



Annual Report

1 July 2004 - 30 June 2005

HON MINISTER FOR EDUCATION AND TRAINING

In accordance with Section 24 of the Vocational Education and Training Act 1996, I submit for your information and presentation to Parliament the Annual Report of the State Training Board for the year ending 30 June 2005.

KEITH SPENCE



CHAIR

STATE TRAINING BOARD

Contents

1. Membership of the Board	2
2. Chair's Report.....	3
3. Functions Of The Board	4
4. Mission Of The Board.....	4
5. Operations Of The Board	4
5.1 Board Meetings.....	4
5.2 State/Territory Training Authorities Meetings	5
5.3 Board Members Record of Attendance	5
5.4 Board Code of Conduct	5
6. Highlights And Achievements	7
6.1 State Training Profile	7
6.2 Apprenticeship & Traineeship Taskforce	10
6.3 Small Business Training Committee	10
6.4 Draft of Small Business Training Framework.....	11
6.5 Industry Training Advisory Body (ITABs) Relationships - Progress on Key Initiatives	11
6.6 High Level Review into Training Packages	12
6.7 WA Building and Construction Licensing Forum	12
6.8 Mature Age Workforce.....	12
6.9 Appointment of State Training Board Chair to the Worldskills Australia Board	13
6.10 Indigenous Economic Participation and Training Research: Implications for Training	13
6.11 Metals Training Issues - Planned Workshop	13
6.12 Western Australian Training Excellence Award Winners 2004 ..	14
6.12 Appeals to the State Training Board.....	19
7. Board Advisory And Support Mechanisms.....	20
7.1 Department of Education and Training	20
7.2 Industry Training Advisory Bodies.....	20

1. MEMBERSHIP OF THE BOARD

Mrs Marli Wallace - Chair

Term of Appointment - period from 1 July 2002 to 31 March 2005

Mr Keith Spence - Chair

Term of appointment - period from 1 May 2005 to 30 April 2010

Ms Teresa Borwick - Member

Term of appointment - period from 1 July 2002 to 30 June 2005

Mr Mark Berry - Member

Term of appointment - period from 1 July 2002 to 30 June 2005

Mr Michael Kidd - Member

Term of Appointment - period from 1 July 2002 to 30 June 2005

Ms Kaye Butler - Member

Term of appointment - period from 1 July 2002 to 30 June 2005

Mr Tony Dunn - Member

Term of appointment - period from 1 July 2002 to 30 June 2005

Ms Colleen Hayward - Member

Term of appointment - period from 1 May 2004 to 31 December 2005

Mr Tom Hall - Member

Term of appointment - period from 1 July 2002 to 30 June 2005

Mr Glen Lewis - Member

Term of appointment - period from 1 May 2004 to 31 December 2005

Office of the State Training Board

Ms Mellisa Angwin - Manager

Ms Valerie Noy - Acting Manager

Ms Cheryl Pember - Executive Assistant



2. CHAIR'S REPORT

This report applies to the period 1 July 2004 to 30 June 2005.

It is a great pleasure for me to be appointed as Chair of the State Training Board. It provides an excellent opportunity to advocate strongly for industry investment and involvement in training; and to continue to develop an ongoing commitment to training across all industries.

I would also like to join with the Board in expressing my appreciation to Mrs Marli Wallace, the outgoing Chair, for her stewardship over the achievements of the Board during the past three years. Marli brought to the Board a vast knowledge of the training system. Her representation on national bodies including the National Centre for Vocational and Educational Research, and WorldSkills, helped ensure that the research needs of industry and the skills talent of young Western Australians were highlighted and recognised at all levels of community, government and industry.

At the same time, I would also like to acknowledge outgoing Board members:

- Kaye Butler, Human Resources Manager, Alcoa World Alumina Australia
- Michael Kidd, (previously) Human Resources Manager, Burswood International Resort Casino
- Tom Hall, Chair, Group Training South West and self-employed plumber
- Tony Dunn, Regional Manager, Bunnings Limited
- Teresa Borwick, Industrial Officer, National Tertiary Education Union
- Mark Berry, Managing Director Arrix Australia; and the Chair of the Finance, Property & Business Services Industry Training Council; and State President / National Board member of Building Services Contractors Association.

All Board members played a key role in establishing a dialogue with industry to get more flexibility into the apprenticeship and traineeship system. A particular acknowledgement must go to Kaye Butler who chaired the Apprenticeship and Traineeship Taskforce to its conclusion; and Tom Hall for his contribution as a Taskforce member. The recommendations of the Taskforce have had a major bearing on the successful outcomes of apprenticeships in schools, the fast tracking of apprenticeships and the substantial growth in the take-up of apprenticeships and traineeships over the past twelve months.

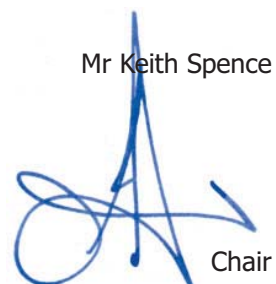
The Board's Small Business Taskforce championed small businesses' workforce needs and identified the key issues impacting on the small business sector's level of participation in training. The recommendations of the Taskforce report lead to the development of a Small Business Training Framework and are a key recognition of the role the VET sector has to play in meeting small business sector requirements.

Particular recognition goes to Mark Berry for his outstanding contribution to the Board's achievements in representing the needs and interests of the small business sector. Mark chaired the Small Business Taskforce and the Small Business Committee of the State Training Board; and is well recognised in his ability to engage a diverse range of stakeholders across the small business sector.

Kaye Butler, Michael Kidd, Tony Dunn, Teresa Borwick and Mark Berry have all served across two terms as members of the State Training Board. Tony Dunn provided considerable input into the regional issues impacting on communities and their skill needs. Michael Kidd promoted the importance of training excellence and innovation for the hospitality and tourism sector; and made a significant contribution to the Training Excellence Awards and the State Training Board Medal. Teresa Borwick and Mark Berry played a critical role in the Board's developing a strategy to ensure the ongoing financial viability and integrity of the fourteen ITABs who were affected by Commonwealth funding cuts in 2003.

With changes to the national arrangements following the demise of the Australian National Training Authority, the VET sector faces a range of challenges. I look forward to continuing the work of the State Training Board with a key focus on tackling skills shortages in the workforce; continuing the review of the apprenticeship and traineeship system through the work of the Skills Formation Taskforce; and examining industry's contribution to training.

Mr Keith Spence


Chair
State Training Board

3. FUNCTIONS OF THE BOARD

The functions of the Board are detailed in Part 3 of the Vocational Education and Training Act 1996. The primary functions of the Board are to:

- prepare a State Training Profile for the approval of the Minister;
- recognise various Industry Training Advisory Bodies;
- prepare policy which improves the links between specific industry developments and vocational education and training so as to gain optimum employment opportunities for people;
- prepare policy relating to the accreditation of courses and registration of training providers (this function is carried out in conjunction with the Training Accreditation Council); and
- provide advice to the Minister on strategic directions, policies and priorities for the State Training System.

4. MISSION OF THE BOARD

The Mission of the State Training Board is to provide independent advice to Government which guides the strategic direction of the State Training System, through balancing and prioritising industry's demands for skilled and qualified people.



5. OPERATIONS OF THE BOARD

5.1 BOARD MEETINGS

During 2004/05 the State Training Board met on eight occasions, including two extraordinary meetings, to consider a range of strategic issues and priorities, in the following chronological order:

- The Board's annual strategic work plan
- State Training Profile 2005-2007
- The Small Business Training Committee
- Progress on Apprenticeships and Traineeships Taskforce recommendations
- Harmonisation of VET with industry licensing arrangements
- Indigenous economic participation and training research





- State Training Board Medal for Outstanding Achievement in Training
- Western Australian Training Excellence Awards
- Strategic Roundtable forums
- High Level Review into Training Packages
- The ageing of the Western Australian workforce
- Industry training advisory arrangements

5.2 STATE/TERRITORY TRAINING AUTHORITIES MEETINGS

The Chair of the State Training Board participates in meetings with the Chairs of National, State and Territory Training Authorities facilitated by the Australian National Training Authority to discuss issues that impact on National, State and Territory training strategies.

Issues discussed included:

- Apprenticeships and Traineeships
- High Level Review into Training Packages
- The Mature Aged Workforce
- Vocational Education and Training (VET) in Schools
- Equity and Indigenous training

There is also an arrangement whereby the Australian National Training Authority Board and most State/Territory Training Authorities/Boards exchange minutes of their Authority/Board meetings as a further means of communication on key issues.

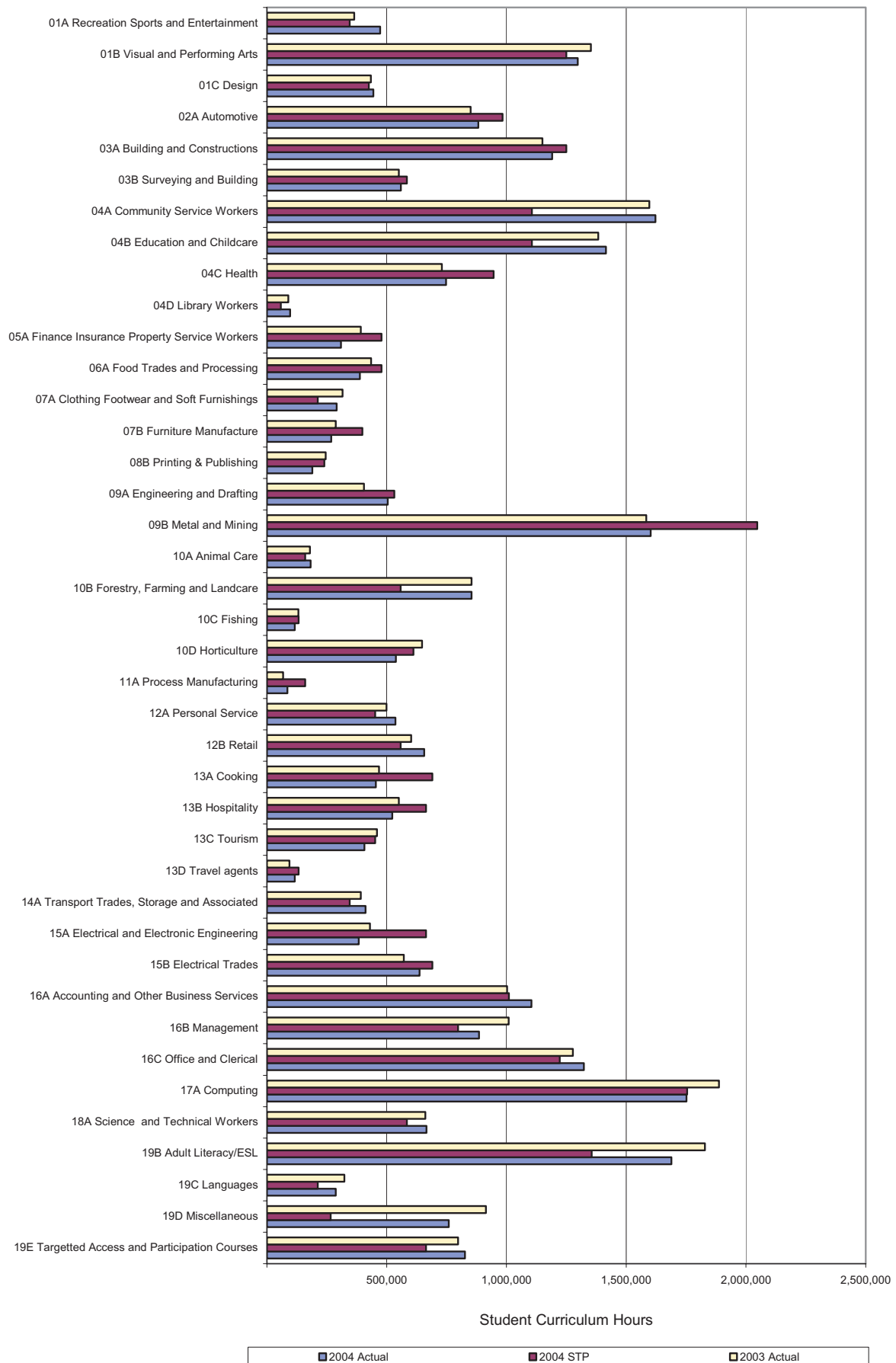
5.3 BOARD MEMBERS RECORD OF ATTENDANCE

Attendance by Board Members averaged 75% with each Member missing one or sometimes two meetings through the year.

5.4 BOARD CODE OF CONDUCT

The Board has a Code of Conduct based on the Western Australian Public Sector Code of Ethics. The Code provides guidance to members on ethical conduct and their responsibilities in relation to conflict of interest and confidentiality of information.

ACHIEVEMENT OF STATE TRAINING PROFILE TARGET 2004



6. HIGHLIGHTS AND ACHIEVEMENTS

6.1 STATE TRAINING PROFILE

The Department of Education and Training uses three main purchasing strategies to achieve the State Training Profile (STP):

- The negotiation and funding of TAFEWA college training profiles, including apprenticeship and traineeship delivery;
- private provider user choice arrangements that apply to apprenticeships and traineeships; and
- calls for application for other competitively allocated training programs, which include the Access Program, Industry Program, Skilling WA and the Pre-Apprenticeship program.

OVERALL PERFORMANCE

In 2004, actual delivery of publicly funded vocational education and training was approximately 27.5 million student curriculum hours (SCH)¹, exceeding the STP target (26.6 million SCH) by approximately 900,000 SCH. This is mainly due to the incorporation of delivery by Canning and Tuart Senior Colleges.

Overall, the STP target was exceeded by approximately 3.5%, with just over half of the occupational groupings either meeting or exceeding their planned targets. Results also show that in some areas where there has been a history of over delivery, actual delivery is decreasing towards planned targets. A significant example of this is computing where steps were taken to reduce delivery in view of the relatively poor course module completion rates and employment outcomes. For 2004, delivery in computing effectively met the planned target. Steps are also being taken to ensure a more targeted and effective approach to computing training.

There has also been progress in areas such as automotive and building and construction, which historically have been areas of under-delivery against the target. This increase reflects the priority attached by the Government to the delivery of training in these industry areas to address skills shortage and the greater take-up of apprentices and trainees by employers.

¹ SCH are a measure of training effort. As a guide, a full-time student does about 700 hours of training annually, so an average class of 15 students would generate 10,500 SCH.

Reasons for the variations in planned and actual delivery include:

- Student demand may not be sufficient to meet delivery targets in each industry area. In these circumstances, colleges negotiate movements to other priority areas.
- Student demand for training places may be greater than anticipated in certain industry areas.
- Planned delivery includes estimated traineeship and apprenticeship delivery; however, achievement of this delivery depends on employers' willingness to take on apprentices and trainees.

The bar chart on page 6 compares actual to planned delivery in 2004 for each of the 40 occupational groups covered in the STP. Actual delivery for 2003 has also been included to provide an indication of shifts in actual delivery across the two years.

The following section focuses on areas where there was a significant variation in the level of actual delivery in 2004, as compared with the STP target.

AREAS WHERE TARGET WAS EXCEEDED

04A COMMUNITY SERVICE WORKERS

Delivery increased slightly (by 1.6%) over 2003 levels. Public demand saw the STP target exceeded by 46%, reflecting continued expansion in employment opportunities in the community services industry and the associated demand for training for community service workers.

The majority of delivery was in the Certificate III in Aged Care Work (274,000 SCH), the Certificate III in Community Services Work (205,000) and the Certificate II in Youth Work (137,000 SCH).

Continued strong demand in this area, combined with a substantial increase in the nominal curriculum hours associated with qualifications under the Community Services Training Package, means delivery levels are expected to remain high. The STP target for 2005 has been substantially increased, by 400,000 SCH, to reflect the priority attached to community services training.

04B EDUCATION AND CHILDCARE

Growth of 2.3% over 2003 levels was experienced in the Education and Childcare area, contributing to the STP target being exceeded by 28%. The major contributing factors were the continued strong demand for the Certificate III and Diploma of Children's Services. In 2005 priority will be placed on meeting the growing demand for child care workers.





10B FORESTRY, FARMING AND LANDCARE

Delivery grew in 2004, contributing to the STP target being exceeded by 53%. The growth occurred despite the drop in demand for sawmilling training following the introduction of the Workers Assistance Program for timber workers in the South West and Great Southern regions.

The major contributor to this growth was the strong demand experienced in conservation and land management training and for training in the beef production sector.

19B ADULT LITERACY / ESL

Delivery in adult literacy / ESL courses decreased by 7.7% from 2003 levels, due to a decline in enrolments in the Certificate in General Education for Adults. Despite the fall, overall delivery still exceeded the STP target by 46%. The level of delivery reflects the priority attached to literacy levels in the community and the importance of language skills for non-English speaking workers.

19D MISCELLANEOUS

The STP target was exceeded by 185%. The major factor contributing to this was the inclusion of senior colleges' delivery into the VET Sector, contributing around 700,000 SCH.

19E TARGETED ACCESS AND PARTICIPATION COURSES

Growth is continuing in this area, contributing to the STP target being exceeded by 25%. The majority of growth was in pre-employment qualifications such as the Certificate I in Workplace Readiness for Indigenous students and the Certificate I in Keys to Employment.

AREAS OF TARGET SHORTFALL

02A AUTOMOTIVE

The automotive sector experienced a steady increase of 3.7% from 2003 to 2004. The reversal of the historical downward trend that occurred in 2003 has continued but delivery is still short of the target by 10.3%.

The increase is largely due to a 12% growth in apprenticeship and traineeship enrolments, which continues an encouraging trend from 2003. Figures show that there has been a decrease in pre-apprenticeship enrolments in 2004 to a level more in keeping with the rate of articulation to apprenticeships.

04C HEALTH

The target for this occupational group was increased by 20% in 2004, in anticipation of growing demand related to a number of initiatives supporting nursing training. Although actual delivery grew by 2.4% over 2003 levels, the 10% growth experienced from 2002 to 2003 was not sustained and health delivery fell some 21% short of the planned target.

09B METAL AND MINING

Delivery in this area increased 1.2% over 2003 levels, but still remain almost 22% below planned STP target levels. The STP target has been reduced for 2005 by 250,000 SCH to better reflect the metal and mining industry's training requirements.

13A COOKING AND 13B HOSPITALITY

Delivery in Cooking and Hospitality decreased nearly 4% on 2003 levels and was 28% below the combined STP target for these areas. There remains a shortage in cooks and hospitality workers. The limited uptake of training delivery in these areas may reflect issues related to working conditions and pay rates. Employment-based training in the cookery area has remained steady on 2003 levels, which would appear to indicate some success in addressing the historical decline in this area. The STP target for 2005 has been reduced by 150,000 SCH to better reflect training take-up in these industries.

15A AND 15B UTILITIES

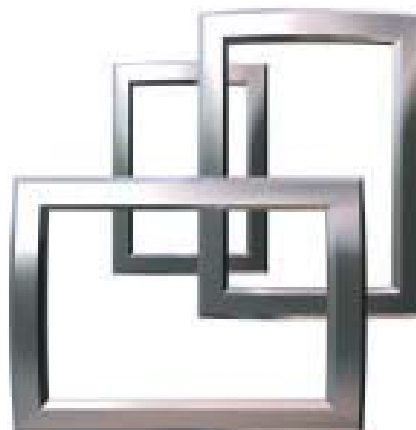
While delivery in this area grew nearly 2% in 2004, it was still approximately 25% below the combined STP target. The electronics and electro-technology industries are highly specialised and as such, the training effort can be significantly affected by market fluctuations. Delivery in the electrical trades area actually grew 12%, which was expected, given the state wide shortage of skilled electricians.

6.2 APPRENTICESHIP & TRAINEESHIP TASKFORCE

In September 2003, the Minister for Education and Training requested that the Board provide advice on the take-up of apprenticeships and traineeships in Western Australia. To address this issue, the Board formed a Taskforce chaired by Ms Kaye Butler, to undertake research and consultation into barriers to investment in apprenticeships. The Taskforce made ten recommendations and major actions in its report. The table on page 11 identifies progress toward achieving these recommendations.

6.3 SMALL BUSINESS TRAINING COMMITTEE

The Small Business Skills Training Portal was launched by the Minister for Small Business, the Hon. Bob Kucera (MLA) at a breakfast held at the Hyatt Regency Hotel in August 2004. Approximately 80 people attended the launch including senior representatives from industry associations, the Business Enterprise Centre network, the Training Accreditation Council and Industry Training Advisory Bodies. Although feedback on the day was positive, the site was regarded as a work-in-progress until enhancements were implemented. Consequently, the term of the Small Business Skills Committee was extended for an additional six months to December 2004. To support the website, substantial content was acquired from the Queensland SmartSkills facility and managed through WestOne. Additionally, the site incorporates an on-line Training Needs Analysis tool, designed to be interactive with the SmartSkills content.



APPRENTICESHIP & TRAINEESHIP TASKFORCE RECOMMENDATIONS AND ACTIONS

Recommendations	Actions
The Apprenticeship system is modernised; and the Industrial Training Act is updated.	The State Government has established, a Skills Formation Taskforce as a committee of the State Training Board. The Skills Formation Taskforce will provide advice to the Minister for Education and Training on the reforms required to the apprenticeship and traineeship system in Western Australia
Apprenticeship and Traineeship systems are simplified.	Based on a Memorandum of Understanding, information systems between State and Federal government have been integrated to streamline the registration of contracts; and an Apprenticeship and Traineeship Support Network has been established.
The benefits of training are promoted to employers.	Employers, as one of five stakeholder groups, have responded well to the marketing campaign that included press and radio as well as regional TV ads.
The image of apprenticeships and traineeships is improved.	The Department prepared a School Information Pack for teachers, VET coordinators, students and parents.
Traineeships are expanded in a managed way.	Management of traineeships is still by tripartite arrangement. In keeping with demand, traineeships have been endorsed in health, civil construction, transport and community services.
Quality school-based traineeships are expanded.	There has been significantly increased participation in school-based student traineeships.
Increased participation of specific groups.	The Aboriginal School Based Traineeship initiative was introduced in 2004.
Government agencies increase their take-up of apprentices and trainees.	The Access Government Traineeships Strategy established in 2001, has to date given 754 young people the opportunity to experience the public sector workplace in areas such as information technology, horticulture, community services and agriculture.
Key stakeholders commit to the highest level of quality and performance.	There has been increased emphasis by Support Network Officers on supporting trainees; and stronger links with TAFEWA have been established in the development of training plan outlines.
The range of issues affecting mature-age apprentices and trainees is examined and addressed.	The fast-track project with the Metals industry has attracted 179 mature-age apprentices. This project has been expanded across other industry areas.

6.4 DRAFT OF SMALL BUSINESS TRAINING FRAMEWORK

The Department has endorsed the development of a Small Business Training Framework, as a response to the State Training Board's Small Business Taskforce report. The Framework proposes a number of actions to provide the Department of Education and Training with a coherent policy platform for better interaction with the small business sector: occupied by nearly 70% of the Western Australian private sector workforce (364,000 people). Among the ten initiatives is the establishment of a Small Business Institute under the auspices of TAFEWA, in close liaison with final year apprentices and other students who require business skills for sub-contracting and self-employment.

6.5 INDUSTRY TRAINING ADVISORY BODY (ITAB) RELATIONSHIPS – PROGRESS ON KEY INITIATIVES

In 2004, the State Training Board instituted an award to recognise outstanding achievement and contribution to vocational education and training. This contribution may be through long term, single or multiple efforts, in Western Australia and/or nationally. The inaugural State Training Board Medal will be presented by the Minister for Education and Training at the Western Australian Training Excellence Awards ceremony in September 2004.

6.5.1 GOVERNANCE WORKSHOP

The Board funded the Industry Training Advisory Bodies' Governance workshop in August 2004 to assist the ITABs in practising good governance. Topics covered were the Incorporations and Associations Act; criteria established by the Board for recognition of ITABs; and examples of best practice in governance. Positive feedback suggested a re-run of the workshop for members who had missed the sessions; and further professional development in the areas of risk management and business planning.

6.5.2 CHANGES TO RECOGNITION GUIDELINES

Following feedback from several industry training advisory bodies, the Board conducted a review of the existing Ministerial Guidelines for Recognition of Industry Training Advisory Bodies (2001). This process has been completed and the recommendation that the existing guidelines be amended were presented to the State Training Board.

The Department recently briefed the current Industry Training Advisory Bodies (ITABs) on the changes to the Guidelines and their implications. From these discussions it is unlikely that any of the ITABs will have an issue with complying with the changes; however, if they were to arise, the Board has undertaken to provide assistance as required.



6.6 HIGH LEVEL REVIEW INTO TRAINING PACKAGES

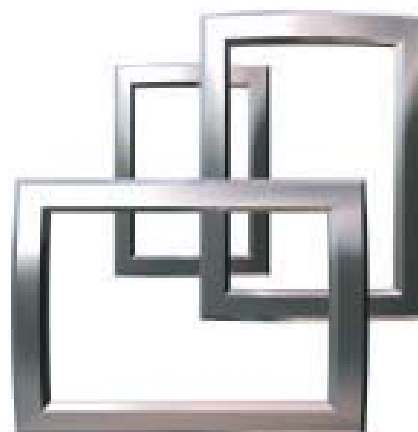
The Board submitted a response to Moving On . . . Report on the High Level Review of Training Packages (2004) for consideration by the Australian National Training Authority. Comments were made on each of the six areas for action identified by the Review. The Board's concerns focus on inflexible architecture of the Training Package in changing environments; inadequate support for generic skills and the non-endorsed components of packages; the increasing importance of Statements of Attainment rather than full qualifications; and the reluctance of tertiary institutions to recognise competency-based qualifications because VET procedural knowledge is often considered insufficient in breadth for articulation or credit transfer.

6.7 WA BUILDING AND CONSTRUCTION LICENSING FORUM

Harmonising VET sector qualifications to industry licensing requirements has been the subject of a national study by the Australian National Training Authority (ANTA) since 2002. In Western Australia in 2004, the State Training Board organised a forum to examine the licensing arrangements in the Building and Construction Industry. This industry sector was chosen because it has a significant number of regulators; employs 83,000 workers; and absorbs nearly 20% of all apprentices in the State. The forum engaged the participation of around 50 people. Discussions centred around the gaps between what regulators want, what industry wants and what the VET sector delivers. A Summary of Forum Issues was then finalised and forwarded to ANTA.

6.8 MATURE AGE WORKFORCE

The State Training Board facilitated a forum in October 2004 to discuss the implications of an ageing workforce, mature-age workers and impact on the next generation. In the 2001 Census, 34% of the Western Australian population was aged over 45 years; however, primary industry, the transport industry and the education sector are the worst affected with in excess of 40% aged over 45 years. The forum proposed that a State Training Board Mature Aged Taskforce be formed as a key strategy for communicating what can be done to improve labour force participation and productivity as retirement and skill shortages become the principal economic challenge. The Taskforce will seek out those industries that have demonstrated leadership by implementing policies that foster an inclusive employment environment. Recommendations made to the Department of Education and Training state that training is pivotal, both for younger and older workers. Additionally, the Department should develop a skilled migration response capability to monitor the impact of migration trends on employment, skills shortages and labour market programs. The Board is also cognisant of the young, rapidly growing group of Indigenous Australians and their potential contribution to appropriate industries with low replenishment rates.



6.9 APPOINTMENT OF STATE TRAINING BOARD CHAIR TO THE WORLD SKILLS AUSTRALIA BOARD

The Chair of the State Training Board was invited to participate on the Board of WorldSkills Australia. The appointment implies that the Chair will serve as an ambassador for WorldSkills in the West; ensure better national cohesion in promoting excellence in Training; and make a valuable contribution in supporting the integration of WorldSkills with the Western Australian Training Excellence Awards.

6.10 INDIGENOUS ECONOMIC PARTICIPATION AND TRAINING RESEARCH: IMPLICATIONS FOR TRAINING

During 2004, the Office of the State Training Board prepared a discussion paper on Indigenous Training for consideration. The paper identified the potential to build better linkages between Vocational Education and Training and the Commonwealth Community Development Employment Projects (CDEP) scheme. There are more than 9,000 Indigenous Australians engaged in CDEP projects within their communities in Western Australia. At least 7,000 reside in remote locations in WA. A series of forums, sponsored by the Board will be conducted in October 2005, to bring together a representative group of CDEP managers, VET sector providers and employers of Indigenous Australians. It is hoped that the Forums will complement three WA pilot projects being undertaken by the Federal Department of Employment and Workplace Relations and TAFEWA to provide training opportunities for CDEP participants.

6.11 METALS TRAINING ISSUES – PLANNED WORKSHOP

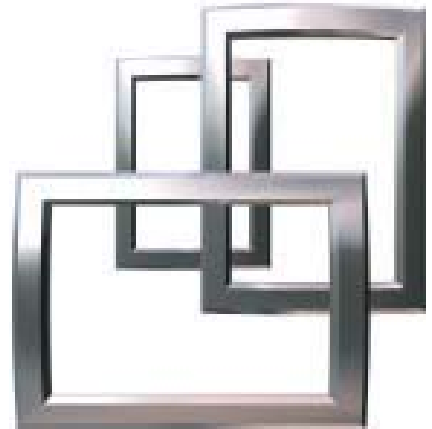
The Board produced a summary of key issues and proposed actions arising from an Ideas Workshop organised in November 2004 for Developing a Culture of Quality in Metals Training. Called by the Chair of the Metals, Manufacturing and Services ITC, discussion took place among employer and union representatives, TAFE Managing Directors and program managers, and Department directors and caseload officers. The focus was on an apparent reduction in TAFE metals/engineering enrolments, potential contributing factors and possible training quality issues. In all, 47 issues were identified; and these were grouped into seven broad themes:

- attraction and retention of students and skilled workers
- career pathways
- the ageing of TAFE lecturers
- a static curriculum

- the need for a sustainable funding model
- legislative constraints
- national developments and approaches to skills training

The following issues emerged as the highest priority:

- adopt a flexible approach to funding
- review the length of pre-apprenticeship
- foster stronger industry relationships
- engage with employers
- review articulation arrangements
- examine university admission processes
- communicate what the metals industry is about
- promote metals as a career for all ages



6.12 WESTERN AUSTRALIAN TRAINING EXCELLENCE AWARD WINNERS 2004

The Training Excellence Awards showcase the best in Western Australian vocational education and training. In their 10th year in 2004, the Awards recognise the outstanding achievements of apprentices, trainees and vocational students, and the contribution to training by trainers, training organisations and employers.

The awards are a joint initiative between the Department of Education and Training and the State Training Board.

STATE TRAINING BOARD MEDAL FOR OUTSTANDING ACHIEVEMENT IN TRAINING

Donald Boyle

Don possesses more than 40 years experience in the shearing and wool handling industry in Western Australia. He has demonstrated a lifetime commitment to promoting excellence and training. He has been passionate about bringing young people into the industry, especially long-term unemployed youth. To this end, he has collaborated with Great Southern TAFE and other providers. Don is well respected both as a team player and as a leader in his field. Along with highly effective training programs, Don organises shearing competitions for regional agricultural shows and Career Expos.



Donald Boyle



Drew Wheeler

JOHN HUGHES APPRENTICE OF THE YEAR

Drew Wheeler

Talented cabinetmaker Drew Wheeler has turned his hobby into a successful career. The driven 21 year old aims to one day own his own custom furniture business. In his quest to turn this dream into reality Drew has gained valuable business and management skills by combining part-time business studies with his day to day apprenticeship requirements.

Trained by: Swan TAFE

Employed by: Drage Furniture



Samantha Johnson

MCDONALD'S TRAINEE OF THE YEAR

Samantha Johnson

Having overcome her own personal obstacles, Samantha Johnson wants to help others do the same. After her former employer shut its doors, she was left without a job and not sure where to turn. However, resourceful Samantha was not deterred, and used the Work for the Dole scheme to gain access to full time employment and a traineeship through Challenger TAFE.

Trained by: Challenger TAFE

Employed by: Mandurah Youth Commitment



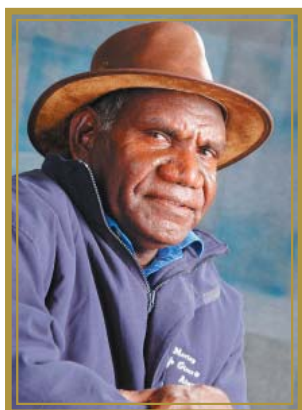
Latasha Santostefano

COLES MYER INSTITUTE VOCATIONAL STUDENT OF THE YEAR

Latasha Santostefano

Driven and extremely focused, conference and events coordinator Latasha Santostefano completed a hospitality traineeship before going on to part time studies in business. Latasha is passionate about her work within the hospitality industry and aspires to a management role. She believes a person's most valuable asset is their capacity for learning, and plans to continue to learn throughout her life.

Trained by: SCOPE Vision



Merridoo Walbidi

ALCOA ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT OF THE YEAR

Merridoo Walbidi

A community elder at Bidyadanga community, Merridoo Walbidi is committed to learning and showing young people in his community that traditional and modern cultures can exist side by side. Merridoo has used the skills he has learnt through his horticulture studies to coordinate landscaping and gardening in his community, and is passing his knowledge on to the younger generation.

Trained by: Kimberley TAFE

ARRIX AUSTRALIA TRAINER OF THE YEAR

Margaret Rhodes

A lecturer in the fitness, sport and recreation department at South-West Regional College of TAFE, Margaret Rhodes uses her initiative to lead the way in curriculum development. She is committed to providing non-traditional training options for students who fail to thrive in a traditional environment and has developed a number of flexible learning alternatives.

Employed by: South West Regional College of TAFE



Margaret Rhodes

AUSTRALIAN INSTITUTE OF MANAGEMENT SMALL BUSINESS OF THE YEAR

Leeder Cleaning Services

Leeder Cleaning Services is committed to providing world's best practice and excellence through training. The company provides its staff with opportunities to develop themselves as tradespeople with a career path. Training opportunities are available for employees to further their career or upgrade their skills.

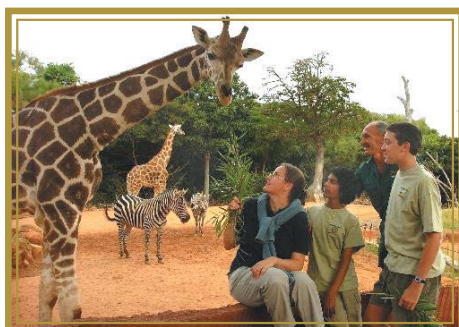


Leeder Cleaning Services

AUSTRALIAN INSTITUTE OF MANAGEMENT MEDIUM EMPLOYER OF THE YEAR

Perth Zoo

Perth Zoo is a high profile Western Australian institution committed to the training of its employees. Comprehensive programs have been developed based on a philosophy that ongoing vocational training is an important element in facilitating a motivated and productive workplace.



Perth Zoo

**AUSTRALIAN INSTITUTE OF MANAGEMENT LARGE
EMPLOYER OF THE YEAR**

Co-operative Bulk Handling Limited

Training and development with Co-operative Bulk Handling are not only heavily entrenched in the organisational culture but directly linked to the company's corporate goal. People development takes a holistic, integrated approach with a focus on development at individual, team and organisational level.

Special commendation – Public Transport Authority



Co-operative Bulk Handling Limited

**MARKET EQUITY SMALL TRAINING PROVIDER OF THE
YEAR**

XLT Industrial Training Pty Ltd

XLT Industrial Training delivers quality students to the construction and engineering industry every year. The company has been at the forefront of innovation and development in training delivery in the last seven years; and has been recognised as delivering excellence and flexibility in training programs.

Special commendation – Dental Nursing Australia



XLT Industrial Training Pty Ltd

WEST AUSTRALIAN NEWSPAPERS LARGE TRAINING PROVIDER OF THE YEAR

Challenger TAFE

Challenger TAFE's model of self-managing business units with clear functions and client profiles is meeting the training needs of many Western Australian industries. The college operates nine specialist training centres and three specialist training and support centres including the WA Centre for Leadership and Community Development, Fremantle E-Tech Centre and Kadadjiny Mia Centre for Aboriginal Learning.



Challenger TAFE

PRETZEL LOGIC ACCESS AND EQUITY AWARD

Auswest Specialist Education Services – Department of Justice

Through this program the Department of Justice provides flexible, innovative and inclusive educational services to some of the state's most disadvantaged. Training helps to improve prisoners' self-esteem and life skills and gives them better employment prospects once they are released.



Department of Justice

CDM AUSTRALIA VET IN SCHOOLS AWARD

North Lake Senior Campus

North Lake Senior Campus caters solely for students in the post-compulsory years of schooling, typically those at educational risk. Its VET in Schools program was one of the first instituted in Western Australia; and offers students flexibility and a range of pathways to complete secondary graduation.

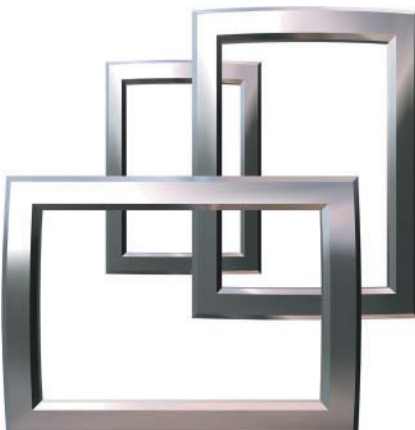
Special commendation – Warnbro Community High School Education Support Centre



North Lake Senior Campus

6.13 APPEALS TO THE STATE TRAINING BOARD

Section 31 (1) of the Vocational Education and Training Act 1996 provides for a person who is dissatisfied with a decision of the Training Accreditation Council (TAC), made in the performance of its functions under Section 27 (1), to appeal to the State Training Board against that decision. During the year, an appeal was lodged by Mater College Pty. Ltd. against decisions made by the TAC in accordance with the process it has established for this purpose. The appeal was not allowed.



7. BOARD ADVISORY AND SUPPORT MECHANISMS

The Board is the peak advisory body to the Minister under the Vocational Education and Training Act 1996 on the vocational education and training needs of industry in Western Australia. The Board provides an industry focus on key policy and strategic issues. The State Training Board is a distinct and separate entity from the Western Australian Department of Education and Training.

7.1 DEPARTMENT OF EDUCATION AND TRAINING

The Board wishes to acknowledge the support provided by the Department of Education and Training throughout the year. The Department provides support to the Board in the form of financial, physical and human resources to assist the Board to carry out its functions. The Department also assists the Board in developing the strategic directions for the system through the provision of policy and information papers along with research into the labour market and VET trends.

7.2 INDUSTRY TRAINING ADVISORY BODIES

The Board wishes to acknowledge the information and advice provided by the recognised Industry Training Advisory Bodies.

For this reporting period, the State Training Board under section 21 (1) (b) of the VET Act recognises the following 14 Industry Training Advisory Bodies, which are funded by the Department of Education and Training:

- Arts, Sport and Recreation ITC Inc
- Automotive Training Australia (WA) Inc
- Building and Construction ITC Inc
- Community Services, Health and Education ITAB Inc
- Finance, Property and Business Services ITC Inc
- Food and Beverage ITC Inc
- Hospitality and Tourism ITC Inc
- Light Manufacturing ITC Inc
- Metals, Manufacturing and Services ITC Inc
- Primary Industries Training Council Inc
- Process Manufacturing ITC Inc
- Transport and Storage ITC Inc
- WA Information, Electrotechnology and Utilities Industry ITC Inc
- Wholesale, Retail and Personal Services ITC Inc.

