

TAFE
c.y. o'connor
Wheatbelt Centre for Regional Skills Development
2009 ANNUAL REPORT

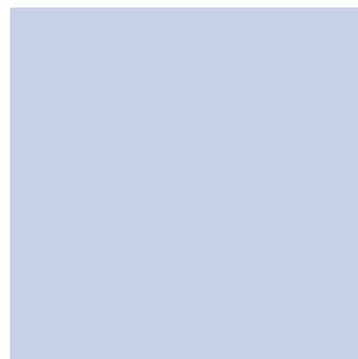
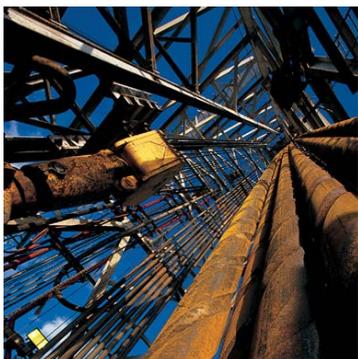


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Letter to the Minister

Hon Peter Collier
Minister for Energy, Training
11th Floor, Dumas House
2 Havelock Street
WEST PERTH WA 6005

Dear Minister

In accordance with Section 54 of the *Vocational Education and Training Act 1996* and Section 61 of the *Financial Management Act 2006*, we have pleasure in submitting for your information and presentation to Parliament, the Annual Report of C. Y. O'Connor College of TAFE for the year ending 31 December 2009.

The Annual Report has been prepared in accordance with the provisions of the *Financial Management Act 2006* and the *Vocational Education and Training Act 1996*.



Eileen O'Connell
Chair, Governing Council
C. Y. O'Connor College of TAFE
27 March 2010



John Scott
Managing Director
CY O'Connor College of TAFE
27 March 2010

Introduction

The Wheatbelt is a large and diverse area of approximately 154,000 square kilometres and is home to some 75,000 people who are distributed in many small communities. Servicing this area requires flexibility, innovation and dedication; and I thank all staff for their contribution in achieving the 2009 profile target of 561,404 student curriculum hours of delivery – up approximately 20,000 student curriculum hours from 2008, and 60,000 hours from 2007. I am particularly pleased to learn that the student satisfaction rating has increased even further from the already high point in 2008 of 93.7% – reaching a new high of 95.3 per cent. This is an outstanding achievement by any measure, and is some eight percentage points above the state average.

I would like to acknowledge the stewardship of Steven Pollard, my predecessor, as Chair, Governing Council, whose appointment completed on 30 June, 2009. Steven came to the position at a turbulent time and his leadership has brought renewed stability to the oversight of the College. I am particularly grateful for the work that he and Managing Director, John Scott, have done in recruiting new members to Council, as we now have full membership and very good representation

from across the Wheatbelt. I look forward to the Minister confirming the appointment of Lynnette O'Reilly as Deputy Chair, Governing Council early in 2010.

I commend the staff for some very positive outcomes achieved during the academic year. Examples of where we particularly excelled are:

- the development, almost from scratch, of a very strong Plant Mechanic apprentice program in the eastern Wheatbelt by lecturer Michael Fiegert;
- the highly successful 'TAFE to Work' program in Community Services, developed in collaboration with Narrogin Senior High School, by lecturer Audrey Parnell;
- the conduct of an innovative Recognition of Prior Learning program for the dairy industry in WA, led by Academic Director, Delia Pascua-McGlew;
- the delivery of Ranger training internationally by Advanced Skills lecturer Sharlene Jordan.

The opportunities provided by the decision taken by Curtin University to vacate the Muresk campus are very exciting. Council supports the development of a 'centre of excellence' in Agribusiness and Farm

Technology as a point of differentiation for the College; and also supports the re-branding of the College . This is entirely appropriate as Agriculture is the largest employment sector in the Wheatbelt.

In memorium, I would like to recognise the contribution of two staff members who passed away during 2010 – Horticulture lecturer Greg Reid; and the Director, Business Development, Peter Harding, who was tragically killed in a light aircraft accident towards the end of the year. Both were well-respected professionals and will be sorely missed.

R E O'Connell

Eileen O'Connell
Chair, Governing Council,
C. Y. O'Connor College of TAFE



Eileen O'Connell
Chair, Governing Council
C. Y. O'Connor College of TAFE

The Year in Review

Having set the direction for the re-positioning of the College in the previous year, 2009 was a year of consolidation. The Wheatbelt Centre for Regional Skills Development is now well-established and the 'academy' model is starting to take shape, with the launch of the Wheatbelt Local Government Academy at the Local Government Convention in August, along with the Industrial and Farm Safety Training Centre. A new logo was developed mid-year, as the first step in a multi-staged re-branding process to determine a unique identity for the College.

The College achieved its profile target of 561,404 SCH and, with strong financial discipline, finished the year in a healthy cash position. This has allowed for a substantial re-investment of funds back into the College at the end of the year, to support the development of new curriculum that will enable the College to expand its delivery in 2010 and beyond in alignment with the Minister's TrainingWA Plan.

As part of the Commonwealth Government's fiscal stimulus package, the College received \$2 million to invest in a range of infrastructure development and equipment acquisition. Coupled with funding from the State Government's capital works budget, planning commenced on a \$3 million re-development of the

trade workshops at the Northam campus to provide for enhancements to Building and Construction, Automotive and Engineering delivery, and new facilities to accommodate the introduction of Electrical trades and 'wet trades' delivery.

I continue to receive much positive comment on the impact that the College is making on regional communities across the Wheatbelt. The flexibility of our delivery, coupled with the passion of our staff, are the two qualities that differentiate ourselves in the marketplace. Perhaps the most outstanding examples of this are firstly, the rapid build-up of trade training in the eastern Wheatbelt; then, the delivery of an innovative 'TAFE to Work' program in the Community Services discipline in Narrogin; and finally, the highly successful Small Business Management course delivered to clients in custody at Acacia Prison.

Toward the end of the year, Curtin University announced the intention to transfer its Agribusiness programs to the Bentley campus at the end of the 2010 academic year. The College commenced deliberations to determine the future use of the Muresk site; and has made the decision to develop a higher education Diploma in Agribusiness to maintain a pathway for students to study agricultural programs in the

Wheatbelt. This program will be developed in 2010 and be ready for delivery in 2011. A proposal to develop a focus on farm mechanisation is being examined in collaboration with external stakeholders, and may lead to the development of a 'centre of excellence' in Agribusiness and Farm Technology based at the Muresk campus.

The high point for the year, though, was receiving news that the independently assessed student satisfaction level for the College is at 95.3%, up from an already high 93.7% in 2008. This is a reflection of the focus within the College on excellence in teaching and learning, and on developing strong partnerships with industry that together ensure graduates of the College are work-ready on completion of their studies.



John Scott
Managing Director
C. Y. O'Connor College of TAFE



John Scott
Managing Director
C. Y. O'Connor College of TAFE

College Overview

Executive Summary

C. Y. O'Connor College of TAFE is an innovative and progressive training organisation, committed to meeting the education and training needs of Western Australia's Wheatbelt region.

The College is autonomous under the Vocational Education and Training (VET) Act 1996, and is part of the national vocational education and training system that operates according to the National Training Framework and the Australian Qualification Framework. Training is offered across all levels from Certificates I, II, III and IV to Diplomas and Advanced Diplomas.

The College provides a range of delivery options, including apprenticeships, traineeships, full-time and part-time courses, short courses, night classes, weekend workshops, external and online delivery.

This gives students flexibility, enabling them to choose the style, time and location of training that best suits their needs. At C. Y. O'Connor College of TAFE students can enrol and start their studies at any time throughout the year.

The College's mission reflects the desire to contribute to a strong and vibrant Wheatbelt community. A culture of continuous improvement has enabled the College to encourage organisational growth and development leading to improved ways of working.

The College is committed to enhancing relationships with communities, industry and individual enterprises by being responsive to the skills and knowledge requirements of public and private sector organisations. C. Y. O'Connor College of TAFE is unique in the flexibility and versatility of its offerings through a variety of delivery options and partnerships which meet industry training needs.

The College has a strong customer focus in delivery and assessment and is committed to maximising student, customer and staff satisfaction by actively monitoring, reviewing and continuously improving and customising products and services. The Australian Quality Training Framework Standards accreditation and auditing processes ensure the College operates efficiently and effectively. The steady increase in the student satisfaction rate from 90% in 2007 to 94% in 2008, and to 95.3% in 2009 reflects this focus.

The College supports the pursuit of sustainability principles in the Wheatbelt and embraces these principles in its day to day operations, planning activities, and in the delivery of vocational education and training services. All employees are encouraged and empowered to support sustainability.

C. Y. O' Connor College of TAFE provides a diverse range of services including:

- Vocational education and competency-based training according to the Australian Quality Training Framework (AQTF)
- Short course programs and just-in-time training
- Corporate training
- Industry consultancy
- Delivery of VET in schools
- Provision of curriculum and learning materials (including electronic access)
- Auspicing services for work-based training
- Research and development consultancies
- Career counselling and job readiness skills
- Work based delivery and assessment
- New and existing worker traineeships and apprenticeships
- Holistic skills recognition using Recognition of Prior Learning (RPL)

The College consists of four directorates: Academic Services; Research and Planning; Business Services; and Business Development. Although discrete directorates, their activities overlap in efforts to engage industry, business and the community and to support the research, development and implementation of a range of programs aimed at increasing participation and completion by the region's clients.

The Academic Services Directorate is responsible for the development and delivery of vocational education and training programs that support the training and employment aspirations of the region's diverse industry, business and community client groups. This Directorate is also responsible for ensuring the College complies with relevant legislation and external standards.

Services are provided by a diverse range of staff operating within the following business units:

- Regional Trades
- Regional Business
- Regional Services and Lifestyle
- Customer Service
- Client Management Information Systems (CMIS)

The Research and Planning Directorate is responsible for coordinating strategic and operational planning and research activities throughout the College, monitoring and reporting on College business key performance indicators and managing continuous improvement and quality assurance of College activities. In addition, the Directorate supports the learning activities of regional clients including the engagement and participation in education and training of youth, Aboriginal Australians and people with a disability. The Directorate also has a major role in promoting the current and future activities

at the local, regional and state levels.

Services are provided by a diverse range of staff operating within the following business units:

- Access and Equity
- Community Relations
- Aboriginal Services
- Quality and Planning
- Regional Services

The Business Services Directorate is responsible for the delivery of all corporate services related activities throughout the College and ensuring the College complies with relevant legislation and external standards. Services are provided by a diverse range of staff operating within the following business units:

- Finance
- Human Resources
- Information Technology
- Records
- Library
- Bookshop

The Business Development Directorate is responsible for the identification, development and maintenance of commercial opportunities to provide training to clients of C. Y. O'Connor College.

2009 Snapshot

The following indicators are a snapshot of the Key Performance Indicators that the College reports on. A full report of College Key Performance Indicators and Financial Statements are provided later in this report.

Overall Student Satisfaction

C. Y. O'Connor	WA Average
95%	86%

2009 Training Delivery Indicators

Achievement of Training Delivery Profile (publicly funded delivery), counted as Student Curriculum Hours (SCH)

Original Planned	Actual	% Achieved
561,404	561,433	100%

Notes:

- (1) The original planned SCH target in the 2009 DPA was 562,104. This was negotiated downwards to 561,404 SCH by way of an addendum (Addendum No. 5) to the 2009 DPA after an increase in July to 581,404 SCH. Actual SCH achievement against this revised target is 100.01%.

Non-Profile, counted as Student Curriculum Hours (SCH) and expressed as a percentage of total College delivery

Non-Profile	56,352 SCH
% of Total College SCH	8.7%

Notes

Non-Profile training activity incorporates Fee for Service, Special Projects (State/DEEWR funded), VET in Schools and tendered industry specific programs.

Cost Indicator

This indicator measures the average cost of delivery per Student Curriculum Hour (SCH) for all delivery including Profile and Non-Profile activity.

Cost per SCH	\$23.68
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Internal Award Winners

Student Graduation Awards

Student of the Year

Michael Mamo

Regional Business Student of the Year

Jonathon Morgan

Regional Services and Lifestyle Student of the Year

Lioudmila Roney

Regional Trades Student of the Year

Daniel Hansen

Aboriginal Student of the Year

Melissa Boyce

Apprentice of the Year

David Stone

Trainee of the Year

Kiara Dunstan

Encouragement Award

Linda Ryan

Encouragement Award

Dean Harris

James Dawson Memorial Award

Erica McQueen

2009 Staff Awards for Exceptional Performance

Lecturer Agriculture (Wool Classing) (Regional Business),
Narrogin Campus

Steven Madson

Lecturer Business Management (Regional Business),
Northam Campus

Dr Sak Sarangapani

Lecturer Nursing (Regional Services and Lifestyle),
Northam Campus

Shona Andrews

Lecturer Health and Nursing (Regional Services and Lifestyle),
Northam Campus

Elizabeth Haythornthwaite

Lecturer Trades (Regional Trades),
Merredin Campus

Michael Fiegert

Lecturer Community Services (Regional Services and Lifestyle),
Narrogin Campus

Audrey Parnell

Enrolments and Assessments (CMIS) Officer, Northam Campus

Robyn Kidd

Administration Officer, Moora Campus

Larissa Curley

Administration Officer, Merredin Campus

Kristy Cooper

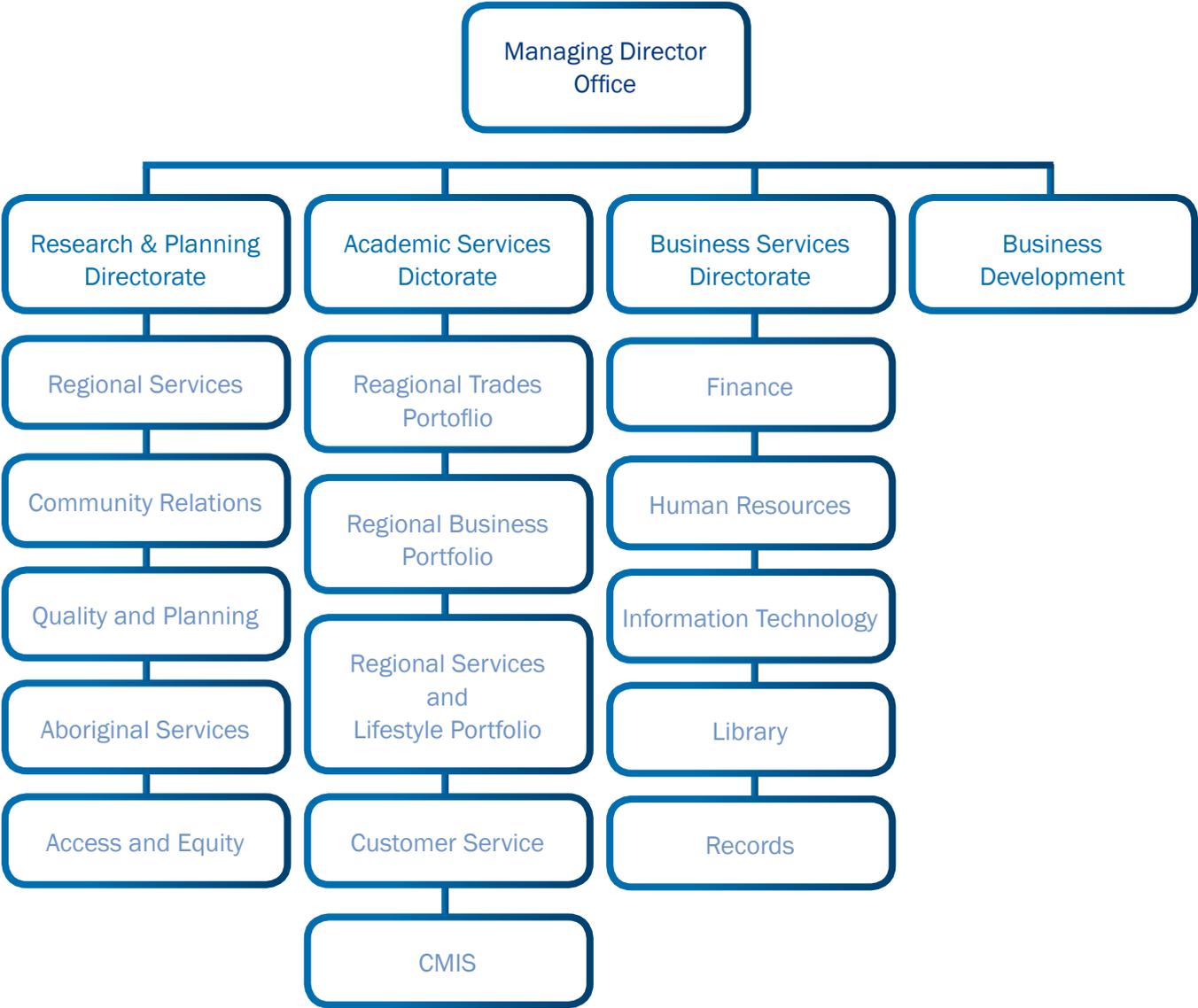
Computer Systems Officer, Northam Campus

Digby Hasson

Human Resources Officer, Northam Campus

Jennifer Marshall

Operational Structure



College Governing Council

The Governing Council of C. Y. O'Connor College of TAFE comprises a Chairperson and members appointed by the Minister, representatives of industry, the community and the College's Managing Director.

Council members in 2009 were:

Renira (Eileen) O'Connell	Chairperson
Steven Pollard	Representative
Jan Court	Representative
Heidi Astbury	Representative
Andrew Drummond	Representative
Helen Bennett	Representative
Lynnette O'Reilly	Representative
Yvonne Green	Representative
Debra Franks	Representative
Sandra English	Representative
Grant Arthur	Representative
John Scott	Managing Director

Notes

Andrew Drummond resigned 30 November 2009.

Grant Arthur, Sandra English, Debra Franks and Yvonne Green were appointed on 13 July 2009

Vision

The College's vision is to

"...be recognised as the preferred provider of vocational education and training services in the Wheatbelt."

Mission

The College's mission is to

"...contribute to regional development in the Wheatbelt by providing flexible and innovative vocational education and training services in support of individual, community and industry aspirations."

Values and Commitment to Clients

Customer Service

Responding appropriately to customer training needs

Learning and Development

Providing an inclusive and professional learning environment

Continuous Improvement and Innovation

Adapting training services as community needs change

Learning environment

Academic rigour as a basis for effective learning

Organisational and Personal Integrity

Demonstrating individual and group integrity

Achievement of organisational goals

Achieving organisational outcomes/targets/deliverables and celebrating their achievement

College Environment

Providing an inclusive and professional College environment

Access and Equity

Providing equitable access and inclusive services and facilities

Trust and Respect

Trusting and respectful behaviour

Strategic Priorities 2009 - 2011

Strategic Priority 1

To provide training services to satisfy industry demand.

- 1.1 Improve employment based training services;
- 1.2 Develop an industry engagement process;
- 1.3 Improve the College capacity to deliver workplace training and assessment.

Strategic Priority 2

To support the development of sustainable regional communities.

- 2.1 Deliver programs and services that meet the needs of regional clients;
- 2.2 Develop new relationships and enhance existing key partnerships with industry and community

Strategic Priority 3

To develop profitable commercial operations.

- 3.1 Deliver profitable programs and services;
- 3.2 Secure high value tenders;
- 3.3 Engage overseas students.

Strategic Priority 4

To attract, develop and retain quality staff

- 4.1 Reduce staff turnover;
- 4.2 Improve staff satisfaction;
- 4.3 Improve the quality and quantity of applicants;
- 4.4 Improve professional development services for staff.

Strategic Priority 5

To enhance the quality of learning and educational outcomes for our students.

- 5.1 Improve student engagement;
- 5.2 Establish a formal student mentoring process.

Strategic Priority 6

To demonstrate good governance and public sector improvement

- 6.1 Satisfy the Australian Quality Training Framework 2007 excellence criteria;
- 6.2 Ensure compliance with applicable governance frameworks;
- 6.3 Ensure ethical behaviour is embraced by all staff.

Performance Management Framework

The new Government Goals developed for 2009 - 2010 provide a clear direction with regard to the Government's intention to improve the quality of life for all Western Australians. Throughout 2009, C. Y. O'Connor College of TAFE, as a regional training provider and employer, had a significant role to play in improving opportunities for the people of the Wheatbelt with respect to each of the identified goals as indicated below:

Goal 1: State Building — Major Projects

Building strategic infrastructure that will create jobs and underpin Western Australia's long-term economic development;

Goal 2: Financial and Economic Responsibility

Responsibly managing the State's finances through the efficient and effective delivery of services, encouraging economic activity and reducing regulatory burdens on the private sector;

Goal 3: Outcomes Based Service Delivery

Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians;

Goal 4: Strong Focus on the Regions

Greater focus on service delivery, infrastructure investment and economic development to improve the overall quality of life in remote and regional areas;

Goal 5: Social and Environmental Responsibility

Ensuring that economic activity is managed in a socially and environmentally responsible manner for the long-term benefit of the State.

Major Projects

Goal 1: State Building Major Projects – Building strategic infrastructure that will create jobs and underpin Western Australia’s long-term economic development.

During 2009, C. Y. O’Connor College of TAFE commenced planning and preparation for projects leading toward the establishment of strategic infrastructure in 2010 that will create jobs and underpin Western Australia’s long-term economic development. Whilst no specific contracts were issued, work was undertaken in the following areas to realise this goal:

- Planning for the automotive training delivery workshops to be built (in 2010) at the Northam Campus to the value of (approximately) \$2.3 million;
- An expansion/upgrade of workshop facilities at the Moora Campus (to be undertaken in 2010) to the value of approximately \$100,000; and
- Ongoing negotiations with the Department of Training and Workforce Development regarding the upgrading of the Heritage listed Narrogin Campus building located in the Town of Narrogin and the establishment of a joint Education and Training precinct at a greenfield site potentially situated adjacent to Narrogin Senior High School and the Narrogin Residential College. These negotiations are expected to continue in 2010 leading to work commencing on the Education and Training precinct in 2011.

In addition to the above, progress was made toward the establishment of an Aboriginal training facility at the site of the Wandering Mission to deliver training programs designed specifically for Aboriginal people in the Building and Construction, Horticulture, Agriculture, Mechanics, Automotive, Engineering and Civil Construction areas. Negotiations in this respect are ongoing with the legal owners of this site, the Southern Aboriginal Corporation, and local Aboriginal Groups represented primarily by the South West Land and Sea Council, with the establishment of appropriate collaborative structures hoped to create the catalyst for physical work to commence within the next few years.

Finance and the Economy

Goal 2: Financial and Economic Responsibility – responsibly managing the State's finances through the efficient and effective delivery of services, encouraging economic activity and reducing regulatory burdens on the private sector.

In 2009 C. Y. O'Connor College of TAFE served to advance the Government Goal in this respect across a broad range of positive ways:

- In terms of the efficient delivery of services, the College met 100.01% of established profile targets for the delivery of Student Curriculum Hours (SCH), whilst showing an operating surplus of approximately five percent (5%) of total budget;
- In terms of the effective delivery of services, the NCVET Student Satisfaction Survey indicated a 95.3% student satisfaction rating – being the highest rating for all TAFE Colleges in Western Australia;
- In terms of encouraging economic activity and reducing regulatory burdens on the private sector, the College continued to work in close collaboration with local industry, businesses, community progress groups and Industry Advisory Councils to ensure that relevant and current advice regarding industry trends in relation to training needs were acknowledged and, where possible, acted upon.

In this last regard, C. Y. O'Connor continued to pursue the strategy, established in 2008, to reposition the College in terms of how it presented and reacted to market demands through the industry centre of specialisation model termed the Wheatbelt Centre for Regional Skills Development. Through this model, which establishes a suite of industry focused Academies concentrated upon specific key areas of economic activity in the Wheatbelt, a scheduled program of business surveys, training needs analyses and community forums was undertaken to assay industry training requirements and determine and implement suitable models for delivery. The model was received positively by stakeholders in 2009 and planning is underway to expand the Academy model further in 2010.

In addition to the above, decisions were made in 2009 to expand the range of commercial services offered by C. Y. O'Connor College of TAFE by enhancing the range and scope of activities undertaken by the Business Development Directorate. Operating under the banner Wheatbelt Connect, targets were established in late 2009 to increase markedly the amount of fee-for-service

delivery and non-profile SCH and revenue generated through this commercial arm of College operations. The primary aim of this expansion is to improve the efficient and effective delivery of services by responding quickly and appropriately to industry training needs in specifically tailored ways.



Service Delivery

Goal 3: Outcomes Based Service Delivery

Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.

In 2009, the College provided a range of vocational education and training products and services to support the growth of a diversified regional economy and address local and state-wide skill shortages. The College's strategic objectives included developing and implementing learning strategies and programs which were recognised as being responsive to industry-driven client lifelong-learning needs. Aligned to this goal to meet the diverse needs of clients in our community there was a particular focus on increasing the participation of people from diverse backgrounds, 15-19 year olds, Indigenous groups and people with a disability.

The College promoted and encouraged a variety of training delivery partnerships to facilitate articulation arrangements and increase retention and employment rates. The College worked effectively with a range of industry groups to maintain significant levels of workplace delivery and assessment and apprenticeships and traineeships.

C. Y. O'Connor College of TAFE endeavoured to improve Indigenous participation and completion rates through collaborative planning with schools, Aboriginal corporations and through regular consultation with staff, students and community representatives.

The College continued to increase its research and development capacity and create an environment that encourages innovation and capitalises on the region's comparative advantage.

The following information provides details of a number of outcomes achieved by the College in 2009.

Cultural and Language Services Outcomes

Of the (approximately) 75,000 people resident in the Wheatbelt, statistical analysis has shown that a significant proportion (approximately 4,000 or around 5%) are from non-English speaking – or diverse cultural and linguistic – backgrounds.

Consequently, the College has pursued a strategy of providing access to the Certificates in General Education for Adults (CGEA) to continue to meet the education and training needs of learners from a broad range of access and equity groups across the Wheatbelt.

Qualitative course outcomes subsequently include learner empowerment through the development of a range of life skills that encourage learner autonomy in terms of housing, budgeting and accessing agency support.

Quantitative outcomes are evident in the successful transition to work by some learners (including those with disabilities) who obtained part-time employment in local businesses. Of equal importance is the articulation of some learners to mainstream vocational education and training and higher level certificates within the Certificates of General Education for Adults.

Outcomes for Aboriginal and Torres Strait Islanders learners

In 2009, C. Y. O'Connor College of TAFE employed two Aboriginal Development Officers and four Aboriginal Programs Assistants. These officers supported a range of College activities, the most notable of which concerned consulting with Aboriginal individuals, families and communities with regard to training and employment aspirations.

The Aboriginal services team has identified appropriate courses, Indigenous specific materials, marketing and resource requirements, appropriate venues, potential students, student support requirements, lecturing staff and possible additional funding sources from grants.

This approach has resulted in a number of positive outcomes including:

- Community members engaging in discussions regarding education and training for Aboriginal people;
- C. Y. O'Connor College of TAFE and Aboriginal communities becoming partners in learning;
- Careers pathways being identified and developed for Indigenous students;
- Aboriginal community capacity building;
- Aboriginal engagement in learning outcomes.
- Aboriginal College members encouraging each other to strive for achievement, thereby creating a team based culture from which to develop relationships with the community;
- Building stronger communities and bridging gaps;
- Students engaging in traineeships and apprenticeships, and
- More Aboriginal staff delivering to Aboriginal students.

In this last respect, C. Y. O'Connor College of TAFE supports Aboriginal Development Officers and Aboriginal Program Assistants to develop their lecturing skills by offering participation in the Certificate IV in Training and Assessment. All members of the Aboriginal Services team made significant progress toward obtaining this qualification in 2009, with a majority due to complete in 2010. This training has enabled some of the staff members to effectively deliver training units in:

- Certificate I in Business;
- Certificate II in Business;
- Certificate II in Clothing Production;
- Certificate I in Gaining Access to Training and Employment;
- Certificate III in Child Care (specific Indigenous unit); and
- Introduction to computing for Aboriginal clients in Moora.

Meetings and consultations have taken place with Aboriginal people in 2009, and will continue into 2010 in the towns of Toodyay, Northam, Goomalling and Moora. Discussions in these consultations were centred on studying at TAFE, becoming participants on the (AEETC) Aboriginal Education Employment Training Council, and devising workshops for Aboriginal people at TAFE.

Also in 2009, discussions continued with regard to the Wandering Mission and the Aboriginal Clients Entering the Resource Sector (ACERS) project. The College is nurturing relationships with local businesses to augment course delivery in Narrogin.

C. Y. O'Connor has two representatives on the State Aboriginal Training Strategy Group, a body which is representative of all the TAFE Colleges in the WA. Activities in which these officers have been involved in 2009 include the following:

- Coordination & collation from all Colleges of best practise in relation to specific models for Aboriginal training
- Creation of Aboriginal specific literacy and numeracy programs
- Involvement in a Sub Committee from main Strategy group that will look at changes to the TAA, with the aim of making this qualification more sensitive to Aboriginal learning styles and looking at the RPL process for Aboriginal people who have prior related qualifications

Youth Outcomes

With the WA Raised Leaving Age legislation (the Acts Amendments [Higher School Leaving Age and Related Provisions] Act, 2005) having entered its final year of implementation, C. Y. O'Connor College of TAFE continued to work closely with Participation Managers and Coordinators at Department of Education District Offices in the Midlands and Narrogin Education Districts to ensure high levels of participation in education, training and/or employment for young people in their 16th and 17th years. Key strategies employed included delivery of VET in Schools profile and non-profile SCH across the region to district and senior high schools, involvement in Youth at Risk programs and the appointment of a Youth Initiatives Coordinator at the College.

In broad terms, strategies devised to increase participation in the C. Y. O'Connor student catchments of Midlands and Narrogin Districts may be viewed as successful in that the 92% participation levels in these regions (as recorded in August 2009) were comparable with the State average of 95% and higher than the aggregated totals for other regional and remote districts recorded (i.e. averaging 90%).

To ensure that the College maintains and improves upon this performance, a study was commissioned (completed in October 2009) to appraise Youth at Risk strategies at C. Y. O'Connor and to make recommendations for the future. Aspects of the study have subsequently been incorporated into Strategic and Business plans for 2010.

Quality and Planning: Evaluation of Programs & Services

The College was re registered for 5 years by the Training Accreditation Council effective from 31/01/09. This followed a successful AQTF Re Registration Audit in late 2008. As part of meeting the ongoing Quality Indicator requirements of the AQTF 2007, the college provided the Training Accreditation Council with Competency Completion Data in July 2009. Learner Satisfaction and Employer Satisfaction Quality Indicator surveys were also conducted in semester two with satisfaction results of 84% and 75% respectively.

Internal Audits were conducted by trained staff throughout the year in 9 areas of the College's business and training systems as they relate to the AQTF 2007.

The 2009 Student Satisfaction Survey revealed that overall student satisfaction at the College remains high with 95.3% indicating to be either satisfied or very satisfied. This level of satisfaction is higher than the state average of 85.6% and higher than the 2008 College performance of 94%.

Ongoing maintenance of the College quality system policies procedures and forms continued with some 152 additions and amendments occurring during 2009. College version control procedures were amended during 2009 to include an automated approach to ensure College produced documents have standard version control information in the document footer.

Customer Feedback for 2009 included a total of 14 formal complaints concerning College processes including Training Delivery and Enrolment Processes

Maintenance of the College scope continued throughout the year with 41 additions to scope and the removal of 23 replaced qualifications. At the end of 2009 the College maintained 185 qualifications, courses and units of competency on scope.

During 2009 an AQTF Excellence Criteria Project Plan was drafted with an objective of under taking a self assessment of college activities against the AQTF Excellence Criteria. Work has commenced on an assessment of college operations against the criteria to identify areas where improvement strategies need to be developed. Further work will continue throughout 2010.

The Regions

Goal 4: Stronger Focus on the Regions – A greater focus on service delivery, infrastructure investment and economic development to improve the overall quality of life in remote and regional areas.

As the major public training provider in the Wheatbelt region of Western Australia, C. Y. O'Connor College of TAFE is committed to servicing skills and training requirements throughout an area of approximately 154,000 square kilometres (i.e. an area around the size of Tasmania).

The College has its main campus located in the major population centre of Northam, from which the Avon region is serviced, along with regional campuses located in Narrogin (southern region), Moora (northern region) and Merredin (eastern region).

The College services training requirements at a further 42 centres in less densely populated locations via the network of Community Resource Centres. Implemented in 2009 through a custom designed Telecentre-College interface manual and Memoranda of Understandings (MoUs) drafted with clusters of Community Resources Centres, the strategy has developed strongly throughout 2009 with an increased amount of profile and non-profile SCH delivery occurring through these centres.

The College has been active in a broad range of ways seeking to provide innovative models to service training delivery, provide appropriate infrastructure and to facilitate economic development in order to improve the overall quality of life in remote and regional areas. These include:

- An extensive process of collaboration with local industry, businesses, community progress groups and Industry Advisory Councils is ongoing to ensure that relevant and current advice regarding industry trends in relation to training needs for the Wheatbelt region is acknowledged and where possible, acted upon;
- Development of productive relationships with related State Government agencies such as the Department of Education, the Department of Food and Agriculture, the Department of Corrective Services and the Wheatbelt Development Commission to coordinate and synchronise service delivery in the region; and
- Partnerships with private registered training organisations (RTOs) and employment agencies to facilitate positive outcomes for students by ensuring critical mass exists in terms of enrolments and resources utilisation for specific programs.

In terms of specific achievements accomplished by the College in relation to the four main regions, these are highlighted hereafter.

Avon Region

The Avon or central region of the C. Y. O'Connor area of operations is centred on Northam, where the majority of academic and non-academic staff are located and in which place the majority of SCH is delivered in face to face and flexible (e-learning) modes. A significant number of the staff located at Northam spent the majority of their time each week 'on the road' delivering SCH at either one of the other three main College campuses, and/or at schools and/or Community Resources Centres. As the primary teaching and administrative centre for the College therefore, it can be seen that the achievements outlined throughout this Annual report pertaining to the performance of C. Y. O'Connor, emanate in large measure from staff working in and/or from the Avon Region.

Eastern region

The Eastern region is comprised of sixteen local government areas in the eastern Wheatbelt centred on Merredin. Courses are also delivered through established centres at Kellerberrin and Quairading and via Community Resource Centres (formerly Telecentres) across the region.

During 2009 the region focussed on the establishment of Heavy Duty Plant Apprenticeship training in line with identified industry demand. Working closely with industry partners the College appointed local lecturing staff and established temporary training facilities in conjunction with the Department of Agriculture and Foods Dryland Research Institute. To date 33 apprentices have been engaged as an innovative delivery program mix of block release, day release, worksite training and regular workplace visits. This will be complemented by an online component and mobile training facilities in 2010.

In addition to apprenticeship delivery major areas of program delivery included Agriculture, Office and Clerical Studies, Business, Computing and Information Technology, Teacher Assistant, Visual Arts and Contemporary Crafts, Occupational Health and Safety, Transport and Distribution and the Certificate IV in Training and Assessment, Significant numbers of trainees in the retail and local government areas were also serviced.

Art delivery across the eastern Wheatbelt was enhanced by the appointment of a full time lecturer with successful exhibitions of student work held in Merredin, Kellerberrin and Quairading.

A joint project with the Department of Agriculture and Food on Recognition of Prior Learning in Agriculture was also undertaken and this has laid the foundation for further growth in this area.

A comprehensive VET in Schools program with Merredin Senior High School was also undertaken and the existing close relationship that has traditionally existed will be reinforced by the commissioning of the new Trade Training Centre in 2010. C. Y. O'Connor staff have had significant input into the design of the new facility to ensure it meets current and future industry requirements.

The Merredin Doorways Community Education and Training Committee has continued to provide valuable assistance, advice and support to the College during 2009. The Doorways Committee consists of representatives from business, industry, the School and TAFE sectors, government agencies and community groups.

The Doorways Committee acts in a formal advisory role to the College. In the latter half of 2009 the College also sought to strengthen its relationship with Community Resource Centres as they reposition themselves as the hub of local communities.

Northern region

The Northern region of the C. Y. O'Connor College of TAFE catchment encompasses seven local government authorities (i.e. the Shires of Moora, Dalwallinu, Dandaragan, Gingin, Chittering, Victoria Plains and Wongan Hills). The Moora campus is responsible for administration, promotion and delivery of publicly funded training in these Shires. Flexible delivery strategies employed by staff at the Moora Campus include combinations of face-to-face delivery, work-based training and assessment, video-conferencing and the use of computer-based online technology.

In 2009 the Northern region continued to provide a range of courses identified by local business and industry. These included:

- Forklift training courses to companies involving Emu Downs Wind Farm, Gingin Loose Leaf Lettuce Company and Midalia Steel;
- The Certificate II in Horticulture Production for the citrus industry which is becoming a major employer in the Northern region and in 2009; and
- Ongoing collaborations with APACE Nurseries and the Moora Shire to produce seedlings at the quality accredited nursery facility located at the Moora campus.

Collaboration with the Central Midlands Senior High School throughout 2009 resulted in continued positive outcomes for students studying Certificate II in Information Technology with 22 students enrolled in the Information Technology course and 90% successfully completing their units.

Learning programs that were developed in 2008 and further refined in 2009 for disadvantaged youth in collaboration with Central Midlands SHS included skills-based learning in Automotive and Building and Construction. These programs were identified by the High School and Moora Shire as essential in supporting the needs of young people, who in many cases, have no interest in the mainstream academic school program.

2009 has seen the continuation of the productive partnership between the College, Moora Shire and Central Midland Senior High School. The three agencies identified and initiated the implementation of a training pathways scheme that will enable students to progress from year 10 to 12 in trade vocational skills training. Created in 2008, these programs were implemented in 2009 and will

be evaluated at the end of 2010 when the first cohort completes the program.

The Moora campus continued to work with the nine Community Resources Centres (i.e. formerly the Telecentre network) and other small community interest groups in the region to deliver programs. Of ongoing success in this regard was the partnership with the Lancelin Disability Services DADAA Centre, which has enabled the College to facilitate the 'Pave the Way' project involving the delivery of art and craft for 42 participants since inception in 2008.

With continuing population growth in the Northern region – especially with respect to significant numbers of retirees taking advantage of land releases around Lancelin, Jurien and Ledge Point – the College commenced internal research to identify training opportunities in the areas of Aged Care and Enrolled Nursing to cater for the needs of this group.

Southern region

The Southern region comprises twelve local government authorities (i.e. the Shires of Brookton, Cuballing, Dumbleyung, Kondinin, Kulin, Lake Grace, Narrogin, Pingelly, Wagin, Wandering, West Arthur and Williams). The College's main campus and associated service centres are located in the town of Narrogin. Courses are also delivered at thirteen Community Resources Centres (formerly Telecentres) throughout the Southern region.

In terms of new programs, 2009 saw the introduction of the "TAFE 2 Work" program in partnership with Narrogin Senior High School. This program involved students attending TAFE 3 days per week and School 2 days per week. The program commenced with 12 students from Yr 12 doing Certificate II in Community Services with all 12 successfully completed the certificate. The TAFE courses offered to continuing students in 2010 will be Certificate IV in Preparation for Entry into Enrolled Nursing, Cert III in Community Services, Cert III in Education Support and Cert III in Child Care. The project for 2009 was deemed such a success that it will be increased to include an Automotive/Engineering stream in 2010. The Plant Mechanic Pre Apprenticeship commenced 2009 with student enrolling in Industrial Skills and the Pre Apprenticeship. The initial program was aimed at Aboriginal and disengaged students and four students successfully complete their Pre Apprenticeship with two being offered Apprenticeships and two still looking for employment. Certificate IV in Preparation for Entry into Enrolled Nursing was also introduced successfully at Narrogin and Katanning Senior High Schools.

Ongoing initiatives in the Southern region involve continuing negotiations with the Southern Aboriginal Corporation to revitalise the former Aboriginal Mission at Wandering. The planned establishment of this mission as a residential skills development centre for Aboriginal clients could result in the delivery of Aboriginal specific training in the areas of Building and Construction, Horticulture, Agriculture, Mechanics, Automotive and Engineering should negotiations prove successful.

The Plant Mechanic pre-apprenticeship is another continuing initiative in the region planned with continued support from the Farm Machinery Dealers' Association, Directions Employment Network and WA Agricultural College – Narrogin.

Similarly, a very successful ongoing initiative is the New Opportunities for Women (NOW) which was held in Semester 1 for women from the Women's Refuge. Seven women enrolled in the course which was so successful in its outcomes that three of the students gained full or part time employment. The Women's Refuge has requested that the College run a similar program on an ongoing basis for clients.

2009 also saw the commencement of a "Try a Trade" program. This program was hugely successful and the District Education Office has requested that the College expand the program in 2010.

A number of projects underwent planning work during 2009 for implementation in 2010. These included:

- The Aboriginal Clients entering the Resource Sector, (ACERS) project. This project will focus on the acquisition of necessary skills to enable Aboriginal people to achieve real job outcomes in the resource sector;
- Introduction of face to face classes in the Community Services area. The focus of the program is to encourage Indigenous people to participate; and
- The establishment of a new satellite campus in Narrogin to facilitate the delivery of Art courses to people with disabilities. In collaboration with Disability Services, Accessibility and Mental Health, and the Town of Narrogin a successful application for a "Pave the Way Grant" has been submitted. This will allow the College to offer Art Classes free of charge to many people with disabilities and meet needs of these clients that often exclude them from attending courses such as these.

The Environment

Goal 5: Social and Environmental Responsibility – ensuring that economic activity is managed in a socially and environmentally responsible manner for the long-term benefit of the State.

The actions of C. Y. O'Connor College of TAFE with respect to this Government Goal in 2009 has seen the College continue to take advantage of the opportunity to establish sustainability practices within the organisation focused on protecting and enhancing the unique Western Australian lifestyle in order to ensure sustainable management of the environment as outlined under Energy Smart Government Policy.

The College continued consultations with the Department of Agriculture and Food Western Australia (DAFWA), Department of Environment and Conservation and Muresk, Curtin University's agricultural research agency to identify the future training requirements of those involved in the agricultural industry at a time when climate variability is significantly challenging rural production systems. In addition, the College joined the TAFE Sustainability Network so as to develop sustainability policies which are consistent with those of other public training providers in Western Australia.

It is envisaged that the College will investigate more fully the opportunities to partner with agricultural groups, government agencies, research institutes and natural resource management agencies in 2010. In addition the College will continue activities commenced in 2008 to look more carefully at embedding sustainability principles and practices into training packages.

Energy Smart Government Policy

Throughout 2008 and 2009 the College continued to implement and foster a culture of energy conservation. Factors which continued to impact upon the College's ability to meet sustainability targets in 2009 included:

- An increase in student numbers from the baseline year;
- A shift in delivery patterns to more energy intensive courses in the Trades area.

With the assistance of grant funding for the introduction of energy saving technologies in 2007, 2008 and the first part of 2009, the following actions have been undertaken and the benefits have continued to be realised in the current reporting period. This included:

- Lighting savings resulting from the introduction of high efficiency luminaries;
- Power savers added to the lighting systems; light sensors; and lighting timers;
- Installation of timers on heating and hot water systems;

- Better usage of temperature controlled environments.
- Gas savings through the introduction of solar hot water heaters and timed gas space heaters and the continuation and expansion of the College's good housekeeping practices in relation to energy conservation should ensure that C. Y. O'Connor College of TAFE is well placed to meet future targets.

To reduce the carbon footprint of the College and increase fuel efficiency in the College fleet of cars, the decision was made in 2009 to change all petrol powered vehicles to diesel powered. Replacements began appearing in the College fleet from October 2009.

Gas savings through the introduction of solar hot water heaters and timed gas space heaters and the continuation and expansion of the College's good housekeeping practices in relation to energy conservation should ensure that C. Y. O'Connor College of TAFE is well placed to meet future targets.

Governance: Disclosures & Legal Compliance

Compliance with Public Sector Standards and Ethical Codes

C. Y. O'Connor College of TAFE has complied with the Public Sector Standards in Human Resource Management for Recruitment, Selection and Appointment, Transfer, Secondment, Performance Management, Redeployment, Termination, Discipline, Temporary Deployment (Acting) and Grievance Resolution as well as with the Western Australian Public Sector Code of Ethics and the College Code of Conduct.

Procedures are in place to ensure compliance and appropriate internal assessments have been conducted to meet legislative requirements. During 2009, there were no breaches against any of the Standards.

Legislation Impacting on the College

State Legislation

- Australian Crime Commission (Western Australia) Act 2004
- Corporations (WA) Act (1990)
- Criminal Code
- Disability Services Act (1993)
- Education Service Providers (Full fee overseas students) Registration Act (1991)
- Electoral Act (1907)
- Electronic Transactions Act (2003)
- Equal Opportunity Act (1984)
- Evidence Act (1906)
- Fair Trading Act (1987)
- Financial Management Act 2006
- Freedom of Information Act (1992)
- Government Financial Responsibility Act (2000)
- Industrial Relations Act (1979)
- Industrial Training Act (1975)
- Interpretation Act (1984)
- Labour Relations Reform Act (2002)
- Library Board of WA Act (1951)
- Limitation Act (2005)
- Minimum Conditions of Employment Act (1993)
- Occupational Health, Safety and Welfare Act (1984)
- Occupiers Liability Act (1985)
- Parliamentary Commissioner Act (1971)
- Public and Bank Holidays Act (1972)

Public Interest Disclosure Act (2003)
Public Sector Management Act (1994)
Salaries and Allowances Act (1975)
School Education Act (1999)
State Records Act (2000)
State Superannuation Act (2000)
State Supply Commission Act (1991)
Vocational Education and Training Act (1996)
Workers Compensation (Common Law Proceedings) Act 2004
Workers Compensation and Injury Management (Acts of Terrorism) Act 2001
Workers Compensation and Injury Management Act 1981

Federal Legislation

A New Tax System (Goods and Services Tax Act) 1999
Aboriginal and Torres Strait Islander Act 2005
Aboriginal and Torres Strait Islander Commission Amendment Act 2005
Age Discrimination Act (2004)
Archives Act (1983)
Copyright Act (1968)
Copyright Amendment (Digital Agenda) Act 2000
Cybercrime Act (2001)
Disability Discrimination Act (1992)
Freedom of Information Act (1982)
Fringe Benefits Tax Act (1986)
Human Rights and Equal Opportunity Commission Act (1986)
Income Tax Act (1986)
Indigenous Education (Targeted Assistance) Act (2000)
Industrial Relations Act
Privacy Act (1988)
Racial Discrimination Act (1975)
Sex Discrimination Act (1984)
Skilling Australia's Workforce Act 2005
State Grants (Technical & Training Fees Reimbursement Act (1974)
Superannuation Guarantee (Administration) Act (1992)
Superannuation Guarantee Charge Act (1992)
Trade Practices Act (1974)
Workplace Relations Act (1996)

Conflicts of Interest

No members of the Governing Council or Senior Officers of the College have any interest in any contract or proposed contract with the College.

Corruption Prevention

C. Y. O'Connor College of TAFE has undertaken reviews of relevant policies with respect to the issue of corruption and misconduct, with attention being paid to the issues of unauthorised access and disclosure of confidential information.

College Policy ITD04: IT Security embodies the delegated responsibility for managing compliance with privacy requirements and computer security within the role of the Manager Information Technology.

College Policy COD20: Confidentiality Policy delegates the responsibility for managing and securing the confidentiality of student records to the Director Research and Planning. College Policy HRD06: Employee Code of Conduct incorporates advice to staff on appropriate processes to be followed to protect confidential information. College Policy HRD06: Employee Code of Conduct specifies the process to be followed with respect to the acceptance of gifts and hospitality in accordance with TI407.

The College has also developed a register of gifts and benefits for the disclosure of gifts or benefits in excess of \$50.00 in monetary value. In addition to the policies and procedures established above, the College will further develop the processes with respect to the Premier's Circular on Corruption Prevention, with the Department of Training and Workforce Development internal audit section.

Public Interest Disclosure

The Public Interest Disclosure Act (2003) came into effect on 1 July 2003, requiring the College to:

- facilitate the disclosure of public interest information;
- provide protection for those who make disclosures;
- provide protection for those who are the subject of a disclosure.

This policy details internal procedures relating to the College's obligations under the Act, and the protection for persons who make disclosures under the Act. This Public Interest Disclosure function is delegated to the office of the Director People and Performance. No Public Interest Disclosure requests were reported during 2009.

Advertising and Sponsorship

During 2009, the College produced the following major publications aimed at providing quality information to clients:

- 2008 Annual Report
- 2009 Student Diary
- 2009 Vet in Schools Pathways Book
- 2009 College Course Handbook
- 2009-2011 Strategic Plan

Throughout 2009, the College either initiated or supported the following activities:

- School liaison activities resulted in visits to the Northam campus by students from Northam Senior High School, Toodyay District High School and York District High School;
- Redesigned the College Web Page
- Assisted Acacia Student Graduation
- Updated and redesigned the Intranet Page

- The Big TAFE Checkout
- Participated in various community events including the Northam Avon Descent Float Parade, Dowerin Field Day and Cunderdin Agricultural College Open Day;
- Coordinated the 2008 Student Graduation Ceremony held on 28 March 2009 recognising all students who had received their qualification during 2008;
- Assisted with the coordination of the James Dawson Memorial Awards;
- Established sponsor relationships with Country Builders WA, Avon Valley Ballooning, Town of Narrogin, CBH Group, Directions, The Avon Valley Advocate, Northam Toyota, Purslowe Tinetti Funerals, Rotary Club of Northam, Northam Boulevard, and WA Farmers Federation in support of outstanding students at the Student Graduation Celebration;
- Participated in promotional days for the Nursing courses;
- Assisted with the Hosting for the Governor of Western Australia visit to the Northam Campus
- Assisted with the Hosting for the Minister for Training's visit to the Northam campus
- Assisted the Northam Chamber of Commerce and Industry in the planning for the 2009 Northam Business Awards
- Assisted with the Art exhibitions in Northam, Kellerberrin and Narrogin

Western Australia Electoral Act 1907 (Section 175ZE): Disclosures of Gifts and Other expenditure

In accordance with section 175ZE of the Electoral Act 1907, C. Y. O'Connor College of TAFE incurred the following expenditure in advertising, market research, polling, direct mail and media advertising.

1. Total expenditure for 2009 was \$20, 978
2. Expenditure was incurred in the following areas:

Advertising Agencies	Nil
Market Research organisations	Nil
Polling organisations	Nil
Direct Mail organisations	Nil
Media Advertising organisations	
Media Decisions	\$20, 978
Other	Nil
Total	\$20, 978

Record Keeping Plan

The Education and Training sector has adopted a common Record Keeping Plan (RKP). This Plan sets out strategies for compliance with record keeping principles including measuring the effectiveness and efficiency of the record keeping system and also implementation and review of training programs and induction processes. The following provides details of the key achievements:

The College has been working closely with all other publicly funded training colleges to further enhance the record keeping function. A joint agreement has been reached by all colleges to progress the roll out of electronic TRIM. Arrangements have been made with the DTWD for the acquisition of licences and costings for upgrades to TRIM, training and deployment at each college.

It is anticipated that this process will reach its conclusion in 2010 and the College will proceed to transfer much of its paper based records into electronic form. In addition the introduction of electronic trim will enhance the effective capture of college IP in the academic area.

Disability Access and Inclusion Plan Outcomes

The College's Access and Equity section is funded by the Department of Training and Workforce Development through the Delivery and Performance Agreement (DPA) to address the needs of people with disabilities as well as to provide equitable access to services for young people who are experiencing barriers to training, people from culturally and linguistically diverse backgrounds, mature aged students and people living in isolated areas.

The funding enables the College to provide an Access and Equity Officer and (in 2009, seventeen) support workers who provide services to students including in-class support and tutorial assistance. The section also funds interpreters, specialised equipment and assistive technology as required. The Access

and Equity office also coordinates professional development in inclusion and disability awareness for lecturing and administrative staff. In 2009, several Customer Service Officers undertook training in inclusive practice (working to provide better services for students with disabilities).

Formulated under the Disability Discrimination Act 1992 (DDA), C. Y. O'Connor College of TAFE's Disability Access and Inclusion Plan (DAIP) includes the following categories:

- Maintaining an inclusive culture at C. Y. O'Connor College of TAFE;
- Adaptation of existing services to ensure they meet the needs of people with disabilities;
- Improved access to building and facilities;
- Information about services and programs is provided in formats that enhance the communication needs of people with disabilities;
- Advice and services are delivered by staff that are aware of and understand the needs of people with disabilities;
- Opportunities are provided for people with disabilities to participate in public consultations, grievance mechanisms and decision making processes.

These are measured against the Disability Standards for Education (2004) and compliance with these standards is assured under these categories. The measures were implemented in 2009 in the Disability Access and Inclusion Action Plan, and are reviewed annually and on an ongoing basis according to the timeline presented in the Plan. Terms of reference for a DAIP steering committee have been developed to ensure that the Plan is monitored and implemented accordingly.

Many learners with disability experience common barriers to learning which are due to educational disadvantage rather than belonging to a specific equity group, such as people with disabilities. Examples of the types of barriers to learning include: Poverty and financial disadvantage along with associated issues such as the cost of child care; difficulties with transport; lack of support and guidance, environmental issues, general attitude; language and understanding difficulties; physical access; and specific issues such as drug and alcohol use and mental health issues.

The College continues to present the James Dawson Award, which was developed in 2007 for students with a disability who achieved favourable outcomes in their studies. A student may receive the award based on academic excellence, outstanding positive attitude, outstanding work ethic, dedication to study and/or personal achievement. This Award was presented on 28 March 2009 at the Bridgeley Community Centre in Northam, a venue which has excellent access and facilities for people with a disability, further ensuring inclusivity for this client group.

A number of programmes were developed and will be funded in 2010 which will run specifically for students with disability and youth at risk.

Staffing Overview

C. Y. O'Connor College of TAFE employs staff in lecturing and non-lecturing roles including administration and support. The average number of full time staff is indicated below:

General Agreement (GOSAC)

Staff = 82.2

FTE = 63.4

Lecturer's Certified Agreement

Staff = 86

FTE = 77.7

Professional & Career Development (PACD)

During 2009, the equivalent of 188 staff participated in a total of ninety eight different PACD activities. A number of targeted PACD activities were conducted throughout the year. These included:

- Whole of College Induction day
- How to deliver great customer service
- Training Forum 2009
- Three day lecturer workshop focusing on:
 - Online delivery and assessment
 - Spyglass technology
 - Recognition of Prior Learning
- Senior First Aid
- Lecturer refresher course series

The College spent approximately 20% more than the allocated budget on professional development activities in 2009.

Recruitment

The College continued to advertise as widely as possible to attract the best candidates for all positions. For the year, a total of forty three positions were advertised.

Acting Opportunities

The College demonstrated an ongoing commitment to investing in its staff by providing acting opportunities. During 2009, there were ten acting opportunities.

Occupational, Health and Injury Management

C. Y. O'Connor College of TAFE complies with the Occupational Safety and Health Act (1984). The College has a comprehensive program for monitoring, skills development, staff participation and reporting to ensure requirements of the Occupational Safety and Health Act (1984) are met.

Indicator	Target	Actual
Number of Fatalities	Zero (0)	0
Lost time injury/disease (LIT/D) incidence rate	Zero (0) or 10% reduction on the previous year	.37 (66% reduction)
Lost time injury severity rate	Zero (0) or 10% improvement on the previous year	0 (100% reduction)
Percentage of injured workers returned to work within 28 weeks	Actual percentage result to be reported	100%
Percentage of managers trained in occupational safety, health and injury management responsibilities	Greater than or equal to 50%	73%

Risk Management

The College has successfully embedded risk management principles into management decision making and has established a risk management framework to ensure compliance with Treasury Instruction 825 consistent with Australian Standard 4360:1999. A Risk Management Planning Day is held regularly for all managers within the College. During the year modifications were carried out to the risk management database.

Report on Operations

Role and Functions

The Academic Services Directorate is responsible for the development and delivery of vocational education and training programs that support the training and employment aspirations of the region's diverse industry, business and community client groups. This Directorate is also responsible for ensuring the College complies with relevant legislation and external standards.

Services are provided by a diverse range of staff operating within the following business units:

- Regional Trades
- Regional Business
- Regional Services and Lifestyle
- Customer Service
- Client Management Information Systems (CMIS)

The Research and Planning Directorate is responsible for coordinating strategic and operational planning and research activities throughout the College, monitoring and reporting on College business key performance indicators and managing continuous improvement and quality assurance of College activities. In addition, the Directorate supports the learning activities of regional clients including the engagement and participation of youth, Indigenous Australians and people with a disability in education and training and has a major role in promoting the current and future activities at the local, regional and state levels.

Services are provided by a diverse range of staff operating within the following business units:

- Access and Equity
- Community Relations
- Aboriginal Services
- Quality and Planning
- Regional Services

The Business Services Directorate is responsible for the delivery of all corporate services related activities throughout the College and ensuring the College complies with relevant legislation and external standards. Services are provided by a diverse range of staff operating within the following business units:

- Finance
- Human resources
- Information Technology
- Records
- Library
- Bookshop

Achievements 2009

Strategic Objective (SO)	Achievements
SD 1: To provide training services to satisfy industry demand	In 2009 all plant dealerships within the Northern Region were contacted so that the College could gather feedback about pre-apprenticeships to commence in February 2010. From this several plant mechanics in the region have come onboard to help pre-apprenticeship delivery.
	Industry steered youth program Directions-Fly was run in conjunction with the College. 15 students completed CGEA and GATE courses run by the College as part of the program.
	130 students completed shearing and wool handling training under the guidance of C. Y. O'Connor College in partnership with Australian Wool Innovation.
	The College successfully completed Departmental projects aimed at partnering accredited shearing and wool handling trainers with industry entrants.
	A new basic chemical handling course was delivered by the College in conjunction with ChemCert WA in response to industry needs.
	GNR Trucks, Kewdale, requested training block delivery in the workplace. Five apprenticeships were conducted in the workplace with further expansion of this program planned for 2010.
	The College worked in collaboration with DADAA House in Lancelin to deliver short courses and specialised programs in art to the local community. This led to approximately 25 students obtaining Recognition of Prior Learning (RPL).
	The College's Aged Care and Disability courses were cited as valuable qualification offerings by Uniting Church Homes and Silver Chain agencies. These agencies approached the College and successful partnerships were established to deliver training to potential and current employees in required areas.

Strategic Direction (SD)	Achievements
SD 1: To provide training services to satisfy industry demand (cont.)	The College entered into partnership with various bodies from the Western Australian dairy industry to deliver RPL training and certification. There were 7 successful graduates who gained qualifications through this program.
	C. Y. O'Connor College partnered with SERCO and Acacia Prison to deliver Certificate IV in Small Business. A staff member involved in this program was awarded an internationally recognised award by SERCO for their dedication and excellence in training delivery.
	Occupational Health and Safety units were delivered to Murdoch Vet Nursing students in alignment with Certificate III level qualification achievement.
	The College successfully delivered the Stepping Out program to over 80 students from 60 schools across the Wheatbelt in partnership with the Construction Training Fund (formerly BCITF).
	The College worked with Farm Safe WA, by request, to deliver certificate level courses to their members.
	Good progress was made across the Wheatbelt in regards to a plan to survey up to 5 businesses in each delivery area, in each region, serviced by the College, to identify required delivery options. In the Eastern Region this strategy has informed the build-up of Plant Mechanic delivery to more than 30 apprentices within a 12 month period.
	The basis of an Infrastructure Academy is in place in Narrogin and Merredin, where pre-apprentice and apprentice delivery in Plant Mechanic has commenced in response to industry demand (see above).
	The College established the Local Government Academy, an industry-based academy, and three other academies – Nursing, Automotive, and Agriculture and Farm Technology are well underway. The emphasis in 2009 has been on establishing strong and lasting relationships with industry bodies and supporters in these areas to ensure the success of these initiatives.

Strategic Direction (SD)	Achievements
	Certificate I in Resource and Infrastructure Operations is targeted for delivery in 2010 based on research and environmental scans completed in 2009 to ascertain the demand for Aboriginal and Torres Strait Islander focused training delivery.
	The Certificate IV Preparation for Entry into Enrolled Nursing course has been developed for delivery online to allow students to stay in work whilst completing their training, therefore negating any negative impact their absence may have on the provision of health services.
	The 'Big TAFE Check Out', an initiative to engage students in Years 9 and 10 by hosting visits to TAFE campuses across the Wheatbelt, was launched in 2009. Overall, it was assessed as a success and will be repeated in 2010.
	A vibrant Adult and Community Engagement (ACE) Program has been established in Northam, and a proposal for the ACE Centre in Northam has been developed. The ACE program will be replicated in Narrogin in 2010.
	The College set out to establish fully functioning Regional Industry Advisory Committees in 2009, to provide direct advice on the demand for delivery of apprenticeships and traineeships. This is working well in the Eastern Wheatbelt via the Doorways Committee in Merredin. A community-based committee has been identified in Narrogin.
	Formal rolling TNA's are conducted across the three regional areas by the Regional Managers to identify, develop and implement training programs to increase skills of the current workforce.
	Information sessions for industry, community and business have been delivered informally as part of a focus on identifying training opportunities and employment opportunities across the regions.
SD 2: To support the development of sustainable regional communities	The College has regular dialogue with all Senior High Schools across the Wheatbelt (as well as the Catholic Agricultural College, Bindoon) in relation to the development of the Trade Training Centres.

Strategic Direction (SD)	Achievements
SD 2: To support the development of sustainable regional communities (cont.)	The College partnered with Local Government to deliver training in order to address growing skill shortages in the region served by the local constituency.
	The College continues to partner with District Highs and Senior High Schools across the region to deliver VET courses and career pathway advice to students. In 2009 the VET in Schools (VETiS) program engaged over 300 students from 16 schools across the Wheatbelt.
	Online-based delivering of Certificates in nursing, nursing preparation and other related fields enabled trainees and students to remain in the workplace and continue working whilst completing their qualifications. This resulted in the regions served gaining more highly qualified and skilled workers without the negative impact that would result from them having to withdraw from full-time work to study.
	C. Y. O'Connor College of TAFE is one of the main providers of ranger training in the State. Rangers are in demand in regional communities and the College continues to provide local communities with skilled, work-ready graduates and trainees.
	All of the College's Regional Managers are highly engaged in their respective communities and contribute to numerous inter-agency networks to ensure the College is proactive in responding to training needs as they arise, with one Manager being a member of the local chapter of CCI(WA).
	Wheatbelt Connect was established as a network hub for Skills Recognition Centres across the Wheatbelt in 2009. The centres act as a first point of contact with the College for people who require skills recognition and/or gap training.
SD 3: To develop profitable commercial operations.	The College brokered several lucrative contracts with Western Power, for delivery by Optec Pty Ltd, for which the College received a commission.

Strategic Direction (SD)	Achievements
SD 3: To develop profitable commercial operations (cont.)	The number of Shearing and Wool Handling/ Classing trainees has risen by 101%, strongly influenced by the AWI contract for regional in-shed shearing and wool handling coaching which engaged members of this industry into a training pathway leading to traineeships across 6 qualifications in this delivery area. The number of trainees in these qualifications rose to 102 trainees in 2009.
	In 2009 there were 10 trainees undertaking Certificate IV or above at the College. This resulted in the delivery of 1,535 SCH which equated to a 33% increase on 2008 figures.
	The number of students with disabilities enrolled in award courses has increased by 30% over 2008 levels – 286 students in 2009.
	The College has established a good working relationship Max Employment, which referred – on average – 10 students per month to the College.
	The CD-Based RPL project continued to be implemented in 2009. The level of RPL conducted within the College increased by 21% in 2009 (38,378 SCH).
	The quantum of VET-in-School delivery in 2009 was 77,908 SCH, slightly over the revised target of 75,000 SCH.
	The quantum of online delivery to regional students increased by over 48% in 2009 (5,695 SCH).
	C. Y. O'Connor College delivered several specific profitable courses in 2009. These were Certificate III in ESI (Distribution); Animal Control (delivered in Malaysia); Chemcert; ESL with DAFWA (Libyan students).
SD 4: To attract, develop and retain quality staff	The Flexible Hours Agreement has been introduced within the College to meet the College's needs in accordance with Government policies.
	A draft Workforce Development Plan was made available in 2009 in order to promote and prepare for future staffing needs.
	The Staff Conduct policy was revised in order to better address the needs of the College.

Strategic Direction (SD)	Achievements
SD 5: To enhance the quality of learning and educational outcomes for students	The College partnered with qualified Shearers and Wool Handlers to utilise \$55,000 worth of funding to create a mentoring program which would be invaluable to industry entrants. The College engaged 10 casual lecturers from industry and matched these with trainees to give them better knowledge of industry standards and practices.
	The College continues to use online learning platforms such as Blackboard, Elluminate and WebCT to enable students to complete courses online. This means that students can study from anywhere in the country in addition to interacting with fellow students and lecturers to enrich their learning experience.
	The delivery of nursing courses utilised local clinical supervisors and registered nurses as mentors for students. This gave students a well-rounded understanding of true-to-industry patient care, standards and practices.
	The College initiated planning in order to appoint a student transition and retention team. This team will be headed by a student engagement officer and will focus on helping at risk and disengaged youth to complete their studies and training.
	The College commenced negotiations with Curtin University to establish an articulated pathway to Registered Nursing.
	The Managing Director had regular meetings with the CEO of Directions in 2009. Directions is an agency that assists disengaged students. The working relationship between C. Y. O'Connor College and Directions is considered strong.
	Whilst there were no international students studying within C. Y. O'Connor College in 2009, there were several students from overseas who were working in the Wheatbelt who accessed College training services on a fee-for-service basis.
SD 6: To demonstrate good governance and public sector improvement	The annual Section 40 estimates of the financial operations of the College for 2010 were prepared and submitted to the Minister by the due date.

Strategic Direction (SD)	Achievements
SD 6: To demonstrate good governance and public sector improvement (cont.)	All of the specified Ministerial Directions and/or Guidelines have been implemented including frameworks to ensure compliance with <i>Working with Children (Criminal Record Checking) Regulations (2005)</i> , the <i>Duty of Care VET for School Study (VSS)</i> , <i>TAFEWA Duty of Care Policy for Minors Attending TAFEWA Colleges</i> .
	Seminars and workshops were conducted to ensure College staff understood obligations arising from relevant Acts, Codes of Ethics and Codes of Conduct.
	Guidelines and processes for dealing with complaints and disciplinary matters remained in place in the College during 2009 and are deemed to be working in a satisfactory manner.
	The Performance Monitoring and Audit Committee, which is a sub-committee of the College Governing Council, monitored progress against the College's KPI's.
	The College's 2010 Business Plan, and 2009 - 2011 Strategic Plan were completed on schedule in-line with relevant Government level goals and objectives.



Significant Issues and Trends

From February until September 2009, a major strategic issue concerning the College Executive was the unpredictable economic environment created by the Global Financial Crisis. Given the significant media coverage forecasting an extended period of low world wide commodities prices and resulting high unemployment across Australia, various contingency plans were discussed to accommodate the potential numbers of unemployed people expected to upgrade their skills in order to return to the job market. Whilst (fortunately) many of the negative predictions expounded early in 2009 regarding the extent and depth of the economic downturn did not eventuate, the College Executive will continue to monitor the situation throughout 2010 as WA's enters another period of sustained economic growth.

A second major strategic issue framing discussion at the College in 2009 concerned the finalisation of National Partnership agreements between Commonwealth, State and Territory jurisdictions – particularly those concerning, Training, Youth Attainment and Transitions, 'halving the gap' performance measures for Aboriginal Australians in education and training, and the Low-SES partnership. Stemming from the Melbourne Declaration (November 2008) and concluded in the second half of 2009, each of these National Partnerships are anticipated to impact significantly on College operations as the plans and frameworks for dealing with each are released progressively by the Department of Training and Workforce Development. These will continue to be monitored closely by the College and strategic and business plans adjusted accordingly as details become available.

A third strategic issue for the College which emerged in the second half of 2009 and which will continue to focus the collective attention of College decision makers during the forthcoming period is the impending withdrawal of Curtin University from the Muresk campus. The College is currently in close contact with the range of stakeholders associated with this iconic Wheatbelt institution and will seek to become a significant presence at the site when the education and training delivery model is redrawn.

At more operational levels, significant trends and issues affecting the College continued in 2009 in a broadly similar fashion to 2008. These included State and regional skill shortages, the introduction of Trade Training Centres in secondary schools, changes in regulatory requirements to the Community Development Employment Project (CDEP), Welfare to Work reforms stemming from National partnership agreements and the ongoing issues created by the

State Government initiative to increase the compulsory, school leaving age – especially those in regional Western Australia. Further issues concerned employment based, general institutional and skill shortage benchmarks, hard floors and ceilings, and the development and delivery of programs to support high priority target groups such as Aboriginal Australians, people with a disability, youth at risk and those from culturally and linguistically diverse backgrounds. Throughout 2009, the College worked with stakeholders to create opportunities in partnership with private registered training organisations (RTOs) to develop new and innovative programs to accommodate delivery in these areas. These programs served to increase opportunities for individuals and communities to participate in vocational education and training, although it has become apparent that these may present additional challenges in regions with highly dispersed populations. The College will continue to monitor the situation as it unfolds.

Further significant issues and trends along with projects specifically designed to address these are as follows:

- the reduction of employment-based training as a result of the GFC;
- the commencement of a new delivery strategy for Heavy Diesel training – entirely in the workplace;
- the very successful Plant Mechanic apprentice delivery in the Eastern Wheatbelt, which is based on a blended delivery model; and
- planning to acquire trailers with specialised training equipment, to support the College's trend towards more delivery in the workplace.

2009 also saw trends of declining delivery in several traditional areas which in turn increased the need for the College to provide more access to online/ flexible delivery, undertake more focused investigation into new and emerging industries and strategically manage commercial endeavours. A strengthened Business Development Directorate aims to address these issues in 2010.

Priorities for 2010

The key priorities for the College in 2010 can be summarised as follows:

- Through further development of the 'academy' model, the College will improve its capacity to work in partnership with industry.
- The College will continue to exploit technological solutions to drive innovation in training delivery and assessment, particularly as this applies to the workplace. Flexible delivery, including online delivery and a major focus on Recognition of Prior Learning, will be a point of differentiation for the College.
- Dependency on funding received through the Delivery and Performance Agreement will be diminished as the College seeks to expand its capacity to engage in profitable, commercial operations, including programs that involve international students.
- Professional development of staff, particularly where this relates to the delivery of higher level qualifications, will be a key factor in building human capital within the College.
- The number of qualifications on the College scope will expand, with a focus on higher level qualifications; and increasing the number of apprentices and trainees in training.
- The College will diversify its delivery away from a heavy dependence on VET in Schools and delivery to the Prison sector
- Working in partnership with Aboriginal corporations within the Wheatbelt, the College will deliver a range of programs from capacity building courses to employment-related training.
- The development and/or refurbishment of training facilities across the College, including (possibly) a new campus for Narrogin and a trade training capability for Merredin.
- Achievement of the College profile target of 560,000 student curriculum hours; and increasing the completion rates for all students; and Aboriginal students in particular.
- Improve the perception of vocational education and training (VET) as a 'treasured possession' in the community; and through such tactics as the 'VET Pathways' booklet, position VET as a valued component of the education supply chain, i.e. school to TAFE to higher education. A network of Higher Education Support Centres will be established to facilitate access to higher education courses.

Key Performance Indicators

Certification for Key Performance Indicators for the year ended December 31 2009

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the C. Y. O'Connor College of TAFE's performance and fairly represent the performance of C. Y. O'Connor College of TAFE for the financial year ended 31 December 2009.



John Scott
Managing Director
C. Y. O'Connor College of TAFE



Eileen O'Connell
Chair, Governing Council
C. Y. O'Connor College of TAFE

Desired outcome

In 2009 Government level goals provided a framework by which C. Y. O'Connor College of TAFE measured its successes in a number of key areas.

Our effectiveness indicators show the extent to which the College achieved vocational education and training services to meet community and industry training needs.

This provision was guided by the College Strategic Plan in which objectives were set to:

- Provide training services to satisfy industry demand;
- Support the development of sustainable regional communities; and
- Enhance the quality of learning and educational outcomes for our students.

These strategic objectives align with Government level goals to:

- Place greater focus on achieving results in key service delivery areas for the benefit of all Western Australians; and
- Place greater focus on service delivery, infrastructure, investment and economic development to improve the overall quality of life in remote and regional areas.

Our efficiency indicator addresses the Government level objective to:

- Responsibly manage the State's finances through the efficient and effective delivery of services, encouraging economic activity and reducing regulatory burdens on the private sector.

This is reflected in the College level objective to:

- Develop profitable operations.

The statistics and data presented forthwith illustrate our achievement of these objectives at the College level, and our contribution to the State's social, environmental and economic wellbeing.

Effectiveness Indicators

Key Performance Indicator 1: Overall Student Satisfaction

Student satisfaction is a performance measure that reflects the quality of vocational education and training services provided by the College to meet community and industry needs. This indicator also reflects the College's ability – through the measurement of student satisfaction – to enhance the quality of learning and educational outcomes for our students.

Student satisfaction was measured through the 2009 TAFEWA Student Satisfaction Survey⁽¹⁾, conducted by an independent organisation, Colmar Brunton on behalf of the Western Australian TAFE Colleges, WAAPA and Curtin VTEC.

95.3% of students who responded to this survey were either very satisfied or satisfied with their chosen course at C. Y. O'Connor College of TAFE. This compares to the State average of 85.6%. The useable population at C. Y. O'Connor College of TAFE was 1,300 of which the sample size for this question was 217.

For each stage of the research, a sample frame was created based on the minimum required responses for each quota, and the number of responses that had already been received for each group. Sample sizes were based on achieving a sampling error of no more than +/- 5 (95% confidence) for each regional college sample.

	2006	2007	2008	2009 Target	2009
CYOC TAFE	89.2%	90.2%	93.9%	94% ⁽²⁾	95.3%
Western Australia	86%	87%	85%	86%	86%

Notes:

- (1) The 2009 Student Satisfaction Survey was conducted by Colmar Brunton on behalf of the Western Australian TAFE Colleges, WAAPA and Curtin VTEC. The survey was commissioned by the Department and used student data lists obtained from the AVETMISS database. In 2009, 759 individuals were contacted on behalf of C. Y. O'Connor College of TAFE from a possible 1,300. A total of 217 usable returns resulted in a response rate of 29% which is equal with the State response rate. For question 15, *overall how satisfied are you with this course?*, 215 or 99% of respondents provided a usable answer. The survey Confidence Interval was (+/-) 2.6% with a Standard Error of 1.32%.
- (2) College targets for the 2009 reporting year were established in 2008 in line with the College's 2008 - 2010 Strategic Plan. These targets were based upon the 2009 Delivery and Performance Agreement (DPA), the 2009 Managing Director's Performance Agreement, the 2008 Managing Director's Performance Assessment, the 2008 TAFE Student Satisfaction Survey produced by Colmar Brunton, and the 2008 Student Outcomes Australian Vocational Education & Training Statistics produced by the National Center for Vocational Education Research in cooperation with the Department of Education, Employment and Workplace Relations (DEEWR).

Key Performance Indicator 2: Graduate Employment

The achievement of employment outcomes by graduates is a performance measure that demonstrates the College's effectiveness in providing vocational education and training services to meet community and industry needs.

We have provided statistics for 2009 for C. Y. O'Connor College of TAFE ⁽¹⁾.

YEAR	EMPLOYED	UNEMPLOYED	NOT IN LABOUR FORCE
2006 State	81%	8%	11%
2006 National	80%	10%	10%
2006	N/A	N/A	N/A
2007	84%	4%	12%
2008	N/A	N/A	N/A
2009 Target ⁽²⁾	84%	4%	12%
2009	79.3%	6.2%	14.5%

Notes:

- (1) Graduate Employment results were taken from the 2009 *National Centre for Vocational Education Research (NCVER) Student Outcomes TAFE Institute Report: C. Y. O'Connor College*, which was produced and funded by the Department of Education, Employment and Workplace Relations (DEEWR). Survey questionnaires were sent to a stratified, randomly selected sample of graduates and module completers with national response rates of 44.7% and 33.6% respectively. For C. Y. O'Connor College of TAFE the response rate for graduates was 50%. In 2009, there were 430 valid responses from a usable population of 1,940 for *Labor force status to graduates before and after training*. The table below outlines confidence intervals and standard errors for each employment outcome. The Standard Error for this question was no greater than 5% where a 95% Confidence Interval was used.
- (2) College targets for the 2009 reporting year were established in line with the College's 2008 - 2010 Strategic Plan. These targets were based upon the 2009 Delivery and Performance Agreement (DPA), the 2009 Managing Director's Performance Agreement, the 2008 Managing Director's Performance Assessment, the 2008 TAFE Student Satisfaction Survey produced by Colmar Brunton, and the 2008 Student Outcomes Australian Vocational Education & Training Statistics produced by the National Center for Vocational Education Research in cooperation with the Department of Education, Employment and Workplace Relations (DEEWR).

Key Performance Indicator 3: Student Outcomes – Achievement of Main Reason for Studying

The achievement by graduates of their main reason for studying is a performance measure that demonstrates the College’s effectiveness in providing vocational education and training services to meet community and industry needs. This indicator also reflects the College’s ability – through the measurement of achievement for main reason for studying – to enhance the quality of learning and educational outcomes for our students.

We have provided statistics for 2009 for C. Y. O’Connor College of TAFE ⁽¹⁾.

Percentage - Students achieved reason for study

YEAR	CYOC TAFE	WESTERN AUSTRALIA	NATIONAL
2005	88%	84%	85%
2006	N/A	89%	87%
2007	95%	87%	86%
2008	N/A	89%	88%
2009 Target ⁽²⁾	95%	87%	88%
2009	93%	87%	86%

Notes:

- (1) Graduate Employment results were taken from the 2009 *National Centre for Vocational Education Research (NCVER) Student Outcomes TAFE Institute Report: C. Y. O’Connor College*, which was produced and funded by the Department of Education, Employment and Workplace Relations (DEEWR). The survey targeted students who graduated from a TAFE College in 2008. For C. Y. O’Connor College of TAFE the response rate was 50% for graduates. Graduates were targeted for *Achievement of Main Reason for Studying* and this resulted in 441 usable responses from a usable population of 2,010. The Confidence Interval for this measure was (+/-) 2.9% with a Standard Error of 1.48%.
- (2) College targets for the 2009 reporting year were established in 2008 in line with the College’s 2008 - 2010 Strategic Plan. These targets were based upon the 2009 Delivery and Performance Agreement (DPA), the 2009 Managing Director’s Performance Agreement, the 2008 Managing Director’s Performance Assessment, the 2008 TAFE Student Satisfaction Survey produced by Colmar Brunton, and the 2008 Student Outcomes Australian Vocational Education & Training Statistics produced by the National Center for Vocational Education Research in cooperation with the Department of Education, Employment and Workplace Relations (DEEWR).

Key Performance Indicator 4: Achievement of College Profile

The achievement of College Profile is a performance measure that demonstrates the College’s effectiveness in meeting planned vocational education and training services to meet community and industry needs as identified in its Strategic Plan and in the Delivery and Performance Agreement (DPA) entered into with the Department of Education and Training.

Achievement of College Profile compares achieved Student Curriculum Hours (SCH) to planned Student Curriculum Hours (SCH).

The College achieved 100% of its original planned Delivery and Performance Agreement (DPA) target in 2009.

YEAR	Planned SCH (DPA) (Target)	SCH Achieved (Census)	% Achieved/Planned
2005	523,000	496,313	94.9%
2006	546,405	496,214	90.8%
2007	500,145	504,754	100.92%
2008	562,745	542,554	96.41%
2009	561,404 ⁽¹⁾	561,433	100%

Source: Verified College Census Data 2009

Notes:

- (1) The original planned SCH target in the 2009 DPA was 562,104. This was negotiated downwards to 561,404 SCH by way of an addendum (Addendum No. 5) to the 2008 DPA after an increase in July to 581,404 SCH. Actual SCH achievement against this revised target is 100.01%. The reasons for reducing the target during 2009 are:
 - The College returned 20,000 SCH to the Department of Education and Training via the September Addendum after due consideration of its ability to achieve the original planned target. A thorough assessment of course delivery at the WADoT cell level identified a number of programs which had either reduced student numbers or no activity, therefore reducing the likelihood of the College to achieve its final target by February 20, 2010. This management decision was not taken lightly by the organisation but it was deemed more appropriate to return the hours prior to the end of 2009 rather than wait for the Department to request a return of the hours after the final SCH collection and verification on 20 February 2010.

Industry Groups

The following table provides details of the distribution of the College's Profile delivery, by Student Curriculum Hours, in Industry Groups specified by the Department of Education and Training:

Industry Groups	SCH Delivered 2006	SCH Delivered 2007	SCH Delivered 2008	Planned DPA SCH 2009	SCH Delivered 2009
Recreation, Sports and Entertainment	26,964	32,244	21,627	9,186	10,149
Visual and Performing Arts	24,035	22,768	22,203	20,300	25,470
Automotive	27,353	30,785	31,614	27,036	18,128
Building and Construction	16,914	25,158	17,432	60,200	51,257
Surveying and Building	8,430	7,150	5,540	6,500	3,220
Community Service	60,136	36,359	51,753	46,600	56,438
Education and Childcare	60,762	50,177	51,087	54,109	57,724
Health	-	11,910	44,195	42,961	38,821
Finance, Insurance, Property Service Workers	-	605	1,170	-	-
Food Trades Processing	-	-	-	-	-
Clothing Footwear and Soft Furnishings	365	2,565	10,790	3,840	4,130
Furniture Manufacture	8,170	5,392	8,922	6,500	10,527
Metal and Mining	21,008	22,083	20,282	28,404	26,472
Forestry, Farming and Landcare	58,357	77,801	79,507	74,701	81,772
Horticulture	7,079	13,991	10,511	11,476	13,362
Personal Service	-	-	715	980	950
Retail	6,590	10,443	6,212	2,619	3,274
Cooking	5,815	1,826	1,667	488	488
Hospitality	1,962	1,882	1,339	1,150	1,187
Tourism	2,848	4,255	230	575	470
Transport Trades, Storage and Associated	320	5604	5,200	8,000	10,080
Accounting and Other Business	9,595	12,175	2,390	6,715	6,230
Management	14,720	13,740	17,910	25,105	24,706
Office and Clerical	34,775	66,135	69,715	69,740	64,505
Computing	48,797	10,992	5,084	11,425	11,979
Science and Technical Workers	44	744	1,000	1,500	546
Adult Literacy / ESL	30,815	31,070	14,685	23,300	24,655
Miscellaneous	-	-	-	-	-
Targeted Access & Participation Courses	20,360	6,900	39,774	17,844	14,205
TOTALS (Student Curriculum Hours)	496,214	504,754	542,554	561,404	561,433

Source: Verified College Census Data 2009

Non – Profile Delivery

Profile delivery refers to the SCH funded through the Delivery and Performance Agreement with the Department of Education and Training. Non-Profile delivery refers to courses funded otherwise. The College delivers a range of programs not incorporated within the College Profile to meet community training needs. Provision of such courses also reduces College dependency on profile funding from the State Government. These programs include fee for service and lifestyle courses. Non-profile (Student Curriculum Hours) delivery is presented below as a percentage of overall profile.

Non-Profile Delivery SCH

	2006	2007	2008	2009 Target ⁽¹⁾	2009
Non – Profile Delivery	67,453	102,459	73,311	60,000	56,352
% of Training Delivery	12.0%	16.87%	11.9%	5.49%	8.7%

Source: Verified College Census Data 2009

Notes:

- (1) The College had originally targeted 60,000 Non-Profile SCH in 2009. The final Non-Profile Delivery figure does not include SCH for Non-SAW – State Funded (Auspicing in Schools - 29,629 SCH) or figures relating to SCH Not Finished in Collection Year (15,806 SCH) or SCH related to Other: Credit Transfer, Exam Only, Outcome Updates (36,390 SCH) as specified in the SCH Collection Sign-Off for C. Y. O'Connor College of TAFE in accordance with 2009 AVETMISS collection procedures.

Efficiency Indicator

Key Performance Indicator 5: Cost per Student Curriculum Hour (SCH)

Cost per SCH delivered is a performance measure that demonstrates the College's efficiency in providing vocational education and training services to meet community and industry needs.

The Cost per SCH measure shows the overall unit cost per SCH delivered through both Profile and Non-Profile activities based on Total Cost of Services, as detailed in the 2009 Financial Statements.

The cost per SCH delivered in 2009 was \$23.68.

Cost per SCH delivered:

	2006	2007	2008	2009 Target ⁽¹⁾	2009
Total Cost of Services	\$13,085,745	\$13,016,577	\$13,430,466	\$13,443,095	\$14,631,132
Total SCH Delivered	563,667	607,213	615,865	731,388	617,785 ⁽²⁾
Total Cost per SCH Delivered	\$23.21	\$21.44	\$21.81	\$18.38	\$23.68 ⁽³⁾

Notes:

- (1) The 2009 Cost per SCH Target was based upon Section 40 estimate submissions to the Minister for Education and Training, submitted on the 26th September 2008.
- (2) Total SCH is derived from Achieved Profile of 561,433 SCH and Non-Profile delivery of 56,352 SCH (total 617,785 SCH).
- (3) The college increased the SCH achievement target for 2009 in keeping with plans that were being developed to increase delivery programs. Unfortunately these plans did not all come to fruition with the actual achievement falling short of that in the target. In addition the College experienced a slight increase in Full Time Equivalent (FTE) numbers and overall employee benefit expense was increased due to annual salary indexation thus increasing the total cost of delivery. Together, the reduction in SCH achievement and the increase in cost of service have resulted in a higher cost per SCH outcome for 2009.

C.Y. O'CONNOR COLLEGE OF TAFE

**FINANCIAL STATEMENTS
FOR THE
YEAR ENDED 31 DECEMBER 2009**

**FINANCIAL STATEMENTS
C.Y. O'CONNOR COLLEGE OF TAFE**

The accompanying financial statements of C.Y. O'Connor College of TAFE 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 2009 and the financial position as at 31 December 2009.

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

Dated

Managing Director
(Member of Governing Council)

Dated

Chief Finance Officer

Dated

C Y O'Connor College of TAFE

**STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2009**

2009

2008

	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	7	9,788,790	8,978,610
Supplies and services	8	3,156,495	2,958,411
Depreciation and amortisation expense	9	638,796	629,106
Finance costs	10	20,283	-
Cost of sales	15	130,632	139,523
Other expenses	11	896,136	724,816
Total cost of services		14,631,132	13,430,466
Income			
Revenue			
Fee for service	12	274,167	268,756
Student fees and charges	13	927,539	884,955
Ancillary trading	14	1,072	723
Sales	15	196,849	195,083
Commonwealth grants and contributions	16	1,322,212	-
Interest revenue	17	129,438	221,174
Other revenue	18	261,308	248,225
Total revenue		3,112,585	1,818,916
Gains			
Gain on disposal of non-current assets	19	12,334	24,138
Total gains		12,334	24,138
Total income other than income from State Government		3,124,919	1,843,054
NET COST OF SERVICES		(11,506,213)	(11,587,412)
INCOME FROM STATE GOVERNMENT	20		
Service Appropriation		11,727,141	10,874,758
Resources received free of charge		613,225	732,357
Total income from State Government		12,340,366	11,607,115
SURPLUS FOR THE PERIOD		834,153	19,703
OTHER COMPREHENSIVE INCOME			
Changes in asset revaluation surplus		(1,124,650)	1,214,480
Total other comprehensive income		(1,124,650)	1,214,480
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		(290,497)	1,234,183

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

C Y O'Connor College of TAFE
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2009

			2009	2008
	Notes		\$	\$
ASSETS				
Current Assets				
Cash and cash equivalents	31		3,778,737	3,198,331
Restricted cash and cash equivalents	21	31	1,306,967	267,493
Inventories	22		42,306	32,306
Receivables	23		181,065	160,352
Other current assets	24		85,384	116,146
Total Current Assets			5,394,459	3,774,628
Non-Current Assets				
Restricted cash and cash equivalents	21	31	189,894	141,175
Property, plant and equipment	25		12,493,003	14,205,757
Total Non-Current Assets			12,682,897	14,346,932
TOTAL ASSETS			18,077,356	18,121,560
LIABILITIES				
Current Liabilities				
Payables	27		331,367	321,120
Provisions	28		1,396,814	973,225
Other current liabilities	29		23,221	-
Total Current Liabilities			1,751,402	1,294,345
Non-Current Liabilities				
Provisions	28		373,916	616,220
Total Non-Current Liabilities			373,916	616,220
TOTAL LIABILITIES			2,125,318	1,910,565
NET ASSETS			15,952,038	16,210,995
EQUITY				
Contributed equity	30		176,634	176,634
Reserves	30		5,737,578	6,862,228
Accumulated surplus	30		10,037,826	9,172,133
TOTAL EQUITY			15,952,038	16,210,995

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

C Y O'Connor College of TAFE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2009

	Notes	2009 \$	2008 \$
CASH FLOWS FROM STATE GOVERNMENT			
Service Appropriation - Department of Education and Training		10,957,447	9,378,241
Net cash provided by State Government		10,957,447	9,378,241
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(8,764,785)	(7,806,037)
Supplies and services		(2,498,892)	(2,338,804)
Grants and subsidies		-	-
Finance costs		(10,270)	-
GST payments on purchases		(272,662)	(283,621)
GST payments to taxation authority		(84,514)	(13,644)
Other payments		(986,689)	(885,960)
Receipts			
Fee for service		274,167	268,756
Student fees and charges		958,942	882,604
Ancillary trading		1,072	723
Commonwealth grants and contributions		1,322,212	-
Interest received		122,516	218,327
GST receipts on sales		91,657	123,720
GST receipts from taxation authority		139,054	162,169
Other receipts		426,162	477,416
Net cash used in operating activities	31	(9,282,030)	(9,194,351)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		32,759	110,300
Purchase of non-current physical assets		(39,577)	(295,079)
Net cash used in investing activities		(6,818)	(184,779)
Net increase/(decrease) in cash and cash equivalents		1,668,599	(889)
Cash and cash equivalents at beginning of period		3,606,999	3,607,888
CASH AND CASH EQUIVALENTS AT END OF PERIOD	31	5,275,598	3,606,999

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

C Y O'Connor College of TAFE
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2009

		Contributed Equity	Reserves	Accumulated Surplus	Total Equity
	Notes				
Balance at 1 January 2008	30	176,634	5,647,748	9,152,430	14,976,812
Total comprehensive income for the year		-	1,214,480	19,703	1,234,183
Balance at 31 December 2008		176,634	6,862,228	9,172,133	16,210,995
Changes in accounting policy or correction of prior period errors		-	-	31,540	31,540
Restated balance at 1 January 2009		176,634	6,862,228	9,203,673	16,242,535
Total comprehensive income for the year		-	(1,124,650)	834,153	(290,498)
Balance at 31 December 2009		176,634	5,737,578	10,037,826	15,952,038

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

C Y O'Connor College of TAFE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2009

1 Australian equivalents to International Financial Reporting Standards

(a) General

The College's financial statements for the year ended 31 December 2009 have been prepared in accordance with Australian Accounting Standards which include a Framework for the Preparation and Presentation of Financial Statements (the Framework) and the Australian Interpretations. The term Australian Accounting Standards refers to Standards and Interpretations made by the AASB that apply to any reporting period beginning on or after 1 January 2005.

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

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 IFRIC Interpretation.

(b) Early adoption of standards

The College cannot early adopt an Australian Accounting Standard unless specifically permitted by Treasurer's Instruction (TI) 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Australian Accounting Standards 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 2009.

2 Summary of significant accounting policies

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

(a) General statement

The financial statements constitute a general purpose financial statement 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 to 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, buildings and infrastructure 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 4 'Judgements made by management in applying accounting policies'.

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the end of the reporting period 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 39 'Related bodies'.

(d) Contributed equity

AASB Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers, other than as a result of a restructure of administrative arrangements, in the nature of equity contributions to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to, transfer) before such transfers can be recognised as equity contributions. Capital contributions (appropriations) are designated as contributions by owners per 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, other than as a result of a restructure of administrative arrangements, are designated as contributions by/distributions to owners to where the transfers are non-discretionary and non-reciprocal. See note 30 'Equity'.

Repayable capital appropriations are recognised as liabilities. See Note 20 'Income from State Government' for further commentary on the application of TI 955.

Transfers of net assets to/from other agencies as a result of a restructure of administrative arrangements are to be accounted for as distributions to owners and contributions to owners respectively. Refer to Note 30 'Equity'.

(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.

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

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 upon their receipt.

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 end of the reporting period, 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'. They are the result of training successfully tendered for under competitive tendering arrangements. This revenue is recognised at nominal value in the period in which the College meets the terms of the Agreement. See note 20 '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 recognised as an expense in the Statement of Comprehensive Income (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 and infrastructure are initially recognised at cost. For items of property, plant and equipment and infrastructure 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 the cost model for all other property, plant and equipment. Land and buildings are carried at fair value less accumulated depreciation on buildings and accumulated impairment losses. All other items of property, plant and equipment are stated at historical cost 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, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount.

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 end of the reporting period.

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 25 '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 on the straight line method over its useful life, using rates which are reviewed annually.

Estimated useful lives for each class of depreciable asset are:

Buildings	40 years
Motor vehicles, caravans and trailers	4 to 8 years
Plant, furniture and general equipment	4 to 12 years
Computing, communications and software ^(a)	3 to 5 years
Marine craft	4 to 12 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

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

(h) Impairment of assets

Property, plant and equipment, and intangible assets are tested for any indication of impairment at the end of each reporting period. 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 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.

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

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

See note 26 'Impairment of assets' for the outcome of impairment reviews and testing. See note 2(o) 'Receivables' and note 23 'Receivables' for impairment of receivables.

(i) 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 Statement of Financial Position. Assets classified as held for sale are not depreciated or amortised.

(j) 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 Leased Assets, 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 operating lease arrangements for motor vehicles. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased motor vehicle.

The College has entered into Memoranda of Understanding arrangements for the renting of premises. Payments under these agreements are expensed on a straight line basis over the term of these arrangements as this represents the pattern of benefits derived from these properties.

(k) Financial instruments

In addition to cash, the College has two categories of financial instruments:

- Financial assets; and
- Financial liabilities measured at amortised cost.

These have been disaggregated into the following classes:

Financial assets

- cash and cash equivalents (including restricted cash and cash equivalents)
- receivables

Financial liabilities

- payables

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

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.

(l) Cash and cash equivalents

For the purpose of the Statement of Cash Flows, 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.

(m) Accrued salaries

Accrued salaries (see note 27 'Payables') 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.

(n) Inventories

Inventories are measured at the lower of cost 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 22 'Inventories'.

(o) 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 against the allowance account. The provision 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 30 days. See note 2(k) 'Financial instruments' and note 23 'Receivables'.

A provision for impairment of receivables can only be raised if there is objective evidence of impairment.

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

(p) 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(k) 'Financial instruments' and note 27 'Payables'.

(q) 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(i) 'Financial instruments'.

(r) 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 the end of each reporting period. See note 28 '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 reporting period 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 reporting period 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 end of the reporting period.

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 end of the reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

A liability for long service leave is recognised after an employee has completed four years of service. An actuarial assessment of long service leave undertaken by Price Waterhouse Coopers Actuaries at 31 December 2007 determined that the liability measured using the short hand method was not materially different from the liability measured using the present value of expected future payments. The shorthand method is compliant with AASB 119 'Employee Benefits'.

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 reporting period.

Deferred Leave

The provision for deferred leave relates to Public Service employees who have entered into an agreement to self-fund an additional twelve months leave in the fifth year of the agreement. The provision recognises the value of salary set aside for employees to be used in the fifth year. The liability is measured on the same basis as annual leave. Deferred leave is reported as a non current provision until the fifth year.

Superannuation

The Government Employees Superannuation Board (GESB) in accordance with legislative requirements administers public sector superannuation arrangements in WA.

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 from the Treasurer for the employer's share. See also note 2(s) '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 11 'Other expenses' and note 28 'Provisions'.)

(s) Superannuation expense

The superannuation expense in the Statement of Comprehensive Income comprises of employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), and the GESB Super Scheme (GESBS).

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.

(t) 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.

(u) Comparative figures

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

3 Other policies not included in this Model

There are no other policies to be disclosed.

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

4 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 commercial leases for accommodation and motor vehicles and has determined that the lessor retains all the significant risks and rewards of ownership of the property. Accordingly, the lease has been classified as an operating lease.

5 Key sources of estimation uncertainty

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

- Discount rates used in estimating provisions
- Estimating useful life and residual values of key assets
- Estimating depreciated replacement cost
- Long service leave - retention rates and discount rates
- The impairment in receivables is based upon the best estimate of College management, based upon current collection status and historical experience with debtors.

6 Disclosure of changes in accounting policy and estimates

Initial application of an Australian Accounting Standard

The College has applied the following Australian Accounting Standards effective for annual reporting periods beginning on or after 1 January 2009 that impacted on the College:

AASB 101 'Presentation of Financial Statements' (September 2007). This Standard has been revised and introduces a number of terminology changes as well as changes to the structure of the Statement of Changes in Equity and the Statement of Comprehensive Income. It is now a requirement that owner changes in equity be presented separately from non-owner changes in equity. There is no financial impact from this application.

Review of AAS 27 'Financial Reporting by Local Governments', AAS 29 'Financial Reporting by Government Departments' and AAS 31 'Financial Reporting by Governments'. The AASB has made the following pronouncements from its short term review of AAS 27, AAS 29 and AAS 31:

- AASB 1004 'Contributions';
- AASB 1050 'Administered Items';
- AASB 1051 'Land Under Roads';
- AASB 1052 'Disaggregated Disclosures';

AASB 2007-9 'Amendments to Australian Accounting Standards arising from the review of AASs 27, 29 and 31 [AASB 3, AASB 5, AASB 8, AASB 101, AASB 114, AASB 116, AASB 127 & AASB 137];and

Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities'.

The existing requirements in AAS 27, AAS 29 and AAS 31 have been transferred to the above new and revised topic-based Standards and Interpretation. These requirements remain substantively unchanged. AASB 1050, AASB 1051 and AASB 1052 do not apply to Statutory Authorities. The other Standards and Interpretation make some modifications to disclosures and provide additional guidance (for example, Australian Guidance to AASB 116 'Property, Plant and Equipment' in relation to heritage and cultural assets has been introduced), otherwise there is no financial impact.

AASB 2009-2 'Amendments to Australian Accounting Standards – Improving Disclosures about Financial Instruments [AASB 4, AASB 7, AASB 1023 & AASB 1038]'. This Standard amends AASB 7 and will require enhanced disclosures about fair value measurements and liquidity risk with respect to financial instruments. There is no financial impact from this application.

Voluntary changes in accounting policy

The College has not made a voluntary change in accounting policy that has an effect on the current period or any prior period, or would have an effect on that period except that it is impracticable to determine the amount of the adjustment, or might have an effect on future periods.

Future impact of Australian Accounting Standards not yet operative

The College cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the College has not applied early the following Australian Accounting Standards that have been issued and which may impact the college but are not yet effective. Where applicable, the college plans to apply these Australian Accounting Standards from their application date:

Title	Operative for reporting periods
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AASB 2008-13 'Amendments to Australian Accounting Standards arising from AASB Interpretation 17 – Distributions of Non-cash Assets to Owners [AASB 5 & AASB 110]'. This Standard amends AASB 5 'Non-current Assets Held for Sale and Discontinued Operations' in respect of the classification, presentation and measurement of non-current assets held for distribution to owners in their capacity as owners. This may impact on the presentation and classification of Crown land held by the College where the Crown land is to be sold by the Department of Regional Development and Lands (formerly Department for Planning and Infrastructure). The College does not expect any financial impact when the Standard is first applied prospectively.	1-Jul-09
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Changes in Accounting Estimates

There have been no changes in accounting estimates that have an effect in the current period or expected to have an effect in future, except for the disclosure of the effect on future periods when it is impracticable to estimate that effect.

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
7 Employee benefits expense		
Wages and salaries (a)	8,834,771	7,989,980
Superannuation - defined contribution plans (b)	772,404	712,898
Long service leave (c)	130,246	127,185
Annual leave (c)	51,369	148,547
	<u>9,788,790</u>	<u>8,978,610</u>
(a) Includes the value of the fringe benefit to the employee plus the fringe benefit tax component.		
(b) Defined contribution plans include West State, and Gold State and GESB Super Scheme (contributions paid). in 2008, the reporting of notional superannuation expense and equivalent notional income has been discontinued.		
(c) Includes a superannuation contribution component.		
Employment on-costs such as workers' compensation insurance are included at note 11 'Other expenses'. The employment on-costs liability is included at note 28 'Provisions'.		
8 Supplies and services		
Consumables and minor equipment	826,365	714,241
Communication expenses	122,795	132,972
Utilities expenses	138,010	122,719
Consultancies and contracted services	1,243,789	1,312,146
Minor works	38,977	86,342
Repairs and maintenance	175,847	185,705
Operating lease and hire charges	223,369	120,385
Travel and passenger transport	172,668	105,938
Advertising and public relations	80,623	84,781
Supplies and services - other	134,053	93,182
	<u>3,156,495</u>	<u>2,958,411</u>
9 Depreciation and amortisation expense		
Depreciation		
Buildings	319,350	300,000
Motor vehicles, caravans and trailers	157,547	162,107
Plant, furniture and general equipment	152,354	139,837
Computers and communication network	5,893	23,510
Marine craft	3,652	3,652
Total depreciation	<u>638,796</u>	<u>629,106</u>
10 Finance costs		
Other interest expenses (General Interest Charge paid to the ATO)	20,283	-
Finance costs expensed	<u>20,283</u>	<u>-</u>
Finance costs include borrowing costs. AASB 123.4 defines borrowing costs as interest and other costs incurred by an entity in connection with the borrowing of funds, including finance charges associated with AASB 117 finance leases (AASB 123.5(d)). Other finance costs would include discounting expense incurred under AASB 5.17 and AASB 137.60. AASB 119 requires the discounting of employee benefits to be recognised in the nature of the expense rather than separately as a finance cost. See also AASB 132, AASB 102 and AASB 141 and related information at note 11 'Other expenses' and note 28 'Provisions'.		
11 Other expenses		
Doubtful debts expense	(7,830)	(54,030)
Employment on-costs (a)	781,856	669,199
Donations	318	3,882
Student prizes and awards	6,483	4,864
Losses and write-offs	24,642	45,273
Other (b)	90,667	55,628
	<u>896,136</u>	<u>724,816</u>
(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 28 'Provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.		
(b) Includes external audit fees plus miscellaneous expenditures.		
12 Fee for service		
Fee for service - general	189,189	261,836
Fee for service - Department of Education and Training	77,446	2,555
Fee for service - other	7,532	4,365
	<u>274,167</u>	<u>268,756</u>
13 Student fees and charges		
Tuition fees	557,874	523,972
Enrolment fees	(23,399)	11,381
Resource fees	392,462	349,192
Other college fees	602	410
	<u>927,539</u>	<u>884,955</u>
14 Ancillary trading		
Other ancillary revenue	1,072	723
	<u>1,072</u>	<u>723</u>

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
15 Trading profit/(loss)		
(a) Bookshop:		
Sales	105,831	108,179
Cost of sales:		
Opening inventory	32,306	38,038
Purchases	95,300	76,830
	127,605	114,868
Closing inventory	(42,306)	(32,306)
Cost of goods sold	(85,299)	(82,562)
Trading profit - Bookshop	20,532	25,617
(b) Cafeteria (non-training related)		
Sales	91,018	86,904
Cost of sales:		
Opening inventory	-	-
Purchases	45,334	56,961
	45,334	56,961
Closing inventory	-	-
Cost of goods sold	(45,334)	(56,961)
Trading profit - Cafeteria	45,684	29,943
Total Trading Profit	66,216	55,559
See also note 2(n) 'Inventories' and note 22 'Inventories'.		
16 Commonwealth grants and contributions		
Commonwealth specific purpose grants and contributions	1,322,212	-
Better TAFE Facilities Funding - part of the Teaching and Learning Capital Fund	1,322,212	-
17 Interest revenue		
Interest revenue from operating bank account	129,438	221,174
18 Other revenue		
Rental and facilities fees	56,435	41,619
Sponsorship and donations revenue	4,898	6,232
Miscellaneous revenue	199,975	200,372
	261,308	248,223
19 Net gain on disposal of non-current assets		
Costs of disposal of non-current assets		
Motor vehicles, caravans and trailers	(20,425)	(86,162)
Total cost of disposal of non-current assets	(20,425)	(86,162)
Proceeds from disposal of non-current assets		
Motor vehicles, caravans and trailers	32,759	103,936
Plant, furniture and general equipment	-	6,364
Total proceeds from disposal of non-current assets	32,759	110,300
Net gain	12,334	24,138
20 Income from State Government		
<u>State funds (received from Department of Education and Training):</u>		
Delivery and Performance Agreement (DPA)	10,617,163	9,517,996
Superannuation	769,696	707,167
Other recurrent funds	340,283	649,595
Total State funds	11,727,141	10,874,758
<u>Resources received free of charge determined on the basis of the following estimates provided by agencies (c):</u>		
Department of Education and Training		
- Corporate systems support	577,110	676,306
- Marketing and publications	18,212	30,326
- Human resources, and industrial relations support	11,996	22,883
- Other	5,907	2,842
	613,225	732,357
Total resources received free of charge	613,225	732,357
Total income from State Government	12,340,366	11,607,115

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 equivalent to the fair value of the assets and/or the fair value of those services that can be reliably measured and which would have been purchased if they were not donated, and those fair values shall be recognised as assets or expenses, as applicable. Where the contribution of assets or services are in the nature of contributions by owners, the College makes an adjustment direct to equity.

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	2009	2008
	\$	\$
21 Restricted cash and cash equivalents		
<u>Current</u>		
Deferred Salary (a)	-	800
Unexpended Grant income (b)	1,306,967	266,693
	<u>1,306,967</u>	<u>267,493</u>
<u>Non Current</u>		
Allocation of cash for future commitment to the 27th pay due in 2015 (c)	189,894	141,174
	<u>1,496,861</u>	<u>408,667</u>
(a) Amount represents salary deferred by employees under scheme were they forgo 20% of their pay for four years and take the fifth year as leave on full pay.		
(b) Undischarged conditions pertaining to grant income received during th year		
Better TAFE Facilities	1,214,555	-
Better Skills for Better Care Program - Round 5	22,212	-
WELL Program	25,200	-
Special Purpose funding for shearing- DET	-	200,911
Indigenous Training Officer - DET	45,000	65,782
	<u>1,306,967</u>	<u>266,693</u>
(c) This represents the amount set aside over a period of ten financial years to largely meet the additional cash outlay in each eleventh year when 27 pay days occur instead of the normal 26.		
22 Inventories		
<u>Inventories held for resale:</u>		
Book-shop (at cost)	42,306	32,306
Less: Provision for obsolete stock	-	-
	<u>42,306</u>	<u>32,306</u>
Total Inventories	<u>42,306</u>	<u>32,306</u>
See also note 2(n) 'Inventories' and note 15 'Trading profit(loss)'. 		
23 Receivables		
<u>Current</u>		
Receivables - trade	155,614	133,708
Receivables - students	9,317	9,020
Receivables - other	101	-
Accrued income	21,832	14,910
Allowance for impairment of receivables	(5,799)	(13,630)
GST receivable	-	16,344
Total current	<u>181,065</u>	<u>160,352</u>
<u>Reconciliation of changes in the allowance for impairment of receivables:</u>		
Balance at start of year	(13,630)	(67,660)
Doubtful debts expense recognised in the Statement of Comprehensive Income	7,830	54,030
Balance at end of year	<u>(5,800)</u>	<u>(13,630)</u>
<u>Credit Risk</u>		
The College assumed the following factors in determining the impairment of receivables: Trade Debtors:		
(i) reviewed all outstanding debtors		
(ii) based on the age and historical information regarding the debt recovery processes, the College identified the accounts that were deemed unlikely to be recoverable, even if forwarded to a Debt Recovery Agent.		
The College trades only with recognised, creditworthy third parties. The College has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the College's exposure to debt is minimal. There are no significant concentrations of credit risk.		
The best estimate of management to the credit risk associated with receivables is reflected by the impairment provision recorded as at 31 December 2009.		
Receivables that are neither past due nor impaired are mainly government agencies or small companies. Most debts with Government agencies past due are considered collectable and not impaired as default is considered to be unlikely given the nature of this creditor. Collection of these debts are negotiated directly with senior levels of the both college and the agency concerned and traditionally this has resulted in payment of these debts to the college. Where government debts have been outstanding for more than 12 months a specific provision for impairment has been made.		
During the year some students entered into student payment plans to pay their fees off over the year. These are structured such that debts are to be paid in full before the end of the year. Where this does not occur, students are required to pay the balance in full. No student debts are subject to payment plans at balance date.		
<u>Ageing of receivables past due but not impaired based on the information provided to senior management as at the end of the reporting period:</u>		
Not more than 3 months	133,462	101,656
More than 3 months but less than 6 months	14,237	11,998
More than 6 months but less than 1 year	6,196	2,784
More than 1 year	5,237	12,661
	<u>159,132</u>	<u>129,099</u>
<u>Receivables individually determined as impaired as at the end of the reporting period:</u>		
Carrying amount, before deducting any impairment loss	5,799	13,630
Impairment loss	(5,799)	(13,630)
	<u>-</u>	<u>-</u>
No collateral security is held by the College for receivables.		
See also note 2(o) 'Receivables' and note 36 'Financial instruments'.		

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
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	2009	2008
	\$	\$
24 Other assets		
<u>Current</u>		
Prepayments	85,384	101,198
Other current assets (a)	-	14,948
Total current	<u>85,384</u>	<u>116,146</u>
(a) Recoup of student fees from the Department of Justice		
25 Property, plant and equipment		
<u>Land</u>		
At fair value (a)	511,400	511,400
Accumulated impairment losses	-	-
	<u>511,400</u>	<u>511,400</u>
<u>Buildings</u>		
At fair value (a)	11,330,000	12,774,000
Accumulated depreciation	-	-
Accumulated impairment losses	-	-
	<u>11,330,000</u>	<u>12,774,000</u>
<u>Motor vehicles, caravans and trailers</u>		
At cost	596,591	629,339
Accumulated depreciation	(350,479)	(239,649)
Accumulated impairment losses	-	-
	<u>246,113</u>	<u>389,690</u>
<u>Plant, furniture and general equipment</u>		
At cost	1,074,913	1,056,574
Accumulated depreciation	(706,373)	(567,220)
Accumulated impairment losses	-	-
	<u>368,540</u>	<u>489,354</u>
<u>Computer equipment, communication network</u>		
At cost	174,955	169,774
Accumulated depreciation	(165,341)	(159,449)
Accumulated impairment losses	-	-
	<u>9,614</u>	<u>10,325</u>
<u>Marine craft</u>		
At cost	36,521	36,522
Accumulated depreciation	(9,185)	(5,534)
Accumulated impairment losses	-	-
	<u>27,336</u>	<u>30,988</u>
	<u>12,493,003</u>	<u>14,205,757</u>

(a) Freehold land and buildings were revalued as at 1 July 2009 by the Western Australian Land Information Authority (Valuation Services). The valuations were performed during the year ended 31 December 2009 and recognised at 31 December 2009. The fair value of all land and buildings was determined by reference to market values. See note 2(g) Property, plant and equipment.

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

	Land	Buildings	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Marine craft	Total
2009							
Carrying amount at start of year	511,400	12,774,000	389,690	489,354	10,325	30,988	14,205,757
Additions	-	-	34,396	31,540	5,182	-	71,118
Disposals	-	-	(20,426)	-	-	-	(20,426)
Revaluation increments	-	(1,124,650)	-	-	-	-	(1,124,650)
Depreciation expense	-	(319,350)	(157,547)	(152,354)	(5,893)	(3,652)	(638,796)
Carrying amount at end of year	<u>511,400</u>	<u>11,330,000</u>	<u>246,113</u>	<u>368,540</u>	<u>9,614</u>	<u>27,336</u>	<u>12,493,003</u>

	Land	Buildings	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Marine craft	Total
2008							
Carrying amount at start of year	396,400	11,974,521	540,811	490,967	25,276	34,641	13,462,616
Additions	-	-	97,147	138,224	8,559	-	243,930
Disposals	-	-	(86,162)	-	-	-	(86,162)
Revaluation increments	115,000	1,099,479	-	-	-	-	1,214,479
Depreciation expense	-	(300,000)	(162,107)	(139,837)	(23,510)	(3,653)	(629,107)
Carrying amount at end of year	<u>511,400</u>	<u>12,774,000</u>	<u>389,690</u>	<u>489,354</u>	<u>10,325</u>	<u>30,988</u>	<u>14,205,757</u>

C Y O'Connor College of TAFE
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2009 **2008**
 \$ \$

26 Impairment of assets

There were no indications of impairment of property plant, equipment and intangibles as at 31 December 2009.

The College held no goodwill or intangible assets with indefinite useful lives during the reporting period and at the end of the reporting period there were no intangible assets not yet available for use.

All surplus assets as at 31 December 2009 have either been classified as assets held for sale or written off.

27 Payables

Current

Trade payables	3,137	1,725
GST payable	1,782	91,649
Accrued expenses	146,560	100,550
Accrued salaries and related costs	179,888	127,196
Total current	331,367	321,120

See also note 2(p) 'Payables' and note 36 'Financial Instruments'.

28 Provisions

Current

Employee benefits provision		
Annual leave (a)	412,754	361,386
Long service leave (b)	810,255	488,277
Salary deferment	-	800
Total current	1,223,009	850,463

Other provisions

Employment on-costs (c)	173,805	122,762
Total current	1,396,814	973,225

Non-current

Employee benefits provision		
Annual leave		
Long service leave (b)	330,023	543,884
Total non-current	330,023	543,884

Other provisions

Employment on-costs (c)	43,893	72,336
Total non-current	43,893	72,336
Total non-current	373,916	616,220

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

Within 12 months of the end of the reporting period	331,470	290,217
More than 12 months after the end of the reporting period	147,325	128,990
	478,795	419,207

(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 the end of the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of the end of the reporting period	322,984	292,359
More than 12 months after the end of the reporting period	968,951	877,079
	1,291,935	1,169,438

(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 11 '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	195,099	179,213
Additional provisions recognised	22,600	15,886
Carrying amount at end of year	217,699	195,099

29 Other liabilities

Current

Income received in advance (a)	23,221	-
Total current liabilities	23,221	-

(a) Monies received from DOJ for student fees

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	2009	2008
	\$	\$
30 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 surplus represents that portion of equity resulting from the revaluation of non-current assets.		
Contributed equity		
Balance at start of year	176,634	176,634
Balance at end of year	<u>176,634</u>	<u>176,634</u>
Reserves		
Asset revaluation surplus		
Balance at start of year	6,862,228	5,647,748
Net revaluation increments/(decrements)		
Land	-	115,000
Buildings	<u>(1,124,650)</u>	<u>1,099,479</u>
	<u>5,737,578</u>	<u>6,862,228</u>
Accumulated surplus/(deficit)		
Balance at start of year	9,172,133	9,152,432
Result for the period	834,153	19,703
Other adjustments - Discovered Assets expensed in prior years.	31,540	-
Balance at end of year	<u>10,037,826</u>	<u>9,172,133</u>
31 Notes to the Statement of Cash Flows		
Reconciliation of cash		
Cash at the end of the financial year, as shown in the Statement of Financial Position as follows:		
Cash on hand	6,100	6,300
Cash at bank	<u>3,772,637</u>	<u>3,192,031</u>
	<u>3,778,737</u>	<u>3,198,331</u>
Restricted cash and cash equivalents (refer to note 21 'Restricted cash and cash equivalents')	1,496,861	408,667
	<u>5,275,598</u>	<u>3,606,999</u>
Reconciliation of net cost of services to net cash flows used in operating activities		
Net cost of services	(11,506,213)	(11,587,412)
Non-cash items:		
Depreciation and amortisation expense	638,796	629,107
Doubtful debts expense	(7,830)	(54,030)
Superannuation expense	769,696	712,898
Resources received free of charge	613,225	732,357
Net (gain)/loss on sale of property, plant and equipment	(12,334)	(24,138)
Losses and write-offs (excludes cash shortages/thefts of money)	24,533	44,750
Fringe Benefits tax expense offset from GST	42,932	-
Finance Costs - GIC offset from GST receivable	10,014	-
(Increase)/decrease in assets:		
Current receivables (c)	(45,683)	45,790
Current inventories	(18,077)	5,733
Other current assets	15,814	(47,652)
Non-current receivables		
Increase/(decrease) in liabilities		
Current payables (c)	100,114	(23,973)
Current provisions	423,589	310,528
Other current liabilities	38,169	(1,932)
Non-current provisions	<u>(242,304)</u>	<u>49,321</u>
Net GST receipts/(payments) (a)	(126,465)	(11,376)
Change in GST in receivables/payables (b)	(6)	25,680
Net cash used in operating activities	<u>(9,282,030)</u>	<u>(9,194,350)</u>
(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.		
Non-cash financing and investing activities		
There were no material non-cash financing or investment activities undertaken with external parties during the financial year.		
32 Commitments		
The College has no material capital commitments as at balance date.		
Non-cancellable operating lease commitments		
payable as follows:		
Within 1 year	174,275	149,052
Later than 1 year and not later than 5 years	76,678	80,074
Later than 5 years	-	-
	<u>250,953</u>	<u>229,126</u>
These commitments are all inclusive of GST.		
33 Contingent liabilities and contingent assets		
The College Council is not aware of any contingent liabilities or contingent assets as at balance date.		
The College Council is not aware of any contaminated sites on any of the properties under its control as at balance date.		

**C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009**

2009 **2008**
\$ \$

34 Events occurring after the reporting period

The College Council is not aware of any other matters or circumstances that have arisen since the end of the financial year to the date of this report which have significantly affected or may significantly affect the activities of the College, the results of those activities or the state of affairs of the College in the ensuing or any subsequent years.

35 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 \$50,000.

Significant variations between estimated and actual results for 09

		2009 Estimate \$	2009 Actual \$	Variation \$	Variation %
Expenses					
Employee benefits expense	(a)	8,593,456	9,788,790	1,195,334	14%
Supplies and services	(b)	3,403,885	3,156,495	(247,390)	-7%
Cost of sales	(c)	187,775	130,632	(57,142)	-30%
Other expenses	(d)	631,980	896,136	264,156	42%
Income					
Ancillary trading	(e)	35,591	1,072	(34,518)	-97%
Sales		218,802	196,849	(21,953)	-10%
Commonwealth grants and contributions	(f)	-	1,322,212	1,322,212	100%
Interest revenue	(g)	204,242	129,438	(74,803)	-37%
Other revenue	(h)	329,612	261,309	(68,303)	-21%

(a) Employee benefit expenses

Greater than anticipated staff recruitment by the college.

(b) Supplies and services

Additional contractors used to deliver activity, greater lease costs for accommodation and vehicles not budgeted for.

(c) Cost of Sales

Lower sales than expected.

(d) Other Expenses

Higher payroll tax than expected due to greater number of employees, additional workers compensation insurance due increased number of employees plus contribution adjustment from prior year.

(e) Ancillary Trading

Lower than expected consultancies.

(f) Commonwealth grants and contributions

Unexpected grants for the Better TAFE Better Facilities funding received from the Commonwealth.

(g) Interest Revenue

Declining interest rates during the year.

(h) Other Revenue

Lower than expected venue hire and special purpose grant income.

Significant variations between actual results for 09 and 08

		2009 Actual \$	2008 Actual \$	Variation \$	Variation %
Expenses					
Employee benefits expense	(a)	9,788,790	8,978,610	810,180	9%
Supplies and services	(b)	3,156,495	2,958,411	198,084	7%
Other expenses	(c)	896,136	724,816	171,320	24%
Income					
Commonwealth grants and contributions	(d)	1,322,212	-	1,322,212	100%
Interest revenue	(e)	129,438	221,174	(91,736)	-41%

(a) Employee benefit expenses

Greater number of staff from previous year.

(b) Supplies and services

Additional contractors used to deliver activity, greater lease costs for accommodation and vehicles, greater expenditure on course material purchases and replacement of computers.

(c) Other Expenses

Higher payroll tax expense due to greater number of employees, additional workers compensation insurance due increased number of employees plus contribution adjustment from prior year.

(d) Commonwealth grants and contributions

No commonwealth grants were received in 2008.

(e) Interest Revenue

Lower interest rates were received in 2009 due to market conditions.

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

2009 **2008**
 \$ \$

36 Financial instruments

(a) Financial risk management objectives and policies

Financial instruments held by the College are cash and cash equivalents, restricted cash and cash equivalents, receivables and payables. The College has limited exposure to financial risks. The College's overall risk management program focus on managing the risk identified below:

Credit risk

The College trades only with recognised, creditworthy third parties. The College has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the College's exposure to debt is minimal. There are no significant concentrations of credit risk.

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.

Market risk

The College does not trade in foreign currency and is not materially exposed to other price risks (for example, equity securities or commodity prices changes). The College's exposure to market risk for changes in interest rates relates primarily to short-term cash rates as the College's has no borrowings. Other than as detailed in the Interest rate sensitivity analysis table below at Note 36(c), the College is not exposed to interest rate risk because apart from minor amounts of restricted cash, all other cash and cash equivalents and a portion of restricted cash are non-interest bearing and it has no borrowings.

(b) Categories of financial instruments

The carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are as follows:

	2009	2008
Financial Assets		
Cash and cash equivalent	3,778,737	3,198,331
Restricted cash and cash equivalent	1,496,861	408,667
Receivables (a)	155,614	117,364
Financial Liabilities		
Payables	331,367	321,120

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(c) 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 end of the reporting period. 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.

	Weighted Average Effective Interest Rate	Carrying Amount	Fixed Interest Rate	Variable Interest Rate	Non-Interest Bearing	Contractual maturity dates			
						Within 1 year	1-2 Years	2-5 Years	More than 5 years
	%	\$	%	\$	\$	\$	\$	\$	
2009									
Financial Assets									
Cash and cash equivalent	3.50%	3,778,737	-	3,772,637	6,100	-	-	-	-
Restricted cash and cash equivalent	3.50%	1,496,861	-	1,496,861	-	-	-	-	-
Receivables		181,065	-	-	181,065	-	-	-	-
		5,456,663	-	5,269,498	187,165	-	-	-	-
Financial Liabilities									
Payables		329,585	-	-	329,585	-	-	-	-
		329,585	-	-	329,585	-	-	-	-
2008									
Financial Assets									
Cash and cash equivalent	3.00%	3,198,331	-	3,192,031	6,300	-	-	-	-
Restricted cash and cash equivalent	3.00%	408,667	-	408,667	-	-	-	-	-
Receivables		160,351	-	-	160,352	-	-	-	-
		3,767,350	-	3,600,698	166,652	-	-	-	-
Financial Liabilities									
Payables		229,471	-	-	229,471	-	-	-	-
		229,471	-	-	229,471	-	-	-	-

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 end of the reporting period 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.

	Carrying amount	- 100 Basis Points		+ 100 Basis Points	
		Profit	Equity	Profit	Equity
	\$	\$	\$	\$	\$
2009					
Financial Assets					
Cash and cash equivalent	3,778,737	(37,787)	(37,787)	37,787	37,787
Restricted cash and cash equivalent	1,496,861	(14,969)	(14,969)	14,969	14,969
Receivables and other	181,065	-	-	-	-
Financial Liabilities					
Payables	329,585	-	-	-	-

C Y O'Connor College of TAFE
NOTES TO THE FINANCIAL STATEMENTS
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	2009			2008		
	\$			\$		
2008	Carrying amount \$	- 100 Basis Points Profit \$	Equity \$	+ 100 Basis Points Profit \$	Equity \$	
Financial Assets						
Cash and cash equivalent	3,198,331	(31,983)	(31,983)			
Restricted cash and cash equivalent	408,667	(4,087)	(4,087)	4,087	4,087	
Receivables and other	160,351	-	-	-	-	
Financial Liabilities						
Payables	229,471	-	-	-	-	
<u><i>Fair values</i></u>						
All financial assets and liabilities recognised in the Statement of Financial Position, 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.						
37 Remuneration of members of the College and Senior Officers						
<u>Remuneration of members of the College</u>						
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			5	3	
	\$60,001 - \$70,000			-	1	
	\$90,001 - \$100,000			-	1	
	\$180,001 - \$190,000			1	-	
The total remuneration of the members of the College is:				<u>6</u>	<u>5</u>	
Total remuneration includes the superannuation expense incurred by the College in respect of members of the College.				186,710	167,825	
<u>Remuneration of Senior Officers</u>						
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:						
	\$					
	\$20,001 - \$30,000			1	-	
	\$30,001 - \$40,000			-	1	
	\$40,001 - \$50,000			1	1	
	\$110,001 - \$120,000			1	1	
	\$120,001 - \$130,000			1	1	
The total remuneration of senior officers is:				<u>4</u>	<u>4</u>	
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.				310,808	311,094	
No senior officers are members of the Pension Scheme.						
38 Remuneration of auditor						
Remuneration payable to the Auditor General in respect to the audit for the current financial year is as follows:						
Auditing the accounts, financial statements and performance indicators						
				<u>55,000</u>	<u>50,000</u>	
The expense is included in note 11 'Other expenses'.						
39 Related Bodies						
The College has no related bodies.						
40 Affiliated Bodies						
The College has no affiliated bodies.						
41 Supplementary Financial Information						
<u>Write-Offs</u>						
Bad debts				16,456	15,467	
Inventory				8,077	-	
Other - DOJ Recoveries				-	29,730	
<u>Losses through theft, defaults and other causes</u>						
Losses of public and other moneys and public and other property through theft, default or otherwise				108	107	
Amount recovered				-	-	
<u>Gifts of Public Property</u>						
Gifts of Public Property provided by the College.				<u>6,801</u>	<u>8,746</u>	
42 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.						