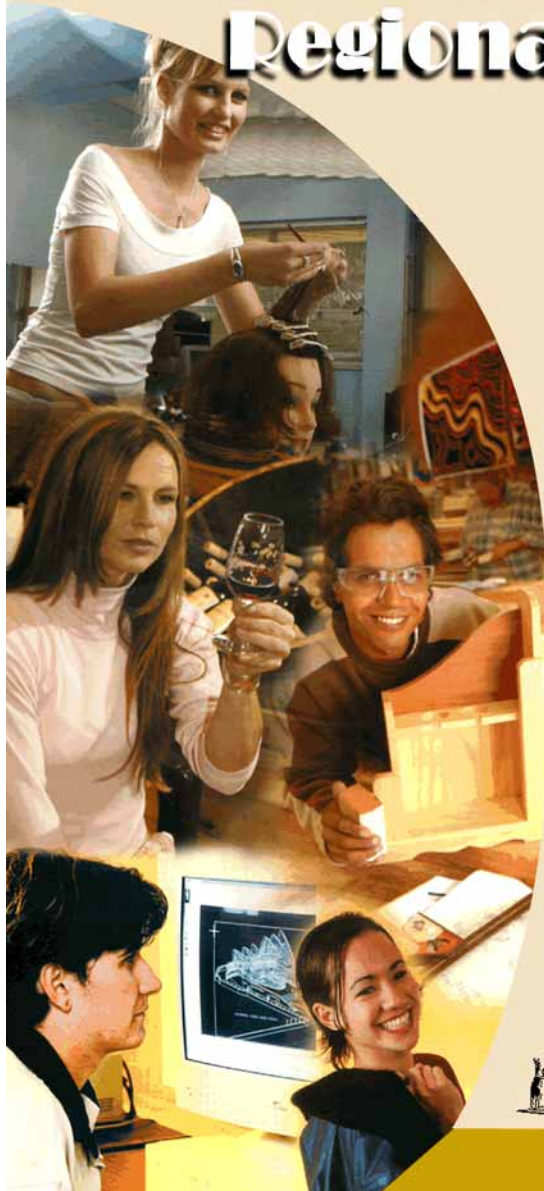


South West Regional College

**Annual
Report
2004**



TAFEWA
south west regional

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Managing Director's Report

During the year, the College's management group invested significant time and effort in progressing continuous improvement activities to address issues and opportunities previously identified through reviews and the outcomes of surveys. The activities brought together leaders from all business units to explore College issues and challenges and collaboratively work towards appropriate solutions. It is a credit to those individuals and to the organisation that so much progress has been made, whilst continuing to ensure delivery of programs to our community and meet the requirements of government and the vocational education and training (VET) system.

As part of that activity, the organisation realigned a number of functions to strengthen linkages between key business activities and enhance effectiveness. The major elements of the realignment focused on educational delivery and key educational support services.

The opportunity to focus the leadership of educational delivery teams on strategic planning and support to the design, development and delivery of quality-compliant, vocational programmes was realised through the re-clustering of faculties and the re-assignment of a number of portfolio responsibilities, which were not directly related to faculty support, to a single cluster: Community and Industry Development. The realignment of campus administration, telecentre services, prisoner education, VET for schools, apprenticeship and traineeship coordination and Indigenous education support to this new cluster, recognised the importance of ensuring a college-wide focus for these strategic services.

A rethink of our approach to 'commercial activity' will be realised during 2005, through the direction of the newly established Business Development Board.

Meeting the quality standards required for delivery of nationally accredited training across the extensive range of qualifications offered by the College continues to be a challenge. The contribution of our most experienced lecturers, working collaboratively as our Australian Quality Training Framework mentors group, has provided much appreciated support across all faculties in assisting design, development and delivery of services in accordance with the required standards.

This annual report not only highlights a sample of our many accomplishments throughout 2004 but gives us every reason to be both proud and satisfied with our effort to be effective as an organisation that provides the best services we can for our community.



Wendy Burns
Managing Director



Chairman's Report

The completion of the realignment of the College's management and educational delivery teams during 2004 has lead to a strengthened focus of academic management on the delivery of quality educational programs across the South West. This ensures that the programmes we deliver enhance opportunities for our diverse client base to be successful learners and are relevant to work place requirements in the region. Employers should be confident that our graduates are competent and work ready.

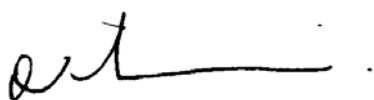
The official opening of the Margaret River Education Campus on 4 May 2004, heralded a new era with South West Regional College of TAFE, Curtin University of Technology, Edith Cowan University and Margaret River Senior High School collaborating to deliver integrated education and training to the community of the South West.

The rapid population growth in the South West has highlighted the need to provide more flexible and blended learning opportunities that are not available in more traditional high schools. In line with the Government's focus on improving vocational education and training opportunities for 15-19 year olds in Western Australia, the concept of co-locating a senior college within the precinct of the South West Regional College of TAFE was tabled for community consultation during 2004.

The proposal capitalizes on the College's existing purpose-built vocational facilities which enable a wider variety of special subjects to be offered that were not previously available due to the lack of the facilities and equipment to deliver the programmes to industry standard.

Designed to enhance retention of youth in education and training by providing them with a more mature environment in which to learn, this initiative would enhance opportunities for youth of the region whilst bridging the divide between school, post-secondary education and supporting the transition to employment.

The South West region is set to become one of the leading education and training precincts in Western Australia. The South West Regional College will ensure that we are able to achieve the Government's priorities of increased participation; retention and outcomes for youth; apprenticeships and traineeships; responsiveness to community and industry requirements; and increased participation in smaller communities.



Dan Perkins
Chairman, Governing Council



Governing Council

The Accountable Authority of the College is the Governing Council, the members of which are appointed by the Minister for Education and Training. Throughout 2004 the Governing Council met for six general meetings and one joint meeting with the Advisory Board of Edith Cowan University South West Campus (Bunbury). The Governing Council also has representation on the College's Academic Board, which meets on a monthly basis and the Audit Committee, which meets bi-annually.

Governing Council members also represented the College at official functions and provided invaluable support to the College and its community through the provision of their time and expertise.

Profile of Board Members

Dan Perkins (Chairman)

Dan is Principal and Managing Director of Perkins Builders, President of Master Builders Association of WA and a Master Builders Association of Australia Board Director. As an employer of building trades apprentices, Dan is actively involved in the process of bringing industry closer to training providers and determining the strategic direction of construction training.

Appointed: 1 October 1997
Current Term Expires: 31 December 2005

Rosanne Pimm (Deputy Chairperson)

Roseanne is a Collie Shire Councillor and a high profile community leader. She is a keen supporter of the importance of the regional campuses of the South West Regional College and is often involved in Collie Campus activities.

Appointed: 1 October 1997
Current Term Expires: 31 December 2005

Wendy Burns (Managing Director)

Managing Director of the South West Regional College for two years, Wendy is an avid campaigner for improving access to vocational training in regional areas. Wendy is the regional Managing Director representative on the Western Australian Teaching and Learning Assessment Group, the Quality Framework Steering Committee, the WestOne Board and the Curriculum Support Services Network Board.

Appointed: 30 January 2003
Current Term Expires: 29 January 2008

Mike Fagan

Dealer Principal of Bunbury Holden, Mike has over 20 years experience in the automotive industry and is an employer of apprentices and trainees in the local community. He is Chair of the College's Automotive Industry Reference Group, Chair of the South West Industry Training Advisory Board, a past Australian Holden Dealers Association member and past President of the Country Holden Dealers Association.

Appointed: 5 March 2002
Current Term Expires: 31 December 2004

Bronwyn Falconer

Bronwyn has extensive experience and knowledge gained through appointments to Boards and Councils (Government and private) for education and as President of the Hyden Resource and Telecentre. She also successfully operated a family business in the steel fabrication industry. As a member of the State Council of the Isolated Children's Parents Association she worked towards the equity of education for rural and remote families.

Appointed: 10 August 2004
Current Term Expires: 30 June 2007

Denise Jenkins

Denise is the Proprietor of Manjimup Showcase Jewellers. She is a past president of the Manjimup Chamber of Commerce, Chairperson of the Warren Blackwood Business Assistance Centre and an active community member. Denise is very supportive of education and training in the Warren Blackwood region.

Appointed: 1 October 1997
Current Term Expires: 31 December 2005

Susan Kerr

Susan is the Principal of Newton Moore Senior High School, and has over 20 years experience in rural communities, in particular the Goldfields. Previously, she has held a variety of roles in the Department of Education and Training. Susan is a member of the Interim Board of the Western Australian College of Teaching.

Appointed: 19 January 2004
Current Term Expires: 30 June 2006

Ian Pigott

Ian is the Manager Business Performance for the Griffin Coal Mining Company in Collie. He is involved in the selection process of the Australian Coal Association Research Program and is very active in various government, industry and community committees.

Appointed: 30 May 1999
Current Term Expires: 31 June 2006

Sharon Piscioneri

Sharon has lived in the Waroona region for over 20 years where she has established a successful family business in irrigation farming and a small agricultural business. She has a strong involvement in the Waroona community and has a dedicated commitment to the region. Sharon relocated outside of the South West region late in 2004 and resigned from her position on the Governing Council.

Appointed: 19 January 2004
Retired: 24 November 2004

Don Punch

Chief Executive Officer of the South West Development Commission, Don has extensive experience working in regional and remote Western Australian communities on the provision of infrastructure, identification and funding of community needs; and project management. Don is also a member of the Board of Management for the Centre for Regional Development and Research, Edith Cowan University (SW Campus).

Appointed: 30 May 1999
Current Term Expires: 31 June 2006

Samantha Reece

In her role as Chief Executive Officer of SMR Consultancy, Samantha conducts extensive community consultations, as well as marketing and public relations for a range of organisations including local and state government and private business enterprises. She has a background in education, teaching in Australia, New Zealand and the UK.

Appointed: 5 March 2002
Current Term Expires: 31 December 2004

Guy Truss

Guy has extensive industry contact through his position as a Fitting and Machining Lecturer with the Automotive, Metals and Engineering Portfolio of the South West Regional College. He is also the College's delegate for the State School Teachers Union.

Appointed: 5 March 2002
Current Term Expires: 31 December 2004

Ann Willis

Ann has extensive experience in business administration as well as operational and strategic management, particularly in the education sector. A former governing council member for West Coast College, she relocated to the South West as the Operations Manager for Innovest Constructions, a company specialising in constructing wineries.

Appointed: 13 October 2003
Current Term Expires: 31 June 2006

South West Regional College: A Brief History

Today

The College services a regional population of 127,000 through campuses at Bunbury, Busselton, Collie, Harvey, Manjimup and Margaret River, which are further supported by a network of centres offering students ready access to local learning facilities.

A Brief History: 1946 – 2004

The following overview of the College's 50-year history illustrates the enormous changes that have affected the way in which vocational education and training is delivered today. The College is proud to be able to demonstrate that it has responded proactively to the changes required by industry, students and community.

The 'Bunbury Tech'

In 1946, 52 students were enrolled in four courses at the "Technical School" in Arthur Street in the Junior Certificate subjects of woodwork, metalwork, dress cutting and home crafts. In 1957, enrolments boomed when the Technical Extension Scheme was introduced for Apprenticeship training and local employers enrolled 63 apprentices on a day-release basis. The School was officially opened by the Minister for Education, Hon E H M Lewis MLA on 21 February 1964.

Moving On and Moving Out

In 1968, the State Government, lead by Premier David Brand, initiated the relocation of the "Tech" to the new Robertson Drive site. The official opening was held on 14 April 1972 by the Minister for Education, Hon T D Evans. As a result of the Partridge Report in 1976, the State Government accepted recommendations that TAFE be allowed to become a separate authority and thus a more active player in its own right in the post-secondary education sector.

Becoming a College

By 1976 there were 2,143 students enrolled at the "Bunbury Technical School" (an increase of 212% on 1975 enrolments). Paterson House, a residential hostel, was completed and fully utilised. Most significantly, the School was promoted to a Grade 2 facility, officially becoming the "*Bunbury Technical College*". In 1982, as a result of the Dormer Report, a sub-department of TAFE was created.

In 1985, TAFE Colleges at Bunbury, Albany and Geraldton were reconstituted as Regional Colleges under Advisory Councils. At the commencement of 1985, the re-named South West Regional College of TAFE continued to provide training and education to the most densely populated region outside of the metropolitan area in Western Australia, with Campuses located in Bunbury, Collie and Manjimup and centres in many other towns in the region. In total, 134 full time equivalent staff were employed in providing services to 331 full time and 5,200 part-time students.

And into the '90s

In 1991 the Bunbury Campus offered 86 vocational courses, with 550 full time and 1,125 part-time enrolments; 293 students graduated. The number of graduates dramatically jumped in 1992, with 423 graduating. This figure reflects the influence of the first group of Year 12 Advanced Certificate/ Associate Diploma students. The Open Learning Centre, a department devoted to the supply of flexible delivery or off-campus correspondence courses, was established in 1994.

The College continued to grow from strength to strength through the 1990s so that during 1998, the College delivered training to over 6000 students.

The New Millennium

A significant restructure of the College was undertaken in 2000 achieving consistent management of academic delivery, consistency in client service and a more strategic role for Portfolio Managers encompassing the management of open learning, commercial delivery and VET in schools. The Manjimup Campus of the South West Regional College, a multipurpose community facility co-located with the Manjimup High School, was opened. A memorable highlight of 2000 was the visit of Her Majesty, Queen Elizabeth II and the Duke of Edinburgh to the South West. The staff and students of the Hospitality Faculty of the College prepared and served a sumptuous luncheon to the royal entourage in Busselton and were highly commended for their efforts by the Premier of Western Australia, Richard Court.

The construction of a new walk way and the installation of an elevator in 2001 has enabled students with disabilities to access both upper and lower floors of several buildings within the Bunbury Campus. The South West Regional College in collaboration with Edith Cowan University, Curtin University, the Margaret River Senior High School, the Department of Training, and the Department of Education signed an agreement to develop the Margaret River Centre for Wine Excellence on high school property.

On 5 September 2002, the Minister for Training, Hon John Kobelke opened the College's new training facility for heavy-duty automotive training at the Sylvan Way Annexe of the South West Regional College. The establishment of the Sylvan Way Annexe is evidence of the College's close collaboration with industry and its ability to implement training programmes to meet the needs of the local community and the regional economy.

The appointment of a new Managing Director at the beginning of 2003 heralded a number of changes at the College including progress toward the development of a continuous improvement plan and a realignment of administrative and academic management personnel. Both of these initiatives were undertaken in close collaboration with staff.

Construction of the \$9.7 million Margaret River Education Campus commenced in 2003.

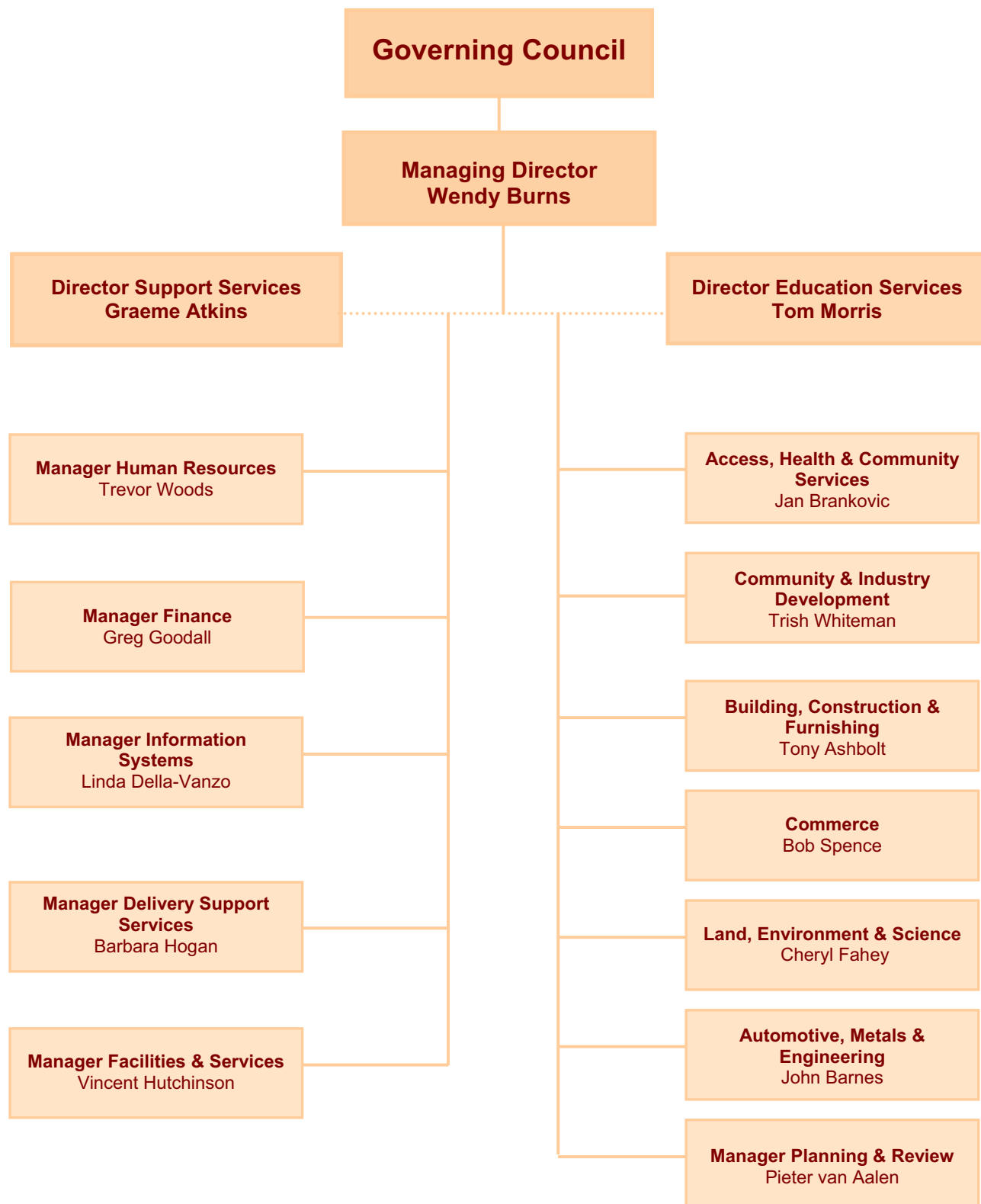
2004

Finalising the management and educational delivery team restructure was a priority in 2004 and the process has now been completed. The new structure is intended to enhance regional effectiveness and focus our efforts on the delivery of education and training services. The structure will facilitate a balance between educational leadership, strategic development and responsiveness to government and regional initiatives whilst supporting the enhancement of teaching skills in the design and delivery of programs and the provision of resources for administrative and technical support.

A newly created division for Community and Industry Development will oversee campus administration, apprenticeship and traineeship development, services through Telecentres, Indigenous participation and the Youth Advantage strategy, including VET in schools. These activities will engage all delivery teams and support the faculties in their endeavour to further opportunities for business growth through short courses, tenders and services to corporate customers.

Our leadership in the South West region was consolidated with the official opening of the Margaret River Education Campus – a joint initiative between the South West Regional College of TAFE, Curtin University of Technology, Edith Cowan University and the Margaret River Senior High School. As the leading vocational education and training provider in all facets of the wine industry including wine grape growing, cellar operations and cellar door sales, the opening of this Campus reaffirmed our position as an innovative institution offering a diversity of training options responsive to the needs of the local community and the dictates of the regional economy.

Management Structure



Vision/Mission Statement

Working with industry and the community, the South West Regional College advances the economic and social prosperity of the region by delivering cost effective – world class – training and employment services.

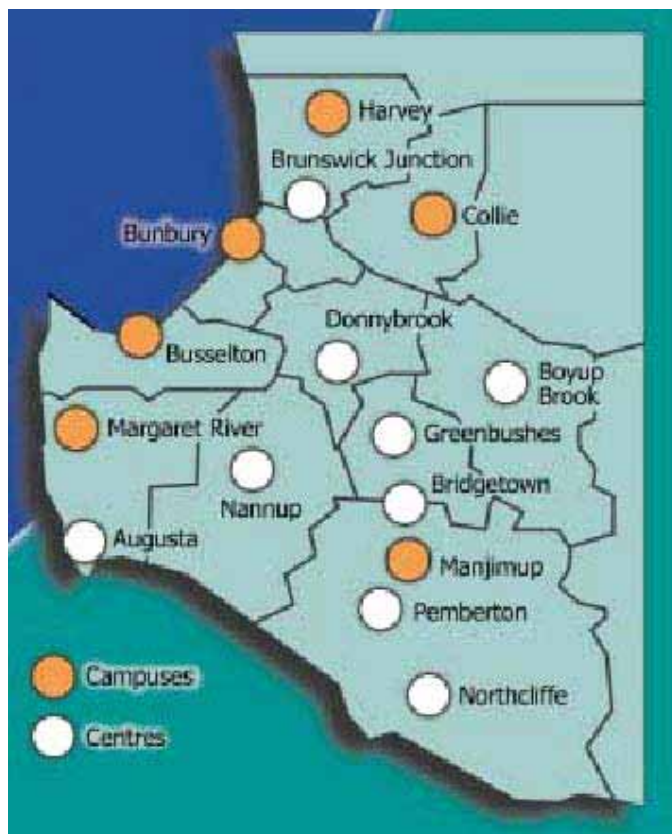
We seek to maximise the creative productivity of ourselves, our students and industry, through a process of continuous improvement that is:

***Customer Focused
Quality Driven
Ethical
Collaborative
and
Outcome Oriented***

The College's combined vision and mission statement draws attention to the fundamental purpose of the College and its commitment to advancing the economic development and social well being of the South West region through the provision of high quality - world class - education and training services.

The statement also introduces the notion of creative productivity. A commitment to ourselves, our colleagues, students and industry, to not only be more productive, but also to ensure that we are creating quality services for our customers; in an ethical, collaborative and outcome oriented manner.

The desired outcome of the College is to provide Vocational Education and Training services to meet community and industry training needs.



South West Regional College Strategic Priorities

The College delivers its services based on the three focus areas of its 2002-2005 Strategic Priorities.

The achievements of these three key strategic priority areas also reflect the College's activities in achieving the State Government's six key priorities of 'Creating the Future: Priorities for VET 2003-2004' and five goals of 'Better Planning: Better Services – A Strategic Planning Framework for the Western Australian Public Sector'.

Student Focus

Goal: Delivery of world-class, cost effective, skills development and skills recognition services.

- 1.1 *Flexible Learning strategies that optimise opportunities for learners to achieve competence*
- 1.2 *AQTF Standards implemented across the College*
- 1.3 *Improved College consultation processes with students*
- 1.4 *Fee for Service activities that are responsive to client needs and the opportunity to deliver value added services*

Priority Achievements

- Michael Shepherd, Metals Student won a bronze medal in the category of Construction Steelwork at the 2004 National WorldSkills finals held in Brisbane.
- Three students were shortlisted as finalists in the 2004 Training Excellence Awards: Chris Collard (Aboriginal and Torres Strait Islander Student of the Year); Reygor Buhrmester (Trainee of the Year); and Jan Buxton (Vocational Student of the Year).
- Careers Southwest, a College service to assist students in building employability and job seeking skills, was established in 2004. The Careers Southwest committee collaboratively and creatively identified strategies and opportunities, engaged local employment service providers, and established internal business processes for the College to ensure the success of this service.
- A pre-apprenticeship course in furnishing for Indigenous students proved to be a runaway success. Comprising thirteen students aged 18-50 years of age. Whilst some of the students are currently employed by NEEDAC, most of the students will go on to pursue careers in cabinet making, furniture design and picture framing in private enterprise.
- The Building Industry School Apprenticeship Link programme was launched in 2004. The concept involves the College in collaboration with local industry and senior high schools, delivering Certificate 1 in General Construction to Year 11 students. It allows trialling of a pathway into an industry that is experiencing skill shortages but has not been able to attract school leavers.
- The Office Administration faculty developed a work experience program for Return to Learn students providing them with an opportunity to gain skills and then demonstrate their skills to potential employers. This highly successful programme has assisted many of the students in acquiring employment. The faculty also implemented a "Job-Board" which provides information on regional job opportunities and offers guidance with regard to job applications.

- The Metals faculty worked closely with Challenger TAFE and Alcoa in an exciting initiative designed to incorporate tasks undertaken on the job and recognize these skills by integrating them into apprentice training via a task-based training record book.
- The Hospitality faculty initiated a work experience program for high school students at the VAT 2 restaurant in Bunbury. VAT 2 staff trained the students in kitchen duties and 'front of house' activities whilst a College Lecturer conducted the assessments using video footage from the restaurant.
- A group of Indigenous students completing Certificate I in Construction carried out building enhancements to the Bardi Mia campsite. The students enjoyed working on a real work site where they and their families will have long-term use and enjoyment. Two students have since secured full time employment.
- The aquaculture team and Ngala Maya were successful in winning a CAT tender for Indigenous students. Aquaculture also proved to be popular with Busselton, Collie and Manjimup Senior High Schools including it in their VET Schools program.
- Excellent results were achieved in the 2004 Advanced Diploma of Interior Design course. The inaugural graduation class of 2004 hosted an outstanding exhibition showcasing the students' work. Feedback from both clients and industry regarding these new Interior Designers has been very positive.
- The Access faculty implemented a new bridging course, Gaining Access to Training and Employment, in 2004. Some 80% of the participants achieved a credential which can be used as an alternative pathway to Vocational Courses as it gives successful graduates a Year 10 entrance.
- A new initiative for 2004 was the provision of Certificate II in Community Services for students in conjunction with their secondary studies at Newton Moore and Australind Senior High Schools, providing not only an important opportunity to explore a vocational pathway, but enabling the students to extend their own capabilities and contribute to their transition to the adult world of learning and work.
- The St John of God Outreach programme piloted in 2003 was formally established in 2004, offering professional counselling assistance to students and their families as well as staff.
- The Youth Extension scheme was established to provide support to students in the 15-19 year age group who experience difficulty in making the transition from school/unemployment to work and/or further training. In collaboration with a number of community organizations, the programme is aimed at increasing the self-esteem, self-belief of the students and their understanding of the world of work and job networks within the Bunbury community.

Staff Focus

GOAL: *A learning organisation with a corporate culture that promotes the creative productivity of staff.*

- 2.1 *Staff development strategies that empower and promote pride*
- 2.2 *Communication and information sharing that is fast, flexible and efficient*
- 2.3 *Strategic management and innovation that creates new opportunities and lasting benefits*
- 2.4 *Facilities and infrastructure that enhance the quality, effectiveness and efficiency of service delivery*

Priority Achievements

- Health and Fitness Lecturer, Marg Rhodes was awarded the Arrix Australia Trainer of the Year at the 2004 WA Training Excellence Awards. The Award is recognition of her initiative in leading the way in curriculum development by providing number of flexible learning alternatives and non-traditional training options for students who fail to thrive in a traditional environment. Marg was also a finalist in the Premier's Teacher of the Year Award of Excellence.
- Cabinetmaking Lecturer, Joe Estermann received a Premier's Teacher of the Year Award of Excellence for Semester 1, 2004. Joe has made a very positive contribution to the quality of training within the furniture industry. He maintains strong links with professional associations to ensure the training needs of industry are met.
- Certificate of General Education for Adults Lecturer, Eleanor Kruger, received a Premier's Teacher of the Year Award of Excellence for Semester 2, 2004. Many Aboriginal families in the Bunbury area owe their stability and prosperity to Eleanor and her determination to offer vocational training to meet their particular needs.
- Aboriginal Development Officer, Les Wallam, received an Aboriginal Education and Training Award in recognition of his outstanding work and long term service to Aboriginal education and training.
- Client Services Supervisor, Katie Van den Brand, was awarded a Rotary Youth Leadership Award, in recognition of the leadership role she demonstrates in the South West community as a Police Rangers instructor with the PCYC and a youth representative on the South West Suicide prevention Taskforce and the Greater Bunbury Division of General Practice Consumer Reference Group.
- Instructional Designer, Janice Calcei, successfully achieved funding through the Flexible Learning Leaders programme to increase her leadership skills to enable change in education and training. Janice proposes to train staff in the use of some of the technologies she has been exposed to in 2004.
- Metals Lecturer, Gary Hywood successfully organised the South West team of the National Worldskills finals competition. Seven students from the South West, participated in the National competition held in Brisbane, with Michael Shepherd obtaining a bronze medal in the Construction Steelwork category.
- Certificate of General Education for Adults Lecturer, Julie Godsell was appointed the Youth Advantage Coordinator for the Bunbury Education District to develop the Youth Advantage Strategy Plan for the Bunbury region.
- The Collie Campus incorporated the Centre for Sustainable Mine Lakes facilities and offices within its facilities. It also gained improved quality of service, efficiency of work and ease of communication through the installation of a new phone system.
- Funding to assist new lecturers to more quickly adjust to the TAFE environment was awarded to the College in 2004. The funding enabled them to travel throughout Western Australia to tap into the valuable resources and information of experienced senior lecturers in their faculty area. As a result, a support network was established and the project was showcased at the 2004 Training Delivery Conference in Perth.
- The College successfully achieved the 'Energy Smart Government' target of 6% reduction in energy use in 2003/2004.

- Major construction projects and building enhancements included the completion of Margaret River Education Campus; completion of the new Directorate; completion of the Epicure Training Restaurant upgrade and fit-out; and the design and construction of new aquaculture facility at Manjimup.
- Telephone and voice mail systems were upgraded throughout the College with the installation of new telephone systems at Manjimup and Busselton.
- Through the Training and Technology Equipment funding grant the Metals faculty secured \$150,000 to purchase two much-needed lathes; the Building faculty received an allocation of \$50,150 to buy specialist sanding equipment and the Science faculty received \$70,000 to set up a model training resource for process operator training, which will be used to teach underpinning knowledge on quality processes to main stream students, trainees, existing workers in industry and in the future through VET in school programmes.
- As part of the College's commitment to the recognition of the contribution of employees, a 'Length of Service' recognition policy was implemented during 2004, recognising length of service milestones for staff who have achieved 10 years of service or more with special recognition of these milestones for retiring staff.

Industry Focus

GOAL: *Working with industry and the community, the College advances the economic development and social prosperity of the region.*

- 3.1 *An enhanced external image of the College and recognition of its role in the region*
- 3.2 *Strategic alliances that meet the needs of industry and the community of the South West*
- 3.3 *Recognition as an environmentally responsible and energy efficient College*

Priority Achievements

- The Horticulture faculty concentrated on changing the way we service the community clients with more full time training opportunities and industry clients with more specific and intensive training aligned to skill shortages and seasonal work. A highlight of 2004 was the design and implementation of a customized training programme to Evans & Tate Wineries at sites in WA, NSW and Victoria.
- The Margaret River Education Campus hosted the *Innovest Wine Expo* in December. The expo was well supported by local and State industry which enabled student participation and interaction with industry representatives whilst showcasing the facilities and training for the future of this industry.
- To meet local South West industry needs the Fitness and Sport faculty developed and delivered Certificate IV in Fitness through fee-for-service with more than 20 students completing the qualification - a registration requirement for the fitness industry. The qualification has now been included in consolidate funding profile in 2005 and the College has been working with other TAFEWA colleges providing advice and resources to facilitate a consistent mode of assessment across all colleges.

- The Building, Construction and Furnishing Portfolio, in collaboration with industry, commenced the Bunbury Ecohome project in 2004. The intention of the Bunbury Ecohome Project is to design, construct and monitor a sustainable 'live-in-model' house that demonstrates ecologically sustainable design and high energy efficiency standards, is affordable to the entry level housing market, focuses on State and National innovation and provides a real and web-based databank of information. The project provides students with the opportunity to develop skills in the design and construction of a 'live' house under the guidance and mentorship of not only our lecturers but also trades people from the local construction industry.
- The College's Epicure Training Restaurant was a 2004 finalist in the Catering Institute of Australia (WA) Gold Plate Awards, in the Restaurant within a Training Establishment category.
- The Ngala Maya team successfully gained funding under the Australians Working Together Program to enhance opportunities for Indigenous participation in higher levels of VET. The program will increase the number of qualified work place trainers in the Indigenous community to enhance delivery and support of training programs both, within the community and the College.
- In partnership with the hospitality industry, the Hospitality and Tourism faculty hosted a symposium to consider the challenges facing the South West industry. Outcomes from the symposium will provide direction for the industry in addressing the challenges and enable the College to play its role in contributing to industry development
- The Commerce portfolio successfully piloted a project that established mini Industry Reference Groups in the faculties of Business, Office Administration, Accountancy, Management and Information Technology. Lecturers "adopted" a group of businesses with which they maintain regular communication and the feedback gained from a wide range of businesses and organizations provides valuable input into the College's training processes.
- The Automotive faculty continued to enjoy tremendous support from the automotive industry throughout 2004, with tools, equipment and machinery donated by local industry, including the donation of four modern engines and transmissions by Automotive Parts Distribution System.
- The training model developed by the Automotive faculty, industry and South West secondary schools in response to a critical shortage of mechanics in the South West, has been recognised as a best practice model and is being implemented by Automotive Training Australia throughout the State
- The College participated in the 2004 Manjimup Expo, providing an opportunity to showcase it's broader services and training opportunities to this regional community, and enhance and strengthen the links between Manjimup campus staff and our main centre of operations .

Creating the Future Priorities

In 2003 the Minister for Education and Training released “*Creating the Future: Strategic Priorities for VET 2003-04*” which outlined the Government’s strategic priorities for vocational education and training. The South West Regional College is committed to achieving the six key priorities:

- Increasing retention rates
- Improving and making easier transfer between VET and universities
- Increasing the number of apprenticeships and traineeships
- Strengthening the TAFE WA network
- Supporting jobs growth
- Providing better career guidance and preparation for employment

Below is a summary of achievements against each of the six key priorities.

Increasing retention rates

Following on from a trial in 2003, the College entered into an agreement with St John of God Health Care to establish the Student/Staff Outreach Support programme. Specialist support staff provide services such as counselling, advocacy, information and mediation that enables students and their parents to access expert assistance in a timely fashion. The programme not only assists students but also assists staff through workshops and information services on a range of issues such as mental health, drugs and alcohol, anger management, etc.

The College introduced the Youth Extension scheme, an intervention programme for 15-19 year olds who have disengaged from formal training. The programme aims at increasing the self-esteem and confidence of the students as well as assisting them to gain skills to re-engage in training to move towards a career.

The College delivered approximately 40,000 hours of VET in schools in 2004, as free delivery to South West secondary students, in the areas of: tourism, kitchen operations, metals, children’s services, automotive, retail operations, horticulture, furnishing/construction, food processing (wine), business services, information technology, aquaculture, makeup artistry, nail technology.

The College worked in partnership with the Bunbury and Warren Blackwood Education Districts to develop the Youth Advantage strategy that will encompass both regions to improve youth retention in education and training and enhance pathways to employment. Whilst there is some variation to the strategies required in each district, the process of planning, consultation and joint use of expertise supported a regional approach.

Year 10 students in Donnybrook Senior High School participated in a ‘taster’ course within the Metals faculty. The students attended the College’s Bunbury campus for a week to experience campus life, meet lecturers and try out the facilities of the Metals workshops. After gaining an understanding of the different courses on offer and their requirements, students are informed in their choice of VET in school programmes in Year 11 and 12 that will support them into further training in their chosen career.

The College, in collaboration with industry, commenced the Bunbury Ecohome project in 2004. The intention of the project is to design, construct and monitor a sustainable ‘live-in-model’ house that demonstrates ecologically sustainable design, high energy efficiency standards and is affordable to the entry level housing market. The project will involve students across a range of faculties including design, interior design, building and construction pre-apprentices and apprentices, cabinetmaking apprentices and horticulture. It will provide these students with opportunity to develop skills in the design and construction of a ‘live’ house under the guidance and mentorship of not only our lecturers but also trades people from the local construction industry.

Improving and making easier transfer between VET and universities

The South West Regional College, in collaboration with Edith Cowan University Faculty of Regional Professional Studies, has developed a guide that provides information about articulation and credit transfer arrangements between the College and ECU. Available as a webpage on both organisations' websites, the document provides clear information to prospective students of both the College and ECU on transfer options available to students between each of the institutions.

The Margaret River Education Campus is a collaborative initiative between the South West Regional College of TAFE, Curtin University of Technology, Edith Cowan University, Margaret River Senior High School and the Department of Education and Training. An exciting new concept in education and training, the campus provides education pathways allowing students to cross seamlessly between secondary, vocational and tertiary learning. Born out of a community push for a campus that focussed on the region's wine industry, it offers a wide range of studies including art, humanities, horticulture, business and computer studies, viticulture and oenology, hospitality and tourism.

The South West Regional College, South West Area Health Services, St John of God Health Care and Edith Cowan University are working together towards the establishment of the South West Centre for Learning and Health Care that will provide a framework within which the partners can work collaboratively to determine regional needs in relation to health care learning and develop strategies that will promote new learning pathways that will enhance the quality of health care education and practice within the region.

Increasing the number of apprenticeships and traineeships

The College's automotive industry reference group continued to take a lead in its strategies to support youth in making appropriate career choices and in their transition to employment. An identified skills shortage prompted the automotive industry to establish the Automotive Careers Education Strategy (ACES) which incorporated initiatives such as school "Road Shows", industry information sessions (sausage sizzles) to improve parents' perceptions of the industry, the establishment of industry mentors to support VET in schools arrangements and the school-based Automotive Scholarship. Provided to aspiring school students through an application and interview process, the scholarships encourage completion of year 11 and 12 and includes completion of Certificate I in Automotive at the South West Regional College. ACES is a best practice model that is now being implemented by ATA (WA) throughout Western Australia.

School-based traineeships numbers doubled in 2004 with traineeships being carried out in furniture making, conservation and land management, hospitality and retail. The Indigenous school-based traineeship continued in 2004 with a further 15 students successfully completing the course.

The College provided training for Silver Chain staff at Glover House in Margaret River to enhance their skills in preparation for the opening of the new high care aged care facility in 2005. Silver Chain in conjunction with the College invited aged care workers from other South West facilities to participate in the training programs, funded by a tender from the Department of Health and Ageing.

Strengthening the TAFE WA network

To provide a greater focus on students in the decision making and planning processes of the College, the South West Regional College Student Association was more closely aligned to the Managing Director during 2004. Student Association representatives participated in many college committees, providing feedback on student-related issues. Bronwyn Falconer was appointed as the Governing Council's designated student representative to advocate the student perspective.

College Lecturers took the opportunity to access funding of \$148,000 to develop their professional skills to ensure the College is supported by staff that are informed and knowledgeable in both industry related skills and teaching, learning and assessment.

The Managing Director of South West Regional College sponsored a project that explored TAFEWA course delivery strategies to develop sustainable models for TAFEWA collaboration in planning and delivery. One of four 2004 projects identified by the TAFEWA Managing Directors, the "Training Delivery Model" project reviewed TAFEWA college's role in course delivery and identified opportunities for improvement for the TAFEWA network as a whole. The Managing Director's network endorsed the recommendations of the Training Delivery Model report and a plan to implement recommendations from the 2004 project, focussing effort on several high priority curriculum projects will be instigated in 2005.

Ngala Maya, the College's Aboriginal support team successfully gained funding under the Australians Working Together Program to provide a programme aimed at increasing the number of qualified workplace trainers in the Indigenous community to enhance delivery and support of training programs both, within the community and the College.

Supporting jobs growth

The College is a member of the Australian Consortium for Energy and Process Training (ACEPT) that seeks to build the capability of six TAFEWA colleges and private providers to provide a consistent and quality approach to respond to the training needs to the mining, oil and gas, and chemical processing industries. The College successfully implemented process operator training as a 'delivery in the workplace' product for a number of local mining and processing companies. During 2004, the College obtained a grant to set up specific equipment that will provide off-site training to new and potential employees of these industries.

Reinforcing the Government's commitment to addressing the current skilled workforce shortage, the College has partnered with the mining industry to establish a working group to identify trades most affected by skill shortages and options to rectify the shortfall. The group will develop strategies that will boost training to ensure sustainable skilled workforce in the mining sector, a major employer within the South West.

Through a Structured Workplace Learning initiative with the Hospitality and Tourism faculties and Bunbury's premier restaurant, VAT 2, students launched their careers in the hospitality industry with the highest ranking accreditation including the Certificate I in Hospitality (Operations), the Certificate I in Hospitality (Kitchen Operations), and the VAT 2 Work Ready Certificate.

Providing better career guidance and preparation for employment

The Careers South West service provides our students with that little extra that's needed to find that job and promote their abilities to the potential employers. The service links students to a range of existing service providers in their communities, usually free services that are there to assist them throughout their working life. Partnerships with career and employment services such as Job Futures, JobFind Centre, Centrelink, Apprenticeship and Traineeship Company, PVS Workfind, and the Employment Directions Network, enable the College to offer a range of seminars and workshops on career planning, job searching, resume preparation and job interview techniques. Over 500 students attended these workshops across the region during 2004.

Upon completion of their pre-apprenticeship, automotive students that were not successful in securing an apprenticeship were mentored by members of the automotive industry to assist them to gain employment. This support in placing automotive pre-apprentices into jobs highlights the kind of partnerships that make a difference for our community as well as service the interests of industry.

A pilot for a pre-apprenticeship course in furnishing, comprising 13 Aboriginal students aged 18-50 years of age, proved to be a runaway success. Whilst some of the students are currently employed by NEEDAC, the majority will go on to pursue careers in cabinet making, furniture design and picture framing in private enterprise.

Strategic Planning Framework

In addition to the achievements highlighted within the College's Strategic Priorities section, the following section includes several of the College's obligatory reports which identify the College's efforts and accomplishments in relation to the five goals of the Strategic Planning Framework: People and Communities; The Economy, The Environment, The Regions and Governance.

Goal 1: People and Communities

The College's key focus of delivering world-class, cost effective, skills development and skills recognition services is closely aligned with the strategic objectives of this goal to provide a world class education system and lifelong learning opportunities for all.

Disability Services

- A Disability Services Plan 2003–2005 was developed and approved by the Access Committee and endorsed by the Managing Director.
- An emphasis on staff development and understanding of different needs in the disability area ensures clients have access to the latest services.
- A goal to implement services and programs which promote inclusiveness such as ensuring all students are represented in College marketing activities and promotions has been formulated.
- New terminology promoting inclusiveness has been implemented and is used on documentation for clients wishing to access support during their course of study.
- A review of the Notetaker role, to ensure client needs are being met, is currently being undertaken and will be completed early in 2005.

Language Services Policy

Wherever possible, the South West Regional College has adopted the Language Services Policy commitment to ensure that language is not a barrier to services for people who require assistance in English. Initiatives undertaken by the College are:

- Provision of an AUSLAN interpreter, when requested, to assist deaf students.
- The College offered Certificate I in Auslan.
- The College also offered Certificate of General Education for Adults (CGEA) and CGEA (Aboriginal Stream), providing the opportunity to develop English, reading, writing maths and oral communication skills.
- Distribution of leaflets/desk cards that encourage people to ask for an interpreter if one is needed.
- A database of language skills of staff is maintained.

Goal 2: The Economy

The South West Regional College has annual reporting obligations under the Financial Administration and Audit Act, Financial Administration Regulations and Treasurer's Instructions. These reports are included under the section "Compliance Reporting".

Goal 3: The Environment

The College is committed to providing an effective contribution to global efforts to reduce greenhouse emissions, and developing strategies that minimise waste and effectively recover and recycle resources where possible to achieve its strategic priority of being recognised as an environmentally responsible and energy efficient College.

Energy Smart Government Program

In accordance with the Energy Smart Government policy the South West Regional College has committed to achieve a 12% reduction in non-transport related energy use by 2006/07. In 2003/2004, the College successfully achieved the Energy Smart Government reduction target of 6%.

Energy Smart Government Program	2002/2003	2003/2004	Variation %
Energy Consumption (MJ)	6583	6064	7.88
Energy Cost (\$)	214952	209243	
Performance Indicators			
Electricity (kWh)	1532278	1466768	
Natural Gas (kWh)	296254	217744	
Area (m²)	22 420	23 847	
Effective Full Time Students	2709	3166	
MJ/Area (m²)/annum	347	182	
MJ/Effective Full Time Students/annum	2430	1915	

During the year the following energy saving initiatives were undertaken: -

- To further reduce the greenhouse gas emissions, a hybrid electric/petrol car was purchased for the College fleet.
- Specifications were developed for a new energy management system, which will enable the College to continue to meet its energy reduction requirements.

Goal 4: The Regions

The South West Regional College complies with the underpinning principles of the four goals of the 'Regional Development Policy' and has particular focus on the goals of Education, Health, Safe and Supportive Communities and Growing a Diversified Economy. Achievements within these goal areas are highlighted within the College's Strategic Priorities section.

Goal 5: Governance

The College has a priority of establishing strategic alliances and effective partnerships that meet the needs of industry and the community of the South West through the provision of coordinated, integrated, high quality service delivery that provides value for money.

Customer Focus

The South West Regional College has for many years had an emphasis on providing the best possible customer service to our clients.

The South West Regional College is continually reviewing its business system and processes to meet the expectations of our internal and external customers and to maintain Registered Training Organisation (RTO) accreditation standards under the Australian Quality Training Framework (AQTF). The College has maintained quality assurance accreditation under ISO 9001 standards since 1995.

Customer Service Charter

The South West Regional College has developed a Charter specific to the needs of the clients of the College. The charter acts as our service level agreement for our customers. Our customers are invited to evaluate our performance based on the service outlined in this document. The Charter is readily available throughout the College and is specifically highlighted during the College student orientation sessions at the beginning of each semester.

Corporate Information Statement

The South West Regional College of TAFE allows supervised access to records on request. Applications for information under the Freedom of Information Act are submitted to the Manager Planning and Review for approval and administered under direction by Records Management Coordinators. No Freedom of Information requests were received during 2004.

Sections 12 and 61 of the State Records Act 2000 require each government agency to have a record-keeping plan approved by the State Records Commission that describes how records are created, maintained, managed and disposed of in accordance with the Commission's Standards and Principles. A single plan was submitted to the State Record Commission in March 2004 on behalf of Department of Education and Training, the Curriculum Council, the Department of Education Services, the Public Education Endowment Trust and the TAFEWA colleges.

State Records Commission Standard 2 Record-keeping Plans: Principal 6 – Compliance

<i>The efficiency & effectiveness of the organisation's recordkeeping system is evaluated not less than once every 5 years.</i>	Regular records management awareness is delivered to all staff who have the responsibility of recordkeeping in their area. A full evaluation of the College's record keeping system is scheduled for 2005.
<i>The organisation conducts a recordkeeping training program.</i>	Group and individual training sessions are provided on demand. Staff information sessions are conducted monthly. External and specialised training is provided to records management and other relevant staff as required. Updates and information on recordkeeping and records management are relayed to staff through the weekly staff newsletter and email.
<i>The efficiency & effectiveness of the recordkeeping training program is reviewed from time to time.</i>	Yearly reviews are conducted on recordkeeping awareness training.
<i>The organisation's induction program addresses employees' roles and responsibilities with regards to their compliance with the organisation's recordkeeping plan.</i>	Induction sessions for new staff are conducted each month. Topics covered include an overview of individual recordkeeping responsibilities, legislative framework, records management tools (ie thesaurus), and procedural documentation on the business system. An information booklet is provided to each inductee.

The following South West Regional College publications were made available to the public during 2004:

- SWRC of TAFE Annual Report
- Interface Newsletter
- Course brochures
- SWRC of TAFE Handbook
- Student Diary
- Ngala Maya 'Our Place' brochure
- Customer Service Charter brochure
- Workplace Assessment for Industry and Business brochure
- Building Educational Pathways General Brochure
- Building Educational Pathways Business Brochure
- Options for Skills Recognition Service brochure
- Training Options – Fulltime brochure
- SWRC of TAFE Pre-enrolment Information brochure
- Student Code of Conduct brochure
- Disability Services SWRC brochure
- SWRC of TAFE Equal Opportunity and Diversity Policy
- Disabilities Services Plan 2003-2005
- Strategic Priorities 2002-2005
- Award Ceremony Program 2004
- Childcare brochure
- Return to Learn brochure
- Children's Week brochure
- Paterson House brochure

These publications are available through the College's Client Services section or are located on the South West Regional College website at <http://swrc.tafe.wa.edu.au>.

Equal Employment Opportunity

The South West Regional College continued to make significant improvements in its management of Equal Employment Opportunity over the 2004 calendar year.

Specific achievements have been:

- Successful implementation of a program to increase the number of Indigenous employees.
- Successful implementation of a programme to increase the number of trainees, with a particular emphasis on the under 25 age group.
- Extensive continuous review and marketing of Equal Employment Opportunity policies and procedures.
- Re-establishment of the Equity Advisor program.
- Increased promotion of Equal Employment Opportunity principles.
- Establishment of an Equal Employment Opportunity policy and targets as a standing item on Staff Consultative and other committees.

During 2004, the College received no Equal Employment Opportunity complaints.

Workers Compensation

Nine workers compensation claims were recorded during the year.

Redeployment

Changes to staffing requirements in 2004 were managed internally, with no referrals to the Public Sector Management Office.

Evaluation of Programs

The South West Regional College is a customer-focused organisation that values feedback from our internal and external customer base. The College has a number of processes in place to gather customer feedback, resolve issues, promote positive and supportive comment and to include all feedback in our continuous improvement process that ultimately shapes the College's strategic goals and priorities. Our customer feedback process has two levels.

The first level includes a number of opportunities for internal and external customers to let the College know whether or not it is achieving the level of customer service outlined in our Customer Service Charter. Information is gathered from the following sources:

- Customer Feedback Forms – available across the College for customers to complete and submit on a needs basis.
- Unit Feedback Forms – distributed by faculty managers to gather specific feedback about delivery and assessment at a Unit of Competency and Qualification level.
- Process Improvement Requests - Used mainly by internal customers to suggest improvements to our current policies, procedures or work practices.
- Verbal feedback received from customers to lecturers, administration staff and faculty managers.
- Written feedback received from customers to lecturers, administration staff and faculty managers.

Information gathered from the Customer Feedback Forms and Process Improvement Requests are entered on a database and analysed and reported to executive committee and used to drive the College's continuous improvement system. Unit managers are expected to reply to customer feedback forms within five working days.

Unit feedback is gathered at a faculty level, analysed by portfolio managers and findings reported to the executive committee, issues identified and fed into the College's continuous improvement system.

Information from verbal feedback is dealt with by listening to the customer, identifying the specific issues, offering explanation and/or solutions and inviting the customer to complete a feedback form to formalise the process.

All written feedback received must be replied to within five working days. The manager dealing with written feedback is required to attach the written feedback to a Customer Feedback Form and outline his/her actions on the form and file in the Customer Feedback Form system for later analysis.

Any issues that are specifically identified as:

- academic appeals;
- occupational safety and health;
- equal opportunity; or
- sexual or racial harassment;

are dealt with as per the specific and separate processes within the College.

The second level of our customer feedback system is the grievance process. A grievance is an issue or complaint that has not been dealt with at the first level of our customer feedback process to the satisfaction of the customer. There is a separate and specific grievance process for students and a process for staff at the College. The Employee Grievance Resolution process and the Student Grievance process. Both processes are managed directly by the Managing Director of the South West Regional College.

Public Interest Disclosures

The South West Regional College complies with the Public Interest Disclosure Act 2003 to facilitate the disclosure of public interest information and to provide protection for those who make disclosures and for those who are the subject of disclosures. It recognises the value and importance of contributions of staff to enhance administrative and management practices and strongly supports disclosures being made by staff regarding corrupt or other improper conduct.

The College has developed and implemented procedures and guidelines outlining its obligations in relation to the Public Interest Disclosure Act 2003, which are consistent with the guidelines published by the Commissioner of Public Sector Standards.

The South West Regional College will take all reasonable steps to provide protection to staff who make public interest disclosures from any detrimental action in reprisal for the making of a disclosure. The College does not tolerate any of its officers, employees or contractors engaging in acts of victimisation or reprisal against those who make public interest disclosures. These acts should be reported immediately to the Public Interest Disclosure Officer or the Managing Director.

The contact details of the Public Interest Disclosure Officer are:

Director Support Services
South West Regional College
PO Box 1224
BUNBURY WA 6230

There were no Public Interest Disclosures made during 2004.

Electoral Act 1907 Section 175ZE

In compliance with section 175ZE of the Electoral Act 1907, the College is required to report on expenditure incurred during the financial year in relation to advertising agencies, market research organisations, polling organisations, direct mail organisations and media advertising organisations.

A. Advertising Agencies	Market Force Productions \$102,874
B. Market Research Organisations	Nil
C. Polling Organisations	Nil
D. Direct Mail Organisations	Nil
E. Media Advertising Organisations	Nil

Statement of Compliance



21 February 2005

Hon Alan Carpenter MLA
Minister for Education and Training
12th Floor Dumas House
2 Havelock Street
WEST PERTH WA 6005

South West
Regional College
Bunbury Campus
Robertson Drive
PO Box 1224
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www.swrc.wa.edu.au
ABN: 23 107 798 972

Dear Minister

In accordance with Section 66 of the *Financial Administration and Audit Act 1985*, we hereby submit for your information and presentation to Parliament, the Report of the South West Regional College of TAFE for the year ending 31 December 2004.

The Report has been prepared in accordance with the provisions of the *Financial Administration and Audit Act 1985* and Treasurer's Instructions.

In the administration of the South West Regional College, I have complied with the Public Sector Standards in Human Resource Management, the Western Australian Public Sector Code of Ethics and our Code of Conduct. I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that this statement is correct.

The applications made for breach of standards review and the corresponding outcomes for the reporting period are:

Number lodged:	nil
Number of breaches found, including details of multiple breaches per application:	nil
Number still under review:	nil

At the date of signing this document, we believe we have complied with all relevant written laws of the Parliament of Western Australia that have bearing on the operations of this College and have no knowledge or information of any circumstances that would render this statement misleading or inaccurate.

Yours sincerely

Dan Perkins
Chairman Governing Council

Wendy Burns
Managing Director

Compliance Report

Enabling Legislation

The South West Regional College of TAFE was established on 1 January 1997 under section 35 of the Vocational Education and Training Act 1996 and in 2004, was responsible to the Hon Alan Carpenter, MLA, Minister for Education and Training.

Legislation Impacting South West Regional College's Activities

In the performance of its functions, South West Regional College complies with the following relevant written laws:

- Anti-Corruption Commission Act 1988
- Copyright Act 1968
- Criminal Code Act 1913
- Disability Discrimination Act 1992
- Disability Services Act 1993
- Equal Opportunity Act 1984
- Education Act 1928
- Evidence Act 1906
- Financial Administration and Audit Act 1985
- Freedom of Information Act 1992
- Government Employees Superannuation Act 1987
- Industrial and Commercial Training Act 1975-80
- Industrial Relations Act 1979
- Limitations Act 1935-1978
- Library Board of Western Australia Act 1951
- Minimum Conditions of Employment Act 1993
- Occupational Health, Safety and Welfare Act 1984
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Vocational Education and Training Act 1996
- Salaries and Allowances Act 1975
- State Records Act 2000
- State Supply Commission Act 1991
- Workers Compensation and Assistance Act 1981
- Workplace Agreement Act 1993

In the financial administration of the College, we have complied with the requirements of the Financial Administration and Audit Act 1985 and every other relevant written law, and exercised controls which provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of public property and incurring of liabilities have been in accordance with legislative provisions.

In addition to the above Acts, the College has been in compliance with the following:

- Relevant Public Sector Standards
- Equal Employment Opportunity Act
- Public Sector Code of Conduct
- Public Sector Code of Ethics

Changes in Written Law

There were no changes in any written law that affected the College during the financial year.

Ministerial Directives

During 2004 the College provided five ministerial responses, six ministerial briefings and responded to one Question on Notice.

Contracts with Senior Officers

At the date of reporting, other than normal contracts of employment of service, no Senior Officers, or firms of which Senior Officers are members, or entities in which Senior Officers have substantial interests had any interests in existing or proposed contracts with the South West Regional College.

Governing Council member, Mr Michael Fagan is Principal Dealer of Bunbury Holden, through which the College purchases some of the vehicles for its fleet.

Pricing Policies on Outputs

During 2004, the Government Policies and Guidelines for Buying Wisely were adhered to by the South West Regional College. State Supply Commission Policies and Guidelines continued to be adhered to. Department of Treasury and Finance Common Use Contracts were utilised. The Buy Local Policy has been practiced by the College. All elements of the Policies and Guidelines for Buying Wisely were observed within the College's exemption level.

All State Supply Commission reports were provided as requested.

Occupational Safety and Health

The Occupational Safety and Health Committee developed the Occupational Safety and Health Strategic Plan 2003/2006 and the Occupational Safety and Health Improvement Plan 2003/2004. The aim of the Occupational Safety and Health Strategic Plan 2003/2006 is:

- To continue the systematic development, implementation and improvement of safety and health standards, and communication and commitment for all staff, students and visitors.
- To provide guidance to the Campuses in order for them to develop their own specific Occupational Safety and Health Improvement Plans.

Two new representatives joined the Occupational Safety and Health Committee. These representatives undertook formal training and have been registered with WorkSafe. Job Safety Analysis procedures have been implemented for all campuses of the College.

Staff Training and Development

Staff training and development activities undertaken in accordance with compliance requirements include:

- Delivery of the College business system auditor course.
- Management courses (Managing Performance, Mediation Skills).
- First Aid training and refresher training provided and/or coordinated.
- Code of Conduct, Code of Ethics, and Public Sector Standards information sessions.
- Occupational Safety and Health for supervisors and safety representatives.
- CMIS training provided to staff on request (with majority done on-the-job).
- TRIM training.
- Coordinated training for staff with specific responsibilities (e.g. records management, procurement and contracting, environmental management systems).
- Certificate IV in Assessment and Workplace Training Courses inline with AQTF requirements.
- Numerous professional development activities coordinated for non lecturing staff relating to industry specific skills and knowledge.
- Numerous professional development activities coordinated for lecturing staff relating to the key priorities for the TLASG Program.
- A total number of 226 staff training and development activities were undertaken in 2004. 45.58% of these were internal and 54.42% external. Of the training activities attended 43.81% were career oriented, 20.35% industry specific training and 35.84% focused on processes and procedures.
- 578 staff participated in internal and external staff training and development activities. Approximately 65.57% of staff attended internal activities, and 34.43% attended external activities; 37.37% being career enhancement activities, 10.90% industry-specific training, and 51.73% focus on processes and procedures.
- A total of 10,247 hours were used for staff development, 7045 hours for internal activities, and 3202 hours for external activities. Staff average was 17.73 hours per training activity.
- Total course costs recorded (registration fees): \$188,001 (average \$832/activity) or (\$325 per person).

	Females	Males
Attendance Ratio	64.4%	35.6%
Staff Ratio	60.8%	39.2%
Total Cost	\$126,314.00	\$61,687.00
Cost Ratio	67.2%	32.8%

NB: Not all staff development activities are recorded on the database. Records do not necessarily reflect total hours participated e.g. travel time, nor does it include other costs such as salary, relief, travel, accommodation, etc.

Staff Profile

Status	2003	2004
Full-time Permanent	128	184
Full-time Contract	18	20
Part-time Permanent (measured on an FTE basis)	54.94	51
Part-time Contract (measured on an FTE basis)	6.92	10
Total	207.86	245

Major Promotional, Public Relations or Marketing Activities

The activities undertaken by the College throughout 2004 promoted awareness of the South West Regional College and its products to the South West region. Major activities included:

Rollergraphic Displays

The College produced a suite of rollergraphic banners to be used at expos, shopping centres and display opportunities to promote the diversity of courses offered at the South West Regional College and enhance its visual identity.

Enrolment Promotion

In both first and second semester of 2004 radio, outdoor, and press advertising were used to promote enrolments at the South West Regional College with enrolment targets being achieved.

Careers Expo

The South West Career Expo provided an opportunity for staff from the Information and Career Advisory Service at the College to liaise with South West school leavers and mature aged students interested in pursuing their studies in vocational training at the College.

Adult Learners Week

The College celebrated Adult Learner's Week by conducting free tours of the Bunbury Campus to enable students of all ages to view the state of the art facilities at the College.

South West Forestry and Horticulture Expo

The College participated in the 2004 South West Horticultural and Forestry Expo held in Manjimup.

Art Expo

A public exhibition to showcase student art works in the areas of ceramics, drawing, fashion/dress making, sculpture, painting, photography, printmaking, jewellery and textiles, promoted art courses whilst showcasing the excellent outcomes that these programs deliver.

Interior Design

Significant activity was undertaken to promote the Interior Design course. The promotion involved the production of a brochure, publicity, advertising in the local press and on radio. The objectives of the campaign were to create an awareness of the course, gain support from the professional body and celebrate the successful employment from students who graduated from the course in the middle of the year.

Opening of the Margaret River Education Campus

One of the highlights of 2004 was the opening of the Margaret River Education campus a joint initiative of the South West Regional College of TAFE, Curtin University of Technology, Edith Cowan University and the Margaret River Senior High School.

Key Performance Indicators Certification

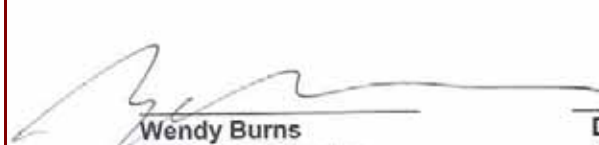
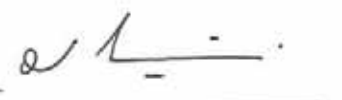
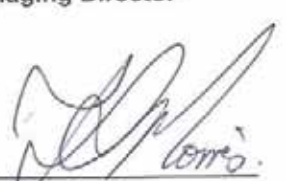


21 February 2005

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Bunbury 6231
Western Australia
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www.swrc.wa.edu.au
ABN: 23 107 798 972

CERTIFICATION OF PERFORMANCE INDICATORS For the year ending 31 December 2004

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

 Wendy Burns Managing Director	 Dan Perkins Chairman Governing Council
 Tom Morris Director Education Services	



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

SOUTH WEST REGIONAL COLLEGE OF TAFE PERFORMANCE INDICATORS FOR THE YEAR ENDED DECEMBER 31, 2004

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the South West Regional College of 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

Key Performance Indicators

Desired Outcome

The South West Regional College of TAFE has developed the following key performance indicators to provide an overall indication of the College's operations as prescribed in the Vocational Education and Training Act 1996 and program objectives as embodied in the College's vision/mission statement.

The desired outcome of the College is: the provision of vocational education and training services to meet community and industry training needs.

Effectiveness

Student Satisfaction

Student satisfaction is a performance indicator measuring the extent to which the courses provided by the College met the needs of students. Student satisfaction was measured through the Student Satisfaction Survey, carried out by an independent organisation, aimed at students who were undertaking studies at the College. The survey asked students about themselves and their level of satisfaction with the qualifications and broad areas of teaching, student support and advisory services, and the facilities of the College.

The 2004 survey findings for the College stated that a high proportion of students were Very Satisfied or Satisfied overall. The table below shows the College and State Student Satisfaction percentages. The 2004 figures include Apprentices and Trainees in the survey (there were 940 active Apprentices and Trainees enrolled in 2004):

OVERALL STUDENT SATISFACTION						
	1999	2000	2001	2002	2003	2004
SWRC	83.0%	79.5%	89.0%	86.0%	87%	84%
State	82.0%	79.3%	88.0%	83.0%	85%	84%

- I. Source: Market Equity Pty Ltd on behalf of the WA Department of Training conducted the Student Satisfaction surveys. All students responding were assured of complete confidentiality (i.e. no information would be released to the College that would identify any individual).
- II. Definition: The surveys were administered to full-time and part-time TAFE/VET students who were enrolled in an Award course in first semester of that year.
- III. Derivation: The survey asked students to rate their overall degree of satisfaction with their course. The measure compares the number of Very Satisfied and Satisfied respondents as a proportion of respondents.
- IV. Explanation: The student survey distribution differed in 2004 in that it was a multi-staged approach. An initial 30,000 surveys were sent followed by another 10,500 surveys targeted at groups that exhibited lower response rates during initial stages. This method was augmented with an online version of the survey. This approach was aimed at increasing the student's sample and increasing the response rate. Response rates and sample error calculations for the South West Regional College of TAFE are outlined below.

- V. Definition: Usable Records are those responses considered “valid” and eligible for inclusion in the final survey sample. This ensured that questionnaires over 50% complete and that contained key data required for KPI tracking, were eligible for inclusion and thus usable.

Response Rates 2004 - SWRC						Sample Error
Institutional Based Students			Employer Based Students			Overall
Population (Usable Records)	Individual Students Contacted	% of students Responding	Population (Usable Records)	Individual Students Contacted	% of students Responding	% + or -
3,848	919	39%	705	251	22%	3.61%

Graduate Satisfaction

Disclosure Statement

The College is unable to provide an update to this Key Performance Indicator as statistically valid College level data is not available in 2004. The College has reported on the results of the 2003 Student Outcomes survey for its performance indicators for the year ended 31 December 2004.

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

The aim of the National 2003 Student Outcomes survey was to measure Vocational Education and Training graduates' employment, further study destinations and opinions of the training undertaken. The survey was sent to students (with an Australian residential address) who had completed an Award course in a publicly funded TAFE Institute in Australia.

Note: Graduate outcome tables now use the number of valid responses as the denominator in percentage calculations instead of the base number as was the case before 2001 reporting. As a result, prior year comparisons will not be accurate.

Measure (a): Achieved Aim: Respondents who reported they achieved, or partially achieved, their main reason for doing the course:

	SWRC	WA	Australia
2003	79.5%	78.0%	78.8%
2002	76.4%	77.0%	78.0%
2001	78.2%	76.3%	79.0%
2000	79.1%	79.2%	79.6%

Measure (b): Course quality: The 2003 survey changed the focus and the scoring of this question. The question now asks candidates to rate the overall quality of the course on a scale of 1 to five against the statement, “Overall, I was satisfied with the quality of this course.” Candidates who indicated they **agree** or **strongly agree** were counted as satisfied. (1– Strongly disagree, 2– Disagree, 3– Neither agree or disagree, 4– Agree, 5– Strongly agree)

	SWRC	WA	Australia
2003	87.6%	83.2%	83.1%

Previously candidates were asked to rate of the overall quality of the course. Respondents with 8 or above were considered satisfied with the course quality (1 being poor and 10 excellent).

	SWRC	WA	Australia
2002	60.6%	56.0%	62.4%
2001	63.6%	60.4%	66.2%
2000	64.4%	61.2%	65.8%
1999	61.0%	55.8%	61.7%

Measure (c): Graduate Employment Rate: In the 2003 survey, graduates from the College achieved better labour outcomes compared to the averages recorded for Western Australia and improved upon the College's result compared to 2002.

	SWRC					WA	Australia
	1999	2000	2001	2002	2003	2003	2003
Graduates Employed	74.9%	73.9%	71.5%	74.6%	76.9%	72.8%	74.8%
Graduates Unemployed	9.2%	11.3%	14.3%	11.0%	10.3%	11.7%	11.9%
Not in labour force	15.9%	14.2%	14.2%	14.0%	11.0%	13.8%	11.4%

Notes:

- I. Source: NCS Australasia on behalf of the National Centre for Vocational Education Research (NCVER). The Australian National Training authority (ANTA) funded the survey.
- II. Definition: The 2003 survey was administered to all graduates at a publicly funded TAFE Institute in Australia who, in 2003, had completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma and had an Australian address as their usual residence. The South West Regional College's response rate was 58.2% (2002: 54.6%)
- III. Derivation: The 2003 graduate survey employment status was measured for each category (employed, unemployed and not in labour force) as at 31 May 2003. Obtained by calculating the ratio of graduates in each category compared to total respondents and expressed as a percentage.
- IV. Survey distribution and response information:

SWRC	2001	2002	2003
Number of questionnaires distributed	902	998	1,381
Number of responses received	445	545	762
Response Rate	49%	55%	58%

The sample error for 2003 was 3.5% (2002: 4.5%)

College Training Profile

Efficiency

The following table indicates the cost efficiency of the College in delivery training under the College Training Profile and fee-for-service. The table presents the Average Cost per SCH.

Calendar Year	Total Cost	Total SCH	Average Cost/SCH
2004	\$26,640,406 (Includes Capital User Charge)	1,772,627	\$14.89
2004	\$24,143,933 (Excludes Capital User Charge)	1,772,627	\$13.62
2003	\$25,119,508 (Includes Capital User Charge)	1,909,768	\$13.15
2003	\$22,928,784 (Excludes Capital User Charge)	1,909,768	\$12.00
2002	\$23,847,038 (Includes Capital User Charge)	1,943,052	\$12.27
2002	\$21,730,165 (Excludes Capital User Charge)	1,943,052	\$11.18
2001	\$20,965,228 (Includes Capital User Charge)	1,713,438	\$12.23
2001	\$19,956,501 (Excludes Capital User Charge)	1,713,438	\$11.65
2000	\$19,629,794	1,691,661	\$11.60
1999	\$18,125,776	1,615,160	\$11.22
1998	\$17,470,271	1,481,060	\$11.79

- I. Source: The 2004 SCH figures were derived from the AVETMISS Survey as extracted from the CMIS. In addition to the AVETMISS Survey figures, separate records for Lifestyle course delivery were added.
- II. Definition: The SCH is the sum of the SCH extracted from the AVETMISS Survey (CF funded delivery) plus the total of non-profile (fee-for-service) SCH.
- III. Explanation: The AVETMISS Survey has been adjusted to allow for the “no show” students under the “one attendance” rule criteria. It should be noted that the one attendance criteria implies that the curriculum hours for a module/subject are included in the total SCH provided the student attends at least one class, even if they subsequently withdraw or cease attending a unit.
- IV. The total cost for 2001-2004 has been shown both inclusive and exclusive of the capital user charge to enable comparison to prior years.

Effectiveness

The following table indicates the effectiveness of the College in meeting its target mix for training delivery under the College Training Profile, as a measure of the extent to which it has provided relevant training and skills formation opportunities to the community, in accordance with the training needs of the State.

College Training Profile WADT Group	2003 SCH	2004 SCH		
	Achieved	Achieved	Planned	% Achieved of Planned
01A - Recreation Sports and Entertainment	25,227	32,930	25,000	132%
01B - Visual and Performing Arts	43,090	56,860	51,000	111%
01C - Design	0	0	0	0%
02A - Automotive	55,998	61,672	60,500	102%
03A - Building and Constructions	71,821	66,921	76,500	87%
03B - Surveying and Building	37,960	35,040	36,600	96%
04A - Community Service Workers	93,805	96,815	86,000	113%
04B - Education and Childcare	143,255	131,814	127,300	104%
04C - Health	52,369	62,918	51,000	123%
04D - Library Workers	0	0	0	0%
05A - Finance Insurance Property Service Workers	9,686	8,902	6,600	135%
06A - Food Trades and Processing	45,189	32,173	48,000	67%
07A - Clothing Footwear and Soft Furnishings	8,413	9,170	10,400	88%
07B - Furniture Manufacture	50,300	45,228	46,900	96%
08A - Communications	0	0	0	0%
08B - Printing and Publishing	0	0	0	0%
09A - Engineering and Drafting	22,765	24,892	26,000	96%
09B - Metal and Mining	136,280	125,524	144,700	87%
10A - Animal Care	0	0	0	0%
10B - Forestry, Farming and Landcare	79,876	63,848	59,363	108%
10C - Fishing	0	0	0	0%
10D - Horticulture	60,992	41,707	51,000	82%
11A - Process Manufacturing	25,820	29,687	16,800	177%
12A - Personal Service	17,787	15,918	15,500	103%
12B - Retail	6,389	12,813	6,800	188%
13A - Cooking	29,810	41,773	29,300	143%
13B - Hospitality	28,451	28,714	30,600	94%
13C - Tourism	30,845	25,271	33,000	77%
13D - Travel Agents	0	0	0	0%
14A - Transport Trades, Storage and Associated	0	0	2,000	0%
15A - Electrical and Electronic Engineering	3,186	36	900	4%
15B - Electrical Trades	29,428	39,033	32,200	121%
16A - Accounting and Other Business Services	97,610	97,375	93,640	104%
16B - Management	54,621	56,970	54,710	104%
16C - Office and Clerical	78,485	73,085	79,400	92%
17A - Computing	117,025	115,750	124,600	93%
18A - Science and Technical Workers	48,170	41,190	44,200	93%
19A - ACE	0	0	0	0%
19B - Adult Literacy/ESL	147,220	127,850	145,700	88%
19C - Languages	4,600	2,588	3,800	68%
19D - Manually Added	195	9,360	0	0%
19E - Targeted Access and Participation Courses	38,529	35,494	42,983	83%
	1,695,197	1,649,321	1,662,996	99.18%

FAAA 1985: Section 42: Estimates

South West Regional College of TAFE Financial Statements for the Year Ending 31 December 2005

	\$
COST OF SERVICES	
Expenses from ordinary activities	
Employee Expenses	16,373,451
Borrowing costs	0
Depreciation and amortisation expense	1,460,167
Supplies and services	6,562,000
Grants and Subsidies	320,000
Cost of disposal of non-current assets	125,000
Trading loss	0
Capital User Charge	2,463,730
Other expenses from Ordinary Activities	250,000
Payments to Non TAFE Providers for VET Delivery	0
Total Cost of Services	27,554,348
Revenue from Ordinary Activities	
Fee for Service	1,000,000
Student fees and charges	2,034,366
Ancillary trading	150,000
Commonwealth grants and contributions	4,500
Trading Profit	50,000
Revenue from non-operating activities	
Interest Revenue	200,000
Proceeds from Disposal of Non-current assets	127,000
Other Revenue from Ordinary Activities	880,000
Total Revenue from Ordinary Activities	4,445,866
NET COST OF SERVICES	(23,108,482)
REVENUES FROM STATE GOVERNMENT	
State Funds	21,907,120
Resources Received Free of Charge	740,000
Liabilities assumed by the treasurer	80,000
Asset Assumed/(Transferred)	600,000
Total revenues from State Government	23,327,120
CHANGE IN NET ASSETS	218,638
Net increase/(decrease) in asset revaluation reserve	0
Net initial adjustments on adoption of a new accounting	0
Standard (state which standard) or UIG consensus view	0
Total revenues, expenses and valuation adjustments recognised directly in equity	0
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTION WITH WA STATE GOVERNMENT AS OWNERS	218,638

**South West Regional College of TAFE Financial Statements
for the Year Ending 31 December 2005**

CURRENT ASSETS	\$
Cash Assets	2,400,000
Restricted Cash Assets	0
Inventories	105,000
Receivables	450,000
Other Financial Assets	0
Other Assets	600,000
Total Current Assets	3,555,000
NON-CURRENT ASSETS	
Receivables	0
Other Financial Assets	0
Property, Plant and Equipment	30,310,324
Intangible Assets	0
Other Assets	0
Total Non-Current Assets	30,310,324
TOTAL ASSETS	33,865,324
CURRENT LIABILITIES	
Payables	200,000
Interest Bearing Liabilities	
- Provisions	1,100,000
- Other Liabilities	500,000
Total Current Liabilities	1,800,000
NON-CURRENT LIABILITIES	
Payables	0
Interest Bearing Liabilities	
- Provisions	1,350,000
- Other Liabilities	4,500
Total Non-Current Liabilities	1,354,500
TOTAL LIABILITIES	3,154,500
NET ASSETS	30,710,824
EQUITY	
Contributed Equity	0
Reserves	622,304
Accumulated Surplus (Deficiency)	30,088,520
	30,710,824
TOTAL EQUITY	30,710,824

**South West Regional College of TAFE Statement of Cashflows
for the year ending 31 December 2005**

	\$
CASH FLOWS FROM STATE GOVERNMENT	20,900,000
Recurrent state funding – Department of Education and Training	
Capital funding – Department of Education and Training	300,000
NET CASH PROVIDED BY STATE GOVERNMENT	21,200,000

Utilised as follows:

CASH FLOWS FROM OPERATING ACTIVITIES

Payments

Employee Costs	(15,900,000)
Supplies and Services	(6,100,000)
Grants and Subsidies	(320,000)
Borrowing Costs	0
Capital User Charge	(2,371,695)
GST Payments on purchases	(750,000)
Other payments	(130,000)

Receipts

Fee for service	850,000
Student fees and charges	1,950,000
Ancillary Trading	150,000
Interest received	152,500
Commonwealth grants and contributions	0
GST receipts on sales	200,000
GST receipts to ATO	450,000
Other receipts	900,000

NET CASH PROVIDED BY/(USED IN) OPERATING ACTIVITIES	(20,919,195)
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CASH FLOWS FROM INVESTING ACTIVITIES

Proceeds from sale of non-current physical assets	125,000
Purchase of non-current physical assets	(1,150,774)

NET CASH PROVIDED BY/(USED IN) INVESTING ACTIVITIES	(1,025,774)
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CASH FLOWS FROM FINANCING ACTIVITIES

Proceeds from borrowings	0
Repayment of borrowings	0
Other proceeds	0
Other repayments	0
Finance lease repayment of principal	0

NET CASH PROVIDED BY/(USED IN) FINANCING ACTIVITIES	0
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NET INCREASE/(DECREASE) IN CASH HELD	(744,969)
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Cash assets at the beginning of the financial year	3,144,969
Cash assets transferred from other sources	0

CASH ASSETS AT THE END OF THE FINANCIAL YEAR	2,400,000
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Certification of Financial Statements



21 February 2005

South West
Regional College

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Western Australia

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CERTIFICATION OF FINANCIAL STATEMENTS For the year ending 31 December 2004

The accompanying financial statements for the South West Regional College of TAFE have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the year ending 31 December 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 the particulars included in the financial statements misleading or inaccurate.

Dan Perkins
Chairman Governing Council

Wendy Burns
Managing Director

Gregory Goodall
Principal Accounting Officer



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

**SOUTH WEST REGIONAL COLLEGE OF TAFE
FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2004**

Audit Opinion

In my opinion,

- (i) the controls exercised by the South West Regional College of 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.

D D R PEARSON
AUDITOR GENERAL
March 31, 2005

Financial Statements

STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 December 2004

	Notes	2004	2003
		\$	\$
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	15,509,587	14,970,531
Depreciation and amortisation expense	3	1,346,931	1,316,744
Supplies and Services	4	6,561,445	6,357,608
Grants and subsidies	5	328,299	163,637
Costs of disposal of non-current assets	6	123,789	157,063
Capital User Charge	8	2,256,473	2,190,724
Other expenses from ordinary activities	9	273,881	120,264
Total cost of services		26,400,406	25,276,571
Revenues from ordinary activities			
<i>Revenue from operating activities</i>			
Fee for service	10	1,282,133	1,224,972
Student fees and charges	11	2,049,778	1,871,347
Ancillary trading	12	516,006	106,563
Commonwealth grants and contributions	13	4,400	4,579
Trading profit	7	67,559	37,848
Interest revenue		199,793	182,785
Proceeds on disposal of non-current assets	6	134,311	161,303
Other revenues from ordinary activities	14	467,994	270,754
Total revenues from ordinary activities		4,721,974	3,860,151
NET COST OF SERVICES		(21,678,432)	(21,416,420)
REVENUES FROM STATE GOVERNMENT			
State funds	15	16,467,020	24,298,625
Resources received free of charge	16	823,830	741,046
Liabilities assumed by the treasurer	17	132,625	-
Total revenues from State Government		17,423,475	25,039,671
CHANGE IN NET ASSETS		(4,254,957)	3,623,251
Total revenues, expenses and valuation adjustments recognised directly in equity		-	-
Total changes in equity other than those resulting from transactions with WA State Government as owners		(4,254,957)	3,623,251

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

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2004

	Notes	2004	2003
		\$	\$
Current Assets			
Cash assets	18	3,514,970	2,734,456
Inventories	19	104,955	116,362
Receivables	20	407,921	409,334
Other assets	21	733,787	1,588,212
		4,761,633	4,848,364
Non-Current Assets			
Property, plant, equipment and vehicles	22	24,333,792	28,428,700
Total Non-Current Assets		24,333,792	28,428,700
Total assets		29,095,425	33,277,064
Current Liabilities			
Payables	23	539,556	222,653
Provisions	24	994,696	865,284
Other liabilities	25	596,182	1,092,863
Total Current Liabilities		2,130,434	2,180,800
Non-Current Liabilities			
Provisions	24	1,274,415	1,570,233
Other liabilities	25	4,404	1,927
Total Non-Current Liabilities		1,278,819	1,572,160
Total Liabilities		3,409,253	3,752,960
NET ASSETS		25,686,172	29,524,104
Equity			
Contributed equity	26	417,025	-
Reserves	27	622,304	622,304
Accumulated surplus	28	24,646,843	28,901,800
TOTAL EQUITY		25,686,172	29,524,104

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

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2004			
	Notes	2004	2003
		\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Recurrent funding - Department of Education and Training		20,054,564	18,619,241
Capital funding - Department of Education and Training		-	-
Net cash provided by State Government		20,054,564	18,619,241
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(13,888,787)	(13,434,211)
Supplies and services		(5,858,867)	(5,110,912)
Grants and subsidies		(328,299)	(163,637)
Capital user charge		(2,256,473)	(2,127,885)
GST payments on purchases		(687,969)	(754,771)
Other payments		(273,881)	(120,264)
Receipts			
Fee for service		1,224,418	1,239,590
Student fees and charges		2,147,921	1,793,407
Ancillary trading		516,006	106,563
Interest received		183,876	196,143
GST receipts on sales		211,543	146,866
GST receipts from taxation authority		460,944	537,835
Other receipts		537,493	420,626
Net cash used in operating activities	29	(18,012,075)	(17,270,650)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from the sale of non-current physical assets		134,311	161,303
Purchase of non-current physical assets		(1,396,286)	(1,936,808)
Net cash used in investing activities		(1,261,975)	(1,775,505)
Net increase/(decrease) in cash held		780,514	(426,914)
Cash assets at the beginning of the financial year		2,734,456	3,161,370
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	30	3,514,970	2,734,456

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

Notes to the Financial Statements

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 Australian Accounting Standards, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and UIG Consensus Views. The modifications are intended to fulfil the requirements of general application to the public sector together with the need for greater disclosure and also to satisfy accountability requirements.

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 assets are:

Buildings	2.50%
Motor Vehicles, Caravans and Trailers	5% to 25%
Plant, Furniture, General Equipment	12.5% to 25%
Computing, Communications and Software	12.5% to 33.33%

(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 a first in first out basis.

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

(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 liabilities are settled.

Long Service Leave

The liability for long service leave expected to be settled within 12 months of the reporting date is recognised in the provisions for employee benefits and is measured at the nominal amounts expected to be paid when liabilities are settled. The liability for long service leave expected to be settled more than 12 months of the reporting date is recognised in the provision to be made in respect of services employee benefits and is measured at the present value of expected future payments provided by employees up to the reporting date. Consideration is given, when assessing expected future payments, to expected future wage and salary levels including relevant on costs, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match as closely as possible the estimated future cash outflows.

An independent actuarial assessment of long service leave was undertaken at 31 December 2004.

Superannuation

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

On 1 January 2004, unfunded liabilities relating to the Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme were assumed by the Treasurer. The amount assumed by the Treasurer is disclosed at Note 26.

The superannuation expense comprises the following elements:

- (i) change in the unfunded employer's liability in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme.
- (ii) 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) Revenue Recognition

The funds received from the Department of Education and Training in respect of the delivery of services forming part of the Delivery Performance and 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.

(f) 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.

(g) 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.

(h) 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 60 days overdue.

(i) 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.

(j) 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.

(k) Revaluation of Land and Buildings, and Plant and Equipment

The College has a policy of valuing plant and equipment at fair value. The revaluation of land and buildings is undertaken on a three yearly basis. These revaluations are recognised in the financial statements with the last valuation done in July 2002.

(l) Comparative Figures

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

(m) Contributed Equity

Under UIG 38 "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 recognized as equity contributions in the financial statements. Superannuation liabilities assumed by the Treasurer have been designated as contributions by owners and have been credited directly to Contributed Equity in the Statement of Financial Position.

(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) Change in accounting policy

In previous years, the College has recorded as an asset under buildings under construction, progressive expenditure incurred directly by the Department of Education and Training. An equivalent amount was recognised as revenue under State Funds. From 1 January 2004, the Department of Education and Training will only be advising the College of the value of buildings on completion and formal transfer to the College. Revenues and 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.

An adjustment of \$4,402,182 has been made in the Statement of Financial Performance for 2004, representing the effects of a change in accounting policy for the treatment of Capital Works Transferred.

	2004	2003
	\$	\$
2 Employee expenses		
Salaries	13,221,028	12,727,912
Superannuation	1,314,651	1,207,086
Other staffing costs	973,908	1,035,533
	15,509,587	14,970,531
3 Depreciation and Amortisation Expense		
Depreciation		
Buildings	542,904	537,972
Motor Vehicles, Caravans and Trailers	78,162	108,764
Plant, Furniture and General Equipment	186,887	245,379
Computers, communication network and software	538,978	397,409
Leasehold Improvements - buildings	-	27,220
	1,346,931	1,316,744

	2004	2003
4 Supplies and services	\$	\$
Consumables and minor equipment	1,282,735	1,024,795
Communication expenses	231,139	262,093
Utilities expenses	388,157	331,071
Consultancies and contracted services	2,448,700	2,401,826
Minor works	706,319	856,099
Repairs and Maintenance	61,751	46,081
Operating Lease and hire charges	348,272	360,080
Travel and passenger transport	632,833	571,093
Advertising and public relations	167,665	196,139
Supplies and services - other	293,874	308,331
	6,561,445	6,357,608
5 Grants and subsidies		
Payments to non TAFE Providers for VET service delivery	176,110	-
Other	152,189	163,637
	328,299	163,637
6 Net gain/(loss) on disposal of non-current assets		
Motor Vehicles Proceeds	102,363	134,349
Written Down Value	(100,758)	(146,825)
Net Profit (Loss) on Sale	1,605	(12,476)
Plant, Furniture and General Equipment Proceeds	601	91
Written Down Value	(2,478)	(331)
Net Profit (Loss) on Sale	(1,877)	(240)
Computers, Communication and Software Proceeds	31,347	42,696
Written Down Value	(20,554)	(25,740)
Net Profit (Loss) on Sale	10,793	16,956
<u>Gain on Disposal of Non-current Assets</u>		
Motor vehicles	1,605	-
Computers, communication and software	10,793	16,956
	12,398	16,956
<u>(Loss) on Disposal of Non-current Assets</u>		
Motor vehicles	-	(12,476)
Plant, furniture and general equipment	(1,877)	(240)
	(1,877)	(12,716)
Net gain	10,521	4,240
7 Trading Profit		
(a) Bookshop:		
Sales	717,424	695,100
Cost of sales:		
Opening inventory	116,362	125,497
Purchases	638,458	648,117
	754,820	773,614
Closing inventory	(104,955)	(116,362)
Cost of goods sold	649,865	657,252
Trading Profit - Bookshop	67,559	37,848

	2004	2003
	\$	\$
8 Capital User Charge		
A capital user charge rate of 8% has been set by the Government for 2004 (2003: 8%) and represents the opportunity cost of capital invested in the net assets of the College used in the provisions of outputs. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.		
	2,256,473	2,190,724
9 Other Expenses from Ordinary Activities		
Doubtful debts expense	24,982	(16,561)
Student prizes and awards	5,544	12,029
Miscellaneous	-	10,573
Losses and write-offs	243,355	114,223
	273,881	120,264
10 Fee for service		
Fee For Service –General	836,920	847,204
Fee For Service -Department of Education and Training	427,406	331,918
Fee For Service –government (other than Department of Education and Training)	-	45,850
Fee For Service – Other	17,807	-
	1,282,133	1,224,972
11 Student fees and charges		
Tuition Fees	1,254,044	1,198,074
Enrolment Fees	219,402	178,810
Resource Fees	549,541	494,270
Other College Fees	26,791	193
	2,049,778	1,871,347
12 Ancillary trading		
Live Works (not a trading activity)	9,107	106,563
Café – food and beverage	506,899	-
	516,006	106,563
13 Commonwealth Grants and Contributions		
Commonwealth specific purpose grants and contributions	4,400	4,579
	4,400	4,579
14 Other Revenues from Ordinary Activities		
Rental and facilities fees	270,226	143,969
Sponsorship and donations revenue	12,535	36,149
Miscellaneous revenue	185,233	90,636
	467,994	270,754
15 State Funds (received from Department of Education and Training)		
Delivery and Performance Agreement (DPA)	15,754,108	15,154,640
Superannuation	1,182,026	1,169,779
Other recurrent funds	1,656,385	1,604,326
Capital User Charge funding	2,276,683	2,190,724
Reversal of Capital Works Transferred as a result of an Accounting Policy Change	(4,402,182)	-
	16,467,020	20,119,469
Capital Works Transferred	-	4,179,156
	-	4,179,156
	16,467,020	24,298,625

	2004	2003
	\$	\$
16 Resources received free of charge		
Comprised of:		
Department of Education and Training		
- Corporate systems support	636,964	654,645
- Marketing and Publications	178,862	52,459
- Human Resources, Industrial Relations Support	8,004	10,943
Office of the Auditor General - External Audit Services	-	23,000
	823,830	741,046

Where assets or services have been received free of charge or for nominal consideration, the College recognises revenues (except where the contribution of assets or services is in the nature of contributions by owners, in which case the College shall make a direct adjustment to equity) equivalent to the fair value of the assets and/or the fair value of those services that can be reliably determined and which would have been purchased if not donated, and those fair values shall be recognised as assets or expenses, as applicable.

Commencing with the 2004 audit, the Office of the Auditor General will be charging a fee for auditing the financial statements and performance indicators. The fee for the 2004 audit (\$24,000) is due and payable in the year ended 31 December 2005.

17 Liabilities Assumed by the Treasurer

Superannuation	132,625	-
	132,625	-

Where a liability has been assumed by the Treasurer or other entity, the College recognises revenues equivalent to the amount of the liability assumed and an expense relating to the nature of the event or events that initially gave rise to the liability.

18 Cash Assets

Cash on hand	7,310	7,800
Cash at bank	1,007,660	226,656
Short term deposits	2,500,000	2,500,000
	3,514,970	2,734,456

19 Inventories

Inventories held for resale:		
Bookshop (at cost)	104,955	116,362
	104,955	116,362

20 Receivables

Receivables - trade	423,740	355,657
Receivables - students	18,105	73,143
Provision for doubtful debts	(60,421)	(35,439)
GST receivable	26,497	15,973
	407,921	409,334

21 Other Assets

Prepayments	243,589	613,083
Accrued income	490,198	975,129
Other	-	-
	733,787	1,588,212

22 Property, plant, equipment and vehicles

Land		
At fair value (July 2002)	680,000	680,000
	680,000	680,000

	2004	2003
	\$	\$
Buildings		
At fair value (July 2002)	22,434,387	21,550,765
Accumulated Depreciation	(1,305,001)	(762,097)
	<u>21,129,386</u>	<u>20,788,668</u>
Buildings under construction		
At cost	-	4,509,288
Leasehold Improvements		
At Cost	-	137,139
Accumulated Depreciation	-	(137,139)
	<u>-</u>	<u>-</u>
Motor Vehicles, Caravan and Trailers		
At Cost	648,599	653,202
Accumulated Depreciation	(276,265)	(238,738)
	<u>372,334</u>	<u>414,464</u>
Plant, Furniture and General Equipment		
At cost	1,629,985	1,504,370
Accumulated depreciation	(1,001,090)	(821,513)
	<u>628,895</u>	<u>682,857</u>
Computer Equipment and Communication Network		
At Cost	2,623,492	2,193,607
Accumulated Depreciation	(1,100,315)	(840,184)
	<u>1,523,177</u>	<u>1,353,423</u>
	24,333,792	28,428,700

- (a) The valuation of land and buildings was performed on July 2002 in accordance with an independent valuation by the Valuer General's Office. Fair value has been determined on the basis of depreciated replacement cost for current use. For buildings acquired subsequent to valuation, cost is equivalent to fair value.
- (b) Buildings under construction reflects accumulated expenditure as at the reporting date for building projects which are yet to be completed, (refurbishment / extension of existing buildings and/or construction of new buildings on land controlled by the College). From 1 January 2004, it no longer includes expenditure incurred directly by the Department of Education and Training.

Reconciliations

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

2004	Land	Buildings	Buildings Under Construction	Motor Vehicles	Plant	Computer Equipment	Total
Carrying amount at start of year	680,000	20,788,668	4,509,288	414,464	682,857	1,353,423	28,428,700
Additions	-	883,622	-	136,790	135,404	729,286	1,885,102
Disposals	-	-	(4,509,288)	(100,758)	(2,479)	(20,554)	(4,633,079)
Depreciation	-	(542,904)	-	(78,162)	(186,887)	(538,978)	(1,346,931)
Carrying amount at end of year	680,000	21,129,386	-	372,334	628,895	1,523,177	24,333,792

	\$ 2004	\$ 2003
23 Payables		
Trade payables	539,556	222,653
	<u>539,556</u>	<u>222,653</u>
24 Provisions		
Current		
Annual Leave (1)	550,453	336,562
Long Service Leave (1)	439,713	528,722
Salary deferment	4,530	-
	<u>994,696</u>	<u>865,284</u>
Non-current		
Annual Leave (1)	1,274,415	1,180,002
Long Service Leave (1)	-	390,231
Superannuation (11)	<u>1,274,415</u>	<u>1,570,233</u>
(1) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including superannuation, payroll tax and workers compensation premiums. The liability for such on-costs is included here. The associated expense is included under 'other staffing costs' (under Employee expenses) at note 2.		
(11) In 2003 the superannuation liability has been established from data supplied by the Government Employees Superannuation Board.		
The College considers the carrying amount of employee benefits approximates the net fair value.		
<i>Employee Benefit Liabilities</i>		
The aggregate employee benefit liability recognized and included in the financial statements is as follows:		
Provision for employee benefits:		
Current	994,696	865,284
Non-current	1,274,415	1,570,233
	<u>2,269,111</u>	<u>2,435,517</u>
	\$	\$
25 Other Liabilities		
Current		
Income received in advance (a)	112,449	170,164
Accrued expenditure	437,028	922,699
Accrued salaries and related costs	46,705	-
	<u>596,182</u>	<u>1,092,863</u>
Non-current		
Other	4,404	1,927
	<u>4,404</u>	<u>1,927</u>
(a) Income received in advance comprises:		
Department of Educating and Training – competitive allocation tendering	112,449	170,164
	<u>112,449</u>	<u>170,164</u>
26 Contributed Equity		
Opening balance	-	-
Contributions by owners – superannuation liabilities assumed by the Treasurer	417,025	-
Closing balance	<u>417,025</u>	<u>-</u>

	2004 \$	2003 \$
27 Reserves		
Asset Revaluation Reserve (1)		
Opening balance	622,304	622,304
Closing balance	622,304	622,304
(1) The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets		
28 Accumulated Surplus		
Opening balance	28,901,800	25,278,549
Change in net assets	(4,254,957)	3,623,251
Closing balance	24,646,843	28,901,800
29 Reconciliation of Net Cost of Services to Net Cashflows provided by/ (used in) operating activities		
Net Cost of Services	(21,678,432)	(21,416,420)
Change in Operating Assets and Liabilities		
Non-cash items:		
Depreciation and amortization expense	1,346,931	1,316,744
Resource received free of charge	823,830	741,046
Net (gain)/loss on disposal on non-current assets	(10,521)	(4,240)
Losses and write-offs	-	97,662
Superannuation expense	1,314,651	1,207,086
Movements in assets and liabilities:		
Current receivables	98,143	(81,651)
Inventories	11,407	9,135
Prepayments	(435,575)	102,974
Other current assets	484,931	27,976
Payables	(119,585)	351,595
Income received in advance	(57,715)	98,310
Provisions	219,295	393,845
Other current liabilities	4,530	(64,611)
Net GST receipts/(payments)	(12,079)	(70,070)
Change in GST in receivables/payables	(1,886)	19,969
Net cash used in operating activities	(18,012,075)	(17,270,650)
30 Reconciliation of Cash		
Cash assets at the end of the financial year, as shown in the Statement of Cash Flows is reconciled to the Statement of Financial Position as follows:		
Cash assets	3,514,970	2,734,456
	3,514,970	2,734,456
31 Resources provided free of charge		
During the year no resources were provided to other agencies free of charge for functions outside the normal operations of the College.		
32 Commitments for expenditure		
(a) Capital expenditure commitments		
Nil		

	2004 \$	2003 \$
(b) Lease commitments		
Commitments in relation to leases contracted for at the reporting date but not recognised as liabilities, are payable as follows:		
Within 1 year	129,850	129,850
Later than 1 year and not later than 5 years	205,596	335,446
Later than 5 years	-	-
	<u>335,446</u>	<u>465,296</u>
Representing:		
Non-cancelable operating leases	<u>335,446</u>	<u>465,296</u>
	335,446	465,296

33 Contingent liabilities and Contingent Assets

Nil

34 Events occurring after balance date

Nil

35 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 the preceding year are detailed below. Significant variations are considered to be those greater than 10% or \$250,000.

	2004 \$	2003 \$	Variation \$
Expenditure			
i) Employee expenses	15,509,587	14,970,531	539,056
Higher employee costs in 2004 is due to increases in rates negotiated as a result of the EBA/WPA.			
ii) Grants and Subsidies	328,299	163,637	164,662
Resource Agreements with Telecentres (\$176,110 in 2004), have been reclassified as Grants and Subsidies in 2004, from Contracted Services in Supplies and Services in 2003.			
iii) Other Expenses From Ordinary Activities	273,881	120,264	153,617
Bad debt and other write offs were significantly higher in 2004 compared to 2003.			
Revenue			
i) Ancillary Trading	516,006	106,563	409,443
The College operated the College Canteen in 2004, in lieu of an external contractor, thereby increasing ancillary trading revenue by \$421,791 from this source.			
ii) Other Revenue From Ordinary Activities	467,994	270,754	197,240
Additional revenue of \$152,030 from participants in the Margaret River Education Campus, paid to the College as the operator of the Campus in 2004.			
iii) State Funds	16,467,020	24,298,625	(7,831,605)
Funding of capital works for Margaret River Education Campus from Department of Education and Training amounted to \$3,890,831 in 2003 and change in accounting policy as disclosed at note 1(p) for \$4,402,182.			
iv) Liabilities Assumed by the Treasurer	132,625	-	132,625
In 2004, the Treasurer assumed the liability for the Super Fund Pension Scheme from the College.			

(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. Significant variations are considered to be those greater than 10% of budget or \$250,000.

Expenditure

	2004 Budget	2004 Actual	Variation
i) Employee expenses 2004 Estimates were based on an inflation factor of 3%, but pay increases were 3.6%.	14,563,568	15,509,587	946,019
ii) Supplies and Services The College operated the College Canteen in 2004, in lieu of an external contractor, and incurred additional running costs of \$423,378 in 2004.	5,947,203	6,561,445	614,242
iii) Other Expenses From Ordinary Activities (incorporating Charges to Provisions) The 2004 actual includes Charges to Provisions, which was in a separate category in the 2004 Estimates at \$100,000. The variance is attributed to a significant increase in actual write offs of bad debts in 2004 compared to the estimate.	150,000	273,881	123,881

Revenue

i) Fee For Service Increase in Commercial Activity in 2004, compared to the estimate, including increased DET Cat Tender revenue.	816,000	1,282,133	466,133
ii) Ancillary Trading The College operated the College Canteen in 2004, in lieu of an external contractor, thereby increasing ancillary trading revenue by \$421,791 from this source.	152,500	516,006	363,506
iii) Interest Revenue The Directorate capital works project was delayed in 2004, allowing surplus funds to be kept in short term deposits longer than anticipated.	130,000	199,793	69,793
iv) Trading Profit Turnover in the Bookshop has increased from 2003 to 2004, higher than estimated.	30,000	67,559	37,559
v) Other Revenue From Ordinary Activities Additional revenue from participants in the Margaret River Education Campus increased revenue in this area in 2004, with estimated revenue from this project not being available at the time the estimates were done.	5,000	467,994	462,994
vi) State Government Grants and Subsidies Capital works transferred from DET. The 2004 estimate included capital works for the Margaret River Education Campus, being paid for by the Department of Education and Training. This funding will not be completed until 2005.	1,500,000	-	(1,500,000)
vii) Liabilities Assumed by the Treasurer The Treasurer assumed responsibility for the Super Pension Fund in 2004 that was not known at the time the estimates were done.	-	132,625	132,625
viii) Asset Assumed – Transferred The 2004 estimates included \$600,000 for the transfer of part of the Collie Campus land and buildings vested in Curtin University. This transfer is now expected to occur in 2005.	600,000	-	(600,000)

36 Financial Instruments

(a) Interest Rate Risk Exposure

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

	Weighted Average Rate %	Variable Rate \$	Fixed Rate < 1 year \$	Non Interest Bearing \$	Total
2004					
Financial Assets					
Cash assets	4.94%	1,007,660	2,500,000	7,310	3,514,970
Receivables		-	-	468,342	468,342
Other financial assets		-	-	490,198	490,198
		1,007,660	2,500,000	965,850	4,473,510
Financial Liabilities					
Payables		-	-	539,556	539,556
Employee benefits		-	-	2,269,111	2,269,111
Other liabilities		-	-	600,586	600,586
		-	-	3,409,253	3,409,253
Net Financial Assets (Liabilities)		1,007,660	2,500,000	(2,443,403)	1,064,257
	Weighted Average Rate %	Variable Rate \$	Fixed Rate < 1 year \$	Non Interest Bearing \$	Total
2003					
Financial Assets	4.85	226,655	2,500,000	1,427,702	4,154,357
Financial Liabilities		-	-	3,752,960	3,752,960

(b) Credit Risk Exposure

All financial assets are unsecured. The carrying amount of financial assets recorded on the financial statements represents the College's maximum exposure 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.

37 Joint Venture Operations

The College has no joint venture agreements.

38 Remuneration of Members of the Accountable Authority and Senior Officers

Remuneration of Members of the Accountable Authority

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

	2004	2003
\$1 - \$10,000	\$	\$
\$120,001 - \$130,000	-	1
\$140,001 - \$150,000	1	-

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

140,818 131,476

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

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

Remuneration of Senior Officers

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

	2004	2003
\$1 - \$10,000	-	1
\$80,001 - \$90,000	-	1
\$100,001 - \$110,000	2	1

The total remuneration of senior officers is: **212,678** **198,366**

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

No Senior Officers are members of the Pension Scheme.

39 Supplementary Financial Information

	\$	\$
Write-Offs		
Bad Debts	188,426	101,480
Inventory	51,286	7,945
	<u>239,712</u>	<u>109,425</u>

Losses Through Theft, Defaults and Other Causes

Losses of public and other moneys and public and other property through theft, default or otherwise	3,643	4,798
	<u>243,355</u>	<u>114,223</u>

40 Segment Information

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

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

41 Related Bodies

Nil

42 Affiliated Bodies

Nil

43 The Impact of Adopting International Accounting Standards

South West Regional College of 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 1 January 2004 and the restatement of the financial statements for the reporting period to period to 31 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 31 December 2005.

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

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

South West Regional College of TAFE has commence 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. South West Regional College of 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

South West Regional College of TAFE does not anticipate any significant differences.

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