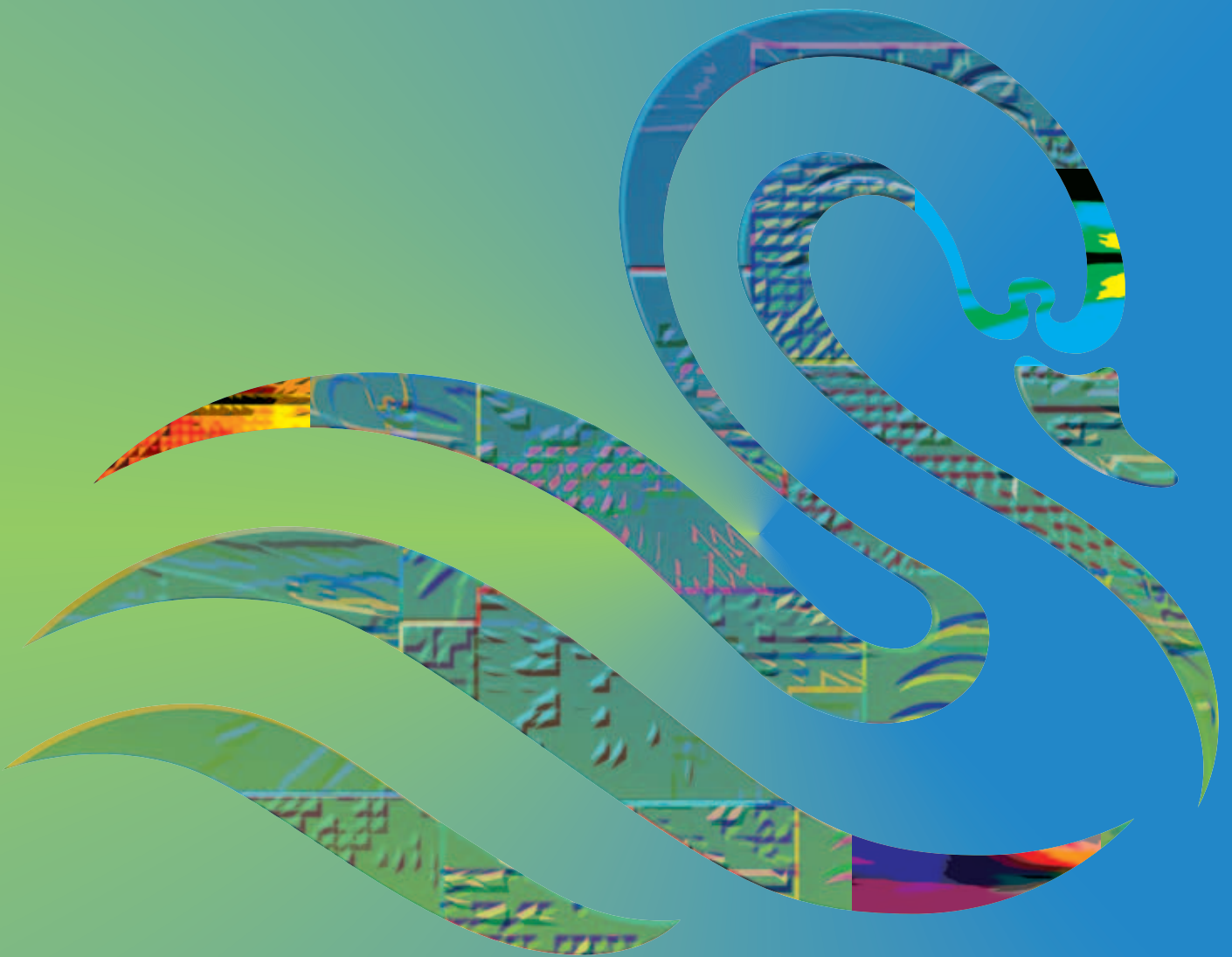


# Swan TAFE Annual Report 2005





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## VISION / MISSION STATEMENT

### OUR VISION

To be recognised as one of Australia's 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; and
- 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



In my third year as Chairperson of the Swan TAFE Governing Council I am pleased to acknowledge the many successes of the organisation, its students and staff throughout 2005.

Major projects undertaken this year have included the implementation of the Criminal Record Screening Process, Facilities Planning Strategy, Rationalisation of Delivery Services, Client Interface Model, Re-engineering Process and the introduction of the popular '*Swan Flyer*' publication..

The Facilities Planning Strategy managed by the General Manager Planning and Resources, Mr Jim Eftos, encompassed a review and recommendations on facilities issues including land and buildings; maintenance; equipment; ICT inventory management; the funding model; system wide challenges; Swan TAFE specific challenges; and the way ahead. The Governing Council supported the strategy being adopted by the College to strategically utilise and maintain its resources.

General Manager, VET Delivery, Ms Coralie Morrissey implemented a 'Rationalisation of Delivery Service Strategy' this year. Governing Council supported this initiative which focuses on centres of specialisation at the main College campuses which will significantly improve College engagement with industry partners.

With a significant focus on staff development Ms Michelle Hoad, General Manager, Organisational Services, worked with her teams to develop contemporary teaching and learning programs for lecturers, which will be implemented in 2006 along with the recently devised and improved professional development program for management staff.

The Governing Council congratulated the College on the introduction of '*Swan Flyer*', a tri-annual publication for external stakeholders which highlights the many successes of the College and significant issues affecting training delivery and industry. The marketing team have received positive support from '*Swan Flyer*' recipients and the 2000 strong client distribution database continues to grow.

As the largest trade skills training institution in Western Australia, the College anticipates a busy enrolment period in January 2006 and another successful year ahead. Beyond the re-engineering infancy period the College will continue to grow the foundations of this organisation enhancing its strong national and international reputation as a leader in the provision of Vocational Education and Training.

Swan TAFE continues to reassess its vision and goals to complement industry and community demands to most effectively service the needs of its customers today and well into the future.

On behalf of the Governing Council, I would like to express my gratitude to the staff and students of Swan TAFE for their dedication, determination and contributions throughout 2005.

Eric Lumsden  
Chairperson, Governing Council, 2005





## MANAGING DIRECTOR'S REPORT



2005 has marked a period of historical significance for Swan TAFE as the College continues to face the many challenges since the 2003 amalgamation. This year, as the College emerged from the 2004 organisational restructure, the effects of the change strategies and the maintenance of a team based culture were revealed. The outcomes have been reassuring and extremely rewarding, exposing a refreshing upsurge of positive perceptions amongst staff, students and stakeholders alike relating to our corporate identity, organisational purpose and future directions.

The Swan TAFE brand continues to expand its reach within the community, reaffirming our market share stronghold and further enhancing confidence and meaningful relationships with our customers.

The College proudly entered many international partnerships including a mentor program with Chinese Vocation and Education Training Institutes. As part of this program, Professor Lily Jie, Deputy Director of Guangdong Institute of Science and Technology and Dr Boa Feng-Yu, Vice President of Liaoning Machinery Electricity Vocational Technical College visited the College in October. The aim of these visits was to strengthen the management and leadership expertise of the Chinese administrators by providing them with the opportunity to shadow counterparts in Australian institutes and observe Australian good practice.

Additionally with the purpose of bridging the gap between automotive training theory and practice, Swan TAFE Automotive Lecturer, Sig Munnigner, was appointed to the Chongqing Industrial Polytechnic (Automotive) in China as a specialist adviser, which is implementing the Australian Training System in conjunction with Swan TAFE.

The success of our students continued this year. The College produced Worldskills gold medal winners in the delivery areas of Painting and Decorating, Hairdressing, Meat Retailing, Restaurant Services, Bricklaying, Wall and Floor Tiling, Plastering-Fibrous, Carpentry, Welding, Baking Bread and Baking Pastry. Winners later had the opportunity to represent the College at the national finals held at various sites across the country. Silver and Bronze medals were also won across all category areas.

Six Swan TAFE students were finalists in the Department of Training's 2005 Training Excellence Awards. Certificate IV in Aeroskills (Aircraft Maintenance Engineering and Mechanical) graduate Michael Sonneman won the coveted Apprentice of the Year award.

The Annual Award Evening, held in April at the Burswood Resort, was a resounding success and served to highlight exemplary performances by 2004 graduates. Again, awards were sponsored by more than 100 industry partners and employers who continue to make a valuable contribution to the College and its students.

Staff members were also recognised for their outstanding contributions including lecturers Debbie Burton (Tourism), Ted Johnson (Horticulture and Land Management), Adele Staveley (Fashion) and Janelle Leopardi (Fashion) Patricia Kaberry (Information Technology), Leah Irving (Multi Media), Ros Paul (Retail) and Peter Raynor (Building and Construction) who were all finalists in the Premier's Teacher Awards for 2005.

Swan TAFE's high representation in these awards, demonstrates the College's dedication to providing the highest possible standard of training delivery across a diversity of program areas.

Swan TAFE's Disability Services Manager, Tony Vardaro, was nominated for the Western Australian Citizen of the Year Awards in the category of Community Services. Diagnosed with Cerebral Palsy at a very young age, Tony is well aware of the barriers that people with disabilities encounter. Tony is widely respected in the community and is committed to making the lives of people with disabilities easier.



Internally, the College made strategic decisions to more efficiently service the needs of our students and industry stakeholders. This included a re-engineering process which began in late 2005. An organisational restructure, relocation of staff, installation of appropriate facilities for newly introduced administrative hubs and customer service centres, as well as staff recruitment, were all undertaken to ensure minimal disruption to students and staff in 2006 when the re-engineering plan is scheduled to come into full effect.

I was pleased with the successful 'Quality Day' outcomes. Staff were encouraged to participate in this two day professional development event. Post event evaluations were extremely positive with staff rating their satisfaction levels extremely high. The event comprised a full day seminar/workshop at the Burswood Convention Centre, with guest speaker Glen Cappelli addressing staff on various training and professional development aspects. This followed with a full day of planning for individual teams to set the scene for 2006.

I wish to thank the Governing Council for their professional and strategic input into the College and in particular I want to sincerely thank Eric Lumsden for his leadership and wish him the very best with his future endeavours.

With the many successes of 2005 as a benchmark for performance, I am looking forward to the prospects 2006 holds and I am confident the College is prepared with the enthusiasm and expertise necessary to ensure we maintain our position as the 'provider of choice'.

Wayne Collyer  
Managing Director





## SWAN TAFE GOVERNING COUNCIL PROFILES



*EWT Lumsden*



*Keith Vuleta*



*Wayne Collyer*



*Lisa Baker*



*Adelle Cochran*



*Robert Dixon*



*Douglas Hall*



*Bruce Hawley*



*Russell Haynes*



*Jennifer Heathcote*



*Sandra Maynard*



*Tracey McGrath*



*Lynn-Joy Scrutton*

### **Chair, Governing Council** **EWT LUMSDEN (Eric)**

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.

*Term expired: 31 December 2005*





***Deputy Chair, Governing Council***  
**KEITH VULETA**

Keith has been a member of the Institute of Chartered Accountants in Australia for 18 years.

Keith has held the role of Chief Financial Officer and Company Secretary for a number of public companies. He currently holds these roles with ASX listed Financial Resources Limited. He is principally experienced in areas of system policies and controls, financial reporting, governance and risk management and compliance.

He is the past president of the Swan Valley Resident and Ratepayers Association, and was first appointed to the Governing Council of the former Midland TAFE in 2001. Keith is also a member of the Swan TAFE Audit Committee and the Finance Committee.

*Term expires 31 December 2006*

***Managing Director, Swan TAFE, Governing Council Member***  
**WAYNE COLLYER**

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.

***Governing Council Member***  
**LISA BAKER**

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.

*Term expired 31 December 2005*



**Governing Council Member**  
**ADELLE COCHRAN**

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

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

*Term expired 31 December 2005*

**Governing Council Member**  
**ROBERT DIXON**

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 as a secondary school teacher and administrator, a business proprietor and 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.

*Term expires 31 December 2006*

**Governing Council Member**  
**DOUGLAS HALL**

Douglas is currently the Principal Consultant at Innovating Horticulture Australia, as well as 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. Douglas has diverse experience in research, teaching, industry development and governance.

*Term expires 31 December 2006*



**Governing Council Member**  
**BRUCE HAWLEY**

Bruce and his wife own Western Geotechnics Pty and have offices in Kalgoorlie, Port Hedland, Karratha and Welshpool.

Bruce is a member of Canning Chambers and is also on the Joint Management Group for the Office of Crime Prevention in the local area.

He has worked in the private sector for the past 25 years as a consultant in South East Asia. Although he has had little exposure to VET, he has studied extensively in a postgraduate situation through distance education.

He is currently developing a training package with the assistance of Central TAFE to offer Certificate I, II, III and IV plus Diploma levels for Soils Technicians within his company.

*Term expires 31 December 2007*

**Governing Council Member**  
**RUSSELL HAYNES**

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 trades. 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. He was 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 for WorkSafe, Western Australia.

*Term expired 31 December 2005*

**Governing Council Member**  
**JENNIFER (Jenny) HEATHCOTE**

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.

*Term expires 31 December 2007*



**Governing Council Member**  
**SANDRA MAYNARD**

Sandra has both a Bachelor of Horticultural Science and a Bachelor of Arts degree. She is currently delivering training for the Nursery and Garden Industry of WA in Certificates II and III, Amenity Horticulture and is employed part time as a Development Officer for the Revegetation Industry Association of WA. In her spare time, she is a passionate cook and gardener and loves being in the bush.

*Term expires 31 December 2007*

**Governing Council Member**  
**TRACEY McGRATH**

Tracey McGrath is managing director of Tracey McGrath International Ltd, a company dedicated to assisting organisations and individuals to improve performance.

She appears frequently in the media, at conferences around Australia and overseas commenting on workplace performance. Tracey brings to the Governing Council extensive experience in managing organisational change and achieving productivity gains. She has worked with corporate giants such as National Australia Bank and Coles Myer Ltd; entrepreneurial, high growth firms such as Bakers Delight and National Rural Independents; non-profits such as the Institute of Chartered Accountants, Local Government Managers Australia, and the Law Society of Western Australia. Public sector government and statutory bodies include the Australian Taxation Office, Australian Government Solicitor, and Australian Bureau of statistics among scores of others.

Tracey is a professional member of the Australian Psychological Association, the International Federation of Professional Speakers, and the Melville Cockburn Chamber of Commerce and is also a member of the Swan TAFE International Committee

*Term expires 31 December 2007*

**Governing Council Member**  
**LYNN-JOY SCRUTTON**

Lynn-Joy 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 extensive experience in delivering programs to this group.

*Term expires 31 December 2006*



## SWAN TAFE - MOVING INTO THE FUTURE

The establishment of Swan TAFE in January 2003 was the result of one of the key findings of the McRae Review into the WA Training Sector undertaken in 2001. Since then many of the expected benefits from establishing Swan have been realised including harnessing the cultures of the various colleges and campuses that now constitute Swan. Also addressing the duplication of courses delivered across the campuses; and the implementation of an organisational structure that fosters innovation, quality training delivery, and maintains the capability of its people.

The College continues to face a number of challenges in maintaining its position as the major provider of vocational education and training in Western Australia including positioning itself to compete in the global education and training market.

In response, a strategic plan has been developed to re-position the College to address a range of priorities including:

- the Government's Youth Advantage Strategy for 15-17 year olds;
- meeting the immediate and future skills and learning demands of local industry; and
- building and expanding partnerships with industry, the community and other public sector agencies.

To realise this vision, the College requires a clear strategic direction, decisive leadership and appropriate human and physical resources and infrastructure. With the assistance of consultants, Madison Red, the College initiated the development of a Master Plan (Stage 1) for 2006-2009. Stage 1 defined the College's strategic directions, the methodology for providing training to an increasingly diverse client base, including meeting community needs within a competitive training market; and how the delivery of training and courses across all the campuses could be achieved in a cost effective and efficient manner.

Madison Red also identified a range of possible organisational changes including the establishment of heads of program positions and the implementation of a campus-based 'customer service model' in place of the existing business-unit model. The structural re-engineering necessary to achieve these changes has largely been completed. These changes will provide the College with the flexibility needed to achieve the changes identified in the first stage of the Master Plan.

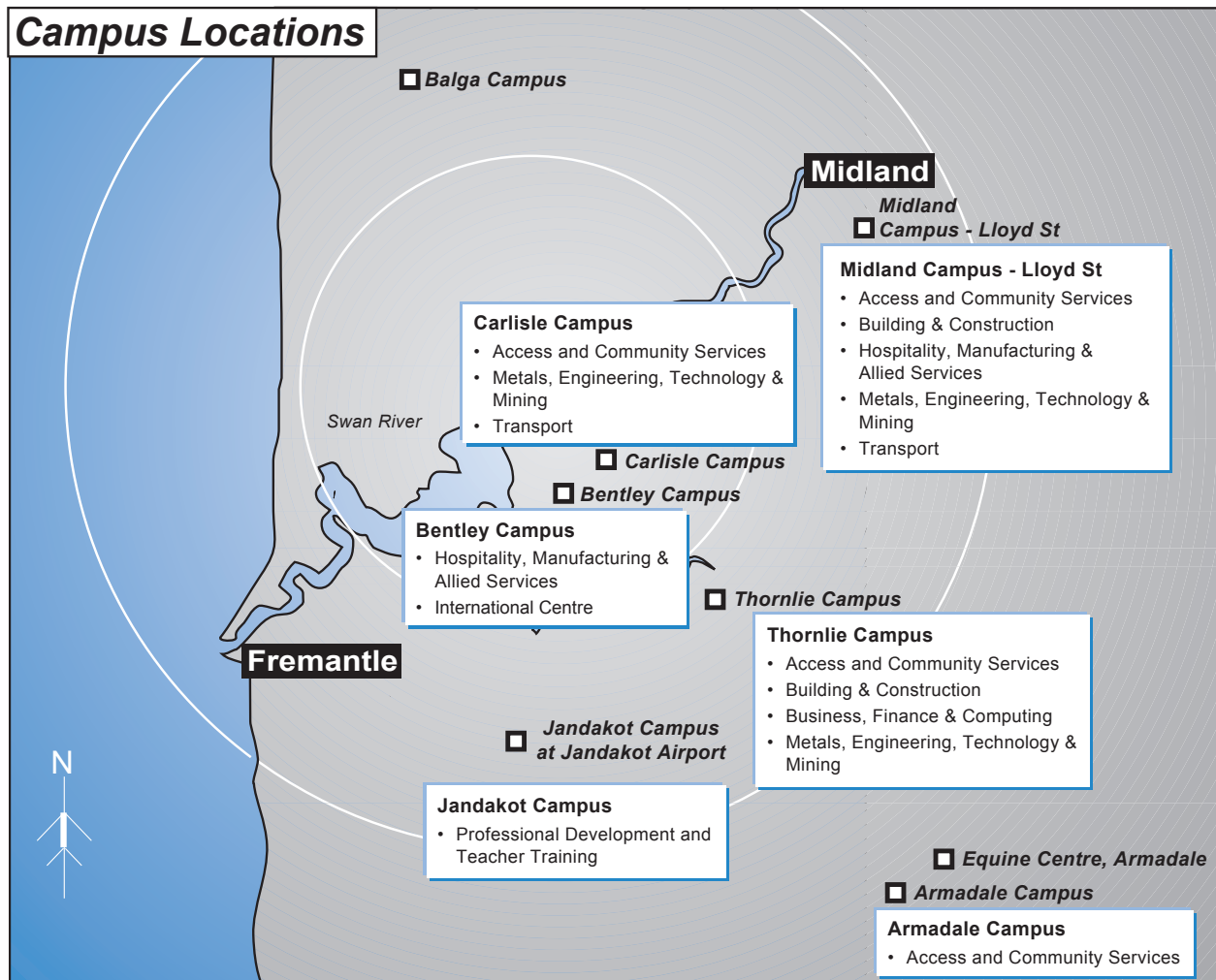
The Master Plan Stage 2, which will be concluded by mid 2006, will align the future direction of the College and its range of products and services, existing and proposed, with its infrastructure and equipment needs.





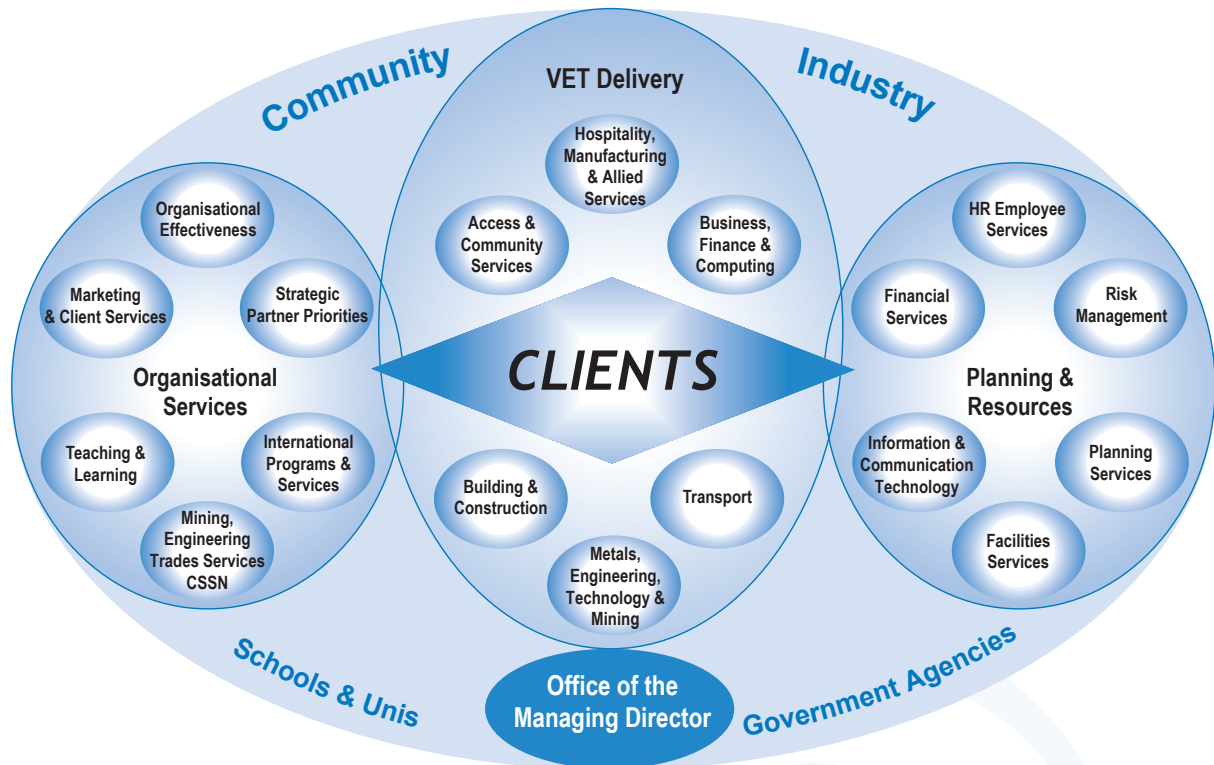


## SWAN TAFE CAMPUS LOCATIONS





## SWAN TAFE STRUCTURE



## THE SWAN WAY OF WORKING

Swan TAFE aims to provide a dynamic environment through a framework of good communication and shared decision making.

### Organisational Services

Organisational Services provide customer service processes which support internal and external clients in the teaching and learning environment.

### Vocational Education & Training Delivery

Vocational Education and Training Delivery provides quality teaching and learning to support the future of the community, including individuals, industry and the wider community.

### Planning & Resources

Planning and Resources provide systems and processes that support Swan TAFE's business environment.



## STATEMENT OF COMPLIANCE



**Swan TAFE**  
Government of Western Australia



The Hon Ljiljanna Ravlich MLC  
Minister for Education and Training  
12 Floor, Dumas House  
2 Havelock Street  
WEST PERTH WA 6005

Dear Minister

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 2005.

In the administration of Swan TAFE, I have complied with the Public Sector Standards in Human Resource Management, the Western Australian Public Sector Code of Ethics and our Code of Conduct. I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that this statement is correct.

At the date of signing this document, we believe we have complied with all relevant written laws of the Parliament of Western Australia that have bearing on the operations of this College and have no knowledge or information of any circumstances that would render this statement misleading or inaccurate

Yours sincerely

**Keith Vuleta**  
Deputy Chair, Governing Council  
Swan TAFE

28 February 2006

**Wayne Collyer**  
Managing Director  
Swan TAFE

PO Box 1336 Midland WA 6936  
Telephone (08) 9267 7777  
Email: [info.centre@swantafe.wa.edu.au](mailto:info.centre@swantafe.wa.edu.au)  
Website: [www.swantafe.wa.edu.au](http://www.swantafe.wa.edu.au)

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

15/01/06



## COMPLIANCE REPORT AND REPORT ON ACCOUNTABILITY ISSUES

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

### Minister

The Hon Ljilanna Ravlich MLC, Minister for Education and Training 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.

### Ministerials

During 2005 the College provided 29 Ministerial responses, one Parliamentary Question without Notice and two Briefing Note Requests.

### DECLARATION OF INTERESTS

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

- senior officers did not have any shareholding in the College; and
- to the best of our knowledge, senior officers did not have 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*; and
- for 2005, *Policy Guidelines for Publicly Funded Registered Training Organisations and Programs for Fees and Charges* were issued in 2004 by the Department of Education and Training (DET).

Swan TAFE has complied with the requirements of the *Financial Administration and Audit Act 1985* and every other relevant written law, and exercised controls which provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of public property and incurring of liabilities have been in accordance with legislative provisions.



## RISK MANAGEMENT

### Energy Management

In accordance with the Energy Smart Government Policy, Swan TAFE is committed to achieving a 12% reduction in non-transport related energy use by 2006-2007 with a 2% reduction targeted for 2004-2005.

### Achievements in 2005

- By continuing to monitor and manage its 2005 initiative Swan TAFE was able to actually achieve a saving of 18 % in 2004/05 when compared with 2001/02 baseline figures.
- The development of the technical specification and contract for the updating of the Carlisle Building Management System was completed and it is anticipated that work will commence in early 2006 as a result of recommendations from the 2004 Energy Audit.
- The College operated a small six (6) cylinder fleet of vehicles, of which 25% are powered by LPG.
- Energy efficient heat transfer oil additives have been introduced to one of the air conditioning systems at Midland campus to provide a constant temperature at a lower cost.
- Programmable timer switches have been installed to optimise the operation of the hot water units.
- Energy consumption of all major campuses continues to be monitored regularly by campus managers and the sustainability officer.

The following figures reflect Swan TAFE's energy usage 2004-2005.

Total energy consumption	36, 006 (GJ)
Total Cost	\$1, 218, 791
Greenhouse Emissions	7,440 (tonnes of CO2)

### Meeting Government Priorities

- The College exceeded the targets established by Government for a reduction in the energy consumption by 18% in 2004/05.

## ENVIRONMENT SUSTAINABILITY

Throughout 2005, the College continued to foster and implement a culture of sustainability through education, regular monitoring and procurement to achieve good sustainability outcomes for the year.

### Achievements in 2005

- The use of timers on large appliance continued to be rolled out during 2005 with some fifty units being fitted.
- The internal contract shell document was amended to reflect the Buying Wise and Environmental Procurement guidelines in accordance with the State Supply Commission.
- The College operated a fleet of 51 commercial and passenger vehicles.
  - Of the 18 six cylinder vehicles, 17% were powered by LPG with the remaining vehicles being fuelled with unleaded petrol. During 2006 as the current fleet is replaced, further LPG vehicles will be added, to improve the environment impact of unleaded fuel.
  - Of the 26 four cylinder vehicles, 25 were powered with unleaded fuel and with one being a hybrid Toyota Prius.
  - There were seven commercial vehicles in the form of buses or trucks.





- The College continued working with the Department of Environment to incorporate a 'clean air' education program as part of the diesel mechanical apprentice program and an information awareness program for industry.
- The College supported and fostered opportunities for interaction, partnerships and alliances between individuals and special interest groups such as the Department of Environment and Central TAFE.
- Procurement training was provided as part of the College induction program with further training provided as part of the tender evaluation panels preliminary information.

## **Meeting Government Priorities**

- The College exceeded the targets established by Government for a reduction in the energy consumption by 18% in 2004/05 when compared with 2001/02 baseline figures.

## **RECYCLING**

The College continued to identify new recycling opportunities through its operations and that of its various contractors which is consistent with our procurement objectives to achieve the best value for money for the State over the 'whole of life' cost including the disposal of the item(s).

## **Achievements in 2005**

- New Multi Functional Devices were introduced, incorporate printing, photocopying, faxing and scanning where practical and were defaulted to print on both sides thereby reducing the paper volume usage.
- Strategies were put in place with the College's reproduction graphic supplier to ensure that all Multi Functional Devices were recyclable.
- The College continued to recycle its waste paper, furniture and industrial wastes, consistent with its Sustainability Action Plan.

## **OCCUPATIONAL HEALTH, SAFETY AND WELFARE AND WORKER'S COMPENSATION**

During 2005, the College managed a total of 48 workers compensation claims including 38 new claims. The resultant lost working time associated with these claims was 370 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 2005 the College worked in close liaison with Riskcover to minimise claims. The College also worked with a number of rehabilitation providers to ensure a collaborative return to work program was provided for those employees requiring assistance to fulfil a full or part-time return to work.

## **QUALITY ASSURANCE**

The Australian Quality Training Framework (AQTF) external audit was conducted by the Training Accreditation Council in September 2005. This involved a review of the College's administrative, client service, delivery and assessment systems and processes as well as an examination of the training delivery function involving 89 qualifications across 17 industry areas and six campuses.

There were 39 internal audits conducted across Swan TAFE in 2005.



## **FREEDOM OF INFORMATION ACT 1992**

There were no formal freedom of information applications received by the College between 1 January 2005 and 31 December 2005.

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

A College Information Statement available on the Swan TAFE Intranet site, 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:

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

## **PUBLIC SECTOR STANDARDS IN HUMAN RESOURCES MANAGEMENT**

The applications made for breach of standards review and the corresponding outcomes for the reporting period (2005) are:

- number of applications lodged: 1;
- number of breaches found: Nil; and
- number still under review: 1.

## **COLLEGE CODE OF CONDUCT**

During 2005 Swan TAFE's Code of Conduct Committee reviewed 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's community, recommended amendments to Corporate Executive which was subsequently endorsed.

During 2005 the College investigated two matters where breaches of the Code of Conduct were identified.

## **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 2005:

- implementation of a new Certified Agreement for College lecturing staff;
- development of a new Agency Specific Agreement for College government officers;
- representation at the Western Australian Industrial Relations Commission on arbitrary matters relating to Award/Agreement conditions; and
- representation of the Department of Training's 'Shared Services' steering committee.



## EQUAL EMPLOYMENT OPPORTUNITY MANAGEMENT

### *(Equal Opportunity Act 1984 Section 146)*

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; and
- employees.

## ADVERTISING

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

Total expenditure for 2005 was \$238,389.

Expenditure was incurred in the following areas:

### Media Advertising Organisations

Marketforce	\$193,557
Media Decisions	\$44,832
Total	\$238,389



## RECORDS MANAGEMENT

### Compliance with Records Management Act, 2000

The Records Management team worked with other Records Managers in TAFEWA and Department of Education and Training (DET) implementing improvements as detailed in the DET Sector Records Keeping Plan. Notably the TAFEWA joint thesaurus was finalised and adopted by Swan TAFE. Development of a TAFEWA joint Retention and Disposal Schedule also commenced during 2005.

The DET Records Keeping Plan was accepted by the State Records Commission. Swan TAFE Records Management team has been working jointly with other TAFEWA Records Managers to develop auditing tools to assess compliance with the plan.

Commencement of an Electronic Student Record File database using TRIM Context software with electronic document management capability started in October 2005. This project includes establishing equipment and systems for scanning of existing student record files and new enrolments for 2005. Deployment of the pilot system at Midland campus, Swan TAFE will commence in February 2006. Roll-out of the Electronic Student Record File system across the whole of Swan TAFE is expected to be completed by end of Semester 1, 2006. The system will allow appropriate staff across Swan TAFE campuses to access student training pathway information regardless of which campus the student enrolled at initially.



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. During 2005, over 739 archive boxes were processed and placed into storage off site with Pickfords Storage, in Welshpool.

### **Records Management Training**

Records Keeping Awareness training sessions were conducted through out the year, both at the Professional and Career Development (PACD) training facility at Jandakot and also during staff development programs at Thornlie and Midland campuses.

#### **Publications:**

- Records Management Manual
- Student Record File Management Policy/Procedure
- TRIM Captura Basics Plus
- TRIM Context Information page (Signet Intranet site)
- Records Management Intranet site

### **PURCHASING & CONTRACTING**

Swan TAFE continued to procure its goods and services in accordance with the State Supply Commission Policies and Guidelines. This ensured the College's procurement continued to be undertaken in accordance with best practice principles of value for money, open and effective competition, transparency, equity, accountability and ethical behaviour.

The returns from revenue based contracts were managed in accordance with the principles of risk management and business strategies to maximise the returns on the investment while minimising the risks. Effective management of goods, services and revenue contracts is an integral part of the organisations focus to maintain a high standard of business management.





## SWAN TAFE COMPLIANCE WITH WRITTEN LAWS

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

- *Aboriginal and Torres Strait Islander Commission Act, 1989;*
- *Anti-Corruption Commission Act 1988;*
- *Copyright Act 1968;*
- *Criminal Code Act 1913;*
- *Disability Discrimination Act, 1992;*
- *Disability Services Act 1993;*
- *Equal Opportunity Act 1984; and Amendment Acts, 1992 and 1998;*
- *Education Act 1928;*
- *Evidence Act 1906;*
- *Financial Administration and Audit Act, 1985;*
- *Freedom of Information Act, 1992;*
- *Government Employees Superannuation Act, 1987;*
- *Industrial and Commercial Training Act 1975-80;*
- *Industrial Relations Act, 1979;*
- *Limitations Act 1935-1978;*
- *Library Board of Western Australia Act 1951;*
- *Minimum Conditions of Employment Act 1993;*
- *Occupational Safety and Health and Welfare Act, 1984;*
- *Public and Bank Holidays Act, 1972;*
- *Public Interest Disclosure Act 2003;*
- *Public Sector Management Act, 1994;*
- *Public Sector Code of Ethics;*
- *Public Sector Code of Conduct;*
- *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; and*
- *Workplace Agreement Act 1993.*



The following State and Federal Statutes also affected the Agency's activities during 2005:

- *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; and*
- *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*





## VOCATIONAL EDUCATION AND TRAINING (VET) DELIVERY



### **General Manager: Ms Coralie Morrissey**

*Vocational Education and Training Delivery offer quality teaching and learning to support the future of our community (individuals, industry and the wider community)*

## ACCESS AND COMMUNITY SERVICES

*Director: Ms Lyn Southam*

Access and Community Services provides training and assessment services for the community services, children's services, education, health and fitness industry sectors. As well, it delivers education and employment readiness programs for people, including early school leavers, who are seeking entry or re-entry into the workforce or into vocational education and training.

The high quality service provided by lecturers within the division was recognised with several citations for good practice during the recent Training Accreditation Council audit of the College against the Standards of the Australian Quality Training Framework.

### **Achievements in 2005**

#### *Student Awards*

- Averil Bairnsfather-Scott was a Finalist in the Training Excellence Awards in the category of "Indigenous Student of the Year".
- Belinda Kristicevic was a Finalist in the Training Excellence Awards in the category of "Indigenous Student of the Year".

#### *Staff Awards*

- Multicultural Community Service Award - presented to Jeanette Bates and Corinne Wood by Minister Bob Kucera for implementing a volunteer tutor group, involving 50 volunteers over four days each week, to help migrant students at Balga campus.
- Statewest Achievement Awards 2005 - Nomination Certificate for the Volunteer Tutor team, Balga campus.
- Swan TAFE Lecturing Innovation Award - presented to Megan Colley.
- Swan TAFE Lecturing team Award - presented to Jeanette Bates, Charmaine Ryan and Corinne Wood.
- Innovation Scholarship - awarded to Hans Borg and Gordon Bates by the Department of Education and Training to devise a delivery strategy to increase literacy and numeracy support for vocational students.



*Corinne Wood, centre, and Jeanette Bates receives award from The Hon Bob Kuchera MLA, Minister for Citizenship and Multicultural Interests.*



## *Commercial Projects*

The team won a variety of externally funded projects and programs aimed at achieving high quality and cost effective outcomes. These included:

- Department of Education, Science and Training - contract for Language, Literacy and Numeracy services for Centrelink clients.
- Competitive Allocation of Training programs in the Course for Wider Opportunities for Work for Indigenous participants.
- Curriculum Services Support Network resources development funding - Certificate IV in Mental Health Work.
- Professional Development funding - E-learning and WebCT platform training for Community Services and Children's Services lecturers.

## **New Partnerships**

### *Industry*

Staff implemented new industry training and assessment arrangements with:

- Chung Wah Association to develop a Skills Recognition and gap training model for workers caring for Chinese, Vietnamese and Cambodian people in the community.
- Childcare centres in the Midland area giving students exposure to industry while learning basic care giving skills under the direction of lecturers.
- Kalamunda Caring to deliver, assess and, where necessary, provide gap training in Home and Community Care work.
- Armadale Home Care to 'up skill' Existing Worker Trainees.
- Metropolitan schools and with the Goldfields District Education Office (for the Goldfields and Lands areas) to up skill Aboriginal and Islander Education Officers through Existing Worker Traineeships.



*Aboriginal Teacher Assistant, Kristy Indich.*

### *Community*

In collaboration with government and non-government agencies, the division has supported learners within their own communities in the following programs:

- Armadale Library - an English language program for migrant library users.
- Armadale area primary school - an access program for Indigenous mothers from which participants articulated into vocational training.
- Midland area primary schools - an Intensive Reading program in which Teacher Assistant students helped for 3 hours a week for ten weeks.
- Majella Primary School - Teacher Assistant students assist teachers with literacy and numeracy programs.
- Caversham Training and Enterprise Centre - access programs with embedded vocational outcomes for young people "at educational risk".
- Brockman House - community-based, self development programs for women to help them to articulate into a formal TAFE environment.
- Maamba Aboriginal Corporation - an employability skills course with embedded competencies related to cultural tourism for corporation members.
- Cerebral Palsy Association - Midland Teacher Assistant (Special Needs) students established links with the Association for an awareness raising program.



- Sowillo School - Diploma of Youth Work students arranged a Youth Work camp for students at this alternative learning school.
- Massage and Fitness lecturers continued to collaborate with special needs community groups to provide "live works" experience for students.

### **Meeting Government Priorities**

Access and Community Services implemented programs to meet Government priorities in the following areas.

#### *Increasing Retention Rates*

- "Hands On" programs for secondary school students were developed to give school students an overview of occupations in Health (Massage, Nursing, and First Aid) or Community Services (Childcare, Youth Work, Aged Care, Disabilities Work).
- A range of Level II qualifications were delivered for secondary school students in Community Services and Fitness.
- Worked with schools across all of the catchment areas to auspice access programs which led to Year 10 equivalency for students who are at "educational risk", thereby giving them a pathway into further training.

#### *Improving and Making Easier Transfer between VET and Universities*

- The Certificate IV in Health Sciences was implemented as an articulation pathway into nursing education programs.
- Averil Bairnsfather-Scott and Tania Hayward became the first students in Western Australia to graduate with the Diploma of Teacher Assistant, which provided a pathway into university education programs for Indigenous students.



*(Left to Right) Averil Bairnsfather-Scott and Tania Hayward.*

#### *Increasing the Number of Apprenticeships and Traineeships*

- Year 10 Indigenous students were given a pathway to employment through the Certificate I in Workplace Readiness, which is a school based traineeship.
- Existing Worker Traineeships were introduced in the Community Services and Home and Community Care area, as well as in the Aboriginal and Islander Education Officer field.

#### *Strengthening the TAFEWA Network*

- Staff chaired the TAFEWA Curriculum Management Board in Access and Participation, as well as the Curriculum Area Groups for Community Services; Certificates in Spoken and Written English; and New Opportunities for Women.

#### *Supporting Job Growth*

- Several new partnerships with industry were established to meet skills shortages in Childcare through a Skilling WA project to up skill Childcare workers in ten agencies in the Thornlie area to the Diploma level.
- Certificate IV in Out of School Hours Care was introduced to meet the demand for before and after school care.



## BUILDING, CONSTRUCTION AND FURNITURE

*Divisional Director: Mr Alan Davis*

Building, Construction and Furniture is delivered at Balga, Midland and Thornlie campuses and comprises 19 different trade streams, delivers approximately 1,020,000 student curriculum hours (sch) per annum and offers post-trade certificate IV, Diploma and trade registration courses.

### Achievements in 2005

- Projected achievement against Delivery and Performance Agreement (DPA) of 101%.
- Continued increases in delivery from 2004 of apprenticeship uptakes to meet industry demand in critical skills shortage areas.
- Curriculum Support Services Network (CSSN) Tender for Development of Flexible Learning materials to support delivery of 1A / B Furnishings Training Package.
- Completed ANTA Toolbox tender for Computer Numeric Control (CNC) Machines.
- Completed and utilised the Smart House Project which forms part of the Electrical Apprenticeship training.
- The EGT Electrical Apprentices of the Year for both second and third year were trained at Swan TAFE.
- Rolled out the new delivery model for trade training using on-site validation and assessment methodology in mortar trades, eg Bricklaying, Wall and Ceiling Fixing and Solid Plastering.
- Building, Construction and Furniture was sourced as the key construction trade provider in meeting industry demand and consultancy for group training schemes and direct indentured employers.
- Confirmation of Dream Factory Certificate I in Construction with private school consortium and Housing Industry Association.
- Careers Expo and World Skills Competitions ensured ongoing support and commitment.
- Certificate I in Construction at Armadale for the Armadale Noongah Corporation (ANC).
- On-site delivery of Certificate I in Construction at Clarkson Community High School.
- Industry consultancy on Residential apprenticeship review.



*(Left to Right) Colin Hardinge, Luke Manks with Kim Beazley at Balga Campus.*





## Worldskills Achievements

- *Bricklaying*
  - Gold - Jason Stouthamer
- *Carpentry*
  - Gold - Daniel Dixon
  - Silver - Brad Kerp
- *Plastering - Fibrous*
  - Gold - Craig Browner
  - Silver - Stephen Green
  - Bronze - Jason Battye
- *Wall and Floor Tiling*
  - Gold - John Alebakis
  - Silver - Alan Wall
  - Bronze - Michael Cutri
- *Painting and Decorating*
  - Gold - Conan Cordin
- *Cabinet Making*
  - Gold - Caleb Jacobs
  - Silver - Russell Blythe



Jason Stouthamer



Daniel Dixon



Craig Browner



John Alebakis

## New Partnerships

*New partnerships were formed with:*

- 'Spirit of the West' Midland Railways. This arrangement was for the refurbishment of a 1917 carriage by apprentices at Balga campus utilising Cabinet making, Machine Woodworking, Polishing, Vehicle Trimming, Electrical and Glazing.
- Castledare miniature railway project Wilson Park, Cannington.
- Electrical Group Training resulted in more of their apprentices attending Swan TAFE.
- Brighton Shed pilot program with the Satterley Group.
- Perth Solid Surfaces on-site training on Corian for third year apprentices.

## Meeting Government Priorities

- During 2005 Building, Construction and Furniture maintained and increased the commitment in accordance with Department and Government priorities in the areas of VET in Schools, School Apprenticeship Link programs and Apprentice training.
- Completion of School Apprenticeship Link program.





## BUSINESS, FINANCE AND COMPUTING

*Divisional Director: Ms Kath Finn*

The main focus of Business, Finance and Computing is on institutional training at the Certificate I level through to the Advanced Diploma. In addition to delivering training in the areas of business, Finance and IT, Graphic Art (pre-press), Laboratory Operations and Local Government Industries are served. Trainees are serviced in the workplace in the business, IT and Local Government industry areas.

### Achievements in 2005

- Associate Degrees were under development in the Business and IT fields for Education Training International (ETI). These were designed to articulate into the third year of multiple Murdoch University courses and to provide dual qualifications through *Edexcel* in the United Kingdom.
- A Learnscope project introducing a virtual business concept was very successful and project leader, Leah Irving was short-listed as a finalist in the Premiers' Teachers Awards for 2005.
- Pat Kaberry was innovative in her training of IT diploma students in organising the students to deliver basic IT training to local senior citizens. Pat was nominated for the Premiers' Teachers Awards and was short-listed as a finalist as well as a finalist in the 2005 West State Excellence in the Workplace Awards in 2005. Pat also won the Lecturing Excellence Award for Swan TAFE.
- Larry Kaberry, Acting Portfolio Manager for Business and Technology, won the Corporate Innovation Award for Swan TAFE.
- CSSN grants were obtained for staff to produce Assessment only pathways in the Financial Services and Business qualifications.
- The Industry Advisory Group for Business was established and met with lecturers to foster relationships between the College and large and small businesses to provide input into the business training and assessment delivered through the College.
- Attended a display at the Annual Local Government Conference and was active in promoting business training through this forum.



*(Left to Right) SwanTAFE Managing Director Wayne Collyer, Ros Paul and Leah Irving with the Premier.*

### New Partnerships

- A relationship was formed with IPA Job Network and a 'Return to work program for clients receiving parenting payments' was developed for implementation in 2006.

### Meeting Government Priorities

- The conclusion of the Disabilities to Diploma course funded through DET provided the participants with valuable outcomes.
- A working relationship with *Amnet/Amcon* resulted in ten students graduating from the 'Diploma of Internetworking' into full time employment. The company is now actively seeking Swan TAFE graduates for employment.



## HOSPITALITY, MANUFACTURING AND ALLIED SERVICES (HMAS)

*Divisional Director: Ms Denise White*

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

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

### Achievements in 2005

- Finalists in the Premier's Teacher of the Year 2005 Awards in the Division were Ted Johnson, Debbie Burton, Adele Staveley, Janelle Leopardi and Roslyn Paul.

The following new programs include:

- Innovative coffee making and café service for single mothers attending Balga Senior High School.
- Art, hospitality and horticulture for Bullsbrook Senior High School.
- Short courses in Hospitality and Art for Aboriginal students from the Caversham Centre.
- 'Try an occupation' programs for Year 10's in Art, Tourism / Hospitality and, Horticulture / Conservation and Land Management.
- Certificate I in Retail Operations for VETfSS students with Learning Disabilities, five schools have participated in the new program.
- Art and Fashion Exhibitions were successfully held at Midland campus showcasing students' work. Community Art Projects were successfully undertaken with the *ABC Artopia; Bank Gallery exhibition; Q Fest and Trek the Trail*. Students experienced a real life working environment at the Swan Italian Club functions, Rally Australia, Melbourne Cup Day function at Ascot Racecourse, the Australian Tourism Exchange held at the Perth Convention Centre, the Tammin Landcare Project, Hillside Farm and, public art through *Sculpture by the Sea*.
- The Western Australian Institute of Fashion and Textiles held its annual Fashion Show showcasing graduates work to industry with the Fashion Show having two new major sponsors - Westfield LTD and Good Mood Food.
- Projects were undertaken to improve delivery and assessment in a range of contexts for Veterinary Nursing, Racing and Farriery.

### Worldskills Achievements

- Laura Chapman Western Australia State champion in 'Restaurant Service'.
- Gelsie Demascio Western Australia State champion in Hairdressing.
- *Retail Baking - Pastry*
  - Gold - Bryan Hart (Cake & Pastry Apprentice)
  - Silver - Jared Stephens (Combined Apprentice)
  - Bronze - Lisa Dickson (Cake & Pastry Apprentice)



*Laura Chapman*



*Gelsie Demascio at Swan TAFE's Midland Campus*



## ➤ *Retail Baking - Bread*

- Gold - Simon Goldsborough (Combined Apprentice)
- Silver - Steven Teune (Combined Apprentice)
- Bronze - Rowan Panton (Bread Apprentice)

## ➤ *Clothing Production - Garment production*

- Gold - Leninh Duong
- Silver - Julia Fowler
- Bronze - Rosalyn Peterson

- The most prestigious national baking industry award, the LA Judge Award, was won by Jared Stephens (Combined Apprentice) in 2005; the State 2005 competition was won by Brenton Adams who will represent WA in the National competition in 2006.

- Runners up in the 2005 Bake Skills Australia National teams Competition were Melissa Reitsema (Cake & Pastry Apprentice) and Joel Benbow (Combined Apprentice).



*Simon Goldsborough  
(Combined Apprentice)*

## **New Partnerships**

- 2005 saw new partnerships developed in the hospitality area between Compass group, IPA personnel, Brumby's Bakeries, David Jones and a strengthening of our relationship with Bakers Delight.
- A significant relationship was developed between Swan TAFE and William Angliss TAFE in Melbourne which saw the College deliver a number of courses under an auspicing arrangement.
- HMAS successfully worked with the Armadale Noongar Corporation in integrating competencies from Horticulture into the daily work.
- HMAS established new working relationships with the Dry Cleaning association, Edge Employment to establish training programs for students with disabilities to meet the skills shortage in the industry.

## **Meeting Government Priorities**

Auspicing arrangements were made with the following high schools:

- John Forrest SHS - Certificate II in Conservation and Land Management;
- St Stephen's School - Certificate I in Horticulture;
- Cyril Jackson SHS - Certificate I in Horticulture (Education Support) Certificate I in Horticulture;
- Cecil Andrews SHS - Certificate II in Tourism (Operations), Education Support - Certificate I in Retail Operations;
- Kensington Secondary College (Education Support) - Certificate I in Horticulture Education Support - Certificate I in Retail Operations;
- Gosnells SHS - Certificate II in Horticulture;
- Como Secondary College - Certificate II in Tourism (Operations);
- Warnbro SHS - Certificate I in Retail Operations;
- Woodvale SHS - Certificate II in Animal Studies; and
- Armadale SHS, Cannington Community College, Mirrabooka SHS - Education Support - Certificate I in Retail Operations.



## METALS, ENGINEERING, TECHNOLOGY AND MINING (METAM)

*Divisional Director: Mr Wayne Smith*

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

The facilities and programs on offer reflect the latest in industry best practice and methodologies, catering for entry level trainees and apprentices through to technician's 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 auspicings arrangements.

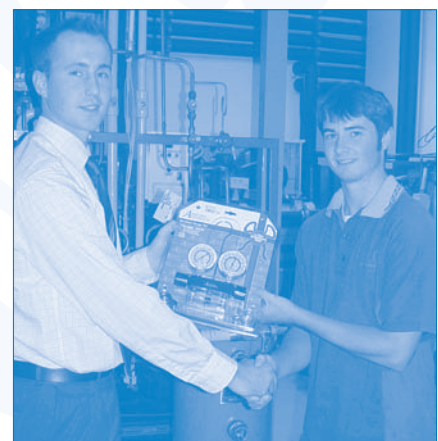
The Division also delivered specialised short courses and industry specific programs to businesses both in Western Australia and overseas.

Industry consultants designed and produced customised training courses, training resources, skills audits, workplace assessments and occupational health and safety training.

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

The Division provided training in:

- Electronics ;
- Computer Systems;
- Electrical Technology;
- Watchmaking / Timepiece Servicing;
- Metal Fabrication;
- Sheetmetal;
- 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.



*Airefrig Sales Representative, Phillip Shain, donates new gauges to Air Conditioning and Refrigeration Apprentice, Warrick Sullivan,*





## Achievements in 2005

- Implemented the 'Fast Track Apprenticeship Program' to more than 90 apprentices (Training and Assessment in the workplace).
- Exceeded the College/ DET DPA sch due to increases in Employment Based Training (EBT).
- Generated significant commercial work within the Resource Sector.
- Developed a Marketing DVD to promote Engineering programs to high school students.
- Commissioned an integrated training facility for Fitting and Machining whereby the class rooms, staff rooms and workshops were in the same precinct enabling more flexible training solutions.

## Worldskills Achievements

- *Fitting*  
Silver - James Kendrick
- *Turning*  
Bronze - Travis Grigg
- *Welding*  
Gold - Jonathon Gronbek  
Bronze - Joseph Wood



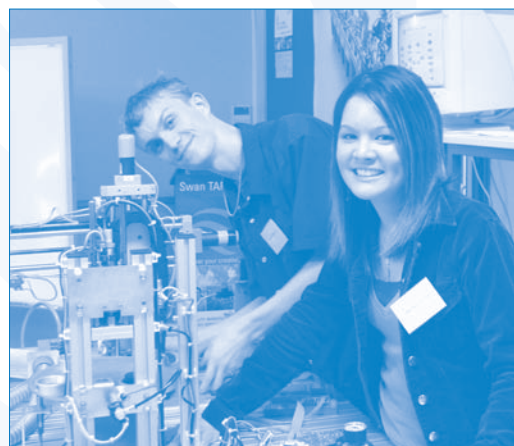
*Jonathon Gronbek - Welding*

## New Partnerships

- Developed a strategic partnership with East Metropolitan Regional Council Development of a Regional Cluster by way of membership on a steering committee to develop strategies for meeting skills shortage needs in the region, targeting the Metals and Engineering Trades.
- Developed a partnership with CareerLink to deliver training for high school students in the Catholic Education System.
- Developed a partnership with the Metals ITC for implementing an accelerated assessment system for Metal Tradespeople seeking a trade based qualification.

## Meeting Government Priorities

- Implemented strategies and met demand for significant increase in apprentices and trainees.
- Developed training pathways and curriculum in consultation with industry for emerging technologies in Robotics.
- Implemented training and established auspicing arrangements with schools in the region.



*Robotic Engineering student Jasmine Daniels with fellow student Kim Machin.*



## READ WRITE NOW!

*Manager: Ms Marcia Barclay*

Read Write Now! provides a literacy service to adults in the community with the support of almost 1000 volunteer tutors spread throughout Western Australia. The Midland campus of Swan TAFE hosts the 3.2 Full Time Employees (FTE) staff and generously supports the work of the unit far beyond the local boundaries and into 26 regions, both metropolitan and regional.

Each region is coordinated by a small team of volunteers who support the tutors and students to achieve their goals. The volunteer tutors complete an accredited training course before working on a one-to-one basis to assist the adult student with his/her immediate literacy needs.

### Achievements in 2005

- The focus of the 2005 Coordinator's Conference was 'Succession Planning' with the majority of regions well underway in the recruitment and training of new Coordinator's to ensure there is continuity of the service.
- Approximately 920 students joined the program in 2005.
- Approximately one-third either gained or maintained employment as a result of tutoring.
- Approximately one-third were enrolled in further studies and required the assistance of the tutor to cope with the literacy demands of their course materials.
- Approximately one-sixth of the students self identified as having a disability.
- Almost half of the students were from non-English speaking backgrounds.

### New Partnerships

- In 2005, Read Write Now! partnered with the Association for the Blind in developing a literacy service for blind adults who had not had the opportunity to learn to read. A specialised training course was developed for blind tutors allowing them to begin working with a small group of students.
- Read Write Now! began an ongoing project with the Department of Consumer Protection and Narkaling to advise on the production of information brochures for adults with low literacy.
- Another partnership was established with a national project team who are working to develop resources for volunteer tutors Australia wide.







## TRANSPORT

*Divisional Director: Mr Ian Boyd*

Transport finished the year on a high note. The Carlisle-Midland Portfolio met profile, and just as importantly, financially finished in the positive. The whole team worked diligently and effectively to bring this into effect.

### Achievements in 2005

- Automotive Electrical maintained student numbers and in some areas increased the client base.
- Transport maintained a good relationship with Industry through the Pre-Apprenticeship program. Being in constant liaison with employers of apprentices, the Industry was involved with the early stages of the implementation of the Automotive 2005 Training Package.
- Work started on the introduction of the 2005 Automotive Training Package for Automotive Light in the transport division at Carlisle. Project material and resource materials were rewritten to go with the new package. AQTF documents were also prepared as the work progressed.
- The Pre-apprenticeship program delivered in Automotive Light had great success with approximately 90% of job placements from 28 students in 2005.
- Carlisle Automotive Light Mechanical/Motorcycle/Outdoor Power continued to meet client accreditation needs by making Recognition of Current Competencies (RCC) available to the industry.
- A Skills Recognition assessment process was developed in order to satisfy the demand for Certificate II Automotive Air Conditioning, a requirement for the National Licensing agenda.
- Carlisle Automotive Refinishing again hosted the PPG State Colour Matching Competition in September with students taking out awards. The first place was awarded to Aaron Robinson from B & A Wilson. This entitled him to represent Western Australia in Sydney later in the year. The runners up were Colby Wood from Wanneroo Smash Repairs and Alistair Hendy from Stokes and Renk Car Craft.
- Carlisle Auto body Repair undertook training on behalf of SGIO who offered scholarships to apprentices and incentives to School Based Trainees. This training was also shared by the Automotive Refinishing section. These sections delivered one CAT tender in the Automotive Panel/Paint program, designed specifically to meet the needs of Indigenous students.
- Midland Automotive continued to deliver Compressed Natural Gas (CNG) courses to metropolitan public transport companies to meet the Department of Consumer and Employment Protection (DOCEP) Energy Safety licensing requirements.
- In conjunction with the Office of Energy and Industry, the standards of delivery and assessment were used during the year to uphold the credibility of the courses.
- LPG gas conversion courses were delivered at Carlisle campus in the newly modified facility completed in November. A Sustainable energy workshop was modified to cater for gas courses.



*National Service Manager - Motorcycles, Suzuki Australia, Brendan Gunton presents two motorcycles to Swan TAFE apprentice, Ryan Cunningham, and Swan TAFE lecturer John Pitman and Swan TAFE Divisional Director of Transport, Ian Boyd.*

### Fast Track Innovations Project

Funding was awarded to develop resources and procedures to meet the growing demand to Fast Track Apprentices in the Automotive Industry.



## CSSN Projects

The funding to develop Asset Maintenance Skills Recognition for the cleaning industry and the development of Automotive Light Vehicle Assessment and Delivery resources was included in this project.

Asset Maintenance achieved continued success in training within the cleaning industry. They won the Education Department contract to induct new cleaners all over the state. It is anticipated that this will lead to further traineeships in this area so that these cleaners can achieve their qualifications.

## Worldskills Achievements

- *Autobody Repair*
  - Gold - Thomas Clark
  - Bronze - Stefan Kuvekalovic
- *Heavy Duty Mechanics*
  - Silver - Paul Macarthur



*Automotive Lecturer, Sig Munninger in Chongqing China.*

## New Partnerships

- *Ford Australia*

During the second half of the year, Automotive Light began a partnership with Ford Australia with Peter Escott, a Carlisle campus Lecturer, training the Ford technicians on campus two days per week. This arrangement is continuing in the New Year.
- *Insurance Australia Group (IAG)/SGIO JumpStart Autobody Scholarship*

The Family of Trades Fee for Service course continued to provide training to 28 apprentices this year to provide the necessary skills in Automotive Panel and Automotive Refinishing.
- *Insurance Australia Group (IAG)/SGIO JumpStart Autobody Traineeship*

This program continued throughout 2005 with 14 school students involved in both Automotive Panel and Automotive Refinishing.
- *Chrysler Daimler*

A partnership was developed to enable apprentices who are trained by Chrysler Daimler to have their training recognised through an auspice arrangement with Swan TAFE.
- *Overseas Delivery*

Sig Munninger from Midland Automotive was commissioned to develop Automotive Resource material for the Chinese project.

## Meeting Government Priorities

- School Apprenticeship Link (SAL) was conducted for the first time as a pilot project with year 11 high school students across the Cannington Education District applying to enter the course covering five trades both at Carlisle and Thornlie. The ATA Industry Group generously provided work experience for these students in three trades.
- VETfSS was conducted both at Carlisle and Midland in Automotive light and Automotive Electrical at Carlisle only. Most of this was Profile delivery including ATA.
- A number of Fee for Service courses were delivered at Midland, including Guildford Grammar, Ellenbrook Christian College and John Forrest high schools.
- Another Fee for Service class was conducted on behalf of Clontarf College at Carlisle. Auspicing arrangements were put into place with this school.
- 'Try a Trade' gave an opportunity to high school students to try a variety of trades in a short period of time.
- A number of auspicing arrangements were made with local high schools covering Automotive Light training.



## ORGANISATIONAL SERVICES



**General Manager: Ms Michelle Hoad**

*Organisational Services provide 'customer service processes' which support internal and external clients in the teaching and learning environment.*

## ORGANISATIONAL EFFECTIVENESS

*Director: Mr Jeff McDonough*

Organisational Effectiveness (OE) comprises Organisational Development, Quality Assurance and Organisational Governance. Performance and Review management at a system level for the whole of the organisation is a primary responsibility for the Organisational Effectiveness team with key performance indicators developed for College delivery and corporate teams. A centralised Complaints Management system forms the basis of feedback across the College and other measurement instruments such as a number of Customer Satisfaction Surveys are significant in identifying levels of service across the organisation. Reporting, briefings and recommendations are facilitated through OE to College portfolios and key areas based on key project findings. The Organisational Effectiveness team have responsibilities linked to assisting with the planning and management of Swan TAFE's strategic organisational and workplace reform initiatives.

### Achievements in 2005

- Implemented the Staff Satisfaction Survey, coordinated improvements arising from feedback and made results available to all staff through the College's intranet site.
- Provided Performance Reports against a range of indicators for all Swan Delivery and corporate teams for the periods 1 January - 30 June and 1 July - 31 December 2005.
- Analysed and coordinated Swan participation in the Department of Education and Training Student Satisfaction Survey, including follow up continuous improvement projects.
- Conducted an Internal Student Satisfaction survey in addition to the Department of Education and Training student survey to measure satisfaction across all qualifications within a given timeframe which identified a College satisfaction level of 82%.
- Introduced the College uniform
- Established the Staff Recognition and Award Program
- Established a Fraud and Corruption Framework.
- Developed a College Organisational Wellness Program
- Introduced the Swan Computer Driver's License to significantly enhance the skills and knowledge base of all College staff in the application of computer programs.
- Coordinated the 50 Lecturer Program to assist lecturers address issues related to contemporary delivery strategies.
- Assisted the Teaching and Learning team in the implementation of a two-day generic induction program followed by a further three-day program developed specifically for new lecturing staff to assist them into their respective roles within the College.
- Coordinated the development and implementation of a comprehensive two-day 'Professional Development' package of highly targeted programs to assist non-lecturing staff broaden their knowledge and skill base associated with their current duties.



- Introduced an innovative internal audit strategy with the aim of achieving compliance with the revised AQTF standards that included three main stages; a self assessment undertaken by College staff directly responsible for compliance; a desktop audit of the Quality Management System and an internal audit of 'high risk' qualifications. Over one hundred qualifications were self assessed and approximately 40 qualifications were internally audited.
- Coordinated external audit with the Training Accreditation Council and developed a corrective action plan to address the identified areas of risk to be monitored closely through the Quality Improvement Committee.

### Meeting Government Priorities

- A centralised Complaints Tracking and Reporting system is managed by Organisational Development. 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 and the results and responses are analysed and reported against with actions/improvements being identified and implemented.
- The number of complaints managed for 2005 was 364.
- The number of complaints resolved within 30 days was 358.
- The College is now in the process of implementing an electronic system that will improve the way feedback is managed within the College.
- The Fraud and Corruption Framework directly complies with the Premier's circulars dictating that agencies implement a plan in order to reduce the risk of Fraud and Corruption. The College's framework is based on active management in the areas of increasing awareness and developing strategies encouraging participation in the prevention of fraud and corruption.

### PROFESSIONAL AND CAREER DEVELOPMENT (PACD)

The PACD team continued to expand the range of professional and career development opportunities for all College staff in 2005.

In addition to its standard 'in-house' generic skills development programs in areas such as Occupational Safety & Health (OS&H), cultural awareness, administration and finance, the PACD team also assisted in the delivery of highly focused 'Industry Specific' training opportunities for lecturing staff.

### Achievements in 2005

#### *Swan Computer Driver's License*

This new initiative was introduced to significantly enhance the skills and knowledge base of all College staff in the application of computer programs associated with:

- Operating Systems & File Management (MS Windows);
- Word Processing (MS Word);
- Spreadsheets (MS Excel); and
- Internet & Electronic Mail.





## *50 Lecturer Program*

This key initiative was introduced to assist lecturers address issues related to:

- contemporary delivery strategies;
- evaluation Strategies;
- classroom and workshop management; and
- differing learning styles and methodologies.

## *Staff Induction*

- PACD assisted the Teaching and Learning team in the implementation of a two-day generic induction program followed by a further three-day program developed specifically for new lecturing staff to assist them into their respective roles within the College.

## *Professional Development Days*

- PACD was instrumental in the development and implementation of a comprehensive two-day 'Professional Development' package of highly targeted programs to assist non-lecturing staff broaden their knowledge and skill base associated with their current duties. It is the intention of PACD to deliver similar programs on an annual basis.

## **New Partnerships**

- PACD continued to identify and source highly specific staff training programs from a number of 'private providers'. Accordingly, the College has continued to broaden its sound on-going relationships with external agencies involved in staff development activities.

## **Meeting Government Priorities**

In 2005 the PACD team actively assisted the Teaching and Learning team to promote lecturer training opportunities in key government priority areas associated with:

- Australian Quality Training Framework (AQTF); and
- Certificate IV in Workplace Training and Assessment.

Swan TAFE was the first College in the State to embark on the delivery of 'Fraud and Corruption' workshops for its entire staff.







## MARKETING AND CLIENT SERVICES

*Director: Ms Donna House*

### MARKETING

In 2005 the Swan TAFE Marketing team developed maintained and ensured consistency of the Swan TAFE brand image across all campuses. The Marketing team also streamlined events and media processes to respond to the needs of internal stakeholders and external customers.

Development of a Swan TAFE Marketing Directions Paper also began late in the year to establish directions and strategies for marketing across Swan TAFE in 2006 and beyond.

### Achievements in 2005

#### *Publications*

- The Marketing team encouraged staff to use divisional templates for all publications to ensure consistency of the Swan TAFE brand image. These templates were made available on the intranet.
- The team worked closely to develop and implement the 'Swan Flyer' newsletter. The aim of this publication is to enhance relationships with external stakeholders in the local community, including employers and industry. Three issues were produced throughout the year and distributed to a database of over 2,000 stakeholders. The publication received enormous support from recipients.

#### *Banners/Signage*

- The team has embarked on a significant branding program to raise the awareness of Swan TAFE and its diversity of training through the development of a suite of pull-up banners and signage. This has been a valuable marketing tool throughout the College, providing consistency of image at all campuses.

#### *Advertising*

- The Marketing team worked with staff throughout the year and prior to key admissions times to develop print advertising strategies that supported team targets.

#### *Media*

- Media continued to be a highlight of the Marketing team's achievements in 2005, with the development of media releases and the publishing of these items being greater than 2004. All divisions were represented and coverage included community newspapers as well as the West Australian, The Sunday Times, industry specific journals and television. A new process was introduced to ensure Corporate Executive as well as Campus Managers received copies of all published media on a weekly basis. Published media is now displayed in campus foyers informing students of Swan TAFE's activities and achievements.

#### *Design*

- The Marketing team's Graphic Designer worked on a number of important projects throughout the year including the 2004 Annual Report, as well as new initiatives including the 'Swan Flyer' and a suite of seven brochures for targeted international marketing in Chongqing, China.





## Internal Communications

- In consultation with Corporate Executive, the Marketing team coordinated a range of internal communications throughout the year which included producing and distributing the 2006 College Calendar, as well as providing extensive support and media contributions to the internal magazine, 'Swan Link'.

## Events

- More than 1000 Swan TAFE staff, students and VIP guests enjoyed the College's annual 'Awards Evening' held at the Burswood International Convention Centre Grand Ballroom in April. The evening saw students from 125 para-professional and apprenticeship study areas receive awards for excellence.
- In consultation with key College staff, the Marketing team coordinated the College's annual 'Quality Day'. The aim of the professional development day held at the Burswood International Resort Casino was to provide staff with networking and skill development opportunities as well as to empower staff by involving them in decisions affecting the College. This included participation in the portfolio team planning day which followed this event.



'Quality Day' at the Burswood International Resort.

## CLIENT SERVICES

Swan TAFE's Client Services team supplies information and career advisory services to prospective and enrolled students by telephone, counter enquiries, appointments, and liaison with schools and community organisations. The team 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 2005

- Increased the number of secondary school students with whom the School Liaison team made contact during the year (nearly 12,000 students at approximately 90).
- There was a 40% increase in the number of telephone enquiries taken by the College Training Information Centre - calls totalled 40,695 to the end of November 2005.
- Employment Services (JobsTrack) made significant growth in the number of both students and employers engaged in the program, following the successful negotiation of funds to continue the program.
- Recreational activities on all campuses were increased, with 'Fun Days' being held in addition to the usual activities program.
- Increase in the participation by students in the Student Association.
- Student sporting teams participated in competitions at the local and interstate level, achieving gold and silver medals in the NSW TAFE games and gaining life experience and skills through this participation.
- Staff updated their knowledge and awareness of drug issues relevant to students by attending workshops run by the Police Service and Holyoake.
- Services to students were improved by the provision of self-help information for students - related to common mental health and other student problems - on the College web-site. This was achieved in collaboration with Cambridge University Counselling Service.
- Professional and career Development activities were undertaken during the year with the goal of enhancing their understanding of career development and of the Australian Blueprint for Career Development. An internal seminar took place on this topic for and by Client Services staff.



- Three Client Services staff delivered a workshop on Career Development at the Training Forum in May.
- Client Services staff were able to benefit from the College's participation in an ANTA funded project 'Creating a Career Development Culture in the VET Sector', with attendance at a pilot professional development session on the 'Australian Blueprint for Career Development'.
- One staff member has enrolled in Australian Career Development Studies on-line, as a result of the seminar.

### New Partnerships

- Negotiations have taken place with Employment Development Network members to increase the collaboration between them and the College in student employment activities.
- A Swan TAFE Client Services Officer delivered a Career Development workshop for Kimberley TAFE staff at the Broome campus.

### Meeting Government Priorities

- Client Services staff assisted in the administration of the 'It Pays to Learn' strategy.
- An information session was arranged for Client Services staff on the application and implications of the new school leaving age policy for 2006.

### DISABILITY SERVICES

The Disability Services team at Swan TAFE is responsible for and committed to identifying and where possible, eliminating barriers to vocational education and training for students with disabilities. Disability Services acts in a consultative role, providing a resource to the College that aims to source and provide information, equipment and resources appropriate to ensuring compliance with Disability Standards. Table 1 presents an overview of the types of disabilities that students have registered with for support from College.

**Table 1: Disability types presented.**

Category	Number of Students
Physical	102
Sensory	42
Intellectual	14
Psychiatric	112
ABI	4
Learning/ADD/ADHD	121
Social Spectrum	6

*Note: The number of students associated to disability categories does not directly correspond to the overall number of students registering with Disability Services due to students often exhibiting a dual or multiple diagnoses.*



## Achievements in 2005

- Increase in number of students registered with Disability Services to September 2005 to over 400.
- Provision of support services to students including Interpreters, note takers, tutors and 'in-class' support staff, equipment, resources and technical support, specialist assessments.
- Students were assisted in 2005 for the first time by the Swan TAFE JobsTrack service, through which support and advice to obtain employment post-study was arranged.
- Established successful student to student 'Buddy' support network and volunteer tutors.
- Provision of support and advice for lecturers in the development of appropriate educational strategies.
- Participation in the Abilities Career Expo 2005 and the Careers Expo 2005.
- Achieved Australians Working Together (AWT) funding for a Student Mentoring Program (SMP) as a collaborative initiative with Edge Employment Services, Swan TAFE and CY O'Connor TAFE.

## Meeting Government Priorities

The Disability Services team is responsible for ensuring College staff are aware of and comply with ALL relevant Disability related legislation such as:

- *Commonwealth Disability Discrimination Act 1992;*
- *State Equal Opportunity Act 1984;*
- *State Disability Service Act 1992; and*
- *Australian Quality Training Framework 2002 (AQTF).*





## STRATEGIC PARTNER PRIORITIES

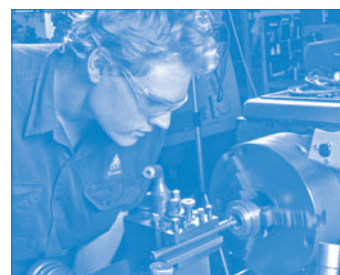
Director: Ms Pauline Whitley

### APPRENTICESHIP AND TRAINEESHIP SUPPORT TEAM (ATS)

The Apprenticeship and Traineeship Support team (ATS) commenced operations with a full complement of staff from August 2005, with its Manager commencing on 2 August 2005.

ATS's key role is to support Swan TAFE in the implementation of Western Australia's apprenticeship and traineeship system by:

- providing advice and assistance to delivery areas on apprenticeship and traineeships requirements;
- monitoring, investigating and resolving key result areas in relation to the implementation of apprenticeships and traineeships;
- developing and implementing apprenticeship and traineeship policy, processes and procedures;
- managing key links and liaising with internal and external stakeholders; and
- co-ordinating the implementation of key programs and initiatives.



### Achievements in 2005

- Developed an apprenticeship and traineeship professional development strategy for implementation through 2006.
- Developed and commenced the implementation of a strategy to assist the delivery team reduce high numbers of outstanding Training Plan Outlines (TPOs).
- Provided apprenticeship and traineeship ASRI training support to delivery teams, including one-on-one training (including training manual).
- Arranged separate meetings with all metropolitan New Apprenticeship Centres, which included attendance by approximately 30-40 Swan TAFE staff.
- Arranged a meeting for Swan TAFE staff (Directors/Portfolio Managers) where presentations on current apprenticeship/traineeship policy, priorities and initiatives were made by the Department of Education and Training, Department of Education, Science and Training, and Group Training Australia (WA).
- Co-ordinated a Swan TAFE focus group providing feedback to the Department of Education and Training in response to the School Based Traineeship Policy Review.
- Planning a strategy to conduct a series of working groups (participants include Directors and Portfolio Managers) to progress apprenticeship and traineeship management.
- Convened a working group to discuss workshop ideas for effective Training Record Book implementation at Swan TAFE.
- Implemented Swan TAFE's *Feedback Register* within ATS to track queries and complaints from external clients.
- Represented Swan TAFE on the *Trade Skills Training Visa* Working Group.
- Contributed to the external AQTF audit response report.
- Participated on internal audit teams.



## New Partnerships

### Industry

- In addition to individual contact with employer queries on a daily basis, a component of ATS's role is working in partnership with Training Alliance Services (TAS) where an employer or industry group has identified apprenticeships and traineeships as a key employment and training strategy. To date, ATS has assisted TAS when working with Jason Windows and Newmont Australia Ltd.
- ATS provided direct support to Plunkett Homes and the Dale Alcock Group and in addition, has provided assistance to the large network of Group Training Organisations throughout Western Australia. From January 2006, AFL Sports Ready Ltd. will begin to utilise Swan TAFE's services for their horticulture and sport and recreation trainees (a significant shift from other TAFE Colleges and private RTOs).

### TAFEWA

- ATS commenced work to re-establish the TAFEWA Apprenticeship and Traineeship Working Group. The main objective of the group is to establish a strategic forum, providing key advice to government on matters relating to the implementation of apprenticeship and traineeship policy across TAFEWA. The first meeting will be scheduled late January 2006.

## Meeting Government Priorities

- Apprenticeships and traineeships have been the focus of much attention over many years, as the training of apprentices and trainees contributes significantly to Australia's supply of skilled workers. As a result, apprenticeships and traineeships continue to be a key government priority at both State and National levels.
- Within Swan TAFE's Strategic Plan 2005-2009, ATS is largely responsible for meeting Key Priority 2 - Partnerships with Industry.

## ABORIGINAL SERVICES

The Aboriginal Services team provides high level strategic advice to Swan TAFE's internal and external stakeholders on key issues related to Indigenous Vocational Education & Training.

The team 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 by staff as well as Aboriginal Student Support Officers who are located at Swan TAFE's Armadale, Balga, Carlisle and Midland campuses.

## Achievements in 2005

- Continuation of a Mentor to provide support to Indigenous students, particularly in the area of Certificate I Workplace Readiness - Aboriginal School Based Trainees (ABST's). The Mentoring program has greatly assisted in the success of the ASBT's particularly for students in the automotive area.
- Successful completion of Certificate I in Workplace Readiness by approximately 80 year 10 Aboriginal School Based Trainees in the areas of Business, Building and Construction, Automotive, Tourism and Retail.
- Provided full scholarships for three Indigenous students undertaking Certificate III and IV in Pilot Studies. Upon successful completion, these students will have obtained commercial pilots licenses.
- Re-structured Aboriginal Services to strengthen decision making capacity of staff and provided greater strategic and operational Indigenous VET support to the College.





## Swan TAFE Annual Report 2005

- Established new partnerships increasing the opportunities for off-site Indigenous delivery and participation in Adult Community Education (ACE) courses.

### New Partnerships

- Manguri Aboriginal Employment Services
- Salvation Army Employment Plus
- Aboriginal Community Care Network (North Metro)
- City of Wanneroo
- Newmont Mines
- MAABA Aboriginal Corporation



### Meeting Government Priorities

- Swan TAFE has Aboriginal Education Employment and Training Committee Chair as the Indigenous representative on its Governing Council.
- The College has a Manager of Aboriginal Services and an Aboriginal Programs Coordinator - addressing the need to increase involvement of Indigenous people in decision making processes.
- Aboriginal cultural awareness training is delivered to staff.
- Partnerships have been established with job network agencies increasing Indigenous students access to and attainment in higher level VET.
- Opportunities to increase Indigenous student's participation and completion of entry level in formation technology course through greater community and industry partnerships.

### EDUCATION SERVICES

Education Services is responsible for the College's strategic relationships with schools and prisons.

### Achievements in 2005

- Reviewed the Vocational Education Training for School Services (VETfSS) profile planning process and developed and implemented a web-based Profile Planning Database. The Database contains all relevant program information and enables schools to assume responsibility for entering their students against programs. Using this database, 800 students from 40 schools (across three Education Districts) have been added to class lists. Informal feedback from schools on the use of this database has been extremely positive, and a full evaluation will be conducted in 2006 to make further improvements to the process.
- Reviewed the process by which schools partner with Swan TAFE in an auspicing relationship. The purpose of this review was to develop a more cost effective and supportive model in which schools assume appropriate responsibility for meeting the AQTF requirements necessary for an Auspicing Agreement. The implementation of this revised process ensures that not only all AQTF requirements have been met, but that the College is managing its auspicing relationships in accordance with the Ministerial Policy Statement on *Vocational Education and Training for school students* in Western Australia.
- In collaboration with the Swan, Canning and West Coast District Offices, conducted the very successful 'Try an Occupation' program to Year 10 students. This program provides students with a taste of different industry experiences and exposure to the TAFE learning environment before they make their Year 11 subject selections.



## Meeting Government Priorities

- Education Services is directly responsible for managing the College's response to the Youth Advantage Strategy and working with the Swan, Canning and West Coast Districts in the development and implementation of the District Education Training Plans. The Strategic Partner Priorities division have also been significantly involved in the research and development of alternative TAFE based education and training programs specifically designed to meet the needs of young people who are at risk of disengaging from education and training.

## TAFEWORKS CONTACT CENTRE (Short Courses in Adult Education)

TAFEworks delivers non-accredited Adult Community Education (ACE) and plays an important roll in fulfilling Swan TAFE's commitment to Community Capacity Building. TAFEworks is fairly unique in that it operates under a cost recovery model, with courses delivered to relatively small groups of clients to provide an intimate, relaxed training experience at an affordable price.

## Achievements in 2005

- Swan TAFE delivered 372 short courses to 4190 people across 23 venues. The scope of courses offered was aimed to cater for the diverse needs of people within the Swan TAFE region and offer a mix of both leisure and employment related skills. Feedback from our clients indicated a high level of satisfaction with the service provided. TAFEworks staff were responsible for managing the 'Moving Forward Project' in partnership with the Western Australian Department of Justice which was recently awarded the National Award for Adult Education Program of the year (Adult Learning Australia).



*The 'Moving Forward Project' Team*

- An Adult Learners Week Award was presented for 'Outstanding Group of Learners'. The group of learners were brought together with a partnership between the Hills Community Support Group and Swan TAFE to provide learning opportunities for people with disabilities.

## New Partnerships

TAFEworks made significant partnerships with a range of organisations including:

- the Department of Justice;
- the Hills Community Support Group;
- the Gosnells and Midland Business Enterprise Centres;
- ten local Governments within Swan TAFE region;
- collaboration within TAFEWA network (ACE to VET, collaborative marketing).

## Meeting Government Priorities

- TAFEworks provides an important stepping stone for many people who are not ready to commence accredited training. The ACE courses provide a non-threatening learning environment that is a gentle re-introduction to training. This area addresses the Government priorities of supporting life long learning, creating ACE to VET pathways and providing training opportunities for clients from disadvantaged groups.



### TRAINING ALLIANCE SERVICES

Training Alliance Services, a new team within Strategic Partner Priorities, has been designed to grow and strengthen the industry and community relationships of Swan TAFE through the provision of a range of training services to both internal and external stakeholders.

#### Achievements in 2005

- Training Alliance Services (TAS) succeeded in providing a specialised service to College clients. While the first semester involved the development of a model and the recruitment of a team, the implementation of this model has resulted in the creation of significant training opportunities with corporate and community clients.
- TAS also faced the challenge of promoting its role internally and has established strong working relationships with a broad range of portfolio areas. Training Alliance Services is currently managing a range of projects that involve the coordination of training across delivery areas and is receiving positive feedback from industry and portfolio areas on the merits of the services being provided.

#### New Partnerships

TAS has been involved in the establishment of partnerships with numerous organisations, these include:

- the Armadale Noongar Corporation;
- midland and Gosnells Business Enterprise Centres;
- local Government across the Swan Region (ten councils);
- western Australian Department of Justice; and
- BHP project with partner Pilbarra College of TAFE.

TAS, in cooperation with the College delivery areas, is also coordinating training proposals for the following businesses:

- Burswood Entertainment Complex;
- Jason Windows;
- BGC (Affinity Windows);
- Monodelphous (Skystar);
- Inghams Enterprises;
- Newmont Mining;
- Australia Post; and
- Cartridge World.

#### Meeting Government Priorities

Training Alliance Services is largely responsible for meeting *Key Priority 2 - Partnerships with Industry, and Key priority 3 - Community Capacity Building*, from the College Strategic Plan. Through the partnerships that TAS has established in its short time, Government priorities have been addressed including:

- Helping to alleviate skills shortages by facilitating Apprenticeship and Traineeship growth in priority areas.
- Using alternative models to engage and retain Indigenous people in training.
- Providing opportunities for disadvantaged adults to reengage in training through the provision of targeted life skills programs (Moving Forward Project- Winner of Adult Learners Australia Adult Education program of the year).
- Strengthening the TAFEWA alliance by working in partnership with Pilbarra TAFE to Service the needs of industry.



## INTERNATIONAL PROGRAMS AND SERVICES

*Manager: Mr Kim Wood*

### INTERNATIONAL CENTRE

Swan TAFE has been committed to international business since entering into the international market. The International Centre, located on the Bentley campus, comprises English Language Centre, responsible for delivery of English Language Intensive Courses for Overseas Students (ELICOS) programs, the International Business and Computing departments and International Support Services for all international students enrolled at Swan TAFE. The Centre 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). The Bentley International Centre has developed an outstanding international reputation for its friendly and professional staff with exceptional pastoral and accommodation services.

### Achievements in 2005

- Achieved profile delivery for Computing and Business.
- Attracted over 760 international students into various Certificate, Diploma and Degree courses across several campuses, and including 305 students enrolled in ELICOS and Cambridge English programs.
- Hosted many cultural exchange and study tour programs from various Universities and Colleges offshore from two to five-week periods including: Kagawa Nutrition University and Kagawa Vocational College of Nutrition in Japan, Osaka College of Foreign Language and International Business, the College of Rolland Garros-Reunion Island and Hiroshima College of Foreign Languages.
- Introduced fastrack Diplomas in Computing and Commerce through which Swan TAFE graduates gain one year advanced standing with Curtin and Murdoch Universities.
- Conducted a 'Training Needs Analysis' in Dubai in the Automotive Light/Heavy area with a view to negotiating a training contract.
- Developed a one year Foundation Course for the Ministry of Defence in Oman that will be the pathway for students to enter into Higher National Diplomas.
- Provided consultancy services to the Chongqing Polytechnic College through AusAID on behalf of the Sino-VET Australian China Project.
- Negotiated arrangements in Taiyuan with the China Australia Business College of Shanxi and the Chinese Government to commence delivery of Business courses through an Auspicing agreement with Swan TAFE.
- Signed Memorandum of Understanding in Guangdong between Swan TAFE and Guangdong Tourism Institute Guangzhou to progress development of programs in English and Hospitality, with study pathways to Murdoch University.
- Gained commitment from 14 Institutes who have signed Letters of Intent to explore business development opportunities between TAFEWA Swan and Chinese Institutes in speciality areas, such as Automotive, Hospitality, Tourism, Business and Teacher Training. Formal expressions of interests were also received from an additional 17 institutes who were seeking information and potential future partnership arrangements with TAFEWA institutes across similar industry areas.



- Hosted visits from Chinese Delegates including Ms Liu Jie Vice President of Guangdong Institute of Science and Technology, Dr Bao Feng-yu Vice President Liaoning Machinery Electricity Vocational Technology College, Mr Zhao Haojun, Director of the Education Bureau of Handan City to strengthen the management expertise of senior administrators of VET institutions in China and develop potential overseas business opportunities.
- Signed an articulation agreement in Business and IT was signed with EPITECH College in France to entice French students to study at Swan TAFE.
- Continued with the staff exchange program with Kagawa Vocation University in Japan including Commercial Cookery and Food Trades Training through which both Institutions have gained an understanding of the various teaching methodologies and educational systems that exist in the respective countries.
- Negotiated with Hemsdale Management School in Singapore to establish a fastrack qualification in Business and obtain approval from the Ministry of Education for delivery in 2006.

### Meeting Government Priorities

- Participation and involvement in the Trade Skills Training (TST) Visa - focus group commenced in 2005 to help address the national skills shortage, particularly in the Trade areas. Draft Policies and costings for Apprenticeships across WA have been produced.
- Swan TAFE, through its International Centre, which provides international marketable courses and offshore development of programs, is committed to international business. It will continue to be a major provider of international business both on and off shore.







## TEACHING AND LEARNING

Director: Ms Lyn Farrell

### TEACHING AND LEARNING

Teaching and Learning is responsible for quality assurance of the training delivery and assessment offered at Swan TAFE through the development and implementation of academic policies and procedures, the provision of relevant professional development for all lecturing staff, the induction of new lecturing staff, the introduction of new teaching and learning practice, researching and developing new products and services, raising awareness and ensuring the College responds to emergent issues within the VET sector and our relevant industry partners.

### Achievements in 2005

#### *Product and Services Development*

The Teaching and Learning team, with the relevant delivery area and in conjunction with WestOne, developed a DEST funded, *Series 8 Toolbox* in Furniture Making and Design.

- The Research and Development team were responsible for coordinating the development and submission of Associate Degree in Hospitality Management to the Higher Education Advisory Committee. As part of this submission the team developed an organisational framework for the delivery of Associate Degrees.
- To assure the quality of products and services development the Research and Development team established both a Product Development and Project Management Sub Committee (reporting to the Teaching and Learning Standing Committee) and an Accreditation Sub Committee (reporting to the Board of Studies Standing Committee).
- The Research and Development team, in response to two significant emerging issues for Swan, was successful in obtaining funding for the following two projects ;
  - NCVER grant to research and develop resources for offshore products and services
  - Project funded by DET to Improve Skills Recognition Outcomes for Migrants

#### *Professional Development*

- Swan TAFE led the College in TAFEWA PDSP project for the implementation of the Certificate IV in Training and Assessment.
- TAFEWA Lecturers Qualification Framework was implemented at SWAN TAFE with 12 interns receiving training and mentoring. Also training and skills recognition in the new Training and Assessment Qualifications was available to all existing Swan TAFE lecturers, free of charge through Teaching and Learning.
- Intensive professional development for lecturing staff, through a '50 Lecturers Program' was conducted to provide the opportunity for lecturing staff to:
  - reflect on their practice as VET practitioners;
  - gain a greater understanding of the VET environment and
  - plan new approaches for training delivery.
- Using Teaching and Learning Strategy Group (TLASG) funding the following professional development opportunities were offered to all lecturing staff:
  - action learning programs offered in all delivery areas implementing new Training Programs (TP's) for 2006; and
  - two day whole of College Professional Development (PD) seminars for lecturing staff were held on 4 and 5 July 2005.



- Teaching and Learning supported, developed ,project managed and accessed funding for a range of projects , for example:
  - four 'Reframing the Future' grants for skills development, development of assessment strategies and change management;
  - four 'Learnscope' projects to develop flexible approaches to training and delivery; and
  - four 'Innovation Scholarships' for Teaching and Learning and Assessment.

### *Learning Resource Centres*

- Trialled the Encompass Software on behalf of all TAFEWA Colleges due for release in 2006. Encompass provides the ability to describe and organise learning objects and provides federated searching for databases.
- Upgraded all campus lecture theatres by removing video players and televisions and replacing with digital formats projection and audio technology.
- E-Learning Project For Target Learner Groups -Youth Funding through DEST for projects to explore the use of PDA technologies for Certificate I, Electro technology Pre Apprentices.
- Delivered training programs to all College staff in the use of digital image technology and using the library website for learning, including toolboxes, databases and study skills materials.

### *TAFEWA Libraries Cataloguing Bureau*

- Implemented the national bibliographic database service from the National Library of Australia 'Libraries Australia'.
- Created over 4000 original cataloguing records for TAFEWA Libraries across the state and acted as a help desk and advisory service on all aspects of cataloguing.
- Edited 50,000 catalogue records on the TAFE Shared library system 'Voyager', to bring those records into line with the requirements of the system and upgraded records to the newly developed TAFEWA library cataloguing standards.

### **New Partnerships**

- Collaborated with Murdoch University in the delivery of the Associate Degree in Hospitality Management units and professional development for lecturing staff.
- Participated in the Sino-Australia VET Forum in Chongqing in August 2005.
- Participated in the joint TAFE Directors Australia and China Education Association for International Exchange Project - China-Australia VET Leadership Capacity Building Shadowing/ Mentoring Program.
- Collaborated with Australia China (Chongqing) Vocational Education and Training Project.
- Developed products for the Chinese VET sector to establish and foster collaborative relationships with Chinese institutes and encourage international students to study at Swan TAFE.
- Provided support to the following educational and community organisations :
  - Read Write Now! (Swan Hills Branch) - providing space to store resources within the library and use of library spaces and rooms to work with their students.
  - University of Third Age group - by providing free access to Midland campus Lecture Theatre each week, including audio visual support when needed.
- Coordinated the provision of support services for Curtin University for supporting their students at Curtin Midland campus.



- Sponsored the development of the TAFE Libraries Australia, a national group which fosters the development and cooperation of TAFE Libraries across Australia. The site is hosted on the Swan TAFE Library website.

## CURRICULUM SUPPORT SERVICES NETWORK (CSSN)

*Manager: Mr Colin Crocker*

The Mining, Engineering, Trades and Services (METS) CSSN provides curriculum support across a wide variety of industry sectors including Hospitality, Automotive, Electro technology, Textiles, Clothing and Footwear, Building and Construction, Mining, Metal Trades, Plumbing and Gas Fitting. 13 Curriculum Advisory Groups along with the Management Committee and Executive Committee serve the needs of public and private RTOs and other stakeholders.

### Achievements in 2005

During 2005 the METS CSSN has developed five implementation guides to enable delivery of the Automotive, Metalliferous Mining, Food Processing (Wine), Plumbing and Services and Manufactured Mineral Products Training Packages in Western Australia. The CSSN has participated in the review of six Training Packages as well as played a key role in resolving curriculum issues related to the School Apprenticeship Link Pilot.

### New Partnerships

Stronger links with the mining industry were forged through a regional forum held in Bunbury. The forum enabled trainers and industry representatives to become aware of the many benefits to be gained through partnering arrangements.

### Meeting Government Priorities

The CSSN through its involvement in the Residential Building Focus Group has contributed to resolving issues and ensuring a smooth implementation of the reforms needed to address the present and future skills shortages in the building trades.





## PLANNING AND RESOURCES



**General Manager: Mr Jim Eftos**

*Planning and Resources provide 'systems and processes' that support Swan TAFE's business environment.*

## PLANNING AND DELIVERY SYSTEMS

*Director: Mr Kevin Coombes*

Planning and Delivery Systems is responsible for developing and managing the College's Strategic and Business Planning activities, planning and managing the College delivery profile and implementing and supporting college-wide student information and delivery systems. Planning and Delivery Systems also facilitates the development and review of the College's policy and undertakes research into industry and community training needs.

### Achievements in 2005

- Planned and coordinated the redevelopment of the College's Executive Information System incorporating profile, financial and human resource planning and reporting functions.
- Developed and implemented Mini ProVisa profile variation software and trained Divisional Directors and Portfolio Managers in its operation.
- Implemented a revised whole of College enrolment process incorporating real time enrolments across all campuses.
- Prepared the College's response to the 2006 Delivery and Performance Agreement including managing the development of the 2006 profile and coordinating the profile negotiation process and follow-up.
- Set up and deployed in readiness for 2006, the Customer Enrolment System which allows students to go online and enrol themselves into full time courses at Swan.
- Prepared detailed background papers, data and supporting information to assist in the Master Planning exercise undertaken by Madison Red consulting.
- Provided bi-annual reports to the College Governing Council on the College's performance against the 2005 - 2009 Strategic Plan.
- Assisted with the development, implementation and provision of training support for new delivery systems including the Assessment and Results Interface system (ASRI), College Management Information System/Financial Management Information System interface and the CentreLink Academic Reassessment Transformation (ART) data exchange pilot.
- Developed, in conjunction with Quality Assurance, a revised process for the management of College policies, procedures and guidelines.
- Developed and managed the Managing Director's Performance Agreement with the Minister for Education and Training.
- Monitored, analysed and reported on performance against the 2005 delivery profile.
- Coordinated and advised on the preparation of Directorate operational plans.



## HUMAN RESOURCES AND EMPLOYEE SERVICES

Director: Mr Bernard Underwood

### EMPLOYMENT RELATIONS AND RESOURCES

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

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

Employment Category	2004	2005
College Executive	4	4
Academic/Lecturing	472	481
Academic Support	152	161
Administration/Clerical	223	228
<b>TOTAL</b>	<b>861</b>	<b>874</b>

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

During 2005, the College's Human Resources and Employee Services 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 planning phase for the implementation of the Department of Education and Training Shared Services Centre.

The section also undertook a review of the existing human resources policies and subsequently amended policies to meet Australian Quality Training Framework legislative requirements and to reflect the College's strategic objectives.

#### Achievements in 2005

- The re-engineering of the College staffing structure to address agency strategic and corporate objectives outlined through the organisational renewal strategy.
- The development and implementation of a new performance management system.
- The advertising and subsequent merit based selection process for the College's senior academic management positions.
- The introduction of the Government's criminal screening policy.







## OCCUPATIONAL SAFETY AND HEALTH (OS&H)

### Achievements in 2005

#### *Audiometric Testing for Staff at Midland and Balga*

- Consistent with OS&H legislation, hearing tests were conducted for staff at the College's Midland and Balga campuses where there were potential noise hazard areas.

#### *Table Routers - Balga Campus*

- During 2005 the College purchased three new state of the art table routers, incorporating contemporary safety features providing staff and students access to the latest type of equipment used in industries.

#### *Automatic External Defibrillators*

- To increase employees' chances of survival following incidents of heart attack, Swan TAFE purchased automatic defibrillators for use at the College's major campuses. The acquisition of this life-saving equipment is consistent with Swan TAFE's commitment to staff well being and responsive to the ageing College staff and student population. All first aid officers received training on the automatic defibrillators. These defibrillators were complimented by the purchase of state of the art oxygen delivery equipment.

#### *First Aid Responder Teams*

- During 2005 the College established qualified first aid teams, including a team leader, who possesses a higher first aid qualification to undertake staff awareness sessions in the use of First Aid equipment.

#### *Staff Assessment and Staff Training*

- The OS&H team continues to provide eye screening and ergonomic surveys for staff complaining of discomfort at their workstations. First Aid training and Occupational Safety and Health representative training is also available for interested staff.

### Meeting Government Priorities

- Designated Smoking Areas have been provided and a Restriction on Smoking has been implemented as per Government Policy.





## INFORMATION AND COMMUNICATION TECHNOLOGY

*Director: Mr David Beeson*

The Information and Communications Technology team (ICT) plans and undertakes strategic ICT projects on behalf of the College as well as providing operational support for the College's technical ICT infrastructure and information systems. The section is also responsible for the records management functions of the College and associated systems.

### Achievements in 2005

#### *Disaster Recovery Plan*

- The ICT Disaster Recovery Plan was developed during 2005. The plan which complies with Department of Education and Training (DET) standards has been formally endorsed by the Corporate Executive. Training and testing of the plan will be conducted in 2006.

#### *Blackberry Mobile Access*

- The Blackberry technology provides mobile, real time access to Microsoft Outlook e-mail and calendaring facilities via a hand held wireless device. The Blackberry devices have been made available to staff at Director level and above and have been well accepted. Given the geographic dispersion of Swan TAFE and that senior staff often travel to different sites, the Blackberry system has facilitated substantial efficiency.

#### *Electronic Student Records System*

- Development of an electronic student record file database started in November, with planned roll out to the new Customer Service Centre hub at Midland campus due in December. The database will end the reliance on hard copy files for each student, allow access to student record files across all campuses and reduce the costs for consumables and storage.

#### *Multimedia Facilities*

- ICT undertook a project to implement and upgrade multimedia facilities at major campuses. Lecture theatres at Bentley, Midland and Thornlie and Directorate conference room at Bentley have been fitted with projectors, amplified speakers and control units.

#### *Altiris Suite*

- ICT have implemented the Altiris suite of network management products across the College. The remote software deployment tool was deployed in late 2004 and this was very effective in facilitating the roll out of classroom software in 2005. Additional modules for software patching, software metering and help desk have been implemented in 2005.

#### *SOE Roll Out*

- A Standard Operating Environment (SOE) has been developed for Swan TAFE Personal Computer's (PC's) and rolled out across the College PC fleet of some 2600 devices. The SOE comes in a number of flavours (administration/student) and gives a consistent look and feel to PC desktops and addresses a number of security issues.

#### *Conversion of Midland Campus from Novell to Microsoft*

- This final phase of the network consolidation project saw the conversion of Midland campus from Novell to Microsoft operating system and the replacement of the Groupwise e-mail system with Microsoft Exchange and Outlook. The College now has a consistent and integrated network.



### *Grant for PC's in Trades Areas*

- The College applied and was successful in obtaining a grant of \$200,000 to refresh the PC fleet in trades' areas of the College. The grant was made on the basis that the College co-fund a similar amount bringing the total funding to \$400,000. Procurement of the PC's is pending the establishment of a whole of DET PC contract that will deliver better pricing.

### *Multifunction Device Tender*

- The tender to replace the College's photocopier fleet and a substantial number of printers with multifunction devices was completed in 2005. Roll out of the new devices will occur in early 2006.

### *Technology Pilots*

- A number of pilot projects were undertaken to assess the suitability of some contemporary technologies with a view to implementing them in 2006. These include remote network access via a Virtual Private Network and Citrix Presentation Server, Server Consolidation using VM Ware Virtual Machine technology and Wireless Network Access. All pilot projects were successful and will be progressed in 2006.

### **Meeting Government Priorities**

The College has undertaken a number of initiatives relating to sustainability:

- a program was put in place that forced the College's Personal Computers (PC) to shut down overnight;
- a program was developed to monitor classroom PC usage. It was anticipated that this would facilitate a more effective use of the PC fleet and ultimately reduce the fleet size;
- with the introduction of multifunction printing devices to the College, duplex printing will be in the default print mode. This will reduce paper consumption considerably;
- all major ICT tenders required respondents to address sustainability issues such as power consumption and recycling; and
- the TAFEWA Recordkeeping Plan was accepted by the State Records Commission. Key Performance Indicators and compliance criteria for the plan have been identified by the Department of Education and Training and records managers of various TAFE Colleges including Swan TAFE.





## FACILITIES SERVICES

*Director: Mr Glen Robinson*

The Facilities Services Division is responsible for the development, management and deployment of the physical assets of Swan TAFE, consistent with Swan TAFE's Vision and Mission. The Division works with the Department of Education and Training to secure funding in support of Swan TAFE's infrastructure needs and to manage Capital Projects. It also works with the Department of Housing and Works to maintain the campus sites, the fabric of the buildings, and the building systems within.

### Achievements in 2005

- Planned and commenced delivery of a program of works in support of the Swan Reengineering process.
- Delivered prioritised program of DPA funded Minor Works to all campuses.
- Partnered with the Department of Housing and Works to implement a planned maintenance program.

#### *Projects Completed*

- |                          |  |
|--------------------------|--|
| ➤ Bentley campus         | B Block Air Conditioning.  |
| ➤ Thornlie campus        | Block 3 Fitting and Machining mezzanine extension.   |
| ➤ Thornlie campus        | Relocation of Gymnasium from Yelverton Drive Training Centre.  |
| ➤ Carlisle campus        | A new centre for Sustainable Transport.  |
| ➤ Midland campus         | Relocation of Access and Community Services Delivery and staff from Yelverton Drive Training Centre. |
| ➤ Midland campus         | Establishment of the new Customer Service Centre and relocation of Disabilities Services.            |
| ➤ Equine Training Centre | New staff, library and VET areas.  |

#### *Projects Commenced*

- |                   |  |
|-------------------|--|
| ➤ Balga campus    | Building and Construction Trades Reorganisation Project. |
| ➤ Bentley campus  | Animal Studies Building Alterations and Additions.       |
| ➤ Bentley campus  | A Cafeteria upgrade.                                     |
| ➤ Bentley campus  | A new Delicatessen.                                      |
| ➤ Carlisle campus | F Block Control Room and Systems Upgrade.                |
| ➤ Thornlie campus | Relocation of the Print Cell.                            |
| ➤ Midland campus  | A Gas Vehicle Refuelling Station.                        |
| ➤ Midland campus  | Relocation of the Print Cell.                            |
| ➤ All campuses    | Development of new Customer Service Centres.             |
| ➤ All campuses    | Lecturer Work-Stations - progressive upgrade.            |



## STUDENT DEMOGRAPHICS

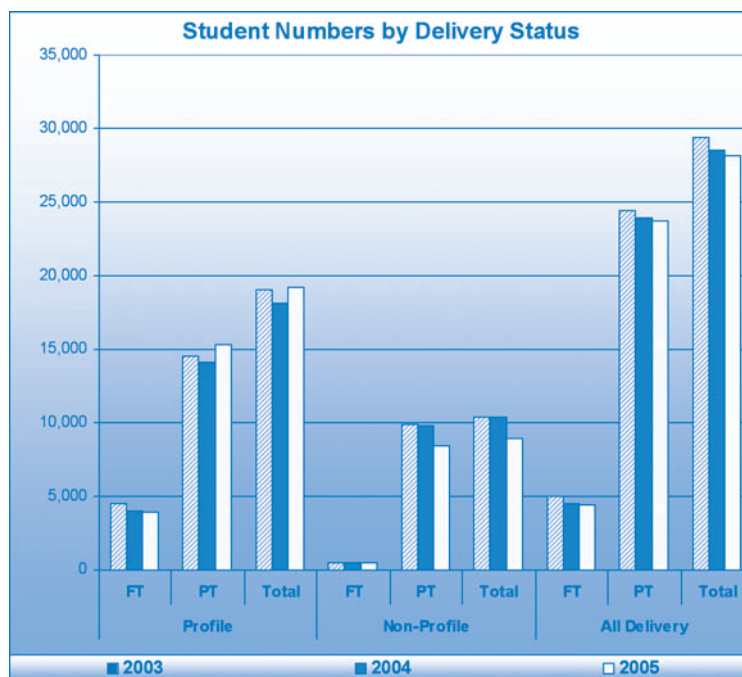
### Students by Full-time and Part-time

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

Profile Delivery: 20.5% (3,948) of students were enrolled full-time, with 79.5% (15,307) enrolled part-time

Non-Profile Delivery: 467 students were enrolled on a full-time basis (5.2%) with 8,464 students enrolled part-time (94.8%)

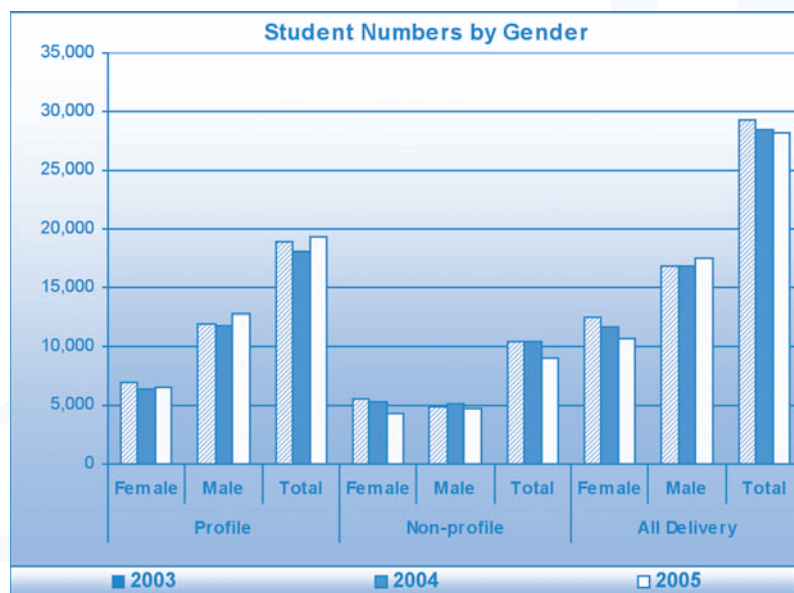
Overall, 84.3% of the student population were enrolled on a part-time basis.



**19,255 Profile Students**  
**8,931 Non-Profile 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 62.1%**  
**& Female 37.9%**

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

The 2005 gender mix shows that the college has a higher proportion of male students in profile activities (66.4%) and in non-profiled activities (52.7%). Overall male students accounted for 62.1% of the student population.

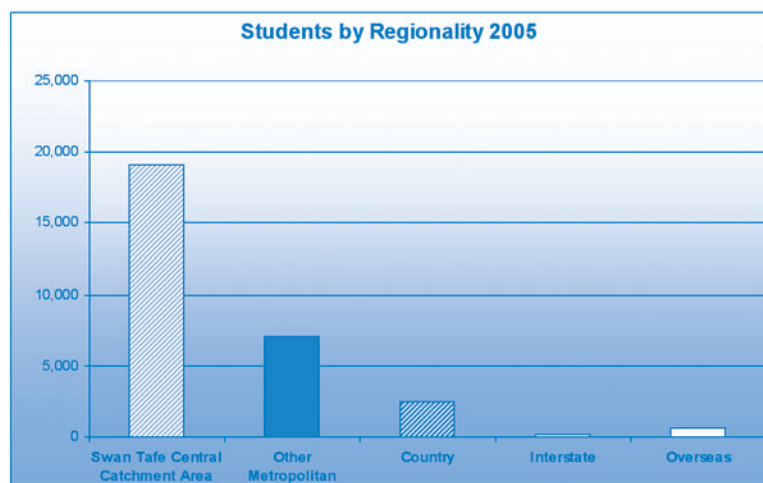
In terms of student curriculum hours (SCH), the gender distribution shows a similar pattern with the profile male students accounting for 63.4% of SCH delivery and the non-profiled male students accounting for 59.6% of delivery.

*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%)*





## Students by Postcode Region



**64.9% of students reside within the Swan TAFE main catchment areas**

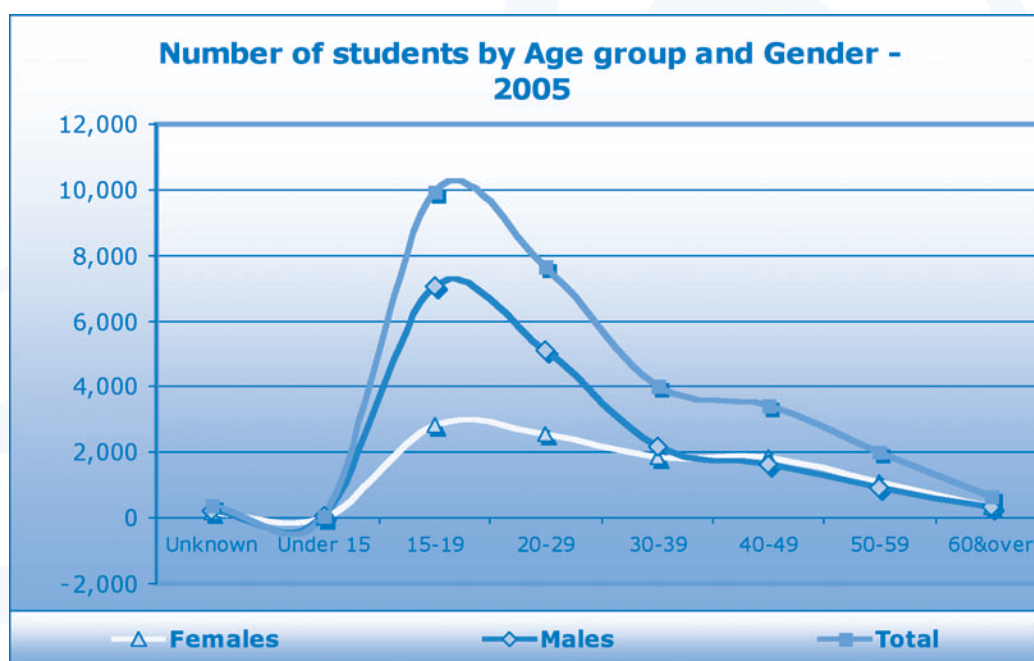
The graph indicates the delivery catchment of both profile and non-profile students, it shows that 64.9%[S1] of the student population live within Swan TAFE's main catchment area with another 24.1%[S2] living in 'other' metropolitan suburbs. 11.0%[S3] reside outside of the metropolitan area, which includes 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 over 20 years (63.3%). In the 15-19 age category 71.2% of students are males. In the 20-29 age category 66.7% of students are males. In age groups over 40 there are more female students.



**Main Age Group 15-19 year old (9,921 students 35.1%)**

*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%.)*

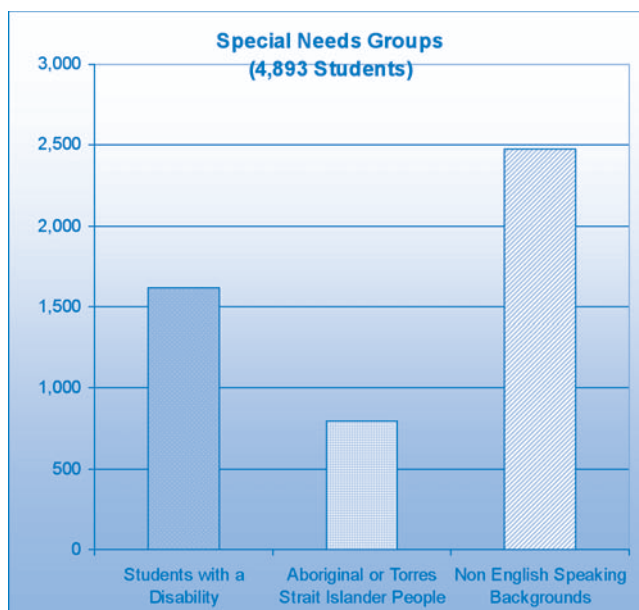


## Special Needs Groups

In 2005 the Students with special needs represented 17.4% of the total student population.

- **Aboriginal or Torres Strait Islander:** students who stated they were Aboriginal or Torres Strait Islander 797 (2.8%)
- **Non-English Speaking Backgrounds:** students who stated they spoke a language other than English at home 2,479 (8.8%)
- **Students with a Disability:** students who stated that they had a disability 1,617 (5.7%)

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



## Government Priorities

Swan TAFE is meeting the state government objectives for:

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

### 15-19 Age Group

During 2005 Swan TAFE provided training to 9,921 students aged 15-19. This represents 35.1% of all Swan TAFE clients. 2,933,244 student curriculum hours (SCH) were delivered to this cohort that represents 42.9% of total Swan TAFE SCH.

### Vocational education and training to schools

During 2005, Swan TAFE provided Vocational Education and Training (VET) to 3,174 students enrolled in schools, known as VET for Schools. Of these students, 1,082 were serviced through the college's profile funded activities as specified in its Delivery and Performance Agreement with the Department of Education and Training. 2,092 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 7,404 apprentices and trainees where 200 students indicated that they were Aboriginal Indigenous or Torres Strait Islander. Of the total apprentices and trainees there were 109 school based trainees of which 76 indicated they were Aboriginal or Torres Strait Islander.



## AUDITOR GENERAL'S LETTER



### AUDITOR GENERAL

#### INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

**SWAN TAFE  
FINANCIAL STATEMENTS AND PERFORMANCE INDICATORS FOR THE YEAR  
ENDED 31 DECEMBER 2005**

#### Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the Swan TAFE at 31 December 2005 and its financial performance and cash flows for the year ended on that date. They are in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions;
- (ii) the controls exercised by the College 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
- (iii) the key effectiveness and efficiency performance indicators of the College are relevant and appropriate to help users assess the College's performance and fairly represent the indicated performance for the year ended 31 December 2005.

#### Scope

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

The financial statements consist of the Income Statement, Balance Sheet, Statement of Changes in Equity, Cash Flow Statement, and the Notes to the Financial Statements.

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

#### Summary of my Role

As required by the Act, I have independently audited the accounts, financial statements and performance indicators to express an opinion on the financial statements, controls and performance indicators. This was done by testing selected samples of the evidence. Further information on my audit approach is provided in my audit practice statement. Refer "<http://www.audit.wa.gov.au/pubs/Audit-Practice-Statement.pdf>".

An audit does not guarantee that every amount and disclosure in the financial statements and performance indicators 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 and performance indicators.

**D D R PEARSON**  
AUDITOR GENERAL  
15 March 2006

4th Floor Dumas House 2 Havelock Street West Perth 6005 Western Australia Tel: 08 9222 7500 Fax: 08 9322 5664



## CERTIFICATION OF KEY PERFORMANCE INDICATORS



**Swan TAFE**  
Government of Western Australia



### 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 2005.

**Keith Vuleta**  
Deputy Chair  
College Governing Council  
Swan TAFE

**Wayne Collyer**  
Managing Director  
Swan TAFE

Dated: 28 February 2006

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Website: [www.swantafe.wa.edu.au](http://www.swantafe.wa.edu.au)

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

957AL001



## KEY PERFORMANCE INDICATORS

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

Swan TAFE has developed key performance indicators to monitor the delivery of profile and non-profile training activities. The College uses the indicators to review its performance and as part of a commitment to improve programs and services. These indicators relate to the achievement of the College outcome 'the provision of vocational education and training services to meet community and business needs', which supports 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 meet industry, regional and community training needs and priorities. The following indicators measure the effectiveness and efficiency of the College in achieving the 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 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 also 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/services provided.

Table 1 - Student Satisfaction

Survey Year	Swan TAFE	Western Australia
2003	87%	85%
2004	86%	84%
2005	88%	85%

The 2005 student satisfaction rate for Swan TAFE is 3% percent/points higher than the 2005 Western Australian state satisfaction level.

A total of 1,618 Swan TAFE Students responded to the 2005 Student Satisfaction Survey, comprising 1,293 institutional based and 325 employment based students. The response rate to the survey for Swan TAFE was 20% with a standard error of  $\pm 1.83\%$  at the 95% confidence level.

#### 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.

In 2005 1,169 Swan TAFE graduates responded to the 2005 Student Outcomes Survey which represented a population of 7,459 graduates. The response rate to the survey for Swan TAFE was 15.7% at the 95% confidence level.





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** <sup>1,2</sup>

	<b>2003</b>	<b>2004<sup>3</sup></b>	<b>2005<sup>4</sup></b>
Midland College	78%	n/a	n/a
South East Metropolitan College	78%	n/a	n/a
Swan TAFE		n/a	84%
Western Australia	77%	n/a	84%
Australia	78%	n/a	85%

*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 from previous years for these other institutions has been included in some instances to assist in the comparative analysis of trends.*

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

*Note 3: The College is unable to provide an update to this Key Performance Indicator as statistically valid data was not available in 2004.*

*Note 4: In 2003 the Student Outcomes survey Graduate Satisfaction rate was based on all graduates, whereas in 2005 the Student Outcomes survey Graduate Satisfaction rate was based on respondents no longer enrolled, i.e. graduates who re-enrolled were excluded from the calculation. In 2005, 1,169 students from Swan TAFE were surveyed, of which 1,094 were no longer enrolled.*

The Swan TAFE Graduate Satisfaction rate of 84% is equal to the State average. The survey results indicate a general increase in graduate satisfaction in both local and national levels. This improved satisfaction rate may partially explained by the fact that the base is made up of only graduates who are no longer enrolled.

### **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 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 <sup>8</sup>**

	<b>2003</b>	<b>2004 <sup>9</sup></b>	<b>2005 <sup>10</sup></b>
Midland - Graduates Employed <sup>5</sup>	67%	n/a	n/a
SEMC - Graduates Employed <sup>5</sup>	78%	n/a	n/a
Swan TAFE - Graduates Employed <sup>5</sup>	n/a	n/a	75%
Midland - Graduates unemployed <sup>6</sup>	12%	n/a	n/a
SEMC - Graduates unemployed <sup>6</sup>	12%	n/a	n/a
Swan TAFE - Graduates unemployed <sup>6</sup>	n/a	n/a	10%
Midland - Graduates not in labour force <sup>7</sup>	20%	n/a	n/a
SEMC - Graduates not in labour force <sup>7</sup>	6%	n/a	n/a
Swan TAFE - Graduates not in labour force <sup>7</sup>	n/a	n/a	15%
Midland - Not stated	1%	n/a	n/a
SEMC - Not stated	1%	n/a	n/a
Swan TAFE - Not stated	n/a	n/a	2%
Western Australia Graduates Employed <sup>5</sup>	73%	n/a	78%
Australia Graduates Employed <sup>5</sup>	74%	n/a	79%

*Note 5: In 2003 the graduates who were categorised as “employed” referred to College graduates undertaking full-time or part-time employment on a given date in the survey year, whereas in 2005 the graduates who were categorised as “employed” refers to College graduates who are no longer enrolled and are undertaking full-time or part-time employment after completion of training.*

*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: The College is unable to provide an update to this Key Performance Indicator as statistically valid data is not available for 2004.*

*Note 10: In 2005 1,169 graduates from Swan TAFE were surveyed, of which 1,094 graduates indicated they were no longer enrolled. The number of graduates who were no longer enrolled was used in the 2005 survey to determine the Labour force status.*

In 2005 1,169 Swan TAFE graduates responded to the 2005 Student Outcomes Survey which represented a population of 7,459 graduates. The response rate to the survey for Swan TAFE was 15.7% at the 95% confidence level.

The survey asked graduates to indicate their labour force status as at 27 May 2005. Graduate employment status was measured for each category (employed, not employed, and not in the labour force) and obtained by calculating the ratio of graduates in each category compared to the total valid responses (graduates who were no longer enrolled) and expressed as a percentage.

The 2005 data shows that 75% of Swan TAFE Graduates were employed on 27 May 2005, which is 3% lower than the State average (78%). This difference is partially explained by the percentage of Swan TAFE Graduates (15%) who stated that they were “not in the labour force” which is 2% higher than the State average of 13%.



## 1.4 Achievement of non-profile delivery

Table 4 - Achievement of non-profile delivery 2005

Student Curriculum Hours (SCH) Achievement	Census SCH 2003	SCH 2003 %	Census SCH 2004	SCH 2004 %	Planned SCH 2005	Census SCH 2005 <sup>12</sup>	SCH 2005 %	SCH 2005 Census Variance Over 2004 %
Non-Profile Delivery	919,692	13.50%	922,612	14.11%	942,644	967,890	14.16%	4.91%
Profile Delivery	5,893,370	86.50%	5,614,000	85.89%	5,857,356	5,867,841	85.84%	4.52%
Total Delivery	6,813,062	100.00%	6,536,612	100.00%	6,800,000	6,835,731	100.00%	4.58%

This indicator demonstrates the extent to which the College generates non-profile vocational education and training delivery.

Non-profile delivery covers Industry skilling programs, overseas contracts, Adult Community Education (ACE), industry specific tenders, labour market programs, Auspicing <sup>11</sup> and other fee-for-service commercial activities.

The table shows that in 2005 the College's non profile delivery component was 14.16% of total delivery and that the total SCH delivery increased by 4.58% over 2004 (profile delivery increased by 4.52% and non-profile delivery increased by 4.91%).

*Note 11: Auspicing refers to the process of delivery validation and moderation on behalf of another provider as defined under Registered Training Organisations (RTO) guidelines.*

*Note 12: The delivery SCH data was sourced from the February 2006 AVETMISS collection for 2005 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 and 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 planning matrix 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		Student Curriculum Hours (SCH)						Achieved
Group	Description	2003 Census	2004 Planned	2004 Census	2004 %	2005 Planned	Census <sup>13</sup>	2005 %
01A	Recreation Sports and Entertainment	26,556	26,181	24,955	95.3%	30,517	23,372	76.6%
01B	Visual and Performing Arts	67,245	70,691	50,362	71.2%	55,202	55,883	101.2%
01C	Design	0	0	0	n/a	0		n/a
02A	Automotive	415,151	344,599	399,114	115.8%	468,291	479,711	102.4%
03A	Building and Constructions	480,472	481,742	455,943	94.6%	539,933	528,472	97.9%
03B	Surveying and Building	45,370	61,954	62,070	100.2%	70,430	68,170	96.8%
04A	Community Service Workers	268,655	283,838	288,299	101.6%	275,887	267,565	97.0%
04B	Education and Childcare	245,138	279,653	278,427	99.6%	282,303	286,393	101.4%
04C	Health	44,842	14,644	14,426	98.5%	41,314	37,474	90.7%
04D	Library Workers	0	0	0	n/a	0		n/a
05A	Finance Insurance Property Service Workers	25,720	22,160	21,182	95.6%	16,696	20,548	123.1%
06A	Food Trades and Processing	196,327	148,716	167,526	112.6%	172,435	171,690	99.6%
07A	Clothing Footwear and Soft Furnishings	159,897	147,564	147,739	100.1%	153,630	152,320	99.1%
07B	Furniture Manufacture	196,954	202,478	196,738	97.2%	206,216	200,643	97.3%
08A	Communications	0	0	0	n/a	0		n/a
08B	Printing & Publishing	12,818	19,350	14,002	72.4%	13,344	13,951	104.5%
09A	Engineering and Drafting	112,499	160,364	183,341	114.3%	131,276	133,665	101.8%
09B	Metal and Mining	524,287	565,286	533,702	94.4%	631,276	651,348	103.2%
10A	Animal Care	164,819	184,340	169,017	91.7%	159,643	162,042	101.5%
10B	Forestry, Farming and Landcare	27,538	35,008	26,299	75.1%	18,815	19,189	102.0%
10C	Fishing	0	0	0	n/a	0		n/a
10D	Horticulture	48,631	35,796	42,447	118.6%	42,462	42,020	99.0%
11A	Process Manufacturing	4,356	0	21,618	n/a	0	2,880	n/a
12A	Personal Service	75,410	87,669	72,339	82.5%	64,809	69,493	107.2%
12B	Retail	62,516	55,421	47,503	85.7%	46,492	41,373	89.0%
13A	Cooking	114,146	120,976	101,354	83.8%	102,417	94,636	92.4%
13B	Hospitality	142,990	155,985	123,288	79.0%	141,920	139,045	98.0%
13C	Tourism	33,261	43,920	13,920	31.7%	29,940	27,382	91.5%
13D	Travel Agents	0	0	0	n/a	0		n/a
14A	Transport Trades, Storage and Associated	79,322	89,679	69,749	77.8%	67,283	66,974	99.5%
15A	Electrical and Electronic Engineering	194,088	111,168	85,495	76.9%	81,314	77,226	95.0%
15B	Electrical Trades	153,948	272,861	258,544	94.8%	290,134	313,838	108.2%
16A	Accounting and Other Business Services	176,646	180,217	183,286	101.7%	168,869	166,695	98.7%
16B	Management	138,880	167,536	129,860	77.5%	104,210	105,008	100.8%
16C	Office and Clerical	204,489	179,451	172,771	96.3%	159,735	51,605	94.9%
17A	Computing	343,976	352,580	346,199	98.2%	306,936	291,453	95.0%
18A	Science and Technical Workers	226,234	186,360	175,362	94.1%	184,693	202,267	109.5%
19A	ACE	0	0	0	n/a	0	0	n/a
19B	Adult Literacy / E	721,636	653,701	602,002	92.1%	604,681	610,722	101.0%
19C	Languages	8,475	8,770	7,555	86.1%	5,223	4,554	87.2%
19D	Miscellaneous	0	0	0	n/a	0	300	n/a
19E	Targeted Access and Participation Courses	150,078	154,640	127,566	82.5%	189,030	187,934	99.4%
<b>Totals</b>		<b>5,893,370</b>	<b>5,905,298</b>	<b>5,614,000</b>	<b>95.1%</b>	<b>5,857,356</b>	<b>5,867,841</b>	<b>100.2%</b>
EBT <sup>14</sup>	Employment based training (Apprentice/Trainees)	1,223,475	1,243,611	1,425,770	114.6%	1,669,577	1,696,318	101.6%
INT	Institutional delivery (all other enrolments)	4,669,895	4,661,687	4,188,230	89.8%	4,187,779	4,171,523	99.6%



# Swan TAFE Annual Report 2005

*Note 13: The College's planned SCH delivery in each industry group has a corresponding census SCH delivery for 2005 that indicates the proportion of SCH achieved. The measure shows the actual 2005 SCH achieved (Census) for profile funded delivery expressed as a percentage over the 2005 planned SCH as detailed in the Delivery and Performance Agreement (DPA). The data was sourced from the 2006 state AVETMISS collection set for 2005 delivery and from the DPA agreement with the Department of Education and Training.*

*Note 14: The College planning matrix has two major components, Employment Based Training that targets Apprenticeships and Traineeships and Institutional Training that identifies other delivery types through the Australian Qualifications Framework levels.*

Table 5 (page 67) shows the delivery achievement and profile mix between industry categories and shows that in 2005 the overall College profile achievement was 100.2%. 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 101.6%.

The institutional delivery component, which comprises of all 'other' enrolments, achieved 99.6%, reflecting changes in full time and part time student demand in the associated industry categories.

## 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 2005 Financial Statements.

**Table 6 - Aggregate Unit Cost per SCH**

Year	Target estimate cost per SCH	Actual Cost per SCH	Annual Percentage Change
2003	n/a	\$12.78	n/a
2004	n/a	\$14.12	+10.48%
2005	\$12.81	\$13.80	-2.26%

The aggregate unit cost is calculated by determining the total cost of services, as reported in the College's Statement of Financial Performance, and divided by the actual SCH delivered for profile and non-profile activities (sourced from the 2005 final data collection).

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

When comparing the average unit cost of delivery for the College to previous years, it is necessary to examine a range of underlying factors that can contribute to and affect delivery costs. Delivery costs can vary between courses and are influenced by a range of factors that include:

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

The variance between the 2005 target estimate and the actual cost is \$0.99. This increased cost per SCH can be explained through increases in lecturing costs and subsidies for student travel, as a result of increased training delivery in employment based training.





## FINANCIAL STATEMENTS



**Swan TAFE**  
Government of Western Australia



### FINANCIAL STATEMENTS For the year ending 31 December 2005

The accompanying financial statements of 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 2005 and the financial position as at 31 December 2005.

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.

**Keith Vuleta**  
Deputy Chair  
College Governing Council  
Swan TAFE

**Wayne Collyer**  
Managing Director  
Swan TAFE

**Roger Nurse**  
Principal Accounting Officer  
Swan TAFE

Dated: 28 February 2006

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

05/06/06



# Swan TAFE Annual Report 2005

## Swan TAFE

### INCOME STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2005

		2005	2004
	Notes	\$	\$
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	7	56,989,330	55,645,532
Supplies and services	8	15,348,019	16,285,696
Depreciation	9	5,195,056	4,618,726
Finance costs	10	28,421	-
Grants and subsidies	11	1,400,283	955,330
Capital user charge	12	9,369,939	8,542,519
Cost of goods sold	17	973,176	890,566
Loss on disposal of non-current assets	20	-	40,490
Other expenses	13	5,061,214	6,043,938
<b>Total cost of services</b>		<b>94,365,438</b>	<b>93,022,796</b>
<b>Income</b>			
<b>Revenue</b>			
Fee for service	14	6,066,795	5,275,985
Student fees and charges	15	7,081,859	6,493,838
Ancillary trading	16	934,774	1,177,300
Sales	17	1,324,200	1,231,792
Interest revenue	18	446,644	489,559
Other revenue	19	771,165	764,218
<b>Total revenue</b>		<b>16,625,438</b>	<b>15,432,692</b>
<b>Gains</b>			
Gain on disposal of non-current assets	20	1,556	-
		<b>1,556</b>	<b>-</b>
<b>Total income other than income</b>		<b>16,626,994</b>	<b>15,432,692</b>
<b>NET COST OF SERVICES</b>		<b>77,738,444</b>	<b>(77,590,104)</b>
<b>INCOME FROM STATE GOVERNMENT</b>			
State fund	21	74,422,023	64,094,842
Liabilities assumed by the Treasurer	21	673,384	254,151
Resources received free of charge	21	1,456,127	1,713,004
<b>Total income from State Government</b>		<b>76,551,534</b>	<b>66,061,997</b>
<b>SURPLUS/(DEFICIT) FOR PERIOD</b>		<b>(1,186,910)</b>	<b>(11,528,107)</b>

The Income Statement should be read in conjunction with the accompanying notes.



**Swan TAFE  
BALANCE SHEET**

**FOR THE YEAR ENDED 31 DECEMBER 2005**

		2005	2004
	Notes	\$	\$
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	22	5,713,473	5,756,361
Restricted cash and cash equivalents	23	697,860	450,544
Inventories	24	465,100	444,498
Receivable (a)	25	3,321,553	1,292,372
Other current assets	26	573,262	1,303,440
<b>Total Current Assets</b>		<b>10,771,248</b>	<b>9,247,216</b>
<b>Non-Current Assets</b>			
Property, plant and equipment	27	138,926,137	131,244,121
<b>Total Non-Current Assets</b>		<b>138,926,137</b>	<b>131,244,121</b>
<b>TOTAL ASSETS</b>		<b>149,697,385</b>	<b>140,491,337</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables (a)	28	1,989,663	676,465
Borrowings (a)	29	140,081	257,117
Provisions	30	7,825,900	8,155,363
Other current liabilities	31	2,401,943	4,458,909
<b>Total Current Liabilities</b>		<b>12,357,587</b>	<b>13,547,854</b>
<b>Non-Current Liabilities</b>			
Borrowings (a)	29	-	140,081
Provisions	30	3,999,140	3,618,731
<b>Total Non-Current Liabilities</b>		<b>3,999,140</b>	<b>3,758,812</b>
<b>Total Liabilities</b>		<b>16,356,727</b>	<b>17,306,666</b>
<b>NET ASSETS</b>		<b>133,340,658</b>	<b>123,184,672</b>
<b>Equity</b>			
Contributed equity	32	58,747,439	58,747,439
Reserves	32	60,008,844	48,665,948
Accumulated surplus (deficit)	33	14,584,375	15,771,285
<b>TOTAL EQUITY</b>		<b>133,340,658</b>	<b>123,184,672</b>

(a) In accordance with AASB 1.36A and the Treasurer's Instruction 1106 the recognition, measurement and disclosure of line items accounted for under AASB 139 will remain on the existing AGAAP basis as at the date of transition on 1 January 2005

Items such as derivative financial instruments that may be recognised for the first time under AASB 139 will have a value of 'nil' until recognition on 1 January 2005.

The Balance Sheet should be read in conjunction with the accompanying notes.



# Swan TAFE Annual Report 2005

## Swan TAFE

### STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2005

		2005	2004
	Notes	\$	\$
<b>Balance of equity at start of period</b>	32	<b>123,184,672</b>	<b>117,219,700</b>
<b>CONTRIBUTED EQUITY</b>	32		
Balance at start of period		<b>58,747,439</b>	<b>52,545,486</b>
Other contributions by owners		-	<b>6,201,953</b>
Balance at end of period		<b>58,747,439</b>	<b>58,747,439</b>
<b>RESERVES</b>	32		
<b>Asset Revaluation Reserve</b>			
Balance at start of period		<b>48,665,948</b>	<b>37,374,822</b>
Restated balance at start of period		<b>48,665,948</b>	<b>37,374,822</b>
Gains/(losses) from asset revaluation		<b>11,342,896</b>	<b>11,291,126</b>
Balance at end of period		<b>60,008,844</b>	<b>48,665,948</b>
<b>ACCUMULATED SURPLUS (RETAINED EARNINGS)</b>	33		
Balance at start of period		<b>15,771,285</b>	<b>27,299,391</b>
Restated balance at start of period		<b>15,771,285</b>	<b>27,299,391</b>
Surplus/(deficit) for the period		<b>(1,186,910)</b>	<b>(11,528,107)</b>
Gain /(losses) recognised directly in equity			
Balance at end of period		<b>14,584,375</b>	<b>15,771,285</b>
Balance of equity at the end of period		<b>133,340,658</b>	<b>123,184,672</b>

The Statement of Changes in Equity should be read in conjunction with the accompanying notes.



## Swan TAFE

### CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2005

		2005	2004
	Notes	\$	\$
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Recurrent state funding - Department of Education and Training		68,182,737	65,310,144
Net cash provided by State Government		68,182,737	65,310,144
<b>Utilised as follows:</b>			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits		(50,861,857)	(48,826,543)
Supplies and services		(13,937,289)	(13,961,805)
Grants and subsidies		(1,400,283)	(955,330)
Finance costs		(28,421)	
Capital User Charge		(9,369,939)	(10,614,781)
Cost of Goods Sold		(973,176)	(890,566)
GST payments on purchases		(2,090,231)	(1,811,445)
Other payments		(4,709,157)	(5,882,076)
<b>Receipts</b>			
Fee for service		4,252,379	6,001,373
Student fees and charges		7,370,003	6,325,151
Ancillary trading		934,774	1,177,299
Interest received		438,789	491,850
GST receipts from on sales		797,613	737,516
GST receipts from taxation authority		1,292,857	1,120,559
Sales		1,324,200	1,231,792
Other receipts		771,165	764,647
<b>Net cash provided by/(used in) operating activities</b>	34	(66,188,573)	(65,092,359)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Proceeds from the sale of non-current physical assets		319,376	164,709
Purchase of non-current physical assets		(1,851,996)	(2,020,237)
<b>Net cash provided by/(used in) investing activities</b>		(1,532,620)	(1,855,528)
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Finance lease repayment of principal		(257,116)	-
<b>Net cash provided by/(used in) financing activities</b>		(257,116)	-
<b>Net increase/(decrease) in cash and cash equivalents</b>		204,428	(1,637,743)
Cash and cash equivalents at the beginning of period		6,206,905	7,844,648
<b>CASH AND CASH EQUIVALENTS AT THE END OF PERIOD</b>	34	6,411,333	6,206,905

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





## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### 1 First time adoption of Australian equivalents to International Financial Reporting Standards

This is the College's first published financial statements prepared under Australian equivalents to International Financial Reporting Standards (AIFRS). Accounting Standard AASB 1 'First time Adoption of Australian Equivalents to International Financial Reporting Standards' has been applied in preparing these financial statements. Until 31 December 2004, the financial statements of the College had been prepared under the previous Australian Generally Accepted Accounting Principles (AGAAP).

The Australian Accounting Standards Board (AASB) adopted the Standards of the International Accounting Standards Board (IASB) for application to reporting periods beginning on or after 1 January 2005 by issuing AIFRS which comprise a Framework for the Preparation and Presentation of Financial Statements, Accounting Standards and the Urgent Issue Group (UIG) Interpretations.

In accordance with the option provided by AASB 1 paragraph 36A and exercised by Treasurer's Instruction 1106 'Transition to Australian equivalents to International Financial Reporting Standards', financial instrument information prepared under AASB 132 and AASB 139 will apply from 1 January 2005 and consequently comparative information for financial instruments is presented on the previous AGAAP basis. All other comparative information is prepared under the AIFRS basis.

Reconciliations explaining the transition to AIFRS as at 1 January 2004 and 31 December 2004 are provided at note 44.

### 2 Summary of significant accounting policies

#### (a) General Statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with the Australian Accounting Standards. The Treasurer's Instructions may modify or clarify their application, disclosure, format and wording to provide certainty and to ensure consistency and appropriate reporting across the public sector.

The Financial Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over the Accounting Standards, UIG Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board.

Where modification is required and has a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

#### (b) Basis of Preparation

The financial statements have been prepared on the accrual basis of accounting using the historical cost convention, modified by the revaluation of land, buildings, plant and equipment which have been measured at fair value.

The accounting policies adopted in the preparation of the financial statements have been consistently applied throughout all periods presented unless otherwise stated.

The financial statements are presented in Australian dollars rounded to the nearest dollar.

The judgements that have been made in the process of applying the College's accounting policies that have the most significant effect on the amounts recognised in the financial statements are disclosed at note 4 'Judgements made by management in applying accounting policies'.

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are disclosed at note 5 'Key sources of estimation uncertainty'.



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

**(c) Reporting Entity**

The reporting entity comprises the College and entities listed at note 40 'Related bodies'

**(d) Contributed Equity**

UIG Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers in the nature of equity contributions to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions. Capital contributions (appropriations) are designated as contributions by owners and have been credited directly to Contributed Equity.

**(e) Income**

*Revenue*

Revenue is measured at the fair value of consideration received or receivable.

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.

*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.

Other non-reciprocal contributions that are not contributions by owners are recognised at fair value. Contributions of services are only recognised when a fair value can be reliably determined and the service would be purchased if not donated.

Where contributions recognised as revenues during the reporting period were obtained on the condition that they be expended in a particular manner or used over a particular period, and those conditions were undischarged as at the reporting date, the nature of, and amounts pertaining to those undischarged conditions are disclosed in the notes.

*Gains*

Gains may be realised or unrealised and are usually recognised on a net basis. These include gains arising on the disposal of non current assets and some revaluations of non current assets.

**(f) Borrowing Costs**

Borrowing costs for qualifying assets are capitalised net of any investment income earned on the unexpended portion of the borrowings. Other borrowing costs are expensed when incurred.

**(g) Property, Plant and Equipment**

*Initial recognition and measurement*

All items of property, plant and equipment are initially recognised at cost.

For items of property, plant and equipment acquired at no cost or for nominal consideration, the cost is their fair value at the date of acquisition.



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

Items of property, plant and equipment 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).

### *Subsequent measurement*

After recognition as an asset, the revaluation model is used for the measurement of land and buildings and for all other property, plant and equipment. All items are carried at fair value less accumulated depreciation and accumulated impairment losses.

Where market evidence is available, the fair value of land and buildings is determined on the basis of current market buying values determined by reference to recent market transactions.

Where market evidence is not available, the fair value of land and buildings is determined on the basis of existing use. This normally applies where buildings are specialised or land use is restricted. Fair value for existing use assets is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e., the depreciated replacement cost. The revaluation of land and buildings is provided independently on an annual basis by the Department of Land Information (Valuation Services).

When property, plant and equipment are revalued, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

The most significant assumptions in estimating fair value are made in assessing whether to apply the existing use basis to assets. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets.

Refer to note 27 'Property, plant and equipment' for further information on revaluations.

### *Depreciation*

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.

Land is not depreciated. Depreciation on other assets is calculated using the straight line method, 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
Computing, Communications and Software	1 to 14 years

Works of art controlled by the College are classified as plant, property and equipment which is anticipated to have a very long and indefinite useful lives. Their service potential has not, in any material sense, been consumed during the reporting period and so no amount for depreciation has been recognised.

### **(h) Intangible Assets**

All acquired and internally developed intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal consideration, the cost is their fair value at the date of acquisition.

The cost model is applied for subsequent measurement requiring the asset to be carried at cost less any accumulated amortisation and accumulated impairment losses

At the time of reporting the college has no intangible assets.



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### (i) Impairment of Assets

Property, plant and equipment, and intangible assets are tested for any indication of impairment at each reporting date. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is written down to the recoverable amount and an impairment loss is recognised. As the College is a not for profit entity, unless an asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated or where the replacement cost is falling. Each relevant class of assets is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of asset's future economic benefits and to evaluate any impairment risk from falling replacement costs. The college has also adopted a revaluation policy that requires the restatement of the fair value of plant and equipment every 3 years.

Intangible assets with an indefinite useful life and intangible assets not yet available for use are tested for impairment at each reporting date irrespective of whether there is indication of impairment.

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment. Surplus assets at cost are tested for indications of impairments at each reporting date.

### (j) Non current Assets (or Disposal Groups) Classified as Held for Sale

Non current assets (or disposal groups) held for sale are recognised at the lower of carrying amount and fair value less costs to sell and are presented separately from other assets in the Balance Sheet. Assets classified as held for sale are not depreciated or amortised.

### (k) Leases

Finance lease rights and obligations are initially recognised, at the commencement of the lease term, as assets and liabilities equal in amount to the fair value of leased item, or if lower, the present value of the minimum lease payments, determined at the inception of the lease. The assets are disclosed as plant and equipment under lease, and are depreciated over the period during which the College is expected to benefit from their use. Minimum lease payments are allocated between finance charge and reduction of the outstanding lease liability, according to the interest rate implicit in the lease.

The College has entered into a number of operating lease arrangement for photocopiers, motor vehicles and buildings. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the properties.

### (l) Financial Instruments

The College has two categories of financial instrument:

- Loans and receivables (includes cash and term deposits); and
- Non trading financial liabilities.

Initial recognition and measurement is at fair value. Usually the transaction cost or face value is equivalent to fair value and subsequent measurement is at amortised cost using the effective interest method.

Short-term receivables and payables with no stated interest rate are measured at transaction cost/face value if the effect of discounting is immaterial.

### (m) Cash and cash equivalents

For the purpose of the Cash Flow Statement, cash and cash equivalent (and restricted cash and cash equivalent) assets comprise cash on hand and short-term deposits with original maturities of three months or less that are readily convertible to a known amount of cash and which are subject to insignificant risk of changes in value, and bank overdrafts.



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

**(n) Accrued Salaries**

Accrued salaries (see note 31 'Other Liabilities') 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. Accrued salaries are settled within a few days of the financial year end. The College considers the carrying amount to be equivalent net fair value.

**(o) Inventories**

Inventories are measured 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.

Inventories not held for resale are valued at cost unless they are no longer required, in which case they are valued at net realisable value.

**(p) Receivables**

Receivables are recognised and carried at original invoice amount less any provision for uncollectible amounts (impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written off. The provision for uncollectible amounts (doubtful debts) is raised when collectability is no probable. The carrying amount is equivalent to fair value as it is due for settlement within 30 days. See note 2(l) 'Financial Instruments' and note 25 'Receivables'.

**(q) Payables**

Payables are recognised at the amounts payable when the College becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as they are generally settled within 30 days. See note 2(l) 'Financial Instruments' and note 28 'Payables'.

**(r) Borrowings**

All loans are initially recognised at cost, being the fair value of the net proceeds received. Subsequent measurement is at amortised cost using the effective interest rate method. See note 2(l) 'Financial Instruments' and note 29 'Borrowings'.

**(s) Provisions**

Provisions are liabilities of uncertain timing and amount and are recognised where there is a present legal, equitable or constructive obligation as a result of a past event and when the outflow of economic benefits is probable and can be measured reliably. Provisions are reviewed at each balance sheet reporting date. See note 30 'Provisions'.

**(i) Provisions - Employee benefits**

*Annual Leave and Long Service Leave*

The liability for annual and long service leave expected to be settled within 12 months after the end of the reporting date is recognised and measured at the undiscounted amounts expected to be paid when the liabilities are settled. Annual and long service leave expected to be settled more than 12 months after the end of the reporting date is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are in respect of services provided by employees up to the reporting date.

When assessing expected future payments consideration is given to expected future wage and salary levels including non salary components such as employer superannuation contributions. In addition, the long service leave liability also considers the experience of employee departures and periods of service.

The expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

All annual leave and unconditional long service leave provisions are classified as current liabilities as the College does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.





## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### *Superannuation*

The Government Employees Superannuation Board (GESB) administers the following superannuation schemes.

Employees may contribute to the Pension Scheme, a defined benefit pension scheme now closed to new members or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme also closed to new members.

The College has no liabilities under the Pension or the GSS Schemes. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits due to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the College to the GESB.

Employees who are not members of either the Pension or the GSS Schemes become non contributory members of the West State Superannuation (WSS) Scheme, an accumulation scheme. The College makes concurrent contributions to GESB on behalf of employees in compliance with the Commonwealth Government's Superannuation Guarantee (Administration) Act 1992. These contributions extinguish all liabilities in respect of the WSS Scheme.

The GESB makes all benefit payments and is recouped by the Treasurer for the employer share in respect of the Pension and GSS Scheme transfer benefits.

See also note 2(t) 'Superannuation expense'.

### **(ii) Provisions - Other**

#### *Employment On Costs*

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised as separate liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are not included as part of the College's 'Employee benefits expense' and the related liability is included in Employment on-costs provision. (See note 13 'Other expenses' and note 30 'Provisions').

### **(t) Superannuation Expense**

The following elements are included in calculating a superannuation expense:

- (a) Defined benefit plans - Change in the unfunded employer's liability assumed by the Treasurer 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 (GSS); and
- (b) Defined contribution plans - Employer contributions paid to the GSS and the West State Superannuation Scheme (WSS).

Defined benefit plans - in order to reflect the true cost of services, the movements in the liabilities in respect of the Pension Scheme and the GSS transfer benefits are recognised as expenses. As these liabilities are assumed by the Treasurer (refer note 2(s)(ii)), a revenue titled 'Liabilities assumed by the Treasurer' equivalent to the expense is recognised under Income from State Government in the Income Statement (See note 21 'Income from State Government').

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

The Gold State superannuation scheme is a defined benefit scheme for the purposes of employees and whole of government reporting. However, apart from the transfer benefit, it is defined contribution plan for agency purposes because the concurrent contributions (defined contributions) made by the agency extinguish all agency liabilities.



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### (u) 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.

### (v) Comparative Figures

Comparative figures have been restated on the AIFRS basis except for financial instruments which have been prepared under the previous AGAAP Australian Accounting Standard AAS 33. The transition date to AIFRS for financial instruments will be 1 January 2005 in accordance with AASB 1 paragraph 36A and Treasurer's Instruction 1106.

## 3 Financial Risk Management Objectives and Policies

For 2005 reporting, financial instrument data will continue to be prepared on the existing AGAAP basis of accounting.

Approximately 70% of the college funding is under an agreement with the state government for delivery of training with an additional 42% of other revenue from students associated with this delivery. The college therefore has a high dependence on government for the continued delivery of training services. The level of service provided to government is negotiated annually with modification for growth or reduction to areas forming part of the overall strategic plan of the college.

Investment of cash and cash equivalents are held in accordance with Treasury approval to operate bank accounts (predominantly AAA rated). Maximum benefit is achieved through investing in the short term money market facilities offered through the college bank, plus acceptable interest rates on the colleges trading account.

Receivables are unsecured requiring prompt follow up with reminder letters and subsequent referral to a debt collection agency. Refer note 2 (p) for further details.

## 4 Judgements made by management in applying accounting policies

No significant judgements have been made that would materially alter the current financial results of the college.

## 5 Key sources of estimation uncertainty

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year include:

Student receivables under 60 days due are considered collectable and a provision is made for the full value of those which are greater.

General receivables from other government agencies are considered risk free, no provision, and all others are by individual assessment with a provision to the full value if required.

Inventory stocks (bookshops) are ordered on a just in time basis to match current year teaching requirements. Obsolescence is considered less than 5% of annual trading purchases and therefore no provision is made.

College revalues its Land & Buildings every year and Plant & Equipment every 3 years during which time estimates of useful life are provided to give guidance on depreciation rates used in intervening years.

No provision has been made for sick leave as the college annual costs do not exceed the annual value of entitlements.

Included in 'Current-other liabilities' is a value refundable to the Department of Education and Training for under delivery in its training programs. An estimation has been made based on student information held at year end with final results determined by the Department in the following year.

## 6 Disclosure of changes in Accounting Policy and Estimates

No changes have occurred in accounting policies or estimates.



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005	2004
	\$	\$
<b>7 Employee benefits expense</b>		
Wages and salaries	46,125,699	44,093,078
Superannuation - defined contribution plans (West State)	3,216,928	2,932,362
Superannuation - defined benefit plans (Gold State) (a)	2,121,243	1,814,379
Long service leave (b)	1,628,154	1,955,901
Annual leave (b)	3,616,259	4,480,889
Other	281,048	368,921
	<b>56,989,330</b>	<b>55,645,532</b>
(a) An equivalent notional income is also recognised (see note 21)		
(b) Includes a superannuation contribution component		
Employment on-costs such as workers' compensation insurance are included at note 13 "Other expenses". The employment on-costs liability is included at note 30 'Provisions'		
<b>8 Supplies and services</b>		
Consumables	4,376,910	4,560,110
Communication expenses	822,262	912,065
Utilities expenses	1,536,852	1,500,080
Consultancies and contracted services	5,523,665	5,369,908
Minor works	913,745	1,428,947
Repairs and maintenance	213,457	170,867
Operating lease and hire charges	462,826	934,255
Travel and passenger transport	273,017	239,527
Advertising and public relations	338,403	355,141
Other	886,881	814,796
	<b>15,348,019</b>	<b>16,285,696</b>
<b>9 Depreciation expense</b>		
Depreciation		
Buildings	2,741,281	2,660,479
Motor vehicles, caravans and trailers	270,210	154,553
Plant, furniture and general equipment	940,280	887,433
Computers and communication network	1,243,286	916,261
Total depreciation	<b>5,195,056</b>	<b>4,618,726</b>
<b>10 Finance costs</b>		
Finance lease finance charges	28,421	-
	<b>28,421</b>	<b>-</b>
<b>11 Grants and subsidies</b>		
Payments to non TAFE Providers for VET service delivery	7,152	12,807
Apprentices and trainees (travel, accommodation and other off the job assistance)	1,328,442	916,232
Other	64,689	26,291
	<b>1,400,283</b>	<b>955,330</b>
<b>12 Capital user charge</b>		
Capital user charge expense	<b>9,369,939</b>	<b>8,542,519</b>

The Government applies a levy for the use of its capital for the delivery of services. It is applied at 8% per annum on the net assets of the College, excluding exempt assets, and is paid to the Department of Treasury and Finance quarterly. (2005 rate 8%)



# Swan TAFE Annual Report 2005

## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005 \$	2004 \$
<b>13 Other expenses</b>		
Building Maintenance	1,087,092	1,702,946
Doubtful debts expense	351,997	154,793
Employment on-costs (a)	3,408,761	3,458,288
Donations	14,381	8,135
Student prizes and awards	20,945	20,294
Miscellaneous	177,978	692,414
Losses and write-offs	60	7,068
	<u>5,061,214</u>	<u>6,043,938</u>
(a) Includes workers' compensation insurance and other employment on-cost. The on-costs liability associated with the recognition of annual and long service leave liability is included at note 30 Provisions. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.		
<b>14 Fee for service</b>		
Fee for service -general	1,445,515	1,079,429
Fee for service -Department of Education and Training	684,462	698,656
Fee for service - government (other than Department of Education and Training)	1,073,795	243,294
Adult Community Education fees	459,038	584,741
International Division fees	2,209,129	2,365,577
Fee for service - other	194,855	304,289
	<u>6,066,795</u>	<u>5,275,985</u>
<b>15 Student fees and charges</b>		
Tuition fees	4,552,293	4,122,974
Enrolment fees	604,893	565,862
Resource fees	1,858,466	1,736,562
Other college fees	66,207	68,440
	<u>7,081,859</u>	<u>6,493,838</u>
<b>16 Ancillary trading</b>		
Live works (not a trading activity)	631,003	616,597
Contracting and consulting	26,961	261,060
Other ancillary revenue	276,810	299,643
	<u>934,774</u>	<u>1,177,300</u>
<b>17 Trading Profit</b>		
(a) <b>Bookshop:</b>		
Sales	1,324,200	1,231,792
Cost of sales:		
Opening inventory	(444,498)	(310,329)
Purchases	(993,777)	(1,024,735)
	<u>(1,438,276)</u>	<u>(1,335,065)</u>
Closing inventory	(465,100)	(444,498)
Cost of goods sold	<u>(973,176)</u>	<u>(890,566)</u>
Trading Profit - Bookshop	<u>351,024</u>	<u>341,226</u>



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005 \$	2004 \$
<b>18 Interest Revenue</b>		
Interest Revenue	446,644	489,559
Interest from bank trading account, short term deposits and deposits with the Treasury Corporation.		
<b>19 Other revenue</b>		
Rental and facilities fees	485,911	478,679
Other direct grants and subsidy revenue	-	35,636
Copyright and royalties revenue	18,180	-
Sponsorship and donations revenue	8,850	20,984
Miscellaneous revenue	258,224	228,919
	771,165	764,218
<b>20 Net gain/(loss) on disposal of non-current assets</b>		
<u>Costs of disposal of Non-Current Assets</u>		
Motor vehicles, caravans and trailers	(261,907)	(192,452)
Plant, furniture and general equipment	(3,598)	(11,301)
Computers and communication network	(52,315)	(1,445)
	(317,820)	(205,199)
<u>Proceeds from Disposal of Non-Current Assets</u>		
Motor vehicles, caravans and trailers	254,073	164,567
Plant, furniture and general equipment	5,435	142
Computers and communication network	59,868	-
	319,376	164,709
Net gain/(loss)	1,556	(40,490)
See also note 27 'Property, plant and equipment'.		
<b>21 Income from State government</b>		
State funds (received from Department of Education and Training)		
Delivery and Performance Agreement (DPA)	54,991,032	51,126,857
Superannuation	4,664,787	4,492,591
Other recurrent funds	5,396,265	2,803,202
Capital User Charge funding	9,369,939	8,542,519
Capital works transferred	-	(2,870,326)
	74,422,023	64,094,842
<b>Liabilities assumed by the Treasurer</b>		
The following liabilities have been assumed by the Treasurer during the financial year.		
Superannuation (a)	673,384	254,151
Total Liabilities assumed by the Treasurer	673,384	254,151
(a) The assumption of the superannuation liability by the Treasurer is a notional income to match the notional superannuation expense reported in respect of current employees who are members of the Pension Scheme and current employees who have a transfer benefit entitlement under the Gold State Superannuation Scheme (Refer to note 7 'Employee Benefits Expense'.)		
(b) Where the Treasurer or other entity has assumed a liability, 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. From 1 July 2002 non-discretionary non-reciprocal transfers of net assets (i.e.. Restructuring of administrative arrangements) have been classified as Contributions by Owners under TI 955 and are taken directly into equity.		





# Swan TAFE Annual Report 2005

## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005	2004
	\$	\$
<b>Resources received free of charge</b>		
Resources received free of charge determined on the basis of the following estimates provided by agencies		
Department of Education and Training		
* Corporate systems support	735,040	1,405,162
* Marketing and publications	436,219	76,626
* Human resources, industrial relations support	24,000	24,904
* Other	260,868	206,312
	<u>1,456,127</u>	<u>1,713,004</u>
Where assets or services have been received free of charge or for nominal consideration, the College recognises 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.		
<b>22 Cash and cash equivalents</b>		
Cash on hand	39,942	27,190
Cash advances	6,445	4,534
Cash at bank	818,733	1,665,340
Short term deposits (90 day bills of exchange)	4,848,353	4,059,297
	<u>5,713,473</u>	<u>5,756,361</u>
<b>23 Restricted cash and cash equivalents</b>		
Specific capital equipment and minor works (a)	697,860	450,544
	<u>697,860</u>	<u>450,544</u>
Represents cash resources the uses of which are restricted, wholly or partially, by regulations or other externally imposed requirements.		
(a) Amount represents unacquired specific devolved funds (10 in 2004, 13 in 2005) for projects from the Department of Education and Training for which the amount must be spent on the project or returned.		
<b>24 Inventories</b>		
Inventories held for resale:		
Bookshop (at cost)	465,100	444,498
	<u>465,100</u>	<u>444,498</u>



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005 \$	2004 \$
<b>25 Receivables</b>		
Current		
Receivables - trade	1,869,650	673,122
Receivables - students	681,546	640,438
Provision for impairment of receivables	(621,047)	(557,626)
GST receivable	957,154	159,780
	<u>2,887,304</u>	<u>915,714</u>
Prepayments	434,250	376,658
	<u>3,321,553</u>	<u>1,292,372</u>
<b>26 Other assets</b>		
Current		
Accrued income	573,262	1,303,440
	<u>573,262</u>	<u>1,303,440</u>
<b>27 Property, plant and equipment</b>		
Land		
At fair value	20,310,000	16,575,000
	<u>20,310,000</u>	<u>16,575,000</u>
Buildings		
At fair value	112,474,692	107,389,035
Accumulated depreciation	(3,048,533)	(2,829,491)
	<u>109,426,158</u>	<u>104,559,544</u>
Equipment under construction		
Construction costs	-	74,272
	<u>-</u>	<u>74,272</u>
Motor vehicles, caravans and trailers		
At fair value	1,684,904	1,587,169
Accumulated depreciation	(493,916)	(341,334)
	<u>1,190,988</u>	<u>1,245,835</u>
Plant, furniture and general equipment		
At fair value	8,112,971	7,419,829
Accumulated depreciation	(2,494,749)	(1,565,749)
	<u>5,618,222</u>	<u>5,854,080</u>
Computer equipment, communication network		
At fair value	4,610,742	3,905,831
Accumulated depreciation	(2,387,869)	(1,383,479)
	<u>2,222,873</u>	<u>2,522,352</u>
Leased computer equipment and communication network		
At capitalised cost	512,935	905,172
Accumulated depreciation	(375,539)	(512,633)
	<u>137,396</u>	<u>392,539</u>
Works of art		
At valuation (e)	20,500	20,500
	<u>138,926,137</u>	<u>131,244,121</u>



# Swan TAFE Annual Report 2005

## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

- |   | 2005<br>\$ | 2004<br>\$ |
|---|------------|------------|
| (a) The valuation of land was performed in June 2004 in accordance with an independent valuation by the Department of Land Information (Valuation Services). Fair value has been determined on the basis of market and current use value.   |            |            |
| (b) The valuation of buildings was performed in June 2004 in accordance with an independent valuation by the Department of Land Information (Valuation Services). Fair value has been determined on the basis of current use value.   |            |            |
| (c) Equipment under construction reflects accumulated expenditure as at the reporting date for projects which are yet to be completed.  |            |            |
| (d) 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 1 September 2004 by Australian Valuation Partners on the basis of fair value and the amount taken up as at 31 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, the Department of Land Information (Valuation Services).

- (e) 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 16 December 2002.

Reconciliations of the carrying amounts of property, plant, equipment and vehicles at the beginning and end of the reporting period are set out below

			Equipment Under	Motor vehicles caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Works of Art	Total
<b>2004</b>	<b>Land</b>	<b>Buildings</b>	<b>Construction</b>					
Carrying amount at start of year	14,455,000	99,554,171	29,515	1,090,490	5,105,262	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 expense	-	(2,660,479)	-	(154,553)	(887,433)	(916,261)		(4,618,726)
Revaluation Increments	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	16,575,00	104,559,544	74,272	1,245,834	5,854,081	2,914,890	20,500	131,244,121

			Equipment Under	Motor vehicles caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Works of Art	Total
<b>2005</b>	<b>Land</b>	<b>Buildings</b>	<b>Construction</b>					
Carrying amount at start of year	16,575,000	104,559,544	74,272	1,245,834	5,854,081	2,914,391	20,500	131,244,121
Additions	-	-	-	477,271	632,747	740,979		1,850,997
Disposals	-	-	-	(261,907)	(2,598)	(52,315)		(316,820)
Depreciation expense	-	(2,741,281)	-	(270,210)	(940,280)	(1,243,286)		(5,195,056)
Revaluation Increments	3,735,000	7,607,895	-	-	-	-		11,342,895
Other			(74,272)		74,272			-
Carrying amount at end of year	20,310,00	109,426,158	(0)	1,190,989	5,618,222	2,360,269	20,500	138,926,137



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005	2004
	\$	\$
<b>28 Payables</b>		
Current		
Trade payables	1,155,494	639,909
GST payable	834,169	36,555
	<u>1,989,663</u>	<u>676,465</u>
See also note 2(q) 'Payables' and note 37 'Financial Instruments'		
<b>29 Borrowings</b>		
Current		
Finance lease liabilities (a)	140,081	257,117
	<u>140,081</u>	<u>257,117</u>
Non-Current		
Finance lease liabilities (a)	-	140,081
	<u>-</u>	<u>140,081</u>
Lease liabilities are effectively secured as the rights to the leased assets revert to the lessor in the event of default		
(a) Leased computer equipment and communication network	137,396	392,539
	<u>137,396</u>	<u>392,539</u>
<b>30 Provisions</b>		
Current		
Employee benefits provision		
Annual leave	2,835,503	3,217,848
Long service leave (a)	4,450,411	4,440,565
Salary deferment	-	12,120
	<u>7,285,913</u>	<u>7,670,533</u>
Other provisions		
Employment on-costs (b)	539,987	484,830
	<u>539,987</u>	<u>484,830</u>
	<u>7,825,900</u>	<u>8,155,363</u>
Non-current		
Employee benefits provision		
Long service leave (a)	3,689,007	3,392,005
Salary deferment	36,726	11,411
	<u>3,725,723</u>	<u>3,403,416</u>
Other provisions		
Employment on-costs (b)	273,407	215,315
	<u>273,407</u>	<u>215,315</u>
	<u>3,999,140</u>	<u>3,618,731</u>
(a) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after reporting date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of reporting date	1,100,000	1,400,000
More than 12 months after reporting date	7,039,418	6,432,570
	<u>8,139,418</u>	<u>7,832,570</u>



# Swan TAFE Annual Report 2005

## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005	2004
	\$	\$
(b) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including payroll tax and workers compensation premiums. The provision is the present value of expected future payments. The associated expense, apart from the unwinding of the discount (finance cost), is included at note 13 'Other expenses'.		
<u>Movements in Other Provisions</u>		
Movements in each class of provisions during the financial year, other than employee benefits, are set out below.		
<u>Employment on-cost provision</u>		
Carrying amount at start of year	700,145	649,030
Additional provisions recognised	113,249	51,115
Carrying amount at end of year	813,394	700,145

### 31 Other liabilities

Current		
Income received in advance (a)	447,956	371,896
Grants and advances (b)	842,858	606,164
Accrued expenses	490,694	961,014
Accrued salaries and related costs	542,788	477,816
Money/deposits held in trust	77,647	82,288
Other	-	1,959,731
	2,401,943	4,458,909
(a) Income received in advance comprises:		
Department of Education and Training - DPA Funds	-	96,245
Fee for service	127,070	45,800
Student fees and charges	179,320	169,293
Other	141,566	60,558
	447,956	371,896
(b) Grants and Advances comprise:		
Department of Education and Training - competitive allocation tendering	248,466	330,059
Other government (commonwealth/local)	9,807	149,946
Specific Purpose Grants - Department of Education and Training	449,095	126,159
Curriculum Grants - Department of Education and Training	135,491	-
	842,859	606,164

### 32 Equity

Equity represents the residual interest in the net assets of the College. The Government holds the equity interest in the College on behalf of the community. The asset revaluation reserve represents that portion of equity resulting from the revaluation of non-current assets.

#### Contributed equity

Balance at start of year	58,747,439	52,545,486
Contributions by owners (b)		2,618,077
Capital contribution (a)		3,583,876
Total contributions by owners	58,747,439	58,747,439
Balance at end of year	58,747,439	58,747,439





## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005 \$	2004 \$
(a) Capital Contributions (appropriations) and non-discretionary transfers of net assets from other State government agencies have been designated as contributions by owners in Treasurer's Instruction TI 955 and are credited directly to equity.		
(b) 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.		
<b>Reserves</b>		
Asset Revaluation Reserve		
Balance at start of year	48,665,948	37,374,822
Net revaluation increments/(decrements)		
Land	3,735,000	2,109,000
Buildings	7,607,896	7,482,425
Motor Vehicles, caravans and trailers	-	148,362
Plant, furniture and general equipment	-	1,482,126
Computer equipment and communication network	-	69,213
Balance at end of year	60,008,844	48,665,948
<b>33 Accumulated surplus/(deficit)</b>		
Balance at start of year	15,771,285	27,299,391
Result for the period	(1,186,910)	(11,528,106)
Balance at end of year	14,584,375	15,771,285
<b>34 Notes to the Cash Flow Statement</b>		
<u>Reconciliation of cash</u>		
Cash at the end of the financial year, as shown in the Cash Flow Statement is reconciled to the related items in the Balance Sheet as follows:		
Cash and cash equivalents	5,713,473	5,756,361
Restricted cash and cash equivalents (refer to note 23 'Restricted cash equivalents')	697,860	450,544
	6,411,333	6,206,905
<u>Reconciliation of net cost of services to net cash flows provided by / (used in) operating activities</u>		
Net Cost of Services	(77,738,444)	(77,590,104)
Non-cash items:		
Depreciation and amortisation expense (note 9 )	5,195,056	4,618,726
Doubtful debts expense (note 13)	351,997	56,548
Superannuation expense (note 7)	6,011,555	4,746,741
Resources received free of charge	1,456,127	1,713,004
Net (gain) / loss on sale of property, plant and equipment (note 20)	(1,556)	40,490
Losses and write-offs (excludes cash shortages/thefts of money)	-	7,068
Equity contribution towards minor works	-	713,550



# Swan TAFE Annual Report 2005

## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005 \$	2004 \$
(Increase)/decrease in assets:		
Current receivables (c)	(1,534,068)	185,702
Current inventories	(20,601)	(134,169)
Other current assets	(57,592)	395,051
Increase/(decrease) in liabilities		
Current payables (c)	515,585	(2,539,134)
Current provisions	887,150	1,631,070
Other current liabilities	(417,817)	957,174
Non-current Provisions	(836,204)	59,295
Net GST receipts/(payments) (a)	(1,292,618)	(1,073,930)
Change in GST in receivables/payables (b)	1,292,857	1,120,559
Net cash provided by/(used in) operating activities	(66,188,573)	(65,092,359)

- (a) This is the net GST paid/received, i.e. cash transactions  
 (b) This reverses out the GST in receivables and payables  
 (c) Note that the ATO receivable /payable in respect of GST and receivable/ payable in respect of the sale/purchase of non-current assets are not included in these items as they are not reconciling items.

### 35 Commitments for expenditure

#### Finance lease commitments

Minimum lease payment commitments in relation to finance leases are payable as follows:

Within 1 year	147,724	285,538
Later than 1 year and not later than 5 years	-	147,724
Minimum finance lease payments	147,724	433,262
Less future finance charges	(7,643)	(36,064)
Present value of finance lease liabilities	140,081	397,198

Included in the financial statements as:

Current	140,081	257,117
Non-current	-	140,081
	140,081	397,198

The College has the option to purchase leased assets at their agreed fair value on expiry of the lease. These leasing arrangements do not have escalation clauses, other than in the event of payment default. There are no restrictions imposed by these leasing arrangements on other financing transactions. Certain finance leases have a contingent rental obligation, however these are not material when compared to the total lease payments made.



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005	2004
	\$	\$
<b>36 Explanatory Statement</b>		
Significant variations between estimates and actual results for income and expense are shown below. Significant variations are considered to be those greater than 10% and \$250,000		
<b>Significant variations between estimated and actual results for 2005</b>		
	<b>2005 Estimate \$</b>	<b>2005 Actual \$</b> <b>Variation \$</b>
Employee Expenses Three division, Transport, Building & Construction, and Metals & Engineering, experienced increases in lecturing costs due to increased student delivery of (\$1.4m, \$1.8m & \$1.3m respectively) .	51,515,161	56,989,330 5,474,169
Grants and subsidies Significant increase in subsidies for student travel which is correlated to increased training delivery across the college.	715,000	1,400,283 685,283
Other expenses Other staffing costs associated with employee expenses increased by \$275,000. Doubtful debts provision also increased by \$177,000 due to a rise in outstanding general debtors.	4,379,536	5,061,214 681,678
<b>Income</b>		
Fee for service \$700,000 received for additional government work other than the Education Department.	5,310,364	6,066,795 756,431
Student fees and charges Increased student numbers across the college especially in the trade areas.	6,383,037	7,081,859 698,822
Other Revenue Minor miscellaneous revenue and rental of facilities higher than anticipated.	539,535	771,165 231,630
Resources received free of charge Reduction in general corporate support by the Education Dept to the college.	2,100,000	1,456,127 (643,873)
<b>Significant Variances between actual results for 05 and 04</b>		
	<b>2005 \$</b>	<b>2005 \$</b> <b>Variance \$</b>
<b>Expense</b>		
Depreciation Increase due to change from lease to acquisition of computers (\$327,025) & increase in Motor Vehicle fleet (\$115,657) & revaluation of Buildings (\$80,802)	5,195,056	4,618,726 576,330
Grants & subsidies 45% increase in subsidies for student travel .	1,400,283	955,330 444,953
Other expenses Reduction in intermittent repairs & maintenance (\$616,000), refunds of prior year revenue \$215,000 & payment in 04 of a prior year GST expense (\$234,000)	5,061,214	6,043,938 (982,724)
	-	-



# Swan TAFE Annual Report 2005

## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

		2005 \$	2004 \$
<b>Income</b>			
Fee for service	6,066,795	5,275,985	790,810
General Fee for service was up \$366,000 with one additional government tender for \$647,000			
State Funds	74,422,023	64,094,842	10,327,181
Delivery funding is up \$3,770,000 as a consequence of CPI and wage rises, and meeting targets in 2005. Additional grants received for equipment \$1,440,000 and other special purpose grants of \$832,000 2004 had a non recurring Dr. adjustment for capital works transferred of \$2,870,000.			
Liabilities assumed by the Treasurer	673,384	254,151	419,233
This represents the annual movement in super liability reported by the super board to the college and taken up by the Treasurer.			
Resources received free of charge	1,456,127	1,713,004	(256,877)
Reduction in general corporate support by the Education Dept to the college.			

### 37 Financial Instruments

#### Interest Rate Risk Exposure

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

	Weighted Average Effective Interest %	Variable Interest Rate \$,000	Fixed Interest Rate Maturity Within 1 year \$,000	Non-Interest Bearing \$,000	Total \$,000
<b>2005</b>					
Financial Assets					
Cash assets	5.50%	865	4,848	-	5,713
Other (Cash Equivalents)	5.50%		-	-	
Restricted cash assets		697		-	697
Receivables				2,887	2,887
		1,562	4,848	2,887	9,297
Financial Liabilities					
Payables			-	1,990	1,990
Finance Lease Liabilities	7.70%	140	-	-	140
		140		1,990	2,130

	Weighted Average Effective Interest %	Variable Interest Rate \$,000	Fixed Interest Rate Maturity Within 1 year \$,000	Non-Interest Bearing \$,000	Total \$,000
<b>2004</b>					
Financial Assets					
Cash assets	4.75%	1,697	4,059	-	5,756
Restricted cash assets	5.27%		451	-	451
Receivables				916	916
		1,697	4,510	916	7,123
Financial Liabilities					
Payables		-		676	676
Finance Lease Liabilities	7.70%	397	-	-	397
		397	-	676	1,073



## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005	2004
	\$	\$

### Credit Risk Exposure

All financial assets are unsecured.

Except as detailed in the following table, the carrying amount of financial assets recorded in the financial statements, net of any provisions for losses, represents the College's maximum exposure to credit risk without taking account of the value of any collateral or other security obtained.

Financial Assets	Maximum Credit Risk	
Recognised Financial Assets		
Receivables	2,887,304	915,715

### 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.

### **38 Remuneration of Members of the Accountable Authority and Senior Officers**

#### Remuneration of members of the Accountable Authority

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

\$		
\$0 - \$10,000	13	12
\$50,001 - \$60,000	-	1
\$110,001 - \$120,000	-	1
\$160,001 - \$170,000	1	-

The total remuneration of the members of the Accountable Authority is:	166,022	158,285
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The superannuation included here represents the superannuation expense incurred by the College in respect of members of the Accountable Authority.

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

#### Remuneration of Senior Officers

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

\$		
\$110,001 - \$120,000	1	1
\$120,001 - \$130,000	2	1
\$140,001 - \$150,000	-	1

The total remuneration of senior officers is:	396,562	391,532
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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.





# Swan TAFE Annual Report 2005

## Swan TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

	2005 \$	2004 \$
<b>39 Remuneration of auditor</b>		
Remuneration to the Auditor General for the financial year is as follows		
Auditing the accounts, financial statements and performance indicators	80,500	75,000
<b>40 Related Bodies</b>		
The College has no related bodies.		
<b>41 Affiliated Bodies</b>		
The College has no affiliated bodies.		
<b>42 Supplementary Financial Information</b>		
<u>Write-Offs</u>		
Bad Debts	288,577	98,656
<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.	60	12,459
<b>43 Schedule of Income and Expenditure by Service</b>		
The college provides only one service (as defined by Treasurer's Instruction 1101 (2) (viii)) and that is Vocational Education and Training Delivery.		



## SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### 44 Reconciliations explaining the transition to Australian equivalents to International Financial Reporting Standards (AIFRS)

#### RECONCILIATION OF EQUITY AT THE DATE OF TRANSITION TO AIFRS: 1 JANUARY 2004 (AASB 1.39(a)(i))

Note	Previous GAAP 01 January 2004	Total Adjustments	AIFRS 01 January 2004
	AASB 119 44.1(a)		
	\$	\$	\$
<b>ASSETS</b>			
<b>Current Assets</b>			
(1) Cash and cash equivalents	6,916,883	-	6,916,883
Restricted cash and cash equ	927,765	-	927,765
Inventories	310,329	-	310,329
Receivables	1,168,038	-	1,168,038
(2) Other current assets	3,324,054	-	3,324,054
<b>Total Current Assets</b>	<b>12,647,069</b>	<b>-</b>	<b>12,647,069</b>
<b>Non-Current Assets</b>			
Property, plant and equipmen	122,346,05	-	122,346,054
(3) Other non-current assets	20,500	-	20,500
<b>Total Non-Current Assets</b>	<b>122,366,554</b>	<b>-</b>	<b>122,366,554</b>
<b>Total Assets</b>	<b>135,013,623</b>	<b>-</b>	<b>135,013,623</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	3,179,043		3,179,043
Provisions	5,307,680	1,326,896	6,634,576
(4) Other current liabilities	1,913,075		1,913,075
<b>Total Current Liabilities</b>	<b>10,399,789</b>	<b>1,326,896</b>	<b>11,726,694</b>
<b>Non-Current Liabilities</b>			
Provisions	7,394,126	(1,326,896)	6,067,230
<b>Total Non-Current Liabilities</b>	<b>7,394,126</b>	<b>(1,326,896)</b>	<b>6,067,230</b>
<b>Total Liabilities</b>	<b>17,793,924</b>	<b>-</b>	<b>17,793,924</b>
<b>Net Assets</b>	<b>117,219,699</b>	<b>-</b>	<b>117,219,699</b>
<b>Equity</b>			
Contributed equity	52,545,486	-	52,545,486
Reserves	37,374,823		37,374,823
Accumulated surplus/(deficie	27,299,390		27,299,390
<b>Total Equity</b>	<b>117,219,699</b>	<b>-</b>	<b>117,219,699</b>

- (1) Equivalent AGAAP line item 'Cash Assets' (AIFRS 'Cash and Cash Equivalents')  
 (2) Equivalent AGAAP line item 'Other Assets' (AIFRS 'Other Current assets')  
 (3) Equivalent AGAAP line item 'Other Assets' (AIFRS 'Other non-current assets')  
 (4) Equivalent AGAAP line item 'Other liabilities' (AIFRS 'Other current liabilities')



# Swan TAFE Annual Report 2005

## SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### RECONCILIATION OF EQUITY AT THE END OF THE LAST REPORTING PERIOD UNDER PREVIOUS AGAAP: 31 DECEMBER 2004 (AASB 1.39(a)(ii))

Note	Previous GAAP 31 December 2004	Adjustments	Total Adjustments	AIFRS 31 December 2004
		AASB 138	AASB 119 44.1(b)	
	\$	\$	\$	\$
<b>ASSETS</b>				
<b>Current Assets</b>				
(1) Cash and cash equivalents	5,756,361		-	5,756,361
Restricted cash and cash equivalents	450,544		-	450,544
Inventories	444,498		-	444,498
Receivables	1,292,373		-	1,292,373
(2) Other current assets	1,303,440		-	1,303,440
<b>Total Current Assets</b>	9,247,216	-	-	9,247,216
<b>Non-Current Assets</b>				
Property, plant and equipment	131,244,121			131,244,121
<b>Total Non-Current Assets</b>	131,244,121			131,244,121
<b>TOTAL ASSETS</b>	140,491,337			140,491,337
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Payables	676,465		-	676,465
(3) Borrowings	257,117			257,117
Provisions	6,938,750		1,216,613	8,155,363
(4) Other current liabilities	4,458,909		-	4,458,909
<b>Total Current Liabilities</b>	12,331,241		1,216,613	13,547,854
<b>Non-Current Liabilities</b>				
(3) Borrowings	140,081			140,081
Provisions	4,835,344		(1,216,613)	3,618,731
<b>Total Non-Current Liabilities</b>	4,975,425		(1,216,613)	3,758,812
<b>Total Liabilities</b>	17,306,666	-	-	17,306,666
<b>Net Assets</b>	123,184,671	-	-	123,184,671
<b>Equity</b>				
Contributed equity	58,747,439		-	58,747,439
Reserves	48,665,949		-	48,665,949
Accumulated surplus/(deficiency)	15,771,283		-	15,771,283
<b>Total Equity</b>	123,184,671	-	-	123,184,671

The transition to AIFRS includes adjustments for the transition AIFRS as at 1 January 2004 plus adjustments for the period 1 January 2004 to 31 December 2004.

- (1) Equivalent AGAAP line item 'Cash Assets' (AIFRS 'Cash and Cash Equivalents')
- (2) Equivalent AGAAP line item 'Other Assets' (AIFRS 'Other current assets')
- (3) Equivalent AGAAP line item 'Interest-bearing liabilities' (AIFRS 'Borrowings')
- (4) Equivalent AGAAP line item 'Other liabilities' (AIFRS 'Other current liabilities')



## SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### RECONCILIATION OF INCOME STATEMENT (PROFIT OR LOSS) FOR THE YEAR ENDED 31 DECEMBER 2004 (AASB 1.39(b))

Note	Previous GAAP 31 December 2004	Net gains on disposal AASB 116	Adjustments	AASB 101	Total Adjustments	AIFRS 31 December 2004
	\$	\$ 44.2	\$	\$ 44.1 (c) 44.1 (c)	\$	\$
<b>COST OF SERVICES</b>						
<b>Expenses</b>						
(1) Employee benefits expense	59,103,820			(3,458,288)	(3,458,288)	55,645,532
Supplies and services	17,988,641			(1,702,945)	(1,702,945)	16,285,696
Depreciation expense	4,618,726				-	4,618,726
Grants and subsidies	955,330				-	955,330
Capital user charge	8,542,519				-	8,542,519
Cost of goods sold			890,566		890,566	890,566
(2) Carrying amount of non-current assets disposal	205,199	(205,199)			(205,199)	-
(2) Loss on disposal of non current assets		40,490			40,490	40,490
(3) Other expenses	882,704			1,702,945	3,458,288	6,043,937
Total cost of services	92,296,939	(164,709)	890,566	-	725,857	93,022,796
<b>Income</b>						
<b>Revenue</b>						
Fee for service	5,275,985				-	5,275,985
Student fees and charges	6,493,838				-	6,493,838
Ancillary trading	1,177,300				-	1,177,300
Sales	341,226		890,566		890,566	1,231,792
Interest revenue	489,559				-	489,559
(4) Other revenue	764,218				-	764,218
<b>Gains</b>						
(2) Proceeds from disposal of non-current assets	164,709	(164,709)			(164,709)	-
Total income other than income from State Government	14,706,835	(164,709)	890,566	-	725,857	15,432,692
<b>NET COST OF SERVICES</b>	(77,590,104)	-	-	-	-	(77,590,104)
<b>INCOME FROM STATE GOVERNMENT</b>						
State Funds	64,094,842					64,094,842
Liabilities assumed by the Treasurer	254,151					254,151
Resources received free of charge	1,713,004					1,713,004
<b>Total income from State Government</b>	66,061,997	-	-	-	-	66,061,997
(5) Loss from extraordinary item.						
(6) <b>Surplus/(deficit) for the period</b>	(11,528,107)	-	-	-	-	(11,528,107)

See Statement of Changes in Equity

- (1) Equivalent AGAAP line item 'Employee expenses' (AIFRS 'Employee benefits expense')
- (2) Disposals are treated on the net basis under AIFRS
- (3) Equivalent AGAAP line item 'Other expenses from ordinary activities' (AIFRS 'Other expenses')
- (4) Equivalent AGAAP line item 'Other revenues from ordinary activities' (AIFRS 'Other revenue')
- (5) Extraordinary items are not separately disclosed under AIFRS
- (6) Equivalent AGAAP line item 'Change in net assets' (AIFRS 'Surplus/(deficit)')



# Swan TAFE Annual Report 2005

## SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### RECONCILIATION OF CASH FLOW STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2004 (AASB 1.40)

Note	Previous GAAP 31 December 2004	44.3	Total Adjustments	AIFRS 31 December 2004
	\$	\$	\$	\$
<b>CASH FLOWS FROM STATE GOVERNMENT</b>				
Recurrent state funding - Department of Education and Training	65,310,144	-	-	65,310,144
<b>Net cash provided by State Government</b>	65,310,144	-	-	65,310,144
<b>Utilised as follows:</b>				
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Payme</b>				
(1) Employee benefits	(52,284,831)	3,458,288	3,458,288	(48,826,543)
Supplies and services	(16,55,316)	1,702,945	1,702,945	(14,852,371)
Grants and Subsidies	(955,330)	-	-	(955,330)
Capital User Charge	(10,614,781)	-	-	(10,614,781)
GST payments on purchases	(1,811,445)	-	-	(1,811,445)
Other payments	(720,843)	(5,161,233)	(5,161,233)	(5,882,076)
<b>Receipts</b>				
Fee for service	6,001,373	-	-	6,001,373
Student fees and charges	6,325,151	-	-	6,325,151
Ancillary trading	2,409,091	-	-	2,409,091
Interest received	491,850	-	-	491,850
GST receipts on sales	737,516	-	-	737,516
GST receipts from taxation authority	1,120,559	-	-	1,120,559
Other receipts	764,647	-	-	764,647
<b>Net cash provided by/(used in) operating activities</b>	(65,092,359)	-	-	(65,092,359)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
Proceeds from sale of non-current physical assets	164,709	-	-	164,709
Purchase of non-current physical assets	(2,020,237)	-	-	(2,020,237)
<b>Net cash provided by/(used in) investing activities</b>	(1,855,528)	-	-	(1,855,528)
<b>Net increase/(decrease) in cash and cash equivalents</b>	(1,637,743)	-	-	(1,637,743)
Cash and cash equivalents at beginning of period	7,844,648	-	-	7,844,648
<b>CASH AND CASH EQUIVALENTS AT END OF PERIOD</b>	6,206,905	-	-	6,206,905

(1) Equivalent AGAAP line item 'Employee costs' (IFRS 'Employee benefits')

#### 44.1 Employee benefits

Non - vested long service leave liability will be non-current to the extent that it does not become unconditional within 12 months from reporting date.

##### (a) Adjustments to opening Balance Sheet (1 January 2004)

An amount of \$1,326,896 previously reported as non current has been reclassified to current liability as it becomes unconditional within the next 12 months.

##### (b) Adjustments to 31 December 2004 Balance Sheet

An amount of \$1,216,613 previously reported as non current has been reclassified to current liability as it becomes unconditional within the next 12 months.

##### (c) Adjustments to Income Statement for the period ended 31 December 2004

Employment on-costs expense has been reclassified from employee benefits expense to other expense (\$3,458,288).

Building maintenance has been reclassified from Supplies and Services to Other Payments (\$1,702,946).





## SWAN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

### 44.2 Net Gain on disposal of non-current assets (AASB116)

Under GAAP the disposal of non-current assets is disclosed on the gross basis. That is, the proceeds of disposal are revenue and the carrying amounts of assets disposed of are expenses. The disposal of non-current assets is disclosed on the net basis (gain or losses) under AIFRS.

#### Adjustments to the Income Statement for the period ended 31 December 2004

The carrying amount of assets disposed of and previously recognized as expense was \$205,199.

The proceeds of disposal of non-current and previously recognized as income was \$164,709.

The loss on disposal of non-current assets of \$40,490 remains the same under AIFRS.

### 44.3 Cash Flow

Employment on-costs expense has been reclassified from employee benefits expense to other expense (\$3,458,288)

Building maintenance has been reclassified from Supplies and Services to Other Payments (\$1,702,945).





### FINANCIAL ESTIMATES 2006

In accordance with Treasurers Instruction 953, the annual estimates for the 2006 year are hereby included in the 2005 annual report. The estimates do not form part of the 2005 financial statements and are not subject to audit.





## Swan TAFE - Annual Estimates

### INCOME STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2006

2006

	Notes	\$
<b>COST OF SERVICES</b>		
<b>Expenses</b>		
Employee benefits expense		54,107,428
Supplies and services		16,613,002
Depreciation		5,315,009
Finance costs		172,185
Grants and subsidies		900,000
Capital user charge		9,519,747
Cost of goods sold		950,000
Other expenses		5,190,316
<b>Total cost of services</b>		<b>92,767,687</b>
<b>Income</b>		
<b>Revenue</b>		
Fee for service		4,517,990
Student fees and charges		6,928,949
Ancillary trading		860,718
Sales		1,245,000
Interest revenue		438,300
Other revenue		408,045
<b>Total revenue</b>		<b>14,399,002</b>
<b>NET COST OF SERVICES</b>		<b>78,368,685</b>
<b>INCOME FROM STATE GOVERNMENT</b>		
State funds		70,614,435
Liabilities assumed by the Treasurer		680,000
Resources received free of charge		1,500,000
<b>Total income from State Government</b>		<b>72,794,435</b>
<b>SURPLUS/(DEFICIT) FOR PERIOD</b>		<b>(5,574,250)</b>

The Income Statement should be read in conjunction with the accompanying notes.



# Swan TAFE Annual Report 2005

## Swan TAFE - Annual Estimates

### BALANCE SHEET

AS AT 31 DECEMBER 2006

2006

	Notes	\$
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents		2,854,474
Restricted cash and cash equivalents		500,000
Inventories		438,595
Receivables (a)		2,420,595
Other current assets		203,284
<b>Total Current Assets</b>		<b>6,416,948</b>
<b>Non-Current Assets</b>		
Property, plant and equipment		135,958,649
<b>Total Non-Current Assets</b>		<b>135,958,649</b>
<b>TOTAL ASSETS</b>		<b>142,375,597</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Payables (a)		1,155,494
Borrowings (a)		560,507
Provisions		8,200,695
Other current liabilities		1,684,303
<b>Total Current Liabilities</b>		<b>11,600,999</b>
<b>Non-Current Liabilities</b>		
Borrowings (a)		541,671
Provisions		3,997,463
<b>Total Non-Current Liabilities</b>		<b>4,539,134</b>
<b>Total Liabilities</b>		<b>16,140,133</b>
<b>NET ASSETS</b>		<b>126,235,464</b>
<b>Equity</b>		
Contributed equity		59,165,065
Reserves		57,426,319
Accumulated surplus/(deficit)		9,644,080
<b>TOTAL EQUITY</b>		<b>126,235,464</b>

The Balance Sheet should be read in conjunction with the accompanying notes.



## Swan TAFE - Annual Estimates

### CASH FLOW STATEMENT

FORTHE YEAR ENDED 31 DECEMBER 2006

2006

	Notes	\$
<b>CASH FLOWS FROM STATE GOVERNMENT</b>		
Recurrent state funding - Department of Education and Training		70,614,435
Net cash provided by State Government		70,614,435
<b>Utilised as follows:</b>		
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Payments</b>		
Employee benefits		(53,052,632)
Supplies and services		(15,213,002)
Grants and subsidies		(900,000)
Finance costs		(172,185)
Capital User Charge		(9,519,747)
Cost of Goods Sold		(950,000)
GST payments on purchases		(1,941,970)
Other payments		(5,198,667)
<b>Receipts</b>		
Fee for service		4,517,990
Student fees and charges		7,426,670
Ancillary trading		860,718
Interest received		438,300
GST receipts from on sales		576,299
GST receipts from taxation authority		1,365,671
Sales		1,245,000
Other receipts		403,518
<b>Net cash provided by/(used in) operating activities</b>		<b>(70,114,037)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Proceeds from the sale of non-current physical assets		210,000
Purchase of non-current physical assets		(3,512,281)
<b>Net cash provided by/(used in) investing activities</b>		<b>(3,302,281)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Finance lease repayment of principal		(254,975)
<b>Net cash provided by/(used in) financing activities</b>		<b>(254,975)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(3,056,858)</b>
Cash and cash equivalents at the beginning of period		6,411,332
<b>CASH AND CASH EQUIVALENTS AT THE END OF PERIOD</b>		<b>3,354,474</b>

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