

Governing Council Committees

Three Governing Council Committees combining Council members and staff oversaw and advised on relevant strategic college issues. A member of the Governing Council chaired each Committee while the Governing Council Chairman and the Managing Director were ex-officio members.

THE PLANNING AND DEVELOPMENT COMMITTEE

The Committee, chaired by Mr Kim Bailey, met twice in 2002. It held its inaugural meeting on 7 August, followed by a second meeting on 15 October. Its primary purpose is to oversee the ongoing strategic positioning of the college and the development of the strategic planning framework. It is also responsible for endorsing the business development strategies of the college, including those relating to overseas students and international projects. It is responsible for approving the application of business development funds to seed commercial activities.

PERFORMANCE AND AUDIT COMMITTEE

Chaired by Dr Diana Newman, the Audit Committee meets a week prior to Governing Council. The Committee met three times in 2002 – 17 April, 21 August and 11 December. The Committee provides comprehensive and detailed reports on the financial health of the College. The Committee is presented with financial management, human resources and profile delivery reports at each meeting.

ABORIGINAL EMPLOYMENT, EDUCATION AND TRAINING COMMITTEE (AEETC)

The AEETC members represent local indigenous people and advise the College on their vocational education and training needs, appropriate programs and services. The Committee played a key role in the growth of the Kadadjiny Mia Aboriginal Learning Centre and forms the Advisory Committee to it. Members during the year were:

Debra Nolan (Chair)

Jenny Buchanan

Ivan Lyndon

Fiona Stafford

John Brinkman

Betty Jacobs

Ralene Oreo

Shane Cable (Aboriginal Programs Co-ordinator)

Bruce Jetta,

Petrina Jacobs

Paul Sultan

Cheryl Song Loong (Program Manager
Diversity & Community Development)

The Committee developed and implemented a cross-cultural training program for Challenger TAFE staff. It also provided leadership on the future planning for VET and advice on the State communication initiative '*Making it Happen*'. It played a significant role in the development of the Horticulture Toolbox for Indigenous learners.

INDUSTRY ADVISORY COMMITTEES

Each Centre of Specialisation has established an Industry Advisory Committee to assist it in forming strong networks with local industry. Several of these committees are chaired by a member of the Governing Council.

Managing Director's Overview

2002 was a year in which Challenger TAFE maintained its superb record of quality teaching, client and corporate services, industry and community partnerships, applied research and commercial developments.

We now have nine state-of-the art Centres of Specialisation and three special purpose centres incorporated in 17 campuses. We can be very proud that we supported over 23, 500 students achieve their learning and employment goals.

Our Annual graduation Ceremony, held at the Fremantle Passenger Terminal on May 29, saw a record number of new graduates and outstanding award winners. Valmae Walley, who went back to study 23 years after quitting school as a young teenager, was Challenger TAFE's Aboriginal Student of the Year. David Galloway was Challenger TAFE's Apprentice of the Year. Yvonne Hills of Waikiki was Challenger TAFE's Trainee of the Year. Three of our students were short-listed in Department of Training Excellence Awards.

With a staff of approximately 1000, Challenger TAFE delivered close to 3.4 million profile student contact hours (SCH), an increase of 12% from 2000. In addition, the College generated 650,000 SCH through its overseas and commercial courses. Based on this solid performance, we can look forward to a 4% increase in delivery in 2003: a feat very few other colleges have been able to secure.

Responding to Government Priorities

The year began with the State Government presenting its Review of the WA Sector through the McRae Report: ***Positioning the Training Sector for Excellence***. The report recommended changes to the training system including strengthening the TAFE college network and providing better opportunities for groups traditionally under-represented in employment, education and training. The state government also commissioned a functional review of public sector agencies, a shared services review of TAFE colleges and a ***Ministerial Review of the Interface between TAFE and the schools***. Challenger TAFE is very proud of its professional response in providing the Review team a first hand look at the business conducted in a modern TAFE college. It also submitted a selection of case studies in good practice in VET.

As you will see in the 'Key Directions' section of this report, Challenger TAFE anticipated many of the Government directions and priorities. Consequently, it has made significant and tangible achievements in its commitments to youth and working collaboratively with TAFE colleges, other training providers, industry and sponsors. We are particularly proud of the collaborative partnerships that have been established at each Centre of Specialisation and the cost-effectiveness of our corporate operations.

Equal Opportunity and Equity

Challenger TAFE has a superb record of providing better opportunities for equity groups. We are particularly proud of our achievements in providing for the needs of people with disabilities, VET-in-school students and disadvantaged youth. This year we had several new groups of students with disabilities who successfully completed courses at Fremantle, Peel, Rockingham and Murdoch Campuses. The courses included a Certificate I in Employment Skills, Certificate I in Kitchen Attending and horticulture units.

Creating Better Outcomes for Youth

Challenger TAFE has worked tirelessly to improve training and employment outcomes for youth, from 15 to 24 years of age as our *Commitment to Youth Report* testifies. In particular, we have an impressive record in the volume of VET-in-school training delivered or auspiced. We have also achieved outstanding outcomes for 'youth at risk' and unemployed youth with educational disadvantage.

- **Vet in Schools**

I am particularly proud of our VET-in-Schools programs this year. We delivered or auspiced 137,000 hours: the greatest volume of training by any TAFE provider. This impressive outcome has been achieved through the very hard work of program managers, lecturers and support staff alike.

- **Youth at Risk**

Challenging TAFE, in collaboration with the Department of Education and Ministry of Justice has established practical, hands-on programs for youth at educational risk and young offenders. These programs offer youth the opportunity to work on real work projects that benefit the community and industry. The youth are supported by local industry, Community Police and case managers from District Education offices. Currently, 30 young people have

gained practical skills in either the automotive or metals industry and have gained employability skills through work placement in local enterprises.

- **Unemployed Youth**

Challenger TAFE - in partnership with Fairbridge Village, Pinjarra - provided training solutions to unemployed youth who have not completed Year 10 education. The learning program involved 14 students building new facilities at the Fairbridge Village. The students completed phase two of a project in semester 2 this year, putting the roof and final touches on a new ablution block. Fairbridge Village provided the students with all the building materials. The students' hard work ensures the community will enjoy new facilities this summer at Fairbridge. The young people, in return, completed the year with valuable employability and life skills and a well earned Certificate II in General Construction.

Skilled Workforce - Apprentices and Trainees

A strategic objective in 2002 was to support the growth of a skilled Western Australian workforce. This was achieved, in part, by increasing the volume of employment-based training. Challenger TAFE established an apprenticeship and traineeship unit this year and has been able to double the number of apprentices in some areas as *the Apprenticeship and Traineeship Report* illustrates. One of the key strategies for increasing the number of "New Apprenticeships" has involved substantial networking with job placement agencies such as Mission Employment, Employment National, PVS Workfind and Job Futures. These contacts have provided some valuable "inside intelligence" into potential vacancies within specific industries, which were then targeted for possible traineeship or apprenticeship placements.

Community Development

The key direction and strategic objective of Community Development has enabled Challenger TAFE to contribute to effective social capital in the south metropolitan and Peel region. In a spirit of collaboration and community partnership, it has provided quality services and products, which promote diversity and support leadership.

- **Community Education**

Strengthening Community Education was a significant initiative undertaken to meet the objective of community development. This was achieved by forming a partnership with the City of Melville in March 2002 for the use of their Heathcote premises for the delivery of Community Education training courses and the relocation of the central administration staff from Applecross Senior High School. During 2002 a total of 164 short Community Education courses were offered at Heathcote.

- **Adult Learners Week**

Challenger TAFE actively supported and was involved in the promotion of Adult Learners Week. It participated in activities and extended its contribution in 2002 to include a display HR Bracks Library, Melville as well as the Fremantle Wool Stores.

- **Volunteer Tutors**

We are exceptionally proud of the volunteer tutor support offered to our students, in particular the assistance given by Read-Write-Now coordinator, Ann Ellen. Lecturers, too, volunteered their time to provide additional support for students with disabilities or literacy and numeracy difficulties.

- **Community Partnerships**

The college is proud of its community partnerships and particularly its achievements in the Peel region. Hospitality employers and tourism operators joined forces with Challenger TAFE in September to create job opportunities in the Peel region. Representatives of local agencies, including the Chamber of Commerce, Peel Region Tourism Association and the City of Mandurah, supported the endeavours.

Centres of Specialisation: Strategic Alignment with Industry

Expansion of our nine Centres of Specialisation was one of the most significant achievements in a forward-looking year for Challenger TAFE. New infrastructure projects were both initiated and completed at WA Horticulture and Environmental Science Skills Centre and at the WA Wool technology Training Centre. Plans are well under way to establish the Western Australian Maritime Training Centre - Fremantle as a world-class Centre of Excellence. The summary that follows highlights the achievements of the Centres:

The WA Horticulture & Environmental Science Skills Centre is Challenger TAFE's newly developed training and research centre of specialisation for horticulture and has developed new complementary study areas in natural resource management, applied and environmental science.

The WA Wool Technology Training Centre, launched on 4 September, is an outstanding example of strategic alliances with the Centre being a joint venture between Challenger TAFE and CY O'Connor College of TAFE. The collaboration has allowed both colleges to develop industry specific training programs in wool technology, enabling Western Australian wool producers to remain competitive both locally and offshore.

The WA Maritime Training Centre - Fremantle has achieved considerable success in expanding its delivery to international clients and consolidating its reputation in applied research in aquaculture. Its Aquaculture Development Unit was a 2002 finalist in the Premier's Award in the innovation category.

The WA Applied Engineering & Shipbuilding Training Centre has implemented new courses in automotive and metals to cater for 'youth at educational risk' in partnership with the Ministry of Justice, Fairbridge Village and local schools. The Centre has also positioned itself to cater for the expected heavy demand in metal trades in 2003. A highlight for the Centre was conducting the metal WorldSkills competition from the Rockingham Campus at the request of the Kwinana Industries and Education Partnership (KIEP).

The WA Centre for Leadership & Community Development offers a wide range of programs to community groups and government agencies. The courses are developed in consultation with the client group so that real work activities and tasks are completed as part of the learning experience.

Fremantle Hospitality & Tourism Training Centre has achieved significant growth in 2002, delivering 206,500SCH. It has established strong alliances with Woodside Energy, Fremantle Hospital, Murdoch University and local schools. Its commercial cookery team won the Challenger TAFE Achievement Award.

Visage Training Centre for Hair, Fashion and Beauty opened a new beauty therapy area in 2002, proving very popular with clients and resulting in over profile target achievements. The Centre won an ANTA fashion toolbox project and successfully won a contract to design Rottnest Island uniforms. The Centre launched a 'Corporate Apparel' practice firm in March in partnership with *High Country Corporate Apparel*.

Community & Health Services Training Centre delivered close to 400,000SCH and achieved 116% of delivery targets. In addition, the Centre has trained over 300 students each semester in community and health services courses and trained over 1000 students in first aid. The highlights of the year included the inaugural graduation of Diploma of Natural Therapies and Graduate Diploma of Community Services students.

Information Technology & Business Skills Centre launched into 'virtual' trading through its virtual business 'Fremantle Lobsters' Practice Firm in March this year. Its students were assisted by local firm *'Bluewave Seafood'*. The Centre assisted in the development of practical work experience for Office Administration by hosting national meetings of practice firms throughout Australia.

Special Purpose Centres: Establishing Learning Communities

Our three Special Purpose Centres have catered for community demands in increased access and flexibility. The Fremantle e-Tech Centre has responded to this demand by increasing access, forging new partners and sponsors and has been rewarded with a swag of awards and achievements. Kadadjiny Mia – Centre for Aboriginal Learning, established in September 2001, has rapidly grown into a high profile centre for indigenous learners and leaders. The Peel Education and TAFE Campus has cemented its reputation as an award winning campus by winning the 2002 Premier's Award in the education and skills category.

The Fremantle e-Tech Centre, launched in August 2001, has rapidly become a leader in the ICT field. With 22,707 visitors to the Centre and over 10 000 people accessing its computer community access, it has exceeded all business plan projections.

The Centre was the first of five Fremantle organisations to participate in a local business to business strategy (B2B) promoted by *Fremantle First*. It contributed to the development of the state's economy through efficiencies generated through the utilisation of new technology. For example, it successfully tested and piloted software solutions such as Citrix which extends the life of computer hardware.

Kadadjiny Mia - Centre for Aboriginal Learning delivers programs throughout the Fremantle, Peel, Rockingham and Murdoch regions. The Centre achieved sound growth in 2002 and implemented new certificates in Aboriginal Primary Health Care Work and Aboriginal Cultural Tourism. It commenced pilot projects in sexual health and well being programs based at Middle Swan and Rockingham. Its Aboriginal art students continue to exhibit their work widely at cultural festivals and art shows. Several art students have sold their work to Challenger TAFE and local corporations.

The Peel Education and TAFE Campus is Western Australia's first co-located multi-partner campus. It has established a unique tripartite partnership with Mandurah Senior College and Murdoch University. The Campus is an outstanding example of cross-sectorial coordination and shared vision, with each partner committed to improving the training and employment outcomes of people in the Peel Region. This innovative partnership provides the opportunity for seamless learning through its *Pathways for Learning* concept, which allows secondary students to access TAFE and university units during their final year of high school. Challenger TAFE students also benefit from further recognition of their studies from Murdoch University, while Murdoch University students can access specific skills training from Challenger TAFE.

State Development

State development is the third strategic objective of Challenger TAFE. The objective is to benefit the Western Australian economy by developing local, national and overseas markets through innovative, customised vocational education and training services. In addition, the objective is to develop new products from applied research and assist in the development of new technology through engagement with industry, enterprises and other training providers.

- **Premier's Award**

Winning the 'Education and Skills Development' category in the 2002 Premier's Awards was an outstanding highlight for Challenger TAFE this year. The award recognises the achievements the Peel Education and TAFE Campus (PETC) has made to the state's development. Its innovative learning pathways and multi-agency collaborative leadership model is being adapted to suit other regions and developing countries such as Mozambique.

This partnership of educational philosophies and services and responsively addresses the education and training needs of the Peel and surrounding communities – a region of significant social need with low youth and adult employment rates, lower than national average weekly income, below State average school retention rates and Western Australia's lowest 'lifelong learning' indicators.

- **Award for Infrastructure**

In recognition of its achievements to state development, Fremantle e-Tech was winner in the 11th Western Australian Information Technology and Telecommunications Awards. It won the category of 'infrastructure' for the integration of emerging and converging technology.

Research & Development

Challenger TAFE has recorded major achievements in a diverse range of training-related applied research and development. It has developed a reputation for being a leader in the development of flexible delivery resources, aquaculture, electrotechnology and on-line system technology. The highlights for the year include:

- **Development of 'toolbox' resources**

In partnership with WestOne, Challenger TAFE secured a national reputation in the development of toolboxes and flexible delivery resources valued at \$2 million.

- **Aquaculture Development Unit (ADU)**

Our Aquaculture Development Unit (ADU) was finalist in the 2002 Premier's Award in the category 'innovation'. It is recognised in Australia as the leading organisation in developing techniques for the culture of snapper and black. In addition, the ADU is leading Western Australia in developing solutions to combat salinity.

- **Micro Electrotechnology**

With the assistance of a Science and Technology Innovations grant, Challenger TAFE is an Australian leader in the latest electrotechnology in micro soldering, inspection techniques and electronic circuit board design. The college has established a state-of-the-art laboratory for training students in the design, manufacture and repair of electronic circuit boards incorporating micro-miniature components

- **Client On-line Enrolment System**

Challenger TAFE completed a successful trial of an on-line enrolment system that enabled the college's students the convenience of enrolling either from home using the Internet or phone, or to enrol on campus using computers supplied by the College. The achievement represents the first time that a VET institution in Australia has managed to carry out all its enrolments on-line.

Outlook for 2003

The future outlook for Challenger TAFE is bright. Based on our delivery performance and innovative research and development this year, we have secured a solid Delivery and Performance Agreement with the Department of Training for 2003. Our training profile for 2003 is 3.5 million SCH, an increase of 100,000 hours.

For the first time, we will be delivering VET-in-School programs as part of our profile (114,000SCH) in 2003. We intend to lead the way in improving the interface between schools and TAFE and expect our VET-in-Schools programs to achieve even better outcomes for 16 and 17 year olds.

Next year, as part of our Key Directions, we will focus on ways to improve the outcomes for all youth from 15 to 24 year olds. Some of the new programs and initiatives being offered will certainly attract this group:

- A Diploma of Beauty Therapy and a Certificate III in Fitness is available for the first time at Fremantle Campus.
- A fast-track part-time Certificate III in Community Services (Aged Care) is being offered for the first time at Peel Campus.
- A Graduate Diploma of Nursery and Turf Environmental Practice is under development at Murdoch Campus.
- An Outdoor Skills Program for long-term unemployed youth.
- A Water operations course and a Diploma of Environmental Engineering will be developed as part of our commitment to state sustainability.

Our Centres of Specialisation will continue to align with local industries, respond to national priorities and meet international needs. The Centres will respond to community and industry demand for more innovative, flexible and short courses. These will be outlined in detail on the continuously improved Challenger TAFE website:

www.challengertafe.wa.edu.au.

We will continue to provide an accent on quality teaching and learning practice, underpinned by an enhanced professional development program in 2003. We aspire to provide a student-centred learning environment that inspires and motivates all our clients. We intend to make a significant contribution to state development by advancing science and technology research and training initiatives. Lastly, and most importantly, we commit ourselves and Challenger TAFE to provide tangible avenues towards a sustainable future.

Strategic Planning Framework 2002-2007

As a member of the Western Australian TAFE College Network, Challenger TAFE researches, develops and delivers quality vocational education and training services and products to promote and support the growth and development of industry, community and individuals.

VALUES

- The key directions of Challenger TAFE are underpinned by enduring values, which reflect upon all College activities and its staff. These are:
Excellence - achieving high quality outcomes in the development and provision of services and programs;
- Innovation - developing new and improved ways of doing business and meeting client needs;
- Integrity - applying honest and ethical practice in all transactions;
- Empowerment - decision-making by staff at all levels based on relevant and timely information on the current policy and resource parameters; and
- Accountability - accepting responsibility for achieving agreed outcomes and engaging in the associated decision-making processes.

KEY DIRECTIONS

In carrying out this mission, Challenger TAFE focuses on five key directions:

- **Industry Development**
Challenger TAFE supports Western Australia's economic development by actively engaging with industries in skill development to ensure a highly skilled workforce for today and tomorrow.
- **Community Development**
Challenger TAFE works with community groups and individuals to strengthen the capacities of community enterprises; empower people to become actively engaged in their community; and contribute to the quality of their community.
- **Strategic Alliances/Partnerships**
Challenger TAFE collaborates with the WA TAFE College Network, schools, universities, industry, enterprises, local government, state and national public sector agencies and other relevant organisations to increase access to vocational education and training services and products.
- **Student - Centred Learning Environment**
Challenger TAFE provides vocational education and training services and products in an accessible, student-centred, teaching and learning environment that promotes diversity and caters for individual learning needs; supports lifelong learning; and expands opportunities for employment.
- **International Markets**
Challenger TAFE supports the Western Australian Government's intention to take advantage of the export potential of education by actively seeking opportunities to promote and deliver vocational education and training services and products in the Asia/Pacific region.

STRATEGIC OBJECTIVES

In the pursuit of its mission and in keeping with its key directions, the College established a series of strategic objectives which will be targeted over the next few years and against which the College's performance can be gauged.

1. Skilled Workforce

To support the growth and strengthening of a skilled Western Australian workforce through the provision of industry aligned vocational education and training products and services that lead to employment outcomes. The outcomes achieved were measured by the:

- volume of training delivery; and
- employment rates of students.

2. Community Development

To contribute to effective community development by promoting diversity and supporting leadership, community awareness and participation in the achievement of shared and agreed outcomes. The outcomes achieved will be measured by the:

- Student participation in courses which contribute to community development;
- Proportionate representation of diversity groups in the student profile.

3. State Development

To benefit the Western Australian economy by developing innovative customised training services and products, research and development of new technologies. The outcomes achieved will be measured by the:

- products and services generated as a result of research and development projects;
- revenue generated through commercial projects and overseas programs.

4. Quality of Student Learning

To equip students for employment, encourage life-long learning, facilitate access to alternative pathways for further study and career advancement and support personal growth. The outcomes achieved will be measured by the:

- levels of client satisfaction; and
- client retention and return business.

5. Corporate Management

To optimise the quality and use of effective and efficient strategies for the acquisition and management of human, financial and physical resources. The outcomes achieved will be measured by the:

- degree of financial stability; and
- workforce development participation.

6. Collaboration

To expand collaboration with the members of the WA TAFE College Network, other education sectors, industry and enterprises. The outcomes achieved will be measured by the:

- projects undertaken through partnering and collaborative arrangements;
- students entering from TAFE, schools and universities; and
- regional demographics and client segmentation mix.

STRATEGIC PRIORITIES

The following eight (8) strategic priorities were targeted during 2002 to improve the College's performance and outcomes.

e-Technology

Further development and application of electronic information technology was used to improve client relationship management including access to academic and course information; admission and enrolment. Other improvements included:

- vocational education and training delivery;
- student management information;
- further integration and development of business operations; and
- the implementation of 'smart' campuses.

Client Relationship Management

A client relationship management program was implemented to improve:

client recruitment and service delivery; student management; student retention; and return business opportunities.

Teaching and Learning

A quality teaching and learning program was implemented by developing and applying innovative and flexible teaching and learning strategies. Other priorities included:

- continuously improving the quality of programs and the expertise of staff;
- promoting diversity amongst students and staff;
- offering alternative and articulated pathways to learning and employment;
- increasing the cross-sectoral linkages with universities and schools.

Business Systems

The integration of the business and information technology systems were used to support the empowerment of staff to participate in informed decision-making and facilitate client focus.

Centres of Specialisation

Centres focused on strengthening the alignment with relevant industries and communities and implementing specific marketing plans.

Physical Environment

Improvements to the safety, attractiveness and accessibility of the physical learning and working environment for both students and staff were made.

Workforce Development

Staff skills were enhanced to meet the Australian Quality Training Framework qualification requirements for workplace training and assessment. Additional priorities were to:

- integrate computer literacy for all staff in the application and use of information technology for teaching, client relationship and business operations;
- expand the repertoire of flexible delivery arrangements including recognition of prior learning, workplace training and on-line delivery processes and resources; and
- address client relationship management.

Employment - Based Training

The engagement with industry, enterprises, employers and the community in the promotion and support of employment-based training through strategies including:

- forging closer linkages between industry and the College, especially through the Centres of Specialisation and their Industry Advisory Committees;
- enhancing the College's capacity for flexible training delivery including work place training and assessment.

Key Directions

In carrying out its mission, Challenger TAFE focused on five key directions:

1. **Industry Development**
2. **Community Development**
3. **Strategic Alliances and Partnerships**
4. **Student Centred Learning Environment**
5. **International Markets**

These key directions form the basis of Challenger TAFE's on-going development and its provision of innovative vocational education and training. The following is a short summary of the College's achievements, highlighting its ability to support the growth and development of industry, community and individuals.

1. Industry Development

Challenger TAFE aimed to assist industry development by developing local, national and overseas markets and implementing innovative and customised training services.

• **Skills Recognition for Timber and Forestry Workers**

Challenger TAFE played an important role in industry developments in June this year when it assisted the Western Australian timber and forestry workers chart new training and employment directions. The College played a key role in a skills recognition project (otherwise known as the recognition of current competencies). Challenger TAFE took the lead role in the project in the Perth metropolitan, Peel and Central Wheatbelt regions.

• **Assisting Business Establish New Opportunities**

Challenger TAFE training consultants worked with external consultants to advise on skill and expertise of our lecturers for a Wind Power Generator company seeking to establish business opportunities in Western Australia.

• **Australian Oil and Gas Industry Training Consortium**

Training consultants assisted the Australian Oil and Gas Industry Training Consortium with input into the Burrup Skills Project.

2. Community Development

The key direction of Community Development aimed to contribute to effective community development and the quality of social interaction through the provision of services and products which promote diversity and support leadership.

The key initiative to meet the objective of community development was to strengthen **community education**. This was achieved by forming a partnership with the City of Melville in March 2002 for the use of their Heathcote premises for the delivery of Community Education training courses and the relocation of the central administration staff from Applecross Senior High School. The partnership arrangement also entails management of the Heathcote site to include Swan House, Kitchen Building and the Administration offices. During 2002 a total of 164 short Community Education courses were offered at Heathcote.

Courses delivered at Rossmoyne and Applecross Senior High Schools were relocated to Challenger TAFE's WA Horticulture & Environmental Science Skills Centre, Murdoch, Fremantle e-Tech Centre, Henderson Campus and Fremantle Campus. Community Education courses are currently run from eight college campus sites and twelve offsite specialist venues.

Following a review of the Community Education fees structure by the West Australian Department of Training during 2002 the fees structure for 2003 are deregulated and course fees and charges are to be set on a course-by-course basis to enable cost recovery.

Community Education continued to be involved in the promotion of Adult Learners Week and extended its contribution in 2002 to include a display and activities located at HR Bracks Library, Melville as well as the Fremantle Wool Stores. Community Education also supported the inaugural ACE Conference.

3. Strategic Alliances and Partnerships

Challenger TAFE collaborates with the other colleges in the TAFE network, schools, universities, industry, enterprises, local government, state and national public sector agencies. The volume and nature of commercial contracts secured or being negotiated can, in part, measure its business development success. The following are examples of commercial achievements in this area:

Australian Submarine Corporation

The College again provided training services to the Australian Navy via a subcontract to the Australian Submarine Corporation during the year. The services involved the training of naval officers serving on the submarines in all facets of submarine operation and maintenance, including weaponry, and the provision of ancillary services such as curriculum development and multimedia development to encapsulate material in an online format. The contract operated profitably for the College and has been extended for a further twelve months.

Defence related work

The College continued to develop its relationship with the defence forces and to prepare for the potential contracts particularly with the Navy throughout the year. College representatives met with potential national tenderers to discuss the tenders. The College is also associated with tenders for the Replacement Patrol Boat contract.

Training Consultant Activity

During the year the training consultants established industry liaison and conducted seminars to establish and promote business partnerships. In addition they:

- Identified new markets and trends in industry and worked with College Business Units to develop and deliver innovative training programs.
- Participated in ANTA funded programs such as Reframing the Future that deals with management skills at all levels and change management.
- Worked with large corporate companies (Clough Engineers) to undertake joint tenders for oil and gas projects.
- Tendered submission for Gajah Baru oil and gas training.

4. Student Centred Learning Environment

A key direction is to provide vocational education and training products in an accessible student centred learning environment. Increasingly learners accessing vocational programs demand individualised learning programs that can be delivered anytime, anywhere and meeting the needs of individual learning styles. Also, with the impact of social, economic and technological change, learners will need to engage in learning experiences that develop information literacy and generic skills to become self directed lifelong learners.

Innovative Learning Services

At the beginning of 2002, to support the development of a student centred learning environment, the college established Innovative Learning Services. During 2002 Innovative Learning Services developed and implemented a range of strategies to assist the college and the Centres of Specialisation to achieve a learner centred training environment.

Highlights for 2002

From 2000 –2002 Challenger TAFE completed 10 ANTA Flexible Learning Toolboxes, one in collaboration with Kangan Batman Institute in Victoria. In total, this activity was worth over \$2,000,000. Jill Jamieson, the Manager of Innovative Learning Services, was selected to participate in the ANTA Flexible Learning Leader Scholarship program. The following activities contributed to developing a more student centred culture:

- Increased incidence of blended modes of student centred learning environments including the use of online learning resources.
- Over 80 units of competency were offered online.
- College participation in two ANTA funded Learnscope Projects.
- Supported a network of e-training mentors.
- Offered a series of professional development workshops.
- Managed a Quality Teaching Project.
- Increased awareness of online delivery to existing and prospective students.
- Developed an e-training site on the college Intranet and external web site.
- Developed a case study on the "Implementation of Online Delivery to Meets the needs of the WA Aquaculture Industry"

5. International Markets

Challenger TAFE supports the Western Australian government's intention to take advantage of the export potential of education by actively seeking opportunities to promote and deliver vocational education and training services and products in the Asia, Pacific and Indian region.

The College completed critical aid work in PNG and won contracts to deliver training in Mauritius, China, Malaysia and East Timor. The College is involved in expressions of interest and potential contracts in Zambia, Bhutan, Mozambique, Kenya and Vietnam. It also participated in the India Focus Group coordinated by the Department of Training and has established a strong clientele from Sri Lanka and India in ship master qualifications. The following examples illustrate the depth and breadth of our 2002 achievements in international education and training markets:

Zambia

Challenger TAFE partnered with the Social Infrastructure Group of SMEC International Pty Ltd to submit an Expression of Interest for the establishment and management of a Zambia Technical Education, Vocational and Entrepreneurship Development Program.

Mauritius

Christine Johnson, Manager of Community Education, delivered teacher education training in Mauritius in May this year. The Mauritius contract is now in its fifth year of operation and has been particularly successful in developing the capacity of Mauritian educators.

China

Paul Dollery, Lecturer in IT and Business, was seconded to Minjiang University in the city of Fuzhou, China, for a period of 10 weeks from October. Paul taught Diploma level computer programming and documentation skills to approximately 200 students. Paul was one of four WA TAFE Information Technology lecturers to be sent to China in semester two.

Malaysia

The College is contracted to deliver two electrical modules to an oil and gas industry client in Malaysia. Challenger TAFE Training Consultants coordinated electrical training undertaken in Malaysia for PETRONAS.

Papua New Guinea

Wayne Evershed, Advanced Skills Lecturer in Business, worked for nine months on Australia's most important aid project in Papua New Guinea. Wayne worked on the multi-million dollar Provincial Financial management training program, funded by AusAid with substantial support from the government of PNG and the United Nations. From the PNG Treasury Offices and his hotel in Port Moresby, Wayne worked 7 days a week, 12 hours a day for the last two months of his stay in order to complete his part of the project.

Mozambique

Challenger TAFE, in partnership with the Department of Education, provided a four-week consultancy to the Mozambican Ministry of Education in May to June this year. Jane Lorrimar, (Challenger TAFE) and Peter Short (Department of Education) worked with senior personnel from the Mozambican Ministry of Education, Ministry of Higher Education and Ministry of Tourism. As a result they submitted a proposal to the World Bank to enable the Mozambican government to implement the first stages of a VET system.

Bhutan

Challenger TAFE has partnered with the Social Infrastructure Group of SMEC International Pty Ltd to submit an EOI for institutional strengthening aid work in the Vocational Education sector of Bhutan.

The Timor Sea 'Zone of Cooperation'

Challenger TAFE has been awarded a \$200 000 training contract by Phillips Petroleum Pty Ltd to provide marine training for up to 100 staff employed on the Bayu Undan oil and gas industry project in the Timor Sea. The Bayu Undan project is located in the *Zone of Cooperation* between Australia and East Timor. Specialist training for the predominately Australian and East Timorese crew emphasises efficient communication systems, tanker safety and work boat handling skills to meet any emergency situation. The training will be conducted over twelve months at the WA Maritime Training Centre – Fremantle.

India and Sri Lanka

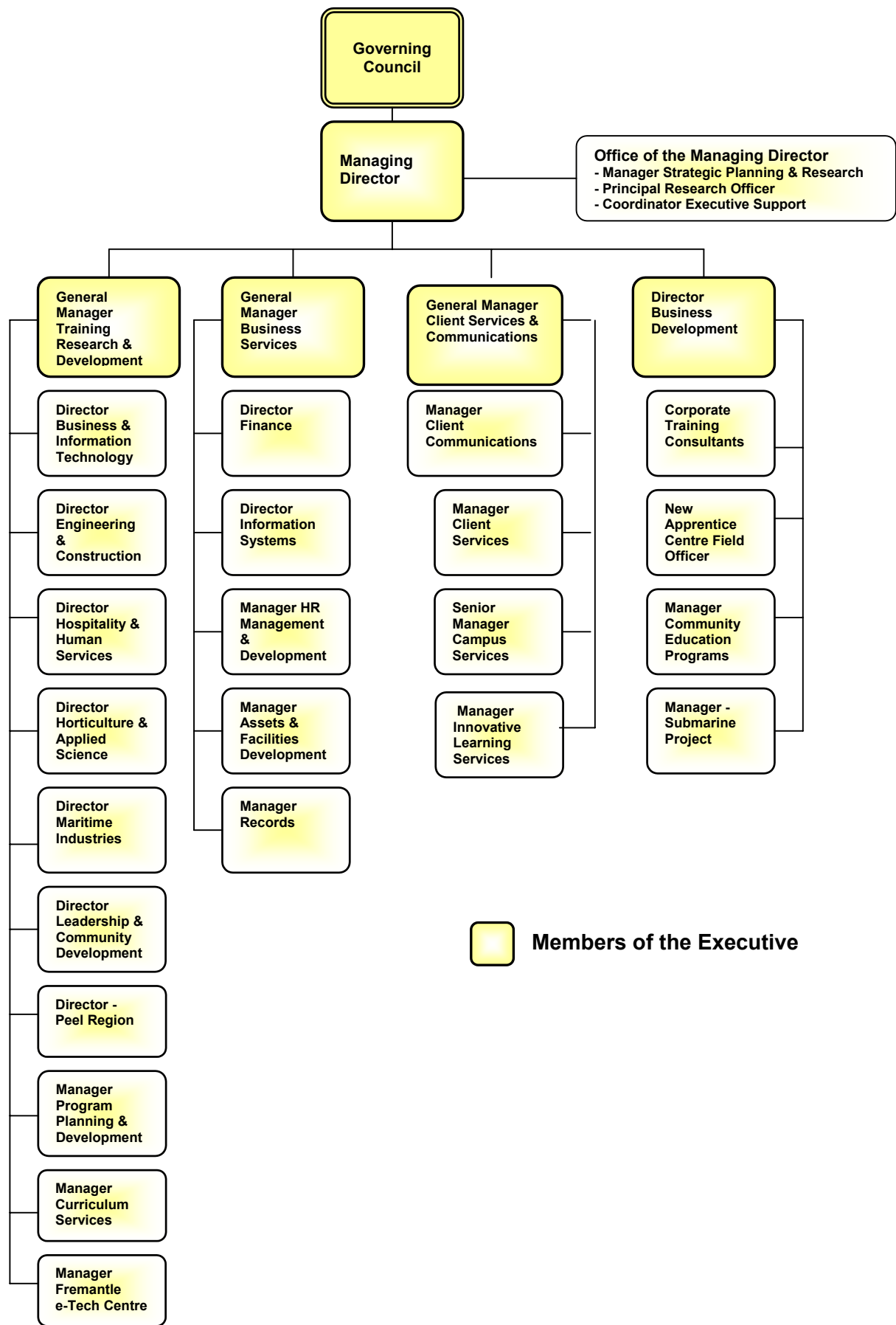
India and Sri Lanka have demonstrated great faith in Challenger TAFE's ability to train their students in maritime studies as this year's record enrolments demonstrate. Both countries have unmet demand for Ships Masters qualifications as a direct result of India's emergence as a provider of Ships Officers for the world's shipping companies. The 2002 record number of enrolments in this specialist area is a major feat considering the effect of the recently tightened entry criteria for prospective students to Australia.

Twenty (20) students enrolled in semester one, 29 in semester 2 and further enrolments were taken in October. The Semester 2 intake also included students for Fishing, Marine Tourism and Aquaculture programs. Challenger TAFE staff visited India and Sri Lanka in September and expect another surge of interest to study at the WA Maritime Training Centre – Fremantle in 2003 as a direct result.

Yemen

Challenger TAFE has partnered with the Social Infrastructure Group of SMEC International Pty Ltd to submit an EOI for phase 2 of a Basic Education Expansion Project in Yemen.

Organisational Structure



Office of the Managing Director

Under the leadership of Malcolm Goff as Managing Director, Challenger TAFE continued, in 2002, to build on the firm foundations that were established through its reshaping, refocusing and renaming in 2000.

The Office of Managing Director draws upon the guidance of the Governing Council and support of the College community to identify the strategic training needs of the organisation. It provides important advice and information to the wider VET sector. The Office of the Managing Director consists of:

- **Strategic Planning & Research** – Manager, Jane Lorrimar

The principle functions of Strategic Planning & Research are to:

- Function as Executive Officer for the Governing Council and Planning and Development Committee.
- Coordinate the strategic planning process and produce the Annual Report
- Respond to Parliamentary enquiries and Ministerials
- Provide strategic analysis of reviews and national and state reports
- Prepare responses on behalf of the Managing Director, Governing Council and Executive.

- **Applied Research - Principal Research Officer, Jennifer Nevard**

The research conducted by the Office of the Managing Director identifies VET issues that impact on the College and the region. The College is intent on building the capacity of its applied research and development, supported by State and Commonwealth grants.

- **Executive Support - Coordinator, Executive Support, Kath Leslie**

The principle function of Executive Support is to provide administrative and secretarial support to the Managing Director and General Manager Training Research & Development and manage the executive support team.

Training Research and Development (TR&D) Directorate

OVERVIEW

The Training Research and Development (TR&D) Directorate is the “shopfront” of Challenger TAFE and develops and delivers the training programs of the College. Headed by General Manager Michael O’Loughlin, the Directorate is structured into the following five Training Divisions:

- Business & Information Technology
- Engineering & Construction
- Hospitality & Human Services
- Horticulture & Applied Science
- Maritime

in addition to the Centre for Leadership & Community Development, the Peel Education and TAFE Campus and the Fremantle e-Tech Centre.

Each of the Training Divisions is aligned to particular industries and to relevant skill needs within the community and develops and delivers appropriate training services and products to them.

Client Services Directorate

The importance of a client focus at Challenger TAFE is reflected in and supported by its Client Services and Communications Directorate. Led by General Manager, Sue Slavin, the Directorate operated in three main areas in 2002 – Client Communications, Client Services, and Campus Services.

Together the three units service the needs of Challenger’s diverse client groups from their first contact with the College until long after they leave. This is achieved through the provision of targeted information, support, recreation and retention services and facilities and an alumni program.

Business Services Directorate

Our Business Services Directorate, which is headed by General Manager Business Services, Neil McAullay has overall responsibility for the functional areas relating to:

- Finance
- Human Resources
- Information Systems
- Assets & Facilities Development
- Records.

The Directorate participates in Corporate Services Network meeting to ensure the best outcomes from the Shared Services strategy can be achieved.

Business Development Directorate

The Business Development Directorate has responsibility for overseeing the commercial income generating work of the College (income other than profile). The Directorate monitors the fee-for-service activities of the College to ensure the work is fully costed and assists with obtaining and fulfilling contracts.

In 2002, the Business Development Directorate provided support to the Centres of Specialisation in obtaining and delivering government funded, fee-for-service training and other related commercial work, and managing the risk associated with commercial activity.

The year produced results very close to the budgeted outcomes predicted for the non-profile work, though the source of the revenue varied from the budget expectations.

Despite difficult trading conditions, with keen competition across all sectors, the commercial work undertaken by the College continues to be a significant generator of revenue. This year it amounted to approximately 12% of revenue, a similar percentage to 2001.

Committees and Consultation

In addition to Governing Council and its peak committees, Challenger TAFE consults widely within and external to the college community, as the following examples illustrate:

Executive

FUNCTION	MEMBERSHIP	REPORTING CHANNELS
Senior decision and policy- making body. In collaboration with Governing Council and staff, sets strategic directions of the College. Approves College budget and resource allocations. Monitors the output from other committees.	Managing Director, General Manager Client Services & Communications, General Manager Training Research & Development, General Manager Business Systems, Director Business Development Manager Strategic Planning (EO)	Reports to Governing Council. Receives inputs from External stakeholders and College Directorates.

College Consultative Group

To increase the effectiveness of the organisation through improving the quality of decision-making and the quality of working life for all employees particularly in the areas of job design, skill formation, training, the work environment and employment security.	General Manager Business Services, Manager Human Resource Management & Development, Director of Training, Representative from Client Services & Communications, Lecturers (2)(1 with union workplace representation), GOSAC Staff (2) (1 with union workplace representation), Engineering Trades (1) union workplace representation, if available.	Provides feedback to college staff and Executive. May receive inputs from: <ul style="list-style-type: none">• any staff, via committee members or individual submission.• Executive• External stakeholders
--	---	--

Occupational Safety & Health

To ensure effective, clear and firm commitment exists to create an atmosphere and a culture within the organisation for OS&H. To induce all staff, students and visitors to consider health and safety as a priority issue, along with all other managerial activities. Review the allocation of resources for the implementation of OS&H policies and ensure legislative requirements are met.	General Manager Business Services, Manager HRM&D, OS&H Coordinator (Executive Officer), Manager Campus Services, Academic Staff Representatives (2), Admin Staff representatives (2)	Reports to Executive. Ensure the Executive is made aware of the OSH issues that are of concern to the College and to monitor and evaluate OSH performance. Provides feedback to staff via <ul style="list-style-type: none"> • Safety Representatives • "College Catchup" • Intranet
---	--	---

AQTF Steering Committee

To coordinate the step-by-step deployment of activity that meets the requirements of the Standards. Provide advice and materials to support the deployment and input to the TR&D Directorate.	GM TR&D (Chair), Director TR&D (Maritime), Program Manager (Commerce), Client Services Improvement Coordinator, Workforce Development Officer, Manager Training Program Development.	Reports to TR&D and Executive. Receives inputs from the above or as requests from any other section. Acts on requests from TAC/QAR Department of Training.
---	--	--

Curriculum Accreditation Panels

Review and assess the body of work submitted by a curriculum developer. It decides on college support for the proposal and recommends appropriate funding arrangements.	Manager Training Programme Development (Chair), applicable parties involved with the specific development, eg. <ul style="list-style-type: none"> • the course developer, • the Director TR&D, • Program Manager • three or more representatives from industry, and other colleges 	Provides input to TR&D in preparation for a new development being submitted to the Training Accreditation Council (TAC).
---	--	--

Centres of Specialisation

OVERVIEW

The Centres of Specialisation strategy was initiated in 2000 and has been fully implemented in 2002. The concept of specialisation has been well received by industry and community clients. This is evidenced by a significant growth in the delivery of publicly funded (profile) training programs, fee-for-service training (non-profile) and research and development over the past few years.

CENTRES OF SPECIALISATION

The delivery of the College's training programs is through Centres of Specialisation:

- WA Maritime Training Centre – Fremantle
- Fremantle Hospitality & Tourism Training Centre
- WA Applied Engineering & Shipbuilding Training Centre
- Visage Training Centre for Hair, Fashion & Beauty
- WA Horticulture & Environmental Science Skills Centre
- WA Centre for Leadership & Community Development
- Community & Health Services Training Centre
- WA Wool Technology Training Centre
- Information Technology & Business Skills Centre

These Centres of Specialisation focus on serving the particular needs of specific industries and communities that are also represented on the Industry Advisory Committee associated with each of the Centres.

SPECIAL PURPOSE CENTRES

Special purpose centres complement the Centres of Specialisation.

- Kadadjiny Mia - Centre for Aboriginal Learning
- Fremantle e-Tech Centre
- Peel Education and TAFE Campus

DELIVERY PROFILE

The Curriculum Services and Program Planning and Development Units support the Training Divisions in the development and registration of training services and products and in the negotiation, management and monitoring of the College profile of publicly funded courses.

Of particular note is the growth in the College's fee-for-service training programs (not including Adult and Community Education or the Collins Class Submarine Training). Figure 2 and Table 2 shows the growth in non-profile VET training.

REPUTATION AND GROWTH

The Centres of Specialisation have developed a reputation with a range of industry and community organisations as being able to provide customised training programs when and where the clients require them. It is anticipated that fee-for-service training delivered to clients in Western Australia, nationally and overseas will continue to show healthy growth.

Figure 2 - Profile and Non Profile VET Delivery 1999 – 2003

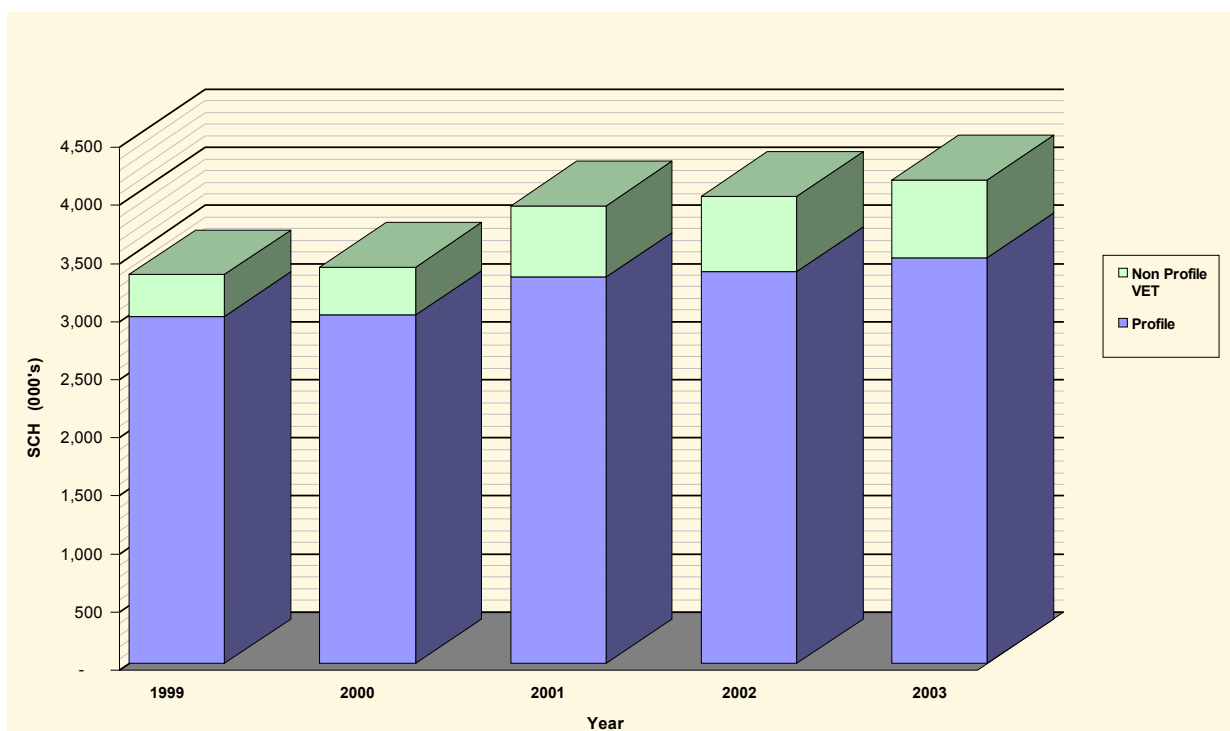


Table 2 - Profile and Non Profile VET Delivery 1999 – 2003

	1999	2000	2001	2002	2003
Profile	2,987,192	2,996,866	3,325,941	3,372,000	3,491,378
Non Profile VET	360,007	413,905	612,266	650,000	670,000
Total	3,347,199	3,410,771	3,938,207	4,022,000	4,161,378

FUTURE DIRECTIONS: FLEXIBLE DELIVERY

Significant progress has also been made in implementing flexible delivery arrangements through on-line delivery, student centred learning and workplace training. There has also been a very significant increase in the level of the Recognition of Prior Learning (RPL), which has enabled people to have the skills that they have acquired through such activities as on-the-job training recognised.

The proportion of the College's training programs delivered outside the normal campus bases mode has risen significantly. The college intends to develop the concept 'beyond the boundaries' to signify that college delivery can occur anytime, anywhere. It will not be bound by geography or College infrastructure. The College intends to forge partnerships with industry and community to utilise the State's infrastructure and resources to both the client's and college's advantage.

WA Maritime Training Centre - Fremantle

OVERVIEW

WA Maritime Training Centre – Fremantle delivers training for aquaculture, fishing, marine engineering and marine operations; and an applied research centre for marine finfish, known as the Aquaculture Development Unit.

The Centre has a staff of 26 full time lecturers, five technicians, ten support staff, eight Aquaculture Development Unit staff and various casual staff as required. Key personnel are Centre Director, Kingsley Waterhouse; Manager, Aquaculture Development Unit Greg Jenkins; Program Manager Marine Engineering and Marine Operations, Robin Gray; Program Manager Aquaculture and Fishing, Jean Menzies, and John Scott, appointed to identify business opportunities in the maritime area for an initial one year term at the level of Deputy Director.

Objectives for 2002 were to provide quality training services to meet the needs of industry; consolidate and expand fee for service programs; refocus activities of the Aquaculture Development Unit onto inland saline aquaculture; increase enrolments of overseas students; and enhance strategic partnerships with industry.

ACHIEVEMENTS

In 2002, 112 Short courses and Corporate courses were provided to 1,098 students.

Achievements			
	2002	2001	2000
Profile Delivery	349,000 SCH	324,000 SCH	278 000 SCH
Non Profile Delivery	\$1,050 085	\$626,486	
Short Courses	\$766,850	\$405,519	
Corporate courses	\$41,332	\$7,984	
Industry specific courses	\$38,680	\$24,000 (est)	
Overseas students	\$202,233	\$188,983	

Training Initiatives

Several programs were expanded or introduced:

- Future training for Integrated Ratings will be offered as a Traineeship as a result of liaison with the Maritime Union of Australia, the Australian Mines and Metals Association and the Transport and Storage Industry Training Council.
- A simulation workshop was held to identify mooring requirements for Floating Production, Storage and Offtake platforms for a company.
- ROV programs were expanded, including the first in an overseas country.
- Overseas students increased from 34 to 58, one for aquaculture, two (for the first time) in marine tourism and the balance in maritime programs, mainly maritime operations. Two recruiting visits were made to India and Sri Lanka with a TAFE International representative.
- The Diploma of Logistics was introduced on a part-time basis.
- Marine tourism was offered to two certificate groups.
- Collaborative possibilities with the Navy were identified (recruiting/training initiatives and web-based marketing).
- Volunteer Marine Rescue Services personnel were provided with training on a statewide basis, with assistance from regional TAFE colleges.

New courses and course materials were prepared:

- A Cadetship program to provide a career path into the shipping industry.
- Marine skills programs for non-mariners for various oil and gas companies.
- Implementation of the new Training Packages for fishing and aquaculture.
- An Aquaculture Toolbox was completed for farmers planning to develop aquaculture enterprises. This adds to the 2002 Aquaculture Toolbox at Certificate 2 level.
- Two Science and Technology Innovation projects were secured: one for the development of virtual imaging techniques for faultfinding and repair of ROV electronic and hydraulic systems, and another for the sustainable growth of fish in sea cages.

Equipment was secured or upgraded:

- Additional simulation equipment was acquired through joint funding with Kimberley and Central West Colleges. It will enhance training capacity and introduce opportunities for applied research. A LearnScope project was secured for staff to develop innovative skills for use of the equipment and CSSN funds secured for staff to develop skills to create new software-based simulation scenarios.
- Collaboration with the Industry Training Council, Hunter Institute, the Department of Training, Central West and Kimberly Colleges and industry partners to implement the new Maritime Industry Training Package in 2003-04.
- New engines were installed on the Maritime Image and Brockman's was overhauled.
- Administration of fee-for-service courses was successfully transferred to the Centre.
- A Competitively Allocated Tendered course was delivered in collaboration with Community Policing for Youth at Risk.

Aquaculture Development Unit

The Aquaculture Development Unit was a finalist for a Premiers Award in the category of 'Sustainable Environment' and in its field of marine finfish, is acknowledged as an Australian leader in applied research and training. Approximately 40% of its funding is from grants and contracts, the balance from the Department of Training. Existing programs were continued and several new projects focusing on inland saline aquaculture commenced

- The ADU scientist, Gavin Partridge was recently awarded a prize and \$8,000 to undertake fish trials of fish for pumping of saline water in the Lake Toolibin region.
- A grant was used for a study tour of inland saline aquaculture projects in the USA.
- A hatchery manual and CD for growth of snapper and black bream was completed.
- A three-year black bream project at Northam was completed.
- A black bream restocking project in the Blackwood River Estuary in collaboration with Murdoch University was progressed.
- Development of a new tank system for the culture of fish with McRobert Aquaculture Systems was completed and is being trialled.
- Use of pumped saline ground-water for aquaculture is being undertaken at Dumbleyung and Narrogin with the Department of Agriculture and CALM
- An MOU with CY O'Connor was formed to deliver aquaculture training programs in regional areas using FarmBiz funding.
- A successful industry seminar was conducted on sustainable aquaculture as part of its Science and Technology Innovation project and in association with the Marine Fishfarmers Association. Dr David Suzuki was the lead of three industry speakers for the morning session that was open to the public.
- A marketing trial for the sale of aquaculture snapper to a local restaurant has been well received and this trial will continue into 2003.
- Collaborations with several local emerging aquaculture companies to assist and participate in niche market aquaculture development initiatives have progressed.

Planning for Expansion

- The Maritime Advisory Committee met regularly and assisted with initiatives including programs for ships pilots, port management, integrated ratings and traineeships for fishing operations.
- Ways to develop the Centre into the Regional Maritime Training Centre for the Indian Ocean were identified in a paper, which identified avenues for course development and student recruitment (most of which would be undertaken overseas).
- An immediate outcome of the paper was the development of a marketing plan to identify and implement strategies to increase overseas enrolments in marine operations and marine engineering. Input from the Department of Industry and Technology and TAFE International was included to ensure that the initiatives implemented are consistent with policy of the Western Australian Government.
- Planning of a substantial redevelopment building program for the Centre commenced. Building is scheduled for completion in 2004 and will result in upgraded and additional facilities, which are especially important for overseas students.

FUTURE OUTLOOK

The outlook for the Centre's operations is exceptionally bright. The opening of the Maritime Museum will strengthen the community focus on the west end of the Fremantle precinct and in turn the WA Maritime Training Centre - Fremantle. Thoughtful planning will establish strong visual and locational links with those developments. The building upgrade program will provide quality student accommodation and support facilities, additional teaching spaces and housing for equipment. The expanded facilities will prove a very strong marketing tool for overseas and Australian students.

The worldwide shortage of ships deck officers (estimated at 4% in 2002, to grow to 30% by 2010) will present significant training opportunities. This position is also reflected in the extreme difficulty in recruiting suitable teaching staff into these programs. Innovative staff recruitment techniques for this area are required.

The WA Maritime Training Centre - Fremantle has a committed staff complement in all areas of activity and with its management group, has developed into an effective team that looks to the future with enthusiasm and optimism.

WA Applied Engineering & Shipbuilding Training Centre

OVERVIEW

The WA Applied Engineering and Shipbuilding Training Centre (WAAE&STC) is led by Director, Fred Osborne, and supported by two Program Managers. The Program Manager – Engineering, Howard Wilson (Derek Smith acting for semester 2) oversees the delivery of a range of training services in the areas of civil and mechanical engineering, electrical/electronic engineering, instrumentation and control, automotive trades and locksmithing. The Program Manager – Metals, Don Tuxford, is responsible for the delivery of training services associated with; marine fabrication, shipwrighting, metal fabrication and mechanical fitting and machining. The WAAE&STC has training delivery sites at Beaconsfield, Henderson, Rockingham and Peel Campuses and employs 36 lecturers and 12 technical support staff. The centre delivered in excess of 480,000 SCH in 2002 in catering for the training needs of a diverse range of industries including; shipbuilding, heavy engineering associated with the oil and gas, mining and minerals processing industries and automotive and marine mechanical.

OBJECTIVES

The overarching aims for the WAAE&STC for 2002 were:

- The provision of training services that would meet the current and future needs of its industry clients
- The provision of quality training leading to employment outcomes for its student cohort.
- Increasing training opportunities for a diverse range of students with a focus on youth.
- Improving articulation between educational sectors
- Developing and enhancing strategic partnerships within industry, community and the TAFE college network

ACHIEVEMENTS

The following new training programs and client services were developed and implemented:

- Advanced Diplomas in Engineering, Civil, Mechanical, Electrical, Electronic, Instrumentation and Control and Electrical Drafting.
- Maintenance And Planning stream of Diploma of Engineering (Mechanical)
- Traineeships in Communications Technology, Surface Finishing, and Power Station Operation
- Courses for “Youth at Educational Risk” in Metals and Automotive.
- Course for trade’s assistants entering the shipbuilding industry.
- Provided advice to Engineering graduates regarding articulation arrangements with universities.
- Visited employers to conduct workplace assessments and discuss training needs
- Conducted industry seminars for employers outlining apprenticeship/traineeship procedures and opportunities.
- Metals and Engineering staff participated in ANTA Toolbox development, and Learnscope projects to increase staff expertise in online training.
- Increased Skills Recognition services across all of the Centre’s delivery areas but particularly in Civil and Mechanical Engineering.
- Developed a Workplace Mentoring Support program for partnering employers.

HIGHLIGHTS

The highlights of the 2002 year for the WAAE&SITC include:

- Successful completion of the “Circuit Board Rework and Repair” Science and Technology Innovations Grant project. This culminated in a presentation of the outcomes of the project to the electronics industry by the participating students. The presentation was extremely well received by industry. The grant has enabled the college to set up a “state of art” electronics rework and repair laboratory.
- The implementation of the Advanced Diplomas of Engineering.
- The development and implementation of automotive and metals courses to cater for “youth at educational risk”. A number of graduates have indicated that they will be seeking an apprenticeship or will try for entry into a pre-apprenticeship course.
- The implementation of a Maintenance and Planning Stream of the Dip of Eng (Mechanical). A small number of students have already been enrolled without any structured marketing having taken place. Indications are that there will be growing industry and student support for the new stream. (Derek Smith, Roger Freeman have been the main drivers with support from Ian McDonald)

- VET in Schools delivery continued to grow. The most significant partnership arrangements were with Kwinana SHS and Rockingham SHS in the form of jointly delivered Metals traineeships.

RESPONSIVENESS

The WAAE&STC has strong representation on the relevant Curriculum Support and Services Network, which provides linkages to National and State Government policy. The Centre has positioned itself to anticipate the needs of industry enabling a rapid response eg the development and implementation of new traineeships in Surface Finishing and Power Station Operations, the new program for Trade Assistants in Shipbuilding and short courses in Engineering Drafting using new Computer Software Design packages.

FUTURE OUTLOOK

There are signs that the Metals and Engineering sector is about to emerge from an extended slump. Major resource projects have commenced and there is an immediate need for additional trained engineering draftspersons, which should result in additional training demand in engineering.

The shipbuilding industry is going into a period of strong growth and there will be a corresponding increased demand for training of fabrication, mechanical and fitout personnel.

The population growth in the Rockingham and Peel areas will ensure that the demand for skilled auto workers will continue to expand. The automotive industry, however, is undergoing significant changes in technology and the skills required are more in the diagnostics areas which require more highly trained, computer literate and technologically capable technicians as opposed to the traditional motor mechanic. Auto courses offered by the WAAE&STC are being adapted to reflect the changing emphasis. The Centre will also form partnerships with major automotive industry companies to allow students to access the latest technology.

Construction Division

OVERVIEW

Challenger TAFE's Construction Division comprises three sections; Electrical Trades, Building Studies and Plumbing and Gasfitting. The Division is led by Director, Fred Osborne, supported by Program Manager, Darren Reynolds and has training delivery sites at Fremantle, Rockingham and Peel Campuses and employs 18 full-time lecturers and six technical support staff. The Centre delivered approximately 240,000 SCH in 2002 in providing for the training needs of the various sectors of the Building and Construction industry including; entry level training, apprenticeships and traineeships and post trade training at Certificate IV level.

OBJECTIVES

The aims of the Construction Division for 2002 were aligned with the College's strategic plan and the main objectives were:

- To provide a range of training services and delivery schedules to suit the needs of its industry clients.
- To provide quality training with an emphasis on employment outcomes.
- To increase training and employment opportunities for a diverse range of students with a focus on youth.
- To improve articulation between schools and TAFE.
- To develop new partnerships and enhance existing partnerships with industry, community, schools and the TAFE network.

ACHIEVEMENTS

The Construction Division's performance and achievements in relation to the aims set out in its business plan for 2002 included the development and implementation of a range of new training programs and client services such as:

- New pre-apprenticeship courses in Electrical Trades, General Construction and Plumbing and Gasfitting.
- New training package course for Plumbing and Gasfitting apprentices.
- New Certificate III in Electrotechnology (Small Computer Systems).
- Implementing a Certificate I in General Construction course contextualised for "Youth at Educational Risk".
- Liaised with local schools to promote construction trades to students.
- Established partnerships with the Housing Industry Association and the BGC Group to deliver apprenticeship and traineeship programs to suit their needs.
- Visited employers to conduct workplace assessments and discussed training needs.
- Developed and implemented a new flexible delivery program for electrical tradespersons wishing to gain qualifications in Electrical Instrumentation.
- Provided Skills Recognition services and Gap Training for Timber Industry workers and Navy personnel seeking civilian qualifications in electrical trades and electrical instrumentation.

HIGHLIGHTS

The highlights of the Construction Division for 2002 are:

- In excess of 20,000 SCH delivered in Skills Recognition for Timber Workers made redundant due to restrictions on harvesting timber from old growth forests. The project involved Construction Lecturers Markus Leone and Brian Wolstencroft visiting timber mills and manufacturing companies to conduct Skills Recognition.
- The highly successful Fairbridge project that involved "youth at educational risk" undertaking a Certificate II in General Construction course which developed the requisite skills through a "real work" project to extend an existing ablution block to accommodate males and females and disabled persons. The retention rates were very good and a number of participants have already gained employment in the Construction industry.
- The development and implementation of a General Construction course to cater for "Youth at Educational Risk."
- Principal Lecturer, Rod Butterworth, appointed as TAFE representative on the Electrical Licensing Board.
- Plumbing licence assessments attracted a record 220 candidates.
- The purchase of new Honeywell – UNAC hardware and software allowed simulated training in electrical instrumentation. The newly implemented course delivered in a flexible entry and exit format is growing in popularity with strong support from a range of companies involved in oil and gas, mining and mineral processing. The course has also attracted Navy personnel wishing to gain further qualifications. Expectations are that the demand for the course will increase in 2003.
- The setting up of new work bays incorporating new electrical technology for Smartwiring and Cabling.
- The establishment of an area to accommodate bricklaying, blocklaying and brickpaving at Rockingham Campus.

RESPONSIVENESS

The Construction Division has strong representation on the relevant Curriculum Services and Support Network which provides linkages to State and National Government policies. The partnerships developed with industry, government regulatory bodies and the community allows the Division to position itself to respond quickly to the changing needs of its clientele eg the new General Construction traineeship for domestic and commercial building companies, the youth at educational risk programs and the new small computer course.

FUTURE OUTLOOK

The growth in population in the southern corridor from Fremantle to Mandurah will provide a growing demand for domestic and commercial building services resulting in a growth in the training market for this industry sector. The new General Construction training package provides opportunities to expand the range of training offered by the Construction Division, particularly in bricklaying, blocklaying, brickpaving and demolition. The same factors should see the demand for electrical trades personnel increasing and this is likely to be augmented by an expected strong growth in the engineering sector that employs electrical mechanics and electrical instrument fitters.

WA Centre for Leadership & Community Development

OVERVIEW

The Centre was officially opened on 19 October 2001 by the Premier of Western Australia, Dr Geoff Gallop. The Centre, located at Murray House, Heathcote in Applecross, provides training, consultancy and research designed to empower communities to take leadership in their own development.

The Centre works closely with community development practitioners, government agencies, community organisations and individuals to ensure its programs reflect current best practice in community development strategies. Our approach is interdisciplinary and therefore inter-agency in its interactions. Conceptually “community” can be viewed as an industry sector and a significant employer of Western Australians all with skill development requirements.

CLIENT BASE

The Centre is working in Kimberley, Gascoyne, Peel, Wheatbelt and across the metropolitan area. Clients include:

- Professionals delivering services to communities
- Local government and Indigenous Communities
- Youth groups and Cadets
- Volunteers and volunteer organisations
- State and national Government agencies
- Disabled groups and disability service providers
- Regional and Remote communities, Regional Development Commissions, Peel and Mid-West.

ADVISORY COMMITTEE

The Centre seeks to raise the quality of outcomes for communities whether they are in urban, rural or remote localities through seeking the advice and support of its Advisory Committee. The Patron is Dr Margaret Seares, Pro-Vice Chancellor Community Development, UWA. The Chair is Ricky Burges, CEO WA Local Government Association and Vice Chair is Jack Busch.

Members include: Dr Martin Anda (Murdoch University); Mal Gammon, (Director ASRITC); Dianne Jeffery (FACS); Wendy Wise (General Manager, Perth International Arts Festival (PIAF); Anthony Galante (Senior Policy Officer Department of Indigenous Affairs); Bisica Gavranich, (General Manager, Training, Employee and Industrial Relations); Paul Frewer (Executive Director, Department of Transport, Planning & Infrastructure); Val Sheill, (Executive Director DADAA); Stephanie Mayman (Secretary, Unions WA); and Glenn Pearson (Director ATSIC).

ACHIEVEMENTS

The provision of Community Development programs and the integration of youth with community outcomes was a priority for 2002. The Centre's 2002 profile allocation of 60,000 SCH was spread across the client categories. Access to profile training enabled all sections of community to participate in training. Training targets were met in the following areas:

Leadership Training

- Migrant groups in Kwinana, Fremantle, Applecross,
- Aboriginal groups (Young Women's Leadership Camp at Kununurra, Kalla-Boodja, Rockingham and Kwinana)
- Cadets and Youth (Formal relationship with Australian Naval Cadets to provide accredited Leadership qualifications throughout Australia)
- CALM Bushrangers, FESA cadets and Rotary (sponsored youth through combination of Leeuwin Ocean Adventures and Leadership II training)
- School based leadership programs in partnership with public and private secondary schools
- Disability programs (Leadership for Getabout/Rocky Bay and Bennet Brook)

Governance Training

- Development and accreditation of Certificate II in Introduction to Community Governance and Certificate III in Community Governance to enable broader access and pathways to Certificate IV in Business (Governance)
- Pilot of training in units from Certificates II, III and IV for Indigenous, community and volunteer groups

Strategic Development

- Facilitation of mid west strategic planning
- Indigenous Perspectives on Leadership Seminar for indigenous elders from all regions of WA hosted by the WA Centre for Leadership & Community Development.

Union Training

- Working relationship established between UnionsWA and Challenger TAFE.
- Research re: mainstreaming union training completed.
- Ongoing training for union delegates in Cert III/IV Business 10 attendees for the 2-day Pilot program successfully run in December 2002.
- Pilot informed implementation in 2003 and ongoing R & D for further training in 2003/4/5.

R&D

- Developed Certificate I in Leadership and accompanying resources. Piloted.
- Developed resources for Leadership and Governance (Indigenous groups).
- Governance Certificated II III – modularisation and accreditation of the existing Certificate IV in Business (Governance).
- PS Governance Boards and Committees - a working relationship established between the Department of Premier and Cabinet to provide appropriate training for new and re-elected board and committee members.

Volunteer Program

- Series of breakfast seminars to inform on relevant volunteer and community group issues.

Certificate IV Assessment and Workplace Training

- AQTF requirements addressed and met
- Co-ordinator established to ensure quality standards and processes employed

Future Outlook

In 2003 the Centre will expand in the politics area to complement governance, union and leadership training. It will continue R & D for curriculum in local government areas and expand Assessment and Workplace Training services. It will also consolidate union training and seek opportunities to expand training to this sector.

Fremantle Hospitality & Tourism Training Centre

OVERVIEW

The academic year for 2002 for the Fremantle Hospitality & Tourism Training Centre was very successful in terms of delivery and input from both staff and students. The Centre delivered at Fremantle and Peel Campuses and delivered short courses in the private sector, in VET-in-schools programs and for diversity groups. The section delivered 206,500 SCH for the year.

OBJECTIVES

The objectives for this Centre of Specialisation have been closely aligned to the six College strategic objectives, with a particular focus on collaborating with industry and other sectors, and providing quality student learning through developing the services provided to clients through flexible delivery and “real life” learning activities involving industry interface projects. The Centre has achieved these objectives through:

- Promoting apprenticeships, traineeships and F/T courses with industry and the community.
- Providing live work opportunities for students including events such as the College Graduation, Taste of the Nation, Rockingham Mussel Festival, Mandurah Crab Festival, RAAF tour organisations, Senior Citizens “day out” and meals.
- Providing flexible approaches to delivery of courses to industry personnel.
- Providing access to diversity groups as part of the COS delivery target.
- Developing the on-line delivery awareness of staff and applications for students.
- Utilising on-line delivery as a teaching/learning tool.
- Providing access to future pathways to learning.

ACHIEVEMENTS

The Centre has once again achieved both successful profile delivery targets and built non-profile delivery with a range of private sector organisations, and been involved in a number of projects and competitions. All staff have performed well under very trying circumstances with the event of the AQTF requirements and much time has been dedicated to achieving compliance with the AQTF standards within the Centre. In addition the formation of strategic alliances and the introduction of flexible delivery opened new doors for training for the Centre and resulted in the following achievements:

- Strategic alliances built with Woodside Energy, Fremantle Hospital, Murdoch University, and Mandurah Senior College.
- Short course areas: HACCP, Safety and Hygiene, Responsible Service of Alcohol.
- Competition honours in Commercial Cookery.
- Achievement Award for Commercial Cookery team.
- Hospitality toolbox completed – implementation 2003.
- Retention rates improved for full-time courses.
- Developed and implemented Food Ordering System.
- Developed pro-active marketing strategies.

HIGHLIGHTS

Highlights for the year have been the enthusiasm of staff in accepting flexibility of course delivery for our clients. This appears to have resulted in a better than normal retention rate of full-time students. Technology training in the use of computers for staff and implementation in current course structures has also assisted in this regard. The Centre has also achieved the following results in 2002:

- First in CES enrolments and on-line results for students
- Staff achievement award for 2002
- Industry partnerships enhanced through networking and live work opportunities
- Improved response rates for enquiries and course delivery
- Show-casing of achievements by students for industry stakeholders through industry evenings and events
- Team work relationships enhanced through improved communication processes
- Industry partnerships and collaboration in the Peel region

IMPACT OF SERVICES

There has been a slight decline in cookery apprentices noted at the Centre, as traineeships appear to be attractive to clients. We are continuing to diversify our offerings for less represented groups through such programs as Aboriginal Stepping courses and through VET in schools on-line training in the Hospitality and Tourism fields. The Centre also continues to provide services in the disabilities area.

BEING RESPONSIVE

The Centre is responsive to industry and stakeholders needs by providing a range of short course programs which are responsive to client needs, providing more flexible approaches to training, participating in the CSSN decision making process, internal moderation groups have been instigated throughout 2002 to develop curriculum that is current, valid and demonstrates to our client base that we respond to industry changes while meeting the educational needs of the student.

FUTURE OUTLOOK

The current volatility in the Tourism market has not impacted on our delivery schedule and has had no apparent effect on the students wanting to make Hospitality and Tourism a career. There are many vacancies open in food and beverage service, accommodation service, reception, and cooking throughout the area and particularly in the Peel Region.

With the State planned growth of the Peel area and positive investment forecasts (Mandurah Marina/Resort and a multi-level hotel in Rockingham) there will be opportunity to plan and make collaborative partnerships that successfully train operatives in the services field. The recent industry/COS relationship in the Peel region is a positive example of this kind of collaboration.

Visage Training Centre for Hair, Fashion & Beauty

OVERVIEW

The Visage Training Centre delivers training in Hairdressing, Fashion and Design and our newly opened Beauty Therapy area. The primary delivery site is Fremantle Campus, with a number of Fashion trainees located in Rockingham, and Beauty trainees in Fremantle and Perth.

Hairdressing is focussed mainly on apprentice studies with some short courses available for re-training in men's hairdressing and styling. The Fashion and Design focus is on work-ready operatives for the fashion industry while Beauty Therapy trains work-ready specialists in nail technology, health, massage and a number of other areas. The section delivered 117,093 SCH in 2002, with over-profile target achievements in Fashion and Beauty.

OBJECTIVES

The Centre's key objectives are aligned to the six strategic objectives of the College. The specific Visage objectives for 2002 designed to support the College strategic objectives have been to:

- Promote apprenticeships and traineeships in all sectors
- Provide opportunities for live work in on-campus salons
- Develop technologies in teaching and learning
- Provide access to future pathways to learning
- Build alliances with industry partners

ACHIEVEMENTS

While apprentice numbers are slightly down in Hairdressing, Fashion gained six industry trainees. Beauty Therapy has gone from strength to strength during the year starting with Certificate II and IV courses and adding a Diploma entry in semester 2. The Centre has also achieved the following:

- Won the ANTA Fashion Toolbox project
- Increased scope in Beauty Therapies
- Designed Rottnest Island uniforms
- Been involved in student-centred and College fashion shows
- Increased student to client services through live-work in the Beauty and Hairdressing salons
- Worked collaboratively between sections
- Development and introduction of training packages in all sections

HIGHLIGHTS

This year has seen a continued improvement in developing flexible delivery arrangements for clients. The use of technology in training within the Centre has increased during this year with significant staff and student results.

The Centre has also achieved the following results:

- Building a vibrant and rapidly growing Beauty Therapy delivery area
- Hairdressing apprentices scored gold, silver and bronze in WorldSkills competitions
- Introduction of National bar-coding system for electronic assessment
- Planning, developing and refurbishing Beauty salons
- Increasing scope of delivery in personal services
- On-line enrolment procedures adopted
- On-line resulting for first time
- Acquisition of skilled industry lecturers with future vision

IMPACT ON SERVICES

The range of courses offered this year through the Centre has grown and developed. The introduction of the Beauty Therapies delivery area has added more diversity and choice for our clients providing a greater scope for employment. The Fashion area continues to keep pace with industry requirements and with the advent of the ANTA Toolbox project due for completion in January 2003 the opportunity is provided for on-line delivery for clients. Hairdressing has seen a slight fall in apprentice numbers mainly due to industry changes and working conditions. With the introduction of training packages in the area and proposed traineeships it is envisaged that this trend will be reversed.

BEING RESPONSIVE

The Centre has developed extremely good relationships with its industry stakeholders and conducts regular industry visits and promotional exercises. Centre representatives attend CSSN meetings on a regular basis and actively participate in system-wide decisions. Internal moderation groups have been instigated throughout 2002 to develop curriculum that is current, valid and demonstrates to our client base that we respond to industry changes while meeting the educational needs of the student. Articulation arrangements between the Centre's programs and universities will be examined in 2003.

FUTURE OUTLOOK

The outlook for the Centre is positive on the whole, with the potential for the Beauty Therapy area to grow considerably. The impediment to this growth may be the proposed requirement for programs to be run on a fee-for-service rather than profile funded basis. Despite the small area of the Fashion section of the Centre, Fashion students continue to win awards at a state level, which is a credit to the Centre and the expertise of the staff.

The Centre intends to forge closer relationships with industry, particularly in the Fremantle area in 2003.

Community & Health Services Training Centre

OVERVIEW

The Community & Health Services Training Centre, launched in 2001, is led by Director, Liz Harris and supported by Program Manager, Leigh Cook. The Centre provides training in the areas of aged care, children's services, community work, disability work, first aid, fitness, remedial massage and natural therapies. The key senior staff working in the Centre are:

- Leigh Cook – Program Manager
- Ian Dornan – Advanced Skills Lecturer (ASL) 2 Community Services
- Doug Thompson – ASL2 Health
- Barry Duckett – ASL1 First Aid

Training is conducted at Fremantle, Rockingham and Peel Campuses.

OBJECTIVES

The Centre's objectives are tied to Challenger TAFE's six strategic objectives:

- Skilled workforce
- Community development
- State development
- Corporate management
- Quality of student learning
- Collaboration

The primary focus for the Centre is delivering quality training for the Community and Health Services industries – this focus primarily relates to the objectives 1 & 5 – skilled workforce and quality of student learning.

ACHIEVEMENTS

The Community & Health Services Training Centre has once again recorded a high level of achievement in 2002, delivering close to 400,000 student contact hours and achieving 116% of delivery. In addition to this the Centre has:

- Trained over 300 students each semester in community & health services courses
- Trained over 1000 students in first aid procedures
- Restructured Children's Services training delivery, significantly increasing retention rate
- Delivered new Challenger TAFE Graduate Diploma of Community Services for the first time
- Recruited four new full-time staff
- Developed AQTF compliant documentation (a mammoth task!)
- Developed internal assessment moderation procedure

HIGHLIGHTS

New Challenger TAFE courses with first graduates at the end of 2002:

- Diploma of Natural Therapies
- Graduate Diploma of Community Services
- Successful Children's Services industry evening, 'The Changing Face of Programming in Children's Services' was booked out – twice!
- Acquisition of a gym area at Fremantle Campus, with suspended wooden floor (formerly the Rural Studies area!)
- Started staff fitness program – over 20 staff have improved their fitness levels while participating in fitness programs in the new gym

IMPACT OF SERVICES

Over 300 students enrolled each semester with the Centre, which provides pre-vocational, entry level and graduate level training for the community services and health industry.

- Our courses experienced high student demand, and our graduates have good employment prospects in the region.
- We have the support of over 200 local workplaces who provide work placement opportunities for our aged care, disability work, children's services, community work and fitness students.

BEING RESPONSIVE

The Centre utilised a number of strategies to maintain its responsiveness to stakeholders:

- Delegates attended relevant Curriculum Support Networks.
- Delegates liaised with relevant Industry Training Advisory Bodies.
- Regular Industry Advisory Committee meetings were held.
- Industry networking evenings were convened.
- Regular and frequent contact with local industry via supervision of student work placements took place.

FUTURE OUTLOOK

The Centre continues to grow and establish positive working relationships with its industry. In 2003 a number of new training packages will be implemented for Fitness, Health, and Community Services. Diploma courses in Beauty Therapy and Natural Therapies will be offered.

Information Technology & Business Skills Centre

OVERVIEW

The Information Technology & Business Skills Centre delivers over 20% of Challenger TAFE's training programs and is headquartered in five locations including the flagship e-Tech Centre in central Fremantle, the Fremantle Campus, Rockingham Campus, Kwinana Centre and the Peel Education and TAFE Campus in Mandurah.

Long standing Director of Training Services Ron Cain retired during the year and responsibility for directing Information Technology and Business Skills development passed to the College's former Director of Finance, Evan Parker. Kevin O'Connor is the Program Manager for Office Administration, Accounting, Finance, Local Government, Small Business, Management and Marketing. During the year, Paul Stenson combined duties as Manager Fremantle e-Tech Centre with responsibility for the Information Technology program area at Fremantle, Rockingham and Peel Campuses. IT Program Manager Norman Baker was released to take up a position at the Women's College in Abu Dhabi as Information Technology Supervisor.

The client base of the Information Technology & Business Skills Centre is as broad as the community itself. Learning opportunities are made available for individuals, school leavers, employees, small business operators, supervisors, managers, accountants and marketers, in every community and industry group of the region.

ACHIEVEMENTS

The achievements of the Information Technology & Business Skills Centre are described in terms of the strategic objectives of the College as follows:

Develop a skilled workforce

- Delivered more than 600,000 Student Curriculum Hours in more than 7,000 enrolled units in five locations throughout the College's region
- Implemented new and revised training packages were delivered in both Information Technology and Business areas
- Sponsored several staff to attend many internal and external professional development activities
- Assisted in the development of practical work experience for Office Administration students by hosting national meetings of practice firms from throughout Australia
- Took new initiatives to increase liaison and input to courses from Industry Associations and College Business and IT sponsors

Assist Community Development

- Extended hours, open access learning arrangements at e-Tech and Rockingham
- Opened community learning facilities on weekends at the Fremantle e-Tech Centre.
- Catered for 27,000 visitors to e-Tech in its first year of operations
- Established delivery and testing mechanisms for the International Computer Driver's License and the Virtual University Examinations.
- Hosted meetings of the Screen West Board and the Information Industry Association in the corporate training facilities at the Fremantle e-Tech Centre.

Promote State Development

- Offered new on-line Small Business courses and delivered courses in Business, Management and Information Technology to a range of international students
- Designed new flexible delivery courses in Management and Supervision
- Delivered on site management training for field supervisors at CALM
- Developed new course offerings in Local Government Planning in association with the Planning Institute of Australia and the WA Local Government Association
- Promoted, trained and collaborated with the fledgling digital animation industry in Fremantle including Animation Works and the Film and Television Institute

Improve Corporate Management

- Management of the Information Technology area has been streamlined by bringing the Fremantle e-Tech Centre and the Information Technology program area together
- Marketing, staffing and promotion of e-Tech and short courses has been brought under the role of a new e-Tech Coordinator
- Day to day management of the Mauritius IT and Business Programs has been devolved to a Senior Lecturer in the Business area

Enhance the Quality of Student Learning

- All Information Technology and Business Lecturers have qualified to Certificate IV in Workplace Training and Assessment
- Piloting of an open learning centre for Business and IT at Fremantle e-Tech
- Four staff undertook the Teaching and Learning Excellence program run in the College
- All Lecturers and Program Managers have worked towards full implementation of the AQTF standards. The Information Technology area performed very well under close monitoring of adherence to the AQTF standards by the Department of Training's external monitoring team

Grow Through Collaboration

- The College continued its twinning arrangement with Swami Dayanand Institute of Management in Mauritius and reviewed and approved new courses in Business and Information Technology for the Institute.
- Delivered a teaching and learning program to Business and IT Lecturers in Mauritius and received exceptional feedback on the quality of delivery.
- The Centre has increased delivery in partnership with schools and has worked to open new pathways for students into Universities.
- Industry partnerships are continuing with major sponsors at Fremantle e-Tech and the Centre is working on the establishment of two Cisco Networking Academies for 2003.
- During the year Business and IT staff worked with international staff and students in Papua New Guinea, Mauritius, Reunion, United Arab Emirates, and China.

FUTURE OUTLOOK

The Information Technology & Business Skill Centre is looking forward to promoting a new way of doing business by combining and capitalising on the Fremantle e-Tech Centre's excellent links with industry and expanding corporate and management training at the e-Tech site.

The establishment of a Cisco networking academy at Fremantle e-Tech and Rockingham Campus will cater for growing demand in the area of home, small business and large corporate computer networks.

New initiatives in flexible delivery, open learning and online learning operating out of each the four major campuses will enable the Centre to reach new audiences.

Core business will continue to include a large percentage of school leavers with no industry connections and a growing proportion of VET in Schools clients.

WA Horticulture & Environmental Science Skills Centre

OVERVIEW

The **WA Horticulture & Environmental Science Skills Centre** is Challenger TAFE's newly developed training and research centre of specialisation for horticulture and the complementary study areas of natural resource management, applied science and environmental science.

The Centre is managed by Horticulture, Science and Rural Studies Director Keith Bodman, and Program Manager Kerry Bowe. Together, the Director and Program Manager have academic qualifications, industry and research backgrounds and broad vocational training experience in the study areas in their portfolio. The Director is a Graham Gregory Medallist for national horticultural industry research and development.

The Centre operates from a number of industrial and other institutional sites, its main and most specialised campus at Murdoch, and facilities at the Rockingham and Peel campuses of Challenger TAFE. It delivers over half a million hours of:

- full-time and part-time study
- state-wide employment-based training (both on- and off-site)
- a wide range of industry up-skilling programs at VET levels 1 to 6
- skills recognition and workplace-based assessments to Advanced Diploma, and is
- completing postgraduate courses (curriculum is currently being written for two Graduate Diplomas of Environmental Horticulture) for 2003.

It has just completed the implementation kit for the delivery of the new Conservation and Land Management Training package in WA and its environmental and applied science programs articulate formally with further environmental and science studies at Murdoch University.

OBJECTIVES

The Centre observes the current and future strategic objectives of Challenger TAFE:

Meeting Client Expectations and Advancing Science

- Completed developmental work for first delivery of the newly endorsed Conservation and Land Management Training package in Semester 1 2003,
- Completed developmental work for first delivery of the new Amenity Horticulture Training Package, Semester 2 2003 (to be endorsed early 2003),
- Completed developmental work for first delivery of segments of the new Rural Operations Training Package, Semester 2 2003 (to be endorsed early 2003),
- Completed developmental work for first delivery of new Irrigation qualifications stream by Semester 2 2003 (to be endorsed early 2003),
- New curriculum currently being developed for Diploma of Environmental Engineering, in participation with other WA TAFE Collages, for delivery in 2003,
- Currently writing curriculum for two new Graduate Diplomas of Environmental Horticulture,
- Completing developmental work for first Delivery of Environmental Management Strategy (EMS) program to participating land managers,
- Embarked on a successful promotional program that has increased Apprentice and Trainee uptake in its industry portfolio to 145% of planned delivery.

Providing Quality Teaching and an Effective Learning Environment

- Tailored programs to meet the needs of youth at educational risk,
- Development of two VET Graduate Diplomas,
- Leading in communities of practice and Reframing the Future programs in the Centres of Specialisation study areas,
- Adherence to AQTF requirements with extensive development of teaching resource and assessment tools and comprehensive professional development of academic staff,
- Conducting Primary Industries Curriculum Services Support Network business and being major participants in its training research and development programs,
- Population of on-line AQTF moderated assessment database for primary industries and land management training packages.

Fostering Local, Regional Partnerships and Alliances and Technology Skills

- Installation of a subsidiary Sustainable Industry and Community Centre of Specialisation at Mandurah, to be completed in 2003, in participation with industry and community,
- Working with Departments of Education and Justice to improve learning in youth at educational risk (Perth and Peel Region),
- Implementing learning pathways between the College and universities, leading to Bachelors of Science and Technology,
- Leading teams of lecturers from TAFE colleges in AQTF compliance issues.

Providing Targeted Programs, Services and Facilities for Youth, Indigenous People and People with Disabilities

- Expansion of Youth at Educational Risk programs in Perth and Peel Region,
- Facilitation of indigenous students into mainstream horticultural training programs,
- Employment of Aboriginal trainees in turf management, nursery and landscaping,
- Continued training in prisons in conjunction with Ministry of Justice, and
- Development of a long-term mature-age unemployed skilling program in 2002 for delivery in 2003.

ACHIEVEMENTS

- Have completed implementation study for Conservation and Land Management Package for WA so that it can be available for term 1 2003,
- Continued development and delivery of industry upskilling programs in safety, irrigation, pesticide application, sustainable resource use, new industries, and others,
- Expanded use of on-line tools developed by the division in major training packages,
- Populating AQTF compliant and moderated state-wide electronic databases and maintenance of state-wide and national teaching networks through Reframing the Future and communities of practice programs,
- Continued interaction with federal and state industry training councils in Training Package reviews and development of new, higher level technical competencies,
- Development of flexible learning tools and increase in on-site training programs for trainees and apprentices, and project based studies,
- Customisation of Training Packages to meet Aboriginal, disadvantaged learner, specific industry and regional needs,
- Development and/or introduction of new curriculum to meet emerging industry and community needs,
- Providing comprehensive industry compliant training facilities of a high standard (eg \$5.7M of science laboratories and environmental monitoring equipment),
- Continued skills development of academic staff,
- Identification of industry sectors and regions with poor training uptake and negotiation of specialised programs,
- Liaison with schools and industry (school-based traineeships and VET in Schools), and
- Design and delivery of upskilling and new technology programs both on profile and as non-profile opportunities.

Industry Consultation

The Centre is affiliated with a large number of industry peak bodies and its Director and academic staff occupy presidential, executive and other active roles in these organisations on both a state and federal basis.

The Centre is a pioneer and leader in the use of extensive on-line products developed by the Centre in conjunction with WestOne using ANTA funding. Principal Lecturer, Christine Cooper, has been responsible for leading the implementation of the national Horticulture Training Package and the Conservation and Land Management Training Package in WA. She has also been successful in bidding for ANTA funding and leading the academic teams responsible for the development of the very successful and nationally commended on-line training tools in horticulture. Turf management specialists, John Forrest and Steve Dargie, led a team producing on-line teaching tools as part of a federally funded program.

FUTURE OUTLOOK

The effect of the current drought will impact further on programs delivered by the Centre of specialisation. While there may be a decrease in employment based training demand due to a lack of business confidence by the primary industries sector there will be a reactive increase in demand for water and other natural resource management programs and up-skilling and retraining programs. This trend, as well as the need for specialised training for special needs groups in the community serviced by Challenger TAFE became very evident in 2002.

Newly endorsed and imported training packages will increase demand for sustainable resource use and environmental compliance training in 2003, in line with similar activities in the eastern states. This demand will not be restricted to the

primary industry and land management sector alone as there is a high level of demand from other industries requiring environmental compliance strategies.

WA Wool Technology Training Centre

OVERVIEW

The **WA Wool Technology Training Centre** is a new centre of specialisation operated in partnership between the Challenger TAFE Horticulture, Science and Rural Studies Division and the CY O'Connor College of TAFE Primary Industries Division.

It is an industry reactive training and research partnership, which makes maximum use of shared resources to achieve seamless delivery of augmented services to the WA Wool Industry. It is the single largest wool technology training and research unit in WA and has eastern states' affiliations with TAFE and state departments of agriculture. It hosts overseas students and academics, most recently a group of wool technologists from India (co-hosted with WA Department of Agriculture).

It is managed by a two layered structure of strategic and operational staff from both Colleges. At operational level it is managed by Ivan Pritchard (Challenger TAFE Wool Training Coordinator) and Prue Jenkins (CY O'Connor College of TAFE primary industries program manager).

The Centre operates from a very large number of community, industrial and other educational institutional sites, a large, new and a comprehensively outfitted woolshed at Murdoch, as well as facilities at various campuses of both Colleges. In addition to this it operates a fully outfitted mobile wool laboratory/classroom that has travelled to most parts of the State.

The widespread delivery opportunity fulfils the needs of the widely dispersed wool industry in WA. The Centre has flexible learning resources that enable a student to start and complete training at any time of the year, thus accommodating the needs of the seasonal workforce in the wool industry. It has delivered new technology and other upskilling short-courses both on state training profile and on a purchaser-provider basis. In addition, the centre offers:

- full-time and part-time study to Certificate IV in Professional Woolclassing,
- state-wide employment-based training (both on- and off-site),
- skills recognition and workplace-based assessments to Advanced Diploma, and is
- the WA component of a national quality assurance program aimed at retraining Australia's owner- and professional woolclassers.

The Centre has re- and upskilled approximately 3800 registered woolclassers in WA over the last two years. This training was heavily subsidised by WA FarmBis and done in conjunction with the Australian Wool Exchange, Elders Australia and the NSW based Western Institute of TAFE.

OBJECTIVES

The Centre's objectives of Challenger TAFE:

- To meet Client Expectations.
- Providing Quality Teaching and an Effective Learning Environment.
- Providing Targeted Programs, Services and Facilities for Youth, Indigenous People and People with Disabilities.
- Advancing Science.
- Fostering Local, Regional and International Partnerships and Alliances and Technology Skills.

Meeting Client Expectations, Advancing Science

- Completed developmental work for first delivery of segments of the new Rural Operations Training Package, Semester 2 2003 (to be endorsed early 2003),
- Research activities and new curriculum development as mentioned above.

Providing Quality Teaching and an Effective Learning Environment

- Pioneer use of extensive flexible delivery methods developed by the Centre,
- Sharing wool training resources (academic skills, teaching and assessment resources, equipment and building stock) between Colleges,
- Tailored programs to meet the needs of Aboriginal youth at educational risk have been tendered for in conjunction with Dept of Justice,
- Adherence to AQTF requirements with extensive development of teaching resource and assessment tools and comprehensive professional development of academic staff.

Fostering Local, Regional Partnerships and Alliances and Technology Skills

- The development of the WA Wool Technology Training Centre, in partnership with CY O'Connor College of TAFE,
- Training in conjunction with the Australian Wool Exchange, to upskill WA professional and owner woolclassers,
- Working with the Department of Justice to improve learning in youth at educational risk (Perth Region),
- Implementing learning pathways between the Colleges and universities.

Providing Targeted Programs, Services and Facilities for Youth, Indigenous People and People with Disabilities

- Submission for project for Youth at Educational Risk programs in Perth Region.

ACHIEVEMENTS

- Development of flexible learning tools and increase in on-site training programs for primary industries learners in remote locations and with a seasonal workforce,
- Customisation of Training Package to meet new wool technology needs,
- Development and/or introduction of new curriculum to meet emerging industry needs,
- Providing comprehensive industry compliant training facilities,
- Continued skills development of academic staff (all have attended interstate training,
- Identification of industry sectors and regions with poor training uptake and negotiation of specialised programs.

FUTURE OUTLOOK

The effect of the current drought will impact further on programs delivered by the Centre of specialisation. While there may be a decrease in employment based training demand due to a lack of business confidence by the primary industries sector there will be a reactive increase in demand for up-skilling and retraining programs. This trend, as well as the need for specialised training for special needs groups in the community serviced by Challenger TAFE and CY O'Connor College of TAFE became very evident in 2002. Obligations for WA woolgrowers and merchandisers to meet the national and international wool market demand for greater quality control and new wool products will maintain a strong demand for new training.

Fremantle e-Tech Centre

OVERVIEW

The Fremantle e-Tech Centre was launched in August 2001 to promote the WA TAFE system as a leader in the ICT field. In particular it focuses on:

- the utilisation and showcasing of new technologies appropriate to the Vocational Education and Training sector, and
- developing and delivering learning strategies for new and emerging industries with respect to the application of information and communications technology.

The Fremantle e-Tech Centre is making significant contributions towards:

Creating a digitally literate local and broader community

- with 22,707 visitors to the Centre and 10,420 accessing the computer community access facility in the first 12 months of operation
- very high levels of customer satisfaction and revenue exceeding Business Plan projections

Effective integration of business, technology and communication to advance local enterprise

- Business partnering arrangements have been successfully established with the Fremantle Film and Television Institute and Animation Works,
- through the Fremantle Chamber of Commerce local enterprise has embraced the concept and members are utilising Centre services extensively for business services
- the Centre is the first of five Fremantle organisations to participate in the local business to business (B to B) strategy promoted by 'Fremantle First'
- showcasing new and emerging technology and communication solutions to enterprise provides potential for increases in their efficiency and profitability

Contributing to the development of the State's economy through efficiencies generated through the utilisation of appropriate technology

- the successful testing and piloting of software solutions such as Citrix has the potential to extend the life of computer hardware across the training sector,
- successful trialling of radio technology and Internet protocol telephony.

ACHIEVEMENTS

The Centre has sought to be an innovative leader in the trial of newly emerging technologies for the potential take up by the College, WA TAFE, Government and Enterprise. It has achieved this through forging meaningful relationships with Industry, Enterprise and Sponsors.

Award for Infrastructure

In recognition of its achievements, Fremantle e-Tech was selected as a winner in the 11th Western Australian Information Technology and Telecommunications Awards for the integration of emerging and converging technology in the category of 'infrastructure'.

Premier's Award and Customer Service Award

Fremantle e-Tech was also a participant in the Western Australian Premier's Awards and recently two staff were selected as finalists in the Western Australian Wendy Middleton Customer Service Awards.

HIGHLIGHTS

Digital Animation

Of significant interest are the partnerships that have been established with the *Film and Television Institute* (FTI) and a local animation film making company *Animation Works*. Accommodating these two companies at Fremantle e-Tech provides considerable scope for training and business development in the emerging animation and multimedia industry.

Virtual University Examinations (VUE) and International Computer Drivers Licence (ICDL)

Fremantle e-Tech is a registered examination centre to support industry and individuals who seek vendor qualifications for the information technology sector. The Centre is also a registered venue for assessing and issuing of the International Computer Drivers Licence (ICDL).

Benefits to WA TAFE and Government

The sponsorship policy and sponsorship consortium for the Centre has generated an estimated \$750,000 worth of benefits for the Centre. The Sponsorship Request for Proposal (RFP) that was developed in collaboration with Contracts and Management Services (CAMS) for Fremantle e-Tech is currently being considered by Emergency Services for sponsorship arrangements for the State's proposed rescue helicopters.

Additionally, the Centre has provided a 'real world environment' for demonstrating and showcasing the best of breed technology. It has also provided a platform to investigate alternative management strategies for network information with the view to increase efficiencies.

FUTURE OUTLOOK

Fremantle e-Tech will continue to take the lead in the trial of emerging and converging technologies for potential application at Challenger TAFE, WA TAFE, Government and enterprise. Examples include wireless application protocol (WAP), Internet Protocol (IP) telephony and the utilisation of games, animation and software technology for simulation. Linking into the super computer node will enable high-speed global interaction, access and haptic workstations to be established.

Experience and lessons learnt at Fremantle e-Tech will also inform the planning and development process for other TAFE and government initiatives.

From a Western Australian training perspective, Fremantle e-Tech can continue to play a role in the trial and implementation of technology and communication strategies for application across WA TAFE thus contributing to the efficiencies created by a uniform IT and communication platform for training.

Kadadjiny Mia - Centre for Aboriginal Learning

OVERVIEW

Kadadjiny Mia was established in September 2001 and has rapidly grown into a high profile centre for Indigenous learners. The main delivery centre is located at Rockingham, with additional Aboriginal programs delivered throughout the College, at Fremantle, Peel and Murdoch campuses. Programs are also delivered off-campus within the community. The centre actively seeks new training opportunities for students, provides advice to the College on delivery strategies for Indigenous learners fosters alliances with the community and provides support services for students to enhance outcomes.

OBJECTIVES

The Centre's objectives are aligned to the College's six key strategic objectives, in particular those relating to community development, collaboration and quality of student learning. The Centre is focused on the training and development needs of the Indigenous communities in the region, and the needs of people seeking employment and development in a variety of vocational areas.

ACHIEVEMENTS

The Centre has continued to grow in 2002 and achieved success in the following areas:

- Implementation of Certificate III in Aboriginal Primary Health Care Work in 2002 at both Rockingham and Peel Campuses
- Implementation of Certificate III in Aboriginal Cultural Tourism at Peel Campus
- Delivery of Diploma of Aboriginal Visual Arts at Medina
- Commenced two pilot projects for Sexual Health and Well-Being programs based at Middle Swan and Rockingham
- Developed partnerships with Rockingham Women's Health Centre
- Developed partnership with Community Development Foundation
- Developed new Alcoa Aboriginal Scholarships
- Increase in student numbers, up by 45% on 2000
- Appointment of Aboriginal lecturer on contract
- New position created for a Manager Kadadjiny Mia
- Re-development of appropriate learning centre at Fremantle

HIGHLIGHTS

Sexual Health and Well-Being Pilot Project

A partnership with the Community Development Foundation has been established to develop and implement a pilot project based on the sexual health and well being of Aboriginal communities. The program covers six essential modules to improve and educate key stakeholders in Aboriginal communities. The program has commenced in Middle Swan and also at Rockingham and has been a huge success to-date.

Certificate III in Aboriginal Primary Health Care Work

The Centre commenced delivery of this new program after lengthy consultations with Marr Mooditj Foundation. The program is delivered at Rockingham and Peel and has provided a new pathway for aboriginal people to provide health education and mentoring within their communities.

The Centre attracted over 20 student enrolments in the course and many students will continue to study higher level programs next year with the introduction of the Certificate IV program. Challenger TAFE is the first TAFE College to provide these programs for Indigenous learners.

Certificate and Diploma of Art

Kadadjiny Mia art students from Kwinana Centre held several art exhibitions during the year. Their artworks were displayed at the Heathcote Cultural Centre in Applecross, the Wadanji Festival in Fremantle and the Kwinana Community Arts Centre in November and December.

The students were also involved in Community Art and school projects. They played a cultural part in over ten government and Catholic schools where they tutored primary school students in Aboriginal art. As a result, each school or community gained a beautiful educational mural that enhanced the visual aspects of the school and deepened cultural awareness.

By being involved in community art exhibitions, students gain exposure to art dealers and potential clients. Many of the students' art works were bought by schools, colleges and community groups during the year.

IMPACT OF SERVICES

The Centre is focussed on the needs of the Aboriginal community. The Centre continues to work with communities in establishing the future direction they wish to take. Through the Aboriginal Employment Education and Training (AEETC) Advisory Committee, the Centre works with key stakeholders to establish key training directions. A holistic approach to developing communities and the people within those communities is evolving and the Centre has established a committed and dedicated team to meet those needs.

FUTURE OUTLOOK

Kadadjiny Mia is focussed on providing quality community programs. We are responding to the needs of communities and will continue to do so in an ever-changing environment. Our focus is to deliver a wide variety of bridging and vocational programs to increase employment opportunities and VET outcomes for Aboriginal students.

To ensure the community needs are met, we will continue to work closely with the AEETC, other sections within the College, the local community, key community groups and government agencies to ensure appropriate and responsive programs are delivered.

The Centre will continue to work with key community leaders to ensure they have a large say in what programs we deliver, where and how as this is a significant factor in determining the success of programs.

Peel Education and TAFE Campus

OVERVIEW

Challenger TAFE plays a key role in the provision of vocational education and skills development for the people of the Peel region and has had a significant and growing presence in the region since 1996. Since 2001 Challenger TAFE has been a major partner in the establishment and operation of the award-winning Peel Education and TAFE Campus, located in the regional centre of Mandurah.

As a Special Purpose Centre under Regional Director Kay Wilson, Peel Campus is responsible for implementing the key directions of the college, assisting the Training Research and Development Directorate to identify and meet regional training needs.

OBJECTIVES

Peel Campus contributed to specific Training Research and Development strategies and objectives as follows:

Provision of industry-aligned products and services

- Delivered 22 full-time courses across 10 industry groups, with new programs in Tourism (Visitor Information Services; Aboriginal and Torres Strait Islander Culture Guiding), Hospitality (Regional Tourism Operators), Access to Career & Training, and Leadership/Horticulture for Students at Educational Risk
- Delivered skills development in 12 part-time courses, with flexible delivery in Small Business Management, Animal Care, Builders Registration, Information Technology and Office Administration
- Developed and delivered training for Peel Regional Tourism Association and their members on a web-based reservation and payment system; prepared comprehensive manual for the web program.

Increased number of partnerships with community and other groups

- Hospitality/Tourism Industry Partnership with six local hospitality operators to address skills shortages and ensure training is aligned to employment opportunities as they arise
- City of Mandurah. Through the Peel Education and TAFE Campus partnership and ANTA Learning Communities funding, to progress the concept and values of a Learning Community; Leadership Training -provision of training in leadership and governance for community groups and agencies
- Fairbridge Village. Collaboration with Fairbridge Farm to provide training opportunities for youth, initially focusing on youth at risk
- Winjan Aboriginal Community Centre. Delivery of cultural tourism training and collaboration to enhance skills development and employment outcomes

Improved cross-sectoral collaboration and articulation arrangements

- Major contributor to Pathways for Learning in which Challenger TAFE, Mandurah Senior College and Murdoch University have combined to develop specific study programs in five key fields of study - information technology, business, sustainable sciences, industrial technology and hospitality and tourism.
- As an outcome of the Pathways project, Mandurah Senior College and Challenger TAFE are working together to set up a shared practice firm at PETC. This will be the first cross-sectoral practice firm in Australia.

ACHIEVEMENTS

2002 Premier's Awards for Excellence

Peel Education and TAFE Campus, recognised as the winner of the inaugural Education and Skills Development Category, is WA's first co-located and multi-partner campus. Challenger TAFE has made a major contribution to this partnership to responsibly address the needs of the Peel community - a region of significant social need with low youth and adult employment rates, lower than average national weekly income, below State average school retention rates and low 'lifelong learning' indicators.

PETC has been acknowledged as an outstanding model of joined-up services, providing enhanced accessibility to education and skills development. Challenger TAFE will continue to play a vital role in the partnership, committed to improving education and employment outcomes in the region.

Bankwest/Challenger TAFE Student of the Year

Natalie Scott, tourism graduate, is the third Peel Campus tourism student to be recognised for outstanding achievement.

Hospitality/Tourism Partnership

Established recognition of high level of industry support for training initiatives.

Dr Kim Ong Study Scholarship

The Dr Kim Ong Study Scholarship provides two major awards for further education (university and TAFE). Dr Ong is a general practitioner who wishes to encourage and assist PETC students who aspire to further studies.

FUTURE OUTLOOK

Peel Campus will continue to work with local industry and community groups, including: City of Mandurah, Hospitality Industry Forum, Peel Regional Tourism Association, Peel Development Commission, Mandurah Youth Commitment, Fairbridge Village, Automotive Industry Forum, Peel District Education Office and Peel/Mandurah Chamber of Commerce.

A proposal is being developed for the establishment of a Specialist Training Centre to be located in the Peel Region, committed to the concept of sustainable development. The proposed centre will coordinate the delivery of a range of products and services and will see Challenger TAFE working closely with industry, other government agencies and the community towards ecologically sustainable development, consistent with the Government's State Sustainability Strategy.

Research and Development

OVERVIEW

Research and development activities have been diverse and particularly productive in 2002. The college's new publication, **Quest**, provided an opportunity to show case our staff expertise. Publications have been completed electronically and in paper-based formats.

HIGHLIGHTS

Toolboxes

Once again, in 2002, our success in developing ANTA funded Toolboxes have provided teaching support materials to four industries. These have included an Aquaculture Toolbox Certificate II in Seafood Industry (Aquaculture) <http://toolbox.vetonline.vic.edu.au/>, a Hospitality Toolbox Certificate II in Cookery (Hospitality and Tourism) <http://toolbox.vetonline.vic.edu.au/>, an Equity Toolbox in Adult Literacy and Numeracy Teaching Support Strategies <http://toolbox.vetonline.vic.edu.au/> and a Fashion Toolbox <http://toolbox.vetonline.vic.edu.au/>. These are available on-line to VET practitioners to access.

Aquaculture Development Unit

A grant was received from the Fisheries Research and Development Corporation by the Aquaculture Development Unit (ADU) in conjunction with Murdoch University to undertake a stock assessment of black bream in the Blackwood River followed by a restocking and monitoring program. This program will continue until 2004. The ADU was also successful in attracting AusIndustry funding for undertaking a project for trialling black bream grow out in salt affect regions of the wheat belt. It provides some hope for those small business operators in the regions where soil quality has been seriously depleted and new approaches are required. Two further AusIndustry grants were received by the ADU. One involved partnering with McRobert Aquaculture Systems to develop a novel aquaculture system that is now exporting the technology and the other was for an ADU led inland saline aquaculture study tour of the USA in partnership with industry collaborators.

ACHIEVEMENTS

Quest

Challenger TAFE's new research and development publication, Quest, has received a warm reception in the training community and from the contributors, mainly training staff and training managers, but also including students and guest contributors. Quest will be released twice annually and is evolving to incorporate some of the development issues relating to WA's progress, for example, the growth in small business, encouraging partnership arrangements and building our overseas linkages. Currently Quest has a circulation of about 2000, within Australia and offshore.

Blue Sky Speculations

Earlier this year ANTA released for discussion the final draft document for Fresh thinking about learners learning: a Blue Sky Project. This was a national project managed by ANTA. It provoked a deal of animated and enthusiastic discussion among the Challenger TAFE academic managers in particular. A Challenger TAFE 'spin off' project entitled, Quality Teaching Forum, was subsequently developed.

Remotely Operated Vehicles (ROV)

The college was the proud recipient of Department of Training Science and Technology Innovation Funding for extending the Remotely Operated Vehicle (ROV) technician training to include a virtual training environment, using simulation software.

Quality Teaching and Learning at Challenger TAFE

A Quality Teaching Forum project has been conducted for 25 participants, mostly lecturing staff, from as many teaching areas as possible, with representatives from each campus. Part of the design, for the four sessions held during Term 4, was to address any 'silo effect' that may emerge in the college from the new college structure involving Centres of Specialisation and Specialist Training Centres. A second aim was to provide participants with snapshots of education and training developments in other sectors including industry.

Reframing the Future and Change Management

A second important internal improvement program has been a Reframing the Future Change Management Project entitled Blending work and TAFE supplied training in the workplace. The funding has allowed for a number of industry initiatives to be scoped and partially implemented. The first has been in the area of Automotive and Marine technologies where consultations with industry have taken place for considering the relocation of Automotive and Marine Mechanics training on industry's front doorstep, in skills centres in Melville, Fremantle, Kwinana, Mandurah and possibly Pinjarra.

Community Developments

Taking on a broader initiative, with our partners in Peel, Mandurah Senior College and Murdoch University, Challenger TAFE undertook an investigation of the readiness of the Peel region to develop as a Learning Community. The City of Mandurah declared itself a learning community and that project will develop with the support of the partners at Peel Campus and the Peel Regional Development Commission, the other important agency working to connect the communities for community development outcomes. The Learning Community team has been short listed for funding to extend their efforts to include the City of Rockingham and the Town of Kwinana, equally like-minded in their desires to create positive outcomes for their constituencies.

Sexual Well-being

This year Kadadjiny Mia Centre for Aboriginal Learning trialling a pilot projects on Sexual Health and Well-Being programs located in Middle Swan and Rockingham. This represents a new area of training activity for the college.

Students Solving Industries' Problems

We are developing research and development skills in our Diploma and Graduate Diploma students. Students in Diploma courses in Horticulture and the Graduate Diploma of Community Services are undertaking small research projects within their studies. They solve a problem for industry so that industry is advantaged and at the same time showcase their expertise.

FUTURE OUTLOOK

Our future is looking exciting in the area of research and development. We have a pool of expertise in on-line teaching materials development, students in Diploma and Graduate Diploma courses who are undertaking small research projects within their studies. We have a pool of expertise in the Aquaculture Development Unit that attracts overseas recognition for its work, publishes prolifically in research journals and has expertise in on-line teaching. As well, we are currently building on the skills of 25 staff members from differing work teams with staff from each campus who will plan small research and development projects to undertake in 2003. This will spread expertise beyond the areas that have usually undertaken these activities.

Client Communications and Services

CLIENT COMMUNICATIONS

The Client Communications Division, managed by Carlo Vittiglia, is a key facilitator in the implementation of Challenger TAFE's strategic focus on its nine Centres of Specialisation and three Special Purpose Centres. In 2002, the Client Communications Division assisted the Centres to build on their reputations with industry and in the community through a series of events - including the development of supporting promotional and information materials - such as an industry breakfast for the Aquaculture Development Unit, the joint launch with CY O'Connor College of TAFE of the WA Wool Technology Centre, and the opening of the state-of-the-art Environmental Science building at Murdoch Campus. Each attracted strong support from clients and stakeholders and featured endorsements by key industry or community leaders.

Key projects and achievements for the year included:

- The College graduation ceremony attended by more than 700 guests including 152 graduates;
- The redevelopment of the College website to enhance client accessibility and improve staff input and ownership;
- The publication of the College newsletter Seven Waves and the introduction of the applied research and development journal Quest;
- Mounted displays at the WorldSkills and Careers Choice Expo at Burswood and assisted with displays at the Rockingham and Peel career expos, the Taste of a Nation food festival and Garden Week;
- Support for other industry and community events including the Western Australian Information Technology and Telecommunications Awards, Adult Learners Week and a forum for hospitality providers in the Peel region.

The Division's Course Information Service handled 99,360 client contacts in 2002. The Prospective Student Adviser team provided personalised and detailed advice on training options for 1965 clients. Further, 48 school visits were conducted and staff attended 24 shows or career expos. Demand for web based course and college information also increased significantly following the redevelopment of the college web site in June - the average number of monthly hits more than doubled from 400,000 to 882,000.

CLIENT SERVICES

Managed by Ralph Excell, the Client Services Division enabled the College to provide a one-stop-shop approach to student support services in order to:

- Enable accessible, transparent interface between the College and the client,
- Empower the client, and
- Reduce transactional costs of both parties.

In 2002, this Division incorporated Admissions, Disability Services, Student and Overseas Student Services, Innovative Learning Services, Learning Resource Centres, and the Quality Unit. Key Achievements include the first successful deployment of a College-wide on-line self enrolment service in the WA vocational education and training sector. Other achievements were:

- the revitalisation and refocussing of the Learning Resource Centres now offering online resources, services and support to staff and students, including online literacy coaching, and
- a broad range of student centre innovative learning initiatives undertaken across the college supported by a College-wide mentoring team and professional development opportunities such as e-Fridays.

During the year Challenger TAFE conducted a survey of a very diverse group of its student clients, seeking their expectations of and levels of satisfaction with a number of these services, as well as on-campus facilities. More than seventy per cent of students felt their expectations had been met. The findings of this survey, including a number of areas for improvement, will inform the Directorate's planning for 2003.

CAMPUS SERVICES

Under the leadership of Senior Campus Manager, Frank Rauh, the College provided the following services: safety and security measures, maintenance of grounds, recreation areas, improved physical learning environment, the operation of bookshops, cafés and vending machines.

A client-focussed approach to the provision of campus services and facilities has been enhanced by a survey conducted in 2002. Students' top three priorities included: classroom furniture, classroom temperature control, increased healthy food offerings and safe waiting areas. These concerns will be addressed in the coming year.

Key achievements:

- Refurbishments to campus café environments at Fremantle, Rockingham, Murdoch and Peel,
- The introduction of an energy management plan, including individual campus energy audits, and the enlisting of a College-wide energy management team
- Beautification plan for grounds and gardens across the College
- Better communication of Campus layouts
- Provision of locality guides with information such as associated bus routes. This improved mapping information can be accessed via the College website
- Continuing alignment to College service contracts to increase efficiencies
- Planning of a Walk-in Bookshop at Rockingham Campus opening next year
- Implementation of a Point of Sale system at Bookshops located at Fremantle and Rockingham Campuses, which will be operational next year.

Security

Campus Services implemented strategies to minimise security risks to staff, students and assets. Security alarms are installed in all campuses and are linked and monitored by Security agencies. Static Security Guards are utilised at main campuses. They offer support as required to staff, students and management. High profile areas are targeted such as Library Resource Centres, Computing Laboratories, Cafeterias and Main Events, particularly at evenings. Other services include first aid and facilitation of emergency evacuations and critical incidents.

Invaluable feedback is obtained during their evening audits on the safety of facilities such as lighting and identification of hazards throughout campus grounds.

Apprenticeships and Traineeships

OVERVIEW

In recognition of apprenticeships and traineeships being a key Government priority, Challenger TAFE established the Apprenticeship and Traineeship Unit in February 2002. Promoting apprenticeships and traineeships is the key role of this unit. The unit, staffed by Geoff Brame full-time and Sandra Tinson part-time, is located at Fremantle Campus where it is easily accessible to our clients (students and employers), and the New Apprenticeship Centres (NACs). The key functions of the unit are to:

- Promote Apprenticeships and Traineeships (A/T) throughout the community
- Provide a valuable link to and from Employers, the College, Community groups, students, schools and the Department of Training.
- Provide support for employers.
- Present information forums for employers, explaining training packages and assist with management issues of employing apprentices and trainees.

OBJECTIVES

- To promote apprenticeships and traineeships, in strong liaison with the NACs.
- To assist employers in the process of selecting and employing apprentices and trainees.
- Provide an effective communication link to Industry, the Department of Training, school career advisers, students, parents and staff.
- To ensure administration and management practices of apprenticeships and traineeships comply with all agreements and requirements.

ACHIEVEMENTS

The unit has positively influenced areas of increased communication and information transfer between the Department of Training and the College. In addition the unit has:

- Greatly decreased the number of outstanding Training Program Outlines (TPOs)
- Identified areas of non-compliance of apprenticeship and traineeship agreement requirements, and established processes to ensure future compliance.
- Increased liaison between Industry and the College.
- Created an effective line of communication for A/T enquiries.

- Informed Industry groups of the advantages and procedures for employing apprentices and trainees, and how the College can assist in the registration process.
- Established effective and efficient methods of receiving TPO request information from the ATSN, and relaying this information to the relevant business areas.
- Greatly improved apprentice and trainee administration processes in the trade areas.
- Established an effective data and recording system for TPO request information.
- Improved lines of communications between our, and other NACs.

IMPACT OF SERVICES

The role of the Apprenticeship and Traineeship Officer has changed from the original concept. These changes were required due to a large number of reasons. With the advent of training packages, a large number of policies and practices concerning apprenticeship and trainee training methods, assessment, accountability and management issues, have needed to be modified. In some cases, new practices have had to be installed to comply with the Department of Training and AQTF requirements. As can be seen from the following table, the volume of trainee and apprentice training has significantly increased in 2002, particularly in the hospitality and human services field:

New Apprenticeship and Traineeship enrolments

(Data collected from CMIS and TRS)

	2001		2002	
	Trainees	Apprentices	Trainees	Apprentices
Information Technology, Retail, Business & Office Administration	63	0	71	0
Engineering, Automotive & Construction	163	879	108	970
Horticulture & Science	17	234	67	240
Hospitality & Human Services	10	274	33	316
Maritime	1	1	2	3
Total	254	1388	281	1529

SUMMARY

Apprenticeships and traineeships at the college for this year have risen approximately 10%. This is a very commendable result when compared to levels across the training system. According to statistics, available on the Department of Training website, (see footnote), in the past two years, apprenticeship and traineeship numbers have plunged: in automotive down 14%, electrical down 13%, metals/manufacturing down 19% and a 34% drop in food industry apprentices in the past decade. Some of the reasons for this downturn include:

- Downturn in industry
- Uncertainty in permanent employment opportunities
- Uncertainty of training obligations
- Lack of confidence in Training Packages
- Employers feeling they are not supported by TAFE

The Challenger TAFE results are, therefore, extremely good in this economic and cultural environment.

FUTURE OUTLOOK

Projections by the Centre for Policy Studies at Monash University and BIS Shrapnel indicate the retail trade and property and business services will lead employment growth during the next four years. Stronger growth forecasts for the State's construction and manufacturing sectors are also indicated. Projections for strong growth are also indicated in accommodation, cafes and restaurants, childcare services, community care services.

Notwithstanding external factors beyond the College's control as described above, strategies are being developed for 2003 to improve the enrolments of Apprentices and Trainees. These include pro-active marketing strategies, addressing cultural change within the College, and increasing our awareness of changes within industry.

Footnote: www.apprenticeships.training.wa.gov.au/

A Commitment to Youth

INTRODUCTION

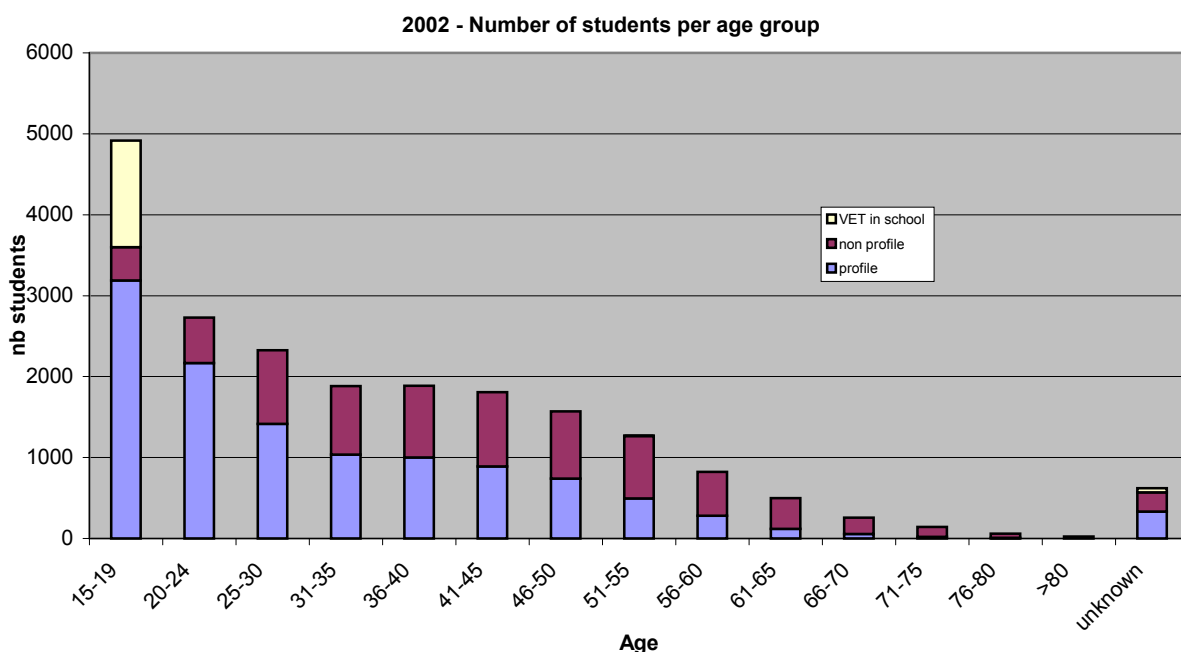
Current practices at Challenger TAFE have addressed the needs of youth well, particularly those seeking an alternative to the Western Australian Certificate of Education, a second chance education, apprenticeship or further training. Trainees, VET-in-School students, Indigenous and youth at educational risk have participated in a wide variety of institution-based and workplace learning environments.

Youth Cohort: 15-24 year olds

Just over 37% of students enrolled at Challenger TAFE are youth, suggesting that TAFE has a critical place in assisting its students in the transition from youth to adulthood. TAFE plays a significant role in helping youth formulate their career paths.

Teenagers: 15-19 year olds

One-quarter (23.62%) of Challenger TAFE students are teenagers (15-19 year olds). A total of 4915 teenagers are enrolled. Over 3500 students are engaged in profile and non-profile courses and a further 1316 are enrolled in VET-in-School (VETiS).



School-Based Traineeships

Marine Training

The WA Applied Engineering & Shipbuilding Training Centre has developed strong links with industry and especially Austal Ships (now the Austal Group) over the last eight to nine years. During this time we have trained apprentices and trainees in the marine fit-out, aluminium fabrication and welding, marine fitting and surface finishing skills.

Horticulture

In 2001 Challenger TAFE entered a partnership with the Kwinana Industry Employment Partnership (KIEP) to promote Traineeships in Schools. A class of horticulture trainees from Kwinana was subsequently trained at Murdoch Campus. A number returned to Murdoch for further training in 2002.

Young Adults: 20-24 year olds

As the table below shows nearly 3000 students or 13% of the Challenger TAFE student population are young adults. These students' have many needs in common with the teenage group.

Age	Profile	Non Profile	VET in Schools	TOTAL	%
15-19	3189	410	1316	4915	23.62%
20-24	2168	562	0	2730	13.12%
25-30	1414	911	0	2325	11.17%
31-35	1036	845	0	1881	9.04%
36-40	999	887	1	1887	9.07%
41-45	891	915	0	1806	8.68%
46-50	741	828	0	1569	7.54%
51-55	493	774	1	1268	6.09%
56-60	282	540	0	822	3.95%
61-65	118	382	0	500	2.40%
66-70	54	202	0	256	1.23%
71-75	18	126	0	144	0.69%
76-80	7	52	0	59	0.28%
>80	1	23	0	24	0.12%
unknown	333	236	51	620	2.98%
TOTAL	11744	7693	1369	20806	100.00%

VET-IN-SCHOOLS (VETIS)

During 2002, Challenger TAFE entered into partnerships with 25 schools to deliver training or to provide quality assurance of VET in Schools (VETiS), ensuring compliance with AQTF Standards. As detailed in 50 contracts to provide RTO services, VETiS enrolments resulted in over 137 000 SCH. Challenger TAFE enrolled 1316 secondary students from twenty-five schools in 2002 in 57 VETiS certificate courses. It expects to exceed this figure in 2003.

Gradlink (Advanced Standing at TAFE)

Gradlink is a program for high achieving Year 12 vocational students who intend to graduate from Year 12 and wish to gain advanced standing at TAFE. Over 65 Year 11 and 12 information and technology students at the Peel Education and TAFE Campus enrolled in the Certificate II in Information Technology VETIS program.

Maritime and Seafood Industry

VETiS contract with a cluster of local schools to deliver and auspice a training program called 'Ocean to Plate', offering a range of Certificate I competencies from the Seafood Industry Training Package. Coupled with other Maritime Operations competencies, some delivered by Challenger TAFE and others by the schools, the students have the potential to complete two or three Certificate I level qualifications over two years.

Hospitality

Twenty schools have formed VETiS partnerships with Challenger TAFE between 2001 and 2002 to deliver Certificate I and II in hospitality, kitchen operations and commercial cookery to both Year 11 and 12 students. Good practice includes TAFE lecturers presenting some aspects of the course. At Peel Campus, the TAFE lecturer presents three sessions on occupational safety, customer service and the work environment. She outlines what employers expect from graduates and gives specific local examples that students can relate to.

Tourism

The VETiS tourism program at Peel Campus is integrated in two classes of 'Aspects of Tourism' and catered for approximately 44 students. The school students joined the TAFE Certificate III in Tourism class to be taught 'cultural awareness'.

INDIGENOUS YOUTH

Challenger TAFE has developed innovative community-based, interest and cultural-based projects especially designed to promote Indigenous family learning. Many successful learning experiences have recognised the needs for family members to learn together.

Kadadjiny Mia, a dedicated Aboriginal Learning Centre

Kadadjiny Mia, a dedicated Aboriginal Learning Centre, caters well for the whole family or community with most classes having several family members and relations learning side by side. It is the supportive, relaxed and friendly informal learning environments at each of the campuses that assist students on their learning pathway. Most courses are delivered predominantly off-site and include camps, full-day excursions and guest visits. The college used Aboriginal Student Support Officers to guide students to further learning at higher levels.

Cultural Tour Guiding: Work for the Dole Programs

Challenger TAFE worked closely with government and community agencies to deliver culturally appropriate projects that respond directly to community interests and needs, and stimulate local employment or enterprise development opportunities. Cultural tour guiding programs were delivered from Fremantle and Peel Campuses, working in close cooperation with Winjan Aboriginal Corporation in Mandurah and with the Warlytch Aboriginal Corporation in Bibra Lake. Both projects, supported by work for the dole programs, develop walk trails and tour facilities, and involved students in conducting tours for school students and other paying visitors.

Indigenous Community-based and Family Learning

Challenger TAFE's Aboriginal Visual Arts provided an excellent example of a program offering innovative pathways and delivered in a community friendly way. The program was delivered from a special purpose leased facility in Medina that provides art workshop space and equipment specifically for Indigenous students. The program attracted students from across the metropolitan area, and resulted in expansion of offerings to include the Certificate III, Certificate IV and Diploma of Aboriginal Visual Arts. Students are drawn from a number of family groups and are actively involved in community arts projects, exhibitions and sale of art works.

STUDENTS WITH A DISABILITY

Mild Intellectual Disability

Fifteen Year 11 and 12 students (with mild intellectual disability) from Warnbro, Rockingham, Kwinana and Hamilton senior high schools' support units participated in a VETiS program delivered by Challenger TAFE's Rockingham Campus.

Severe Intellectual Disability

Challenger TAFE assisted six students from Castlereagh, Willetton to develop horticultural skills at its Murdoch Campus. These students are integrated into current classes and each student is provided with assistance from a social trainer from Castlereagh.

YOUTH AT EDUCATIONAL RISK (PROFILE COURSES)

Fastrack at Fairbridge, Pinjarra, is a program for youth that are unemployed and who have usually not completed Year 10. This program demonstrates a collaborative partnership between Challenger TAFE, Fairbridge Village (private RTO) and Job Network agencies. Challenger TAFE delivered this program to 18 young people using project-based delivery. The youth built new amenities for the village and Fairbridge provides all the materials. The students gained a general education and practical skills during the projects and all were enrolled concurrently in a Certificate II in General Construction.

YOUTH AT EDUCATIONAL RISK (NON-PROFILE COURSES)

Challenger TAFE successfully tendered for several CAT funded programs for youth. These programs are for youth at educational risk or early school leavers up to the age of 19. Students were enrolled in a Certificate in General Education for Adults with 'streams' in a specific industry sector such as hospitality or retail. Challenger TAFE worked with the Kwinana Youth Service, local high schools and had an arrangement with the Darius Centre for delivery of the hospitality components.

YOUTH AT RISK OF OFFENDING

Challenger TAFE; Peel and Fremantle District Education offices; and the Department of Justice work together to support youth, identified by Juvenile Justice, as prospective students. The students were enrolled in specifically designed vocational programs such as automotive, fabrication, horticulture and leadership. The fabrication and horticulture groups were sponsored by Alcoa who provided \$5000 towards the costs of safety clothing and materials required for each student.

A 'Maritime Intervention Program'

A 'Maritime Intervention Program' is delivered under profile as a result of collaboration between Challenger TAFE, Department of Justice, Cockburn City Council and Community Policing. The program is five weeks and police support is available to support the program.

Horticulture Leadership Programs for Youth at Risk

Challenger TAFE, the Department of Education and Department of Justice recently piloted a Horticulture Leadership program for Youth at Risk. Classes are now running at Mandurah and Murdoch, with a high level of acceptance from the students, none of whom had satisfactory attendance histories in secondary and even primary school education.

FUTURE DIRECTIONS

In 2003, it is critical to Western Australia's economic growth that Challenger TAFE work closely with its local schools and universities to achieve world's best practice in VET delivery and applied research.

Challenger TAFE intends to develop better linkages between the school and TAFE and university to promote the Western Australian Certificate of Education to TAFE route as a natural progression and commendable 'retention' indicator. TAFE provides the same outcome (high skill, well paid employment) as the traditional Year 12 school to university route but offers it as an equivalent, but different coloured package.

Student Centred Learning: Overcoming the Barriers of Disadvantage

BRIDGING PROGRAMS FOR DISADVANTAGED CLIENTS

Challenger TAFE, through its Diversity and Community Development Division, plays a vital role in delivering access and bridging programs for disadvantaged clients, including women, indigenous people, youth at risk, people with disabilities, mature-aged unemployed, and people of culturally and linguistically diverse backgrounds. A large proportion of graduates from these bridging programs continue with further studies, both within the College and outside the College.

The Diversity and Community Development Division was formed at the start of 2001, as a result of considerable growth in demand for 'second chance' vocational and educational programs. Such growth resulted in the appointment of Cheryl Song Loong to manage the area. While the bulk of courses are delivered as part of the College's annual profile, approximately one-sixth of delivery is funded through the Department of Training's annual Competitive Allocation of Training (CAT) tendering process.

Programs delivered include: TEE, Visual Arts and Technology, and vocational programs for indigenous clients including Aboriginal Tourism, Aboriginal Visual Arts, and Aboriginal Primary Health. Programs are delivered on all major campuses, including Fremantle, Murdoch, Rockingham, Kwinana and Peel. In addition programs were also delivered at community facilities: Winjan Aboriginal Corporation in Peel, the Lady Gowrie Centre in Willagee, Rockingham Community Arts Centre, and the Waarlitj Aboriginal Corporation site in Bibra Lake.

ACHIEVEMENTS

During 2002 the Section's profile delivery exceeded 320,000 Student Contact Hours (SCH), or 101.7% of the Section's adjusted Profile target for 2002. In addition to Profile delivery, the Section delivered over 57,000 sch and generated \$600,000 in revenue as a part of CAT tendered programs. New courses implemented during 2002 included:

- Certificates in English Language Literacies
- Certificate III in Aboriginal Primary Health Care Work
- Indigenous Family Health & Wellbeing pilot program
- Diploma of Aboriginal Visual Arts
- Course in Applied Vocational Study Skills

HIGHLIGHTS

Implementation of seven CAT Tendered Programs worth \$600,000 including:

- Aboriginal Primary Health Certificate III at Rockingham and Peel campuses – a new program
- Cultural Tour Guiding Certificate III at Peel – an exciting new development delivered at Winjan Aboriginal Corporation Kwinana Youth at Risk course – a continuing program combining hospitality, retail, computing, music, work experience and literacy/numeracy
- Certificate I in Employment Skills and Certificate I in Kitchen Attending & Literacy – part-time classes for students with disabilities

Projects

In addition to profile and CAT programs, the Section obtained the following funding for projects and activities during 2002:

Project	Funding	Funding Agency
Reframing the Future – Communities of Practice in Access Programs	\$14,950	ANTA
National Indigenous English Literacy and Numeracy Strategy (NIELANS) Indigenous CGEA Project – Project Officer provided by Challenger TAFE	\$36,000 to Challenger TAFE for salary cost	Department of Training
Development of Oral Communication teaching resources	\$10,000	Curriculum Services Support Network
Indigenous Family Health & Wellbeing Program	\$64,000 (to carryover in part to 2003)	Department of Training
Work for the Dole – Bibra Lake	\$24,400	Commonwealth via Bridging the Gap South
Work for the Dole - Peel	\$11,400	Commonwealth via Mission Australia
CGEA Coordination Project	Approx \$164,000	Department of Training
TOTAL	\$324,750	

Initiatives

- **Diploma of Aboriginal Visual Arts**, commenced 2002 at our Medina premises
- Implementation of **Aboriginal Success** courses at Rockingham, Fremantle and Peel
- **e-Tech Digital Imaging** part-time classes, semester 2
- **Bridging into University** pilot, semester 2 – implemented by Robin Johnston
- Finalisation of **Equity Toolbox** – online professional development for literacy and numeracy lecturers
- **Reframing the Future project** – Establishing communities of practice in equity courses
- **National Indigenous English Literacy and Numeracy Strategy (NIELANS)** project – developing CD-Rom learning materials aimed at improving relationships between Indigenous communities and schools – Project Officer Peter Mann
- **Indigenous Family Health & Wellbeing pilot program** – course delivered at Middle Swan and Rockingham, plus curriculum development work
- **Work for the Dole**,
Bibra Lake – a continuing project that recently received a national award for Caring for the Community
Peel – a new project initiated by Ken Gwyer that supports the activities of Indigenous tour guiding students at Winjan Aboriginal Corporation
- CGEA Fremantle Campus **Student Reunion** and promotion of CGEA outcomes, arranged in term 4 by Robin Johnston
- **International Women's Day**, March 2002 – Fremantle Linking Outback Women
- **Cultural Tour Guiding field trip** - Kellerberrin, Kalgoorlie, Nyngan, Cue, Geraldton, Carnamah, Mogumber, New Norcia – arranged by Ken Gwyer and Peter Mann
- **Celebration of Ability Art Expo**, December 2002 – contributions by Fremantle Campus disability students (computer animation projects, short stories, films and radio plays)

IMPACT OF SERVICES

A sample analysis of the destinations of Access program students indicates that almost 60% return to further study within the College the following semester, with a significant proportion of the remaining 40% going on to employment or study at university or elsewhere. It is notable too that in both 2001 and 2002 the College's Vocational Student of the Year had commenced their studies via a bridging program. This highlights the important role that the Section plays in providing pathways into further education for large numbers of disadvantaged members of the community.

Through the College's *Reframing the Future 'Communities of Practice in Access Programs'* project, we have been influential in the establishment of new moderation and assessment networks for bridging programs, and have been able to make valuable contributions to developments relating to AQTF and Access programs. Through our hosting of the State-wide CGEA Coordination Project we have also been able to remain abreast of developments relating to the new CGEA.

Forging Relationships with Indigenous Organisations

In particular, good relationships with two key Indigenous organisations were established:

- The Waarlitj Aboriginal Corporation first became incorporated during 2002 and involves several graduates from our Certificate III in Aboriginal Cultural Guiding. Current students within this program undertake on-the-job training at the Corporation's site, and a Work-for-the-Dole project sponsored by the College also assists with development of the Bibra Lake site.
- The Section is now delivering a range of programs on-site at Winjan Aboriginal Corporation's premises in Peel. This has proven highly successful in attracting students, developing local tourism ventures, and building relationships with the local community. A Work-for-the-Dole project sponsored by the College also assists with development of the site.

FUTURE OUTLOOK

Implementation of processes to comply with AQTF requirements will continue to have a major impact upon the Section's workload. A major issue will be the need to ensure that the AQTF is implemented in a way that reflects the unique nature, context and constraints of bridging programs, while recognising the need for greater national comparability and frameworks. State-level discussions and working groups are addressing these issues and working towards common approaches and a greater clarity in the way in which the AQTF is applied within this area. Other challenges for the Section in the future include:

- Providing appropriate support and referral for the range of personal issues and incidents raised by our students due to the numerous difficulties and disadvantages faced by them
- Tendering for, and then implementing new CAT programs each year, given the more intensive management required by these programs
- Increasing the range of programs delivered, and the number of community partnership arrangements
- Continuing to respond to the needs of the wide range of disadvantaged groups at different locations
- Supporting other Sections of the College with literacy, numeracy, employment-related and life skills for students enrolled in mainstream vocational programs
- Targeting delivery towards those most in need, within a context of ongoing unmet demand and no growth in Profile funding
- Continuing to attract project funding to address areas of need, and to facilitate the professional development of staff

Notwithstanding the above, the outlook for students remains highly positive, with growth in delivery and activities projected for the foreseeable future.

Disability Services

ROLE OF DISABILITY SERVICES

The role of Disability Services is to assist students with disabilities so they have the same access to curriculum and training as any other student and to arrange appropriate assistance and support when and where needed. Each year sees an increase in the number of students enrolling and identifying a disability or special need. The college has provided a range of programs and support services for people with disabilities as follows:

Adapting Existing Services

Disability Services has promoted inclusive and pro-active methods of delivery and alternative guidelines for assessment in line with the AQTF. Challenger TAFE is in the process of reviewing all plans, policies and procedures with regard to disability issues.

Access to Buildings and Facilities

Increased access and egress through building modification to ensure compliance with safety and standards has been a priority this year. All new buildings comply with the Building Code of Australia and a universal audit of all campuses will be completed mid 2003. Campus maps have been reviewed to clearly show ACROD parking bays and access facilities.

Information About Services

Improved access to information regarding courses and services for prospective students and increased awareness of alternative formats to maximise training outcomes for enrolled students has been a major strategy of the College's Disability Services Plan. Brochures regarding services offered to students with special needs are available at all campuses. Where possible, course material is provided in a variety of formats, eg. large print, audio, IBM compatible software, on-line delivery and Braille. Staff and students are informed regularly of updates in matters concerning people with disabilities via the relevant newsletters.

Advice and Services

Awareness to issues associated with disabilities is available to staff, via the Disability Services Commission's *"You Can Make a Difference to Customer Relations for People With a Disability"* video and interactive CD. This training is now part of the new staff induction. The college was host to the annual Disability Services Seminar and invited the attendance of all relevant staff. The two-day program covered inclusive and best practice in teaching, adaptive technologies, on-line learning, AQTF issues and legal aspects.

Opportunities

This year the college has seen an increase in the number of enrolled students disclosing a personal disability. Students see Challenger TAFE as a college that identifies and overcomes barriers, and generates opportunities to improve services for people with disabilities.

Innovative Learning Services

OVERVIEW

A key direction in the Challenger TAFE Strategic Planning Framework for 2002 – 2007 is to provide vocational education and training products in an accessible student centred learning environment.

Increasingly learners accessing vocational programs demand individualised learning programs that can be delivered anytime, anywhere and meeting the needs of individual learning styles. Also, with the impact of social, economic and technological change, learners will need to engage in learning experiences that develop information literacy and generic skills to become self directed lifelong learners.

INNOVATIVE LEARNING SERVICES

At the beginning of 2002, to support the development of a student centred learning environment, the college established Innovative Learning Services. Jill Jamieson, the Manager of Innovative Learning Services, was selected to participate in the ANTA Flexible Learning Leader Scholarship program. The focus of Jill's research was to gain the skills and knowledge required to implement a distributed, student centred VET learning environment.

The unit has developed and implemented a range of strategies to assist the college and the Centres of Specialisation to achieve a learner centred training environment. The following activities have contributed to the college developing a more student centred culture:

- Increased incidence of blended modes of student centred learning environments including the use of online learning resources.
- Over 80 units of competency are offered online.
- Staff have participated in a range of professional development activities to build their skills and knowledge to adopt the use of online technology in the learning environment including two ANTA funded Learnscope Projects, supporting a network of e-training mentors, offering a series of professional development workshops and assisting in the formation and management of a Quality Teaching Project.
- Policies and procedures for supporting and providing online services for off-campus, online learners.
- Increased awareness of online delivery to existing and prospective students, lecturers and management across all Centres of Specialisation, through the development of an e-training site on the college Intranet and external web site.

ANTA FLEXIBLE LEARNING TOOLBOXES

During 2002, Challenger TAFE, in collaboration with WestOne Services, continued their success in winning funds to develop ANTA Flexible Learning Toolboxes, an initiative of the Australian Flexible Learning framework to develop world-class online learning resources for the Australian VET sector.

The Challenger TAFE and WestOne partnership has developed a national reputation for developing high quality online learning material.

Developing Online Learning Resources

During 2002, three Series 4 Toolboxes, for the Hospitality (Kitchen Operations), Seafood Industry (Aquaculture) and Horticulture (Turf Management) Training Packages were undertaken. These products have now been released for sale and the respective training delivery teams are developing plans to implement these products in the Challenger learning environment for 2003. The Toolboxes have received very favourable reviews from students, trainers and industry from across Australia. Challenger TAFE staff travelled to Queensland, NSW and Tasmania to present our Toolboxes.

ANTA has also funded six national projects to develop online learning resources to meet the needs of equity groups. Challenger TAFE, in partnership with WestOne Services was successful in winning funds to develop an "Online Literacy

and Numeracy Resource Centre for Trainers or Assessors” and, in partnership with Kangan Batman Institute in Victoria, to customise the Series 3 Horticulture Toolbox for Indigenous Learners.

Sue Hickton, Aquaculture Lecturer from the WA Maritime Training Centre – Fremantle, received ANTA funding to develop a case study on the “Implementation of Online Delivery to Meets the needs of the WA Aquaculture Industry” that will be used in a national promotion of flexible delivery strategies. From 2000-2002 completed or working on 10 ANTA Flexible Learning Toolboxes, one in collaboration with Kangan Batman Institute in Victoria, in total worth over \$2,000,000.

Recently Challenger TAFE/WestOne Services continued its successful partnership in winning three Series 5 ANTA Flexible Learning Toolboxes for the development of online learning materials for the Metals and Engineering, Clothing Production and Conservation and Land Management Training Packages.

These products will be completed by the middle of 2003. The total value of projects undertaken is worth over \$2 million, however, one of the major benefits to the college in undertaking these projects is the professional learning opportunity. Lecturing staff involved in the projects develop skills and knowledge of effective teaching and learning strategies using online media.

The Deployment of an Online Enrolment System

During 2003 the college undertook, in partnership with WestOne Services, the deployment of an online enrolment service for enrolments in the majority of courses conducted at the college. This project was part of the college’s strategic direction to create a client service culture in which

“each client contact creates a moment of value for the learner and encourages the development of a responsive, mutually supportive learning community”.

It is the College’s intention to introduce services that enable accessible, transparent interface between Challenger TAFE and the client, empowering the client and reducing the transactional costs of both parties. The introduction of an on-line self-enrolment service was seen as key step in meeting this aim; a significant commitment to the client and a catalyst for the desired change of culture among staff.

The successful deployment of the online enrolment service was the first time a vocational education and training institution in Australia has managed to carry out all its enrolments on-line, as such it places the WA TAFE sector among the leading organisations in the State using on-line technology to enhance client services.

This achievement was due to the strong commitment to improving client services and mutual co-operation in pursuit of a shared goal by all the partners in the project, they were, Challenger TAFE itself, WestOne Services, TAFE Admissions Service and the Department of Training CMIS group.

Quality System Enhancements

OVERVIEW

Challenger TAFE has had for many years now a system for managing the quality of its services, products and processes. The system is aligned with the international standard for quality management, ISO 9001 and the national registered training standard QETO (Quality Endorsed Training Organisation), which was recently replaced by the Australian Quality Training Framework (AQTF). The system is routinely audited by qualified college staff and independently audited by the external certifying authorities. Regular reports are provided to College Senior Management on the status of the system.

OBJECTIVES

Challenger TAFE adopted quality management standards as a means of applying quality controls to its processes and as a means of monitoring its performance at complying with requirements, through internal audit, and satisfying customer expectations, by obtaining regular feedback. During 2002, the college advanced its quality management system further to align with the newly released training certification standards, the AQTF, and the ISO9001:2000 standards. This strategy, to maintain the emphasis on quality principles, assists with ensuring a nationally consistent, high quality VET system operating in the college.

ACHIEVEMENTS

Australian Quality Training Framework (AQTF)

As of the 1st July 2002, all Registered Training Organisations were required to have deployed requirements of the AQTF standards.

At the beginning of 2002, Challenger TAFE prepared a Gap Matrix matching the new standards to its existing management system. This provided a focus for college activities to progress the system towards compliance. The major requirements included:

- Demonstrating that the competency and qualifications of training delivery and assessment staff is recorded and verified.
- Demonstrating that all training assessments are consistently planned and aligned with the requirements of national training packages and/or accredited courses, and meeting the needs of clients.
- Incorporating the changes into existing college documents, eg. policies, procedures and forms.
- Establishing a core awareness of requirements across the various sections of the college, with particular emphasis for the Training Research & Development (TR&D) Directorate.

During May and June 2002, the required formal self-assessment of college compliance progress was conducted. The college was invited to participate in the first series of AQTF Monitoring audits with a focus on the Information Technology Training Package and the Certificate IV from the Training Package for Assessment and Workplace Training. At this time the college formed the AQTF Steering Committee in preparation for the audit.

The college was audited at the end of July 2002. The audit successfully demonstrated the college's commitment to providing quality services and products. It also supported Challenger TAFE's objective for continuous improvement and progressive deployment of the new system.

ISO900:2000

The activities applied to the AQTF standards were also utilised to advance the alignment of our management system with the new international standard ISO9001:2000, which the college is required to meet by December 2003.

In September 2002, the college requested the external registering body, Bureau Veritas Quality International, to conduct a gap-analysis review according to the new standard. The outcome showed the college is well advanced for meeting the requirements.

Challenger TAFE will therefore be formally audited to the new ISO standard in March 2003.

Telephone System

Challenger TAFE conducted a thorough review of its customer phone contact service. The objective was to ensure customers receive the information they require without the need to make further calls.

The Telephone Improvement Group was established to further improve the call process so that customer calls are dealt with promptly and in a professional manner. The group conducted qualitative and quantitative measurements of the process throughout 2002 and made recommendations for enhancing the structure of the phone system and its usage.

The improvement recommendations have been approved by senior management and are presently in process of being deployed through to the first quarter of 2003.

Student Satisfaction Survey

During 2002 Client Services finalised the development of a survey aimed at establishing student expectations of specific aspects of college services not currently captured using existing measurement tools. These included Campus Services, Student Services and the services provided by the Learning Resource Centres.

The survey has recently been conducted and the findings are being responded to. The information gleaned is to be used in 2003 to further enhance the Challenger TAFE client services cultures creating value for the learner and encouraging the development of a responsive, mutually supportive learning community.

Value for the client and the college will be achieved from activities that include:

- Ensuring clients are provided with innovative learning environments that are safe and attractive, eg. through facility beautification planning.

Program Evaluation

OVERVIEW

As part of its Continuous Improvement system, Challenger TAFE developed a process for students to provide feedback on the units of competency/clusters of units they are studying. This feedback may be in the form of praise or suggestions for improvement.

A standard form is handed out at the completion of the student's unit of competency/cluster of units asking a series of questions in four categories; a space is also available for written comments. The four categories are Course Content, Delivery, Assessment, and Resources.

The feedback obtained, whether positive or negative, is recorded and analysed by the Client Services Improvement Unit and provided to Program Managers & Directors for any immediate action required. They review the concerns of the students and identify the most practical solution to improve any problems. The action taken must also aim to prevent the problem reoccurring. This is monitored by gathering trend data over a longer period of time and identifying this to College Executive to ensure the same issues do not continue to arise.

This evaluation process was developed in 1997 and has been enhanced over the last 6 years. During this time Challenger TAFE's Evaluation process has been viewed and used as a benchmark by other WA TAFE colleges.

OBJECTIVES

Challenger TAFE is committed to obtaining feedback from its customers as part of its program of continuous improvement. Feedback from the customers also provides an opportunity for Managers to praise staff members for their contribution to achieving the vision of the college.

The college aims to find out if its services and products meet student needs and to obtain data on student expectations when compared with what is already offered. The process assists the college in achieving and maintaining a high standard of service and training delivery to the students.

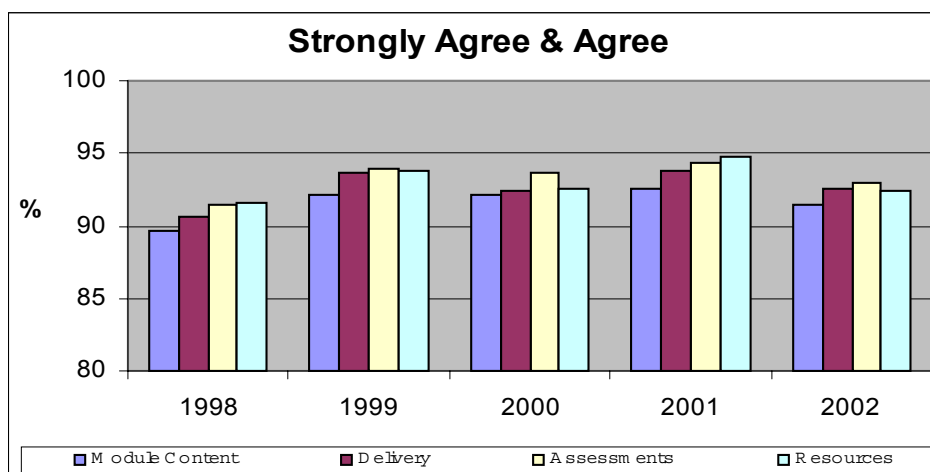
ACHIEVEMENTS

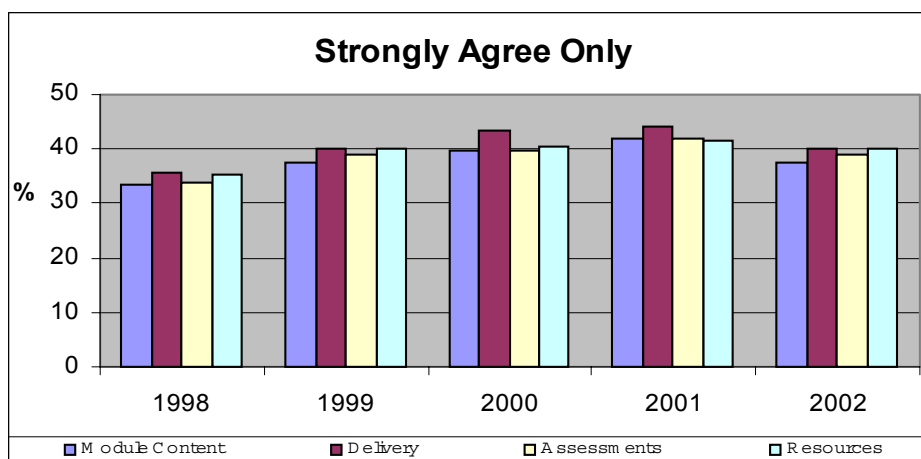
The college has received a very high rating of satisfaction from its customers over the past years. The following graphs are representations of the satisfaction rating and the very satisfied rating the students have given the college since 1998.

Challenger TAFE has gathered the data shown on the graphs from the following number of responses since 1998.

1998	1999	2000	2001	2002 to date
13598	12967	8832	15206	8536

The following graphs provide reassurance that the continued improvements made by the college to its training in the past 5 years, have returned very high levels of satisfaction from clients to the categories of questions asked (both the satisfied (strongly agree & agree) and very satisfied (strongly agree only) responses).





The college regards these results as testament that its efforts to improve those processes that relate directly to the learning experience are being recognised and is of value to the students. On many occasions this recognition is further enhanced by the students including written comments praising these processes. Examples of which include:

“Great Atmosphere! The staff are always friendly and helpful. The staff and equipment meet the highest service standards” (Response to the service provided by the Fremantle e-Tech Centre)

“It was a privilege to be taught and mentored by the lecturer. The professional approach helped me achieve goals and gain the confidence and a higher self esteem. This experience has inspired my education so much that I have now applied to go to Murdoch University.”

Customer Comments

OVERVIEW

As part of its management system, Challenger TAFE developed a process for customers to report on their satisfaction or concerns with services or products provided by the college. The process covers all aspects of college operations and services, at all facilities. It is available for use by clients and by college staff using hardcopy documents or electronically via the internet.

Over the last 5 years, the Challenger TAFE Customer Comment (Complaints) process has evolved into being recognised as being one of the best Customer Comments processes in our sector. Comments obtained from independent parties have been most complimentary and ranked the college’s system at the top-end of the scale, with some aspects close to best practice in the public sector. The system is regularly audited as part of the ISO 9001 standards requirements as well as those of the Australian Quality Training Framework standards. In addition, “desk-top audits” have been conducted, by representatives from the Ombudsman’s Office and from the Office of the Auditor General, on the mechanisms used in the process. The college believes these officers had considered that the Challenger TAFE process comprehensively provides for customer complaints to be recorded, tracked for timely response actions to be taken, and reported to Senior Management.

OBJECTIVES

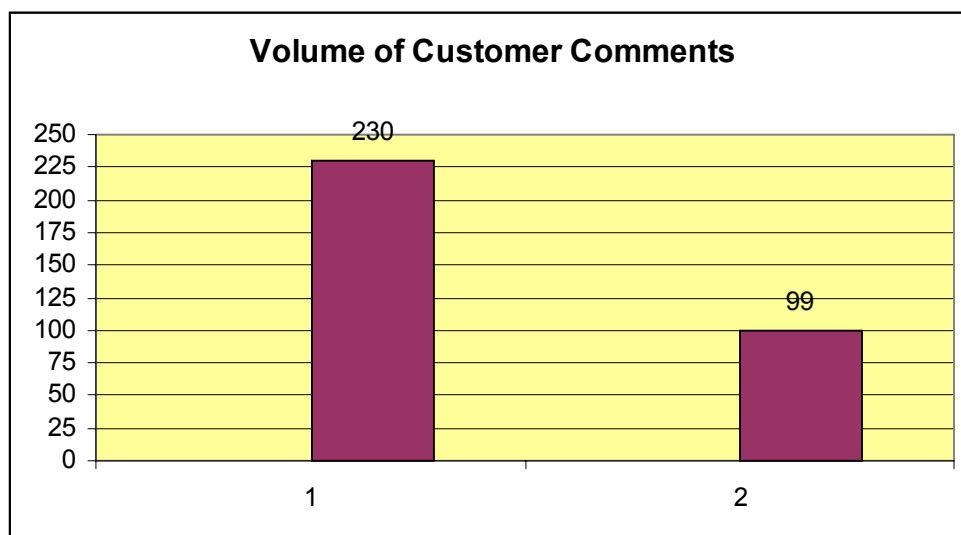
The college is committed to obtaining feedback from its staff and customers as part of its programme of continuous improvement. The feedback, whether positive or negative, is recorded and provided to applicable college officers for action. The college officer reviews the concern and identifies the most practical solution to improve the problem. The action taken must also prevent the problem continuing. The process provides for a timely response to be given to the customer. The processing is tracked via the quality system tools through to closure.

ACHIEVEMENTS

In the twelve months of 2001, a total of 230 comments were received from customers. These included both praise for college services as well as those suggesting opportunity for service improvement.

In 2002, the total recorded has been 99. All comments have been actioned.

The college regards this reduction as evidence of its efforts to improve processes and address concerns raised in earlier reporting periods.



A breakdown of the Customer Comments displayed above is as follows:

Positive Comment:

In the twelve months of 2001, a total of 30 comments were received from customers praising the service provided at the college.

In 2002, the total recorded is 32 comments.

An example of recent customer praise for college services is:

"Great atmosphere created at the college, the staff are always friendly and helpful. The staff and equipment meet the highest service standards."

Opportunities for Improvement:

In the twelve months of 2001, a total of 200 comments were received from customers suggesting opportunity for service improvement.

In 2002, the total had shrunk to 67 comments.

Recent improvements undertaken as a result of customer comments have included:

- Changes to the opening hours of the Learning Resource Centres and the Bookshops
- Changes to services provided by the canteen at the Fremantle campus
- Withdrawal of specific courses being reconsidered.
- New arrangement negotiated with the Fremantle Council for extra student parking.

Challenger TAFE - Student Council

AIM OF THE STUDENT COUNCIL

The aim of the Student Council is to enhance a student's life whilst studying at Challenger TAFE. It not only gives each member the opportunity to be part of a team and learn valuable skills, it is also an avenue by which the general student population is able to have their views and concerns recognised and considered by management. It is an equally important path for management to communicate effectively with their clients.

At orientation and in the weeks following students are given information about and asked to nominate for Student Council. During first term the President, Secretary and Treasurer are elected and then meet on a regular basis with other council members. Sub Committees on other Campuses report to the Council at these meetings.

The council has had many achievements over this past year. It's members have promoted a very successful Table Tennis Club and provided support for student activities such as lunchtime BBQ's and entertainment along with various competitions and fundraising events. They have provided important feedback with regard to the establishment of a number of key student support services such as the Accommodation Referral Service and the proposed Employment Service.

The local community has also benefited from their support. For example, the Beaconsfield and White Gum Valley Precincts have an application pending with Fremantle Council for a half court and basketball ring to be installed on the park opposite the Fremantle Campus. The Student Council along with Student Support Services were instrumental in lodging this application having met prior with precinct members to discuss the benefit of such a recreational facility to our students and the local youth.

Every student is eligible for membership and encouraged to join the Student Council, Student Support Services is constantly recruiting members throughout the academic year.

Curriculum Services

Curriculum Services assists the College with the development, registration and accreditation of qualifications and courses. It also provides academic advice to the College on matters relating to the requirements of the Australian Quality Training Framework (AQTF) Standards, particularly, with respect to teaching and assessment strategies.

The College, through Curriculum Services, hosts and manages the *Primary Industry Curriculum Support Services Network Centre*. This Centre maintains and services the consultative committees, boards and panels for the Horticulture, Seafood, Transport & Storage, Maritime, Rural and Logistics Industry Areas.

A major task achieved this year was the review of the College's Scope of Registration to comply with the recently introduced AQTF Standards. The number of registered courses was reduced from over 2000 to 307, which now enables each section to better focus on the promotion and delivery of training that has been identified in the review, as meeting client needs.

Curriculum Services assisted with the development of Certificate III in Volunteer Marine Rescue Service and has advised on the development of a range of courses to assist leadership and governance issues in Indigenous communities.

Graded Performance has been promoted throughout the College with the running of workshops and the promotion of moderation meetings. Graded Performance has now been introduced to 10 study areas within the College.

The challenge for the future is the establishment of new procedures and processes to address the changing regulatory arrangements concerning registration and accreditation and to continue to foster and support assessment moderation both within the College and with industry and with other RTOs.

OVERVIEW

Challenger TAFE is committed to developing its business in a sustainable way, integrating economic, environmental and social considerations into our business approach. We recognise the need for embedding sustainability principles into our daily operations and decision-making. We have built energy management into our strategic planning as an important objective to achieve.

In 2002, Challenger TAFE has continued its approach to consistently review and improve the systems and practices in order to provide appropriate support to the core functions of the College.

HIGHLIGHTS

The highlights during 2002 were:

- the continued improvement in the management of Occupational Safety and Health;
- numerous enhancements to the Executive Information System;
- approval of the Retention and Disposal Schedule;
- the development of an EEO Diversity Management Plan;
- the granting of a higher partial exemption level by the State Supply Commission from \$50K to \$100K; and
- completion of the \$5.4M Environmental Science and Rural Studies buildings at Murdoch Campus.

FUTURE DIRECTIONS

The year 2003 presents many challenges for the organisational development and corporate management of Challenger TAFE, in particular the implementation of Shared Services within the TAFE Sector.

Human Resource Management and Development

HIGHLIGHTS AND INITIATIVES

During 2002, the Human Resource Management and Development Division continued to develop, refine and implement the Human Resource Management and Development Strategic Framework 2002 – 2004. The framework is based around four key drivers being:

- Employment Services
- OSH
- Workforce Development
- Information Technology

Human Resource Management and Development have developed three strategic objectives being:

- A diverse, highly skilled, innovative and motivated workforce
- A safe, supportive and flexible work environment
- The efficient and effective utilisation of human resource management and development information and technology

with multiple strategies to underpin the objectives and Key Drivers.

EMPLOYMENT SERVICES

The Staff Equity and Diversity Plan was developed during 2002 and is split into two sections. The first section contains specific diversity targets for the college for 2003 and 2005 in relation to:

- The improved representation of Indigenous Australians, people from culturally and linguistically diverse backgrounds, people with disabilities and youth; and
- The improved distribution of women across the college workforce and in the particular the improved representation of women in the top three management tiers.

The second section contains specific strategies that are intended to facilitate the achievement of the targets set out in section one. The strategies will be measured via specified performance indicators.

The strategies and performance indicators contained in the Plan are divided in accordance with the Public Sector Equity and Diversity Planning Framework, which contains three key outcomes of:

- Workplace culture and accountability
- Workplace practices support equity and diversity
- Equitable and diverse workforce profile

The college remains committed to diversity in the workforce. The following data is derived from the report Diversity in the Public Sector – How does your agency compare? June 2002 published by the Office of Equal Employment Opportunity.

Gender and Equity Scores	Challenger TAFE (30 June 2002)	Public Sector (30 June 2002)	Variation / Ranking
Equity Index for Women (a measure of compression at the lower salary ranges – 100 indicates no compression)	61	55	+6
People from Culturally Diverse Backgrounds	5.3%	4.8%	+0.5%
Indigenous People	2.1%	2.2%	-0.1%
People with Disabilities	2.0%	1.2%	+0.8%

As demonstrated above, Challenger TAFE continues to equal or exceed Public Sector averages in a number of key indexes.

WORKFORCE STATISTICS

In 2002, an average of 459.5 staff were employed on a full or part-time (salaried) basis in an average pay period, which was marginally higher than an average pay period in 2001. In the same period 227 casuals were employed in an average pay period for varying periods of time on an hourly basis. There were 265 casuals employed in an average pay period in the previous year. The full and part-time staff (excluding casuals) employed in 2002 averaged 419 full-time equivalents of whom 67.7% were lecturers, academic support or academic management and 32.3% were administrative or management staff.

WORKFORCE DEVELOPMENT

The Workforce Development Unit's strategic priorities for 2002 were the alignment of staff skills with the College's key directions and objectives through strategies which:

- meet the minimum Australian Quality Training Framework (AQTF) qualification requirements for workplace training and assessment,
- integrate computer literacy for all staff in the application and use of information technology for teaching, client relationship and business operations,
- expand the repertoire of flexible delivery arrangements including recognition of prior learning, workplace training and on-line delivery process and resources', and
- address client relationship management.

In 2002, a total of 7581 hours training and development was attended by staff with 991 staff training occurrences recorded.

Major activities during the year included:

- A major program was run in the first semester of 2002 to assist all present lecturing staff gain the assessment (essential) and delivery (desirable) competencies of the Certificate IV in Assessment & Workplace Training, required for AQTF purposes by July 1. The following table shows the number of staff holding the qualifications, the number undertaking and the number remaining at the end of the program. The program is continuing to ensure all staff comply with AQTF requirements.

PERMANENT/CONTRACT LECTURERS							CASUAL/SESSIONAL LECTURERS						
TOTAL STAFF	ASSESSMENT UNITS			CERT IV IN A & WT			TOTAL STAFF	ASSESSMENT UNITS			CERT IV IN A & WT		
	HELD	UNDER TAKING	REMAIN	HELD	UNDER TAKING	REMAIN		HELD	UNDER TAKING	REMAIN	HELD	UNDER TAKING	REMAIN
199	193	3	3	169	11	19	275	201	22	51	149	49	77
Complete %	97%	1.5%	1.5%	85%	5.5%	9.5%		73%	8%	19%	54%	18%	28%

- Staff attending training and development sessions in areas including:
 - Diversity Cross Cultural Awareness
 - Strategic Planning
 - Leadership and Management
 - On-line delivery
 - Computer training
 - Occupational Safety and Health
 - Critical Incidents and Dealing with the Difficult Behaviour
 - Vocational skills

Challenger TAFE Staff Awards Program

- Promotion and co-ordination of the Challenger TAFE Staff Awards Program continued during 2002. Fifty-two (52) staff were nominated by their peers and colleagues for the 2002 Achievement Awards in the categories of Outstanding Customer Service and Outstanding Achievement. These nominations were for innovative, creative, consistent and/or exceptional service and performance beyond the position requirement. The winners of the 2002 Challenger TAFE Staff Awards Program were as follows:
 - Colin Barlow
 - Robert Daws
 - Peter Graham
 - Jill Jamieson
 - Nada Lubay
 - Carmen Moldovan
 - Jenny Pond
 - Neil Thurston

The winners for the team category of the Awards were:

Commercial Cookery Team

Tender Writing Team – Diversity & Community Development

- A significant number of grants were obtained during the year including Reframing the Future, LearnScope and Professional Development Support Program.

OCCUPATIONAL SAFETY AND HEALTH (OSH)

A comprehensive OSH Business Plan that recognises the College's approach to OSH to ensure that safe management practices applies to all staff, students, visitors and contractors of the college. The Business Plan addresses five key strategic objectives:

- Commitment to achieving high standards of occupational safety and health through effective safety management
- Planning is used to establish and maintain a safety management system
- Mechanism established to consult with employees and is working effectively
- Effective system to identify hazards and assess and control risks
- Training arranged to reduce work related risks and evaluated to ensure effectiveness

Interim Audit - OSH Management System

An assessment of the College's OSH management system was undertaken September 2002. The purpose was to measure progress on the remedial actions identified previously, assist in determining future priorities and make additional recommendations particularly in relation to the standard required for a Silver Certificate of Achievement. It reviewed and

focused on the 36 recommendations made in the inaugural 2000 WorkSafe Plan assessment and interviewed members of staff to gather relevant information.

The audit concluded that many of the 36 recommendations had been adequately addressed in a relatively short period of time and satisfactorily met desired outcomes. It was assessed that the college was achieving at least a 60% rating for three out of the five essential elements and on completion of specific recommendations another planned audit during 2003 may result in a recommendation to WorkSafe WA for a Silver Certificate of Achievement.

OSH Reference Manual

A comprehensive OSH reference manual was developed during 2002 that provides staff with information and outlines general rules, procedures and precautions. Used in conjunction with the OSH Act it assists managers, supervisors and staff in general to recognise their responsibilities towards workplace safety and health and gain understanding of the implications of OSH legislation that affect them.

OSH Training Program

Training is an essential part of the College OSH Plan to enable employees to undertake their duties in a safe and proper manner. The following training programs were offered:

- Senior First Aid Training
- OSH Training for Managers, Supervisors and General Staff
- Introductory and Advanced Training for OSH Representatives
- Occupational Overuse Syndrome Awareness
- Emergency Evacuation and Warden Training
- Stress Management
- Manual Handling

During 2001/2002 a total of approximately 315 staff attended the above training courses.

Financial Management and Audit

Audits

No audit qualifications were recorded during the year and no audit report indicated any substantial financial issue requiring attention. In addition, the Finance Section provided essential assistance with the conduct of the Internal Audit Program and addressing financial management issues identified in the reports.

New Financial Management Information System

During the year, staff members have been engaged in planning for the introduction of a new Financial Management Information System. In the latter part of the year, detailed strategies have been developed to enable the implementation of the new system at Challenger TAFE in early 2003.

Student Fees and Student Debt Management

Management of the financial component of the on-line enrolment system (CES) streamlining the collection and processing of revenue from students.

Financial Monitoring and Financial Management

Within the prevailing financial environment, on-going financial monitoring and management are essential tools of all organisations. During 2002 the Finance Section has ensured that enhanced financial assessments were regularly undertaken at Business Unit level and that Management were fully informed on all issues regarding the financial health of the College and the College's performance against initial financial estimates for 2002.

College Policies

In cooperation with numerous sections throughout the College, the Finance Section assisted in the development or enhancement of a number of policies required by the College to support its operational activities. These included:

- Policies pertaining to enhancing performance in the collection of student debt;
- Effective management and recording of commercial revenues;
- Enhancement of information available on the Executive Information System;
- On-Going development / enhancement of College Accounting Manual

Electronic Funds Transfers (EFT)

During 2002 in order to streamline payment arrangements, the numbers of creditors receiving payment through EFT processes has been increased.

Information Systems

HIGHLIGHTS

The information systems provided at Challenger TAFE directly support educational delivery; data collection, analysis and reporting; management and administration. Under the guidance of Tony Sefton, Manager of the Information Systems Division, the College is providing state-wide guidance in the development of new technology suitable for the Western Australian training system. The highlights for 2002 include:

Executive Information system (EIS)

During 2002, a number of enhancements were developed and implemented to the EIS, which significantly improved the reporting capability in finance, human resources, training delivery and assets.

Customer Enrolment System (CES)

In the development and introduction of this significant new on-line enrolment system, Information Systems staff managed the information and communications technology aspects, which contributed greatly to its success.

Operating Systems

The Administrative Network is currently being upgraded from Novell 4 to Novell 5 and the Educational Network is being upgraded to Novell 6.

Identity Management System (IMS)

Work has commenced on establishing an Identity Management System using Novell and e-Directory which when completed will allow:

- all students to have accounts on the network to enable them to have access to their own personal data.
- individual student accounts will be created to enhance student learning.
- accounts to be created directly for e-training students.

New Technologies

- Thin Client Technology – introduction of this technology for the Educational Network will enable the College to keep up-to-date with new software.
- Development work is also being undertaken on the Administrative Network which will enable software to be delivered to remote users.
- IP Telephony – the Division is currently investigating the Colleges ability to use IP Telephony throughout the College.
- Student Card – the College is currently developing Student Card technology which is anticipated to be piloted in Semester 1 2003.

Assets and Facilities Development

The Assets & Facilities Development Section supports the capital works, procurement, asset management and vehicle fleet operations within Challenger TAFE.

Capital Works

- Completion of the \$5.4m Environmental Science and Rural Studies buildings at Murdoch Campus. The Rural Studies building opened in February 2002 followed by the Science building in May.
- The next project proceeding through design development is the Fremantle Maritime Redevelopment Stage 2 – Fleet Street precinct.

Purchasing

- A major highlight was the granting of a higher partial exemption level by the State Supply Commission to Challenger TAFE in March from \$50,000 to \$100,000. This resulted from a successful audit of our purchasing practices and procedures in late 2001. It is recognition of the level of professionalism and diligence attained by the staff in the Supply Section.
- In May GEM on-line purchasing went live and is currently in restricted operation at the user level on the Fremantle Campus site. Further development of this initiative will depend on the introduction of FMIS in 2003 and availability of interfacing software.
- The section has continued to refine purchasing processes including the introduction of contract management planning for major procurements.
- Purchased approximately \$500K worth of high technology scientific equipment for the new Science complex at Murdoch Campus.

- Issued tender for new generation circuit board soldering equipment worth \$137K.
- Purchased marine simulator software and hardware for the WA Maritime Training Centre – Fremantle worth \$210K.
- Processed total annual expenditure of over \$11m on goods and services.

Vehicles

- The College vehicle fleet was maintained satisfactorily during 2002 with an increase in LPG powered vehicles being achieved in accordance with current Government Fleet Policy.

Assets Management

- Asset staff continued to realign the asset management system with the finance cost centre codes and this was loaded onto the EIS during 2002 (in test mode only). This will enable an asset replacement strategy to be established for the College in the future. Further development of this project is temporarily suspended until introduction of the FMIS is completed in 2003.

Training & Development

- Staff attended selected training sessions conducted through Northern Group Training during 2002 in accordance with the section training plan continuing to improve the staff competencies particularly in procurement related activities.
- Purchasing staff have attended briefing sessions conducted by the State Supply Commission to familiarise themselves with the reviewed Buy Local Policy and co-ordinated an in-house information session by DoIT to provide members of Information Systems and Supply the means to access the new Government SPIRIT Information Technology contract.

Challenger TAFE Learning Resource Centre

Supporting a Student Centred Learning Environment

Historically the role of librarians and libraries has been to provide a service for students and lecturers within a mainly physical, face to face learning environment, where learners and lecturers always came to the library. However, with the increase in the use of the Internet in the learning environment, access to online learning resources and services is becoming increasingly important.

During 2002 the college Learning Resource Centre implemented a range of strategies to increase the accessibility of their services and learning resources including:

IP Linking

Access to LRC databases on student and administration networks became restricted by IP address. Staff and students are now able to access a range of databases (from within Challenger TAFE) without entering passwords.

Learnscope

LRC staff participated in a Learnscope project. The project's focus was to develop a library e-reserve: a service in which lecturers provide their students with electronic access to high-demand/limited-supply library resources. The LRC's e-reserve service should be available to lecturers by Semester One – 2003.

Shelf Readiness

The LRC embraced a "shelf-ready" approach to book purchasing. Most books are now ordered through James Bennett Pty Ltd, and arrive at the LRC fully catalogued and labelled. This type of streamlining enables staff to be freed from traditional, routine library tasks, and to engage in new and emerging work opportunities in the LRC.

Renovations at Maritime

The staff storeroom at Fleet Street was converted into a computer lab to containing nine PCs. Work began during May. The new room alleviated some of the space problems in the Maritime Library, after computers were relocated into the lab. The number of computers available for students to use the Internet, library databases, toolboxes, word processing and CD-roms has doubled.

Records and Information Management

As part of the Colleges strategy to comply with the State Records Act 2000 a Retention and Disposal Schedule was developed, which covers all College records, and approved by the State Records Advisory Committee in October 2002.

The Records and Information Management Section is currently reviewing and developing procedures in line with the State Records Act 2000, to improve its management of records throughout the College.

Challenger TAFE complies with the following legislation in carrying out its functions and activities:

- Equal Employment Act 1984
- Education Act 1928
- Electoral Act 1907
- Financial Administration & Audit Act 1985
- Freedom of Information Act 1992
- Government Employees Superannuation Act 1987
- Industrial Relations Act 1979; 1990 Commonwealth
- Occupational Health, Safety and Welfare Act 1984
- Public Sector Management Act 1994
- Vocational Education and Training Act 1996
- Workers' Compensation and Assistance Act 1981
- Workplace Agreement Act 1994

Challenger TAFE has exercised controls, which provide reasonable assurance that it has complied with all relevant requirements of the written law including those for the receipt and expenditure of monies, the acquisition and disposal of public properties and the incurring of liabilities.

Freedom of Information Statement – (FOI Act S96-97)

Challenger TAFE meets the requirements of the FOI Act to provide the public right of access to information, which it holds. Details of its organisational structure, mission, values, goals and policies are incorporated in a range of documents including its Quality Manual and Annual Report. Sources of information available to clients and customers without using the FOI instrumentation include:

- course information (College web-site, enrolment dates, Handbook, advertisements, flyers)
- the Course Information Officers and Prospective Student Advisers (available at all delivery sites)
- the College's Customer Service Charter and Annual Report
- student support services brochures and student diary
- Policy and Procedures Manual – available at the Learning Resource Centres (LRC's)
- "Seven Waves" magazine produced by the College (distributed to industry, staff and graduates)

One application under the FOI Act was received during 2002 and processed.

Advertising and Sponsorship (Electoral Act 1907 S175ZE)

Challenger TAFE paid \$344,864 to Marketforce, a division of Marketforce Advertising for advertising purposes during 2002. This amount included \$54,534 for advertising for recruitment purposes.

Waste Paper Recycling

Challenger TAFE conducts a recycling program including waste paper throughout its campuses and offices. Staff were actively encouraged to recycle all paper. This was achieved by:

- The provision of special recycling bins in store rooms adjacent to photocopier machines
- The provision of a confidential documents disposal system
- The provision of receptacles for staff to use at work stations to collect recyclable paper
- Utilisation of the WA Government's Waste Paper Contract (146001/CT146011C 2002)

Students are actively encouraged to recycle containers manufactured from glass, plastic, paper and cardboard. This is achieved by the provision of receptacles for glass, plastic, paper and cardboard for students to use at stations located at cafeterias to collect recyclable materials.

Industrial Relations

There were no significant industrial issues at the College during the year.

Occupational Safety and Health (Including Workers Compensation)

In accordance with the Occupational Safety and Health Act 1984, Challenger TAFE has in place a number of OSH Committees both at the Campus and College levels. These committees provide a forum whereby employers and

employees can discuss college safety and health issues such as policy development, planning, monitoring programs, emergency procedures, safety and health training, trends in accident and illness reports and accident investigations. An extensive review of the functions and objectives of committees was completed in 2001 and a comprehensive OSH Business plan was implemented in 2002. Further details are included in the **Human Resource Management and Development** section.

There were 12 workers' compensation claims submitted during 2002, including two that are still pending. Two claims are currently active with some 15 claims having been settled or closed over the past 12 months.

Pricing Policy

Challenger TAFE adhered to all guidelines and policies relating to fees and charges as covered in the "Fees and Charges Guidelines 2002" issued by the Western Australian Department of Training. Resource Fees charged to students were struck in accordance with the guidelines and were endorsed by the Governing Council in December 2001 for application in 2002.

Evaluations - Circular to Ministers No 37/94

Evaluations are a regular and ongoing part of the quality processes of Challenger TAFE and are conducted in a number of different ways throughout the year.

1. *Executive Information System* - each business unit has targets set for revenue, expenditure, human resource utilisation and, in the case of the Training Divisions, training delivery. The Executive Information System provides continuous feedback on relevant target achievement on-line via the College's Intranet to each management level and the management levels above.
2. *Module Evaluation* - at the conclusion of each module of study, students are asked to complete a short evaluation form from which the Quality Unit analyses and collates the data. The questions pertain to classroom management and teaching, curricula, resources and equipment and the learning environment. The analysis and comments are provided to the appropriate manager and Director for response.
3. *State and National Surveys* - the College participates in the state Student Satisfaction Survey and the national Student Outcomes Survey and results are reported in the Key Performance Indicators. Detailed results are also made available to the Executive and managers.
4. *Customer Comment Forms* - the Customer Comment forms are available throughout the College and are provided so that staff and clients can criticise or praise any aspect of the College's activity. The forms are processed through the Quality Unit and forwarded to the relevant business unit/s to address. The Quality Unit staff records resultant actions or tasks and an aggregation of all data and responses is reported to Executive regularly.

Disability Services Plan Outcomes (Disability Services Act S29)

Strategies to ensure the accommodation of the needs of people with disabilities have been put in place. They include:

- Adaptive technology (large key boards, closed circuit scanner, height adjustable desks) have been purchased to enable services to be adapted to meet the needs of people with disabilities.
- Classroom accessibility by ramp or lift and installation of rails where necessary.
- Print materials on Disability Services are in large text format and alternative forms of notes
- A full-time Disability Services Manager is available to all students;
- Students with disabilities play an active role in College committees

Further information on Disability Services is included in **Section 3: Report on Customer Focus**.

Equal Employment Opportunity (RMIG & EEO Act 1984, S146)

Strategies to ensure equal employment opportunities include adherence to public sector guidelines on recruitment and selection and are underpinned by the Performance and Development System applied throughout the College. Equity indexes as recorded in the Diversity Report published by the Office of Equal Employment Opportunity are included in the **Human Resource Management and Development report**.

"Action" A State Government Plan for Young People 2000 – 2003

A wide range of the College's activities are aligned to the six Framework Indicators as provided in the "Action" Plan developed by the Office of Youth Affairs ". During 2002, 7645 students aged from 15 to 24 years of age enrolled in Challenger TAFE courses representing 37% of the total student population (compared to 33.46% in 2001, an increase of 3.54%).

- **Citizenship and Participation** – Challenger TAFE has assumed responsibility for Leadership WA and incorporated its activities into its WA Centre for Leadership & Community Development
- **Justice and Legal Issues** – Programs for “Youth at Risk” run in conjunction with police and community groups at the WA Maritime Training Centre - Fremantle and Kwinana Centre had very positive outcomes with some young people gaining employment and others committing to full-time study. Aboriginal staff are employed and the Kadadjiny Mia Centre for Aboriginal Learning provides support to all Aboriginal students.
- **Health and Well-Being** – the Student Services section organises a number of campus activities designed to inform young students on relevant issues relating to important social issues and their health and well-being.
- **Culture, Recreation and Lifestyle** – Challenger TAFE provides recreational training programs designed to enable young people to manage recreational and sports programs and specifically caters for Aboriginal recreational programs. It also provides a range of arts programs both as formal award courses and through its Community Education classes and conducts Certificates III and IV in Aboriginal Visual Arts.
- **Education, Training and Employment** – Challenger TAFE provides an extensive range of vocational education and training programs all of which are accessible by young people. It offers an expanding repertoire of flexible delivery including on-line delivery and on-line enrolments for students. Arrangements are in place between the College and many schools to offer ‘VET in Schools’ programs.
- **Living in the Community** – accommodation advice is provided to students through Student Services and information on support services and advice is maintained in self-help pamphlets and brochures.

For more information on Challenger TAFE’s achievement in addressing the needs of youth, see ‘*A commitment to youth*’ in *Section 3: Reports on Customer Focus*.

Language and Cultural Diversity Outcomes

A Diversity Plan relating to both staff and students was implemented in 2002 and is incorporated within the Directorate Business and Operational Plans of the Business Units. Strategies implemented to support diversity with regard to students are outlined in the **Section 3 Reports on Customer Focus**. Staff diversity was enhanced through training programs for Indigenous lecturers. A staff training program in diversity and cultural awareness is available on-line.

Energy Management

Throughout 2002, Challenger TAFE has taken significant steps towards reducing its energy consumption. As a nominated agency it is required to meet the requirements of the Governments Energy Smart Policy and take appropriate steps to reach a staged 12% reduction its stationary energy use by 2007. The college has taken steps to meet its obligations under the Energy Smart Government Policy through initial Data collation for the 2001/2002 energy baseline, forwarded to the Sustainable Energy Development Office by December 2002. In addition the College:

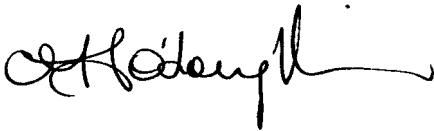
- Created an energy management team (The SPARC’s) to
 - Develop EMS, and Policy Statements
 - Assist in collation of Energy Smart reporting data
 - Provide regular reports to Executive on Energy Management
 - Highlight events, savings ideas and achievements
 - Develop a sense of ownership through the promotion of progress towards Energy Smart savings targets
 - Use media such as Intranet, Internet, College Catch-up, Seven Waves
 - Integrate energy efficiency into other college policies and procedures. eg. purchasing, room utilisation
 - Provide advise to staff on energy efficiency issues
 - Incorporate elements of energy efficiency into strategic, business and operational plans
- Conducted an energy audit at the WA Maritime Training Centre – Fremantle to identify key areas of energy consumption and to identify opportunities to make energy savings.

The College implemented energy saving initiatives at Rockingham Campus, through Campus Services, to reduce energy wastage, reduce consumption and therefore costs. These initiatives included: fitting motion sensors to classrooms to turn off lights in un-occupied rooms; adjusting air conditioners to be more efficient and re-lamping classrooms, and passageways to provide adequate light levels using less energy through Tri-phosphor tubes.

STATEMENT OF COMPLIANCE WITH PUBLIC SECTOR STANDARDS (PUBLIC SECTOR MANAGEMENT ACT 1994 S311)

In the administration of Challenger TAFE, I have complied with the Public Sector Standards in Human Resource Management, the WA Public Sector Code of Ethics and our Code of Conduct.

I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that the statement made above is correct. I conduct and commission appropriate checks and audits, including those associated with endorsement under ISO 9001 and as part of the Australian Quality Training Framework (AQTF) to assure myself that these procedures have been carried out.

A handwritten signature in black ink, appearing to read 'Michael O'Loughlin', with a long horizontal flourish extending to the right.

Michael O'Loughlin
A / Managing Director

Outcome, Outputs and Performance Information

Outcome: The development and delivery of quality, vocational education and training services and products which contribute to the economic and social development of the College's clients, community and region.

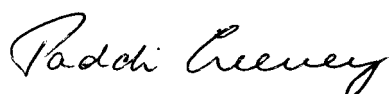
Output: Development and delivery of quality vocational education and training services and products which contribute to the social and employment-related skills of Challenger TAFE's clients and promote industrial, community and regional growth and development.

Output Measures - reported in accordance with Treasurer's Instruction 904.

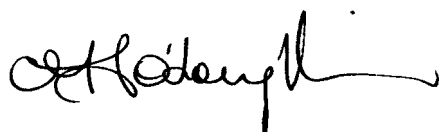
	2002 Targets	2002 Actual	Change	Explanatory Notes
1. QUANTITY				
1.1 Total Student Curriculum Hours (SCH) delivered (profile +non-profile)	3,411,761 + 601,148 =4,012,909	4,180,540	+1,676,319	Increases in profile targets and delivery (DPA Second Addendum) and fee-for-service activities.
1.2 Profiled Delivery Target Achievement	100%	100.22%	-0.45%	Profile includes employment-based and institutional delivery. While employment-based training delivery improved, it did not quite reach the increased targets.
1.2 Non-Profile Delivery (as a proportion of SCH)	17.7%	18.21%	+0.51%	Target is based on actual delivery in 2001. Improvement due to increased fee-for-service activity.
2. QUALITY				
2.1 Student Satisfaction - Apprentices & Trainees	86%	89.5%	+3.5%	The target is based on 2001 results. The increased satisfaction may be due to the specialist apprenticeship unit better meeting the needs of apprentices and employers.
2.2 Student Satisfaction - Other Students	80%	83.2%	+3.2%	The benchmark for the State is 80%. The decrease in satisfaction from 2001 (85.3%) correlates to a decrease in satisfaction across the state
2.3 Graduate Satisfaction ²	78.0%	81.2%	+3.2%	The target remained the same for 2001. The increase satisfaction reflects the college's progress in meeting client's needs
2.4 Graduate Employment Status ¹	68.0%	65.2%	-2.8%	The target remained the same for 2001 Lack of employment opportunities for graduates in IT sector.
2.5 Module Load Completion Rate (MLCR) - Successful training completions ¹	74.0%	76.72%	+2.72%	The target remained the same for 2001. The marked improvement may be due to better retention strategies and better initial fit between student expectations and course.
3. TIMELINESS				
3.1 Completion of Delivery and Performance Agreement	November	December	1 month	Final document was signed at the December meeting of the Governing Council.
4. COST				
4.1 Cost per SCH	\$12.09	\$12.71	+\$0.61	The target is based on 2001 results. SCH operating costs include Capital User Charge. Increased operating costs associated with R&D do not increase SCH but increase cost per SCH.

CERTIFICATION OF KEY PERFORMANCE INDICATORS

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the performance of Challenger TAFE and fairly represent the performance of the college for the financial year ended 31 December, 2002.



Paddy Creevey
Chair, Governing Council



Michael O'Loughlin
A / Managing Director

17 April 2003



AUDITOR GENERAL

To the Parliament of Western Australia

CHALLENGER TAFE

PERFORMANCE INDICATORS FOR THE YEAR ENDED DECEMBER 31, 2002

Matters Relating to the Electronic Presentation of the Audited Performance Indicators

This audit opinion relates to the performance indicators of the Challenger TAFE for the year ended December 31, 2002 included on the Challenger TAFE's web site. The Governing Council is responsible for the integrity of the Challenger TAFE's web site. I have not been engaged to report on the integrity of this web site. The audit opinion refers only to the performance indicators named below. It does not provide an opinion on any other information which may have been hyperlinked to or from these performance indicators. If users of this opinion are concerned with the inherent risks arising from electronic data communications, they are advised to refer to the hard copy of the audited performance indicators to confirm the information included in the audited performance indicators presented on this web site.

Scope

I have audited the key effectiveness and efficiency performance indicators of the Challenger TAFE for the year ended December 31, 2002 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 Challenger 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, 2002.

D D R PEARSON
AUDITOR GENERAL
May 30, 2003

Key Performance Indicators

CHALLENGER TAFE'S MISSION IS:

- To support the growth and strengthening of a skilled workforce for Western Australian industry.
- To ensure ongoing community access to skills acquisition and enhancement.
- To benefit the Western Australian economy through the development of regions and diverse communities.
- To contribute to the development of the competitiveness and innovation of Western Australian industry through participation in applied research and development activities in collaboration with enterprises and other education sectors.

This mission is achieved by the outcome: "To develop and deliver quality vocational education and training services and products that contribute to the social and employment-related skills of Challenger TAFE's clients".

Challenger TAFE's vocational education and training services and products are funded through a combination of financial arrangements. These include:

- Public funding allocated through the College's Delivery and Performance Agreement with the Department of Training,
- Successful negotiation of publicly funded tenders,
- Commercial contracts,
- Research and development grants, and
- Fees and charges paid by its students and clients.

The following effectiveness and efficiency indicators have been developed to assist in the College's monitoring and management processes and to enhance its accountability to its stakeholders. They are subject to audit under the provisions of the Financial Administration and Audit Act 1985.

Key Indicators of Performance Effectiveness

STUDENT SATISFACTION SURVEY – DATA BASED ON THE STATE SURVEY OF ENROLLED STUDENTS

A survey managed by the Western Australian Department of Training during the 2002 academic year measured student satisfaction at institution and state level and provides an indicator of the effectiveness of Challenger TAFE's training services and products. The survey asked students about their degree of satisfaction with the quality and relevance of their courses and the teaching, student support, learning resources and facilities provided.

1. Overall Student Satisfaction with Course (ANTA Scope only)

Similar to 2001, the Department of Training survey involved a 'mass market' approach around a two-stage mail out strategy. The results provided in December 2002 were drawn from a sampling of Challenger TAFE students enrolled in publicly funded courses in 2002 (includes both institution and enterprise-based students). The results indicated an overall student satisfaction level of 83.5% with their training program.

Table 1: College and State Student Satisfaction Percentages 1998 - 2002

	1998	1999	2000	2001	2002
College	83.0%	84.0%	78.2%	85.4%	83.5%
State	82.0%	83.3%	79.3%	87.3%	82.9%

1.1 **Source:** 2002 Student Satisfaction Survey: (The Western Australian Department of Training contracted Market Equity to conduct the surveys at all Western Australian TAFE Colleges).

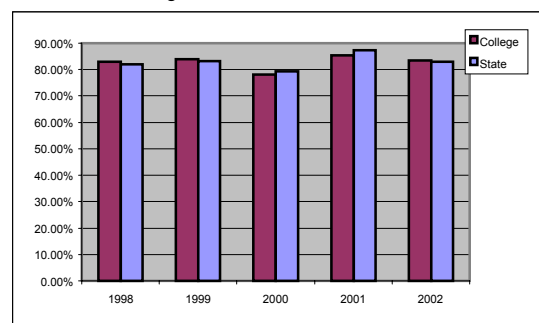
1.2 **Methodology:** The 2002 Student Satisfaction Survey, as in prior years, was conducted across a weighted sampling of those students who were enrolled in a publicly funded course at either a TAFE College or a publicly funded private training institution in semester one or semester two of 2002. Two surveys instruments were used, one focussed on the needs of enterprise-based students and the other on those of institution based students. The results from the survey of apprentices and trainees, which had been excluded in 2000, were again included in those for 2002 as they had been in 1997, 1998 and 1999.

1.3 **Derivation:** The performance indicator was calculated using the collective responses to a question which was common to both survey instruments and which asked students about their level of satisfaction with their course at the TAFE College or private institution in which they had been or were enrolled in 2002.

1.4 **Explanation:** The satisfaction rate for Challenger TAFE was 83.5% and for the state 82.9%.

1.5 **Statistical Details:** Of the potential population of 10, 585 institution-based and 794 enterprise-based useable student records, 5293 institution-based and 388 enterprise-based students were surveyed. The response rates were 21% and 13% respectively. The sampling error for the survey of Challenger TAFE students was +/-2.17% at the 95% confidence level.

Figure 1: Student Satisfaction



2002 STUDENT OUTCOMES SURVEY – NATIONAL SURVEY OF 2001 GRADUATES

Source: The following two Key Performance Indicators relating to Graduate Destination and Graduate Satisfaction are both derived from the national 2002 Student Outcomes Survey, funded by the Australian National Training Authority (ANTA) and conducted by NCS Pearson on behalf of the National Centre for Vocational Education Research (NCVER). The survey collects key information on the employment status, further study destinations and satisfaction with their training program of graduates in each Australian state and territory who successfully completed a vocational education and training (VET) award during 2001. All the graduates surveyed had completed their course at a TAFE institute and had an Australian address as their usual address. Hobby, recreational and short courses were excluded from the survey. In Western Australia the survey was, as in previous years, based on a census although in other states a weighted sampling methodology was used.

Methodology: The measures are drawn from the survey report titled “2002 Student Outcomes Survey, Western Australia, Institute Report, Challenger TAFE” dated November 2002 that provides comparative data on an institutional, state and national basis.

Statistical Details: 1,200 Challenger TAFE graduates were surveyed out of a population of 1,868. 655 responded, which represents a response rate of 55%. The standard error for this result was +/- 3.9% at the 95% confidence level.

2. Graduate Employment Outcomes (Destination)

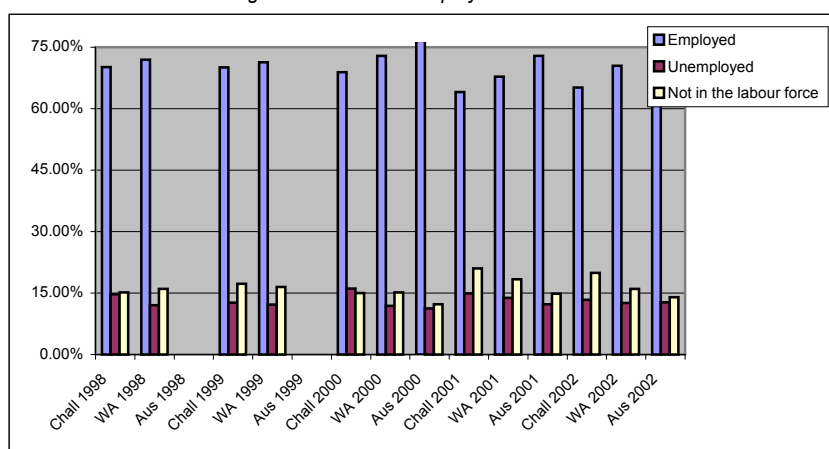
Graduates’ employment status after the completion of their training programs is an indicator of Challenger TAFE’s effectiveness in supporting the skilling of the workforce and contributing to the development of industries, regions and the economy.

The 2002 Student Outcomes Survey report indicated that of those students surveyed who completed their course at Challenger TAFE, the graduate employment rate was 65% compared with 70% for Western Australia and a national outcome of 72%.

Table 2: Graduate Employment Outcomes

		1998	1999	2000	2001	2002
Challenger TAFE	Employed	70.12%	70.08%	68.94%	64.08%	65.18%
	Unemployed	14.71%	12.63%	16.08%	14.89%	13.34%
	Not in the labour force	15.17%	17.30%	14.99%	21.04%	19.93%
Western Australia	Employed	71.97%	71.36%	72.92%	67.83%	70.50%
	Unemployed	12.02%	12.19%	11.88%	13.83%	12.55%
	Not in the labour force	16.00%	16.45%	15.19%	18.34%	16.05%
Australia	Employed			76.54%	72.90%	72.50%
	Unemployed			11.23%	12.28%	12.77%
	Not in the labour force			12.23%	14.82%	13.96%

Figure 2 - Graduate Employment Outcomes



- 2.1 **Derivation:** Graduate employment status was measured by questions asked each year on whether graduates were employed, unemployed and not in the labour force as at a specified date at the end of May. The measure is expressed as a percentage of the respondents to each category as a proportion of valid respondents. Note that national data on graduate employment outcomes are not available prior to 2000.
- 2.2 **Explanation:** As noted, the data for 1997 through to 2002 has been recalculated so that the percentage is based on the number of valid responses to each question. The proportion of graduates employed has increased slightly from that in 2001, however, the percentage of those not in the workforce has increased from 14.99% in 2000 to 19.93% in 2002.

3. Graduate Satisfaction

The three main reasons cited by Challenger TAFE's graduates for doing their course, starting with the most frequently given reason, were to get a job (33%), for interest and personal reasons (16.8%) and as a requirement of the job (12.5%).

The proportion of those surveyed who indicated that they achieved or partly achieved their main purpose in studying is an indicator of their degree of satisfaction with their training program. In 2002, 81.16% of Challenger TAFE's graduates (compared to 76.98% of Western Australian TAFE graduates and 77.98% of Australian TAFE graduates) achieved or partly achieved their main reason for studying.

Table 3.1: Graduates Achievement of Main Reason for Study

	1998	1999	2000	2001	2002
College	79.93%	79.87%	80.03%	77.99%	81.16%
Western Australia	81.25%	82.14%	79.15%	76.33%	76.98%
Australia			80.29%	78.96%	77.98%

Table 3.2: Graduates' Main Reasons for Study

	1999	2000	2001	2002
Employment- related	73.6%	73.6%	71.5%	71.3%
To enter further study	9.3%	9.8%	10.0%	9.1%
Personal or Interest	13.9%	14.1%	12.7%	16.8%
Other Reasons or Unknown	3.2%	2.5%	5.8%	2.7%

- 3.1 **Derivation:** In each of the Student Outcomes Surveys (previously called Graduate Destination Surveys) conducted since 1997, the same question regarding achievement of the main reason for doing the course was asked of graduates and the same rating scale used enabling maintenance of trend data. The measure has been rebased and reflects as a percentage of those who answered "Yes" or "Partly" as a proportion of all those who gave a valid response to the question.
- 3.2 **Explanation:** The survey indicates that most TAFE students throughout Australia are studying for vocational reasons and the majority of these seek to get a job. Note that national data on graduate satisfaction are not available prior to 2000.

PERFORMANCE INDICATORS BASED ON DATA FROM THE COLLEGE'S MANAGEMENT INFORMATION SYSTEMS (CMIS)

Every student at Challenger TAFE enrolls in one or more modules. Each module is linked to a relevant course and has a nominal number of curriculum hours. Students' enrolments in these modules generate Student Curriculum Hours (SCH). Module enrolments and therefore the SCH are coded in the system according to funding source, delivery location, method of study, occupational category to which the course has been assigned (WADT Group) and a variety of other categories. Data are aggregated according to the number of students enrolled in each module in any designated category.

Performance Indicators 4, 5, 7 and 8 are all derived from aggregated data using the standard SCH measure. The data for Key Performance Indicator 6 is also generated from CMIS. The measures have been generated from the 2002 CMIS Census provided by Challenger TAFE in January 2003 to the Western Australian Department of Training and which was extracted according to the Business Rules of the Australian Vocational Education and Training Management Information Statistical Standards (AVETMISS).

4. Achievement of College Profile Target

Profiled delivery is training which the Western Australian Department of Training purchases from Challenger TAFE under the terms of the Delivery and Performance Agreement. The training programs are specified by occupational category and course level in Student Curriculum Hour targets. The extent to which the College meets its profile targets is a measure of its effectiveness in contributing to the State Training Strategy and to industrial, community and regional growth and development.

Table 4.1: Targeted Profile Achievement

	SCH Profile Target	SCH Actual Delivery	% Achievement
2002	3,411,761	3,419,298	100.22%
2001	3,337,629	3,325,941	99.65%
2000	3,126,434	2,997,390	95.87%
1999	3,155,456	2,986,842	94.66%
1998	3,139,783	2,992,468	95.31%

Figure 4: Achievement of Profile Targets

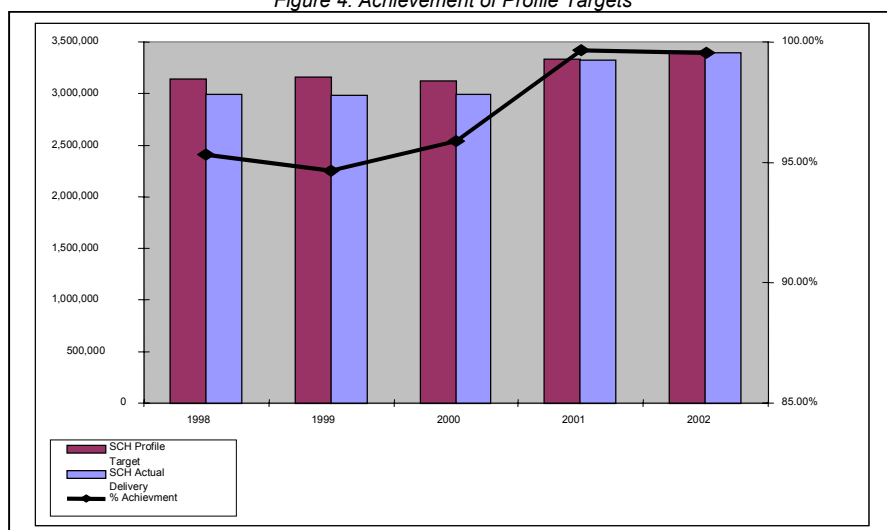


Table 4.2: Matrix Target to Actual Achieved Delivery of SCH

WADT Group	WADT Group Description	Delivery Achieved Profile SCH 2001	Delivery Achieved Profile SCH 2002	Delivery Target Profile 2002	Percentage Achieved 2002
0	Not specified		2,242		
01A	Recreation Sports and Entertainment	36,746	43,473	30,100	144.36
01B	Visual and Performing Arts	17,610	18,720	23,160	80.83
01C	Design	19,100	22,890	20,120	113.77
02A	Automotive	69,554	68,623	81,256	84.45
03A	Building and Construction	122,850	151,114	135,741	111.33
03B	Surveying and Building	10,810	13,280	20,000	66.40
04A	Community Service Workers	154,386	193,281	188,295	102.65
04B	Education and Childcare	84,819	84,424	80,980	104.25
04C	Health	43,136	43,080	20,660	208.52
05A	Finance Insurance Property Service Workers	1,224	10,270	4,680	219.44
06A	Food Trades and Processing	2,711	1,297	6,050	21.44
07A	Clothing Footwear and Soft Furnishings	37,113	50,806	52,276	97.19
08B	Printing and Publishing	100			
09A	Engineering and Drafting	116,266	123,105	111,993	109.92
09B	Metal and Mining	206,691	251,789	236,205	106.60
10A	Animal Care	6,363	8,297	6,400	129.64
10B	Forestry, Farming and Landcare	120,772	142,256	158,071	90.00
10C	Fishing	88,542	83,846	80,150	104.61
10D	Horticulture	316,023	358,124	331,934	107.89
11A	Process Manufacturing	2,620	2,690	6,800	39.56
12A	Personal Service	47,910	70,668	67,137	105.26
12B	Retail	33,359	28,252	24,660	114.57
13A	Cooking	102,395	82,595	90,852	90.91
13B	Hospitality	93,496	108,548	107,040	101.41
13C	Tourism	56,012	68,747	78,125	88.00
14A	Transport Trades, Storage and Associated	111,507	143,393	139,117	103.07
15A	Electrical and Electronic Engineering	106,276	122,397	145,081	84.36
15B	Electrical Trades	104,661	46,509	39,000	119.25
16A	Accounting and Other Business Services	205,793	134,721	163,749	82.27
16B	Management	100,921	105,463	117,680	89.62
16C	Office and Clerical	145,181	152,387	151,460	100.61
17A	Computing	301,143	278,181	273,605	101.67
18A	Science and Technical Workers	66,973	74,746	73,950	101.08
19B	Adult Literacy/ESL	203,819	160,317	170,008	95.92
19C	Languages	36,913	25,250	25,640	98.48
19D	Miscellaneous	20,974	17,377	16,960	102.46
19E	Targeted Access and Participation Courses	131,172	128,178	132,826	96.50
TOTAL		3,325,941	3,419,298	3,411,761	100.22%

4.1 **Source:**

2002 Challenger TAFE 2002 Delivery and Performance Agreement (DPA) and final (fourth) addenda and the College CMIS Census summary
2001 2001 Challenger TAFE Annual Report.

4.2 **Methodology:** The profiled delivery targets for 2002 were initially included in the College's Delivery and Performance Agreement with the Western Australian Department of Training and were finalised in the second addendum. The targets are detailed in the purchasing matrix cross-matched by WADT Group and WADT Level (see glossary for description of WADT Group etc.) Student curriculum hours credited to profile target achievement are labelled with a funding source code of "C" or "10" on the CMIS.

4.3 **Derivation:** The percentage achieved in each WADT Group and overall was calculated by dividing the achieved by the SCH targets specified in the addenda to the 2002 Delivery and Performance Agreement.

4.4 **Explanation:**

- Delivery achieved in 2002 was 93,357 SCH more than that achieved in 2001.
- Delivery achieved well above targets in WADT groups 1A, 4C, 5A, 10A and 15B was a feature in 2002. Institutional delivery exceeded the revised target and although there was some slight shortfall in the enterprise-based training target, the overall result of 100.22% was achieved.

5. Additional Non-profiled Training Programs

Most of Challenger TAFE's training programs are specified and funded in the annual Delivery and Performance Agreement through a formula driven resource-allocation process. Funds to support the delivery of additional training programs are secured through a variety of alternative strategies. These include tendering for public funds targeting specific enterprise or community training needs, fee-for-service customised training or provision for overseas students (in partnership with TAFE International Western Australia (TIWA)). Adult Community Education courses which cater for community and personal development including hobby courses are conducted on a self-supporting basis.

Table 5: Non-Profile Delivery as a Proportion of Total Delivery

	1998	1999	2000	2001	2002
Profile	2,992,468	2,986,842	2,997,390	3,325,941	3,419,298
Non-profile	449,514	515,781	557,029	715,318	761,242
Total Delivery	3,441,982	3,502,623	3,554,419	4,041,259	4,180,540
% of Non-Profile	13.06%	14.73%	15.67%	17.70%	18.21%

Figure 5a: Proportion of Non-profile to Profile Delivery

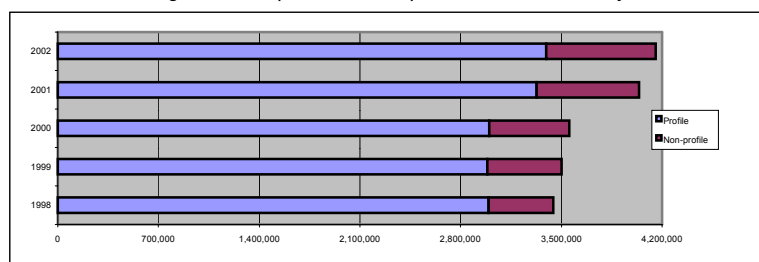
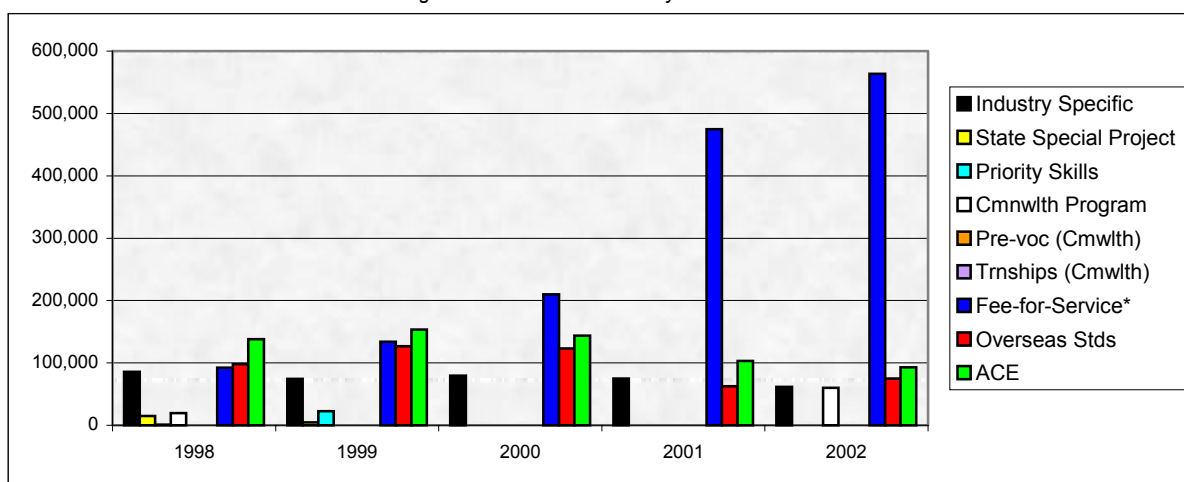


Figure 5b: Non-Profile Delivery 1997 to 2002



5.1 **Source:** Non-profiled delivery is that which is funded other than through the Delivery and Performance Agreement between the College and the Western Australian Department of Training. Student enrolment in non-profile courses is identified on the College Management Information System (CMIS) by funding source codes other than "C" or "10".

5.2 **Explanation:** The total delivery of 4,180,540 SCH is a small increase of 139,251 SCH on 2001 delivery. The non-profiled component achieved an increase of 45,924 SCH from 2001, and, as a proportion of the whole delivery, expanded slightly from 17.70% to 18.21%.

The training recorded on the CMIS for overseas students relates only to delivery to those students whose usual address is overseas but who are located within Western Australia while studying and does not include training delivered in other countries.

6. Diversity and Community Development (previously Access and Participation) Delivery

Diversity and Community Development programs are designed to meet specific vocational educational and training needs relating to:

- Cultural, physical and language differences or educational disadvantages which inhibit people's capacity to meet the criteria for entry into mainstream vocational training programs or employment; or
- The acquisition of skills which particularly contribute to and support community development – eg. leadership, youth at risk.

Groups with special needs that are catered for within the programs include women, Aboriginal people, people with disabilities and learning difficulties, migrants and others. The programs provide skill development in communication, personal development and initial vocational competencies improving students' access to employment or further training and enabling them to participate in their communities more effectively. The measure is a useful indicator of Challenger TAFE's effectiveness in meeting the needs of its clients and supporting the social and economic development of the individuals and the community.

Table 6: Diversity and Community Development as a Proportion of Total Delivery

	1998	1999	2000	2001	2002
Diversity & Community Development Programs	296,320	312,344	335,003	444,743	463,840
Other Programs	3,145,662	3,190,279	3,219,416	3,596,516	3,716,700
Total Training Delivery	3,441,982	3,502,623	3,554,419	4,041,259	4,180,540
Diversity & CD % of Total	8.61%	8.92%	9.42%	11.01%	11.1%

- 6.1 **Source:** The data are derived from the 2002 census information provided to the Western Australian Department of Training in January 2003 and from the figures audited and published in the College's Annual Reports 1998 to 2001.
- 6.2 **Methodology:** The aggregated data representing the Challenger TAFE delivery of diversity and community development programs comprises:
- All courses identified as WADT Group 19B (Literacy)
 - All courses identified as WADT Group 19E (Access & Participation)
 - Aboriginal Community Recreation courses in WADT Group 01A
 - Aboriginal Visual Art courses, WADT Group 01B
 - Certificate II in Aboriginal Community Health Care
 - Kitchen Hand Attending and Integrated Literacy course, WADT group 13A
 - Certificate II in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding) in WADT group 13C
 - Marine Entry Training Program for Youth at Risk in WADT group 14A
 - Certificates II, III and IV in Leadership in WADT group 16B
- 6.3 **Derivation:** The measure comprises the sum of the Student Curriculum Hours delivered in the categories designated above and expressed as a percentage of the total SCH delivery. It represents a small increase in delivery on 2001 figures.

Key Indicators of Performance Efficiency

The level of expenditure required to produce an output or product unit is a standard measure of efficiency. The major unit of product output for the Challenger TAFE is the Student Curriculum Hour and the average cost per SCH provides an indicator of efficiency.

7. Cost per SCH of Challenger TAFE Training Delivery

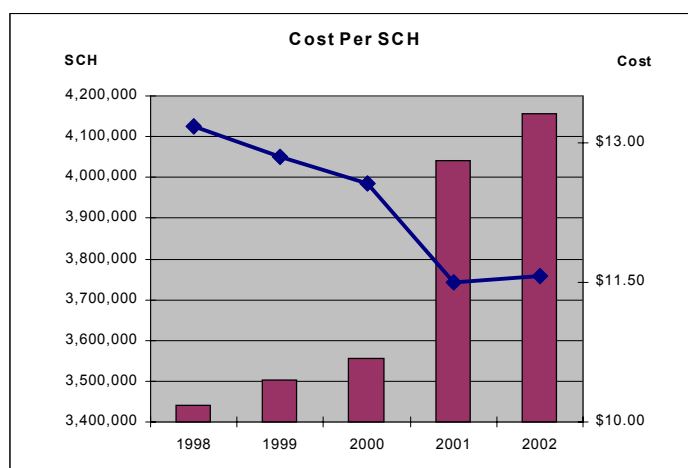
The output of Challenger TAFE's training services and products is quantified through the standard measure of Student Curriculum Hours (SCH) which contribute to the social and employment-related skills of its clients and promote the growth and development of individuals, industries and the community. A measure of the College's efficiency is the cost per SCH averaged across all programs and inclusive of all funding.

Table 7a: Cost per SCH

	SCH	Cost per SCH
1998	3,441,982	\$13.17
1999	3,502,623	\$12.85
2000	3,554,419	\$12.56
2001	4,041,259	\$11.50
2002	4,180,540	\$11.57

Table 7b: Cost per SCH (including Capital User Charge)

2001	4,041,259	\$12.09
2002	4,180,540	\$12.71



*Figure 7:
Total Delivery (bar graph) and Cost per SCH (line graph)*

- 7.1 **Source** The Financial Data applied in the measure is from the 2002 Financial Statements included in this report. The total of the Student Curriculum Hours of training delivered is as reported in Key Performance Indicators 5 and 7 from the 2002 census provided to the Western Australian Department of Training in January 2003.

- 7.2 **Methodology:** The average cost per Student Curriculum Hour is derived from the amount identified as "Total Operating Expenses" divided by the total Student Curriculum Hours delivered. The Capital User Charge that has been introduced in the 2001 financial reports has been excluded from table 7a and graph 7 to maintain comparison with previous years. The adjusted Cost per SCH inclusive of the Capital User Charge of \$ 4,971,464 is shown in Table 7b.
- 7.3 **Explanation:** The average cost of \$11.57 per SCH in 2002 shows a slight increase in costs of 7c from that of 2001. Factors which influence the cost per SCH but may not directly contribute to SCH production include:
- the depreciation and amortisation of the College's capital. Challenger TAFE has 17 sites across an extensive geographic region and the cost of these multiple facilities increases the influence of its capital elements on its operating costs. Depreciation is included in the total operating expenses and therefore influences the price per SCH;
 - funds associated with research and development projects such as the Aquaculture Development Unit, curriculum and training package development and ANTA "Toolbox" projects are included in the operating costs but do not result in increased volume of training delivery and are often conducted on behalf of the national or state VET system;
 - consultancy services, especially those related to the development of overseas training programs which have no Australian "on-shore" delivery are externally funded and incur costs reflected in the price per SCH but do not contribute to the production of SCH;
 - the contracted training provided to the Australian Submarine Corporation by Challenger TAFE affects the revenue and expenditure of the College but, due to security arrangements, the Navy staff undertaking the submarine training program are not enrolled on Challenger TAFE's systems. The program is taught by Challenger TAFE staff and the associated costs are reflected in the total operating expenditure but the enrolments are not included in the Student Curriculum Hours recorded on the CMIS;
 - the Capital User Charge for the use of government buildings and facilities is included in the financial reporting for the first time in 2001. Its inclusion increases the total Operational Costs and therefore adds to the Cost per SCH but it does not generate additional training delivery. Two data sets are provided - one cost per SCH without its inclusion to maintain the comparison with previous years and the second new data set to provide the basis for comparison in future years.

Glossary of Terms Used in the Key Performance Indicators

Census

The student-based information gathered on the College Management Information System (CMIS) and provided to the Western Australian Department of Training (WADT) periodically and at the conclusion of the academic year as specified in the Delivery and Performance Agreement. The census has a formal set of Business Rules, complies with the Australian Vocational Education and Training Information Statistical Standards (AVETMISS) and is the source of the measures of target achievement for the College. Delivery is measured in Student Curriculum Hours (SCH). The following categories of activity do not produce SCH and are excluded from the census:

- exam only (no tuition) enrolments
- enrolments which commenced prior to 1 January of the calendar year or which were reported in a previous full year collection
- exemptions
- unsupervised field placements
- module enrolments in which no attendance or submission of work are recorded.

Course

Every module must be attached to a course, which usually comprises one or more modules. The same module may be assigned to more than one course.

Delivery and Performance Agreement (DPA)

Constitutes a Resource Agreement, as per Section 5 of the Vocational and Training Act 1996, between the Western Australia Department of Training representing the Minister for Training, and the Governing Council of the College for the delivery of vocational education and training for the agreed calendar year.

Module

A unit of training, usually with a prescribed curriculum, in which a client enrolls within a course structure. Modules may or may not be assessable. All modules must be assigned to a course for enrolment purposes.

Profiled Matrix

Refers to the approved planned delivery by the College as described in Schedule 1 of the DPA. This consists of the SCH for each combination of WADT Group and WADT Level.

Student Curriculum Hours (SCH)

The nominal hours assigned to a program of study by the curriculum or, in the absence of an endorsed curriculum, by common agreement with the Western Australian Department of Training's Statistical Unit.

WADT Group

A classification of courses based on the Australian Standard Classification of Occupations and related to the occupation or outcome the course is intended to serve. This classification provides the horizontal or "X" axis of the Profile Matrix. The classification is the value recognised by the Western Australian Department of Training.

WADT Level

A classification which distinguishes new apprenticeships from other delivery as Level 1 and sub-divides the remainder on the basis of the Australian Qualification Framework levels. This classification provides the vertical or "Y" axis of the Profile Matrix. The classification is the value recognised by the Department of Training.

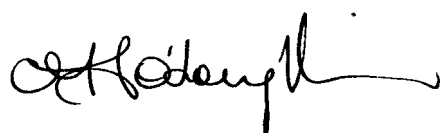
CERTIFICATION OF FINANCIAL STATEMENTS

The accompanying financial statements of Challenger 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 2002 and the financial position as at 31 December 2002.

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



Helen Cattalini
Governing Council



Michael O'Loughlin
A / Managing Director



Bruce Collins
Manager, Finance
Principal Accounting Officer

21 May 2003



AUDITOR GENERAL

To the Parliament of Western Australia

CHALLENGER TAFE

FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2002

Matters Relating to the Electronic Presentation of the Audited Financial Statements

This audit opinion relates to the financial statements of the Challenger TAFE for the year ended December 31, 2002 included on the Challenger TAFE's web site. The Governing Council is responsible for the integrity of the Challenger TAFE's web site. I have not been engaged to report on the integrity of this web site. The audit opinion refers only to the statements named below. It does not provide an opinion on any other information which may have been hyper linked to or from these statements. If users of this opinion are concerned with the inherent risks arising from electronic data communications, they are advised to refer to the hard copy of the audited financial statements to confirm the information included in the audited financial statements presented on this web site.

Scope

I have audited the accounts and financial statements of the Challenger TAFE for the year ended December 31, 2002 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 and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions so as to present a view which is consistent with my understanding of the College's financial position, its financial performance and its cash flows.

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

Challenger TAFE

Financial statements for the year ended December 31, 2002

Audit Opinion

In my opinion,

- (i) the controls exercised by the Challenger 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 and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the College at December 31, 2002 and its financial performance and its cash flows for the year then ended.



D D R PEARSON
AUDITOR GENERAL
May 30, 2003

CHALLENGER TAFE**STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2002**

		2002	2001
	Note	\$	\$
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	1	32,538,082	32,117,228
Charges to provisions	2	210,032	220,000
Supplies and services	3	12,459,336	10,996,064
Grants and subsidies	4	72,862	52,571
Depreciation and Amortisation expense	5	2,791,833	2,577,200
Net loss on disposal of non-current assets	6	23,561	23,933
Capital User Charge		4,971,464	2,393,252
Other expenses from ordinary activities	7	292,249	481,140
Total cost of services		53,359,419	48,861,388
Revenues from ordinary activities			
Revenue from Operating Activities			
Fee for service	8	5,531,635	5,293,779
Student fees and charges	9	4,747,796	4,427,782
Ancillary trading	10	556,879	623,944
Commonwealth grants and contributions	11	72,072	33,219
Trading profit	12	195,587	193,624
Other revenues from ordinary activities	13	1,202,238	653,951
Revenue from Non-Operating Activities			
Interest Revenue		431,307	338,503
Total revenues from ordinary activities		12,737,514	11,564,802
Net Cost of Services	29	(40,621,905)	(37,296,586)
REVENUES FROM GOVERNMENT			
State government grants and subsidies	14	41,123,018	37,165,318
Resources received free of charge	15	1,594,411	1,282,053
Liabilities assumed by the Treasurer	16	-	1,151,348
Total revenues from Government		42,717,429	39,598,719
CHANGE IN NET ASSETS		2,095,524	2,302,133
Total revenues, expenses and valuation adjustments recognised directly in equity		-	-
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH WA STATE GOVERNMENT AS OWNERS		2,095,524	2,302,133

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

CHALLENGER TAFE
STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2002

	Note	2002 \$	2001 \$
CURRENT ASSETS			
Cash assets	17	7,376,938	6,442,416
Restricted cash assets	18	737,264	474,238
Inventories	19	205,558	233,241
Receivables	20	1,120,456	973,249
Other assets	21	1,781,613	1,438,886
Total Current Assets		11,221,829	9,562,030
NON-CURRENT ASSETS			
Property, Plant and Equipment	22	65,513,172	63,294,832
Works of Art	22	1,200	-
Total Non-Current Assets		65,514,372	63,294,832
TOTAL ASSETS		76,736,201	72,856,862
CURRENT LIABILITIES			
Payables	23	977,847	466,227
Provisions	24	4,584,861	4,361,090
Other liabilities	25	3,973,930	3,293,328
Total Current Liabilities		9,536,638	8,120,645
NON-CURRENT LIABILITIES			
Provisions	24	4,365,260	3,997,438
Total Non-Current Liabilities		4,365,260	3,997,438
TOTAL LIABILITIES		13,901,898	12,118,083
NET ASSETS		62,834,303	60,738,779
EQUITY			
Reserves	27	2,148,641	2,148,641
Accumulated surplus	26	60,685,662	58,590,138
TOTAL EQUITY		62,834,303	60,738,779

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

CHALLENGER TAFE
STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2002

	Note	2002 \$ Inflows (Outflows)	2001 \$ Inflows (Outflows)
Cash Flows From/(To) Government			
Recurrent State Funding - Department of Training		31,591,635	29,299,989
Capital State Funding - Department of Training		676,272	1,156,291
NET CASH PROVIDED BY GOVERNMENT		32,267,907	30,456,280
Utilised as follows:			
Cash Flows From Operating Activities			
Payments			
Employee costs		(29,984,621)	(28,235,313)
Supplies and Services		(10,204,883)	(10,449,336)
Grants and Subsidies		(72,862)	(52,571)
Other Payments		(290,399)	(480,376)
Capital User Charge		(1,271,248)	-
GST Payments on purchases		(1,145,964)	(1,185,179)
Receipts			
Fee For Service		5,451,721	5,344,318
Student Fees and Charges		4,319,204	4,409,827
Ancillary Trading		556,879	623,944
Interest received		431,307	351,568
Other Receipts		1,581,844	858,644
GST Receipts on sales		452,547	465,636
GST Receipts from taxation authority		652,313	708,534
NET CASH PROVIDED BY/(USED IN) OPERATING ACTIVITIES	29	(29,524,162)	(27,640,304)
Cash Flows From Investing Activities			
Purchase of Non-Current Physical Assets		(1,690,570)	(1,815,967)
Proceeds from the sale of Non-Current Physical Assets		142,523	239,000
NET CASH PROVIDED BY/(USED IN) INVESTING ACTIVITIES		(1,548,047)	(1,576,967)
NET INCREASE (DECREASE) IN CASH HELD		1,195,698	1,239,009
Cash assets at the Beginning of the Financial Year		6,915,754	5,676,745
Effects of Exchange Rates on the Balance of Cash Held in Foreign Currencies at the End of the Year		-	-
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	30	8,111,452	6,915,754

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

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

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, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, 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, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, 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 of that modification and where practicable, the resulting financial effect, are disclosed in individual notes to these financial statements.

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, except for certain assets and liabilities which, as noted, are measured at valuation.

(a) Acquisition of assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

(b) 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 (except Buildings which is calculated on the reducing balance method), using rates which are reviewed annually.

Useful lives for each class of depreciable assets are:

Buildings	20 to 40 years
Motor Vehicles, Caravans and Trailers	5 to 7 years
Marine Crafts	8 to 10 years
Plant, Furniture, General Equipment	4 to 15 years
Computing, Communications & Software	1 to 4 years

Works of Art controlled by the College are classified as heritage assets. They are anticipated to have very long and indeterminate useful lives. Their service potential has not, in any material sense, been consumed during the reporting period. As such, no amount for depreciation has been recognised in respect of them.

(c) Inventories

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

(d) Investments

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

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

(e) 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

Leave entitlements are calculated at current remuneration rates. A liability for long service leave is recognised after an employee has completed four years service. An actuarial assessment of long service leave undertaken by Price Waterhouse Coopers Actuaries in 2000 determined that the liability measured using was not materially different from the liability measured using the present value of expected future payments.

Deferred Salary Scheme

An employee may elect to receive, over a four-year period, 80% of the salary they would otherwise be entitled to receive in accordance with the Award. On completion of the fourth year, an employee will be entitled to 12 months leave and will receive an amount equal to 80% of the salary they were otherwise entitled to in the fourth year of deferment.

Superannuation

Staff may contribute to the Pension Scheme, a defined benefits 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. All of these schemes are administered by the Government Employees Superannuation Board (GESB).

The Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme are unfunded and the liability for future payments are provided for at reporting date.

The liabilities for superannuation charges under the Gold State Superannuation Scheme and West State Superannuation Scheme are extinguished by payment of employer contributions to the GESB.

The note disclosure required by paragraph 51(e) of AAS 30 (being the employer's share of the difference between employees' accrued superannuation benefits and the attributable net market value of plan assets) has not been provided. State scheme deficiencies are recognized by the State in its whole of government reporting. The GESB's records are not structured to provide the information for the Authority. Accordingly, deriving the information for the Authority is impractical under current arrangements, and thus any benefits thereof would be exceeded by the cost of obtaining the information.

(f) 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.

(g) 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. Control is recognised upon receipt.

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.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

(h) 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.

(i) 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.

(j) Capital User Charge

A capital user charge rate of 8% has been set by the Government and represents the opportunity cost of capital invested in the net assets of the College used in the provision of outputs. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.

(k) Cash

For the purpose of the Statement of Cash Flows, cash includes cash assets and restricted cash assets. These include short-term deposits that are readily convertible to cash on hand and are subject to insignificant risk of changes in value.

(l) 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 receivables is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. A provision for doubtful debts is raised where some doubts as to collection exists and in any event where the debt is more than 60 days overdue.

(m) 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. Payables are generally settled within 30 days.

(n) 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.

(o) Revaluation of Non Current Assets

Non current assets have been brought to account using the cost method of accounting for acquisitions, with the exception that certain assets have been brought to account as follows:

Plant and Equipment, Motor Vehicles, Computer Equipment and Software, Furniture and Fittings. A valuation of this class of assets was undertaken by the Valuer General's Office with a valuation date of 1 January 2000. The basis of valuation was market value for the existing use of the asset.

(p) Comparative Figures

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

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002 2001
\$ \$

1 Employee expenses

Wages and Salaries	27,173,028	25,848,723
Superannuation	2,791,338	2,981,072
Annual Leave Expense	259,486	472,562
Long Service Leave Expense	63	436,409
Other Related Expenses	2,314,167	2,378,462
	<u>32,538,082</u>	<u>32,117,228</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 14).

2 Charges to provisions

Bad and Doubtful Debts Expense	210,032	220,000
	<u>210,032</u>	<u>220,000</u>

3 Supplies and services

Communications	680,309	643,951
Energy Costs	882,302	887,719
Contracted Services (excludes contract staff)	2,716,072	2,144,179
Consumables - General Supplies	2,277,820	2,330,393
Consumables - Minor Equipment Purchases	723,177	631,627
Consumables - Minor Capital Works	147,643	264,001
Repairs and Maintenance	1,228,492	738,328
Travel and Transport	252,069	221,856
Rent and Operating Lease Charges	1,095,949	1,093,280
Finance Charges (Bank, Interest)	62,034	51,650
Advertising	385,404	285,382
Accommodation	185,044	242,387
Legal expenses	9,959	5,510
Insurance	218,651	173,748
Resources received free of charge	1,594,411	1,282,053
	<u>12,459,336</u>	<u>10,996,064</u>

4 Grants and subsidies

Adult and Community Education Organisations	14,598	3,333
Other	58,264	49,238
	<u>72,862</u>	<u>52,571</u>

5 Depreciation and amortisation expense

Depreciation		
Buildings	1,051,968	876,387
Motor Vehicles, Caravan & Trailers	77,582	215,357
Plant, Furniture & General Equipment	784,189	783,887
Computers, Communication Network & Software	750,795	584,087
Marine Craft	111,523	101,706
Leasehold Improvements - Buildings	15,776	15,776
Total Depreciation	<u>2,791,833</u>	<u>2,577,200</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE	2002 \$	2001 \$
6 Net profit/(loss) on disposal of non-current assets		
Motor Vehicles, Caravan & Marine Craft Proceeds	122,502	218,357
Written Down Value	117,083	225,596
Net Profit/(Loss) on Sale	5,419	(7,239)
Plant, Furniture & General Equipment Proceeds	8,636	8,976
Written Down Value	13,623	36,094
Net Profit/(Loss) on Sale	(4,987)	(27,118)
Computer Equipment, Communication Network and Software Proceeds	11,385	19,816
Written Down Value	35,378	10,856
Net Profit/(Loss)	(23,993)	8,960
Marine Craft	-	6,000
Written Down Value	-	4,536
Net Profit/(Loss)	-	1,464
	(23,561)	(23,933)
Comprised:		
Gross Proceeds on Sale of Property, Plant and Equipment	142,523	253,149
Less: Written Down Value	166,084	277,082
Net Profit/(Loss) on Disposal of Non-Current Assets	(23,561)	(23,933)
7 Other expenses from ordinary activities		
Refunds of Revenue (prior financial year)	-	(30,694)
Donations & Gifts/Student Prizes & Awards	6,571	7,585
Write-offs and Losses (refer to note 34)	38,239	97,962
Miscellaneous	247,439	406,287
	292,249	481,140
8 Fee for service		
Fee For Service -General	1,456,140	1,675,396
Fee For Service -Department of Training (DoT)	635,669	330,715
Fee For Service -Government (other than DoT)	2,027,898	1,927,604
Adult Community Education Fees	416,174	398,607
International Division Fees	340,241	371,468
Fee For Service - Other	655,513	589,989
	5,531,635	5,293,779
9 Student fees and charges		
Tuition Fees	2,228,964	2,137,536
Service/Enrolment Fees	357,956	381,466
Resource Fees	1,986,956	1,729,538
Other Fees and Charges	173,920	179,242
	4,747,796	4,427,782
10 Ancillary Trading		
Live Works (not a trading activity)	66,392	102,436
Other Ancillary Revenue	490,487	521,508
	556,879	623,944

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002
\$

2001
\$

11 Commonwealth grants and contributions

Recurrent	72,072	33,219
	<u>72,072</u>	<u>33,219</u>

12 Trading Profit

(a) Bookshop

Sales	824,135	847,171
Less: Cost of Sales:		
Opening Inventory	233,241	219,527
Purchases	600,865	667,261
	<u>834,106</u>	<u>886,788</u>
Less: Closing Inventory	205,558	233,241
Cost of Goods Sold	628,548	653,547
Trading Profit - Bookshop	<u>195,587</u>	<u>193,624</u>

13 Other revenues from ordinary activities

Curriculum Development	217,732	287,296
Donations	5,830	8,832
Recoveries, Refunds and Recoups	843,741	211,016
Miscellaneous Revenue	134,935	146,807
	<u>1,202,238</u>	<u>653,951</u>

14 State government grants and subsidies

Recurrent Funding - DoT (Delivery and Performance Agreement)	28,236,634	27,351,435
Recurrent Funding - DoT (Other receipts)	1,287,299	2,317,814
Funding for Capital User Charge *	4,971,464	2,393,252
Funding for Superannuation	2,462,562	1,112,338
Total Recurrent Funding - DoT	36,957,959	33,174,839
Capital Funding - DoT	676,272	1,156,291
Capital Works Transferred	3,488,787	2,834,188
	<u>41,123,018</u>	<u>37,165,318</u>

*

During January-June 2002, the levy was paid to the Department of Treasury and Finance by the Department of Training. From July 2002, the funding for the payment of the levy was provided by the Department of Training.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002
\$

2001
\$

15 Resources received free of charge

Department of Training

* Corporate Systems Support (personnel/payroll, accounting, asset management, ... communications network, college management information systems)	1,294,643	913,638
* Marketing and Publications	102,370	191,944
* Human Resources/Industrial Relations Support	23,930	24,009
* Other	137,968	118,462
	<u>1,558,911</u>	<u>1,248,053</u>
Office of the Auditor General - External Audit Services	35,500	34,000
Total Resources Received Free of Charge	<u>1,594,411</u>	<u>1,282,053</u>

Where assets or services have been received free of charge or for nominal consideration, the college recognises revenues equivalent to the fair value of the assets and/or the fair value of those services that can be reliably determined and which would have been purchased if not donated, and those fair values shall be recognised as assets or expenses, as applicable.

16 Liabilities assumed by the Treasurer

Superannuation	-	1,151,348
	<u>-</u>	<u>1,151,348</u>

17 Cash assets

Cash on Hand	13,318	11,383
Bank Accounts	1,814,110	3,095,014
Cash Advance	-	1,384
Short Term Deposits	5,549,510	3,334,635
	<u>7,376,938</u>	<u>6,442,416</u>

18 Restricted cash assets

VET Restricted Funds (a)	691,921	354,238
DPA Funds - Funds Due to DoT	-	120,000
AOGITC ROV Consortium	45,343	-
	<u>737,264</u>	<u>474,238</u>

Represents cash resources the uses of which are restricted, wholly or partially, by regulations or other externally imposed requirements.

(a) 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

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002 2001
\$ \$

19 Inventories

Current

Trading Inventory

 Book Shop (*at cost*)

Total Trading Inventory

205,558 233,241

205,558 233,241

Total Inventory

205,558 233,241

20 Receivables

Current

Current Receivables includes trade debtors, student debtors and over-paid salaries.

Receivables

Less: Provision for Doubtful Debts

1,249,829 1,172,610

353,620 308,786

 Net Receivables

GST Receivable

896,209 863,824

224,247 109,425

1,120,456 973,249

21 Other assets

Current

Prepayments

Accrued Income

Capital User Charge Receivable from the Department of Training

367,539 212,022

142,826 10,212

1,271,248 1,216,652

1,781,613 1,438,886

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED
31 DECEMBER 2002**

CHALLENGER TAFE

2002
\$

2001
\$

22 Property, Plant and Equipment

Land

At Cost	20,455,876	20,455,876
	<u>20,455,876</u>	<u>20,455,876</u>

Buildings

At Cost	43,193,319	38,609,514
Less: Accumulated Depreciation	<u>4,773,535</u>	<u>3,721,567</u>
Written Down Value	38,419,784	34,887,947

Leasehold Improvements

At Cost	275,513	275,513
Less: Accumulated Depreciation	<u>79,448</u>	<u>63,672</u>
Written Down Value	196,065	211,841

Motor Vehicles, Caravan & Trailers

At Cost	597,926	548,096
Less: Accumulated Depreciation	<u>132,607</u>	<u>91,091</u>
Written Down Value	465,319	457,005
At Valuation	399,250	399,250
Less: Accumulated Depreciation	<u>199,100</u>	<u>210,378</u>
Written Down Value	<u>200,150</u>	<u>188,872</u>

Total Motor Vehicles, Caravan & Trailers

665,469 645,877

Marine Craft

At Cost	207,926	207,926
Less: Accumulated Depreciation	<u>40,728</u>	<u>13,698</u>
Written Down Value	167,198	194,228
At Valuation	806,550	806,550
Less: Accumulated Depreciation	<u>259,478</u>	<u>174,985</u>
Written Down Value	<u>547,072</u>	<u>631,565</u>

Total Marine Craft

714,270 825,793

Plant, Furniture & General Equipment

At Cost	1,826,128	996,543
Less: Accumulated Depreciation	<u>354,166</u>	<u>137,635</u>
Written Down Value	1,471,962	858,908
At Valuation	3,579,525	3,603,925
Less: Accumulated Depreciation	<u>1,937,820</u>	<u>1,382,361</u>
Written Down Value	<u>1,641,705</u>	<u>2,221,564</u>

Total Plant, Furniture & General Equipment

3,113,667 3,080,472

Computer Equipment, Communication Network and Software

At Cost	2,900,590	1,745,280
Less: Accumulated Depreciation	<u>1,000,172</u>	<u>413,458</u>
Written Down Value	1,900,418	1,331,822
At Valuation	718,388	769,165
Less: Accumulated Depreciation	<u>670,765</u>	<u>534,936</u>
Written Down Value	<u>47,623</u>	<u>234,229</u>

Total Computer Equipment, Communication Network and Software

1,948,041 1,566,051

Works of Art

At Cost	1,200	-
Written Down Value	1,200	-

Buildings under construction

At Cost	-	1,620,975
---------	---	-----------

Total Written Down Value of Property, Plant, and Equipment

65,514,372 63,294,832

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002
\$

2001
\$

- (a) 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 - State Funds (refer to note 14).

- (b) The valuation of Motor Vehicles, Caravan & Trailers, Marine Craft, Plant, Furniture & General Equipment, Computer Equipment, Communication Network and Software was performed on 1 January 2000 in accordance with an independent valuation by the Valuer Generals Office. The valuation has been performed on the basis of market value for the existing use of the asset.

Reconciliations

Reconciliations of the carrying amounts of property, plant and equipment at the beginning and end of the current financial year are set out below.

2002	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	20,456	-	-	-	-	-	20,456
Buildings	34,888	4,584	-	(1,052)	-	-	38,420
Leasehold improvements	212	-	-	(16)	-	-	196
Motor Vehicles, Caravans & Trailers	646	214	(117)	(78)	-	-	665
Marine Craft	826	-	-	(112)	-	-	714
Plant, Furniture & General Equipment	3,080	832	(14)	(784)	-	-	3,114
Computer Equipment, Communication Network & Software	1,566	1,167	(35)	(750)	-	-	1,948
Works of Art	-	1	-	-	-	-	1
Other Plant & Equipment	-	-	-	-	-	-	-
Buildings Under Construction	1,621	(1,621)	-	-	-	-	-
Total	63,295	5,177	(166)	(2,792)	-	-	65,514

23 Payables

Current

Trade Payables

977,847	466,227
<u>977,847</u>	<u>466,227</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002
\$

2001
\$

24 Employee Entitlement Provisions

(a) Current:

Annual Leave	2,646,726	2,381,790
Long Service Leave	1,878,710	1,845,329
Deferred Salary Scheme	59,425	133,971
	<u>4,584,861</u>	<u>4,361,090</u>

(b) Non-Current:

Long Service Leave	2,444,273	2,467,684
Superannuation**	1,831,356	1,502,580
Deferred Salary Scheme	89,631	27,174
	<u>4,365,260</u>	<u>3,997,438</u>

** The superannuation liability has been established from data supplied by the Government Employees Superannuation Board.

The college considers the carrying amount of employee entitlements approximates the net fair value.

Employee Entitlements

The aggregate employee entitlements liability recognised and included in the financial statements is as follows:

Provision for employee entitlements:

Current	4,584,861	4,361,090
Non-Current	4,365,260	3,997,438
	<u>8,950,121</u>	<u>8,358,528</u>

25 Other liabilities

Current

Accrued Expenses for Supplies and Services	2,655,004	2,071,633
Income Received in Advance (a)	1,238,957	451,645
Accrued Salaries & Wages	-	616,655
Other	79,969	153,395
	<u>3,973,930</u>	<u>3,293,328</u>

(a) Income Received In Advance Comprises:

Department of Training - Grants & Equipment	489,899	-
Department of Training - Special Purpose	426,555	-
Other Government (Commonwealth/Local)	233,111	192,000
Fee for Service	12,270	182,295
Student Fees & Charges	77,122	77,350
	<u>1,238,957</u>	<u>451,645</u>

26 Accumulated surplus/(deficit)

Opening Balance	58,590,138	56,288,005
Change in net assets	<u>2,095,524</u>	<u>2,302,133</u>
Closing Balance	<u>60,685,662</u>	<u>58,590,138</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002	2001
\$	\$

27 Reserves

Asset Revaluation Reserve

Opening Balance	2,148,641	2,148,641
Closing Balance	<u>2,148,641</u>	<u>2,148,641</u>

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets.

Total Reserves

<u>2,148,641</u>	<u>2,148,641</u>
------------------	------------------

28 Commitments for Expenditure

(a) Capital Expenditure Commitments

Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:

Capital Purchase Orders payable within 1 year	142,427	92,284
	<u>142,427</u>	<u>92,284</u>

(b) Lease Commitments

Commitments in relation to the leases contracted for at the reporting date but not recognised as liabilities, are payable as follows:

Within 1 year	799,557	743,469
Later than 1 year and not later than 5 years	1,537,025	1,402,608
Later than 5 years	4,010,667	4,350,000
	<u>6,347,249</u>	<u>6,496,077</u>

Representing:

Non-cancellable operating leases	6,347,249	6,496,077
	<u>6,347,249</u>	<u>6,496,077</u>

(c) Other Expenditure Commitments

Other expenditure Purchase Orders payable within 1 year	1,270,930	700,260
	<u>1,270,930</u>	<u>700,260</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002 2001
\$ \$

29 Reconciliation of Net Cash used in Operating Activities to Net Cost of Services

Net cash (used in) from operating activities	(29,524,162)	(27,640,304)
Change in Operating Assets and Liabilities		
Increase/(Decrease) in Receivables	209,833	(250,185)
Increase/(Decrease) in Inventories	4,533	13,713
Increase/(Decrease) in Prepayments	155,517	(13,399)
Increase/(Decrease) in Other Assets	54,596	1,216,652
(Increase)/Decrease in Payables	(511,620)	749,816
(Increase)/Decrease in Income Received in Advance / Grants and Advances	129,142	71,640
(Increase)/Decrease in Provisions	(591,593)	(1,633,006)
(Increase)/Decrease in Other Liabilities	(13,290)	(941,857)
Adjustments for Non Cash Items		
Profit / (Loss) on Disposal on Non-current Assets	(23,561)	(23,933)
Depreciation Expense	(2,791,833)	(2,577,200)
Charges to Provisions	(44,834)	(220,000)
Losses and write-offs (excludes cash shortages / thefts of money)	(32,216)	(92,499)
Resources Received Free of Charge	(1,594,411)	(1,282,053)
Superannuation	(2,462,562)	(2,263,686)
Capital User Charge (Paid by DoT)	(3,700,216)	(2,393,252)
GST Cashflows recoverable from ATO	114,772	(17,033)
Net cost of services	(40,621,905)	(37,296,586)

30 Reconciliation of Cash

Cash assets 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 Assets	7,376,938	6,442,416
Restricted Cash Assets	737,264	474,238
Less: cash hire deposits held (to be returned)	(2,750)	(900)
	8,111,452	6,915,754

31 Joint Venture Operations

The College has not entered into any joint venture agreements in 2001 or 2002.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002	2001
\$	\$

32 Remuneration of Members of the Accountable Authority and Senior Officers

Remuneration of members of the Accountable Authority

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

\$		
\$130,001 - \$140,000	-	1
\$140,001 - \$150,000	1	-
	<u>142,899</u>	<u>134,446</u>

The total remuneration of the members of the Accountable Authority is:

The superannuation included here represents the superannuation expense incurred by the College in respect of members of the Accountable Authority.

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

Remuneration of Senior Officers

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

\$		
\$10,001 - \$20,000	1	-
\$80,001 - \$90,000	-	2
\$90,001 - \$100,000	1	-
\$100,001 - \$110,000	2	1
\$110,001 - \$120,000	1	1
	<u>434,480</u>	<u>385,394</u>

The total remuneration of senior officers is:

The superannuation included here represents the superannuation expense incurred by the College in respect of Senior Officers other than senior officers reported as members of the Accountable Authority.

No Senior Officers are members of the Pension Scheme.

33 Events Occurring After Reporting Date

No events occurred after balance date that would have a significant impact on the College's financial position as at 31 December 2002.

34 Public property losses, write offs and gifts

The following losses and write-offs are incorporated in other expenses from ordinary activities.

Revenue and debts and public and other property written off by the Governing Council.	165,198	124,624
Losses of public and other moneys and public and other property through theft, default or otherwise written off by the Governing Council.	38,239	97,962

35 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.

36 Related Bodies

The College has no related bodies.

37 Affiliated Bodies

The College has no affiliated bodies.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002
\$

2001
\$

38 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 \$300,000.

Employee costs

Higher employee costs due to 3% salary increases and increased payroll tax.

Supplies and Services

Includes increase of Resources received free of charge, and increased campus maintenance expenditures.

Capital User Charge

During 2001, Capital User Charge operated for half a year, and a full year in 2002.

Student Fees and Charges

Students are undertaking more SCH in material intensive areas of study.

Other Operating Revenue

Increased salary recoups for staff undertaking work for other government agencies and recoveries of overheads relating to the operation of the Mandurah Senior Campus.

State Funds

During 2001 Superannuation and Capital User Charge was funded for a half year and fully funded in 2002.

Resources Received Free of Charge

Department of Training increased Corporate Systems Support in 2002.

Liabilities assumed by the Treasurer

From July 2001, superannuation was paid by the Western Australian Department of Training and was included in State Funds.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002
\$

2001
\$

(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 \$300,000 of budget.

	Budget \$	Actual \$	Variation \$
(i) Expenditure			
(a) Employee Costs	29,363,964	32,538,082	(3,174,118)
Increase due to additional staff seconded to various initiatives and incorporation of Superannuation Expense of \$2.8 Million previously included below.			
(b) Superannuation	2,440,145	-	2,440,145
Superannuation now reported in Employee Expense.			
(c) Supplies and Services	10,543,250	12,459,336	(1,916,086)
Supplies and Services increased as additional funding received for Capital Works, maintenance and other initiatives, increases in the Resources Received Free of Charge and inclusion of expenses previously reported against Other Operating Costs.			
(d) Other Operating Expenses	1,007,000	292,249	714,751
Reduced as some forecast expenses are now reported against Supplies and Services.			
(ii) Revenue			
(e) Fees for Services	6,003,000	5,531,635	471,365
Forecast Competitively Allocated Training Revenue was not realised.			
(f) Other Operating Revenue	531,000	1,202,238	(671,238)
Includes one-off salary recoups not included in forecast.			
(g) State Funds	37,067,961	41,123,018	(4,055,057)
Includes Superannuation paid by the Western Australian Department of Training previously included in Liabilities assumed by the Treasurer. Additional Funding for Profile Delivery and additional Non-recurrent Funding.			
(h) Liabilities assumed by the treasurer	2,440,145	-	2,440,145
Since 1 July 2001 superannuation funding is reported against State Funds. The forecast assumption by Treasury of the Pension Scheme liability from the College did not eventuate.			

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002
\$

2001
\$

39 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		
2002	%	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets							
Cash assets	4.46%	1,827					1,827
Restricted cash assets	4.46%	737					737
Receivables						1,120	1,120
Short Term Deposits	4.71%	5,550					5,550
Total Financial Assets		7,951	-	-		1,120	9,234
Financial Liabilities							
Payables						978	978
Provisions						8,950	8,950
Other liabilities						1,432	1,432
Total Financial Liabilities		-	-	-		11,360	11,360
Net Financial Assets (Liabilities)		8,114	-	-	-	(10,240)	(2,126)

	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	%	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets							
Cash assets	5.12%	3,108					3,108
Restricted cash assets	5.12%	474					474
Receivables						973	973
Short Term Deposits	4.71%	3,335					3,335
Total Financial Assets		6,917	-	-		973	7,900
Financial Liabilities							
Payables						466	466
Provisions						8,359	8,359
Other liabilities						1,471	1,471
Total Financial Liabilities		-	-	-		10,296	10,296
Net Financial Assets (Liabilities)		6,917	-	-	-	(9,323)	(2,406)

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2002

CHALLENGER TAFE

2002
\$

2001
\$

(b) Credit Risk Exposure

All financial assets are unsecured.

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	343
Government agencies of other jurisdictions	94
Total	437

Other financial instruments

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

- (l) 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 values

The carrying amount of financial assets and liabilities recorded in the financial statements are not materially different from their net fair values, as determined in accordance with the accounting policies disclosed in note 1 to the financial statements.

CHALLENGER TAFE**STATEMENT OF FINANCIAL POSITION FOR THE YEAR ENDED 31 DECEMBER 2002**

Section 42 Estimates for 2003

In accordance with Treasurer's Instructions 953 the annual estimates for the current financial year (i.e.2003) are hereby included in the annual report. These estimates do not form part of the financial statement and are not subject to audit.

OPERATING STATEMENT

\$

COST OF SERVICE**Expenses from ordinary activities**

Employee Expense	30,272,593
Superannuation Expense	3,015,652
Supplies and Services	11,737,490
Depreciation Expense	2,811,201
Grants and Subsidies	60,000
Charges to Provisions	225,000
Capital User Charge	5,054,133
Other Expenses from Ordinary Activities	250,000

Total Cost of Services**53,426,069****Revenue from Ordinary Activities****Revenue from operating activities**

Fee for Service	6,470,000
Student Fees and Charges	4,879,439
Ancillary Trading	520,000
Commonwealth grants and contributions	60,000
Trading Profit	180,000
Other Revenue from Ordinary Activities	438,000

Revenue from non-operating activities

Interest Revenue	330,000
------------------	---------

Total Revenue from Ordinary Activities**12,877,439****Net Cost of Services****(40,548,630)****REVENUES FROM GOVERNMENT**

State Government Grants and Subsidies

DPA and other	37,392,301
Capital works transferred from DoT	2,500,000
Total	39,892,301

Resources Received Free of Charge	1,300,000
-----------------------------------	-----------

Total revenues from Government**41,192,301****CHANGE IN NET ASSETS RESULTING FROM OPERATIONS AFTER EXTRAORDINARY AND RESTRUCTURING ACTIVITIES****643,671**

Add: Opening Balance of accumulated surplus	60,384,348
---	------------

CLOSING BALANCE OF ACCUMULATED SURPLUS**61,028,019**

STATEMENT OF FINANCIAL POSITION**\$****CURRENT ASSETS**

Cash Assets	6,914,985
Restricted Cash Assets	905,000
Inventories	199,461
Receivables	1,113,424
Other Assets	1,683,136
Total Current Assets	10,816,006

NON-CURRENT ASSETS

Property, Plant and Equipment	66,945,411
Total Non-Current Assets	66,945,411

TOTAL ASSETS	77,761,417
---------------------	-------------------

CURRENT LIABILITIES

Payables	837,159
Provisions	4,509,032
Other Liabilities	3,908,642
Total Current Liabilities	9,254,833

NON-CURRENT LIABILITIES

Provisions	5,329,924
Total Non-Current Liabilities	5,329,924

TOTAL LIABILITIES	14,584,757
--------------------------	-------------------

NET ASSETS	63,176,660
-------------------	-------------------

EQUITY

Accumulated Surplus (Deficit)	61,028,019
Reserves	2,148,641
	63,176,660
TOTAL EQUITY	63,176,660