

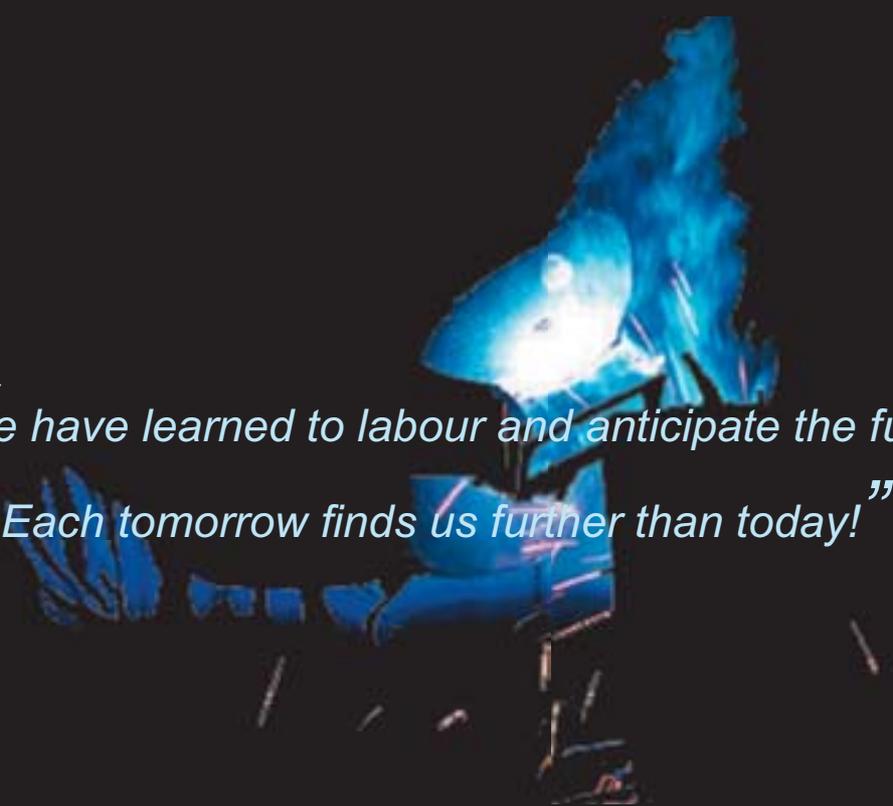
2001 ANNUAL REPORT



Government of
**Western
Australia**

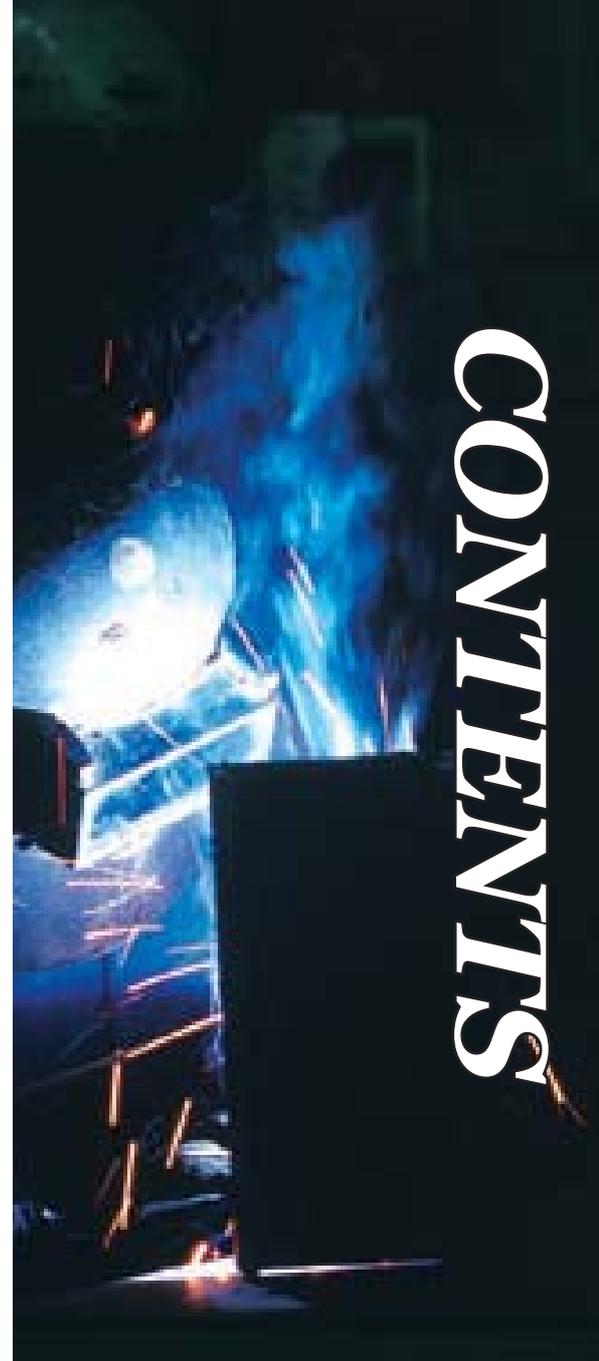


CENTRAL WEST
COLLEGE OF TAFE

A blue, stylized figure of a person with arms raised, set against a dark background. The figure is composed of various shades of blue and white, with a bright white glow on its face. The figure's arms are raised in a celebratory or triumphant gesture. The background is dark, with some faint, glowing lines and shapes around the figure.

*“We have learned to labour and anticipate the future.
Each tomorrow finds us further than today!”*

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John Kobelke MLA

**Minister for Consumer Affairs and Employment Protection
Minister for Training
Leader of the House in the Legislative Assembly**

In accordance with Section 54 of the Vocational Education and Training Act, 1996 and Section 66 of the Financial Administration and Audit Act 1985, I hereby submit for your information and presentation to Parliament, the Annual Report of the Central West College of TAFE for the year ended 31 December 2001.

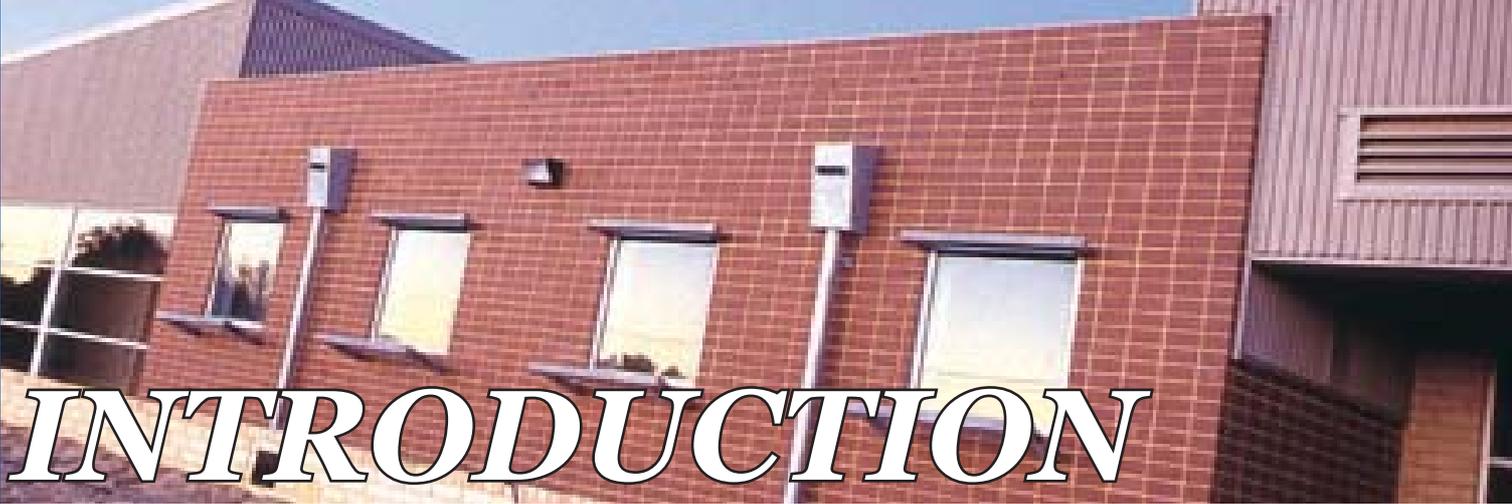
The Annual Report has been prepared in accordance with the provisions of the Financial Administration and Audit Act, 1985.



Barry Mitchell
Chairperson
Central West College of TAFE
Governing Council

April 2002





INTRODUCTION

The Central West College of TAFE was established as a Statutory Authority under the Vocational Education and Training Act, 1996 in January 1997. The organisation is responsible to the Western Australian Minister for Training.

The College comprises campuses at Geraldton, Carnarvon, Exmouth and services the Midwest, Gascoyne and Murchison regions of Western Australia.

The Central West College of TAFE is the major provider of post secondary education in the Mid West region. The college has a vital role to play in the development of the region through the provision of quality education and training services to meet the increasing and changing skills needs of industry and the community. The life long learning needs of individuals are met through a range of programs that offer opportunities for people from diverse backgrounds to pursue their post secondary study options.

The College offers programs ranging from entry level vocational courses through to university programs. These include:

- TAFE programs and courses leading to qualifications under the Australian Qualifications Framework
- University programs
- Apprenticeships and Traineeships
- Lifestyle and Community courses

The College also provides a range of customised corporate training and consultancy services through its commercial arm, the Interactive Training Network.

The organisation is responsible to the Minister for Training and operates under relevant legislation including the Vocational Education and Training Act, 1996 and Financial Administration and Audit Act ,1985.

The Annual Report provides a summary of the College's activities and achievements throughout the region for the year ending 31 December 2001. This report also details the College's 2001 Financial Statements and performance against a range of indicators relating to the effectiveness and efficiency with which the organisation delivers its vocational education and training products and services. As such the Annual Report provides all our clients with a source of information about the organisation and an opportunity to evaluate our performance.

The Annual Report is prepared in accordance with the provisions of the Financial Administration and Audit Act, 1985.

*“We have learned to labour and anticipate the future.
Each tomorrow finds us further than today!”*



OVERVIEW

Managing Director's Overview

2001 represented another year of significant achievement for Central West College of TAFE. This College continues to work collaboratively with its internal and external stakeholders to provide significant vocational, education and training outcomes for the Central West. In my recent orientation address for 2002 the following achievements of the past year were highlighted:



- Achievement of College Training Profile for the seventh consecutive year.
- Excellent budget performance in meeting key organisational priorities and objectives.
- Positive feedback from Student Outcomes and Student Satisfaction Surveys - highlighting that our teaching and learning is better recognised and that we are gaining new support. Our customers continue to vote with their feet!
- Significant improvements in most key result areas of the Employee Feedback Survey, particularly job satisfaction; morale; organisational priorities and values.
- The development of the Training Alliance Manager (TAM) as a new initiative to enhance industry confidence and participation in College commercial services.
- The College was a finalist in the Large Training Provider of the Year category in the WA Training Excellence Awards and the "Highly Commended" Award is public recognition of the quality of our success.
- \$8.3m in Capital Works and Site Master Plan developments were completed. These include Metals and Automotive, Art and Design and stores facilities. Work continued on Stage 1 and 2 of the College Landscaping Plan and the Accommodation Plan.
- Many staff provided strategic leadership in state wide committees, forums and projects such as: Training Records System project; Apprenticeship and Traineeship Management System; Learning Resource System project; Review of State Prison Training Strategy; Implementation of Financial Management Information System; Making it Happen Steering Committee; Industrial Relations; Vocational Education and Training Services Group; Teaching, Learning and Assessment Group; Business Systems Management Group; Curriculum Services Support Network and Common Systems Steering Committee.

- National winner of two Australian TAFE Marketing Awards in the categories of: Marketing campaign under \$50,000 and Electronic Multimedia.
- Development and implementation of the College Client Services Centre, which is receiving positive feedback from internal and external clients.
- Lecturer Yvonne Ellis from our Carnarvon Campus was a finalist in the Trainer of the Year category of the WA Training Excellence Awards.
- Central West mortar trade apprentices attended the National Golden Trowel Competition in Newcastle NSW and were very competitive in their respective fields.
- Regional servicing in entry level training and flexible delivery programs was significantly increased
- High technology equipment installed in the new Automotive and Metals facility.
- The electronic multimedia 'Smart Force' program released to industry through the virtual campus.

By necessity, as much as by personal commitment and desire all of us have been required to work hard. 'Change' has been the catchword of the past and will continue to be so in the future. The recent past has been a time of unprecedented and fundamental changes to our culture, service ethos and business practices.

I would like to thank all clients, staff, industry and professional groups who contributed to a most successful year in 2001. I would also like to recognise the College Governing Council and in particular outgoing members Mr David Richards, Mrs Linda Guthrie and Mrs Debbie O'Toole for their contribution to the strategic direction of the College.

In conclusion, 2002 will again require strong leadership and commitment from all College stakeholders if the post compulsory education and training needs of the Central West are to be achieved.



Wayne H Collyer
Managing Director
Central West College of TAFE

April 2002

COLLEGE GOVERNING COUNCIL

An address from the Chair of the Governing Council

On behalf of the College Governing Council I would like to acknowledge the contributions of all staff in what was another successful year for Central West College of TAFE.

There were many highlights during 2001, particularly the College's recognition as "Highly Commended" in the Large Training Provider of the Year category of the Western Australian Training Excellence Awards. In the Trainer of the Year category Yvonne Ellis, a lecturer from the Carnarvon campus, was a finalist, doing the College proud.

For the seventh year in a row the College delivered 100% of its target Training Profile and delivery at the College's Carnarvon and Exmouth campuses continues to go from strength to strength. A College Governing Council meeting was held in Carnarvon in June 2001 and council members could not help but be impressed by the dedication and enthusiasm of staff.

Governing Council has maintained a strong interest in capital works projects aimed at improving the learning environment and in the last few years a number of significant projects have been completed at the Geraldton Campus. These include the Arts, Automotive, Construction, Electro-Technology, Horticulture and Metals facilities and in August 2001 the Automotive, Metals and Arts facilities were officially opened by the Hon Geoff Gallop, Premier of Western Australia and Hon John Kobelke, Minister for Training.

More works continue in 2002 including the refurbishment of the College's canteen, important landscape projects and, most excitedly, approval for the construction of the College's Marine Centre as part of Geraldton's foreshore development has recently been received.

The Governing Council looks forward to 2002 with many challenges facing the College including validation under the Australian Quality Training Framework, building on existing links and associations with industry, high schools and universities and enhancing the diversity of innovative lifelong training opportunities provided throughout the vast region the College services.

Finally I would like to acknowledge the efforts of retiring Governing Council members Mrs Linda Guthrie, Mrs Debbie O'Toole and Mr David Richards who have all made many invaluable contributions during their period of membership.



Barry Mitchell
Chairperson Governing Council

April 2002



Governing Council Membership

The Governing Council of Central West College of TAFE consists of a Chairperson, Deputy Chairperson, members appointed by the Minister as representatives of local industry and the community and the Managing Director of the College. The current Governing Council members accepted their appointment for two or three year periods, at the beginning of 2000.

Governing Council members in 2001 were:

Mr David I'Anson (Chairperson)
Midwest Business Services
Industry Representative - Business Services

Mr Barry Mitchell (Deputy Chairperson)
Mitchell & Brown Communications
Industry Representative - Communications and Information Technology

Mrs Linda Guthrie
Greenough River Resort
Industry Representative - Hospitality

Mr David Richards
Community Representative

Mrs Debbie O'Toole
City of Geraldton
Industry Representative - Banking and Finance

Mr Simon Forrest
Department of Indigenous Affairs
Industry Representative - Education and Aboriginal Education

Mr Mark Newbold
Strategic Marine and Western Boat Builders
Industry Representative – Marine and Fishing

Mrs Rae Peel
St John of God Hospital
Industry Representative – Health Services

Mr Malcolm Smith
Geraldton Newspapers Ltd
Industry Representative - Media and Publications

Mr Wayne Collyer
Managing Director
Central West College of TAFE



ANNUAL REPORT HIGHLIGHTS

Industry Standard Learning Environments

In 2001 the College continued to lead the way in the development of industry focussed, state of the art teaching and learning facilities. An ambitious capital works program that began in 2000 has seen \$8.3 million invested in new and refurbished learning environments and facilities at the Geraldton campus was completed in 2001. Highlights of this project in 2001 were:

- The official opening of the new Automotive and Metals building by the Premier Geoff Gallop and Minister John Kobelke in August. The facility is viewed by industry as one of the best in Australia and provides students with access to cutting edge technology such as the PlateTronics Testing equipment.
- Completion of the Art and Design building providing first class facilities across a range of design and visual arts disciplines. Students and staff celebrated the opening of the facilities by holding the annual combined exhibition of Art and Design, Aboriginal Visual Arts and Drafting and Design students' work in the new building in December 2001.

Expanding Services to Regional Areas

The College is proud of its growing capacity to service the training needs of clients throughout the Central West region. Innovative approaches to training delivery, the support of specialised staff and investment in infrastructure in regional locations such as Carnarvon and Exmouth has seen a significant rise in the proportion of delivery occurring outside of the main campus in Geraldton. The Virtual Campus, a growing number and range of programs being delivered through the competitive tendering process to remote clients and the quantum growth in delivery at the Exmouth campus indicate the College is responding to the challenge of providing quality education and training services to all its clients.

Awards and Recognition

2001 was a successful year for the College with the quality of its service and staff being recognised in several arenas. The College received the Highly Commended Award in the Large Training Provider of the Year category of the Western Australian Training Excellence Awards in recognition of its quality delivery of programs and services to clients throughout the Central West region of the State. The College was particularly proud to nominate Yvonne Ellis, a communication lecturer from the Carnarvon campus in the category of Trainer of the Year. Yvonne's achievement in reaching the final of this category is recognition of the leading role she has played in providing flexible learning opportunities to clients in the Gascoyne region. The College also received national recognition for its marketing initiatives in 2001. The Australian TAFE Marketing Association awards for Excellence in Marketing, held in Sydney in November, saw the College win two major categories: Advertising or Marketing Campaign under \$50,000 for the "Reach for Your Future" campaign, and Electronic Multimedia for the "Walk on the Wild Side" CD Rom initiative developed by the Gascoyne Campus. Marketing Coordinator, Patrick O'Boyle, was recognized as a finalist in the Marketer of the Year category.

Educational Partnerships

The College has had a long association with Curtin and Edith Cowan Universities for the delivery of a range of university programs in Geraldton. In 2001 the College and its university partners were pleased to announce two significant steps forward in the provision of university study options to residents of the Midwest. From 2002 Central West College will be the only regional centre delivering the full seven semester Bachelor of Science (Registered Nursing) from Curtin University and the full three year degree in the Bachelor of Arts (Visual Arts) from ECU.



QUALITY AWARDS

Each year the College is proud to present a number of Quality Awards to staff. These awards are in recognition of outstanding service or achievement and are particularly sought after as they are nominated and selected by colleagues. In 2001 the award recipients were:

Quality Teaching Awards

Terry Croft (Business and Applied Science)
 Lou-Ann Hardy (Service Industries)
 Martin Lauritsen (Metals, Mining, Marine and Engineering)
 Michael Hutton (Construction and Rural Industries)
 Kate Larby (Gascoyne Campuses)

For having achieved a level of high quality education and training delivery that is evidenced by customer and/or peer feedback

Occupational Health and Safety Award

Len Head (Lecturer – Carpentry and Joinery)

For demonstrating leadership and modelling good Occupational Health and Safety practices that are recognised by customer and/or peer feedback

Most Outstanding Project Award

Patrick O'Boyle (Marketing Co-ordinator)
 Craig Walker (Manager Client Services)
 and the Open Day Committee for Open Day 2000

For attaining a high level of achievement in a single project, evidenced by its significant benefit to the College

Community and Industry Liaison Award

Jenny Sage (Traineeships Officer, Midwest)

For demonstrating the ability to identify and develop links with community and/or industry partners that have enhanced the education and training mission of the College

External Customer Service Award

Rick Forsyth (Aboriginal Development Officer)

For responding to the needs of our external customers by providing a level of customer service "above and beyond" the expected

Administrative Leadership Award

Kerry Banyard (Student Administration Co-ordinator)

For making an outstanding contribution or playing a leadership role in the development of the organisation and our ability to respond to the challenges of the VET market

Internal Customer Service Award

Steve Leggatt (Data Administrator)

For showing outstanding ability to respond to the needs of internal customers with prompt, courteous and high quality standards

Educational Leadership Award

Michelle Hoad (Director Academic and Training Services)

Cheryl Galloway (Lecturer – Communication)

For making an outstanding contribution, or playing a leadership role in furthering the quality education and training goals of the College.

Managing Directors Award

Finance Team

For their outstanding contribution to the College financial management systems, audit practices and smooth implementation of the GST tax reforms.

Outstanding Contribution to Quality within the College

Winner of the Training Voyage on the Leeuwin

Jenny Sage



THE ENVIRONMENT

The Central West College of TAFE services a region of 613, 438 square kilometres, an area approximately the size of the state of New South Wales. The main campus is located in Geraldton, the economic and administrative centre of the region. With additional campuses at Carnarvon and Exmouth and a network of TAFE Centres throughout the region, the College is well placed to meet the education and training needs of the community and industry. The sheer size of the area, distance between population centres and the sparseness of the population are factors that combine to present a challenge unique to the region. This challenge also presents opportunities to develop and implement a range of education and training services that reflect this uniqueness.

Regional Economic Profile

The Mid West and Gascoyne regions have a diverse economy built around mining, agriculture, fishing and tourism. An important contributor to the Western Australian economy, the combined Gross Regional Product was estimated at \$3 billion in 1999/00.

The mining sector is the most valuable sector, producing minerals with an estimated value of \$1.7 billion in 1999/00. Gold production alone accounts for \$604.7 million of the value of regional production, with other significant contributors being nickel, mineral sands, zinc, petroleum products and natural gas. Agriculture contributed \$612 million in 1998/99, with wheat earning more than half of that total. Emerging industries include cut flowers, chickpeas and the continuing expansion of lupin production. The Mid West and Gascoyne have the highest value fishing industry in Western Australia, contributing \$249 million in 1999/00 with by far the most valuable product being rock lobster.

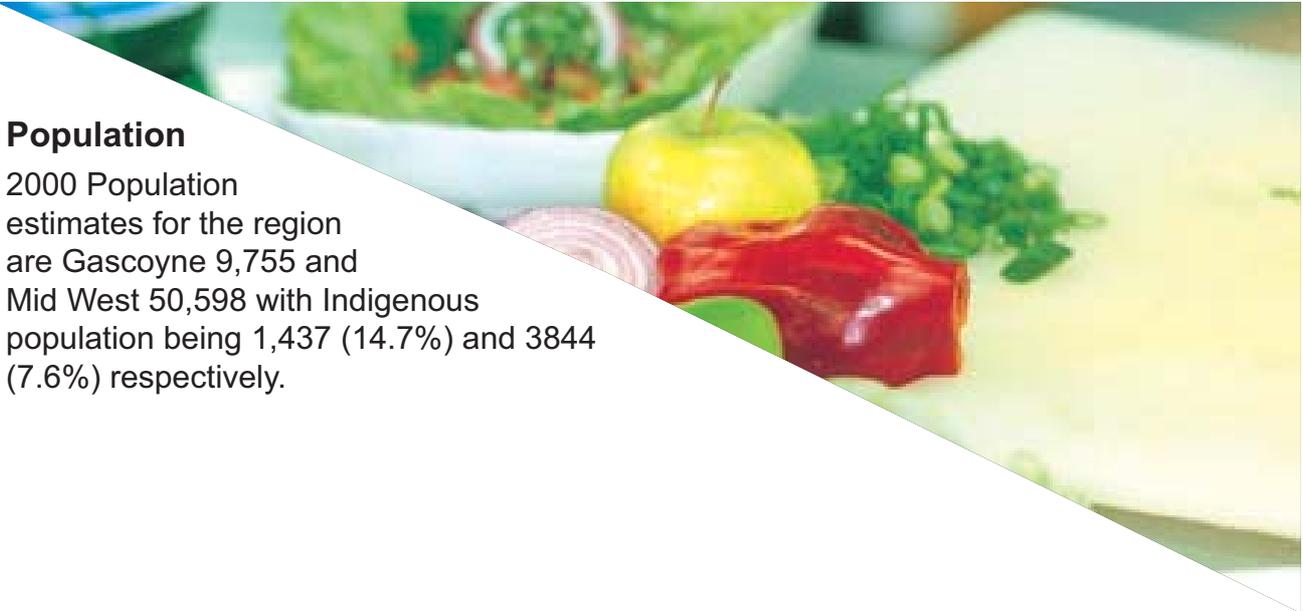
In 1999/00 there were 518,000 overnight visitors to the Mid West region and 180,000 overnight visitors to the Gascoyne region with direct tourism expenditure contributing \$247 million to the region's economy.

Regional Employment Profile

In the past 10 years the region's labour force grew and its economic base widened as reflected in the distribution of employment by industry. Employment in the Mid West region is changing from being driven by primary industries (agriculture, fishing and mining) towards greater employment opportunities in mineral processing, manufacturing, construction and service industries.

The agriculture/fishing sector remained the region's largest industry sector with 4,189 employees in 1996. Other significant industry sectors are Retail 3,017, Health and Community Services 1,791, Mining 1,787, Construction 1,769, Education 1,752, Property and Business Services 1,315, Accommodation, Cafes and Restaurants 1,293, Wholesale Trade 1,133, Government Administration and Defence 1,076, Manufacturing 1,063 and Transport and Storage 1,017.





Population

2000 Population estimates for the region are Gascoyne 9,755 and Mid West 50,598 with Indigenous population being 1,437 (14.7%) and 3844 (7.6%) respectively.

THE ORGANISATION

Mission

To contribute to the development of individuals, enterprises and the community through the provision of quality vocational education and training services and lifelong learning opportunities.

Vision

To be a best practice provider of training, education and learning pathways.

As the major provider of vocational education and training in the Midwest and Gascoyne regions of Western Australia Central West College of TAFE is responding to the challenge of meeting the needs of a diverse regional area.

The organisational structure comprises five academic program areas reflecting the predominant industries in the region.

- **Business and Applied Science**
- **Construction and Rural Industries**
- **Metals, Mining, Marine and Engineering**
- **Service Industries**
- **Gascoyne Campuses**

Three additional Divisions provide organisational services and support. These are:

Academic and Training Services, with responsibility for providing educational leadership and a broad range of academic support services to facilitate participation by clients in relevant, quality vocational education and training.

Corporate Services, with responsibility for developing and implementing systems and processes that support the business and administrative environment of the College and ensuring the organisation fulfils its statutory requirements.

Organisational Effectiveness, with responsibility to enhance client focus, providing organisational development through a range of strategic planning and performance management services and develop the organisation's learning culture.

In 2001 the College employed 162 FTE's in lecturing, non-lecturing and academic support functions. In 2001 the College had over 1600 Full Time students and 3000 Part Time students enrolled in a range of programs from entry level vocational education and training courses through to university programs.

Organisational Structure

A teams based organisational structure and a culture that encourages staff to develop flexible and innovative approaches to meeting client needs has seen the College able to respond to the changing economic base of the region. Through the provision of high quality training programs attuned to the needs of industry, client focussed support services and a range of first class facilities and equipment the College assists individuals, industry and the community to pursue their skills development and lifelong learning goals.

To reflect the strongly teams based approach the College has adopted an organisational chart where the flexible team structure is represented by a series of interlocking circles.

Decision making responsibilities are invested in a set of standing committees at which all College teams are represented. Through team meetings and standing committees, all staff are provided with an opportunity to participate in the management of the College.



Customer Service Commitment

Information and Openness

We will make sure information about our services and processes is available in an accessible format. We will also keep you informed about our performance, as an organisation, by reporting annually and making available our plans for the future.

Courtesy and helpfulness

We will make sure that every time you contact us your inquiry is dealt with courteously, promptly and by the right person. We will also ensure that access to our services is as equitable as possible for all our customers.

Continuous improvement

We are always seeking new and better ways to provide our services. To help us achieve this we invite feedback from all our customers.



MEETING THE NEEDS OF OUR CLIENTS

Building Diversity

The College is committed to providing access to quality training to all our potential clients throughout the region. This includes the implementation of a number of initiatives aimed at improving access to VET programs for specific client groups and processes and mechanisms to identify the training requirements of these groups.

A number of programs delivered by the College provide articulation to vocational or higher level programs. This enables students to gain the fundamental skills required for them to succeed in a vocational course. For example the College delivers the Certificate of General Education for Adults, addressing the literacy and numeracy requirements of students wishing to access vocational courses and the Certificate of New Opportunities for Women provides women with personal and vocational skills development, assisting them to access vocational courses.

The College employs Aboriginal Development Officers and Aboriginal Student Services Officers to identify the training needs of Aboriginal students and communities in the region, to identify training strategies and to provide support services. A Disability Liaison Officer provides a point of contact for students and staff and advises staff on appropriate support strategies to assist students with disabilities. A Regional Coordinator encourages greater participation rates in vocational education and training throughout the Mid West and Gascoyne regions, seeking to overcome the barriers of distance and infrastructure for all client groups in regional and remote locations.

During the year the College worked closely with the Wila Gutharra (Two Rivers) Community Aboriginal Corporation. This included the identification of a wide range of issues and the development of a comprehensive training plan for the organisation. Work has commenced on implementing processes to ensure that an ongoing relationship between both organisations is successfully maintained and a Memorandum of Understanding is being prepared setting the foundations for the two organisations to achieve many favourable outcomes. Given the early successes of this relationship the College will endeavour to set up similar relationships with other community and representative groups to identify training requirements and develop appropriate training solutions.

Diversity Indicators

1. Graduate Characteristics - Equity Groups

In the *2001 Student Outcomes Survey* respondents were asked to identify if they belonged to one or more of the following four client groups – female, Aboriginal or Torres Strait Islander peoples (ATSI), Australians from a non English speaking background (NESB) or people with a disability.

The representation of these client groups for Central West College of TAFE graduates is.

	<i>Central West</i>		<i>WA</i>	<i>Australia</i>
	2000	2001	2001	2001
ATSI	5%	2%	1%	2%
Disability	6%	7%	4%	5%
Female	55%	53%	53%	54%
NESB	17%	13%	28%	31%

2. Aboriginal and Torres Strait Islander Participation

<i>Year</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Aboriginal & TSI SCH	132829	172920	198539	177185
Total SCH	853994	897097	931486	987790
% of Total SCH	15.55%	19.28%	21.31%	17.94%

Language Services

The College has a number of Language Services strategies in place. These include identifying staff able to provide language services and organising interpreter services when appropriate. In addition a full audit of College facilities will be undertaken in 2002 and this will include signage.

Regional and Remote Delivery

Central West College of TAFE endeavours to overcome the barriers of distance in the Midwest and Gascoyne Regions through innovative training options for regional and remote clients including flexible delivery, use of local agencies, partnerships and the development of online learning material.

Delivery undertaken in 2001 at centres outside of the Carnarvon, Exmouth and Geraldton campuses is detailed in the following table.

<i>Centre</i>	<i>SCH</i>
Burringurah	8635
Carnamah	468
Cue	10099
Dongara	10616
Kalbarri	640
Leeman	775
Leinster	1567
Meekatharra	4438
Mingenew	180
Morawa	3034
Mount Magnet	2560
Mullewa	22230
Perenjori	860
Shark Bay	3755
Yalgoo	460
Total	71317
Total College Delivery	987790
% Regional and Remote Delivery	7.2%

Industry and Community Advice

Underpinning the College's Strategic Planning process is a close liaison with local industry and community stakeholders in conjunction with national and state guidelines on training needs and skills requirements. Consultation with these parties ensures that College planning processes are informed by local industry and community needs and that training is relevant.



To facilitate industry and community input into the direction and development of education and training within the region, the College has convened a number of Industry Advisory Committees. These committees comprise industry, community and College representatives and serve as a valuable link between the College and its external stakeholders.

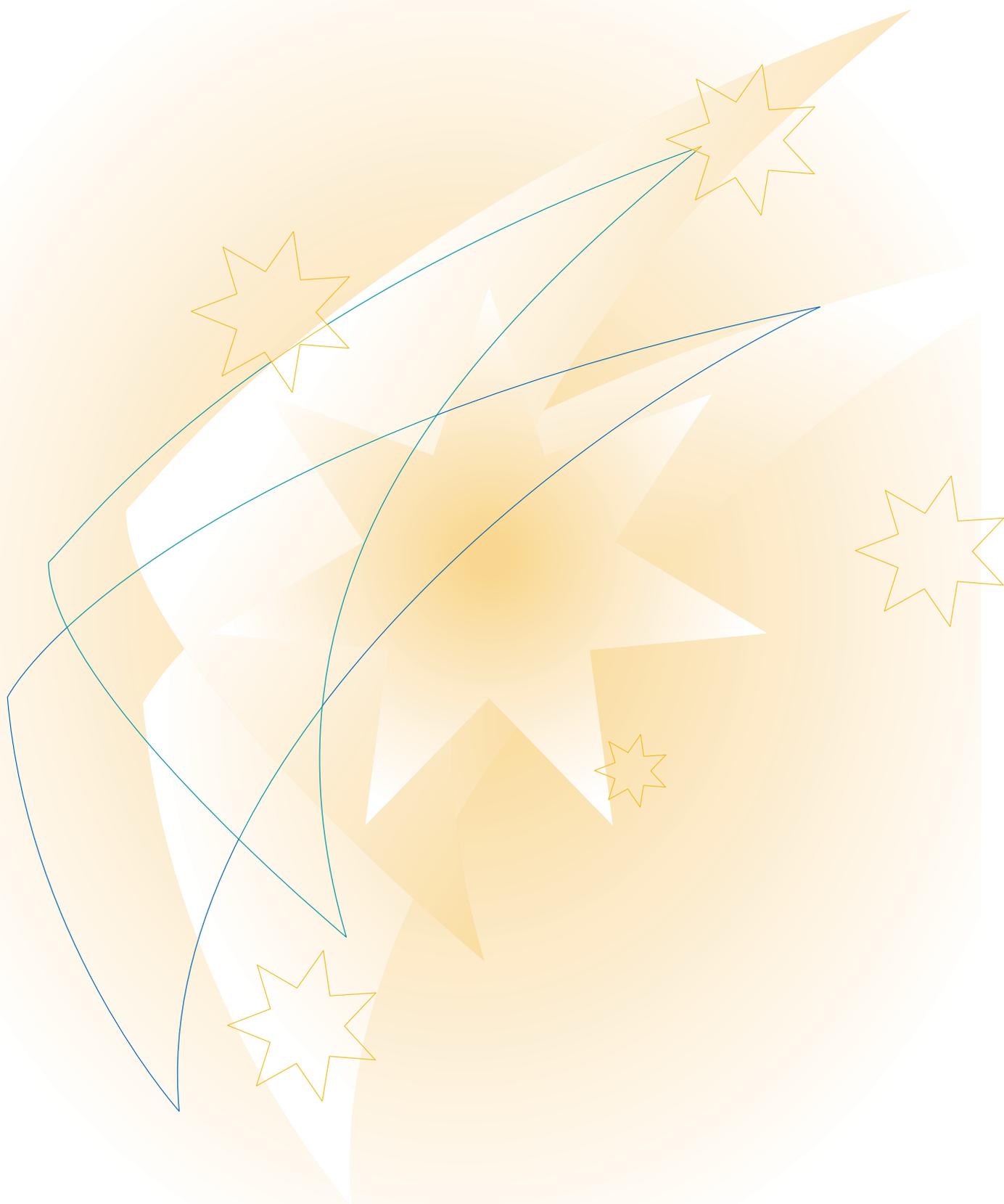
In 2001, Industry Advisory Committees represented the following industry and community groups:

- Rural Industries
- Art and Design
- Automotive
- Business and Information Technology
- Child Care
- Community Services
- Hospitality and Tourism
- Marine
- Nursing

Industry Advisory Committees have also been established in Carnarvon and Exmouth, which will commence operation in 2002. The College receives input from its two Aboriginal Education and Employment Training Committees and has representation on a number of local organisations and bodies.



REPORT ON OPERATIONS



TRAINING DELIVERY

The academic program areas are responsible for the provision of quality training delivery and assessment programs and services in line with the College's planned training profile. In addition the program areas ensure the relevance of training to local industry by fostering the participation of industry in the identification and development of training and assessment programs and services.

Business & Applied Science



Director
Lyn Farrell

The Business and Applied Science program area delivers industry focussed programs across a range of industries and professions reflecting the diversity of the regional economy. Graduates from the area have developed skills and competencies in a number of the leading edge science and technology fields and are ready to take their place in the workforce servicing the emerging industries of the region.

Key Initiatives and Achievements in 2001

A number of new courses, made available through the implementation of nationally endorsed Training Packages, were a key feature in the Business and Applied Science program area in 2001. Implementation has progressed to the stage where all courses offered through the Business and Applied Science program area are linked to a Training Package, ensuring that the qualifications gained by students are nationally recognised and meet national industry competency standards.

Training Package implementation has also provided new learning pathways. For example, a new entry level course, Certificate III in Financial Services, proved to be popular for people wanting to go on to do further training in business and accounting.

In Applied Science Certificate IV in Laboratory Operations was offered for the first time. The Training Package allows for contextualisation of the course to meet local industry needs and the course was expanded to include training in the biological area. The Applied Science courses continued to benefit from the support and involvement of Iluka Resources, providing students with the opportunity to practice their skills in a working laboratory.

Training in Information Technology continued to be in strong demand across the Midwest region. Part time courses in Information Technology were offered in regional areas with a particular demand for training in the Internet. The extent of the interest in the Certificate IV of Multimedia again warranted the running of two groups. The first group of Diploma of Information Systems (Multimedia and Internet Studies), graduated in March 2001. The high



rate of retention of students through Certificate IV to the Diploma is an indication of the success of the innovative and integrated delivery style used to provide these courses.

This learner centred approach provides project based learning which either closely simulates real work situations or, using industry partners provides, real 'live' work opportunities.

A number of initiatives were taken to respond to training needs identified within the community. For example training opportunities offered in the retail industry included an Advanced Selling Skills course, to respond to a need identified by the Business Industry Advisory Council; Skills Recognition in Retail for ex-employees of Harris Scarfe, and a Certificate I in Retail offered for young people, in conjunction with The Western Australian Department of Training and the Midwest Joblink. A number of training workshops were conducted for the Police Service, providing the opportunity for police officers across the region to access training in management as part of their Police Studies qualification.

The Personal Services Industry area was a new addition to the Business and Applied Science program area in 2001. Courses offered in this area were the Pre-apprenticeship Hairdressing course, which proved to be a successful course in terms of the number of enrolments and the numbers of students completing the course that went on to apprenticeships. Students from this course also staged a successful fashion parade on the College's Open Day. Another initiative in the Personal Services area was the implementation of the National Training Package for the Diploma of Beauty Therapy. Students from across the Personal Services courses also participated in the regional International Hairdressing Society competition, with one of the College's Beauty Therapy students winning the make-up section of the competition.

The Business and Applied Science lecturers were involved in a Learnscope project, which aimed to increase their knowledge and skills in facilitating on-line learning. As a result of this project all lecturers involved have completed a course in on-line facilitation. Lecturers were also involved in examining, evaluating and customising a range of on-line resources and these resources will be ready for use in on-line delivery in 2002.

Another focus for professional development was on assessment practices with a number of lecturers attending the National Assessment Conference and others taking the opportunity to attend local workshops. The Business and Applied science team was also well represented on the College based Assessment Working Group which focused on developing best practice models for assessment practices across the College

Future Directions for 2002



The focus for 2002 will be the implementation of many of the strategies developed through these professional development opportunities. The program area will look to providing more flexible learning opportunities through the use of on-line and self-paced learning.

Other learner centred approaches will be introduced particularly with the establishment of a Practice Firm that will provide a work simulated training environment for students in business courses.

In the Personal Services area, two new courses in Relaxation Massage and Retail Cosmetic Assistant will be offered to complement existing courses in Beauty Therapy and Hairdressing. A new Pre Apprenticeship course in the Customer Service Industry will provide a generic entry level for those people wanting to follow a career in Personal Services.

Metals, Mining, Marine & Engineering

Director
Steve Webster

2001 was a productive year for the Metals, Mining, Marine and Engineering program area. The program area expanded to include Marine, Aquaculture and Microtechnology, new buildings were completed and occupied and new industry partnerships were forged.



Key Initiatives and Achievements for 2001

The new Metals and Automotive building was completed ahead of schedule, allowing occupation and the commencement of classes in Term Two. The Premier Geoff Gallop and the Minister for Training John Kobelke officially opened the building on 13 August 2001. The open plan of the workshop areas, with specialist classrooms clustered around the edges, is well suited to the delivery requirements of the Training Packages. Both automotive and metals industry representatives have toured the building and have been highly complimentary of the facility as a training venue. National training representative for Holden, Mr David Allardyce, presented a course in the automotive workshop for local dealers, and reported it as one of the best he had visited in Australia. He was particularly complimentary of the open design and presence of cutting edge industry equipment such as the PlateTronics technology.

The Metals team is continuing to offer an open workshop in conjunction with normal block release for apprentices. This has been so successful that the team was invited to do a presentation on open workshops to the annual State Metals Consortium Conference in December 2001.

The Marine area continues to build on the success of its deckhand traineeships, which have become a benchmark for marine traineeships in this State. The team has also been working hard to ensure a smooth transition to the Seafood Training Package in 2002 in both marine and aquaculture. Capital Works funding has been approved to design and build a replacement for the College's training vessel, the *Lady TAFE*, which should be completed for the commencement of classes in 2003. In addition, the Marine and Aquaculture team continued to contribute towards the establishment of the Marine, Education Training and Industry Research Centre.

The Electrotechnology team identified the advantages of providing CISCO based training as part of the Computer Systems Engineering courses at Central West College. Participants are offered the opportunity to sit external exams in addition to their regular training delivery and assessment program, and if successful, receive dual certification under the Australian Qualifications Framework and the CISCO Industry based qualification. The electrical section also coordinated the design and building of a "wiring barn" which enables electrical training to be done in a supervised work simulated environment. This highly successful project was a joint effort involving students and lecturers from bricklaying, interior design, carpentry and electrical.

Industry Partnerships and Joint Ventures

The mining area has built on the solid achievements of previous years. In 2001 the College continued its successful association with Normandy Mining to deliver an Indigenous mining access program at the company's Jundee mine site, 60 kms from Wiluna. This program has been highly successful in previous years with significant numbers of graduates gaining employment within the mining industry.

In 2001 the area introduced the Metalliferous Mining Training Package. Qualifications from the Training Package are being delivered in the field using a variety of modes, including classroom based, worksite based, Recognition of Current Competencies and workplace assessment. This has resulted in seven qualifications being awarded to ILUKA Resources employees and thirteen to Normandy Mining employees.

In 2002 it is planned to deliver the Certificate IV of Wooden Boat Building. Delivery will involve a major project to build a replica of the Dutch sailing ship *Batavia's* long boat. The project will be conducted in partnership with the Geraldton Branch of the State Museum and with the support of many businesses and community organisations.

Future Directions

To enable the Metals team to respond to an expected increase in regional delivery the team will undertake a major project with the Metals Pre-apprentices in 2002, which will involve the construction of a Metals Trade Training Trailer. This trailer will be designed and built to contain a full set of equipment for basic metals training, enabling the Metals team to respond quickly and effectively to regional training needs.

The Marine and Aquaculture team will continue working to support and facilitate the design and building of the Marine Education, Training and Industry Research Centre, targeted for completion in 2003. The Marine team successfully applied for Capital Infrastructure funding to purchase a Navigation Simulator which will enable a much wider range of training to be conducted in a work simulated environment.

With Training Package qualifications now being delivered from almost all of the areas within Metals, Mining, Marine and Engineering the opportunities to strengthen links with local industry are greater. The team will look to increase the involvement of industry in identifying relevant training that will contribute to industry development by providing skilled, job ready graduates and that will lead to improved vocational prospects for clients.



Construction & Rural Industries



*Director
Colin Crocker*

After moving into new teaching facilities in 2000, this has been a year of consolidation for the Construction and Rural Industries area. The program area has focussed training delivery and assessment on meeting the requirements of Training Packages by providing training options that utilise the workplace or simulated workplace delivery developed within an institutional delivery pathway. The new facilities are well designed to cater for the changes occurring in vocational training delivery and have provided an excellent environment in which to implement new delivery and assessment methodologies.

Key Initiatives and Achievements in 2001

Central West College was well represented in skills competitions by students from the Construction and Rural Industries area in 2001. The College, with funding support from the local construction industry sponsored a team in the Golden Trowel Competition in Newcastle, NSW. At the competition for bricklaying apprentices, organised by the Concrete Masonry Association of Australia, fifteen teams representing SA, VIC, NSW, QLD and WA competed against a set of construction industry standards. The Central West College team of Clinton Edel and Shane Lumley, accompanied by lecturer Jon Skerratt, was the only WA representative and received a 'Finalist Award', finishing a creditable fifth overall.

Bricklaying apprentice Shane Lumley was also awarded the Midland Brick Midwest Apprentice of the Year. The award was presented by representatives of the Midland Brick Company at a Construction Trade Night held at the College.

Construction and Rural Industries staff continued to participate in state and national forums and contributed to the development of curriculum and leading edge delivery and assessment practices. Staff attended a number of forums including:

- XIVth International Commercial and Residential Interior Design Exhibition held in Melbourne. This forum provided an opportunity to up-date current design practices and meet with key national industry representatives.
- National TAFE Building and Construction conference held at Noarlunga Institute in South Australia. The forum provided the opportunity to focus on the national implementation of the General Construction and Off-Site Training Packages.

Carpentry and Joinery continued to participate in the WADT Graded Performance Pilot Project. This project aims to introduce new assessment structures to provide both employers and students with additional information on students' ability to perform national competencies under the new General Construction Training Package.

A Learnscope project provided for rural lecturers to be trained in e-learning strategies and to investigate ANTA Horticultural Tool Boxes for on-line delivery. This will enable improved services to be offered to regional and remote clients who cannot attend face-to-face classes.

Regional Projects

The Construction and Rural Industries area has a particularly strong commitment to delivery in regional and remote areas. In 2001 key projects included:

- **Rural Skills Course at Wandanooka Community via Mullewa**

The focus of this course was the delivery of training to community members in general horticultural and land management skills including:

- The establishment of a nursery facility to propagate and grow vegetable seedlings, trees and shrubs for re-vegetation.
- Planting of trees and shrubs in gardens and denuded areas, including windbreaks.
- Establishing a vegetable production unit and small orchard.
- Installation and maintenance of an effective irrigation system.

- **Rural Skills Course at Yulga Jinna Community via Meekatharra**

This course provided training to community members in 'self sufficiency' skills in growing vegetables and fruit trees, including:

- The establishment of a nursery facility to propagate and grow vegetable seedlings.
- Fencing skills.
- Establishing a vegetable production unit and small orchard.
- Installation and maintenance of an effective irrigation system.

- **Rural Skills Course at Denham**

A variety of skills were incorporated including the collection of endemic species, propagation and revegetation activities including:

- Grass establishment at a mini-golf centre.
- Propagation and growing trees for re-vegetation.
- Stabilisation of disturbed areas.
- Installation and maintenance of an effective irrigation system.

- **GreenCorps Project at Kalbarri**

In association with the Australian Conservation Trust for Volunteers, the College provided the formal training component for the GreenCorps project. GreenCorps is a nationally funded program that focuses on improving the local environment. This project was delivered in the Conservation and Land Management parks and reserves around Kalbarri and included modules focusing on occupational health and safety, park pathway construction, and vegetation and restoration techniques.

- **Construction Training at Thoo Thoo Warninah Community at Cue**

The Thoo Thoo Warninah community building was refurbished. This incorporated a skills training program delivered under the General Construction Training package. The national competencies gained incorporated many aspects of construction both internal and external. This program will continue in 2002 with participants gaining additional national competencies in a 'real work' environment.

- **Construction Training at Dongara**

Following discussions with local Job Network agencies a construction program was delivered full-time in Dongara for the first time in 2001. The focus was on general



restorative and construction skills to provide skilled workers for builders, contractors and other employers. A range of practical works were undertaken in association with the Shire of Irwin. This included street paving, barbeque and pergola construction.

- **Batavia Museum Cannon Carriage**

Carpentry and Joinery Pre-apprentices designed and constructed a carriage for the first cannon recovered from the *Batavia* wreck. This is now part of the central display at the new Batavia Gallery at Geraldton Region Museum.

Partnerships and Joint Ventures

Horticulture students provided landscaping services to the new HMAS Sydney Memorial located on Mt Scott, Geraldton. This is major community project and the College is proud to have been asked to contribute in a significant way. Plants utilised were grown in the College nursery and the project had to be completed to normal industry standards and timeframes. Activities such as this are rewarding for students as they are using their horticultural competencies in a real situation.

Industry contacts in the commercial cut-flower industry, have allowed students to participate in live work in hothouse rose and gerbera production. Again this valuable industry-based learning project ensures direct relevance for students and develops competencies in a real industry context. Working jointly with the City of Geraldton has seen student project involvement in landscaping and planting various medium strips around the city.

Construction and Rural Industry students continue to employ their skills by providing a range of services to the College. Projects completed during 2001 include the construction of a new office facility to accommodate Rural Industry lecturing and support staff and plant production for landscaping College grounds.

Future Directions for 2002

The new structured pre-apprenticeship courses will be implemented in 2002. The revised courses have greater focus on simulated workplace learning and work-placements to develop employable skills when commencing apprenticeships

The College has sought approval to deliver the Certificate IV in Arts (Interior Decoration). This new program integrates with other advanced building courses offered at the College and will provide students with broader employment prospects and better articulation arrangements to University study.

Discussion with the Conservation and Land Management Department at the World Heritage site of Shark Bay has resulted in the development of an innovative delivery strategy for the Land Management course. The course will now be delivered via a series of intensive workshops on-site and considerable interest has already been shown in this exciting program.

Service Industries



*Director
Steve Cooper*

Service Industries is a diverse program area delivering training across various professional fields such as nursing, art and design, hospitality, tourism, community services, child care and general education for adults.

Key Initiatives and Achievements in 2001

A \$700,000 refurbishment of the Art and Design facility was a major highlight within the Service Industries portfolio. Completed in September 2001, the upgraded building now provides state of the art drawing, ceramics, printmaking and textile studios, including a refurbished computer managed learning classroom, staff room and photographic studio. Other minor refurbishments also included upgraded administration and staffing building, and customised classroom refurbishments to accommodate nursing and childcare training delivery.

The area continued to develop a wide range of alternative delivery strategies to meet the diverse needs of clients in the Service Industries portfolio. During 2001 significant increases were noted in the demand for flexible, online, regional and on the job training delivery options. Of particular interest was the provision of skills recognition for the Aged Care industry where, in response to demand from clients and the profession, twenty aged care workers achieved nationally recognised qualifications at Certificate III and IV levels. Training for apprentice chefs is representative of the need for flexible training solutions, with local, regional and remote apprentices undertaking training using online, block release, on the job assessment and external studies options.

Art and Design students in both the Edith Cowan Associate Degree, Art and Design and Aboriginal Visual Arts programs staged separate, successful exhibitions of works at the Regional Art Gallery and TAFE Art and Design building respectively.

Diploma of Child Care students were again involved in supporting and coordinating community activities whilst achieving industry skills and gaining national qualifications. In particular, the annual Teddy Bears picnic and establishment of a crèche at the Geraldton Aquarena in conjunction with the Geraldton City Council provided students with workplace situations in which to develop and demonstrate relevant competencies.

Industry Partnerships/Joint Ventures

In partnership with the Geraldton Health Service, Central West College of TAFE continued to facilitate the delivery of on site commercial cookery training for kitchen staff. College commercial cookery students were provided with opportunities to train in an industrial standard kitchen under hospital conditions. Over the past two years of partnership, thirty College students have benefited from work experience and fifteen hospital kitchen staff have attained nationally recognised commercial cookery qualifications at Certificate I, II or III levels through the skills recognition process.

Food and Beverage training for students at Certificate II and III levels was achieved through a partnership with the La Fiamma Soccer Club, utilizing both College and Club staff and by students participating in a number of functions and activities. Through the operations of the Zeewyck Training Restaurant the College supported the St John of God Auxiliary Unit and

other community groups with opportunities to provide catering and function services. An ongoing partnership with the Geraldton Regional Art Gallery allows students access to first class exhibition facilities. The Art Gallery has also proved an ideal venue for functions and competitions and has supported visits by practicing artists to the region.

Future Directions for 2002

Building on an established delivery partnership with Curtin University and the School of Nursing, Central West College will be the only regionally approved training provider of the full seven semesters of the degree course. The first Bachelor of Science (Registered Nursing) students to have fully completed their studies in Geraldton will graduate in December 2003.

For many years Central West College has worked in partnership with Edith Cowan University to provide the Associate Degree of Arts (Visual Arts). In 2002 the ECU Bachelor of Arts (Visual Arts) degree will be delivered in Geraldton on campus, allowing both existing Associate Degree graduates and new students the opportunity to complete a Bachelor degree.

The Diploma of Recreation is an exciting new course that will provide a career pathway for students completing the Certificate III in Outdoor Recreation in 2001 and will link to job opportunities within the growing leisure and recreation industries. Successful graduates of the Diploma course will be granted advanced standing status to complete a Bachelor Science (Leisure Sciences) degree at Edith Cowan University.

In 2002, in addition to the delivery and servicing of its established profile of courses, Service Industries staff will be focusing on the regional delivery of successfully tendered programs, including commercial cookery and community services focussing on aged care. In partnership with Minesite Catering, the College will be delivering the Certificate II Commercial Cookery to Indigenous students at mine sites within the Central West region. The Certificate III in Community Services (Aged Care) will be delivered in partnership with community agencies in towns such as Meekatharra, Yalgoo, Cue and Mount Magnet.

The College is very supportive of emerging opportunities for Indigenous people to develop tourism industries in the Central West region. In partnership with the Mid West Development Commission, Wila Gutharra and Geraldton Streetworker's Aboriginal Corporations the College will facilitate a practical, live work project for participants in the Certificate II Aboriginal Cultural Guiding.



Gascoyne Campuses

*Director
Paul Roberts*

The Gascoyne campuses at Carnarvon and Exmouth, with a major centre at Burringurrah, service the education and training needs of a diverse client group throughout the Gascoyne and Murchison regions of the State.



Key Initiatives and Achievements in 2001

2001 saw the Gascoyne Campus make significant changes to services in flexible delivery with the implementation of a student centred self paced format in several study areas, including Community Services and Business and Office Administration. In response to changing client demands the Gascoyne Campuses offered courses that allowed students to study and complete units by using a combination of off site study and facilitated “in class” sessions that provided flexibility for remote clients. This initiative has seen a dramatic increase in student intake and provided the Gascoyne community with choices that help overcome the isolation and distance problems that are found in regional areas.

Activity at the Gascoyne campuses in 2001 was characterised by an increase in student numbers and the creation of flexible options and study modes has seen the campuses able to meet demand from a number of new client groups.

Several staff members attended the *2001 Teaching Odyssey*, as part of the Learnscope Project, to conduct a presentation entitled “A Learning Odyssey” that showcased the vision the Gascoyne Campus has for 2001 and beyond in the provision and service of true flexible entry/exit delivery. The feedback from the conference has been positive and the campus has received many enquiries from other RTO’s seeking further information.

Industry Partnerships and Joint Ventures

The Carnarvon campus has undertaken partnership projects with Fisheries WA involving the Aquaculture diversification program. In addition the campus has created strong links with the local CDEP organisations to streamline training delivery and assist with developing skills to provide the work force for the Carnarvon Aboriginal Cultural Heritage Centre, which will be constructed in 2002.

JET provided funding to employ crèche staff allowing students with young children to participate in the courses of their choice. Funding through the Indigenous Education Special Initiatives Program (IESIP) supported several projects through the purchase of equipment for the Sewing and Textile Course, pumps, windmills and generators for the Horticultural Course and funding for the Certificate I in Community Trade Skills. IESIP provides valuable funding to support training delivery and enhance outcomes for Indigenous clients in the region.

Students in the Visual Arts program at the Exmouth campus designed and completed a feature mural at the Town Beach. The project converted a public ablution block into a colourful and unique building providing a visual stimulus and creating a tourist interest spot. This project has resulted in requests from a number of private and Shire building owners seeking opportunities to use this program to improve the visual aspects of prominent Exmouth buildings in 2002.



Training delivery across a range of programs at Exmouth Campus continues to grow to meet the demand from all sectors of the community. In particular the areas of Business, Information Technology, Services Industries and Marine have shown significant interest from the Exmouth and Coral Bay areas with a large number of graduates in all areas. The graduate numbers have increased to the point where in 2002 the Campus will hold it's first Awards Presentation exclusively for Exmouth students.

Future Directions 2002

In response to client feedback the 2002 enrolments process will be streamlined to meet the needs of clients who have previously found enrolment days difficult to attend because of "Back to School" commitments with their children. Enrolment days will be scheduled a week later than in previous years, allowing clients the opportunity to consider their training options and explore the range of services available from the campus before enrolling.

In 2002 the Carnarvon campus will strengthen ties with the Pilyardi Yarli Aboriginal Cultural Centre with exclusive on-site delivery of various vocational skills programs during the construction and post construction/occupation stages of the Centre.

New areas of delivery being offered in 2002 are Relaxation and Massage, Community Recreation, Aquaculture and Hospitality (Kitchen Operations). In addition Pastoral and Horticultural courses will be further diversified to better meet local demand. Growth in traineeships will be a major priority in 2002. New partnerships with industry (Marine, Retail, Warehousing and Hospitality) have expanded participation by local school leavers and will increase employment opportunities for local residents.

ACADEMIC AND TRAINING SERVICES



*Director
Michelle Hoad*

In 2001 the national vocational education and training sector sharpened its focus on quality practices in delivery and assessment, growth in employment based training and the continued implementation of Training Packages. Central West College of TAFE was well positioned to respond to these priorities with the continuation of innovative strategies established in 2000. The release of the Australian Quality Training Framework (AQTF), replacing the Australian Recognition Framework (ARF), provided an

ideal opportunity to review existing policies and procedures governing training delivery and assessment, to ensure consistently high quality outcomes are being achieved.

Key Initiatives and Achievements in 2001

- Industry based delivery strategies addressing “WorkSmart” skills
- Provision of Graded Performance for students in selected qualifications
- 95% of full-time lecturing staff have qualified in Certificate IV Assessment and Workplace Training
- Enhanced processes for registration including a Course Information Database
- \$150 000 in grants to support the effective simulation of a workplace environment in delivery
- Increased course offerings through the virtual campus
- Development of the College Products and Services Catalogue
- Growth in Traineeships

QUALITY TRAINING AND DELIVERY

A comprehensive range of new and continuing professional development activities were undertaken in 2001. These activities emphasised the development of best practice models for training delivery and assessment, progressing the use of technology enabled training delivery and maintaining industry relevance through a workplace focus in delivery.

WorkSmart

Central West College of TAFE was successful in obtaining funding from the State Training Board to participate in the WorkSmart Initiative. The WorkSmart training approach aimed to link employers, industry and trainers to raise the profile of business literacy, positive attitudes and workplace values in training. Although technical approaches to training provide excellent job specific skills, it is well recognised that in today’s competitive markets

employers seek training that maximises innovation, customer service and teamwork. WorkSmart provided professional development to lecturers to implement teaching and assessment practices through which generic work skills are highlighted. The lecturers involved in the program all attracted industry partners to undertake a work based project. The College was involved in 11 projects with local industry and community in a broad range of areas from Child Care to Hospitality.

The project took the trainers out of the classrooms and into the industry and the community to work on projects that were beneficial to themselves, the students and their creative link (industry) partners. Successful projects include the establishment of a crèche at the local Aquarena, and a Disability Access Report for a major local government entity.

Professional Development Strategies

As a result of a significant emphasis in the last few years on professional development of lecturing staff, by the end of 2001, approximately 95% of full-time College lecturing staff had completed the Certificate IV in Assessment and Workplace Training qualification. Leading into 2002, the focus has shifted from fulltime contract staff to casual and part-time time staff that deliver on a regular basis for Central West College of TAFE.

For those interested in higher levels of qualifications, the College continued its partnership with Edith Cowan University to deliver the Associate Degree in Arts (Training and Development) on site in 2001 with 22 students enrolled in this program.

CURRICULUM MANAGEMENT ISSUES

Scope of Registration

In 2001 the focus was on the major curriculum issue of Scope of Registration. The timely release of the AQTF provided the catalyst for a College based review of registration processes. The review addressed relevant quality procedures for registration, the records file structure for the management of course information and the College Course Information Database.

A review of the procedure for maintaining Scope of Registration introduced a new approach to determining the College's capacity to deliver through which more stakeholders could be involved. Under the new process, a more rigorous planning and analysis is undertaken in relation to staffing, learning resources and involvement with industry, which is expected to be fully deployed in 2002.

Graded Performance

The pilot Western Australian Graded Performance model continued in 2001. The delivery areas of Business Administration, Carpentry and Joinery, Community Services and Hospitality were involved in piloting the model at Central West College of TAFE. Performance level information was reported to students separately and in addition to the standard Statement of Academic Record issued to all students.



ACADEMIC PROGRAM DEVELOPMENT

A new College function, Academic Program Development, was established in 2001 to work with industry to explore and exploit opportunities for growth. Core activities include market research and development, submission of tenders and grants to increase funding for training and research, and participation in partnerships with industry, community and other training organisations. Central West College of TAFE secured over \$150,000 in grants and tenders in 2001 through this function.

LEARNING RESOURCE AND TECHNOLOGY CENTRE

Learning Resource and Technology Centre services were well utilised in 2001. The 24 hour access computing Ciba Tek Centre recorded high usage as well as the online journals and other electronic library resources. In addition to learning resource services, the LRTC continued to support the creative use of technology to enable training delivery.

Course offerings through the College Virtual Campus were expanded in 2001, as the number of students seeking to study online via the Internet increases. Many lecturing staff undertook the Professional and Career Development program 'e-train', which provides training for online facilitation. College staff also participated in a number of State projects with WestOne to customise teaching and learning resources in the form of e-kits.

Considerable effort was invested in the development of a Products and Services Catalogue to be available online in 2002. This catalogue will provide an accessible, user-friendly environment through which to explore the selection of training opportunities available at Central West College of TAFE.

The LRTC supported two Learnscope projects in 2001 in Business and Applied Science and Horticulture and Land Management. Both projects provided opportunities for lecturing and support staff to explore flexible modes of delivery and to review the ANTA Tool Boxes available to facilitate online learning.

The College has also been instrumental in an exciting project to review the management of Learning Resources Systems in the Western Australian TAFE sector. The project is focussing on best practice in library/LRC services as well as investigating a new automated library system as a shared service with all WA TAFE Colleges.

APPRENTICESHIPS AND TRAINEESHIPS

Central West College is registered to deliver a wide range of traineeship programs through which delivery is customised to the needs of the employer and the trainee. As a result of this service, the number of employers participating in traineeships in the Midwest, Gascoyne and Murchison regions has increased dramatically. Increasing flexibility of the Traineeship system has made the employment of trainees a more attractive option and opened up previously unavailable markets.

Rapid growth and expansion in traineeship opportunities through 2000 and 2001 required a responsive approach by Central West College of TAFE towards the identification and establishment of new traineeship areas. In 2001 the College undertook an extensive industry analysis in order to prepare a Traineeship Expansion Strategy for 2002. This Strategy provides a plan for management of growth in traineeships by exposing employers to new, relevant traineeship opportunities, working in collaboration with other relevant agencies and increasing awareness and professional development among lecturing staff.

UNIVERSITY PARTNERSHIPS

Central West College of TAFE has a long history of successful partnerships with tertiary providers to facilitate the provision of local university level studies. A number of university options have been available through contracted and other delivery arrangements. In addition to existing university partnerships, Central West College of TAFE actively supported the University Access Group, an advisory committee to the Mid West Development Commission, whose aim was to expand university level opportunities in the Mid West region.

In 2001, the University Access Group succeeded in lobbying the Commonwealth government to allocate funding for twenty (20) university places to the Geraldton region. Edith Cowan University, the University of Western Australia and Curtin University established a consortium and successfully bid to deliver these places, under a three way allocation model. Fourteen of the places were made available to expand the existing delivery of Nursing and Art through Central West College of TAFE, and the remaining 6 places were made available for a selected number of units from the UWA Bachelor of Arts degree program. In order to steer the ongoing administration of the 20 places, a University Centre Board was established, on which Central West College of TAFE, as a key stakeholder in the region, is a member.

Students participated in the following University courses in 2001:

- Associate Degree in Arts (Visual)
Edith Cowan University
- Bachelor Social Science (Human Services)
Edith Cowan University
- Bachelor Social Science (Registered Nursing)
Curtin University
- Graduate Certificate in Management
University of Western Sydney
- Associate Degree in Arts (Training and Development)
Edith Cowan University



Central West College of TAFE continues to support a Memorandum of Agreement with Edith Cowan University under which the Geraldton Regional Centre of Kurongkurl Katitjin, School of Indigenous Australian Studies operates on the Geraldton Campus of the College. Locating the Centre on the TAFE campus has been a mutually beneficial arrangement, supporting the sharing of resources and creating an environment promoting options for further study.

STUDENT ADMINISTRATION SERVICES

Customer inquiries relating to enrolment, assessment and apprentice information are the responsibility of Student Administration. Representing the first contact many customers have with Central West College, this area has continued to ensure all customers and visitors to the College obtain timely, accurate and friendly information. To facilitate busy times and allow access to students with work commitments, reception opening hours are extended during key periods of client contact such as enrolments. To assist employers of apprentices the College produces an Apprentice Training Schedule, which is sent to all employers in the Midwest region. This publication outlines apprentice block release dates for the year enabling employers to plan when their apprentice will attend their off the job training.

Statements of Attainment were issued to students for the first time in 2001, reflecting the introduction of Training Package qualifications. Statements of Attainment indicate student progress toward the qualification in which they have enrolled, by listing of the competencies successfully achieved as at the date of issue.

FEES AND CHARGES

The 2001 Western Australian Department of Training and Employment Fees and Charges Guidelines set out the statutory and provider based fees and charges, which apply to training providers from 1 January 2001. Central West College of TAFE abides by these fees and charges in accordance with the provisions of the Vocational Education and Training Act 1996. College based fees and charges are reviewed annually and endorsed by College Council.



CORPORATE SERVICES



Director
Graeme Jones

Corporate Services is responsible for developing and implementing systems and processes that support the business and administrative environment of the College and ensures the organisation fulfils its statutory requirements.

Service delivery areas include Financial Services, Human Resource Management, Physical Resources Management, including business services and Information Systems.

Key Initiatives and Achievements in 2001

- With the Government encouraging e-business, the College has introduced Electronic Funds Transfer in order to pay creditors directly into their nominated bank account.
- Implemented new and improved debt management policies and procedures.
- Smart Force, an online Information Technology training system was implemented for employees as part of the College professional development program.
- A six month project saw the re-development of the College Intranet with new features such as online forms, online phone list, news and events, online policies and procedures, search facilities, welcome to new employees and links to external web sites.
- A new student server and new Internet services were implemented at the Exmouth Campus.
- Printing services have been streamlined with the introduction of Netware Distribution, improving printer management and configuration and monitoring of printing usage by individual sections.
- Developed Lecturer's Appointment and Progression Guidelines to provide a fair and equitable mechanism in the College for both the appointment of lecturing staff and their subsequent progression through the salary scale.
- Implemented online advertising and receipt of job applications.
- Developed welcome packs for new staff to provide information on the College and clarify expectations on the role prior to commencement.
- Completed the Manufacturing and Art Refurbishment \$8.3 million capital works project.
- Commenced a study into telecommunications within the College and the development of a 5-year Telecommunications Strategic Plan.

- Undertook a major electrical and lighting upgrade with emphasis on energy conservation and management. The college was also successful in obtaining a \$30,000 grant from the WA Office of Energy.
- Developed an accommodation white paper identifying short term and long term accommodation strategies for facilities at the Geraldton campus.
- Commenced minor works refurbishment of the College Canteen located at the Geraldton campus.

FINANCIAL SERVICES

Financial Services is responsible for the implementation and administration of systems for financial control within the College, in accordance with the Financial Administration and Audit Act 1985 and in line with the Australian Quality Training Framework.

The primary focus of Financial Services is to ensure that the accounting, budgeting, procurement and asset management functions of the College are managed in an ethical and professional manner in accordance with relevant legislation and guidelines established by the College Governing Council.

Initiatives undertaken by Financial Services in 2001 were:

- Full introduction of corporate credit card purchasing throughout the organisation resulting in the majority of procurement transactions being performed via credit card.
- Development of a comprehensive, online chart of accounts that is available to all staff through the college Intranet.
- Introduction of computerised payment options to assist students in the payment of fees such as Centrelink centre pay, direct debit and over the phone credit card payments.
- Implementation of revised debt management policies and procedures.
- Introduction of electronic funds transfer in order to pay creditors directly into their nominated back account.

Government Purchasing Charter

The College is meeting the requirements of the Government Purchasing Charter through the implementation of the Supply Business Plan and the Supply Procedures Manual. The College procurement function was successfully audited using the State Supply Commission accreditation model as a template. The College has also provided ongoing training to Staff on responsibilities and procedures associated with purchasing.

During 2001 the College continued the implementation of the Buy Local Policy with an aim to maximising opportunity for small, local and regional businesses in the Midwest and Gascoyne Regions. The College is currently exceeding the State Government benchmark target of 70% for buy local procurement.

INFORMATION SYSTEMS

Information Systems is responsible for the planning, implementation, support and management of Technology Infrastructure and Business Applications within the College, servicing both staff and student customer groups at all campuses of the College. This includes providing management information and business systems support to the Student Management Information System (CMIS), Multisoft Financial Management Information System, Remus Human Resource System, Trim Records System and Dynix Library Information System corporate systems.

Initiatives undertaken by Information Systems in 2001 were:

- Smart Force, an online Information Technology training system was implemented for staff and students.
- A six month project saw the re-development of the College Intranet with new features such as online forms, online phone list, news and events, online policies and procedures, search facilities, welcome to new employees and links to external College web sites.
- Expanded the online Helpdesk system “Sysman” database allowing employees to place requests for support online to access Computer System Officers across all campuses.
- A major audit of all technology infrastructure assets has seen the development of an integrated replacement plan for the next four years.
- Reviewed the College’s Internet policy and developed an Information Systems Security policy to protect the College against viruses, security breaches, inappropriate usage and to encourage good electronic record keeping practices.
- Printing services have been streamlined with the introduction of Netware Distribution improving printer management and configuration and monitoring of printing usage by individual sections.
- Purchase of an Uninterruptible Power Supply for the College Computer Centre ensuring data integrity in the event of power failures/outages.

HUMAN RESOURCE MANAGEMENT

Human Resources Management is responsible for a diverse range of support services to all staff employed by the College. The section is committed to supporting staff in the achievement of College goals through the provision of high quality customer focussed human resource services.

The College employs staff in Lecturing and Non-lecturing roles that include a range of duties in administration and support functions. The agency is one of the largest employers, public or private Sector, in the region, with 162.27 full time equivalent staff employed at 31 December 2001

Average number of full time equivalents (FTE's) paid by campus 2000 & 2001.

LOCATION	2000	2001
Geraldton	138.59	144.50
Carnarvon	17.90	16.18
Exmouth	1.06	1.59
Total	157.55	162.27

Public Sector Management Act

I have, to the best of my knowledge, in the administration of Central West College of TAFE, complied with the Public Sector Standards in Human Resource Management, the Western Australian Public Sector Code of Ethics and the College's Code of Conduct. I have put in place procedures and have conducted internal assessments to satisfy myself that the Standards, Code of Ethics and Code of Conduct are being complied with.

Applications for Breach of Standards Reviews

	Recruitment Selection and Appointment Standard	
	2000	2001
Applications for Review Lodged	1	2
Withdrawn	0	2
Breach Established	0	0
Breach not Established	1	0

There are no applications currently under review, and there were no applications for the review of any other Public Sector Standards in Human Resource Management.



Wayne H Collyer
Managing Director
Central West College of TAFE
28 February 2002

An independent internal review was conducted of HR transactions. In respect to the Public Sector Standards in Human Resource Management the auditors report confirmed the College was complying with the Public Sector Standards.

As part of the implementation of the Australian Quality Training Framework, Human Resource policies and procedures were reviewed during the year, with several being updated, and a number of new policies being introduced. The review ensured the policies were contemporary and aligned with the needs of both the organisation and the staff. In addition a review of the College's Code of Conduct was also undertaken.

Declaration of Interests

Mr Barry Mitchell the Deputy Chair of the College Governing Council has a substantial interest in Mitchell and Brown Communications who are on the Department of Industry and Technology panel contract number 40499 – buyers guide for the supply of personal computers.

The College had a contract with Mitchell and Brown Communications to supply personal computers for the period January 2001 to October 2001, the approximate value of the contract is \$85,000.

No other senior officers had any interest in any contract with the College.



Freedom of Information

The College publishes a range of documents that provide information to staff and the community. Publications are available from the College and many are widely distributed to stakeholders and throughout the community. An increasing amount of information about the organisation is available on the College Website. Any member of the public wishing to access material under the Freedom of Information Act can contact:

The Freedom of Information Co-ordinator
 Central West College of TAFE
 PMB 103
 GERALDTON WA 6531

Telephone (08) 9956 2747



For the year ending 31 December 2001, there were 2 requests for information under the FOI Act received by the College.

	2000	2001
Freedom of Information Requests	2	2

Industrial Relations

In accordance with the Government’s direction, the College employs all new staff on either the Enterprise Agreement or the Lecturers’ Certified Agreement.

There were two formal grievances from staff resolved in the College during the year.

There were no Industrial disputes or Industrial action taken in the College during the course of the year.

Equal Employment Opportunity

The principles of Equal Employment Opportunity and the application of these values are demonstrated throughout the College in the different work areas and in the learning environment. The College prides itself on having a workplace that is free of discrimination and harassment, and this is also reflected in the College’s policies.

The College has two trained Grievance Officers who are available for staff to speak to on a confidential basis should any EEO issues arise. As part of the College’s formal induction process, all new staff members are advised of the College’s policy on EEO, discrimination and harassment.

There were no formal complaints received during the year in relation to EEO and related areas of discrimination.

Induction of New Staff

As many new staff commence with the College at the beginning of each year, to correspond with academic requirements, an orientation period of 2-3 weeks is scheduled at this time. This is both for new staff and existing staff needing to re-acquaint themselves with the various functions of the College. During the orientation program, new employees are made familiar with the operations of the College.

All new staff are also put through a comprehensive structured induction program that is intended to familiarise them with the necessary elements associated with both their particular roles and other functions within the College. A mentor is also assigned as a part of this process to assist new staff in their induction into the College.

Staff Training and Development

The College's staff training and development program is co-ordinated by the Manager Human Resources through the Professional and Career Development Committee. The committee has continued to provide direction for training and approves and monitors funding for training requests. Approval of course attendance is subject to outcomes that will meet both the organisational needs and be of benefit to the individual in their chosen vocation/career.

In an effort to promote computer literacy amongst all staff, the College introduced the "College Computer Passport", which is a self-paced online learning program. Staff access learning material on a range of commonly used software packages and are tested at the end to assess competency. At the completion of the modules staff receive acknowledgement of their achievement in the form of a "Passport".

To meet industry standards in delivery and assessment, lecturing staff have been provided with ongoing development including participation in Certificate IV in Assessment and Workplace Training. The College has also maintained access to the Associate Degree in Arts (Training and Development) through Edith Cowan University, which is delivered on campus.

<i>Staff Training Development Activity</i>	<i>2000</i>	<i>2001</i>
No. of courses/programs provided or attended	146	134
No of staff participating	445	458

PHYSICAL RESOURCES

The Physical Resources section is a multi-discipline portfolio responsible for the management of the College's physical assets including land, buildings, motor vehicles and equipment. The section is also responsible for minor works, repairs, maintenance, insurance, and fleet management and oversees the operation of the College canteen, Occupational Health and Safety function, records management and telecommunications systems.

2001 heralded the completion of the most significant capital works program undertaken by the College since it was first constructed in 1978/79. The total program cost in excess of \$8.3 million dollars over a two year period and included development of the Construction Industries, Electrotechnology, and Horticulture facilities, with the final phase of the program being the Metals, Automotive and Art and Design facilities, which were officially opened by the Premier of Western Australia, Geoff Gallop on 13 August 2001.

Other significant projects co-ordinated by the Physical Resources area included:

- Commenced a study into telecommunications within the College and the development of a 5-year Telecommunications Strategic Plan.
- Undertook a major electrical and lighting upgrade with emphasis on energy conservation and management. The College was also successful in obtaining a \$30,000 grant from the WA Office of Energy



- Continued progress towards improving records management within the College.
- Developed an accommodation white paper identifying short term and long term accommodation strategies for facilities at the Geraldton campus.
- Commenced minor works refurbishment of the College Canteen located at Geraldton campus.

Occupational Health and Safety

The College continued to maintain its commitment to comply with the requirements of the Occupational Safety and Health Act 1984 and regulations by providing a safe and healthy working and learning environment for staff and students.

A key component of this commitment was the establishment of a safety and health committee with representatives of each of the College's professional teams including satellite campuses.

Major initiatives undertaken during the past year include:

- Update of College near miss /hazard report forms
- Update of College safety procedures
- Completion of several test evacuations at Geraldton campus

	2000	2001
No of workers Compensation claims	7	3

Recycling

In line with government wide initiatives the College is committed to finding ways to reduce waste and to recycle materials where possible.

During 2001 the College was able to reallocate surplus equipment to other campuses and program areas resulting in considerable savings. The College continues to shred waste paper, which is then re-used in Art and Design classes.

ORGANISATIONAL EFFECTIVENESS



Director
Adrian Mitchell

Organisational Effectiveness has a mission to enhance client focus and to develop the organisation's culture and learning environment in partnership with all areas of the College.

Organisational Effectiveness supports the learning activities of the College's external clients (individuals, communities and industry) through the delivery of a range of services. These include student services, careers advice and information, Aboriginal support services for students and communities, marketing and promotional activities, residential services, commercial training delivery and regional services. In support of organisational development the area provides a range of quality assurance, strategic planning, policy development and organisational reporting services.

Key Initiatives and Achievements in 2001

- Increased participation in the Telecentre Incentive Scheme
- The completion of a Certificate II Metalliferous Mining (Operations) training course at Normandy's Jundee mine site, where nine of the fifteen Indigenous participants were successful in gaining employment with Normandy.
- Another successful Open Day with attendance from potential clients from all parts of the Central West region.
- The College was successful in two categories in the Australian TAFE Marketing Association Awards for Excellence in Marketing: Advertising or Marketing Campaign under \$50,000 for the "2001 Reach for Your Future" campaign, and Electronic Multimedia for the "Walk on the Wild Side" CD Rom initiative developed by the College's Gascoyne Campus.
- The implementation of the Training Alliance Manager model. The program developed by the Western Institute of Technology in NSW offers training consultancy services to industry to assist in the coordination of all aspects of their training. It also offers exciting professional and personal development opportunities for staff and the opportunity to develop and strengthen the College's links with industry
- Quality Day 2001 and the presentation of Quality Staff Awards
- Implementation plan for the introduction of the Australian Quality Training Framework. This included a comprehensive review of the College's policies and procedures and training and assessment practices.
- The significant increase in student satisfaction recorded in the 2001 Student Satisfaction Survey.

ABORIGINAL SERVICES

Central West College of TAFE has strong links with Aboriginal communities and is well recognised as an organisation prepared to negotiate training for Aboriginal people in a sensitive and culturally appropriate manner. In particular the College emphasises consultation and joint implementation of projects with Aboriginal communities and groups.

In 2001 the College provided a range of vocational education and training options including customised training to cater for the diverse needs of Aboriginal communities, groups and individuals throughout the Midwest and Murchison regions. Training needs were identified and programs developed in close consultation with Aboriginal communities, ensuring relevance of content and delivery strategies and to provide a positive learning environment to develop the skills of participants. The majority of practical or 'live work' training activities were undertaken to benefit both the course participants and the community or group. The 'live work' environment ensures that course participants receive skills training that can be immediately applied to a variety of other community related projects as well as facilitating student access to further studies and/or industry related employment opportunities.

Once again the College, in partnership with Normandy Mining, provided opportunities for Indigenous people to participate in entry-level training in the Mining sector by delivering the Certificate II Metalliferous Mining (Operations) training course. This course, which is designed to reflect the role of a production operator who performs a range of tasks in mining processing, was delivered at Normandy's Jundee mine site operations near Wiluna. Upon completion of the course nine of the fifteen participants were successful in gaining employment with Normandy.

Training delivered to Aboriginal communities and groups of the Midwest and Murchison regions during 2001 included:

<i>Course Title</i>	<i>Community/Location</i>
Certificate II Metalliferous Mining	Geraldton
Certificate III/IV Aboriginal Visual Arts	Geraldton
Certificate III Small Business	Geraldton
Certificate I Rural Skills	Mullewa
Certificate II Horticulture	Mullewa
Certificate I Rural Skills	Kardaloo Community
Certificate I Introduction to Construction	Kardaloo Community
New Opportunities for Women	Mt Magnet
Certificate I Introduction to Construction	Mt Magnet
Certificate I Introduction to Construction	Cue
Certificate I Rural Skills	Yulga Jinna Community

Aboriginal Employment, Education and Training Committee

Central West College of TAFE has two Aboriginal Employment, Education and Training Committee's (AEETC), the Carnarvon AEETC and the Geraldton AEETC. The Carnarvon AEETC is chaired by Mr Keno Phillips and the Geraldton AEETC by Ms Marion Baumgarten.

Both Committees have had significant input into College planning, monitoring, evaluation and reporting and their contributions are acknowledged.

NAIDOC Week

The College celebrated NAIDOC week to coincide with Open Day in August 2001. As part of the celebrations a Bush Tucker Night was held, which once again proved very popular.

CLIENT SERVICES

The 2001 academic year saw significant and strategic changes to the former Student Services area of the College.

To better address the needs of clients, the College formed a new Client Services Team lead by the Manager Client Services. Reporting to the manager are the Aboriginal Student Services Officer, Marketing Coordinator, Residential Supervisor, Student Liaison Officer, Bookshop Officer and Disability Officer. The services provided such as career advice, course information, a range of support mechanisms and guidance into the transition of TAFE life are now delivered through a dedicated client service area with the team co-located to allow integrated service delivery.

Throughout the year, the Client Services team continued to promote the College in the regions and to develop links with industry. In 2001, the College had representation at a number of events promoting the flexibility of vocational education and training and the College's ability to tailor training delivery to the needs of any particular client. This included attendance at Elder's Horticultural Field Day (Carnarvon), Gascoyne Business Expo (Carnarvon), Gulf Aquafest (Exmouth), Sunshine Festival (Geraldton), Iluka Mine Open Day (Geraldton), Lions Club Mingenew Expo, Larry Lobster Festival (Dongara), Teddy Bears Picnic (Geraldton), Gascoyne Open Day (Carnarvon) and the Pilbara Educational Expo (Exmouth).

The Graduation and Awards Evening was held at the Queens Park Theatre on April 7, 2001 and proved to be a very successful evening. Mr Andrew Horabin was the guest speaker with his message being one of congratulations and encouragement for the College graduates.

Major award winners for 2001 were:

- Apprentice of the Year - Scott Hall
- Chamber of Commerce Student of the Year - Kevin Bradley
- Aboriginal Student of the Year (Geraldton) - Ross Gibson
- Aboriginal Student of the Year (Carnarvon)- Donald Ranger

The main on-campus event for 2001 was the College Open Day. A highlight on the day was a guest appearance by Todd James from the television series Big Brother. Mr James spent countless hours with the many visitors to the College.

Parent nights and high schools class talks were also high on the agenda with the Client Services team visiting schools in Carnarvon, Dongara, Exmouth, Geraldton, Meekatharra, Morowa, Mount Magnet, and Mullewa.

The College received national recognition for its marketing initiatives in 2001. The Australian TAFE Marketing Association Awards for Excellence in Marketing, held in Sydney in November, saw the College win two major categories: Advertising or Marketing Campaign under \$50,000 for the "Reach for Your Future" campaign, and also Electronic Multimedia for the "Walk on the Wild Side" CD Rom initiative developed by the College's Gascoyne Campus. Marketing Coordinator, Patrick O'Boyle was also a finalist in the Marketer of the Year category.

The use of the Bookshop also increased markedly during 2001 and significant improvements have been made to the College's residential facility, Pepperell Village, which should see significant increases in occupation rates in 2002.

Details of publications released in 2001

- 2001 Enrolment Guide
- Annual Report 2000
- Apprentice Training Schedule
- Student Factpack and Diary
- Diploma of Community Services Course Guide
- New Art Facilities information sheet and timetable
- Graduation & Awards Evening literature
- Interactive CD Rom – Travelling Through an Online World

Details of Major Promotional, Marketing and Public Relations Activities in 2001

- “Reach for Your Future” - Information on courses and enrolments
- Open Day - Promotion of post secondary study options

Disability Services

Existing services are adapted to ensure they meet the needs of people with disabilities

- Central West College of TAFE endeavours to support both students and staff who require access to resources, services and training. Students requiring special assistance receive relevant support services, for example the College employed a note taker to assist a student with a hearing impairment. The student reported the College’s willingness to assist to their disability agency, which has led directly to several other inquiries for potential 2002 students.
- Purchased computer software to assist students with visual impairments and as a result of this and the support given by the College staff a majority have indicated a willingness to further their studies in 2002.
- Currently addressing ways to encourage students to disclose information on their requirements.

Access to building facilities is improved

- The College is conscious of the need to provide access for people with disabilities. In 2001 changes were made to the main student toilet block, improving accessibility.
- The canteen is currently undergoing renovations, and a number of improvements including automatic doors are being installed, addressing a long-term issue for people with disabilities.
- A number of pathways have been constructed improving student and staff access.

Information about services is provided in formats, which meet the communication requirements of people with disabilities

- The College has catered to the communication requirements of people with disabilities by providing print publications in larger font sizes and Braille, when requested.
- College information and publications can also be provided in alternative formats upon request.
- In line with guidelines from the Office of the Premier (29 September 2001), the College will also be including closed captions on TV advertising and on all videos produced for promotional or training purposes.
- In accordance with the Australian Quality Training Framework, the College provides information on access and equity issues to all clients prior to enrolment, including information about assessment to identify appropriate support services if required.
- Allowable adjustments can be made to training delivery and assessment strategies to meet the individual learning needs of clients with a disability.

Advice and Services are delivered by staff who are aware of and understand the needs of people with disabilities

- A workshop on understanding the needs of people with disabilities was again conducted during the 2001 induction period in January. Whilst it was compulsory for new staff to attend this session, all staff members were encouraged to participate.
- Once a student identifies a disability/illness on their enrolment sheet, information is forwarded to appropriate staff. Depending on student and lecturers' needs, specialised training can be coordinated.
- The Disability Liaison Officer undertakes regular visits to professional group meetings.
- The College also plans to use Industry Advisory Council expertise in a more strategic approach, providing staff with the most current and competent advice and information.
- The Disability Services Plan was reviewed in consultation with the Disability Services Commission. The implementation Australian Quality Training Framework has offered an opportunity to review of all College policies and procedures to ensure principles of access and equity are integrated across all areas of College activity.
- Student Inductions are conducted for all students. Included in induction is the services provided for students with disabilities. This has also been done for regional students.

Opportunities are provided for people with disabilities to participate in public consultations, grievance mechanisms and decision-making processes.

Opportunities are provided in the following ways:

- Quality Feedback Stations – a vehicle where by all students can lodge a concern, complaint or query relating to any aspect of the College and have the same actioned within 10 working days.

- Access to Industry Advisory Committees – a network of committees who provide industry feedback to the College in relation to College operations (academic and non-academic).
- The College has a designated Disability Liaison Officer with a role to assist people with disabilities make a successful transition to TAFE study.
- Regional Services and Aboriginal Development Officers disseminate information and coordinate consultation processes in the remote areas of the Midwest/Gascoyne Region (i.e. outside of Geraldton).

INTERACTIVE TRAINING NETWORK

The Interactive Training Network (ITN) is the commercial arm of Central West College of TAFE.

Key Initiatives and Achievements in 2001:

- ITN was relocated to new offices with access to two dedicated training rooms.
- The Training Alliance Manager program, developed by the Western Institute of Technology in NSW, was introduced. The program offers training consultancy services to industry to assist in the coordination of all aspects of their training. It also offers exciting professional and personal development opportunities for staff and the opportunity to develop and strengthen the College's links with industry.
- ITN worked closely with Wila Gutharra Community Aboriginal Corporation to assess their training requirements and develop sound communication links with the College. The College is optimistic that an ongoing long-term relationship will be established and for this purpose a formal Memorandum of Understanding between Wila Gutharra and the College is currently being developed. A two-year training plan for the organisation has been completed, which should have many benefits including positioning Wila Gutharra to access external funding sources.
- Delivery of the industrial training tender continued for the third year. The construction and plant operator training to Work Safe WA standards has been very popular in the Central West region.
- ITN played a significant role in the development of the College's Competitive Allocation of Training tenders. Twelve tenders were submitted, eight of which were successful, with revenue of over \$700,000.
- The Graduate Certificate of Management was delivered for the third year and it is the only postgraduate Management course available on a 'face to face' basis in the Mid West/Gascoyne region.
- ITN was a major sponsor of the Midwest Chamber of Commerce and Industry Small Business Awards for the second consecutive year.

Future Directions

- Further development and expansion of the Training Alliance Manager program.
- Continued delivery of industrial training following the successful submission of a fourth tender.
- Increased servicing of Carnarvon and Exmouth campuses, and their business communities.
- Development of an integrated marketing strategy.
- Collaboration with other regional Colleges through the Regional Training Alliance for the identification and development of commercial opportunities.

PLANNING, QUALITY AND ORGANISATIONAL PERFORMANCE

In 2001 the Central West College of TAFE continued its commitment to enhancing the quality of service and the effectiveness of its operations through the principles of quality management and responsiveness to client feedback. Strong planning processes and a comprehensive range of organisational performance reporting activities assist the College to maintain a position of relevance within the regional community. The diversity of the College's client base and the significant challenges presented by operation in a large regional area has seen the College draw on the strength of its planning and quality management systems to service client needs and promote continuous improvement.

Customer Focus Initiatives

In 2001 the College implemented a number of initiatives designed to improve customer focus. These included:

- A restructure of Student Services was undertaken which resulted in the establishment of a Client Services Team. The restructure included the relocation of the Client Services Manager, Regional Coordinator, Aboriginal Development Officers, Aboriginal Student Services Officer, Student Services Officer and Marketing Officer within the one building to provide a 'one stop shop' for students.
- Quality Feedback Stations continue to operate throughout the Geraldton and Carnarvon campuses.
- A Complaints Handling policy has been developed.
- The Colleges Customer Service Charter has been reviewed.
- With the implementation of the Australian Quality Training Framework a number of existing policies have been updated and a number of new policies developed with a far greater emphasis on Customer Focus. For example information provided to students prior to enrolment has been significantly improved.

As in previous years the College participated in a number of surveys aimed at gathering feedback from external customers.

- 2001 Student Satisfaction Survey
- 2001 Student Outcomes Survey
- 2001 Employee Feedback Survey
- Plumbing Industry Survey
- Automotive Industry Survey

With respect to the Employee Feedback Survey there has been an increase in overall employee satisfaction from 71.8% in 1999 to 76.6% in 2001. Information contained in the report has been presented to all staff and focus groups are to be established to develop strategies to address those areas where performance gaps have been identified.





The implementation of the Australian Quality Training Framework (AQTF) nationally has provided the College with the ideal opportunity to re-focus on the core principles that support quality training delivery programs and services. The College has built on the teams based approach to Quality that was implemented under QETO to develop an organisation-wide implementation plan to meet the requirements of the new national standards that comprise the AQTF. The College will undergo external validation for compliance against the new standards in March of 2002.

The Planning, Quality and Organisational Performance area provides the College with a range of services designed to support the organisational policy and planning functions and to promote the College's quality culture.

Key Initiatives in 2001 were:

- Co-ordinated submission to the State Government's *Review of the Training Sector*
- Developed a plan for the introduction of the Australian Quality Training Framework and co-ordination of the implementation plan.
- Quality Day 2001 and presentation of Quality Staff Awards
- Prepared submissions for the Training Excellence Awards and the Australian TAFE Marketing Association Awards
- Undertook industry surveys in the areas of plumbing, and automotive
- Co-ordinated College participation in the Student Satisfaction (state) and Graduate Outcomes (national) surveys

The College has a consultative approach to planning that involves the contribution of all stakeholders in the planning process, where possible, including the monitoring and review of College performance. In conjunction with the implementation of the AQTF the College is comprehensively reviewing its strategic planning process and will in 2002, undertake a full revision of the organisation's strategic aims and objectives. Key amongst the aims of the review will be to identify further ways in which industry and the regional community can be involved in the College's planning processes and participate in the development of training plans that lead to positive outcomes for individuals and the regional economy through the development of skilled, job ready graduates.

REGIONAL SERVICES

Central West College of TAFE has effectively overcome the barriers of distance in the Midwest and Gascoyne Regions through a strong commitment to providing infrastructure, resources and local staff to ensure successful remote delivery. Through innovative training options for regional clients including flexible delivery, use of local agencies, school partnerships and the development of on line learning material, the College is at the forefront of ensuring access and equity to remote clients in Western Australia.

The College has a strong commitment to further developing opportunities for people in regional and remote areas to access a broader range of training delivery methods, which take into consideration distance, travel time, availability of participants, expertise of delivery staff, resources, equipment and seasonal work commitments. The College views the Telecentres as an important component in plans to increase and improve participation rates in vocational education and training throughout the region. The Telecentres' strong links with their communities provide an additional avenue through which the College is able to gain information and feedback on regional training needs and to direct scarce resources to areas where training is most needed.

The College values the role the Telecentres and community coordinators play in extending our services and in recognition of this the College implemented a Telecentre Incentive Scheme. There were 13 participants in the scheme in 2001 and with a further two proposed for 2002, the College aims to further improve its delivery in regional areas.

VET IN SCHOOLS

TAFE-Link

Students participating in the TAFE-Link program attend the College for three or four hours a week and complete nationally recognised modules or units of competence. Currently three secondary schools in the Mid-West Region are involved in the TAFE-Link program:

- Geraldton Secondary College
- Nagle Catholic College
- Geraldton Grammar School

Central West College also works closely with the Skilling Through Enterprise Program (STEP) students at Geraldton Secondary College. The students in this course attend TAFE for three hours a week over 14 weeks and complete practical units of competence in the metals and engineering area.

Partnership Arrangements

Partnership arrangements for the delivery and assessment of vocational training in AQF Certificate Level I and II programs in schools in the Midwest and Gascoyne regions increased in 2001.

School currently participating in Partnership Arrangements are:

Exmouth District High School:	Retail; Administration, Seamanship, Horticulture
Strathalbyn Christian College:	CAD – Drafting
Carnarvon Senior High School:	Administration, Metals & Engineering, Small Business, Hospitality
Geraldton Secondary College:	Administration, Community Services

RISK MANAGEMENT

Central West College of TAFE continued to meet its legislative requirements by progressively developing its risk management policies in accordance with Treasurer's Instruction 109 and to incorporate the requirements of the Australian Quality Training Framework. In 2002 a full review of risk management will be undertaken.

PERFORMANCE REPORT



Performance Report

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Certification of Key Performance Indicators 2001

Desired Outcome

1. Effectiveness Indicators

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2. Efficiency Indicator

2.1	Overall Cost per Student Curriculum Hour	Table 6
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Key Performance Indicators 2001

We hereby certify that the following Key Performance Indicators are based on proper records and fairly represent the performance of the Central West College of TAFE for the year ended 31 December 2001.



Barry Mitchell

Chairperson, Governing Council
Central West College of TAFE

19 March 2002

Date



Wayne H Collyer

Managing Director
Central West College of TAFE
(Member of Governing Council)

19 March 2002

Date



AUDITOR GENERAL

To the Parliament of Western Australia

CENTRAL WEST COLLEGE OF TAFE PERFORMANCE INDICATORS FOR THE YEAR ENDED DECEMBER 31, 2001

Scope

I have audited the key effectiveness and efficiency performance indicators of the Central West College of TAFE for the year ended December 31, 2001 under the provisions of the Financial Administration and Audit Act 1985.

The Governing Council is responsible for developing and maintaining proper records and systems for preparing and presenting performance indicators. I have conducted an audit of the key performance indicators in order to express an opinion on them to the Parliament as required by the Act. No opinion is expressed on the output measures of quantity, quality, timeliness and cost.

My audit was performed in accordance with section 79 of the Act to form an opinion based on a reasonable level of assurance. The audit procedures included examining, on a test basis, evidence supporting the amounts and other disclosures in the performance indicators, and assessing the relevance and appropriateness of the performance indicators in assisting users to assess the College's performance. These procedures have been undertaken to form an opinion as to whether, in all material respects, the performance indicators are relevant and appropriate having regard to their purpose and fairly represent the indicated performance.

The audit opinion expressed below has been formed on the above basis.

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Central West College of TAFE are relevant and appropriate for assisting users to assess the College's performance and fairly represent the indicated performance for the year ended December 31, 2001.

D D R PEARSON
AUDITOR GENERAL
April 22, 2002

Vocational Education and Training Delivery

Desired Outcome

To provide lifelong learning opportunities for individuals, the community and industry through the delivery of quality vocational education and training programs through the College Training Profile and other self supporting activities.

Central West College of TAFE has developed Key Performance Indicators (KPI's) to report performance relating to the effectiveness and efficiency with which the above outcome has been achieved by the College. The indicators outlined below, report performance in two broad areas, one relating to the Training Profile specified in the purchasing matrix of the College's Delivery and Performance Agreement negotiated with the Western Australian Department of Training; and the other in respect to Other (ie Non-Profile) training delivery. The College seeks to improve its ability to meet training demand and to decrease reliance on Government funding through Non-Profile training activity.

1.0 EFFECTIVENESS INDICATORS

1.1 Graduate Satisfaction with Achievement of Main Reason for Doing Course

The College aims to provide training that meets the needs of our clients. The extent to which graduates of Central West College of TAFE had fully or partially achieved their main reason for undertaking the course, provides a measure of how well the College is meeting client needs with quality training.

Table One: Graduate Satisfaction with Achievement of Main Reason for Doing the Course

<i>Graduate Satisfaction (Yes and partly)</i>	1997	1998	1999	2000	2001
Central West College	78%	81%	80%	77%	75%
Western Australia	81%	81%	82%	79%	76%
Australia	79%	80%	80%	80%	79%

Notes:

i) Source

The *2001 Student Outcomes Survey* was published in November 2001 and conducted by NCS Pearson on behalf of the National Centre for Vocational Education Research (NCVER) with funding assistance from the Australian National Training Authority (ANTA).

ii) Description

The *2001 Student Outcomes Survey* was designed to measure TAFE graduates employment, further study destinations and opinions of the training completed. TAFE graduates were defined as students who attended a TAFE Institute, successfully completed a qualification, and who had an Australian address as their usual residence.

The survey questionnaires were mailed to 384 Central West College of TAFE graduates. There were 211 responses. This represents a response rate of 55%.

The graduate satisfaction with achievement of intended outcome measure was gauged in 2001 from responses to the question: "Did your course help you achieve your main reason for doing the course?" with a four rating response scale (Yes, Partly, No, Don't know yet).

iii) Derivation

In 2001 the measure was derived from the number of graduates who indicated that they had fully or partially achieved their main reason for undertaking the course, and is expressed as a percentage of the total number of valid responses. In previous years the measure was derived as a percentage of

the total number of respondents. To provide comparable data across the five year period the figures for 1997-2000, in Table One, have been re-calculated using the total number of valid responses as the denominator.

iv) Explanation

In 2001 a total of 75% of Central West College of TAFE graduates indicated that they had achieved or partly achieved their main reason for doing the course. While this compares favourably to the Western Australian figure of 76%, it is 4% less than the National rate of 79% and represents a 2% decrease on the College result in 2000.

1.2 Proportion of Graduates in Employment

The proportion of graduates in employment is a performance measure that describes the extent to which the College is delivering relevant training programs that enhance the opportunities for graduates to enter the workforce.

Table Two : Employment Status as at 25 May 2001

	CWC	CWC	CWC	CWC	CWC	WA	Australia
Year	1997	1998	1999	2000	2001	2001	2001
Employed	63%	70%	68%	68%	69%	68%	73%
Unemployed	17%	10%	13%	13%	10%	14%	12%
Not in Labour Force	21%	20%	19%	18%	20%	18%	15%

Notes

i) Source

The *2001 Student Outcomes Survey* was published in November 2001 and conducted by NCS Pearson on behalf of the National Centre for Vocational Education Research (NCVER) with funding assistance from the Australian National Training Authority (ANTA).

ii) Description

The survey questionnaires were mailed to 384 Central West College of TAFE graduates. There were 211 responses. This represents a response rate of 55%.

In the survey graduates were asked to indicate their employment status (“Employed”, “Unemployed” and “Not in the Labor Force”) as at 25 May 2001.

iii) Derivation

The number of graduates in each employment category is presented as a percentage of the total number of valid responses. In previous years the measure was derived as a percentage of the total number of respondents. To provide comparable data across the five year period the figures for 1997-2000, in Table Two, have been re-calculated using the total number of valid responses as the denominator.

iv) Explanation

The graduate “employed” rate for Central West College of TAFE was 69%, which is 1% higher than the rate reported in 2000 and 2% higher than the rate for Western Australia. However, the rate is 4% less than the National rate of 73%.

There was a decrease of 3% in the “unemployed” rate. The rate is also 4% lower than the Western Australian rate of 14% and 2% lower than the National rate of 12%.

1.3 Achievement of College Profile

1.3.1 Overall Achievement of College Profile

This measure indicates the degree to which the College was able to achieve the total number of planned Student Curriculum Hours (SCH) as contained in the College's target purchasing Matrix. This indicates the extent to which the College is meeting the training needs of the community and of the state.

Table Three : Achievement of College Profile 2001, Planned vs Achieved SCH

	Planned SCH	Achieved SCH	% Achieved
1997	688840	697541	101.26%
1998	751116	759794	101.16%
1999	776745	782165	100.70%
2000	835216	835460	100.03%
2001	856910	868702	101.38%

Notes:

i) Source

The Planned Student Curriculum Hours (SCH) are obtained from the 2001 Central West College of TAFE Delivery and Performance Agreement with the WA Department of Training (including Addenda). Achieved SCH are obtained from the College Management Information System (CMIS) as at 31 December 2001.

ii) Description/Derivation

The College Profile comprises training purchased in accordance with the College target purchasing matrix and is expressed in terms of Student Curriculum Hours (SCH).

"Planned" profile delivery is the total Student Curriculum Hours (SCH) the College plans to deliver, to meet the target purchasing matrix, for the year ended 31 December 2001.

"Achieved" profile delivery is the total amount of Student Curriculum Hours actually delivered for the year ended 31 December 2001.

"% Achieved" is derived from Achieved SCH as a percentage of the total planned delivery. Achievement of the College profile is a measurement indicating the degree to which the College met the total number of planned Student Curriculum Hours (SCH) as identified in the College's target purchasing matrix.

iii) Explanation

In 2001 the College delivered 101.38% of its planned Profile delivery, as identified through the College's target purchasing matrix. This compares with 100.03% in 2000, 100.70% in 1999, 101.16% in 1998 and 101.26% in 1997. In terms of Achieved SCH the College showed an increase of 33,242 SCH over the 2000 result.

1.3.2 Achievement of College Profile by WA Department of Training Industry Group

The College aims to provide training that meets the needs of clients. Achievement of College Profile by WA Department of Training Industry Group provides a more detailed indication of the extent to which the College is meeting the demand for training within industry groups.

The following table presents a summary of the achievement of SCH against WA Department of Training Industry Groups.

Table Four : Achievement of College Profile 2001 by WA Department of Training Industry Group

WADT Group	1999 Achieved SCH	2000 Achieved SCH	2001 Planned SCH	2001 Achieved SCH	2001 % Achieved
00 Not Classified	-				
01A Recreation, Sports and Entertainment	-		7200	4712	65.44%
01B Visual and Performing Arts	24146	18817	22510	12853	57.10%
01C Design	-	12720	16080	14820	92.16%
02A Automotvie	36802	36273	29286	28460	97.18%
03A Building and Construction	63644	85844	84228	69275	82.25%
03B Surveying and Building	8690	14837	18300	14490	79.18%
04A Community Service Workers	43419	40966	43997	56745	128.97%
04B Education and Childcare	37853	43748	35556	46441	130.61%
04C Health	22514	29009	23260	31578	135.76%
05A Finance Insurance Property Service Workers	-	-	6995	10240	146.39%
06A Food Trades and Processing	480	-	2614	455	17.41%
07A Clothing, Footwear and Soft Furnish	54	-	13810	12095	87.58%
07B Furniture Manufacture	540	11288	-	88	0.00%
09A Engineering and Drafting	5484	11492	3180	4893	153.87%
09B Metal and Mining	55477	42541	74716	73384	98.22%
10B Forestry, Farming and Landcare	30013	19020	36946	47438	128.40%
10C Fishing	50602	7893	8550	5798	67.81%
10D Horticulture	8984	11964	19002	20445	107.59%
11A Process Manufacturing	-	577	400	325	81.25%
12A Personal Services	23502	28034	26598	30395	114.28%
12B Retail	2238	4641	6333	5206	82.20%
13A Cooking	12849	16463	22836	30014	131.43%
13B Hospitality	14362	19857	20050	13949	69.57%
13C Tourism	414	868	300	607	202.33%
13D Travel Agent	15113	11057	11880	8596	72.36%
14A Transport Trades, Storage and Associated	10375	15083	18374	25131	136.77%
15A Electrical and Electronic Engineering	25074	13653	24368	16451	67.51%
15B Electrical Trades	25820	25315	28024	19625	70.03%
16A Accounting and other Business Services	58243	53417	34605	26966	77.93%
16B Management	20767	9154	11917	17694	148.48%
16C Office and Clerical	58703	50630	41487	44578	107.45%
17A Computing	51782	65407	64482	71141	110.33%
18A Science and Technical Workers	14383	18425	16480	17524	106.33%
19B Adult Literacy/ESL	71240	89127	74810	78440	104.85%
19C Languages	1618	-	-	-	-
19D Miscellaneous	638	130	-	-	-
19E Targeted Access & Participation Courses	31864	27210	7736	7850	101.47%
Total	782165	835460	856910	868702	101.38%

1.4 Non-Profile Activity

Non-Profile training delivery provides a measure of the amount of training activity occurring in addition to the College's target purchasing matrix, as a percentage of total College training delivery. The College aims to maximise Non-Profile delivery to reduce dependency on government funding, while meeting the needs of the local community.

Table Five : Non-Profile Student Curriculum Hours as a % of College Training Delivery

	1997	1998	1999	2000	2001
Non-Profile delivery	160478	94882	114932	96026	119088
% of training delivery	18.70%	11.10%	12.82%	10.31%	12.06%

Notes

i) Source

The data is derived from the College Management Information System (CMIS) as at 31 December 2001.

ii) Description

Non-Profile training activity incorporates Fee for Service, Tendered Industry Specific programs, Special Projects (State/ANTA Funded), Other Commonwealth Non-ANTA Activities, VET in Schools, Priority Skills Enhancement programs and other related commercial training delivery activities.

iii) Derivation

This measure represents Non-Profile Student Curriculum Hours expressed as a percentage of total College Training Delivery and is an indication of the extent the College has decreased its reliance on government funding through the Training Delivery Profile.

iv) Explanation

In 2001 Non-Profile delivery comprised 12.06% of the College's overall training delivery effort. This is an increase of 1.75% on the 10.31% recorded for 2000. In terms of SCH the College increased its Non Profile delivery by 23,062 SCH over the 2000 figure.

2.0 EFFICIENCY INDICATORS

2.1 Cost per Student Curriculum Hour (SCH)

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

Table Six : Cost per Student Curriculum Hour (\$/SCH)

Year	\$ Per SCH
1997	\$13.64
1998	\$15.48
1999	\$15.34
2000	\$15.47
2001	\$17.21

Notes:

i) Source

Data regarding Student Curriculum Hours was obtained from the College Management Information System (CMIS) as at 31 December 2001. Total expenditure is per the College Financial Statements for the year ending 31 December 2001, but not including the Capital User Charge expense. The cost per SCH including the Capital User Charge expense, for the six months July-December, would be \$18.10 for 2001.

ii) Description and Derivation

This measure was derived as \$/SCH where SCH is all actual SCH but excluding exemptions, exam only enrolments and module enrolments which were reported in the previous year with a non-definitive outcome and subsequently updated. Total operating expenditure is calculated on an accrual basis.

iii) Explanation

The cost per SCH has increased by \$1.74 over the 2000 figure. This can be attributed to a significant increase in depreciation expenses following substantial capital works undertaken at the Geraldton campus, an increase in employee expenses, in particular superannuation and costs related to the completion of the Manufacturing and Arts refurbishment projects and minor works projects.

The interpretation of the Efficiency Performance Indicator Cost per Student Curriculum Hour needs to be considered in light of the total College profile of training delivery. The cost of delivery varies for different industry groupings for all training providers. The cost of delivering a course requiring heavy machinery, for example, is more expensive than the cost of delivering a paper-based course. In addition the Central West College of TAFE services a region of 613,438 square kilometers with delivery in remote areas being considerably more expensive than at a campus located in a region of significant population.

FINANCIAL STATEMENTS

CENTRAL WEST COLLEGE OF TAFE
**FINANCIAL STATEMENTS
AND NOTES THERE TO
FOR THE YEAR ENDED 31 DECEMBER 2001**

FINANCIAL STATEMENTS

for the year ended 31 December 2001

The accompanying financial statements of the Central West College of TAFE have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the year ending 31 December 2001 and the financial position as at 31 December 2001.

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.



Barry Mitchell
Chairperson of Governing Council
Central West College of TAFE

19 March 2002

Dated



Wayne Collyer
Managing Director
(Member of Governing Council)

19 March 2002

Dated



Mandy Taylor
Principal Accounting Officer

19 March 2002

Dated



AUDITOR GENERAL

To the Parliament of Western Australia

CENTRAL WEST COLLEGE OF TAFE FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2001

Scope

I have audited the accounts and financial statements of the Central West College of TAFE for the year ended December 31, 2001 under the provisions of the Financial Administration and Audit Act 1985.

The Governing Council is responsible for keeping proper accounts and maintaining adequate systems of internal control, preparing and presenting the financial statements, and complying with the Act and other relevant written law. The primary responsibility for the detection, investigation and prevention of irregularities rests with the Governing Council.

My audit was performed in accordance with section 79 of the Act to form an opinion based on a reasonable level of assurance. The audit procedures included examining, on a test basis, the controls exercised by the College to ensure financial regularity in accordance with legislative provisions, evidence to provide reasonable assurance that the amounts and other disclosures in the financial statements are free of material misstatement and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial statements are presented fairly in accordance with Accounting Standards, other mandatory professional reporting requirements and the Treasurer's Instructions so as to present a view which is consistent with my understanding of the College's financial position, the results of its operations and its cash flows.

The audit opinion expressed below has been formed on the above basis.

Audit Opinion

In my opinion,

- (i) the controls exercised by the Central West College of TAFE provide reasonable assurance that the receipt, expenditure and investment of moneys and the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the Statement of Financial Performance, Statement of Financial Position and Statement of Cash Flows and the Notes to and forming part of the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards, other mandatory professional reporting requirements and the Treasurer's Instructions, the financial position of the College at December 31, 2001 and the results of its operations and its cash flows for the year then ended.

D D R PEARSON
AUDITOR GENERAL
April 22, 2002

CENTRAL WEST COLLEGE OF TAFE
STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER 2001

2001

2000

	Note	\$	\$
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	10,054,276	8,992,281
Charges to provisions	3	44,080	14,500
Supplies and services	4	5,202,375	4,160,670
Grants and subsidies	5	41,534	49,390
Depreciation expense	6	1,274,688	912,796
Net loss on disposal of non-current assets	7	-	33,040
Capital User Charge expense		884,929	-
Other expenses from ordinary activities	8	383,546	248,103
Total cost of services		17,885,428	14,410,779
Revenues from ordinary activities			
Fee for service	9	1,131,395	1,635,296
Student fees and charges	10	1,369,797	1,264,431
Ancillary trading	11	187,812	144,184
Interest revenue		167,352	155,954
Commonwealth grants and contributions	12	165,720	153,740
Net profit on disposal of non-current assets	7	1,491	-
Trading profit	13	66,078	51,664
Other revenue from ordinary activities	14	285,244	247,940
Total revenues from ordinary activities		3,374,889	3,653,208
Net Cost of Services	32	(14,510,539)	(10,757,571)
REVENUES FROM GOVERNMENT			
State funds	15	11,651,750	10,328,666
Resources received free of charge	16	3,398,966	5,833,071
Liabilities assumed by the Treasurer	17	569,683	613,192
Total revenues from Government		15,620,399	16,774,928
Change in net assets		1,109,860	6,017,357
Net increase in reserves	29	465,194	113,861
Total revenues, expenses and valuation adjustments recognised directly in equity		465,194	113,861
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS		1,575,054	6,131,217

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

CENTRAL WEST COLLEGE OF TAFE
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2001

		2001	2000
	Note	\$	\$
CURRENT ASSETS			
Cash assets	18	21,553	5,697
Restricted cash assets	19	146,435	775,605
Receivables	20	932,870	272,657
Other financial assets	21	1,864,000	2,064,000
Inventories	22	53,849	60,185
Other assets	23	289,158	780,963
Total Current Assets		3,307,865	3,959,107
NON-CURRENT ASSETS			
Property, Plant and Equipment	24	22,162,877	19,156,238
Total Non-Current Assets		22,162,877	19,156,238
TOTAL ASSETS		25,470,742	23,115,345
CURRENT LIABILITIES			
Payables	25	52,568	8,793
Provisions	26	768,152	584,097
Other liabilities	27	845,353	352,606
Total Current Liabilities		1,666,073	945,495
NON-CURRENT LIABILITIES			
Provisions	26	784,593	724,828
Total Non-Current Liabilities		784,593	724,828
TOTAL LIABILITIES		2,450,666	1,670,323
NET ASSETS		23,020,076	21,445,022
EQUITY			
Reserves	29	678,546	213,352
Accumulated surplus	28	22,341,530	21,231,670
TOTAL EQUITY		23,020,076	21,445,022

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

CENTRAL WEST COLLEGE OF TAFE

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 DECEMBER 2001

		2001	2000
		\$	\$
	Note	Inflows (Outflows)	Inflows (Outflows)
Cash Flows From/(To) Government			
Recurrent State Funding - Department of Training		10,279,465	9,892,476
Capital State Funding - Department of Training		158,000	446,270
NET CASH PROVIDED BY GOVERNMENT		10,437,465	10,338,746
Utilised as follows:			
Cash Flows From Operating Activities			
Payments			
Employee expenses		(8,888,430)	(8,041,467)
Interest Paid to WA Treasury Corporation		-	-
Supplies and Services		(4,908,940)	(3,400,504)
Grants and Subsidies		(41,534)	(49,390)
Other Payments		(376,244)	(548,289)
GST Payments to all Suppliers		(604,899)	(226,621)
Receipts			
Fee For Service		1,750,257	1,160,945
Student Fees and Charges		1,238,264	1,179,842
Ancillary Trading		140,002	133,528
Interest revenue		167,352	155,954
Other Receipts		514,809	414,364
GST Receipts from all Customers		119,950	45,403
GST Receipts from ATO		348,486	64,817
NET CASH PROVIDED BY/(USED IN) OPERATING ACTIVITIES	32	(10,540,927)	(9,111,417)
Cash Flows From Investing Activities			
Payments for purchase of Property, Plant and Equipment		(715,308)	(535,068)
Proceeds from the sale of Property, Plant and Equipment		5,456	16,780
NET CASH PROVIDED BY/(USED IN) INVESTING ACTIVITIES		(709,852)	(518,288)
NET INCREASE (DECREASE) IN CASH HELD		(813,314)	709,041
Cash at the Beginning of the Financial Year		2,845,302	2,136,261
CASH AT THE END OF THE FINANCIAL YEAR	33	2,031,988	2,845,302

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

1 Significant accounting policies

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

General Statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with Australian Accounting Standards and Urgent Issues Group (UIG) Consensus Views as applied by the Treasurer's Instructions. Several of these are modified by the Treasurer's Instructions to vary application, disclosure, format and wording. The Financial Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Australian Accounting Standards and UIG Consensus Views. The modifications are intended to fulfil the requirements of general application to the public sector together with the need for greater disclosure and also to satisfy accountability requirements.

If any such modification has a material or significant financial effect upon the reported results, details of that modification and where practicable, the resulting financial effect, are disclosed in individual notes to these financial statements.

The statements have been prepared on the accrual basis of accounting using the historical cost convention, with the exception of certain non-current assets which subsequent to initial recognition, have been measured on the fair value basis in accordance with the option under AAS 38(5.1).

(a) Depreciation of Non Current Assets

All non-current assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their future economic benefits. Depreciation is provided for on the straight line basis, using rates which are reviewed annually. Useful lives for each class of depreciable assets are:

Buildings	2.50%
Motor Vehicles, Caravans and Trailers	15%
Marine Crafts	13 to 17%
Plant, Furniture, General Equipment	13 to 17%
Computing, Communications & Software	13 to 17%

(b) Inventories

Inventories are valued at the lower of cost and the net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being valued on a first in first out basis.

(c) Investments

Investments are brought to account at the lower of cost and recoverable amount.

(d) Employee Entitlements

Annual Leave

This entitlement is recognised at current remuneration rates and is measured at the amount unpaid at the reporting date in respect to employees' service up to that date.

Long Service Leave

A liability for long service leave is recognised, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting period. Consideration is given, when assessing expected future payments, to expected future wage and salary levels including relevant on costs, experience of employee departures and periods of service. Expected future payments are discounted using interest rates to obtain the estimated future cash outflows.

This method of measurement of the liability is consistent with the requirements of Australian Accounting Standard AAS 30 "Accounting for Employee Entitlements".

Superannuation

Staff may contribute to either the Superannuation and Family Benefits Act Scheme, a defined benefits pension scheme now closed to new members, or to the Gold State Superannuation Scheme, a defined benefit lump sum scheme now also closed to new members. All staff who do not contribute to either of these schemes become non contributory members of the West State Superannuation Scheme, an accumulation fund complying with the Commonwealth Government's Superannuation Guarantee (Administration) Act 1992.

The superannuation expense comprises the following elements:

- (i) change in the unfunded employer's liability in respect of current employees who are members of the Superannuation and Family Benefits Act Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme.
- (ii) employer contributions which have been paid to the Gold State Superannuation Scheme and West State Superannuation Scheme.

(e) Leases

The College has entered into a number of operating lease arrangement for property, plant and equipment, where the lessor effectively retains all of the risks and benefits incidental to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Financial Performance over the lease term as this is representative of the pattern of benefits to be derived from the leased property.

(f) Revenue Recognition

The funds received from the Department of Training in respect of the delivery of services forming part of the Delivery Performance Agreement, capital grants and other monies have been disclosed as 'Revenues from Government'. Revenue is recognised in the period in which the College gains control of the funds.

The majority of operating revenue of the College represents revenue earned from student fees and charges, fee for service, ancillary services, trading activities and Commonwealth grants and subsidies, as well as revenue received from the Department of Training as a result of training successfully tendered for under competitive tendering arrangements.

Revenue from the sale of goods and disposal of other assets, and the rendering of services is recognised when the College has passed control of the goods or other assets, or delivery of the service to the customer.

(g) Grants and Other Contributions Revenue

Grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the College obtains control over the assets comprising the contributions. Control is normally obtained upon their receipt.

Contributions 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.

(h) Resources Received Free of Charge or For Nominal Value

Resources received free of charge or for nominal value which can be reliably measured are recognised as revenues and as assets or expenses, as appropriate at fair value.

(i) Receivables

Receivables are recognised at the amounts receivable as they are due for settlement no more than 30 days from the date of recognition.

Collectability of accounts receivable is reviewed on an ongoing basis. Debts which are known to be uncollectible are written off. A provision for doubtful debts is raised where some doubts as to collection exists.

(j) Payables

Payables, including accruals not yet billed, are recognised when the College becomes obliged to make future payments as a result of a purchase of assets or services. Accounts payable are generally settled within 30 days.

(k) Accrued Salaries

Accrued salaries 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. The College considers the carrying amount approximates net fair value.

(l) Revaluation of Land and Buildings

The College has a policy of valuing land and buildings at fair value. The annual revaluations of the College's land and buildings undertaken by the Valuer General's Office for the Government Property register are recognised in the financial statements. The transitional provisions in AAS 38 (10.9) (b) have been applied to land and buildings.

(m) Resources Received Free of Charge or For Nominal value

Resources received free of charge or for nominal value which can be reliably measured are recognised as revenues and as assets or expenses as appropriate, at fair value.

(n) Comparative Figures

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

CENTRAL WEST COLLEGE OF TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2001

	2001 \$	2000 \$
2 Employee expenses		
Wages and Salaries	8,254,179	7,457,743
Superannuation (a)	922,880	613,192
Annual Leave Expense	120,717	159,787
Long Service Leave Expense	123,104	158,937
Other Related Expenses	633,396	602,622
	<u>10,054,276</u>	<u>8,992,281</u>
 (a) Superannuation		
	922,880	613,192
Represents the superannuation expense amount as advised by the Government Employees Superannuation Board. Since 1 July 2001 the liabilities for superannuation charges under the Gold State Superannuation Scheme and West State Superannuation Scheme are extinguished by quarterly payment of employer contributions to the Government Employees Superannuation Board		
	<u>922,880</u>	<u>613,192</u>
Since 1 July 2001, the superannuation contributions for West State and Gold State schemes are met by the Department of Training on behalf of the College. The revenue is recognised under State Funds. (Refer to Note 17).		
3 Charges to provisions		
Bad and Doubtful Debts Expense	44,080	14,500
	<u>44,080</u>	<u>14,500</u>
4 Supplies and services		
Communications	279,648	211,609
Energy Costs	303,163	275,273
Contracted Services (excludes contract staff)	1,442,653	1,094,999
Consumables - General Supplies	927,798	792,480
Consumables - Minor Equipment Purchases	404,983	411,532
Consumables - Minor Capital Works	335,423	10,031
Repairs and Maintenance	733,687	522,460
Travel and Transport	314,039	273,587
Rent and Operating Lease Charges	227,694	275,676
Finance Charges (Bank, Interest)	9,641	8,363
Advertising	146,384	209,159
Legal expenses	2,765	1,120
Insurance	74,497	74,381
	<u>5,202,375</u>	<u>4,160,670</u>
5 Grants and subsidies		
Apprentices and Trainees	41,534	49,390
	<u>41,534</u>	<u>49,390</u>
6 Depreciation expense		
Buildings	468,624	284,505
Motor Vehicles, Caravan & Trailers	92,683	54,953
Plant, Furniture & General Equipment	223,423	168,717
Computer Equipment, Communication Network & Software	481,497	396,476
Marine Craft	8,461	8,145
	<u>1,274,688</u>	<u>912,796</u>
7 Net profit (loss) on disposal of non-current assets		
Land and Buildings	-	-
Motor Vehicles, Caravan & Trailers	18,275	3,450
Plant, Furniture & General Equipment	(11,011)	(12,144)
Computer Equipment, Communication Network & Software	(5,773)	(24,346)
Marine Craft	-	-
	<u>1,491</u>	<u>(33,040)</u>
Comprised:		
Gross Proceeds on Sale of Property, Plant and Equipment	167,326	71,809
Less: Written Down Value	(165,835)	(104,849)
Net Profit / (Loss) on Disposal of Non Current Assets	<u>1,491</u>	<u>(33,040)</u>
8 Other expenses from ordinary activities		
Donations & Gifts / Student Prizes & Awards	7,700	10,429
Write-offs and Losses (refer to note 39)	974	515
Miscellaneous	81,072	237,159
Land Devaluation	293,800	-
	<u>383,546</u>	<u>248,103</u>
9 Fee for service		
Fee For Service -General	233,825	262,281
Fee For Service -Department of Training (DoT)	822,333	1,236,002
Fee For Service -Government (other than DoT)	66,424	98,511
Adult Community Education Fees	3,612	16,603
International Division Fees	4,218	-
Fee For Service - Other	983	21,900
	<u>1,131,395</u>	<u>1,635,296</u>
10 Student fees and charges		
Tuition Fees	608,099	581,956
Service / Enrolment Fees	89,344	61,574
Resource Fees	382,295	359,068
Other Fees and Charges	290,059	261,832
	<u>1,369,797</u>	<u>1,264,431</u>
11 Ancillary trading		
Live Works (not a trading activity)	26,536	820
Child Care Fees	42,215	34,535
Other Selling Revenue	119,061	108,829
	<u>187,812</u>	<u>144,184</u>

**CENTRAL WEST COLLEGE OF TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2001**

		2001 \$	2000 \$
12	Commonwealth grants and contributions		
	Recurrent	165,720	153,740
		<u>165,720</u>	<u>153,740</u>
13	Trading Profit		
	(a) Bookshop:		
	Sales	141,949	108,359
	Less: Cost of Sales:		
	Opening Inventory	54,331	72,513
	Purchases	135,989	110,842
		<u>190,320</u>	<u>183,355</u>
	Less: Closing Inventory	49,556	54,331
	Cost of Goods Sold	140,764	129,024
	Trading Profit/(Loss) - Bookshop	<u>1,185</u>	<u>(20,665)</u>
	(b) Cafeteria (Non Training Related)		
	Sales	252,320	261,941
	Less: Cost of Sales:		
	Opening Inventory	5,854	5,232
	Purchases	185,866	190,235
		<u>191,720</u>	<u>195,467</u>
	Less: Closing Inventory	4,294	5,854
	Cost of Goods Sold	187,427	189,612
	Trading Profit/(Loss) - Cafeteria	<u>64,893</u>	<u>72,329</u>
		<u>66,078</u>	<u>51,664</u>
	Trading activities of the College is determined by sales revenue less direct cost of goods sold.		
14	Other revenue from ordinary activities		
	Donations	7,483	19,605
	Recoveries, Refunds and Recoups	261,757	205,620
	Miscellaneous Revenue	16,004	22,715
		<u>285,244</u>	<u>247,940</u>
15	State funds		
	Recurrent Funding - DoT (Delivery and Performance Agreement)	10,202,622	9,824,629
	Recurrent Funding - DoT (Other receipts)	52,928	57,767
	Funding for CUC	884,929	-
	Funding for Superannuation	353,271	-
	Total Recurrent Funding - DoT	<u>11,493,750</u>	<u>9,882,396</u>
	Capital Funding - DoT	158,000	446,270
		<u>11,651,750</u>	<u>10,328,666</u>
	Capital user charge is recognised as a revenue and expense of the College, however, the levy is paid to the Department of Treasury and Finance by the Department of Training on behalf of the College. The Capital user charge was introduced on 1 July 2001.		
16	Resources received free of charge	-	-
	Department of Training		
	- Property, Plant and Equipment	-	209,341
	- Buildings under Construction	3,000,834	5,132,452
	- Services and Supplies:		
	* Corporate Systems Support (personnel/payroll, accounting, asset management, ... communications network, college management information systems)	281,380	392,122
	* Marketing and Publications	25,577	24,544
	* Human Resources / Industrial Relations Support	26,020	23,460
	* Other	42,155	31,152
		<u>3,375,966</u>	<u>5,813,071</u>
	Office of the Auditor General - External Audit Services	23,000	20,000
	Total Resources Received Free of Charge	<u>3,398,966</u>	<u>5,833,071</u>
17	Liabilities assumed by the Treasurer		
	Superannuation (refer also Note 2)	569,683	613,192
	Other	-	-
		<u>569,683</u>	<u>613,192</u>
18	Cash assets		
	Cash on Hand and Other Amounts in Suspense	21,553	5,697
	Bank Accounts	-	-
	Cash Advance	-	-
	College Short Term Deposits	-	-
		<u>21,553</u>	<u>5,697</u>
19	Restricted cash assets		
	VET Trust Fund - Central West College of TAFE (a)	146,435	775,605
		<u>146,435</u>	<u>775,605</u>
	Represents cash resources the uses of which are restricted, wholly or partially, by regulations or other externally imposed requirements.		
	(a) The VET Trust Fund was established under s49 of the Vocational Education and Training Act 1996 which includes cash restricted for the purposes of:		
	College Training Profile activities as specified under section 48(a) of the Act		
	Capital projects		
	Commonwealth Specific Purpose Programs		

**CENTRAL WEST COLLEGE OF TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2001**

		2001 \$	2000 \$
20	Receivables		
	Current:		
	Current Receivables includes trade debtors, student debtors and over-paid salaries.		
	Accounts Receivable for goods and services supplied	407,691	226,406
	Less: Provision for Doubtful Debts	52,948	44,424
	Net Accounts Receivable	354,743	181,982
	Other Current Receivables	578,127	90,675
		932,870	272,657
21	Other financial assets		
	Current:		
	Funds on Fixed Deposit	1,864,000	2,064,000
		1,864,000	2,064,000
22	Inventories		
	Current:		
	Trading Inventory:		
	Book Shop	49,555	54,331
	Cafeteria	4,294	5,854
	Total trading Inventory	53,849	60,185
	Total Inventory	53,849	60,185
23	Other assets		
	Current:		
	Prepayments	116,993	93,715
	Accrued Income	172,165	687,248
		289,158	780,963
24	Property, plant and equipment		
	Land		
	At Valuation 1999		655,800
	At fair value	362,000	
	Total Land	362,000	655,800
	Buildings		
	At Valuation 1999		11,426,683
	At fair value	19,745,234	
	Less: Accumulated Depreciation	468,624	284,505
	Written Down Value	19,276,610	11,142,178
	Total Land and Buildings	19,638,610	11,797,978
	Motor Vehicles, Caravan & Trailers		
	At Cost	578,971	535,201
	Less: Accumulated Depreciation	92,756	84,678
	Written Down Value	486,215	450,523
	Total Motor Vehicles, Caravan & Trailers	486,215	450,523
	Marine Craft		
	At Cost	71,040	81,447
	Less: Accumulated Depreciation	34,435	31,600
	Written Down Value	36,605	49,847
	Total Marine Craft	36,605	49,847
	Plant, Furniture & General Equipment		
	At Cost	1,736,059	1,207,711
	Less: Accumulated Depreciation	744,851	507,215
	Written Down Value	991,208	700,496
	Total Plant, Furniture & General Equipment	991,208	700,496
	Computer Equipment, Communication Network and Software		
	At Cost	2,238,974	2,056,336
	Less: Accumulated Depreciation	1,473,587	1,035,970
	Written Down Value	765,387	1,020,366
	Total Computer Equipment, Communication Network and Software	765,387	1,020,366
	Buildings under construction	244,851	5,137,028
	Total Written Down Value of Property, Plant, and Equipment	22,162,877	19,156,238

- (a) The valuation of land and buildings was performed during 2000 in accordance with an independent valuation by the Valuer General's Office. The valuation has been performed on the basis of current existing use for land and depreciated replacement cost for buildings.
- (b) Details of amounts written off in the 12 months ending 31 December 2001 in accordance with section 45 of the Financial Administration and Audit Act 1985 and associated Financial Administration Regulation 10 are disclosed in note 38 to these financial statements.
- (c) Buildings under construction reflects accumulated expenditure as at 31 December for building projects which are yet to be completed, (refurbishment / extension of existing buildings and/or construction of new buildings on land controlled by the College). It includes expenditure incurred directly by the Department of Training. For these amounts, the College reflects an equivalent amount under Revenue from Government - Resources Received Free of Charge (refer to note 16).

CENTRAL WEST COLLEGE OF TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2001

					2001 \$	2000 \$		
Reconciliations								
Reconciliations of the carrying amounts of property, plant and equipment at the beginning and end of the current and previous financial year are set out below.								
2001	Carrying amount at start of year \$000	Additions \$000	Disposals \$000	Depreciation \$000	Revaluation Increments \$000	Write-off of assets \$000	Carrying amount at end of year \$000	
Land	655,800	-	-	-	(293,800)	-	362,000	
Buildings	11,142,178	8,137,862	-	(468,624)	465,194	-	19,276,610	
Leasehold Improvements	-	-	-	-	-	-	-	
Motor vehicles, Caravans & Trailers	440,135	286,459	(147,696)	(92,683)	-	-	486,215	
Marine Craft	39,884	5,182	-	(8,461)	-	-	36,605	
Plant, Furniture & general Equipment	726,889	498,752	(11,009)	(223,423)	-	-	991,208	
Computer equipment, communication network & software	1,014,324	239,691	(7,131)	(481,497)	-	-	765,387	
Works of art	-	-	-	-	-	-	-	
Other Plant and Equipment	-	-	-	-	-	-	-	
Buildings under construction	5,137,028	3,245,685	(8,137,862)	-	-	-	244,851	
Total	19,156,238	12,413,631	(8,303,698)	-	(1,274,688)	171,394	22,162,877	
2000	Carrying amount at start of year \$000	Additions \$000	Disposals \$000	Depreciation \$000	Revaluation Increments \$000	Write-off of assets \$000	Carrying amount at end of year \$000	
Land	856,300	-	-	-	(200,500)	-	655,800	
Buildings	10,982,640	278,883	-	(284,505)	165,161	-	11,142,178	
Leasehold Improvements	-	-	-	-	-	-	-	
Motor vehicles, Caravans & Trailers	260,053	319,328	(73,905)	(54,953)	-	-	450,523	
Marine Craft	57,992	-	-	(8,145)	-	-	49,847	
Plant, Furniture & general Equipment	736,612	146,709	(14,109)	(168,717)	-	-	700,496	
Computer equipment, communication network & software	985,620	490,992	(59,770)	(396,476)	-	-	1,020,366	
Works of art	-	-	-	-	-	-	-	
Other Plant and Equipment	-	-	-	-	-	-	-	
Buildings under construction	283,459	4,853,569	-	-	-	-	5,137,028	
Total	14,162,676	6,089,481	(147,783)	-	(912,796)	(35,340)	19,156,238	
25	Payables							
	Current:							
	Supplies and Services						52,568	8,793
							<u>52,568</u>	<u>8,793</u>
	Trade liabilities are settled within the following month or, where required by supplies on shorter terms.							
26	Provisions							
	a) Current:							
		Liability for Annual Leave					434,477	313,760
		Liability for Long Service Leave					333,675	270,337
	Total Current Employee Entitlements						<u>768,152</u>	<u>584,097</u>
	b) Non-Current:							
		Liability for Long Service Leave					740,902	681,136
		Other (Deferred Salary Scheme)					43,691	43,692
	Total Non-Current Employee Entitlements						<u>784,593</u>	<u>724,828</u>
	Notes							
	The college considers the carrying amount of employee entitlements approximates the net fair value.							
27	Other liabilities							
	Current:							
	Accrued Expenses for Supplies and Services						519,790	191,099
	Accrued Expenses for Capital Expenditure						5,573	-
	Income Received in Advance (a)						114,175	600
	Accrued Salaries & Wages						205,815	160,907
	Total Current Other Liabilities						<u>845,353</u>	<u>352,606</u>
	(a) Income Received In Advance Comprises:							
		Fee for Service					114,175	-
		Other					-	600
	Total Income in Advance						<u>114,175</u>	<u>600</u>
28	Accumulated surplus							
	Balance at the beginning of the year						21,231,670	15,214,313
	Change in net assets resulting from operations						1,109,860	6,017,357
	Transfers to / (from) reserves						-	-
	Balance at the End of the Year						<u>22,341,530</u>	<u>21,231,670</u>

CENTRAL WEST COLLEGE OF TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2000

		2001 \$	2000 \$
29	Reserves		
	Asset Revaluation Reserve		
	Balance at the beginning of the year	213,352	99,489
	Revaluations during the year (a)	465,194	113,861
	Balance at the end of the year	<u>678,546</u>	<u>213,352</u>
	Total Reserves	<u>678,546</u>	<u>213,352</u>
	Net increase / (decrease) in reserves	<u>465,194</u>	<u>113,861</u>
	(a)		
	Revaluations recognised during the year were in respect of:		
	Land	-	(51,300)
	Buildings	465,194	165,161
		<u>465,194</u>	<u>113,861</u>
30	Contingent Liabilities		
	Other Contingent Liabilities		
	The College has no contingent liabilities	-	-
31	Commitments for Expenditure		
	(a) Lease Commitments		
	(i) Non-cancellable Operating Lease Commitments		
	The College had the following obligations under non cancellable operating leases.		
	Obligations under non cancellable operating leases are not recognised as liabilities.		
	Payable no later than 1 year	36,976	37,243
	Payable later than 1 year and not later than 5 years	3,616	9,750
	Payable later than 5 years	-	-
	Total Operating Lease Commitments	<u>40,592</u>	<u>46,993</u>
32	Reconciliation of Net Cash used in Operating Activities to Net Cost of Services		
	Net cash (used in) from operating activities	(10,540,927)	(9,111,417)
	Change in Operating Assets and Liabilities		
	Increase/(Decrease) in Receivables	(309,884)	630,382
	Increase/(Decrease) in Inventories	(6,336)	(17,559)
	Increase/(Decrease) in Prepayments	23,278	(2,466)
	Increase/(Decrease) in Other Assets	-	(360)
	(Increase)/Decrease in Payables	(43,775)	82,403
	(Increase)/Decrease in Income Received in Advance / Grants and Advances	(113,575)	(600)
	(Increase)/Decrease in Provisions	(243,821)	(361,318)
	(Increase)/Decrease in Other Liabilities	126,300	(15,219)
	Adjustments for Non Cash Items		
	Profit / (Loss) on Disposal on Non-current Assets	1,491	(33,040)
	Depreciation Expense	(1,274,688)	(912,796)
	Charges to Provisions	(44,080)	(14,500)
	Resources Received Free of Charge	(398,132)	(491,278)
	Notional Superannuation (liability assumed by the Treasurer)	(569,683)	(613,192)
	Superannuation Expense	(353,197)	-
	Less Capital User Charge (Paid by DOT)	(884,929)	-
	GST Cashflows recoverable from ATO	121,418	103,389
	Net cost of services	<u>(14,510,539)</u>	<u>(10,757,571)</u>
33	Reconciliation of Cash		
	For the purposes of the Statement of Cash Flows, cash includes cash on hand and in banks and amounts in suspense.		
	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 Resources	1,885,553	2,069,697
	Restricted Cash Resources	146,435	775,605
	Less: cash hire deposits held (to be returned)	-	-
	Total cash (as per Statement of Financial Position)	<u>2,031,988</u>	<u>2,845,302</u>
	Total cash (as per Statement of Cash Flows)	<u>2,031,988</u>	<u>2,845,302</u>
34	Financing Facilities		
	At the reporting date the college had fully drawn on all financing facilities, details of which are disclosed in the financial statements.		
35	Remuneration of Members of the Accountable Authority and Senior Officers		
	The total fees, salaries and other benefits received or due and receivable for the financial year, by members of the Accountable Authority, from the college or any related body.	136,935	137,825
	The total fees, salaries and other benefits received or due and receivable for the financial year, by Senior Officers other than members of the Accountable Authority, from the college or any related body.	<u>744,133</u>	<u>654,971</u>
	The number of members of the Accountable Authority whose total fees, salaries and other benefits received or due and receivable for the financial year, falls within the following bands:		
	\$120,001	-	1
	-\$130,000	-	-
	\$130,001	1	-
	-\$140,000	-	-

**CENTRAL WEST COLLEGE OF TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2001**

2001
\$

2000
\$

The number of Senior Officers other than members of the Accountable Authority whose total fees, salaries and other benefits received or due and receivable for the financial year, falls within the following bands:

		2001 \$	2000 \$
\$20,001	- \$30,000	1	-
\$40,001	- \$50,000	1	-
\$70,001	- \$80,000	2	5
\$80,001	- \$90,000	5	2
\$90,001	- \$100,000	-	1
\$100,001	- \$110,000	1	-

36 Retirement Benefits of Members of the Accountable Authority and Senior Officers

In respect of members of the Senior Officers, the following amounts were paid or became payable for the financial year:

Contributions to:			
Gold State Superannuation Scheme		6,039	10,212
Total Contributions		6,039	10,212
Notional contributions to:			
Gold State Superannuation Scheme		8,455	1,498
Total Notional Contributions		8,455	1,498

No members of the Accountable Authority are members of the Superannuation and Family Benefits Act Scheme

In respect of Senior Officers other than members of the Accountable Authority, the following amounts were paid or became payable for the financial year:

Contributions to:			
Gold State Superannuation Scheme		16,492	17,934
West State Superannuation Scheme			
Total Contributions		16,492	17,934
Notional contributions to:			
Gold State Superannuation Scheme		28,334	22,140
West State Superannuation Scheme		17,406	16,418
Total Notional Contributions		45,740	38,558

No senior officers are members of the Superannuation and Family Benefits Act Scheme

37 Remuneration of Auditor

The total of fees paid or due and payable to the auditors for the financial year, is as follows:

Fees to the Office of the Auditor General (external audit service)	23,000	20,000
--	--------	--------

38 Events Occurring After Balance Date

Nil

39 Public property losses, write offs and gifts

The following losses and write-offs are incorporated in 'other operating expenses' (refer to note 8)

Revenue and debts and public and other property written off	35,557	2,386
Losses of public and other moneys and public and other property through theft, default or otherwise	974	515

40 Segment Information

The College has only one segment (as defined by Treasurer's Instruction 1101 (2) (viii)) and that is Vocational Education and Training Delivery

The college operates in one geographical segment being within the State of Western Australia.

41 Related Bodies

The College has no related bodies.

42 Affiliated Bodies

The College has no affiliated bodies.

43 Explanatory Statement

Explanations for significant variations

(a) Significant variations between actual revenues and expenditures for the financial year and revenues and expenditures for the immediately preceding financial year

Significant variations in revenues and expenditures between actual revenue (income) and expenditure and the corresponding item of the preceding year are detailed below. Significant variations are considered to be those greater than 10% and greater than \$100,000.

Employee costs

Higher employee costs in 2001 is due to increases in the Student Contact Hours delivered and Superannuation expense.

Supplies and Services

Supplies and Services expenditure in 2001 is higher than 2000 due to the completion of Manufacturing and Arts Refurbishment project and minor works projects which resulted in an increase in costs.

Depreciation

Depreciation expenditure is higher in 2001 as the buildings were revalued in 2000 which resulted in an increase depreciation expense in 2001.

Other expenses from ordinary activities.

**CENTRAL WEST COLLEGE OF TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2001**

Fee for Service

Decrease in tenders won through the Department of Training.

State Funds

Higher State Funds in 2001 as a result of funding being provided by the Department of Training for Superannuation and Capital User Charge Expenses

Resources Received Free of Charge

Decrease in resources received free of charge from the Department of Training for Capital funding due to the completion of the Manufacturing Refurbishment.

(b) Significant variations between estimates and actual results for the financial year

Section 42 of the Financial Administration and Audit Act requires the college to prepare annual budget estimates.

Details and reasons for significant variations between estimates and actual results are detailed below. Significant variations are considered to be those greater than 10% of budget and greater than \$100,000.

	Budget \$	Actual \$	Variation \$
(i) Expenditure			
(a) Employee Costs Due to an increases in the Student Contact Hours delivered. Also current superannuation figures were not available from the GESB at the time of completing the estimates.	8,974,103	10,054,276	1,080,173
(b) Depreciation Depreciation expenditure is higher than budget as the buildings were revalued in 2000 which resulted in an increase in depreciation expense in 2001.	936,200	1,274,688	338,488
(ii) Revenue			
(a) Fee for Service Revenue from tenders from the Department of Training was lower than expected due to less tenders won during 2001.	1,619,129	1,131,395	(487,734)
(b) Student Fees and Charges Increase in student fees and charges collected due to the increased delivery of Student Contact Hours	1,190,236	1,369,797	179,561
(c) Other Operating Revenue Increase recoups of salaries for staff on secondment and from DOT for Library Systems project.	162,283	285,244	122,961
(d) State Funds Increased State Funding from the Department of Training as a result of funding being provided by the Department of Training for Superannuation and Capital User Charge Expenses	10,043,309	11,651,750	1,608,441

44

Financial Instruments

(a) Interest Rate Risk Exposure

The College's exposure to interest rate risk, and the effective weighted average interest rate for each class of financial assets and financial liabilities is set out below:

	Weighted average effective interest rate	Variable interest rate	Fixed Interest Rate Maturity			Non Interest Bearing	Total
			1 year or less	1 to 5 years	Over 5 years		
2001	%	\$	\$	\$	\$	\$	
Financial Assets							
Cash assets					21,553	21,553	
Restricted cash assets	4.52%	146,435				146,435	
Receivables					1,105,034	1,105,034	
Other financial assets	4.70%		1,864,000			1,864,000	
Total Financial Assets		146,435	1,864,000	-	1,126,587	3,137,022	
Financial Liabilities							
Payables					52,567	52,567	
Interest bearing liabilities						-	
Provisions					1,758,560	1,758,560	
Other liabilities						-	
Total Financial Liabilities		-	-	-	1,811,127	1,811,127	
Net Financial Assets (Liabilities)		146,435	1,864,000	-	(684,540)	1,325,895	

**CENTRAL WEST COLLEGE OF TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2001**

	Weighted average effective interest rate	Floating interest rate	Fixed Interest Rate Maturity			Non Interest Bearing	Total
			1 year or less \$	1 to 5 years \$	Over 5 years		
2000	%	\$	\$	\$		\$	\$
Financial Assets							
Cash assets						5,697	5,697
Restricted cash assets	5.75%	775,605					775,605
Receivables						959,905	959,905
Other financial assets	6.04%		2,064,000				2,064,000
Total Financial Assets		775,605	2,064,000	-	-	965,602	3,805,207
Financial Liabilities							
Payables						8,793	8,793
Interest bearing liabilities							-
Provisions						1,469,832	1,469,832
Other liabilities							-
Total Financial Liabilities		-	-	-	-	1,478,625	1,478,625
Net Financial Assets (Liabilities)		775,605	2,064,000	-	-	(513,023)	2,326,582

(b) Credit Risk Exposure

All financial assets are unsecured.

Amounts owing by other government agencies are guaranteed and therefore no credit risk exists in respect of those amounts. In respect of other financial assets the carrying amounts represent the College's maximum exposure to credit risk in relation to those assets as indicated in the Statement of Financial Position.

The following is an analysis of amounts owing by other government agencies:

	\$
Western Australian Government agencies	92,572.77
Government agencies of other jurisdictions	-
Total	<u>92,572.77</u>

Other financial instruments

The College had in place the following further financial instruments as at balance date.

- (i) A contractual Delivery and Performance Agreement with the Department of Training to deliver training outcomes in accordance with the College Training Profile.

(c) Net fair value of financial assets and liabilities

The carrying amount of all the College's financial instruments approximate their net fair value.



FINANCIAL STATEMENTS

**S42 Estimates
for the year ended 31 December 2002**

**CENTRAL WEST COLLEGE OF TAFE
S42 SUBMISSION
STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER 2002**

	2002
	\$ Estimate
COST OF SERVICES	
Expenses from ordinary activities	
Employee Expense	9,881,175
Superannuation Expense	650,000
Supplies and Services	4,479,735
Depreciation Expense	
- Buildings	530,000
- Other	749,500
Total	1,279,500
Borrowing Cost Expense	
Doubtful Debts Expense	
Grants and Subsidies	41,000
Net Loss on Disposal of Non-Current Assets	25,000
Charges to Provisions	25,000
Capital User Charge	1,920,000
Other Expenses from Ordinary Activities	99,780
Total Cost of Services	18,401,190
Revenue from Ordinary Activities	
Fee for Service	1,395,504
Student Fees and Charges	1,465,750
Ancillary Trading	165,560
Interest Revenue	150,000
Trading Profit	70,000
Other Revenue from Ordinary Activities	240,300
Total Revenue from Ordinary Activities	3,487,114
Net Cost of Services	(14,914,076)
REVENUES FROM GOVERNMENT	
State Funds	13,523,872
Resources Received Free of Charge	
- Major Capital Work	1,597,000
- Recurrent	600,000
Total	2,197,000
Liabilities Assumed by the Treasurer	
Asset Assumed/(Transferred)	
Total revenues from Government	15,720,872
Change in net assets	806,796
CHANGE IN NET ASSETS	806,796
Net increase/(decrease) in reserves	
Total revenues, expenses and valuation adjustments recognised directly in equity	
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTION WITH OWNERS AS OWNERS	806,796

**CENTRAL WEST COLLEGE OF TAFE
S42 SUBMISSION
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2002**

	2002
	\$ Estimate
CURRENT ASSETS	
Cash Assets	6,500
Restricted Cash Assets	150,000
Inventories	53,849
Receivables	845,000
Other Assets	295,000
Other Financial Assets	1,764,000
Total Current Assets	3,114,349
NON-CURRENT ASSETS	
Property, Plant and Equipment	24,330,040
Total Non-Current Assets	24,330,040
TOTAL ASSETS	27,444,389
CURRENT LIABILITIES	
Payables	54,500
Provisions	883,574
Other Liabilities	883,000
Total Current Liabilities	1,821,074
NON-CURRENT LIABILITIES	
Provisions	844,593
Total Non-Current Liabilities	844,593
TOTAL LIABILITIES	2,665,667
NET ASSETS	24,778,722
EQUITY	
Accumulated Surplus (Deficit)	23,358,490
Reserves	1,420,232
Other	
TOTAL EQUITY	24,778,722

Appendix 1.

Western Australian Electoral Act 1907 (Section 175ZE) - Disclosure of gifts and other expenditure

Class of Expenditure Advertising Agencies

Agency Name	Expenditure in 2001
Ace Focus Pty Ltd	\$2,943
Executive Media Pty Ltd	\$651
Market Creations	\$84,993
Michelle Baruffi Photographics and Media Productions	\$600
Total	<u>\$89,187</u>

Class of Expenditure Market Research Organisations

Nil expenditure in 2001

Class of Expenditure Polling Organisations

Nil expenditure in 2001

Class of Expenditure Direct Mail Organisations

Agency Name	Expenditure in 2001
Joblink Midwest	\$809
Total	<u>\$809</u>

Class of Expenditure Media Advertising Organisations

Agency Name	Expenditure in 2001
Acitive Community Enrionmentalists	\$320
Australian Government Directory	\$715
Batavia Coast 98FM	\$2,585
Carnarvon Community News	\$462
Dongara Denison Local Rag	\$414
Gascoyne Community Directory	\$548
Geraldton Four Cinemas	\$2,089
Geraldton Newspapers Ltd	\$41,158
Golden West Network	\$2,020
Meekatharra Dust	\$44
Midwest Times	\$10,522
Mt Magnet Leader	\$33
Northern Guardian	\$2,762
WIN Television	\$2,244
Yamaji Media Aboriginal	\$330
Yamaji News	\$5,894
Total	<u>\$72,138</u>

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This report is available in alternative formats upon request



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