



ANNUAL REPORT 2004

CENTRAL WEST TAFE
ANNUAL REPORT 2004



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INTRODUCTION

LETTER TO THE MINISTER

Hon Alan Carpenter MLA
Minister for Education and Training

12th Floor Dumas House
2 Havelock Street
WEST PERTH WA 6000

In accordance with Section 54 of the Vocational Education and Training Act, 1996 and section 66 of the Financial Administration and Audit Act, 1985, I hereby submit for your information and presentation to Parliament the Annual Report for Central West TAFE for the year ended 31 December 2004.

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

Barry Mitchell
Chairperson
College Governing Council
February 2005

COLLEGE OVERVIEW

An Introduction

The Central West region of Western Australia is a vast geographical area, covering more than 600,000 square kilometres. While the area is large the population of 60,695 is sparsely distributed outside the major centres with many remote communities, including many Indigenous communities, located long distances from facilities and infrastructure most of us take for granted. The region is characterised by a vibrant, resource rich environment with an economic base that has traditionally relied upon agriculture, mining and fishing industries. Whilst these industries remain the mainstay of economic activity a number of emerging industries are changing the face of business in the Central West. Retail, health, education and tourism related industries such as accommodation and hospitality are offering an increasingly diverse range of business and employment opportunities. Telecommunications and knowledge management are also areas of development, bringing with them a demand for new skills and competencies among the workforce.

Against this backdrop, Central West TAFE has responded to the challenges of delivering high quality vocational education and training (VET) programs and services in a regional environment. As the major provider of VET in the Central West, the College services clients from all areas of the region utilising a range of innovative and flexible delivery methods that have increased and improved client access to programs both on and off campus. Delivery of training online is facilitated through the Virtual Campus with further alternative study options being available through the Flexible Learning Centre, delivery and assessment in the workplace, skills recognition and through a blended delivery approach that offers the best of all worlds.

The College reaches clients through a major campus located in Geraldton, the economic and administrative centre of the region, additional campuses at Carnarvon and Exmouth, a network of regional locations and partnerships with the Telecentre Network. A range of programs are available at all Australian Qualifications Framework levels, from entry level training to Advanced Diploma. In addition the College works with regional secondary schools to provide VET in Schools opportunities and has contracting and partnership arrangements with several universities to deliver a number of tertiary courses. The College provides a range of customised training, adult community education, and consultancy services through its business development arm, Interactive Training Network.

The challenges of operating in a regional area present unique opportunities for developing innovative and responsive training solutions. Central West TAFE has led the way in Western Australia in providing high quality VET programs for remote clients. Regional delivery is characterised by a strong community consultation process supported by specialist staff such as Aboriginal Development Officers and through partnerships with community based organisations and Telecentres. Lecturers develop courses that are suited to client needs, providing relevant skills that can be applied in the community. Many of the projects undertaken through training are “live work” projects that also provide lasting benefits to the communities through the building of new or refurbished facilities.

Vision and Strategic Priorities

Vision Statement

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

Client Service Commitment

The College has a strong client service commitment and makes use of various methods for gathering client feedback to inform continuous improvement activities. The College’s Client Service Commitment is outlined in various publications and is displayed in locations throughout the College.

Information and Openness

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

Courtesy and Helpfulness

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

Continuous Improvement

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

Strategic Directions 2003 – 2005

In 2002 Central West TAFE conducted an extensive review of its strategic direction and developed its strategic plan for the 2003 to 2005 period Partnerships with the Region: building capacity through education and training. This plan outlines the following five strategic directions and a number of priorities for the period. Details of achievement against these directions in 2004 are included in the Report on Operations section of this report.



SD1 ENGAGING INDUSTRY

The availability of an appropriately skilled workforce to meet the needs of industry and enterprises in the Central West is critical to the ongoing viability of the region's economy. Central West TAFE will work closely with industry to ensure training is relevant, aligned to regional industry needs and that graduates are viewed by industry as job ready and able to contribute to productivity from commencement.

Priorities:

- o Make training industry relevant.
- o Promote a culture of innovation in VET through collaboration with industry and other education and training providers.
- o Increase the number of apprenticeships and traineeships in the Central West.

SD2 PROVIDING TRAINING PRODUCTS AND SERVICES THAT MEET THE NEEDS OF THE CENTRAL WEST

Central West TAFE actively seeks to identify the training needs of clients throughout the region and to provide training products and services that meet those needs. Training products are identified, designed and delivered to enable client access, provide further learning pathways and result in recognised outcomes for the client. The College will provide Central West clients with options for transition between school/vocational education and training/university through collaborative arrangements and partnerships.

Priorities:

- o Provide opportunities for students from all market segments to participate in vocational education and training through the provision of relevant and flexible training delivery and assessment options that match client needs.
- o Provide multiple, flexible pathways for clients that maximise their vocational and/or further study options.
- o Create greater choice for clients by offering a variety of flexible, appropriate and accessible delivery methodologies.

SD3 BUILDING DIVERSITY AND CONTRIBUTING TO THE DEVELOPMENT OF SUSTAINABLE REGIONAL COMMUNITIES

Central West TAFE operates within a diverse environment and is committed to providing equitable opportunities for all clients. In addition education and training plays an invaluable role in providing individuals, enterprises and communities with skills to achieve sustainability. Through strong consultation processes the College will identify and implement training programs that enable individuals to fulfil their VET aspirations and add to the skills base of the region.

Priorities:

- o Consult widely to ensure training products and services are accessible and meet the needs of the College's diverse client groups.

- o Increase participation rates and improve outcomes for diverse client groups including people from Culturally and Linguistically Diverse backgrounds, persons with a disability and people from regional and remote communities.
- o Contribute to the development of sustainable regional communities.

SD4 BEING RECOGNISED AS A SIGNIFICANT PARTNER IN THE EMPOWERMENT OF AUSTRALIAN INDIGENOUS PEOPLES

Central West TAFE values Australian Indigenous peoples and the diversity of their cultures. The College is committed to providing culturally appropriate training to improve the standard of living and quality of life for Australian Indigenous peoples through empowerment with knowledge and skills that will enable self-determination. The College seeks to be recognised as a best practice provider of Indigenous training and will work with Australian Indigenous peoples to build a learning environment that achieves relevant skills development outcomes and provides life long learning opportunities.

Priorities:

- o Participation by Australian Indigenous peoples and their success in vocational education and training is maintained and improved.
- o Strengthen partnerships with Aboriginal community organisations to enable the identification and development of flexible, culturally appropriate training that meets the skills development needs of Australian Indigenous peoples and achieves community and employment/enterprise outcomes.
- o Address local, state and national issues impacting on Australian Indigenous peoples and their access to VET and employment.

SD5 ACHIEVING PROFESSIONALISM IN VOCATIONAL EDUCATION AND TRAINING

Through an organisational culture that is strongly teams based the College seeks to further develop its capacity to respond to the challenges of the changing VET market through the development of a flexible, skilled workforce and an effective working environment that encourages innovation and excellence. The College will build on its strengths of organisational culture, commitment and professionalism to continue to be recognised as the preferred provider of quality vocational education and training in the region.

Priorities:

- o Create an environment of high performance that empowers staff to be innovative and responsive to client needs and expectations.
- o Develop a skilled workforce through a commitment to professional development.
- o Build the diversity of the workforce to ensure the needs of clients from diverse backgrounds are met.

College Structure

A team based organisational structure and a culture which encourages staff to develop flexible and innovative approaches to meeting client needs has provided Central West TAFE with the ability to continually respond to the changing needs of the region. Through the provision of high quality training delivery and assessment services attuned to the needs of industry, client focussed support services and a range of first class facilities and equipment the College assists individuals, industry and the community to pursue their skills development and lifelong learning goals.

The College is structured around three directorates that provide organisational services and support. These are:

Academic and Training Services

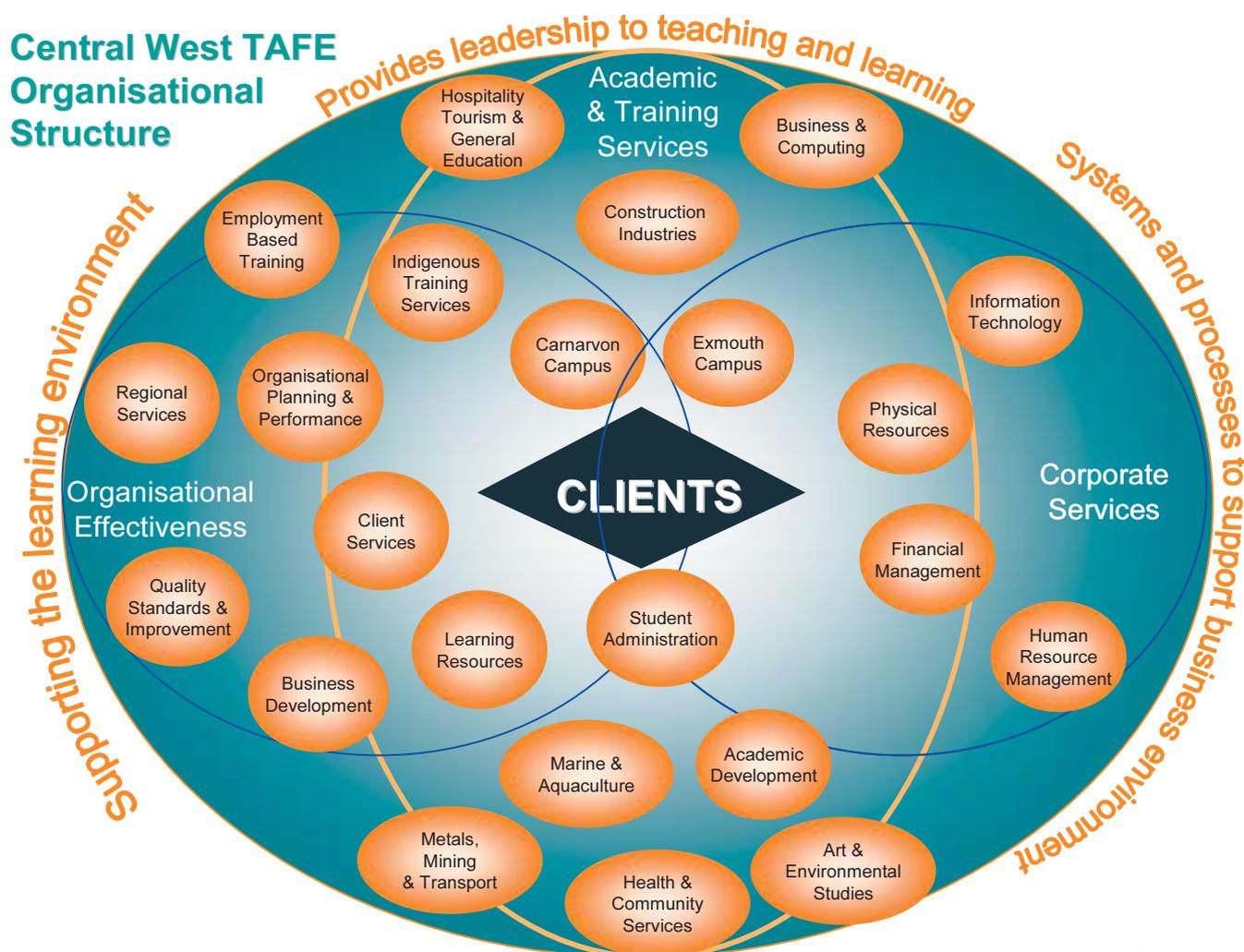
Responsible for providing educational leadership and a broad range of academic support services to facilitate participation by clients in relevant, quality vocational education and training.

Organisational Effectiveness

Responsible for enhancing client focus, providing organisational development through a range of strategic planning and performance management services and developing the organisation's learning culture.

Corporate Services

Responsible for developing and implementing systems and processes that support the business and administrative environment of the College and ensuring the organisation fulfils its statutory requirements.



Current as at 6 September 2004

College Governing Council

The Governing Council of Central West TAFE comprises a Chairperson, Deputy Chairperson, members appointed by the Minister as representatives of local industry, the community, and the Managing Director of the College.

Governing Council members in 2004 were:

Mr Barry Mitchell (Chairperson)
Mitchell and Brown Communications
Industry Representative

Mr Malcolm Smith (Deputy Chairperson)
Geraldton Newspapers Ltd
Industry Representative

Mrs Rae Peel
St John of God Hospital, Geraldton
Industry Representative

Mr Bernie Williams
Master Builders Association
Industry Representative

Mr Ron Shelley
Boeing Australia Ltd
Industry Representative (Exmouth)

Ms Kate McConkey
Deputy Principal, Holland Street School
Industry Representative

Dr Fiona Kelly
Chapman Dental Clinic
Industry Representative

Mr Terry Brennan
Geraldton Regional Aboriginal Medical Service
Industry Representative

Mr Darren Lee
Market Creations
Industry Representative

Mr Bob Floky
Central West TAFE
Staff Representative

Debbie O'Toole (From December 2004)
Electoral Officer
Community Representative

Ms Di Morrison (From December 2004)
Proprietor Wahroonga Station
Industry Representative

Mr Wayne Collyer
Central West TAFE
Managing Director (To August 2004)

Mr Bert Beevers
Central West TAFE
Managing Director (From August 2004)

THE YEAR IN REVIEW

Managing Director's Report

2004 marked the end of an era at Central West TAFE with the completion of the Landscape Master Plan developed in 1997, a change in name from "Central West College of TAFE" and a significant change in key leadership positions within the College, which had been stable for nearly ten years.

In August 2004 Wayne Collyer, the Managing Director of Central West TAFE for the previous ten years, was appointed Managing Director at Swan TAFE. This marked the final stage of a major change in the executive leadership of the College. Mr Collyer's move followed the appointments of Mr Adrian Mitchell as Managing Director of Kimberley TAFE, Mr Graeme Jones as Chief Financial Officer at Central TAFE and Ms Michelle Hoad as Acting Director Teaching and Learning for the Department of Education and Training. The outgoing staff provided the leadership that saw the College grow and succeed, and which ensured a culture of commitment to quality training and assessment.

In August the College Governing Council welcomed myself, Bert Beevers, into the role of Managing Director. I brought to the position a wealth of knowledge and experience in the VET Sector and look forward to building on the high quality vocational education and training that has been provided by the College in the past.

During this period of change the College continued to achieve results through greater inclusion of staff at all levels resulting in a number of innovative solutions to service provision. The following programs stand out as highlights of the innovation which occurred during 2004.

2004 unveiled a new era of Flexible Learning at Central West TAFE. A coordinated and planned approach to the management and development of flexible learning courses and the involvement of staff in customised professional development resulted in an increase in flexible learning enrolments, greater choice of offerings resulting in the capacity to now complete twelve full qualifications flexibly, improved confidence of lecturing staff to support learners using a range of e-learning tools and flexible mediums and more satisfied students evident by an increase in student retention and successful completion.



A strong relationship was formed between the College and the Mid West District Education Office during 2004 with staff from both agencies working together on a number of projects aimed at developing innovative education and training models to engage youth within the Central West region. The following projects are ongoing in 2005:

- o Development and implementation of a District Education and Training Plan
- o Development of the Geraldton Education Precinct
- o Models to Expand VET in Regional Communities

For the past eight years Central West TAFE and the Mid West Development Commission have been investigating and driving the development of a world class, best practice marine research and training facility, the Batavia Coast Marine Centre, at Separation Point in Geraldton. In 2004, following on from intensive community consultation and the securing of funding in 2003, a Department of Environmental Protection Works Approval was granted, the Notice To Take (Native Title) process proceeded without objection, and a lease agreement was negotiated and agreed with the City of Geraldton. The construction of the Batavia Coast Marine Centre will take place in 2005 ready for classes commencing Semester One 2006.

Following a recommendation from the College's Aboriginal Education, Employment, Training Committee a project team was formed to develop a College strategy aimed at engaging Indigenous students at the higher Australian Qualification Framework levels of Certificate IV and Diploma. The project team was successful in formulating a sustainable strategy which sets aside places for Indigenous Australians in identified qualifications aligned to regional, state and national skills development priorities. The strategy is aligned with TAFE protocols and processes for TAFE Admissions. The project also identified a need for the development of a targeted Indigenous Marketing Strategy and was effective in regaining the focus of academic areas on the development and provision of services to Indigenous clients.

The program that stands out as perhaps the most innovative and unique in 2004 and to which the College provided supported throughout the year was the holistic, alternative education and training program delivered at the Midwest Football Academy. The program was delivered in partnership with Geraldton Secondary College, Clontarf Foundation and the Department of Education and Training. The College accessed external funding to support this program and utilised institutional student contact hours to develop and deliver a fantastic program which has not only increased the self esteem of the young Indigenous males at the Football Academy but re-engaged them with education and training and provided them with the opportunity to develop their potential in a nurturing and culturally appropriate environment.

The success of the College is also reflected in the achievement of its staff with a number of members being recognised during 2004. I would like to take this opportunity to congratulate the following staff:

Internal Quality Award Winners

Lecturing Excellence Award – Jo Brennan and Dave Baker

In recognition of high quality teaching practices and an ongoing commitment to developing principles of quality training delivery and assessment that are shared with colleagues

Administrative Excellence Award – Mandy Taylor

In recognition of exceptional administrative practices and an ongoing commitment to develop and implement initiatives that enhance College effectiveness

Leadership Award – Nicci Illingworth

For displaying leadership in the development of innovative and flexible learning resource systems, products and technologies

Client Service Award – Craig Walker

In recognition of exceptional client service evidenced by a commitment to the provision of prompt, flexible and high quality services to internal and external clients

Innovation Award – Cheryl Galloway

For displaying innovative and creative approaches in the development and implementation of the Gaining Access to Training and Education (GATE) program

Managing Directors Award – Craig Walker

In recognition of consistently providing outstanding client service to College internal and external clients.



External Awards

The College and its staff were recognised for their achievements by becoming finalists in the Large Training Provider of the Year category at the State Training Excellence Awards. A successful program with Holland Street School focused on providing VET options for youth with a disability was also recognised as a finalist in the Access and Equity Category.

Lecturers Jo Brennan and Dave Baker were recognised for their commitment to quality provision of delivery and assessment services to students through nomination for the Premier's Teacher of the Year Award.

The College Marketing Coordinator, Erin Green, was recognised at a national level for her efforts in the "Get More Out of Life" marketing campaign which was a finalist in 'marketing campaign under \$50,000' category of the 2004 Australian TAFE Marketing Association (ATMA) Awards.

Looking to the future the major challenges and priorities for the College during 2005 will include:

- o The construction and development of the Batavia Coast Marine Centre.
- o Working in partnership with the education sector and universities in the development of the Geraldton Education Precinct.
- o The development of a model to undertake community training needs analyses and community consultation utilising the information gained to progress a community skills development plan to ensure that the communities of the Central West region have the skills required for future development.
- o Working with industry to develop and implement innovative and effective training solutions to address skill shortages in the region.
- o The development of a long term holistic Workforce Management Plan for the College.
- o An evaluation of the College Organisational Structure.
- o Organise and host the national biennial TAFE in Rural and Isolated Community Conference (TRIC) in May.

Finally I would like to thank all College staff, clients, industry and professional groups who contributed to a successful year in 2004. I would also like to acknowledge the contribution of the College Governing Council to the strategic direction of the College. In 2005 I look forward to continuing the relationships with stakeholders to ensure the best possible education and training opportunities for residents and enterprises of the Central West region.

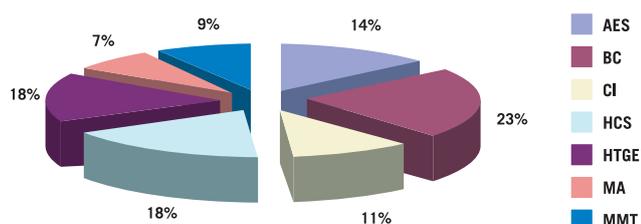
Bert Beevers
Managing Director
Central West TAFE

2004 AT A GLANCE

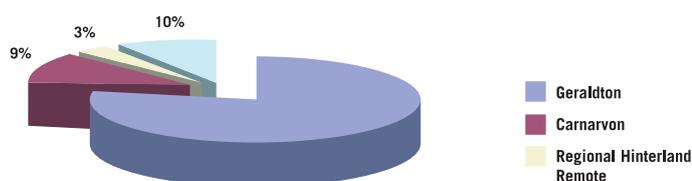
Academic Delivery

Academic Program Areas:

AES	Art & Environmental Studies
BC	Business & Computing
CI	Construction Industries
MA	Marine & Aquaculture
MMT	Metals, Mining & Transport
HCS	Health & Community Services
HTGE	Hospitality, Tourism & General Education



Regional Delivery



Regional Hinterland Remote: All Exmouth, Burringurrah, Wiluna

Regional Hinterland: All centres others than Geraldton, Carnarvon, Exmouth, Burringurrah, Wiluna

Of the total publicly funded (profile) Student Curriculum Hours delivered by the College 169,066 were delivered in campuses and centres other than the main campus at Geraldton. This represents 19% of delivery.

2004 Client Satisfaction Indicators

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

Overall Student Satisfaction

Central West TAFE	WA Average
83%	84%

*Graduate Satisfaction with Achieving the Main Reason for doing the Course

Central West TAFE	WA Average	Aust. Average
77%	78%	71%

*Graduates in Employment

	Central West TAFE	WA Average	Aust. Average
Employed	84%	76%	75%
Unemployed	6%	8%	11%
Not in Labour Force	9%	15%	13%

*Please note that the independent survey undertaken represents a small sample size of Central West TAFE students, therefore the results may not be representative of the entire student population.

2004 Training Delivery Indicators

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

Planned	Actual	% Achieved
894,866	895,310	100.05%

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

Non-Profile SCH	164,305
% of Total College SCH	15.51%

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

Cost Indicator

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

Cost per SCH	\$20.25
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CONTRIBUTION TO THE STRATEGIC PLANNING FRAMEWORK

Better Planning: Better Services – A Strategic Planning Framework for the Western Australian Public Sector is a concise statement of the Western Australian Government's intentions to improve the quality of life for all Western Australians. The framework is built around five strategic goals that contribute to the achievement of the Government's vision. This section describes Central West TAFE's contribution to the five strategic goals during 2004.

PEOPLE AND COMMUNITIES

Goal One of Better Planning: Better Services is aimed at enhancing the quality of life and wellbeing of all people throughout Western Australia. Central West TAFE has a significant role to play in achieving this outcome through encouraging lifelong learning, contributing to positive outcomes for people with disabilities, providing training which empowers Indigenous Australians and providing services which ensure equal access for all sectors of the local community. A number of the College's activities contribute directly to this goal with further information provided in the Report on Operations section of this report. The following provides details of the College's achieved outcomes for some specific community groups during the year.

Disability Services

People with a disability in the Central West region have limited opportunities to access training and employment, evidenced by their participation rates in both vocational education and training and the workforce. There is a significant community need for people with a disability to be gainfully engaged in useful and rewarding activities. Governments, the community and, increasingly, industry themselves are recognising the value in utilising the talents and abilities of all members of the community. The diverse contributions that can be made by all individuals, including individuals with a disability, benefit industry and enterprises and contribute to stronger communities.

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

The College has developed a Disability Services Plan which includes strategies and actions to increase the participation of people with a disability in vocational education and training. During the year the College continued to implement strategies identified within its Disability Services Plan.

The College extensively uses technology (JAWS, mimio boards, laptops, trackballs, ergonomic chairs) to provide students with the best support to reach a successful outcome in their course of study.

A number of improvements were made to College buildings and facilities across the three main campuses in 2004 to ensure access for clients and staff with a disability. Reception counters at both Geraldton and Exmouth were reconfigured for wheel chair access; tactile paving on pathways has been introduced for vision impaired students; gradients of pathways have been modified and steps into buildings eliminated; automatic doors installed in major entrances; and swipe card access, light switches and door handles have been lowered to increase accessibility.

The College endeavoured to make provision for clients with disabilities to access services, contribute to decision making and participate in public consultations. Information continued to be provided to the public with the use of clear, concise and jargon free language in College publications.

The Certificate II of Information Technology which is provided either full or part time through face to face delivery, open learning workshops, and online learning provides an example of a how courses can be structured to allow students to study at their own pace whilst still being involved in aspects of campus life.

The Certificate of General Education for Adults utilises Teachers Assistants to provide specialised classroom support for lecturers who have students with intellectual disabilities participating in their classes. Similarly the Certificate of Gaining Access to Training and Education uses Mentors to enable youth who have a disability to adjust from the school system into the vocational training sector with support and structured learning outcomes.

During 2004 the College was recognised at the State level becoming a finalised in the Access and Equity Category at the Training Excellence Awards for its successful program with Holland Street School focused on providing VET options for youth with a disability.

Cultural and Language Services Outcomes

The College has a strong commitment to access and equity principles. This commitment is reflected in key organisational documents such as the strategic plan, customer service commitment, staff equity and diversity plan, student charter and staff code of practice.

Initiatives undertaken during 2004 with regards to this outcome include research into Indigenous learning styles, action research into the value of the interface between the Clontarf Foundation Football Academies and Education and Training, and the undertaking of a training needs analysis of the Culturally and Linguistically Diverse community within the Central West region.

Further information on strategies implemented to support diversity with regard to students and staff is provided in the Report of Operations section of this document.

Youth Outcomes

Supporting young people by increasing opportunities to participate in Vocational Education and Training is a key priority for Central West TAFE.

The College has traditionally provided a number of services to youth through VET in Schools Programs. Students participate in TAFE-Link programs provided by the College and complete nationally recognised units of competence. The program expanded in 2004 to include twelve schools throughout the Central West region and a range of industry areas including Information Technology, Automotive, Aquaculture, Business and Hospitality. The participating schools in 2004 were:

- o Carnarvon Senior High School
- o Carnamah District High School
- o Dongara District High School
- o Exmouth District High School
- o Geraldton Senior College
- o Holland Street School
- o Kalbarri District High School
- o Meekatharra District High School
- o Mid West Football Academy
- o Morawa District High School
- o Mullewa District High School
- o Wiluna Remote Community School

Additionally students from the following schools participated in a range of VET programs delivered in partnership with Central West TAFE:

- o Carnarvon Senior High School
- o Dongara District High School
- o Exmouth District High School
- o Geraldton Senior College
- o Kalbarri District High School
- o Nagle Catholic College
- o Morawa District High School
- o St Mary's Carnarvon

During 2004 the College undertook to build upon this traditional role and sought new ways to engage students in VET whilst still participating in school.

A strong relationship was formed between the College and the Mid West District Education Office during 2004 with staff from both agencies working together to develop a District Education and Training Plan, identifying opportunities for the development of innovative education and training services to engage youth, particularly those "at risk", within the Central West region. The plan will be further developed and implemented during 2005 and sits alongside a joint project to develop an Education Precinct in Geraldton.

In an effort to increase the retention rates of youth in education and training in regional communities the College secured funding to develop a pilot program for delivery of post year 10 options for District High Schools in the region. The project involved Kalbarri, Meekatharra and Carnamah District High Schools and comprised the development of an innovative pilot program combining Curriculum Council subjects and vocational education and training. Different models for each of these schools and suiting the needs of their communities were developed in 2004 for implementation in the pilot schools in 2005 and then in other interested schools in 2006. Delivery is to be provided through a combination of flexible and online learning (through WestOne and SIDE), TAFE delivery and tutoring/facilitation is provided by the school. The program will be available to students already in the schools and those in the community wishing to re-engage with education and training.

The program that stands out as perhaps the most innovative and unique in 2004 was the holistic alternative education and training program delivered at the Mid West Football Academy in partnership with Geraldton Secondary College, Clontarf Foundation and the Department of Education and Training. The College worked with Football Academy staff to design a unique program that combines a VET program and curriculum council subjects that uses the boys passion for football as the motivation for continuing engagement. This fantastic program has not only increased the self esteem of the young Indigenous males at the Football Academy but re-engaged them with education and training and provided them with the opportunity to develop their potential in a nurturing and culturally appropriate environment. Its success is measured by the high retention rate and by the fact that numbers for the 2005 program have more than doubled.

Other initiatives for youth included the delivery of the Gaining Access to Training and Education course aimed at reengaging youth disenfranchised with traditional school based approaches to education and training at Geraldton, Meekatharra and Carnarvon. Central West TAFE also serviced forty six Certificate I in Workplace Readiness school based trainees and sixty nine other school based trainees.



THE ECONOMY

This goal is related to the development of a strong economy that delivers more jobs, more opportunities and greater wealth to Western Australians. It includes financial management, purchasing, facilities, employment opportunities and research and development. As one of the largest employers in the Central West region the College has a significant impact on the economy of the Central West. Further information regarding the College's finances can be found in the financial statements in the final section of this report. The following provides an overview of major capital projects undertaken during 2004, compliance with purchasing requirements and details of College fees and charges.

Capital Projects & Minor Works

The College's capital works program provides for the replacement, maintenance and expansion of assets that support the delivery of training and assessment services. In 2004 major projects undertaken included the refurbishment of Exmouth campus, upgrades to Geraldton and Carnarvon campuses to ensure universal access to facilities and air conditioning of classrooms at Geraldton Campus.

Project	Cost of Project
Exmouth Campus Refurbishment	\$703,000
Air Conditioning	\$130,000
Universal Access Geraldton Campus	\$ 47,125
Universal Access Carnarvon Campus	\$ 68,098
Nursing Students Shower & Bathroom	\$ 26,000
Upgrade Computer Room Furniture	\$ 21,000
Shade Sails for student areas	\$ 14,000

Purchasing Services

The College is committed to meeting the requirements of the Government Purchasing Charter through the implementation of the Supply Business Plan and the Supply Procedures Manual. The College has also provided ongoing training to staff on responsibilities and procedures associated with purchasing.

During 2004 the College continued to develop its strategies in relation to the Buy Local Policy to maximise opportunities for small, local and regional businesses in the Mid West and Gascoyne regions. The College is currently exceeding the State Government benchmark target of 80% for buy local procurements with the percentage of the number of local purchases being 96% during the 2003 – 2004 period.

Fees and Charges

The 2004 Western Australian Department of Education and Training Fees and Charges Guidelines sets out the statutory and provider based fees and charges which apply to training providers from 1 January 2004. Central West TAFE abides by these fees and charges in accordance with the provisions of the Vocational Education and Training Act 1996. The College based fees and charges are reviewed annually and endorsed by the College Governing Council.

THE ENVIRONMENT

This goal aims to ensure that Western Australia has an environment in which resources are managed, developed and used in a sustainable manner and where biological diversity is preserved and habitats are protected. The College contributes to this goal through providing training which encompasses sustainability considerations and through implementing energy saving initiatives.

Energy Smart Government

In accordance with the Energy Smart Government policy Central West TAFE has committed to achieve a 12% reduction in non-transport related energy use by 2006/07 with an 8.44% reduction targeted for 2003/04.

Energy Smart Government program	Baseline Data	2002/2003 Actuals	2003/2004 Actuals	Variation %
Energy Consumption (GJ)	6,632	6,498	6,072	- 8.44%
Energy Cost (\$)	227,191	241,048	217,863	
Greenhouse Gas Emissions (tonnes of CO2)	1,598	1,585	1,489	
Performance indicators				
MJ/sqm	365	358	334	
MJ/FTE	2,988	2,962	2603	

The College completed a significant expansion program, costing approximately \$9m between 1999 and 2001. Although the building works were completed in time to be included in the College's baseline, a number of equipment purchases and associated infrastructures were not. This impacted on the College's energy consumption.

Since the implementation of the "Energy Smart Project" the College has undertaken a number of initiatives to reduce energy consumption. During 2004 the following energy saving initiatives were undertaken:

- o Continued support from senior management regarding the appointment of an Energy Executive.
- o Energy management committee established.
- o Staff awareness program established.
- o Further progress on completing items outlined in the energy reduction action plan.
- o De-lamping of stores areas and areas that are not frequented often.
- o Continued replacement of more energy efficient fluorescent tubes
- o A review of lighting and security arrangements resulting in a reduction in operating time of all external building lights, including the implementation of more sophisticated light switching arrangements.
- o A computer replacement program that replaced an additional one hundred of the College's computers with more efficient models. This was on top of the replacement program that occurred during 2002/03.
- o Development of a checklist that is utilised by evening lock-up staff to record any instances where significant energy using equipment items are not turned off in the evening. The College will look at further expanding this program in 2005.

THE REGIONS

The Western Australian Government's goal is to ensure that regional Western Australia is strong and vibrant. Strategic outcomes which the College has a significant role in achieving include planning in partnership for a sustainable future, effective government service delivery to regions that is responsive to the needs of diverse communities, more skilled regional communities, lifelong learning in the regions and enhanced quality of regional lifestyles.

Regional Development Policy

The College's current strategic plan Partnerships with the Region: building capacity through education and training recognises the vital role the College has to play in regional development through the provision of quality training to ensure the availability of a skilled workforce which meets the changing needs of regional communities.

TAFE staff work in partnership with local industry, district high schools, service providers, the Telecentre Network, and local Indigenous organisations to provide relevant high quality training and assessment services to remote communities within the Mid West and Gascoyne regions. Programs during 2004 included:

- o Certificate IV in Sport and Recreation lecturers and students worked with the Shire of Mt Magnet and the Department of Sport and Recreation to facilitate a six day workshop for sixty young people in Mt Magnet. The workshop involved sport, recreation and leadership activities aimed at building the self esteem of participants and providing them with exposure to Vocational Education and Training. This program developed relationships between young people from remote communities and regional centres that support the transition to further education.
- o The Certificate IV Small Business was delivered to students throughout the Mid West region utilising local Telecentre video conferencing equipment to facilitate learning and communication between lecturers and students.

- o Central West TAFE Aboriginal Development Officers worked with the Burringurrah Indigenous community to develop an indicative three year training plan. The plan formed part of the community's submission for funding to build a community skills training centre through the Australian National Training Authority's VET Infrastructure program.
- o Twelve students at Northampton completed Certificate I in Introduction to Construction with the support of the Monniemia Aboriginal Corporation. During this course the students participated in a number of "live works" projects funded by the Northampton Shire Council such as the construction of a pergola and park benches at a local park.
- o Two courses aimed at engaging specific client groups were delivered in Meekatharra. Certificate in New Opportunities for Women provided opportunities for local women to reengage in Vocational Education and Training. This program was strongly community based with planning and delivery occurring within the community

The College delivered a program in partnership with Yulella Aboriginal Corporation aimed at developing pathways to employment for young Aboriginal people. The Certificate in Gaining Access to Education and Training program was delivered in a holistic manner with hands on projects and was strongly supported by Meekatharra Shire Council.

- o Eleven community members participated in a Coxswain course in Coral Bay. The need for the course was identified within the local community with most of the participants being employed in the tourism and fishing industries in Coral Bay. A lecturer from Geraldton campus delivered the three week course in the dining room of one of the local holiday chalets and utilised one of the College's training boats which was transported to Coral Bay for the delivery.

Further details of the College's regional and remote activities are provided in the Report on Operations section of this report.



GOVERNANCE

Central West TAFE aims to achieve the Government's goal of operating in an open, effective and efficient manner. The College has an organisational structure in place which facilitates both staff and community involvement in decision making and allows for open communication to all stakeholders. During 2004 the College reviewed its strategic plan to ensure alignment with the State Strategic Planning Framework and developed a Sustainability Action Plan detailing actions to be undertaken to contribute at a local level to the Western Australian State Sustainability Strategy. The following information provides details of the College's governance practices. Further information may also be found in the Report on Operations section of this report.

Public Interest Disclosure

The Public Interest Disclosures Act 2003 came into effect in July 2003. It defines special action that must be taken by Government agencies in relation to disclosures of public interest information that may show that a public authority, officer or contractor has been, or proposes to be involved in, improper conduct, the committing of an offence, misuse of public resources, or an act or omission which poses a risk to the public or the environment. There were no cases reported against the College or its officers during 2004.

To ensure compliance with the legislation Central West TAFE has developed policy documents and guidelines to provide information to staff regarding their obligations and rights under the Act. The College has also appointed a Public Interest Disclosures Officer.



Staff Equity and Diversity Statistics as at 30 June 2004 are represented in the following table:

	Actual 2003		Actual 2004		Objective 2003		Objective 2005	
	%	Equity Index	%	Equity Index	%	Equity Index	%	Equity Index
Indigenous Australians	6.0%	38	4.8	42	7.0%	43	7.4%	45
People with Disabilities	3.0%	NA	1.9	NA	2.8%	NA	2.8%	NA
People from Culturally Diverse Backgrounds	3.3%	NA	2.9	NA	2.0%	NA	2.3%	NA
Youth (< 25 years)	8.8%	NA	6.5	NA	11.3%	NA	11.3%	NA

The Equity and Diversity data is accurate to the extent that it is not compulsory for staff to indicate their disability or ethnicity when employed by the College. There may be staff that have disabilities and/or come from culturally diverse backgrounds but either do not meet the reporting requirements or choose not to report against these criteria. As a result there may be under reporting against these indices.

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

Disclosure of Interest

The following members of the College Governing Council have major interests in companies that supply goods and services to the College:

Mr Barry Mitchell (Chair) - Mitchell and Brown Communications
 Mr Malcolm Smith (Deputy Chair) – Geraldton Newspapers Ltd
 Mr Darren Lee (Industry Representative) – Market Creations

There were no significant contracts issued to these companies during the year ended 31 December 2004.

Equal Employment Opportunity Outcomes

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

In the development of the Central West TAFE Equity and Diversity Management Plan, two priority areas were identified for the College to focus on for Equity and Diversity Management. These were People from Culturally Diverse Backgrounds and Indigenous Australians. A number of strategies have been used to increase representation in the College's workforce in these two areas. Strategies include the revision of the recruitment process at the Carnarvon Campus, resulting in increased job applications from Indigenous Australians. More recently strategies were implemented to promote the College as an organisation where equity and diversity is valued, such as inclusion of the need to follow Equity and Diversity Management principles on employee Job Description Forms and the inclusion of details relating to Equal Employment opportunity in Job Vacancy advertisements. The College also utilises existing partnerships with relevant agencies and community groups to attract a greater pool of people from equity groups.

Upon employment with the College, staff are provided with comprehensive information regarding Equal Employment Opportunity via the College induction manual and through the College's formal induction information sessions. There are also five trained grievance contact officers at the College who are available to speak with staff on a confidential basis should they have any issues relating to Equal Employment Opportunity.

Compliance with Public Sector Standards and Ethical Codes

Central West TAFE is committed to ensuring compliance and best practice of the application of the Public Sector Standards in Human Resource Management, the Public Sector Code of Ethics and the College's Code of Conduct.

Human resources policies and procedures are regularly reviewed and updated to ensure compliance with Public Sector Standards. All staff can access human resource policies and procedures, including those relating to recruitment, selection and appointment, transfer, secondment, temporary deployment and grievance resolution, through the College Intranet and via communication with their supervisor or members of the Human Resource team.

During the reporting period the College received one request for review against the Public Sector Human Resource Standards. The claim was reviewed and it was determined that no breach occurred. No further action was taken by the claimant.

Maintaining awareness of the Public Sector Standards and Code of Conduct is achieved through an induction with new staff, discussion at staff meetings, email communication and the College Intranet. A review of the College Code of Conduct was undertaken during 2004 resulting in minor changes which were communicated to staff.

Staffing Overview

The College employs staff in lecturing and non lecturing roles, which includes a range of duties in administration and support functions. The agency is one of the largest employers in the region with an average of 178.4 full time equivalent staff employed during 2004.

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

	2003	2004
Geraldton Campus	156.8	164.7
Carnarvon Campus	13.0	11.9
Exmouth Campus	1.7	1.8
TOTAL	174.5	178.4

Occupational Health & Safety and Workers Compensation

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

There were three worker's compensation claims submitted in 2004 with no lost time injuries. The Occupational Health and Safety Committee investigated all reported accidents.

Freedom of Information

A range of publications that provide information to staff and the community are available from the Central West TAFE and are widely distributed to stakeholders and throughout the community. The College provides information regarding its services and available documentation through its Freedom of Information Statement and on the College website.

Any member of the public wishing to access material under the Freedom of Information Act can contact:

The Freedom of Information Coordinator

Central West TAFE
 PMB 103
 GERALDTON WA 6531

Telephone: 08 9956 2747

During the period 1 January 2004 to 31 December 2004 there were no applications for information under the Freedom of Information Act.



Record Keeping Plan

In March 2004 a generic record keeping plan was submitted to the State Records Commission on behalf of the Education sector. Agencies included in the generic plan were the Department of Education and Training, the Curriculum Council of WA, the Department of Education Services, the Public Education Endowment Trust and TAFEWA colleges, including Central West TAFE.

The generic plan will be reviewed regularly by both the Department of Education and Training and the College to ensure adherence to State Records Commission requirements. This review will ensure the College complies with the requirements of the Record Keeping Plan. A sample of records is reviewed on a monthly basis within Central West TAFE to ensure compliance with Principles 1, 2, 3, 4, 5, and 6.

Evaluation of performance against the record keeping plan will occur through five yearly reviews of Retention and Disposal Schedules, annual agency self assessment questionnaires and the development and monitoring of performance indicators.

Central West TAFE includes a session on records management in all staff inductions and holds regular training sessions for both general staff and staff within the records section. These induction and training sessions assist in ensuring all staff are aware of their responsibilities within the record keeping plan. Topics covered include an overview of individual recordkeeping responsibilities, legislative framework, records management tools such as records thesaurus, and procedural documentation on the business system. A booklet of information is provided to all attendees. At the completion of each session attendees are asked to provide feedback on the information provided. This feedback is then utilised to improve the effectiveness of the training. A record of attendance at all training and induction sessions is held by the Human Resources section.

Advertising and Sponsorship

During 2004 the College produced the following major publications aimed at providing quality information to students:

- o 2004 Course Guide – Geraldton
- o 2004 Course Guide – Carnarvon
- o 2004 Fact Pack and Student Diary
- o On the Lighter Side - quarterly internal e-newsletter
- o All About Central West TAFE – introductory guide to Central West TAFE for prospective clients
- o JobReady brochure – Introducing the new service to all students and graduates of up to twelve months

Throughout 2004 Central West TAFE undertook or supported the following promotional activities:

- o Geraldton Awards Night - April
- o Carnarvon Awards Night - May
- o Exmouth Awards Night - May
- o Carnarvon Business Expo - May
- o Uni Week - May
- o NAIDOC Activities - July
- o Croc Fest / College Open Day - August
- o Mingenew Expo - September
- o Exmouth guest town display at the Royal Show - September
- o Teddy Bear's Picnic - October

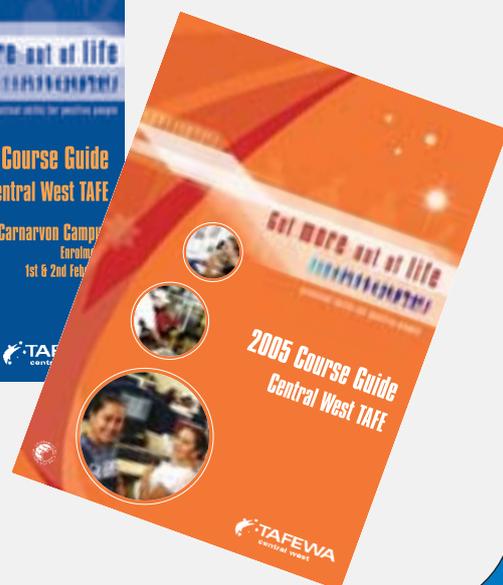
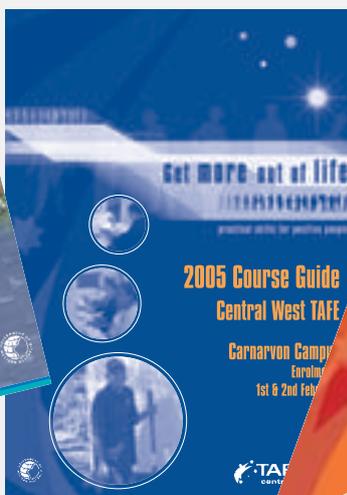
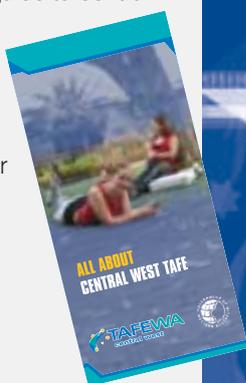
Risk Management

Central West TAFE continued to meet its legislative requirements by progressively developing its risk management policies in accordance with Treasurer's Instruction 109. In 2004 the College's primary focus and resources were aligned to ongoing implementation of Australian Quality Training Framework standards, increasing understanding of risk management principles in project management and assessment against Occupational Safety and Health legislation.

Evaluation of Programs

Central West TAFE is characterised by its commitment to quality and continuous improvement processes. As such the College continually seeks feedback from its clients which is utilised to evaluate and improve the provision of services. The following evaluations were conducted in 2004:

- o The College participated in the state Student Satisfaction Survey and the national Student Outcomes Survey with key results reported in the Key Performance Indicators of this report. Additionally, information from these surveys was presented to senior staff and analysed for key areas of excellence and areas for improvement.
- o Client Feedback Forms are available throughout the College and enable clients or staff to provide feedback on any aspect of the College's activity. The forms were processed through the Quality subsection and forwarded to the relevant Directorate for response. The Manager Quality and Planning regularly provided an aggregation of all data and responses to Executive along with a report highlighting any systemic issues identified.
- o The College has a process to collect feedback from a selection of students through the deployment of a Unit Evaluation Questionnaire. The questionnaire collects information on student satisfaction with classroom management and teaching, curricula, resources and equipment and the learning environment. An analysis was undertaken by the Quality subsection and forwarded to the appropriate Academic Director for communication to staff and where appropriate, development of improvement strategies.



Legislation Impacting on the College

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

- o Copyright Act 1968
- o Equal Opportunity Act 1984
- o Education Act 2004
- o Electoral Act 1907
- o Disability Services Act 1993
- o Financial Administration & Audit Act 1985
- o Freedom of Information Act 1992
- o Government Employees Superannuation Act 1987
- o Industrial Relations Act 1979
- o Industrial Training Act 1975
- o Minimum Conditions of Employment Act 1993
- o Occupational Health, Safety and Welfare Act 1984
- o Public Sector Management Act 1994
- o Public and Bank Holidays Act 1972
- o State Supply Commission Act 1991
- o State Records Act 2000
- o Vocational Education and Training Act 1996
- o Workers' Compensation and Assistance Act 1981
- o Workplace Relations Act 1996

**Western Australia Electoral Act 1907 (Section 175ZE): Disclosure of Gifts and Other Expenditure**

Class of Expenditure	Agency Name	Expenditure in 2004
Advertising Agencies	Market Creations	\$38,202
Market Research Organisations	Nil expenditure	Nil expenditure
Polling Organisations	Nil expenditure	Nil expenditure
Direct Mail Organisations	Arthur Andres	\$1,410
Media Advertising Organisations	Batavia Coast 98FM	\$11,539
	Carnarvon Community News	\$304
	Commerce & Trade Index	\$595
	Gascoyne Community	\$410
	Geraldton Newspapers Ltd	\$32,958
	Midwest Chamber of Commerce	\$30
	Midwest Times	\$10,054
	Nationwide Business Directory of Aust.	\$595
	Northampton News	\$60
	Northern Guardian	\$2,163
	Regional Commerce Directory	\$545
	Rural Press Agricultural Publishers aka Farm Weekly	\$980
	Yamaji News	\$2,488
	TOTAL	\$62,721



REPORT ON OPERATIONS

ACADEMIC AND TRAINING SERVICES

Role & Function

The Academic and Training Services directorate is responsible for providing educational leadership and a broad range of academic support services to facilitate participation by clients in relevant, quality vocational education and training. This directorate is formed around seven academic delivery areas which reflect the predominant industries of the region:

- Art and Environmental Studies
- Business and Computing
- Construction Industries
- Marine and Aquaculture
- Metals, Mining and Transport
- Health and Community Services
- Hospitality, Tourism and General Education

Additional services to support academic delivery are provided through a range of specialist staff operating within the following teams:

- Academic Development
- Learning Resources
- Flexible Learning
- Student Administration

Challenges 2004

Central West TAFE continued to respond to the identified vocational education and training needs of the region as well as drive opportunities in new and emerging industries within a Departmental no-growth in training resources scenario. This situation challenged staff to create innovative approaches to delivery in rural and isolated communities and provided the background for the development of focused consultation and training needs analysis activities with internal and external clients. These innovative approaches and the innovators within the College who developed the approaches required on-going support and encouragement in a period of change and uncertainty. Maintaining the engagement of key personnel and striving for excellence through this period required a high level of commitment from all areas of the College and resulted in the identification of projects that will be pursued in 2005.

Central West TAFE continues to be challenged by the need to provide timely training at the regional level in balance with the administrative requirements of state bodies. The College developed a number of training options in 2004 to respond to industry requirements, support the empowerment of Indigenous Australians and enhance social and economic independence within the region, however delays in endorsement of some Training Package implementation kits and registration of courses at the State level meant the College was unable to progress a number of initiatives or delay these until 2005. While the College is fully aware of the issues facing state bodies and acknowledges the difficulties of progressing some activities this does affect the timeliness of regional responses and therefore encourages the College to further develop approaches which accommodate the above issues but lead to the empowerment of regional communities at the same time.

Central West TAFE attracted funding in late 2003 to progress a research, development, education and training program focusing on the seeding and harvesting of the blacklip pearl. This unique project is one of a number of aquaculture innovations that was initiated in 2003 with planned commencement in 2004. However, legal issues surrounding the translocation of pearl shell between leases and delays in the construction of the Batavia Coast Marine Centre impacted on the College's ability to deliver the Certificate II in Seafood Industry (Aquaculture: Black Pearl) in 2004 and this has been delayed to a 2005 commencement. Even though this delay has impacted on College delivery it has not dampened the enthusiasm of the black pearl industry and in fact provided opportunities for further promotion of the innovation across the nation. Identification of a number of legal issues in the black pearl research, development, education and training program has provided the College with the opportunity to progress development of a College wide position on projects which have external partners providing in-kind product support.

The College has invested a significant proportion of its efforts in providing professional development to its staff and prides itself on the quality of its people and therefore the expertise that is available to the region. In 2004 a number of key College staff members gained higher-level employment at colleges and organisations outside the region and their success can be directly attributed to the College's investment in the professional development of its staff. With the

departure of key staff members with substantial knowledge and expertise accumulated over a decade of employment with the College came the challenge to seek qualified replacements and provide professional development to these staff members while increasing the opportunities to practitioners across the seven program areas utilising available finite resources.

The College was successful in attracting external funding for a large number of projects. These projects were progressed in addition to a wide variety of internally funded projects. While these externally funded projects enhanced the College's 2004 profile activities and have provided the stepping stones for further research, development and delivery they required a high level of on-going support and management by a range of staff members during the twelve-month period. This on-going support required careful planning and execution to ensure that the objectives of all projects were achieved and that staff members supporting the projects were appropriately skilled and resourced to sustain their involvement for the projects' duration.

Achievements 2004

Central West TAFE has a long history of providing quality training opportunities to a diverse range of clients in the Mid West and Gascoyne regions and 2004 was no exception. Against a background of national vision, state priority and regional need the College delivered a large number of programs and in so doing achieved its delivery and performance agreement target of 894,866 student curriculum hours.

Innovation was a key feature of College activities and a number of excellent ideas were presented and translated into tangible projects that focused on research, development, delivery and building the skills of the VET practitioner. These projects required on-going commitment, discipline, patience and flexibility—four qualities that are integral to innovation and qualities which are not in short supply at Central West TAFE.

These projects could not have delivered the high quality outcomes without the support of Corporate Services, Organisational Effectiveness and Academic and Training Services and all staff from Program Assistants to Managing Director were integral to their success. The role of each and every staff member has been paramount to the College's 2004 activities and essential to its profile in the Central West region.

Projects developed and delivered in 2004 achieved positive outcomes against the objectives outlined in Shaping Our Future, the national strategy for vocational education and training 2004-2010 and well supported the State ministerial priorities outlined in Creating the Future. It is clear from our achievements that as a College we have embraced the national agenda, support the State focus and continue to provide quality lifelong learning opportunities in a regional setting.

Training delivery planning for the future was streamlined in 2004 and provided opportunities for staff across the three campuses to participate more actively. Careful and timely planning in the year prior to new delivery is considered paramount to the College's success and is reliant on the contributions of all staff. A collaborative and engaging process was progressed in 2003 and refined and expanded in 2004. This holistic approach will ensure focused course development and delivery across the region in 2005 as well as an ability to support emerging and changing industries in an informed and strategic manner.

The following provides additional information regarding the Academic and Training Services team's contribution to achievement of the College's five strategic directions.



Strategic Direction	Key Achievements
Engaging Industry	<p>The College attracted Innovation Strategy funding in 2004 to support the emerging cabling industry and provide opportunities for clients to acquire the skills associated with this new technology. Currently there is a shortage of telecommunication cablers across the State. In addition, major capital government infrastructure planned for the Central West region, will ensure employment opportunities are strong. Other regional infrastructure development such as the Burrup Peninsular will also provide additional employment options.</p> <p>Designed and built a simulator for developing improved transport methods for perishable goods, with an initial emphasis on the live western rock lobster export industry.</p> <p>Development and delivery of the Certificate II in Conservation and Land Management (Feral Dog Control) in partnership with the Agricultural Protection Board. This innovation is a direct response to the identified increase in risk posed to the sheep and wool industry at the state and national level by a shortage of qualified doggers available to control feral and wild dogs.</p> <p>Initiating an assessment of equine training requirements in the Geraldton region to determine viability of Central West moving into this area of delivery.</p>
Providing Training that Meets the Needs of the Central West	<p>In partnership with Legal Aid Western Australia and Community Legal Centres Western Australia, Central West TAFE provided a customised traineeship to paralegal staff thereby increasing the skill base of first point of contact organisations in regional and rural communities.</p> <p>The College has continued to provide quality training to trainees in the sheep and wool industry in efforts to alleviate the skill shortage in the agriculture industry. The trainees are employed in rural and remote locations and so it has been necessary to develop an innovative program which provides learning resources, learning partnerships and scheduled visits by the College to properties.</p> <p>The College continued to work closely with the Gascoyne Inland Aquaculture Group to investigate the opportunities for utilising artesian water to grow out juvenile food fish and exotic fish. Several enterprises have been established in the Gascoyne region focusing on barramundi and goldfish production and it is anticipated that further research and training will result in the emergence of a niche industry for this region.</p> <p>Investigation and development of resources to support e-learning and flexible delivery in the areas of IT, Business, Aquaculture and literacy support at the Gascoyne campuses of Central West TAFE.</p> <p>Initiating an assessment of the need to develop an education and training program to support young people preparing for parenting.</p> <p>The College delivered units of competence from the Certificate IV of Business (Small Business Management) to address an identified need for Tourism Operators, Bed and Breakfast providers, Visitor's Centre Operators and Tourism WA in the area of marketing, business sustainability and planning (including ongoing development) in a just-in-time approach to manage and promote an increase in tourism to outback locations as required by this sector of the industry.</p> <p>Exploration and development of a web portal to support the clients of all TAFEWA colleges and the Department of Education and Training (DET). The TAFEWA portal will act as a gateway to information and resources to assist in achieving the vision of TAFEWA libraries, that is, to enhance the learning experience.</p>
Building Diversity and Contributing to the Development of Sustainable Regional Communities	<p>The College commenced research into the needs of culturally and linguistically diverse groups through Australians Working Together funding and anticipates supporting this access and equity group to a greater extent in 2005. The opportunities for the region's culturally and linguistically diverse groups to discuss their requirements and express their views about cultural activities, linguistic differences and learning styles will ensure a balanced and meaningful approach to the development of programs to support this client group.</p> <p>The College continued to work closely with Geraldton Personnel, Holland Street School, ACTIC Industries, Disability Services Commission Geraldton Senior College and the community to provide training opportunities for students with a disability. A twenty-week program consisting of four blocks of five weeks was developed that included Art, Hospitality, Horticulture, and Beauty Therapy. The program provided students with a taste of what being at TAFE is all about, while at the same time they were provided with an opportunity to acquire basic vocational skills and improve self-esteem.</p>

Strategic Direction

Being Recognised as a Significant Partner in the Empowerment of Australian Indigenous Peoples

Key Achievements

In 2004, the College delivered a number of exciting programs to support the aspirations of the region's Indigenous Australians including Certificate of New Opportunities for Women and Certificate of Gaining Access to Training and Education at Meekatharra and Carnarvon and Rural Skills at Northampton tailored to the specific needs of these rural and remote communities.

The College in partnership with Geraldton Senior College, the Department of Education and Training and Midwest Football Academy developed an innovative and unique education and training program to support the needs of young Indigenous males whose passion for football has allowed this medium to promote achievement in education and training. The partnership has been extremely successful and the projects undertaken in a holistic manner at the Academy have had far reaching positive results for the students participating in the program. Due to the enormous success of the program and the desire of the Clontarf Foundation to expand this approach across the two remaining Academies as well as apply the practices to a number of other mediums, the College has agreed to increase its involvement in the Academy in 2005.

This program has been enormously beneficial to the client groups and has resulted in additional training options being identified and pursued in 2005. A number of College projects being undertaken around Indigenous learning styles, pathways, mentoring and participation at the higher level of VET will ensure a focused approach to supporting the needs of Indigenous Australians in 2005.

In addition to the training delivery program described above, the College was successful in gaining funding to undertake a number of projects which further enhanced the opportunities for students at Midwest Football Academy, that is:

- o Action research to assess the success of the holistic program focusing on the re-engagement of Indigenous male youths;
- o Development of an integrated program of learning opportunities to support the general activities of young Indigenous males participating at the Midwest Football Academy and focusing on the development of a Football Season Calendar, which facilitated the identification of career and personal goals. The Calendar entitled Lining Up For Goals is available from the Midwest Football Academy.
- o Establishment of a core community of practice focusing on the Midwest Football Academy and the relationships between staff, community and students and the type of activities required to further develop young Indigenous males attending the Academy

Development of a strategy to identify a number of key courses and pathways leading to participation by Indigenous students at higher Australian Qualification Framework levels that align to regional, state and national Indigenous skills development priorities

Delivery of the Certificate IV of Business (Governance) in Carnarvon and Geraldton as a result of consultation with key Indigenous groups such as Wila Gutharra CDEP, ATSIC, Yamatji Land and Sea Council (Yamatji Barna Baba Maaja Aboriginal Corporation Native Title Representative Body) and Bundiyarra Community Aboriginal Corporation in Geraldton and Piyarli Yardi Aboriginal Corporation and Kuwinywardu Aboriginal Resource Centre in Carnarvon.



Strategic Direction	Key Achievements
Achieving Professionalism in VET	<p>The Lecturer's Guide was reviewed and updated during 2004 to reflect current practices and compliance with the Australian Quality Training Framework. The focus was on making the Guide easier to access for all and easier to maintain and update over the longer term, while ensuring the content was relevant and current.</p> <p>The Curriculum Development Fund was piloted with a resource allocation of \$20,000 to assist in the development of compliant assessment resources for courses which were new or had changed significantly due to the release of a new or revised Training Package. The project was very successful with a delivery and assessment strategy, evidence plans, assessment plans and assessment tools being developed for at least eleven qualifications over a short time frame.</p> <p>The Department of Education and Training provided funding for the professional development of practitioners new to vocational education and training to develop leadership skills. Seven practitioners were involved in this professional development program with a range of topics presented including leadership essentials, action learning, project management, people management and change management.</p> <p>Implementation of a range of professional development Hot Topics utilising internal and external presenters showcasing best practice strategies, ideas and products. These Hot Topics included using games for delivery, project based delivery and assessment, working with students with a disability and effective session planning.</p> <p>Delivery of professional development focusing on the structure and content of the new Visual Arts, Craft and Design Training Package with emphasis on packaging rules, customisation rules and units of competence.</p> <p>Development and delivery of professional development to a diverse group of staff in the use and application of technologies that can be utilised to break down the barriers between the facilitator and end user, including e-video, e-sound and e-video-conferencing.</p> <p>Access to and analysis of a range of research papers focusing on Indigenous Learning Styles to identify how this current research could be used to guide the development of a professional development strategy for lecturing staff working with Indigenous students at Central West TAFE.</p> <p>Development of the Flexible Learning Strategy to ensure that the College's flexible learning lecturers provide and function within a quality delivery and assessment environment and that the students are provided with a choice of quality flexible learning opportunities.</p>

Priorities for 2005

In 2005 the Academic and Training Services directorate will increase its focus on the delivery of services which are sustainable, innovative and provide the skills required for the future of industry and communities within the Central West region. Key initiatives planned for 2005 to assist in the achievement of these goals include:

- o Development of new methods of consultation with and service delivery to industry. This will include a review of the current processes in place, possible expansion of the current Training Alliance Manager program, implementation of the Business Development Officer role and the development of engagement strategies specific to industry areas.
- o Collaboration with the Mid West District Education Office and other relevant agencies to implement initiatives identified in the District Education and Training Plan including the development of an Education Precinct in Geraldton.
- o Improve the provision of relevant training to regional communities which provides not only skills development but also training and career pathways for the future. This will be affected by the development of a process to undertake consultation with communities to identify current and future needs and the formation of specific community plans which will outline the provision of services over future years.
- o The development of the Batavia Coast Marine Centre will remain a high priority in 2005. This will include development of the built infrastructure as well as an industry-driven mode of operation.
- o Consolidation of the support mechanisms in place within Central West TAFE to support lecturers in the delivery of training and assessment services. This will include targeted professional development, appropriate resourcing, clarification of roles, and improved induction and mentoring for staff undertaking new roles.
- o Successful implementation of the Training and Assessment Training Package to provide professional development opportunities to upskill new and existing lecturing staff in the TAA40104 Certificate IV in Training and Assessment. During 2005 strategies will also be put in place for staff to access training and career pathways leading to achieve the Diploma and Advanced Diploma qualifications.

ORGANISATIONAL EFFECTIVENESS

Role & Function

The Organisational Effectiveness directorate is responsible for enhancing client focus, providing organisational development through a range of strategic planning and performance management services and developing the organisation's learning culture. This College directorate supports the learning activities of the College's external clients (individuals, communities and industry) through the delivery of a range of services. Services are provided by a diverse range of staff operating within the following teams:

- Client Services
- Indigenous Training Services
- Employment Based Training
- Regional Services
- Interactive Training Network (ITN)
- Organisational Planning & Performance
- Carnarvon Campus
- Exmouth Campus

Challenges 2004

The diversity of roles within the Directorate proved very challenging in a year characterised by change within the internal environment. However, that same diversity also presented opportunities for creative thinking and development of innovative strategies to meet client needs.

The Client Services branch was increased its role to include the provision of services focussed on developing the employability skills of students and assist with the transition to employment. The service was launched in March 2004 as JobReady after the employment of a Student Services Coordinator and the development of a student space including all the equipment required to seek employment.

Changing priorities at the State level for the provision of services to the 15 to 19 year old cohort and the increasing number of school

based trainees saw many of the Organisational Effectiveness teams challenged with the need to alter service delivery objectives and processes to meet the needs of the changing client group. Teams worked closely with the Mid West District Education office to plan programs and services aimed at achieving the objectives for the Central West region.

In 2003 the College accessed Competitively Allocated Training (CAT) funding for delivery in 2004 to support a number of initiatives focusing training to develop skills and empower Indigenous Australians in the areas of tourism, hospitality and aquaculture in Geraldton, Carnarvon and Yalgoo. However the high employment rate currently being enjoyed by regional communities and a refocus on priorities meant that previously identified cohorts were not available to commence some programs. In addition, unanticipated events impacted on the ability of College partners in Carnarvon, that is, Piyarli Yardi and Gascoyne Development Commission to progress training and as a result the projects were reluctantly returned to the Department of Education and Training or rolled into 2005 for delivery in that year.

The Federal Government announcement in April 2004 of the abolishment of both the Australian and Torres Strait Islander Commission (ATSIC) and the associated agency, Aboriginal and Torres Strait Islander Services (ATSIS), presented a challenge for the Indigenous Services branch. The remainder of the year was characterised by uncertainty of future funding and available services within Indigenous Organisations which are key partners in the provision of training to Indigenous people.

The Exmouth Campus of Central West TAFE underwent a major redevelopment during 2004. This presented a challenge to staff at the campus who operated from an alternate venue during second semester to allow the upgrade to occur. As a result of the hard work and dedication of staff all classes ran smoothly and in 2005 students will be able to enjoy the new facilities.



Achievements 2004

Increasing activity in the Central West economy saw Interactive Training Network (ITN) experience a year of growth in 2004 resulting in an increase in both revenue and profit. The success of the Training Alliance Manager (TAM) continued with the City of Geraldton and Shark Bay Salt's training needs both being successfully serviced through this program. A number of funding opportunities were sought and successfully gained in 2004 including WELL funding for a number of Shire Councils within the region, resulting in ITN positioning itself as a significant player in delivery of training to local government organisations.

The Indigenous Services Branch brought together the Geraldton and Carnarvon Aboriginal Education, Employment and Training Committees (AEETC) for a workshop and combined meeting in July 2004. This event was aimed at increasing awareness of training delivery issues and enhancing the effectiveness of both committees through greater collaboration. The event was well attended by community representatives and resulted in positive outcomes.

Each year the Client Services team undertakes a number of activities which showcase the College's services to potential students. In 2004 the team successfully coordinated two open days in conjunction with CROC Fest. Over eight hundred local and visiting school students and community members toured the campus over the two days participating in scheduled interactive workshops which allowed a taste of many different TAFE courses. The open days provided students considering the TAFE pathway with an opportunity to see what the campus is like. Feedback on the event from the community and local secondary schools was extremely positive with potential students considering a TAFE pathway commenting that they appreciated the opportunity to view campus facilities and participate in 'hands on' activities.

The Regional Services Coordinator worked with a number of staff throughout the College in 2004 to successfully coordinate the training and assessment services provided by Central West TAFE and Geraldton Senior College to the Midwest Football Academy. This coordination ensured that students received education and training which not only engaged them but also met both Training Package and Curriculum requirements with the aim of achieving a dual qualification upon completion of Year 12 studies.

A significant achievement for Carnarvon Campus staff during 2004 was the success of the Education and Training Regional Advisory Committee formed in December 2003 in response to the growing need for community industry leaders to help shape the future of education and training in Carnarvon. The committee is a joint partnership between Carnarvon Senior High School and TAFE and involves up to twenty industry, community and agency members who meet on a quarterly basis to discuss the emerging industry education and training requirements. During 2004 the committee developed an action plan and progressed a number of strategies including holding a public awareness campaign, delivering programs for students at risk, conducting a community training needs analysis and promoting good customer service.

The regional campuses at Carnarvon and Exmouth worked closely with Interactive Training Network staff during 2004 to reinvigorate commercial delivery in their communities. This was partially facilitated through effective consultation with the community through Regional Advisory Committees and resulted in an increase in lifestyle courses and commercial delivery.

In November 2004 a number of sections within Organisational Effectiveness worked together to develop an Indigenous Marketing Strategy with the objectives of increasing Indigenous participation in student enrolments, increasing awareness of the support services available, improving the identification and marketing of training pathways with employment outcomes and increasing participation of Indigenous students at the higher Australian Qualifications Framework levels. The implementation of this strategy will occur throughout 2005 and is hoped to provide a more coordinated approach to the service provision to Indigenous clients across the College.

The following provides additional information regarding the Organisational Effectiveness team's contribution to achievement of the College's five strategic directions.

Strategic Direction	Key Achievements
Engaging Industry	<p>The College provided commercial delivery of industrial training services to a number of local businesses to assist in the development of skilled staff to meet the rising demand for construction workers within the Mid West region.</p> <p>Interactive Training Network (ITN) increased its level of consultancy work with local industry, particularly with regard to planning, facilitation and training needs analyses. ITN staff worked closely with academic teams to meet training needs.</p>
Providing Training that Meets the Needs of the Central West	<p>All teams within Organisational Effectiveness had greater input into the development of the College's Training Delivery Profile. This facilitated knowledge transfer from staff who have key contacts with communities to key academic staff involved in the coordination of the planning process.</p> <p>The formation of the Employment Services branch brought together traineeship and apprenticeship services under one team facilitating a more coordinated approach to service delivery.</p> <p>A strategic development workshop involving key senior staff was held in March 2004. Activities over the two days focused on how the College could enhance its response to the needs of the Central West region as well as manage changes within the external environment.</p>

Strategic Direction	Key Achievements
Building Diversity and Contributing to the Development of Sustainable Regional Communities	<p>Regional Services staff worked closely with academic areas within the College, Mid West District Education Office staff, and schools within the Central West to ensure equitable distribution of TAFE Link hours within the region and the alternative options for provision of VET for Schools. This resulted in several regional District High Schools being allocated with TAFE Link hours for the first time, allowing provision of VET to students who are otherwise disadvantaged.</p> <p>During 2004 the College worked closely with the Mid West District Education office in the implementation of the State Government's Youth Advantage Strategy, aimed at increasing the retention of youth in education and training. Activities included the development of a District Education and Training Plan and the hosting of community School Leaving Age forums at both Geraldton and Carnarvon.</p> <p>Central West TAFE collaborated with local schools and the Geraldton University Centre to provide information regarding VET to school students across the region during Uni Week 2004.</p>
Being Recognised as a Significant Partner in the Empowerment of Australian Indigenous Peoples	<p>New programs delivered in 2004 included a Certificate in Gaining Access to Training and Education (GATE) course at Meekatharra which was delivered in a holistic manner with hands on projects to introduce the students to basic delivery practices. This included a trip to Perth to provide students with a greater understanding of the various industries available and type of work involved. Throughout the course students made an impact on local projects such as the Meekatharra Heritage Walk Trail and the Yulella Nursery.</p> <p>The College was involved in the development of a three year training plan for Burringurrah community as part of their submission for funding to build a community skills training centre.</p> <p>Staff from the Indigenous Services Branch participated in a College wide project to develop a strategy aimed at increasing the number of Indigenous students participating in training at the higher level.</p>
Achieving Professionalism in VET	<p>Staff participated in the Reframing the Future project focused on Indigenous styles of learning and how better to incorporate these into our delivery and assessment practices. Information gained as a result of the project will provide a foundation for continuing improvement of teaching and learning materials to service Indigenous clients.</p> <p>In May the Regional Services Coordinator facilitated a two day workshop for teachers involved in the delivery of VET for Schools programs. The workshop provided professional development to the teachers and also facilitated the development of effective links between Mid West schools allowing for sharing of information and resources.</p>

Priorities for 2005

In 2005 the Organisational Effectiveness directorate will take a leadership role in ensuring the College has the appropriate support services in place to provide training services to the region which are sustainable, innovative, and meet the skills needs of industry and communities. Key initiatives planned for 2005 to assist in the achievement of these goals include:

- o Develop a Planning Framework for Central West TAFE which will ensure alignment of activities to the principles of the State Sustainability Strategy and encompasses consideration of other government policy documents such as Better Planning: Better Services – A Strategic Planning Framework for the Public Sector and key State and Federal Vocational Education and Training strategies. This framework will form the basis of future strategic planning activities.
- o Work closely with Academic and Training Services staff in the development of new methods of consultation to enhance service delivery to industry including a review of the current processes in place, possible expansion of the current Training Alliance Manager (TAM) program and the development of engagement strategies specific to industry areas.
- o Develop a framework for community consultation and formation of community training plans. This project will bring together a number of staff within Organisational Effectiveness with diverse skills and knowledge including Director Organisational Effectiveness, Principal Consultant ITN, Aboriginal Development Officers, Regional Services Coordinator, Marketing Coordinator and Manager Quality and Planning.
- o In 2005 Central West TAFE is the host organisation for the national biennial TAFE in Rural and Isolated Community Conference (TRIC). Staff within Organisational Effectiveness will take a leadership role in coordinating a conference which showcases the Central West region and promotes the State's innovative approach to service delivery in regional, rural and remote locations.
- o Through building on projects undertaken during 2004 such as the Indigenous Learning Styles project and Engaging Indigenous People in Higher AQF Qualifications project and through the implementation of the Indigenous Marketing Strategy the Indigenous Services Branch will provide a driving force in ensuring the provision of training services which contribute to the empowerment of Indigenous Australians within the Central West region.

CORPORATE SERVICES

Role & Function

The Corporate Services directorate is responsible for developing and implementing systems and processes that support the business and administrative environment of the College and ensuring the organisation fulfils its statutory requirements. To fulfil this role the directorate works closely with internal customers and external stakeholders to provide services across four key areas:

- Financial Services
- Human Resources
- Information Systems
- Physical Resources

Challenges 2004

The departure of long serving senior Corporate Services staff provided this Directorate with a number of challenges during 2004. Throughout this period of uncertainty staff worked more effectively across teams to provide the support required to ensure the continuation of a high level of service to both internal and external clients.

The high turnover of staff throughout the College provided a significant challenge to the Human Resources section in not only the recruitment of new staff but also in ensuring assistance to staff undertaking temporary promotional activities and coordinating an effective induction and professional development program.

As a result of a sector wide Office of Auditor General recommendation all TAFEWA Colleges were required to implement a software interface between the Client Management Information System (CMIS) and the Financial Management Information System (FMIS), Finance One, in order to reconcile student revenue. The Financial Services team worked closely with Student Administration staff to meet the challenge despite significant knowledge loss through the departure of staff in a number of positions key to the project.

Operating an efficient vehicle fleet in an environment of increased academic delivery to regional areas provided a challenge to the Physical Resources section; similarly Human Resource staff effectively developed a remuneration model for staff required to service trainees in regional and remote areas.

The Physical Resources section had an important role to play in the release for tender and appointment of major College contracts for gardening, cleaning and child care during 2004. They also met the challenge of ensuring that budget targets were achieved when tendering for capital works in a price sensitive environment.

In a climate of increased risk of information system disruption from external sources, the Information Systems branch implemented a number of initiatives to reduce the risk including automation of pro-active security methods, automation of Windows Update and Virus Scan update, development of a disaster recovery hot site and centralisation of the back up processes for each campus.



Achievements 2004

Although there were many changes in staffing Corporate Services was able to maintain a high level of customer service, responsiveness and compliance. This was confirmed by both the internal and external auditors.

Transformation of the sump at the College's Geraldton Campus to an ornamental lake in July 2004 marked the final step of the College's Landscape Master Plan. The lake was named "Jonesy's Pond" marking the impact that departing Director Corporate Services Graeme Jones made on the College throughout his ten years of service.

Further significant achievements for the Physical Resources section during 2004 included the coordination of the refurbishment of the Exmouth Campus, coordination of access improvement projects at both Carnarvon and Geraldton campuses, contribution to the development of an Education sector records management plan and the development of the College's Sustainability Action Plan 2005 – 2007.

The Human Resources section provided a variety of services to staff during 2004 ensuring their smooth transition into the College and continued professional development opportunities. These services included the coordination of a comprehensive induction program to familiarise new staff with the general operation of the College and provide them with the job specific knowledge required to operate effectively. An induction package, including campus specific information, was provided to allow ongoing reflection of the information contained in the face to face induction sessions.

The College is committed to the ongoing development of its staff and as such has a Professional and Career Development (PACD) Committee lead by the Human Resources team. In 2004 the College received additional funding from the Department of Education and Training to fund professional development activities to support the implementation of the TAFEWA Managers Development Framework. The challenges that TAFE managers face in the VET sector require a range of capabilities to effectively lead and manage through constant change, diverse situations and a multi-disciplinary workforce. The TAFEWA Managers Development Framework provides a tool to guide the manager through a professional development pathway. The Framework aims to identify strategies, which strongly focus on leadership development and change management. The Framework focuses on middle management and at Central West TAFE sixteen managers were involved in the implementation of the program during 2004 included undertaking a self analysis against the framework, participating in professional development sessions targeted to develop skills identified through self analysis and participating in teams to undertake a College improvement project utilising the learnt skills.

The Human Resources section undertook a number of initiatives aimed at improving the employment conditions of staff at Central West TAFE including the implementation of an influenza vaccination program, negotiation of the Lecturer's Certified Agreement and non teaching awards, and development of a remuneration model for lecturing staff servicing trainees in remote locations.

The Financial Services section expanded during 2004 with a new position developed responsible for the coordination of external funding. This position will play an important role within the College assisting staff in developing, managing and acquitting commercial funds ranging from small grants such as Re-framing the Future projects to large tendered programs such as the WA Department of Education and Training's Competitively Allocated Training tenders.

A number of financial audits were undertaken with successful outcomes being achieved in all cases. This highlights the efficiency and compliance within the College's financial policies and procedures. Additionally, the Financial Services team successfully implemented all requirements of the new international financial reporting standards and also implemented the new State Supply Commission policies and procedures.

The Information Systems team implemented a number of initiatives throughout 2004 to ensure effective communication about and provision of information technology services to both staff and students. One such initiative was the development of a Technology Change Advisory Committee whose membership is made up of key 'owners' of information technology systems within the College. This Committee meet on an as needs basis to discuss any changes to information technology systems, identify any potential issues and work to achieve smooth transition.

Major information technology upgrades included upgrading of all network server hardware to manage hardware support contingencies, installation of wireless network for Notebook access, and continuation of the personal computer replacement program.

Additionally the Information Systems team effectively responded to an increasing number of help desk requests from students and staff:

	2004	2003
Total Logged	2,556	2,306
Average Per Month	213	192

The following provides additional information regarding the Corporate Services team's contribution to achievement of the College's five strategic directions.

Strategic Direction	Key Achievements
Providing Training that meets the needs of the Central West	<p>Wide area network upgrades at Carnarvon and Exmouth campuses, as well as for overall business system and internet connection through Western Australian Department of Education and Training has resulted in faster access for all students and staff.</p> <p>The Physical Resources section continued to provide a high level of support services to ensure the quality of the learning environment and the provision of commercial services to students such as the College canteen and Child Care services.</p> <p>The Information Systems and Human Resources staff worked together during 2004 to implement the Western Australian Department of Education and Training 'Laptops for Lecturers' program which provided lecturing staff with the opportunity to purchase a laptop for work purposes at a reduced price.</p>
Achieving Professionalism in VET	<p>Through the Professional and Career Development (PACD) committee the Human Resources team coordinated a range of targeted professional development activities for lecturing staff aligned with national skills priorities.</p> <p>The section also coordinated a number of professional development days throughout 2004 providing staff with the skills required to develop within the Vocational Education and Training sector.</p> <p>Over the year one hundred and twenty five different professional development activities were attended with the number of staff attending being one thousand three hundred and thirty two which collates to an average of seven and a half session attendances per full time equivalent staff member.</p>

Priorities for 2005

In 2005 the Corporate Services directorate will take a leadership role in ensuring the College has the appropriate corporate services in place to provide training services to the region which are sustainable, innovative, and meet the skills needs of industry and communities. Key initiatives planned for 2005 to assist in the achievement of these goals include:

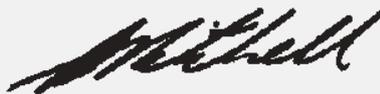
- o Oversee construction of the Batavia Coast Marine Centre. Procure, install and commission staff and student computer and telephone services for the Batavia Coast Marine Centre.
- o Participate in the development of the model for the Geraldton Educational Precinct ensuring that College facility shortages are taken into consideration in design options.
- o Implement actions described in the College Sustainability Action plan including completion of an energy and waste audit, development of a workforce management plan and provision of professional development for staff on sustainability principles.
- o Procure, install and commission DEGEM Automotive Computer Managed Learning System.
- o Implement Zenworks for reduced administration and reduction in interruption to academic and business operations during normal business hours.
- o Implement the education services generic records management plan.
- o Conduct an Occupational Health and Safety audit and implement recommendations to reduce the frequency of accidents.
- o Implement criminal screening for staff in compliance with new Western Australian Department of Education and Training requirements.
- o Continue to sustain the level of service provided from the Finance section and continue to receive successful internal and external audit reports.
- o Anytime, anywhere computer access from Internet to electronic records for students and staff utilising Net Storage technology



PERFORMANCE REPORT

CERTIFICATION OF KEY PERFORMANCE INDICATORS 2004

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Central West TAFE's performance, and fairly represent the performance of the Central West TAFE for the financial year ended 31 December 2004.



22nd February 2005

Barry Mitchell
Chairperson, College Governing Council
Central West TAFE



22nd February 2005

Bert Beevers
Managing Director
Member, College Governing Council
Central West TAFE



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CENTRAL WEST TAFE PERFORMANCE INDICATORS FOR THE YEAR ENDED DECEMBER 31, 2004

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Central West TAFE are relevant and appropriate to help users assess the College's performance and fairly represent the indicated performance for the year ended December 31, 2004.

Scope

The Governing Council's Role

The Governing Council is responsible for developing and maintaining proper records and systems for preparing performance indicators.

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

Summary of my Role

As required by the Financial Administration and Audit Act 1985, I have independently audited the performance indicators to express an opinion on them. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the performance indicators is error free, nor does it examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the performance indicators.

A handwritten signature in black ink, appearing to read 'D D R Pearson'.

D D R PEARSON
AUDITOR GENERAL
March 31, 2005

DESIRED OUTCOME

The provision of vocational education and training services that meet the community and industry training needs of the Central West region.

Central West TAFE has developed Key Performance Indicators to report performance relating to the effectiveness and efficiency with which the above outcome has been achieved by the College. The College uses the indicators in reviewing its performance and in its ongoing commitment to improve its programs and services.

EFFECTIVENESS INDICATORS

1.1 Student Satisfaction

This indicator measures the extent to which clients are satisfied with the training received from Central West TAFE and relates to the College's objective of providing vocational education and training services which meet the needs of clients.

Figures for the indicator are derived from a state wide Student Satisfaction Survey commissioned annually by the Western Australian Department of Education and Training through an independent provider. In 2004 this provider was Market Equity Pty Ltd. The survey seeks students' views on the quality of vocational education and training services being delivered. Students were asked about their level of satisfaction with their course, the quality of teaching, the delivery support and the advisory services. The measurement of student satisfaction is the percentage of enrolled students who overall were either satisfied or very satisfied with their course.

Table One: Overall Student Satisfaction

Central West TAFE			WA Average		
2002	2003	2004	2002	2003	2004
84%	87%	83%	83%	85%	84%

Note: Sample Error overall for 2004 data was 3.98% at 95% confidence level.

The percentage of Central West TAFE students who indicated they were "Very satisfied" or "Satisfied" with their course in 2004 was 83%. This represents a decrease on the result for the College in 2003 and is slightly below that recorded for the state in 2004.

The survey included students who had undertaken a course of study in either semester one or semester two 2004. Potential participants were provided the opportunity to respond directly to the receipt of a mail-based survey or alternatively complete the survey online. The 2004 survey forms were mailed to 1,216 Institutional Based Students and 254 Employment Based Students with total usable returns being 20% and 12% respectively.

1.2 Graduate Satisfaction with Achievement of Main Reason for Doing Course

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

The indicator is based on a national student outcomes survey commissioned by the National Centre for Vocational Education Research (NCVER) that targets students who graduated from a TAFE institute in the previous year and had an Australian address as their usual residence.

The graduate satisfaction measure shows the percentage of graduates who indicated they had fully achieved (Yes) or partly achieved their main reason for doing the training. The question had four response options 'Yes', 'No', 'Partly' or 'Don't know yet' with some students electing not to provide a response to the question.

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

Graduate Satisfaction (Yes and partly)	2002	2003	2004
Central West TAFE	80%	80%	NA*
Western Australia	77%	77%	NA*
Australia	78%	78%	NA*

Sample Error overall for 2003 data was + 4.1% at 95% confidence level
 *2004 data is unavailable due to a change in survey methodology to a small sample size resulting in data not considered reliable for reporting purposes.

The College is unable to provide an update to this Key Performance Indicator as statistically valid College data is not available in 2004.

The National Centre for Vocational Education Research intends to conduct surveys with an appropriate sample design to produce statistically reliable data in alternative years commencing from 2005.

In 2003 a total of 80% of Central West TAFE graduates indicated that they had achieved or partly achieved their main reason for doing the course. Whilst this does not represent an increase for the College over the 2002 result the figure compares favorably to the Western Australian average of 77%, and the national average of 78%, neither of which experienced an increase in 2003.

In 2003 the survey questionnaires were mailed to 508 Central West TAFE graduates. There were 352 responses. This represents an overall response rate of 72.9% excluding refusals / return to sender.

1.3 Proportion of Graduates in Employment

The proportion of graduates in employment is an effectiveness measure that describes the extent to which Central West TAFE is delivering relevant training programs that enhance the opportunities for graduates to enter the workforce.

The indicator is based on a national student outcomes survey commissioned by the National Centre for Vocational Education Research (NCVER) that targets students who graduated from a TAFE institute in the previous year and had an Australian address as their usual residence.

The survey asks graduates to indicate their labour force status as at 30th May of the year proceeding completion. Graduate employment status is measured for each category (employed, not employed, and not in the labour force) and obtained by calculating the ratio of graduates in each category compared to total respondents and expresses as a percentage.

Table Three: Employment Status as at 30 May

	CWT	CWT	CWT	WA	Australia
Year	2002	2003	2004	2003	2003
Employed	71%	73%	NA*	73%	74%
Unemployed	14%	12%	NA*	12%	13%
Not in Labour Force	15%	13%	NA*	13%	11%

*Sample Error overall for 2003 data was + 4.1% at 95% confidence level
* 2004 data is unavailable due to a change in survey methodology to a small sample size resulting in data not considered reliable for reporting purposes.*

The College is unable to provide an update to this Key Performance Indicator as statistically valid College data is not available in 2004.

The National Centre for Vocational Education Research intends to conduct surveys with an appropriate sample design to produce statistically reliable data in alternative years commencing from 2005.

73% of Central West TAFE graduates indicated they were employed at the time of the survey (30 May 2003). This is 2% higher than the rate reported for the College in 2002 and is comparable with the state and national averages of 73% and 74% respectively.

12% of Central West TAFE graduates considered themselves unemployed. This represents a decrease of 2% in the rate compared to 2002 and comparable to the Western Australian and Australian averages of 12% and 13% respectively.

In 2003 the survey questionnaires were mailed to 508 Central West TAFE graduates. There were 352 responses. This represents an overall response rate of 72.9% excluding refusals / return to sender.

1.4 Achievement of Profiled Delivery

The College's Delivery and Performance Agreement, or Profile as it is commonly termed, is determined on a yearly basis and reflects the Department of Education and Training's State Training Profile. The State Training Profile is developed through an extensive consultation process with stakeholders throughout Western Australia and incorporates a wide range of inputs, including:

- o Industry training and employment requirements – incorporating industry training plans developed by the Industry Training Advisory Bodies;
- o Regional and community needs;
- o VET infrastructure and training provider intelligence;
- o Structure of the Western Australian economy – exports, regional economies;
- o Labour market trends and projections – casualisation and skill priorities;
- o Demographic factors – population trends and projections;
- o Distribution of educational qualifications;
- o State Government priorities – regional development, technology, industry policy;
- o The needs and characteristics of equity groups.

In addition to the information provided via the State Training Profile, the College undertakes continuing consultation with the community and industry through Industry Advisory Committees, Regional Advisory Committees and Aboriginal Education, Employment and Training Committees to determine their training needs. This information then influences the development of the College's Profile and allows the College to meet their needs.

Therefore, as the College's Profile is determined based on the training needs of our clients, assessments against both overall achievement of College Profile and achievement against targets set for delivery in individual industry groups provide indicators of the College's effectiveness in meeting the training needs of the region.

1.4.1 Overall Achievement of Profiled Delivery

This measure indicates the degree to which the College was able to achieve the total number of planned Student Curriculum Hours (SCH) as agreed in the College’s target purchasing Matrix, outlined in the Delivery and Performance Agreement with the Department of Education and Training.

This indicates the extent to which Central West TAFE is meeting the training needs of the community and of the state. The following table presents a summary of the achievement of SCH against the planned SCH during 2004. The planned SCH are obtained from the 2004 Central West TAFE Delivery and Performance Agreement with the Department of Education and Training (including Addenda). Achieved SCH are obtained from the February 2005 state AVETMISS collection set for 2004 delivery.

Table Four: Achievement of College Profile 2004, Planned vs Achieved SCH

	Planned SCH	Achieved SCH	% Achieved
2002	890,464	890,783	100.04%
2003	894,916	902,498	100.85%
2004	894,866	895,310	100.05%

1.4.2 Achievement of Profiled Delivery by Industry Group

The College aims to provide training that meets the needs of clients. Achievement of Profiled Delivery by Industry Group provides a more detailed indication of the extent to which Central West TAFE is responding to the demand for training within industry groups. Demand can vary within an industry group, particularly in a diverse regional training environment, so variations between planned and achieved Student Curriculum Hours (SCH) within industry groups are evident.

The following table presents a summary of the achievement of SCH against Department of Education and Training Industry Group in 2004. The planned SCH are obtained from the 2004 Central West TAFE Delivery and Performance Agreement with the Department of Education and Training (including Addenda). Achieved SCH are obtained from the February 2005 state AVETMISS collection set for 2004 delivery.

Planned and achieved SCH for 2003 are also provided for comparison.

Table Five: Achievement of College Profile 2004 by Department of Education and Training Industry Group

WADT Group	2003 Planned SCH	2003 Achieved SCH	2004 Planned SCH	2004 Achieved SCH	2004 % Achieved
01A Recreation, Sports and Entertainment	12,150	12,222	10,807	17,310	160.17%
01B Visual and Performing Arts	8,560	8,540	14,700	14,520	98.78%
01C Design	41,200	36,000	31,075	22,520	72.47%
02A Automotive	33,032	27,784	28,225	29,907	105.96%
03A Building and Construction	64,246	47,792	42,230	50,182	118.83%
03B Surveying and Building	14,810	13,980	14,620	12,300	84.13%
04A Community Service Workers	53,470	58,962	62,931	55,141	87.62%
04B Education and Childcare	40,338	48,955	46,419	42,365	91.27%
04C Health	29,824	45,347	35,382	22,453	63.46%
05A Finance Insurance Property Service Workers	17,504	1,468	1,505	4,415	293.36%
06A Food Trades and Processing	-	-	0	1,240	-
07A Clothing, Footwear and Soft Furnish.	5,850	6,665	8,745	7,545	86.28%
07B Furniture Manufacture	1,000	848	12,860	11,621	90.37%
09A Engineering and Drafting	3,954	3,700	3,840	5,328	138.75%
09B Metal and Mining	51,383	35,836	33,178	37,168	112.03%
10B Forestry, Farming and Landcare	84,246	94,741	97,033	91,169	93.96%
10C Fishing	12,642	5,913	8,726	10,062	115.31%
10D Horticulture	27,068	19,552	19,986	13,886	69.48%
12A Personal Services	24,988	26,743	18,404	20,531	111.56%
12B Retail	14,482	11,462	14,671	16,143	110.03%
13A Cooking	23,828	21,811	23,318	18,690	80.15%
13B Hospitality	18,209	17,367	16,514	16,644	100.79%
13C Tourism	1,280	3,557	3,105	15	0.48%
13D Travel Agent	4,420	-	9,440	9,440	100%
14A Transport Trades, Storage and Associated	17,695	28,079	16,630	23,300	140.11%
15A Electrical and Electronic Engineering	19,344	22,782	9,480	9,592	101.18%
15B Electrical Trades	6,624	8,118	16,527	12,925	78.21%
16A Accounting and other Business Services	34,540	49,446	45,602	60,230	132.08%
16B Management	5,700	5,345	10,500	4,400	41.9%
16C Office and Clerical	52,405	47,180	47,040	66,735	141.87%
17A Computing	70,482	77,103	72,003	77,018	106.96%
18A Science and Technical Workers	13,990	23,219	21,620	11,371	52.59%
19B Adult Literacy/ESL	60,080	59,200	65,954	64,334	97.54%
19D Miscellaneous	5,000	6,920	-	-	-
19E Targeted Access and Participation Courses	20,572	25,861	31,796	35,690	112.25%
Less VET in Schools & Prisons Profile Breaches	-	-	-	-880	-
Total	894,916	902,498	894,866	895,310	100.05%

In 2004 the College delivered 100.05% of its planned Profile delivery, as identified through the College's target purchasing matrix. This compares favourably with 100.85% in 2003, with the College having consistently achieved the planned SCH for the period 1998 – 2004. In terms of Achieved SCH the College showed a decrease of 7,188 SCH in 2004, compared to 2003.

Planned vs Achieved SCH for each Department of Education and Training Industry Group provides additional information about delivery activity in each industry area.

EFFICIENCY INDICATORS

2.1 Average Cost per Student Curriculum Hour (SCH)

The overall cost per Student Curriculum, Hour (SCH) is an efficiency measure that shows the aggregate unit cost of deliver output per SCH, based on the delivery costs as detailed in the 2004 Financial Statements.

The aggregate unit cost is calculated by determining the total cost of services, as reported in the college's Statement of Financial Performance, and divided by the actual SCH delivered for profiled (895,310 SCH) and non-profiled (164,305 SCH) activities. The cost shown includes the capital user charge that was introduced from 2001.

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

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

	2002	2003	2004
\$ Per SCH	\$19.17	\$18.62	\$20.25

The cost per SCH has marginally increased by \$1.63 from the 2003 figure.

FINANCIAL REPORT

CERTIFICATION OF FINANCIAL STATEMENTS

The accompanying financial statements of Central West 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 2004 and the financial position as at 31 December 2004.

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



Barry Mitchell
Chairperson, College Governing Council

22 February 2005

Dated



Bert Beevers
Managing Director
(Member, College Governing Council)

22 February 2005

Dated



Serena Cole
Principal Accounting Officer

22 February 2005

Dated



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

**CENTRAL WEST TAFE
FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2004**

Audit Opinion

In my opinion,

- (i) the controls exercised by the Central West TAFE provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) 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, 2004 and its financial performance and cash flows for the year ended on that date.

Scope

The Governing Council's Role

The Governing Council is responsible for keeping proper accounts and maintaining adequate systems of internal control, preparing the financial statements, and complying with the Financial Administration and Audit Act 1985 (the Act) and other relevant written law.

The financial statements consist of the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows, and the Notes to the Financial Statements.

Summary of my Role

As required by the Act, I have independently audited the accounts and financial statements to express an opinion on the controls and financial statements. This was done by looking at a sample of the evidence.

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

A handwritten signature in black ink, appearing to read 'D D R Pearson'.

D D R PEARSON
AUDITOR GENERAL
March 31, 2005

CENTRAL WEST TAFE
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 December 2004

2004

2003

	Notes	\$	\$
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	11,685,872	11,164,187
Depreciation expense	3	1,691,805	1,296,161
Supplies and services	4	5,654,338	4,930,171
Grants and subsidies	5	117,004	61,446
Costs of disposal of non-current assets	6	141,842	11,476
Capital user charge	8	2,047,596	1,959,864
Other expenses from ordinary activities	9	119,768	165,105
Total cost of services		21,458,225	19,588,410
Revenues from ordinary activities			
<i>Revenue from operating activities</i>			
Fee for service	10	1,120,436	1,241,574
Student fees and charges	11	1,494,580	1,438,248
Ancillary trading	12	94,140	255,052
Commonwealth grants and contributions	13	82,206	79,981
Trading profit	7	73,918	94,562
<i>Revenue from non-operating activities</i>			
Interest revenue		154,072	109,934
Proceeds on disposal of non-current assets	6	146,643	130,869
Other revenues from ordinary activities	14	288,450	266,016
Total revenues from ordinary activities		3,454,445	3,616,236
NET COST OF SERVICES		(18,003,780)	(15,972,174)
REVENUES FROM STATE GOVERNMENT			
State funds	15	13,893,635	17,260,076
Resources received free of charge	16	595,140	476,548
Liabilities assumed by the Treasurer	17	(3,421)	514
Total revenues from State Government		14,485,354	17,737,138
CHANGE IN NET ASSETS		(3,518,426)	1,764,964
Net increase in asset revaluation reserve	27	1,081,866	436,425
Total revenues, expenses and valuation adjustments recognised directly in equity		1,081,866	436,425
Total changes in equity other than those resulting from transactions with WA State Government as owners		(2,436,560)	2,201,389

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

CENTRAL WEST TAFE
STATEMENT OF FINANCIAL POSITION
as at 31 December 2004

		2004	2003
	Notes	\$	\$
Current Assets			
Cash assets	18	2,547,529	2,340,864
Inventories	19	117,039	103,468
Receivables	20	917,314	636,268
Other assets	21	186,606	765,954
Total Current Assets		3,768,488	3,846,554
Non-Current Assets			
Property, plant, equipment and vehicles	22	23,422,697	24,173,860
Total Non-Current Assets		23,422,697	24,173,860
Total assets		27,191,185	28,020,414
Current Liabilities			
Payables	23	56,461	664,399
Provisions	24	1,077,555	1,028,629
Other liabilities	25	995,943	423,066
Total Current Liabilities		2,129,959	2,116,094
Non-Current Liabilities			
Provisions	24	723,224	789,101
Total Non-Current Liabilities		723,224	789,101
Total Liabilities		2,853,183	2,905,195
NET ASSETS		24,338,002	25,115,219
Equity			
Contributed equity	26	1,659,343	-
Reserves	27	2,144,047	1,062,181
Accumulated surplus	28	20,534,612	24,053,038
TOTAL EQUITY		24,338,002	25,115,219

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

CENTRAL WEST TAFE
STATEMENT OF CASH FLOWS
for the year ended 31 December 2004

		2004	2003
	Notes	\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Recurrent funding - Department of Education and Training		14,984,453	13,718,835
Capital funding - Department of Education and Training		-	490,000
Net cash provided by State Government		14,984,453	14,208,835
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(10,768,827)	(10,001,628)
Supplies and services		(4,348,502)	(4,547,279)
Grants and subsidies		(345,396)	(55,096)
Borrowing costs		-	(6,350)
Capital user charge		(2,558,567)	(1,910,497)
GST payments on purchases		(561,722)	(486,178)
Other payments		(12,171)	(48,104)
Receipts			
Fee for service		878,719	1,406,902
Student fees and charges		1,493,898	1,355,023
Ancillary trading		94,140	255,052
Interest received		154,072	105,919
Commonwealth grants and contributions		143,085	79,981
GST receipts on sales		303,012	219,019
GST receipts from taxation authority		246,137	202,363
Other receipts		362,368	317,307
Net cash used in operating activities	29	(14,919,754)	(13,113,566)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from the sale of non-current physical assets		146,643	145,624
Purchase of non-current physical assets		(4,677)	(504,111)
Net cash used in investing activities		141,966	(358,487)
Net increase in cash held		206,665	736,782
Cash assets at the beginning of the financial year		2,340,864	1,604,082
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	30	2,547,529	2,340,864

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

CENTRAL WEST TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2004

The College is a statutory authority established under the Vocational Education and Training (VET) Act 1996. Section 54 (2) of the Act provides for the financial year of a College to begin on 1 January and end on 31 December of each year.

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 Accounting Standards, Statements 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 Accounting Standards, Statements 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.

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.

Basis of Accounting

The financial statements have been prepared on the accrual basis of accounting using the historical cost convention, with the exception of certain assets and liabilities which, as noted, are measured at fair value.

(a) Depreciation of Non Current Assets

All non-current assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their future economic benefits.

Depreciation is calculated on the straight line basis, using rates which are reviewed annually. Expected useful lives for each class of depreciable asset are:

Buildings	40 years
Motor Vehicles, Caravans and Trailers	6 years
Marine Craft	7½ years
Plant, Furniture, General Equipment	3½ to 7½ years
Computing, Communications & Software	3½ to 7½ years

(b) Inventories

Inventories held for resale are valued at the lower of cost and the net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being valued on an average cost basis.

Inventories not held for resale are valued at cost unless they are no longer required, in which case they are valued at net realisable value.

(c) Investments

Investments are brought to account at the lower of cost and recoverable amount. Interest revenues are recognised as they are accrued.

(d) Employee benefits

Annual Leave

This benefit is recognised at the reporting date in respect to employees' services up to that date and is measured at the nominal amounts expected to be paid when the liabilities are settled.

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

Long Service Leave

Leave benefits are calculated at remuneration rates expected to be paid when the liabilities are settled. A liability for long service leave is recognised after an employee has completed four years of service. An actuarial assessment of long service leave undertaken by Price Waterhouse Coopers in 2004 determined that the liability measured using the short hand method was not materially different from the liability measured using the present value of expected future payments. This method of measurement of the liability is consistent with the requirements of Accounting Standard AASB 1028 "Employee Benefits".

Superannuation

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

The superannuation expense comprises the following elements:

- (i) employer contributions to the Gold State Superannuation Scheme and West State Superannuation Scheme.

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

Revenue "Liabilities assumed by the Treasurer" equivalent to (i) is recognised under Revenues from State Government in the Statement of Financial Performance as the unfunded liability is assumed by the Treasurer. The GESB makes the benefit payments and is recouped by the Treasurer.

The College is funded for employer contributions in respect of the Gold State Superannuation Scheme and the West State Superannuation Scheme. These contributions were paid to the GESB during the year. The GESB subsequently paid the employer contributions in respect of the Gold State Superannuation Scheme to the Consolidated Fund.

Employee benefit on-costs

Employee benefit on-costs, including payroll tax, are recognised and included in employee benefit liabilities and costs when the employee benefits to which they relate are recognised as liabilities and expenses.

- (e) Leases

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

- (f) Revenue Recognition

The funds received from the Department of Education and Training in respect of the delivery of services forming part of the Delivery and Performance Agreement have been disclosed as State Funds under 'Revenues from State Government'. This revenue is recognised in the period in which the College meets the terms of the Agreement.

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 Education and Training as a result of training successfully tendered for under competitive tendering arrangements. Revenue from the sale of goods and disposal of other assets, and the rendering of services is recognised when the College has passed control of the goods or other assets, or delivery of the service to the customer.

- (g) Grants and Other Contributions Revenue

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

Contributions are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

- (h) Resources Received Free of Charge or for Nominal Value

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

CENTRAL WEST TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2004

(i) Receivables

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

Collectability of accounts receivable is reviewed on an ongoing basis. Debts which are known to be 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 120 days overdue.

(j) Payables

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

(k) Accrued Salaries

Accrued salaries represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that financial year does not coincide with the end of the financial year. The College considers the carrying amount approximates net fair value.

(l) Revaluation of Land and Buildings

The College has a policy of valuing land and buildings at fair value. The annual revaluations of the College's land and buildings undertaken by the Valuer General's Office are recognised in the financial statements.

(m) Comparative Figures

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

(n) 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.

Assets costing less than \$1,000 are expensed in the year of acquisition (other than where they form part of a group of similar items which are significant in total).

(o) Cash

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

(p) Rounding of amounts

Amounts in the financial statements have been rounded to the nearest dollar.

(q) Change in accounting policy

In previous years the College has recorded as an asset under the item Buildings under construction, progressive expenditure incurred directly by the Department of Education and Training. From January 01 2004 the Department of Education and Training is only advising the college of the value of buildings on completion and formal transfer to the college. Assets will be recognised from this date. This change in policy is a result of Department of Education and Training adopting the former Department of Education's policy of accounting for capital works on the merger of the two departments. The change has no effect on revenues or expenses in the Statement of Financial Performance.

(r) Contributed Equity

Under UIG38 "Contributions by Owners Made to Wholly-Owned Public Sector Entities" transfers in the nature of equity contributions must be designated by the Government (owners) as contributions by owners (at the time of or prior to transfer) before such transfers can be recognised as equity contributions in the financial statements. Capital contributions have been designated as contributions by owners and have been credited directly to Contributed Equity in the Statement of Financial Position.

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003
	\$	\$
2 Employee Expenses		
Salaries	9,882,804	9,455,117
Superannuation	937,417	838,628
Other staffing costs (I)	865,651	870,442
	<u>11,685,872</u>	<u>11,164,187</u>
<p>(I) These employee expenses include superannuation, payroll tax, workers compensation premiums and on-costs associated with the recognition of annual and long service leave liability. The related on-costs in employee benefit liabilities at Note 24.</p>		
3 Depreciation expense		
Buildings	669,756	491,825
Motor vehicles, caravans and trailers	118,693	118,562
Plant, furniture and general equipment	280,440	283,550
Computers, communication network and software	403,677	356,898
Marine craft	219,249	45,326
Total depreciation	<u>1,691,815</u>	<u>1,296,161</u>
4 Supplies and services		
Consumables and minor equipment	942,259	1,012,481
Communication expenses	200,615	227,297
Utilities expenses	387,421	314,791
Consultancies and contracted services	1,458,655	1,303,374
Minor works	1,486,009	977,632
Repairs and maintenance	244,723	188,619
Operating lease and hire charges	75,800	106,084
Travel and passenger transport	400,541	342,294
Advertising and public relations	183,431	189,362
Supplies and services - other	274,884	268,237
	<u>5,654,338</u>	<u>4,930,171</u>
5 Grants and subsidies		
Adult and community education organisations		
Payments to non TAFE Providers for VET service delivery	51,064	6,350
Apprentices and trainees (travel, accommodation and other off the job assistance)	61,440	48,477
Other	4,500	6,619
	<u>117,004</u>	<u>61,446</u>
6 Net gain/(loss) on disposal of non-current assets		
Motor Vehicles, Caravan and Marine Craft Proceeds	139,668	115,734
Written down value	(139,651)	-
Net Profit (Loss) on Sale	<u>17</u>	<u>115,734</u>
Plant, Furniture and General Equipment Proceeds	2,675	-
Written down value	(1,938)	(11,476)
Net Profit (Loss) on Disposal	<u>737</u>	<u>(11,476)</u>
Computers, Communication and Software Proceeds	4,300	15,135
Written down value	(253)	-
Net Profit (Loss) on Disposal	<u>4,047</u>	<u>15,135</u>
<u>Gain on Disposal of Non-current Assets</u>		
Motor vehicles, caravan and marine craft	17	115,734
Plant, furniture and general equipment	737	-
Computers, communication and software	4,047	15,135
Works of art and major library materials	-	-
	<u>4,801</u>	<u>130,869</u>
<u>(Loss) on Disposal of Non-current Assets</u>		
Plant, furniture and general equipment	-	(11,476)
	<u>-</u>	<u>(11,476)</u>
Net gain	<u>4,801</u>	<u>119,393</u>

**CENTRAL WEST TAFE
 NOTES TO THE FINANCIAL STATEMENTS
 FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003
	\$	\$
7 Trading Profit		
(a) Bookshop:		
Sales	84,935	89,155
Cost of sales:		
Opening inventory	52,731	57,370
Purchases	88,879	85,273
	<u>141,610</u>	<u>142,643</u>
Closing inventory	(41,105)	(52,731)
	<u>100,505</u>	<u>89,912</u>
Cost of goods sold		
Trading Loss - Bookshop	<u>(15,570)</u>	<u>(757)</u>
(b) Cafeteria (Non Training Related)		
Sales	301,606	283,211
Cost of sales:		
Opening inventory	4,463	4,931
Purchases	213,654	187,424
	<u>218,117</u>	<u>192,355</u>
Closing inventory	(5,999)	(4,463)
	<u>212,118</u>	<u>187,892</u>
Cost of goods sold		
Trading Profit - Cafeteria	<u>89,488</u>	<u>95,319</u>
	<u>73,918</u>	<u>94,562</u>
8 Capital user charge		
Capital user charge expense	2,047,596	1,959,864
A capital user charge rate of 8% has been set by the Government for 2004 (2003: 8%) and represents the cost of capital invested in the net assets of the College used in the provision of outputs. The charge is net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury a quarterly basis.		
9 Other expenses from ordinary activities		
Doubtful debts expense	64,894	23,579
Donations	4,164	1,400
Student prizes and awards	7,426	7,149
Miscellaneous	581	39,163
Losses and write-offs	42,703	93,814
	<u>119,768</u>	<u>165,105</u>
10 Fee for service		
Fee for service -general	520,096	679,329
Fee for service -Department of Education and Training	449,507	553,247
Fee for service - government (other than Department of Education and Training)	122,486	8,000
Adult Community Education fees	-	994
International Division fees	28,347	5
	<u>1,120,436</u>	<u>1,241,575</u>
11 Student fees and charges		
Tuition fees	642,380	614,974
Enrolment fees	84,869	83,086
Resource fees	344,743	364,722
Other college fees	422,588	375,466
	<u>1,494,580</u>	<u>1,438,248</u>
12 Ancillary trading		
Live works (not a trading activity)	83,461	70,934
Contracting and consulting	9,210	180,400
Other ancillary revenue	1,469	3,718
	<u>94,140</u>	<u>255,052</u>
13 Commonwealth grants and contributions		
These grants include:		
Flexible Learning Project	-	8,000
Jobs, Education and Training creche funding for Carnarvon	34,955	49,927
Reframing the Future funding	47,251	22,054
	<u>82,206</u>	<u>79,981</u>

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003
	\$	\$
14 Other revenues from ordinary activities		
Rental and facilities fees	189,008	179,903
Other direct grants and subsidy revenue	-	10,557
Sponsorship and donations revenue	21,427	6,714
Miscellaneous revenue	78,015	68,842
	<u>288,450</u>	<u>266,016</u>
15 State funds (received from Department of Education and Training)		
Delivery and Performance Agreement (DPA)	11,761,182	11,454,389
Other recurrent funds	2,501,755	1,659,247
Capital User Charge funding	2,047,596	1,959,864
	<u>16,310,533</u>	<u>15,073,500</u>
Capital works transferred (i)	(2,416,898)	2,186,576
	<u>13,893,635</u>	<u>17,260,076</u>
(i) An adjustment against Capital Works Transferred was made to correct the prior year amount incorrectly classified as revenue. This has subsequently been treated as Contributions by Owners. Refer to note 26.		
16 Resources received free of charge		
Comprised of:		
Department of Education and Training		
* Corporate systems support	471,721	340,466
* Marketing and publications	54,721	17,505
* Human resources, industrial relations support	30,840	23,173
* Other	37,858	54,904
	<u>595,140</u>	<u>436,048</u>
Office of the Auditor General - external audit services	-	40,500
	<u>595,140</u>	<u>476,548</u>
Where assets or services have been received free of charge or for nominal consideration, the College (except where the contribution of assets or services is in the nature of contributions by owners, in which shall make a direct adjustment to equity) equivalent to the fair value of the assets and/or the fair value of that can be reliably determined and which would have been purchased if not donated, and those fair be recognised as assets or expenses, as applicable.		
(I) Commencing with the 2004 audit, the Office of the Auditor General will be charging a fee for auditing statements and performance indicators. The fee for the 2004 audit (\$49,500) will be due and payable in		
17 Liabilities assumed by the Treasurer		
Superannuation	(3,421)	514
	<u>(3,421)</u>	<u>514</u>
Where a liability has been assumed by the Treasurer or other entity, the College recognises revenues the liability assumed and an expense relating to the nature of the event or events that initially gave rise to		
18 Cash assets		
Cash on hand	4,664	4,464
Cash advances	22,190	23,130
Cash at bank	1,070,675	799,270
Short term deposits (CBA, Treasury)	1,450,000	1,514,000
	<u>2,547,529</u>	<u>2,340,864</u>
19 Inventories		
Inventories not held for resale:		
Central Store (at cost)	69,935	46,274
	<u>69,935</u>	<u>46,274</u>
Inventories held for resale:		
Bookshop (at cost)	41,105	52,731
Cafeteria (at cost)	5,999	4,463
	<u>47,104</u>	<u>57,194</u>
	<u>117,039</u>	<u>103,468</u>
20 Receivables		
Current		
Receivables - trade	786,185	447,523
Receivables - students	223,483	204,221
Provision for doubtful debts	(151,359)	(86,465)
GST receivable	59,005	70,989
	<u>917,314</u>	<u>636,268</u>

**CENTRAL WEST TAFE
 NOTES TO THE FINANCIAL STATEMENTS
 FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003
	\$	\$
21 Other assets		
Current		
Prepayments	160,015	167,513
Accrued income	26,420	582,156
Other	171	16,285
	<u>186,606</u>	<u>765,954</u>
22 Property, plant, equipment and vehicles		
Land		
At fair value	252,200	222,200
	<u>252,200</u>	<u>222,200</u>
Buildings		
At fair value	20,317,314	19,673,014
Accumulated depreciation	(883,890)	(621,700)
	<u>19,433,424</u>	<u>19,051,314</u>
Buildings under construction	<u>110,688</u>	<u>899,634</u>
Motor vehicles, caravans and trailers		
At cost	832,016	709,307
Accumulated depreciation	(265,054)	(220,002)
	<u>566,962</u>	<u>489,305</u>
Marine craft		
At cost	1,687,697	1,687,697
Accumulated depreciation	(274,402)	(55,163)
	<u>1,413,295</u>	<u>1,632,534</u>
Plant, furniture and general equipment		
At cost	2,247,298	2,120,074
Accumulated depreciation	(1,396,896)	(1,157,824)
	<u>850,402</u>	<u>962,250</u>
Computer equipment, communication network and software		
At cost	2,408,644	2,449,778
Accumulated depreciation	(1,612,918)	(1,533,155)
	<u>795,726</u>	<u>916,623</u>
	<u>23,422,697</u>	<u>24,173,860</u>

(a) The valuation of land was performed on 1st July 2003 (2003: 1st July 2002) in accordance with an Valuer General's Office. Fair value has been determined on the basis of market value existing use for land.

(b) The valuation of buildings was performed on 1st July 2003 (2003: 1st July 2002) in accordance with the Valuer General's Office. Fair value has been determined on the basis of current depreciated

(c) Buildings under construction reflects accumulated expenditure as at the reporting date for building yet to be completed, (refurbishment/extension of existing buildings and/or construction of new buildings by the college). From January 1 2004 it no longer includes expenditure incurred directly by the Training. (See note 1(q))

Reconciliations

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

	Land	Buildings	Buildings Under Construction	Motor Vehicles, Caravans and Trailers	Marine Craft	Plant, Furniture and General Equipment	Computer Equipment, Communication Network and Software	Total
2004								
Carrying amount at start of year	222,200	19,051,314	899,634	489,305	1,632,534	962,250	916,623	24,173,860
Additions	-	-	110,688	336,001	-	171,902	285,720	904,311
Disposals	-	-	-	(139,651)	-	(1,938)	(253)	(141,842)
Depreciation	-	(669,756)	-	(118,693)	(219,239)	(280,440)	(403,677)	(1,691,805)
Revaluation Increments	30,000	1,051,866	-	-	-	-	-	1,081,866
Write-off of Assets	-	-	-	-	-	(1,372)	(2,687)	(4,059)
Change in Accounting Policy	-	-	(899,634)	-	-	-	-	(899,634)
Carrying amount at end of year	<u>252,200</u>	<u>19,433,424</u>	<u>110,688</u>	<u>566,962</u>	<u>1,413,295</u>	<u>850,402</u>	<u>795,726</u>	<u>23,422,697</u>

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003
	\$	\$
23 Payables		
Current		
Trade payables	56,461	153,428
Capital User Charge payable	-	510,971
	<u>56,461</u>	<u>664,399</u>
24 Provisions		
Employee Benefits		
Current		
Annual leave (I)	411,987	476,150
Long service leave (I)	628,578	532,143
Salary deferment	36,990	20,336
	<u>1,077,555</u>	<u>1,028,629</u>
Non-current		
Long service leave (I)	723,224	789,101
	<u>723,224</u>	<u>789,101</u>
(I) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-superannuation, payroll tax and workers compensation premiums. The liability for such on-costs is associated expense is included under 'other staffing costs' (under Employee expenses) at Note 2.		
The College considers the carrying amount of employee benefits approximates the net fair value.		
<u>Employee Benefit Liabilities</u>		
The aggregate employee benefit liability recognised and included in the financial statements is as follows:		
Provision for employee benefits:		
Current	1,077,555	1,028,629
Non-current	723,224	789,101
	<u>1,800,779</u>	<u>1,817,730</u>
25 Other liabilities		
Current		
Income received in advance (a)	323,018	180,215
Accrued expenditure	620,826	228,993
Accrued salaries and related costs	32,575	-
Money/deposits held in trust	18,468	10,212
Other	1,056	3,646
	<u>995,943</u>	<u>423,066</u>
(a) Income received in advance comprises:		
Department of Education and Training - competitive allocation tendering	123,075	134,100
Department of Education and Training - project funding	49,553	10,509
Fee for service	150,390	35,606
	<u>323,018</u>	<u>180,215</u>
26 Equity		
Contributed equity		
Opening balance	-	-
Contributions by owners (describe) (I)	1,659,343	-
Closing balance	<u>1,659,343</u>	<u>-</u>
(I) e.g. Net capital contributed by the Department of Education and Training for non-reciprocal transfers of Contributions by Owners in TI 955). Refer also to note 15.		
27 Reserves		
Asset Revaluation Reserve (I)		
Opening balance	1,062,181	625,756
Land	30,000	-
Buildings	1,051,866	436,425
Closing balance	<u>2,144,047</u>	<u>1,062,181</u>
(I) The asset revaluation reserve is used to record increments and decrements on the revaluation of non-described in accounting policy note 1(I)		
28 Accumulated surplus		
Opening balance	24,053,038	22,288,074
Change in net assets	(3,518,426)	1,764,964
Closing balance	<u>20,534,612</u>	<u>24,053,038</u>

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003
	\$	\$
29 Reconciliation of net cost of services to net cashflows used in operating activities		
Net Cost of Services	(18,003,780)	(15,972,174)
Non-cash items:		
Depreciation and amortisation expense	(1,691,805)	(1,296,161)
Supplies and services provided free of charge	(142,079)	-
Charges to provisions	-	(23,579)
Resources received free of charge	(595,140)	(476,548)
Net (gain) / loss on disposal on non-current assets	4,801	(119,393)
Losses and write-offs (excludes cash shortages/thefts of money)	(42,020)	(93,422)
Superannuation expense	(933,996)	(837,600)
Doubtful debts expense	(64,894)	-
Increase/(decrease) in assets:		
Current receivables	357,923	(124,853)
Inventories	13,571	38,326
Prepayments	(7,498)	6,927
Other current assets	(47,474)	963
(Increase)/decrease in liabilities		
Payables	607,938	(42,353)
Income received in advance/grants and advances	(142,803)	129,920
Current provisions	(48,926)	218,625
Other current Liabilities	(430,074)	(8,354)
Non-current Provisions	65,877	36,210
Net GST receipts/(payments)	590	(277,417)
Change in GST in receivables/payables	11,983	10,101
Net cash used in operating activities	(14,919,754)	(13,113,566)
30 Reconciliation of cash		
Cash at the end of the financial year, as shown in the Statement of Cash Flows is reconciled to the related of Financial Position as follows:		
Cash assets	2,547,529	2,340,864
	<u>2,547,529</u>	<u>2,340,864</u>
31 Commitments for expenditure		
Lease commitment		
Commitments in relation to leases contracted for at the reporting date but not recognised as liabilities, are		
Within 1 year	18,408	25,578
Later than 1 year and not later than 5 years	23,770	5,038
Later than 5 years	2,218	1,259
	<u>44,396</u>	<u>31,875</u>
Representing:		
Cancellable operating leases	44,396	31,875
	<u>44,396</u>	<u>31,875</u>
32 Events occurring after balance date		
Nil		

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003	
	\$	\$	
33 Explanatory Statement			
(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 results and the corresponding items of detailed below. Significant variations are considered to be those greater than 10% and greater than \$100,000.			
	2004	2003	Variance
	\$	\$	\$
<u>Employee expenses</u>	11,685,872	11,164,187	521,685
Higher employee expenses in 2004 is due to increases in negotiated as a result of the Lecturers Certified Agreement and the Non-teaching General Agreement.			
<u>Depreciation expense</u>	1,691,805	1,296,161	395,644
Depreciation expense in 2004 increased due to the acquisition of new training vessel Master Class and buildings			
<u>Supplies and services</u>	5,654,338	4,930,171	724,167
Expenditure on supplies and services in 2004 were higher than 2003 due to the completion of a number of minor works projects including Exmouth refurbishment.			
<u>Grants and subsidies</u>	117,004	61,446	55,558
Grants and subsidies in 2004 increased due payment of VET services to non-TAFE VET provider in 2004.			
<u>Costs of disposal of non-current assets</u>	141,842	11,476	130,366
Higher number of vehicle changeovers in 2004.			
<u>Other expenses from ordinary activities</u>	119,768	165,105	(45,337)
Other expenses from ordinary services in 2004 decreased due to realignment of Interactive Training Network's job costing (see "Grants and subsidies".)			
<u>Fee for service</u>	1,120,436	1,241,574	(121,138)
Greater funding for competitive allocated training tenders in 2003 than 2004.			
<u>Ancillary trading</u>	94,140	255,052	(160,912)
Ancillary trading in 2004 decreased as two substantial invoices were raised in 2003 for the Black Lip Pearl Project.			
<u>State funds</u>	13,893,635	17,260,076	(3,366,441)
Decrease in state funds in 2004 is attributable to the change in accounting policy in transfer of capital works funding from the Department of Education and Training in 2003 for the new training vessel and the Batavia Coast Marine Centre.			
<u>Resources received free of charge</u>	595,140	476,548	118,592
Increase in corporate system support.			

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003	
	\$	\$	
(b) Significant variations between estimates and actual results for the financial year			
Details and reasons for significant variations between estimates and actual results are detailed below. considered to be those greater than 10% of budget and greater than \$100,000.			
	2004 Budget \$	2004 Actual \$	Variance \$
<u>Supplies and services</u> Exmouth refurbishment payments occurred in 2004.	5,299,760	5,654,338	354,578
<u>Grants and subsidies</u> Grants and subsidies in 2004 increased due payment of VET services to non-TAFE VET provider in 2004.	65,000	117,004	52,004
<u>Costs of disposal of non-current assets</u> Higher number of vehicle changeovers in 2004 than estimated.	-	141,842	141,842
<u>Capital User Charge</u> Increase in net assets due to take up of new training vessel Master Class.	2,198,846	2,047,596	(151,250)
<u>Other expenses from ordinary activities</u> Other expenses from ordinary services in 2004 decreased due to realignment of Interactive Training Network's job costing (see "Grants and subsidies".)	220,970	119,768	(101,202)
<u>Fee for service</u> Greater funding for competitive allocated training tenders estimated for 2004 than realised.	1,260,473	1,120,436	(140,037)
<u>Proceeds on disposal of non-current assets</u> Higher number of vehicle changeovers in 2004 than estimated.	43,000	146,643	103,643
<u>State funds</u> Variance is attributable to the change in accounting policy in transfer of capital works funding from the Department of Education and Training in 2003 for the new training vessel and the Batavia Coast Marine Centre. Estimated take up of capital works for Batavia Coast Marine Centre did not eventuate. Take up will occur at the end of the project.	19,227,831	13,893,635	(5,334,196)
<u>Resources received free of charge</u> Increase in corporate system support.	482,000	595,140	113,140

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

2004 **2003**
\$ \$

34 Financial Instruments

(a) Interest Rate Risk Exposure

The following table details the College's exposure to interest rate risk at reporting date.

	Weighted Average/ Effective Interest Rate %	Variable Interest Rate \$	Fixed Interest Rate			Non-Interest Bearing \$	Total \$
			Less than 1 year \$	1 to 5 years \$	more than 5 years \$		
2004							
Financial Assets							
Cash assets	4.97%	1,070,675	1,450,000	-	-	26,854	2,547,529
Receivables		-	-	-	-	917,314	917,314
		<u>1,070,675</u>	<u>1,450,000</u>	<u>-</u>	<u>-</u>	<u>944,168</u>	<u>3,464,843</u>
Financial Liabilities							
Payables		-	-	-	-	56,461	56,461
Employee benefits		-	-	-	-	1,800,779	1,800,779
		<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,857,240</u>	<u>1,857,240</u>
Net Financial Assets (Liabilities)		<u>1,070,675</u>	<u>1,450,000</u>	<u>-</u>	<u>-</u>	<u>(913,072)</u>	<u>1,607,603</u>

	Weighted Average/ Effective Interest Rate %	Variable Interest Rate \$	Fixed Interest Rate Maturity			Non-Interest Bearing \$	Total \$
			Less Than 1 year \$	1 to 5 years \$	more than 5 years \$		
2003							
Financial Assets							
Cash assets	4.51%	799,270	1,514,000	-	-	27,594	2,340,864
Receivables		-	-	-	-	636,268	636,268
		<u>799,270</u>	<u>1,514,000</u>	<u>-</u>	<u>-</u>	<u>663,862</u>	<u>2,977,132</u>
Financial Liabilities							
Payables		-	-	-	-	153,428	153,428
Employee benefits		-	-	-	-	1,817,730	1,817,730
		<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,971,158</u>	<u>1,971,158</u>
Net Financial Assets (Liabilities)		<u>799,270.00</u>	<u>1,514,000.00</u>	<u>-</u>	<u>-</u>	<u>(1,307,296)</u>	<u>1,005,974</u>

(b) Credit Risk Exposure

All financial assets are unsecured.

The carrying amount of financial assets recorded on the financial statements represents the College's to credit risk in relation to those assets as indicated in the Statement of Financial Position.

(c) Net Fair Values

The carrying amount of Financial Assets and Financial Liabilities recorded in the Financial Statements are not materially different from their net fair values.

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

	2004	2003
	\$	\$
35 Remuneration of Members of the Accountable Authority and Senior Officers		
<u>Remuneration of members of the Accountable Authority</u>		
The number of members of the Accountable Authority whose total of fees, salaries, superannuation and the financial year, fall within the following bands are:		
\$		
\$50,001 - \$60,000	1	-
\$110,001 - \$120,000	1	-
\$150,001 - \$160,000	-	1
The total remuneration of the members of the Accountable Authority is:	163,550	157,950
The superannuation included here represents the superannuation expense incurred by the College of the Accountable Authority.		
No members of the Accountable Authority are members of the Pension Scheme.		
<u>Remuneration of Senior Officers</u>		
The number of Senior Officers other than senior officers reported as members of the Accountable salaries, superannuation and other benefits receivable for the financial year, fall within the following		
\$		
\$20,001 - \$30,000	1	-
\$30,001 - \$40,000	2	-
\$40,001 - \$50,000	2	-
\$50,001 - \$60,000	1	1
\$60,001 - \$70,000	1	-
\$70,001 - \$80,000	-	5
\$80,001 - \$90,000	3	3
\$90,001 - \$100,000	3	1
\$100,001 - \$110,000	-	-
\$110,001 - \$120,000	-	1
The total remuneration of senior officers is:	847,553	771,987
The superannuation included here represents the superannuation expense incurred by the College in other than senior officers reported as members of the Accountable Authority.		
No Senior Officers are members of the Pension Scheme.		
36 Supplementary Financial Information		
<u>Write-Offs</u>		
Public property	4,059	60,118
Bad Debts	26,597	33,304
Inventory	11,365	-
<u>Losses Through Theft, Defaults And Other Causes</u>		
Losses of public and other moneys and public and other property through theft, default or otherwise	683	392

**CENTRAL WEST TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004**

2004

2003

\$

\$

37 Segment Information

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

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

38 Related Bodies

The College has no related bodies.

39 Affiliated Bodies

The College has no affiliated bodies.

40 The Impact of Adopting International Accounting Standards

Central West TAFE is adopting International Accounting Standards in compliance with AASB 1, 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards' (IFRS).

AASB 1 requires an opening balance sheet as at 1st January 2004 and the restatement of the financial statements for the reporting period to 31st December 2005 on the IFRS basis. These financial statements will be presented as comparative in the first annual financial report prepared on an IFRS basis for the period ending 31st December 2005.

AASB 1047, 'Disclosing the Impacts of Adopting Australian Equivalents to International Financial Reporting Standards', requires financial reports for periods ending on or after 30th June 2004 to disclose:

(1) How the transition to Australian equivalents to IFRSs is being managed

Central West TAFE has commenced training of staff in the key areas of the Australian equivalents to IFRS and have been reviewing significant differences in accounting policies, disclosures and presentation and the likely impacts and risks to the college. Central West TAFE finance staff are keeping abreast of changes through the review of available information, such as publications on the AASB and Department of Treasury and Finance websites and by attending relevant workshops. Staff at the college will be updated on any IFRS issues that may affect the college.

(2) Key differences in accounting policies that are expected to arise in adopting Australian equivalents to IFRS

Central West TAFE does not anticipate any significant differences.

**CENTRAL WEST TAFE
S42 SUBMISSION
INCOME STATEMENT**

	2005
	\$ Estimate
COST OF SERVICES	
Expenses from ordinary activities	
Employee Expenses	11,081,230
Borrowing Costs Expense	
Depreciation and amortisation expense	1543762
Supplies and Services	5,743,650
Grants and Subsidies	330,074
Costs of disposal of non-current assets	50,000
Trading loss	
Capital User Charge	1968805
Other Expenses from Ordinary Activities	55,000
Payments to Non TAFE Providers for VET Delivery	
Total Cost of Services	20,772,520
Revenue from Ordinary Activities	
Revenue from operating activities	
Fee for service	1,368,031
Student fees and charges	1,509,526
Ancillary trading	95,000
Commonwealth grants and contributions	222,000
Trading Profit	80,000
Revenue from non-operating activities	
Interest Revenue	155,000
Proceeds from Disposal of Non-current assets	40,000
Other Revenue from Ordinary Activities	280,000
Total Revenue from Ordinary Activities	3,749,557
NET COST OF SERVICES	-17022964
REVENUES FROM STATE GOVERNMENT	
State Funds	15330945
Resources Received Free of Charge	650,000
Liabilities assumed by the treasurer	
Asset Assumed/(Transferred)	
Total revenues from State Government	15,980,945
CHANGE IN NET ASSETS	(1,042,019)
Net increase/(decrease) in asset revaluation reserve	500,000
Net initial adjustments on adoption of a new accounting standard (<i>state which standard</i>) or UIG consensus view.	
Total revenues, expenses and valuation adjustments recognised directly in equity	500,000
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTION WITH WA STATE GOVERNMENT AS OWNERS	(542,019)

CENTRAL WEST TAFE S42 SUBMISSION BALANCE SHEET	
	2005
	\$ Estimate
CURRENT ASSETS	
Cash Assets	1,950,000
Restricted Cash Assets	
Inventories	70,000
Receivables	800,000
Other Financial Assets	
Other Assets	125,000
Total Current Assets	2,945,000
NON-CURRENT ASSETS	
Receivables	
Other Financial Assets	
Property, plant, equipment and vehicles	24,628,197
Intangible Assets	
Other Assets	
Total Non-Current Assets	24,628,197
TOTAL ASSETS	27,573,197
CURRENT LIABILITIES	
Payables	350,000
<u>Interest Bearing Liabilities</u>	
Provisions	1,065,000
Other Liabilities	260,000
Total Current Liabilities	1,675,000
NON-CURRENT LIABILITIES	
Payables	
<u>Interest Bearing Liabilities</u>	
Provisions	800,000
Other Liabilities	
Total Non-Current Liabilities	800,000
TOTAL LIABILITIES	2,475,000
NET ASSETS	25,098,197
EQUITY	
Contributed Equity	0
Reserves	2,644,047
Accumulated Surplus/(Deficiency)	22,454,150
	25,098,197
TOTAL EQUITY	25,098,197

CENTRAL WEST TAFE S42 SUBMISSION STATEMENT OF CASH FLOWS	
	2005
	\$ Estimate
CASH FLOWS FROM STATE GOVERNMENT	
Recurrent state funding - Department of Education and Training	14,381,654
Capital funding - Department of Education and Training	
Net cash provided by State Government	14,381,654
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee costs	(11,081,230)
Supplies and services	(4,464,716)
Grants and subsidies	(330,074)
Borrowing costs	
Capital User Charge	(1,968,805)
GST Payments on purchases	(567,339)
GST Payments to ATO	
Other payments	(55,000)
Receipts	
Fee for service	1,368,031
Student fees and charges	1,509,526
Ancillary Trading	95,000
Interest received	155,000
Commonwealth grants and contributions	222,000
GST receipts on sales	306,042
GST receipts from ATO	248,598
Other receipts	280,000
Net cash provided by/(used in) operating activities	(14,282,967)
CASH FLOWS FROM INVESTING ACTIVITIES	
Proceeds from sale of non-current physical assets	40,000
Purchase of non-current physical assets	(600,000)
Net cash provided by/(used in) investing activities	(560,000)
CASH FLOWS FROM FINANCING ACTIVITIES	
Proceeds from borrowings	
Repayment of borrowings	
Other proceeds	
Other repayments	
Finance lease repayment of principal	
Net cash provided by/(used in) financing activities	0
Net increase/(decrease) in cash held	(461,313)
Cash assets at the beginning of the financial year	2,411,312
Cash assets transferred from other sources	
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	1,950,000

Contacting the College

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PMB 103 GERALDTON WA 6531
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Facsimile (08) 9921 7705

Carnarvon Campus

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PO Box 961 CARNARVON WA 6701
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This Annual Report is available in alternative formats upon request