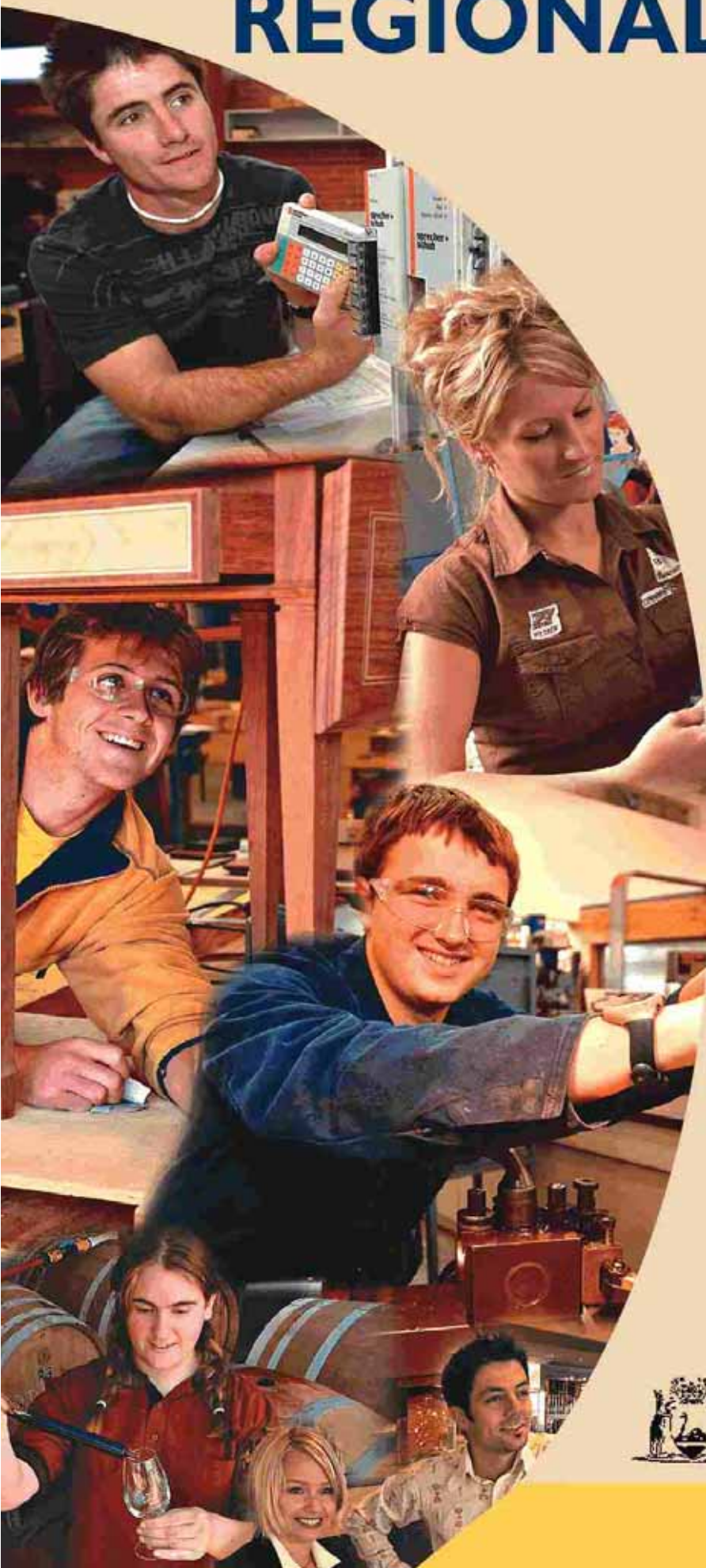


# SOUTH WEST REGIONAL COLLEGE

## Annual Report 2005



 **TAFEWA**  
south west regional



20 February 2006

Hon Ljiljanna Ravlich MLC  
Minister for Education and Training  
12<sup>th</sup> Floor Dumas House  
2 Havelock Street  
**WEST PERTH WA 6005**

**South West  
Regional College**

**Bunbury Campus**  
Robertson Drive  
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Bunbury 6231  
Western Australia

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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 2005.

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**  
Governing Council Chairman

**Wendy Burns**  
Managing Director





## AUDITOR GENERAL

### INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

#### **SOUTH WEST REGIONAL COLLEGE OF TAFE FINANCIAL STATEMENTS AND PERFORMANCE INDICATORS FOR THE YEAR ENDED 31 DECEMBER 2005**

##### **Audit Opinion**

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the South West Regional College of TAFE at 31 December 2005 and its financial performance and cash flows for the year ended on that date. They are in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions;
- (ii) the controls exercised by the College 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
- (iii) the key effectiveness and efficiency performance indicators of the College are relevant and appropriate to help users assess the College's performance and fairly represent the indicated performance for the year ended 31 December 2005.

##### **Scope**

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

The financial statements consist of the Income Statement, Balance Sheet, Statement of Changes in Equity, Cash Flow Statement, and the Notes to the Financial Statements.

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

##### **Summary of my Role**

As required by the Act, I have independently audited the accounts, financial statements and performance indicators to express an opinion on the financial statements, controls and performance indicators. This was done by testing selected samples of the evidence. Further information on my audit approach is provided in my audit practice statement. Refer "<http://www.audit.wa.gov.au/pubs/Audit-Practice-Statement.pdf>".

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

D D R PEARSON  
AUDITOR GENERAL  
21 March 2006

4th Floor Dumas House 2 Havelock Street West Perth 6005 Western Australia Tel: 08 9222 7500 Fax: 08 9322 5664

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# Chairman's Report



2005 was a year of consolidation and cooperation enabling College staff to build on the changes to the organisational structure and collaborate more effectively in managing the delivery of education and training services.

Mindful of the skills shortages, and the need to encourage youth participation in training, the College actively promoted pathways and initiatives through the School Apprenticeship Link program for building and construction, as well as the resources sector where these burgeoning industries offer attractive and lucrative employment for suitably trained graduates.

The College's School Apprenticeship Link introduced young people to a range of career opportunities within the building and construction industry, serving as a catalyst to engage these students in further training. The program proved to be a welcome local initiative in response to a pressing need. These industry sponsored pathways to employment highlight the value of traditional trade vocations and will contribute to addressing the skills shortage.

The government's agenda for advancing education and training opportunities in the region that articulate into regional employment has seen the College undertake an audit of its facilities to inform the planning and construction of Manea College, the new Year 11/12 senior college to be co-located on the Bunbury Campus. The audit will result in the optimal usage of existing facilities and the construction of additional amenities to provide the requisite infrastructure for current and prospective students on campus.

To enable the achievement of the College's overarching objective to assist students, industry and the community to realise their potential with a focus on the provision of quality services to the South West regional community, the Governing Council has endorsed the 2006-2010 Strategic Priorities for the College.

Over the next five years the College will focus on ensuring an appropriate alignment of resources to the future employment opportunities, skill requirements and needs of the South West region and on increasing the delivery of apprenticeships and traineeships. The plan also includes a significant focus on 15-19 year old participation, the continued provision of life long vocational education and training to support Indigenous students; people living in smaller communities; people with disabilities and culturally diverse backgrounds.

**Dan Perkins**  
Chairman, Governing Council



# Managing Director's Message



The significant contribution the College makes to the region's economic development through preparation and upskilling of the regional workforce was certainly evident in 2005 as the College focused its capability and effort in meeting government, employer and community expectations.

The strengthening of our relationships with schools across the region has enhanced appreciation of the context in which each sector operates and enabled collaborative development of new initiatives and opportunities for senior secondary students to explore vocational pathways and to make the transition to apprenticeships. Attention has also been given to vocational education and training (VET) initiatives in regional schools with pilot programs being developed and implemented in Donnybrook, Collie, Busselton, Manjimup and Margaret River high schools. Planning has also commenced on the development of a new senior secondary college, to be co-located in the Bunbury Campus precinct, to strengthen youth access to vocational options in the Bunbury education district and encourage youth participation and achievement of higher levels of education and training.

The College has capitalized on its strategic alliances with employers, to support industry development in training and recruitment, and to address their needs for an expanded and skilled workforce. The building industry in particular has been the major beneficiary of such partnering in the provision of career education, VET in schools initiatives and special programs. The ecoHOME project has exemplified the College's ability to take a leadership role in the wider community on contemporary issues and to bring together business, community, staff and students from a range of College programs to enhance learning. In a similar fashion, the College has also extended its capabilities in servicing the resources sector, working the employers and the Chamber of Minerals and Energy WA in targeting school students as future recruits and assisting industry in the upskilling of existing workers.

Growth in the trades' areas has tested the limitations of our current training facilities and highlighted the pressing need for updating/replacement of equipment. These issues will be the focus of a Statewide departmental review of VET infrastructure and equipment in 2006.

Throughout the year we have continued to provide targeted programs and to build our relationship with the Indigenous community, commencing planning for new initiatives to enhance Aboriginal participation and pathways to employment in 2006.

Within the organisation, significant effort has been directed to the quality of teaching and learning through the appointment of additional educational leadership positions and the continuing effort to assist lecturers deal with the implications of frequent changes to curriculum as well as in the enhancement of teaching practice. The focus on the quality of our programs and effective delivery of services has been enhanced by creative solutions to improving access to our information systems for staff and students at our campuses, from home or in fact from anywhere via the Internet.

The results of student surveys undertaken during the year indicate that our effort is achieving the desired outcome, with the College's rating above that of the State and National ratings in a wide range of indicators including overall student satisfaction, course quality, achievement of student goals, and graduate employment.

Certainly a very satisfying year and one in which employees have demonstrated their capabilities and commitment to advancing the College's mission.

A handwritten signature in dark ink, appearing to read 'Wendy Burns'.

**Wendy Burns**  
**Managing Director**

# 2005 Snapshot



What follows is a brief snapshot of the achievements, challenges and issues that shaped the College's activities during 2005. Further detail is provided within the Annual Report.

- Extensive planning and consultation was undertaken to progress the educational objectives and direction of Manea College, the senior secondary school to be collocated on the South West Regional College Bunbury Campus.
- Improving the retention and participation rates of 15 to 19 year olds remained a high priority for the College to ensure options for entry to employment, training and further education are available to young people.
- There was an increase in apprenticeships and traineeships across the College from 2004.
- In response to skills shortages in a key industry sector, a pilot Building and Construction School Apprenticeship Link (SAL) program was conducted, achieving impressive employment outcomes for students and encouraging the introduction of a Metals and Engineering SAL in 2006 to address the skills shortages in the resources sector.
- Construction of the Bunbury ecoHOME, built in collaboration with local industry and supported by building suppliers, has demonstrated an ecologically sustainable designed home with high energy efficiency standards and that is affordable to the entry level housing market.
- An audit of College facilities was undertaken to establish current utilisation of facilities and resources will assist the College to determine capacity for future planning.
- Two additional Principal Lecturers and eleven Advanced Skills Lecturers were appointed to provide educational leadership and focus on qualitative improvement of educational processes and programs.
- Staff and student portals were introduced to provide online access to files, emails and learning resources through the Internet, enabling staff and students to off-site access to information.
- An Energy Management System was implemented to manage and reduce electrical energy use.
- The introduction of Elluminate online technology added provided flexible learning opportunities to engage regional student participation and facilitated staff meetings across the region.

## Graduate Satisfaction

Overall, 86% of students surveyed as part of the Department of Education and Training's 2005 Student Survey, were satisfied with how the College met their needs in respect to the relevance of qualifications, quality of teaching, student support and advisory services, and the facilities of the College.

80.3% of graduates from the College obtained employment, achieving better labour outcomes compared to the averages recorded for Western Australia (78.3%) and nationally (79.5%).

86.8% of graduates reported they achieved, or partially achieved, their main reason for doing their course. This is a 7.3% increase from the last survey in 2003 and is higher than State and National averages.

### Efficiency

The average cost per student curriculum hour for delivery training under the College Training Profile and fee-for-service was \$14.39 (excluding capital user charge), representing an increase of 77 cents from the 2004 cost of \$13.62.

### College Training Profile

The College achieved 98.6% of the Training College Profile set under the 2005 Delivery and Performance Agreement with the Department of Education and Training.

### Awards

#### College

- Gold Plate Award for Best Restaurant within a Training Establishment - Epicure Restaurant
- West Australian Environment Awards 2005, Category 7: Waste Management Board Resource and Waste Management/Minimisation Award Winner– Bunbury ecoHOME
- West Australian Environment Awards 2005, Category 11: Sustainable Energy Development Office Eco Building Special Commendation – Bunbury ecoHOME
- Premier's Award for Excellence, People and Communities: Education and Skills Development category Finalist – Bunbury ecoHOME

#### Staff

- Teacher of the Year Award for Excellence (Round 1) Allan Potaka, Hospitality Lecturer
- Teacher of the Year Award for Excellence (Round 2) Guy Truss, Metals Lecturer

#### Students

- |   |                  |
|---|------------------|
| ● Worldskills Gold Medal in Steel Fabrication   | Jeremy Curtin    |
| ● Worldskills Gold Medal in Fluid Power         | Ryan Hart        |
| ● Worldskills Silver Medal in Steel Fabrication | Shane Mowday     |
| ● Worldskills Bronze Medal in Cookery           | Renee Austin     |
| ● Worldskills Bronze Medal in Bricklaying       | Kyle Murray      |
| ● Worldskills Bronze Medal in Cabinet Making    | Michael Welshman |

### South West Regional College Annual Award Winners

- |   |                      |
|---|----------------------|
| ● Student of the Year                             | Nicky Coates         |
| ● Busselton Campus Student of the Year Award      | Tiffany Leake        |
| ● Collie Campus Student of the Year Award         | Dionne Blaney-Murphy |
| ● Harvey Campus Student of the Year Award         | Janine Quicke        |
| ● Manjimup Campus Student of the Year Award       | Kevin Bontes         |
| ● Margaret River Campus Student of the Year Award | Karen Rodda          |



● Aboriginal Academic Award	Chris Collard
● Access and Participation Award	Karen Rodda
● Accounting Award	Anthea Bradshaw
● Applied Science Award	Sarah MacKenzie
● Automotive Pre-Apprentice Award (Heavy Duty)	Murray Birch
● Automotive Light Duty Apprentice Award	Shane Webb
● Automotive Pre-Apprentice Award	Thomas Collins
● Automotive (Road Transport) Apprentice Award	Aaron Hadley
● Building Design & Technology Award-	Gavin Bowyer
● Business Administration Award	Sonya Thomas
● Business Traineeship Award	April Johnston-Lingham
● Cabinetmaking Pre-Apprentice Award	Frank Minnella
● Cabinetmaking Apprentice Award	Clinton Smith
● Carpentry & Joinery Pre-Apprentice Award	David Blackman
● Carpentry & Joinery Apprentice Award	Jonathan Bartlett
● Childcare Trainee Award	Kathleen Black
● Children's Services Award	Dorothy Ellis
● Civil Engineering Award	Kerry Jones
● Commercial Cookery Award	Nathaniel Travers
● Community Services Award (Aged Care)	Sarah Bucklar
● Community Services Award (Youth Work)	Tiffany Leake
● Cookery Apprentice Award	Marcus Bonini
● Electrical / Instrumentation Apprentice Award	Jon Mildwaters
● Electrical Mechanic Apprentice Award	David Blechynden
● Electrical Pre-Apprentice Award	Matthew Rickwood
● Enrolled Nursing Award	Michelle Emby
● Environment Award	Sarah Worgan
● Fashion Award	Rowie Sutton
● Fitness Award	James Douse
● Hairdressing Apprentice Award	Sheree Bachos
● Horticulture Award	Wade Connolly
● Hospitality Award	Brenda Fandry
● Information Technology Award	Samuel Baxter
● Interior Design Award	Emma Back
● Land Management Award	Ryan Trott
● Management Award	Stella Audino
● Mechanical Engineering Award	Justin McDougall
● Mechanical Fitting Pre-Apprentice Award	Glenn Davidson
● Mechanical Fitting & Machining Apprentice Award	Lance Morris
● Metal Fabrication Pre-Apprentice Award	Anthony Fleay
● Metal Fabrication Apprentice Award	Francesco Marzano
● Metalliferous Mining Award	Derrick Riley

## *Realise Your Potential*

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- Metals & Engineering Award
- Mortar Trades Pre-Apprentice Award
- Mortar Trades Apprentice Award
- Plant Mechanic Apprentice Award
- Process Plant Operations Award
- School Apprenticeship Link Award
- Small Business Management Award
- Sport and Recreation Award
- Surveying Award
- Tourism Award
- VET in Schools Award
- VET in Schools Award
- VET in Schools Award
- Wine Industry Award
- Women's Non-Traditional Trade Award

David Blechynden  
Adam Gillies  
Steven Toolan  
Damian Piscioneri  
Carl Wilson  
Matthew Free  
Richard Smith  
Keia Hadden  
Rory Davidson  
Nicky Coates  
Matthew Bradford  
Drew Taylor  
Taylor Povee  
Andrew Rose  
Veronica Kufalk



*South West Regional College 2005 Student of the Year, Nicky Coates (Centre) with (L to R): Student of the Year nominee, Sarah MacKenzie; Hon Ljiljanna Ravlich MLC, Minister for Education and Training, Mick Murray MLA, Member for Collie, Student of the Year nominees Johathan Bartlett, Dorothy Ellis, Justin McDougall; and Wendy Burns, Managing Director of South West Regional College.*

# Report on Operations



## College Overview

Covering an area of 23 970 square kilometres, the picturesque South West of Western Australia currently has more than 136,000 people living in the region and is one of the fastest growing populations of regional Western Australia, with a growth rate almost twice that of the national average.

The South West has the most diverse regional economy of Western Australia providing employment in a range of industries including mining and minerals processing, agricultural and horticultural industries, timber and forest products, viticulture, retailing and tourism.

The South West Regional College of TAFE is a progressive, diverse and rapidly expanding provider of vocational education and training in this regional environment. The main campus of the College is situated in Bunbury with regional campuses in Busselton, Collie, Harvey, Manjimup and Margaret River. Other centres administered by the College are located in Augusta, Boyup Brook, Bridgetown, Brunswick Junction, Nannup and Pemberton.

Since its inception in 1946, the College has recorded steady growth with a rapid increase in student numbers in response to the wider diversity of courses being offered. In 1968, the State Government, lead by Premier David Brand, initiated the relocation of the “Tech” to the new Robertson Drive site and in 1985, the College was renamed the South West Regional College of TAFE.

In 1997 the College achieved industry governance by the appointment of a Governing Council with membership comprised of key industry and community representatives. This new autonomy and industry representation highlighted the College's responsiveness to local industry needs and its commitment to providing vocational education and training which ensures that student outcomes meet industry requirements.

In assisting students to realise their career aspirations the South West Regional College of TAFE offers access to a wide range of exciting vocations including aquaculture, art and design, applied science, building and construction, business management, commercial cookery, community services, education, child care, electrical studies, engineering, fashion, health and fitness, hospitality, metal trades, nursing, surveying, tourism and viticulture across its network of campuses.

The College provides the facilities, expertise and resources required to offer high quality vocational education for those seeking to embark upon a new career as well as those who are seeking to upgrade their skills or retrain for an alternative career. Industry relevant training enables graduates to gain portable qualifications in a wide range of disciplines that reflect the composition and employment needs of the regional economy.

Throughout its 60 year history, the College is proud to be able to demonstrate that it has responded proactively to the changes required by industry, students and community.

### Enabling Legislation

The South West Regional College of TAFE was established for the provision of vocational education and training on 1 January 1997 under section 35 of the Vocational Education and Training Act 1996 and during 2005, was responsible to the Hon Ljiljana Ravlich MLC, Minister for Education and Training.

The functions of the College are to:

- Provide vocational education and training consistent with a College Training Profile
- Provide fee-for-service training programmes
- Undertake research and development related to vocational education and training which has a direct practical application to industry, commerce and the community
- Promote equality of opportunity in the undertaking of vocational education and training
- Provide services to students
- Participate in Statewide training and collaborate with other educational institutions to ensure the greatest effectiveness and economy in expenditure and the beneficial relationships
- Contribute to the general development of the community in the region

### **Legislation Impacting South West Regional College's Activities**

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

- Copyright Act 1968
- Corruption and Crime Commission Act 2003
- 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, the requirements of the Financial Administration and Audit Act 1985 and every other relevant written law and been complied with, and controls exercised 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 South West Regional College during the financial year.

### **Ministerial Directives**

No ministerial directives were received during the financial year.

### **Vision/Mission Statement**

A culture of quality client service is supported by the high level of expertise of the staff who seek to realise the mission of this College.

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

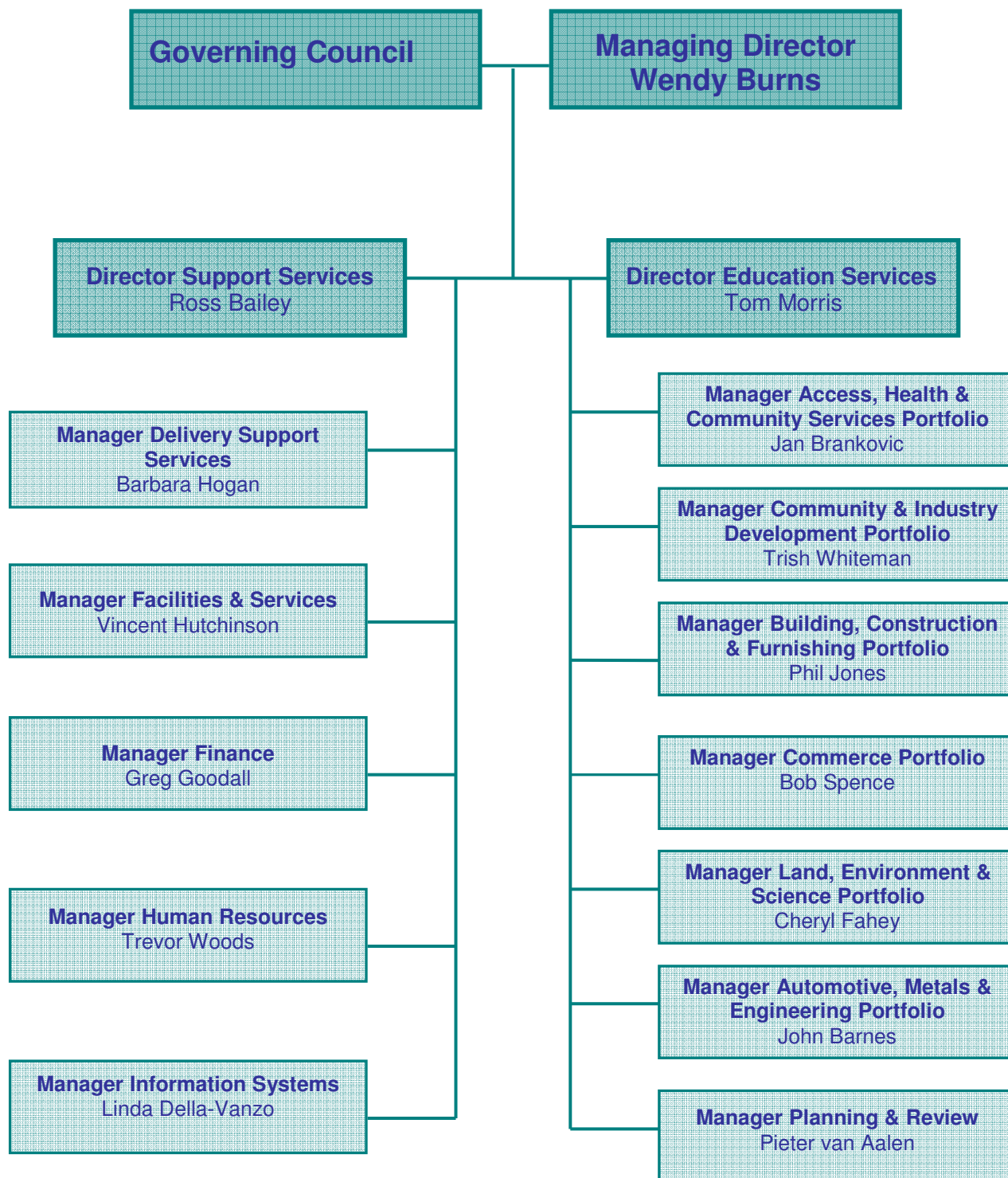
*Ethical, Collaborative and Outcome Oriented*

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.

## Management Structure



## Governing Council

The Accountable Authority of the South West Regional College of TAFE is the Governing Council, established under Section 39 of the Vocational Education and Training Act 1996. The Council consists of a chairperson; a deputy chairperson and not less than six or more than ten other members appointed by the Minister; and with the Managing Director governs the operations and affairs of the College. Governing Council members are appointed for their experience and expertise in education and training, industry or community affairs and for their ability to contribute to the strategic direction of the College.

### Functions and Powers of the Governing Council

The Governing Council performs the following functions:

- Prepare a College Training Profile for the approval of the Minister as and when required by the Minister
- Approve and oversee the implementation of the strategic and operational management plans for the College
- Monitor the College's performance and initiative improvements where necessary
- Ensure the College's programs and services are responsive to and meet the needs of industry, students and the community
- Ensure that the College's commitments under its Resource Agreement and any other contractual arrangements are met

The Governing Council is ultimately responsible for:

- Delivery of vocational education and training programs and related services
- Client services related to the delivery of vocational education and training
- Management and administration of the College
- Commercial operations related to vocational education and training

Whilst the Council is the ultimate authority in the College, it is not practicable for it to undertake day-to-day management and as such, it delegates its powers and the employing authority and other powers relating to day-to-day management responsibilities to the Managing Director of the College.

### 2005 Overview

Two new Governing Council members were appointed by the Minister for Education and Training on 1 January 2005: Mrs Jill Scanlan and Mrs Debra Bennell, bringing the membership of the Governing Council to 13.

Throughout 2005 the Governing Council met for six general meetings, one of which was held at the College's Collie campus where Council members took the opportunity to meet with industry and community members at an informal function to gain their views on the training and education needs of the Collie community. The Governing Council also held joint meeting with the Advisory Board of Edith Cowan University South West Campus (Bunbury) to progress the Memorandum of Understanding between the two institutions and explore opportunities for the maximisation of higher education opportunities for the people of the South West.

The Governing Council 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 Council 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)**

Rosanne 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 three 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 TAFEWA Quality Consultative 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 25 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. Mike is a Director of Sanctuary Golf Resort and a Bunbury Turf Club Committee member.

**Appointed:** 5 March 2002  
**Current Term Expires:** 31 December 2007

#### **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 WA 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 Jewellers. She is a Manjimup Shire Councillor, Chairman Manjimup Business Enterprise Centre, and a past President of the Manjimup Chamber of Commerce. 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 Western Australian College of Teaching Board and Western Australian Secondary School Executives Association.

**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:** 30 June 2006

### **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:** 30 June 2006

### **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. A highly regarded lecturer, Guy was awarded a 2005 Premier's Teacher of the Year Award Certificate for Excellence and was selected as finalist in the Arrix Trainer of the Year category in the 2005 State Training Excellence Awards. He is also the College's delegate for the State School Teachers Union.

**Appointed:** 5 March 2002  
**Current Term Expires:** 31 December 2007

### **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. Ann now works as a property consultant for the Professionals Dunsborough.

**Appointed:** 13 October 2003  
**Current Term Expires:** 30 June 2006

### **Debra Bennell**

Debra Bennell works as both a private Aboriginal consultant and part-time lecturer with the social work programme of Edith Cowan University and has extensive work experience in the Aboriginal services, particularly (Aboriginal) health. Debra is passionate about making changes to the social indicators for Aboriginal people. Improved access to further education and training is one factor that can assist and facilitate change.

**Appointed:** 1 January 2005  
**Current Term Expires:** 31 December 2007

### **Jill Scanlan**

With a background in adult education, Jill and her family recently relocated to Bunbury from the Kimberley where she tutored through with the Department of Education, Science and Training, Aboriginal Tutoring Assistance Scheme. She is currently a computer tutor with Milligan House, a community skills training centre.

**Appointed:** 1 January 2005  
**Current Term Expires:** 31 December 2007

### **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.

## **Staffing Overview**

### **Staff Profile**

Staff numbers increased slightly over 2005, due mainly to internal restructuring and increasing student numbers. An increased move to part time employment was noted, and is a consequence of flexible working practices employed within the College, and the workforce gender balance.

Staff Profile	2004	2005
Full-time Permanent	184	131
Full-time Contract	20	23
Part-time Permanent (measured on an FTE basis)	51	93
Part-time Contract (measured on an FTE basis)	10	15
Total	245	262

## Compliance with Public Sector Standards and Ethics

The expectations of the standards are reflected in the College's current recruitment and selection policies and procedures and all selection outcomes are vetted for compliance. Existing policies and procedures as they apply to both the standards and code of ethics/conduct have undergone or are under going review for currency, and further and extensive panel training will be carried out as a consequence. The College's code of conduct in particular has undergone review to ensure compliance with government objectives in the area of crime and corruption. All staff are made aware of the standards via induction processes, staff training and a dedicated Human Resources intranet site. Changes to staffing were managed internally, with no referrals to the Public Sector Management office. No applications were made in relation to breach of standards in any area covered by the standards.

## Occupational Safety and Health and Workers Compensation

The College has 12 trained and registered representatives on the Occupational Safety and Health (OSH) Committee. During 2005, the OSH Committee undertook the following initiatives:

- A strategy, action plan and resources were developed for staff and managers to practice ergonomic assessments and implement changes required to minimise the risk of injury.
- A consultant was engaged to conduct a risk assessment of College practical work areas including advice on personal protective equipment signage and to conduct a noise survey of all campuses.
- The workplace inspection procedure for Bunbury Campus was reviewed and updated.
- Workplace injuries associated with screen-based work were identified as a priority for intervention.
- Chemwatch software was purchased and implemented, enabling staff to identify and manage hazardous materials with a comprehensive on-line system.
- The OSH Committee collaborated with staff to develop new procedures for the "Use of emergency stop buttons in workshops" and "Isolation procedures for faulty machines in workshops".
- Action plans were developed to address shortcomings with engine stands in the Automotive faculty and general housekeeping at the College's Sylvan Way annex.
- An electrical contractor was employed to complete an inspection and testing of electrical equipment, including residual current devices, at all campuses.
- Twenty-four College staff received manual handling training.

Eleven compensation claims were lodged over 2005. All claims were accepted and finalized in the year. Three of those claims concerned lost time injuries.



## 2002-2005 Strategic Priorities

### Overview

In preparing the annual plan for the final year of the 2002-2005 Strategic Priorities the College strengthened its focus on the achievement of key outcomes and provided the opportunity for individual work units to apply their experience and expertise to the planning of strategies for making their contribution to the College's performance goals. The identification of measurable performance outcomes provides a tangible direction, and supports flexibility and creativity in developing and implementing action plans, enhances performance monitoring and the ability to recognize achievement. Three priority areas provide the 2005 focus:

- Student Focus Goal: Delivery of world-class, cost effective, skills development and skills recognition services.
- Staff Focus Goal: A learning organisation with a corporate culture that promotes the creative productivity of staff.
- Industry Focus Goal: Working with industry and the community, the College advances the economic development and social prosperity of the region.

The knowledge and experience acquired in the process has been employed to develop a clear statement of the College's strategic priorities and commitments to its clients for the next five years.

### 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

##### Access, Health and Community Services

Community Services industry feedback has resulted in the combination of the College's training record book with the structured workplace learning record book for VET in schools delivery, requiring industry sign-off of competencies in one book instead of two. This initiative will be trialled through Community Services delivery in 2006 and it is anticipated that this model will be adopted across the College in 2007.

With the assistance of local youth agencies such as Mission Australia, NEEDAC, Jobs South West, Centrelink, Job Pathways Program and Employment Directions Network, the College operated the 'Credentialing the South West' project to provide 'at risk' young people with the skills and confidence to engage in further training or seek employment. Over 20 young people were provided with formal recognition of their prior learning, which provided them with pathways into further education and a portfolio of skills to present to prospective employers. To date, five students have gone on to traineeships.

With a skills shortage in the community services industry, the College developed a project aimed at encouraging young people into industry by 'back packing' their learning materials for use in the workplace. As a result of skill shortages in the Collie region and local community services industry desire for the development of school-based traineeship opportunities, Community Services VET in schools delivery will be delivered for the first time at Collie Senior High School in 2006.



### **Automotive, Metals and Engineering**

Electrical capstone testing of apprentices completing Certificate III in Electrotechnology was introduced during 2005. The capstone assessment provides assurance to electrical regulatory authorities of the quality of the candidate presenting for an electrician's licence.

### **Building, Construction and Furnishing**

The Building and Construction School Apprenticeship Link pilot program is a new initiative targeting secondary school students interested in pursuing an apprenticeship as a career pathway. Year 11 high school students enrolled in the program spent three days per week at school, one day at TAFE and the other in work placement working towards completion of Certificate I in Building and Construction. An industry working group comprising representatives from local building companies oversaw the program which was supported by a curriculum advisory group of VET coordinators from the schools involved. Of the 64 students enrolled in the SAL, 32 gained apprenticeships and 21 completed the SAL. Nine students will continue on to the second phase of the program to complete the Certificate I in Building and Construction which will enable them to enter apprenticeships in building and construction trades at Year 2 level.

The Building and Construction Industry Training Fund sponsored the 'Try a Trade' program in which 31 year 10 students undertook four days of building trades tasters where they experienced hands on skills in bricklaying; tiling and plastering; carpentry and joinery; and cabinet making. The program was run during school holidays to avoid disruption to normal school timetabling. The success of the program will see it expanded in 2006 with several schools in the region expressing interest in being involved in the program.

### **Community and Industry Development**

Indigenous students from the College collaborated with the Bardi Mia community on a project to renovate the Bardi Mia community holiday village in Busselton. Funding, materials and equipment were provided by the community with expertise and students being provided by the College. The project was gratefully acknowledged by the Bardi Mia community with the renovated facilities providing continued use and enjoyment.

Indigenous school students participated in a Work Readiness Aboriginal school based traineeship program which provided them with skills to enter the workforce and included workplace training and TAFE study. The program was supported by the Apprentice and Traineeship Company and Group Training South West who provided the work placement and the safety work wear for the workplace. Thirteen students achieved Certificate I in Business and two achieved employment. Early indications are that the remainder will continue on to Year 11.

The College engaged in local initiatives to enhance Aboriginal enterprise development. The College collaborated with the South West Development Commission and the Bunbury Regional Arts Centre to establish identification of contemporary and cultural artifacts that are unique to the South West to enable recognition worldwide. Negotiations are currently underway with local tourism operators to promote local work rather than 'imported' Indigenous art. Students in Certificate III in Art participated in the project and were involved in several local exhibitions where a number of students had success in selling their work. Indications are that the success enjoyed by the students will encourage them to continue on to Certificate IV and Diploma levels.

The VET for Schools program involved all regional secondary schools during 2005 with the College and schools meeting on a regular basis to develop relevant strategies, monitor the profile delivery and to develop a better understanding of one another's operations. One major outcome was the development of a collaborative planning process for profile delivery for 2006. Other initiatives investigated for 2006 were school based traineeships, opportunities for students "at risk", as well as career opportunities through "tasters".

There has been an increased participation by education support centres in the VET for schools program. Manjimup Senior High School, the Manjimup Education Support Centre and South West Regional College of TAFE collaborated to deliver a building and construction course for special needs students, which achieved positive outcomes and opportunities for the students.

### **Delivery Support Services**

The College enhanced its provision of services to assist students with a disability to achieve their learning outcomes. This included the provision of special equipment and notetaking assistance.

### **Information Services**

During 2005, the College introduced Elluminate, a real-time virtual classroom environment designed for distance learning and collaboration in academic institutions. Elluminate was used to add live discussion and dynamic interaction to our distance learning and engage regional participation. A successful pilot in Children's Services used Elluminate technology to deliver units of competence to students across the region in Northcliffe, Pemberton, Augusta and Nannup. In 2006 the trial will extend to three qualifications.

Moodle, a course management system was introduced in 2005 to assist lecturers to create effective online learning communities. Lecturers who use Moodle have access to an array of powerful tools such as assignments, forums, quizzes, surveys, chat rooms, and workshops.

### **Land, Environment and Science**

Project based learning has been used to provide training to the wine and grape industry. Students studying toward qualifications in Wine and Grape Growing, Viticulture and Food Processing (Wine), as well as VET for School students grafted, pruned and picked grape vines. Viticulture and Food Processing (Wine) students progressed on to press and process several varieties of grape and bottle the wine. A museum stock from each vintage is held for future training in wine appreciation training while surplus produce is offered to the Epicure Restaurant and internal clients.

Project based learning was also used to provide learning experiences for students studying toward Fitness, Sport and Recreation qualifications. In collaboration with local fitness centres and community organisations, the students organised a range community sporting activities and personalised fitness training for school groups and community members.

## **1.2 AQTF Standards implemented across the College**

### **Planning and Review**

Working in conjunction with the teams from Community, Industry and Development and Instructional Design, a Telecentre AQTF induction publication was developed and successfully delivered on-line through Elluminate to Telecentre staff and lecturers. A similar program is being developed for VET in School delivery staff and will be trialled in 2006.

The transition to the Assessment and Results Interface (ASRI) system across all campuses of the College commenced during 2005. This new administrative system for the management of unit assessment records, recording of assessment item results is the first stage of the implementation of a trainee and apprenticeship management system which, in addition to creating study plans, will monitor apprentice and trainee contacts.

A project closely related to the ASRI project was the identification of products and the validation of course plans to be loaded as enrolment form templates on the CMIS system. The process ensures that all of the qualification requirements are met and that if a student enrolls and completes this plan, that student will be guaranteed a qualification. This process has been linked with the qualification registration process to ensure a smooth transition from planning and registration to enrolment and resulting.

## **1.3 Improved College consultation processes with students**

### **Delivery Support Services**

In both first and second semester of 2005 radio, outdoor, and press advertising were used to promote enrolments at the South West Regional College of TAFE.

The College's Information and Careers Advisory Services (ICAS) staff visited high schools throughout the South West region providing year 10 to 12 students with information on the College and qualifications on offer for 2006. Presentations included TAFE admissions application processes, minimum entrance requirements, and in some schools, checking of application forms. ICAS staff also attended shopping centre displays/promotions throughout the year to promote the qualifications on offer and consult with interested clients.

College staff participated in 'Disability Awareness' training to develop skills for appropriate and effective interaction with people with disabilities to assist them to meet their training needs. College staff also participated in the coordination of the 'Future Possibilities Forum' which provided information on post school opportunities for youth with a disability.

### **Community and Industry Development**

A parent information evening was held at Margaret River Education Campus for Year 10 students of Margaret River Senior High School and their parents to assist in the selection of Year 11/12 subjects. The evening included a tour of the facilities, enabling parents and students to identify opportunities at the Campus. Students also attended a series of vocationally-based lectures in their area of interest by TAFE, Curtin and ECU at MREC.

### **Information Services**

In 2005 the College developed a new internet site to better address client needs. The process involved consultation with over 200 clients, extensive research and numerous workshops with clients and staff. The new Internet site not only meets client needs in terms of content and ease of use, but also meets W3C standards (international standards for internet sites) making it more accessible to people with special needs.

A student portal which allows students to access information the College's website was introduced in 2005 resulting in improved communication to students. Services available to students include their personal enrolment, awards and contact information; e-learning courses and a College email account. Enabling students to gain easy access to this information has resulted in a reduced workload for staff who in the past accessed this information on behalf of the student.

With the increased requirement for computer technology for delivery and assessment, consultation with students indicated that the lack of access to computers outside classrooms was a major issue, particularly in the smaller, regional campuses. Learning resource areas at each campus were upgraded to include: 24 hour access; a lockable area to house learning resource collections; up to five computers with internet connectivity; TV/video; tape recorders; and a printer/photocopier. The increased resources have assisted students with their private study.

### **Student Association**

The Student Association continued to provide the College with information about student issues and concerns and produced a number of reports as well as participating in a wide range of College committees. The Student Association ran a successful activities program with a total of 16 different events being hosted on the Bunbury Campus and many of these events being duplicated throughout the regions. There was strong support for these events from various student groups and staff who recognised the value of these events to communicate with the student body.

## **1.4 Fee for Service activities that are responsive to client needs and the opportunity to deliver value added services**

### **Automotive, Metals and Engineering**

Throughout 2005, the portfolio provided on-site delivery to upgrade existing employee skills was provided at Kwinana Power Station, Argyle Diamond, Worley, Alcoa and Worsley.

### **Commerce**

With Certificate IV in Workplace Training and Assessment being replaced in 2006, the College provided training through commercial delivery to many organisations and individuals seeking to complete this qualification. Frontline Management training was provided to Iluka and Catalano.

### **Land, Environment and Science**

Initiatives provided to add value to public funded training and to address fitness and sport industry sector needs included: a Memorandum of Agreement for an auspice arrangement with a specialist training provider; fee for service programs; and specific training for an industry sector.

Training provided for South West mining and processing enterprises as well as oil and gas enterprises with sites in Perth, North West shelf, South Australia and Queensland. Initiatives undertaken during 2005 included: curriculum development of online learning resources for site specific training; development of training models and an assessment framework for an industry partnership across all of its operations; establishment of site specific training and assessment systems; and existing worker training, up-skilling and existing worker traineeships.

Other training included:

- Industry site specific training for Wine and Grape Growing enterprises and training for quality processes for individual growers
- Customised buyer-specific quality process training for grape growers.
- Curriculum development for site specific training
- On-site training for existing staff and induction programs for new workers

In recognition of the quality of employment based training services provided by the College, employers in resource sector with operations in the Mid West, Timor Sea, South Australia and Queensland purchase training services from the Portfolio. Likewise, training for the wine and grape growing sector has extended beyond the South West of Western Australia to the Swan Valley and Great Southern regions.

## **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**

An additional two Principal Lecturers were appointed during 2005, ensuring each educational portfolio has at least one Principal Lecturer to support all delivery teams within the portfolio and where the opportunity allows, enable collaboration across portfolios with a view to enhancing the quality of teaching and learning in the College.

Three experienced lecturers took on the responsibility of Advanced Skills Lecturer (ASL) 2 roles, providing leadership to other teaching staff in their wider program area to improve aspects of class room practice; curriculum development; alternative learning strategies; promotion of programs including provision of vocational education and course advice to students, industry and the community; development/performance of skills analysis for industry; and the induction, mentoring and training of lecturers.

A further eight lecturers have taken on ASL1 duties providing educational leadership in their particular study area, with a focus on quality teaching and learning including: the support, induction and mentoring of new lecturers within their study area; providing support on committees within the College dealing with educational matters involving programs; undertaking industry liaison; providing course information and advice for students on specific programs; and implementation of aspects of new curriculum and innovative teaching methods.



Two lecturers received formal acknowledgement of their innovation and excellence through the 2005 Premier's Teacher of the Year Award. Allan Potaka, a commercial cookery lecturer, received an award for excellence in the first round of the Awards. Allan was nominated by a student in appreciation of the ongoing support and encouragement he provides to his students. Guy Truss, a Fitting and Machining lecturer was awarded a certificate for excellence in the second round of the Awards. Guy, a highly regarded lecturer who has an excellent rapport with students, colleagues and employers, also achieved success in the 2005 State Training Excellence Awards where he was selected as finalist in the Arrix Trainer of the Year category.

## **2.2 Communication and information sharing that is fast, flexible and efficient**

### **Information Services**

The Information Services Unit developed and implemented staff and student portals that enable users online access to their email and directories on existing shared drives via external computers. Using a current ISP service, lecturers are able to develop teaching resources, assess student work and communicate with students from outside the College. Students can access learning resources and assessment tools; e-learning courses; enrolment, awards and contact information; and their College email account.

Illuminate on-line technology proved a useful tool to facilitate staff meetings across the region. It reduced the incidence of expensive, inconvenient travel and teleconferencing, while maintaining the effectiveness of face-to-face meeting and collaboration. Illuminate was also used to provide AQTF training to Telecentre staff.

The staff personal computer ratio policy was reviewed resulting in more PCs on desks for all lecturers including casuals.

Lecturers who purchased laptops under the government's 'Laptops for Lecturers' scheme, are now able to securely connect their laptops into the College network through the dedication of spare data outlets in lecturers' offices. This has resulted in reduced demand on College PCs and peripherals and increased use of College infrastructure.

### **Planning and Review**

A Customer Enrolment System (CES) for remote campuses such as Telecentres, Schools and Prisons was introduced and piloted during 2005. These sites do not have access to the College's Client Management Information System (CMIS) and as result the enrolment process is impeded. Using CES, students can enrol online in real time from the remote campus via this web based system. The College will have up-to-date data on enrolments, the remote centre administration requirements will be reduced and the enrolment process will be quicker and more flexible for the customer. Full implementation of this process will occur by the end of 2006.

Unified Enrolments (UE) piloting and testing has been a priority for second semester 2005. The UE system will replace CMIS by 2007 and therefore will continue to be a priority throughout 2006. The system integrates a 'user friendly' enrolment and student management system designed to be used by lecturing and clerical staff.

The Planning Unit worked closely with the Finance Unit in 2005 to integrate the delivery profiling process in to the budgeting system. In 2005, stage one of the project was completed enabling course information to be loaded from the profile into the budget system, resulting in staff labour efficiencies. Subsequent stages will involve programming of business rules to automatically allocate delivery budgets.

The introduction of a FAQ site on the College intranet for queries relating to the College's management information system (CMIS) has been widely supported by staff.

The introduction of individual student files in 2005 has enabled accurate and efficient retrieval of student information by creating a precise audit trail of a student's qualification(s) whilst they are enrolled with the College.

An audit of College facilities was undertaken to establish current utilisation of facilities and resources initiated the investigation and development of guidelines for room booking and timetabling. A strategic, College-wide prioritisation and allocation of rooms has been integrated as part of the process of planning delivery and developing timetabling. A review of the efficiency and effectiveness of the new process will be undertaken early in 2006 to identify opportunities for improvement.

### **2.3 Strategic management and innovation that creates new opportunities and lasting benefits**

#### **Automotive, Metal and Engineering**

As WA State representative on the National TAFE Automotive Network, automotive lecturer, Brian Fusco chaired the network meeting held in Perth during 2005, building and maintaining links to key industry bodies and the associated professional network of trainers ensuring the provision of relevant quality training programs. The Automotive Faculty hosted a workshop for the local industry as part of the implementation of the new national training package, with presentations being delivered by senior representatives of Automotive Training Australia. Brian also provided educational leadership through his role as Vice Chair of the Automotive Curriculum Advisory Group.

#### **Building, Construction and Furnishing**

With the implementation of new building and construction training packages in 2006, College staff formed strong links across the TAFEWA network to collaborate with colleagues to achieve efficiencies across a range of initiatives and maximise our ability to provide quality training and assessment through 2006 and beyond. Staff also source delivery and assessment materials from our interstate colleagues.

#### **Community and Industry Development**

The administrative teams from Collie and Harvey campuses worked together as one campus for four months, providing an opportunity for staff involved to see how another campus operates, and consequently providing a level of consistency in support to the lecturing staff as well as gaining confidence in dealing with lecturers and students in a different environment. A comprehensive "procedures file" was developed by the Harvey Campus to assist Collie staff and is a useful tool in providing the information necessary to operate a regional campus and for new and casual staff.

Harvey Campus has become the base for the Department of Education and Training's support to workers impacted by the demise of EG Green & Sons, providing opportunities for networking with a local private training provider and potential students.

The full-time student enrolment process was streamlined at Busselton Campus. Administration staff arranged appointments that enabled lecturers to personally interview each student, providing a smoother introduction to the Campus.

An increasing number of part-time and casual lecturers have improved the diversity of experience in the Manjimup Campus team, increasing the involvement of local industries in the training and enhancing the students' learning experience. As a result, there has been an increase in traineeships in the agricultural industries, largely work-based programs.

#### **Finance**

The Finance Unit undertook a review of its operations with a range of procedures and systems being amended and upgraded to create efficiencies. These included: upgrades to the financial management information system to provide more up-to-date reports; access to the Department of Education and Training's ATSN system to facilitate more accurate data on apprentice claims; connection to the College's debt collection agency's system to enable the efficient two-way flow of information; creation of an electronic asset spreadsheet to enable more accurate reporting; updating of procurement procedures to incorporate new purchasing requirements; and enhancement of bus line invoicing procedures to enable prompt payment of creditors.

### **Human Resources**

As a consequence of issues raised through the College's Staff Consultative Committee, new policies and procedures were developed to ensure equity and transparency of staff transfers, leave management and academic recruitment.

A system based staff induction process that will allow staff to undergo workplace induction online has been investigated and developed throughout 2005. To be implemented during 2006, the induction program will include all essential elements of staff induction and capture occupational safety and health along with AQTF compliance. The Human Resources Unit will manage the electronic induction program to ensure staff are inducted in a timely manner and their line managers are engaged in the process.

There was an increased focus on employees and management through the re-establishment of an employee assistance program, with an emphasis on formal mediation, including access to a Manager's Help Line to assist in more effective management of workplace relations.

### **Land, Environment and Science**

College staff continued to extensively collaborate with colleagues within the TAFEWA network. The College provides leadership through the Curriculum Advisory Groups (CAGs) by providing a chairperson for the Conservation and Land Management group as well as the Fitness, Sport and Recreation group. Environment Land and Science staff members are represented on eight CAGs.

## **2.4 Facilities and infrastructure that enhance the quality, effectiveness and efficiency of service delivery**

### **Automotive, Metals and Engineering**

The Automotive, Metals and Engineering Portfolio was successful in receiving funding to update equipment with the provision of two new lathes in the Metals Faculty and \$100,000 funding for new vehicles in Automotive Faculty.

### **Community and Industry Development**

The Margaret River Education Campus continued to be the venue for technical and trade events, meetings for focus groups such as OSH and Waste Management, for stakeholders from State and National wine industry associations, and education and training organisations. Opportunities for Margaret River High School upper school students to utilise facilities and resources of the Campus continued to grow during 2005. VET units in wine and tourism studies were particularly successful and are planned to continue in 2006. Campus facilities were utilised for art, information technology, cookery studies and the TEE exam schedule

### **Delivery Support Services**

The College's Bookshop and Printcell upgraded its colour printer to a colour photocopier resulting in cheaper colour printing of superior quality. A Unilink/Booknet system was implemented that enabled automatic invoicing of external clients on a month-end basis, providing efficiencies in this area.

The Library Services team reviewed and revised its Information Literacy programs and operational procedures and policies to incorporate changes within the information industry and to facilitate more effective workflows. Training in library-specific areas as well as IT, Copyright and flexible delivery enabled Library staff to meet the rising demands for user-driven interactive services.

### **Facilities and Services**

The College continued its upgrade of amenities throughout 2005 to meet expectations of our clients and the needs of people with disabilities. Upgrades to the College's Intruder Detection System during 2005 allowed security to be managed more efficiently across all of the College's main regional campuses. Re-roofing and painting of the Collie Campus will be finalised in early 2006.

At the College's Bunbury Campus, the following works were carried out:

- New accommodation was built for the Information Services section, to meet the demands of increased staffing and equipment (total project cost \$217,000).
- With the completion of the new Directorate in 2004, the old Directorate building was demolished.
- An upgrade of the Commerce portfolio area was undertaken to facilitate the requirements of the modern learning environment. Minor works to the College's student accommodation, Paterson House completed the 2005 works program.

## **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**

#### **Access, Health and Community Services**

A public exhibition to showcase student art works in the areas of ceramics, drawing, sculpture, painting, photography, printmaking, jewellery and textiles, was held in November and was the culmination of the academic year for students studying toward the Diploma of Art who planned and coordinated the exhibition of their work.

#### **Building, Construction and Furnishing**

Significant progress was made with the construction of the Bunbury ecoHOME which has been built in collaboration with local industry and supported by building suppliers to demonstrate ecologically sustainable design and high energy efficiency standards, affordable to the entry level housing market. Students from the College participated in the design, landscaping and interior design of the home which will be officially opened in February 2006 and subsequently tenanted.

Students studying toward the Advanced Diploma of Interior Design hosted an exhibition to generate an increased awareness of the value of quality design to industry and local suppliers as well as to the broader community. The exhibition showcased the skills of graduating students and provided an opportunity for suppliers, industry and the graduate interior designers to network and to create professional relationships.

#### **Commerce**

The Epicure Training Restaurant won the coveted Gold Plate Award in the category "Best Restaurant within a Training Establishment". The superb food, relaxed ambience and excellent service at the Epicure Training Restaurant gave the South West Regional College of TAFE the defining edge to win this category and students were highly commended by the adjudicators for their level of confidence, capacity to work as a team and the faultless presentation and preparation of the food.

#### **Community Industry and Development**

The College entered 18 apprentices in the 2005 State Worldskills finals with students achieving two gold, one silver and three bronze medals. The two gold medal winners – Jeremy Curtin and Ryan Hart will represent the State in Melbourne in 2006.

#### **Delivery Support Services**

Close on three hundred people including award winners, their guests, local politicians, sponsors, shire presidents and staff attended the College's Annual Award evening in March which highlighted the pool of talented students at the College and acknowledged the work of the lecturers throughout the year as well as the commitment of industry who participated in the students' training and sponsored many of the awards.

### **3.2 Strategic alliances that meet the needs of industry and the community of the South West**

#### **Access, Health and Community Services**

A reference group was formed between the College and the South West Area Health Services to ensure efficient and open communication between the two organisations. This alliance resulted in a range of training outcomes including an Existing Workers Traineeship in Sterilization - a first for Western Australia.

The College's alliance with St John of God Healthcare resulted in some 100 Existing Workers Traineeships within the organisation and has extended to the enrolment of NewStart Trainees to work alongside the Existing Worker Trainees.

In conjunction with the Department of Community Development and the Department of Health, the College hosted the first annual conference for early childhood workers. Held during Children's Week, the *"Good Beginnings Never End"* Conference proved a successful event and plans for the 2006 Conference include a Childcare Appreciation Award night as a conclusion to Children's Week.

#### **Automotive, Metals and Engineering**

Through its close links with the South West automotive industry the College's automotive scholarship and automotive VET for schools again proved popular with school students and continued to attract able students into the automotive industry. The success of this initiative has led to the establishment of a similar industry group focussed on training and skills shortages in the metals industry with membership comprising representatives from Worsley Alumina, Alcoa Wagerup, Cable Sands and Iluka.

The Metals and Automotive faculties assisted industry in fast-tracking over 20 apprentices during 2005.

#### **Building, Construction and Furnishing**

At the request of industry, a fast track pre-apprenticeship in bricklaying was run to address critical skills shortages in the area of the residential construction. Active industry involvement in this initiative has guaranteed employment for graduates.

#### **Land, Environment and Science**

The fitness industry in the South West increased its skill base when 15 personal trainers were awarded a Certificate IV in Fitness after completing skill gap training and having their existing skills recognised.

During 2005, the College continued to work closely with the Department of Conservation and Land Management with 36 existing workers participating in skill gap training and recognition of current competency of existing skills leading to the award of nationally recognised qualifications. A lecturer worked closely with CALM's workers, at ten sites across Western Australia.

Following peak demand for Recognition of Current Competency assessment during the forestry restructure period, for those leaving the industry, training services in 2005 focussed on existing workers who have remained in the industry.

Quality production techniques have been a goal of training in the wine and grape growing sector with industry specific training being provided to growers who supply fruit to wineries. Training of existing staff employed at vineyards, in all aspects of its operation, was provided during 2005. Traineeship enrolments have increased during the year, demonstrating industry commitment to a trained workforce.

Industry and site specific training, where learning resources have been developed to workplace requirements, has grown during 2005. Training for the applied science, fitness and sport, land management as well as the wine and grape growing sector has been developed to address quality processes and to ensure workers have the necessary skills to perform tasks in the workplace.



Significant increases in production have been reported by industry as a result of site specific training provided by the College.

The expansion of the resource sector and the changing technologies in operations has increased the demand for a skilled workforce. The resource sector has responded to the skill shortage by increasing traineeship placements and identifying training needs for existing workers. In 2005, the College provided training services to 85 trainee process operators and more than 350 existing workers in the resource sector.

### 3.3 Recognition as an environmentally responsible and energy efficient College

#### Building, Construction and Furnishing

The building phase of the ecoHOME project was completed in December. This project which was funded through the Science and Technology Innovation Fund demonstrates sustainable building practice. It has been well supported by local industry and suppliers, and over 200 students were involved in its design and construction. With the official opening planned for February 2006, the ecoHOME has won a WA environment award, and has been a finalist in the Premier's awards.

#### Facilities and Services

To assist with the reduction in energy use, the College installed an energy management system (total implementation cost of \$162,000). The system will manage efficient use of electrical energy with lighting and air-conditioning being motion-activated and deactivated when no motion is detected in a room.

#### Land, Environment and Science

Produce from the Horticulture faculty was shared with the College's Epicure Restaurant and used for internal catering activities. Plants grown by horticulture and land management students have been used in community projects and in land revegetation while rehabilitation work included the design and development of the Margaret River Education Centre dam and waste water facility. Bunbury EcoHOME gardens were designed and constructed by horticulture students. Surplus produce was offered to internal clients to off-set production costs.

Trout and other fin-fish and marron grown by the Aquaculture faculty were donated for use in fishing club activities.

## Linking our Strategic Priorities to the Strategic Planning Framework

The foregoing achievements of the College's three key strategic priority areas also reflect the College's activities in achieving the State Government's five goals of '*Better Planning: Better Services – A Strategic Planning Framework for the Western Australian Public Sector*'.

Following is a matrix that clearly indicates how the College's strategic priorities link into the strategic outcomes of the Strategic Planning Framework's five goals.

SWRC OF TAFE STRATEGIC PRIORITIES	STUDENT FOCUS					STAFF FOCUS				INDUSTRY FOCUS		
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3
<b>GOAL 1: TO ENHANCE THE QUALITY OF LIFE AND WELLBEING OF ALL PEOPLE THROUGHOUT WESTERN AUSTRALIA</b>												
<b>STRATEGIC OUTCOMES</b>												
A world class education system	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓
Lifelong learning opportunities for all	✓✓	✓	✓✓	✓✓	✓✓	✓	✓	✓✓	✓✓	✓	✓✓	✓
Opportunities for health, participation and security are optimised in order to enhance quality of life as people age	✓✓		✓	✓	✓			✓	✓		✓✓	
A positive difference to the lives of people with disabilities, their families and carers	✓✓		✓		✓		✓	✓			✓✓	
Contributing factors to social and economic disadvantage in our community addressed	✓✓			✓✓				✓	✓		✓✓	
A culturally rich, artistically inspired and intellectually stimulated society	✓✓			✓							✓	
A society where Indigenous Australians have greater economic and social opportunities and the capacity to determine their own lives	✓✓			✓			✓				✓✓	
A society free from racism which facilitates the empowerment of members of all communities as full and equal members of the Australian community, enjoying the rights and duties of a shared citizenship	✓		✓			✓✓					✓	
A society that recognises the varying contribution of its diverse population, and is able to respond effectively to the needs of its diverse population	✓✓			✓✓				✓✓			✓✓	

SWRC OF TAFE STRATEGIC PRIORITIES	STUDENT FOCUS					STAFF FOCUS				INDUSTRY FOCUS		
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3
<b>GOAL 2: TO DEVELOP A STRONG ECONOMY THAT DELIVERS MORE JOBS, MORE OPPORTUNITIES AND GREATER WEALTH TO WESTERN AUSTRALIANS BY CREATING THE CONDITIONS REQUIRED FOR INVESTMENT AND GROWTH</b>												
<b>STRATEGIC OUTCOMES</b>												
New jobs and employment growth	✓✓			✓✓				✓			✓✓	
An environment that encourages education, skills and the development of creativity for competitive advantage	✓✓	✓✓	✓✓			✓	✓	✓✓	✓		✓✓	
Plentiful and diversified employment opportunities for Indigenous people to support Indigenous economic growth	✓✓							✓			✓✓	
A workforce which reflects the State's diverse population	✓✓			✓✓				✓✓			✓✓	
Greater economic infrastructure that facilitates new development									✓✓			✓✓
Strong research and development capacity in an environment that encourages innovation								✓✓				
Appropriate and competitive pricing regimes for land, infrastructure (such as roads, rail and ports), services and utilities											✓✓	
A positive economic position that encourages business and consumer confidence											✓✓	
Social infrastructure such as schools, health facilities and recreational areas built and maintained to a high standard									✓✓			✓✓
<b>GOAL 3: TO ENSURE THAT WESTERN AUSTRALIA HAS AN ENVIRONMENT IN WHICH RESOURCES ARE MANAGED, DEVELOPED AND USED SUSTAINABLY, BIOLOGICAL DIVERSITY IS PRESERVED AND HABITATS PROTECTED</b>												
<b>STRATEGIC OUTCOMES</b>												
Effective contributions to global efforts to reduce greenhouse emissions												✓✓
Effective waste avoidance, resource recovery and waste management												✓✓

SWRC OF TAFE STRATEGIC PRIORITIES	STUDENT FOCUS					STAFF FOCUS				INDUSTRY FOCUS		
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3
<b>GOAL 4: TO ENSURE THAT REGIONAL WESTERN AUSTRALIA IS STRONG AND VIBRANT</b>												
<b>STRATEGIC OUTCOMES</b>												
Enhanced Government decision-making based on a thorough understanding of regional issues			✓✓		✓✓					✓✓	✓✓	
Planning in partnership for a sustainable future											✓✓	✓✓
Effective government service delivery to regions that is responsive to the needs of diverse communities	✓✓			✓✓							✓✓	
More skilled regional communities	✓✓			✓✓							✓✓	
Improved regional infrastructure									✓✓			✓✓
Lifelong learning in the regions	✓✓	✓	✓✓	✓✓	✓✓	✓	✓	✓✓	✓✓	✓	✓✓	✓
Effective health service delivery												
Enhanced quality of regional lifestyles												✓✓
<b>GOAL 5: TO GOVERN FOR ALL WESTERN AUSTRALIANS IN AN OPEN EFFECTIVE AND EFFICIENT MANNER THAT ALSO ENSURES A SUSTAINABLE FUTURE</b>												
<b>STRATEGIC OUTCOMES</b>												
Coordinated, integrated, high quality service delivery to the community	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	
Better opportunities for the community to participate in and make creative and effective contributions to government processes			✓✓				✓	✓✓		✓	✓✓	
Increased use of information communications and technology to provide better services to the community	✓✓					✓✓	✓✓	✓✓				
Sustainability considerations inform planning and decision-making												✓✓
Effective partnerships with Federal and Local Governments, the private sector and wider community								✓✓			✓✓	
Greater community confidence in the processes and actions of government agencies through effective independent oversight and reporting			✓✓		✓✓					✓✓		

# Contribution to the 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

The South West Regional College 2005-2007 Disability Services Plan confirms the College's commitment to ensuring people with disabilities have, as far as is practicable, equal opportunity to access services and to participate in relevant programs of the College.

Various communication formats are used to meet the needs of our clients. Qualification and general College information is available in written, electronic and verbal formats and interpreters are available to assist if necessary. Information and Career Advisory Services staff are available to discuss with students their specific needs to identify how they can be supported to achieve their educational goals.

Adaptive technologies are available for student use as well as customized equipment such as chairs to assist them in their learning environment. Lecturers provide assistance by identifying how they can adapt learning outcomes to support the student.

To support the delivery of qualifications and facilitate a more effective service to clients, the following services are available to all students:

- Learning Resource Centre with collections of printed and audio visual reference material
- Bookshop supplying texts and equipment
- Childcare Centre
- Extensive computing facilities with 24 hour access
- Information and Career Advisory Services
- Student Association

In addition, the College ensures the needs of students are met by providing:

- An Aboriginal Development officer
- Disabilities Services officers
- A Sexual Harassment Contact officer
- A Women's Programs officer
- A counselling service in partnership with St John of God Outreach
- A fee waiver process
- Accommodation and modifications to course delivery, assessment methods, furniture and equipment
- Specific assistance to meet individual needs



The following facilities are currently provided to enhance physical access to the College:

- ACROD parking
- Universal access toilets
- Level entries
- Electric doors
- Student accommodation

Physical access to the College was audited and several areas such as ramps, tactile markers, disabled toilets and doors were identified for improvement and have been included in the College's building program.

### **Cultural Diversity and Language Services Outcomes**

Wherever possible, the South West Regional College of TAFE 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 offers qualifications in Auslan;
- The College also offers Certificate I (introductory) to Certificate III in General Education for Adults, providing the opportunity to develop English, reading, writing maths and oral communication skills to the equivalent standard of year 8 to 11.
- Distribution of leaflets/desk cards encourage people to ask for an interpreter if one is needed.
- A database of language skills of staff is maintained.

### **Youth Outcomes**

The College provided input into the 2005 Bunbury and Warren Blackwood Education District Education Training Plans (DETP) to provide a South West-wide approach to support the development of the skills, knowledge and confidence of young people to engage in further education, training and employment. The 2005 plans which focussed on students at risk of disengaging from education and/or training and identify areas where supplementary funding can best be used to support the development and provision of appropriate programs. Programs undertaken in 2005 focussed on developing literacy, numeracy and work readiness programs to support the retention and re-engagement of youth in education, training and employment and included Credentialing the South West and the Building and Construction School Apprenticeship Link.

The close collaboration of schools and the College during 2005 has resulted in the development of a planning process for the school's allocated profile delivery for 2006 and it is anticipated that school based traineeships, opportunities for students "at risk" and career opportunities through 'taster' programs will be developed and implemented in 2006.

St John of God Health Care staff again provided a Student Outreach Support Service that offered assistance to staff and students in distress, with personal or financial problems, or who may need assistance to deal with drug and alcohol problems.

The College's Student Association is run by students with a vision of bringing together of students from all South West Regional College campuses to work for an equitable, supportive and responsive learning environment which benefits all students.

Services provided include:

- Student advocacy and representation
- Assistance with educational and welfare issues
- Student Publications
- Social Events and Activities
- Accommodation register
- Second-hand Bookshop

During 2005 the Student Association continued in its efforts to provide the College with information about student issues and concerns as well as participating in a wide range of College committees.

### **Goal 2: The Economy**

The South West Regional College of TAFE has annual reporting obligations under the Financial Administration and Audit Act, Financial Administration Regulations and Treasurer's Instructions. These reports are included within the Performance Indicators and Financial Statements.

### **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.

#### **Waste Paper Recycling**

At the South West Regional College of TAFE, staff are aware that conserving resources and recycling is an important element of conservation practices.

The introduction of new photocopiers with double-side printing and copying has greatly reduced paper use across the College.

Printed paper is reused to print draft documents, as notices on notice boards, or cut and stapled into message pads. Paper is also donated to the College Child Care Centre. Continued implementation of a records management system in the College has reduced duplication and multiple copies of documents.

The number of confidential document bins has been increased from 3 to 15 and installed across all campuses of the College. The contents of these bins are shredded and recycled by a local company.

#### **Energy Smart Government Program**

The College continued to contribute to the Energy Smart Government policy by achieving further efficiencies in energy use.

The College did not achieve the full 8% target reduction and this is attributed to the significant additional energy requirements of the new Margaret River campus which is substantially larger than the previous site, is fully air-conditioned and has a working winery with large freezer rooms and refrigerators. The addition of the Aquaculture Centre at Manjimup Campus also significantly increased energy requirements.

<b>Energy Consumption GJ</b>	<b>7,711</b>
<b>Greenhouse Gas Emissions Tonnes CO<sub>2</sub></b>	<b>1,742</b>
<b>Energy Cost \$</b>	<b>264,668</b>
<b>Variation in Energy Consumption % reduced</b>	<b>2.6</b>

Energy saving initiatives implemented during 2005 included:

- Actively promoting energy reduction and raising staff awareness of energy management issues through newsletter and poster campaigns and light switch stickers.
- Incorporating energy management responsibilities within the Campus Wardens positions, empowering them to take a proactive energy management role within the College.
- Setting computers to sleep mode after a short time of inactivity.
- Development of a policy to manage the installation of reverse cycle air conditioning within the College.
- Installation of an energy management system, which will enable the College to manage electrical energy demand and peak loads throughout the year.

## Goal 4: The Regions

The South West Regional College of TAFE 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.

## 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.

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

The College continually reviews 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 of TAFE has developed a charter specific to the needs of our clients. 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.

### Corruption Prevention

Corruption prevention is identified as a risk in the College's Risk Management database. The control in place for the risk is "regular review of College procedures to identify possible opportunities for corruption and measures to prevent them being accessed."

The College has an enforceable Code of Conduct for staff and students and there are treatment action plans for prevention of corruption. For example:

- Limit unauthorized access through improved security systems;
- Policy and procedures for borrowing College equipment; and
- Financial management to comply with TAFEWA Accounting Policy Manual.

The College employs independent consultants to provide systems based audits, which includes providing a level of assurance as to the safeguarding of the Assets of the College.

### 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.

<b>A. Advertising Agencies</b>	<b>\$92,762</b>
	<b>Marketforce Productions</b>
<b>B. Market Research Organisations</b>	<b>Nil</b>
<b>C. Polling Organisations</b>	<b>Nil</b>
<b>D. Direct Mail Organisations</b>	<b>Nil</b>
<b>E. Media Advertising Organisations</b>	<b>Nil</b>

### 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 2005.

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**

<p><b>The efficiency &amp; effectiveness of the organisation's recordkeeping system is evaluated not less than once every 5 years.</b></p>	<ul style="list-style-type: none"> <li>● Regular records management awareness and responsibilities training is delivered to all staff who have the responsibility of recordkeeping in their area.</li> <li>● A full survey on records management usage was undertaken during 2005 and feedback from staff was used to update Policies and Procedures to provide a more consistent and user-friendly standard. Changes will be monitored and a further review will be conducted in 2006.</li> <li>● The implementation of individual student files was rolled out across the College which has greatly enhanced the management of student information.</li> </ul>
<p><b>The organisation conducts a recordkeeping training program.</b></p>	<ul style="list-style-type: none"> <li>● Training was provided to staff across all campuses of the College with a major focus for 2005 being the assignment of dedicated records management personnel at each regional campus.</li> <li>● Group and individual training sessions are provided on demand.</li> <li>● Records management staff were offered more frequent and specialised training as required.</li> <li>● Updates and information on recordkeeping, records management and training were relayed to staff through the weekly staff newsletter and email.</li> </ul>
<p><b>The efficiency &amp; effectiveness of the recordkeeping training program is reviewed from time to time.</b></p>	<ul style="list-style-type: none"> <li>● Annual reviews are conducted on recordkeeping awareness training to ensure that new staff and staff changing positions are appropriately skilled in records management.</li> <li>● It is proposed to implement an online induction program in 2006 with an online questionnaire to enable feedback.</li> </ul>
<p><b>The organisation's induction program addresses employees' roles and responsibilities with regard to their compliance with the organisation's recordkeeping plan.</b></p>	<ul style="list-style-type: none"> <li>● Induction sessions for new staff are conducted as part of the monthly staff orientation program and an information booklet is provided to each inductee. Topics include overview of individual recordkeeping responsibilities, legislative framework, records management tools such as records thesaurus, and procedural documentation on the business system.</li> <li>● It is proposed to implement an online induction program during 2006. This program will assist new staff accessing records management prior to staff orientation and/or records management training. It should also prove to be a useful resource for new and existing staff.</li> </ul>



The following South West Regional College publications were made available to the public during 2005:

- 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 2005
- Childcare brochure
- Return to Learn brochure
- Children's Week brochure
- Paterson House brochure
- Completing Assessment on Time 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 of TAFE continued to make significant improvements in its management of Equal Employment Opportunity (EEO) over the 2005 calendar year and remains committed to equity and diversity principles. Staff understanding of equity and diversity principles is reinforced at induction, and all related policy and procedures are set out on the College's dedicated Human Resources intranet site. Specific achievements have been:

- Successful implementation of a program to increase the number of Indigenous employees, resulting in the employment of three Indigenous trainees.
- Further development 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, including the development of a 2005 Equal Employment Opportunity Plan, to supplement the yet to be released Government objectives.
- Continued bolstering of the equity advisor program, including new training and refresher training for all advisors.

The College performed very well against Government performance objectives during 2005, as indicated in the table below and there were no EEO complaints lodged for the calendar year.

TARGET GROUP	OBJECTIVE 2005	ACTUAL ACHIEVEMENT
Equity index for women	65	59
Management tier 1	20%	100%
Management tier 2 & 3	43%	69%
Indigenous Australians	2.9%	4.1%
People with Disabilities	3.6%	2.1%
People CALD	6.7%	2.1%
Youth under 25	5.5%	5.4%

### Evaluation of Programs

The South West Regional College of TAFE 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, and promote positive and supportive comment and to include all feedback in our continuous improvement process that ultimately shape 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.
- Qualification Survey – distributed via mail to customers with their qualification certificates and results asking them for feedback on the whole of the course completed.

Information gathered from the Customer Feedback Forms and Process Improvement Requests are entered on a database, 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. 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.

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.

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 complaint process. A complaint is any expression of dissatisfaction or concern made 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 complaint process for students and a process for staff at the College. Both processes are managed directly by the Managing Director of the South West Regional College of TAFE.

### **Public Interest Disclosures**

The Public Interest Disclosure Act 2003 provides an avenue for people to raise concerns about matters of public interest, to provide protection for those who make disclosures of public interest and for those who are the subject of disclosures.

In compliance with its obligations under the Act, the College has appointed a Public Interest Disclosures Officer and in accordance with the Public Interest Disclosure Act 2003 Code of Conduct and Integrity, has developed and implemented procedures and guidelines providing information to staff regarding their responsibilities and rights under the Act.

The College 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 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.

There were no Public Interest Disclosures made during 2005.

### **Pricing Policies on Outputs**

During 2005, the Government Policies and Guidelines for Buying Wisely were adhered to by the South West Regional College of TAFE. 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.

### **Sustainability**

In addition, reporting against the Governance goal provides agencies with an excellent opportunity to demonstrate their commitment to sustainability and to expand on how they are delivering actions within the State Sustainability Strategy. In this regard, the way Strategic Outcomes and sustainability considerations inform planning and decision-making is particularly relevant.

In their 2004/05 annual reports, agencies are required to include a qualitative summary describing how the agency is addressing the targets and priority areas set in their Sustainability Action Plans.

During 2005, the South West Regional College of TAFE implemented its “2005-2007 Sustainability Action Plan” to provide a statement of the College’s sustainability priorities and specific commitments for the next three years.

The plan demonstrates that the South West Regional College of TAFE has actively embraced the integration of environmental protection, social advancement and economic prosperity in its response to the Western Australian State Sustainability Strategy (September 2003).

It represents a significant commitment by the College to an active sustainability strategy. It has been developed in consultation with key personnel and will be progressed and monitored through a management sub-committee. The College’s approach recognises its particular responsibility - as an education institution - to exemplify best practice in what is taught to students as well as in its every day work practices.



The College has achieved the following outcomes in support of the sustainability framework:

- The College wide Strategic Performance Planning framework identifies key sustainability goals for the organisation.
- Business Unit Action Plans address sustainability principles.
- A Sustainability Committee has been established to promote and monitor sustainability activities within the College.
- Involvement in cross-agency (Government & private) service provision; resource sharing; collaborative initiatives; and strategic alliances with industry.
- Energy Management targets have been established.
- Introduction of multi-functional devices across the College to improve efficiency in photocopy, printing, faxing and scanning.
- College Occupational Safety and Health Steering Committee established to oversee and monitor OSH issues within the College.
- Video and telephone conferencing regularly used and Elluminate and Moodle online technologies have been introduced as an alternative to travel for meetings and teaching distance students.
- Achievement of Government Fleet Policy of 25% gas vehicle requirement. The College fleet also includes an alternative fuel (hybrid electrical) vehicle.
- College facilities staff and wardens have energy management responsibilities included within their position descriptions.
- Completion to lock-up stage of the Bunbury ecoHOME – a student project providing for design, construction and evaluation of a cost-effective, home that demonstrates ecologically sustainable design and embraces energy efficiency principles.
- Key policy and related procedures within the College’s Quality Business System were identified and reviewed for sustainability and included in Quality Unit Business Plan. Internal audits will review progress against action plan outcomes.
- New 2005 AQTF standards reviewed and mapped against policies and procedures within the College’s Business System. Ongoing monitoring of standards against policy will be reviewed through the internal audit process.
- College website reviewed, rewritten and placed within a newly restructured, viewer friendly website, launched on 6 December 2005.
- Updates on the progress of the implementation of the Sustainability Plan promulgated to staff through the College’s weekly newsletter.

# Key Performance Indicators



## Certification of Performance Indicators


 

20 February 2005

South West  
Regional College  
**Bunbury Campus**  
Robertson Drive  
PO Box 1224  
Bunbury 6231  
Western Australia  
Ph: (08) 9780 7000  
Fax: (08) 9780 7100  
[www.swrc.wa.edu.au](http://www.swrc.wa.edu.au)  
ABN: 23 107 798 972

**CERTIFICATION OF PERFORMANCE INDICATORS  
FOR THE YEAR ENDING 31 DECEMBER 2005**

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 2005.

  
**Wendy Burns**  
Managing Director

  
**Dan Perkins**  
Chairman Governing Council



## Desired Outcome

The South West Regional College of TAFE has developed the following key performance indicators (KPI) 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 survey findings for the College stated that a high proportion of students were Satisfied or Very Satisfied overall. The table below shows the College and State Student Satisfaction percentages. The figures include Apprentices and Trainees in the survey (there were 1,089 active Apprentices and Trainees enrolled in 2005).

OVERALL STUDENT SATISFACTION							
	1999	2000	2001	2002	2003	2004	2005
SWRC	83.0%	79.5%	89.0%	86.0%	87%	84%	86%
STATE	82.0%	79.3%	88.0%	83.0%	85%	84%	85%

- I. Source: Colmar Brunton on behalf of the WA Department of Education and 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 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 students' 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 2005 - SWRC						Sample Error Overall
INSTITUTIONAL BASED STUDENTS			EMPLOYER BASED STUDENTS			
Population (Usable Records)	Individual Students Contacted	% of Students Responding	Population (Usable Records)	Individual Students Contacted	% of Students Responding	% + or -
3175	2254	22%	840	512	16%	3.01%

## Graduate Satisfaction

### Disclosure Statement

The aim of the National 2005 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.

As from 2003, the National Centre for Vocational Education Research commenced conducting surveys in alternative years to enable an appropriate sample design to produce statistically reliable College level data. Therefore, the College is unable to provide an update to this Key Performance Indicator for 2004 as statistically valid College level data was not available.

*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
2005	86.8%	84.5%	85.3%
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 nor disagree, 4- Agree, 5- Strongly agree)

	SWRC	WA	AUSTRALIA
2005	87.4%	86.9%	87.7%
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 2005 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 2003.

	SWRC						WA	AUSTRALIA
	1999	2000	2001	2002	2003	2005	2005	2005
Graduates Employed	74.9%	73.9%	71.5%	74.6%	76.9%	80.3%	78.3%	79.5%
Graduates Unemployed	9.2%	11.3%	14.3%	11.0%	10.3%	8.0%	8.4%	9.2%
Not in labour force	15.9%	14.2%	14.2%	14.0%	11.0%	11.3%	12.9%	10.7%

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 2005 survey was administered to all graduates at a publicly funded TAFE Institute in Australia who, in 2005, had completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma and had an Australian address as their usual residence.
- III. Derivation: The 2005 graduate survey employment status was measured for each category (employed, unemployed and not in labour force) as at 27th 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	2005
Number of questionnaires distributed	902	998	1,381	1,052
Number of responses received	445	545	762	481
Response Rate	49%	55%	58%	46%

*The sample error for 2005 was 3.7% (2003: 3.5%)*

## 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
2005	27,540,036 (Includes Capital User Charge)	1,757,237	\$15.67
2005	25,292,441 (Excludes Capital User Charge)	1,757,237	\$14.39
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 2005 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 2001-2005 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	2004 SCH	2005 SCH		
	ACHIEVED	ACHIEVED	PLANNED	% ACHIEVED OF PLANNED
01A - Recreation Sports and Entertainment	32,930	39,800	37,500	<b>106.1%</b>
01B - Visual and Performing Arts	56,860	53,480	53,600	99.8%
01C - Design	0	0	0	
02A - Automotive	61,672	66,740	66,698	<b>100.1%</b>
03A - Building and Constructions	66,921	96,304	96,170	<b>100.1%</b>
03B - Surveying and Building	35,040	37,960	38,810	97.8%
04A - Community Service Workers	96,815	85,040	87,007	97.7%
04B - Education and Childcare	131,814	143,738	140,000	<b>102.7%</b>
04C - Health	62,918	53,156	56,000	94.9%
04D - Library Workers	0	0	0	
05A - Finance Insurance Property Service Workers	8,902	5,078	4,784	<b>106.1%</b>
06A - Food Trades and Processing	32,173	34,475	34,500	99.9%
07A - Clothing Footwear and Soft Furnishings	9,170	9,357	10,400	90.0%
07B - Furniture Manufacture	45,228	41,839	45,267	92.4%
08A - Communications	0	0	0	
08B - Printing and Publishing	0	0	0	
09A - Engineering and Drafting	24,892	36,866	24,908	<b>148.0%</b>
09B - Metal and Mining	125,524	114,374	129,000	88.7%
10A - Animal Care	0	0	0	
10B - Forestry, Farming and Landcare	63,848	59,400	63,002	94.3%
10C - Fishing	0	0	0	
10D - Horticulture	41,707	29,883	31,824	93.9%
11A - Process Manufacturing	29,687	23,418	25,354	92.4%
12A - Personal Service	15,918	21,667	22,666	95.6%
12B - Retail	12,813	13,055	14,892	87.7%
13A - Cooking	41,773	34,123	34,232	99.7%
13B - Hospitality	28,714	24,310	28,117	86.5%
13C - Tourism	25,271	29,265	25,205	<b>116.1%</b>
13D - Travel Agents	0	0	0	
14A - Transport Trades, Storage and Associated	0	0	0	
15A - Electrical and Electronic Engineering	36	0	0	
15B - Electrical Trades	39,033	44,225	42,800	<b>103.3%</b>
16A - Accounting and Other Business Services	97,375	74,655	83,250	89.7%
16B - Management	56,970	60,970	65,500	93.1%
16C - Office and Clerical	73,085	71,330	73,978	96.4%
17A - Computing	115,750	111,360	117,069	95.1%
18A - Science and Technical Workers	41,190	43,480	39,222	<b>110.9%</b>
19A - ACE	0	0	0	
19B - Adult Literacy/ESL	127,850	91,566	90,000	<b>101.7%</b>
19C - Languages	2,588	2,759	2,440	<b>113.1%</b>
19D - Manually Added	9,360	17,115	16,000	<b>107.0%</b>
19E - Targeted Access and Participation Courses	35,494	64,626	58,507	<b>110.5%</b>
<b>TOTAL</b>	<b>1,649,321</b>	<b>1,635,414</b>	<b>1,658,702</b>	<b>98.6%</b>



# Financial Statements



## Certification of Financial Statements



20 February 2006

**South West  
Regional College**  
**Bunbury Campus**  
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### CERTIFICATION OF FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 DECEMBER 2005

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 2005 and the financial position as at 31 December 2005.

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

**Greg Goodall**  
Chief Financial Officer

# Financial Statements

SOUTH WEST REGIONAL COLLEGE OF TAFE			
INCOME STATEMENT		2005	2004
FOR THE YEAR ENDED 31 DECEMBER 2005			
	Notes	\$	\$
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	3	15,284,253	14,707,143
Supplies and services	4	5,877,723	6,446,024
Depreciation and amortisation expense	5	1,671,804	1,346,931
Grants and subsidies	6	180,167	152,189
Capital user charge	7	2,247,595	2,256,473
Cost of goods sold	12	717,034	649,865
Other expenses	8	1,561,459	1,367,857
<b>Total cost of services</b>		<b>27,540,036</b>	<b>26,926,480</b>
<b>Income</b>			
<b>Revenue</b>			
Fee for service	9	1,323,628	1,282,133
Student fees and charges	10	1,993,566	2,049,778
Ancillary trading	11	103,718	516,006
Sales	12	786,217	717,424
Commonwealth grants and contributions	13	12,375	4,400
Interest revenue	14	201,380	199,793
Other revenue	15	738,317	467,994
<b>Total revenue</b>		<b>5,159,201</b>	<b>5,237,528</b>
<b>Gains</b>			
Gain on disposal of non-current assets	16	16,239	10,521
		<b>16,239</b>	<b>10,521</b>
<b>Total income other than income from State Government</b>		<b>5,175,440</b>	<b>5,248,049</b>
<b>NET COST OF SERVICES</b>		<b>(22,364,597)</b>	<b>(21,678,432)</b>
<b>INCOME FROM STATE GOVERNMENT</b>			
State funds	17	21,293,072	16,467,020
Liabilities assumed by the Treasurer	18	(47,226)	132,625
Resources received free of charge	19	640,380	823,830
<b>Total income from State Government</b>		<b>21,886,225</b>	<b>17,423,475</b>
<b>SURPLUS/DEFICIT FOR PERIOD</b>		<b>(478,371)</b>	<b>(4,254,957)</b>

The Income Statement should be read in conjunction with the accompanying notes.

SOUTH WEST REGIONAL COLLEGE OF TAFE			
BALANCE SHEET			
AS AT 31 DECEMBER 2005			
	Notes	2005	2004
		\$	\$
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	20	3,734,331	3,514,970
Inventories	21	96,574	104,955
Receivables	22	651,627	651,510
Other current assets	23	194,992	490,198
<b>Total Current Assets</b>		<b>4,677,524</b>	<b>4,761,633</b>
<b>Non-Current Assets</b>			
Property, plant, equipment and vehicles	24	41,159,556	24,333,792
<b>Total Non-Current Assets</b>		<b>41,159,556</b>	<b>24,333,792</b>
<b>TOTAL ASSETS</b>		<b>45,837,080</b>	<b>29,095,425</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	25	133,220	539,556
Provisions	26	985,460	994,696
Other current liabilities	27	793,300	596,182
<b>Total Current Liabilities</b>		<b>1,911,980</b>	<b>2,130,434</b>
<b>Non-Current Liabilities</b>			
Provisions	26	1,273,050	1,274,415
Other non-current liabilities	27	3,904	4,404
<b>Total Non-Current Liabilities</b>		<b>1,276,954</b>	<b>1,278,819</b>
<b>Total Liabilities</b>		<b>3,188,934</b>	<b>3,409,253</b>
<b>NET ASSETS</b>		<b>42,648,146</b>	<b>25,686,172</b>
<b>EQUITY</b>			
Contributed equity	29	5,722,794	417,025
Reserves	30	12,756,882	622,304
Accumulated surplus/(deficit)	31	24,168,472	24,646,843
<b>TOTAL EQUITY</b>		<b>42,648,146</b>	<b>25,686,172</b>

The Balance Sheet should be read in conjunction with the accompanying notes.

<b>SOUTH WEST REGIONAL COLLEGE OF TAFE STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2005</b>		<b>2005</b>	<b>2004</b>
	<b>Notes</b>	<b>\$</b>	<b>\$</b>
<b>BALANCE OF EQUITY AT START OF PERIOD</b>		<b>25,686,172</b>	<b>29,524,104</b>
<b>CONTRIBUTED EQUITY</b>	<b>29</b>		
Balance at start of period		-	-
Capital contributions		417,025	-
Other contributions by owners		5,305,769	-
Distributions to owners		-	417,025
Balance at end of period		5,722,794	417,025
<b>RESERVES</b>	<b>30</b>		
<b>Asset Revaluation Reserve</b>			
Balance at start of period		622,304	622,304
Changes in accounting policy or correction of prior period errors		-	-
Restated balance at start of period		622,304	
		12,134,578	622,304
Balance at end of period		12,756,882	622,304
<b>Other Reserves</b>			
Balance at start of period			
Transfer to/from accumulated surplus			
Other adjustments during the year			
Balance at end of period		-	-
<b>ACCUMULATED SURPLUS (RETAINED EARNINGS)</b>	<b>31</b>		
Balance at start of period		24,646,843	28,901,800
Net adjustment on transition to AIFRS		-	-
Surplus/(deficit) for the period		(478,371)	(4,254,957)
Balance at end of period		24,168,472	24,646,843
<b>BALANCE OF EQUITY AT THE END OF PERIOD</b>		<b>42,648,146</b>	<b>25,686,172</b>

SOUTH WEST REGIONAL COLLEGE OF TAFE			
CASH FLOW STATEMENT			
FOR THE YEAR ENDED 31 DECEMBER 2005			
	Notes	2005	2004
		\$	\$
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Recurrent state funding - Department of Education and Training		20,279,662	20,054,564
Capital state funding - Department of Education and Training			
Net cash provided by State Government		20,279,662	20,054,564
<b>Utilised as follows:</b>			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits		(14,125,118)	(13,888,787)
Supplies and services		(5,141,115)	(5,858,867)
Grants and subsidies		(180,167)	(328,299)
Cost of goods sold		(708,654)	
Capital User Charge		(2,247,595)	(2,256,473)
GST payments on purchases		(623,926)	(687,969)
Other payments		(1,561,459)	(273,881)
<b>Receipts</b>			
Fee for service		1,145,862	1,224,418
Student fees and charges		1,899,198	2,147,921
Ancillary trading		103,718	516,006
Interest received		219,270	183,876
Commonwealth grants and contributions		12,375	
GST receipts from on sales		201,993	211,543
GST receipts from taxation authority		473,548	460,944
Other receipts		1,518,248	537,493
<b>Net cash provided by/(used in) operating activities</b>	32	(19,013,822)	(18,012,075)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Proceeds from the sale of non-current physical assets		16,239	134,311
Purchase of non-current physical assets		(1,062,718)	(1,396,286)
<b>Net cash provided by/(used in) investing activities</b>		(1,046,479)	(1,261,975)
<b>Net increase/(decrease) in cash and cash equivalents</b>			
		219,361	780,514
Cash and cash equivalents at the beginning of period		3,514,970	2,734,456
<b>CASH AND CASH EQUIVALENTS AT THE END OF PERIOD</b>		<b>3,734,331</b>	<b>3,514,970</b>

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



# Notes to the Financial Statements

## **1 First time adoption of Australian equivalents to International Financial Reporting Standards**

This is the College's first published financial statements prepared under Australian equivalents to International Financial Reporting Standards (AIFRS). Accounting Standard AASB 1 'First time Adoption of Australian Equivalents to International Financial Reporting Standards' has been applied in preparing these financial statements. Until 31 December 2004, the financial statements of the College had been prepared under the previous Australian Generally Accepted Accounting Principles (AGAAP).

The Australian Accounting Standards Board (AASB) adopted the Standards of the International Accounting Standards Board (IASB) for application to reporting periods beginning on or after 1 January 2005 by issuing AIFRS which comprise a Framework for the Preparation and Presentation of Financial Statements, Accounting Standards and the Urgent Issue Group (UIG) Interpretations.

In accordance with the option provided by AASB 1 paragraph 36A and exercised by Treasurer's Instruction 1106 'Transition to Australian equivalents to International Financial Reporting Standards', financial instrument information prepared under AASB 132 and AASB 139 will apply from 1 January 2005 and consequently comparative information for financial instruments is presented on the previous AGAAP basis (describe the differences). All other comparative information is prepared under the AIFRS basis.

Reconciliations explaining the transition to AIFRS as at 1 January 2004 and 31 December 2004 are provided at note 46.

## **2 Significant accounting policies**

### **(a) General Statement**

The financial statements constitute a general purpose financial report which has been prepared in accordance with the Australian Accounting Standards. The Treasurer's Instructions may modify or clarify their application, disclosure, format and wording to provide certainty and to ensure consistency and appropriate reporting across the public sector. For example, AASB 116 requires land and buildings to be measured at cost or fair value; TI 954 mandates the fair value option.

The Financial Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over the Accounting Standards, UIG Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board.

Where modification is required and has a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

### **(b) Basis of Preparation**

The financial statements have been prepared on the accrual basis of accounting using the historical cost convention, modified by the revaluation of land, buildings, plant and equipment which have been measured at fair value.

The accounting policies adopted in the preparation of the financial statements have been consistently applied throughout all periods presented unless otherwise stated.

The financial statements are presented in Australian dollars rounded to the nearest dollar.

The judgements that have been made in the process of applying the College's accounting policies that have the most significant effect on the amounts recognised in the financial statements are disclosed at note 4 'Judgements made by management in applying accounting policies'.

### **(c) Reporting Entity**

The reporting entity comprises the College and entities listed at note 46 'Related bodies'

**(d) Contributed Equity**

UIG Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers in the nature of equity contributions to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions. Capital contributions (appropriations) are designated as contributions by owners and have been credited directly to Contributed Equity.

**(e) Income  
Revenue**

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

The majority of operating revenue of the College represents revenue earned from student fees and charges, fee for service, ancillary services, trading activities and Commonwealth grants and subsidies, as well as revenue received from the Department of Education and Training as a result of training successfully tendered for under competitive tendering arrangements. Revenue from the sale of goods and disposal of other assets, and the rendering of services is recognised when the College has passed control of the goods or other assets, or delivery of the service to the customer.

**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.

**Gains**

Gains may be realised or unrealised and are usually recognised on a net basis. These include gains arising on the disposal of non current assets and some revaluations of non current assets.

**(f) Borrowing Costs**

Borrowing costs for qualifying assets are capitalised net of any investment income earned on the unexpended portion of the borrowings. Other borrowing costs are expensed when incurred.

**(g) Property, Vehicles, Plant and Equipment**

**Initial recognition and measurement**

All items of property, vehicles plant and equipment are initially recognised at cost. For items of property, vehicles, plant and equipment acquired at no cost or for nominal consideration, the cost is their fair value at the date of acquisition. Items of property, vehicles, plant and equipment 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).

**Subsequent measurement**

After recognition as an asset, the revaluation model is used for the measurement of land and buildings and the cost model for all other property, plant and equipment. Land and buildings are carried at fair value less accumulated depreciation on buildings and accumulated impairment losses. All other items of property, vehicles, plant and equipment are stated at historical cost less accumulated depreciation and accumulated impairment losses.

Where market evidence is available, the fair value of land and buildings is determined on the basis of current market buying values determined by reference to recent market transactions.

Where market evidence is not available, the fair value of land and buildings is determined on the basis of existing use. This normally applies where buildings are specialised or where land use is restricted. Fair value for existing use assets is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. The revaluation of land and buildings is provided independently on an annual basis by the Department of Land Information (Valuation Services).

When buildings are revalued, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

The most significant assumptions in estimating fair value are made in assessing whether to apply the existing use basis to assets. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets.

Refer to note 24 'Property, plant and equipment' for further information on revaluations.

**Depreciation**

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

Land is not depreciated. Depreciation on other assets is calculated using the straight line method, using rates which are reviewed annually. Expected useful lives for each class of depreciable asset are based on percentages as follows:

Buildings	2.50%
Motor Vehicles, Caravans and Trailers	5% to 25%
Plant, Furniture and General Equipment	12.5% to 25%
Computing, Communications and Software	12.5% to 3.333%

**(h) Impairment of Assets**

Property, plant and equipment, infrastructure and intangible assets are tested for any indication of impairment at each reporting date. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is written down to the recoverable amount and an impairment loss is recognised. As the College is a not for profit entity, unless an asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated or where the replacement cost is falling. Each relevant class of assets is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

Intangible assets with an indefinite useful life and intangible assets not yet available for use are tested for impairment at each reporting date irrespective of whether there is any indication of impairment.

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment. Surplus assets at cost are tested for indications of impairments at each reporting date.

**(i) Leases**

Finance lease rights and obligations are initially recognised as assets and liabilities equal in amount to the present value of the minimum lease payments. The assets are disclosed as plant, equipment and vehicles under lease, and are depreciated over the period during which the College is expected to benefit from their use. Minimum lease payments are allocated between finance charge and reduction of the outstanding lease liability, according to the interest rate implicit in the lease.

The College has entered into an operating lease arrangement for photocopiers. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the properties.

**(j) Financial Instruments**

The College has two categories of financial instrument:

- Loans and receivables (includes cash and term deposits); and
- Non trading financial liabilities

Initial recognition and measurement is at fair value. Usually the transaction cost or face value is equivalent to fair value and subsequent measurement is at amortised cost using the effective interest method.

Short-term receivables and payables with no stated interest rate are measured at transaction cost/face value if the effect of discounting is immaterial.

**(k) Cash and cash equivalents**

For the purpose of the Cash Flow Statement, cash and cash equivalent (and restricted cash and cash equivalent) assets comprise cash on hand and short-term deposits with original maturities of three months or less that are readily convertible to a known amount of cash and which are subject to insignificant risk of changes in value, and bank overdrafts.

**(l) Accrued Salaries**

Accrued salaries (see note 'Other Liabilities') represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that financial year does not coincide with the end of the financial year. Accrued salaries are settled within a few days of the financial year end. The College considers the carrying amount to be equivalent net fair value.

**(m) Inventories**

Inventories are measured 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.

**(n) Receivables**

Receivables are recognised and carried at original invoice amount less any provision for uncollectible amounts (impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written off. The provision for uncollectible amounts (doubtful debts) is raised when collectability is no longer probable. The carrying amount is equivalent to fair value as it is due for settlement within 30 days. See note 2(l) 'Financial Instruments' and note 22 'Receivables'.

**(o) Payables**

Payables are recognised at the amounts payable when the College becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as they are generally settled within 30 days. See note 2(l) 'Financial Instruments' and note 25 'Payables'.

**(p) Provisions**

Provisions are liabilities of uncertain timing and amount and are recognised where there is a present legal, equitable or constructive obligation as a result of a past event and when the outflow of economic benefits is probable and can be measured reliably. Provisions are reviewed at each balance sheet reporting date. See note 26 'Provisions'

**(i) Provisions - Employee benefits**

***Annual Leave and Long Service Leave***

The liability for annual and long service leave expected to be settled within 12 months after the end of the reporting date is recognised and measured at the undiscounted amounts expected to be paid when the liabilities are settled. Annual and long service leave expected to be settled more than 12 months after the end of the reporting date is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are in respect of services provided by employees up to the reporting date.

When assessing expected future payments consideration is given to expected future wage and salary levels including non salary components such as employer superannuation contributions. In addition, the long service leave liability also considers the experience of employee departures and periods of service.

The expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

All annual leave and unconditional long service leave provisions are classified as current liabilities as the College does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

***Superannuation***

The Government Employees Superannuation Board (GESB) administers the following superannuation schemes.

Employees may contribute to the Pension Scheme, a defined benefit pension scheme now closed to new members or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme also closed to new members.

The College has no liabilities under the Pension or the GSS Schemes. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits due to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the College to the GESB Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the College to the GESB.

Employees who are not members of either the Pension or the GSS Schemes become non contributory members of the West State Superannuation (WSS) Scheme, an Guarantee (Administration) Act 1992. These contributions extinguish all liabilities in respect of the WSS Scheme.

The GESB makes all benefit payments and is recouped by the Treasurer for the employer share in respect of the Pension and GSS Scheme transfer benefits. See also note 2(q) 'Superannuation expense'.

**(ii) Provisions - Other*****Employment On Costs***

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised as separate liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are not included as part of the College's 'Employee benefits expense' and the related liability is included in Employment on-costs provision. (See note 8 'Other expenses' and note 26 'Provisions').

**(q) Superannuation Expense**

The following elements are included in calculating a superannuation expense:

- (a) Defined benefit plans - Change in the unfunded employer's liability assumed by the Treasurer 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 (GSS); and
- (b) Defined contribution plans - Employer contributions paid to the GSS and the West State Superannuation Scheme (WSS).

Defined benefit plans - in order to reflect the true cost of services, the movements in the liabilities in respect of the Pension Scheme and the GSS transfer benefits are recognised as expenses. As these liabilities are assumed by the Treasurer, a revenue titled 'Liabilities assumed by the Treasurer' equivalent to the expense is recognised under Income from State Government in the Income Statement (See note 17 'Income from State Government').

**(r) 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.

**(s) Jointly Controlled Operations**

Interests in joint venture operations have been reported in the financial report including the share of assets employed in the joint ventures, the share of liabilities incurred in relation to the joint ventures and the share of any expenses incurred in relation to the joint ventures in their respective classification categories. The interest in assets is disclosed in Note 39 'Jointly controlled operations'.



**(t) Comparative Figures**

Comparative figures have been restated on the AIFRS basis except for financial instruments which have been prepared under the previous AGAAP Australian Accounting Standard AAS33. The transition date to AIFRS for financial instruments will be 1 January 2005 in accordance with AASB1 paragraph 36A and Treasurer's Instruction 1106.

	2005	2004
<b>3 Employee benefits expense</b>	<b>\$</b>	<b>\$</b>
Wages and salaries	13,879,652	13,147,571
Superannuation - defined contribution plans (West State)	1,005,335	924,849
Superannuation - defined benefit plans (Gold State) (a)	211,626	463,259
Other	187,640	171,463
	<b>15,284,253</b>	<b>14,707,143</b>
(a) An equivalent notional income is also recognised (see note 21)		
(b) Includes a superannuation contribution component. Employment on-costs such as workers' compensation insurance are included at note 'Other expenses'. The employment on-costs liability is included at note 'Provisions'		
<b>4 Supplies and services</b>		
Consumables and minor equipment	1,132,425	1,282,735
Communication Expenses	217,476	220,390
Utilities expenses	488,549	388,157
Consultancies and contracted services	1,985,781	2,635,559
Minor works	486,692	442,538
Repairs and maintenance	97,618	61,751
Operating lease and hire charges	401,195	348,272
Travel and passenger transport	586,052	632,833
Advertising and public relations	164,173	167,664
Supplies and services - other	317,760	266,124
	<b>5,877,723</b>	<b>6,446,024</b>
<b>5 Depreciation and amortisation expense</b>		
Depreciation		
Buildings	673,330	542,903
Leasehold improvements - buildings	121,538	-
Motor vehicles, caravans and trailers	94,849	78,162
Plant, furniture and general equipment	215,779	186,887
Computers and communication network	566,308	538,978
Total depreciation	1,671,804	1,346,931
Total depreciation and amortisation	<b>1,671,804</b>	<b>1,346,931</b>
<b>6 Grants and subsidies</b>		
Other	180,167	152,189
	<b>180,167</b>	<b>152,189</b>
<b>7 Capital user charge</b>		
Capital user charge expense	<b>2,247,595</b>	<b>2,256,473</b>
The Government applies a levy for the use of its capital for the delivery of services. It is applied at 8% per annum on the net assets at 8% per annum on the net assets of the College, excluding exempt assets, and is paid to the Department of Treasury and Finance quarterly.		

	2005	2004
<b>8 Other expenses</b>		
Asset revaluation decrement	-	-
Building Maintenance	241,587	263,781
Doubtful debts expense	(45,270)	24,982
Employment on-costs (a)	1,208,662	830,195
Student prizes and awards	6,203	5,544
Losses and write-offs	150,277	243,355
	<b>1,561,459</b>	<b>1,367,857</b>
(a) Includes workers' compensation insurance and other employment on-cost. The on-costs liability associated with the recognition of annual and long service leave liability is included at note 30. Provisions Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.		
<b>9 Fee for service</b>	<b>\$</b>	<b>\$</b>
Fee for service -general	1,052,501	854,727
Fee for service -Department of Education and Training	271,127	427,406
	<b>1,323,628</b>	<b>1,282,133</b>
<b>10 Student fees and charges</b>		
Tuition fees	1,299,513	1,254,044
Enrolment fees	176,917	219,402
Resource fees	494,786	549,541
Other college fees	22,350	26,792
	<b>1,993,566</b>	<b>2,049,778</b>
<b>11 Ancillary trading</b>		
Live works (not a trading activity)	103,718	516,006
	<b>103,718</b>	<b>516,006</b>
<b>12 Trading Profit/(Loss)</b>		
<b>(a) Bookshop:</b>		
Sales	786,217	717,424
Cost of sales:		
Opening inventory	(104,955)	(116,362)
Purchases	(708,654)	(638,458)
	(813,608)	(754,819)
Closing inventory	(96,574)	(104,955)
Cost of goods sold	(717,034)	(649,865)
Trading Profit - Bookshop	<b>69,183</b>	<b>67,559</b>
<b>13 Commonwealth grants and contributions</b>		
Commonwealth specific purpose grants and contributions	12,375	4,400
	<b>12,375</b>	<b>4,400</b>
<b>14 Interest Revenue</b>		
Interest Revenue	<b>201,380</b>	<b>199,793</b>
(From Term Deposits with ANZ and Treasury and interest on cheque account with ANZ)		
<b>15 Other revenue</b>		
Rental and facilities fees	476,262	270,226
Sponsorship and donations revenue	10,963	12,535
Miscellaneous revenue	251,092	185,233
	<b>738,317</b>	<b>467,994</b>

	2005	2004
<b>16 Net gain/(loss) on disposal of non-current assets</b>	\$	\$
<u>Costs of disposal of Non-Current Assets</u>		
Motor vehicles, caravans and trailers	(150,407)	(100,758)
Plant, furniture and general equipment	(14,979)	(2,478)
Computers and communication network	(3,042)	(20,554)
	(168,428)	(123,790)
<u>Proceeds from Disposal of Non-Current Assets</u>		
Motor vehicles, caravans and trailers	161,253	102,363
Plant, furniture and general equipment	8,810	601
Computers and communication network	14,604	31,347
	184,667	134,311
Net gain	<b>16,239</b>	<b>10,521</b>
<b>17 Income from State government</b>		
State funds (received from Department of Education and Training)		
Delivery and Performance Agreement (DPA)	16,532,252	15,754,108
Superannuation	1,264,187	1,182,026
Other recurrent funds	1,249,038	1,656,385
Capital User Charge funding	2,247,595	2,276,683
Reversal of Capital Works Transferred as a result of an Accounting Policy Change		(4,402,182)
	<b>21,293,072</b>	<b>16,467,020</b>
<b>18 Liabilities assumed by the Treasurer</b>		
The following liabilities have been assumed by the Treasurer during the financial year.		
Superannuation (a)	(47,226)	132,625
Total Liabilities assumed by the Treasurer	<b>(47,226)</b>	<b>132,625</b>
(a) The assumption of the superannuation liability by the Treasurer is a nominal income to match the notional superannuation expense reported in respect of current employees who are members of the Pension Scheme and current employees who have a transfer benefit entitlement under the Gold State Superannuation Scheme.		
(b) Where the Treasurer or other entity has assumed a liability, 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.		
<b>19 Resources received free of charge</b>		
Resources received free of charge determined on the basis of the following estimates provided by agencies		
Department of Education and Training		
* Corporate systems support	509,381	636,964
* Marketing and publications	130,999	178,862
* Human resources, industrial relations support	-	8,004
	640,380	823,830
	<b>640,380</b>	<b>823,830</b>

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 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.

	2005	2004
<b>20 Cash and cash equivalents</b>	<b>\$</b>	<b>\$</b>
Cash on hand	7,030	7,310
Cash at bank	1,227,301	1,007,660
Short term deposits	2,500,000	2,500,000
	<b>3,734,331</b>	<b>3,514,970</b>
<b>21 Inventories</b>		
Inventories held for resale:		
Bookshop (at cost)	96,574	104,955
	<b>96,574</b>	<b>104,955</b>
<b>22 Receivables</b>		
Current		
Receivables - trade	517,607	423,740
Receivables - students	37,536	18,105
Provision for impairment of receivables	(15,151)	(60,421)
GST receivable	33,931	26,497
	573,923	407,921
Prepayments	77,704	243,589
	<b>651,627</b>	<b>651,510</b>
<b>23 Other assets</b>		
Current		
Accrued income	194,992	490,198
	<b>194,992</b>	<b>490,198</b>
<b>24 Property, plant, equipment and vehicles</b>		
Land		
At fair value	3,080,000	680,000
Accumulated impairment losses	3,080,000	680,000
Buildings		
At fair value	31,432,000	22,434,387
Accumulated depreciation	(392,900)	(1,305,001)
Accumulated impairment losses	31,039,100	21,129,386
Buildings under construction		
Construction costs	103,823	-
	103,823	-
Leasehold improvements		
At cost	4,740,660	-
Accumulated depreciation	(121,538)	-
Accumulated impairment losses	4,619,122	-
Motor vehicles, caravans and trailers		
At cost	669,976	648,599
Accumulated depreciation	(273,746)	(276,265)
Accumulated impairment losses	396,230	372,334
Plant, furniture and general equipment		
At cost	1,906,222	1,629,985
Accumulated depreciation	(1,197,080)	(1,001,090)
Accumulated impairment losses	709,142	628,895
Computer equipment, communication network		
At cost	2,632,996	2,623,492
Accumulated depreciation	(1,420,856)	(1,100,315)
Accumulated impairment losses		
	1,212,140	1,523,177
	<b>41,159,556</b>	<b>24,333,792</b>

- (a) The valuation of land was performed on 1 July 2005 in accordance with an independent valuation by the Valuer General's Office. Fair value has been determined on the basis of integrity 3.1.
- (b) The valuation of buildings was performed on 1 July 2005 in accordance with an independent valuation by the Valuer General's Office. Fair value has been determined on the basis of integrity 3.1.
- (c) Building 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).

Reconciliations of the carrying amounts of property, plant, equipment and vehicles at the beginning and end of the reporting period are set out below.

## 2004

	Land	Buildings	Buildings Under Construction	Leasehold Improvements	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	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)
Classified as held for sale	-	-	-	-	-	-	-	-
Depreciation expense	-	(542,904)	-	-	(78,162)	(186,887)	(538,978)	(1,346,931)
Revaluation Increments	-	-	-	-	-	-	-	-
Impairment losses	-	-	-	-	-	-	-	-
Impairment losses reversed (a)	-	-	-	-	-	-	-	-
Write-off of Assets	-	-	-	-	-	-	-	-
Other (b)	-	-	-	-	-	-	-	-
Carrying amount at end of year	<b>680,000</b>	<b>21,129,386</b>	<b>0</b>	<b>-</b>	<b>372,334</b>	<b>628,895</b>	<b>1,523,177</b>	<b>24,333,792</b>

## 2005

	Land	Buildings	Buildings Under Construction	Leasehold Improvements	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Total
Carrying amount at start of year	680,000	21,129,386	-	-	372,334	628,895	1,523,177	24,333,792
Additions	-	290,820	103,823	5,298,306	269,152	311,005	258,313	6,531,419
Disposals	-	-	-	-	(150,407)	(14,979)	(3,042)	(168,428)
Classified as held for sale	-	-	-	-	-	-	-	-
Depreciation expense	-	(673,330)	-	(121,538)	(94,849)	(215,779)	(566,308)	(1,671,804)
Revaluation Increments	2,400,000	10,292,224	-	(557,646)	-	-	-	12,134,578
Impairment losses	-	-	-	-	-	-	-	-
Impairment losses reversed (a)	-	-	-	-	-	-	-	-
Write-off of Assets	-	-	-	-	-	-	-	-
Other (b)	-	-	-	-	-	-	-	-
Carrying amount at end of year	<b>3,080,000</b>	<b>31,039,100</b>	<b>103,823</b>	<b>4,619,122</b>	<b>396,230</b>	<b>709,142</b>	<b>1,212,140</b>	<b>41,159,556</b>

	2005	2004
<b>25 Payables</b>	<b>\$</b>	<b>\$</b>
Current		
Trade payables	133,220	539,556
	<b>133,220</b>	<b>539,556</b>
<b>26 Provisions</b>		
Current		
Employee benefits provision		
Annual leave	487,445	465,684
Long service leave (a)	357,816	371,997
Salary deferment	-	4,530
	845,261	842,211
Other provisions		
Employment on-costs (b)	140,199	152,485
	<b>985,460</b>	<b>994,696</b>
Non-current		
Employee benefits provision		
Annual leave		
Long service leave (a)	1,077,000	1,078,155
Salary deferment		
	1,077,000	1,078,155
Other provisions		
Employment on-costs (b)	196,050	196,260
Other (provide details)		
	196,050	196,260
	<b>1,273,050</b>	<b>1,274,415</b>
(a) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after reporting date		
<u>Movements in Other Provisions</u>		
Movements in each class of provisions during the financial year, other than employee benefits, are set out below.		
<u>Employment on-cost provision</u>		-
Carrying amount at start of year	348,745	
Additional provisions recognised	336,249	-
Carrying amount at end of year	<b>684,994</b>	-
<b>27 Other liabilities</b>		
Current		
Income received in advance (a)	6,818	112,449
Accrued expenses	736,877	437,028
Accrued salaries and related costs	49,605	46,705
	<b>793,300</b>	<b>596,182</b>
Non-current		
Other	3,904	4,404
	<b>3,904</b>	<b>4,404</b>
(a) Income received in advance comprises:		
Department of Education and Training - competitive allocation tendering	6,818	112,449
	<b>6,818</b>	<b>112,449</b>
<b>28 Equity</b>		
Equity represents the residual interest in the net assets of the College. The Government holds the equity interest in the College on behalf of the community. The asset revaluation reserve represents that portion of equity resulting from the revaluation of non-current assets.		



	2005	2004
<b>29 Contributed equity</b>	<b>\$</b>	<b>\$</b>
Balance at start of year	417,025	417,025
Capital contribution (a)	5,305,769	-
Total contributions by owners	<b>5,305,769</b>	-
Balance at end of year	<b>5,722,794</b>	<b>417,025</b>
(a) Capital Contributions (appropriations) and non-discretionary transfers of net assets from other State government agencies have been designated as contributions by owners in Treasurer's Instruction TI 955 and are credited directly to equity		
<b>30 Reserves</b>		
Asset Revaluation Reserve		
Balance at start of year	622,304	622,304
Net revaluation increments/(decrements)		
Land	2,400,000	
Buildings	9,734,578	
Balance at end of year	<b>12,756,882</b>	<b>622,304</b>
<b>31 Accumulated surplus/(deficit)</b>		
Balance at start of year	24,646,843	28,901,800
Result for the period	(478,371)	4,254,957
Balance at end of year	<b>24,168,472</b>	<b>24,646,843</b>
<b>32 Notes to the Cash Flow Statement</b>		
<u>Reconciliation of cash</u>		
Cash at the end of the financial year, as shown in the Cash Flow Statement is reconciled to the related items in the Balance Sheet as follows:		
Cash and cash equivalents	3,734,331	3,514,970
	<b>3,734,331</b>	<b>3,514,970</b>
<u>Reconciliation of net cost of services to net cash flows provided by / (used in) operating activities</u>		
Net Cost of Services	(22,364,597)	21,678,432
Non-cash items:		
Depreciation and amortisation expense	1,671,804	1,346,931
Superannuation expense	1,169,735	1,314,651
Resources received free of charge	640,380	823,830
Net (gain) / loss on sale of property, plant and equipment	(16,239)	(10,521)
Doubtful debts expense	(45,270)	
(Increase)/decrease in assets:		
Current receivables (c)	(113,298)	98,143
Current inventories	8,381	11,407
Prepayments	2,954	(435,575)
Other current assets	295,206	484,931
Increase/(decrease) in liabilities		
Current payables (c)	(406,335)	(119,585)
Current provisions	(9,236)	219,295
Other current liabilities	197,118	(53,185)
Non-current Provisions	(1,365)	
Other non-current liabilities	(500)	
Net GST receipts/(payments) (a)	(33,931)	(12,079)
Change in GST in receivables/payables (b)	(8,629)	(1,886)
Net cash provided by/(used in) operating activities	<b>(19,013,822)</b>	<b>(18,012,075)</b>
(a) This is the net GST paid/received, i.e. cash transactions		
(b) This reverses out the GST in receivables and payables		
(c) Note that the ATO receivable /payable in respect of the sale/purchase of non-current assets are not included in these items as they are not reconciling items.		

	2005	2004
<b>33 Resources provided free of charge</b>	\$	\$
During the year no resources were provided to other agencies free of charge for functions outside the normal operations of the College.		
<b>34 Commitments for expenditure</b>		
Capital expenditure commitments.		
Nil		
Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial		
Commitments in relation to leases contracted for at the reporting date but not recognised as liabilities, are payable:		
Within 1 year	129,850	129,850
Later than 1 year and not later than 5 years	75,746	205,596
Later than 5 years	-	-
	<b>205,596</b>	<b>335,446</b>
Representing:		
Cancellable operating leases		
Non-cancellable operating leases	205,596	335,446
	<b>205,596</b>	<b>335,446</b>
<b>35 Contingent liabilities and contingent assets</b>		
<u>Contingent Liabilities</u>		
Nil		
<b>36 Events occurring after balance date</b>		
Nil		

### 37 Explanatory Statement

Significant variations between estimates and actual results for income and expense are shown below. Significant variations are considered to be those greater than 10% or \$250,000.

#### Significant variations between estimated and actual results for 2005

	2005 Estimate \$	2005 Actual \$	Variation \$
<b>Income Statement Expenses</b>			
Employee expenses	16,373,451	15,284,253	1,089,198
Payroll tax of approximately \$850k was included in the 2005 Estimate, but is included in Other Expenses in the 2005 Actuals.			
Supplies and services	6,562,000	5,877,723	684,277
The anticipated maintenance expenditure on one large Delivery classroom block did not occur in 2005. The expenditure is generally in the range of \$200k per building. In addition, minor works expenditure of \$263k has been moved into Other Expenses, due to coding allocation changes.			
Depreciation and amortisation	1,460,167	1,671,804	(211,637)
The College has amortised the new Margaret River Campus from July 2005, incurring \$130k amortisation charges for 2005. In addition, the Colleges Land and Buildings were revalued in July 2005, increasing the annual depreciation charges on buildings by approximately \$100k in 2005.			
Grants and subsidies	320,000	180,167	139,833
A coding change has seen Telecentre charges moved out of this category into Supplies and Services.			
Other expenses from ordinary activities	1,561,459	250,000	1,311,459
Payroll tax \$802k and minor works of \$263k, have been moved out of Employee expenses and Supplies and Services, primarily due to IFRS reporting requirements and coding changes.			

	2005 Estimate \$	2005 Actual \$	Variation \$
<b>Income Statement Revenue</b>			
Fee for service A reorganisation of the College's Commercial operations has seen increased revenue for 2005	1,000,000	1,323,628	(323,628)
Other revenue Rental and facilities fees were lower than budgeted for, primarily due to the restructure of the Commercial operations.	738,317	880,000	(141,683)
State funds The College has not achieved its target of 100% student contact hours in 2005 and a clawback of approximately \$170k by the Department of Education and Training has contributed to the variance.	21,293,072	21,907,120	(614,048)
Liabilities assumed by the Treasurer One retirement from the Super Pension Fund during 2005, has reduced the liability of the Treasurer in 2005.	(47,226)	80,000	(127,226)
Resources received free An unanticipated reduction in charges provided free by the Department of Education and Training.	640,380	740,000	(99,620)
Assets assumed/transferred It was anticipated that land and buildings in the name of Curtin University, at our Collie Campus site, would be transferred to the College in 2005. This did not occur.	-	600,000	(600,000)

**Significant Variances between actual results for 2005 and 2004**

	2005 \$	2004 \$	Variance \$
<b>Income Statement Expense</b>			
Employee expenses Pay increases of 3.6% for all College staff in 2005 amounted to approximately \$500k.	15,284,253	14,707,143	577,110
Supplies and services A change in category for minor works, from Supplies and Services to Other Expenses, approximated \$263k, with less maintenance expenditure on buildings in 2005 than forecast.	5,877,723	6,446,024	(568,301)
Depreciation and amortisation expense The College has amortised the new Margaret River Campus from July 2005, incurring \$130k amortisation charges for 2005. In addition, the Colleges Land and Buildings were revalued in July 2005, increasing the annual depreciation charges on buildings by approximately \$100k in 2005.	1,671,804	1,346,931	324,873
Other expenses Employment on costs have increased from 2004 to 2005	1,561,459	1,367,857	193,602
<b>Income</b>			
Ancillary Trading In 2004, the College operated the College Canteen and obtained additional revenue. In 2005, the Canteen was operated by a private organisation.	103,718	516,006	(412,288)
Other revenue The rental paid by Curtin and ECU for our Margaret River Education Campus, is the main reason for higher revenue in this category.	738,317	467,994	270,323
State funds In 2004, the College had to write back \$4.2m, for funds supplied to build the Margaret River Education Campus due to a change in accounting policy. This is the main reason for the difference.	21,293,072	16,467,020	4,826,052
Liabilities assumed by the treasurer One retirement from the Super Pension Fund during 2005, has reduced the liability of the Treasurer in 2005	(47,226)	132,625	(179,851)
Resources received free An unanticipated reduction in charges provided free by the Department of Education and Training is the reason for the decline in this category from 2004 to 2005.	640,380	823,830	(183,450)

## 42 Financial Instruments

### Interest Rate Risk Exposure

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

Fixed Interest Rate Maturity										
	Weighted Average Effective Interest Rate	Variable Interest Rate	Within 1 year	1-2 Yrs	2-3 Yrs	3-4 Yrs	4-5 Yrs	More than 5 yrs	Non- Interest Bearing	Total
2005	%	\$	\$	\$	\$	\$	\$	\$	\$	\$
Financial Assets										
Cash assets	5.30%	1,227,301	2,500,000						7,030	3,734,331
Other (Cash Equivalents)		-		-	-	-	-	-	-	-
Restricted cash assets		-		-	-	-	-	-	-	-
Receivables		-		-	-	-	-	-	589,074	589,074
Other financial assets		-		-	-	-	-	-	194,992	194,992
		<b>1,227,301</b>	<b>2,500,000</b>						<b>791,096</b>	<b>4,518,397</b>
Financial Liabilities										
Payables		-		-	-	-	-	-	133,220	133,220
Employee benefits		-		-	-	-	-	-	2,258,510	2,258,510
Bank Loans		-		-	-	-	-	-	-	-
Other liabilities		-		-	-	-	-	-	797,204	797,204
		-	-	-	-	-	-	-	<b>3,188,934</b>	<b>3,188,934</b>

Fixed Interest Rate Maturity										
	Weighted Average Effective Interest Rate	Variable Interest Rate	Within 1 year	1-2 Yrs	2-3 Yrs	3-4 Yrs	4-5 Yrs	More than 5 yrs	Non- Interest Bearing	Total
2004	%	\$	\$	\$	\$	\$	\$	\$	\$	\$
Financial Assets										
Cash assets	4.94%	1,007,660	2,500,000	-	-	-	-	-	7,310	3,514,970
Other (Cash Equivalents)		-		-	-	-	-	-	-	-
Restricted cash assets		-		-	-	-	-	-	-	-
Receivables		-		-	-	-	-	-	468,342	468,342
Other financial assets		-		-	-	-	-	-	490,198	490,198
		<b>1,007,660</b>	<b>2,500,000</b>	-	-	-	-	-	<b>965,850</b>	<b>4,473,510</b>
Financial Liabilities										
Payables		-		-	-	-	-	-	539,556	539,556
Employee benefits		-		-	-	-	-	-	2,269,111	2,269,111
Bank Loans		-		-	-	-	-	-	-	-
Other liabilities		-		-	-	-	-	-	600,586	600,586
		<b>1,007,660</b>	<b>2,500,000</b>	-	-	-	-	-	<b>3,409,253</b>	<b>3,409,253</b>

### Credit Risk Exposure

All financial assets are unsecured. Except as detailed in the following table, the carrying amount of financial assets recorded in the financial statements, net of any provisions for losses, represents the College's maximum exposure to credit risk without taking account of the value of any collateral or other security obtained

### 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.

## 39 Jointly controlled operations

Nil

	2005	2004
<b>40 Remuneration of Members of the Accountable Authority and Senior Officers</b>		
<u>Remuneration of members of the Accountable Authority</u>		
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:		
\$140,001 - \$150,000	1	1
\$180,001 - \$190,000	1	
The total remuneration of the members of the Accountable Authority is:	<b>\$188,199</b>	<b>\$140,818</b>
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.		
<u>Remuneration of Senior Officers</u>		
The number of Senior Officers other than senior officers reported as members of the Accountable Authority, whose total of fees, salaries, superannuation and other benefits receivable for the financial year, fall within the following bands are:		
\$10,001 - \$20,000	1	-
\$20,001 - \$30,000	1	-
\$70,001 - \$80,000	-	-
\$80,001 - \$90,000	-	-
\$90,001 - \$100,000	1	-
\$100,001 - \$110,000	-	2
\$110,001 - \$120,000	-	-
\$120,001 - \$130,000	-	-
\$130,001 - \$140,000	1	-
The total remuneration of senior officers is:	<b>\$271,561</b>	<b>\$212,678</b>
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.		
	\$	\$
<b>41 Remuneration of auditor</b>		
Remuneration to the Auditor General for the financial year is as follows	<b>26,400</b>	-
Auditing the accounts, financial statements and performance indicators		
Expense is included in note 'Other expenses'.		
<b>42 Related Bodies</b>		
The College has no related bodies.		
<b>43 Affiliated Bodies</b>		
The College has no affiliated bodies.		
<b>44 Supplementary Financial Information</b>		
<u>Write-Offs</u>		
Public property		
Bad Debts	150,204	188,426
Inventory		51,286
Other	42	-
	<b>150,246</b>	<b>239,712</b>
<u>Losses Through Theft, Defaults And Other Causes</u>		
Losses of public and other moneys and public and other property through theft or otherwise	30	
Amount recovered	-	
	<b>30</b>	-
<u>Gifts of Public Property</u>		
Gifts of Public Property provided by the College	-	-
<b>45 Schedule of Income and Expenditure by Service</b>		
The college provides only on service (as defined by Treasurer's Instruction 1101 (2) (viii) and that is Vocational Education and Training Delivery.		

46 Reconciliations explaining the transition to Australian equivalents to International Financial Reporting Standards (AIFRS)

RECONCILIATION OF EQUITY AT THE DATE OF TRANSITION TO AIFRS: 1 JANUARY 2004 (AASB 1.39(a)(i))									
Note	Previous GAAP		Adjustments			Total		AIFRS	
	01 January 2004		Reclassification, Depreciation	Write-down	Restoration costs	Adjustments		01 January 2004	
			AASB 5 52.1a	AASB 5 52.1a	AASB 116 52.2a	AASB 138 52.3a	AASB 119 52.4a		
<b>ASSETS</b>									
<b>Current Assets</b>									
(1) Cash and cash equivalents									
Restricted cash and cash equivalents									
Inventories									
Receivables									
(2) Other current assets									
(3) Non-current assets classified as held for sale									
<b>Total Current Assets</b>									
<b>Non-Current Assets</b>									
Restricted cash and cash equivalents									
Inventories									
Receivables									
Property, plant, equipment and Vehicles									
Intangible assets									
(4) Other non-current assets									
<b>Total Non-Current Assets</b>									
<b>Total Assets</b>									



RECONCILIATION OF EQUITY AT THE DATE OF TRANSITION TO AIFRS: 1 JANUARY 2004 (AASB 1.39(a)(i)) CONTD

	Previous GAAP 01 January 2004	Adjustments				Total Adjustments	AIFRS 01 January 2004
Note		Reclassification, Depreciation AASB 5 52.1a	Write- down AASB 5 52.1a	Restoration costs AASB 116 52.2a	AASB 138 52.3a	AASB 119 52.4a	
	\$	\$	\$	\$	\$	\$	\$
<b>LIABILITIES</b>							
<b>Current Liabilities</b>							
Payables	222,653	-	-	-	-	-	222,653
(5) Borrowings							-
Provisions	865,284	-	-	-	-	-	865,284
(3) Other current liabilities	1,092,863	-	-	-	-	-	1,092,863
(3) Liabilities directly associated with non-current							-
<b>Total Current Liabilities</b>	<b>2,180,800</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,180,800</b>
<b>Non-Current Liabilities</b>							
<b>Payables</b>							
(5) Borrowings							-
Provisions	1,570,233	-	-	-	-	-	1,570,233
(4) Other non-current liabilities	1,927	-	-	-	-	-	1,927
<b>Total Non-Current Liabilities</b>	<b>1,572,160</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,572,160</b>
<b>Total Liabilities</b>	<b>3,752,960</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,752,960</b>
<b>Net Assets</b>	<b>29,524,104</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>29,524,104</b>
<b>Equity</b>							
Contributed equity							-
Reserves	622,304	-	-	-	-	-	622,304
Accumulated surplus/(deficiency)	28,901,800	-	-	-	-	-	28,901,800
Amounts recognised directly in equity relating to							-
<b>Total Equity</b>	<b>29,524,104</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>29,524,104</b>
Variance (should be zero)	-	-	-	-	-	-	-
(1) Equivalent AGAAP line item 'Cash Assets' (AIFRS 'Cash and Cash Equivalents')							
(2) Equivalent AGAAP line item 'Other Assets' (AIFRS 'Other Current assets')							
(3) New AIFRS category							
(4) Equivalent AGAAP line item 'Other Assets' (AIFRS 'Other non-current assets')							
(5) Equivalent AGAAP line item 'Interest-bearing liabilities' (AIFRS 'Borrowings')							
(3) Equivalent AGAAP line item 'Other liabilities' (AIFRS 'Other current liabilities')							
(4) Equivalent AGAAP line item 'Other liabilities' (AIFRS 'Other non-current liabilities')							

RECONCILIATION OF EQUITY AT THE END OF THE LAST REPORTING PERIOD UNDER PREVIOUS AGAAP: 31 DECEMBER 2004 (AASB 1.39(a)(ii))									
Note	ASSETS	Previous GAAP		Adjustments		Total		AIFRS	
		31 December 2004		Restoration costs		Adjustments		31 December 2004	
			Reclassification, Depreciation	Write-down	AASB 116	AASB 138	AASB 119		
			AASB 5	AASB 5	AASB 116	52.3a	52.4a		
			52.1a	52.1a	52.2a	\$	\$		
			\$	\$	\$				
	<b>Current Assets</b>								
(1)	Cash and cash equivalents	3,514,970	-	-	-	-	-	-	3,514,970
	Restricted cash and cash equivalents								-
	Inventories	104,955	-	-	-	-	-	-	104,955
	Receivables	651,510	-	-	-	-	-	-	651,510
(2)	Other current assets	490,198	-	-	-	-	-	-	490,198
(3)	Non-current assets classified as held for sale								-
	<b>Total Current Assets</b>	<b>4,761,633</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,761,633</b>
	<b>Non-Current Assets</b>								
	Restricted cash and cash equivalents								-
	Inventories								-
	Receivables								-
	Property, plant and equipment	24,333,792	-	-	-	-	-	-	24,333,792
	Infrastructure								-
	Intangible assets								-
	Other non-current assets								-
	<b>Total Non-Current Assets</b>	<b>24,333,792</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24,333,792</b>
	<b>TOTAL ASSETS</b>	<b>29,095,425</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>29,095,425</b>

RECONCILIATION OF EQUITY AT THE END OF THE LAST REPORTING PERIOD UNDER PREVIOUS AGAAP: 31 DECEMBER 2005 (AASB 1.39(a)(ii)) CONTD

	Previous GAAP		Total					AIFRS	
	31 December 2004		Reclassification, Depreciation	Write-down	Adjustments Restoration costs		Adjustments	31 December 2004	
			AASB 5 52.1a	AASB 5 52.1a	AASB 116 52.2a	AASB 138 52.3a	AASB 119 52.4a		
Note			\$	\$	\$	\$	\$	\$	\$
<b>LIABILITIES</b>									
<b>Current Liabilities</b>									
Payables			539,556	-	-	-	-	-	539,556
Borrowings									-
Provisions			994,696	-	-	-	-	-	994,696
(3) Other current liabilities			596,182	-	-	-	-	-	596,182
(3) Liabilities directly associated with non-current									-
<b>Total Current Liabilities</b>			2,130,434	-	-	-	-	-	2,130,434
<b>Non-Current Liabilities</b>									
Payables									-
Borrowings									-
Provisions			1,274,415	-	-	-	-	-	1,274,415
(4) Other non-current liabilities			4,404	-	-	-	-	-	4,404
<b>Total Non-Current Liabilities</b>			1,278,819	-	-	-	-	-	1,278,819
<b>Total Liabilities</b>			3,409,253	-	-	-	-	-	3,409,253
<b>Net Assets</b>			25,686,172	-	-	-	-	-	25,686,172
<b>Equity</b>									
Contributed equity									
Reserves			417,025	-	-	-	-	-	417,025
Accumulated surplus/(deficiency)			622,304	-	-	-	-	-	622,304
(3) Amounts recognised directly in equity relating to non			24,646,843	-	-	-	-	-	24,646,843
<b>Total Equity</b>			25,686,172	-	-	-	-	-	25,686,172
Variance (should be zero)			-	-	-	-	-	-	-

The transition to AIFRS includes adjustments for the transition AIFRS as at 1 January 2004 plus adjustments for the period 1 January 2004 to 31 December 2004.

- (1) Equivalent AGAAP line item 'Cash Assets' (AIFRS 'Cash and Cash Equivalents')
- (2) Equivalent AGAAP line item 'Other Assets' (AIFRS 'Other current assets')
- (3) New AIFRS category
- (4) Equivalent AGAAP line item 'Other Assets' (AIFRS 'Other non-current assets')
- (5) Equivalent AGAAP line item 'Interest-bearing liabilities' (AIFRS 'Borrowings')
- (3) Equivalent AGAAP line item 'Other liabilities' (AIFRS 'Other current liabilities')
- (4) Equivalent AGAAP line item 'Other liabilities' (AIFRS 'Other non-current liabilities')

RECONCILIATION OF INCOME STATEMENT (PROFIT OR LOSS) FOR THE YEAR ENDED-31 DECEMBER 2004 (AASB 1.39(b))							
	Previous GAAP						AIFRS
	31 December 2004					Total Adjustments	31 December 2004
Note			Net gains on disposal	Restoration costs	Adjustments		
COST OF SERVICES	AASB 5	AASB 116	AASB 116	AASB 116	AASB 137	AASB 101	
	\$	\$	\$	\$	\$	\$	\$
(1)	Employee benefits expense	-	-	-	-	-	14,707,143
(2)	Supplies and services	-	-	-	-	-	6,446,024
	Depreciation and amortisation expense	-	-	-	-	-	1,346,931
(3)	Finance costs	-	-	-	-	-	-
	Grants and subsidies	-	-	-	-	-	152,189
	Capital user charge	-	-	-	-	-	2,256,473
	Cost of goods sold	-	-	-	-	-	649,865
(4)	Carrying amount of non-current assets disposed of	-	-	-	-	-	-
(4)	Loss on disposal of non current assets	-	-	-	-	-	-
(5)	Loss on disposal of other assets	-	-	-	-	-	-
(3)	Other expenses	-	-	-	-	-	-
	Total cost of services	1,367,857	-	-	-	-	1,367,857
		26,926,480	-	-	-	-	26,926,480
Income Revenue							
	Fee for service	1,282,133	-	-	-	-	1,282,133
	Student fees and charges	2,049,778	-	-	-	-	2,049,778
	Ancillary trading	516,006	-	-	-	-	516,006
	Sales	717,424	-	-	-	-	717,424
	Commonwealth grants and contributions	4,400	-	-	-	-	4,400
	Interest revenue	199,793	-	-	-	-	199,793
(4)	Other revenue	467,994	-	-	-	-	467,994
Gains							
(4)	Proceeds from disposal of non-current assets	-	-	-	-	-	-
(4)	Gain on disposal of non current assets	10,521	-	-	-	-	-
(5)	Gain on disposal of other assets	-	-	-	-	-	10,521
	Other gains	-	-	-	-	-	-
Total		5,248,049	-	-	-	-	5,248,049
NET COST OF SERVICES							
		(21,678,432)	-	-	-	-	(21,678,432)

## RECONCILIATION OF INCOME STATEMENT (PROFIT OR LOSS) FOR THE YEAR ENDED 31 DECEMBER 2004 (AASB 1.39(b)) CONTD

[illegible]

See Statement of Changes in Equity

- |     |  |  |
|-----|--|--|
| (1) | Equivalent AGAAP line item 'Employee expenses' (AIFRS 'Employee benefits expense')   |  |
| (2) | Supplies and services (AGAAP \$59,920 at 30 June 2005) now includes Administration expenses (AGAAP \$23,720 at 30 June 2005) |  |
| (3) | Equivalent AGAAP line item 'Borrowing costs expense' (AIFRS 'Finance costs')   |  |
| (4) | Disposals are treated on the net basis under AIFRS   |  |
| (5) | New AIFRS category   |  |
| (3) | Equivalent AGAAP line item 'Other expenses from ordinary activities' (AIFRS 'Other expenses')                                |  |
| (4) | Equivalent AGAAP line item 'Other revenues from ordinary activities' (AIFRS 'Other revenue')                                 |  |
| (8) | Extraordinary items are not separately disclosed under AIFRS   |  |
| (5) | Equivalent AGAAP line item 'Change in net assets' (AIFRS 'Surplus/(deficit)')  |  |

**RECONCILIATION OF CASH FLOW STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2004 (AASB 1.40)**

	Previous GAAP 31 December 2004	AASB 119 52.4d	Total Adjustments	AIFRS 31 December 2004
Note	\$	\$	\$	\$
<b>CASH FLOWS FROM STATE GOVERNMENT</b>				
Recurrent state funding - Department of Education and Training	20,054,564	-	-	20,054,564
Capital state funding - Department of Education and Training			-	-
Net Cash Inflows/(Outflows) in Respect of Restructuring Activities			-	-
Net Cash Inflows/(Outflows) in Respect of Extraordinary Activities			-	-
<b>Net cash provided by State Government</b>	<b>20,054,564</b>	<b>-</b>	<b>-</b>	<b>20,054,564</b>
<b>Utilised as follows:</b>				
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Payments</b>				
(1) Employee benefits	(13,888,787)	-	-	(13,888,787)
Supplies and services	(5,858,867)	-	-	(5,858,867)
(2) Finance costs				-
Grants and Subsidies	(328,299)	-	-	(328,299)
Capital User Charge	(2,256,473)	-	-	(2,256,473)
GST payments on purchases	(687,969)	-	-	(687,969)
GST payments to taxation authority			-	-
Other payments	(273,881)	-	-	(273,881)
<b>Receipts</b>				
Fee for service	1,224,418	-	-	1,224,418
Student fees and charges	2,147,921	-	-	2,147,921
Ancillary trading	516,006	-	-	516,006
Sale of goods and services			-	-
Commonwealth grants and contributions			-	-
Interest received	183,876	-	-	183,876
GST receipts on sales	211,543	-	-	211,543
GST receipts from taxation authority	460,944	-	-	460,944
Other receipts	537,493	-	-	537,493
<b>Net cash provided by/(used in) operating activities</b>	<b>(18,012,075)</b>	<b>-</b>	<b>-</b>	<b>(18,012,075)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
Proceeds from sale of non-current physical assets	134,311	-	-	134,311
Purchase of non-current physical assets	(1,396,286)	-	-	(1,396,286)
<b>Net cash provided by/(used in) investing activities</b>	<b>(1,261,975)</b>	<b>-</b>	<b>-</b>	<b>(1,261,975)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>				
Proceeds from borrowings			-	-
Repayment of borrowings			-	-
Other proceeds			-	-
Other repayments			-	-
Finance lease repayment of principal			-	-
<b>Net cash provided by/(used in) financing activities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>780,514</b>	<b>-</b>	<b>-</b>	<b>780,514</b>
Cash and cash equivalents at beginning of period	2,734,456	-	-	2,734,456
<b>CASH AND CASH EQUIVALENTS AT END OF PERIOD</b>	<b>3,514,970</b>	<b>-</b>	<b>-</b>	<b>3,514,970</b>

- (1) Equivalent AGAAP line item 'Employee costs' (IFRS 'Employee benefits')  
 (2) Equivalent AGAAP line item 'Borrowing costs expense' (IFRS 'Finance costs')



# Notes to the Financial Statements

## FAAA 1985: Section 42 Estimates

### SOUTH WEST REGIONAL COLLEGE OF TAFE INCOME STATEMENT FOR YEAR ENDING 31 DECEMBER 2006

<b>COST OF SERVICES</b>	<b>\$</b>
<b>Expenses</b>	
Employee benefits expense	17,155,600
Depreciation and amortisation expense	<b>1,898,910</b>
Supplies and services	6,600,000
Grants and subsidies	330,000
Cost of Goods Sold	745,258
Capital User Charge	2,860,446
Other Expenses	200,000
<b>Total Cost of Services</b>	<b>29,790,214</b>
<b>Income</b>	
Fee for service	1,420,597
Student fees and charges	2,130,473
Ancillary trading	106,830
Commonwealth grants and contributions	10,000
Sales	818,436
Interest income	135,000
Other income	880,000
Gains on disposal of non-current assets	10,000
<b>Total income other than from State Government</b>	<b>5,511,336</b>
<b>NET COST OF SERVICES</b>	<b>(24,278,878)</b>
<b>INCOME FROM STATE GOVERNMENT</b>	
State Funds	22550662
Resources received free of charge	670000
Liabilities assumed by the Treasurer	30000
<b>Total income from State Government</b>	<b>23,250,662</b>
<b>SURPLUS (DEFICIT) FOR THE PERIOD</b>	<b>(1,028,216)</b>
Net increase/(decrease) in asset revaluation reserve Net initial adjustments on adoption of a new accounting standard ( <i>state which standard</i> ) or UIG consensus view.	
Total income, expenses and valuation adjustments recognised directly in equity	-
<b>TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTION WITH WA STATE GOVERNMENT AS OWNERS</b>	<b>(1,028,216)</b>

**SOUTH WEST REGIONAL COLLEGE OF TAFE  
BALANCE SHEET FOR YEAR ENDING 31 DECEMBER 2006**

<b>CURRENT ASSETS</b>	<b>\$</b>
Cash and cash equivalents	3,200,977
Inventories	100,000
Receivables	969,450
Other current assets	200,000
<b>Total Current Assets</b>	<b>4,470,427</b>
<b>NON-CURRENT ASSETS</b>	
Property, plant, equipment and vehicles	41,253,988
<b>Total Non-Current Assets</b>	<b>41,253,988</b>
<b>TOTAL ASSETS</b>	<b>45,724,415</b>
<b>CURRENT LIABILITIES</b>	
Payables	550,000
Provisions	1,500,000
Other current liabilities	550,000
<b>Total Current Liabilities</b>	<b>2,600,000</b>
<b>NON-CURRENT LIABILITIES</b>	
Provisions	1,500,000
Other non current liabilities	4,500
<b>Total Non-Current Liabilities</b>	<b>1,504,500</b>
<b>TOTAL LIABILITIES</b>	<b>4,104,500</b>
<b>NET ASSETS</b>	<b>41,619,915</b>
<b>EQUITY</b>	
Contributed Equity	5,722,794
Reserves	12,756,882
Accumulated Surplus/(Deficit)	23,140,239
<b>TOTAL EQUITY</b>	<b>41,619,915</b>

**SOUTH WEST REGIONAL COLLEGE OF TAFE  
STATEMENT OF CASH FLOWS FOR THE YEAR ENDING 31 DECEMBER 2006**

<b>CASH FLOWS FROM STATE GOVERNMENT</b>	<b>\$</b>
Recurrent state funding - Department of Education and Training	22,550,662
Capital funding - Department of Education and Training	
<b>Net cash provided by State Government (Utilised as follows)</b>	<b>22,550,662</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
<b>Payments</b>	
Employee benefits	(16,900,000)
Supplies and services	(6,316,470)
Grants and subsidies	(330,000)
Capital User Charge	(2,860,446)
GST payments on purchases	(750,000)
Other payments	(160,000)
<b>Receipts</b>	
Fee for service	1,420,597
Student fees and charges	2,130,473
Ancillary trading	106,830
Interest received	135,000
GST receipts on sales	200,000
GST receipts from ATO	400,000
Other receipts	800,000
<b>Net cash provided by/(used in) operating activities</b>	<b>(22,124,016)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Proceeds from sale of non-current physical assets	140,000
Purchase of non-current physical assets	(1,100,000)
<b>Net cash provided by/(used in) investing activities</b>	<b>(960,000)</b>
<b>Net increase/(decrease) in cash held and cash equivalents</b>	<b>(533,354)</b>
Cash and cash equivalents at the beginning of the period	3,734,331
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	<b>3,200,977</b>



## Campuses

### Bunbury

Robertson Drive  
BUNBURY WA 6230  
Telephone: 61 8 9780 7000  
Facsimile: 61 8 9780 7100

### Busselton

2 South Street  
BUSSELTON WA 6280  
Telephone: 61 8 9752 6600  
Facsimile: 61 8 9754 6603

### Collie

43 Wittenoom Street (PO Box 268)  
COLLIE WA 6225  
Telephone: 61 8 9734 9900  
Facsimile: 61 8 9734 4218

### Harvey

Corner Uduc Road and South Western  
Highway (PO Box 215)  
HARVEY WA 6220  
Telephone: 61 8 97807051  
Facsimile: 61 8 9729 1611

### Margaret River

Education Campus  
Bussell Highway (RMB 1)  
Margaret River WA 6285  
Telephone: 61 8 9780 5800  
Facsimile: 61 8 9780 5818

### Manjimup

Graphite Road, (PO Box 930)  
MANJIMUP WA 6258  
Telephone: 61 8 9771 7600  
Facsimile: 61 8 9771 7602

## Postal Address

PO Box 1224  
BUNBURY WA 6231

## Website

<http://swrc.tafe.wa.edu.au/>

