Increased delivery/number of apprentices within training at Swan TAFE for the first time in last five years across a range of trades;
- Increased delivery to meet industry needs in the Diploma Course for Builder's Registration by more than 40% to over 60,000 SCH;
- Completion of the community based 'Innovation Strategy' program at the Caversham School site in conjunction with the Department of Justice;
- Project management and participation in the "Cottesloe Renovation" project at Cottesloe Civic Centre. This project has provided valuable on-site experience for our stonemasonry pre-apprentices;
- Installation of a full size steel framed home, training facility at Balga campus. This home was donated by Bluescope Steel;



"Cottesloe Renovation" Project



Building and Construction

- Increased pre-apprenticeship outcomes to over 70% in traditionally low completion areas such as bricklaying and wet trades;
- Completion of pilot in new flexible delivery model to construction trades. This pilot will provide the basis of new delivery models to meet industry demands for a more flexible approach to apprenticeship training;
- The industry supported "WA on Show" promotion at Convention Centre in September 2004; and
- Major provider/participant in "Careers Expo 2004" - Burswood August 2004.



New Partnerships

- Founding Membership of the Building & Construction Industry Promotion Committee.
- Membership of the industry based 'Big Mouths - One Industry No Limits' campaign ambassadors.
- Partnership with Electrical Group Training Scheme to deliver Traineeships to Telstra employees.
- Housing Industry Association to accredit, quality audit and deliver training to Certificate II Brick Pavers and Steel House Framers.
- Alcock Brown Neaves (ABN) Group to deliver training to the company's new 'Direct Indenture' employees - this is a completely new initiative for the ABN Group and Swan TAFE.
- "School Apprenticeship Link" (SAL) pilot project with DET and employer groups.



Building and Construction

Meeting Government Priorities

In line with the Minister for Education and Training's 'Creating the Future' initiative, the priorities successfully targeted by Building and Construction were:

- To increase the number of apprentices in training at Swan TAFE. Numbers increased significantly over a large range of trades. This increase was achieved by developing close working relationships with industry, employers, suppliers, trade unions, DET and groups such as the Building and Construction Industry Training Fund (BCITF);
- Selection as the pilot for the new "School Apprenticeship Link" (SAL) pilot project for 2005. This project is aimed at providing a pathway from Year 11/12 to work for students in the northern suburbs of Perth. The aim is to assist in the retention of students within the school system until completion of Year 12; and
- Promotion of the Building & Construction industry to school students, parents and school career advisors to demonstrate that the VET sector is a viable alternative to University. Again this is aimed at retention of Year 10 to 12 students.



Building and Construction



Swan TAFE Annual Report 2004

Hospitality, Manufacturing and Allied Services (HMAS)

The Division of Hospitality, Manufacturing and Allied Services Division is very large and diverse, delivering training services to students on six of the Swan TAFE campuses as well as in many varied workplaces.

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

Achievements in 2004

- Michelle Trew won the Catering Institute "Professional Waiter of the Year" Western Australia Award 2004. She graduated in July 2004 with an Advanced Diploma in Hospitality Management.
- Rebecca De Longis won the second prize in the "Catering Institute Student Waiter WA" Award 2004. She is currently enrolled in the Certificate IV in Hospitality Supervision "Food and Beverage".
- Co-operation between West Coast TAFE and Swan TAFE has resulted in the concept development and unit outlines for an Associate Degree in Hospitality and Tourism Management with a view to delivery in 2005.



Cherileen Bull - "Do It with Denim" Award Winner

- Holger Philipp, who completed the Certificate III in Retail Supervision, won the "2003 Trainee of the Year" (announced in 2004).
- Lauren Gibson was the State and National Finalist from WA in the "Australian Designer of the Year" Awards 2004 and won the Karrinyup Rotary Scholarship.
- The "34th Annual Diploma Fashion Show" and "Trade Presentation" showcased the work of 17 Graduates and was featured in 'The Sunday Times' Magazine. Industry strongly support the College through sponsorship of the Fashion Parade. Professional models are engaged and display student work. Students displayed and sold work after the Fashion Parade.

- Craig Coetsee was awarded the inaugural "Geof Gale Award" in recognition of his motivation in pursuit of very clear career goals. He has overcome difficult life challenges at a young age and has now established a clothing design and manufacture business in his early 20's.
- Cherileen Bull, Sandra Banken and Jennifer White were our three state finalists in the "Do It with Denim Jeans for Genes" Design Award. The award supports the Children's Medical Research Institute. Cherileen Bull was the overall winner.
- 'Dream' by Amanda McKenna and 'Spinster Bride' by Melanie McKay won commendations in the Fashion Design Category of the 2004 Design Institute of WA (WA Branch) Annual Design Awards.
- Adele Staveley, lecturer in Fashion, received an Award for "Outstanding Achievement" from the Belmont Business Enterprise Centre. She also received the "Textiles Clothing and Footwear Achiever" Award for her work in facilitating projects for past and present students.



- Dane Sanders, a graduate in Veterinary Nursing in 2003, was a finalist in the Department of Training's "Student of the Year" Awards.
- The Implementation Guide for Animal Care and Management Training Package was completed.

New Partnerships

- Negotiations have been completed with Kagawa University of Nutrition in Tokyo, Japan that all vocational students will complete a six month intensive French cookery course at Bentley Hospitality Institute Swan TAFE on a fee for service basis. The first group graduated in November 2004.
- A very successful lecturer exchange program with Kagawa University of Nutrition and Bentley Hospitality Institute (BHI) of Swan TAFE has been initiated. Each year a reciprocal arrangement will see a Swan lecturer visit Japan for two weeks and a Kagawa University lecturer visit BHI for two weeks to deliver special courses to students of both institutions.
- Caversham Training and Enterprise Centre, delivered training in the areas of Horticulture, Viticulture and Arts to Indigenous students in conjunction with the Department of Justice.
- Partnership with the City of Joondalup, the Wilderness Society and the Department of Conservation and Land Management developed an exciting public art project situated in bushland at Lake Joondalup. This project resulted in an art trail that can be viewed by the general public.
- Eastern Horizons, Hooley Road, in conjunction with a number of local community groups, were commissioned to produce a mural with an Indigenous theme.
- Worked with local government, non-government agencies, community groups, volunteer agencies and local business to develop and expand the contribution of vocational education and training to community capacity building and the promotion of lifelong learning:
 - Re-vegetation of Timbertop road gravelpit ;
 - Participation in the Gin Gin Expo;
 - Construction of landscape designs for Perth Zoo;
 - Biennale of Electronic Arts Exhibition;
 - The Bank Robotics display;
 - Talkie Tearooms project; and
 - Houghton Winery's staff and Tourism where winery staff are trained in wine tourism.



Talkie Tearooms



Animal Care



Swan TAFE Annual Report 2004

Meeting Government Priorities

- Information sessions have been designed and delivered for the Ministerial priority "School Apprenticeship Link" program to be delivered in 2005 to Year 11 high school students in the 'Family of Food Trades' to boost apprenticeships in Baking, Pastry Cooking and Cooking.
- Provision of learning to secondary school students in Certificate I in Customer Service Industry, Certificate II in Tourism and the Certificate II in Hospitality Food Processing.
 - Auspicing arrangements were made with:
 - Cecil Andrews Senior High School - Certificate I in Horticulture and Certificate I in Hospitality (Kitchen Operations);
 - Como Senior College - Certificate II in Tourism (Sales Operations);
 - Gosnells Senior High School - Certificate I and II in Horticulture;
 - John Forrest Senior High School - Certificate II in Land Management;
 - Kalamunda Senior High School - Certificate I in Hospitality (Kitchen Operations);
 - Kelmscott Senior High School - Certificate I in Hospitality (Kitchen Operations);
 - Lynwood Senior High School - Certificate I in Hospitality (Kitchen Operations);
 - Mercedes College - Certificate I in Hospitality (Kitchen Operations);
 - Thornlie Christian College - Certificate I in Hospitality (Kitchen Operations); and
 - Woodvale Senior High School - Certificate II in Animal Studies.



Sales Operations



Horticulture



Transport

The Transport unit provides a diverse range of training including pilot studies, airport management, aircraft maintenance, warehousing, asset maintenance, automotive light (including motorcycles, small engines and outdoor power equipment), automotive heavy, engine reconditioning, heavy plant, automotive electrical, auto body repair and auto refinishing.

Achievements in 2004

- The unit has successfully gained funding through the 2005 Innovation Strategy to establish a Centre of Excellence for Sustainable Transport Systems. The primary role of the Centre is to assist TAFEWA lecturers and high school teachers involved in automotive training to develop new knowledge and skills on a range of new technologies, alternative fuels, hydrogen fuel cells and emission standards and testing. The Centre will add value to the core training presently being conducted in the automotive areas and enable students to gain world class training on new and emerging technologies.
- The heavy plant business unit at Thornlie campus was successful in obtaining 2004 Training Technology and Equipment of \$182,000.00 to purchase an all-wheel drive tractor.
- The auto body repair and refinishing business units at Carlisle campus successfully gained a Competitive Allocation of Training (CAT) tender (Indigenous Family of Trades Pre-Apprenticeship in Panel and Paint) to deliver a program specifically designed to meet the needs of Indigenous students.
- Pilot studies and aircraft maintenance business units were contracted by the Department of Education and Training to develop the implementation guides to support the introduction of the new Aviation Training Package and the revised Aeroskills Training Package.
- The automotive light business at Carlisle campus has developed an innovative recognition of current competency (RCC) package specifically to meet client accreditation needs for the industry. Fifteen clients have had their current competence recognised this year.



Super Spanners



Aircraft Maintenance

- The automotive light business unit at Midland hosted an open day in July for prospective students from the local high schools. This event was supported by local employers and a number of companies provided interactive displays. Over two hundred high school students attended this highly successful open day.
- The aircraft maintenance business unit at Midland took delivery of a Beechcraft Barron aircraft as a training resource. This aircraft is being refurbished by apprentices and pre-apprentices.
- Both the compressed natural gas and liquefied natural gas courses have been revised and have been re-accredited to meet DOCEP Energy Safety licensing standards for passenger vehicles, mobile plant and outdoor power equipment.



Swan TAFE Annual Report 2004

- A lecturer from the heavy plant area completed a skills gap audit for Henry Walker Eltin in various parts of the State including Cockatoo Island.
- The K-Mart School Based Traineeship in vehicle servicing commenced with nine trainees. Since the commencement of this pilot two of the trainees have gained apprenticeships with K-Mart.
- The Insurance Australia Group (IAG) JumpStart Certificate I scholarship program in auto body repair and refinishing was successfully delivered. Fifteen students commenced the program with twelve gaining apprenticeships with SGIO preferred smash repairers. The IAG JumpStart School Based Traineeship program was also commenced.
- A lecturer from the auto refinishing business unit at Carlisle undertook a study tour to Europe. The study tour enabled the staff member to visit leading edge body shops and evaluate new equipment and emerging technologies. The study tour was partially sponsored by Spies Hecker.
- Aviation student Lawrence Kinyandui from Kenya was awarded the Swan TAFE College "International Student of the Year."
- The auto panel repair business unit was successful in gaining a \$5,000 grant to purchase new equipment through the AAMI BodyShop. This grant will enable this area to purchase a solvent cleaner.
- The Carlisle auto refinishing business unit hosted the PPG State colour matching competition in September.



Aviation student Lawrence Kinyandui was awarded "International Student of the Year"



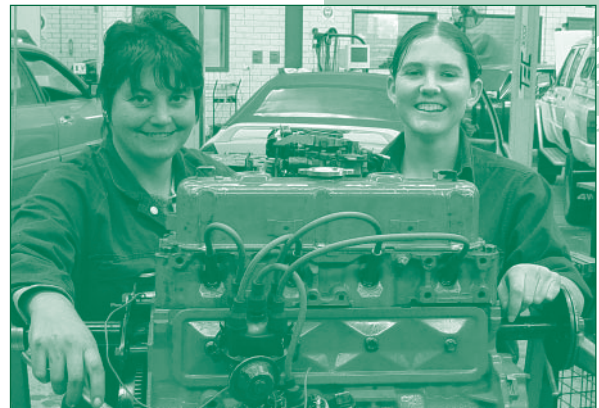
Transport

- Four automotive light apprentices from Carlisle campus were awarded Royal Automobile Club scholarships. These scholarships will enable each apprentice to receive full reimbursement of their material, fees and tuition fees over the duration of their training; a \$2,500 tool allowance; and an annual \$300 allowance for personal protective allowance as well as specialised coaching/mentoring from one of the senior RAC technical staff.
- A new state of the art 4-wheel rolling road dynamometer has been commissioned at Carlisle campus.
- Staff from the auto body repair and refinishing business units together with four high achieving apprentices were invited to participate in the SGIO crash repair team at the V8 Super Cars round at the Barbagallo Raceway.



New Partnerships

- In 2005, the automotive area at Carlisle will deliver the School Apprenticeship Link Pilot program to 60 Year 11 high school students from the Canning district. This innovative pilot will enable the participants to continue at high school three days a week, attend TAFE one day and complete one day of structured workplace learning. In the automotive pilot, the students will undertake training in panel, refinishing, electrical, light and heavy mechanical. The heavy automotive mechanical training will be completed at Thornlie campus.
- The Westralia Airports Corporation has contracted the airport management business unit at Midland campus to undertake a survey of passenger movements at the International Airport Terminal. This partnership assists in the provision of 2,000 hours work experience for Airport Management Students, the sponsorship of field excursions and student achievement awards.
- The automotive light business unit at Midland has been chosen by Automotive Training Australia to deliver a Certificate I scholarship program in 2005.
- Henry Walker Eltin have donated an underground mining dump truck to the heavy plant business unit at Thornlie.
- A Signature Series diesel engine valued at over \$30,000 has been donated to the heavy automotive business unit at Thornlie by Cummins Engines. COR Radiators have donated the radiator and air cooler unit to enable this engine to be commissioned as a training resource.
- The automotive light business unit at Carlisle has negotiated an innovative partnership with Honda Australia. This partnership will enable Swan TAFE to have two high performance motorcycles available (on loan from Honda) for training purposes. In addition to the motor cycles, Honda has agreed to provide diagnostic equipment, resource materials and specialised training for Swan TAFE lecturing staff.



Super Spanners



Transport

- Remote Control Technologies has provided the automotive electrical business unit with a demonstration board and dump truck remote control equipment, as used in the mining industry.
- FarmScan Systems has provided the automotive electrical business unit with an Airseeder 3000 Electronic System which incorporates the latest technology including satellite links and practical sensor testing.
- Hella Australia Pty Ltd has provided the automotive electrical business unit with a state-of-the-art automotive LED lighting system demonstration/ testing board.
- MTU Detroit Diesel Australia has provided the automotive electrical business unit with a complete Diesel Engine Management System This unit has been developed into a training resource for demonstration and testing purposes.



Swan TAFE Annual Report 2004

Meeting Government Priorities

- Pre-apprentice training in all trade areas has achieved good employment outcomes and articulation to apprenticeships for 90% of the students who successfully complete the qualification. This outcome has been particularly significant in areas of skill shortage such as automotive heavy, automotive electrical, auto body repair and heavy plant.



Automotive Heavy

- In collaboration with Canning District Education and school staff, each of the business units have responded rapidly to the increased demand from high school students to access Swan TAFE qualifications. Five school groups have completed the Certificate 1 (Automotive) at Carlisle with three further groups at Midland campus. Fee for service programs have also been delivered for Clontarf College and Ellenbrook Christian College. 'Try an Occupation' Pilot programs to provide enhanced career guidance and preparation for employment to Year 10 students, have successfully run at both campuses. Students from Swan View Senior High School, Greenwood Senior High School and Lesmurdie Senior High School undertook studies in the Pre Apprenticeship Certificate II Aeroskills. Students from Halls Creek High School and Lesmurdie Senior High School participated in School Based Traineeship courses in Warehousing and Distribution.

- To support a local employment strategy developed by Argyle Diamond Mines in the East Kimberley region, Swan TAFE and Kimberley College of TAFE are working collaboratively to enable the first stages of apprenticeship training in the automotive and metals trades to be delivered in Kununurra.



Transport



Business, Finance and Computing

The Business, Finance and Computing Division delivers institutional and employment based training in the industry areas of Computing, Business, Finance and Laboratory Operations. Institutional delivery occurs from the Midland, Balga, Thornlie, Carlisle and Armadale campuses. Collaboration with schools in the auspicing of Computing and Business programs is increasing. Fee for service activities include delivery of the Certificate IV in Assessment and Workplace Training, Real Estate Agents courses and Customer Service delivery.

Achievements in 2004

- Rowena Maling, Principal Lecturer, Business, Finance and Computing was recognised for her outstanding contribution to training and education when she was named as Swan TAFE's nomination for the "Premiers Teacher of the Year Award 2004." Ms Maling received \$1,000 for the prize and will compete with eight other TAFEWA lecturers for the prestigious title of Premier's Teacher of the Year award.
- Balga and Midland students studying the Certificate II in Business in a Practice Firm participated in the national Practice Firm competition in Canberra in May this year. The three Practice Firms are sponsored by Midland Brick, Peters and Brownes Group and the RAC. Fund raising for two years allowed the students to pay their expenses and twelve students had the trip of a life time as they competed for the title of National Practice Firm 2004. Senator Gary Humphries opened the fair which was attended by 39 Practice Firms from around Australia. The students were accompanied by Helen Kelly, lecturer in Business from the Balga campus.
- TAC audits in the Business, Finance and Computing Division midyear and in December confirmed the high standard of work being delivered in the Division. Several areas of outstanding practice were lauded by the auditors and confirmed the value of the hard work put in by staff. Opportunities for improvement identified in the audit have provided a focus for continual improvement within the Division and clear objectives have been set to continue the work towards AQTF compliance.



*Premiers Teacher of the Year Award nominee -
Rowena Maling*



Practice Firm - Replica Auto Care



Swan TAFE Annual Report 2004

Meeting Government Priorities

- University articulation has been a priority for the Division in 2005. Arrangements with Notre Dame University have progressed in IT, Business (Marketing) and Business (Human Resources) and these arrangements were formalised at a ceremony in November. Similar arrangements are being put in place with Murdoch University and discussions are commencing with Curtin University and Edith Cowen University. In general, TAFEWA graduates receive between one semester and one year credit for their TAFE studies.
- Twenty three WA schools have been auspiced through Business and IT units or full qualifications in 2004. Students studied at the Certificate I, II and III level. In addition, a group of Aboriginal school-based trainees attended Thornlie one day per week for two terms followed by supervised work placement to complete the Certificate I in Business.
- Laboratory Operations students from Thornlie campus spent part of their study time at the new Cytolab facilities in Bentley. A commercial laboratory involved in observing and identifying genetic variation in blood, bone marrow and amniotic fluid, Cytolabs provided routine tasks and supervision to the students. From preparing media, cleaning and maintaining equipment and archiving patient records and samples, students experienced everyday life and problems in the world of work. Dr Kathy Hardy was enthusiastic to continue the collaboration and provided the students with references at the end of the work program.
- The "Disabilities to Diploma" program commenced in Semester 2 aiming to encourage disabled students to enroll in the Diploma of Business. The program supports students over a three semester period rather than the usual two semester delivery schedule. Funding of \$57,000 was received through the DET program Australians Working together to make delivery of this program possible.



Laboratory Operations



Information Technology



Access and Community Services

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

Achievements in 2004

Student Awards

- Treacy Sivwright received the Swan TAFE "Access & Diversity" Award.
- Averil Bairnsfather-Scott was a finalist in the Training Excellence Awards in the category of "Indigenous Student of the Year."

Staff Achievements

Jeannette Bates and Corinne Wood were nominated for the DET "Diversity Awards" for implementing a volunteer tutor group to help migrant students at Balga campus. This program involves fifty volunteers over four days each week.

Projects

Lecturers from within the division undertook a multiplicity of externally funded projects aimed at quality improvement in delivery and assessment, including:

- Certificate III in Children's Services/Diploma of Children's Services - mapping resources for delivery and assessment;
- Certificate III in Children's Services - reviewing and upgrading the Cybertots toolbox;
- Adult Literacy Innovative Project: supporting English language students in Certificate III in Children's Services;
- Certificates in General Education for Adults - evaluating the use of short modules to increase student outcomes;
- Certificates in General Education for Adults - reviewing online materials;
- Gaining Access to Training and Education - creating a resource bank; and
- Certificates in Spoken and Written English - developing across-sector assessment tools.



Children's Services

Presentations

A lecturer in migrant English represented Swan TAFE at the national moderation workshops for the *Certificates in Spoken and Written English* in Darwin.

A group of lecturers presented on the variety of English support programs students in both education and vocational training programs at the "Best Practice Teaching" forum.

Other Significant Achievements

- Multicultural Day celebrations, led by Indigenous students, were hosted by Balga campus and involved students from Carlisle and Midland campuses.
- Harmony Week celebrations were hosted by Armadale campus.
- Industry days during which student skills were showcased for Community Services industry employers were held on all campuses.



Swan TAFE Annual Report 2004

New Partnerships

Industry

Lecturers continued to work closely with the Community Services, Children's Services, Health and Fitness industries to ensure supervised field placement opportunities for students and to strengthen potential employment networks for them. Arrangements which were instituted in 2004 included those with the:



Health and Fitness

- Young Australian League which facilitated project-based learning for Diploma of Youth Work students through a residential camp for young people; and
- The Blind Society of WA and The Getaway Club which provided clients for Certificate III in Fitness students.

Industry agencies were also involved in specific initiatives, including:

- Students Organise Help for Others (SOHO), an Armadale campus project in which Certificate III in Community Services students provided services to community agencies;
- EMPOWA - a Balga campus project in which a Community Services resource centre was set up by Certificate III in Community Services students;
- Diploma of Children's Services - a Midland campus project to produce a standardised TAFEWA Supervised Field Placement logbook to meet student and industry needs; and
- Certificate IV in Mental Health Work - a Thornlie campus project to produce a workplace assessment package for existing workers.

Schools

The division is delivering a range of qualifications, including level 2 qualifications in Child Care and Fitness, to a large number of schools.

In addition, the number of auspicing arrangements has increased with government and non government schools which use the Certificates in General Education for Adults to provide an articulation pathway into VET or employment for young people who are deemed "at educational risk".

Community

There has been delivery across the metropolitan area in community agencies in support of adult learners and young early school leavers re-entering learning. Arrangements have included:

- Armadale campus collaborating with a local primary school and local government to provide the Course in "New Opportunities for Women" (NOW program) on-site at the school to a group of Indigenous mothers;
- Balga campus delivering the Course in "Wider Opportunities for Work" at the Caversham Education and Training Centre;
- Midland campus collaborating with Brockman House, Beechboro to deliver the NOW program;



New Opportunities for Women



- Midland campus Certificate III in Youth Work students completing their project based assessments through their involvement in the Mandurah Youth Commitment; and
- Thornlie campus delivering English language courses to community-based migrant women.

Innovative Delivery

- The delivery for Certificate III in Teacher Assistant at Balga involved students participating in a school-based "Support-A-Reader" project designed to increase literacy outcomes.
- Balga campus successfully trialled an access program for boys focussed on developing skills through bushland projects.
- Lecturers at Midland campus have been actively involved in trialling the multimedia aspects of mobile technology, including with Indigenous school-based trainees.
- Thornlie campus students in the Diploma of Remedial Massage conducted mobile massage sessions in a range of settings, including at staff Professional Development sessions, as part of their training.



Massage

Meeting Government Priorities

Increasing Retention Rates

Staff worked closely with community agencies such as Joondalup Youth Support Services and Trinity Learning Centre to provide pathways for young people who have disengaged from school.

Improving and Making Easier Transfer Between VET and Universities

There have been several initiatives in 2004 to facilitate articulation from VET to university, including:

- The introduction on the Carlisle campus of the Diploma of Teachers Assistant for Indigenous students to provide a pathway into a university teaching program; and
- Collaboration with Curtin University to market pathways for students into university education courses proposed for the Midland area in 2005.

Increasing the Number of Traineeships and Apprenticeships

The number of Year 10 students participating in Indigenous school based traineeships have increased substantially with students going on to Year 11 traineeships.



Aged Care

Traineeships have also been introduced:

- Certificate II in Community Services for school based trainees; and
- Existing workers in a range of community services occupations, including Aged Care and Home and Community Care.



Swan TAFE Annual Report 2004

Strengthening the TAFEWA Network

Staff from the division chaired the TAFEWA Curriculum Area Group (CAG) for Community Services, Certificates in Spoken and Written English, and New Opportunities for Women.

Supporting Job Growth

Thornlie campus was funded through Skilling WA to give formal recognition in specific units of competence from the Diploma of Children's Services to meet the demand for child care centre coordinators.



New Opportunities for Women

English courses have been developed and delivered with a vocational focus to meet job opportunities in child care; taxi driving and hairdressing by preparing migrants for the relevant registration tests.

In 2004, Swan TAFE delivered the Certificate III in Aged Care Work and the Certificate III in Home and Community Care in partnership with Employment Plus to support long term unemployed people secure positions in these high growth areas.

Providing Better Career Guidance and Preparation for Employment



Spoken and Written English

The work experience component of the Course in New Opportunities for Women for mature age women has led to employment outcomes for a significant number of participants.

Collaboration with agencies such as the Employment Directions Network has ensured that students have full pathways information.



Women's Studies



Metals, Engineering, Technology and Mining (METAM)

METAM operates across four campuses including Midland, Balga, Thornlie and Carlisle and has attained national and international status for its programs and the use of advanced technology.

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

Taster programs were conducted for year 10 and 11 secondary students in the Metals and Engineering disciplines. Regular visits were made by lecturing staff to secondary schools for auspicing arrangements.

The unit also delivers specialised short courses and industry specific programs to business in Western Australia and overseas.

Industry consultants also design and produce customized training courses, training resources, skills audits, workplace assessments and occupational health and safety training.

Training courses in CAD/CAM, robotics, electrical, cabling and gas licensing, PLC's, automated control, fluid power and metal fabrication / welding are regularly updated to meet the changing needs of technology, production and maintenance methods.

The unit provides training in:

- Electronics;
- Computer Systems;
- Electrical Technology;
- Watch making/Timepiece Servicing
- Metal Fabrication;
- Sheet Metal
- Welding;
- Fitting and Machining;
- Fluid Power;
- Renewable Energy;
- Engineering (Civil, Mechanical, Electrical, Electronic);
- CISCO systems;
- Materials Testing;
- Mining;
- Energy Systems;
- Refrigeration and Air-conditioning;
- Occupational Health and Safety;
- Caravans; and
- Vehicle Body Building



Robotics



Engineering



Swan TAFE Annual Report 2004

Achievements in 2004

Fitting & Machining

- The non destructive 'Materials Testing Laboratory', now operational, provides an opportunity for other campuses within Swan TAFE and TAFEWA to negotiate use of the facility.
- Successful 'partnership' with Curtin University delivering pump training.
- Successful delivery on site to two Good Samaritan Industries employees (with a disability).
- Successful delivery on site of a Diploma in Drafting to a trainee.
- Mezzanine floor construction with two new classrooms at Thornlie campus will be completed and ready for operation in 2005.



Fitting & Machining



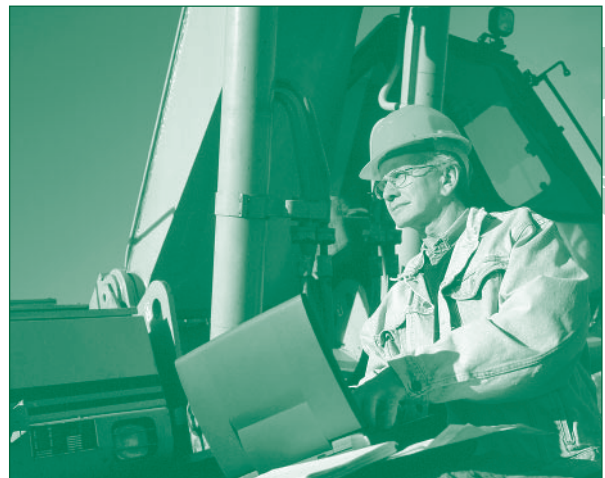
Metal Fabrication

Metal Fabrication

- Lecturers in heavy fabrication have gained accreditation to deliver International Standards Welding Supervision training.

Mining

- Successful delivery state-wide in a number of mining qualifications in the Metalliferous and Extractive Training Packages.
- Development of two implementation kits by the Mining unit in Metalliferous and Extractive mining.
- Successful 'partnership' with Curtin University delivered fibre-glass training.
- Successful live work building and selling (recoup costs) fourteen tip and standard trailers.



Mining



Electronic Engineering

The Thornlie Business unit commenced negotiations with TAFE International and Woodside for the Mauritanian Government. It is expected that a Swan TAFE staff member will visit Mauritania early next year for five weeks to carry out part of the project.

New Partnerships

Alinta Gas, National Power Services and Motive Energy will be partnering METAM to develop a natural gas fuelling station as part of a successful \$300 000 Innovation Strategy Grant.

Meeting Government Priorities

VET in schools programs including taster programs are contributing to the government priority to keep 15 to 19 year old students in training.

The number of apprentices in training has increased in line with Government priority to increase apprenticeship and traineeship numbers within the Metals and Engineering portfolios.

Training was conducted under the "Skilling WA" and "Burrup Task Force" initiatives.



Technology



Welding



Engineering



Swan TAFE Annual Report 2004

Read Write Now!

Read Write Now! is a specialised adult literacy program, which assists adults in the community who prefer to work on their literacy skills within the privacy of one-to-one tutoring. Read Write Now! provides a confidential volunteer tutoring service, which minimises the embarrassment that results from poor literacy. Volunteer tutors also assist TAFE students who are struggling with the literacy requirements of their courses. People from non-English speaking backgrounds are welcome to access the service to improve their skills. The program is funded by the Department of Education and Training and the coordination unit is hosted by Swan TAFE, Midland campus. The service is delivered throughout the state by up to one thousand volunteer tutors who complete an accredited training course.

Achievements in 2004

- The program assisted approximately 626 students throughout 2004.
- More than one third (34%) of students either maintained or gained employment as a result of tutoring assistance.
- Approximately 32% of students entered further training/study or were able to maintain their place in their course as a result of the assistance of a tutor.
- Approximately 15% of students stated that they had a disability.
- Approximately 50% of students were from culturally and linguistically diverse backgrounds.
- Over 230 volunteer tutors attended training during 2004.
- Over 300 volunteer tutors attended professional development workshops throughout the year.
- The Program presented awards to tutors who had volunteered their services with the program for more than 3 years and up to 24 years. In total, those tutors represented over 1100 years of tutoring commitment to adults in WA.
- A national article on Australian literacy statistics appeared in the July 2004 edition of the Salvation Army magazine and featured the Read Write Now! program.
- ABC national program 'George Negus Tonight' featured a Read Write Now! student and tutor, in a program that investigated literacy in Australia and what help is available.
- Katanning Read Write Now! volunteer coordinator, Margaret Renk was awarded the "Premier's Australia Day Active Citizen" award.
- A number of volunteer coordinators and tutors were recognised throughout the year by their local councils for services to the community.
- In expanding the regional support base for Read Write Now!, an association with the Kip McGrath Education Centre in Albany now offers tutoring and training space for the group. The Kip McGrath Centre also offers access to over 12 computers for tutor and student use.



Read Write Now! team



New Partnerships

Manguri Indigenous Employment Services

A partnership between Read Write Now! and Manguri Indigenous Employment Services was formed in June 2004. This partnership was set up to trial in-house one-to-one tutoring support for indigenous job seekers with literacy needs. Early stages have seen encouraging results and Manguri staff have been given training and support for the organisation to now run the program independent of Read Write Now! support.

Community Adult Literacy Foundation Inc (CALF)

CALF received a \$100 000 grant from Lotteries WA to provide new IT equipment to each of the 26 Read Write Now! groups. CALF is a not-for-profit organisation made up of Coordinators of the Read Write Now! program and community members with relevant expertise, who are all committed to the improvement of adult literacy in Western Australia.

State Library Service of WA (formerly LISWA)

A successful partnership began in 2000 when a joint venture between Read Write Now! and LISWA resulted in many local libraries clearly identifying suitable reading material for adult learners with Read Write Now! logo stickers and signage. Libraries also provide meeting rooms for tutors and students, free photocopying and increased purchasing of adult literacy resources. This partnership has expanded to now include libraries in Kalgoorlie, Cambridge, Perth City, Hedland and Sorrento/Duncraig.





Swan TAFE Annual Report 2004

International Centre

Swan TAFE has been committed to international business since entering into the international market in 1994. The International Centre, located on the Bentley campus, comprises the English Language Centre; responsible for delivery of English Language Intensive Courses for Overseas Students (ELICOS) programs, the International Business department and the International Computing department. The International Centre focuses its course delivery in all areas to support international students enrolled at Swan TAFE. The Centre also monitors international student attendance and progress and is responsible for all orientations, pastoral care and visa regulations through the Department of Immigration and Multicultural Affairs (DIMIA) and Education Training International (ETI).

Swan TAFE has been extremely pro-active in international business, focussing on course development, course accreditation, pastoral care and accommodation services, articulation to Universities and internationalising curricula.

Swan TAFE attracts over 760 international students per year into various Certificate, Diploma and Degree courses across several campuses, and includes 305 students enrolled in ELICOS and Cambridge English programs developed to improve their English levels to gain entry into both TAFE and University programs.



*Award winning International students -
Marcus Niggli and Julie Pearson*



International - 'Mayotte visitors'

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

The Bentley International Centre has developed an outstanding international reputation for its friendly and professional staff with exceptional pastoral and accommodation services. The introduction of the fasttrack Diplomas in Computing and Commerce have seen Swan TAFE gain one year advanced standing agreements with Curtin and Murdoch Universities providing an excellent pathway for our international clients.



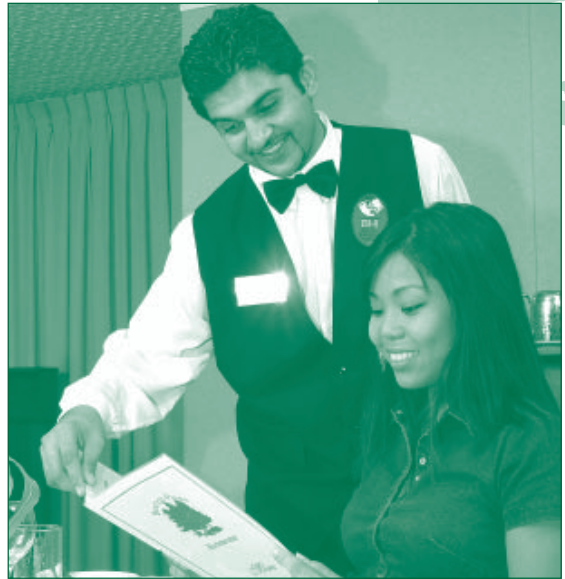
International - Information Technology



In 2004, Swan TAFE embarked on a staff exchange program with Kagawa Vocation University including Commercial Cookery and Food Trades Training. This program will enable both Institutions to gain an understanding of the various teaching methodologies and educational systems that exist in the respective countries.



International - Hospitality



International - Hospitality

Additionally, Swan TAFE is preparing for delivery in Business, Hospitality and English programs 'off shore', commencing in 2005 with contracts currently under negotiation with institutions in China and Singapore. This further highlights the scope of the TAFEWA system and commitment of Swan TAFE in the international marketplace.

There is little doubt that international business is valuable to Swan TAFE and the Australian economy. Research released by the higher education marketing body, International Program Development (IDP), Education Australia in October 2003, shows that even with only "natural growth", there will be at least 560,000 overseas students studying in Australia in 22 years - a fivefold increase on the 115,000 international students this year. Growing at this conservative rate, it is estimated that by the year 2005 the international business industry will have an export income per year in excess of \$650 million.

Swan TAFE is committed to international business and will continue to be a major provider of international business both on and off shore.



International - Business



Swan TAFE Annual Report 2004

TAFEworks Contact Centre (Short Courses in Adult Education)



TAFEworks - Landscape Design

The TAFEworks Contact Centre offers over 400 leisure courses conducted in a relaxed and informal environment. Day/evening timeslots and weekend workshops offer participants a flexible option. TAFEworks courses range from basic to advanced computing, dance, drama, cooking, DIY home and workshop, communication, natural therapies, gardening, music and singing, language and sport and recreation.

Achievements in 2004

The TAFEworks Centre has maintained its focus in providing quality customer service to its clients. Approximately 5,250 students undertook a short leisure course with Swan TAFE during 2004.

The Wattle Grove TAFE Centre, located at 29 Lewis Road, Wattle Grove has gone from strength to strength in 2004. The Centre is set among natural bush land and offers a quiet and tranquil setting for students to undertake short courses.

The Centre offers state of the art computing facilities designed for teaching the novice or the business computer user. Other courses available at Wattle Grove are Cake Decorating, Massage, Painting, Creative Writing, Personal Growth for Happiness and Curtain Making. Day time classes at Wattle Grove have proven to be very popular.

Swan TAFE was a sponsor for the Adult Learners Week Annual Awards Night in September 2004. The Awards Night recognises outstanding achievement in various areas of Adult Community Education both for learners, tutors and organisations.



TAFEworks - DIY Workshop

New Partnerships

A number of partnerships have been developed in 2004. With the assistance of funding from the Department of Education & Training from the funding source 'Australian's Working Together', a joint venture was developed with the Community Justice Service. The project is designed for persons who are on Community Based Work Orders to teach 'life' skills such as cooking, budgeting, communication and literacy. Programs one and two were completed in 2004 with the third and final program being completed in Term one 2005. The success of the first program has seen program two being refined to incorporate feedback via a Focus Group session. Participants in the first program have also gone on to further education.

Another successful partnership has been with Swan Mental Health Service in the 'On Track' program. This received funding through a Grant to Increase Participation and Diversity in ACE with the focus on group music for people with severe and persistent mental health issues.



PERFORMANCE INDICATORS



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Telephone: (08) 9267 7777

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

CERTIFICATION OF KEY PERFORMANCE INDICATORS

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess Swan TAFE's performance and fairly represent the performance of Swan TAFE for the financial year ended 31 December 2004.

Eric Lumsden
Chair
College Governing Council
Swan TAFE

Wayne Collyer
Managing Director
Swan TAFE

Dated: 25 February 2005

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



Audit Opinion



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

**SWAN TAFE
PERFORMANCE INDICATORS FOR THE YEAR ENDED DECEMBER 31, 2004**

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Swan TAFE are relevant and appropriate to help users assess the College's performance and fairly represent the indicated performance for the year ended December 31, 2004.

Scope

The Governing Council's Role

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

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

Summary of my Role

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

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

D D R PEARSON
AUDITOR GENERAL
March 31, 2005



PERFORMANCE INDICATORS

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

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

1.0 EFFECTIVENESS INDICATORS:

1.1 Student Satisfaction:

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

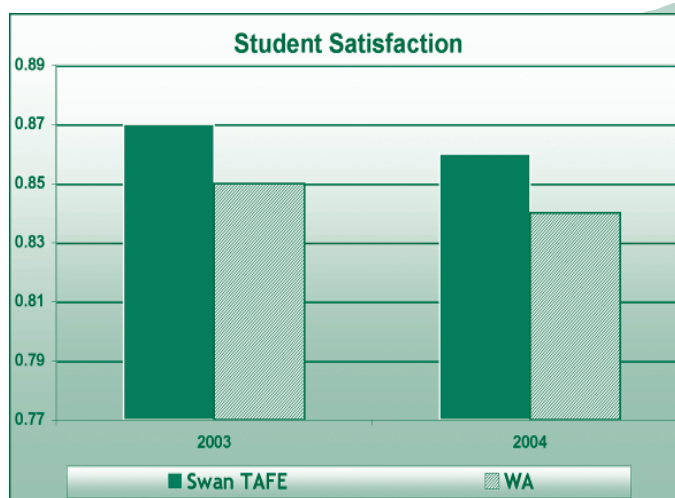


Table 1 - Student Satisfaction

Survey Year	Swan TAFE ₁	Western Australia
2003	87%	85%
2004	86%	84%

Note 1: It is important to note that Swan TAFE was formed on 1st January 2003 through an amalgamation of South East Metropolitan College of TAFE, Midland College of TAFE and Balga Campus from West Coast College of TAFE. Data prior to 2003 is not included in this performance indicator because the survey data from these separate institutions is not comparable and cannot be validly aggregated to provide an overall satisfaction figure for reporting purposes.

The 2004 student satisfaction rate for Swan TAFE is 2 percent higher than the 2004 Western Australian state satisfaction level. The 2004 survey used an identical questionnaire to the 2003 survey and included the satisfaction question to enable comparisons to be made between years.

A total of 1944 Swan TAFE Students responded to the 2004 Student Satisfaction Survey, comprising 1,441 institutional based and 503 employment based students. The response rate to the survey for Swan TAFE was 26% (2003:24%) with a standard error of + or - 1.66%.



1.2 Graduate Satisfaction:

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

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

Table 2 - Graduate Satisfaction

	1999	2000	2001	2002	2003	2004 ₃
Midland College	82%	81%	78%	82%	79%	NA
South East Metropolitan College	88%	82%	79%	77%	77%	NA
Swan TAFE ₄						NA
Western Australia	82%	79%	76%	77%	78%	NA
Australia	80%	80%	79%	78%	79%	NA

Note 2: Table 2 excludes Balga Campus because the data from the West Coast College survey cannot be extracted at campus level.

Note 3: Table 2 is taken from Student Outcome Surveys targeting years prior to 2004. The college is unable to provide an update to this Key Performance Indicator as statistically valid data is not available in 2004. The National Centre for Vocational Education Research intends to conduct surveys with an appropriate sample design to produce statistically reliable college level data in alternative years commencing from 2005.

Note 4: Collective Swan TAFE figures are not shown since 2003 was the commencement year of Swan TAFE, with the survey being conducted from the 2002 graduates who were attached to South East Metropolitan College, Midland College and the Balga Campus of West Coast College. Table 2 excludes Balga Campus because the data from the West Coast College survey could not be extracted at campus level. The first Student Outcomes Survey for Swan TAFE is not due to be published until 2005 with the survey targeting 2004 Swan TAFE graduates.

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

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



1.3 Graduate Employment:

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

Table 3 - Graduate Employment

	1999	2000	2001	2002	2003	2004 ₉
Midland - Graduates Employed ₄	66%	69%	66%	61%	65%	NA
SEMC - Graduates Employed ₄	82%	76%	71%	73%	77%	NA
Midland - Graduates unemployed ₅	15%	11%	15%	17%	13%	NA
SEMC - Graduates unemployed	9%	10%	12%	13%	13%	NA
Midland - Graduates not in labour force ₆	19%	19%	18%	20%	21%	NA
SEMC - Graduates not in labour force ₆	9%	14%	16%	14%	9%	NA
Midland - Not stated	1%	3%	1%	0%	1%	NA
SEMC - Not stated	0%	2%	1%	1%	1%	NA
Western Australia Graduates Employed ₄	71%	72%	67%	71%	73%	NA
Australia Graduates Employed ₄	73%	75%	73%	73%	75%	NA

Note 5: Graduates who were categorised as "employed" refers to full-time or part-time employment on 30 May. This includes those who had enrolled into higher and further education.

Note 6: The unemployed category refers to students seeking full-time or part-time employment and may include graduates who have re-enrolled into higher and further education.

Note 7: Graduates classified as 'not in the labour force' identified that they were not currently seeking employment, and may include graduates who have re-enrolled into higher and further education.

Note 8: Table 3 excludes Balga Campus because the data from the West Coast College survey could not be extracted at campus level.

Note 9: Table 3 is taken from Student Outcome Surveys targeting years prior to 2004. The college is unable to provide an update to this Key Performance Indicator as statistically valid data is not available in 2004. The National Centre for Vocational Education Research intends to conduct surveys with an appropriate sample design to produce statistically reliable college level data in alternative years commencing from 2005.

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

The 2003 data shows that the number of Midland College of TAFE graduates who indicated they were "not in the labour force" is substantially higher than at South East Metropolitan College of TAFE. This provides a partial explanation of why the employment rate for SEMC graduates is higher than Midland graduates.

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



Swan TAFE Annual Report 2004

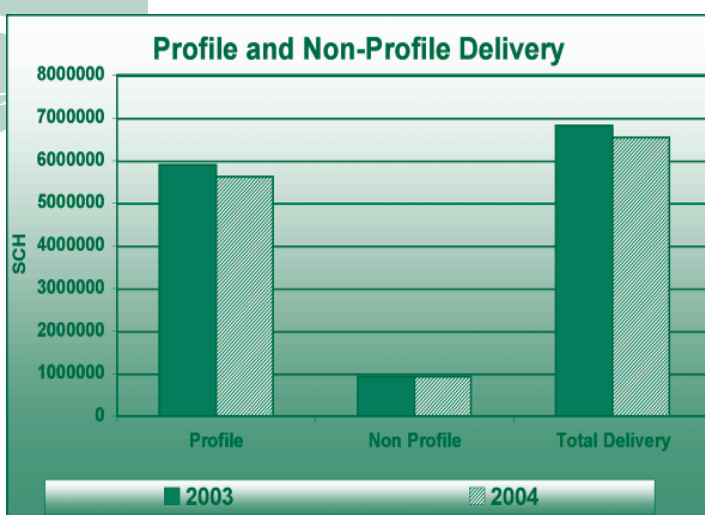
Training Delivery

1.4 Achievement of non-profile delivery

Table 4 - Achievement of Non-profile Delivery
922.612 Student Curriculum hours (SGH)

Student Curriculum Hours (SCH) Achievement	SCH 2003	SCH 2003 %	SCH 2004	SCH 2004 %	SCH 2004 Variance Over 2003
Non-Profile Delivery ₁₀	919,612	13.5%	919,612	14.1%	+0.3%
Profile Delivery ₁₀	5,893,370	86.5%	5,614,000	85.9%	-4.7%
Total Delivery ₁₀	6,813,062	100%	6,536,612	100%	-4.0%

This indicator demonstrates the extent to which the college generates non-profile vocational education and training delivery. In 2004 non profile delivery increased by 0.3% and profile delivery decreased by 4.7%, giving an overall reduction in total delivery of 4% when compared to 2003.



Non-profile delivery covers Industry skilling programs, overseas contracts, Adult Community Education (ACE), industry specific tenders, labour market programs, Auspicing, vocational education and training (VET) in schools, and other fee-for-service commercial activities.

Note 9: Auspicing refers to the process of delivery validation and moderation as defined under Registered Training Organisations (RTO) guidelines.

Note 10: The delivery SCH data was sourced from the February 2005 AVETMISS collection for 2004 delivery.

1.5 Achievement of profile delivery (by Industry Group)

The college is required by the Vocational Education and Training Act (1996) to develop a profile that is expressed in Student Curriculum Hours (SCH). The profile presents in a matrix form the training delivery that the college is contracted to provide to meet the needs of its clients (including individuals, industry and the community). The delivery profile is negotiated directly with the Department of Education and Training that constitutes the college Training Plan as defined under the Act. The profile is documented in the form of a planning matrix by industry groups (as shown below).

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



Table 5 - Profiled Student Curriculum Hours by Industry Groups

Industry Group	Industry Group Description	2003 Planned SCH	2003 Census SCH	2003 Achieved %	2004 Planned SCH	2004 Census SCH	2004 Achieved %
01A	Recreation Sports and Entertainment	26,358	26,556	100.8%	26,181	24,955	95.3%
01B	Visual and Performing Arts	71,170	67,245	94.5%	70,691	50,362	71.2%
01C	Design	0	0	n/a	0	0	n/a
02A	Automotive	364,266	415,151	114.0%	344,599	399,114	115.8%
03A	Building and Constructions	439,683	480,472	109.3%	481,742	455,943	94.6%
03B	Surveying and Building	45,252	45,370	100.3%	61,954	62,070	100.2%
04A	Community Service Workers	262,917	268,655	102.2%	283,838	288,299	101.6%
04B	Education and Childcare	258,598	245,138	94.8%	279,653	278,427	99.6%
04C	Health	59,758	44,842	75.0%	14,644	14,426	98.5%
04D	Library Workers	0	0	n/a	0	0	n/a
05A	Finance Insurance Property Service Workers	35,964	25,720	71.5%	22,160	21,182	95.6%
06A	Food Trades and Processing	189,829	196,327	103.4%	148,716	167,526	112.6%
07A	Clothing Footwear and Soft Furnishings	148,286	159,897	107.8%	147,564	147,739	100.1%
07B	Furniture Manufacture	222,553	196,954	88.5%	202,478	196,738	97.2%
08A	Communications	0	0	n/a	0	0	n/a
08B	Printing & Publishing	14,560	12,818	88.0%	19,350	14,002	72.4%
09A	Engineering and Drafting	128,442	112,499	87.6%	160,364	183,341	114.3%
09B	Metal and Mining	540,587	524,287	97.0%	565,286	533,702	94.4%
10A	Animal Care	156,810	164,819	105.1%	184,340	169,017	91.7%
10B	Forestry, Farming and Landcare	35,320	27,538	78.0%	35,008	26,299	75.1%
10C	Fishing	0	0	n/a	0	0	n/a
10D	Horticulture	48,649	48,631	100.0%	35,796	42,447	118.6%
11A	Process Manufacturing	0	4,356	n/a	0	21,618	n/a
12A	Personal Service	63,984	75,410	117.9%	87,669	72,339	82.5%
12B	Retail	58,393	62,516	107.1%	55,421	47,503	85.7%
13A	Cooking	120,800	114,146	94.5%	120,976	101,354	83.8%
13B	Hospitality	157,040	142,990	91.1%	155,985	123,288	79.0%
13C	Tourism	38,592	33,261	86.2%	43,920	13,920	31.7%
13D	Travel Agents	0	0	n/a	0	0	n/a
14A	Transport Trades, Storage and Associated	96,710	79,322	82.0%	89,679	69,749	77.8%
15A	Electrical and Electronic Engineering	210,467	194,088	92.2%	111,168	85,495	76.9%
15B	Electrical Trades	161,026	153,948	95.6%	272,861	258,544	94.8%
16A	Accounting and Other Business Services	165,194	176,646	106.9%	180,217	183,286	101.7%
16B	Management	161,729	138,880	85.9%	167,536	129,860	77.5%
16C	Office and Clerical	216,047	204,489	94.7%	179,451	172,771	96.3%
17A	Computing	350,918	343,976	98.0%	352,580	346,199	98.2%
18A	Science and Technical Workers	196,760	226,234	115.0%	186,360	175,362	94.1%
19A	Adult and Community Education (ACE)	0	0	n/a	0	0	n/a
19B	Adult Literacy and English as Second Language (ESL)	698,398	721,636	103.3%	653,701	602,002	92.1%
19C	Languages	8,830	8,475	96.0%	8,770	7,555	86.1%
19D	Miscellaneous	0	0	n/a	0	0	n/a
19E	Targeted Access and Participation Courses	165,551	150,078	90.7%	154,640	127,566	82.5%
	TOTALS	5,919,441	5,893,370	99.6%	5,905,298	5,614,000	95.1%

The following shows the above table by broad delivery type

EBT 12	Employment Based Training (Apprenticeships & Traineeships)	1,247,811	1,223,475	98.0%	1,243,611	1,425,770	114.6%
INT 12	Institutional Delivery (All Other enrolments)	4,671,630	4,669,895	100.0%	4,661,687	4,188,230	89.8%

Note 11: The college's profiled SCH delivery in each industry group has a corresponding census SCH delivery for 2004 that indicates the proportion of SCH achieved. The measure shows the actual 2004 SCH achieved (Census) for DPA profiled funded delivery expressed as a percentage over the 2004 contracted SCH as detailed in the Delivery and Performance Agreement (DPA). The data was sourced from the February 2005 state AVETMISS collection set for 2004 delivery and from the DPA agreement with the Department of Education and Training.

Note 12: The college planning matrix has two major components, Employment Based Training that targets Apprenticeships and Traineeships and Institutional Training that identifies other delivery types through the Australian Qualifications Framework levels.



Swan TAFE Annual Report 2004

Table 5 shows the delivery achievement and profile mix between industry categories and shows that in 2004 the overall college profile achievement was 95.1%. Swan TAFE has a diverse delivery portfolio that has a high trade/workshop component that specifically targets training for apprentices and trainees. The delivery level in some industry groups for this student cohort can fluctuate since student attendance at a college is determined through employment which is influenced by business and economic considerations. This employment based cohort shows an achievement of 114.6%.

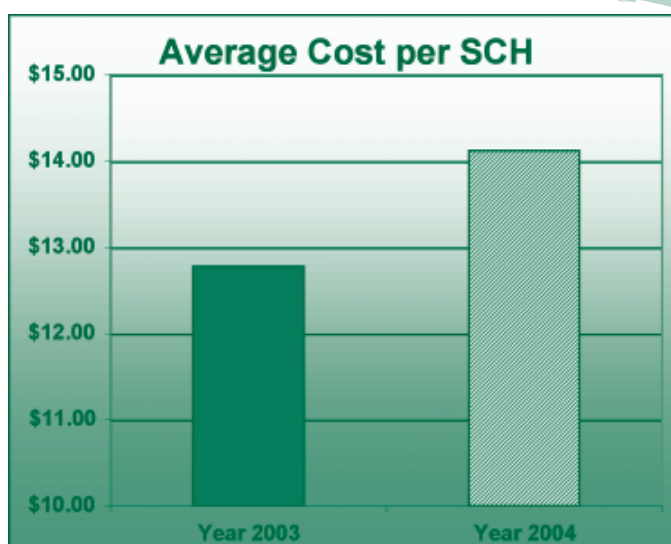
The institutional delivery component comprises of all 'other' enrolments. Delivery in this institutional category incorporates students who undertook a Certificate I or II course that provides entry level vocational training options, mainly for the 15-19 year cohort, and includes pre-apprenticeship and VET for School programs. The institutional category also delivers training at professional and para-professional levels in qualifications from Certificate III to the Diploma level. The institutional component achieved 89.8% of its delivery target in 2004. This level of achievement reflects student demand for full time and part time training across the different industry categories. Student demand for training is influenced by career prospects, current employment trends and socio-economic factors within the region.

2.0 EFFICIENCY INDICATOR:

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

The overall cost per Student Curriculum Hour (SCH) is an efficiency measure that shows the aggregate unit cost of delivery output per SCH, based on the delivery costs (Total Cost of Services) as detailed in the 2004 Financial Statements.

Table 6 Average Cost per SCH	
2003	\$12.78
2004	\$14.12



The average cost is calculated by determining the total cost of services, as reported in the college's Statement of Financial Performance, and divided by the actual SCH delivered for profile and non-profile activities (sourced from the 2004 final data collection).

The cost increase in SCH between 2003 and 2004 (\$1.34) is represented by:

Employee expenses:	\$1.02
Capital User Charge:	\$0.23
Grants and subsidies:	\$0.07
Other expenses from ordinary activities less other savings:	\$0.02
	<u>\$1.34</u>

Embedded in these figures is an element from the affect of a 4% reduction in SCH delivery between 2003 and 2004.

Delivery at Swan TAFE is diverse with a high trade/workshop component that by its nature incurs a higher delivery cost. In considering the Aggregate Unit Cost of delivery for the college by comparative analysis, it is necessary to examine a range of underlying factors that can contribute to and affect delivery costs. These costs vary between courses and are influenced by a range of factors that include: the volume and mix of delivery; location, class size, student and market demands; mode of delivery and teaching strategies employed; facilities, equipment, consumable costs, course characteristics and target group; quantum of trade/workshop delivery levels; training standards and associated competency levels.



FINANCIAL STATEMENTS



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Website: www.swantafe.wa.edu.au

FINANCIAL STATEMENTS For the year ending 31 December 2004

The accompanying financial statements of the Swan TAFE have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the year ending 31 December 2004 and the financial position as at 31 December 2004.

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.

Eric Lumsden
Chair
College Governing Council
Swan TAFE

Wayne Collyer
Managing Director
Swan TAFE

Roger Nurse
Principal Accounting Officer
Swan TAFE

Dated: 25 February 2005

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



Audit Opinion - Financial Statements



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

**SWAN TAFE
FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2004**

Audit Opinion

In my opinion,

- (i) the controls exercised by the Swan TAFE provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the College at December 31, 2004 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
March 31, 2005

Swan TAFE Annual Report 2004



Swan TAFE STATEMENT OF FINANCIAL PERFORMANCE for the year ended 31 December 2004		2004	2003
	Notes	\$	\$
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	59,103,820	54,650,750
Depreciation expense	3	4,618,726	5,151,355
Supplies and services	4	17,988,641	19,116,419
Grants and subsidies	5	955,330	477,376
Costs of disposal of non-current assets	6	205,199	273,467
Capital user charge	8	8,542,519	7,027,325
Other expenses from ordinary activities	9	882,704	394,840
Total cost of services		92,296,939	87,091,532
Revenues from ordinary activities			
<i>Revenue from operating activities</i>			
Fee for service	10	5,275,985	6,724,478
Student fees and charges	11	6,493,838	6,271,890
Ancillary trading	12	1,177,300	1,907,398
Trading profit	7	341,226	297,075
<i>Revenue from non-operating activities</i>			
Interest revenue		489,559	521,214
Proceeds on disposal of non-current assets	6	164,709	219,387
Other revenues from ordinary activities	13	764,218	1,091,808
Total revenues from ordinary activities		14,706,835	17,033,250
NET COST OF SERVICES		(77,590,104)	(70,058,282)
REVENUES FROM STATE GOVERNMENT			
State funds	14	64,094,842	67,294,255
Resources received free of charge	15	1,713,004	2,119,956
Liabilities assumed by the Treasurer	16	254,151	-
Total revenues from State Government		66,061,997	69,414,211
CHANGE IN NET ASSETS		(11,528,107)	(644,071)
Net increase/(decrease) in asset revaluation reserve	29	11,291,126	3,157,292
Total revenues, expenses and valuation adjustments recognised directly in equity		11,291,126	3,157,292
Total changes in equity other than those resulting from transactions with WA State Government as owners		(236,981)	2,513,221

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



Swan TAFE Annual Report 2004

Swan TAFE

STATEMENT OF FINANCIAL POSITION for the year ended 31 December 2004

		2004	2003
	Notes	\$	\$
Current Assets			
Cash assets	17	1,697,064	508,356
Restricted cash assets	18	450,544	927,765
Inventories	19	444,498	310,329
Receivables	20	915,715	1,168,038
Other financial assets	21	4,059,297	6,408,527
Other assets	22	1,680,098	3,324,054
Total Current Assets		9,247,216	12,647,069
Non-Current Assets			
Property, plant, equipment, vehicles and works of art	23	131,244,121	122,366,554
Total Non-Current Assets		131,244,121	122,366,554
Total assets		140,491,337	135,013,623
Current Liabilities			
Payables	24	676,465	3,179,043
Interest bearing liabilities	25	257,117	-
Provisions	26	6,938,750	5,307,680
Other liabilities	27	4,458,909	1,913,075
Total Current Liabilities		12,331,241	10,399,798
Non-Current Liabilities			
Interest bearing liabilities	25	140,081	-
Provisions	26	4,835,344	7,394,126
Total Non-Current Liabilities		4,975,425	7,394,126
Total Liabilities		17,306,666	17,793,924
NET ASSETS		123,184,671	117,219,699
Equity			
Contributed equity	28	58,747,439	52,545,486
Reserves	29	48,665,949	37,374,823
Accumulated surplus/(deficiency)	30	15,771,283	27,299,390
TOTAL EQUITY		123,184,671	117,219,699

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

Swan TAFE Annual Report 2004



Swan TAFE STATEMENT OF FINANCIAL CASHFLOWS for the year ended 31 December 2004		2004	2003
	Notes	\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Recurrent funding - Department of Education and Training		65,310,144	64,493,925
Net cash provided by State Government		65,310,144	64,493,925
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(52,284,831)	(53,485,167)
Supplies and services		(16,555,316)	(17,776,250)
Grants and subsidies		(955,330)	(477,376)
Capital user charge		(10,614,781)	(6,666,825)
GST payments on purchases		(1,811,445)	(1,342,084)
Other payments		(720,843)	(204,835)
Receipts			
Fee for service		6,001,373	6,724,478
Student fees and charges		6,325,151	5,966,975
Ancillary trading		2,409,091	3,165,924
Interest received		491,850	129,923
GST receipts on sales		737,516	465,308
GST receipts from taxation authority		1,120,559	941,473
Rental and facilities fees		478,679	467,017
Other receipts		285,968	624,791
Net cash used in operating activities	31	(65,092,359)	(61,466,648)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from the sale of non-current physical assets		164,709	219,387
Purchase of non-current physical assets		(2,020,237)	(2,608,904)
Net cash used in investing activities		(1,855,528)	(2,389,517)
Net increase/(decrease) in cash held		(1,637,743)	637,760
Cash assets at the beginning of the financial year		7,844,648	4,075,952
Cash assets transferred from other sources			3,130,936
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	32	6,206,905	7,844,648
The Statement of Cash Flows should be read in conjunction with the accompanying notes.			



Swan TAFE Annual Report 2004

SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

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

1 Significant accounting policies

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

General Statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group (UIG) Consensus Views as applied by the Treasurer's Instructions. Several of these are modified by the Treasurer's Instructions to vary application, disclosure, format and wording. The Financial Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and UIG Consensus Views. The modifications are intended to fulfill 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 financial 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 calculated on the straight line basis, using rates which are reviewed annually. Expected useful lives for each class of depreciable asset are:

Buildings	20 to 40 years
Motor Vehicles, Caravans and Trailers	1 to 33 years
Plant, Furniture and General Equipment"	1 to 29 years
Computer Equipment, Communications Network & Software	1 to 14 years

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

(b) Inventories

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



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

(c) Other financial assets

This represents monies held on deposit for a term not exceeding 3 months. The College is able to demand repayment of these monies at any time. Interest revenues are recognised as they are accrued.

(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

Leave benefits are calculated at remuneration rates expected to be paid when the liabilities are settled. A liability for long service leave is recognised after an employee has completed three years of service. An actuarial assessment of long service leave undertaken by PricewaterhouseCoopers Actuaries in 2003 determined that the liability measured using the short hand method was not materially different from the liability measured using the present value of expected future payments. 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 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).

On 1 January 2004, unfunded liabilities relating to the Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme were assumed by the Treasurer. The amount assumed by the Treasurer is disclosed at Note 28 Equity.

The superannuation expense comprises the following elements:

- (i) change in the unfunded employer's liability in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme.
- (ii) employer contributions to the Gold State Superannuation Scheme and West State Superannuation Scheme.

The superannuation expense does not include payment of pensions to retirees, as this does not constitute part of the cost of services provided by the college in the current year.

Revenue "Liabilities assumed by the Treasurer" equivalent to (i) is recognised under Revenues from State Government in the Statement of Financial Performance as the unfunded liability is assumed by the Treasurer. The GESB makes the benefit payments and is recouped by the Treasurer.

The college is funded for employer contributions in respect of the Gold State Superannuation Scheme and the West State Superannuation Scheme. These contributions were paid to the GESB during the year. The GESB subsequently paid the employer contributions in respect of the Gold State Superannuation Scheme to the Consolidated Fund.

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.



Swan TAFE Annual Report 2004

SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

(e) Leases

The College's rights and obligations under finance leases, which are leases that effectively transfer to the College substantially all of the risks and benefits incident to ownership of the leased items, are initially recognised as assets and liabilities equal in amount to the present value of the minimum lease payments. The assets are disclosed as computer equipment, communications network and software under lease, and are depreciated to the Statement of Financial Performance over the period during which the College is expected to benefit from use of the leased assets. Minimum lease payments are allocated between interest expense and reduction of the lease liability, according to the interest rate implicit in the lease.

Finance lease liabilities are allocated between current and non-current components. The principal component of lease payments due on or before the end of the succeeding year is disclosed as a current liability, and the remainder of the lease liability is disclosed as a non-current liability.

Prior to 31st December 2004, the College treated all lease agreements it had entered into as operating leases. A review of the lease agreements carried out at year end indicates they meet the definition of a finance lease under "AASB 1008 Leases". At 31st December 2004, all leases were accounted for as finance leases. The effect of this change was:

- Assets of \$905,171 were recognised under leased computer equipment and communications network, Note 23.
- Liability of \$397,198 was recognised under interest bearing liabilities, Note 25.
- A charge of \$4,659 is included under other expenses from ordinary activities Note 9, being the net amount of the depreciation and repayments made and recognised to date.
- An amount of \$306,526 would have been charged to supplies and services if the assets were under operating leases.

(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 have been disclosed as State Funds under 'Revenues from State Government'. This revenue is recognised in the period in which the College meets the terms of the Agreement.

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

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.



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

(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 90 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, Vehicles and Works of Art

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

The College has a policy of revaluing plant and equipment, computer equipment, communications network and motor vehicle training aids at fair value. Fleet vehicles are not revalued as they are turned over in 2 years. The revaluations are undertaken on a rolling three year basis. These revaluations are recognised in the financial statements

Works of Art are revalued by an independent valuer on a 3 year cycle. The last valuation was performed on 16th December 2002 on the basis of replacement value.

(m) Comparative Figures

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

(n) Contributed Equity

Under UIG 38 "Contributions by Owners Made to Wholly-Owned Public Sector Entities" transfers in the nature of equity contributions must be designated by the Government (owners) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions in the financial statements. Capital contributions and superannuation liabilities transferred to owners are designated as contributions by owners and are credited directly to Contributed Equity in the Statement of Financial Position. See Note 28 Equity

(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.

Assets costing less than \$1,000 are expensed in the year of acquisition (other than where they form part of a group of similar items which are significant in total).



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

(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.

(r) Rounding of amounts

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

(s) Change in accounting policy

In previous years the college has recorded as an asset under the item Buildings Under Construction, expenditure incurred directly by the Department of Education and Training. An equivalent amount was recognised as revenue under State Funds. From January 01 2004 the Department of Education and Training is only advising the College of the value of buildings on completion and formal transfer to the College. Assets will be recognised from this date. This change in policy is a result of Department of Education and Training adopting the former Department of Education's policy of accounting for capital works on the merger of the two departments. The change has no effect on revenues or expenses in the Statement of Financial Performance.



**SWAN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDING 31 DECEMBER 2004**

	2004	2003
	\$	\$
2 Employee expenses		
Salaries	44,093,078	42,008,882
Superannuation	4,746,742	4,623,499
Long service Leave (I)	1,955,901	2,165,563
Annual leave (I)	4,480,890	2,405,112
Other staffing costs (II)	3,827,209	3,447,694
	59,103,820	54,650,750
(I) These items include on-costs which is also included in employee benefit liabilities at Note 26.		
(II) These employee expenses include payroll tax, workers compensation premiums and other employment costs		
3 Depreciation expense		
Depreciation		
Buildings	2,660,479	2,562,696
Motor vehicles, caravans and trailers	154,553	277,646
Plant, furniture and general equipment	887,433	1,470,522
Computer equipment, communication network and software	916,261	840,491
	4,618,726	5,151,355
4 Supplies and services		
Consumables and minor equipment	4,560,914	4,203,468
Communication expenses	912,065	895,284
Utilities expenses	1,500,080	1,556,619
Consultancies and contracted services	5,369,103	5,863,384
Minor works	3,131,893	3,868,053
Repairs and maintenance	170,867	245,607
Operating lease and hire charges	934,255	1,077,454
Travel and passenger transport	239,527	227,023
Advertising and public relations	355,141	353,682
Supplies and services - other	814,796	825,845
	17,988,641	19,116,419
5 Grants and subsidies		
Payments to non TAFE Providers for VET service delivery	12,807	18,992
Capital grants	-	10,878
Apprentices and trainees (travel, accommodation and other off the job assistance) (I)	916,232	421,747
Other	26,291	25,759
	955,330	477,376
(I) Prior to 1 July 2003, subsidies relating to apprentices and trainees were offset against revenues recouped from the Department of Education and Training. From 1 July 2003, they are now brought to account as expenditure under "grants and subsidies" and revenue under "other recurrent funds" in Note 14 State Funds.		



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004	2003
	\$	\$
6 Net gain/(loss) on disposal of non-current assets		
Motor vehicles, caravan and trailer proceeds	164,567	195,461
Written down value	(192,452)	(152,666)
Net Profit (Loss) on Sale	(27,885)	42,794
Plant, furniture and general equipment proceeds	142	23,911
Written down value	(11,301)	(98,000)
Net Profit (Loss) on Disposal	(11,159)	(74,089)
Computer equipment, communication network and software proceeds	-	15
Written down value	(1,446)	(22,801)
Net Profit (Loss) on Disposal	(1,446)	(22,786)
<u>Gain on Disposal of Non-current Assets</u>		
Motor vehicles, caravans and trailers	-	42,794
	-	42,794
<u>(Loss) on Disposal of Non-current Assets</u>		
Motor vehicles, caravans and trailers	(27,885)	-
Plant, furniture and general equipment	(11,159)	(74,089)
Computer equipment, communication network and software	(1,446)	(22,786)
	(40,490)	(96,875)
Net loss	(40,490)	(54,081)
7 Trading Profit		
Bookshop:		
Sales	1,231,792	1,258,527
Cost of sales:		
Opening inventory	310,329	396,544
Purchases	1,024,735	875,236
	1,335,065	1,271,780
Closing inventory	(444,498)	(310,329)
Cost of goods sold	890,566	961,451
Trading Profit - Bookshop	341,226	297,075
8 Capital user charge		
Capital user charge expense	8,542,519	7,027,325
A capital user charge rate of 8% has been set by the Government for 2004 (2003: 8%) 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.		



**SWAN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDING 31 DECEMBER 2004**

	2004	2003
	\$	\$
9 Other expenses from ordinary activities		
Doubtful debts expense	154,793	190,005
Donations	8,135	19,139
Student prizes and awards	20,294	14,722
Goods and services tax (I)	233,526	
Miscellaneous	458,888	168,011
Losses and write-offs	7,068	2,963
	882,704	394,840
(I) Represents GST payments to the Australian Taxation Office for Competitive Allocation Tenders previously judged to be GST free.		
10 Fee for service		
Fee for service - general	1,079,429	2,028,111
Fee for service - Department of Education and Training	698,656	1,394,182
Fee for service - government (other than Department of Education and Training)	243,294	349,344
Adult Community Education fees	584,740	573,402
International Division fees	2,365,577	2,341,430
Fee for service - other	304,289	38,009
	5,275,985	6,724,478
11 Student fees and charges		
Tuition fees	4,122,974	4,047,105
Enrolment fees	565,862	551,055
Resource fees	1,736,562	1,613,632
Other college fees	68,440	60,098
	6,493,838	6,271,890
12 Ancillary trading		
Live works (not a trading activity)	616,597	628,701
Contracting and consulting	261,060	869,130
Other ancillary revenue	299,643	409,567
	1,177,300	1,907,398
13 Other revenues from ordinary activities		
Rental and facilities fees	478,679	467,017
Other direct grants and subsidy revenue	35,636	40,916
Copyright and royalties revenue	-	28,715
Sponsorship and donations revenue	20,984	53,128
Miscellaneous revenue	228,919	502,032
	764,218	1,091,808



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004 \$	2003 \$
14 State funds (received from Department of Education and Training)		
Delivery and Performance Agreement (DPA)	51,126,856	49,210,642
Other recurrent funds	7,295,793	8,185,962
Capital User Charge funding	8,542,519	7,027,325
	<u>66,965,168</u>	<u>64,423,929</u>
Capital works transferred (I)	(2,870,326)	2,870,326
	<u>(2,870,326)</u>	<u>2,870,326</u>
	<u>64,094,842</u>	<u>67,294,255</u>
(I) This amount was incorrectly classified as Revenues from Government in 2003. It should have been classified as Contributions by Owner. Refer note 28.		
15 Resources received free of charge		
Comprised of:		
Department of Education and Training		
* Corporate systems support	1,405,162	1,469,752
* Marketing and publications	76,626	189,264
* Human resources, industrial relations support	24,904	30,858
* Other	206,312	380,582
	<u>1,713,004</u>	<u>2,070,456</u>
Office of the Auditor General - external audit services (I)	-	49,500
	<u>1,713,004</u>	<u>2,119,956</u>
Where assets or services have been received free of charge or for nominal consideration, the College recognise revenues (except where the contribution of assets or services is in the nature of contributions by owners, in which case the College shall make a direct adjustment to equity) 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.		
(I) Commencing with the 2004 audit, the Office of the Auditor General will be charging a fee for auditing the accounts, financial statements and performance indicators. The fee for the 2004 audit \$82,500 will be due and payable in 2005.		
16 Liabilities assumed by the Treasurer		
Superannuation	254,151	-
	<u>254,151</u>	<u>-</u>

Where a liability has been assumed by the Treasurer or other entity, the College recognises revenues equivalent to the amount of the liability assumed and an expense relating to the nature of the event or events that initially gave rise to the liability.



**SWAN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDING 31 DECEMBER 2004**

	2004	2003
	\$	\$
17 Cash assets		
Cash on hand	27,190	26,151
Cash advances	4,534	817
Cash at bank	1,665,340	481,388
	<u>1,697,064</u>	<u>508,356</u>
18 Restricted cash assets		
Short Term Deposits (a)	450,544	927,765
	<u>450,544</u>	<u>927,765</u>
Represents cash resources the uses of which are restricted, wholly or partially, by regulations or other externally imposed requirements.		
(a) Amount represents unacquitted specific capital devolved funds for ten projects from the Department of Education and Training for which the amount must be spent on the project or returned.		
19 Inventories		
Inventories held for resale:		
Bookshop (at cost)	444,498	310,329
	<u>444,498</u>	<u>310,329</u>
20 Receivables		
Current		
Receivables	1,313,561	1,499,262
Provision for doubtful debts	(557,626)	(501,078)
GST receivable	159,780	169,854
	<u>915,715</u>	<u>1,168,038</u>
21 Other financial assets		
Current		
Short term cash deposits. (See Note 1(c))	4,059,297	6,408,527
	<u>4,059,297</u>	<u>6,408,527</u>
22 Other assets		
Current		
Prepayments	376,658	577,324
Accrued income	1,303,440	2,743,659
Other		3,071
	<u>1,680,098</u>	<u>3,324,054</u>



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004 \$	2003 \$
23 Property, plant, equipment, vehicles and works of art		
Land		
At fair value (a)	16,575,000	14,466,000
	<u>16,575,000</u>	<u>14,466,000</u>
Buildings		
At fair value (a)	107,389,035	102,170,912
Accumulated depreciation	(2,829,491)	(2,616,741)
Total Buildings	<u>104,559,544</u>	<u>99,554,171</u>
Equipment under construction (b)	<u>74,272</u>	<u>29,515</u>
Motor vehicles, caravans and trailers		
At cost	-	1,291,326
Accumulated depreciation	-	(369,951)
	<u>-</u>	<u>921,375</u>
At fair value	1,587,169	250,190
Accumulated depreciation	(341,334)	(81,075)
	<u>1,245,835</u>	<u>169,115</u>
Total Motor vehicles, caravans and trailers	<u>1,245,835</u>	<u>1,090,490</u>
Plant, furniture and general equipment		
At cost	-	329,553
Accumulated depreciation	-	(151,671)
	<u>-</u>	<u>177,882</u>
At fair value	7,419,829	7,331,947
Accumulated depreciation	(1,565,749)	(2,404,568)
	<u>5,854,080</u>	<u>4,927,379</u>
Total Plant, furniture and general equipment	<u>5,854,080</u>	<u>5,105,261</u>
Computer equipment, communication network and software		
At cost	-	1,628,285
Accumulated depreciation	-	(349,638)
	<u>-</u>	<u>1,278,647</u>
At fair value	3,905,830	1,861,642
Accumulated depreciation	(1,383,478)	(1,039,672)
	<u>2,522,352</u>	<u>821,970</u>
Leased computer equipment and communication network	905,171	-
Accumulated depreciation	(512,633)	-
	<u>392,538</u>	<u>-</u>
Total Computer equipment, communication network and software	<u>2,914,890</u>	<u>2,100,617</u>



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004	2003
	\$	\$
Works of art		
At fair value (d)	20,500	20,500
	20,500	20,500
Total Property, plant, equipment, vehicles and works of art	131,244,121	122,366,554

- (a) The revaluation of land and buildings was performed in June 2003 (2003: June 2002) and brought to account on 1st January 2004 (2003: 1 January 2003) in accordance with an independent valuation by the Valuer Generals Office. Fair value has been determined on the basis of market and current use value for land, and current use value for buildings.
- (b) Equipment under construction reflects accumulated expenditure as at 31st December on an equipment project which has yet to be completed.
- (c) The valuation of Motor vehicles, caravans & trailers, plant furniture & general equipment, computer equipment, communication network and software, located at the Bentley, Carlisle and Thornlie Campuses, was performed on the 1st September 2004 by Australian Valuation Partners on the basis of fair value and the amount taken up as at 31st September 2004.

Assets at Balga and Midland Campuses brought across through the restructure are at fair value having been valued at the date of take up by an independent valuer (Valuer Generals Office).

- (d) The valuation of works of art is in accordance with an independent valuation which was undertaken by Perth Galleries Pty Ltd on the basis of replacement value as at 16th December 2002.

Reconciliations

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

2004	Land	Buildings	Equipment Under Construction	Motor Vehicles, Caravans & Trailers	Plant, Furniture & General Equipment	Computer Equipment, Communication Network & Software	Works of Art	Total
Carrying Amount amount at start of year	14,466,000	99,554,171	29,515	1,090,490	5,105,261	2,100,617	20,500	122,366,554
Additions	-	183,427	44,757	353,988	171,076	1,664,185		2,417,433
Disposals	-	-	-	(192,452)	(11,301)	(1,445)		(205,198)
Depreciation	-	(2,660,479)	-	(154,553)	(887,433)	(916,261)		(4,618,726)
Revaluation	2,109,000	7,482,425	-	148,362	1,482,126	69,213		11,291,126
Write-off of Assets	-	-	-	-	5,649	(1,419)		(7,068)
Carrying Amount at End of Year	16,575,000	104,559,544	74,272	1,245,835	5,854,080	2,914,890	20,500	131,244,121



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004	2003
	\$	\$
24 Payables		
Current		
Trade payables	639,909	1,106,781
GST payable	36,556	-
Capital User Charge payable	-	2,072,262
	<u>676,465</u>	<u>3,179,043</u>
25 Interest bearing liabilities		
Current		
Finance lease liabilities	257,117	-
	<u>257,117</u>	<u>-</u>
Non-Current		
Finance lease liabilities	140,081	-
	<u>140,081</u>	<u>-</u>
Lease liabilities are effectively secured as the rights to the leased assets revert to the lessor in the event of default.		
Assets pledged as security		
The carrying amounts of non-current assets pledged as security are:		
Finance Lease		
Leased computer equipment, communications network and software	<u>392,538</u>	<u>-</u>
26 Provisions		
Employee Benefits		
Current		
Annual leave (l)	3,421,562	2,499,557
Long service leave (l)	3,505,068	2,808,123
Salary deferment	12,120	-
	<u>6,938,750</u>	<u>5,307,680</u>
Non-current		
Long service leave (l)	4,823,933	4,747,424
Superannuation (ll)	-	2,618,077
Salary deferment	11,411	28,625
	<u>4,835,344</u>	<u>7,394,126</u>
(l) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including superannuation, payroll tax and workers compensation premiums. The liability for such on-costs is included here. The associated expense is included under 'Long service Leave' & 'Annual Leave' (under Employee expenses) at note 2.		
(ll) In 2003 the superannuation liability was established from data supplied by the Government Employees Superannuation Board. In 2004 this liability has been assumed by the Treasurer.		
The College considers the carrying amount of employee benefits approximates the net fair value.		



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004	2003
	\$	\$
Employee Benefit Liabilities		
The aggregate employee benefit liability recognised and included in the financial statements is as follows:		
Provision for employee benefits:		
Current	6,938,750	5,307,680
Non-current	4,835,344	7,394,126
	<u>11,774,094</u>	<u>12,701,806</u>
27 Other liabilities		
Current		
Income received in advance (a)	371,896	225,041
Grants and advances (b)	606,164	374,105
Accrued expenditure	961,015	655,366
Accrued salaries and related costs	477,816	103,870
Money/deposits held in trust	82,287	87,377
Department of Education and Training - VET delivery shortfall	1,959,731	467,316
	<u>4,458,909</u>	<u>1,913,075</u>
(a) Income received in advance comprises:		
Department of Education and Training - DPA Funds	96,245	-
Fee for service	45,800	41,523
Student fees and charges	169,293	105,973
Other	60,558	77,545
	<u>371,896</u>	<u>225,041</u>
(b) Grants and Advances		
Department of Education and Training - competitive allocation tendering	330,059	191,361
Specific Purpose Grants - Commonwealth	149,946	182,744
Specific Purpose Grants - Department of Education and Training	126,159	-
	<u>606,164</u>	<u>374,105</u>
28 Equity		
Contributed equity		
Opening balance	52,545,486	-
Contributions by owners (I) (II)	6,201,953	52,545,486
Closing balance	<u>58,747,439</u>	<u>52,545,486</u>
(I) On 1 January 2004 the Treasurer assumed the colleges \$2,618,077 liability for the super pension scheme, which was taken up as contribution by owner. Non-discretionary non-recipicol transfers of assets from the Department of Education and Training relating to 2003 \$2,870,326 and 2004 \$713,550. Refer note 14.		
(II) In 2003 contributions represented non reciprocal assets and liabilities transferred to Swan from the Midland College of TAFE (\$34,626,769) and the Balga campus of the West Coast College of TAFE (\$17,918,717) as at 1 January 2003.		



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004	2003
	\$	\$
29 Reserves		
Asset Revaluation Reserve (I)		
Opening balance	37,374,823	34,217,531
Net revaluation increments		
Land	2,109,000	1,222,000
Buildings	7,482,425	1,935,292
Motor vehicles, caravans and trailers	148,362	-
Plant, furniture and general equipment	1,482,126	-
Computer equipment, communication network and software	69,213	-
Closing balance	48,665,949	37,374,823
(I) 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)		
30 Accumulated surplus/(deficiency)		
Opening balance	27,299,390	27,943,461
Change in net assets	(11,528,107)	(644,071)
Closing balance	15,771,283	27,299,390
31 Reconciliation of net cost of services to net cashflows provided by/(used in) operating activities		
Net Cost of Services	(77,590,104)	(70,058,283)
Non-cash items:		
Depreciation and amortisation expense	4,618,726	5,151,355
Resources received free of charge	1,713,004	2,119,956
Net (gain)/loss on disposal on non-current assets	40,490	54,080
Losses and write-offs (excludes cash shortages/thefts of money)	7,068	-
Superannuation expense	4,746,741	-
Doubtful debts expense	56,548	190,005
Equity contribution towards minor works	713,550	-
(Increase)/decrease in assets:		
Current receivables	185,702	(1,011,344)
Inventories	(134,169)	86,215
Prepayments	200,667	-
Other current assets	194,384	-
Increase/(decrease) in liabilities		
Payables	(2,539,134)	1,331,641
Income received in advance/grants and advances	282,669	-
Current provisions	1,631,070	1,299,502
Other current Liabilities	674,505	(461,714)
Non-current Provisions	59,295	-
Net GST receipts/(payments)	(1,073,930)	168,061
Change in GST in receivables/payables	1,120,559	-
Net cash provided by/(used in) operating activities	(65,092,359)	(61,466,648)



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004	2003	
	\$	\$	
32 Reconciliation of cash			
Cash at the end of the financial year, as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:			
Cash assets	1,697,064	508,356	
Restricted cash assets	450,544	927,765	
Other financial assets	4,059,297	6,408,527	
	<u>6,206,905</u>	<u>7,844,648</u>	
33 Commitments for expenditure			
Finance lease commitments			
Commitments in relation to finance leases are payable as follows:			
Within 1 year	285,538	-	
Later than 1 year and not later than 5 years	147,724	-	
Later than 5 years	-	-	
Minimum finance lease payments	<u>433,262</u>	<u>-</u>	
Less: future finance charges	<u>(36,064)</u>	<u>-</u>	
Finance lease liability	<u>397,198</u>	<u>-</u>	
Included in the financial statements as:			
Current	257,117	-	
Non-current	<u>140,081</u>	<u>-</u>	
	<u>397,198</u>	<u>-</u>	
34 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 results and the corresponding items of the preceeding year are detailed below. Significant variations are considered to be those greater than 10% and \$250,000.			
Expenditure	2004	2003	Variance
	\$,000	\$,000	\$,000
Employee expenses -	59,104	54,651	(4,453)
Employee expenses - 3% pay rise \$1.4 m.			
Increase expense for leave provision \$1.2 m due to an error in the prior year calculation.			
Delivery costs rose in Transport & Metals and Engineering Divisions \$0.9 m.			
Depreciation and amortisation expense -	4,619	5,151	532
Many assets brought across to Swan from Midland & Balga upon revaluation only had a twelve month remaining life.			
Depreciation was therefore significantly reduced in 2004 representing the \$532,000 reduction.			
Supplies and services -	17,989	19,116	1,127
Decrease in routine maintenance & general restoration \$0.3 m.			
Non recurring expense for college signage \$0.3m.			
Reduction in services provided free of charge in relation to delivery support system & FMIS project \$0.5 m.			
	955	477	(478)



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004		2003
	\$		\$
Grants and subsidies - 2004 represents the full year affect of a change in accounting treatment for the recoup from the Department of apprentice travel and accommodation subsidy \$0.5 m. (refer to note 5).			
Capital User Charge - 2003 figures where deflated due to the exemption from CUC for revaluations to the Midland & Balga campuses when being incorporated under Swan.	8,542	7,027	(1,515)
Other Expense from ordinary activities - In 2003 the college underestimated by \$148,000 the training delivery shortfall it would have to repay to DET in 2004. Payment of additional GST following Tax Audit \$270,000.	878	395	(483)
Revenue			
Fee for Service - Commercial delivery was down across the entire college by \$948,000 Training delivery outside the college DPA from the Department of Education & Training was also down \$696,000	5,276	6,724	(1,448)
Ancillary trading - Contracts won for curriculum development was down \$819,000"	1,177	1,907	(730)
Revenues from State Government			
Resources received free of charge - Reduction in services provided free of charge in relation to delivery support system & FMIS project \$0.5 m.	1,713	2,120	(407)
Liabilities assumed by the Treasurer - From 1 January 2004 the State Treasurer has accepted liability for expenses of staff under the Pension Scheme.	254	-	254
(b) Significant variations between estimates and actual results for the financial year Details and reasons for significant variations between estimates and actual results are detailed below. Significant variations are considered to be those greater than 10% of budget and \$250,000."			
	2004 Actual \$,000	2004 Budget \$,000	Variance \$,000
Expenditure			
Grants and subsidies - Subsidies previously for student travel and accommodation where off set against the recoup from the Department. They are now brought to account as separate expense and revenue items (\$916,000). (refer note 5).	955	7	(948)
Cost of disposal of non-current assets - Costs and proceeds from asset disposal where budgeted to net off against each other. Thus no budget was created in 2003, change in presentation for 2004 onwards.	205	-	(205)
Other Expense from ordinary activities - In 2003 the college underestimated by \$148,000 the training delivery shortfall it would have to repay to DET in 2004. Payment of additional GST following Tax Audit \$233,526. Unbudgeted internal expenses from the college print cell at \$373,000	878	194	(684)



SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004		2003
	\$		\$
Revenue			
Ancillary trading - The number of contracts won for curriculum development was less than budgeted.	1,177	1,632	(455)
Proceeds on disposal of non-current assets - Costs and proceeds from asset disposal were budgeted to net off against each other. Thus no budget was created in 2003, change in presentation for 2004 onwards.	164	-	164
Other revenues from ordinary activities - Unplanned miscellaneous revenue amounts were received for \$151,000 Under budgeted canteen revenue received an additional \$65,000 in revenue.	764	504	260
Revenues from State Government			
Resources received free of charge - Reduction in services provided free of charge in relation to delivery support system.	1,713	2,031	(318)

35 Financial Instruments

(a) Interest Rate Risk Exposure

The following table details the College's exposure to interest rate risk at reporting date.

	Weighted Average Effective Interest Rate %	Variable Interest Rate \$000	Fixed Interest Rate Less Than 1 year \$000	Non-Interest Bearing \$000	Total \$000
Financial Assets					
Cash Assets	4.75%	1,697	-	-	1,697
Other financial assets	5.27%	-	4,059	-	4,059
Restricted cash assets	5.27%	-	451	-	451
Receivables		-	-	916	916
Other assets				1,680	1,680
		1,697	4,510	2,596	8,803
Financial Liabilities					
Payables		-	-	676	676
Interest bearing liabilities	5.70%	397	-	-	397
Employee benefits		-	-	11,774	11,774
Other liabilities		-	-	4,459	4,459
		397	-	16,909	17,306
Net Financial Assets (Liabilities)		1,300	4,510	(14,313)	(8,503)
2003					
Financial Assets	5.16%	508	7,336	3,324	11,168
Financial Liabilities		-	-	17,794	17,794

(b) Credit Risk Exposure

All financial assets are unsecured.

The carrying amount of financial assets recorded on the financial statements represents the College's maximum exposure to credit risk in relation to those assets as indicated in the Statement of Financial Position.

(c) Net Fair Values

The carrying amount of financial assets and financial liabilities recorded in the financial statements are not materially different from their net fair values determined in accordance with those accounting policies disclosed in Note 1 to the financial statements.



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SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2004

	2004	2003
	\$	\$
36 Remuneration of Members of the Accountable Authority and Senior Officers		
<u>Remuneration of members of the Accountable Authority</u>		
The number of members of the Accountable Authority whose total of fees, salaries, superannuation and other benefits for the financial year, fall within the following bands are:		
\$		
\$0 - \$10,000	12	12
\$50,001 - \$60,000	1	-
\$60,001 - \$70,000	-	1
\$100,001 - \$110,000	1	-
\$110,001 - \$120,000	-	1
The total remuneration of the members of the Accountable Authority is:	158,285	183,884
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.		
<u>Remuneration of Senior Officers</u>		
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:		
\$		
\$ 10,001 - \$20,000	-	3
\$30,001 - \$40,000	-	1
\$70,001 - \$80,000	-	1
\$90,001 - \$100,000	-	1
\$110,001 - \$120,000	1	-
\$120,001 - \$130,000	1	-
\$140,001 - \$150,000	1	-
The total remuneration of senior officers is:	391,532	248,600
The superannuation included here represents the superannuation expense incurred by the College in respect of Senior Officers other than senior officers reported as members of the Accountable Authority. No Senior Officers are members of the Pension Scheme.		
37 Supplementary Financial Information		
<u>Amounts Written off by the Accountable Authority</u>		
Write offs adjusted against the provision for Doubtful Debts	98,656	29,154
<u>Losses Through Theft, Defaults And Other Causes</u>		
Losses of public and other moneys and public and other property through theft, default or otherwise	12,459	2,963



**SWAN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDING 31 DECEMBER 2004**

	2004	2003
	\$	\$

38 Segment Information

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

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

39 The Impact of Adopting International Accounting Standards

The Australian Accounting Standards Board is adopting the Standards of the International Accounting Standards Board for application to reporting periods beginning on or after 1 January 2005. Accounting Standard AASB 1 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards' prescribes transitional provisions for first-time adopters. AASB 1047 'Disclosing the Impacts of Adopting Australian Equivalents to International Financial Reporting Standards' requires financial reports to disclose information about the impacts of any changes in accounting policies in the transition period leading up to the adoption date.

How the transition to Australian equivalents IFRS is being managed:

The Department of Education and Training has set up a working group to investigate all emerging issues. The college is represented on this working group and all information is shared amongst all other TAFE colleges. Constant access is made to the State Treasury web site for commentary on the new standards. The college board and audit committee has been kept up to date by the Principal Accounting Officer.

Key differences in accounting policies that are expected to arise from adopting Australian equivalents to IFRS:

No material impacts have been identified so far with the introduction of the new standards. Minor reclassifications have been noted in the areas of "Other Financial assets" moving under "Cash Assets" and on cost for employee liabilities moving under "Other Liabilities".



FINANCIAL ESTIMATES 2005

In accordance with Treasurers Instruction 953, the annual estimates for the 2005 year are hereby included in the 2004 annual report. These estimates do not form part of the 2004 financial statements and are not subject to audit.



**SWAN TAFE - ANNUAL ESTIMATES
STATEMENT OF FINANCIAL PERFORMANCE
for the year ending 31 December 2005**

	2005 \$ Estimate
COST OF SERVICES	
Expenses from ordinary activities	
Employee expenses	54,744,145
Depreciation and amortisation expense	4,731,000
Supplies and services	17,522,792
Grants and subsidies	715,000
Costs of disposal of non-current assets	350,000
Capital user charge	9,335,390
Other expenses from ordinary activities	82,500
Total cost of services	87,480,827
Revenues from ordinary activities	
<i>Revenue from operating activities</i>	
Fee for service	5,310,364
Student fees and charges	6,383,037
Ancillary trading	1,058,361
Trading profit	340,400
<i>Revenue from non-operating activities</i>	
Interest revenue	250,000
Proceeds on disposal of non-current assets	350,000
Other revenues from ordinary activities	539,535
Total revenues from ordinary activities	14,231,697
NET COST OF SERVICES	(73,249,130)
REVENUES FROM STATE GOVERNMENT	
State funds	68,553,172
Resources received free of charge	2,100,000
Liabilities assumed by the treasurer	-
Total revenues from State Government	70,653,172
CHANGE IN NET ASSETS	(2,595,958)
Total changes in equity other than those resulting from transactions with WA State Government as owners	(2,595,958)

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



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SWAN TAFE - ANNUAL ESTIMATES STATEMENT OF FINANCIAL POSITION for the year ending 31 December 2005

	2005
	\$ Estimate
Current Assets	
Cash assets	416,288
Restricted cash assets	500,000
Inventories	420,928
Receivables	1,065,025
Other financial assets	4,109,841
Other assets	618,510
Total Current Assets	7,130,592
Non-Current Assets	
Property, plant, equipment and vehicles	127,703,581
Total Non-Current Assets	127,703,581
Total assets	134,834,173
Current Liabilities	
Payables	637,626
Provisions	6,285,421
Other liabilities	1,100,000
Total Current Liabilities	8,023,047
Non-Current Liabilities	
Provisions	4,462,134
Total Non-Current Liabilities	4,462,134
Total Liabilities	12,485,181
NET ASSETS	122,348,992
Equity	
Contributed equity	55,163,563
Reserves	48,665,948
Accumulated Surplus/(Deficit)	18,519,481
TOTAL EQUITY	122,348,992

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



**SWAN TAFE - ANNUAL ESTIMATES
STATEMENT OF CASHFLOWS
for the year ending 31 December 2005**

	2005 \$ Estimate
CASH FLOWS FROM STATE GOVERNMENT	
Recurrent state funding - Department of Education and Training	66,153,306
Capital funding - Department of Education and Training	
Net cash provided by State Government	66,153,306
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee costs	(54,744,145)
Supplies and services	(15,459,036)
Grants and subsidies	(715,000)
Borrowing costs	
Capital User Charge	(9,335,390)
GST Payments on purchases	(1,159,428)
GST Payments to ATO	
Other payments	(82,500)
Receipts	
Fee for service	5,247,864
Student fees and charges	6,320,537
Ancillary Trading	2,258,361
Interest received	250,000
Commonwealth grants and contributions GST receipts on sales	362,103
GST receipts from ATO	797,325
Other receipts	539,535
Net cash provided by/(used in) operating activities	(65,719,774)
CASH FLOWS FROM INVESTING ACTIVITIES	
Proceeds from sale of non-current physical assets	350,000
Purchase of non-current physical assets	(1,964,308)
Net cash provided by/(used in) investing activities	(1,614,308)
Net increase/(decrease) in cash held	(1,180,776)
Cash assets at the beginning of the financial year	6,206,905
Cash assets transferred from other sources	
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	5,026,129