SWANTAFE

Annual Report 2007

TAFEWA
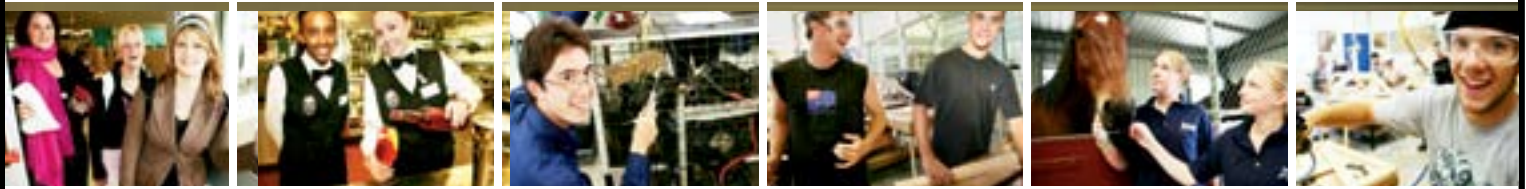swan

Vision, Mission and Values

Vision
Swan TAFE's vision is to be recognised as Australia's foremost quality vocational education and training provider.

Mission
Swan TAFE's mission is to be the training provider of choice delivering quality education and training that assists individuals and communities to achieve their goals.

Values
Swan TAFE operates with the following 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 Swan TAFE operations and activities are sustainable and undertaken with a view to protect the environment, promoting social advancement and contributing to economic prosperity.

Quality – we will endeavour to provide the products and services that clients want, when they want them, where they want them and how they want them.

Integrity – we will conduct the College's 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.

Contents

Overview

Executive Summary

As the largest publicly funded provider of vocational education and training in the State, delivering training to almost 30,000 students annually across 300 qualifications in a range of study areas, Swan TAFE is a leader in the provision of quality training that is flexible, accessible and responsive to client needs.

A focus on trades delivery together with a diverse range of other VET qualifications means that the College has a key role in contributing to the productivity of WA's workplaces, addressing skill shortages, providing opportunities for young people, and promoting access to lifelong learning.

In looking for opportunities to grow and improve the business, the College works collaboratively with industry and the broader community to assist individuals to achieve their learning goals and aspirations and contribute to the economy and social fabric of Western Australia.

In 2007 the College was successful in achieving a number of key performance measures including; delivering in excess of 6.2 million student contact hours, successfully achieving its profile delivery target for the third year in succession. Student satisfaction increased from 85 per cent in 2006 to 89 per cent in 2007. A follow up external audit of the College conducted by the Training Accreditation Council found the College to be compliant against all of the standards audited.

The College also successfully implemented a number of key Government policy initiatives during the year including, the Department for Child Protection's working with children check process and Duty of Care procedures for children under 18.

New delivery programs continued to ensure that the College provides a flexible, supportive and responsive learning environment for all students. This was highlighted during 2007 with the accreditation of Associate Degrees in Hospitality Management, Business, and Aviation (Aeronautics, Management and Engineering Maintenance) and the development of a specialised training program in advanced diagnostics for the automotive industry.

As the lead college in the TAFEWA *Transforming the Trades* strategy, Swan continues to play a crucial role in implementing the recommendations from the Skills Formation Taskforce.

Services to special needs groups were also an important focus for the College during the year with the number of students registering with Disability Services increasing from 411 in 2006 to 457 in 2007. As a result of collaborative arrangements with a number of external stakeholders including Disability Employment Networks and

community organisations such as the Deaf Society and the Association for the Blind, the College has been able to increase participation in VET for people with disabilities during the year.

The development and implementation of a range of other services and programs aimed at social and educational inclusion have continued to strengthen the College's role as an integral part of the communities within which it operates. These have included:

- The introduction of a flexible learning centre at the Armadale campus for students seeking qualifications in literacy and numeracy in an open style learning environment.
- The establishment of the Balga Building program to bring together Government agencies and Job Network providers to provide Aboriginal participants with a taste of the Building and Construction Industry.
- Presentations to in excess of 10,000 secondary school students and attendance at 24 parent information evenings to provide information about opportunities at TAFE.
- The development of an innovative program in conjunction with the Office of Seniors interest to implement an "Active Agers" program to address key priorities in the WA Active Ageing Strategy 2008 – 2012.

Staff development initiatives during the year were targeted to ensure that all staff were provided with opportunities to enhance their skills and knowledge to the benefit of students and the community. Integral to this goal was the implementation of the succession and leadership program for GOSAC staff which included the delivery of the Diploma of Frontline Management and Certificate IV in Business and Management. For new lecturing staff the achievement of the Certificate IV in Training and Assessment remained a high priority with the establishment of a structured mentoring program to provide additional support as they worked their way through gaining the qualification.

The programs and services discussed above together with the many other achievements outlined in this report ensure that Swan TAFE is well positioned to continue to meet the challenges that lie ahead in delivering quality Vocational Education and Training to industry, individuals and the broader community.

Chair of Governing Council

2007 was a year of considerable success with many major developments and highlights. I would like to pay tribute to the people who have helped us achieve excellence in educational and training delivery and in environmental, social and economic outcomes – to industry, government and the dedicated staff of the College, thank you.

The College continues to lead the sector in Employment Based Training, recruitment of highly skilled lecturers, professional development opportunities, teaching, learning and assessment, and leadership development.

Swan TAFE has always strived to be at the forefront of the training industry in WA and we are particularly proud of our role in leading the TAFE sector in WA through a project that will revolutionise trade training.

Swan TAFE services a wide, rapidly developing region and the vital challenge of helping to alleviate skills shortages is being met through new partnerships and innovative strategies between local businesses and the College to meet the diverse needs of students and employers.

Swan has also responded to the needs of students and employers by initiating Associate Degrees in Aviation, Hospitality Management and Business. These have all been approved by the Higher Education Advisory Committee. These qualifications will be marketed locally and internationally and are an important point of difference for Swan.

In the past year we have continued our planning initiative to develop and upgrade student facilities across the campuses and several major projects have been completed or commenced. These include the Degem Laboratory at Carlisle campus, the Shed at Brighton, extensions to the Metals and Timber Trades workshops at Thornlie campus, a new seminar building (Thornlie), and the establishment of an expanded Signcraft facility at Midland campus. This pursuit of first class physical resources and infrastructure to meet expected future demands on the College is fully supported by the Governing Council.

The State Government has provided $15.39 million to Swan for capital and equipment expenditure in 2007/08 and 2008/09. This will allow the completion of the Midland Specialist Metals Centre, the extension and upgrade of trades-based workshops at Thornlie campus (as described above), the upgrading of Hospitality and Food Trades Laboratories at Bentley campus, and the rationalisation of Building and Construction workshops at Balga. Together with the suite of works, major items of training equipment are being replaced or upgraded across all campuses of the College to enhance capacity and effectiveness.

Our collaboration with various educational, training and community organisations in China, Japan, South-East Asia, and the Middle East are bringing increasing benefits to the College. These relationships recognise the importance of a global knowledge economy and positions Swan as a key player in international collaborative arrangements. During the year we established off-shore commercial relationships with; Leighton Asia (Southern) Region for the auspicing of building and construction in India; Australia Singapore Technical Education Private Limited for the delivery of building and construction in China; Vet Assess consortium undertaking off-shore skill assessments for the Department of Education Employment and Workplace Relations (DEEWR) and Chongqing Industrial Polytechnic College in China for the delivery of a 12 month Certificate IV in Automotive program to be conducted in both Australia and China. In addition, we established commercial relationships with international partners for a number of on-shore projects, which include study tours with the Johuku High School and Kagawa Nutritional University.

Finally, a warm thank you to the members of the Governing Council, the College's Managing Director and his executives, and the staff of the College for their dedication, hard work and determination. Collectively these people are inspirational and should be commended for their dedication to the College and each other.

Keith Vuleta
Chair of the Governing Council

Managing Director's Report

2007 has been the most challenging year I personally have experienced within the Western Australian training sector. Swan TAFE has met these challenges with continued success despite the ever increasing demand for skills and new technology in the current boom economy. The commitment this College has shown in working towards a skilled workforce that can service the demand for trade labour, particularly in the areas of resources and construction, has been quite remarkable. For this reason first and foremost I would like to thank the staff of Swan TAFE for meeting these ongoing challenges with an unwavering passion and commitment to providing quality vocational education and training to our students.

Swan TAFE has, as the largest trade training provider in the State, significantly contributed to meeting the workforce demands of industry and has, with Government support through the Department of Education and Training, invested in significant capital works and equipment programs. This investment will help service the State's training environment for decades to come, most notably in the establishment of the Metals Centre of Excellence which is currently under construction at Midland Campus.

Organisationally the College has taken significant measures to ensure that we live within our means into 2008 and beyond. Due to resource constraints TAFEWA Colleges are continuing to operate within a tight budgetary environment. Swan TAFE has responded to this issue and has focused a significant amount of energy and resources to ensure we can increase commercial and international activity and succeed in future commercial markets. The establishment of a central commercial team, Swan Industry Training, will ensure that we are able to respond to the demand for commercial training within industry and ensure the financial future of the College. This investment has already paid dividends to the College by raising our corporate profile and thereby improving our future commercial prospects.

In the community the Swan TAFE brand continues to expand its reach, reaffirming our market share and further enhancing confidence and meaningful relationships with industry and community alike.

In the national and international realm Swan TAFE continues to develop strong partnerships in the Asia Pacific region and continues to foster new and existing relationships with our International partners in this region.

The success of our students and staff in gaining accolades continued throughout 2007. This year's Geof Gale Medal was presented to Rebecca Baker (Diploma of Community Welfare Work) who was also awarded the Vocational Education and Training Award. Other student awards were presented to; Swan TAFE Apprentice of the Year Jonothan Beale (Certificate IV in Aeroskills), Trainee of the Year Mitchell Rando (Certificate III in Information Technology), Young Achiever of the Year Olivia Wilson

(Certificate IV in Teacher Assistant) and Access and Diversity Award winner Hayley Kolinski (Wider Opportunities for Work).

In the State WorldSkills competition Swan TAFE students were awarded 44 medals including 14 gold across a number of different trades. Swan TAFE gold medal winner from 2006 John Alebakis represented Australia in the wall and floor tiling category at the International WorldSkills championships in Shizuoka, Japan winning a medal of excellence. These students could not have achieved this level of success without the mentoring, skill support and personal commitment provided by our lecturing staff.

Swan TAFE's fashion students again highlighted the tremendous success of our fashion studies and garment production programs through the WA Institute of Fashion and Textiles annual Fashion show attended by Premier Alan Carpenter and Perth Fashion Festival Ambassador Anne-Marie Carpenter.

Many of our staff members were also personally recognised for their outstanding contributions. Lecturers Glennis Mincherton, Jill Loughridge, Murray Telfer & Sue Hewett, Darren Scahill, Craig Noonan, Huia Hickey & Matthew Highman were all finalists in the prestigious Premier's Teacher of the Year Awards for 2007. Yet again Swan TAFE was highly represented in these awards demonstrating the dedication our lecturers have in providing innovative and cutting edge training delivery across a diversity of delivery areas.

As a College, Swan TAFE has made a significant investment in the development of its staff through the Succession and Leadership Program, Wellness Strategy, Lecturer Induction Program and Swan Computer Drivers License (SCDL). This commitment to developing our learning organisation culture has direct benefits to both our internal and external clients.

This year's annual Quality Day was another highlight. Held at Ascot Racecourse the full day of workshops and activities showcased a number of best practice projects and programs being delivered across the College. The value of such an investment can not be underestimated. Staff were given the opportunity to interact with their peers, get out of their comfort zone and start thinking outside the square about training delivery and their own and students learning potential. Feedback from staff was particularly positive and reflected the importance of sharing information and strategies already being used within the College.

At the close of a particularly tough year I would like to sincerely thank the College Governing Council for their professional and strategic input throughout 2007. Specifically I would like to acknowledge the leadership and support of Keith Vuleta (Chair) and Douglas Hall (Deputy Chair).

To the staff of Swan TAFE I would again like to earnestly thank you all for your passion and commitment to our students which has come to symbolise Swan TAFE within the diverse communities and industries we service.

As the resources boom continues to add pressure to the VET environment a challenge has been set for TAFE Colleges to respond by becoming more innovative, more flexible and more responsive to industry needs. As the State leader in the Transforming Trade Training initiative Swan TAFE is well positioned to meet these challenges in 2008.

Wayne Collyer
Managing Director

Campus Locations
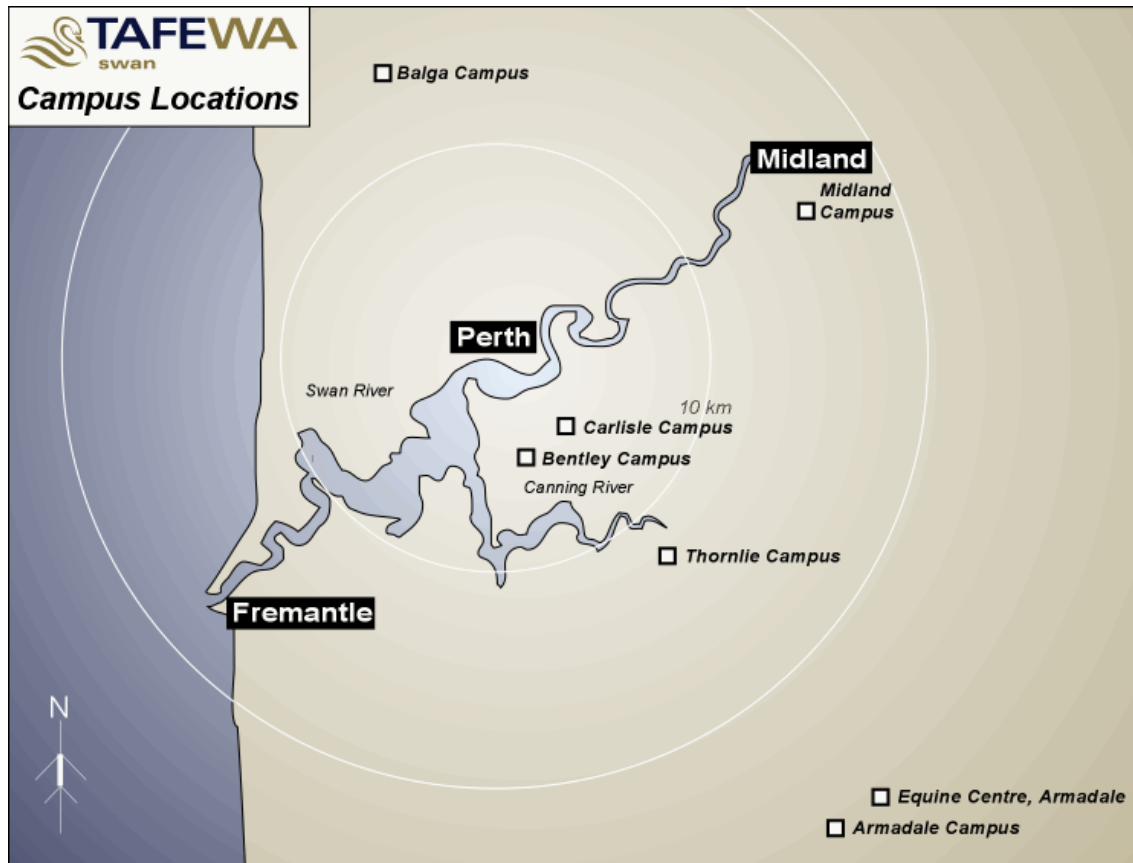
Carlisle
Cnr Oats and Bank Street

Armadale
40 Commerce Ave

Balga
Loxwood Road

Thornlie
Burslem Drive

Midland
Lloyd Street

Bentley
Hayman Road

Organisational Structure

The Swan Way of Working

The College organisational structure consists of three major professional teams which aim to provide a dynamic environment through a framework of good communication and shared decision making.

Education and Training Delivery

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

Organisational Services

Organisational Services comprises customer service processes that aim to support internal and external clients in the teaching and learning environment.

Resources and Corporate Services

Resources and Corporate Services provides the business systems, resources and processes that support the college's overall business operations and governance requirements.

Performance Management Framework

The following table summarises the link between the College's agency level key initiatives and the relevant government goals and strategic outcomes identified in the Better Planning: Better Futures Strategic Management Framework for the WA Public Sector.

Government Goal	Government Strategic Outcome	Agency Key Initiative
Better Services	A world class education and training system that provides lifelong learning opportunities	Provide a flexible, supportive and responsive learning environment that enables students to achieve their learning goals and aspirations.
	A Strong Vibrant Community	Work with the local community to expand the contribution of vocational education and training to community development and the promotion of lifelong learning.
Jobs and Economic Development	A Fair and Flexible Labour Market	Build and expand partnerships with industry and enterprises through training solutions that meet immediate and future need for skills, knowledge and learning.
Governance and public Sector Improvement	A skilled and capable public sector workforce	Develop and promote Swan TAFE as an employer committed to providing opportunities for staff to enhance their skills and knowledge to the benefit of students and the community.
		Lead and develop Swan TAFE consistent with the principles of democracy and good corporate governance.

Significant Issues and Trends

The following provides an overview of the key issues and trends impacting on the College throughout 2007 and which will continue to direct the priorities of the organisation in the foreseeable future.

Skill Shortages

The capacity of the VET sector to respond to the economic boom in Western Australia and the demand for skilled workers that has resulted, is the most significant issue facing Swan TAFE. As the State's largest provider of trade training, the College has a significant role to play in addressing the State's skills shortages. The College has responded to this challenge by increasing the level of trade training delivery by 70 per cent over the past three years. In excess of 10,000 apprentices and their employers are currently benefiting from this training.

Another initiative directed at meeting the recommendations of the Skills Formation Taskforce report is the role being undertaken by Swan in leading the TAFEWA project "Transforming the Trades" designed to improve the relevance and responsiveness of apprenticeship training system in Western Australia.

The college is also responding to skill shortages across other areas of the economy by providing a wide range of courses and qualifications in high demand in areas other than the trades. More flexible delivery and assessment arrangements including improved skills recognition and workplace delivery strategies are also being implemented as part of the college's overall response to meeting skills shortages.

An often unrecognised aspect of the State's skills shortage is the difficulty in attracting and retaining a highly skilled TAFE workforce. The College responded to this issue by developing the "Tricks of the Trade" recruitment campaign. This innovative marketing strategy first run in 2006 attracted approximately 245 applicants across 50 delivery areas in 2007.

Raising of the School Leaving Age

The raising of the school leaving age to 17 in 2008 poses a significant challenge for the College. Swan TAFE will work to ensure that it maintains its position as a viable and credible option for those school students either seeking an alternative to secondary school or who are unsuited to the school environment. The College will do this by providing a range of qualifications and associated pathways including pre-apprenticeships, VET for schools, school based apprenticeships and traineeships to smooth the transition to post secondary schooling and beyond. Other initiatives implemented by the College to ensure a safe and secure environment for children of school age include, the appointment of Duty of Care officers at each campus and working with children checks for all staff who come into contact with minors.

Competition

The TAFE sector is working in an environment of increasing competition. In a market where universities are moving into the VET market and schools are increasingly offering Certificate I and II VET courses, it is vital that the TAFE sector positions itself to meet the challenges and demands of the competitive market place. The College is responding to this challenge by developing and implementing a range of Associate Degrees directed at both international and domestic students with recognised articulation and credit arrangements into Degree courses at Universities. In 2008 the College will also look to work collaboratively with schools in the Swan catchment area to determine how best to maximise the benefits to be derived for school students from the Federal Government's planned school based Trade Training Centres.

Skills Australia

The Skills Australia initiative planned by the Federal Government to commence in 2008, will advise the Government on where best to allocate the 450,000 additional training places promised in the election campaign. Two fifths of these places are to be targeted at people not in work and the first 20,000 places are to be made available by June 2008. Industry Skills Councils will be tasked to manage the allocation of these places. Within the Swan catchment is a significant demographic of low participation groups. This issue will prove challenging for the College to ensure that it is positioned to meet the training required by these and other groups under the new Federal initiative.

Operations

Education and Training Delivery

General Manager   Michelle Hoad

Education and Training Delivery offers quality teaching and learning to support the future of the community (individuals, industry and the wider community).

Access and Community Services

Director   *Lyn Southam*

Access and Community Services provides training and assessment services for the Children's Services, Education, Health and Fitness industry sectors. It also delivers education and employment readiness programs for people, including early school leavers and people from non-English speaking backgrounds, who are seeking entry or re-entry into the workforce or into vocational education and training.

Achievements

Student

- Olivia Wilson, Certificate III in Teacher Assistant (Indigenous) – Winner, Swan TAFE Young Achiever of the Year Award.
- Shasta Taylor, Certificate III in Teacher Assistant (Indigenous) – finalist, Swan TAFE Young Achiever of the Year Award.
- Hayley Kolinski, Course in Wider Opportunities for Work – Winner, Swan TAFE Access and Diversity Award.
- Christy Heir, Certificate IV in Health Science Foundations – finalist Swan TAFE Access and Diversity Award.
- Carole Kickett, Diploma of Teacher Assistant (Indigenous) – finalist, Swan TAFE Vocational Education and Training Award.
- Theresa Sharp – nominee, Adult Learners Week Awards.

Staff

- Myra Freedman, a volunteer working with Migrant English students in the Conversational Tutor program at Balga campus – winner, Story Competition (part of National Volunteer Week).
- Stephanie Galvin – nominee, Swan TAFE Quality Day Lecturing Staff Excellence Award.
- Susan Hewett
  - Winner, Premier's Teacher of the Year Award.
  - Nominee, Swan TAFE Quality Day Lecturing Staff Excellence Award.
- Matthew Highman
  - Winner, Premier's Teacher of the Year Award.
  - Nominee, Swan TAFE Quality Day Lecturing Staff Excellence Award.
- Jill Loughridge
  - Winner, Premier's Teacher of the Year Award 2007.
  - Finalist, Home Building Society 2007 Achievement Awards for her work in enhancing community childcare capacity through the

establishment of the Cygnet Children's Services training centre at Swan TAFE's Balga campus.
- Nominee, Swan TAFE Quality Day Lecturing Staff Excellence Award.
- Lois McLagan – nominee, Swan TAFE Quality Day Corporate and Lecturing Staff Leadership Award.
- Sonja Mercer – winner, Swan TAFE Quality Day Corporate and Lecturing Staff Innovation Award.
- Craig Noonan – winner, Premier's Teacher of the Year Award.
- Anne Ottaway – winner, Endeavour Executive Award which enables her to undertake four months of professional development in China studying educational responses to new worker needs.
- Darko Petranovic – nominee, 2007 Western Australian Multicultural Community Service Awards for his work in preparing migrants for work in the Transport industry.
- The Chairs of the Study Area Networks in Access and Community Services – nominees, Swan TAFE Quality Day Corporate and Lecturing Staff Leadership Award.

Projects
- Lecturers worked with the Saudi Arabian community to deliver a successful fee-for-service English language program for women.
- A combined Harmony Day and International Women's Day celebration was hosted for over 300 students from all campuses, as well as community and industry representatives, who came together to celebrate their diversity and achievements.
- English language and literacy lecturers won a Learnscope Project: Blogs and Pods for Language Learning and Beyond.
- Teacher Assistant lecturers won a project relating to PDAs as an Embedding Mobile Learning (M-Learn) in WA project.
- A Career Pathways Expo for students from non-English speaking backgrounds was attended by more than 200 students from 28 countries in June.

New Partnerships
Industry
- Fitness students worked in industry with Fitness First and Shapes.
- Fitness students conducted community based clinics in collaboration with Integrate, Disability Services Commission, Blind Association, Blind Association and Active After School.
- Massage students provided services through supervised clinics in association with the Blind Association, SolarisCare Cancer Foundation, Perth Football Club and other community services industry agencies.
- The Cygnet Centre is collaborating with Playgroup WA to provide an on-site playgroup enabling industry training for students.
- Children's Services staff presented on the training options for childcare workers to Child Support Officers in the Department for Communities.

Community
- In collaboration with Corrective Services, Swan TAFE is providing literacy and numeracy support to young people on a work readiness program.
- The Moving Forward project in partnership with Corrective Services has been introduced with the aim of readying people on Community Work Orders for employment and greater participation in community life.
- The Division partnered the Beacon Foundation to train mentors who work in a one-on-one relationship assisting high school students to investigate their post-school options.
- Community-based English language programs have commenced in collaboration with the Mirrabooka Migrant Resource Centre (with a focus on English for Driver Education) and the Majella Primary School (with a focus on English and Mathematics for Living in Australia).
- Outreach programs for young people "at educational risk" have been successfully delivered in partnership with Swan City Youth Service and Caversham Training and Enterprise Centre.
- The division is working with the Swan Friendship Group to provide training for young people with disability while they are working in the Swan Friendship Café in Midland town centre.
- Education programs have been delivered to people with intellectual disability both on-campus and within the community in collaboration with DADAA and Disability Services as part of the *Lost Generation* project.

Meeting Government Priorities
- The Division has expanded its delivery of integrated literacy and numeracy support within vocational training programs to support trades training in skills shortage areas.
- Fitness staff worked with AFL Sports Ready to deliver traineeships in Sport and Recreation to young Indigenous people to create employment and training pathways.
- Fee for service provision of English Language programs for skilled migrants on temporary visas has expanded.

Building and Construction
A/Director   Rob Berryman

The Building & Construction Division operates across three major delivery sites at Balga, Midland & Thornlie. The main areas of delivery are apprenticeship, pre-apprenticeship and school programs such as School Apprenticeship Link (SAL). In addition, the division delivers training in areas of specialisation such as Builder's Registration, Electrical & Plumbing Licensing and Security Systems. The division covers multiple trade areas including:

- Bricklaying
- Building Studies
- Cabinet/Furniture Making

- Carpentry & Joinery
- Electrical (Systems Electricians)
- Glazing
- Painting & Decorating
- Plastering
- Plumbing & Gas Fitting
- Polishing
- Security Systems
- Signcraft
- Stonemasonry
- Vehicle Trimming, Upholstery & Soft Furnishing
- Wall & Ceiling Fixing
- Wall & Floor Tiling
- Wood machining

Achievements

- The division exceeded its 2007 profile of 1,245,103 student contact hours (SCH).
- The budget for the Division finished the year in profit.
- John Alebakis, wall & floor tiling graduate, was awarded a Medal of Excellence at the International WorldSkills competition in Japan.
- The first intake of 'Dream Factory' students graduated in 2007. This project was run in conjunction with the Housing Industry Association and private school groups to identify and encourage students to enter the Building & Construction industry while at school. 60 students will be participating in the program in 2008.
- The Castledare miniature railway live work project was successfully completed and opened during first semester.
- The first group of Security trainees in partnership with Electrical Group Training (EGT) in electrical trade training under flexible delivery arrangements graduated.

New Partnerships

- The Shed at Brighton is a collaborative arrangement between Swan TAFE, West Coast TAFE, Satterley Real Estate, industry and community partners. The aim of the project is to provide pre-apprenticeship and trade training in a purpose built facility to meet the needs of students in outlying areas of Perth. 30 students from Clarkson Community High School have just completed their pre-apprenticeship in Mortar Trades at the training centre.
- A Memorandum of Understanding (MOU) was established with Electrical Group Training (EGT) for training apprentices and trainees in the electrical and communications industry.
- An industry partnership was developed with Bluescope Steel and Group Training to promote pre-apprenticeships and apprenticeships in Roof Plumbing and Steel Roofing.
- An industry partnership was developed with Skillhire Group Training to train electrical apprentices employed by the Department of Housing & Works.

Meeting Government Priorities

- Apprenticeship reform via the Skills Formation Taskforce and the Transforming Trade Training project in Carpentry and Joinery commenced in order to meet industry demands for a more flexible and responsive apprenticeship scheme. The changes have required the introduction of new qualifications within Swan TAFE to meet industry demand in the housing industry.
- Growth in profile of approximately 10 per cent occurred during 2007. This growth directly addressed the skills shortage within the Building & Construction industry in Western Australia and demonstrates the ability of the College to be responsive to industry demand.
- The Division was successful in obtaining Department of Education & Training funding for the major refurbishment and upgrade of facilities to enable the College to meet industry demand in skills shortage areas for 2007 and new equipment purchasing for 2008.
- A new training facility was established for apprentice and trainee glazing students with new machinery, equipment and workshops.
- A specialised facility for training apprentice Stonemasons was established utilising new machinery, equipment and workshops. The facility will cater for the introduction of new training programs as recommended by the Skills Formation Taskforce.
- A Transforming Trade Training pilot program was implemented in the Midland Carpentry section.

Business, Finance and Computing

A/Director   *Wendy Lamotte*

The Business, Finance and Computing Division operates across five campuses. Delivery areas include all facets of business, financial services, computing, horticulture, conservation and land management, laboratory operations and, from mid-2007 community services were also introduced.

In 2007 the main focus of the Division was to enhance Industry contacts and promote commercial opportunities, together with maintaining excellence in institutional delivery. Significant amounts of time in product development have also been invested, in preparation for 2008.

Achievements

Student

- Peter Hopper – nominated, for Swan TAFE's Vocational Education and Training award.
- Janelle Hendry – nominated for Swan TAFE's Trainee of the Year Award.

Staff

- Glennis Mincherton – winner, Premier's Teacher of the Year Award.
- Huia Hickey – winner, Premier's Teacher of the Year Award and Swan TAFE's Excellence Award.

Delivery Unit
- Hosted the Gosnells Tourism Industry Association Forum
- Horticulture staff and students participated in Garden week at Perry Lakes reserve
- Introduced the Essential Business Skills Course for Alcock Brown & Neaves apprentices to skill recently qualified apprentices in small business management.
- Hosted local community networking events in Armadale
- Received approval to offer the Associate Degree in Business
- Introduced Frontline Management, Certificate IV and Diploma studies as a Leadership Program for administration staff across the College
- Hosted the Network 2000 Business Development Group
- Introduced a flexible learning centre for students to be able to progress towards, and achieve qualifications in, literacy and numeracy in a open style learning environment

Community Projects
- Information Technology students (Website Design) developed websites and chat room facilities for local community groups.
- Developed and implemented an Indigenous Art project for which the final result will be a mural for the Indigenous Development Centre in Armadale.
- Delivered Certificate I in Horticulture for educational support students.
- Delivered Certificate II and III in Community Governance to indigenous students.

New Partnerships
Partnerships have been actively sought and a close working relationship has been developed over the year with:
- ALS laboratories and Pfizer Pharmaceuticals Successful Lab Science skills recognition pilot program with.
- Alcock Brown Neaves Pty Ltd
- Komatsu Pty Ltd
- Nulsen Haven Inc
- Byrst Pty Ltd
- Department Health and Aging
- Alcoa Pty Ltd
- BurkeAir Pty Ltd
- Australian Experiential Learning Centre (AELC)
- Armadale Redevelopment Authority
- Cities of Armadale and Bayswater
- Various local high schools

Meeting Government Priorities
- Increased significantly the number of indigenous specific programs, including Community Governance, delivered in Armadale.
- Further developed programs for students with disabilities across all areas.

- Continued to develop flexible and seamless pathways for students moving from school to TAFE and onto university.
- Increased flexible learning, external delivery and recognition of prior learning opportunities for students.

Hospitality, Manufacturing and Allied Services

Director   *Kath Finn*

Hospitality, Manufacturing and Allied Services (HMAS) provides employment based and institutional training in food processing, meat retailing, cooking, baking and hospitality management, fashion and textiles, hairdressing, art, dry cleaning and laundry operations, retail services, tourism, companion animal services, equine and vet nursing.

In addition, the division delivers to international students, VET for School Students (including the SAL program) and prisoners.

The Associate Degree in Hospitality Management was introduced in 2007 with nine participants.

Achievements

Student
- Kirby Lee Calderwood – winner Supreme Student Award and Student Contemporary Evening Wear Award, WA Fashion Awards.
- Emily Barnett – runner-up Student Costume Design Award, WA Fashion Awards.
- Leanne Lim – runner-up Student Contemporary Evening Wear Award, WA Fashion Awards and runner-up, Jeans for Genes Award.
- Dean Moyes – winner City of Melville Art Award, textiles category.
- Amanda Williams – winner, City of Melville Art Award, sculpture category.
- Kim Parnell – winner Active Minds Award.
- Tammy Esancy – winner Drawing Prize, Darlington Arts Festival.
- Kevin Wilson – winner Sculpture Category, Darlington Arts Festival.
- Chris Middleton – Highly Commended Darlington Arts Festival.
- David Small – winner Town of Vincent Acquisitive Art Award.

WorldSkills
- Matt Franceschini, David House and Jason Moremon – gold, silver and bronze medallists, Meat Retailing.
- Donna Pocklington, Drew Saunders and James Bulbeck – gold, silver and bronze medallists, Retail Baking-Bread.
- Carlee Bamfod, Lacey Brandis and Tabitha Abreu – gold, silver and bronze medallists, Retail Baking-Pastry.
- Sara Lyndon Darley, Rebecca Manning and Georgia Bates – gold, silver and bronze medallists, Garment Production.
- Phillip Nelson – Bronze medallist, Cookery.

Western Australian Institute of Fashion and Textiles (WAIFT) Awards

- Nicole Ferraro – winner Couture Range of the Year.
- Brianna Satchell – winner Prêt a Porte range of the Year.
- Renee Blake – winner Production Award.
- Joanna Caruso – winner Most Consistent Student Award.
- Tahlia Downes – winner Design Award.
- Stephanie Townsend – winner Most Outstanding Student of the Year Award.
- Jessica Humpston and Nicole Ferraro – winners industry mentoring and retail opportunity 'Libertine Award'.

Staff

- Darren Scahill – winner Premier's Teacher of the Year Award.
- Yan Hai Lee – winner Lecturing Staff Industry Relationship Award, Quality Day.
- Workplace Training Services Team – winner Lecturing Staff Industry Relationship Award, Quality Day.
- Equine Team – winner Corporate and Lecturing Staff Leadership Award, Quality Day.
- Roy Southworth and Brian Wilkinson - selected as judges for the Perth Royal Show chocolate prizes.
- Janelle Leopardi – sat as Vice-Chair for the West Australian Fashion Industry Association.
- Adele Staveley – sat as Chair for the Designer Fashion Industry Grants Program.
- Stuart Elliott - exhibited at the Museum of Contemporary Art in Sydney, Artist in Residence at the Perth CCI and exhibited at the Junction Art Gallery, Midland.
- Peter Dailey - showcased a solo exhibition at the Turner Gallery in Perth, Artist in Residence at Premier Coal and exhibited at the Junction Art Gallery, Midland.

Delivery Unit

- The 37th annual Western Australian Institute of Fashion and Textiles Parade presented Haute Couture and Prêt a Porte collections from graduating diploma students to 800 guests including the Premier and Mrs Carpenter and fashion industry representatives.
- The annual Chef of the Year cook-off final was hosted by the Division. Portfolio Manager Bernhard Staggl formed part of the judging panel which presented the winner with the Silver "Chefs Hat" award.
- "Conjoined", an exhibition of student art work and an exhibition of staff work by artists Stuart Elliot, Mary Dudin, Peter Dailey and Michelle Hogan was on show at the Junction Art Gallery in Midland.
- Students from the Advanced Diploma of Environmental Art and Design presented Charcoal City at the Kurb Gallery in Perth.

New Partnerships

- The inaugural Dawn Guille Scholarship was presented at the WAIFT fashion parade. David Guille presented $5,000 and a one-year mentoring scholarship from a team of five entrepreneurs to student Nyssa Ashling. This prize will continue to be awarded each year.

- Libertine Mentor Program – Amanda McKenna graduated from Swan TAFE in 2004 and has spent the last few years developing her fashion label both nationally and internationally. Her latest joint venture, the retail store 'Libertine' has already shown great success with a growing clientele and fantastic reputation. Amanda has now extended her generosity by offering a mentor program to a graduating student from Swan TAFE. This student receives one year of mentoring in product development, manufacturing and marketing, along with the opportunity to sell their garments in 'Libertine' to the public and wholesale buyers.

Meeting Government Priorities
- HMAS has actively participated in the Transforming Trade Training program with hospitality lecturers Robin Kenchington and Mark O'Keefe producing a framework and resources for a new mode of on the job delivery and assessment.
- The Seasonal Rotation Project commenced in 2007 with a ministerial launch and media campaign to recruit students for new apprenticeships in hospitality. These students have since trained at Swan TAFE and have been sent out to employers to learn on-the-job with resources supplied by lecturers. The proposal is to rotate students through three regions – the metropolitan area, Broome and Margaret River – to provide a broad range of experiences with minimal off the job time.

Metals, Engineering, Mining and Technology
Director   *Mike Scally*

The Metals, Engineering, Technology & Mining (METM) Division operates across three campuses and offers training in:
- Engineering: Production, Mechanical Trade, Technical Engineering, Drafting, Industrial Automation and Robotics, Computer Aided Drafting, Civil & Structural Engineering, Electrical/Electronic Trade, Fabrication Trade & Fabrication – Vehicle Body Building.
- Refrigeration and Air-conditioning.
- Electrotechnology: Servicing, Communications, Entertainment and Servicing, Personal Computer Maintenance, Renewable Energy, Computer Systems Engineering, Electronic Engineering and Instrumentation and Control.
- Occupational Health and Safety.
- Telecommunications.
- Mining: Extractive industries operations, Metalliferous Mining – Open Cut, Underground, Processing and Mining Processing.

Achievements
Staff
- Neil Grayson – nominated for his excellent work in the development of new resources and project materials for the new MEM05 training package.

Delivery Unit

- The Division exceeded its profile delivery target due to demand for programs in skill shortage areas.
- New qualifications were developed across 12 study areas.
- Lecturers in Fitting and Machining trialled using PDA's for student assessments.
- The annual Alan Robert Memorial Fund Awards Night was a great success with over $15,000 worth of prizes and scholarships being awarded to Refrigeration and Air-Conditioning students.
- Combined Metals Industries developed career paths aligned to training package qualifications for all employees from managers to production staff. All delivery and assessment is undertaken by Divisional staff in the workplace.
- Funding was received to develop a centre of excellence for Computer Numeric Control Machining and Manufacturing at Midland.
- Work commenced on the new $1.3M welding workshop, to be completed for the start of the 2008 academic year.
- The Division hosted the WorldSkills Challenges in Constructional Steelwork, Welding and Fitting and Machining
- The Division hosted the F1 State Challenge finals in October.

New Partnerships

- AMCOR - fast track apprentices completed the TAFE component of their apprenticeships in half the normal time. Each apprentice was managed by a lecturer, and a mentor in the workplace.
- Ready-Mix Group of Companies - Swan is the sole provider of training for this company and developed career paths and alignment to training package qualifications in Mining.
- Bossong Engineering - conducted training needs analysis for the manufacturing workforce, developed career paths, competencies and alignment to the training package qualification in Robotic Welding.
- Australian Maritime Industry - The Division developed safety representative training for this industry.
- TAFEWA Colleges - developed alliance with Central West TAFE for apprentice training in Metals and Engineering (Refrigeration and Air-conditioning) and with Pilbara TAFE for training at BHP Billiton in Newman.
- Curtin University - An alliance was developed for students to undertake training in water pumping, plastic welding and fibreglass manufacture together with project design related to farming.

Meeting Government Priorities

- The Skills Formation Task Force identified a need for 'Master Class Tradesperson Status' and a pilot program was established and run to meet the skill needs of Metals and Engineering personnel.
- The Division is involved in the Transforming Trades Training initiative; a pilot program is underway at Thornlie within Heavy Fabrication.
- A partnership was formed with Atlas Corp to introduce the first nationally based apprentice system in WA.

- Tendered for DET funds to undertake fast track skills recognition in several engineering trade disciplines which will enable employees to have their skills formally recognised.

Transport

Director   *Ian Boyd*

Driven by rapid expansion in mining and resources, apprentice numbers in all trades have increased during 2007 with strong growth in the heavy automotive and heavy mobile plant trades.

Whilst most business units within the Division have been able to accommodate the increasing demand for training places, the recruitment and retention of heavy automotive/mobile plant lecturers has been problematic.

The Division has successfully grown its capacity to deliver fee for service training for both local and international clients in 2007 as outlined in the achievements and new partnerships sections below.

Achievements

Student
- Ten students won medals at the WorldSkills competition in Autobody Repair, Automotive Mechanics, Heavy Vehicle Mechanics and Vehicle Painting.

Delivery Unit
- Completed an $110,000 research project funded by DET to support WA's RTOs in the delivery of apprenticeship qualifications as recommended by the Skills Formation Taskforce Industry Working Groups (IWGs).
- Approval received from the Higher Education Accreditation Committee for the delivery of Three Associate Degrees in Aviation (Aviation Management, Aircraft Maintenance Engineering and Aeronautics). Delivery will commence for both international and local students in semester two, 2008.
- Offered a Certificate II in Vehicle Servicing (Heavy Duty) for students from HWE Pty Ltd and BGC Contracting and the Shire of Mundaring. This traineeship program included fee for service for existing worker trainees and profile trainees.
- Sourced funding from DET for the development and implementation of a Partnership Agreement with CJD Equipment for the innovative delivery of apprenticeship training and assessment. This will be implemented in Semester One 2008 and the results of this trial may determine whether CJD Equipment implement this strategy nationally.
- Successfully completed the inaugural Indigenous Aerospace Initiative. Funded by DET, the program enabled three indigenous students to complete a Diploma of Aeronautics and flight training, up to a commercial pilots licence, together with a multi-engine instrument rating.

- Delivered the Certificate II Vehicle Servicing to nine lecturers from Chongqing Polytechnic College in China. The successful completion of the six-week training program provided the foundation for these lecturers to commence the Certificate III in Automotive Technology when they returned to China.
- Hawker Pacific donated a Rolls Royce 'Viper' engine to the aircraft maintenance area at Midland. This fully refurbished display engine will enhance training delivery in aircraft maintenance and pilot studies. Aircraft Maintenance also took delivery of a Robinson R22 helicopter in 2007.
- Hosted the eV Challenge at Midland. This automotive endurance competition is for vehicles powered by an electronic motor, built and designed by students from a range of educational institutions (schools, TAFE's and Universities).

New Partnerships
- Airflite, Western Australia – commenced negotiations for the establishment and innovative delivery of a new apprenticeship in Aircraft Refinishing, and the Certificate III Public Safety (Aviation Life Support) in 2008.
- Skyblue Aviation Academy, India – developed a MOU to develop opportunities for co-operation and collaboration in the delivery of vocational education and training in Perth and Hyderabad (India) or any other location as agreed by both parties.
- Westralia Airports Corporation (WAC) – Staff and students in aviation management successfully completed two passenger destination surveys at Perth International Airport. The purpose of these surveys is to enable WAC to provide better passenger management and movement within the terminal. The survey has been conducted for 11 years and recommendations over this period have greatly enhanced the effective management of passengers.
- The DEGEM Autotronic Training Centre was officially opened by The Hon Mark McGowan, Minister for Education and Training. Since opening, many training providers and professional organisations have visited the centre to evaluate the equipment. Study tours were hosted for Kangan Batman TAFE, the Victorian Automobile Chamber of Commerce, the Wellington Institute of Technology (New Zealand), the Australian Technical College (Pilbara), Skill Tech Australia, Human Resources Development Services of Korea, South Western Sydney Institute and TAFE South Australia.

Meeting Government Priorities
- A specialised training program has been delivered in advanced diagnostics for the automotive industry. This program emerged as a pilot for the master class training that was identified in work completed by the Automotive Skills Formation Taskforce.
- Lecturers from heavy automotive and mobile plant attended specialised training workshops in NSW on emission testing. The completion of this training program enables lecturers to deliver emission testing and awareness courses to mechanics, truck owners and fleet mangers in the heavy road transport industry. This training will be delivered in accordance with the MOU signed between Swan TAFE and the Department of Environment and Conservation.

- The Division was successful in obtaining funds from DET to undertake trade skill recognition in automotive light, motorcycles, autobody panel and autobody refinishing. This initiative will enable employees who do not possess a trade qualification to have their skills formally recognised.

Organisational Services

General Manager   Lyn Farrell

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

Planning and Organisational Effectiveness

Director   *Kevin Coombes*

The Planning and Organisational Effectiveness Directorate 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.

The Directorate also manages the College's client survey program, customer complaints management and reporting system, and undertakes research into industry and community training needs.

Achievements

- Prepared the College's response to the 2008 Delivery and Performance Agreement including managing the development of 2008 profile and coordinating the profile negotiation process and follow-up.
- Monitored, analysed and reported on performance against the 2007 delivery profile including reporting on skill shortage targets and managing profile reviews.
- Planned and coordinated enhancements to the College's Executive Information System (EIS for reporting delivery performance on a DPA and Commercial basis).
- Provided advice for the development of the web-based profile planning and non profile planning tools.
- Managed and coordinated the College's internal student satisfaction survey and involvement in the 2007 State Student Survey and National Student Outcomes Survey.
- Managed and coordinated the College's Complaints Management System including the successful implementation of the COMBIT complaints management software.
- Developed and managed the Managing Directors Performance Agreement with the Minister for Education and Training and developed a template for a TAFEWA Managing Director's Performance Agreement.
- Reviewed and updated the College Strategic Plan.
- Undertook two internal Invalid Enrolment audits and managed and coordinated the provision of information to support the National Invalid Enrolment audit.
- Implemented, coordinated and promoted online enrolments to enable students to enrol via the internet.
- Implemented new versions of and provided training support for delivery systems including the Assessments and Results Interface (ASRI) Unified Enrolments (UE) and the Student Portal.

- Managed the Assessment Centre to provide a service to students and College staff to answer enquiries and coordinate the printing of academic statements and awards.
- Ensured the complete and accurate collection of College enrolments data.

Meeting Government Priorities

The centralised Complaints Tracking and Reporting system (COMBIT) managed by Planning and Organisational Effectiveness ensures that the College is compliant with the Australian Qualifications Training Framework (AQTF), the National Complaints Code (DEST) 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 and actions/improvements are identified, and implemented.

- The number of complaints managed for 2007 was 382
- The number of complaints resolved within 30 days was 381 (99.7 per cent)

The College delivery profile has been effectively managed to contribute to meeting Government priorities in skill shortage areas, in particular employment based training. Over the last four years (2004 to 2007) the College has increased its delivery of training to apprentices and trainees by 70 per cent and also met demand for increased delivery in institutional skill shortage areas.

Marketing and Career Information Services

Director   *Terry Durant*

Marketing and Career Information Services incorporates the Marketing, Prospective Student Services and Student Support teams in the college.

Achievements

Prospective Student Services

- Dedicated information officer positions provided accurate and timely information to prospective students for all Swan TAFE courses. There were a total of 55,739 enquires made in the twelve months to October 2007. This represents an increase of 11,586 or 26 per cent over the previous twelve months. Of these enquiries 14,879 or 27 per cent were web based or email enquiries.
- College promotions were successfully held at major shopping centres as part of the student intake campaigns to reach prospective students who were no longer linked to the school system or at risk of leaving.
- School liaison activities resulted in presentations being made to 10,983 students at secondary schools, 40 tours of SWAN TAFE campuses and 24 secondary school parent evenings were also conducted.
- A tour of Swan TAFE was arranged and conducted for the entire staff of Thornlie Senior High School during a professional development day, leading to

better communication and greater understanding of the TAFEWA sector by school staff.

Marketing

- The integrated TAFEWA and college student intake campaigns generated a 27 per cent increase from 2006 in prospective student contact with Swan TAFE information staff and website for the mid-year intake. Campaign media included radio, state and local press, online, direct mail, school and community liaison and event displays.
- Coordinated the most successful staff development day ('Quality Day') to date. Over 92 per cent of staff rated the day as good, very good or excellent in the post-event evaluations.
- Coordinated the college student awards evening recognising our high achieving students at the Bentley Pines Restaurant for the first time,

Student Services

- Implemented Duty of Care legislation relating to students under the age of 18. Information and fact finding sessions were held across all College campuses with Quality Management System processes developed and implemented.
- In conjunction with Participation Managers from various Education District Offices' a strategy and process relating to the management of student minors addressing their risk of disengagement was developed.
- Student employment services were promoted to pre-apprentices throughout 2007 with self help access made available at all campuses through the College Learning Resource Centres.
- Student recreational activities were provided across all campuses and inter-College sporting activities were held with Challenger TAFE.
- Student Support Advisors were available for enrolled students to assist them to handle any difficulties which may affect completion of their studies.

New Partnerships
Prospective Student Services

- Communication with Australian Petroleum Production and Exploration Association to promote career pathways leading to employment in oil and gas exploration.
- Communication with Chamber of Minerals and Energy to promote career pathways leading to employment in mining industries.

Marketing

- Sponsor relationships established with the Rotary Club of Mill Point, Midland Redevelopment Authority, City of Swan and the Swan Districts Lions Club in support of high achieving students at the college student awards.

Meeting Government Priorities

Prospective Student Services

- Promotion of TAFEWA options was expanded through membership of eight information sharing community groups including; CALD Reference Group; South East Multicultural Reference Group; South East Regional Youth Inter-Agency (SERYIA); Community Contact group – Armadale Region; Gosnells/Cannington Community Forum (Centrelink Info and inter-agency); Gosnells Professional Development Network; Centrecare Catholic Migrant Services; Young Parenting Project (Parkerville Children's)

Marketing

- Collaboration between staff across TAFEWA colleges has strengthened the TAFEWA network and brand through activities such as integrated student intake campaigns and career expos.

Student Support

- Swan TAFE, through its liaison with the Participation Directorate and Participation Managers helped address "the diverse needs of young people as they make the transition from school to work" and developed processes for early identification of students at risk.

Strategic Partnerships

Director   *Blair Marsh*

The Strategic Partnerships division is an essential part of Swan TAFE's commitment to developing relationships and partnerships with external stakeholders. The division is responsible for establishing, managing and coordinating College partnerships with industry, other education sectors, local and Indigenous communities.

Aboriginal Services

The Aboriginal Service Unit provides advice and direction to assist the College's delivery areas to provide relevant and culturally appropriate training opportunities for Aboriginal people. This includes the development of programs, consultation with community and industry, coordination of events and support for Aboriginal students who require assistance to achieve their training goals. In 2007, Swan TAFE provided training for 833 Aboriginal students

Achievements

- Completed a review of the way Aboriginal clients are serviced. The review culminated in the development of an Operational Plan that identifies culturally appropriate and flexibly delivered training programs.
- Successfully implemented a strong Aboriginal Education, Employment and Training Committee to provide valuable advice to the College on Aboriginal training needs in the community.
- Aboriginal Services developed a program that provided a group of learners with an opportunity to develop a skill through non accredited training and then

consider a vocational pathway. As a result the group received a High Commendation as an Outstanding Group of Learners at the Adult Learners Week Awards.

- An Indigenous cadet lecturer was appointed and worked towards attaining his TAA while delivering an excellent program to youth at risk through the Certificate I pathways pilot.

New Partnerships

- The Building Program at Balga is a short training program that brings together Government agencies and job network providers to give Aboriginal participants a taste of the building and construction industry. Balga Joblink provides Job Network support to participants registered with Centrelink and enrolled in the training program, whilst the Department of Corrective Services (Community and Juvenile Justice) recruits and provides ongoing support for participants in the program.

Meeting Government Priorities

- Aboriginal Services have focused their efforts on key objectives that have been identified at both state and national levels for Aboriginal training. This includes making training accessible, partnering with industry to secure employment outcomes for Aboriginal graduates, embedding IT in programs and providing training opportunities for Aboriginal people in higher level qualifications.

Disability Services
Students Registered with Disability Services
The number of students registered with Disability services rose from 411 in 2006 to 457 in 2007.

Category	Total Number of Students
Physical	90
Sensory	65
Intellectual	120
Psychiatric	65
Learning/ADD/ADHD	106
Social Spectrum	11
TOTAL	**457**

In response to this expansion, Disability Services continued to find new and innovative ways to provide quality academic support to students and staff. Initiatives included:
- Liaison with Portfolio Managers to instigate the use of CAVSS where appropriate;
- The introduction of mentoring services; and
- The extension of DEST funding for apprentices and trainees through the Disabled Australian Apprenticeship Wage Scheme.

Disability Services worked with a number of internal and external stakeholders during 2007 to increase participation in VET for people with disabilities. As a result, the division has seen the introduction of alternative entry and bridging pathways such as the development and implementation of projects at both Adult Community Education and Certificate I levels.

Achievements
- Secured funding by tender for a range of courses for students with disabilities.
- Coordinated training projects with community organisations and local government such as the Swan Friendship Café Program.
- Reorganised support to create a more efficient service.
- Negotiated and cooperated with lecturing staff to source innovative alternative support structures.
- Developed and implemented the Disability Access and Inclusion Plan (DAIP).

New Partnerships
Partnerships have been forged with community organisations, Apprenti-Centres and local governments to extend the services, programs and resources available to students with disabilities.

Organisations working closely with Swan TAFE include The Chamber of Commerce and Industry, West Australian Group Training (WAGT), MEGT and Disability Education Networks such as Edge and Bizlink.

Meeting Government Priorities
The development and implementation of the DAIP has ensured that the College meets the requirements of the Western Australian Disability Services Act 1993 (amended 2004).

Education Services
Education Services is responsible for managing the College's relationship with the Education Sector and facilitating opportunities for school aged students to engage in VET with the intention of progression into higher level qualifications.

In 2007, Education Services entered into auspicing arrangements with 37 schools providing quality assurance across 79 qualifications for approximately 1500 students.

A further 600 school students attended Swan TAFE to participate in VET for Schools programs delivered across a broad range of vocational areas.

Education Services have also been at the forefront of developing programs and strategies to provide opportunities for young people at risk of disengaging from employment, education or training as a result of the implementation of Raising of the School Leaving age legislation.

Achievements

- Oversaw the coordination and distribution of 70,000 SCH for VET for schools programs across three Education Districts.
- A review of the auspicing process resulted in significant improvements in the way that Swan TAFE manages the quality assurance and client relationships associated with auspicing.

New Partnerships

- Delivery of the Certificate I Pathways Project for Youth at Risk, in collaboration with Eddies Carpentry Shop and numerous schools in/around Wangara, provides opportunities and pathways for students to engage in carpentry as a career. This project has produced exceptional completion rates with significant numbers of participants employed in apprenticeships.

Meeting Government Priorities

- Education Services has responded to the Government priority on 15 – 19 year olds by providing a diverse range of training opportunities for this age cohort through the VET for schools program.
- Education Services has established Swan TAFE as an integral part of the solution to the challenges that have arisen as a result of the raising of the school leaving age.

Swan Adult Learning

Swan Adult Learning is dedicated to lifelong learning and the delivery of Adult Community Education (ACE) programs.

Swan TAFE recognises its community obligations under the VET Act and, as expressed through Swan TAFE's Strategic Plan 2007-2009, the College has identified the importance of contributing to the community and the promotion of lifelong learning opportunities.

Swan Adult Learning offers approximately 150 short, non-accredited courses each term in a variety of areas including Art & Craft, Automotive, Boating & Small Engines, Beauty, Business & Finance, Communication & Personal Development, Computing, Cooking, Fashion, Health, Sport & Recreation, House, Garden & Technology, Language, Culture & Travel, Music & Dance, Pet Care and Photography.

Achievements
Awards

- Runner-up – National Learning Community of the Year Award, Adult Learning Australia National Awards, Cairns.
- Winner – Outstanding Tutor, WA Adult Learners Week Awards, Perth.

Delivery Unit
- Attracted over 4,300 students into 410 lifelong learning programs across 20 venues in the South East Metropolitan region.
- Developed a cost-effective business model to achieve College objectives and sustainability.
- Continued the successful and award winning 'Supa Golf for People with Disabilities'.
- Established a successful partnership with the Sensus Foundation to increase awareness and understanding of people with dual-sensory loss disabilities.

New Partnerships

Office of Seniors Interest – Currently progressing an innovative program to implement an 'Active Agers' plan to address key priorities within the WA Active Ageing Strategy 2008-2012. By providing and promoting a well considered program of training and information sessions dedicated to seniors and seniors interests, Swan Adult Learning aims to meet the needs of this growing cohort. Research has indicated that 16 per cent of the current state population is over 60 and this figure will grow to 25 per cent by 2031.

Meeting Government Priorities

Swan Adult Learning's key objectives directly relate to the Department of Education & Training's, WA Adult Community Education (ACE) Strategy 2004-2008 and include:
- Accessible and inclusive learning opportunities;
- Enabling individuals to share their skills and knowledge with others in a supportive environment;
- Welcoming environments and non-threatening, non-competitive learning;
- Enhancing individual relationships and community partnerships;
- Learner and community driven learning;
- Introducing people to the pleasures of lifelong learning;
- Offering pathways to further education, training and employment; and
- Building communities through learning.

Swan Industry Training

Swan Industry Training is responsible for the support and administration of Fee for Service Training across the College. The team works closely with Delivery Divisions of the College and Industry to develop Fee for Service Training Opportunities and Business Development Consultants work on developing relationships with Industry and Enterprises to identify training and consultancy opportunities.

Achievements
- The Division was restructured during the year and a new focus and way of working with the College's Delivery Divisions was established.
- Business Development Consultants were appointed and resourced with tools to make them mobile, flexible and more readily able to meet the needs of the College's internal and external clients.

New Partnerships

New partnerships and relationships have been built with industry and enterprises including Burke Air, RAC, Rio Tinto, Atlas Copco, Airflight, Hoffmans Engineering, Alcock Brown-Neaves Group, Alcoa and Burswood.

Meeting Government Priorities

The area has been responsible for administering and driving the Australian Skills Voucher Program to offer, business and work skills vouchers to apprentices and unskilled workers in skills shortage areas. The program also provides opportunities for these groups to access the training they need to succeed and contribute to the economy and enrich their own life.

Apprenticeship and Traineeship Support Unit

The Apprenticeship and Traineeship Unit (ATSU) provides administrative and professional development support to ensure apprenticeships and traineeships are delivered in accordance with legislation and policy.

The sector has seen apprentice and trainee numbers grow significantly over the past three years. In response, the College has employed four Industry Training Consultants to assist delivery areas by completing Training Program Outlines, particularly for new employers, and by assisting delivery areas with other issues related to apprenticeships and traineeships.

Achievements

Staff

- Nominated, Team of the Year Award, Swan TAFE Quality Day.

Delivery Unit

- Established the Traineeship Networking Group to provide staff working with trainees' up to date information and an opportunity to discuss best practices.
- Reduced the number of outstanding Training Plan Outlines (TPO's) and DET initiated Requests for Action (RFA's) through streamlining processes and support provided to the delivery areas.
- Participated on internal and external working groups related to apprenticeships and traineeships. These groups included a TAFEWA Apprenticeship and Traineeship working group, VET Implementation Act working group, Fast Track Apprenticeship working group and Transforming the Trades working group.
- Increased dissemination of up to date information to Directors, Program Managers, Head of Programs, Principal Lecturers, Lecturers and Administrative staff who support the apprenticeship and traineeship system.

New Partnerships

- ApprentiCentre – Strengthened relationships with the ApprentiCentre by addressing issues both at an individual contract level, and through overarching policies and procedures.
- Improved communication and working relationships with Australian Apprenticeship Centres, Group Training Schemes and Industry Training Councils.
- Schools – During the year the ATSU became involved in the School Apprenticeship Link (SAL) program. This involvement has enabled the unit to build relationships with various schools. In addition to SAL, the unit has also liaised with schools as a result of increased numbers of School Based Apprentices, School Based Trainees and Aboriginal School Based Trainees.
- Ertech Construction Academy – The Unit has worked collaboratively with Ertech Construction Academy, a civil construction company who, in collaboration with Swan TAFE, have established a concept similar to the Shed at Brighton for the Civil Construction Industry. This initiative has seen the building of a strong relationship with Ertech, Southern River College and Clontarf.

Meeting Government Priorities

The COAG agenda clearly outlined that the Apprenticeship system was to have a more responsive and flexible approach nationally. Included in the reforms were changes such as shortened durations, early completions, competency based training and greater engagement with employers.

The ATSU employed four consultants for the majority of the year who visited employers on a daily basis to create Training Program Outlines and deal with training issues relevant to the individual workplace. The unit has also provided accurate and timely information and support to the delivery areas to ensure they are aware of the ongoing changes within the Apprenticeship and Traineeship system.

At a Commonwealth and State level, the engagement of school students into the apprenticeship system has been a high priority. The removal of barriers to implement School Based Apprenticeship pathways was both a COAG and Skills Formation Taskforce Recommendation.

The ATSU has played a role in providing a communication link between Swan TAFE delivery areas, schools, AACs and the ApprentiCentre to ensure that school based pathways are available to students.

The unit also supports the delivery areas in finding new and innovative ways to accommodate school based students. The increased role with schools also assists Swan TAFE in meeting the priorities of the Raising of the School Leaving Age policy.

International Business and Higher Education

Director   *Sharee Hogg*

International Centre

The International Centre is widely recognised and highly respected overseas for the accredited English Language training it provides and the delivery of all Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) coded TAFEWA award courses.

International Student Coordinators offer comprehensive support to international students to help them adjust to a new culture, study programs and a new language. Staff are experienced in meeting the needs of individuals in areas of orientation, course information, homestay/accommodation, pastoral care, visas/work permit information and attendance & progress issues.

The centre ensures that Swan TAFE abides by the guidelines and regulations of Education and Training International (ETI) and the Department of Immigration and Multicultural Affairs (DIMA).

Study tours are also run through the centre where groups of students on short term visitor/tourist visas are offered customised programs in a wide range of academic areas, along with industry site visits, English language studies, recreational activities and excursions.

The International Centre also hosts agents' visits, showcasing the services, courses and facilities the College provides.

Higher Education

The Higher Education Unit is responsible for the coordination and development of matters in relation to Higher Education qualifications such as Associate Degrees. This includes documents such as Associate Degree Accreditation and Authorisation Submissions, Higher Education policies and procedures and FEE-HELP compliance.

The unit coordinates information between Swan TAFE and outside organisations including The Department of Education, Science and Training (DEST), Department of Educational Services (DES), Murdoch University, Edith Cowan University, Curtin University, University of Western Australia (UWA), National Centre for Vocational Education Research (NCVER) and the Australian Council for Private Education and Training (ACPET).

It provides guidelines and information to higher education lecturers via higher education specialist staff induction sessions and regular higher education implementation meetings.

The unit ensures the College abides by the *Higher Education Support Act 2003* and *Education Services for Overseas Students (ESOS) Act*. It also ensures the College meets all DEST and Australian Universities Quality Agency (AUQA) requirements.

Achievements
International – Onshore
- Provided pastoral care and support to over 750 international students across all campuses.
- Completed study tours for Johuku High School and Kagawa University.
- Established new training partnerships with International Communication Plaza to provide English language training for Saudi Arabian students.

International – Offshore
- Established a training partnership with Leighton's for the auspicing of building and construction in India.
- Established a training partnership with Australia Singapore Technical Education Private Limited (ASTEPL) for the delivery of Building and Construction training in China.
- Membership of the consortium undertaking the off-shore skill assessments for Department of Employment and Workplace Relations (DEWR).

Higher Education
- The first cohort of students in Associate Degree in Hospitality Management commenced training in 2007.
- The Associate Degrees in Business and Aviation (Aeronautics, Management and Maintenance Engineering) were accredited and authorised.

Meeting Government Priorities
- Swan TAFE now offers five Associate Degrees as part of a successful strategy to expand its course offerings.
- Articulation arrangements between the Certificate IV in English for Academic Purposes (EAP) as an English language entry requirement into Edith Cowan University have been formalised.

Teaching and Learning
Director   *Alan Davis*

The Teaching and Learning Division is responsible for the quality assurance of 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; and
- Raising awareness and ensuring the College responds to emergent issues within the VET sector and relevant industry partners.

The Teaching & Learning Division comprises, Training and Assessment; Bookshop and Printshop Services; Curriculum Support Services Network (CSSN); Libraries (LRC); Learning Resources Services Network (LRSN); Professional & Career Development (PACD); and Quality Assurance.

Achievements
International
- The Division has provided a high level of support for International projects in India and China. The project in India has provided auspicing to the Leighton Group of companies. Key documentation to meet AQTF compliance has been developed and provided to Education and Training International (ETI) for use on the project.

Transforming Trade Training – Meeting Government priorities in Skills Shortages
- The division has overall responsibility for this TAFEWA project valued at over $1m. A project team consisting of a manager, lecturing staff employed as training consultants from across the TAFEWA network, administrative and AQTF compliance staff and resource development support from West One Services has been established. The project is based on the development of a new trade training delivery model that includes early employer engagement, foundation program, individual learning plans, employer profiling and a work task based approach to training and assessment.

Curriculum Support Services Network (CSSN)
The Mining, Engineering, Trades and Services (METS) CSSN located at Bentley operates within the Organisational Services professional team. The METS CSSN manage and support an integrated suite of Curriculum Advisory Groups (CAGs), a Management Committee, an Executive Committee and reference groups as the need arises.

Achievements
- Continued networking and development of relationships with key stakeholders including national industry skills councils, state industry training councils and the DEST. These contacts have assisted the division officers to maintain currency within the various industry areas of the METS CSSN division.
- Consultation with CAG members has encouraged a more proactive approach to the development of purchasing guides, impact statements and implementation strategies for training packages.
- Conducted regional visits at VTEC Kalgoorlie, Central West College of TAFE, South West Regional College and Great Southern TAFE.
- Contributed to national initiatives such as training package continuous improvement processes and attendance at national forums and Industry Skill Council conferences.
- Successfully planned, organised and coordinated seminars for building and construction, hospitality, TCF and electrotechnology lecturers.
- Conducted a successful mining/civil construction seminar in Kalgoorlie, providing a forum for industry, public and private RTOs to come together and

discuss initiatives and strategies in 'Training for the Future – A Partnership between Industry and Training Providers'.
- Negotiated with regulatory authorities to develop training programs in building and electrical sectors.
- Continued to meet specified service agreement requirements within budget.

Learning Resource Centre (LRC)

More efficient and flexible LRC services were developed in 2007 to ensure that the area continued to provide the highest level of service to students and staff. Important initiatives which contributed to improved service levels included:
- Consolidation of changes resulting from the refurbishment of the Bentley and Carlisle libraries;
- Continuation of the development of policy and procedural documents;
- Staff attendance at professional meetings to maintain currency in their profession; and
- Participation in the College Succession and Leadership Program.

Achievements
- Completed stock take of entire LRC collection across all campuses. This has enabled a clean-up of the database, leading to greater efficiency in locating items requested by clients.
- Completed the PDA's for Teachers Assistants project. Four lecturers and nine students were assisted with mobile learning and e-learning principles using PDA's. Students took PDA's and used them during their practicum placements to help in the completion of their work logs, checklists and observational records.
- Commenced the Blogs and Pods project where podcasts and blogs for lecturers and students in the CGEA area were created by Librarians. The project aims to explore the application of blogging and podcasting technologies in the delivery of (initially) CSWE courses and ultimately through all courses.
- Commenced rollout of CDX Global for Automotive Training & Testing at Midland and Carlisle.
- Improved the journal subscription procedure by joining the TAFEWA subscription consortium. Participation has streamlined ordering and renewal processes and delivered savings in staff time, increased efficiencies and costs. As a result presentation of journal data has been standardised and is now clear and concise.

New Partnerships
- Continued provision of Curtin's Centre for Regional Education (CRE) contract for library services. Curtin University are providing the library resources for these students, in exchange for library services.

Training and Assessment Unit

The Training and Assessment unit within the Teaching and Learning Division at Swan TAFE:

- manages the development of assessment processes and methodologies, policy and standards influencing services and programs;
- manages the development and implementation of innovative, flexible and blended learning services to clients and stakeholders;
- manages the development of products and services that match flexible delivery methodologies;
- seeks external funding for projects to enable the development of innovative delivery of products and services to meet customer's needs; and
- manages the preparation, design and submission of tender proposals.

Achievements
Professional Development

- 52 new lecturing staff were enrolled in the Essential Skills Internship Program with a further 50 continuing into Phase II of the program.
- The Teaching and Learning Strategy Group (TLASG) funding supported a range of professional development opportunities for Swan TAFE lecturing staff including the Teaching and Learning whole of college Professional Development Day. The program focused on the "Roles, skill and knowledge requirements of VET professionals 2006–2010"[1] and included a range of presentations and workshops.
- 2007 Quality Day – attended by approximately 700 staff.
- Induction Program for new staff – Induction programs were conducted in January and July 2007 for approximately 150 new lecturing staff. The participants attended a range of sessions/workshops to train and prepare the lecturing staff for their on-the-job roles and introduce them to Swan TAFE's policies and procedures.
- Structured mentoring program for new staff – This program provided support to lecturing staff enrolled in the Certificate IV in Training and Assessment by providing them with mentors within their work areas. The program was managed and supported by the Training and Assessment unit.
- Instructional Intelligence workshops and VETsteps training – all new lecturing staff had the opportunity to participate in these workshops throughout 2007.
- Diploma of Business (Quality Auditing) – 11 participants were funded to undertake Internal Audit Training. This training has enabled all participants to complete four core units from the Diploma of Business (Quality Auditing).
- Other professional development opportunities funded by TLASG included – Mental Health First Aid Training; 'Just-in-Time" workshops to support the development of flexible delivery tools; attendance at the 2007 WA Training Forum and other conferences/seminars.

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1 VET Teaching and Learning: The Future Now 2006–2010 – The roles, knowledge and skill requirements of the VET practitioner (February 2006)

External Funding

The Training and Assessment unit supported, developed, managed and accessed external funding for a range of projects including:

- Reframing the Future – "Skills Development for VET Practitioners" to review and update current college policies, procedures and templates to address the requirements of the new AQTF 2007 standards.
- Professional Development Support Program (PDSP)
    - New Era Mentor "Champions" Program for the Trades – This project looked at establishing a Mentor "Champions" support program within the trades areas to provide leadership and support new VET trade practitioners at Swan TAFE.
    - Delivery Strategies for the Trades – This project provided professional development training to lecturing staff that enabled them to develop the understanding and skills to assist students meet the literacy and language demands of their training/working environments.
- WA LearnScope
    - Positive Deviation – PD for spreading the e-learning 'bug' – Project participants were introduced to a range of e-learning resources to encourage a more flexible approach to delivery.
    - Blogs and Pods for language learning and beyond – This project enabled five lecturers and their 'English as a Second Language' (ESL) students to explore the application of blogging and podcasting technologies in the delivery of Certificate II in Spoken and Written English.
- DET 2007 Embedding Mobile Learning (M-Learn) in WA
    - PDA's for Hospitality and associated Trades Workplace Assessors – Professional development in the use of PDA's for on-the-job assessment.
    - PDA's for Teacher's Assistants – Community Services Lecturers trialled the uptake of mobile learning as part of industry placements for students enrolled in the Certificate III in Teacher's Assistant.
    - Raising the Ceiling on Digital Assessment – Technology training for lecturers for developing electronic portfolios of evidence for apprentices in Certificate III in Wall and Ceiling Linings. .

New Partnerships

Swan TAFE partnered with GippsTAFE from Victoria on a project funded by the Australian Flexible Learning Framework 'New Practices' project. The project team explored strategies to increase the uptake of innovative, practical and sustainable approaches to e-learning in workplaces, communities and training (VET) organisations.

A model will be available in early 2008 which exams e-learning solutions for the delivery and assessment of competencies that involve elements of risk to personnel, clients and/or organisations.

Professional & Career Development (PACD)

PACD provides professional and career development for all the Academic and GOSAC staff within the College.

Achievements

Wellness Program

- Healthy Heart Checks – 86 staff took up the opportunity and HBF provided the College with a report on the results.
- Flu Injections – 118 staff participated.
- Global Corporate Challenge – Swan TAFE had nine teams of seven people competing in the Challenge.
- Pilates and/or Tai Chi sessions were run at Thornlie, Midland, Balga, Bentley and Jandakot Campuses.

Swan Computing Driver's License

- 200 staff completed the program which consists of ten modules.

Succession & Leadership Program

- This program comprised of stimulating Leadership Skills' Workshops sourced through the Department of Premier and Cabinet in alliance with UWA and Curtin University; Breakfast Seminars; Ethics and Fraud & Corruption; Contract Management & Procurement and an end of year sun-downer.

Certificate IV and Diploma – Frontline Management

- 7 staff completed the Certificate IV in Frontline Management and 18 staff completed the Diploma.

GOSAC PD Days

- Held on 16 & 17 April at Bentley, Thornlie and Midland campuses. The focus of the sessions on day one was the individual and their personal wellbeing with topics including Nutritional Superannuation, Metabolism, Energy, Stress Management and Relaxation Techniques.

- Day two was focussed on teambuilding; most activities were run as a half-day session and then managers conducted half-day planning sessions with their teams.

Safe Work Australia Week

- PACD assisted campus managers to organize events on each of the campuses and resource these events.

PACD transitioned to Shared Services on the 30 July 2007.

Learning Resources Services Network (LRSN)

Achievements

- Consortia deal for TAFE**WA** – All TAFEWA colleges collaborated to form a consortium membership to the online database from EbscoHost.
- LRSN Forum 2007 – held on 29 November with 80 registrations, including 15 presenters. The day consisted of several plenary presentations with two vendor/industry presentations. The objective of the forum was to provide an opportunity for sharing of knowledge and exploration of issues regarding libraries of the future.
- Voyager training – the Systems Librarian has provided further training programs on searching Voyager in different modules. These have been conducted via Elluminate – a web based training product. This has been very successful with more training programs being developed.
- Funding – The LRSN applied for additional funding to DET in August 2007 for the next four years. A decision is pending.

Bookshops

The college bookshops provide the student population with essential learning materials (including textbooks and course notes) appropriate to the training programs delivered by the College.

Achievements

- All Bookshops recorded a surplus for the year.
- A centralised process was established for receipting and inventory management.
- Stock write-offs were reduced as a result of the implementation of a new ordering process.
- Identification and removal of non-copyright compliant material from Bookshops became a priority during the year. This process is still ongoing and the amount of copyright clearance work to be completed in this area is still substantial.

Printing Services (Midland and Thornlie)

Achievements

- Reduced the amount of printing being outsourced by approximately 90%.
- Approximately doubled output during the year.
- The Printing Services Team received the Customer Service Team Award at the Quality Day Awards.

Resources and Corporate Services

General Manager   Jim Eftos

Resources and Corporate Services provides the business systems, resources and processes that support the colleges overall business operations and governance requirements.

Human Resources and Workforce Planning

Director   *Bernie Underwood*

During 2007, the Human Resources and Workforce Planning Division continued the development and implementation of processes and procedures to meet the requirements of the shared services model established in late 2006. The division also played an active role in the development of strategies relating to the realignment of the college's organisational staffing structure to meet emerging client and student needs.

The division was also active in establishing a range of strategies to demonstrate best practice and to meet the college's statutory obligations with regard to occupational safety and health in the context of delivering effective vocational and educational training programs.

Achievements

- Development and implementation of the joint "Tricks of the Trade" advertising and recruitment campaign with Challenger TAFE to attract new lecturing staff in skills shortages trades delivery areas where both college's have experienced difficulty in recruiting new staff;
- Implementation of the college's re-engineering strategy that has refocused administrative services within corporate and academic portfolios to address client and customer needs;
- Implementation of the government's policy of providing a safe learning environment for students through the Department for Child Protection's Working With Children Check process;
- Establishment of a joint college and SSTUWA processes to resolve disputation in relation to class sizes in trade delivery workshops;
- The development and implementation of a new succession and leadership program which included delivery of a Diploma of Frontline Management and Certificate IV in Business and Management courses for designated college staff;
- The completion of audiometric testing and noise level surveying across all Swan TAFE campuses;
- The development and implementation of compliance audits across Swan TAFE campuses in relation to staff and students usage of personal protective equipment;
- The establishment of a register outlining the location of campus building and facilities containing asbestos materials including a risk assessment analysis and timeframe for the removal of the materials; and
- The retraining of first aid officers to enable acquisition of the Occupational First Aid qualification.

Information and Communication Technology

Director   *David Beeson*

The Information and Communications Technology (ICT) Services Division develops, plans and undertakes strategic ICT projects on behalf of the College as well as providing operational support for the technical ICT infrastructure and College information systems.

Achievements

- Implementation of a whole of college storage area network to allow the college to store and backup data in dedicated high speed storage arrays. This resource will drive new initiatives and cost savings for the college.
- Development of wireless network access across all campuses. Initial pilots were implemented across campuses to allow all of the colleges internal and staff/student external devices to be connected to the college network. In 2008 staff and students will be able to access college resources wirelessly through a web portal server.
- During 2007, the ICT Standing Committee assessed college classroom PC requirements resulting in a 2007 College PC replacement plan that has allowed a complete refresh of substandard equipment.
- Implemented an updated TAFEWA global address list within the email system. Every TAFEWA College is now fully viewable to Swan TAFE.
- Whole of college server consolidation commenced. New server technology has begun to reduce the College's 70 dedicated servers and will reduce the cost and support of these servers over time.
- Implemented a web based helpdesk facility this year to allow staff members to log new calls or check the status of any existing calls.
- Implementation of several collaboration and sharing environments for development and testing within the college. The college now has a development Wiki site, a development Moodle site and a development SharePoint server environment. The Moodle site it particular has been developed and utilized by the Transforming Trades Project as a central collaboration point for the project team physically located all over WA.

Meeting Government Priorities

- Quality Assurance – all ICT policy, procedure, work instructions and forms have been upgraded and published to the Quality Management System. ICT's policy framework has also been expanded to include mandatory guidelines for the usage of services including Internet Usage, password responsibilities, Personal Device usage and Email usage guidelines.
- Software Licensing and Audit/Compliance Framework – during 2007 ICT enhanced and redeveloped a software licensing and framework model. Part of this solution was to measure compliance on all college PC's, so that all approved and agreed licensing can be measured to actual usage.
- Security Initiatives – security initiatives were implemented in 2007 including a pilot of a college-based intrusion detection system.

- Internet Content Filtering Upgrade – during 2007, the college's Internet content filtering systems were enhanced. ICT developed reporting mechanisms to highlight security risks, inappropriate content usage, staff/student download limits and audit trails of all internet activity within the college.

Facilities and Infrastructure Planning

Director   *Glen Robinson*

During 2007 the facilities and Infrastructure Planning Division was responsible for the planning and implementation of a number of key infrastructure projects designed to improve operations and training delivery across the campuses of Swan TAFE. These projects include:

1. Swan Trades Realignment Work (Thornlie Campus, plus part Midland

Project Background – $3.666m has been allocation to the following projects, are under construction and due for completion in early 2008

Description

a. **Expansion of Building and Construction (Timber Trades, Mortar Trades, Painting and Decorating)**

- Reorganisation of a series of timber stores to create a consolidated storage and distribution area, increasing available workshop space.
- Creation of a new seminar room adjacent to the existing C&J and Cabinet-making workshop spaces.
- Construction of a weatherproof canopy outside the Painting and Decorating area.
- Removal of an infill wall to allow the doubling of the current Wet Trades workshop area.

b. **Expansion of Metal Trades areas**

       Creation of additional workshop space in Block 3 by removing existing welding bays and constructing a new MIG/TIG welding facility adjacent the existing metals covered area.

c. **Relocate Signcrafts from Thornlie to Midland**

       Refitting of workshop spaces previously utilised for Floor Covering and Soft furnishing training delivery.

d. **Expansion of Automotive Heavy Plant at Thornlie**

       Creation of three additional seminar-sized teaching spaces accessible from the Automotive Heavy Plant workshop areas.

2. Specialist Metals Centre (Midland Campus, plus part Balga)

Building Background – $3.45m (Works: $2.8m; Equipment: $0.65m) for a Specialist Metals Centre. The new centre will have master class capability to provide specialist and advanced metals training delivery for the metropolitan area. This will allow an integrated training approach to Fitting & Machining and Fabrication and is due for completion in second semester 2008.

Description

a.   **E Block Workshop Reorganisation**

Works to workshop areas in E Block to increase the capacity and functionality of the space and the creation of a series of smaller specialist training rooms around the workshop perimeter, for activities such as Metrology, Hydraulics, Pneumatics and also for general teaching purposes.

b.   **H Block Conversion to CNC Machining Centre**

Refitting the campus maintenance workshop to accommodate a new Fitting and Machining CNC High Technology Area. This will house state-of-the-art robotic machining equipment. A staff area and store will be converted to a computer and tutorial room.

c.   **Convert B Block (Science) to Instrumentation**

Creation of a set of specialist spaces within the existing Science building (B Block), including Telecommunications and Security, Pneumatics, Instrumentation, Electronic Servicing and tutorial and staff work areas.

d.   **O Block Balga – Upgrade to take Utilities Electrical**

Creation of two new Electrical Utilities Laboratories in the space currently occupied by the Gas Fitting workshop, the refit of the north-east corner of the Gas Fitting workshop for manual electrical works, and the relocation of Gas Fitting to the existing Welding workshop.

3. Construction Trades Rationalisation (Balga Campus)

Project Background – $0.5m for the Balga Construction Trades Rationalisation project since 2005. The first stage of this project was completed in December 2006, under which two-thirds of the U Block workshops have been refitted. An additional $500,000 has now been approved for the completion of this project in late 2008.

Description

U Block and L Block Workshop Reorganisation

- Relocate Carpentry & Joinery workshop from L Block to south end of U Block;
- Create new machine shop in existing multi-purpose storage area;
- Convert the area currently used as an upholstery store to a fixing workshop, for the construction of timber stairs, doors, etc;
- Relocate Upholstery and Vehicle Trimming to L Block area vacated by Carpentry and Joinery; and
- Relocate Stonemasonry from M Block to L Block.

4. Hospitality Upgrade (Bentley Campus)

Project Background – $1.0m for the upgrade of hospitality and commercial food training infrastructure on the Bentley campus to support expanded training delivery for the hospitality and commercial food industry, addressing areas of skill shortages with a particular focus on commercial cookery. The upgrade is planned for completion late 2008.

Description

a. **Restaurant**

Refitting the northern end of the Pines Restaurant as a café-style eating environment, opening to an outdoor terrace area, and the modification of the existing reception counter for Barista training.

b. **Asian Kitchen**

Reconfiguring the room to increase capacity, improve safety and work flow, and improve line-of-sight to demonstration areas

c. **Demonstration Laboratory**

Reconfiguring the room to increase its effectiveness as a training room, including changes to the front demonstration area to improve line-of-sight and enhance with audio-visual, upgraded finishes and improved acoustic quality.

d. **Short Course Room**

Upgrading an existing room to allow for delivery of short courses and specialised skills training.

Achievements

- Ensured that the Swan capital works program (listed above) matched the objectives of the Swan Master Plan.
- Delivered the annual DPA funded, Minor Works program across all campuses, reflecting key College priorities.
- Partnered with Housing and Works to implement the annual Planned Maintenance program.
- Assessed Swan's key equipment requirements, and initiated the programmed replacement and upgrade of major VET workshop equipment in areas of critical skills shortage.
- Worked with campus management teams to optimise College energy consumption, and improve sustainability.

Campus Management and Client Services

A/Director   *Joe Incognito*

2007 saw further refinement to the campus based administrative model which was introduced as a centralized model during 2005. A number of key College stakeholders have been involved in ongoing workshops which will result in various refinements being introduced during 2008.

Achievements

- Staff multi-skilling and succession planning strategies implemented.
- Work procedures and work instructions consolidated.
- Various minor works and restorations carried out across campuses, as well as capital upgrades.
- Water audits being conducted in order to specify areas and solutions to improve water usage efficiencies.

- Standardisation of gardening and security contracts to ensure consistency across the college.
- Successful bid for funding from the Sustainable Energy Development Office to conduct energy audits which will identify opportunities to reduce greenhouse gas emissions and reduce campus energy costs.
- Implementation of campus wide recycling program using sustainable funding.

Finance and Purchasing

Director   *Roger Nurse*

The Finance and Purchasing division provides a comprehensive range of financial and budgeting services to the College that ensure compliance with regulatory requirements and contribute to the college mission and operational objectives.

Achievements

- With the implementation of the Government's shared services model, in August 2006, a large proportion of the college's financial data is now processed through the Department of Education and Training Shared Services Centre (ETSSC). 2007 was a year of consolidation and refinement of the remaining college-based functions.
- Strong links were established with ETSSC Team Managers through regular meetings resulting in improved productivity, reduced processing errors, more defined duties and a stronger overall relationship between the two agencies.
- A comprehensive review of consumable and materials revenue coming into the college was conducted.
- An expenditure and revenue review process was established to ensure the college's financial outcome was in keeping with budget expectation in 2007. The review process identified a number of efficiencies, cost savings and revenue generating opportunities which resulted in the college exceeding its budget and revenue targets for 2007.
- An analysis and review of the Delivery and Performance Agreement's 15 per cent commercial cross subsidy ratio resulted in a reduction to ten per cent for 2008 and out years.
- Creation of procedures and software to aid in detection of irregularities in the management of credit cards and EFT payments.

Contracts and Purchasing

Swan TAFE's Procurement and Contracts unit manages corporate procurement for the College. The unit provides advice and assistance to staff involved in procurement activities to ensure legislative obligations are met and the State's Procurement Guidelines are followed. The activities of the unit have generated significant cost savings and efficiencies for the College while maintaining strict standards of accountability and transparency.

This has been achieved through continued consolidation of goods and services together with e-commerce, and clear procurement guidelines as key initiatives to effective customer service. Performance management and feedback also continues to boost contractual relationships and outcomes.

Achievements

- The implementation of stage one of the purchasing card for contracts valued at less than $5,000.
- The provision of procurement training to college staff, including maintaining an understanding of the role of probity in promoting a fair and competitive market.
- Potential for conflicts and corrupt practices has been minimised.

Student Demographics

21,452 Profile Students
8,408 Non-Profile Students

Student Numbers by Delivery Status
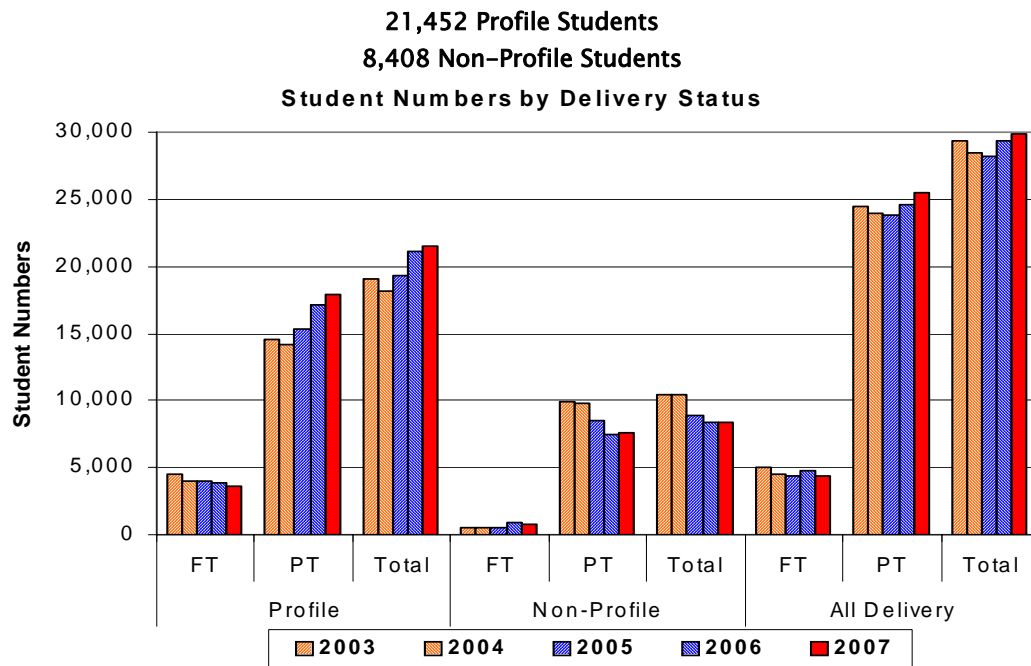
Students by Full-time and Part-time

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

Profile Delivery

16.9% (3,615) of students were enrolled full-time, with 83.1% (17,837) enrolled part-time.

Non-Profile Delivery

809 students were enrolled on a full-time basis (9.6%) with 7,599 students enrolled part-time (90.4%)

Overall, 85.2% of the student population were enrolled on a part-time basis.

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.

Total Students overall – Male 64.8% & Female 35.8%

Student Numbers by Gender
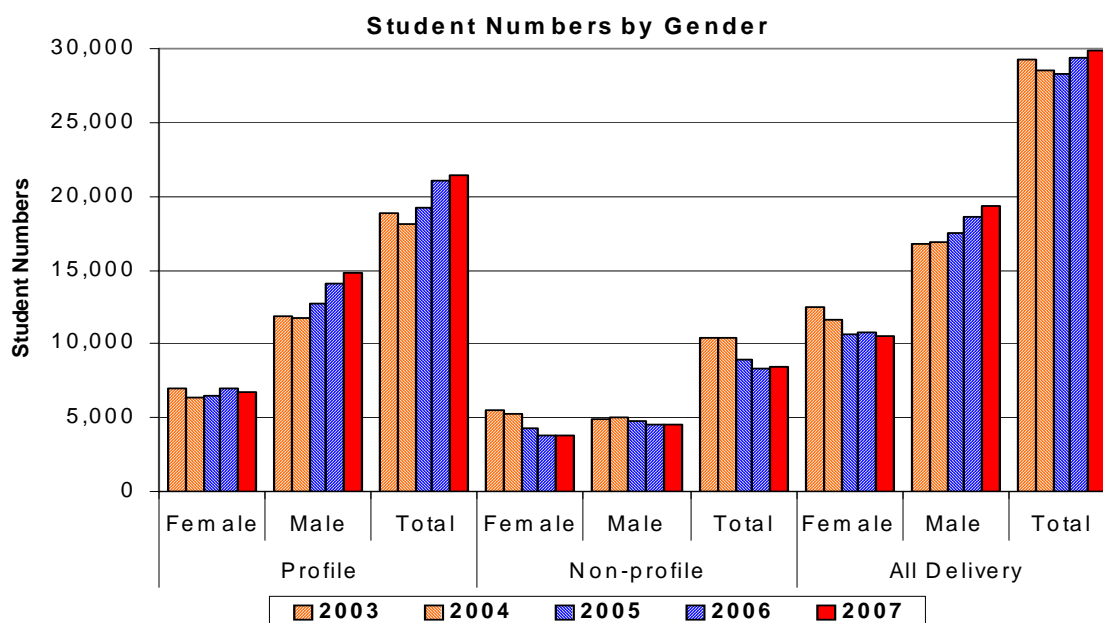
The graph shows the gender distribution for both profile and non-profile students.

The 2007 gender mix shows that the college has a higher proportion of male students in profile activities (68.8%) and in non-profile activities (54.4%). Overall male students accounted for 64.8% 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 66.8% of SCH delivery and the non-profiled male students accounting for 58.2% 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%)

57.9% of students reside within the Swan TAFE main catchment area

Students by Regionality
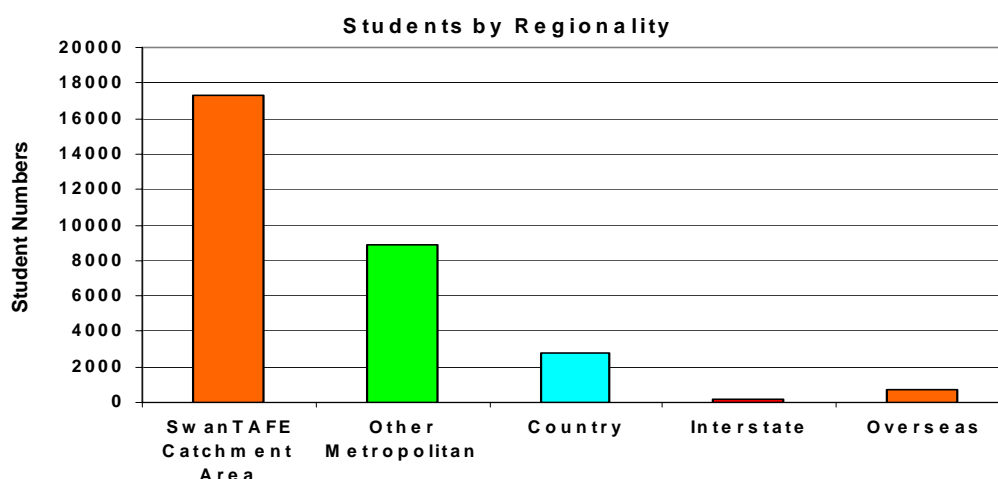
The graph indicates the delivery catchment for all students and shows that 57.9% of the student population live within Swan TAFE's main catchment area with another 29.7% living in 'other' metropolitan suburbs. 12.4% reside outside of the metropolitan area, which includes country regions, interstate and 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%)

Main Age Group 15–19 year old (10,355 students 34.7%)

Students by Age by Gender
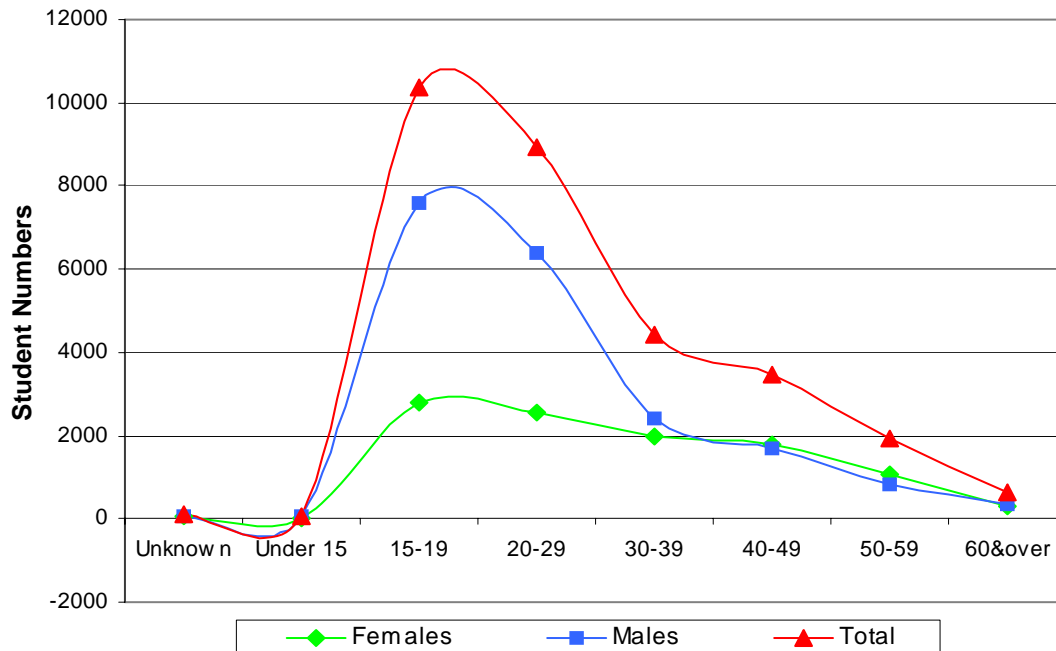
The figure above shows that the majority of students are over 20 years (64.8%). In the 15–19 age category 73.1% of students are males. In the 20–29 age category 71.5% of students are males. In the 30–39 age category 54.8% of students are males. The 40–49 and 50–59 are the only age group categories where the female percentage exceeds males.

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 Graph

Special Needs Groups
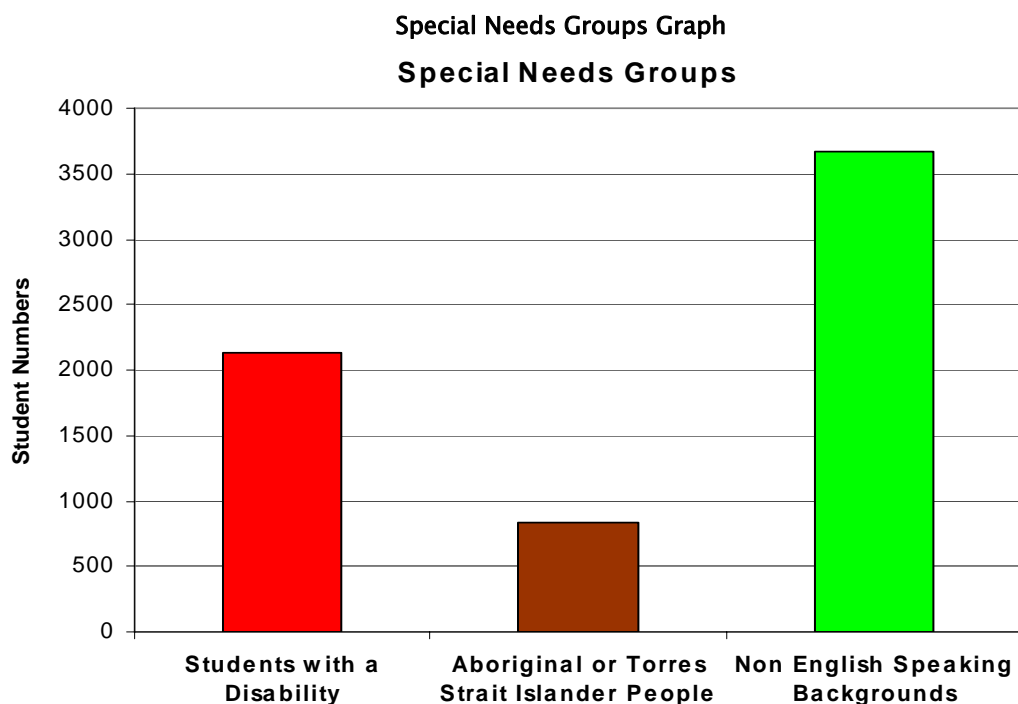
In 2007 the Students with special needs represented 22.2% of the total student population.

- **Aboriginal or Torres Strait Islander**

  students who stated they were Aboriginal or Torres Strait Islander 833 (2.8%)

- **Non-English Speaking Backgrounds**

  students who stated they spoke a language other than English at home 3,673 (12.5%)

- **Students with a Disability**

  students who stated that they had a disability 2,132* (7.2%)

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.

* *This figure cannot be equated with the number of students provided assistance by Disability Services (refer p33) as not all students who indicate on the enrolment form that they have a disability seek or require support from the service*

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 2007 Swan TAFE provided training to 10,355 students aged 15-19. This represents 34.7% of all Swan TAFE clients. 3,003,025 Student Curriculum Hours (SCH) were delivered to this cohort that represents 41.6% of total Swan TAFE SCH.

Vocational education and training to schools

During 2007, Swan TAFE provided Vocational Education and Training (VET) to 2,698 students enrolled in schools, known as VET for Schools. Of these students, 987 were serviced through the college's profile funded activities as specified in its Delivery and Performance Agreement with the Department of Education and Training. The remaining 1,711 students were serviced through non profile funding activities, of which 1,653 students were serviced through fee for service auspicing arrangements whereby Swan TAFE undertook validation, moderation and monitoring of vocational delivery and assessment undertaken at high schools.

Apprenticeships and Traineeships

Apprentices and Trainees at Swan TAFE
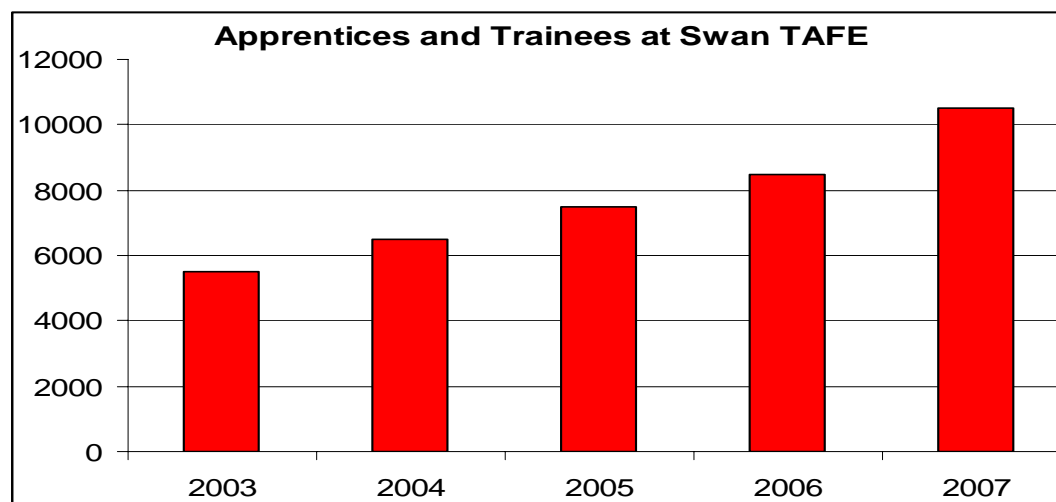
Note: Apprentices and trainees numbers have been rounded to nearest 500 in the graph

Swan TAFE provided training to a total of 10,374 apprentices and trainees, of which 313 students indicated that they were indigenous of Aboriginal or Torres Straight Islander descent. From the total apprentices and trainees 142 were enrolled through Vet in Schools activities, of which 90 indicated they were Aboriginal or Torres Straight Islander.

AUDITOR **GENERAL**

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

SWAN TAFE
FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS
FOR THE YEAR ENDED 31 DECEMBER 2007

I have audited the accounts, financial statements, controls and key performance indicators of the Swan TAFE.

The financial statements comprise the Balance Sheet as at 31 December 2007, and the Income Statement, Statement of Changes in Equity, Cash Flow Statement, a summary of significant accounting policies and other explanatory Notes.

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

Governing Council's Responsibility for the Financial Statements and Key Performance Indicators
The Governing Council is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions, and the key performance indicators. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial statements and key performance indicators that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances; and complying with the Financial Management Act 2006 and other relevant written law.

Summary of my Role
As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. 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 key 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 key performance indicators.

Swan TAFE
Financial Statements and Key Performance Indicators for the year ended 31 December 2007

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 2007 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions;

(ii) the controls exercised by the College provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and

(iii) the key 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 2007.

GLEN CLARKE
ACTING AUDITOR GENERAL
13 March 2008

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Certification of Key Performance Indicators

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 access Swan TAFE's performance and fairly represent the performance of Swan TAE for the financial year ended 31 December 2007.

Keith Vuleta
Chair
College Governing Council
Swan TAFE

Wayne Collyer
Managing Director
College Governing Council
Swan TAFE

Dated: 29. 02. 08

Swan TAFE
Large Training Provider of the Year Winner
Training Awards 2006

PO Box 1336 Midland WA 6936
Telephone (08) 9267 7777
Email: info.centre@swantafe.wa.edu.au
Website: www.swantafe.wa.edu.au
ABN: 62 743 829 896
Campuses located at Armadale, Balga, Bentley, Carlisle, Midland and Thornlie

Key Performance Indicators

Outcome

The 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 a world class education and training system that provides lifelong learning opportunities. Links are also evident to the Department of Education and Training's desired outcome that seeks to provide a responsive vocational, education and training sector which meets the needs of WA students and employers. The following indicators measure the effectiveness and efficiency of the college in achieving the desired outcome.

Effectiveness Indicators

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 [1]

Survey Year	Swan TAFE	Western Australia
2003	87%	85%
2004	86%	84%
2005	88%	85%
2006	85%	86%
2007	89%	87%

Note 1:   Figures are rounded to the nearest whole percent.

A higher proportion of Swan TAFE students (89%) were either satisfied or very satisfied with their course this year compared to 2006 (85%). Overall satisfaction levels were also higher than the State figure (87%).

A total of 1,373 Swan TAFE Students responded to the 2007 Student Satisfaction Survey, comprising 70.6 per cent institutional based and 29.4 per cent employment based students, which correlates with the College's 2007 student curriculum hour delivery mix. The response rate to the survey for Swan TAFE was 20 per cent with a standard error of ±1.7% at the 95 per cent confidence level.

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 by the National Centre for Vocational Education Research (NCVER). The survey targets students who graduated from 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.

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 [2]

	2003	2004	2005	2006	2007
Swan TAFE	n/a[4]	n/a[3]	84%	n/a[3]	88%
Western Australia	77%	n/a[3]	84%	89%	87%
Australia	78%	n/a[3]	85%	87%	86%

Note 2:   *Figures are rounded to the nearest whole percent.*

Note 3:   *The Student Outcomes survey is conducted by the National Centre for Vocational Education Research with College level data only being produced in alternate years which commenced in 2005.*

Note 4:   *As Swan TAFE was only formed on 1st January 2003 graduate data is not available.*

In 2007 834 graduates responded to the Student Outcomes Survey, giving a response rate of **31%** (NCVER Student Outcomes Survey Evaluation and Technical Report 2007) with the survey having a standard error of ± **2.4%** at the 95% confidence level. In 2007, the Swan TAFE Graduate Satisfaction rate of 88% was 1% higher than the State average and 2% higher than the Australian average. The 2007 survey results indicate an overall improvement in graduate satisfaction compared to 2005.

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 [5]

	2003	2004[6]	2005	2006	2007
Swan TAFE – Graduates employed	n/a[7]	n/a	75%	n/a [6]	83%
Swan TAFE – Graduates unemployed [8]	n/a[7]	n/a	10%	n/a [6]	9%
Swan TAFE – Graduates not in labour force [9]	n/a[7]	n/a	15%	n/a [6]	8%
Swan TAFE – Not stated	n/a[7]	n/a	2%	n/a [6]	2%
Western Australia Graduates employed [8]	73%	n/a	78%	81%	83%
Australia Graduates employed [8]	74%	n/a	79%	80%	80%

Note 5:   Figures are rounded to the nearest whole percent.

Note 6:   The Student Outcomes survey is conducted by the National Centre for Vocational Education Research with College level data only being produced in alternate years which commenced in 2005.

Note 7   As Swan TAFE was only formed on 1st January 2003 graduate data is not available

Note 8:   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 9:   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.

In 2007 834 graduates responded to the Student Outcomes Survey, giving a response rate of **31%** (NCVER Student Outcomes Survey Evaluation and Technical Report 2007) with the survey having a standard error of ± **2.4%** at the 95% confidence level.

The survey asked graduates to indicate their labour force status as at 25 May 2007. 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 2007 data shows that 83 per cent of Swan TAFE Graduates were employed on 25 May 2007, which is equal to the State average. This figure is an improvement over 2005 figure (75%) and reflects the improvement in the labour market in the time since the last survey.

Achievement of Non-Profile Delivery

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 and international students, Adult Community Education (ACE), industry specific tenders, labour market programs, Auspicing[12] and other fee-for-service commercial activities.

Table 4 – Achievement of non-profile delivery 2007

	Non-Profile Delivery		Profile Delivery		Total Delivery	
	SCH	Delivery Mix%	SCH	Delivery Mix%	SCH	Delivery Mix%
2003 Census	919,692	13.50%	5,893,370	86.50%	6,813,062	100.0%
2004 Census	922,612	14.11%	5,614,000	85.89%	6,536,612	100.0%
2005 Census	967,890	14.16%	5,867,841	85.84%	6,835,731	100.0%
2006 Census	1,043,859	14.48%	6,166,700	85.52%	7,210,559	100.0%
2007 Planned [10]	1,078,047		6,261,492		7,339,539	
2007 Census [10, 11]	1,015,348	13.95%	6,266,373	86.05%	7,282,211	100.0%
2007 Census Variance over 2006		-2.68%		+1.62%		+0.99%

The table shows that in 2007 the college's non profile component of total delivery was 13.95 per cent, which had decreased by -2.68 per cent over 2006. The table shows that in 2007 the college's profile component of total delivery was 86.05 per cent which had increased by +1.62 per cent over 2006. Overall, the college's total delivery grew by +0.99% over 2006.

Note 10:   The actual census delivery SCH data was sourced from the February 2008 AVETMISS collection for 2007 delivery with the profile SCH delivery plan being sourced from the college's 2007 Delivery and Performance Agreement.

Note 11:   In 2007 the census was calculated using the End of Study based reporting methodology (enrolments ending in the collection year) in line with the Federal and State "Skilling Australia's Workforce Agreement". Previous year census calculations used the Commencement based method.

Note 12:   Auspicing refers to the process of delivery validation and moderation on behalf of another provider as defined under Registered Training Organisations (RTO) guidelines.

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 delivery profile is negotiated directly with the Department of Education and Training, through the Delivery and Performance Agreement (DPA), and constitutes the College Training Plan as defined under the Act. The delivery profile takes into consideration government priorities, the needs of individuals, industry and the local community. The delivery 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 (SCH) by Industry Groups

	Industry Description	2007 Planned	2007 Census [13] [15]	Achieved 2007%
01A	Recreation Sports and Entertainment	51,986	46,382	89.2%
01B	Visual and Performing Arts	43,343	44,177	101.9%
01C[14]	Design	0	0	0.0%
02A	Automotive	576,534	568,185	98.6%
03A	Building and Constructions	720,626	706,190	98.0%
03B	Surveying and Building	67,766	68,380	100.9%
04A	Community Service Workers	187,512	197,505	105.3%
04B	Education and Childcare	318,463	311,371	97.8%
04C	Health	25,533	26,024	101.9%
04D[14]	Library Workers	0	0	0.0%
05A	Finance Insurance Property Service Workers	31,355	30,419	97.0%
06A	Food Trades and Processing	163,724	163,078	99.6%
07A	Clothing Footwear and Soft Furnishings	143,966	150,253	104.4%
07B	Furniture Manufacture	239,654	248,730	103.8%
08A[14]	Communications	0	0	0.0%
08B	Printing & Publishing	10,156	13,270	130.7%
09A	Engineering and Drafting	142,631	157,577	110.5%
09B	Metal and Mining	772,827	801,377	103.7%
10A	Animal Care	165,863	157,769	95.1%
10B	Forestry, Farming and Landcare	23,560	25,215	107.0%
10C[14]	Fishing	0	0	0.0%
10D	Horticulture	35,952	34,519	96.0%
11A[14]	Process Manufacturing	0	0	0.0%
12A	Personal Service	112,026	100,136	89.4%
12B	Retail	3,274	3,532	107.9%
13A	Cooking	88,190	89,907	101.9%
13B	Hospitality	72,264	70,310	97.3%
13C	Tourism	13,200	12,900	97.7%
13D[14]	Travel Agents	0	0	0.0%
14A	Transport Trades, Storage and Associated	33,056	30,046	90.9%
15A	Electrical and Electronic Engineering	62,819	51,919	82.6%
15B	Electrical Trades	413,006	437,772	106.0%
16A	Accounting and Other Business Services	141,381	145,210	102.7%
16B	Management	79,156	75,410	95.3%
16C	Office and Clerical	197,132	185,140	93.9%
17A	Computing	252,835	248,880	98.4%
18A	Science and Technical Workers	208,515	222,225	106.6%
19A[14]	ACE	0	0	0.0%
19B	Adult Literacy / E	727,608	714,238	98.2%
19C	Languages	5,000	4,435	88.7%
19D[14]	Miscellaneous	0	0	0.0%
19E	Targeted Access and Participation Courses	130,579	123,892	94.9%
	Totals	6,261,492	6,266,373	100.1%

Table 5 (above) shows the delivery achievement and profile mix between industry categories and shows that in 2007 the overall college profile achievement was 100.1 per cent. Swan TAFE has a diverse delivery portfolio that has a high trade/workshop component that specifically targets training for apprentices and trainees.

Note 13: The College's planned SCH delivery in each industry group has a corresponding census SCH delivery for 2007 that indicates the proportion of SCH achieved. The measure shows the actual 2007 SCH achieved (Census) for profile funded delivery expressed as a percentage over the 2007 planned SCH as detailed in the Delivery and Performance Agreement (DPA). The data was sourced from the 2008 State AVETMISS collection set for 2007 delivery and from the DPA agreement with the Department of Education and Training.

Note 14: The SCH in this industry group is not fundable for profile delivery through the Delivery and Performance Agreement.

Note 15: In 2007 the census was calculated using the End of Study based reporting methodology (enrolments ending in the collection year) in line with the Federal and State "Skilling Australia's Workforce Agreement". Previous year census calculations used the Commencement based method.

Table 6 – Profiled Achievement 2003–2007

	Census Achievement 2003	Census Achievement 2004	Census Achievement 2005	Census Achievement 2006	Census Achievement 2007 [16]
Profile Achievement%	99.6	95.1	100.2	100.3	100.1

Table 6 shows that the proportion of delivery achieved was slightly less than 2005 and 2006 but exceeded the 2007 planning target (100.1%).

Note 16: In 2007 the census was calculated using the End of Study based reporting methodology (enrolments ending in the collection year) in line with the Federal and State "Skilling Australia's Workforce Agreement". Previous year census calculations used the Commencement based method.

Efficiency Indicator

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

The overall cost per 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 2007 Financial Statements.

Table 7 – 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%
2006	$13.95	$14.16	+2.6%
2007	$13.08	$13.77[17]	−2.8%

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 2007 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.

Note 17:   The variance between the 2007 target estimate and the actual cost is +$0.69 (+5.2%), which comprised of salaries and salary on costs (+38 cents), unbudgeted grants for students (+14 cents), increased depreciation (+8 cents) and other expenses (+9 cents). The reduction in actual SCH unit cost for 2007 is largely due to the discontinuation of Capital User Charge payments halfway through the year. For comparison purpose if the full value was paid the adjusted actual cost for 2007 would be $14.38.

Statement of Compliance

Swan TAFE
Government of Western Australia

TAFEWA
swan

29 February 2008

The Hon Mark McGowan MLA
Minster for Education and Training; South West
21st Floor
197 St Georges Terrace
PERTH WA 6000

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 2007.

In the administration of Swan TAFE, we have complied with the Public Sector Standards in Human Resource Management, the Western Australia Public Sector Code of Ethics and our Code of Conduct. We have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy ourselves 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
Chair, Governing Council
Swan TAFE

Wayne Collyer
Managing Director
Swan TAFE

Compliance Report and Report on Accountability Issues

Minister

The Honourable Mark McGowan MLA, Minister for Education and Training, is the Minister responsible for training. Under the term of section 42 of the *Vocational Education and Training 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 courses, programs and services are responsive to, and meet the needs of, students, industry and the community.
- Ensure that the College meets its commitments under its Delivery and Performance Agreement (DPA) and any other contractual arrangements.

Ministerials

During 2007 the College provided 27 Ministerial responses and one request for information.

Declaration of Interests

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

- senior officers did not have any shareholding in the College; and
- to the best of the College's 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.
- Policy Guidelines for Publicly Funded Registered Training Organisations (RTO.
- Programs for Fees and Charges.

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 monies, the acquisition and disposal of public property and incurring of liabilities have been in accordance with legislative provisions.

Risk Management

Swan TAFE promotes risk management at all levels of the organisation as a tool for ensuring the efficient and effective operation of the College. The College's approach

to risk management as per the Risk, Control, and Compliance Framework is consistent with the Australian/New Zealand Risk Management Standard (AS/NZS 4360:2004).

Business areas are encouraged to undertake risk assessments for business planning purposes, significant project activity, procurement of equipment, property (leases) or services and contracting purposes, and as a part of good business practice. The Risk Unit within the College provides specialist services to support the completion of risk management activities across the College.

The College's Managing Director through the policy requires that all staff be aware of the effective management of risks and that risk assessments are conducted for annual business plans and identified projects.

During late 2007 the College's Risk Management Unit commenced a process to transform the 'Identified Risk, Control and Compliance Framework' into a single database to ensure all appropriate risk related information is readily available to all staff. This process is due to be completed during 2008 and will incorporate a web-based data storage system provided by the Insurance Commission of Western Australia.

Corruption Prevention
Swan TAFE has undertaken measures to reduce corruption and misconduct:

A Corruption and Fraud Framework has been developed in conjunction with the Department Education and Training. The framework incorporates Best Practice Principles and is based on active management especially in the areas of:
- Increasing awareness amongst staff (both existing and new employees) and Managers and developing strategies to encourage participation in preventing and detecting fraud.
- Integrating fraud prevention strategies into strategic management and operational plans.
- Managing fraud allegations professionally so as to not prejudice investigations nor delay natural justice.

In essence the framework consists of:
- Development and ongoing review of Corruption Detection and Prevention Policy and Procedures – reviewed 2007.
- Corruption Awareness Presentations for all staff – workshop for all managers undertaken in 2007 with ongoing presentations to staff throughout 2007.
- Availability of a dedicated 1800 information and advice line.
- Corruption and Awareness Investigation Capacity enhancements – in conjunction with Standards and Integrity Unit Department Education and Training.

The Framework has direct links to the College's Strategic Plan and adheres to the Premier's Circular 2005/02 dictating the requirements for agencies to implement a plan in order to reduce the risk of fraud and corruption.

An expected outcome of this strategy is to communicate a strategic risk management vision to Swan's entire work force and empower staff to proactively contribute to 'reporting reforms" so that procedures can be enacted upon before the events occur that demand a reaction. The strategy has the full support of the College's Corporate Executive. The strategy will minimise or negate the need for investigation whilst making provision for a specialist investigation facility should it be required.

Environmental Sustainability

This year marks the end of the Sustainable Energy Development Office's Energy Smart program. Under this initiative, all State Government agencies were asked to reduce their overall energy consumption by 12 per cent BY 2006/07, against a 2001/02 benchmark. Over this period, Swan TAFE successfully reduced its absolute energy consumption by nearly 20 per cent and its energy costs by more than 11 per cent, winning an 'Energy Champion' award in December 2006 for its efforts. Energy efficiency also improved: the amount of energy per square meter which was reduced by more than 11 per cent, and the amount of energy used per student – full-time equivalent decreased by more than 21 per cent, over the same period.

Over the year, Swan TAFE implemented a range of initiatives which all contributed to this achievement. These included the installation or repair of building management systems at Carlisle and Midland, the turning off computer monitors and lights when not required and the progressive substitution of energy-saving globes in light fittings and remote shut-down of PCs overnight.

The College continually seeks to minimise the impact of its activities on the environment through the following measures:

- College repair and maintenance contracts are in place for state-owned college buildings to improve accountability, value for money and consistency of maintenance standards and reporting.
- College repair and maintenance contracts also consolidate reporting and contractual arrangements to achieve the highest possible benefit. This includes the consolidation of waste disposal contracts, improved energy reporting and benchmarking.
- The offset of the greenhouse gas emissions from Swan TAFE vehicle fleet. Swan TAFE is offsetting 842 tonnes of carbon dioxide emissions in 2005/06 and 2006/07, by the planting of more than 2000 native trees through Carbon Neutral.
- A Clean Up Australia day event to clean the Bushby St Drain. This is a stormwater drain going through the Midland campus and emptying into the Blackadder Creek, a tributary to the Swan River. The half-day event was held on Friday 2 March and attracted about 15 volunteer staff from the campus and a number of students from the Horticulture and Art sections. Several bags of rubbish were filled and items such as chairs, tyres, and several boxes of syringes recovered.

- The financial support for three energy projects, involving the replacement of light fittings and globes in Block 8 at Thornlie, the installation of additional switches in a workshop and a lighting upgrade of the welding shop at Carlisle.
- An external water audit of four major campuses: Balga, Bentley, Carlisle and Thornlie. Diversity was the winning tenderer and audited the campuses for a week each, to establish baseline scheme water consumption, identify leaks, and analyse water use patterns. The Facilities Managers are reviewing the findings and planning improvements for 2008.

Other practical strategies that are in place to address environmental management issues include:
- The recycling of cardboard at Midland campus, in collaboration with the cleaners who pick up the flattened cardboard left by staff for recycling. This diverts recycled items from landfill and reduces the number of rubbish bin pick ups. The extension of the household battery collection system to six campuses in 2007. About 30Kgs were picked up by the EMRC in July 2007.
- The recycling of non-asset IT equipment at Midland campus. About 50 computers were sent to e-SIMS in mid-year.
- Recycling of paper and toner cartridges.
- U se of double-sided printing and photocopying where possible.
- Down-rating fluorescent tubes.
- Promoting waste minimisation.

Worker's Compensation
During 2007, the College managed a total of 21 workers compensation claims including 11 active claims. The resultant lost working time associated with these claims was 502 working days.

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

During 2007, the College worked closely with Riskcover and Shared Services (Employee Support Services) 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
An external audit by the Training and Accreditation Council (TAC) was conducted to ensure compliance against the Australian Quality Training Framework (AQTF) standards. The focus of the audit was on the implementation of new qualifications in Metals and Engineering and Automotive industry areas, plus training and assessment services in the delivery of Apprenticeships and Traineeships, and Building and Construction. Swan TAFE was found to be compliant against all standards that were audited.

Ninety Academic Internal Audits were completed throughout the College in 2007.

Eleven staff, including Principal Lecturers and Teaching and Learning consultants, completed four units from the Diploma of Business (Quality). These staff members will continue to audit the College's Academic sections providing a consistent outcome to internal audits in the future.

100 per cent of all AQTF checklists sent to the Corporate and Portfolio sections were completed and returned to the Quality Section.

The Quality Manager has contributed to a Framing the Future national resource book called Continuous Improvement in VET – a set of resources.

Freedom of Information Act

There were no formal freedom of information applications received by the College between 1 January and 31 December 2007.

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

A College information statement, 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
Phone: 08 9374 6131
Fax: 08 9374 6100

Public Sector Standards in Human Resource Management

Two applications for breach of standards were lodged and reviewed. The corresponding outcomes for the reporting period (2007) are:

- Number of breaches found: Nil

College Code of Conduct

During 2007, 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 community, recommended amendments to the College Corporate Executive. These were subsequently endorsed.

Employment Relations and Resources – Staff Resources (Treasurer's Instructions 903 [(4)(vii)])

Under Ministerial direction, the DET Employee Relations unit coordinates industrial and workplace relations strategy and policy for the TAFEWA colleges' network. Within this framework the College assisted in the implementation of the following industrial relations initiatives during 2007:

- Representation at the Western Australian Industrial Relations Commission on arbitrary matters relating to award/agreement conditions.
- Provided information to DET to assist in negotiation for the new lecturer's agreement.

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

As part of the human resource minimum obligatory information requirements 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 Backgrounds.
- Indigenous Australians.
- People with disabilities.
- Management profile.
- Age within the workforce.
- Employee gender.

Advertising

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

Total expenditure for 2007 was:	$ 292,104.11
Expenditure was incurred in the following areas:	
Campaign advertising – design and artwork	$ 274.03
Campaign Advertising – radio	$ 29,852.00
Campaign Advertising – internet	$ 6,716.89
Campaign Advertising – press/cinema	$ 95,773.41
Campaign Advertising – exhibition floor space	$ 14,483.54
General advertising	$ 15,012.61
Advertising – The West Australian	$ 61,257.89
Advertising – local newspapers	$ 25,794.35
Advertising – staff vacancies	$ 42,939.39

NB: Expenditure for 2007 includes funds spent on the 'Tricks of the Trade' lecturer recruitment advertising campaign.

Records Management

DET conducted a baseline records keeping audit during 2006, including all TAFEWA colleges, district education offices, agencies (DET central office, Curriculum Council, Department of Eduction Services and Country High School Hostel Authority) and a selection of schools. Results of the audit showed areas of improvement for the College to address. All areas were addressed by mid 2007.

Both the Quality Assurance and Records Management units developed further processes for records keeping throughout 2007. These processes included routine internal audits, as an ongoing commitment to delivering quality services to customers.

A Total Records and Information Management (TRIM) Context rollout was carried out in two stages during 2007. The initial roll out involved the development of the database, security and user accounts and included identifying the specific requirements of all areas of the College, including academic. The second stage involved the introduction of an electronic document records management system.

The destruction of records held at an off-site storage facility (Iron Mountain (formerly Pickfords) in Welshpool) was completed in early 2007. The project required the reassessment of records held in storage in accordance with the TAFEWA retention and disposal schedule, general disposal authorities and other relevant policies. This process greatly reduced the amount and consequent storage costs of the College's records currently in storage holdings.

Records Management Training

Records keeping awareness training sessions were conducted throughout the year. Awareness training for senior management personnel was also conducted during professional development programs.

Records keeping awareness training sessions were included in the induction program for all new academic staff, commencing January 2007.

During 2008, a new compacter area is being established in 'H' Block at Bentley and some records staff will move to that area.

Publications
- Review of Management of College Records Policy, Confidentiality of Personal Information Policy and Freedom of Information Policy;
- Swan TAFE Records Keeping Responsibilities;
- Defining a Record; and
- Framework of Records Management at Swan TAFE.

Disability Access and Inclusion Plan (DAIP)

1. People with disabilities have the same opportunities as other people to access the services of, and any events organised by, a public authority.		
Strategies	*Activities*	*Timeline*
Establish a Steering Committee to guide the activities of the Disability Access & Inclusion Plan (DAIP).	Convening of Steering Committee from DAIP Reference Group.	Continuing
Monitor the DAIP so that College services are accessible to, and inclusive of, people with disabilities (PWD).	Reports in: – College Annual Report – Disability Services Commission	2007
Disability Services staff on College Standing Committees	Marketing, PACD and Customer Services	Ongoing
Organise events so they are accessible to and inclusive of PWD	Funding and resources allocated to Careers & Ability Expos	2007
2: People with disabilities have the same opportunities as other people to access Swan TAFE's buildings and other facilities.		
Accessibility of buildings, facilities, equipment and signage.	Disability Services Staff and Campus Managers	2007
3: People with disabilities receive information from Swan TAFE in a format that will enable them to access the information, as readily as other people are able to access it.		
Raise community awareness of information being accessible alternative formats	Inform all staff of accessible information, including lecturing material in alternative formats e.g. Braille, voice activated software Use support staff e.g. interpreters, notetakers, scribes, etc so that PWD can access Swan TAFE information.	2007 & ongoing
4: People with disabilities receive the same level and quality of service from the staff of Swan TAFE as other people receive from College staff.		
Raise awareness with staff and students	Student Orientations, staff inductions & staff meetings	2007
Professional Development for staff according to their role at the College e.g. customer service, academic	PACD presentations to GOSAC staff and lecturers	2007
5: People with disabilities have the same opportunities as other people to make complaints, using the Swan TAFE grievance process.		
Make sure that grievance mechanism (ComBit) is accessible	Provide staff training in facilitation of grievances for PWD	2007
6: People with disabilities have the same opportunities as other people to participate in any public consultation at Swan TAFE.		
	Consult with the PWD, family and carers and other stakeholders as an ongoing requirements of the DAIP	2007

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 Training Act, 1975;
- 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 during 2007:

- 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

Financial Statements

FINANCIAL STATEMENTS
Swan TAFE

The accompanying financial statements of SwanTAFE
have been prepared in compliance with the provisions of
the Financial Management Act 2006 from proper accounts and
records to present fairly the financial transactions for the year ending
31 December 2007 and the financial position as at 31 December 2007.

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

_____
Chairman of Governing Council

29/2/08
Dated

_____
Managing Director
(Member of Governing Council)

29.02.08
Dated

_____
Principal Accounting Officer

29-2-08
Dated

INCOME STATEMENT		2007	2006
FOR THE YEAR ENDED 31 DECEMBER 2007			
	Notes	$	$
COST OF SERVICES			
Expenses			
Employee benefits expense	7	63,744,274	60,250,179
Supplies and services	8	18,360,204	17,990,893
Depreciation and amortisation expense	9	4,814,001	5,649,580
Finance costs	10	35,300	44,810
Grants and subsidies	11	1,130,649	1,501,399
Capital user charge	12	4,446,331	9,067,885
Cost of sales	17	1,623,873	1,447,184
Loss on disposal of non-current assets	20	-	23,183
Other expenses	13	6,108,234	6,143,071
Total cost of services		100,262,865	102,118,183
Income			
Revenue			
Fee for service	14	6,808,559	6,212,773
Student fees and charges	15	8,762,693	7,920,320
Ancillary trading	16	1,092,249	1,151,817
Sales	17	2,116,074	1,816,043
Interest revenue	18	259,104	295,624
Other revenue	19	1,118,259	959,475
Total revenue		20,156,938	18,356,053
Gains			
Gain on disposal of non-current assets	20	18,847	-
Total gains		18,847	-
Total income other than income from State Government		20,175,785	18,356,053
NET COST OF SERVICES		(80,087,081)	(83,762,130)
INCOME FROM STATE GOVERNMENT	21		
State funds		82,228,588	77,597,860
Resources received free of charge		1,527,859	1,946,443
Total income from State Government		83,756,447	79,544,303
SURPLUS/(DEFICIT) FOR THE PERIOD		3,669,366	(4,217,827)

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

BALANCE SHEET			
AS AT 31 DECEMBER 2007		2007	2006
	Notes	$	$
ASSETS			
Current Assets			
Cash and cash equivalents	34	1,454,055	1,399,410
Restricted cash and cash equivalents	22,34	5,936,364	325,384
Inventories	23	498,935	421,756
Receivables	24	2,390,065	2,328,282
Other current assets	25	1,041,496	5,682,797
Total Current Assets		11,320,914	10,157,628
Non-Current Assets			
Restricted cash and cash equivalents	22,34	551,728	-
Non-current assets classified as held for sale	26	52,829	-
Property, plant and equipment	27	199,826,751	175,792,400
Total Non-Current Assets		200,431,308	175,792,400
TOTAL ASSETS		211,752,223	185,950,028
LIABILITIES			
Current Liabilities			
Payables	29	145,354	5,351,465
Borrowings	30	204,637	194,493
Provisions	31	5,573,724	6,211,093
Other current liabilities	32	2,932,345	2,917,644
Total Current Liabilities		8,856,062	14,674,695
Non-Current Liabilities			
Borrowings	30	231,311	461,937
Provisions	31	3,559,180	4,325,338
Other non-current liabilities	32	75,128	-
Total Non-Current Liabilities		3,865,620	4,787,276
TOTAL LIABILITIES		12,721,682	19,461,971
NET ASSETS		199,030,541	166,488,057
EQUITY			
Contributed equity	33	60,066,003	58,747,439
Reserves		128,596,393	97,374,070
Accumulated surplus/(deficit)		10,368,145	10,366,548
TOTAL EQUITY		199,030,541	166,488,057

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

STATEMENT OF CHANGES IN EQUITY			
FOR THE YEAR ENDED 31 DECEMBER 2007		2007	2006
	Notes	$	$
Balance of equity at start of period		166,488,057	133,340,658
CONTRIBUTED EQUITY	33		
Balance at start of period		58,747,439	58,747,439
Capital contributions		1,318,564	-
Balance at end of period		60,066,003	58,747,439
RESERVES	33		
Asset Revaluation Reserve			
Balance at start of period		97,374,070	60,008,844
Restated balance at start of period		97,374,070	60,008,897
Gains/(losses) from asset revaluation		31,222,323	37,365,173
Balance at end of period		128,596,393	97,374,070
ACCUMULATED SURPLUS (RETAINED EARNINGS)	33		
Balance at start of period		10,366,548	14,584,375
Change in accounting policy or correction of prior period errors (a)		(3,667,770)	
Restated balance at start of period		6,698,778	14,584,375
Surplus/(deficit) for the period		3,669,366	(4,217,827)
Balance at end of period		10,368,145	10,366,548
Balance of equity at end of period		199,030,541	166,488,057
Total income and expenses for the period (b)		34,891,689	33,147,346

(a) Represents a voluntary change to the College's accounting policy with regard to its capitalisation threshold from $1,000 to $5,000 effective from 1 January 2007.

(b) The aggregate net amount attributable to each category of equity is: surplus of $3,669,366 plus gains from asset revaluation of $ 31,222,323 (2006: deficit of $4,217,827 plus gains from asset revaluation of $37,365,173)

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

CASH FLOW STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2007	Notes	2007 $	2006 $
CASH FLOWS FROM STATE GOVERNMENT			
Recurrent state funding - Department of Education and Training		81,145,017	66,495,890
Capital state funding - Department of Education and Training		5,800,000	
Net cash provided by State Government		86,945,017	66,495,890
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(65,475,595)	(56,705,669)
Supplies and services		(17,588,598)	(15,864,612)
Grants and subsidies		(1,130,649)	(1,501,399)
Finance costs		(35,300)	(44,810)
Capital user charge		(8,892,662)	(4,621,554)
Cost of Goods sold		(1,701,052)	(1,403,840)
GST payments on purchases		(2,166,559)	(2,212,779)
Other payments		(6,044,730)	(5,892,909)
Receipts			
Fee for service		6,861,409	6,387,234
Student fees and charges		8,838,527	7,760,584
Ancillary trading		1,092,249	1,151,817
Interest received		259,104	295,624
GST receipts on sales		700,408	644,930
GST receipts from taxation authority		1,551,148	1,533,550
Sales		2,116,074	1,816,043
Other receipts		1,118,259	1,045,614
Net cash provided by/(used in) operating activities	34	(80,497,967)	(67,612,176)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		258,650	72,704
Purchase of non-current physical assets		(267,867)	(3,490,633)
Net cash provided by/(used in) investing activities		(9,217)	(3,417,929)
CASH FLOWS FROM FINANCING ACTIVITIES			
Finance lease repayment of principal		(220,481)	(152,324)
Net cash provided by/(used in) financing activities		(220,481)	(152,324)
Net increase/(decrease) in cash and cash equivalents		6,217,352	(4,686,539)
Cash and cash equivalents at start of period		1,724,794	6,411,333
CASH AND CASH EQUIVALENTS AT END OF PERIOD	34	7,942,146	1,724,794

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

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2007

1   Australian equivalents to International Financial Reporting Standards

(a) General
The College's financial statements for the year ended 31 December 2007 have been prepared in accordance with Australian equivalents to International Financial Reporting Standards (AIFRS) which comprise a Framework for the Preparation and Presentation of Financial Statements (the Framework) and Australian Accounting Standards (including the Australian Accounting Interpretations).

In preparing these financial statements the College has adopted, where relevant to its operations, new and revised Standards and Interpretations from their operative dates as issued by the Australian Accounting Standards Board (AASB) and formerly the Urgent Issues Group (UIG).

The Australian Accounting Interpretations are adopted through AASB 1048 'Interpretation and Application of Standards' and are classified into those corresponding to International Accounting Standards Board (IASB) Interpretations and those only applicable in Australia.

The AASB has decided to maintain the Statements of Accounting Concepts (SAC 1 and SAC 2) and has continued to revise and maintain accounting standards and the interpretations that are of particular relevance to the Australian environment, especially those that deal more specifically with not-for-profit entity issues and/or do not have an equivalent IASB Standard or Interpretation.

(b) Early adoption of standards
The College cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by Treasurer's
Instruction (TI) 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No standards and interpretations that have been issued or amended but are not yet effective have been early adopted by the College for the annual reporting period ended 31 December 2007.

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
Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB as applied by the TIs. Several of these are modified by the TIs to vary application, disclosure, format and wording. For example, AASB 116 requires land and buildings to be measured at cost or fair value; TI 954 mandates the fair value option.

The Financial Management Act and the TIs are legislative provisions governing the preparation of financial statements and take precedence over the Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB.

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.

Modifications or clarifications to accounting standards through the TIs are to provide certainty and ensure consistency and appropriate reporting across the public sector.

(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, building, plant 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 and all values are 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 3 'Judgements made by management in applying accounting policies'.

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the balance sheet 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'.

(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) have been designated as contributions by owners by TI 955 'Contributions by Owners Made to Wholly Owned Public Sector Entities' and have been credited directly to Contributed Equity.

Transfer of net assets to/from other agencies are designated as contributions by/distributions to owners to where the transfers are non-discretionary and non-reciprocal. See note 33 'Equity'.

Repayable capital appropriations are recognised as liabilities.

(e) Income
Revenue recognition
Revenue is measured at the fair value of consideration received or receivable.

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 contributions.

Sale of goods
Revenue is recognised from the sale of goods and disposal of other assets when the significant risks and rewards of ownership control transfer to the purchaser and can be measured reliably.

Rendering of services
Revenue is recognised on delivery of the service to the client or by reference to the stage of completion of the transaction.

Interest
Revenue is recognised as the interest accrues. (The effective interest method which is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset to the net carrying amount of the financial asset, is used where applicable.)

Grants, donations, gifts and other non-reciprocal contributions
Revenue is recognised at fair value when the College obtains control over the assets comprising the contributions, usually when cash is received.

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

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 balance sheet date, the nature of, and amounts pertaining to, those undischarged conditions are disclosed in the notes.

State funds
The funds received from the Department of Education and Training in respect of the delivery of services forming part of the Delivery Performance Agreement are included in State funds, disclosed under 'Income from State Government'.
This revenue is recognised at nominal value in the period in which the College meets the terms of the Agreement.
See note 21 'Income from State Government'.

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. A qualifying asset is an asset that necessarily takes a substantial period of time to get ready for its intended use or sale. Other borrowing costs are expensed when incurred.

(g) Property, plant and equipment
Capitalisation/Expensing of assets
Items of property, plant and equipment costing $5,000 or more are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of property, plant and equipment costing less than $5,000 are immediately expensed direct to the Income Statement (other than where they form part of a group of similar items which are significant in total).

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 cost, the cost is their fair value at the date of acquisition.

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-based 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. When buildings are revalued by reference to recent market transactions, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

Where market-based 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 where 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. Where the fair value of buildings is dependent on using the depreciated replacement cost. Where the fair value of buildings is dependent on using the depreciated replacement cost, the gross carrying amount and the accumulated depreciation are restated proportionately.

Independent valuations of land and buildings are provided annually by the Western Australian Land Information Authority (Landgate) and recognised with sufficient regularity to ensure that the carrying amount does not differ materially from the asset's fair value at the balance sheet date.

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 and in determining estimated useful life. 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 estimated 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 over its useful life, using rates which are reviewed annually.

Estimated useful lives for each class of depreciable asset are:

	2007	2006
Buildings	20 to 40 years	20 to 40 years
Motor vehicles, caravans and trailers	3 to 20 years	1 to 33 years
Plant, furniture and general equipment	3 to 33 years	1 to 29 years
Computing, communications and software [a]	5 to 27 years	1 to 14 years

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

[a] Software that is integral to the operation of related hardware.

(h) Intangible assets

Capitalisation/Expensing of assets

All acquired and internally developed intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal cost, 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 the reporting the College had no intangible assets.

(i) Impairment of assets

Property, plant and equipment, and intangible assets are tested for any indication of impairment at each balance sheet 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 considered impaired and 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 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 where fair value is determined by reference to market-based evidence. Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured.

Intangible assets not yet available for use are tested for impairment at each balance sheet date irrespective of whether there is any indication of impairment.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated, where the replacement cost is falling or where there is a significant change in useful life.

Each relevant class of assets is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of assets' future economic benefits and to evaluate any impairment risk from falling replacement costs or a significant change in useful life.

See note 28 'Impairment of assets' for the outcome of impairment reviews and testing. See note 2(p) 'Receivables' and note 24 'Receivables' for impairment of receivables.

(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

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

The College has entered into Finance lease arrangements for Multi Function Devices over 4 years.

(l) Financial instruments

The College has two categories of financial instruments:

Financial assets
- cash and cash equivalents (including restricted cash and cash equivalents)
- receivables
- term deposits

Financial liabilities
- payables
- borrowings - Grant and Advances (Sustainable Energy Development Office)
- finance leases

Initial recognition and measurement of financial instruments is at fair value. Usually the transaction cost or face value is equivalent to fair value and sub- sequent measurement is at amortised cost using the effective interest method.

The fair value of short-term receivables and payables is the transaction cost or the face value because there is no interest rate applicable and subsequent measurement is not required as the effect of discounting is not material.

(m) Cash and cash equivalents

For the purpose of the Cash Flow Statement, cash and cash equivalents include restricted cash and cash equivalents. These are comprised of 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.

(n) Accrued salaries

Accrued salaries (see note 32 '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 fortnight of the financial year end. The College considers the carrying amount of accrued salaries to be equivalent to its net fair value.

(o) Inventories

Inventories are measured at the lower of cost (averaged cost formula) and 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.

See note 23 'Inventories'.

(p) Receivables

Receivables are recognised and carried at original invoice amount less an allowance for any uncollectible amounts (impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written off. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the College will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 90 days. See note 2(l) 'Financial instruments' and note 24 'Receivables'.

An allowance for impairment of receivables can only be raised if there is objective evidence of impairment.

(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 29 'Payables'.

(r) Borrowings

All loans payable 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 30 'Borrowings'.

(s) Provisions

Provisions are liabilities of uncertain timing and/or 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 resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at each balance sheet date. See note 31 'Provisions'.

(i) Provisions – employee benefits

Annual leave and long service leave

The liability for annual and long service leave expected to be settled within twelve months after the balance sheet 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 twelve months after the balance sheet 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 balance sheet 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 balance sheet 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 twelve months after the balance sheet date.

Superannuation

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

The College has no liabilities for superannuation charges under those schemes, as 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. The concurrently funded part of the GSS Scheme is a defined contribution scheme as these contributions extinguish all liabilities in respect of the concurrently funded GSS Scheme obligations.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension or the GSS Schemes became non-contributory members of the West State Superannuation (WSS) Scheme. Employees commencing employment on or after 16 April 2007 became members of the GESB Super (GESBS) Scheme. Both of these schemes are accumulation schemes. 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 the liability for superannuation charges in respect of the WSS and GESBS Schemes.

The GESB makes all benefit payments in respect of the Pension Scheme and the GSS Scheme transfer benefits and is recouped by the Treasurer for the employer's share. 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 separately as expenses and liabilities-when the employment, to which they relate, has occurred. Employment on-costs are included as part of 'Other expenses' and are not included as part of the College's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'. (See note 13 'Other expenses' and note 31 'Provisions'.)

(t) Superannuation expense
The following elements are included in calculating the superannuation expense in the Income Statement:

(a) Defined benefit plans
Change in the unfunded employer's liability (i.e. current service cost and actuarial gains and losses) 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 GSS Scheme; and

(b) Defined contribution plans
Employer contributions paid to the WSS Scheme, GESBS Scheme and the equivalent of employer contributions to the GSS Scheme.

Defined benefit plans – in order to reflect the true cost of services, the movements (i. e. current service cost and actuarial gains and losses) in the liabilities in respect of the Pension Scheme and the GSS Scheme transfer benefits are recognised as expenses directly in the Income Statement. As these liabilities are assumed by the Treasurer (refer note 2(s)(i)), 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').

Defined contribution plans – in order to reflect the College's true cost of services, the College is funded for the equivalent of employer contributions in respect of the GSS Scheme (excluding transfer benefits). These contributions were paid to the GESB during the year and placed in a trust account administered by the GESB on behalf of the Treasurer. The GESB subsequently paid these employer contributions in respect of the GSS Scheme to the Consolidated Fund.

The GSS Scheme is a defined benefit scheme for the purposes of employees and whole-of-government reporting. However, apart from the transfer benefit, it is a defined contribution plan for agency purposes because the concurrent contributions (defined contributions) made by the College to GESB extinguish all of the College's obligations to the related superannuation liability.

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

(u) Resources received free of charge or for nominal cost
Resources received free of charge or for nominal cost that can be reliably measured are recognised as income and as assets or expenses, as appropriate, at fair value.

(v) Comparative figures
Comparative figures are, where appropriate, reclassified to be comparable with the figures presented in the current financial year.

(w) Goods and services tax
Revenue, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred is not recoverable from the taxation authority. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of the expense.

Receivable and payables are stated with the amount of GST included. The net amount of GST recoverable from, or payable to, the ATO is included as a current asset or liability in the balance sheet.

Cash flows are included in the statement of cash flows on a gross basis. The GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the ATO are classified as operating cash flows.

3   Judgements made by management in applying accounting policies

The judgements that have been made in the process of applying accounting policies that have a significant effect on the amounts recognised in the financial statements include:

Operating Lease Commitments
The College has entered into a number of motor vehicle leases and has determined that the lessor retains all the significant risks and rewards of ownership of the property. Accordingly, these leases have been classified as an operating lease.

Adoption of fair value versus cost basis for plant and equipment.

There were no other significant judgements made that would materially alter the current results of the college.

4   Key sources of estimation uncertainty

The key estimates and 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 allowance for doubtful debt) and all others are by individual assessment with an allowance 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.

5   Disclosure of changes in accounting policy and estimates

Initial application of an Australian Accounting Standard
The College has applied the following Australian Accounting Standards and Australian Accounting Interpretations effective for annual reporting periods beginning on or after 1 January 2007:

1. AASB 7 'Financial Instruments: Disclosures' (including consequential amendments in AASB 2005-10 'Amendments to Australian Accounting Standards [AASB 132, AASB 101, AASB 114, AASB 117, AASB 133, AASB 139, AASB 1, AASB 4, AASB 1023 & AASB 1038]'). This Standard requires new disclosures in relation to financial instruments. The Standard resulted in increased disclosures of risk exposure, both quantitative and qualitative, enhanced disclosure regarding components of the financial position and performance, and changes to the way of presenting certain items in the notes to the financial statements.
The application of this Standard has no financial impact.

2. AASB 101 'Presentation of Financial Statements'. This Standard was revised and issued in October 2006 so that AASB 101 has the same requirements as IAS 1 'Presentation of Financial Statements' (as issued by the IASB) in respect of for-profit entities. The College is a not-for-profit entity and consequently, the application of this Standard has no financial impact.

3. AASB 2005-10 'Amendments to Australian Accounting Standards [AASB 132, AASB 101, AASB 114, AASB 117, AASB 133, AASB 139, AASB 1, AASB 4, AASB 1023 & AASB 1038]'. The amendments are as a result of the issue of AASB 7 'Financial Instruments: Disclosures', which amends the financial instrument disclosure requirements in these standards. The application of this Standard has no financial impact.

The following Australian Accounting Standards and Interpretations are considered to have no impact, or are not applicable, to not-for-profit entities:

AASB 2007-2	'Amendments to Australian Accounting Standards arising from AASB Interpretation 12 [AASB 1, AASB 117, AASB 118, AASB 120, AASB 121, AASB 127, AASB 131 & AASB 139]'
UIG Interpretation 7	'Applying the Restatement Approach under AASB 129 *Financial Reporting in Hyperinflationary Economies*'
UIG Interpretation 8	'Scope of AASB 2'
UIG Interpretation 9	'Reassessment of Embedded Derivatives'
AASB Interpretation 10	'Interim Financial Reporting and Impairment'

Voluntary changes in accounting policy
Change in Assets Capitalisation Policy 2007
The College changed its assets capitalisation threshold policy from $1,000 to $5,000 on and from 1 January 2007, in accordance with TI 410, Records of Assets.
The net adjustment to accumulated surplus and equity as a result of the write-off of assets with an initial cost less than the new threshold was $7,654,411 for 2007.
There is no effect on the 2006 financial statements of this policy change other than the impact on adopting Australian Accounting Standards. The change in accounting policy adopts the mandatory limit for

recording items of property, plant and equipment form TI 410, records of Assets. Retrospective application of his policy is impracticable due to the unavailability of the detail required for prior period restatement and the large number of assets.

Future impact of Australian Accounting Standards not yet operative-
The College cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the College has not applied the following Australian Accounting Standards and Australian Accounting Interpretations that have been issued but are not yet effective. These will be applied from their application date:

1. AASB 2007-4 'Amendments to Australian Accounting Standards arising from ED 151 and Other Amendments [AASB 1, 2, 3, 4, 5, 6, 7, 102, 107, 108, 110, 112, 114, 116, 117, 118, 119, 120, 121, 127, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 141, 1023 & 1038]'. The amendments arise as a result of the AASB decision to make available all options that currently exist under IFRSs and that certain additional Australian disclosures should be eliminated. It is expected that the TIs will be amended to maintain the status quo when the Standard is first applied and consequently there will be no financial impact. The Standard is required to be applied to annual reporting periods beginning on or after 1 July 2007.

2. AASB 2007-5 'Amendments to Australian Accounting Standard – Inventories Held for Distribution by Not-for-Profit Entities [AASB 102]'. This amendment changes AASB 102 'Inventories' so that inventories held for distribution by not-for-profit entities are measured at cost, adjusted when applicable for any loss of service potential. The Standard is required to be applied to annual reporting periods beginning on or after 1 July 2007.

3. AASB 101 'Presentation of Financial Statements'. This Standard has been revised and will change the structure of the financial statements. These changes will require that owner changes in equity are presented separately from non-owner changes in equity. The College does not expect any financial impact when the Standard is first applied. The Standard is required to be applied to annual reporting periods beginning on or after 1 January 2009.

4. AASB 123 'Borrowing Costs'. This Standard has been revised to mandate the capitalisation of all borrowing costs attributable to the acquisition, construction or production of qualifying assets. The College does not expect any financial impact when the Standard is first applied. The Standard is required to be applied to annual reporting periods beginning on or after 1 January 2009.

5. AASB 1049 'Financial Reporting of General Government Sectors by Governments'. This new Standard sets out requirements for the form and content of General Government Sector (GGS) financial reports. This Standard is required to be applied to annual reporting periods beginning on or after 1 July 2008.

6. AASB Interpretation 4 'Determining whether an Arrangement contains a Lease [revised]'. This Interpretation was revised and issued in February 2007 to specify that if a public-to-private service concession arrangement meets the scope requirements of AASB Interpretation 12 'Service Concession Arrangements' as issued in February 2007, it would not be within the scope of Interpretation 4. The College does not expect any financial impact when the Interpretation is first applied. The Interpretation is required to be applied to annual reporting periods beginning on or after 1 January 2008.

The following Australian Accounting Standards and Interpretations are considered to have no impact, or are not applicable, to not-for-profit entities:

AASB 8	'Operating Segments'
AASB 2007-1	'Amendments to Australian Accounting Standards arising from AASB Interpretation 11 [AASB 2]'
AASB 2007-2	'Amendments to Australian Accounting Standards arising from AASB Interpretation 12 [AASB 1, AASB 117, AASB 118, AASB 120, AASB 121, AASB 127, AASB 131 & AASB 139]'

AASB 2007-3   'Amendments to Australian Accounting Standards arising from AASB 8 [AASB 5, AASB 6, AASB 102, AASB 107, AASB 119, AASB 127, AASB 134, AASB 136, AASB 1023 & AASB 1038]'

AASB 2007-6   'Amendments to Australian Accounting Standards arising from AASB 123 [AASB 1, AASB 101, AASB 107, AASB 111, AASB 116 & AASB 138 and Interpretations 1 & 12]'

AASB 2007-7   'Amendments to Australian Accounting Standards [AASB 1, AASB 2, AASB 4, AASB 5, AASB 107 & AASB 128]'

AASB 2007-8   'Amendments to Australian Accounting Standards arising from AASB 101'

ERR   'Erratum: Proportionate Consolidation [AASB 101, AASB 107, AASB 121, AASB 127, Interpretation 113]'

UIG Interpretation 11   'AASB 2 – Group and Treasury Share Transactions'

AASB Interpretation 12   Service Concession Arrangements'

AASB Interpretation 13   'Customer Loyalty Programmes'

AASB Interpretation 14   'AASB 119 – The Limit on a Defined Benefit Asset, Minimum Funding Requirements and their Interaction'

AASB Interpretation 129   Service Concession Arrangements: Disclosures [revised]'.

AASB Interpretation 1003   'Australian Petroleum Resource Rent Tax'

Changes in accounting estimates

No Changes have occurred in accounting policies or estimates.

		2007	2006
7	**Employee benefits expense**		
	Wages and salaries [a]	53,116,540	50,560,984
	Superannuation - defined contribution plans [b]	3,878,270	3,203,964
	Superannuation - defined benefit plans [c][d]	1,476,089	1,877,178
	Long service leave [e]	615,869	1,544,310
	Annual leave [e]	4,302,322	2,740,644
	Other	355,183	323,099
		63,744,274	60,250,179

(a) Includes the value of the fringe benefit to the employee plus the fringe benefit tax component.
(b) Defined contribution plans include the GESB Super, West State and Gold State Schemes (contribution paid).
(c) Defined benefit plans include the Pension and the Gold State Scheme (pre-transfer benefit).
(d) An equivalent notional income is also recognised (see note 21 'Income from State Government').
(e) 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 31 'Provisions'.

8	**Supplies and services**		
	Consumables and minor equipment	4,501,468	4,611,752
	Communication expenses	733,333	890,475
	Utilities expenses	1,587,868	1,348,522
	Consultancies and contracted services	6,880,301	6,567,062
	Minor works	2,280,202	1,935,287
	Repairs and maintenance	393,650	400,486
	Operating lease and hire charges	377,532	483,735
	Travel and passenger transport	308,610	317,734
	Advertising and public relations	485,636	601,944
	Supplies and services - other	811,605	833,895
		18,360,204	17,990,893
9	**Depreciation**		
	Buildings	3,362,051	2,888,627
	Motor vehicles, caravans and trailers	214,858	232,231
	Plant, furniture and general equipment	974,015	1,233,488
	Computers and communication network	263,077	1,295,233
	Total depreciation	4,814,001	5,649,580
10	**Finance costs**		
	Finance lease finance charges	35,300	44,810
11	**Grants and subsidies**		
	Payments to non-TAFE providers for VET service delivery	4,375	4,832
	Apprentices and trainees (travel, accommodation and other off-the-job assistance)	1,111,274	

		1,491,880
Other	15,000	4,687
Total	1,130,649	1,501,399

12   Capital user charge

Capital user charge expense	4,446,331	9,067,885

The charge was a levy applied by Government for the use of its capital. In 2007, the final year in which the charge was levied, a single payment was made equal to the appropriation for 2007 less any adjustment relating to 2006.

13   Other expenses

Building maintenance	1,264,258	1,306,025
Doubtful debts expense	400,848	448,837
Employment on-costs [a]	3,970,285	4,047,437
Donations	22,456	14,965
Student prizes and awards	12,317	26,222
Losses and write-offs	61,117	24
Other [b]	376,954	299,561
	6,108,234	6,143,071

(a) Includes workers' compensation insurance and other employment on-costs. The on-costs liability associated with the recognition of annual and long service leave liability is included at note 31 'Provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.
(b) Includes - students and staff activities, refunds of revenue

14   Fee for service

Fee for service - general	2,378,010	1,578,508
Fee for service - Department of Education and Training	124,340	590,596
Fee for service - Government (other than Department of Education and Training)	299,254	819,098
Adult community education fees	550,762	431,238
International division fees	2,881,675	2,564,735
Fee for service - other	574,517	228,597
	6,808,559	6,212,773

15   Student fees and charges

Tuition fees	5,856,928	5,312,379
Enrolment fees	738,852	661,087
Resource fees	2,142,053	1,922,688
Other college fees	24,860	24,165
	8,762,693	7,920,320

16   Ancillary trading

Live works (not a trading activity)	684,445	707,795
Contracting and consulting	55,157	150,998
Other ancillary revenue	352,646	293,025
	1,092,249	1,151,817

17   Trading profit/(loss)

(a) Bookshop:

Sales	1,459,371	1,512,448
Cost of sales:		
Opening inventory	(421,756)	(465,100)
Purchases	(1,324,748)	(1,241,292)
	(1,746,504)	(1,706,392)
Closing inventory	(498,935)	(421,756)
Cost of goods sold	(1,247,569)	(1,284,636)
Trading profit/(loss) - Bookshop	211,802	227,812

(b) Cafeteria (non-training related)

Sales	656,703	303,596
Cost of sales:		
Purchases	(376,304)	(162,548)
Cost of goods sold	(376,304)	(162,548)
Trading profit/(loss) - Cafeteria	280,399	141,048

Total Trading profit/(loss)	492,201	368,860

See note 2(o) 'Inventories' and note 24 'Inventories'.

18   Interest revenue

Interest revenue	259,104	295,624

Interest from Commonwealth Bank trading account, short term deposits and deposits with the WA Treasury Corporation.

19   Other revenue

Rental and facilities fees	451,209	444,276
Other direct grants and subsidy revenue	-	150,000
Copyright and royalties revenue	33,930	40,140
Sponsorship and donations revenue	9,700	7,287
Miscellaneous revenue	623,420	317,772
Total	1,118,259	959,475

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

Costs of disposal of non-current assets

Motor vehicles, caravans and trailers	(200,871)	(48,955)
Plant, furniture and general equipment	(37,485)	(27,975)
Computers and communication network	(1,447)	(18,957)
Total cost of disposal of non-current assets	(239,803)	(95,887)

Proceeds from disposal of non-current assets

Motor vehicles, caravans and trailers	212,863	60,664
Plant, furniture and general equipment	44,713	11,351
Computers and communication network	1,074	689
Total proceeds from disposal of non-current assets	258,650	72,704
Net gain/(loss)	18,847	(23,183)

21   Income from State Government

State funds (received from Department of Education and Training):

Delivery and Performance Agreement (DPA)	63,557,414	59,685,541
Superannuation	5,353,253	5,080,791
Other recurrent funds	8,871,590	2,816,581
Capital user charge funding	4,446,331	9,067,885
Capital works transferred	-	947,063
Total State funds	82,228,588	77,597,860

Resources received free of charge determined on the basis of the following estimates provided by agencies(c):

Department of Education and Training

- Corporate systems support	1,249,523	1,490,742
- Marketing and publications	51,717	430,261
- Human resources, and industrial relations support	221,298	2,760
- Other	5,321	22,680
	1,527,859	1,946,443
Total income from State Government	83,756,447	79,544,303

(a) The assumption of the superannuation liability by the Treasurer is 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 GSS Scheme. (The notional super-annuation expense is disclosed at 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.

(c) Where assets or services have been received free of charge or for nominal cost, 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.

22   Restricted cash and cash equivalents

Specific capital equipment and minor works (a)	6,488,092	325,384

(a) Allocation of cash for future commitment of
27th Pay $551,728
Capital grants received from DET yet to be
acquitted $136,363
Capital Works Funding from DET $5,800,000

23   Inventories

Inventories held for resale:

Bookshop (at cost)	498,935	421,756

See also not 2(o) 'Inventories' and note 17
'Trading profit/(loss)'.

24   Receivables

Current

Receivables - trade	1,761,744	1,695,090
Receivables - students	1,045,081	841,847
Receivables - other	96	-
Allowance for impairment of receivables	(999,518)	(871,208)
GST receivable	153,102	235,921
	1,960,506	1,901,650
Prepayments	429,559	426,632
Total current	2,390,065	2,328,282

Reconciliation of changes in the allowance for
impairment of receivables:

Balance at start of year	(871,208)	(621,047)
Doubtful debts expense recognised in the Income Statement	(400,848)	(448,837)
Amount written off during the year	272,538	198,675
Balance at end of year	(999,518)	(871,208)

See also note 2(p) 'Receivables' and note 38 'Financial instruments'.

Credit Risk
Ageing of receivables past due but not impaired
based on the information provided to senior
management,
as at the balance sheet date:

Not more than 3 months	690,307	518,516
More than 3 months but less than 6 months	648,220	611,535
More than 6 months but less than 1 year	353,390	321,823
More than 1 year	232,347	213,551
	1,924,263	1,665,426

Receivables individually determined as impaired
as at the balance sheet date:

Carrying amount, before deducting any impairment loss	999,518	871,208

See also note 2(p) 'Receivables' and note 37 'Financial instruments'.

25   Other assets

Current

Accrued income	1,041,496	5,682,797
Total current	1,041,496	5,682,797

26   Non-current assets classified as held for sale

Opening balance

Motor vehicles, caravans and trailers	-	-
Plant, furniture and general equipment	-	-
Less write down from cost to fair value less selling costs	-	-
	-	-

Assets reclassified as held for sale

Motor vehicles, caravans and trailers	58,907	
Plant, furniture and general equipment	54,600	
Less write down from cost to fair value less selling costs (a)	(60,678)	
	52,829	-

Total assets reclassified as held for sale	-	-
Motor vehicles, caravans and trailers	58,907	-
Plant, furniture and general equipment	54,600	-
Less write down from cost to fair value less selling costs	(60,678)	

	52,829	-

Less assets sold (b)
Motor vehicles, caravans and trailers	-	-
Plant, furniture and general equipment	-	-
Less write down from cost to fair value less selling costs	-	-

Closing balance
Motor vehicles, caravans and trailers	52,829	-
Plant, furniture and general equipment	-	-
Less write down from cost to fair value less selling costs	52,829	-

(a) Disclosed as 'Other expenses' (see note 13).
(b) See note 20 'Net gain/(loss) on disposal of non-current assets'.

27   Property, plant and equipment

Land

At fair value [(a)]	51,335,000	32,750,000
Accumulated impairment losses		
	51,335,000	32,750,000

Buildings

At fair value [(a)]	142,171,463	133,002,288
Accumulated depreciation	(390,340)	(592,467)
Accumulated impairment losses		
	141,781,123	132,409,821

Equipment under construction
Construction costs	7,977	394,483
	7,977	394,483

Motor vehicles, caravans and trailers

At fair value	1,334,328	1,855,880
Accumulated depreciation	(603,953)	(687,687)
	730,375	1,168,193

Plant, furniture and general equipment

At fair value (b)	5,658,508	9,690,335
Accumulated depreciation	(451,200)	(3,538,842)
Accumulated impairment losses		
	5,207,308	6,151,492

Leased plant, furniture and general equipment
Accumulated depreciation	808,755	808,755
Accumulated impairment losses	(367,817)	(165,629)
	440,938	643,126

Computer equipment, communication network

At fair value	1,916,716	5,686,453
Accumulated depreciation	(1,610,685)	(3,431,669)
Accumulated impairment losses		
	306,031	2,254,784

Works of art
At valuation	-	20,500
At fair value	18,000	-
Accumulated impairment losses		
	18,000	20,500

	199,826,751	175,792,400

(a) Freehold land and buildings were revalued as at 30 November 2007 by the Western Australian Land Information Authority
(Landgate). The fair value of land and buildings was determined by reference to market values. See note 2(g) 'Property, plant and equipment'.

(b) Plant, furniture and general equipment were revalued as at 1 July 2007 by the Aon Valuation Service.

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

2007	Land	Buildings	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Works of art	Total
Carrying amount at start of year	32,750,000	132,409,821	1,168,193	6,794,618	2,254,784	20,500	175,792,400
Additions	-	1,326,844	74,442	750,766	25,520		2,185,548
Transfer of Assets	-	-	(58,907)	(54,600)	-	-	(507,990)
Disposals	-	-	(450,857)	(76,500)	(12,998)		(540,355)
Depreciation write back on disposal			249,985	39,561	12,865		302,411
Revaluation increments	18,585,000	11,468,472	-	1,168,851	-	-	31,222,323
Depreciation expense	-	(3,362,051)	(214,858)	(974,014)	(263,078)		(4,814,001)
De-recognition of assets- Change in Accounting Policy		(144,357)	(86,230)	(3,784,882)	(3,782,258)	(2,500)	(7,800,227)
De-recognition of assets- Change in Accounting Policy - Depreciation write up		82,394	48,606	1,784,447	2,071,195		3,986,642
Carrying amount at end of year	51,335,000	141,781,123	730,374	5,648,246	306,031	18,000	199,826,751

2006	Land	Buildings	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Works of art	Total
Carrying amount at start of year	20,310,000	109,426,158	1,190,989	5,618,222	2,360,269	20,500	138,926,138
Additions	-	-	313,268	1,953,788	3,693,836		5,960,892
Transfers		947,063					947,063
Disposals	-	-	(87,415)	(53,337)	(275,912)		(416,664)
Revaluation increments	12,440,000	24,925,227	-	-	-	-	37,365,227
Impairment losses (a)	-	-	(54,877)	(323,088)	(1,670,884)		(2,048,848)
Depreciation expense	-	(2,888,627)	(232,231)	(1,068,494)	(1,209,399)		(5,398,752)
Other			38,460	24,401			457,344
Carrying amount at end of year	32,750,000	132,409,820	1,168,193	6,151,492	2,897,911	20,500	175,792,400

(a) Recognised in the Income Statement. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in the Income Statement. Where an asset measured at fair value is written down to recoverable amount, the loss is accounted for as a revaluation decrement.

	2007	2006
28 Impairment of assets		

Property, plant, motor vehicles and equimpment are tested for impairment when there is an indication of the recoverable amount is less than the carrying amount. The asset is written down to the recoverable amount and the impairment loss is recognised as an expense.

Plant & Equipment

	2007	2006
Written down value	54,600	-
Recoverable	-	-
Impairment	54,600	-

Motor Vehicles

	2007	2006
Written down value	58,907	-
Recoverable	52,829	-
Impairment	6,078	-

29   Payables

Current

	2007	2006
Trade payables	55,264	823,291
GST payable	90,090	81,843
Capital user charge payable	-	4,446,331
Total current	145,354	5,351,465

See also note 2(q) 'Payables' and note 42 'Financial Instruments'.

30   Borrowings

Current

	2007	2006
Finance lease liabilities (secured) [a]	204,637	194,493
Total current	204,637	194,493

Non-current		
Finance lease liabilities (secured) [a]	231,311	461,937
Total non-current	231,311	461,937

(a) Lease liabilities are effectively secured as the rights to the leased assets revert to the lessor in the event of default.

Assets pledged as security
The carrying amounts of non-current assets pledged as security are:

Leased plant, furniture and general equipment	440,938	808,755
	440,938	**808,755**

31 Provisions

Current		
Employee benefits provision		
Annual leave [a]	1,293,003	1,469,562
Long service leave [b]	3,524,361	4,312,966
	4,817,364	5,782,528
Other provisions		
Employment on-costs [c]	756,360	428,565
Total current	5,573,724	6,211,093
Non-current		
Employee benefits provision		
Long service leave [b]	3,041,287	3,944,602
Salary deferment	131,649	88,386
	3,172,936	4,032,988
Other provisions		
Employment on-costs [c]	386,244	292,350
Total non-current	3,559,180	4,325,338

(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follow:

Within 12 months of balance sheet date	910,661	1,366,176
More than 12 months after balance sheet date	382,342	103,386
	1,293,003	1,469,562

(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of balance sheet date	3,524,361	3,471,841
More than 12 months of balance sheet date	3,041,287	4,785,726
	6,565,648	8,257,567

(c) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including workers' compensation insurance. The provision is the present value of expected future payments. The associated expense, apart from the unwinding of the discount (finance cost), is disclosed in note 13 'Other expenses'.

Movements in other provisions
Movements in each class of provisions during the financial year, other than employee benefits, are set out below.

Employment on-cost provision		
Carrying amount at start of year	720,915	813,394
Additional provisions recognised	421,689	(92,479)
Carrying amount at end of year	1,142,604	720,915

32 Other liabilities

Current		
Income received in advance [a]	766,400	609,248
Grants and advances	507,729	313,248
Grants and advances - (Sustainable Energy Development Office)	23,222	-
Accrued expenses	905,143	1,153,817
Accrued salaries and related costs	614,142	737,495
Money/deposits held in trust	115,710	103,837
Total current liabilities	2,932,346	2,917,644
Non-current		
Other - (Sustainable Energy Development Office)	75,128	-

Total non-current liabilities	75,128	-
(a) Income received in advance comprises:		
Fee for service	192,358	154,708
Student fees and charges	255,871	263,308
Other	318,171	191,232
	766,400	609,248

33 Equity

Equity represents the residual interest in the net assets of the College. The Government holds the equity 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	58,747,439
Contributions by owners		
Capital contribution (a)	1,318,564	-
Total distributions to owners	1,318,564	-
Balance at end of year	60,066,003	58,747,439

(a) Capital Contributions (appropriations) and non-discretionary (non-reciprocal) transfers of net assets from other
State Government agencies have been designated as contributions by owners in Treasurer's Instruction TI 955
Contribution by Owners Made to Wholly Owned Public Sector Entities' and are credited directly to equity.

Reserves
Asset revaluation reserve

Balance at start of year	97,374,070	60,008,844
Land	18,585,000	12,440,000
Buildings	11,468,472	24,925,227
Motor Vehicles	1,168,851	-
Balance at end of year	128,596,393	97,374,070

Accumulated surplus/(deficit)

Balance at start of year	10,366,548	14,584,375
Result for the period	3,669,366	(4,217,827)
Change in accounting policy	(3,667,770)	-
Balance at end of year	10,368,145	10,366,548

34 Notes to the Cash Flow Statement
Reconciliation of cash
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 on hand	29,547	27,607
Cash advances	9,001	9,409
Cash at bank	1,499,417	1,262,393
Short term deposits	100,000	100,000
	1,637,965	1,399,410
Restricted cash and cash equivalents (refer to note 22 'Restricted cash and cash equivalents')	6,304,182	325,384
	7,942,147	1,724,794

Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities

Net cost of services	(80,087,081)	(83,762,130)
Non-cash items:		
Depreciation expense	4,814,001	5,649,580
Capital User Charge	-	4,446,331
Doubtful debts expense	400,848	250,162
Superannuation expense		5,081,142
Resources received free of charge	1,527,859	1,946,443
Net (gain)/loss on sale of property, plant and equipment	(18,847)	23,183
Written down of non-current assets classified as held for sale	60,678	-
(Increase)/decrease in assets:		
Current receivables (c)	(61,783)	21,877
Current inventories	(77,179)	43,344

Increase/(decrease) in liabilities		
Current payables (c)	(5,648,104)	(328,996)
Current provisions	(637,369)	(1,614,808)
Other current liabilities	(89,830)	339,798
Non-current provisions	(766,157)	326,199
Net GST receipts/(payments) (a)	(1,466,151)	(1,567,849)
Change in GST in receivables/payables (b)	1,551,148	1,533,550
Net cash provided by/(used in) operating activities	(80,497,967)	(67,612,176)

(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 Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included as they are not reconciling items.

35   Commitments

Finance lease commitments

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

Within 1 year	225,140	231,319
Later than 1 year and not later than 5 years	262,663	504,466
Minimum lease payments	487,803	735,785
Less future finance charges	51,855	79,354
Present value of finance lease liabilities	435,948	656,431

Included in the financial statements as:

Current (note 30)	204,637	194,494
Non-current (note 30)	231,311	461,937
	435,948	656,431

Non-cancellable operating lease commitments

Commitments for minimum lease payments at the balance sheet date but not recognised in the financial statements, are payable as follows:

Within 1 year	113,723	-
Later than 1 year and not later than 5 years	214,816	-
Later than 5 years	-	-
	328,539	-

These commitments are all inclusive of GST.

36   Explanatory Statement

Significant variations between estimates and actual results for income and expense are shown below. Significant variations are considered to be those greater than 10% or $250,000.

Significant variations between estimated and actual results for 2007

	2007 Estimate $	2007 Actual $	2007 Variation $
Expenses			
Employee expenses	61,524,612	63,744,274	2,219,662
Additional 113,792 SCH received from the Department in 2007 with an estimated delivery cost of $1,195,381.			
Additional staff costs for Duty of Care activity $292,591 was not included in the budget.			
Superannuation expense was higher than estimated by $629,590			
Supplies and services	17,963,278	18,360,204	396,926
Increase in Communication Expense $130,187, Utilities Expense $108,741, Consultancies and Contracted Services $1,302,767. Minor Capital Works $444,666, Travel and Transport $263,121, Advertising $169,736 off-set by savings in General Consumables $2,238,712.00			
Depreciation expense	4,219,213	4,814,001	594,788
Building Depreciation was higher than estimated by $544,163 due to a revaluation increment in 2006 not being included in the 2007 budget.			
Grant and subsidies	-	1,130,649	1,130,649
Apprentice claims for Living Away From Home Allowance and Travel were not budgeted in 2007 as it was anticipated that the process would be taken over by the Department of Education and Training.			
Profit/Loss on Disposal Non Current Assets			

Additional vehicles were disposed of in 2007 for the commencement of a vehicle leasing scheme. The written down value of these vehicles was not included in the 2007 budget.	197,000	18,847	(178,153)
Cost of sales Cost of Goods Sold Cafeteria Bentley and Carlisle $376,304 was not included in the original budget.	1,184,000	1,623,873	439,873
Other Expenses from Ordinary Activities Other staffing costs increased in line with the Employee Expense increase by $88,081. Doubtful Debts was higher than anticipated by $225,848. Repairs and Maintenance costs were $107,772 higher than budget.	5,532,862	6,108,234	575,372

Income

Fee for Service During 2007 the college made a conscious effort to increase its commercial business to improve it's financial position. This was achieved in 6 of the 7 major area of Fee for Service activity.	6,100,956	6,808,559	707,603
Student Fees and Charges In line with the college additional SCH delivery enrolment fees improved by 6% and tuition improved by 12%.	7,925,957	8,762,693	836,736
Interest Revenue Cash Reserves did not fall to levels predicted and therefore interest earned was higher.	139,998	259,104	119,106
Sale Of Goods Budget did not include revenue from Sale of Goods through the Carlisle cafeteria $290,160.The Carlisle cafeteria was previously outsourced and the college only received a commission on sales. It has know been brought in house with full COGS and sales being accounted for.	1,871,996	2,116,074	244,078
Other Revenue form Ordinary Activities Increase in Copyright & Royalty Revenue $33,930 and Miscellaneous Revenue $67,412.	1,002,909	1,118,259	115,350
State Funds Delivery funding increased due to additional SCH received in 2007 $1,719,798. Unbudgeted Special Capital Works funding to the value of $5.8M was received in 2007. Unbudgeted Apprentice Travel and LAFH Reimbursements received was $1,138,649. Superannuation Revenue was $688,466 higher than budget and in line with increased expenditure.	71,508,022	81,769,657	10,261,635

Significant variations between actual results for 2007 and 2006

	2007 $	2006 $	Variance $
Expense			
Employee expenses Reflects the wage increases for Lecturing (4%) and Non Lecturing staff (4%) and an increase in accrued leave entitlements of $639,000.	63,744,274	60,250,179	
Depreciation Expense Building depreciation increased in line with the end of year (2006) revaluation figure (increased $473,423). Offsetting this increase however is a reduction in all other asset areas due to a change in the asset capitalisation threshold.	4,814,001	5,649,580	
Supplies and services 2007 includes the full year cost of implementing the Governments Shared services activity with the Education Department ($1.2m in 2007, $0.5 in 2006 for 6mths, net dif $0.7). This was offset however by numerous savings across the board in all areas of supply with the exception of utilities which increased by $239,366.	18,360,204	17,990,893	
Grants and Subsidies From July 2007, apprentice claims for Living Away From Home Allowance and Motor Vehicle Travel Claims were forwarded to Education Shared Services and no longer processed through the College GL.	1,130,649	1,501,399	
Profit/Loss on Disposal of Non Current Assets During 2007 an additional $33,361 was received for Proceeds on Disposal of Plant Furniture and Equipment.	(18,847)	23,183	

Cost of sales	1,623,873	1,447,184	

Cost of Goods Sold - Cafeterias has increased by $213,756 due to the inclusion of Carlisle Cafeteria in 2007. This cafeteria was previously outsourced in 2006.

Capital User Charge Expense	4,446,331	9,067,885	(4,621,554)

The Capital User Charge process was ended half way through 2007 due to the introduction of FMA 2006; therefore only half the annual figure was posted.

Income

Fee For Service	6,808,559	6,212,773	595,785

Increase in On-site Fee for Service short courses $567,443, International activities $624,280 off-set by decreases in IESIP revenue $348,021 and Other Grants Commonwealth $549,525.

Student Fees and Charges	8,762,693	7,920,320	842,373

Increased student numbers across the College by 11%.

Interest Revenue	259,104	295,624	(36,520)

Cash reserves were lower in the first nine months of 2007 than 2006. Capital grants received latter in the year resulted in a better than budgeted outcome.

Sale of Goods	2,116,074	1,816,043	300,030

Sale of Goods Cafeteria revenue increased by $353,107 due to the inclusion of Carlisle Cafeteria which was previously outsourced in 2006.

Other Revenue from Ordinary Activities	1,118,259	959,475	158,784

Prior Financial Year Revenue increased by $270,508 due to a payroll tax correction.

State Funds	82,228,588	77,597,860	4,630,728

Delivery funding is up $3,412,942 as a consequence of CPI and wage rises. Non DPA grants increased by $6,055,009 due to special capital grants funding received. Capital User Charge funding decreased by $4,621,554 due to the introduction of FMA 2006.

Resources Received Free of Charge	1,527,589	1,946,443	(418,854)

Decrease in general corporate support and marketing & publication sections by the Education Department to the College.

37 Financial instruments

(a) Financial risk management objectives and policies

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.

Credit risk

The College predominately trades directly with students as its primary source of income (sales), after excluding its delivery and performance agreement with government. In the interest of a community service students are not assessed at enrolment as to their credit risk to the College.

Receivables are unsecured requiring prompt follow up with reminder letters to minimise credit risk and subsequent referral to a debt collection agency.

Liquidity risk

The College has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Interest rate risk

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.

The College's exposure to market risk for changes in interest rates relates primarily to the long-term debt obligations in the form of a finance lease.

(b) Financial instrument disclosures

Credit risk, liquidity risk and interest rate risk exposures

The following table details the College's maximum exposure to credit risk, and the exposure to liquidity risk and interest rate risk as at the reporting date, based on information provided to senior management of the College. The contractual maturity amounts in the table are representative of the

undiscounted amounts as at the balance sheet date. An adjustment for discounting has been made where material.

The College does not hold any collateral as
security or other credit enhancements relating to
the financial assets it holds.

The College does not hold any financial assets that had to have their terms renegotiated that would have otherwise resulted in them being past due or impaired.

			Contractual maturity dates		
	Weighted Average Effective Interest Rate	Variable Interest Rate	Within 1 year	Non-Interest Bearing	Total
2007	**%**	**$(000)**	**$(000)**	**$(000)**	**$(000)**
Financial Assets					
Cash and cash equivalent	6.75%	1,538	100	-	1,638
Restricted cash and cash equivalent	6.75%	6,304		-	6,304
Receivables		-		2,390	-
		7,842	100	2,390	7,942
Financial Liabilities					
Payables		-		145	145
Finance lease liabilities	5.61%	205		-	205
		205	-	145	350

	Weighted Average Effective Interest Rate	Variable Interest Rate	Within 1 year	Non-Interest Bearing	Total
2006	**%**	**$(000)**	**$(000)**	**$(000)**	**$(000)**
Financial Assets					
Cash and cash equivalent	6.01%	1,300	100	-	1,400
Restricted cash and cash equivalent	6.01%	325		-	325
Receivables		-		2,328	2,328
		1,625	-	2,328	4,053
Financial Liabilities					
Payables		-		5,351	5,351
Finance lease liabilities	5.61%	194		-	194
		194	-	5,351	5,545

Interest rate sensitivity analysis
The following table represents a summary of the interest rate sensitivity of the College's financial assets and liabilities
at the balance sheet date on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period
.

		- 1% change		+1% change	
	Carrying amount	Profit	Equity	Profit	Equity
2007	**$**	**$**	**$**	**$**	**$**
Financial Assets					
Cash and cash equivalent	1,637,965	($16,380)	($16,380)	16,380	16,380
Restricted cash and cash equivalent	6,304,182	(63,042)	(63,042)	63,042	63,042
Financial Liabilities					
Bank overdraft					
WATC/bank borrowings					

		- 1% change		+1% change	
	Carrying amount	Profit	Equity	Profit	Equity
2006	**$**	**$**	**$**	**$**	**$**
Financial Assets					
Cash and cash equivalent	1,400,000	($14,000)	($14,000)	14,000	14,000
Restricted cash and cash equivalent	325,000	(3,250)	(3,250)	3,250	3,250
Financial Liabilities					
Bank overdraft					
WATC/bank borrowings					

Fair values
All financial assets and liabilities recognised in the balance sheet, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

	2007	2006

38   Remuneration of members of the College and Senior Officers

Remuneration of members of the College
The number of members of the College whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

$		
$0 - $10,000	12	11
$160,001 - $170,000	-	1
$210,001 - $220,000	1	-
The total remuneration of the members of the College is:	217,107	166,194

Total remuneration includes the superannuation expense incurred by the College in respect of members of the College.

Remuneration of Senior Officers
The number of senior officers other than senior officers reported as members of the College, whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

$		
$60,001 - $70,000	1	
$120,001 - $130,000	1	3
$140,001 - $150,000	1	
The total remuneration of senior officers is:	333,472	369,367

The total remuneration includes the superannuation expense incurred by the College in respect of senior officers other than senior officers reported as members of the College.

No senior officers are members of the Pension Scheme.

39   Remuneration of auditor
Remuneration payable to the Auditor General for the financial year is as follows:

	2007	2006
Auditing the accounts, financial statements and performance indicators	95,000	88,600

The expense is included in note 13 'Other expenses'.

40   Related Bodies
The College has no related bodies.

41   Affiliated Bodies
The College has no affiliated bodies.

42   Supplementary Financial Information

Write-Offs
	2007	2006
Bad debts	272,538	198,675

Loses through theft, defaults and other causes
	2007	2006
Losses of public and other moneys and public and other property through theft, default or otherwise	61,117	24

43   Schedule of Income and Expenditure by Service

The college provides only one service (as defined by Treasurer's Instruction 1101 (9)) and that is Vocational Education and Training Delivery.