



Annual Report

2009

DURACK

INSTITUTE OF TECHNOLOGY

(FORMERLY CENTRAL WEST TAFE)

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Contacts

Contacting Durack Institute of Technology

For general enquiries telephone 1800 672 700

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Visit our website

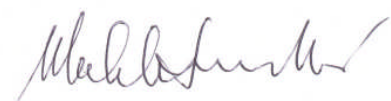
www.durack.edu.au

STATEMENT OF COMPLIANCE

Hon. Peter Collier MLC
Minister for Energy; Training and Workforce Development
11th Floor, Dumas House
2 Havelock Street
WEST PERTH WA 6005

In accordance with Section 54 of the Vocational Education and Training Act 1996 and section 61 of the Financial Management Act 2006, I hereby submit for your information and presentation to Parliament the Annual Report for Durack Institute of Technology (previously Central West TAFE) for the year ended 31 December 2009.

The Annual Report has been prepared in accordance with the provisions of the Financial Management Act 2006 and the Public Sector Commission's *Annual Reporting Framework (August 2009)*.



Malcolm Smith
Chairperson
Governing Council

23rd February 2010

OVERVIEW

Executive Summary

An introduction to Durack Institute of Technology

On 5th February 2010 Central West TAFE was re-named Durack Institute of Technology. The Minister for Training and Workforce Development, Hon Peter Collier MLC launched the Institute's new name and brand at a function for stakeholders including industry, community and staff, heralding a new era in training delivery in Midwest, Murchison and Gascoyne regions. This document reports the activities and performance of Central West TAFE in 2009 using the new name Durack Institute of Technology.

Durack Institute of Technology is the major provider of vocational education and training in the Midwest, Murchison and Gascoyne regions of WA. The Institute has campuses at Geraldton, Carnarvon and Exmouth with a campus currently being constructed at Wiluna and services an area of 640,000 km². Training is provided in programs from AQF Certificate I to Advanced Diploma levels as well as several tertiary programs delivered through country contracting arrangements with universities. The Institute works closely with industry and the community to ensure alignment between training and the workforce and community development needs of the region. Training is delivered in a variety of settings beyond the traditional classroom including online, in the workplace, in regional and remote communities, in schools and as blends of these delivery arrangements. The Institute has a mission to deliver high quality training opportunities that ensure industry has access to a skilled and job ready workforce and that training provides individuals with the necessary skills to capitalise on the opportunities the region presents.

The Central West region of Western Australia is a large geographical area, covering more than 640,000 square kilometres. While the area is large the population of around 70,000 is sparsely distributed outside the major centres with many remote communities, including many Aboriginal¹ communities, located long distances from the main regional towns. The region's economy has traditionally relied upon agriculture, mining, fishing and horticultural industries however in the past few years the development of the mining sector, particularly in the Midwest and Murchison has been rapid and extensive. The region is on the verge of significant growth and development, particularly in the mining sector. Whilst there have been some delays in the commencement dates for some projects overall the region has not experienced the downturn seen in some other regions. The demand for skilled workers remains quite strong and to this point the Institute has not experienced any notable decline in apprentice training numbers.

The region's population is centred round the city of Geraldton and the major centres of Carnarvon, Exmouth and the Murchison town of Meekatharra. Approx 10% of the population of the Midwest and 16% of the Gascoyne are Aboriginal and Torres Strait Islander peoples. The age profile of the region indicates an aging population, which presents issues for future workforce development. The City of Geraldton/Greenough however is predicting its population will grow to around 70,000 - 80,000 by 2020 in response to the demands of the rapidly expanding mining sector and the Oakajee Port, Rail and Industrial Estate. If this growth occurs there will be significant demands on infrastructure and services including training delivery.

The anticipated mining developments in the region along with growth in industry areas such as community services, aged care and in some trades within building and construction has created an expectation of increased employment opportunities in the region. The Institute's challenge is to address the training requirements of local people in a timely way to ensure they have access to the necessary skills required to secure the new jobs that these developments will offer.

In addition to developments in the mining sector other planned regional projects of significance include major infrastructure projects, including construction of the Oakajee Port and Rail project; construction projects; land development; and the exciting Australian Square Kilometre Array telescope project.

¹ The use of the word 'Aboriginal' throughout this document respectfully refers to Aboriginal and Torres Strait Islander people of Western Australia

Durack Institute of Technology has responded to the challenges of delivering high quality vocational education and training (VET) programs and services in this dynamic environment. The Institute services clients from all areas of the region utilising a range of innovative and flexible delivery methods that have increased and improved client access to programs both on and off campus. Increasingly training delivery and assessment is being conducted in flexible ways including in the workplace, through recognition of prior learning, utilising online delivery and community based training projects.

Close links with industry through a network of industry advisory committees and the professional networks developed by staff ensure training is developed in alignment with the workforce development needs of the region's employers. In 2009 the Institute increased the range of responsive and customised training services provided to industry including a significant increase in recognition of prior learning (RPL) services; addition of new industry areas for delivery; and implementation of new arrangements under the revised VET Act to streamline apprenticeships and traineeships. Overall the Institute's enrolments increased by 9% in 2009.

The challenges of operating in a regional area present unique opportunities for developing innovative and responsive vocational education and training solutions that strengthen and build the capacity of regional and remote enterprises and their communities. Regional delivery is characterised by a strong community consultation process supported by specialist staff and through partnerships with community based organisations, enterprises and Telecentres. Delivery is developed to suit the needs of clients, providing relevant skills that can be applied in the community, and structured to take into account the circumstances of individual communities. Many of the projects undertaken through training are "live work" projects that also provide lasting benefits to the communities through the building of new or refurbished facilities and are a tangible reminder for the community of the skills acquired by participants in training programs.

Governing Council Chair's Foreword

The year ahead is full of promise and optimism as Australia, and Western Australia in particular, emerge comparatively untouched by the ongoing global economy upheavals. As the Midwest region and Geraldton gear up for what looks like very exciting and challenging times in the years ahead, the newly named Durack Institute of Technology is also setting its sights on new high level service delivery improvements and innovation.

With unprecedented mining and infrastructure developments in place and with new high levels of tourism expected, City planners, business and industry leaders are confidently predicting the population of Geraldton-Greenough will go beyond current levels of 35,000 to more than 50,000 by 2020.


The Durack Institute of Technology is responding to the robust challenges of rapid community, industry and employment growth, steep rises in enrolments and ever increasing demands for facilities and services with strong, well developed strategy planning and community and industry consultation.

A new Campus has been established 700 kms East of Geraldton at Wiluna, whilst campuses at Carnarvon and Exmouth 600kms to the North continue to provide ever increasing services and facilities to those communities as well as big travel commitments for staff. The Batavia Coast Maritime Institute is undergoing a major upgrade to become fully functional, and to open up new areas of opportunities in aquaculture, research and the development of new and additional industry opportunities. The success of the recent and ongoing Snapper, Mulloway and Barramundi hatch outs are reminders of the tremendous potential of this facility.

The change of name to the Durack Institute of Technology has been enthusiastically embraced by staff and the community and was well planned and professionally introduced at a special function attended by the Minister and a representative of the Durack family, Ms Perpetua Durack Clancy.

It is acknowledged by staff and the Governing Council that the Institute will, in the years ahead, be operating in a far more competitive and changing training market, but it is well placed to meet these and new challenges with highly qualified and motivated staff who collectively contribute to the high morale and professionalism that are hallmarks of this organisation.

In conclusion I would like to acknowledge the departure of long time Council member Robert Calder who retired at the end of 2009. I thank the excellent management team and Directors as well as my colleagues on the Governing Council for their generous contribution to the good governance of the Institute and I look forward to the opportunities 2010 will present.



Malcolm Smith

Chairperson

Durack Institute of Technology Governing Council

Managing Director's Report

Heralding a new era in training in Western Australia

2009 marked another important and highly productive year in the history of our organisation. Perhaps one of the most far reaching decisions was made at the very end of the year when, after a wide ranging consultation and some soul searching the decision was made to re-brand the organisation from Central West TAFE to Durack Institute of Technology. This decision was made public on 5th February 2010, when the announcement was made by the Minister for Training and Workforce Development. I'll say a little more about our new name later.

The State Government's vision is for a modern, flexible and highly responsive training sector that is able to address the challenges of workforce development in what is likely to be a booming Western Australian economy. I believe our organisation is well placed to meet these challenges through the strength of our relationships with industry and employers in the region; the state of the art infrastructure and facilities we're able to offer and our ongoing commitment to developing the skills and professionalism of our staff. Throughout 2009 the Institute continued its history of provision of high quality training and assessment services with a focus on increasing responsiveness to industry and community training needs. A greater emphasis on the full range of flexible delivery methodologies including workplace delivery, RPL and E-learning will continue in 2010 as we work towards developing new programs and new markets.

A number of course development projects were undertaken during 2009 in response to local industry needs. Lecturers were funded to conduct research and consultation with industry and VET stakeholders to develop courses for delivery in 2010 in environmental science, sustainability, animal studies, retail fashion and split systems air conditioning. The new programs reflect the changing demands of industry in the region and create potential pathways to university for local school leavers. The Institute added a number of new Diploma level programs and generally increased the amount and range of delivery provided at the higher Australian Qualifications Framework levels in 2009. This is an important move in addressing the need for a more highly skilled workforce in the region that will help achieve the City of Geraldton Greenough's vision for a "Smart Midwest".

In 2009 the Institute was able to improve the standard of training delivery facilities and infrastructure through a series of capital and minor works projects. We've been fortunate to receive funding in recent years from state and commonwealth governments that have allowed us to build new workshops, upgrade existing areas and purchase state of the art equipment for delivery. The most significant of these in 2009 were delivery of the Mobile Indigenous Trades Training Unit; the construction of a new campus at Wiluna; approval from the Department of Training and Workforce Development for construction of a new Adaptable Trade Skills Workshop; commencement of a new Site Master Plan for the Institute; and upgrades to the Batavia Coast Maritime Institute. These works along with the projects funded through the commonwealth's Better TAFE Facilities program see the Institute able to offer some of the highest quality, industry standard training facilities in the state.

As we moved through 2009 it became clear that the organisation had the opportunity to re-position itself to better reflect the future of training in the region and across the state. The launch of *Training WA: Planning for the Future 2009 – 2018* by the Minister in the middle of the year heralded a new era in training and workforce development in WA, with excellence as its hallmark. Through a consultative process that sought views from industry, community, students and staff the new name and brand Durack Institute of Technology was decided upon. The new name and identity signals future directions and stands us apart from other training providers, reflecting our reputation as a leading provider of training not just in this state but also in Australia. The new era in training is about more than a new name however. We have taken this opportunity to re-examine the way we present our products and services to our clients and made changes in order to better position the organisation to take advantage of the significant training opportunities that will become available, re engage our current market and engage new markets. As our region grows – we will grow to meet the changing needs of our region.

The name Durack Institute of Technology has wide appeal. It is a name that reflects the organisation's reputation of long standing excellence, it conveys our expertise, the value and uniqueness of our products and services plus Durack signifies a region large enough to accommodate growth. The name Durack is respected in Western Australia as a pioneering family and formative influence on the northern area of the state, reflected in the re-naming of the northern federal electorate to Durack as from the next federal election.

On behalf of Governing Council I would like to congratulate and thank staff for their efforts in responding to the challenges of 2009 resulting in the many successes achieved throughout the year. In 2010 I look forward to continuing the relationships with stakeholders to ensure the best possible training opportunities for residents and businesses of the Central West region. With these relationships in place and continued staff commitment Durack Institute of Technology can expect to respond successfully to the challenges we face in the future.



Bert Beevers
Managing Director
Durack Institute of Technology

2009 Highlights

A full report of Institute Performance Indicators and Financial Statements are provided later in this report. The following is a brief summary of these.

Training Delivery

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

2009 Planned	2009 Actual	% Achieved
866,000	941,055	108.67%

Notes: Planned 2009 figures are the initial targets set in the 2009 Delivery & Performance Agreement prior to any addenda. Throughout 2009 the Institute negotiated with the Department of Training and Workforce development for an increase in the funded SCH. The final agreed total for 2009 was 940,000 SCH.

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

2009 Non-Profile SCH	% of total Institute SCH
73,229	7.8%

Notes: Non-Profile training activity incorporates Fee for Service, Competitively Allocated Training, VET in Schools Auspicing, International Students and other related commercial training delivery activities.

Client Satisfaction

Very positive client satisfaction results were reported for Durack Institute of Technology in the annual WA TAFE 2009 Student Satisfaction Survey. Results in key areas included:

Question	DIT Result	WA Average
Overall, how satisfied were you with this course? ¹	89%	86%
My lecturers had a thorough knowledge of the course content ²	91%	86%
The way I was assessed was a fair test of my skills ³	87%	84%
Overall, the campus was a pleasant place to learn ⁴	89%	80%

Notes: Source: 2009 WA TAFE Student Satisfaction Survey, conducted by Colmar Brunton for the Department of Training and Workforce Development

1. Percentage reported is those students responding either 'very satisfied' or 'satisfied'

2. Percentage reported is those students responding 'all of them'

3. Percentage reported is those students responding 'all the time'

4. Percentage reported is those students responding 'agree'

Similarly positive outcomes for Durack Institute of Technology graduates were reported in the national 2009 Graduate Outcomes Survey. Results in key areas for graduates included:

Question	DIT Result	National Result
Satisfied with the overall quality of training	90%	89%
Fully or partially achieved main reason for completing course	92%	86%
Employed as at 29 th May 2009	80%	77%

Notes: Source: 2009 Student Outcomes Survey, National Centre for Vocational Education Research (NCVER)

Student Achievements

The success of the Institute is reflected in the achievement of its students with a number being recognised during 2009. Outstanding students are presented with awards at the annual Graduation and Awards Evening and a number went on to take part in vocational awards at the state and national levels. Major Award winners in 2009 were:

Anthony Gray - 2008 Aboriginal Student of the Year, sponsored by Wila Gutharra.

Jon Arlow - 2008 Vocational Student of the Year, sponsored by the Mid West Chamber of Commerce.

Linda Reader - 2008 Trainee of the Year, sponsored by Market Creations.

Jacob Usher - 2008 Rotary Apprentice of the Year, sponsored by the Geraldton Rotary Club.

Kelly Capewell - 2008 Carnarvon Aboriginal Student of the Year, sponsored by Wila Gutharra.

The following students were recognised through awards external to the Institute:

Jacob Usher was selected as a 2009 Apprenticentre Ambassador.

Jon Arlow won the WA Vocational Student of the Year Award and was one of three finalists in the same category in the National Training Awards.

Hairdressing student Christine Ferguson won a bronze medal at the WA Worldskills Championships

Staff Achievements

Durack Institute of Technology knows the importance of a highly skilled and professional workforce and is proud to recognise the many outstanding achievements of Institute staff. The following staff were presented with Quality Awards at the Graduation and Awards Evening in 2009 for their outstanding contributions:

Vanessa Patience, Marketing Coordinator - Client Service Award in recognition of an outstanding commitment to supporting the organisation; its staff, students, industry and the community through a client service approach

Kelli Gordon, Lecturer Management - Lecturing Excellence Award for the ability to deliver high quality, engaging teaching and for contributions to the Institute through support to both staff and students

Ashley Carroll, Lecturer Construction - Rising Star Lecturing Award for his positive approach to delivering quality teaching and assessment to a wide range of clients and industry areas

Matt Silvester, Academic Director Building and Construction Industries - Leadership Award in recognition of leadership within their portfolio, sharing professional knowledge and advancing the Institute's strategic priorities

Canteen Crew - High Performing Team Award for providing an outstanding level of service through a collaborative team approach, whilst maintaining good humour and professionalism

Kelli Gordon, Lecturer Management was a finalist in the WA Trainer of the Year category of the WA Training Awards.

In 2009 the Canteen Crew continued their commitment to high quality service and achieved a 5 Star Gold Rating for food safety from the City of Geraldton Greenough.

WA Training Awards

Durack Institute of Technology was named runner up in the category of Large Training Provider of the Year in the 2009 WA Training Awards.

Operational Structure

Vision, mission and values

Vision

Inspire and Develop – future opportunities.

Mission

We will provide training opportunities that contribute to the development of individuals, enterprises and communities of the Central West region.

Our Values

Quality	-	we strive for improvement
Creativity	-	we value the creativity of our staff and embrace innovation
Customer Service	-	we provide excellence in training and services
Collaboration	-	we work together and communicate openly and honestly
Responsibility	-	we seek opportunities and take responsibility for our actions
Respect	-	we respect others and value the strength diversity brings

Quality Focus

In 2009 the Institute took the opportunity to re-focus on the organisation's quality culture and through a working group established a series of initiatives to remind staff of the importance of a quality approach to service. Quality is defined as *"striving for excellence in our work, resulting in a positive outcome for our clients"* and is achieved by embracing the following quality concepts:

Understand your client

Collaborate with staff, industry and the community

Be responsive to client needs, with consideration of limitations

Review and improve

Celebrate achievements

Organisational structure

A team based organisational structure and a culture reflective of our values encourages staff to develop flexible and innovative approaches to meeting client needs. This dynamic structure has provided Durack Institute of Technology with the ability to continually respond to the changing needs of the region. In addition to the Directorate, the Institute is structured around three divisions that provide organisational services and support. These are:

Training Services, Director Mr Steve Cooper

Responsible for the development and delivery of a range of training and assessment programs that meet the needs of clients and the workforce development needs of the region's employers. The area provides educational leadership and a broad range of training support services to facilitate participation by clients in relevant, quality training.

Organisational Effectiveness, Director Ms Jo Payne

Responsible for providing of a range of services that engage and support clients including individual students, industry and the community throughout the region. This area also provides organisational development through a range of strategic planning and performance management services and develops the organisation's ongoing quality culture.

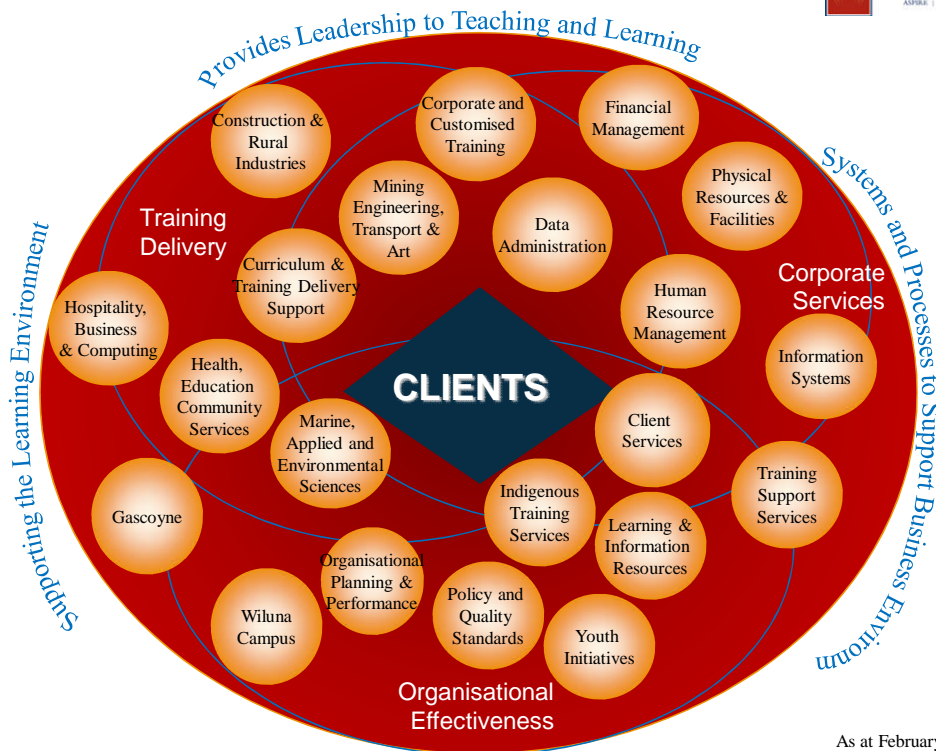
Corporate Services, Director Mr David Cohen

Responsible for developing and implementing systems and processes that support the business and administrative environment of the Institute, ensuring the organisation fulfils its statutory requirements and developing the capability of the Institute's workforce.

The following graphic represents the interconnectedness of the Institute's organisational structure, with teams working together to service the needs of clients:



Institute Organisational Structure



As at February 2010

Strategic directions

In 2009 a comprehensive review of the Institute's strategic plan was undertaken, taking into account the changing economic situation within Western Australia and in particular the rapidly developing Midwest region, driven largely by the emergence of a number of mining operations and significant infrastructure developments. The strategic planning process also took into account the government priorities for training at the national and state levels. It's evident the state is entering a new era in training and workforce development and is gearing up to meet the expected workforce demands of a growing economy. Durack's Strategic Plan reflects the need to become more industry responsive and to develop training programs and services that reach new markets whilst continuing to provide a high quality service to our regional clients.

The Strategic Plan reflects the requirements and context of the regional environment in which the Institute operates. The Institute contributes to state and national priorities for VET by ensuring the Strategic Plan is underpinned by the six priorities outlined in *Training WA: Planning for the future 2009 – 2018*. These are:

- A skilled workforce
- A contemporary apprenticeship and traineeship system
- Individual participation in training
- Support for regional communities
- A vibrant and diverse training market
- Training system capability and capacity

The Institute's Strategic Directions closely align with the priorities of *Training WA* and with the industry and community demand captured by the State Training Plan. The following outlines the seven Strategic Directions for Durack Institute of Technology for the period 2010 – 2013.

Strategic Direction 1 Meeting the Training and Skills Needs of the Central West

Informed by consultation with businesses and communities the Institute will provide contemporary vocational training and assessment services that meet the needs of the Central West and ensures an appropriately skilled and job ready workforce.

Strategic Direction 2 Develop Networks and Partnerships

Networks and partnerships with businesses, employers of trainees and apprentices, service providers and communities play an integral role in enabling the Institute to provide training and assessment services that meet the needs of the Central West. The Institute is committed to maintaining and growing networks and partnerships to ensure continued high quality and innovative service provision throughout the region.

Strategic Direction 3 Increase Opportunities for Aboriginal and Torres Strait Islander People through Training

The Institute is committed to working with Aboriginal people to narrow the gap in the attainment of skills through the provision of training that increases retention of young people in education and training and leads to greater employment outcomes for all Aboriginal students. The Institute seeks to be a best practice provider of training for Aboriginal clients and will deliver training that increases life opportunities for Aboriginal people.

Strategic Direction 4 Provide Excellent Support Services

Excellence in learning and assessment is underpinned by excellence in business practices and client services. Durack Institute of Technology will optimise the quality and opportunities of its delivery and assessment services through effective and efficient provision of corporate and client support services.

Strategic Direction 5 Value and Invest in our People

Through a teams based organisational culture the Institute seeks to further develop its capacity to respond to the challenges of the changing VET market by developing a flexible, skilled workforce and creating an effective working environment that encourages innovation and excellence.

Strategic Direction 6 Seek Opportunities to Increase Revenue and Decrease Costs

The Institute operates in a competitive training environment and is committed to diversifying its revenue streams and operating efficiently. Any profits generated through Institute activities are reinvested into the provision of high quality services to all clients throughout the Central West region.

Strategic Direction 7 Assist Clients to Transition to Employment

The Institute will expand its services to clients to include advice and assistance in undertaking training and assessment that leads to employment outcomes and assist in the transition to employment. The Institute will increase its capacity in this area through partnerships and collaboration with other appropriate stakeholders.

Governing Council

The Governing Council is established as the accountable authority under the VET Act 1996. Members are drawn from a variety of industry and community backgrounds and are selected for their ability to make a contribution to the strategic directions of training and to monitor and manage the performance of the organisation, as required under the VET Act. Governing Council comprises a Chairperson, Deputy Chairperson, members appointed by the Minister for Training and Workforce Development and the Managing Director of the Institute.

Governing Council members in 2009 were:

Mr Malcolm Smith (Chairperson) Consultant Industry Representative	Mr Robert Calder Community Representative
Mr Terry Brennan Geraldton Regional Aboriginal Medical Service Industry Representative	Ms Debbie O'Toole Community Representative
Ms Susan Shaw Principal Geraldton Grammar School Community Representative	Mr Ron Ashplant City of Geraldton-Greenough Councillor Community Representative
Mr Greg Kaeding Gindalbie Metals Industry Representative	Ms Christine Rafanelli Da Vinci Tiles Industry Representative
Ms Leanne Sice WA Country Health Service Industry Representative	Ms Fiona McDougall Program Manager Midwest Life Education Industry Representative
Mr Bert Beevers Managing Director Durack Institute of Technology	Ms Barbara Wilson Industry Representative
Ms Jo Payne (Executive Officer) Durack Institute of Technology	

Key legislation

Durack Institute of Technology complies with the following legislation in carrying out its functions and activities:

- Copyright Act 1968
- Corruption and Crime Commission Act 2003
- Disability Services Act 1993
- Equal Opportunity Act 1984
- Education Act 2004
- Electoral Act 1907
- Financial Management Act 2006
- Freedom of Information Act 1992
- Industrial Relations Act 1979
- Industrial Training Act 1975
- Minimum Conditions of Employment Act 1993
- Occupational Safety and Health Act 1984

- Privacy Act 1988
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Public and Bank Holidays Act 1972
- Sex Discrimination Act 1984
- State Supply Commission Act 1991
- State Records Act 2000
- Racial Discrimination Act 1975
- Vocational Education and Training Act 1996, Revised 2009
- Workers' Compensation and Injury Management Act 1981
- Workplace Relations Act 1996
- Working with Children (Criminal Record Checking) Act 2004

Performance Management Framework

Government goals, agency outcomes and services

The Western Australian Government has developed five Government Goals to which Durack Institute of Technology's outcomes and services are aligned.

The Institute is committed to achieving the State Government's vision through the achievement of its agency outcome "the provision of vocational education and training services to meet the community and industry training needs within the Central West region". The following provides a summary of key programs and services aligned to the government goals. Further information about specific activities and programs undertaken in 2009 is provided in the section on Agency Performance. Government goals are as follows:

State Building – Major Projects

This goal addresses the need to build strategic infrastructure that will create jobs and underpin Western Australia's long term economic development. Durack Institute of Technology responds to this goal through the provision of infrastructure and equipment to facilitate the delivery of high quality training. The Institute has received funding from state and federal governments in 2009 to develop additional delivery capacity at the Geraldton and Carnarvon campuses and to undertake construction of a new campus in the remote town of Wiluna. At the beginning of 2009 the Institute commenced delivery using the Mobile Indigenous Trades Training Unit, a \$0.5m mobile training facility to service remote communities. Further work was carried out at the Batavia Coast Maritime Institute to bring this facility into line with industry standards and funding from the federal government's Better TAFE Facilities program was utilised to renew and upgrade training infrastructure and equipment across the Institute. The availability of high quality, industry standard training facilities is essential to the Institute's capacity to deliver the required training to meet workforce skills demands of employers and to meet the needs of individual students.

Financial and Economic Responsibility

This goal seeks to ensure the responsible management of the state's finances through the efficient and effective delivery of services, encouraging economic activity and reducing regulatory burdens on the private sector. The Institute responds to this goal by ensuring compliance with requirements for responsible management of financial, physical and human resources. The budgeting process undertaken by the Institute ensures appropriate financial resources are allocated for the delivery of client focussed programs and services whilst being able to meet government required efficiencies. In 2009 the Institute experienced a growth in enrolment numbers and the range of delivery activities. This caused pressure on delivery capacity, but this growth was able to be achieved in a financially efficient manner whilst still being able to achieve high quality client outcomes. In 2009 the Institute also implemented a range of reforms arising from the revision of the VET Act to streamline the apprentice and traineeship management systems. Initiatives and new processes implemented will simplify the procedures for taking on and training apprentices and trainees for both the employer and the student and should encourage employers to maintain or increase apprentice and trainee numbers.

Outcomes Based Service Delivery

This goal focuses on achieving results in key service delivery areas for the benefit of Western Australians. Durack Institute of Technology responds to this goal through its mission to provide training opportunities that contribute to the development of individuals, enterprises and communities of the Central West region. The Institute works closely with key stakeholders including industry representatives, community and staff from other agencies and organisations to identify training requirements for a range of clients. Training must meet the workforce development needs of employers; the specific needs of client groups such as Aboriginal clients; young people and regional and remote clients; and must also match the aspirations of the individuals who participate in training. In 2009 the Institute moved towards a greater proportion of training being delivered in flexible ways including workplace delivery and assessment; an increase in recognition of prior learning and development of new online training programs. In addition the Institute increased the proportion of qualifications offered at the higher Australian Qualifications Framework level (Certificate IV and above) and met or exceeded targets relating to delivery of employment based training and training at Certificate III and above for Aboriginal students. The Institute has maintained high levels of student satisfaction, above the state average, and importantly, high levels of graduates in employment. Further information about outcomes is provided in the report on Agency Performance.

Stronger Focus on the Regions

This goal focuses on service delivery, infrastructure investment and economic development to improve the overall quality of life in regional and remote areas. Durack Institute of Technology has a strong culture of service to regional and remote areas and has developed a service delivery model that responds to the often unique circumstances of some of the most remote communities in central Western Australia. Fundamental to this service delivery model is community consultation and collaboration with a range of partners in order to identify the training needs of regional people and to efficiently and effectively deliver training in these areas. Most training delivered in regional locations is community based with projects identified by local people so that in addition to the skills acquired by participants some lasting benefit is derived from the program for the community. In most cases training for Aboriginal clients has been conducted in partnership with CDEP or other Aboriginal organisations. Local shires are also key partners in many training programs, providing materials, equipment and sometimes staff to add value to the training provided by the Institute. In 2009 Durack made significant progress in working with mining companies operating in the Midwest, with firm training relationships established with two of the member companies of the Geraldton Iron Ore Alliance. The potential for these and other mining operations to provide employment generally in the Midwest, but particularly for Aboriginal people, is huge and the Institute has been proactive in setting up these partnerships. In 2009 the Institute met increased targets for VET for Schools delivery and provided a range of options for VET programs for secondary students in approx 16 schools throughout the region.

Social and Environmental Responsibility

The focus of this goal is ensuring that economic activity is managed in a socially and environmentally responsible manner for the long term benefit of the state. Durack Institute of Technology has responded to this goal through the establishment of a Sustainability Committee whose role is to work with both staff and students to raise awareness and implement initiatives that promote sustainable and environmentally aware ways of doing business. Further information about these initiatives is provided in the section on Agency Performance. As outlined above a large proportion of delivery in regional and remote areas is conducted on site and tailored to suit the needs of the community. The institute endeavours to employ local people in regional areas wherever possible, thereby contributing to the local skills base. In 2009 the Institute applied for funding of \$10m through the federal government's Education Investment Fund to build a Centre for Environmental Management and Sustainable Technologies to complement the existing facilities at the Batavia Coast Maritime Institute. A decision will be made on that funding in 2010 and if successful this project would result in a significant investment in infrastructure in regional WA focussing on sustainability and environmental management.

AGENCY PERFORMANCE - REPORT ON OPERATIONS

Achievement of targets

The following is a summary of performance against a range of targets relating to training delivery in priority areas. These targets are identified in the Institute's Delivery and Performance Agreement (DPA) with the Department of Training and Workforce Development; CEO's Performance Agreement and in key national and state training priorities, including those in *Training WA*. Further information about a range of initiatives relating to these programs is also provided in the following section on Achievements against Strategic Directions.

Training Priority	Target	Result
Increase the number of training places for apprentices and trainees	403 commencements 151,140 Student Curriculum Hours (SCH)	331 course enrolments 163,428 SCH
Increase the number of training places at higher level qualifications (Diploma and above) in identified industry growth areas	Investigate new courses at Diploma level and add to Scope 526 course enrolments at Certificate IV and above 153,810 SCH at Certificate IV and above	4 new Diploma courses added to Scope 609 course enrolments 231,117 SCH at Certificate IV and above
Improve the opportunities for the existing workforce to acquire new skills, recognition of those skills and formal qualifications to meet the needs of the WA labour market.	23,235 SCH delivered through Recognition of Prior Learning (RPL)	121,069 SCH through RPL
Increase the number of Aboriginal people in training in 2009	926 regional course enrolments	742 regional course enrolments <i>Comment : The institute recognises this is an area for improvement and has implemented strategies to address this shortfall in 2010</i>
Support delivery (Cert III and above) to Aboriginal students to improve delivery and employment outcomes	91 course enrolments for Aboriginal students at Certificate III and above	97 course enrolments
Implement trades reform changes arising from Skills Formation Taskforce initiatives	Implement outcomes of TAFEWA Transforming the Trades initiatives, ensuring the needs of local and regional businesses are met Implement changes to the apprentice management system	Durack Institute of Technology has been investigating flexibility within the Automotive Apprentice Program, as part of the Department funded RAFT projects. Revisions to current training program have been made in line with changes in automotive industry directions (increase in electronics/diagnostics/air-conditioning etc). All VET Act changes have been communicated to relevant staff, training provided where appropriate and all changes needed to comply with the legislation have been implemented

Support flexible and responsive delivery and assessment	<p>Undertake professional development for staff through action learning projects in the development of flexible and responsive delivery and assessment.</p> <p>Apply for STQC funding for projects that focus on RPL and flexible delivery in Accounting; Children's Services; Hospitality (Food and Beverage)</p>	<p>30% of lecturers have participated in workshops to explore the potential of flexible delivery strategies.</p> <p>10 Lecturers attended the Training Forum and 7 lecturers attended the RPL conference provided by the VET Teaching and Learning Branch. Of the 10 lecturers who attended the Training Forum 5 are involved in the delivery of RPL and 4 in the delivery of e-learning.</p> <p>2 courses have been developed in an e-learning delivery mode.</p> <p>3 higher AQF level qualifications have been developed in the areas of Veterinary Science, Business and Environmental Science.</p> <p>Durack Institute has received funding from STQC to meet the professional development needs of lecturers.</p> <p>Professional development has been conducted in the areas of</p> <ol style="list-style-type: none"> 1. Increasing and improving provision of Recognition of Prior Learning (RPL). 2. Developing innovative and new models of delivery and assessment including workplace delivery and assessment. 3. Increasing delivery of higher level qualifications 4. Engaging younger learners; 5. Improving practitioners' technical skills <p>Successful funding for development of RPL projects were:</p> <p>Cert III Children's Services Diploma of Children's Services Cert III Education Support Cert IV Education Support</p>
Support training initiatives to address skills shortages in non-trades areas	<p>321 course enrolments 104,374 SCH</p>	<p>1,807 course enrolments 390,180 SCH</p> <p><i>Comment: The metric for this measurement has changed since the target was selected. The list of courses given Skills Shortage status was extended. This resulted in a higher number of courses included in this definition.</i></p> <p><i>After the negotiations the number of SSI courses rose from 496 to 825 and now includes most Cert II and above courses. This fact</i></p>

		<i>increased the proportion of SSI courses that were included in our scope of delivery, hence the sudden increase in reported SSI delivery.</i>
Address recommendations of the Office of the Auditor General's Report in 2008	Investigate issues impacting on student retention and achievement and develop strategies as appropriate.	<p>The Institute was a member of the TAFEWA Working Group to identify necessary strategies to address the issues raised in the OAG's Report. The Institute has also implemented strategies locally including gathering additional information about students' "motivation to enrol" (to map these to outcomes achieved) and the implementation of the Lecturer Portal which will facilitate better tracking of student attendance patterns.</p> <p>The Institute has a range of existing student support strategies in place which will continue to be provided to address identified at risk students. In 2009 the Institute applied for funding through the ITS program for student support of programs at Wiluna including providing transport for students to and from the training venue and the provision of nutritionally sound meals during training.</p> <p>Mentoring was provided in a range of courses to support both retention and improved outcomes. Most notable among these was the Cert I in Leadership and Development mentioned above, where the completion rate was almost 100%</p>
Increase number of students participating in Aboriginal School Based Training	Implementation of the Certificate I in Leadership Aboriginal School Based Training program in partnership with the Apprenticeship & Traineeship Company and local high schools.	The Certificate I in Leadership was delivered to 22 students in conjunction with schools in the Mid West. 21 students graduated successfully.

Achievements against Strategic Directions

SD1 Meeting Training and Skills Needs of the Central West

Durack Institute of Technology recognises the importance of an appropriately skilled workforce that meets the needs of industry and employers in the region to the economic viability of the Central West. This strategic direction represents a commitment to work closely with industry and communities to ensure relevant training, aligned to regional industry needs with graduates viewed as job ready and able to contribute to productivity from commencement.

Institute priorities for this direction are to:

- Consult with industry, communities and other stakeholders to determine the skills needs of the region.
- Develop and implement a flexible and diverse range of training and assessment services, including a focus on training in the workplace.
- Create appropriate learning environments.
- Seek funding opportunities that will enable us to service the needs of clients in new and innovative ways.
- Identify new and emerging industries and develop strategies to service their training needs.
- Maintain excellence in training and assessment services.
- Embed sustainability practices and “green skills” into training delivery and investigate funding for development of sustainability centre for training delivery

The following provides information regarding the Institute’s achievements against these priorities during 2009. Institute achievement against this direction contributes to the Government Goals of Building the State; Outcomes Based Service Delivery; and Focus on the Regions.

Increasing the Range of Training Delivery

During 2009 Durack Institute of Technology addressed training priorities relating to the development of a skilled workforce by increasing delivery at AQF Certificate III and above levels. Four new Diploma level programs were added to the Institute’s Scope of Registration with additional industry areas also added in response to industry input. The proportion of overall delivery at the Certificate IV and above levels increased by 43% in 2009 compared to 2008. The Institute also accessed funding for delivery through the Productivity Places Program, targeting people already in the workforce and needing to up-skill and increase qualification levels.

In response to increasing client demand for flexibility in the way they can access training the Institute has implemented a number of initiatives aimed at increasing the “non traditional” study options available to clients. There has been demonstrated growth across the majority of delivery modes, including workplace delivery and assessment; recognition of prior learning; online and e-learning and correspondence learning. In 2009 approx 24% of the Institute’s overall training was delivered via flexible delivery methods. In particular the Institute has led the state in the delivery of RPL as a proportion of total delivery. This has enabled workers with existing skills to seek new career opportunities and to transfer their skills to other industry areas.

In response to the changing workforce requirements of industry the Institute identified a number of new industry areas where training programs were introduced in 2009 or planned for introduction in 2010. These include Environmental Science and Sustainability; Animal Studies; Split Systems Air-conditioning; Plumbing; and Leadership and Development. Additional and higher level qualifications were also added to industry areas currently being delivered.

Re-engaging Learners

Durack Institute of Technology was successful in winning Royalties for Regions funding to provide assistance and information to enable re-skilling of fishermen displaced due to structural change within the industry and the falling price of the product. Fishermen were offered training needs assessments, RPL and information and advice on further training and skills development opportunities to ensure they had maximum opportunity to transfer their skills to new employment. This project attracted wide support for industry and other service providers in Geraldton and was well attended by the fishermen.

The Institute continues to offer a range of programs to re-engage at risk young people and to develop levels of generic employability skills and confidence that enable this client group to take the next step to further training. Delivery of the Gaining Access to Training and Employment (GATE) program was reviewed in 2009 in light of the number of young people coming into this course. A new delivery approach has been introduced in 2010 with a stronger focus on targeted student support.

The Institute provides support for students entering the job market through the JobReady Centre, which provides employability skills, job seeking skills, interview preparation and assists students to prepare CV's and applications. This service is free for students and is integrated into the training program and other support services offered by the Institute.

Industry Standard Facilities and Equipment to Meet Training Needs

Significant work was undertaken by the Institute in 2009 to ensure the ongoing availability of high quality, industry standard facilities for delivery at all its campuses. The Institute has been fortunate in recent years to receive funding from both state and federal levels to support capital and minor works programs that have enabled the construction or upgrade of a number of delivery areas. In 2009 the major projects included:

- Secured \$2m funding from the Department of Education and Training for the construction of an Adaptable Trade Skills Workshop at the Geraldton campus, with construction due to begin in 2010.
- Construction commenced on the new Wiluna Campus (total \$3m) with completion due in early 2010. The campus will provide a flexible trade skills workshop, multi-purpose visual arts delivery area, computing and general classroom and will service the training needs of people and the considerable mining operations in this remote location.
- Funding to address operational issues at the Batavia Coast Maritime Centre and to ensure the facility operates at industry standard. A consultant has been engaged to assess and report on the Centre to guide rectification of works which will enable it to reach its capacity.
- Secured \$2m from the federal Better TAFE Facilities program for a significant upgrade and replacement program for equipment and facilities at the Geraldton and Carnarvon campuses.
- Secured funding through the Royalties for Regions grants scheme (\$149,000) to develop a Marine Finfish Research and Development Centre in partnership with industry at the Batavia Coast Maritime Institute

Apprenticeship and Traineeship Delivery

2009 began with some uncertainty regarding apprenticeship numbers due to the effects of the global economic downturn however throughout the year the demand for skilled workers in the Central West region remained quite strong and the Institute did not experience any decline in apprentice training numbers overall. Apprentice delivery SCH increased by 5% from 118,245 in 2008 to 124,165 in 2009. Demand for pre-apprenticeship programs and the School Apprentice Link (SAL) program remained similarly quite strong in 2009. A number of positive announcements regarding the Oakajee Port and Rail development and the start up of several large scale mining operations in the Midwest region were contributing factors to apprentice and traineeship numbers remaining strong.

The Institute entered discussions with Rio Tinto, Pilbara Iron to establish Geraldton as a training centre for their apprentices. Rio Tinto sends most apprentices on a six month training program prior to commencing on site. Currently these apprentices travel to Perth for this program, which can cause hardship and can be particularly difficult for Aboriginal apprentices from regional and remote locations. The opportunity to undertake this part of the apprentice training program in Geraldton will enable participants to remain closer to home and closer to their eventual work site. Further work will be done in 2010 with a view to this program commencing in 2011.

During 2009 the Institute continued to support student pathways to apprenticeships through provision of School Apprenticeship Link programs in Building and Construction; Metals; Automotive; Commercial Cookery; and Personal Services.

The Institute continued implementation of recommendations from the Skills Formation Taskforce and the revised VET Act to streamline the apprenticeship and traineeship management system. In particular reforms were made to the process for developing Training Plans and the production of Training Journals for apprentices/trainees and employers.

Further work will be undertaken in 2010 to embed these process and to move to a more robust framework for monitoring and tracking the progress of apprentices and trainees in the workplace and during their on the job training.

To ensure coordinated provision of services to employment based training stakeholders the Institute continues to participate in regular network meetings with Australian Apprenticeship Centre, Group Training Companies and the Apprenticentre.

Promoting a Culture of Continuous Improvement

The Institute continued to develop its quality culture of continuous improvement during 2009 through exploration of the Australian Quality Training Framework (AQTF) 2007 with staff through a variety of workshops. The Quality and Planning section of the Institute has been promoting the intent of the AQTF to staff through the phrase, "AQTF 2007 allows RTOs to focus on what they do best – providing quality training and assessment that meets learner and industry needs", which promotes the flexibility of the AQTF and the focus on outcomes for clients.

Delivery and assessment practices were reviewed and improved upon through 25 internal audits completed against AQTF 2007 standards. Audit training was provided to a small team of staff, both academic and non-teaching, to enable them to undertake internal audits. The audit team was provided with the opportunity to undertake the Diploma of Management (Auditing) as a professional development program. Through the internal audit process the trained auditors examined staff delivery and assessment resources, discussed approaches with staff, contacted employers and students to gain feedback and utilised all of this information to make a judgement about compliance and good practice. Staff use this feedback to improve their services and showcase good practice to others within the Institute.

In 2009 the Institute implemented the new national Quality Indicators (Learner and Employer Questionnaires), which contribute to the quality management of the VET sector nationally and are used internally to support continuous improvement processes.

SD2 Develop Networks and Partnerships

Networks and partnerships with businesses, employers of trainees and apprentices, service providers and communities play an integral role in enabling the Institute to provide training and assessment services that meet the needs of the Central West. The Institute is committed to maintaining and growing networks and partnerships to ensure continued high quality and innovative service provision throughout the region.

Institute priorities for this direction are to:

- Capitalise upon existing networks to maximise opportunities for training and assessment.
- Increase the profile of the Institute in the community through partnerships.
- Develop strategic relationships with industry, community organisations, and other service providers to assist in the achievement of Institute priorities.
- Enter into partnerships with other agencies to integrate or broker services.
- Increase involvement of employers of trainees and apprentices in the training system.
- Enhance staff knowledge of products and services to support communication to stakeholders.

The following provides information regarding the Institute's achievements against these priorities during 2009. Institute achievement against this direction contributes to Government Goals relating to Financial and Economic Responsibility; Outcomes Based Service Delivery; Focus on the Regions.

Industry Engagement and Input

Ongoing consultation and development of partnerships with industry are key elements in achieving Durack Institute of Technology's goal of providing training and assessment services that are reflective of local industry needs.

One method of industry consultation utilised throughout the Institute is the formation of Industry Advisory Committees (IACs) that bring together representatives of a specific industry to provide input into training delivery planning, methodology, and assessment tools.

Durack staff utilise the information gained through these committees to continually improve upon existing services and to develop new programs. Changes made to the Institute's scope of delivery illustrate how IACs can be effectively utilised in our planning processes to ensure the Institute is meeting the needs of local industry and employers.

In addition to formalised consultation methods lecturers have over time built informal networks with their particular industry. These informal networks are used to gather feedback about training and assessment services which is then used to effect continuous improvement.

Use is also made of statistical information and management reports to monitor delivery against industry related criteria, including by industry group; qualification levels; delivery location and graduate outcomes. This information forms part of the planning process and is taken into consideration in decisions about new course development and training delivery planning.

Examples of successful consultations with, and support from industry during 2009 include:

- Signing of an MOU with Karara Mining Limited (KLM) for Durack to act as their training agent.
- Launch of the Hostile Environment Services training facility located at the Batavia Coast Maritime Institute. This facility will service the marine, mining and other industries.
- Support from Indian Ocean Fresh Australia, Kalbarri Seahorse Sanctuary, Geraldton Fisherman's Cooperative and other government agencies for the Marine Finfish Research and Development Centre.
- Support from the Geraldton Fisherman's Cooperative, Women's Health Resource Centre, Hostile Environment Services, Gindalbie, Small Business Centre Midwest and other government agencies for the Alternative Employment Opportunities for Midwest Rock Lobster Fishermen project.
- Support from a very wide range of industry, government and university stakeholders for the Institute's application to the federal Education Investment Fund to build a Centre for Environmental Management and Sustainability Technologies.
- Sponsorship from the Geraldton Iron Ore Alliance for the annual Community and Careers Expo organised and hosted by Durack Institute of Technology.

Partnerships for Delivery

In addition to the above examples the Institute has engaged with industry, organisations, other government agencies, schools and the Job Services Australia providers to form a number of partnerships that have contributed to the development of training programs and services across the region. Increasingly these partnerships are becoming vital to the way the Institute plans and develops training to meet the needs of industry and specific client groups. Examples of the range of these partnerships include:

- A program run in conjunction with local JSA Skillhire to re-introduce a group of long term unemployed Aboriginal people to training and employment. The program involved a combination of training delivered by Skillhire at the Institute's Geraldton campus and training delivered by the Institute in the areas of metals and business, as a "taster" for the participants.
- MOU with EMU Services, Carnarvon and Totally Wild Catering for the delivery of hospitality programs at the newly opened Carnarvon Aboriginal Heritage and Cultural Centre, commencing in 2009 and continuing in 2010.
- Partnership with Central Institute of Technology for the delivery of the Diploma of Builders Registration in Geraldton.
- MOU with Northcoast Holdings, a civil engineering company operating in the Midwest, for the delivery of civil construction and related training. This program has greatly increased the Institute's capacity to service this industry area and is an important step towards meeting the training needs of contractors and others servicing the mining industry in the region.

Partnerships with the schools

One of Durack's key partners is the schools. Through the Midwest District Education Office and in direct consultation with schools the Institute plans and delivers a broad range of VET training for secondary students in around 16 government and non government schools.

- In 2009 the Institute delivered almost 43,000 publically funded SCH; provided a range of Auspicing services for training done in schools; delivered School Based Traineeships; School Apprentice Link programs in five industry areas; and the new Aboriginal School Based Training program. The range and quality of learning pathways for VET for secondary students increased markedly in 2009 and further growth is planned for 2010.
- The range of programs delivered under TAFELinks (publically funded training) expanded and in 2009 included two Higher AQF qualifications - Certificate III in Children's Services and Diploma of Enrolled Nursing. The Institute continues to work with schools to ensure VET for schools funding is utilised for programs that create learning pathways and meaningful industry training experiences for students.
- The Institute played a leading role in the consultancy for the application process for a Trade Training Centre in Schools program in Geraldton, which was approved in late 2009 and received approx \$9m in funding. Through the Morawa Education Alliance, the Institute is assisting with the application process for a similar Centre in Morawa and is working with partner schools in the Gascoyne region to submit an application in early 2010.
- The Institute continues to provide vocational education and training options to young Aboriginal males enrolled in Geraldton Senior College and attending the Mid West Football Academy. This program has been extremely successful and the partnership between the Institute, Geraldton Senior College and Mid West Football Academy has ensured that the projects undertaken in a holistic manner at the Academy have had far reaching positive results for the students participating in the program.

Partnerships in the Community

As a regional organisation Durack Institute of Technology plays an important role in the broader regional community. This enables us to undertake our role more effectively by tapping into the available resources and but also allows us to make an important contribution to the development of the community. There is an increasing need for government agencies in particular to work together to achieve outcomes for clients, especially in regional and remote locations where access to resources are fewer. The Institute is involved in a wide variety of forums across the region including:

- Leading the Midwest Gascoyne Regional Workforce Development Strategy;
- Partner in the Morawa Education Alliance;
- Membership on the Geraldton Universities Centre board;
- Participation in the Midwest Gascoyne Human Services Regional Managers group;
- Partner in Wiluna Regional Partnership Agreement;
- Contributed to Department of Indigenous Affairs mapping and gapping project;
- Member of Midwest Mining Aboriginal and Economic Development Partnership;
- Member of the Geraldton Economic Alliance;
- Active participant on the Youth Coordinators Network;
- Member of the Geraldton Midwest Climate Change Action Group;
- Member of the Midwest Regional Buying Client Council;
- Telecentre partnerships; and
- Variety of partnerships with local and State government agencies.

In 2009 the Institute hosted the first Midwest Gascoyne Regional Education, Training and Employment Forum, which was opened by the Minister for Training and Workforce Development and brought together a number of practitioners from public and private sector organisations with an interest in working more collaboratively to achieve stronger outcomes from education, training and employment.

The Institute also organises and hosts the annual Community and Careers Expo, highlighting a wide range of industry careers and further education options for school students who visit from across the region as well as for members of the general public.

In 2009 the Institute joined the Morawa Education Alliance (MEA), a partnership comprising the Shire of Morawa; WA College of Agriculture, Morawa and the Morawa District High School. The Institute undertook the development of a Training Plan for the MEA in 2009 and contributed to the updated Strategic Plan. The MEA exists to promote the development of education and training facilities in Morawa and surrounding areas to ensure local people have access to the training and skills development required to capitalise on the opportunities presented by mining and other industry development in this area of the Midwest.

During 2009 the Institute continued to build upon relationships with other education sectors to ensure access to educational pathways for clients. Strong links were maintained with the Geraldton Universities Centre (GUC) to promote articulation and pathways and for collaborative approaches to planning for tertiary programs with the Director Training being an active member of the Geraldton Universities Centre Board.

With changes to the school leaving age now embedded the importance of creating pathways for youth from schools to VET and then onto employment continued to be a focus for the Institute during 2009.

SD3 Increase Opportunities for Aboriginal and Torres Strait Islander People through Training

Durack Institute of Technology is committed working with Aboriginal people to narrow the gap in the attainment of skills through the provision of training that increases retention of young people in education and training and leads to greater employment outcomes for all Aboriginal students. The Institute seeks to be a best practice provider of training for Aboriginal clients and will deliver training that increases life opportunities for Aboriginal people.

Institute priorities for this direction are to:

- Attract, engage and retain Aboriginal people in education and training with an increased focus on youth and school leavers.
- Increase focus on, and support of literacy/numeracy skills development.
- Recognise that a holistic approach to capacity building is required. Key to this approach is collaboration with stakeholders to assist Aboriginal organisations to build their capacity to support individuals and their communities.
- Develop “community profiles” for key communities that we provide training in.
- Explore the Institute’s role in actively seeking job opportunities for people within their own communities at the completion of training.
- Provide a range of appropriate learning environments and strategies to engage Aboriginal clients (Geraldton Indigenous Culture and Learning Centre, Wiluna Campus, Mobile Indigenous Trade Training Unit).

The following provides information regarding the Institute’s achievements against these priorities during 2009. Institute achievement against this direction contributes to Outcomes Based Service Delivery; Focus on the Regions; Social and Environmental Responsibility.

Consultation & Partnerships

A key method of consultation with Aboriginal people is via the Aboriginal Education, Employment and Training Committee (AEETC) operating in Geraldton and with representation from the Carnarvon campus. Operation of the committee is supported by the Institute and the AEETC has an integral role in assisting to develop and review Aboriginal training plans. Further community participation is sought for the AEETC, with one meeting (of four) being held in a remote location each year (Carnarvon in 2009).

Consultation with communities in the Midwest, Murchison and Gascoyne undertaken by Aboriginal Development Officers underpin the Training Plans, which are discussed and endorsed by the AEETC.

In addition to these consultations the Institute is represented in a variety of agency and community meetings and forums undertaken in the Central West each year. An example is the Institute's ongoing involvement with the Working in Partnership steering group which evolved during 2009 into the Midwest Mining Aboriginal Economic Development Partnership.

During 2009 the Institute continued its focus on consultation and forming of partnerships to improve services to the town of Wiluna. Through combined state and federal funding \$3m was allocated to build a Durack campus at Wiluna. Construction began in September 2009 and completion is due February 2010. The Institute will employ a full time campus manager to coordinate operation of the campus and development of training plans and programs in Wiluna.

Additionally, the Institute is a partner in the Wiluna Regional Partnership Agreement (RPA) which is aimed at improving the economic and social circumstances of Aboriginal people in the Wiluna area by capitalising on the opportunities the growing mining operations in that area will provide. The Institute contributes to this project through the provision of skills development opportunities, such as those outlined above, as well as new opportunities identified through the RPA activities. The focus in 2010 will be the operation of the Wiluna Campus and further training needs analysis with industry and local Wiluna residents.

Learning Pathways and Student Support Strategies

Durack Institute of Technology employs a number of strategies to provide learning pathways for Aboriginal students and to encourage students to enter and achieve at higher Australian Qualification Framework levels. In addition a range of support strategies are in place to promote participation and successful completion of training programs. These include the following:

- An Aboriginal Scholarship Program has been running since 2002 with around seventy student awardees over the period being assisted with the costs associated with undertaking VET. This assistance has made a positive impact on their lives and provided the financial support required for them to participate in their chosen field of study. Successful outcomes for scholarship awardees have included gaining employment in their field of study, progression to higher level studies, securing an apprenticeship, and becoming finalists in the State Training Awards. In 2009 the Institute secured ongoing sponsorship for the scholarships from Rio Tinto for 2010 onwards.
- To encourage access for Aboriginal people to higher level VET courses the Institute has a program which allocates places within specific qualifications for suitable applicants. These places are widely advertised within the community to encourage participation, successes have included Aboriginal students participating in and completing Certificate IV in Health Science Foundation and transitioning to Diploma of Enrolled Nursing and in pre-apprenticeship areas such as metals and automotive.
- To enable all students to select their desired pathway to either further education or employment the Institute has identified training pathways for each qualification offered. All pathway documents are updated annually.
- Strategies in place to promote student retention include:
 - Additional support through the Aboriginal Student Services Officer and increased availability of services such as the Indigenous Tutorial Assistance Scheme (ITAS)
 - Implementation and delivery of the new Aboriginal School Based Training Program
 - Plans for a new Aboriginal Learning and Cultural Centre to be built
 - Partnerships with organisations such as the JSA's to increase opportunities for Aboriginal people to access training and re-skilling
 - Specific programs implemented to assist Aboriginal/Torres Strait Islander community members, engaged in programs delivered in their towns or surrounding areas.
 - Mentors employed to support specific programs.
 - Services such as student transport and the provision of meals to promote attendance.

Training Focused on Employment Outcomes

With the opportunities presented by the expanding regional economy, particularly in the mining and associated industries the Institute recognises the importance of ensuring all members of the community have the skills required to make the most of these opportunities. A number of initiatives were undertaken during 2009 as follows:

- At the beginning of 2009 the Institute began operating the Mobile Indigenous Trades Training Unit (MITTU). The MITTU comprises a prime mover truck and trailer, two sea containers which are fitted out to house training tools and equipment that can be temporarily located in regional and remote communities, and a caravan for lecturer accommodation. The MITTU was used to support training in the civil construction area (light plant operator, excavator/skid steer operation etc) with further training options developed as community demand indicates and funding becomes available. The unit was utilised throughout the Central West region, particularly in remote Aboriginal communities such as Yulga Jinna, Wiluna and Northampton to build the skills of individuals to meet the demands of the local community.
- Work readiness programs were delivered in Geraldton with the continuation of the Bayulgu program in partnership with MMG (formerly Oxiana) and Central Earth Moving. This is a 10 – 12 week program specifically for young Aboriginal men who have been part of the Midwest Football Academy and provides a pathway from the Academy to potential employment in the mining sector. The program focuses on work readiness skills including literacy and numeracy and Occupational Safety and Health requirements. It is strongly supported by the two industry partners. In Carnarvon the Institute worked with the Job Services Australia providers to deliver a work readiness program called “Site Ready”. This involved similar skills development with the students undertaking a Certificate I in Resources and Infrastructure and allowing for a focus on literacy and numeracy and well as vocational skills. Both of these programs will be run again in 2010.
- In 2009 the Institute commenced delivery of the new Aboriginal School Based Training (ASBT) program aimed at preparing Year 10 students for further workplace learning such as school based traineeships. The program was an outstanding success with 21 of 22 students graduating with a Certificate I in Leadership and Development. The Institute has tendered for delivery of this program again in 2010 in both Geraldton and Carnarvon.
- In Carnarvon the Institute worked with the newly opened Aboriginal Heritage and Cultural Centre to deliver training in hospitality, retail and business for local Aboriginal people seeking employment in this Centre. The hospitality training has been particularly successful with the Centre now operating a commercially successful cafe that caters to local and the tourism trade. One student from this initial program has gained an apprenticeship and two are trainees. Several others now mentor new students in the course.

SD4 Provide Excellent Support Services

Excellence in learning and assessment is underpinned by excellence in business practices and client services. Durack Institute of Technology will optimise the quality and opportunities of its delivery and assessment services through effective and efficient provision of corporate and client support services.

Institute priorities for this direction are to:

- Foster a service culture at all levels of the organisation ensuring the provision of high quality support to both internal and external clients.
- Continuously improve organisational systems and processes to achieve good practice and flexibility of support services. Identify ways to evaluate satisfaction with support services.
- Acknowledge existing skills and further develop skills of support staff to enable responsive services that support an increasingly diverse range of Institute services.
- Closely integrate support services with delivery areas to ensure achievement of overall Institute objectives (eg LRC, Bookshop, TSS).
- Develop and implement enhanced approaches to measuring, analysing and communicating organisational performance across a broad range of indicators.

- Employ sound management practices and ensure that statutory obligations of the Institute are met through compliance with relevant legislation, frameworks and agreements. Develop and implement enhanced approach to measuring and analysing organisation performance across a broad range of indicators.

The following provides information regarding the Institute's achievements against these priorities during 2009. Institute achievement against this direction contributes to Government Goals relating to Financial and Economic Responsibility; Social and Environmental Responsibility.

Focus on Client Service

In 2009 the Institute built on work done in 2008 to focus on redeveloping a strong and positive quality culture focussed on the client and continuous improvement.

The Quality Committee focussed on continuous improvement and developing the Institute's quality culture and looked at ways to better collect client feedback and use this to initiate and embed continuous improvement processes. The Institute utilised the national quality indicators in 2009, implementing the Learner Questionnaire in semester one. Some problems were experienced in moving from the existing Course and Unit Evaluation to the new process however additional promotion to lecturers and students in semester two resulted in a greatly increased response rate, which more than doubled. The Quality Committee also developed processes for the implementation of the Employer Questionnaire which will be sent to over 500 employers in early 2010.

Another initiative of the Quality Committee was to act on recommendations of a working party that reviewed the Institute's quality policy in 2009. The working party developed a new "Quality Focus" statement to guide staff in defining quality and how to achieve it within their duties. In 2009 a new logo representing and promoting quality was developed, Institute values were widely promoted and a showcase of good practice throughout the Institute, dubbed "Dare to Share" was held as part of the Professional Development days in July.

Organisational Systems and Processes

Durack Institute of Technology is an organisation focussed on continuous improvement and regularly implements improvements to its systems and processes. This can occur in a variety of forms from an individual improving a regular task to a team undertaking a review of a major process or structure within the Institute. Some major initiatives undertaken during 2009 are as follows.

Lecturer Portal

In 2009 the Institute piloted the new Lecturer Portal, enabling lecturers to access student management systems online, from the delivery location to manage student attendance rolls and enrolment processes. A range of other systems and online services will also be available to lecturers through the portal. The system will greatly reduce paper based rolls and other forms such as absence reporting of minors which will now be managed online; will improve the quality and timeliness of reporting; and provide real time access for lecturers to a variety of resources. In 2010 the Institute will roll out the Lecturer Portal to all delivery areas.

Governance Structure Implementation

Following the comprehensive re-structure of the Institute's Governance Committee structure in 2008, a review of the performance of the committees was undertaken and a number of changes made in operations in 2009. The structure retains the current base governance structure of Governing Council as the accountable authority and Corporate Executive assuming overall strategic management responsibility to gain and share key strategic information and advice with the six committees. Each committee is focussed on achieving the strategic priorities of the Institute, managing risks and monitoring key performance indicators. It was found however that the Institute lacked a strategic forum where the knowledge and expertise of a variety of staff could be drawn upon to set priorities for the future development of training. The "Shaping Future Delivery" Committee was formed and two existing groups, Training Delivery Planning and Review and the Industry and Community Engagement committees were formed into sub-committees of the Shaping Future Delivery group. The updated structure, which is underpinned by sustainability principles, research and continuous improvement now comprises:

- Quality
- VET Issues & Developments
- Shaping Future Delivery (sub committees - Training Delivery Group; and Industry & Community Engagement)
- Asset & Infrastructure Management
- Workforce & Organisational Development
- Occupational Safety & Health

Additionally a Chairs Group is in operation to ensure effectiveness and reduce duplication. Key roles of this group included communication of major decisions, development of Terms of Reference, ensuring adherence to the agreed set of meeting protocols, allocation of work amongst the committees, up skilling of chairs and executive officers, and monitoring and reporting on the effectiveness of the new Governance structure.

Working groups attached to a Governance Committee are formed as major strategic or operational issues arise within a committee that requires development and discussion with a broader audience. These working groups comprised of staff relevant to the task at hand, are of a short term nature, are chaired by a committee member, report regularly to the committee and have a clear and specific purpose. Committees also reviewed their terms of reference; key performance indicators and the reporting linkages between committees and with Corporate Executive and the Governing Council in 2009.

Marketing and Promotion

All Durack Institute of Technology staff have a responsibility to promote the Institute and VET through the conduct of business throughout the Central West region. Senior staff actively participate in numerous Training WA, VET and Midwest / Gascoyne sector forums to promote the Institute, provide opportunity for strategic input to VET development, and feed information back into the organisation.

In addition to these strategies the Institute employs a Marketing Coordinator who develops an annual marketing and promotion plan for the Institute. In 2009 the Institute focussed on promoting a range of initiatives aimed at increasing access to training including state government initiatives such as tuition free fees for the unemployed; significant promotion of RPL; and the availability of additional training places in skills shortages areas through the Productivity Places Program. In the second half of 2009 the Institute took on board the expectations outlined in the *Training WA* plan and focussed on promoting the Institute's capacity to respond to industry and community training requirements. In late 2009 the Marketing area commenced a major project to research and determine the options for re-branding of the previous Central West TAFE.

The Client Services team, principally through the Marketing Coordinator is responsible for developing and implementing a range of marketing and promotional activities to inform the community of training and services available. Major advertising campaigns through local print media included semester one and two enrolments and top up enrolments. Examples of some major promotional events are provided below.

Awards Night

Each year Durack Institute of Technology hosts award nights in Geraldton, Carnarvon and Exmouth to present the previous year's graduating students with their academic awards, present staff with quality awards and to raise the community profile of the Institute.

In 2009 the Institute adopted a new format for the Geraldton evening. In recognition of the increasingly flexible ways in which people study and the mobility of the workforce as well as the growing number of graduates the Institute opted to no longer present all qualifications at the annual awards night. Instead Diplomas, Awards for Outstanding Achievement, major Student Awards and Student Scholarships were presented at the Graduation and Awards evening. All other qualifications are now being mailed directly to the graduates. Overall the new format received strong support and, with a few minor changes, will be the format for the evening in 2010. The format of the Carnarvon and Exmouth ceremonies is unchanged.

Geraldton Iron Ore Alliance Community Careers and Training Expo

Durack Institute of Technology hosted the second, very successful Geraldton Iron Ore Alliance Community Careers and Training Expo. Over 50 exhibitors representing local industry were at the Expo showcasing their business and the careers available within their organisations. The event was sponsored by the Geraldton Iron Ore Alliance.

Around 2,000 visitors attended the Expo, including school students from the Midwest region, some travelling from as far as Shark Bay, Meekatharra and Pia Wadjari to be informed about the career pathways the Midwest has to offer. Television star and author Tiffany Hall (from the series "Gladiators") proved to be an inspirational ambassador for the event.

Measuring Organisational Performance

A key component of the Governance Structure first implemented in 2008 and refined during 2009 is the development of organisational key performance indicators (KPIs) through the committees which relate to achievement against strategic priorities. Throughout 2009 many discussions were held at the Chairs Group regarding how these indicators could best be developed and reported to provide useful strategic corporate information to both Corporate Executive and Governing Council to inform decision making and manage Institute risks.

The resulting process requires Chairs to report and discuss their committee KPIs at three key reporting times a year. The strategic KPIs and any discussion points are provided to the Manager Quality and Planning who collates the information from each committee and provides a holistic report to Corporate Executive for discussion and further analysis. The Managing Director then reports to Governing Council as necessary.

Annual Business Plan

In accordance with the requirements of the revised VET Act, Durack Institute of Technology prepared its first annual business plan under the new Act for submission to the Minister's office. The Business Plan outlines the major priorities and strategies the Institute will implement to achieve the national and state goals for training and workforce development and to respond to the regional environment in which it operates. In addition to the development of the Business Plan the Institute undertook a comprehensive review of the Strategic Plan to ensure alignment between these key documents.

SD5 Value and Invest in our People

Through a teams based organisational culture the Institute seeks to further develop its capacity to respond to the challenges of the changing VET market by developing a flexible, skilled workforce and creating an effective working environment that encourages innovation and excellence.

Institute priorities for this direction are to:

- Retain, develop and motivate staff through specific strategies to improve and develop technical and leadership competencies.
- Build the diversity of the workforce to ensure the needs of clients from diverse backgrounds are met, with a particular focus on increasing the number of Aboriginal staff working in all areas of the Institute (lecturing, support services and management).
- Ensure staff have the skills to engage and retain students from diverse backgrounds, with a focus on youth and Aboriginal students.
- Create an environment that supports flexibility, innovation, responsiveness and shared knowledge.
- Ensure integration of the Institute values in daily behaviour and decision making through incorporating these into key staff and organisational management policies and practices.
- Develop and implement strategies to encourage all staff to respect the roles and responsibilities of others.
- Acknowledge and recognise extraordinary performance.
- Develop and promote the principles of sustainability as an organisational approach to working. Support staff and student initiatives that highlight sustainable practices particularly in areas such as energy and water and use of printers and photocopiers.

- Access industry expertise by establishing a pool of casual/PT lecturers from within industry.

The following provides information regarding the Institute's achievements against these priorities during 2009. Institute achievement against this direction contributes to Government Goals relating to Outcomes Based Service Delivery; and Focus on the Regions.

Innovative Recruitment

The Institute's Human Resources team undertook a number of activities throughout the year which built upon the professional development for staff and updated practices implemented in 2008. Recruitment and Selection Guidelines that provide practical advice and dispel myths commonly surrounding recruitment and selection were further refined and distributed. The team promoted the flexibilities available in the process, and provided chair and panel training for managers involved in recruiting within the Institute.

Innovations in recruitment practices seen throughout the year included simplified job description forms, improved advertising, development of a simplified lecturing application package, a candidate care program, increased information available on the Institute website, and a number of pool recruitment processes. In 2009 the Institute commencing using the RAMS Candidate Management System for online management of the recruitment process. RAMS allows for faster reviewing of applications and short listing, online contact with applicants and a quicker review period.

Further work will continue into 2010 with continued selection process training for staff.

In 2009 the Institute undertook a project to develop an Aboriginal Employment Strategy, supported by funding from the Department of Training and Workforce Development. The strategy identifies three priority areas for the recruitment and selection; retention and development; and ongoing support of Aboriginal staff in the Institute. In 2010 the Workforce and Organisational Development Committee will have carriage of the strategy and it will be further embedded in Institute recruitment, selection, professional development and review processes.

Strategies for Retention of Staff

The implementation of the new Western Australian TAFE Lecturers' General Agreement 2008 has provided the Institute with increased flexibility to support innovative and responsive approaches to business. Lecturers at the Institute have responded positively to the provisions of the new agreement and approx 50% of lecturers have opted for the new Flexible Hours Arrangement.

The Institute's Wellness Program was successfully introduced during 2008 and further developed in 2009 with activities undertaken including a team building event held just prior to the commencement of delivery in January, lunchtime lifestyle and fitness classes, ergonomic assessments, blood donation drive, beyond blue day and the development of a staff room. The Institute continued to support public health initiatives such as free flu and H1N1 vaccines and to provide updated information regarding these to staff.

Durack provides Service Awards to staff recognising the length of service of staff members every five years through the presentation of a service certificate and a small gift from the Institute. Through this initiative staff are thanked for their service to the Institute throughout their employment, rather than just at the cessation.

The Institute continued to support enhanced career paths for lecturing staff through the Certificate IV and Diploma in Training and Assessment and the introduction of the Associate Degree in Vocational Education and Training. More than thirty lecturers have now completed or progressed towards their Diploma or Associate Degree.

Professional Development

Durack Institute of Technology is committed to developing a workforce with the skills required to respond effectively to the changing nature of the VET environment. A significant budget is allocated to staff professional development and managed by the Workforce and Organisational Development Committee. The Committee develops an annual training plan aligned to the Institute's strategic priorities as well as the

STQC priorities for lecturer skills development. The Committee coordinates a monthly training calendar, oversees Professional Development days and reviews individual staff applications for training. Through these initiatives opportunities are provided for non teaching staff and lecturers to address priority skills development needs and to enhance their own career development pathways.

Major professional development initiatives during 2009 included:

- Two dedicated days of professional development during July. A range of different sessions were available to staff presented by internal and external presenters. Topics addressed key academic issues such as managing student behaviour; increasing training and assessment in the workplace; RPL; and approaches to inclusivity. The delivery of support services was addressed in training such as advanced customer service skills and duty of care for minors. Institute staff from all campuses attended the two day event including a number of casual staff
- Learn@Lunch sessions continued throughout 2009 utilising internal and external presenters showcasing best practice strategies, ideas and products. These sessions included topics such as Duty of Care for Minors, mental health issues, Instructional Intelligence, e-learning innovations, and Recognition of Prior Learning.
- Three whole-of Institute professional development programs were implemented in 2009. These were:
 - Recognising and Responding to Bullying in the Workplace – awareness raising for all staff and specific sessions for managers and supervisors to develop knowledge and skills in relation to understanding obligations and recognising and dealing with bullying in the workplace.
 - Occupational Safety and Health for managers training – provided to managers and supervisors to update knowledge of the OSH Act; responsibilities of managers in relation to OSH and to outline good practice in promoting a safe workplace.
 - Introduction of online modules for training in Accountable and Ethical Decision Making, to be provided to all staff. The majority of staff will complete this program in 2010.
- A number of e-learning developments occurred supported by E-Innovation, STCQ and Institute funding. Staff developed skills and undertook projects in industry areas including Teacher's Assistant; Hairdressing; Split Systems air conditioning. The further development and marketing of online products and e-learning options for students has been identified as a priority for 2010.
- Lecturing staff participated in industry specific professional development activities to maintain vocational competence
- Staff presented sessions at the annual Training Forum in Perth showcasing e-learning innovations and a model to mentor VET for School students undertaking the Diploma in Nursing

Training and Assessment Qualifications

Durack Institute of Technology continued to strongly support lecturers working towards their Certificate IV in Training and Assessment qualification and has explored a range of delivery methodologies in our approach to the delivery for staff. The Institute has adopted a number of initiatives to ensure a smooth transition into the VET environment for new lecturing staff and is strongly committed to supporting and mentoring staff as they develop lecturing skills.

A number of staff have also achieved the Diploma of Training and Assessment and in 2009 the Institute introduced a pathway to the Graduate Certificate and Associate Degree in Vocational Education and Training delivered in partnership with Charles Sturt University.

Building Diversity

The application of the principles of Equal Opportunity is seen as an important part of Institute processes. This is reflected through the attitudes of the employees at Durack and a workplace that is free from harassment or discrimination.

The Institute ensures all staff are aware of and are provided with comprehensive information relating to Equal Opportunity through formal induction sessions for new staff, formal training sessions, presentations at team meetings and awareness raising sessions on staff development days.

In 2009 the Institute submitted a revised Equity and Diversity Management 2010-2012 Plan with revised targets. The employment of Aboriginal people remains a priority area for the Institute and although the Institute has consistently reported staffing levels higher than the Public Sector average, the proportion of Aboriginal people in the Central West region is markedly higher than the state average. This is seen as an opportunity for a workforce that reflects the community representation and also its client profile. Achievements against the plan during 2009 included:

- Staff training to improve knowledge of diversity included cross cultural training provided by the Indigenous Training Services team for new staff and during Professional Development days and disability awareness professional development sessions.
- Conducted information sessions for teams on the relevant policies, equal employment opportunity, unwelcome behaviours and grievance procedures;
- Continued to include equity and diversity in job description forms as they were reviewed;
- Reported "How do We Compare" achievement of EEO statistics to Corporate Executive; and published achievements on the Institute staff intranet;

Achievement of Staff Equity and Diversity Statistics in 2009 is represented in the following table:

% Representation	2008	2009 Achieved	2009 Objective (Target)
Equity Index for Women	73.8	59.8	78
% Women Tiers 2 & 3	51.5%	33.6%	50%
% Indigenous Australians	5.4%	4.5%	5.5%
% People with Disabilities	1.5%	1.4%	2.2%
% People from Culturally Diverse Backgrounds	4.4%	4.8%	4.4%
%Youth (< 25 years)	5.5%	2.2%	6.5%

SD6 Seek Opportunities to Increase Revenue and Decrease Costs

The Institute operates in a competitive training environment and is committed to diversifying its revenue streams and operating efficiently. Any profits generated through Institute activities are reinvested into the provision of high quality services to all clients throughout the Central West region.

Institute priorities for this direction are:

- Proactively seek a diverse range of profitable revenue streams.
- Undertake initiatives to increase efficiency of Institute services whilst maintaining quality and client satisfaction. Initiatives may include analysing delivery options to ensure effective use of resources, review of courses and student numbers, investigating alternative resourcing for delivery modes.
- Capture and develop opportunities to diversify core business, where this will lead to viable and successful outcomes.
- Develop whole of Institute approach to achieving targets, increasing commercial opportunities and expending funds through professional development activities.
- Develop appropriate mechanisms for measuring and communicating all financial targets and performance.
- Seek ways to decrease costs through energy and water savings and new, sustainable ways of working (also see 5.8)

The following provides information regarding the Institute's achievements against these priorities during 2009. Institute achievement against this direction contributes to Government Goals relating to Financial and Economic Responsibility; Social and Environmental Responsibility.

In 2009 the Institute undertook an extensive review of the processes for business development that included the identification and actions to develop new areas of training delivery opportunity including new industry areas; new delivery products or services; and new markets or client groups. The review was undertaken to ensure the organisational structure and allocation of resources will effectively support business development in the future.

Changes were made to the organisational structure and a new process for the development of business plans (called Development and Reporting Plans) for all training delivery and non teaching portfolios will be introduced in 2010. The Institute recognises the need to position the organisation to meet the challenges of the increasingly competitive training market and to respond effectively to industry training needs and sees the new processes for business development as a cornerstone in establishing the structure and processes necessary to enable this.

A more comprehensive financial reporting process was introduced in 2009 where the senior staff that comprise the Leadership Development Network (LDN) were more involved in and more aware of the budgeting and financial management processes of the Institute. Regular meetings were held and reports on the financial management of the Institute were provided to the LDN throughout the year. This contributed to an increased level of understanding and knowledge amongst this group and provided a forum for new ideas and input.

The Institute undertook a number of measures to increase staff awareness and improve performance in reducing energy usage, water usage and waste within the organisation. These included:

- Continuing the campaign to encourage staff to turn off lights and air conditioning when leaving their offices; installing energy efficient lighting and other devices resulted in a 4.33% decrease in energy usage in 2008/09 from the previous period.
- The Institute achieved a significant decrease of 24% in water usage in 2008/09 mainly due to the replacement of lawn areas with plants that require less water or with gravel or paving and the installation of sub-surface irrigation. Areas were carefully selected so as to avoid any adverse impact on student amenities and public areas within the campus.
- A savings in paper usage of around 9.5% was achieved in the second half of 2009 on the same time in the previous year, due simply to a campaign to remind staff to “think before you print”.
- A range of projects using Better TAFE Facilities funding is planned for 2010 for Renewable Water and Energy initiatives totally \$440,000. The expected savings in water and energy costs will be around \$45,000 per year however the projects will also provide important training infrastructure. Initiatives include installation of solar panels, a wind turbine and collection and treatment of run-off water for use on the gardens.

SD7 Assist Clients to Transition to Employment

Durack Institute of Technology will expand its services to clients to include advice and assistance in undertaking training and assessment that leads to employment outcomes and assist in the transition to employment. The Institute will increase its capacity in this area through partnerships and collaboration with other appropriate stakeholders.

Institute priorities for this direction are to:

- Undertake trend analysis to identify employment opportunities or partnerships with current providers to assist people to make choices about future employment, and therefore training.
- Implement “One Stop Shop” concept by enhancing services offered through ‘Job Ready Centre’ to include services such as career guidance, RPL information and referrals, information about other service providers and exploration of individual training plans.
- Develop pathways for youth, clients looking to re-enter the workforce or those looking to up skill for alternate employment through the development of Individual Training Plans.

- Investigate implications of changes to CDEP funding for Aboriginal clients and respond to impact on training and employment services.
- Investigate provision of employment services with a view to diversifying services offered to clients and gaining synergy between training and employment outcomes.
- Develop initiatives to provide employers with more information about the skills acquired by graduates.
- Use industry and partnership contact to “leverage” employment opportunities for Aboriginal graduates

The following provides information regarding the Institute’s achievements against these priorities during 2009. Institute achievement against this direction contributes to Government Goals relating to Outcomes Based Service Delivery; and Focus on the Regions.

Durack Institute of Technology has recognised the need to work closely with other service providers whose roles include training and employment related services. In this regard the Institute made contact and met with all Job Services Australia providers following the announcement of the new arrangement in July 2009. The Institute works with a total of five JSA’s who service various areas of the Central West region. Under the new federal Job Services Arrangements the role of the CDEP’s has also changed and the Institute has been working closely with the four CDEP providers who continue to operate in the remote parts of the region. These working relationships are a vital component of the Institute’s approach to training for Aboriginal people and ensuring that the scarce resources available in remote locations for training and economic development for Aboriginal people are used effectively and are not duplicated.

In 2009 the Institute partnered with Geraldton JSA Skillhire to provide a training program for long term unemployed Aboriginal people that included a combination of work readiness and industry specific training. The program was designed to “re-introduce” the JSA clients to training and employment possibilities.

In Mullewa the Institute has a long record of working with the Midwest Employment and Economic Development Aboriginal Corporation (MEEDAC) on a number of training programs, particularly in the Horticulture industry area. This continued in 2009 with training provided in Construction and Visual Arts and a larger project planned for 2010 in Aquaponics. The Aquaponics project will make use of horticulture facilities owned by MEEDAC that were originally developed through a training program provided by the Institute a number of years ago.

The Institute is a partner in the Pathways to Employment project that is one of the key projects within the Wiluna Regional Partnership Agreement (RPA). Discussions were held with the three JSA’s servicing the Wiluna community to determine priorities for training for unemployed people in Wiluna. The highest priority identified was driver training and gaining, or re-gaining, drivers licenses, which is identified by community people and employers as the biggest barrier to employment in the region. In 2010 Durack Institute will auspice an application for funding from the Indigenous Training Support program on behalf of the RPA to support a community wide approach to driver training and licenses.

Career advice and information remained a priority for the Institute in 2009. The Client Services team coordinated a range of services aimed at informing potential students, parents and agencies such as schools about careers, training and the employment market. Initiatives included:

- Community and Careers Expo attended by approx 2000 people.
- Displays at other community events and shows
- Information talks to schools, parent groups, agencies and other services providers such as Disability Services Commission
- Ongoing services through the JobReady Centre, providing training in employability skills and specific training in areas such as job seeking, preparation of applications and CV’s, preparation for interviews etc.

- The project conducted for Geraldton fishermen, “Alternative Employment Opportunities” also provides a model for engagement of workers in other industry areas who may have been displaced from their jobs due to changes in their industry or other economic factors and require advice and assistance as to their training and future career option.

SIGNIFICANT ISSUES AND TRENDS

Current and Emerging Issues and Trends

Durack Institute of Technology has identified a range of issues and trends impacting on the development of VET delivery in the Central West region. The region’s economy has traditionally relied upon agriculture, mining, fishing and horticultural industries however in the past few years the development of the mining sector, particularly in the Midwest and Murchison has been rapid and extensive. The region is on the verge of significant growth and development, particularly in the mining sector. Whilst there have been some delays in the commencement dates for some projects overall the region has not experienced the downturn seen in some other regions. The demand for skilled workers remains quite strong and to this point the Institute has not experienced any decline in apprentice training numbers.

The region’s population is centred round the city of Geraldton and the major centres of Carnarvon, Exmouth and the Murchison town of Meekatharra. Approx 10% of the population of the Midwest and 16% of the Gascoyne are Aboriginal and Torres Strait Islander peoples. The age profile of the region indicates an aging population, which presents issues for future workforce development. The City of Geraldton/Greenough however is predicting its population will grow to around 70,000 - 80,000 by 2020 in response to the demands of the rapidly expanding mining sector and the Oakajee Port, Rail and Industrial Estate. If this growth occurs there will be significant demands on infrastructure and services including training delivery.

The unemployment rates in the region have remained relatively low with 3.9% unemployment reported in the Midwest (as at Dec 08) and 3.1% unemployment in the Gascoyne. These figures are likely to be significantly higher however in remote areas, for Aboriginal people and youth. Like much of WA, many small regional towns have experienced a drain of population towards the major centres and a consequent loss of services to these towns has occurred. This also contributes to fewer employment opportunities locally.

The anticipated mining developments in the region along with growth in industry areas such as community services, aged care and in some trades within building and construction has created an expectation of increased employment opportunities in the region. The Institute’s challenge is to address the training requirements of local people in a timely way to ensure they have access to the necessary skills required to secure the new jobs that these developments will offer.

In addition to developments in the mining sector other planned regional projects of significance include major infrastructure projects, including construction of the Oakajee Port and Rail project; construction projects; land development; and the exciting Australian Square Kilometre Array telescope project.

Most significant issues and trends likely to impact the Institute are outlined below.

Training Delivery Capacity

At this point the Institute is still experiencing ongoing pressure on training delivery in areas of apprenticeship delivery in traditional and emerging trade areas including metals, automotive, building and construction and electrical trades. Since 2008 apprentice numbers have remained steady in all areas with some demand from industry for local delivery in new apprenticeship areas not currently serviced by the

Institute, such as plumbing, which was re-instated in 2009. The level of demand has resulted in the Institute's capacity to deliver remaining tight. Demand for pre-apprenticeship programs and from schools wanting trades related training also remains high and has further stretched capacity.

In 2009 the Institute also experienced a significant increase in enrolments in institutional based training and this trend is likely to continue and probably increase in 2010.

These areas include Community Services; Children's Services; Business; access programs such as New Opportunities for Women (NOW) and some Computing programs. The Institute's capacity to service this demand through publically funded training (profile) is also being stretched.

Institute Response

The construction in 2010 of the Adaptable Trade Skills Workshop will address some of the capacity issues in the trade's areas. This facility will accommodate a range of trade related training, beginning with the reinstatement of training in plumbing.

The Institute is consulting with local and regional high schools to discuss plans for Trades Training Centres in Schools. The Institute is seeking to work closely with schools to maximise the availability of facilities in the region and to avoid duplication of resources and facilities.

The construction of the Wiluna campus and some equipment upgrades at the Carnarvon campus will increase the Institute's capacity to support delivery in regional locations. The availability of the Mobile Indigenous Trades Training Unit, a prime mover, trailer and range of training equipment and plant also provides additional trades training capacity for delivery to Aboriginal people in regional and remote locations.

The Institute is seeking to expand the delivery of commercial and fee for service programs as a way of addressing demand that cannot be accommodated within the publically funded profile however there are some clients groups for whom the fee for service model is not appropriate.

Increasing the Proportion of Training Delivered Flexibly

Durack Institute of Technology has increased the proportion of training delivered flexibly and in the workplace from 17% in 2008 to 23% in 2009 and seeks to increase this to the target outlined in *Training WA* of 40% by 2012. Increasing demand from industry for more responsive, workplace orientated training delivery will present challenges as lecturers and other staff are required to move out of the traditional classroom based delivery modes and into more flexible workplace delivery and assessment methodologies. On-site delivery that is workplace specific, timely and delivered in ways that suit industry requires lecturers to learn new delivery and assessment skills and to work in different ways. Demand for Recognition of Prior Learning; changes to the apprenticeship training system that enable apprenticeships to be tailored to the client; online and e-learning options; and demand for industry "skills set" rather than full qualifications are examples of the changing delivery methodologies the Institute must move towards. Challenges presented by this include:

- Skills and professional development for staff to move to new delivery methodologies.
- Flexibility in funding and industrial relations arrangements to allow for a variety of approaches to delivery and assessment. and
- Availability of the appropriate "tools" for contemporary lecturers, eg information technology resources and infrastructure to enable on-site and remote delivery and assessment.

Institute Response

The Institute has recognised the need for professional development and has utilised STQC and other professional development funding to involve lecturers in action learning projects aimed at increasing the necessary skills to use new approaches to delivery and assessment, including RPL and workplace delivery.

Through consultation with industry more delivery and assessment is occurring in the workplace. The increases in workplace delivery and RPL will continue as a priority for 2010, particularly as people move

around within the labour market in response to the expanding job opportunities in the Midwest and northern part of the state.

The Institute has conducted pilots and projects relating to the use of new technologies to support on-site and remote delivery and assessment and is currently considering a far reaching Technology Roadmap to ensure the availability of IT infrastructure to support new delivery methods.

Attraction and Retention of Students

In 2009 the Institute responded to the issues raised in the report presented by the Office of the Auditor General in late 2008 which raised concerns about the attraction of students into vocational education and training programs in Western Australia, particularly in certain industry areas and at higher AQF levels. The rate of successful completions of students in training and the availability of strategies to retain student in programs were also raised as issues. A working group was formed within the Institute to formulate a response to the issues raised. Since the OAG report Durack Institute of Technology has experienced a significant increase in institutional based enrolments, including an increase in enrolments at the higher AQF levels. However retention and completion rates remain an issue.

Institute Response

The Institute will continue to work with relevant staff within the organisation and across the training sector to identify and develop strategies to address retention of students and the rate of successful completions. Issues to be addressed in an action plan include:

- Improved data collection and analysis methods, in particular collection of more information about students' "motivation for enrolment"
- Identification of possible barriers at the organisational level that impact on retention and/or completion. Identification also of examples of best practice that can be shared across the organisation.
- Investigation of the use of ASRI to support use of individual student study plans to map and track student progress in a course
- Build on existing and implement new student support strategies to encourage participation, attendance and completion of training, particularly for client groups and individuals identified as "at risk" of leaving training

Looking Ahead - Major Initiatives in 2010

Major initiatives planned for 2010 as highlighted throughout this report include:

- Research and development of new qualifications and modes of delivery to reshape the Institute's training profile and delivery methodologies
- Increased collaborative, jointly funded, flexible and innovative training programs with industry and community
- Improved lecturer skills and increased delivery in workplace delivery and assessment, Recognition of Prior Learning, online and e-learning
- Opening and commencement of operation of the Wiluna Campus
- Construction of the Adaptable Trades Skills Workshop
- Ongoing monitoring and refinement of the revised Institute Governance Structure including developing processes for monitoring of organisational performance
- Development of a new Durack Institute of Technology Site Master Plan
- Consideration and implementation of the Technology Roadmap
- Sustainability projects including water harvesting, installation of solar panels and a wind turbine to reduce electricity supply/costs

DISCLOSURES AND LEGAL COMPLIANCE

Other Financial Disclosures

Pricing Policy

Durack Institute of Technology adheres to the Department of Training and Workforce Development's Fee Policy for all non commercial enrolments. All commercial enrolments are charged out after a full costing is completed by the Institute under the costing template in line with the States Competitive Neutrality Policy.

Capital Works

Wiluna Campus

The \$3m Wiluna Training Centre project funded by the Department of Training and Workforce Development (DTWD) and the Commonwealth Government, has been constructed to the West of the existing Wiluna Remote Community School in Mudjon Street, Wiluna approximately 740kms East of Geraldton. The centre will open as Wiluna Campus of Durack Institute of Technology and is due to open in early 2010 and has been completed on budget. Facilities consist of:

- Trade Skills Workshop (360m²) with associated plant and equipment
- Multipurpose classroom
- IT classroom with 9 workstations and PC's
- Administration area including a Reception, Manager's office and staff area, and
- Ablution facilities.

Adaptable Trade Skills Workshop

The Department of Training and Workforce Development (DTWD) have provided \$1.8 million to construct an Adaptable Trade Skills Workshop (S Block) at the Geraldton Campus. Construction will commence in 2010. The workshop will cater for students undertaking Plumbing and Gas Fitting (all stages), Refrigeration and Air-Conditioning and an overflow of entry level students from other trades areas. The workshop is proposed to be constructed at the eastern end of the campus, utilising the level land next to the Horticulture and Land Management Workshops and Sheds. The workshop is to be constructed at a height, to include second storey mezzanine flooring (for plumbing delivery), two delivery classrooms, storage areas and a fully enclosed area to house the MITTU Prime Mover, Trailer, Caravan, Bobcat and Excavator. The proposed floor area will be approximately 900m².

Construction on the workshop is due to commence in April 2010 for completion by the end of 2010.

Employment and Industrial Relations

Durack Institute of Technology employs staff in lecturing and non lecturing roles, including administration and support, plus diverse roles such as canteen and childcare. The Institute is one of the largest employers in the region with an average of 182.13 full time equivalent staff employed during 2009.

The average number of full time equivalents (excluding casuals) employed at each Campus over the period was as follows:

Campus	2008	2009
Geraldton	167.05	169.45
Carnarvon	12.01	10.80
Exmouth	1.50	1.88
TOTAL	180.56	182.13

Durack Institute of Technology is committed to developing a workforce with the skills required to respond effectively to the changing nature of the VET environment. A significant budget is allocated to staff professional development, managed by Human Resources and Principal Lecturers, overseen by the Workforce and Organisational Development Committee. The Committee ensures development of annual training plans, a monthly training calendar, coordination of professional development days, and reviews of individual staff applications for training. The Institute has a range of staffing policies including policies for recruitment to ensure compliance with Standards in Human Resource Management. Training has also been provided to staff on recruitment and selection processes and use of the RAMS systems for online recruitment management.

No major industrial relations issues are reportable for the period.

Governance Disclosures

Durack Institute of Technology has no information to disclose in this area for the 2009 period.

Other Legal Requirements

Electoral Act 1907

Western Australian Electoral Act 1907 (Section 175ZE)- Disclosure of Gifts and Other Expenditure

Class Of Expenditure Agency Name	Advertising Agencies Expenditure in 2009
Nil	\$0.00
Total	\$0.00

Class Of Expenditure Agency Name	Market Research Organisations Expenditure in 2009
Nil	Nil
Total	\$0.00

Class Of Expenditure Agency Name	Polling Organisations Expenditure in 2009
Nil	Nil
Total	\$0.00

Class Of Expenditure Agency Name	Direct Mail Organisations Expenditure in 2009
Nil	Nil
Total	\$0.00

Class Of Expenditure Agency Name	Media Advertising Organisations Expenditure in 2009
Albany Advertiser	\$8,713.77
Dongara Local Newspaper	\$27.27
Dragon Fly Media	\$659.00
Exmouth Shire	\$18.18
Geraldton Newspapers	\$32,055.98

Golden West Network	\$1,481.00
Merredin Mercury	\$4,002.76
Midwest Chamber	\$127.28
Midwest Times	\$15,835.81
Mitchell and Partners	\$30,408.65
Northampton Community News	\$30.00
Printforce Aust	\$219.09
Redwave	\$1,050.00
Smith and Brown	\$750.00
Yamaji News	\$2,297.54
Total	\$97,676.33

Disability Access and Inclusion Plan Outcomes

There have been limited opportunities for people with disabilities to access training and employment generally in the region. This has been evidenced by the participation rates in both vocational education and training and the workforce. Durack Institute of Technology has taken steps to address the issue of access to appropriate training programs with the development of several opportunities in 2009 however there remains a significant community need for people with a disability to be engaged in purposeful training that assists them to achieve their aspirations. Governments, the community and, increasingly, industry themselves are recognising the value in utilising the talents and abilities of all members of the community. The diverse contributions that can be made by all individuals, including individuals with a disability, benefit industry and enterprises and contribute to stronger communities.

Whilst all staff are responsible for providing a learning program and environment that facilitates participation for all students, Durack also employs a Disability Liaison Officer who provides a point of contact for students, disability service agencies and staff and advises staff on appropriate support strategies to assist students with disabilities.

During 2009 the Institute continued to progress its *Disability Access and Inclusion Plan* and commenced a review and update of the Plan which will be completed in 2010. The Institute's plan is based on consultation with service providers and with people with disabilities, carers and parents. Ongoing feedback on the Institute's plan is being sourced through publication of the document on the Institute website with a link provided for comments. Feedback on the effectiveness of training programs is sought directly from participants and when appropriate from parents or carers.

Many of the tasks indicated in the Access and Inclusion Plan are undertaken on an ongoing or continuous basis. For example, tasks such as ensuring learning and assessment materials are provided in accessible formats is an aspect of planning for training delivery undertaken by all lecturers; and ensuring the availability of sufficient ACROD marked bays and monitoring their use is done on an ongoing basis by Physical Resources staff.

Specific actions taken in 2009 against the six outcomes of the Disability Access & Inclusion Plan are provided below.

Outcome 1: People with disabilities have the same opportunities as other people to access the services of, and any events organised, by Durack Institute of Technology.

- In 2009 the Institute enrolled students in Certificate I in Pathways (Manufacturing) in the visual arts area, which allowed students with disabilities to participate in a mainstream group but be assessed at a more appropriate level. The Disability Liaison Officer worked with staff in the area to set up and monitor the strategy on an ongoing basis.
- Liaised with local service providers to improve awareness and processes for open days and specific enrolment periods in first and second semesters.
- There is ongoing promotion of training opportunities by the Disability Liaison Officer (DLO) who works closely with local service providers. In response to community feedback the Institute will begin delivery of Certificate I in Animal Studies (Equine) in 2010, specifically for people with

disabilities. The DLO has a wide ranging professional network ensuring access to a range of information and stakeholders. Networks include:

- Member of Independent Disability Advocacy Service (IDAS) Network group
- Member of Geraldton Transition Pathways group for students with disabilities transitioning from High School. Successful grant winners of Schools First grant to run Big Plan training and program in Geraldton.
- Member of Post-secondary Education Disability Network(PSEDN)
- DLO presented at 'employment and education pathways for students with a disability' workshop held at Nagle College
- Regular visits, contact, consultation and cooperation with Disabilities Services Commission
- DLO makes regular contact with National Disability Co-ordination Officer (NDCO)
- Regular contact with Perth Community Home Care and Midwest Community Living Association and ACTIV
- Member of International Day of People with Disability Geraldton Committee.
- DLO recruited disability agencies to participate in Community Careers and Training Expo.
- Through liaison with local service providers continually raising profile of courses and emphasising the Institute's ability to make modifications and be flexible. An example of this flexibility was seen in the support provided to a student with hearing impairment in the Certificate II Animal Studies in semester one. The Institute provided an AUSLAN interpreter to support the student during all her class time, much of which was spent in the field. The Institute also made use of innovative voice recognition software to allow the student to read lecturer's notes transmitted by wireless network from the lecturer's microphone fed computer to the student's notebook computer in real time. This enabled the student to keep pace with others in the program. A vibrating pager system was also used whilst the student was riding or working in the stables ensuring the lecturer could gain the student's attention when required. Assessments were conducted verbally with the assistance of the AUSLAN interpreter.
- Student mentors are provided to a number of programs to assist students to participate and successfully complete training to the best of their ability. In some programs this may mean one to one mentors are provided, in others it may be a mentor who works with the entire group, assisting students as is required. The Institute has developed a small pool of skilled and experienced mentors over the past several years who have provided a significant amount of in classroom support to programs. In 2009 approx 918 hours of mentoring support was provided to a range of students.

Outcome 2: People with disabilities have the same opportunities as other people to access the buildings and other facilities of Durack Institute of Technology.

- Key staff maintain an awareness of Australian standard AS1428 (Part 1 - 4) Design for access and mobility and the Building Code of Australia (BCA) both of these standards have regular email updates and amendments.
- Key staff liaised with contractors to ensure that all works comply with current Australian standards for Disability Access.
- The Institute's student residential facility Pepperell Village provides an accessible student residential unit. This unit was renovated and re-furnished at the end 2009.

Outcome 3: People with disabilities receive information from Durack Institute of Technology in a format that will enable them to access the information as readily as other people.

- Marketing Coordinator advised of alternative format requirements to ensure that all publications carry a notation regarding availability in alternative formats, to improve current publications before reprinting, and to ensure that future publications comply.
- Consulted with eBusiness Coordinator to make Accessible Information guidelines available on the Intranet for staff information. E Business Coordinator is currently undertaking an assessment of the new Durack website to ensure compliance with state government guidelines for websites.
- Learning and Assessment Strategies (LAS) are prepared for all training programs delivered by the Institute. The LAS details necessary adjustments to include the needs of all learners and to make

adjustments to delivery or assessment materials, including such things as providing alternative formats, conducting oral rather than written assessments, and allowing additional time for assessments. In 2009 verbal assessments were used in a number of programs where students' knowledge rather than written literacy skills were the competency being assessed.

- Lecturers in the Visual Arts and Contemporary Crafts area have adapted projects, training resources and materials to suit a variety of abilities.

Outcome 4: People with disabilities receive the same level and quality of service from the staff of Durack Institute of Technology as other people.

- A range of Professional Development activities focussed on strategies for inclusivity and on generally raising staff awareness of the things that everyone can do to promote a more inclusive learning environment were provided throughout 2009. Regular training is also provided to staff through the year with Learn@Lunch sessions and new staff inductions. Ongoing professional development is seen as a key to improving service levels for people with disabilities. Activities in 2009 included:
 - Mental Health first aid training program
 - Disability rights and services for staff Learn@Lunch session
 - *You, Me and Inclusivity* resource officially launched. YMI provides information about different disabilities and how to support clients with these disabilities in an education and training environment. It provides some practical suggestions to support practitioners in their training delivery as well as highlighting appropriate resources and providing links to useful websites.
 - Learning Disability workshop
 - In addition the Disability Liaison Officer attended a number of professional development activities including workshops and conferences to ensure the Institute has access to up to the minute skills and knowledge through this officer.
- Feedback is sought from clients and family members through local disability service providers to gather information about Durack service standards.
- Learner Questionnaires are provided to students in all programs as an opportunity to provide direct feedback in relation to delivery and support for students during their study.

Outcome 5: People with disabilities have the same opportunities as other people to make complaints to Durack Institute of Technology.

- The Institute continues to review its complaints management process and to make changes to policies and procedures to streamline the processes involved.
- Promoted awareness of the complaints management process to staff
- Promoted accessible complaint mechanisms to clients. The student induction program includes information to students on how to make a complaint about Institute services or performance.
- Consulted with eBusiness Coordinator to make Accessible Information guidelines available on the Intranet for staff. Feedback link is available on the Institute's website.
- Provided additional awareness raising to staff as part of new staff inductions and professional development sessions.
- A number of minor complaints were received and resolved informally during 2009. No formal complaints regarding disability services were received in 2009.

Outcome 6: People with disabilities have the same opportunities as other people to participate in any public consultation by Durack Institute of Technology.

- The Disability Access and Inclusion Plan is available on the Institute's website with a link to provide feedback. The plan will be reviewed and updated in 2010 and input from key stakeholders will be sought.
- Disability Services providers and clients are involved in consultation processes, for example in planning and implementing the Animal Studies program for 2010.

- Ongoing promotion of awareness through publications and through the student induction program.
- The Institute uses client feedback from a variety of sources such as the Student Satisfaction Survey, Graduate Outcomes Survey and the Learner Questionnaire to evaluate performance in relation to disability services.

Compliance with Public Sector Standards and Ethical Codes

The Public Sector Standards in Human Resource Management, The Public Sector Standards, Code of Ethics and the Durack Institute of Technology Staff Code of Conduct form an integral part of Institute operations. The Institute is committed to ensuring compliance and best practice in all aspects of these standards and ethical codes. The Institute ensures staff awareness of these codes through the induction of new staff and encouraging discussion and communication between current and new staff at team meetings and open forums. Specific initiatives undertaken during 2009 included:

- Human Resources staff visited all team meetings to present information about the training modules in Accountable and Ethical Decision Making
- Recruitment, selection and candidate management training provided for managers and other staff involved in recruitment processes
- Conducted attraction and retention workshops incorporating standards compliance
- Promoted Code of Conduct, Code of Ethics, Public Interest Disclosure to staff and improved accessibility to information on Institute intranet.

The current policies and procedures relating to the Public Sector Standards in Human Resource Management can be easily accessed by all staff through the internal intranet or via communication with their supervisor or Human Resources Section.

There were no requests for review against any of the Standards in Human Resource Management during the reporting period.

Recordkeeping Plan

Durack Institute of Technology uses TRIM Context 6.2, as its software management program for recordkeeping. The Institute moved to TRIM Context in April 2008 in alignment with other State Government agencies. This records software management program enables compliance with sections 12 and 61 of the *State Records Act 2000* in which the State Records Commission requires each government agency to have an approved recordkeeping plan.

The Recordkeeping Plan sets out compliance issues regarding proper and adequate records, policies and procedures, language control, preservation, retention and disposal, compliance and outsourced functions. This plan is reviewed at each TAFEWA Records Managers quarterly meeting and is scheduled for resubmission in October 2011.

The following provides key activities and outcomes achieved at Durack against the four key areas.

Area one: The efficiency and effectiveness of the agency's recordkeeping systems is evaluated not less than once every five years.

The efficiency and effectiveness of the recordkeeping system at Durack Institute of Technology is reviewed and evaluated annually during development of the records section operational plan where tasks are identified and action plans are created. It is also reviewed on a smaller scale at each weekly records team meeting and action plans are reported on.

In November 2009 an external audit was carried out by 2020 Global. Their objectives were as follows:

- Verify the efficiency and effectiveness of control mechanisms which should ensure compliance with established policies and procedures in the areas included under the scope of the audit.
- Consider the Institute's performance against relevant benchmarks in the areas reviewed.
- Identify and recommend areas where improvements could possibly be made to the control environment

Their report included the following comments:

“Records Management Systems were found to be operating effectively with a high level of pro-active management. Records Management staff remains focused on the eventual implementation of the DET TRIM and also remain actively engaged in the implementation of this TAFE wide initiative.”

Area Two: The agency conducts a recordkeeping training program

An intensive training program was carried out during 2009 with records awareness and induction training being held on a regular basis. During this time more than 50 staff members attended the records awareness and induction training. Feedback from these sessions was utilised to evaluate the effectiveness of the training and to identify opportunities for improvement.

Training was presented by the Senior Records Officer and included:

- Records management
- File management
- Mail management
- Archive Management
- Context Familiarisation
- TRIM Context Administrator
- TRIM Context Power User
- Thesaurus
- Classification systems

As the Institute has a paper saving strategy participants were directed to information delivery via the records page on the Institute intranet. Training was delivered to all levels of staff and was delivered to staff from Geraldton and Carnarvon campuses which resulted in an overall improvement in the uptake and correct usage of the records system.

All non teaching staff and a number of training delivery staff have been trained in the use of TRIM Context to the point where staff are now able to create their own files and register their own correspondence. We are currently in the process of extending this training to the remaining training delivery staff. To ensure we continue to meet compliance and consistency Records staff audit the TRIM system on a daily basis.

The Records Awareness Training (RAT) has been commenced and is now included as part of the Records Induction.

Area Three: The efficiency and effectiveness of the recordkeeping training program is reviewed from time to time

Training is reviewed after each training session and an overall review is made on an annual basis. Amendments are made when and where required.

Area Four: The agency's induction program addresses employees' roles and responsibilities in regard to their compliance with the agency's recordkeeping plan

Durack Institute of Technology has a formalised induction program for new staff which includes a records management induction. This session not only addresses employee's roles and responsibilities with regards to compliance, it also addresses other issues such as correct mail management, file management, archival management and overall records management.

Occupational Health & Safety

Durack Institute of Technology is committed to Occupation Safety and Health and Injury Management through:

- Providing and maintaining a working environment that is safe and healthy for all employees and students.
- Conforming to statutory requirements relating to Occupational Safety and Health.
- Maintaining systems and services for the management of all aspects of Occupational Safety and Health.

- Ensuring that regular inspections of the workplace are carried out to endeavour to identify hazards and potential risks to employee's health and safety.
- Endeavouring to provide workplaces, machinery, equipment and work processes for employees and students that are safe and without risk to personal health.
- Providing employees and students with adequate instruction in safe working procedures and inform them of any hazards associated with the tasks they perform.
- Ensuring that all chemical, physical and biological substances and agents are stored, used and disposed of in a manner that poses no known risks to employees and students.
- Where it is not practicable to remove hazards, make provision for adequate protective equipment to prevent risks of accidents or adverse effects on health for all employees and students.
- Providing adequate procedures to deal with emergencies and accidents, including first aid arrangements.
- Regularly reviewing the Occupational Safety and Health programs so that amendments are made to enhance OSH within the Institute.

The Institute has an established Occupational Safety and Health Committee which, under its Terms of Reference, is responsible for the following:

- Through consultation, ensuring that the Institute community is aware of and able to adhere to all Occupational Safety and Health requirements.
- Undertaking regular workplace inspections to ensure compliance and proper standards.
- Monitoring and reviewing the implementation of changes undertaken to improve health and safety.
- Reporting and making recommendations to the Institute Corporate Executive and the Managing Director regarding OSH matters.

Durack Institute of Technology OSH Committee has representation from a large cross section of work areas throughout the Institute. Within its Terms of Reference, the OSH Committee is required to meet ten times per calendar year. The OSH Committee has a consultative and collaborative approach to meet its outcomes and objectives.

The Institute is committed to providing injury management support to all workers who sustain a work related injury or illness, with a focus on safe and early return to meaningful work and in accordance with the Workers Compensation and Injury Management Act 1981.

The following table summarises OSH and Injury Management Performance for 2008/09

Number of Fatalities	Zero (0)
Lost time injuries/diseases (LTI/D) incidence rate	0.93
Lost time injury severity rate	Zero (0)
Percentage of injured workers returned to work within 28 weeks	100%
Percentage of managers trained in occupational safety, health and injury management responsibilities	65%

The Institute will also implement a number of new initiatives throughout 2010. These include

- Providing new and ongoing training for staff in the areas of OSH for Managers; Workplace Investigation; Customer Aggression; Workplace Bullying for Managers Training; Bullying Awareness; Robbery Safety; Four Wheel Drive Training; Vehicle Inductions; Senior First Aid Training; Fire

Extinguisher and Fire Warden Training; Manual Handling; OSH Representative Training and Ergonomic Assessments.

- Occupational Safety and Health Key Performance Indicators with specific benchmarks, goals and targets were tracked and reported throughout 2009

Government Policy Requirements

Corruption Prevention

The Durack Institute of Technology Staff Code of Conduct outlines the expectation of staff behaviour regarding Honesty, Integrity, Use of Government Resources, Offer and Acceptance of Gifts, Conflicts of Interest and Ethical Principles and Issues. Staff are provided with this information at the commencement of their employment with the Institute with the emphasis placed on the need for them to be mindful of their obligations as a government employee in relation to these matters. The emphasis of the Code of Conduct is on providing guidance to staff in exercising judgment and accepting personal responsibility for the actions and decisions they make in the workplace. It reminds staff that working as a public sector employee at Durack means acting in the public interest at all times, and demands a high standard of honesty, integrity, fairness and respect.

The Code of Conduct and other relevant documents including the Public Sector Code of Ethics and Public Information Disclosure Guidelines are readily available on the staff Intranet. Policies relating to specific matter such as acceptance of gifts are also available and accessible by all staff on the Intranet.

During 2009 Human Resources staff visited teams to provide information about training in Accountable and Ethical Decision Making. Some staff undertook this training in 2009 and the remainder of staff will do the training in 2010.

Key Performance Indicators

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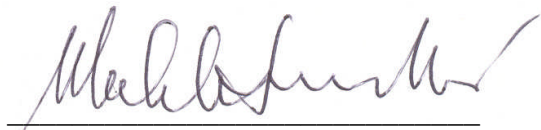
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CERTIFICATION OF KEY PERFORMANCE INDICATORS 2009

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Durack Institute of Technology's (formerly Central West TAFE) performance, and fairly represent the performance of the Durack Institute of Technology for the financial year ended 31 December 2009.



Malcolm Smith
Chairperson, Governing Council
Durack Institute of Technology

23rd February 2010



Bert Beevers
Managing Director
Member, Governing Council
Durack Institute of Technology

23rd February 2010



Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

DURACK INSTITUTE OF TECHNOLOGY FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS FOR THE YEAR ENDED 31 DECEMBER 2009

I have audited the accounts, financial statements, controls and key performance indicators of the Durack Institute of Technology.

The financial statements comprise the Statement of Financial Position as at 31 December 2009, and the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows for the year then ended, a summary of significant accounting policies and other explanatory Notes.

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

Governing Council's Responsibility for the Financial Statements and Key Performance Indicators

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

Summary of my Role

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. Further information on my audit approach is provided in my audit practice statement. This document is available on the OAG website under "How We Audit".

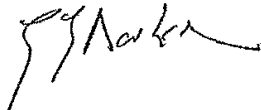
An audit does not guarantee that every amount and disclosure in the financial statements and key performance indicators is error free. The term "reasonable assurance" recognises that an audit does not examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the financial statements and key performance indicators.

Durack Institute of Technology
Financial Statements and Key Performance Indicators for the year ended 31 December 2009

Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the Durack Institute of Technology at 31 December 2009 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions;
- (ii) the controls exercised by the Institute provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (iii) the key performance indicators of the Institute are relevant and appropriate to help users assess the Institute's performance and fairly represent the indicated performance for the year ended 31 December 2009.



GLEN CLARKE
ACTING AUDITOR GENERAL
16 March 2010

DESIRED OUTCOME

“THE PROVISION OF VOCATIONAL EDUCATION AND TRAINING SERVICES TO MEET THE COMMUNITY AND INDUSTRY TRAINING NEEDS WITHIN THE CENTRAL WEST REGION”

Durack Institute of Technology has developed key performance indicators to report performance relating to the effectiveness and efficiency with which the above outcome has been achieved. The Institute uses the indicators in reviewing its performance and in its ongoing commitment to improve its programs and services.

EFFECTIVENESS INDICATORS

The effectiveness indicators measure the achievement of vocational education and training in meeting community and industry needs via student and graduate satisfaction, labour force status of graduates and profile achievement.

1.1 Student Satisfaction

The 2009 WA TAFE Student Satisfaction Survey was administered on the behalf of the Western Australian Department of Training and Workforce Development (DTWD) by Colmar and Brunton. The survey was conducted over the period 31st August – 13th November 2009. The aim of the survey is to gain an understanding of students' training requirements and to measure the quality of the delivery of training and services provided by Durack Institute of Technology. In 2009 the methodology for the survey utilised a mail out of survey forms, the availability of the survey online and Computer Assisted Telephone Interviewing (CATI) to achieve the necessary response rate. At Durack Institute of Technology survey forms were also supplied to Indigenous Training services staff for distribution directly to Indigenous clients.

The sample comprised students who had undertaken training either in the first or second semester of 2009. The total usable population size for the Institute was 1,965, 1,030 individuals were contacted and a total of 292 usable surveys were returned. This represents a response rate of 28%.

The overall student satisfaction rating expresses the number of 'satisfied' and 'very satisfied' respondents. The results provide an overall expression of how satisfied students are with various services provided by the Institute.

Students were asked to respond to the question 'Overall, how satisfied were you with your course?' on a five point scale where one is 'very satisfied' and five is 'very dissatisfied'. Table One shows the proportion of respondents who were either very satisfied or satisfied overall with their course(s).

TABLE ONE : OVERALL STUDENT SATISFACTION RATE

	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Target	2009 Actual
Durack Institute of Technology	89%	89%	91%	90%	90%	89%
Western Australia	85%	86%	87%	85%	NA	86%

Source: Colmar Brunton Student Satisfaction Surveys 2005 - 2009

Note: Standard Error Rate of 1.69% and Confidence Interval of +/- 3.3%.

The percentage of Durack Institute of Technology students who indicated they were "Very satisfied" or "Satisfied" with their course in 2009 was 89%. This result is a slight decrease on previous year figures for the College and the College target but remains slightly higher than that recorded for the State in 2009 (86%).

1.2 Graduate Outcomes

The Social Research Centre conducts the annual Student Outcomes Survey on behalf of the National Centre for Vocational Education and Research (NCVER). The survey targets students who completed recognized vocational training during the previous year and who had an Australian address as their usual address.

Questionnaires were sent to a stratified randomly selected sample of graduates derived to allow reporting at the national and State level annually and institute level on a biennial basis. A total of 477 graduates from Durack Institute of Technology responded to the survey, representing an estimated population of 2,280 and an overall response rate for the survey of 40.3%. This survey is used as the source of data to report the Institute's performance in the areas of graduate satisfaction and graduate employment.

1.2.1 Graduate Satisfaction

Durack Institute of Technology aims to contribute to the development of individuals through the provision of education and training courses that give them skills and knowledge relevant to their employment and personal development needs.

TABLE TWO : GRADUATE SATISFACTION WITH ACHIEVEMENT OF MAIN REASON FOR DOING COURSE

Graduate Satisfaction (Yes and partly)	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Target	2009 Actual
Durack Institute of Technology	84%	NA	91%	87%	90%	92%
Western Australia TAFE Providers	84%	NA	88%	89%	NA	87%
Australia TAFE Providers	85%	NA	87%	87%	NA	86%

Source: Student Outcomes Survey 2009, National Centre for Vocational Education Research (NCVER).

Notes: 1. Confidence Interval of 95% standard error rate of +/- 2.5

2. The Institute is unable to provide data for 2006 as statistically valid Institute level data was not available. NCVER intends to conduct surveys with appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005, during 2008 Durack Institute of Technology elected to pay for a data top up to ensure data availability.

The measure is derived from the proportion of graduates who indicated they had wholly or partly achieved their main reason for doing the course, expressed as a percentage of the representative population.

In 2009 92% of Durack Institute of Technology graduates indicated that they had achieved or partly achieved their main reason for doing the course. This represents an increase for the Institute in comparison to the 2008 result, and is slightly above the Western Australian average of 87% and Australian average of 86%. The Institute result is slightly higher than the target set.

1.2.2 Proportion of Graduates in Employment

The proportion of graduates in employment is a key performance indicator which shows the extent to which the Institute is providing relevant quality training that improves student employability and meets the workforce development requirements of industry.

Graduate labour force status was derived according to the standard definitions of the Australian Bureau of Statistics of employed, unemployed and not in the labour force. The measure of graduates in each category according to the responses to questions concerning their work as at 29th May 2009 is expressed as a percentage of the representative population.

TABLE THREE : GRADUATE EMPLOYMENT AFTER TRAINING

	2005	2006	2007	2008	2009
Employed					
Durack Institute of Technology	73%	NA	88%	84%	80%
Western Australia TAFE	78%	88%	84%	81%	78%
Australia TAFE	79%	86%	81%	80%	77%
Unemployed					
Durack Institute of Technology	10%	NA	4%	4%	7%
Western Australia TAFE	9%	7%	6%	6%	10%
Australia TAFE	10%	10%	9%	10%	11%
Not in Labour Force					
Durack Institute of Technology	17%	NA	7%	12%	13%
Western Australia TAFE	13%	12%	10%	12%	12%
Australia TAFE	11%	10%	10%	10%	11%

Source: Student Outcome Survey, National Centre for Vocational Education Research (NCVER).

Notes: 1. Confidence Interval of 95%, standard error rates for this table in the range +/- 2.5 to +/- 3.7

2. The Institute is unable to provide data for 2006 as statistically valid Institute level data was not available. NCVER intends to conduct surveys with appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005, during 2008 Durack Institute of Technology elected to pay for a data top up to ensure data availability.

3. No targets for this indicator have been set as graduate destination is beyond the influence and control of the College.

80% of Central West TAFE graduates indicated they were employed at the time of the survey (29th May 2009). This represents a slight decrease for the College over the 2008 result, and compares favorably with the Western Australian average of 78% and Australian average of 77%.

7% of Central West TAFE graduates considered themselves unemployed. This is higher than in 2008 but compares favorably with both the state and national average of 10% and 11% respectively. 13% of graduates were “not in the labour force” (people who were neither employed nor actively looking for work) compared to the state and national averages of 12% and 11% respectively.

1.3 Achievement of Profiled Delivery

This performance indicator reports the effectiveness of Durack Institute of Technology in meeting targets in the Delivery and Performance Agreement (DPA), through which the Institute is resourced to deliver training purchased by Government. This purchased delivery took into consideration the needs of the local community, individuals and the workforce development requirements of industry. Through this delivery the Institute was able to assist clients to achieve their desired training outcomes. The diversity of the delivery indicates the extent to which the Institute is contributing to the strategic training needs of the State, as defined in Training WA and the State Training Plan. In addition the Institute contributes additional training delivery effort through the provision of delivery under fee-for-service arrangements.

1.3.1 Achievement of Profiled Delivery by Industry Group

This indicator details the total number of Student Curriculum Hours (SCH) delivered which were funded through the Delivery and Performance Agreement.

TABLE FOUR : ACHIEVEMENT OF 2009 PROFILE BY DEPARTMENT OF TRAINING AND WORKFORCE DEVELOPMENT (FORMERLY DEPARTMENT OF EDUCATION AND TRAINING) INDUSTRY GROUP

WADT Group	2007 Achieved SCH	2008 Achieved SCH	2009 Planned SCH	2009 Achieved SCH	2009 % Achieved
01A Recreation, Sports and Entertainment	6,935	10,860	14,430	12,200	84.55%
01B Visual and Performing Arts	21,600	34,998	30,577	36,237	118.51%
02A Automotive	41,599	51,782	44,036	50,246	114.10%
03A Building and Construction	111,021	91,639	104,269	100,673	96.55%
03B Surveying and Building	11,920	7,220	8,470	11,244	132.75%
04A Community Service Workers	30,865	47,880	37,525	40,685	108.42%
04B Education and Childcare	50,239	49,621	56,160	79,595	141.73%
04C Health	15,372	18,628	24,270	25,090	103.38%
05A Finance Insurance Property Service Workers	228	364	600	1,684	280.67%
06A Food Trades and Processing	4,970	920	4,580	970	21.18%
07A Clothing, Footwear and Soft Furnish.	5,450	2,975	3,800	675	17.76%
07B Furniture Manufacture	14,807	7,807	6,520	4,684	71.84%
09B Metal and Mining	51,882	50,265	66,440	73,496	110.62%
10A Animal Care	7,195	9,580	17,300	17,708	102.36%
10B Forestry, Farming and Landcare	42,689	56,951	62,608	54,456	86.98%
10C Fishing	1,810	10,460	10,885	9,126	83.84%
10D Horticulture	7,790	9,305	9,520	1,710	17.96%
11A Process Manufacturing	-	-	8,999	2,244	24.94%
12A Personal Services	28,150	42,404	26,851	39,569	147.37%
12B Retail	11,024	4,545	8,268	3,515	42.51%
13A Cooking	11,953	16,507	20,025	26,792	133.79%
13B Hospitality	9,493	10,505	17,495	19,425	111.03%
13C Tourism	4,913	4,613	2,410	2,943	122.12%
14A Transport Trades, Storage and Associated	28,843	35,011	24,573	40,345	164.18%
15B Electrical Trades	51,531	50,047	35,400	39,438	111.41%
16A Accounting and other Business Services	27,720	20,290	18,465	16,377	88.69%
16B Management	9,320	9,148	7,640	30,080	393.72%
16C Office and Clerical	83,010	83,410	66,605	75,970	114.06%
17A Computing	23,760	23,901	25,930	27,886	107.54%
18A Science and Technical Workers	15,121	15,070	11,793	18,550	157.30%
19B Adult Literacy/ESL	67,050	61,259	58,292	64,413	110.50%
19E Targeted Access and Participation Courses	46,835	24,480	31,264	13,029	41.67%
Total	849,521	862,845	866,000	941,055	108.67%
Less breaches in ceilings on delivery (if any)	4,275	-2,599		Nil	
Total counted SCH as at census date	845,246	865,444	866,000	941,055	108.67%

Source: Durack Institute of Technology Delivery and Performance Agreement (for Planned SCH) and College Management Information System, CMIS (for Achieved SCH). Achieved is recorded using "end of study" data, ie the date students' study is completed.

Note: Planned 2009 figures are the initial targets set in the 2009 Delivery & Performance Agreement prior to any addenda.

This table indicates the planned (ie amount purchased) and actual achievement of SCH in the profiled Department of Training and Workforce Development Industry Group categories. The classification of these Industry Groups is based on the occupation or outcome the course is intended to serve, and highlights the Institute's performance in achieving industry delivery targets. The above table also provides a comparison with achieved SCH in previous years.

Variances between the planned and achieved figures reflect changes in demand for training within an industry group. These changes may be due to changes in government priorities for training or the changing nature of the industry itself. Changes within the industry group are also reflective of a diverse regional training environment. In 2009 the College experienced a significant growth in enrolments, due in part to the broader impacts of the global financial crisis on the economy, which began to impact in late 2008. The growth in enrolments in the second half of 2009 has also been in response to the new Government priorities for training outlined in Training WA, which was released in May 2009. During 2009 the College negotiated two addenda to the DPA allowing for the increase in delivery above the initial planned total. Through the May and September Addenda the final target agreed with the Department of Training and Workforce Development for 2009 was 940,000 SCH.

1.3.2 Overall Achievement of Profiled Delivery

This performance indicator shows the overall percentage of Student Curriculum Hours (SCH) achieved for training purchased by the Department of Training and Workforce Development and summarises the data in Table Four.

TABLE FIVE : ACHIEVEMENT OF 2009 PROFILE, PLANNED VS. ACHIEVED SCH

	<i>Planned SCH</i>	<i>Achieved SCH</i>	<i>% Achieved</i>
2005	887,098	884,528	99.7%
2006	889,049	874,016	98.3%
2007	848,972	845,246	99.6%
2008	888,888	865,444	97.4%
2009	866,000	941,055	108.67%

Source: Durack Institute of Technology Delivery and Performance Agreement (for Planned SCH) and College Management Information System, CMIS (for Achieved SCH). Achieved is recorded using "end of study" data, ie the date students' study is completed.

Notes: 1. Planned 2009 figures are the initial targets set in the 2009 Delivery & Performance Agreement prior to any addenda.
2. Data for Profile Achieved SCH prior to 2007 was recorded using "student commencement" data ie, recording from when the student commenced study. Data from 2007 onwards is recorded using "end of study" data, ie the date students' study is completed. The overall shift in total value of SCH from one method to the other has been minimal.

In 2009 Durack Institute of Technology delivered 108.67% of its initial planned Profile delivery (866,000 SCH), as identified through the Institute's target purchasing matrix excluding any addenda which occurred throughout the year. The actual delivery achieved is considerably higher than that planned, for the reasons outlined above. In this regard it is also well above the achieved figure of 865,444 SCH in 2008.

The above table also provides a comparison with achieved SCH in previous years.

EFFICIENCY INDICATORS

2.1 Average Cost per Student Curriculum Hour (SCH)

The overall cost per SCH demonstrates the efficiency with which Durack Institute of Technology manages its resources to enable the provision of vocational education and training programs.

The aggregate unit cost is calculated by determining the total cost of services, as reported in the Institute's Statement of Financial Performance, and divided by the Achieved SCH delivered for profiled and non-profile activities.

TABLE SIX : COST PER STUDENT CURRICULUM HOUR (\$/SCH)

	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Target	2009 Actual
\$ Per SCH	\$20.74	\$23.28	\$23.52	\$23.67	\$21.20	\$23.13

Source: Financial Statements and the College Management Information System (CMIS).

Note: Data for Profile Achieved SCH prior to 2007 was recorded using "student commencement" data ie, recording from when the student commenced study. Data from 2007 onwards is recorded using "end of study" data, ie the date students' study is completed. The overall shift in total value of SCH from one method to the other has been minimal.

The total delivery cost per SCH is calculated by dividing the total cost of services measured on an accrual basis by the total SCH delivered. The total SCH is the total number of enrolments multiplied by the hourly duration of these units as registered in the College Management Information System in accordance with the Australian Vocational Education and Training Management Information Statistical Standard. Delivery from all funding sources is included. The total cost of services figure is obtained from the annual Financial Statements.

The above table also provides a comparison with \$/SCH in previous years.

The cost per SCH has decreased slightly by \$0.54c from 2008 but is higher than the College's target of \$21.20.

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Durack Institute of Technology

FINANCIAL STATEMENTS
FOR
YEAR ENDED 31 DECEMBER 2009

FINANCIAL STATEMENTS

Durack Institute of Technology

The accompanying financial statements of Durack Institute of Technology 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.

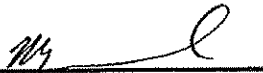
At the date of signing we are not aware of any circumstances which would render any particulars included in the financial statements misleading or inaccurate.


Chairman of Governing Council

25/2/10.
Dated


Managing Director
(Member of Governing Council)

25/2/10
Dated


Principal Accounting Officer

25/2/10
Dated

STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2009

2009

2008

	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	6	14,222,154	13,258,351
Supplies and services	7	5,730,314	6,401,802
Depreciation and amortisation expense	8	1,764,801	1,562,230
Grants and subsidies	9	98,128	73,371
Cost of sales	14	343,979	358,375
Loss on disposal of non-current assets	18	37,710	-
Other expenses	10	1,263,589	1,154,186
Total cost of services		23,460,675	22,808,315
Income			
Revenue			
Fee for service	11	1,074,846	955,662
Student fees and charges	12	1,694,978	1,616,428
Ancillary trading	13	170,277	205,966
Sales	14	465,022	435,841
Commonwealth grants and contributions	15	1,984,207	80,834
Interest revenue	16	67,442	204,926
Other revenue	17	471,367	401,765
Total revenue		5,928,139	3,901,422
Gains			
Gain on disposal of non-current assets	18	-	37,074
Total gains		-	37,074
Total income other than income from State Government		5,928,139	3,938,496
NET COST OF SERVICES		(17,532,536)	(18,869,819)
INCOME FROM STATE GOVERNMENT	19		
Service Appropriation		17,744,044	15,875,990
Resources received free of charge		678,868	735,270
Total income from State Government		18,422,912	16,611,260
SURPLUS/(DEFICIT) FOR THE PERIOD		890,376	(2,258,559)
OTHER COMPREHENSIVE INCOME			
Changes in asset revaluation surplus		(3,571,749)	3,375,479
Total other comprehensive income		(3,571,749)	3,375,479
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		(2,681,373)	1,116,920

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

Durack Institute of Technology
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2009

	Notes	2009 \$	2008 \$
ASSETS			
Current Assets			
Cash and cash equivalents	29	2,397,718	1,174,272
Restricted cash and cash equivalents	20,29	1,900,936	229,452
Inventories	21	65,136	142,602
Receivables	22	521,366	407,497
Other current assets	23	212,353	170,922
Total Current Assets		5,097,509	2,124,745
Non-Current Assets			
Restricted cash and cash equivalents	20,29	220,383	302,052
Property, plant and equipment	24	40,779,479	45,901,484
Other non-current assets	23		41,773
Total Non-Current Assets		40,999,862	46,245,309
TOTAL ASSETS		46,097,371	48,370,054
LIABILITIES			
Current Liabilities			
Payables	25	595,621	533,752
Provisions	26	1,483,692	1,198,578
Other current liabilities	27	238,784	286,474
Total Current Liabilities		2,318,097	2,018,804
Non-Current Liabilities			
Provisions	26	1,376,135	1,274,468
Total Non-Current Liabilities		1,376,135	1,274,468
TOTAL LIABILITIES		3,694,232	3,293,272
NET ASSETS		42,403,139	45,076,782
EQUITY			
Contributed equity	28	16,100,690	16,092,960
Reserves		10,148,951	13,720,700
Accumulated surplus		16,153,498	15,263,122
TOTAL EQUITY		42,403,139	45,076,782

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

Durack Institute of Technology
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2009

Notes

	Contributed Equity	Reserves	Accumulated Surplus (Deficit)	Total Equity
Balance at 1 January 2008	12237052	10345221	17521681	40103954
Restated balance at 1 January 2008	12237052	10345221	17521681	40103954
Total comprehensive income for the year	0	3375479	(2,258,559)	1116920
Transaction with owners in their capacity as owners				
Capital contribution	70911	0	0	70911
Other contribution by owners	3784997	0	0	3784997
Distribution to owners	0	0	0	0
Total	3855908	0	0	3855908
Balance at 31 December 2008	16092960	13720700	15263122	45076782
Total comprehensive income for the year	0	(3,571,749)	890376	(2,681,373)
Transaction with owners in their capacity as owners				
Capital contribution	7730	0	0	7730
Other contribution by owners	0	0	0	0
Distribution to owners	0	0	0	0
Total	0	0	0	0
Balance at 31 December 2009	16100690	10148951	16153498	42403139

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

Durack Institute of Technology
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2009

		2009	2008
	Notes	\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Service Appropriation - Department of Education and Training		17,723,434	14,709,812
Net cash provided by State Government		17,723,434	14,709,812
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(13,705,223)	(12,303,299)
Supplies and services		(5,102,783)	(5,241,739)
Grants and subsidies		(98,128)	(73,370)
GST payments on purchases		(601,132)	(683,385)
Other payments		(1,333,801)	(1,558,537)
Receipts			
Fee for service		1,060,754	961,299
Student fees and charges		1,693,114	1,623,079
Ancillary trading		291,320	205,967
Commonwealth grants and contributions		1,984,207	80,698
Interest received		67,442	205,376
GST receipts on sales		228,363	214,403
GST receipts from taxation authority		372,769	402,780
Other receipts		419,739	837,607
Net cash provided by/(used in) operating activities	29	(14,723,359)	(15,329,121)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		105,194	32,383
Purchase of non-current physical assets		(292,010)	(655,069)
Net cash provided by/(used in) investing activities		(186,816)	(622,686)
Net increase/(decrease) in cash and cash equivalents		2,813,259	(1,241,995)
Cash and cash equivalents at beginning of period		1,705,778	2,947,773
CASH AND CASH EQUIVALENTS AT END OF PERIOD	29	4,519,037	1,705,778

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

Durack Institute of Technology

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2009

1 Australian equivalents to International Financial Reporting Standards

(a) General

The Institute'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 Institute 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).

(b) Early adoption of standards

The Institute 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 Institute 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.

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.

(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 Institute's accounting policies that have the most significant effect on the amounts recognised in the financial statements are disclosed at note 3 'Judgements made by management in applying accounting policies'.

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the 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 4 'Key sources of estimation uncertainty'.

(c) Reporting entity

The reporting entity comprises the Institute only.

(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 28 'Equity'.

Repayable capital appropriations are recognised as liabilities. See Note 19 '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 28 'Equity'.

(e) Income

Revenue recognition

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

The majority of operating revenue of the Institute 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.

Durack Institute of Technology

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 Institute 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 Training and Workforce Development 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 Institute 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) 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, accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount 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 24 '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	6 years
Plant, furniture and general equipment	5, 10, 15 years
Computing, communications and software ¹⁰⁹	5 or 10 years
Marine craft	6 years

Works of art controlled by the Institute 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.

Durack Institute of Technology

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2009

^(a) Software that is integral to the operation of related hardware.

(g) Intangible assets

Capitalisation/Expensing of assets

Acquisitions of intangible assets costing \$5,000 or more and internally generated intangible assets costing \$50,000 or more, are capitalised. The cost of utilising the assets is expensed (amortised) over their useful life. Costs incurred below these thresholds are recognised as an expense in the Statement of Comprehensive Income.

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

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

Amortisation for intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life) on the straight line basis using rates which are reviewed annually. All intangible assets controlled by the Institute have a finite useful life and zero residual value. The expected useful lives for each class of intangible asset are:

Licences	up to 6 years
Research and development costs	2 to 6 years
Software ^(a)	2 to 6 years
Web site costs	2 to 6 years

^(a) Software that is not integral to the operation of any related hardware.

Intangible assets that have an indefinite useful life are not subject to amortisation but must be tested annually for impairment. Intangible assets can only be revalued to fair value where an active market exists.

(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 Institute 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 2(n) 'Receivables' and note 22 'Receivables' for impairment of receivables.

(i) Leases

The Institute has entered into operating lease arrangements for vehicles and land. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased vehicles and land.

(j) Financial Instruments

The Institute has two categories of financial instruments:

- Receivables; 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
- term deposits

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.

(k) Cash and cash equivalents

Durack Institute of Technology

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2009

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.

(f) Accrued salaries

The accrued salaries suspense account (see note 20 'Restricted cash and cash equivalents') consists of amounts paid annually into a suspense account 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. No interest is received on this account.

Accrued salaries (see note 25 '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 Institute considers the carrying amount of accrued salaries to be equivalent to its net fair value.

(m) 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 21 'Inventories'.

(n) 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 Institute 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(j) 'Financial instruments' and note 22 'Receivables'.

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

(o) Payables

Payables are recognised at the amounts payable when the Institute 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(j) 'Financial instruments' and note 25 'Payables'.

(p) 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 26 '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 Actuaries at 31st December 2009 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 Institute 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 Institute 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 Institute to the GESB. The concurrently funded part of the GSS Scheme is a defined

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FOR THE YEAR ENDED 31 DECEMBER 2009

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 Institute 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(q) '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 Institute's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'. (See note 10 'Other expenses' and note 26 'Provisions'.)

(q) 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 Institute to GESB extinguish all of the Institute's obligations to the related superannuation liability.

(r) 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.

(s) Comparative figures

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

3 Judgements made by management in applying accounting policies

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

No significant judgement have been made that would materially alter the current financial results of the Institute.

4 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:

The uncertainty of the Institute's ability to deliver all of its training programs may give rise to a provision in 'Current Other Liabilities' of a value refundable to the Department of Education and Training. An estimation will be made based on student information held at year end with final results determined by the Department the following year.

The Institute revalues its Land and Buildings every Year however the estimated useful life of other assets such as Plant and Equipment could be considered an estimate of uncertainty.

5 Disclosure of changes in accounting policy and estimates

Initial application of an Australian Accounting Standard

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

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.

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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
 No voluntary changes in accounting policy have been made.

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

Title	Operative for reporting periods
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 Authority where the Crown land is to be sold by the Department of Regional Development and Lands (formerly Department for Planning and Infrastructure). The Authority does not expect any financial impact when the Standard is first applied prospectively.	01-Jul-09

Changes In Accounting Estimates
 There have been no changes in accounting estimates.

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	2009	2008
	\$	\$
6 Employee benefits expense		
Wages and salaries (a)	12,491,563	11,889,600
Superannuation - defined contribution plans (b)	1,122,260	1,042,526
Long service leave (c)	173,676	10,837
Annual leave (c)	179,744	13,194
Other	254,911	302,194
	<u>14,222,154</u>	<u>13,258,351</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 10 'Other expenses'. The employment on-costs liability is included at note 26 'Provisions'.		
7 Supplies and services		
Consumables and minor equipment	1,008,252	1,051,548
Communication expenses	138,766	137,821
Utilities expenses	439,679	461,296
Consultancies and contracted services	1,940,745	2,100,583
Minor works	1,132,317	1,412,001
Repairs and maintenance	303,424	305,449
Operating lease and hire charges	162,148	182,391
Travel and passenger transport	306,897	387,458
Advertising and public relations	130,128	208,533
Supplies and services - other	175,958	154,722
	<u>5,730,314</u>	<u>6,401,802</u>
8 Depreciation and amortisation expense		
Depreciation		
Buildings	1,008,250	883,923
Motor vehicles, caravans and trailers	241,335	162,609
Plant, furniture and general equipment	254,266	251,352
Computers and communication network	42,743	46,139
Marine craft	218,207	218,207
Total depreciation	<u>1,764,801</u>	<u>1,562,230</u>
Total depreciation and amortisation	<u>1,764,801</u>	<u>1,562,230</u>
9 Grants and subsidies		
Payments to non-TAFE providers for VET service delivery	19,635	4,419
Apprentices and trainees (travel, accommodation and other off-the-job assistance)	78,429	47,823
Other	64	21,129
	<u>98,128</u>	<u>73,371</u>
10 Other expenses		
Building maintenance	390,833	492,701
Doubtful debts expense	(28,781)	(35,694)
Employment on-costs (a)	806,220	603,007
Donations	200	2,671
Student prizes and awards	20,155	19,312
Losses and write-offs	74,962	72,189
	<u>1,263,589</u>	<u>1,154,186</u>

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	2009	2008
	\$	\$
(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 26 'Provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.		
11 Fee for service		
Fee for service - general	655,865	533,233
Fee for service - Department of Training and Workforce Development	185,499	303,662
Fee for service - Government (other than Department Training and Workforce Development)	183,069	93,446
International division fees	50,413	25,321
	<u>1,074,846</u>	<u>955,662</u>
12 Student fees and charges		
Tuition fees	777,541	799,755
Enrolment fees	2,441	14,874
Resource fees	632,878	591,267
Other college fees	282,118	210,532
	<u>1,694,978</u>	<u>1,616,428</u>
13 Ancillary trading		
Live works (not a trading activity)	123,408	137,313
Contracting and consulting	42,432	64,001
Other ancillary revenue	4,437	4,652
	<u>170,277</u>	<u>205,966</u>
14 Trading profit/(loss)		
(a) Bookshop:		
Sales	93,763	94,674
Cost of sales:		
Opening inventory	(44,901)	(50,946)
Purchases	<u>(114,261)</u>	<u>(126,797)</u>
	(159,162)	(177,743)
Closing inventory	<u>(34,082)</u>	<u>(44,901)</u>
Cost of goods sold	<u>(125,080)</u>	<u>(132,842)</u>
Trading loss - Bookshop	<u>(31,317)</u>	<u>(38,168)</u>
(b) Cafeteria (non-training related)		
Sales	331,117	341,167
Cost of sales:		
Opening inventory	(11,425)	(10,249)
Purchases	<u>(218,978)</u>	<u>(226,710)</u>
	(230,403)	(236,959)
Closing inventory	<u>(11,538)</u>	<u>(11,425)</u>
Cost of goods sold	<u>(218,865)</u>	<u>(225,533)</u>
Trading profit - Cafeteria	<u>112,252</u>	<u>115,634</u>
(c) Other non trading		
Sales	40,142	-
Cost of sales:		
Opening inventory	-	-
Purchases	<u>(34)</u>	<u>-</u>
	(34)	-
Closing inventory	<u>(34)</u>	<u>-</u>
Cost of goods sold	<u>-</u>	<u>-</u>
Trading profit - Other trading	<u>40,108</u>	<u>-</u>
	<u>121,043</u>	<u>77,466</u>

See note 2(m) 'Inventories' and note 21 'Inventories'.

Durack Institute of Technology
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FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
15 Commonwealth grants and contributions		
Commonwealth specific purpose grants and contributions	1,984,207	80,834
	1,984,207	80,834
These grants include Better TAFE Facilities and DEEWR Creche.		
16 Interest revenue		
Interest revenue (CBA and Treasury at variable rates)	67,442	204,926
	67,442	204,926
17 Other revenue		
Rental and facilities fees	253,530	266,783
Other direct grants and subsidy revenue - Royalties for Regions	141,230	-
Sponsorship and donations revenue	39,891	25,688
Miscellaneous revenue	36,716	109,294
	471,367	401,765
18 Net gain/(loss) on disposal of non-current assets		
<u>Costs of disposal of non-current assets</u>		
Motor vehicles, caravans and trailers	(183,884)	(157,547)
Plant, furniture and general equipment	(3,724)	-
Computers and communication network	(750)	-
Total cost of disposal of non-current assets	(188,358)	(157,547)
<u>Proceeds from disposal of non-current assets</u>		
Motor vehicles, caravans and trailers	150,648	189,201
Plant, furniture and general equipment	0	3,826
Computers and communication network	0	1,594
Total proceeds from disposal of non-current assets	150,648	194,621
Net loss	(37,710)	37,074
19 Income from State Government		
<u>State funds (received from Department of Training and Workforce Development):</u>		
Delivery and Performance Agreement (DPA)	16,019,614	13,937,705
Superannuation	1,122,260	1,042,529
Other recurrent funds	602,170	895,756
Total State funds	17,744,044	15,875,990
<u>Resources received free of charge determined on the basis of the following estimates provided by agencies (a):</u>		
Department of Training and Workforce Development	634,131	629,742
- Corporate systems support	24,001	58,560
- Marketing and publications	-	46,968
- Human resources, and industrial relations support	20,736	-
- Other	678,868	735,270
Total resources received free of charge	678,868	735,270
Total income from State Government	18,422,912	16,611,260
(a) Where assets or services have been received free of charge or for nominal cost, the Authority 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 Authority makes an adjustment direct to equity.		
20 Restricted cash and cash equivalents		
<u>Current</u>		
Specific equipment and acquittal funding (a)	1,900,936	229,452
<u>Non Current</u>		
Accrued Salaries for 27th pay (b)	220,383	302,052
	2,121,319	531,504
(a) Better Tafe Facilities, Royalties for Regions and specific project funding		
(b) 27th pay - amount from 2005 to 2009, held for the purpose of meeting the 27th fortnight pay that occurs every 11 years in 2015		

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	2009	2008
	\$	\$
21 Inventories		
<u>Inventories not held for resale:</u>		
Other (at cost)	19,516	86,276
	19,516	86,276
Less: Provision for obsolete stock	19,516	86,276
<u>Inventories held for resale:</u>		
Bookshop (at cost)	34,082	44,901
Cafeteria (at cost)	11,538	11,425
	45,620	56,326
Total	65,136	142,602
See also note 2(m) 'Inventories' and note 14 'Trading profit/(loss)'.		
22 Receivables		
<u>Current</u>		
Receivables - trade	223,490	245,494
Receivables - students	212,521	174,560
Accrued income	83,701	15,680
Allowance for impairment of receivables	(57,099)	(85,880)
GST receivable	58,753	57,643
	521,366	407,497
	521,366	407,497
Total current		
<u>Reconciliation of changes in the allowance for impairment of receivables:</u>		
Balance at start of year	(85,880)	(121,574)
Doubtful debts expense recognised in the Statement of Comprehensive Income	28,781	35,694
Balance at end of year	(57,099)	(85,880)
<u>Credit Risk</u>		
(a) the amount that best represents its maximum exposure to credit risk at the reporting date without taking account of any collateral held or other credit enhancements (e.g. netting agreements that do not qualify for offset in accordance with AASB 132);		
(b) in respect of the amount disclosed in (a), a description of collateral held as security and other credit enhancements;		
(c) information about the credit quality of financial assets that are neither past due nor impaired; and		
(d) the carrying amount of financial assets that would otherwise be past due or impaired whose terms have been renegotiated.]		
<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 4 months	243,923	349,278
More than 4 months	141,441	96,126
	385,364	445,404

See also note 2(n) 'Receivables' and note 32 'Financial instruments'.

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FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
23 Other assets		
<u>Current</u>		
Prepayments	212,000	170,906
Other current assets (a)	353	16
Total current	212,353	170,922
<u>Non-current</u>		
Other non-current assets (b)	-	41,773
Total non-current	-	41,773
(a) disputed credit card transactions		
(b) assets not yet commissioned		
24 Property, plant and equipment		
<u>Land</u>		
At fair value (a)	3,010,000	2,960,000
	3,010,000	2,960,000
<u>Buildings</u>		
At fair value (a)	35,700,000	40,330,000
Accumulated depreciation	-	-
	35,700,000	40,330,000
<u>Assets under construction</u>		
Construction costs	4,658	1,418
	4,658	1,418
<u>Motor vehicles, caravans and trailers</u>		
At cost	1,192,841	1,269,032
Accumulated depreciation	(388,004)	(289,201)
	804,837	979,831
<u>Plant, furniture and general equipment</u>		
At cost	2,565,525	2,599,217
Accumulated depreciation	(1,722,891)	(1,608,148)
	842,634	991,069
<u>Computer equipment, communication network</u>		
At cost	646,836	707,792
Accumulated depreciation	(571,556)	(628,904)
	75,280	78,888
<u>Marine craft</u>		
At cost	1,678,516	1,678,516
Accumulated depreciation	(1,336,446)	(1,118,238)
	342,070	560,278
	40,719,479	45,901,484

(a) Freehold land and buildings were revalued as at 31/12/09 by the Western Australian Land Information Authority (Valuation Services). The valuations were performed during the year ended 31 December 2009 and recognised at 31/12/09. The fair value of all land and buildings was determined by reference to market values. See note 2(f) '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.

2009	Land	Buildings	Buildings under construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Marine craft	Total
Carrying amount at start of year	2,960,000	40,330,000	1,418	979,831	991,069	78,888	560,278	45,901,484
Additions	-	-	-	248,990	118,225	39,135	-	406,350
Transfers	-	-	3,240	-	-	-	-	3,240
Disposals	-	-	-	(325,181)	(151,917)	-	-	(477,098)
Classified as held for sale	-	-	-	-	-	-	-	-
Revaluation increments	50,000	(3,621,750)	-	-	-	-	-	(3,571,750)
Impairment losses (a)	-	-	-	-	-	-	-	-
Impairment losses reversed (a)	-	-	-	-	-	-	-	-
Depreciation expense	-	(1,008,250)	-	(98,803)	(114,743)	(42,743)	(218,208)	(1,482,747)
Carrying amount at end of year	3,010,000	35,700,000	4,658	804,837	842,634	75,280	342,070	40,719,479

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009							2008
	\$							\$
	Land	Buildings	Buildings under construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Marine craft	Total
2008								
Carrying amount at start of year	2,280,000	34,711,141	300,305	596,603	925,379	77,540	778,485	39,669,453
Additions	-	3,807,303	-	703,385	319,874	47,488	-	4,879,468
Transfers	-	-	(300,305)	-	-	-	-	(300,305)
Disposals	-	-	-	(363,110)	-	-	-	(363,110)
Revaluation increments	680,000	2,695,479	-	-	-	-	-	3,375,479
Impairment losses (a)	-	-	-	205,562	(49,252)	(30,187)	-	(79,439)
Impairment losses reversed (a)	-	-	-	46,420	30,187	-	-	282,169
Depreciation expense	-	(883,923)	-	(162,609)	(251,352)	(46,140)	(218,207)	(1,562,231)
Carrying amount at end of year	2,960,000	40,330,000	1,418	979,831	991,069	78,888	560,278	45,901,484

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

25 Payables

Current

Trade payables	5,434	217
Accrued expenses	287,436	360,934
Accrued salaries and related costs	302,751	172,601
Total current	595,621	533,752

See also note 2(o) 'Payables' and note 33 'Financial Instruments'.

26 Provisions

Current

Employee benefits provision		
Annual leave (a)	676,401	506,846
Long service leave (b)	554,822	477,456
	1,231,223	984,302
Other provisions	252,469	214,276
Employment on-costs (c)	1,483,692	1,198,578
Total current		

Non-current

Employee benefits provision	1,163,895	1,067,585
Long service leave (b)	46,851	71,300
Salary deferral	1,210,746	1,138,885
Other provisions	165,389	135,583
Employment on-costs (c)	1,376,135	1,274,468
Total non-current		

(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	676,401	506,846
More than 12 months after the end of the reporting period	-	-
	676,401	506,846

(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	554,822	477,456
More than 12 months after the end of the reporting period	1,163,895	1,067,585
	1,718,717	1,545,041

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	2009	2008
	\$	\$
(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'.		
(d) Salary deferment liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
More than 12 months of balance sheet date	46,851	71,300
	46,851	71,300
<u>Movements in other provisions</u>		
Movements in each class of provisions during the financial year, other than employee benefits, are set out below.		
<u>Employment on-cost provision</u>		
Carrying amount at start of year	349,859	382,503
Additional provisions recognised	67,999	(32,644)
Carrying amount at end of year	417,858	349,859
27 Other liabilities		
<u>Current</u>		
Income received in advance (a)	-	15,158
Grants and advances (b)	214,516	242,821
Money/deposits held in trust	23,724	25,737
Other	544	2,758
Total current liabilities	238,784	286,474
<u>Non-current</u>		
Other	-	-
Total non-current liabilities	-	-
(a) Income received in advance comprises:		
Fee for service	-	15,158
	-	15,158
(b) Grants and Advances comprising:		
Department of Training and Workforce Development - project funding	-	115,000
Department of Training and Workforce Development - curriculum grants	78,121	114,452
Other Government (Commonwealth / Local)	136,395	13,369
	214,516	242,821

Durack Institute of Technology
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
28 Equity		
Equity represents the residual interest in the net assets of the Institute. 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.		
<u>Contributed equity</u>		
Balance at start of year	16,092,960	12,237,052
Capital contribution (a)	7,730	70,911
Transfer of net assets by owners (a)	-	3,784,997
Total contributions by owners	7,730	3,855,908
Balance at end of year	16,100,690	16,092,960
(a) Under AASB 1004 'Contributions', transfers of net assets as a result of a restructure of administrative arrangements are to be accounted for as contributions by owners and distributions to owners.		
Where activities are transferred from one agency to another agency as a result of a restructure of administrative arrangements, AASB 1004 (paragraph 57) requires the transferee agency to disclose the expenses and income attributable to the transferred activities for the reporting period, showing separately those expenses and income recognised by the transferor agency during the reporting period. Furthermore, AASB 1004 (paragraph 58) requires disclosures by class for each material transfer of assets and liabilities in relation to a restructure of administrative arrangements, together with the name of the counterparty transferor/transferee agency. In respect of transfers that are individually immaterial, the assets and liabilities are to be disclosed on an aggregate basis.		
(b) Under the Treasurer's instruction TI 955 'Contributions by Owners Made to Wholly Owned Public Sector Entities' Capital Contributions (appropriations) have been designated as contributions by owners in accordance with AASB Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities'.		
(c) Under TI 955, non-discretionary (non-reciprocal) transfers of net assets between State government agencies have been designated as contributions by owners in accordance with AASB Interpretation 1038, where the transferee agency accounts for a non-discretionary (non-reciprocal) transfer of net assets as a contribution by owners and the transferor agency accounts for the transfer as a distribution to owners.		
(d) TI 955 requires non-reciprocal transfers of net assets to Government to be accounted for as distribution to owners in accordance with AASB Interpretation 1038.		
<u>Reserves</u>		
Balance at start of year	13,720,700	10,345,221
Net revaluation increments/(decrements):		
Land	50,000	680,000
Buildings	(3,621,749)	2,695,479
Balance at end of year	10,148,951	13,720,700
	10,148,951	13,720,700
<u>Accumulated surplus/(deficit)</u>		
Balance at start of year	15,263,122	17,521,681
Result for the period	890,376	(2,258,559)
Balance at end of year	16,153,498	15,263,122

Durack Institute of Technology
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
29 Notes to the Statement of Cash Flows		
<u>Reconciliation of cash</u>		
Cash at the end of the financial year, as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:		
Cash on hand	7,576	8,159
Cash advances	15,710	5,660
Cash at bank	1,224,432	10,455
Short term deposits (CBA, Treasury at variable interest rates)	1,150,000	1,150,000
	2,397,718	1,174,274
Restricted cash and cash equivalents (refer to note 20 'Restricted cash and cash equivalents')	2,121,319	531,504
	4,519,037	1,705,778
<u>Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities</u>		
Net cost of services	(17,532,536)	(18,869,819)
Non-cash items:		
Depreciation and amortisation expense	1,764,801	1,562,230
Doubtful debts expense	(28,781)	(35,694)
Superannuation expense	1,122,260	1,042,529
Resources received free of charge	678,868	735,269
Net (gain)/loss on sale of property, plant and equipment	(37,710)	37,074
Losses and write-offs (excludes cash shortages/thefts of money)	75,074	72,190
(Increase)/decrease in assets:		
Current receivables (c)	(112,759)	(8,717)
Current inventories	77,465	(10,281)
Other current assets	(41,431)	40,679
Other non current assets	41,773	(41,773)
Increase/(decrease) in liabilities		
Current payables (c)	(61,869)	(9,142)
Current provisions	(285,114)	(195,314)
Other current liabilities	92,147	133,529
Non-current provisions	(101,668)	718,856
Net GST payments (a)	(372,769)	(468,983)
Change in GST in payables (b)	(1,110)	(31,784)
Net cash provided by/(used in) operating activities	(14,723,359)	(15,329,121)

(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.

Durack Institute of Technology
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
30 Commitments		
<u>Lease commitments</u>		
Commitments in relation to leases contracted for at the end of the reporting period but not recognised in the financial statements, are payable as follows:		
Within 1 year	176,199	91,612
Later than 1 year and not later than 5 years	110,558	67,092
	<u>286,757</u>	<u>158,704</u>
Representing:		
Non-cancellable operating leases	286,757	158,704
	<u>286,757</u>	<u>158,704</u>
<u>Non-cancellable operating lease commitments</u>		
Commitments for minimum lease payments are payable as follows:		
Within 1 year	176,199	91,612
Later than 1 year and not later than 5 years	110,558	67,092
	<u>286,757</u>	<u>158,704</u>

These commitments are all inclusive of GST.

31 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 \$200,000.

Significant variations between estimated and actual results for 09

	2009 Estimate \$	2009 Actual \$	Variance \$/ %
<u>Expenses</u>			
Employee expenses	13,503,232	14,222,154	(718,922)
An increase in TH required an increase in lecturing staff.			
Depreciation and Amortisation	1,506,072	1,764,801	(258,729)
An increase in asset purchases due to grant funding increased depreciation.			
Grants and Subsidies	39,777	98,128	147%
New grant monies became available from DTWD after the estimates were completed which were received.			
Other Expenses	789,345	1,263,589	(474,244)
Due to grant funding there has been increase in repairs and maintenance work.			
<u>Income</u>			
Student Fees and Charges	1,266,704	1,694,978	(428,274)
Due to the economic slow down and State Government policy there was an increase in student enrolments.			
Ancillary Trading	229,251	170,277	26%
Live Works revenue decreased due to changes in delivery programs.			
Sales	393,479	465,022	18%
Due to the economic slow down there was an increase in student enrolments.			
Commonwealth Grants and contributions	69,220	1,984,207	(1,914,987)
Actual results in this line of revenue are higher due to the Better TAFE Facilities grants not anticipated in 2008.			
Interest Revenue	199,746	67,442	66%
Due the economic slow down interest rates on investments decreased.			
Other Revenue	458,549	233,813	49%
Actual results in this line of revenue are higher due to the Royalties for Regions grants not anticipated in 2008.			

Significant variations between actual results for 09 and 08

	2009 \$	2008 \$	Variance \$/ %
<u>Income</u>			
Fee for Services	1,064,938	955,662	109,276
Student numbers within the Institute's Workplace English Literacy programs were higher than anticipated.			
Ancillary Trading	170,277	205,966	17%
Actual live works revenue has decreased due to changes in delivery programs.			
Commonwealth Grants and contributions	1,984,207	80,834	1,903,373
Actual results in this line of revenue are higher due to the Better TAFE Facilities grants not anticipated in 2008.			
Interest Revenue	67,442	204,926	67%
Due the economic slow down interest rates on investments decreased.			
Other Revenue	233,813	401,765	42%
Actual results in this line of revenue are higher due to the Royalties for Regions grants not anticipated in 2008.			

Durack Institute of Technology
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
Expense		
Employee expenses	14,222,154	13,258,351
An increase in TIF required an increase in lecturing staff.		963,803
Supplies and Services	5,730,314	6,401,802
Due to the 3% efficiency dividend the Institute reduced spending.		(671,488)
Depreciation and Amortisation	1,764,801	1,562,230
An increase in asset purchases due to grant funding increased depreciation.		13%
Grants and Subsidies	98,128	73,371
New grant monies became available from DTWD after the estimates were completed which were received.		34%
Loss on Disposal of NC Assets	37,710	
Due to State Government policy change the Institute was required to switch from owning to leasing vehicles.		100%

32 Financial Instruments

(a) Financial risk management objectives and policies

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

Credit risk

The Institute 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 Institute 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.

(b) Categories of financial instruments

In addition to cash and bank overdraft, 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 \$'000	2008 \$'000
Financial Assets		
Cash and cash equivalent	2,397,718	1,174,272
Restricted cash and cash equivalent	2,121,319	531,504
Receivables (a)	521,366	407,498
Financial Liabilities		
Payables	595,621	533,752

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

Durack Institute of Technology
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

2009

2008

\$

\$

(c) Financial instrument disclosures

Credit risk, liquidity risk and interest rate risk exposures

The following table details the Institute'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 Institute does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

The Institute 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	Variable Interest Rate	Contractual maturity dates Non-Interest Bearing	Total
	%	\$	\$	\$
2009				
Financial Assets				
Cash and cash equivalent	5.26%		23,286	4,519,037
Restricted cash and cash equivalent		4,495,751	437,664	437,664
Receivables		4,495,751	460,950	4,956,701

	Weighted Average Effective Interest Rate	Variable Interest Rate	Contractual maturity dates Non-Interest Bearing	Total
	%	\$	\$	\$
2008				
Financial Assets				
Cash and cash equivalent	8.12%	2,334,729	13,819	2,348,548
Restricted cash and cash equivalent		-	391,817	391,817
Receivables		2,334,729	405,636	2,740,365

Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the Institute'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 Profit \$	Equity \$	+ 100 Basis Points Profit \$	Equity \$
2009					
Financial Assets					
Restricted cash and cash equivalent	4,495,751	44,958	44,958	66,915	66,915
	Carrying amount \$	- 100 Basis Points Profit \$	Equity \$	+ 100 Basis Points Profit \$	Equity \$
2008					
Financial Assets					
Restricted cash and cash equivalent	2334729	23,347.00	23,347.00	23,347	23,347

Fair values

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.

Durack Institute of Technology
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
33 Remuneration of members of the Institute and Senior Officers		
<u>Remuneration of members of the Institute</u>		
The number of members of the Institute 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	9	-
\$10,001 - \$60,000	1	-
\$180,001 - \$190,000		
	192,531	176,819
The total remuneration of the members of the Institute is:		
Total remuneration includes the superannuation expense incurred by the Institute in respect of members of the Institute.		
<u>Remuneration of Senior Officers</u>		
The number of senior officers other than senior officers reported as members of the Institute, whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:		
\$		
\$40,001 - \$50,000	1	1
\$70,001 - \$80,000	1	1
\$80,001 - \$90,000	1	2
\$90,001 - \$100,000	1	1
\$100,001 - \$110,000	4	3
\$110,001 - \$120,000		3
\$120,001 - \$130,000	3	
	1,087,116	1,149,019
The total remuneration of senior officers is:		
The total remuneration includes the superannuation expense incurred by the Institute in respect of senior officers other than senior officers reported as members of the Institute.		
No senior officers are members of the Pension Scheme.		
34 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	45,000	49,500
External Audit - Office of the Auditor General	17,065	11,720
Internal Audit - Global 2020	62,065	61,220
The expense is included in note 10 'Other expenses'.		

Durack Institute of Technology
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009

	2009	2008
	\$	\$
35 Supplementary Financial Information		
Write-Offs	8,670	2,832
Public property	53,983	69,367
Bad debts	12,421	-
Inventory		
Losses through theft, defaults and other causes	6,512	3,009
Losses of public and other moneys and public and other property through theft, default or otherwise	6,512	(3,018)
Amount recovered	-	(9)

36 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.

**Central West TAFE
S40 SUBMISSION
INCOME STATEMENT**

	2010
	Estimate
	\$
COST OF SERVICES	
Expenses	
Employee benefits expense	14,584,093
Supplies and services	6,507,560
Depreciation and amortisation expense	1,781,530
Grants and subsidies	70,200
Cost of sales	344,426
Other expenses	2,408,000
Total Cost of Services	25,695,810
Income	
Revenue	
Fee for service	883,950
Student charges and fees	1,847,449
Ancillary trading	148,500
Sales	469,065
Commonwealth grants and contributions	775,000
Interest revenue	122,500
Other revenue	580,609
Total Revenue	4,827,073
Gains	
Gain on disposal of non-current assets	0
Total Gains	0
Total income other than income from State Government	4,827,073
NET COST OF SERVICES	-20,868,737
INCOME FROM STATE GOVERNMENT	
State funds	19,159,643
Resources received free of charge	860,685
Total Income from State Government	20,020,328
SURPLUS (DEFICIT) FOR THE PERIOD	-848,409

S40 SUBMISSION BALANCE SHEET

	2010
	Estimate
	\$
ASSETS	
Current Assets	
Cash and cash equivalents	2,086,033
Restricted cash and cash equivalents	1,177,851
Inventories	96,637
Receivables	501,897
Other current assets	196,670
Non-current assets classified as held for sale	
Total Current Assets	4,059,088
Non-Current Assets	
Restricted cash and cash equivalents	194,223
Property, plant and equipment	47,936,517
Other non-current assets	0
Total Non-Current Assets	48,130,740
TOTAL ASSETS	52,189,828
LIABILITIES	
Current Liabilities	
Payables	525,156
Provisions	1,271,432
Other current liabilities	265,186
Total Current Liabilities	2,061,774
Non-Current Liabilities	
Provisions	1,385,101
Other non-current liabilities	
Total Non-Current Liabilities	1,385,101
TOTAL LIABILITIES	3,446,876
NET ASSETS	48,742,952
EQUITY	
Contributed Equity	20,092,960
Reserves	13,720,700
Accumulated surplus/(deficiency)	14,929,292
TOTAL EQUITY	48,742,952

**S40 SUBMISSION
CHANGES IN EQUITY STATEMENT**

	2010 Estimate \$
Balance of equity at start of period	45,591,361
CONTRIBUTED EQUITY	
Balance at start of period	16,092,960
Capital contribution	4,000,000
Other contributions by owners	0
Distributions to owners	
Balance at end of period	20,092,960
	0
RESERVES	
Asset Revaluation Reserve	
Balance at start of period	13,720,700
Annual adjustments to reserves	
Restated balance at start of period	13,720,700
Gains/(losses) from asset revaluation	
Balance at end of period	13,720,700
	0
ACCUMULATED SURPLUS (RETAINED EARNINGS)	
Balance at start of period	15,777,701
Changes in accounting policy or correction of prior period errors	
Restated balance at start of period	15,777,701
Surplus/(deficit) or profit/(loss) for the period	-848,409
Gains/(losses) recognised directly in equity	
Balance at end of period	14,929,292
	0
Balance of equity at end of period	48,742,952
Total income and expense for the period	-848,409

Central West TAFE
S40 SUBMISSION
CASH FLOW STATEMENT

	2010 Estimate \$
CASH FLOWS FROM STATE GOVERNMENT	
State funds	17,956,892
Capital contributions	
Holding account drawdowns	
Net cash provided by State Government	17,956,892
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee benefits	-13,289,027
Supplies and services	-5,645,875
Grants and subsidies	-70,200
GST payments on purchases	-507,454
GST payments to taxation authority	0
Other payments	-2,752,426
Receipts	
Fee for service	896,578
Student fees and charges	1,847,449
Ancillary trading	148,500
Commonwealth grants and contributions	775,000
Interest received	122,500
GST receipts on sales	186,413
GST receipts from taxation authority	297,277
Other receipts	1,049,674
Net cash provided by/(used in) operating activities	-16,941,591
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of non-current physical assets	-874,326
Net cash provided by/(used in) investing activities	-874,326
Net increase/(decrease) in cash held and cash equivalents	140,975
Cash and cash equivalents at the beginning of the period	3,317,133
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	3,458,107

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This Annual Report is available in alternative formats upon request.