



TAFEWA
great southern



GREAT SOUTHERN TAFE

annual report


2006



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OVERVIEW

MANAGING DIRECTOR'S REPORT

I am pleased to report on the performance of Great Southern TAFE in 2006, a year which saw the College provide innovative training options to a diverse client base across the Great Southern Region of the community.

Our efforts were recognised as a finalist in the Western Australian Department of Education and Training Large Training Provider of the Year Awards 2006.

The College is now in the second year of implementation of the Strategic Plan for 2005 – 2009 which was developed after extensive consultation process with staff, government, industry and the wider community. This plan, developed in the context of the TAFEWA Network's four key strategic priorities (ie. Contributing to Economic Development; Contributing to Community Development; Improving the Quality of Teaching & Learning; and Increase Client Service) continued to provide the framework for our activities throughout the 2006 academic year. With its strategic vision in place, the College was well positioned to support the successful implementation of Government and Vocational Education and Training policies and requirements.

During the reporting year, we continued to review and implement new business systems to meet the expectations of our internal and external clients, and to maintain Registered Training Organisation accreditation standards under the Australian Quality Training Framework (AQTF).


Our numbers continued to remain strong despite a declining trend state wide in enrolments for TAFE in 2006. Over the last five years, we maintained a steady increase in student numbers, with 5767 enrolled in 2006 – a 7% increase from the previous year. Retention and completion rates were maintained at 75% successful completion of Department of Education and Training (DET) and Department of Science and Training (DEST) funded enrolments.

As the region's largest training provider, our College delivered over 180 programs across 40,000 square kilometres to hundreds of individuals, businesses and organisations. We also invested resources into training and services to international markets, exposing staff to new and challenging environments.

We worked diligently throughout the year to enhance the potential of students in achieving their vocational life goals, resulting in a very high student satisfaction rating. Our 92 % rating ranged between 85% (students with a disability which did not affect their studies) to a massive 97% for mature age students. This exceeds the state's average of 86% - a pleasing validation of our efforts in delivering quality and relevant education and training.

The diversity of our programs supported sustained economic and employment growth and assisted in the reduction of industry skills shortages. Our commitment to increasing workplace based learning was reflected in a 46% increase in College wide delivery, improving again on the achievement of targets set for apprentice and trainee enrolments.

This commitment was strengthened by a review of our system for managing apprenticeships and traineeships, resulting in a range of measures. Targeted professional development facilitated more efficient assessment and delivery methodology. Participation in industry forums improved communication and understanding of needs. The implementation of recommendations established through the Skills Formation Taskforce assisted with improving skills shortages.



We continued to promote traineeships and apprenticeships through advertising campaigns and partnership initiatives which provided students with new experiences. For example our partnership with the Building and Construction Industry Training Fund (BCITF) allowed for Indigenous and non-Indigenous participation in the Try A Trades program. This commitment to workplace training is reflected in successful student outcomes – particularly in the trades and community service industries.

There were some significant achievements. Automotive apprentice Brendan Mandzij was chosen to represent Western Australia at the national competition in Melbourne where he achieved a Bronze medal for his efforts.

In addition to this, one of our school based trainees, Mac Proski, was awarded the 2006 Department of Education and Training School Based Trainee of the Year for his performance as an Automotive trainee at a local Albany automotive workshop.

Extensive efforts were made in the area of youth training. They range from improving and strengthening the partnership between secondary schools and the College, researching innovative ways to expand the uptake of school based traineeships in consultation with employers, and examining career pathways for regional and hinterland students.

With a government focus on increasing retention rates and making transition easier between VET and universities, the College, in concert with District Directors, worked to develop district plans for the Albany and Narrogin Districts. These plans focus on career and employment plans for young people and improved support services for young people on campus.

The development of a university articulation program, UniLink provided guaranteed pathways to young people wishing to follow a vocational pathway to university study. It also provided increased education and training options at the higher end of the market for people in the Great Southern.

Indigenous student participation increased by 8% in terms of Student Contact Hours (SCH) at Certificate III level or above. Aboriginal Governance training and new training opportunities in Certificate I of Plant Operation provided new areas of training in the hinterland regions.

Our new courses gave students more options, with opportunities for on the job training and pathways to university. A range of programs from basic Certificate to Advanced Diploma level continued to support the diversification and sustainability of the regional economy.

The Civil Engineering Cadetship program, delivered in partnership with the City of Albany and a number of private employers, saw the first group of cadets complete the first year of their two year program. This program has allowed students to gain their full qualification in Albany, without the necessity of relocation to Perth. It also contributed to addressing existing skills shortages in this industry by producing qualified graduates willing to stay and work in the region.

The TAFE student Outcomes Survey results will not be available until 2008 (full details in the Performance Indicators), however, anecdotal evidence through lecturer networks suggests that students are being employed in their chosen industry area. Many, especially in financial services and retail, are employed before completion of their training.

Further business development work has been undertaken to expand the College's client base, with a particular emphasis on engaging the business community, which has increasingly reduced their participation in profile products, in favour of purchasing fee for service products. The growth in delivery in the fee for service area continued to increase over 2006 with a 50% increase in delivery of products, particularly apparent in the area of ticketed skills such as dogging and rigging. This growth reflected a buoyant economy and high employment which created ideal market conditions.

New business development for Great Southern TAFE primarily took place within the following context:

- Development of new profile products and implementation of alternative delivery models for existing products in identified areas, particularly in the use of electronic technologies to facilitate more streamlined assessment processes.
- Delivery of short courses to provide workers with additional skills set. Post trade qualifications in plumbing and electrical trades were popular as were short courses in business in the area of medical terminology, computerised financial accounting and website development.
- Expansion of our fee for service operations through new product development and consolidation of existing markets.
- Ongoing infrastructure development for the introduction of international business.

Targeted investment in staff training placed the College in a strong position to meet a variety of challenges and opportunities. This included the implementation of new Training Packages, changes in educational practice, the ongoing implications of the Raising the School Leaving Age legislation, and the effective use of new technology within the training environment.

Capital works programs have progressed well, with the first stage of farm relocation completed in October 2006. Forestry and Viticulture will remain at the Mercer Road Farm Annexe. A new Art Centre is planned for completion in early 2007.

Eight new industry areas were added to the College scope in 2006. This translated into 20 new qualifications, which reflected the changing profile of our delivery. Additional qualifications within training packages were introduced to reflect changing workforce requirements. Many study areas implemented qualifications at the Diploma and Advanced Diploma levels. The College issued 1260 awards in 2006.

Operating within the broader TAFE system, the College worked to strengthen the TAFEWA network and build recognition of the TAFEWA brand through collaborative projects designed to provide consistency in the provision of services and information, such as the TAFEWA online portal and the adoption of the TAFEWA Switch On Campaign.

This year, our financial performance remained sound, with an operating surplus of \$109,856 and a working capital ratio of 1.96:1 achieved. These results continue to ensure that the College manages its financial resources and reserves prudently.

On behalf of Great Southern TAFE staff, I take pleasure in sharing this report with you and look forward to the journey we embark on over the next twelve months.



LIDIA ROZLAPA
MANAGING DIRECTOR/CEO
26 February 2007

CHAIRMAN'S REPORT

As our economy continues to boom the demand from industry for appropriately skilled workers has increased significantly. This has challenged our educational system to ensure that the training being provided is relevant, appropriate and timely.

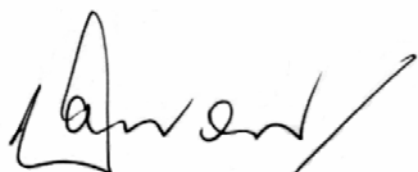
While the role of Governing Council is primarily one of Governance, its secondary role is to bring together business and community leaders and use their knowledge of industry trends to guide the future direction of the College and the training it provides. We continue to ensure that places are made available for training people for industries currently suffering skill shortages. Our ability to train people for these industries is usually only limited by the number of applicants.

We also continue to successfully explore innovative ways of getting people into the workplace faster and then providing ongoing training to assist them to grow in their roles. The first intake of students into our engineering cadetship program has now occurred and is a first in WA. Students spend time both in the classroom and the workplace allowing them to consolidate their learning and make an immediate contribution.

The year 2006 saw excellent outcomes for the Great Southern TAFE. These outcomes included meeting all key performance indicators within budget. This was due, in no small part to a committed, skilled and knowledgeable staff and a strong learning culture in which students achieved their goals. Great Southern TAFE is a model of excellence in education and training within our regional community.

My thanks go to the members of the Governing Council who through their participation and commitment of time demonstrate their interest in the overall welfare of our College but also the community and its readiness to face future challenges. Special thanks also to the Managing Director, Lidia Rozlapa for her commitment, energy and focus upon the key objectives of the College.

In 2007 we look forward to a continued strong performance in the delivery of excellence in education and training for the Great Southern Region.



ANDREW HAMMOND
CHAIR, GSTAFE GOVERNING COUNCIL
26 February 2007

GOVERNING COUNCIL

The Accountable Authority of the College is the Governing Council, the members of which are appointed by the Minister for Education and Training. Throughout 2006, the Governing Council met for five general meetings.

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.

Members of the Governing Council for 2006:

Andrew Hammond – Chair

Andrew is currently the Chief Executive Officer of the City of Albany. His background prior to a CEO role within WA local government has been finance, administration and retail banking. His qualifications include an Executive Master of Business Administration from University of Western Australia and a Diploma of Local Government from TAFEWA.

Len Smith – Deputy Chair

Len is the Owner and Manager of the Comfort Inn in Albany. He is a long term and significant contributor to the local community, particularly in his involvement with key tourism and training bodies.

Lidia Rozlapa – CEO/Managing Director

Lidia is the current Chief Executive Officer/Managing Director of the College and has had extensive experience across the TAFE system. She has held senior management positions in the metropolitan and country areas.

David Knox

David was an experienced Senior Manager in Strategic Planning and Financial Analysis with BHP and is now a Dealer Principal/Owner in motor vehicle retailing. He holds Bachelor of Commerce from Curtin University and chairs the Finance and Audit Sub-Committee of Council.

Harley Coyne

Harley is a Noongar man and is Program Coordinator of Albany Aboriginal Corporation. He formerly held the position of Coordinator Aboriginal Education and Aboriginal Liaison Officer of Albany District Education Office. He holds a Bachelor of Arts (Primary Education) from Edith Cowan University.

Katrina Ellis

Katrina is a Partner in Accountants firm, James and Ellis in Albany, specialising in management accounting and is involved with community audits. Katrina is a Certified Practising Accountant.

Rick Mitchell

Rick joined Timbercorp in 1999 and is currently the WA Forestry Manager. He is responsible for managing the development and maintenance of the Western Australian Timbercorp estate. He has more than 22 years experience in forest management since his training by the WA Forest Department. For the past 11 years Rick has worked in the plantation industry, living in Albany. Rick is married with four teenage daughters.

Catherine Jenkins

Catherine is currently the National Forestry Management Accountant for Great Southern Plantations Limited, based in Albany. She has many years experience as a Management Accountant in Perth, and has held senior positions in a diverse range of industries from motor vehicles to the manufacture of hand made chocolates.

Jane Trethowan

Councillor for the Shire of Kojonup since 2003 and Deputy President since 2005, Jane farms 5000 acres with her husband Nick, just south of Kojonup. She has been a professional Woolclasser since 1992 and joins the Governing Council as the Representative from the Great Southern Zone of the Western Australian Local Government Association.

Kimberley Krakouer

Kimberley is a Noongar man from Mount Barker and is currently the Indigenous Programs Assistant for Great Southern TAFE at the Mount Barker Campus. He came to the position after being a student at Great Southern TAFE for five years, during which he gained a Diploma in Aboriginal Visual Arts and a Certificate III in Visual Arts. In 2006 he was awarded the Great Southern TAFE Indigenous Student of the Year.

Joan Cameron

Joan is a Farmer at Rocky Gully and a proprietor of a Retail business in Albany. She has a number of community involvements at local, regional and state levels, is a long-serving Councillor of the Shire of Plantagenet, former Deputy President and is a Freeman of that Municipality.

Retired During 2006:

Antonia Grasso

Antonia is a Solicitor, Legal Education Officer and Mediator within Albany. She is multi-lingual in English, French and Italian, a professional instructor in Ballroom and Latin Dancing and a partner in an Albany dance studio.

Robin Fagents

Robin has been in the real estate industry for 28 years and has operated his business in Albany for 25 years.

David Juers – Former Chair

David is the Business Services Manager at the Water Corporation of WA in Albany. His community involvement is varied and has had past experience and employment in the Banking industry, broad acre farming and plantation management in Papua New Guinea.

Joanne Hummerston

Jo has recently retired from the position of Chief Executive Officer of the Albany Chamber of Commerce and Industry Inc. She is involved with many community and rural committees and is a past lecturer at Great Southern TAFE.



Rex Beach

After a long and successful career in the publishing industry, Rex has moved on to take up the position as a new homes sales representative with the Albany branch of Scott Park Homes. Rex is enjoying his new role and the opportunity to liaise with clients and the many people involved directly in the local building industry.

GS TAFE AT A GLANCE - EXECUTIVE SUMMARY

The Region

Representing 1.5 per cent of Western Australia's total land area, the Great Southern Region is a vast geographical area, adjoining the Southern Ocean where the coast extends for approximately 250 kilometres. The region has some of the most productive crop and livestock land in the State, and is notably the second largest wool-producing region in Western Australia, and the second largest producer of agricultural commodities. While primary industries such as broadacre cropping, wool, livestock, horticulture and fishing are the mainstays of the region's economy, retail, manufacturing, and construction, tree farming, nature-based tourism, viticulture, and aquaculture also account for a large portion of the Gross Regional Product. The presence of global industries into the local marketplace provided new avenues of exploration for the College, particularly with opportunities in the mining and resources sector.

The region itself is in a period of growth with average predicted growth rate of approximately 0.9 per cent per annum from 2005 to 2015. The Great Southern region's population is expected to reach 55 900 by 2008 however this may increase dependent on the progress of new economic development proposed for the region.


The College

Established in 1974, Great Southern TAFE has developed into a dynamic Registered Training Organisation meeting the changing needs and aspirations of this growing community. In addition to its major role in providing training and employment services to support industry, employers, businesses and regional enterprises through the development of workforce skills, the College also contributes to the region as a major business and employer. Employing 290 full time & casual staff, and with an annual recurrent budget of 18 million for 2006, the College provides local employment opportunities, and skills development to enhance local enterprises, thus contributing to capacity building in regional and remote communities.

As part of the TAFEWA network, Great Southern TAFE is a Western Australian Government funded agency, servicing more than 5,000 students each year, across one of the largest regions of any educational institute in Australia covering an area of 40,000 square kilometres.

Great Southern TAFE delivers quality education and training in a regional environment through four major campuses across the region. The primary campus is located in the bustling and historic port city of Albany on the spectacular south coast of Western Australia. Being the oldest European settlement in WA, Albany is the region's administrative hub and accounts for 60% of the region's population of 54,000 growing at a rate of 1.1% per year. The city has a number of service industries that cater to the needs of local and hinterland enterprises, and is endowed with a sheltered harbour and deep-water port facility.

The College's Denmark campus is located 53 kilometres west of Albany, with an emphasis on sustainable living systems, including music, organic horticulture and art. Fifty kilometres north of Albany, in the heart of the state's winegrowing region, is the Mt Barker campus whose training provides essential skill development opportunities for a number of industries including the thriving viticulture industry. Further north, another 175 kilometres, in the centre of wool growing and agribusiness, is the well-equipped Katanning campus. All hinterland campuses offer a broad range of TAFE qualifications as well as professional and skills development courses to suit local community and business needs.



As the region's largest training provider, Great Southern TAFE services clients across the region utilising a range of innovative and flexible delivery methods which increase access to learning, both on and off campus. Alternative study options are made available through the External Studies Centre, delivery and assessment in the workplace, skills recognition, and through a blended delivery approach that offers convenience and flexibility. The reporting year saw increased sophistication in the development of e-technology in delivery and assessment. Our partnership with Western Australian Regional Telecentre Network provided further access to high quality programs for people in rural and remote areas.

Great Southern TAFE has invested considerable resources into communications and information technology infrastructure to service the needs of staff and students alike. A high speed network services the four major campuses with reliable broadband Internet, a student computer network, as well as state-of-the art video conferencing systems. A new and more efficient telephone system was tendered for and purchased in 2006 with installation scheduled for 2007.

Training Programs

Overall, the College offers a range of nationally accredited programs from entry level training to Advanced Diploma as well as short courses customised to meet industry demand, across 40 separate industry areas, within five key departments including:

- Business & Creative Industries
- Primary Production & Natural Resource Management;
- Trades & Industry Skills
- Social Sciences
- TAFE Business Centre

Great Southern TAFE offers an unparalleled learning environment where students can choose from over 200 qualifications, across a wide range of subject areas. Classes are small, allowing students individualised attention, not found in large city Colleges. A Customer Service Centre operates at the Albany Campus which amalgamates all student services into one centralised and easily accessible facility. Services include:

- Well-equipped, modern facilities;
- Professional career guidance;
- Customised training to the client's needs;
- Skills Recognition;
- Disability Liaison Officer;
- Library Resource Centre;
- Student Café;
- Student Recreation Area;
- Accommodation Services;

- External Studies Centre;
- English as a second language classes;
- Multicultural environment;
- Free internet and email access;
- Free counselling service;
- Pathways for further study - study English at Great Southern TAFE, then continue and study another course in an area of interest. Completion of a TAFE Diploma or Advanced Diploma, provides articulation into a university degree course through our new UniLink program;
- Orientation and Induction Program – Designed to help customers feel comfortable and informed about their Great Southern TAFE experience;
- Professional industry experienced staff.

Additional training options are made available through partnerships with local secondary schools to provide Vocational Education and Training for School Student (VETSS) opportunities. As the preferred provider of off-the-job training for a number of trades-based apprenticeships and skills-based technical training programs, the College continues to provide innovative workplace delivery strategies to cater for the rapid growth in traineeships and apprenticeships.

TAFE Business Centre

Our TAFE Business Centre offers a specialised training consultancy service, while delivering an extensive range of customised training including industrial, workplace and lifestyle courses. The Business Centre also works closely with numerous Chamber of Commerce and Industry groups to provide training to benefit and sustain regional businesses. Some key features this year was the increase in uptake of existing worker traineeships throughout the region.

Exploring and laying the foundations for a College identity in the international marketplace, through the workings of the Regional International Consortium, has been a major task of the Business Centre in 2006 with new opportunities identified and increased College participation in international expos. Principles of lifelong learning and universal access to education were the basis of our commitment to international training that links learning to the workplace and provides maximum choice and flexibility.

Quality

The College is compliant within the Australian Qualifications Training Framework (AQTF) to maintain an exceptional degree of service, delivery and reporting functions and continuous improvement to meet and exceed customer expectations. Its diverse lecturing team is highly qualified with extensive industry backgrounds. This service is underpinned by a College team of auditors, trained early in 2006, to facilitate an ongoing climate of compliance.



OUR VISION

To be recognised as a progressive TAFEWA College and major regional skills provider, integral to the social and economic growth of the region.

OUR MISSION

To provide innovative learning opportunities that produce graduates with real skills sought after by industry, and underpin a prosperous and sustainable region.

OUR VALUES

- Our customers
- Partnerships and alliances
- Our people
- Innovation and creativity
- Ethical practice
- Cultural and social diversity

OUR MEASURES OF SUCCESS

- Student Satisfaction
- Graduate Satisfaction & Outcomes
- Employer Satisfaction
- Staff Satisfaction
- Efficiency

OUR STRATEGIC FOCUS AREAS

In 2006, the College is in the second year of the implementation of its five year Strategic Plan. This has served to shape and guide its directions, while providing a sound basis for decision making.

This plan is structured around four key strategic focus points embracing the triple bottom line. These points are the basis by which we measure our progress:

- Relationships with our Clients
- Excellent Training and Services
- Sustainable Business
- Staff Knowledge and Learning

COMMUNITY VISION

Great Southern TAFE will be a College:

- with integrity and commitment to all segments of the community, particularly our youth and lifelong learners.
- that is affordable, accessible and accountable in its dealings.
- whose customers value the College and clearly see it as a key partner in the capacity building of the wider community.
- whose customers are supportive of new approaches to flexible delivery and assessment which they believe will enhance the relevance of training to industry and the region's access to training and education.
- that is more innovative and energised as lecturers' enthusiasm, skills and new ways of working emerge, and systems are streamlined to the customer's needs.
- that increasingly meets its customers' needs through short course training and part qualifications as required. Timetabling will be at a time and place most suitable for the client and technology will support higher level skills and acquisition.
- that is seen as a key source of advice for career paths and study which facilitates pathways across the TAFEWA network.

STAFF VISION

Great Southern TAFE staff will:

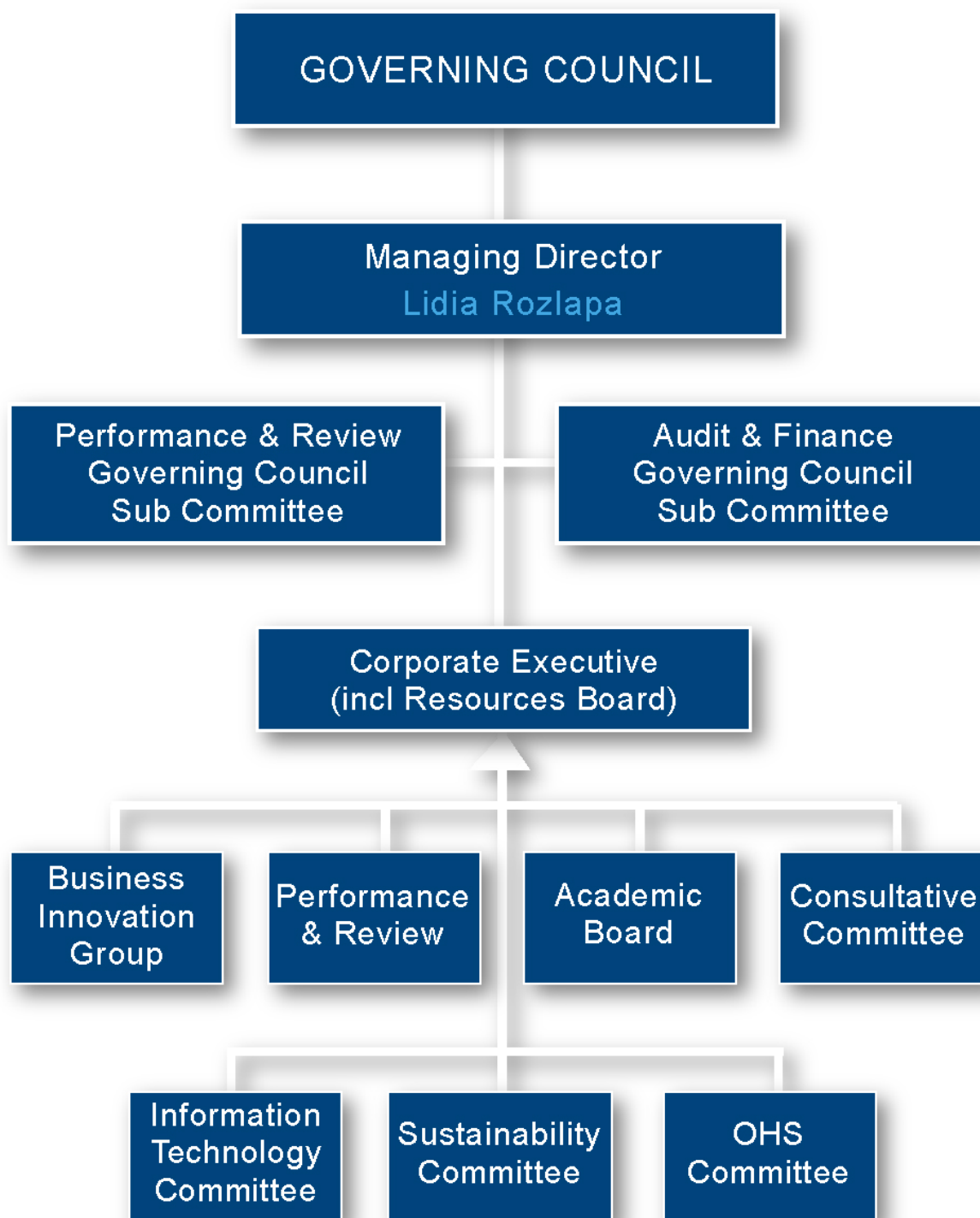
- understand the need for new products, services and methodologies to meet the current and future expectations of our diverse clients and region. Their vision is to be recognised for the excellence of our training and the success of our students.
- express high satisfaction with the College, which will be sustained by support for their continuous learning and the College's investment in technology and training.
- understand the need for new ways of working and trusts that the College will maintain a commitment to their professional development essential to support this. A combined and sustainable vision sees the College with the resources to innovate, project manage, develop capacity and commit to sustainable practices.
- demonstrate cross-sectional and cross-sectoral collaboration.
- capture, retain, and share knowledge to maintain organisational learning and expertise.
- exceed standards in service delivery in all areas of College business.
- continue to expand external relationships with business, industry and our community.

MANAGEMENT STRUCTURE

GREAT SOUTHERN TAFE ORGANISATION STRUCTURE



COMMITTEE REPORTING STRUCTURE





TAFEWA
great southern



GREAT SOUTHERN TAFE
better planning
better services
2006



BETTER PLANNING BETTER SERVICES

GOAL 1: PEOPLE & COMMUNITIES

1.1 AGENCY SPECIFIC REPORT

Contributing to a World Class Education System

To cater for the needs of a growing and diverse client base, Great Southern TAFE has placed a strong emphasis on equality of access, participation and achievement by tailoring programs and services to meet the needs of people with disabilities, Indigenous clients, and those facing barriers due to age, gender, cultural difference, language, imprisonment, or isolation. There has also been a continued emphasis on business needs in training terms as the Great Southern region experiences growth across a number of the industry sectors. In addition there has been an increased focus on the use of e-technology to increase access and efficiency of delivery and assessment.

Underpinning its strategies to meet these challenges during 2006, was a client driven culture with an emphasis on quality and compliance, capacity building, and integrated learning and employment solutions that support the region's development and sustainability. For example:

- Quality career and employment advice was provided across the region through school visits, expos, parent and industry nights, exhibitions, one on one career development sessions, Open Day, and the Careers Great Southern Service. The appointment of a Career and Employment Officer in this capacity has enhanced the career guidance and preparation for employment provided by the College. Now in its second year of operation, it continued to value add to the qualifications gained by students. Workshops were conducted for specific study areas, ensuring that students gained skills and knowledge appropriate to their prospective industry. Industry involvement was very successful in forums across a range of sectors where employers, students and College staff shared valuable information about employment opportunities and expectations.
- Career guidance training was extended throughout the hinterland with staff at the Mt Barker and Denmark Campus involved in further training. These career services incorporate the "Career Voyage" career guidance program. Clients throughout the Great Southern accessed the assistance of our trained staff to gain valuable insights into training options that match their career profile. This gave those in the upper Great Southern and South Coastal region access to crucial information, without the barriers of travel to Albany or Perth. The One Stop Shop for education and career information continued to provide a career service for the Katanning community. In addition a working partnership with the federally funded Access Careers program, through the Area Consultative Committee, has broadened the College's access to career resources. A full range of career brochures, specific to College courses, were developed in 2006. These brochures detail specific career pathways from entry level through to university and offer prospective students current first hand testimonials from local students.
- The College continued to build on its culture of continuous improvement through the Annual All Staff Professional Development Day. Staff had the opportunity to embark on the new year with a shared vision and renewed motivation. The theme for 2006 was 'Sustainability'.
- 2006 saw a continuation of the strategic efforts placed on meeting Australian Quality Training Framework (AQTF) standards across all delivery areas, which allowed the College to maintain best practice delivery, and assessment approaches to its clients. This has been strengthened

through professional development for key staff as Quality Auditors responsible for an ongoing program of internal audits College wide.

- Professional development programs were provided throughout the year to maintain currency of knowledge and enrich staff learning, in line with the College's People Plan. Investment in staff was matched with an investment in innovation and mechanisms to allow staff to share knowledge and work effectively. In particular, a Professional Development project funded through Learn Scope provided managers and lecturers with specialised training in e-learning and e-business. Aligned with the College's commitment to Innovation and Business Development, it also supported the College's Flexible Learning Plan in the area of consolidating management support for flexible delivery.
- Our quality teaching and supportive learning environment were also key factors in the achievement of the goal to contribute to a world class education system. In 2006, Great Southern TAFE ensured quality teaching and a supportive learning environment by providing ongoing professional development for staff and the recognition of innovation, creativity and excellence. The effectiveness of these activities was recognised with plumbing lecturer Rod Connell, and Conservation and Land Management lecturer Andrew Nicholson both receiving Premier's Teaching Awards Round 1 and 2 for their excellent performance in teaching.
- Knowledge management initiatives saw the strengthening of the College's online presence through the refinement of the Products and Services Catalogue (PSC). Recent improvements to the production of course information brochures has improved the accessibility of information to clients. The implementation of new business products, such as ASRI, has allowed for more streamlined business processes resulting in increased compliance and improved services to customers. Planning for the implementation of Unified Enrolments in 2007 began in 2006. The ongoing implementation of a Customer Liaison Management System (CLAMS) allowed for the streamlined capturing of essential College information and provided more effective response to course inquiries and allowed for the development of a database for informed business planning and decision making.
- Accessibility to our services was ensured through a number of measures including Open Days and communication events at schools, industry and agencies. The expansion of the Customer Service Centre initiatives enhanced customer ability to access the TAFEWA system. The 'going live' of the Great Southern TAFE portal in August allowed a rich and accessible information source to the entire region given availability of internet services and has created an improved online presence for the College as well as a vital link to the statewide TAFEWA Portal.
- Recognition and celebration of College activities occurred through scholarships, an internal staff award process whereby staff achievement was recognised and celebrated through the College's monthly Staff Excellence Award and the yearly Teaching Excellence and Excellence in a Non-Teaching Role Awards, and an annual Award night ceremony which incorporated staff and student awards. All events were well supported by the wider community and business.

Lifelong Learning Opportunities for All

Great Southern TAFE continued to provide an expanding range of training opportunities for lifelong learners, particularly through the provision of short courses and flexible adult education from Certificate I through to Diploma and Advanced Diploma levels with optional articulation pathways to select universities across Australia. Flexibility of delivery from classroom to employment based training was a key factor in the College's achievement of this target as was a commitment to equity of access to all.

Workbased Learners

The Better Skills, Better Care initiative continued throughout 2006 and provided ongoing opportunity for work based staff development. The employer, Hall and Prior, Clarence Estate values education and staff development and continued its commitment to a training culture within the workplace through a training partnership with the College. This training enhanced the existing competency of staff with staff demonstrating enthusiasm for the training opportunities available, with a number recently commencing their studies in the part time Diploma of Enrolled Nursing through the federally funded Better Skills, Better Care project. The delivery and assessment of this qualification is specifically designed for existing workers, and is in the second year of part time delivery over a three year period. It gave students the flexibility to continue work, and study at the same time. Six from an original number of 10 have continued their studies into 2006.

Hinterland delivery

Lifelong learning opportunities were not limited to Albany, but extended right across the Region, with regional campuses in Denmark, Mt Barker and Katanning recording increases in fee for service business and an expansion in particular areas of profile delivery such as languages, art, teachers' assistant, information technology and business. Delivery to TAFE Centres linked with the Western Australian Regional Telecentre Network, such as the Walpole Telecentre also increased.

External Studies and Prisons

Our thriving External Studies Centre maintained strong partnerships with Telecentres across the region to deliver training to those in remote and rural locations. It exceeded the state average in successful student completion rates through its commitment to a high standard of external student support and liaison. Two tender funded courses were completed in Childrens' Services and Teacher's Assistant. There was an increase in workplace assessments in several areas including Financial Services, Child Care and Meat Processing and several new courses were planned in 2006, to be available in 2007, including two levels in Occupational Health and Safety. The External Delivery centre experienced unmet demand due to the high numbers of people wishing to undertake external studies in a climate of high employment.

In 2006, Great Southern TAFE continued to substantially increase its delivery to inmates of Albany Regional Prison with more Certificates issued to Albany Regional Prison in 2006 than in any other year of partnership. The implementation of a collaborative model in 2005 for the coordination of education within the Prison and Pardelup /Walpole Work camps improved operational matters and contributed to the increase in delivery and the improvement in outcomes. There was an increase in the range of courses offered to Albany Regional Prison and the Walpole/Pardelup Work camps with a comprehensive delivery plan created for delivery in 2007 for both facilities.

Supporting the Disadvantaged

Programs and services to disadvantaged clients continued to grow and saw many positive outcomes throughout the year, ensuring accessibility and equity in the delivery of training. Our transitional courses are a key strategy in the achievement of these outcomes. Some examples include:

- People with disabilities were catered for as a result of the Australians Working Together project outcomes completed in 2005. *Ready Steady Go* is a customised training program for in Gaining Access to Training and Education (GATE) Introductory and was launched for delivery in 2006. The course saw a small number of graduating students and a higher number of partial completions. Continuous improvement measures have been implemented as a result of the outcomes of the course to provide more flexibility of delivery to meet individual student needs particularly in the area of e- technology, ensuring people with disability have equitable access to courses designed to develop basic employability skills.
- The GET'M project continued in 2006, providing a training choice for young mums and young pregnant women who wish to continue their education and training while parenting. The program was developed through a partnership arrangement between the Department of Community Development, Rainbow Coast Neighbourhood Centre and Centrelink. The students successfully completed the Gaining Access To Training and Education (GATE) introductory course. Many of them continued their studies in the Certificate II in General Education for Adults and other TAFE programs, such as financial services, offered at the College. One student was successful in gaining a traineeship in Certificate III of Financial Services. The program has been acknowledged as successful by the community.
- For those with financial barriers the College continues to maintain a Financial Hardship mechanism whereby students facing financial hardship are able to apply for a tuition fee waiver to assist them to undertake training.

A Culturally Rich, Artistically Inspired and Intellectually Stimulated Society

The Business and Creative Industries section has been instrumental in working towards this goal. This was facilitated by the range of courses offered which work harmoniously to provide live work experience for students of the various industry sectors. For example design students were involved in the design of CD covers for the music students while the multi-media students were engaged to produce film-clips for the music students. This cross disciplinary approach has enriched campus life and has a spill over effect into the wider community. Some significant achievements also occurred in this area.

- Two Denmark music student bands, *Deltaforce* and *29 Shades of September* performed as part of the West Australian Music Industry tour in March 2006. A number of the music students are actively engaged in the local music industry in a professional capacity as performers and teachers.
- The Art program has seen a range of successes such as local Indigenous artists exhibiting in Manila through an Austrade arrangement. In addition a number of art students across the region have become recognised as successful artists through their exhibitions, establishment of galleries or through a role as art teachers to the general community.
- Negotiations occurred throughout the year with commercial artists and gallery owners to develop a vision for the College to be part of a multi-partner process to identify areas where emerging creative artists from a range of disciplines can be provided with training to assist them establish commercial artistic ventures with the potential to benefit the gross regional product.

- The Primary Production and Natural Resource Management section through its horticulture program worked with the Director of Nursing at Albany Regional Hospital to creatively design a healing garden of aromatic herbs and plants to benefit those with Alzheimer's disease and other ailments where a garden is said to be of therapeutic value. The garden was opened in 2006 and is now a well used facility by sufferers of Alzheimers' disease.

Indigenous Australians' Economic and Social Opportunities

2006 has seen changes occurring as a result of the College's adjustment to ongoing legislative changes, in particular changes to ABSTUDY and the Community Development Employment Program (CDEP). This has required a change to the methodology of Indigenous training delivery. During the reporting year, both Northern and Southern Indigenous Programs experienced minimal difficulty regarding the changes to CDEP as the majority of profile enrolments were already met upon implementation of the new arrangements. However the later half of 2006 were a planning challenge for the Indigenous programs area in terms of preparation of a 2007 training program which will accommodate the changes in a meaningful way for Indigenous customers. The trend in training options was towards community capacity building courses such as Governance, Plant Operation, Clothing Production and Horticulture. There were a number of successful student outcomes and a high completion rate, particularly in Governance in Albany and Katanning.

Planning and delivery throughout 2006 was informed by Great Southern TAFE's Making It Happen policy, designed to provide an organisation free of racial harassment and ensure inclusive processes for Indigenous clients.

In 2006 the College continued to embrace the policies and procedures as set out in the *Aboriginal Education Training and Operational Plan 2005 – 2008* and has worked hard toward the achievement of the four priority areas for Vocational Education and Training.

1. Increase involvement of Indigenous people in decision-making about policy, planning resources and delivery

The local Aboriginal Education and Employment Training Council (AEETC) implemented strategies which assisted in increasing attendance at meetings and focused more on how relevant input could best be obtained from the committee members. This included holding each meeting around a particular theme such as employment outcomes, Indigenous youth, apprenticeships and pathways into higher levels of VET. In addition members and guests with specific areas of interest were invited.

There is also one Indigenous member representative on the Governing Council of the College.

2. Achieve participation in VET for Indigenous people equal to that of the rest of the Australian community

- For Indigenous clients in remote locations, training programs were delivered in culturally appropriate venues to allow for accessibility. College and community buses were available to assist with transport where required. Training was also carried out on CDEP sites to minimise travel. Additionally, programs were scheduled around community events and cultural commitments where possible.
- The College undertook measures to improve completion rates for Indigenous students through a range of strategies including the provision of mentor support and adaptation of assessment strategies. In addition to this, student attendance was monitored closely and communication with staff took place to assist in addressing barriers to learning. This was further supported

with ongoing cultural awareness training for lecturers and an increase in short course delivery (eg. chainsaw, first aid, forklift and tree harvesting,).

- Ongoing use of the Lecturers' Resource Kit.
- New Indigenous Art Facility on site at Albany Campus commenced planning in 2006, due for completion early 2007.
- Upgrade of facilities occurred in 2006 through the landscaping of the Indigenous Studies area. This project was managed and undertaken by the Indigenous students and has greatly improved the environmental aesthetics of the Indigenous training rooms.
- In 2006, Great Southern TAFE has laid the foundation to take a lead role in the delivery of an Indigenous lecturer cadetship planned for 2007. Training in the Diploma of Training and Assessment will be delivered to a group of Indigenous lecturers, one from each College across the State. This project will draw on a range of innovative methodologies in order to successfully deliver training at the Diploma level to Indigenous lecturers. Specific strategies will include; using context of student's own workplace as a key to learning; development of individual learning plans, development of a community of practice with includes students and mentors, openness toward the two way learning process between RTO and students that provides flexibility and continuous improvement.

The College successfully secured CAT funding to deliver Certificate IV in Training and Assessment for Indigenous people. Ten Indigenous people commenced the program in mid 2006. This has provided a firm foundation to achieve the College aim to have a pool of Indigenous trainers available within our lecturing pool.

3. Achieve increased culturally appropriate and flexibly delivery training, including the use of IT for Indigenous people.

- Lecturing and other professional staff across all campuses have the opportunity at various stages throughout the year to undertake Indigenous cross cultural training. This was reinforced through the development of a new College policy.
- Indigenous Lecturers where employed where appropriate.
- Training design & delivery is tailored in conjunction with Indigenous Programs staff and the Indigenous community to ensure the cultural relevance/appropriateness.
- Programs in Certificate I of Information Technology were planned in 2006 and profiled in 2007 after consultations with the local Indigenous community and organisations.

4. Develop closer links between VET outcomes for Indigenous people and industry and employment

In 2006, the College continued its commitment to increasing the employment, social and education opportunities for the local Noongar community through a range of programs, initiatives and support services. It resourced and provided training to ensure opportunities for our Indigenous clients and their planned enterprises, including the Indigenous visual arts industry, the expansion of cultural tourism and governance training in hinterland areas and civil construction in the area of plant operation.

A number of strategies were implemented for Indigenous youth , in line with government policies related to the raising of the school leaving age. These included:

- Provision of industry experiences through VET for Schools programs for Indigenous students through the Certificate I of Work Readiness. Students from a range of regional schools including Mt Barker Senior High School, North Albany Senior High School and Albany Senior High School participated in this program
- 12 members from the Clontarf Football Academy participated in the Try a Trade week held over the July school holidays in the College Trade section. This was a joint project of the BCITF and the College.
- Indigenous Youth TAFE Taster Program.

Overall the Indigenous Program's profile was expanded to include new qualifications providing further links to industry and employment. There was an increase in unit enrolments across all courses from 4881 in 2005 to 4386 in 2006. Courses delivered primarily for Indigenous students included:

- Gaining Access to Training and Education
- Certificate II, III and IV in Visual Arts and Contemporary Craft(Mt Barker, Albany, Katanning and Tambellup)
- Diploma in Aboriginal Visual Art
- Certificate I, II and III in Rural Operations
- Certificate I in Automotive
- Certificate IV in Business (Indigenous Governance)
- Certificate II in Forest and Forest Products
- Certificate II in Horticulture and Horticulture Production
- Certificate I in Engineering
- Certificate I, II and III in General Education for Adults
- Certificate III in Civil Construction (Plant Operators)
- Certificate I in Work Readiness
- Cert IV Training & Assessment

Short courses included:

- Sewing/cooking
- Coppicing
- Shearing
- Tree Harvesting
- Chainsaw

- Forklift
- Skid Steer
- Basic Carpentry Skills

These efforts led to a number of positive outcomes for Indigenous students.

The successful transition of an Indigenous Pre-Apprentice Plumber/Gasfitter student who secured employment as a Trades assistant within the Industry which was converted to an Apprenticeship Roof Plumbing was a pleasing outcome.

- Students in the shearing program had a high rate of completion with all eight students completing and two securing employment within the industry.
- The Basic Carpentry program held in 2006 was run as a taster for a pre-apprenticeship program in 2007. 11 students completed the taster program with 11 registered expressions of interest for 2007.
- The Certificate I in Civil Construction (Plant Operators) commenced with 12 Students with ten completions and two students in related employment. Skillhire is supporting the remainder of the students to secure work. There has been strong interest expressed from other regional Shire Councils to form similar training programs in their areas.
- The Mt Barker Aboriginal Visual Arts Program continued to support Indigenous economic development by encouraging self reliance and sustainable economic and social development in the local Noongar community. Throughout the year, the students were involved in a number of projects including the Australia wide 2006 PIAF exhibition, the Austrade Expo in the Phillipines to celebrate 60 years of trade relations and the Vancouver Arts Centre – Lower Great Southern Noongar Art Exhibition.

Responding to the Needs of a Diverse Client Base

Throughout the reporting year, the College expanded its relationships with industry and business at all levels to ensure that training was tailored to meet the skills needed in the workforce at a local and statewide level. It developed delivery and assessment plans targeted to meet client needs, ensuring that training recognised client backgrounds and was relevant to the broad range of clients and their needs. Some instances of this occurred in the following:

- A Lecturer Resource Kit to improve skills for the teaching and pastoral care of Indigenous students, was used throughout 2006 as an important resource and strategy to support lecturers in the teaching of Indigenous students. Training in the use of these resource materials supported the incorporation of Indigenous perspectives into the curriculum, facilitated new approaches to literacy and numeracy assessment and reporting for Indigenous students, and provided educational strategies specifically developed and adapted for Indigenous students.
- The Business Centre worked in alliance with local service providers to ensure that the small to medium enterprises in the region received high quality, relevant training in a coordinated manner which incorporated customisation of products.
- The Business Centre also built on the preliminary work undertaken to position the College for entry into international markets. The Regional International Consortium, which comprises all regional TAFE Colleges, successfully negotiated the appointment of a marketing officer through Education and Training International. The officer focused on building international markets for

the regional Colleges and has worked with the Colleges throughout 2006 to gain an understanding of regional strengths, culminating in a marketing strategy to be deployed in 2007.

- Promotional activities in this arena undertaken by the College during 2006 included hosting of international visitors to the region, meetings with investors/trade delegates, representation at national and international trade fairs, contributions toward the development of an on-line presence through the ETI web page, tender bids and discussions with recruitment agents. These activities were undertaken with Vietnam, India, China, Philippines and Qatar, with further development work scheduled for 2007.
- Over the past year, a number of new products were developed under the guidance of the Business Innovation Group (BIG) which takes an active role in seeking new opportunities and assessing the College's capacity to enter into new markets. The assessment process includes individual product viability and growth potential, as well as the College's community obligations. Working within these guidelines, BIG has overseen development in the following industry areas: Occupational Safety and Health, Leadership, Civil Construction, Governance, Human Resource Management, Dental Assistant Training and Therapy Assistant.
- The Business Centre has continued to expand its operations outside the Great Southern region through its partnerships with other regional TAFE Colleges. In 2006, the College partnered with Kimberley TAFE to deliver Worksafe "ticketed" training to Argyle Diamond Mines. The training is delivered in 11 day blocks on a fly-in/fly-out basis. We continued to service our OSH markets in Kalgoorlie and Broome and are reviewing our out-of-region services for 2007.

1.2 OBLIGATORY REPORT

Disability Access and Inclusion Plan Outcomes

Through the implementation of its Disability Access and Inclusion Plan, Great Southern TAFE has continued to actively pursue strategies to ensure that people with disabilities are able to access the College's services and facilities on an equitable basis.

This has been achieved through continuing to adapt service delivery, and through the provision of supports to meet the needs of individuals with disabilities, while also engaging in a variety of initiatives which actively promote the inclusion of people with disabilities in the life of the College including:

- Ready Steady Go – Gate is a work/training preparation course that provided students with a range of skills to enhance their employability, and was developed with funding from the Department of Education and Training.
- The Certificate II in Clothing Production provided students with the skills to enhance their employment opportunities in clothing manufacturing.
- The College also worked in partnership with the Lower Great Southern Community Living Association to deliver two successful programs. Firstly, Second Click Computer Literacy classes built on the computer literacy skills of people with disabilities, in a supported environment, giving them the confidence to apply these skills at home and in the community.
- The Lifestyle + program continued to encourage people with disabilities to attend the Lifestyle courses. The program was popular and the College now offers increased support to people with disabilities to participate in the full range of Lifestyle courses. Lifestyle + was highlighted by the Director General of the Disability Services Commission as a best practice model.

- The College has continued to make a range of accessibility improvements. In 2006, Tactile Ground Surface Indicators were installed at the Albany campus. A new accessibility ramp was completed at the Mt Barker campus. Accessibility has been a key feature for inclusion in the now completed Stage I of the new TAFE Farm.
- The new College website was designed taking into account principles of equitable access. A link to a Disability page which outlines all services available at the College has been placed on the site.
- Great Southern TAFE has continued to undertake a range of strategies to improve access to information about training and services. Information was provided through community networks and newsletters and liaison took place with agencies which assist people with employment and training. The College also promoted training opportunities and support services at community forums, and distributed information to schools.
- In order to increase participation and promote achievement in training for students with disabilities, the College continued to enhance the understanding and skills of staff in the area of disability through providing information on meeting the needs of students with disabilities to new staff at induction sessions, and providing online information for lecturers on meeting the learning needs of students.
- People with disabilities have also been encouraged to provide feedback on College accessibility and the services and training it offers through customer feedback forms, and liaison with community agencies that assist people with disabilities into training and employment.
- The Disabilities Access and Inclusion Plan was partially drafted in 2006 and will be completed in 2007 once key performance indicators are available.

Cultural Diversity and Language Services Outcomes

The College continued to provide a broad range of programs to support the development of cultural diversity and provide training for the acquisition of languages.

- The College successfully delivered Certificates of Spoken and Written English. This provided specific training for people from non English speaking backgrounds, with a class structure designed to ensure one on one support and guidance. Notably the College catered for people from a wider range of language backgrounds than in previous years. This was apparent in Mt Barker where an increase in migrants to the town has seen an increase in enrolment in the Certificate of General Education for Adults.
- Italian language classes in Albany and Denmark, Spanish in Denmark and French in Mt Barker attracted a large number of students who achieved excellent completion rates. Many have expressed their wish to continue their language training in 2007.
- Auslan continued to provide knowledge and skills for people to gain fluency in this language from a bilingual and bicultural perspective for communication and vocational purposes, catering for the needs of teachers and family members of children with auditory and/or speech impairments.
- Information was provided in alternative formats to cater for clients' special needs.

- A significant success occurred at the Katanning campus. A new immigrant to Australia with limited English, achieved all three levels of the Certificate of General Education over 18 months and won the Endeavour Student of the Year Award at the 2006 Annual College Awards Ceremony.
- A workshop for literacy and numeracy lecturers was held to upskill staff on the National Reporting System (NRS) of assessing benchmark levels of numeracy and literacy in students. The workshops featured a visiting expert from Perth.
- Two Migrant English students were accepted into Registered and Enrolled Nursing. They were given extra support during their bridging program via learning support and were successful in their nursing studies.
- Interpreting services for non English speaking students are provided through the Commonwealth Government Translating and Interpreting Service where necessary. Two Auslan speakers on call for hearing impaired and a telephone service is available.

Youth Outcomes

Legislation raising the school leaving age came into effect in 2006, requiring that the College focus on strategies to support government policy requiring all 16 year olds be engaged in education, training or employment. From 2008 this policy requires all 17 year olds to be engaged in education, training or employment. Over the past three years approximately 20% of College enrolments have been drawn from the 15 – 17 year old cohort, so it is anticipated that this policy change will result in substantial changes to the way in which the College engages with young people.


A Youth Steering Committee was established to monitor and respond to issues associated with both duty of care and the new reporting requirements attached to the legislation. This Committee engaged with stakeholders outside the College including the Regional Participation Manager and the Local Community Partnership.

Activities and achievements related to the youth student cohort included:

- The Director of Enterprise was allocated responsibility for the appointment and management of a Principal Lecturer Youth to administer VETSS, oversee the duty of care requirements attached to delivery to minors, and management of the implementation of delivery strategies responding to the Raising of the School Leaving Age legislation.
- Great Southern TAFE supported nine schools through VETSS. Delivery occurred across eight industry areas and 49 different units of study. Study areas have included automotive, multi-media, metals and engineering, carpentry and joinery, sport, hospitality, childcare, business skills, aquaculture, conservation & land management and horticulture. Student numbers training in each module varied from two (special needs/Children's Services) to one hundred and ninety-two (Sport and Recreation – Create Client Relationships). VETSS programs developed work readiness skills and encouraged transition to higher level VET qualifications.
- The Boatshed Project represented the first time that students at a high school have undertaken a dual school – TAFE enrolment. Students attended school for three days a week, and undertook a Certificate I of Industrial Skills at the Duyfken Boatshed on two days a week. This project achieved highly successful outcomes with a group of students who were enrolled in year 11, but largely disengaged from classroom delivery. Successful outcomes included improved performance in school, development of strong links with the community and industry and over

90% of participants achieving their qualification. This model of dual enrolment will be continued in 2007.

- This is the third year that the GET'm program for young mothers has been delivered in partnership with the Neighborhood Centre. Students undertake a Gaining Access to Training & Employment (GATE) qualification, and this year the program was a finalist in the WA Community Service Awards.
- Certificate of General Education for Adults for 15 – 19 year olds has provided a range of skills development opportunities for students who have disengaged from school for a number of reasons. This training provides an important bridge for these students to return to learning and to develop basic skills necessary for employment or further training.
- Demand for pre-apprenticeships was the highest experienced by the College and a reflection of the booming local economy. The high regard in which this program is held by local employers has resulted in the pre-apprenticeship program continuing as the pathway of choice for young people seeking an apprenticeship placement.
- With the support of the BCITF the College offered 'Try a Trade' taster programs to year 10 students during school vacations.
- The College has continued to contribute to the achievement of targets set for school based traineeships within the region. Fifty-six students from nine schools participated in School Based Traineeships.
- Aboriginal School Based Traineeships have continued to provide Indigenous students with exposure to the workplace, and are well supported by local employers.
- Research was undertaken into the potential for high school students already in the paid workforce to apply their paid work experience towards the award of a Certificate II traineeship qualification. Discussions have been held with Mt Barker Senior High School and the Mt Barker Tourism in regards to the potential for School Based Traineeships in tourism.
- Great Southern TAFE School Based Trainee, Mac Proski won the award for the School Based Trainee of the Year for 2006 at the annual Department of Education and Training Excellence Awards. Mac, a St Joseph's College student, studies for a Certificate II in Automotive (Vehicle Servicing) with De Jonge Auto Mechanical Repairs where he is highly regarded for his skills.
- UniLink provides students of the College with a guarantee of advanced standing into undergraduate degree programs through Memorandums of Agreement developed with seven universities across Australia. All universities engaged in this partnership offer their undergraduate degrees externally, providing students with the option of obtaining a university qualification without leaving the region. This initiative ameliorates the issues of cost and dislocation which are major impediments to young people in regional areas undertaking higher level qualifications.
- Young people have access to career and employment services through the appointment of a specialist career and employment development officer.
- Year 11 and 12 students enrolled in the Certificate I of Fine Furniture at the WA College of Agriculture - Denmark, were awarded 1st, 2nd and 3rd place at the 2006 Perth Royal Show.

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- The College was the co-convener of the 'Education & Training Participation Plan' for the Albany and Narrogin education districts, ensuring that development of these plans incorporates effective VET pathways.
 - The College provided a VET student scholarship to the value of \$50 to all schools as an incentive to both staff and students involved in the VET for schools delivery. As one school principal stated, 'it is delightful that the association between school and TAFE continues to flourish.'

GOAL 2: THE ECONOMY

2.1 AGENCY SPECIFIC REPORT

Encouraging Education, Skills and Creativity for Competitive Advantage

Commercial activity in the region is undergoing growth, with a significant percentage of the region's workforce employed by retail and wholesale trades, the primary industry sector, banking and financial services, industrial, building and home maintenance suppliers, real estate, hospitality, education, health, and community services. Great Southern TAFE continued to provide flexible training services to support the growing employment opportunities in these areas, in partnership with local businesses, with a focus on training delivery in the workplace. These activities supported the sustained economic and employment growth of Great Southern communities.

The relevance of our training programs is demonstrated by the 87% of students who undertook their course for employment related reasons, either to get a job or gain extra skills for their current job. The broad range of programs is finely tuned to respond to emerging trends within the region.

- **Emerging educational technologies** have challenged the traditional format of full time, face to face delivery and have influenced the location and manner of training. This provided the College with an avenue for competitive advantage through its adaptability to meet these challenges. The College ensured that its training addressed the rapid technological change and the increasing need for flexibility, speed and convenience in the delivery of training to learners through professional development in key new technologies and methodologies. For example the project Beyond the Black Stump involved long distances, plumbing apprentices, their employers and TAFE and used cutting edge technology to gather assessment evidence from the workplace in skill shortage areas. Tools used to gather evidence from the workplace were digital cameras, mobile phones and PDA's using the camera function and electronic assessment checklists. Record keeping was done using forms created by the College using software Visual CE. The technology used was practical and provided the quality of evidence needed despite the long distances involved.

Importantly the project has the capacity to reduce off the job time required for training and assessment. It also provides an avenue for lecturers to work smarter not harder, especially in terms of managing the AQTF workload as it provides a range of time saving tools. This model also reduces barriers to assessment in non site specific trades such as carpentry, plumbing and electrical due to its portability.

More generally, in this area, the College undertook the first steps in planning for the introduction of web based learning tools such as Moodle to be introduced as a standard delivery tool.

- A number of **higher level qualifications** were introduced in 2006 in niche areas. This has led to the scoping of new Diplomas in Art, Graphic Design, Builders Registration and Horticulture with others planned for 2007.
- **Targeted training for traditional and niche markets** was provided. For instance, agricultural production continued to be the most prominent industry sector in the region, and the College provided training that supported diversification into viticulture, aquaculture, forestry, organic horticulture and emerging niche markets in land management and production. On site training was supplied across the State to meet industry standards and to ensure a skilled and sustainable workforce in the meat and wool sectors.

Tourism continued to have a strong potential and the College worked hard to provide an effective training service for this key regional industry. In 2006 the College developed its training programs with a full time course being delivered from the Albany campus with a focus on eco-tourism activities. Negotiations for further training in the hinterland were undertaken with plans for delivery in 2007. Training programs are customised to meet the industry's changing needs, in particular, the development of training in the area of wine tourism and cellar door sales which complements the wine industry.

- The **TAFE Business Centre** continued to grow in 2006 with the buoyant economy and high employment levels providing ideal market conditions for fee-for-service programs. Plans to increase staffing levels in 2007 were implemented to service further expected growth. Increased sales have occurred across a broad spectrum of the Business Centre's product range including Occupational Safety and Health, chemical handling, recreational boat safety, Worksafe "ticketed" courses and plant and machinery operator training. The Business Centre has been building its expertise in these products over a number of years and is now capitalising on market conditions which places this training in high demand.
- **Short courses** were a key feature of the College's competitive advantage in 2006. Factors impacting on the expansion of our short course activities included the development of a partnership with the Housing Industry Association which enabled us to offer subsidised training through the Building and Construction Industry Training Fund (BCITF) to members of the construction industry, and achieve higher levels of competitiveness in the marketplace. In addition the Department of Planning and Infrastructure's introduction of the Recreational Skipper's Ticket has impacted on demand for specific short courses. In addition to this, the College generated interest through a targeted campaign to develop a profile within the community for its higher cost, higher return products, which has enabled it to establish itself as the provider of choice for many local businesses.

Expansion in this area has also resulted from the consolidation of the College's state wide markets for occupational safety and health training in the Kalgoorlie and Kimberley regions, and the appointment of fee for service staff for one day per week at the regional campuses, developing new relationships and markets in those areas. Increased interest has also stemmed from new product development in both the lifestyle and corporate markets including governance training, scaffolding, dogging and rigging, skidsteer, backhoe, and bobcat training.

- **Exploring new markets** such as the international market has been a strategy for the College in developing a competitive edge in training in the region. The Business Innovation Group has initiated planning for the College to enter the international training arena. A broad framework has been developed which will enable GSTAFE to position itself in the market and respond to international training opportunities. The College has a commitment to Education and Training International to identify market strengths and opportunities to facilitate entry to the international market.
- **New products and services** continued to provide new and return clients with essential training. For instance, the Business Centre targeted existing worker traineeships as a new service for 2006. Trainee sign-ups were concentrated mainly in the disability services and local government industries, with delivery occurring via a combination of formal recognition of pre-existing skills and workplace training, in areas where skills gaps were identified.

In the hinterland the growth in existing worker traineeships provided employers and their employees with the opportunity to gain formal qualifications in the workplace for existing skills. Existing Worker Traineeships ran across 3 Shires, Gnowangerup (16), Kent (9) and Kojonup (5). Twenty five of these were Existing Worker Traineeships with five funded through profile

arrangements. Future possibilities for exploration exist in retail and viticulture in Mt Barker and Denmark.

- Developing a brand strategy to incorporate the successful TAFEWA Switch on campaign.
- Identifying all resources available and assessing their relevance to the target market.
- Working with Austrade, Department of Industry & Resources and many organisations that represent specific industry areas in target markets.

A Workforce Reflecting the State's Diverse Population

Throughout 2006, the College managed its staff to ensure that workforce was reflective of community demographics. Management training and a suite of professional development programs provided opportunities for succession planning and skills development in line with the People Plan.

Innovation

During the reporting year, the College strove to provide an innovative and dynamic learning experience for all students by pursuing a number of innovative projects involving teaching, learning and delivery strategies.

Professional development plans were created for lecturing staff for implementation of innovative approaches to the design and delivery of training based on market needs and workplace learning. The Delivery Enhancement Officer continued to prepare the transition strategy for teaching staff into the new Diploma in Training and Assessment, ensuring that all staff achieved the highest level of training. Twenty three members of staff took part in the Certificate IV TAA program with 11 participants successfully completing the Assessment units. The delivery strategy was based on self paced workbooks with face to face classes highlighting key areas of delivery and assessment, allowing maximum flexibility for staff.

Tenders were sought to provide extra resources required in the quest for innovation. The College was successful in gaining several Learnscope projects as well as targeted DET funding which facilitated a range of professional development projects. Combined these have led to improved communications, delivery and assessment methodologies and better business practices across the College. These have been apparent in a number of areas including: VET for Schools Students business processes to facilitate improved communications between schools and the College through the use of an electronic whiteboard; major improvements in evidence gathering for plumbing apprentices across the region resulting in improved quality of assessment evidence as well as more effective evidence gathering and an increase in the uptake of personal digital assistants to facilitate ease of assessment in terms of workplace checklists as well as to improve daily workplace efficiency.

The College's client base expanded with a particular emphasis on engaging the business community which has reduced their participation in some profile products, in favour of purchasing fee for service products. Partnerships and innovative delivery strategies were established with the City of Albany (engineering cadetships and frontline management); the Forest Products Commission (training of recruits across the State); and the Albany Business Enterprise Centre (Small Business Management).

The establishment of relationships with these organisations has enabled the College to enter new markets in a non traditional manner and expand its client demographics.

The College has also ensured ongoing pastoral care opportunities are available to students and staff through the provision of a counseling service, implementation of duty of care for minors procedures, modern career advisory facilities and recreational facilities on campus.

Addressing Skills Shortages

Industry wide labour shortages continued to be a major challenge in 2006, and Great Southern TAFE channeled its resources into working closely with industry and businesses to identify creative and effective ways to address this problem through industry forums, partnerships and flexible delivery methods.

- The College continued to promote Traineeships and Apprenticeships throughout the reporting year and improved its achievement of targets for apprentice and trainee enrolments with a 46% increase in growth in the Trades and Industrial Skills areas, and a 15 % increase across the board. Traineeships in non-traditional trades areas have also grown. For instance, the College serviced three traineeships in the Beauty Therapy industry.
- A range of strategies were used to facilitate this growth including: implementation of the School Apprenticeship Link program in the automotive area; promotion at local community events; awareness raising evenings for parents, students, and industry at the College; formalising lecturer network relationships through industry reference groups; delivering trade based qualifications in VETSS programs in the Great Southern; visiting local high schools and conducting school group tours of College facilities.
- Strategies for improving completion rates for Indigenous apprentices and trainees included increased liaison between Indigenous Programs staff and those involved in delivery of pre-apprenticeship programs, and potential industry representatives to assist with potential work placement opportunities.
- The Trades section of the College was involved in the consultation process for redesigning the Pre-apprenticeship program and entry level courses to better meet community need and find solutions to some of the issues faced in previous years. Mr David Love was appointed as consultant to this project and visited the College to scope the situation and present a report to the Department.
- The College continued to improve off-the-job training for a number of trades-based apprenticeships and skills-based technical training programs, through innovative workplace delivery strategies including innovative methods using e-technology.
- Workbased training options were implemented for students already employed or students who gained employment during their enrolment period. This was made possible through the provision of self-paced study resources as well as site visits for assessment purposes by College lecturing staff. This was evidenced in the Certificate III of Financial Services where enrolled students were employed before the completion of training. The College varied the training program to ensure that these students were able to complete their training on the job. The availability of higher level qualifications ensured that these students continued training while in employment.
- The College has also continued to place an emphasis on Access and Equity courses which provide essential bridging courses to provide those who returning to study or employment with essential skills. Several positive outcomes have been achieved in this regard including two 2005 graduates of the New Opportunities for Women course enrolled in the Diploma of Enrolled Nursing in 2006. A Certificate of General Education for Adults student gained employment with

Silver Chain as an aged care worker. Several graduates from the Get'm course have progressed onto mainstream TAFE courses, one in the much in demand Financial services sector.

Trades and Industrial Skills

Specific training programs have achieved excellent results in addressing the skills shortage issue in the Trades and Industrial skills area. These include:

- The Certificate IV of Civil Engineering was introduced in 2006 across 11 workplaces in the region, including local councils and private enterprises, providing a key new labour market resource in the skills shortage area of Civil Engineering.
- The Certificate IV in Drafting increased in popularity in response to the housing sector boom in the Great Southern, especially the Albany region. Students found employment with local businesses before completion of their course and arrangements were made to facilitate continued progress toward graduation whilst in the workplace to the benefit of student and employer.
- The College maintained its reputation as the provider of choice for shearing and wool harvesting. In 2006, it continued to promote its Centre for Wool Harvesting, and again won a statewide tender for wool harvesting training. These courses saw a very high number of graduates across the range of qualifications.
- A region wide pilot program in the automotive industry saw 8 students from high schools across the Great Southern undertaking block release training at the Great Southern TAFE. The training was part of the *School Apprenticeship Link (SAL)*, an initiative targeting secondary school students interested in pursuing an apprenticeship as a career pathway. Targeted at upper secondary school, Year 11 SAL students attended three days a week at school with an equivalent of one day per week in the workplace and one day per week at TAFE. SAL will be expanded next year in the Great Southern to include hairdressing, retail and beauty. A key aim of the pilot was to make trades more attractive to young people by increasing opportunities for them to enter apprenticeships through a number of different pathways.
- 2006 saw increased exploration in hinterland regions in the area of existing worker traineeships for retail. Tenders written in 2006 were successful with proposed 2007 delivery in Mt Barker aimed at women returning to the workforce.
- There was growth in post trades qualifications with strong interest in both electrical and plumbing industries.

Social Science

The College delivered to a range of students including existing worker trainees, new trainees and campus based students in Community Services. Stand out strategies used to deliver to these groups revolved around the development of strong interconnected partnerships, ongoing professional development, skills gap identification and customised assessment.

There was significant growth in traineeships in the Community Services industry, developed through established industry arrangements between the College and community service agencies. This facilitated useful discussions regarding the range of opportunities available through the traineeship model. This growth saw a shift in delivery of programs from classroom based activity to employment based training at a Certificate III and IV level, in the spectrum of Community Services with a focus on Disability Work, a skills shortage area identified to become critical within the next 10 years.

Specific training programs achieved excellent results in addressing the skills shortage issue in the Social Sciences area including:

- The delivery of training in the counseling area in response to community demand. The College delivered several units from the Community Services training package on a part time basis to Diploma of Community work or equivalent students using the services of a local psychologist. This training provided an important skill set to the community and was well attended with excellent student completion rates.
- Delivery of two introductory units in the area of Therapy Assistant for Allied Health Professionals in response to a skills shortage identified through an industry forum late in 2005. Two units from the Health Training Package were delivered over one semester in the evening to a keen group of mainly aged care workers. This has provided the community with a group of skilled therapy assistants. Delivery of a full time course is planned for 2007.
- A partnership arrangement between Great Southern TAFE and Curtin University for the delivery of the Bachelor of Science (Nursing) is addressing the shortage of skilled nurses in the region. One of the key benefits of this arrangement is its location on the Great Southern TAFE Albany campus, with articulation of the Diploma of Enrolled Nursing also through the Albany campus. This allows prospective nurses in the region the opportunity to study close to home. In addition to providing students with highly sought after job market credentials, the course offers further education pathways to university where nurses are able to further specialise. The popularity of the local courses continues to grow, with around 40 students, mainly full time, currently studying in the area of Nursing. Another seven students have enrolled in the external Enrolled Nurses' Degree Conversion Program. Great Southern TAFE arranged clinical placements, and local staff act as mentors throughout the process.
- As a response to an industry request to deliver training for dental assistants, the College delivered the Certificate IV of Dental Assisting (Dental Radiography). Students undertook a combination of work placement and theoretical training with placements in Mt Barker and Denmark. Workers already in industry were also trained. Online learning and assessment support materials were vital resources in supporting this worker training program. The course is set to continue in 2007. Six classroom based students and two work based students were enrolled in the course and one graduate commenced work in a local dental practice in Albany.

Business and Creative Industries

The College has continued to provide training across its specific program areas. Some examples include:

- The local financial industry was assisted to fill positions through the provision of College graduates particularly in the accounting area. Strategies have included increasing flexibility to allow students to complete their qualifications while in the workplace. This has been essential as many students find employment before completion of their certificate.
- The College has also expanded its scope to provide management level training in the area of Human Resources and Occupational, Health and Safety.
- The section delivery of Business, Business Administration and Information Technology also services the demand of community and industry for workers in this area.
- Specific training programs have achieved excellent results in addressing the skills shortage issue in the Business and Creative Industries area including Accountancy.

Primary Production and Natural Resource Management

Specific training programs have achieved excellent results in addressing the skills shortage in the Primary Production and Natural Resource Management area including:

- The Certificate III in Irrigation was introduced in 2006 in partnership with local industry. Eleven work based learners were enrolled with major employers Westerberg Irrigation and Total Eden.
- The College has continued to provide statewide training in the Wool Harvesting area. This has resulted in a high number of graduates to assist the wool and sheep industry. The College produced resource continues to be used by Colleges throughout Australia. Furthermore, the Australian Wool Exchange (AWEX) also made an invitation to our lecturer to provide expertise in the development of delivery support material. This will be trialed in 2007.
- The College continued to be the only public provider of meat processing to the State's abattoirs. Delivery largely takes the format of Industry Based Trainees (up to 60 in 2006) with placements in Esperance and Katanning. The College has been very successful in the delivery of this training and is now one of only two deliverers in the Australia. Qualifications range from Certificate III level to Diploma with an extension of scope pending to include the Diploma of Quality Auditing.
- The College entered into a partnership with the Forest Products Commission to deliver to its new intake of recruits. Delivery is at Certificate III level with planning undertaken for Certificate IV and Diploma level training in 2007.
- Development and expansion of the local viticulture industry slowed resulting in a clear shift from the traditional vineyard operations discipline. This provided new training opportunities for the College in the wine making stream. Planning for an increase in delivery of cellar door sales training in 2007 was also undertaken.

2.2 OBLIGATORY REPORT

Financial reporting is provided in Section three of this report under 'Compliance Reporting'.

GOAL 3: THE ENVIRONMENT

3.1 AGENCY SPECIFIC REPORT

Great Southern TAFE continued to maintain a strong commitment to environmental outcomes within the organisation, both at a corporate and operational level, and in the delivery of programs that provide skills and knowledge in environmental management.

World Class Conservation Reserves

Great Southern TAFE has continued its liaison with SCRIPT (Southern Coastal Regional Initiatives Planning Team) to ensure that natural resource management training supports changes occurring in industry practices. Consultations with SCRIPT are assisting the College to develop new career paths for Natural Resource Management students whose training will focus on the skills required for contemporary, sustainable industries.

Organics

The Denmark campus has an established Organic Training Centre that is now in its seventh year of operation. During 2006, courses were offered flexibly to provide convenience for people with busy schedules. A new focus which encourages a part time community garden option was consolidated in 2006 with an increase in enrolments in this area. The College provided new infrastructure in the form of a large garden shed on the garden site, providing increased capacity for plant propagation and storage of organic seed.

Waste Management

The College has continued to support a waste avoidance and waste management policy. For example, the recycling of printer toners and cartridges through local business, Best Office Systems, has provided the College with a recycled bench made of the recycled items. The bench will be installed in early 2007.

Effective Management of Coastal and Marine Resources, Estuarine and Inland Environments

- Students of Design and Multimedia were involved in a live project to design interpretive materials for CALM usage in national parks to facilitate awareness of the dieback issue. The signage developed was well received by CALM representatives and the Minister for the Environment. Once departmental approval has been formalised this signage will be used in state parks.
- The Conservation and Land Management team hosted the WA Seabird Rescue Squad inaugural meeting in Albany. Lecturer, Andrew Nicholson, undertook workshops which provided him with accreditation in this area. A key outcome of these activities was the incorporation of wildlife units of competency into the Certificate IV Conservation and Land Management. Practically this meant that students were involved in a number of sea bird rescue activities which mainly involved pelicans and gulls with hooks in their beaks or necks or line tangled around their feet. This program will continue in 2007 and provides much needed volunteer numbers to assist in the rescue of seabirds hooked and tangled by anglers whilst fishing.
- During 2006, students were involved first hand in the production chain in the aquaculture industry through growing of trout to pan size as part of an industry partnership with local company Trout Alliance who on sell to Supa IGA stores around the state.

- The Diploma of Conservation and Land Management students were amongst an elite group of 200 people to have ever heard the wild song of the Western Ground Parrot, an endangered species with an estimated population of only 200 birds. The students participated in the Western Ground Parrot Survey in the wilderness area deep in the Fitzgerald River National park. Two students were in the group who first heard a Western Ground Parrot chick join the evening chorus. The student excursion was part of training in conducting biological surveys led by lecturers Sylvia Leighton and Jon Marwick. The Diploma in Conservation and Land Management is widely recognised by industry. It is designed to provide skills and knowledge required of field staff employed in managing natural resources. With an emphasis on learning through fieldwork and project based activities, students gained experience across a range of areas including catchment and land management, biodiversity, biological surveying, fauna management, erosion control, pest animal and plant control, revegetation, cultural resource management interpretation and fire management. Students developed their own contacts within the industry by joining volunteer groups and undertaking a wide range of work experiences.
- Horticulture students were involved in the design of sustainable water management practices at the new College farm site, through practical measures such as water recycling techniques and plant selection to the suit climatic conditions.


3.2 OBLIGATORY REPORT

Energy Smart Government Program

Energy Smart Government Policy

In accordance with the Energy Smart Government policy the Great Southern TAFE has committed to achieve a 12% reduction in non-transport related energy use by 2006/07 with a 10% reduction targeted on 2004/05 on the baseline data.

Energy Smart Government Program	Baseline Data	2004/2005 Actuals	2005/06 Actuals	Variation %
Energy Consumption (GJ)	5,497	4,432	4,992	10%
Energy Cost (\$)	165,792	158,546	175,282	
Greenhouse Gas Emissions (tonnes of CO ₂)	1,101	861	926	
Performance indicators				
• MJ/sqm	465	307	337	
• Etc.	2,610	1,836	1,793	



During the year the following energy saving initiatives were undertaken:

- Sustainability Action Plan Committee continued to meet and discuss strategies.
- Staff awareness and education ongoing.
- Continuing the energy efficient policy on equipment purchases, placed energy saving stickers throughout College.
- Regular whole of agency emails reiterating energy management initiatives.

GOAL 4: THE REGIONS

4.1 AGENCY SPECIFIC REPORT

Great Southern TAFE's programs and services in 2006 continued to support a strong and vibrant region.

Great Southern TAFE delivered a range of training programs locally, state wide as in the case of forestry, shearing and shed hand and nationally, as in the case of meat industry training. As a result the College has developed a sophisticated range of strategies to manage the elements of thin markets and vast distances. Broadly speaking these include:

- the use of e-technology that is appropriate to the industry environment.
- designing delivery and assessment to allow for flexibility. This included block release and residential training for specific student groups.
- engaging the services of well respected industry leaders for on the job training and assessment.
- valuing highly industry relationships as an essential element in training.
- Recognition that on-site does not mean on-campus but reflects the site where learning occurs.
- Flexibility and a willingness to customise training.

In addition commercial activities were reviewed and restructured, resulting in a major increase in demand for skills and lifestyle course training across the College.

4.2 OBLIGATORY REPORT

Regional Development Policy

The Regional Development Policy includes the following outcomes and strategies of direct relevance to the College:

Outcome 1: Government Decision-Making is Based on a Thorough Understanding of Regional Issues

The College is closely connected with the regional development issues of the Great Southern through its ongoing consultative processes and through its representation on a number of regional development boards and committees. These include: Great Southern Area Consultative Committee, Great Southern Employment Development Committee, Albany District Education Consultative Committee and the Denmark Education and Innovation Centre. The College established and supported industry reference groups, and Indigenous training perspectives were provided through the Aboriginal Employment Education and Training Advisory Committee.

A practical outcome of this was the Workforce Planning Expo undertaken in partnership with the Great Southern Area Consultative Committee. This successful event provided the content for the publication *Best Practice in Workforce Planning, Your regional employment snapshot*, a user friendly guide for employers.

Outcome 2: Planning in Partnership for a Sustainable Future

The College has implemented a Sustainability Action Plan to ensure College operations and training delivery incorporates the principles of sustainability.

During 2006, the College developed business plans that reflect risk and sustainability priorities, in line with the College's sustainability plan. Workforce planning was undertaken to minimise impact and maximise efficiency, ensuring strategies sit within a whole of government context of shared services, sustainable business and efficiency indicators.

Where appropriate the College partnered with other government agencies to streamline activities where they overlap. An example of this is the planning commenced in the latter half of 2006 with the District Education Office and the College in relation to the provision of a secondary school student expo for 2007.

The College has also partnered with private industry to provide customised training services to existing workers. This reduced the pressure on College infrastructure in terms of classroom and equipment provision and usage. It provided advantages for employers in terms of minimisation of employee time off as well as the positive effects associated with a trained workforce. This is demonstrated by the statewide delivery of the Meat Industry tender, the Sheep and Wool tender and the strong community partnership in the area of Health and Community Services .

The relocation of the Mercer Rd Farm Annexe to Anson Rd was completed in Term 3 using local contractors. This has provided the community with increased accessibility to training in the area of Horticulture and Natural Resource Management.

The College has worked in partnership during the reporting year with the Gnowangerup Training Centre to use this facility in an advantageous way for both. The Centre has been used for course delivery in the following areas: Certificate I in Furnishing, Recreational Skippers Ticket and Chemical Handling amongst others.

Outcome 3: Effective Government Service Delivery to Regions

The College has a range of strategies encompassed in the Strategic Plan to ensure effective government service delivery to the region. In 2006 the College ensured that relevant training was delivered accessibly to all corners of the Great Southern region. This was done through community consultation, use of e-technology where available and delivery methods which provided training solutions and choices appropriate to the current high employment environment.

- A key strategy was the focus on increasing Employment Based Training in the region including the implementation of findings from the State Review of Apprentices which assisted in the provision of best practice in employment based training. The College increase of 15% in delivery in this area is testimony to the efficiency of this strategy.
- Other initiatives were seen in the *One Community One College* project whereby the College worked with the community to progress the sharing of educational facilities in the Mt Barker district. The *One Community One College* aims to locate K-TAFE on one educational precinct to be phased in over several years. As a member of the Implementation Committee, the College had a continued involvement in planning, with a focus on the ongoing development of VET pathways and development of industry partnerships in 2006.
- Indigenous communities were provided with effective government service delivery through profile and tender courses delivered in culturally appropriate ways and in industry areas responsive to community and business needs. For example the Certificate I in Plant Operators

course in Mt Barker provided a number of Indigenous people with highly sought after skills in the road construction and maintenance area.

- The College managed its service delivery to youth in the region in a thorough and responsive manner. The College's Principal Lecturer worked continuously throughout the year to provide VET for School Students programs to the region. The programs were developed with high school staff and provided the region with a range of training programs for youth which contribute to the provision of essential employability skills amongst youth as well as tasters to assist with career choices. Profile targets were met with nine schools engaged in VET across eight industry areas and 49 different units of study. 56 students across nine schools participated in Traineeships.
- Compliance with issues of duty of care on the TAFE site amongst the underage youth cohort was also ensured with a range of policies formulated to inform the development of information such as the *Information for Parents and Young People* brochure and various procedural forms for enrolment which provided for the gathering of essential data related to young people.

Outcome 4: Skilled Communities

In 2006, the College worked hard to identify areas of greatest skills need and to channel its resources into ensuring that industry in general received timely, flexible and relevant training to support long term progress. This was especially relevant for the new and emerging industries. Attention was given to all industries and included the following.

- The College provided statewide training in the area of meat processing and wool harvesting. A number of strategies were required to maintain high standards and achieve successful student outcomes. Some of these included the provision of a prominent and respected industry expert to deliver the training, flexible timetabling, negotiation with employers in regards to overcoming loss of productivity associated with training and the provision of learning materials to provide trainees with access to theoretical knowledge. Meetings have continued with MINTRAC to discuss the implementation of new meat industry training products, traineeships, the MINTRAC National Conference and Animal Welfare Standards. The College was involved in delivery of Diploma level training throughout the region.
- With the steady growth taking place in the timber industry and the subsequent need for ongoing training, Great Southern TAFE and the Forest Products Commission (FPC) continued the partnership, forged in 2005, to ensure that recruits received the training they need to support long term sustainable natural forest harvesting. This has resulted in statewide training. A second batch of Forest & Products Commission recruits were trained in the Certificate III in Forest & Forest Products and have been employed with the organisation for at least twelve months. In addition the FPC plans made opportunities available for existing managers and supervisors to gain formal qualifications to support their field experience. Graduates will have the opportunity to progress onwards to the Certificate IV and, following a year of work experience, the Diploma and, if desired, university level studies.
- Denmark's Music Program is a unique regional music training facility which has continued to gain popularity due to the expansion of its program to incorporate the Certificate IV of Music. Students were drawn from the Great Southern region and from across the State. The provision of a state of the art music studio continues to support students in developing their talent, and opportunities were provided for industry networking through touring and the variety of specialist lecturers employed. In 2006 significant industry recognition of outstanding achievement was attained by two Music students with one student placed in the top 5 Australian Song Writer of the Year Award and the other one winning the Western Australian Regional

Songwriter Competition. Students also participated in the Recipe for Jam residential music skills workshop at the Albany Vancouver Arts Centre.

The annual music tours for Certificate III and IV students were successful with performances at a range of venues and opportunities for networking available. A cultural exchange between Abmusic and the Denmark music course was made with student performing a lunchtime gig at Abmusic.

- Retail training grew in profile in 2006 with an exciting program which offered students hands on skills in the workplace each Wednesday at the local Red Cross Shop. The Red Cross Volunteers recognised that the student's work day became the busiest day in the shop. Based on this model the College has successfully tendered for a Competitively Allocated Tender to be delivered in 2007 in Mt Barker.
- The College was also involved in the Learning Cities, Learning Region initiative which aims to develop the Great Southern region into an identifiable learning region in order to gain competitive advantage in the global marketplace. The College was involved in a community based one day planning session held at the Sustainable Living Centre in Denmark.
- A new Teacher Assistant course was delivered in Katanning.

Other initiatives are listed in the Skills Shortage section of this Report

Outcome 9: Lifelong learning in the regions

Lifelong learning was a central philosophy underlying all activities within the College both from an external and internal client perspective. As a learning organisation the College also recognises the important role that continuous access to learning through professional development provides to the workforce as a whole. In this regard lifelong learning opportunities have been targeted and extensive in 2006 resulting in a highly skilled and motivated staff.

Activities which have reinforced life long learning in the community include:

- Aged Care and Literacy staff worked with Home and Community Care organisations from Albany, Mt Barker, Denmark and Katanning to deliver Certificate III of Home and Community Care. This was made possible with a federal grant from the Workplace English Language and Literacy (WELL) program which supported students to develop their numeracy and literacy skills for the workplace. Outcomes from the 12 month course were positive with approximately 90% of students completing the course. Formal evaluations from the students and the agencies were positive with favourable comments and clear indications of improved skills in terms of confidence, self esteem and literacy.
- The business development focus of the College saw a number of higher qualifications in selected areas on offer. This includes the expansion to include Certificate IV in Music and Certificate IV in Information Technology at the Denmark Campus as well as a new Diplomas of Human Resources, Occupational Health and Safety, Graphic Design and Fine Art at the Albany Campus. This expanded choice of higher qualifications provide further stepping stones toward lifelong learning in the region and are of particular relevance to the UniLink project which provides guaranteed articulated pathways to University through TAFE Diplomas.
- Provision of short courses and flexible adult education and promotion of skills recognition encouraged lifelong learning in the region. Products and services were designed with a strong focus on existing workers and people affected by shifts in industry and occupational demand.

- Specialist initiatives such as the Katanning program whereby the IT lecturer initiated a project aimed getting 'youth at risk' into TAFE IT classes, in an effort to encourage them to consider training at TAFE, to build self esteem and provide confidence and knowledge to gain employment.
- Our regional VET for School Students program provided an important first step towards the promotion of TAFE as a valid and accessible career choice for high school students.
- Throughout the year, short courses and flexible adult education were provided across the region to reskill older workers and ensure higher levels of community participation in learning. The College continued to deliver statewide training in Shedhand and Shearer Training, through a tender made available through Australian Wool Innovation. This tender was aimed at 'existing workers' - separate to the State Shearer and Shedhand Tender that the College has held with the Department of Education and Training for the last five years.

Hinterland Campuses

The College's hinterland campuses reflect the individual feel and flavour of their locality in terms of its population base and local industry profile and made a large contribution to lifelong learning in the region.

Katanning Campus

The Katanning Campus offered modern computer laboratories, laboratories for horticulture and land management usage and a trade centre. A team of dedicated staff continued to provide a range of courses to the community, from Computing and Information Technology to Conservation and Land Management, Welding and Numeracy and Literacy skills. It responded to the needs of the local business community with a broad range of short courses to assist in professional development for local business.

Mt Barker Campus

The number of profile courses on offer at the Mt Barker campus remained steady in 2006 with a targeted selection serving the local community and industry needs. The campus offered a range of certificate courses in part time and flexible delivery modes. Courses such as Information Technology, Business, Viticulture, Art and Small Business Management were well subscribed and supported local community development of employability skills particularly for mature age students. Commercial courses delivered by the Business Centre experienced growth, particularly in the area of ticketed courses such as Chemical Re-accreditation, Construction Industry Safety Awareness Program, Transport General Safety Awareness, Forklift, Bobcat driving and Chainsaw Maintenance and Operation. These provided integral skills to the economic activities within the region. Given the growth of the local region this trend is expected to continue.

Denmark Campus

The Denmark Campus continued to deliver a range of full and part time courses on a face to face and flexible basis across a broad range of industry areas including business, information technology including web design and e-commerce, music, organic horticulture, small business management, languages including Spanish and Italian, Art, Design and Financial Management. These were complemented by Business Centre courses such as Forklift, Construction Industry Safety Awareness Training, Recreational Skippers' Ticket and a range of lifestyle courses. The Campus continued to achieve profile and undertook planning in 2006 to broaden its delivery in e-technology courses for small to medium enterprises.

GOAL 5: GOVERNANCE

5.1 AGENCY SPECIFIC REPORT

Great Southern TAFE is committed to meeting the needs and requirements of clients and stakeholders, with exceptional customer service underpinned by the staff Code of Conduct, Student Rights and Obligations and regular client surveys conducted under its quality assurance system.

The College continued to be governed and directed by a committed Governing Council. New members were introduced at the beginning of the year with the annual induction on governance responsibilities.

Sectional business plans were developed to support our performance agreement to maintain optimum management, development and allocation of resources to meet efficiency and quality indicators. Support for student needs was ensured, thus increasing student satisfaction with quality of teaching, learning and assessment, evidenced by our 92% student satisfaction rating in the Student Satisfaction Survey 2006.

The College continued to provide governance and business training to Indigenous groups, in line with the Government draft document Building Aboriginal Prosperity, successfully tendering in Governance for Albany and Katanning. Outcomes were positive with the successful completion of both tenders and positive outcomes achieved by students.

Community Networking and Consultation

Throughout the reporting year, opportunities were provided for the community to participate in and make effective contributions to government processes.

- In March, a public consultation session related to the Skills Formation Taskforce was held in the TAFE Café. This event was attended by the Minister of Education and Training, the Hon. Ljiljana Ravlich and those with associations in the employment based training area, whether as an employer, trainer, employee, member of the public or industry representatives.
- Industry reference groups took place throughout the region as part of training delivery, which saw the College work with local businesses and agencies to improve the gathering, analysing, and sharing of information regarding current and future labour market trends and industry skills needs.
- A publication, *Best Practice in Workforce Planning, Your regional employment snapshot*, outlining the initiatives from a partnership project with Great Southern Area Consultative Committee for employers to share best practice solutions to the region's labour shortage was released in 2006.
- Great Southern TAFE hosted the local business community at its Business After Hours function, in conjunction with the Albany Chamber of Commerce and Industry. This event was a valuable exercise in networking with local businesses and gaining feedback to inform planning of commercial and customised training programs.
- Staff participated in networks addressing Indigenous outcomes to improve Indigenous participation and retention including consultation with local Indigenous community and organisations to promote and recruit student numbers. Staff engaged in one on one information ('yarn') sessions with the community.
- The College, through its Communications section, continued to communicate key College information, good news stories and items of interest through advertising, news stories in

regional newspapers, open day, exhibitions and expos. 2006 saw the launch of the new College newsletter *Inform*.

- In September, the College participated in the Centrelink Careers expo for the first time in 2006. This provided an added forum for Centrelink customers to access College services.
- In October the College participated in the first Great Southern Environmental Expo held at the Albany Residency Museum. This was visited by a number of local schools and members of the public.

Partnerships

Forming partnerships, building relationships and servicing our diverse regional needs are strategic goals of Great Southern TAFE. During the reporting year, the College added value to its products and services through collaborative and strategic partnerships undertaken across a range of industries. Some of the major achievements include:

- Close links to the Education sector were well established through Direct Albany Youth Education and Training (DAYET) committee prior to the amalgamation of the Training and Education departments. This strong relationship was maintained in 2006 with active College participation and engagement on the ETPCC (Education and Training Planning Consultative Committee).
- The 2006 reporting year saw expanded promotion and recruitment for Aboriginal school based traineeships to improve employment outcomes for Indigenous TAFEWA graduates and the strengthening of partnerships with Indigenous Employment Centre, schools, Job Networks, TAFE Business Centre and local businesses.
- Collaboration between the Great Southern Area Consultative Committee and Great Southern TAFE produced a successful Workforce Planning Expo in Albany with attendees from across the region sharing their workforce issues, ideas and outcomes.
- The City of Albany, local government departments and private enterprise in conjunction with the College, have trained a group of trainees in 2006 in the Certificate IV in Civil Engineering. It was recognised by the City Council that a skills shortage existed in this area and worked with the College to introduce this qualification. The City of Albany was shortlisted for the 2006 Premiers Award for Regional Development with Great Southern TAFE noted as one of the key partners.
- The College has also worked collaboratively with Edith Cowan University (ECU) on its AusIndustry funded Practical Employee Management Skills (PEMS) regional business program. Our participation in this project involved coordinating an Expo and graduation ceremony during the October term break which saw a number of regional business people, government and non government agencies gather together for an information sharing day on key topics relevant to business needs. ECU and its partners including the Great Southern TAFE were successful in receiving an honourable mention in the national 2006 BHURT awards.
- A partnership arrangement between Great Southern TAFE and Curtin University for the delivery of the Bachelor of Science (Nursing) continues to address the shortage of skilled nurses in the region.

- A partnership was developed in 2006 which provides for Curtin University to use College facilities to delivery their Bachelor of Fine Art degree program. TAFE students with an Advanced Diploma will be given advanced standing in this program.
- In 2006 the partnership with Forests Products Commission (FPC) continued with the College servicing the training needs of the yearly intake of recruits through the delivery of the FPC developed training course.

5.2 OBLIGATORY REPORT

Customer Service Charter

Great Southern TAFE is committed to providing an informed, responsive and courteous service. This is a commitment to students, business, government, the broad community and all employees of the College.

We will aim to ensure that:

- Our administration practices respect the customer's background and needs;
- Our staff will be familiar with College operations and the best source for responding to specific customer enquiries;
- Our customers receive comprehensive, accurate and timely information;
- Our customers are provided with a safe, equitable and supportive learning environment; and
- Our customers access training which is Best Practice.

Evaluation of Programs

Great Southern TAFE has a strong customer focus and invests time and resources into ensuring that it is meeting the needs of its diverse customer base. The College has a number of processes in place to gather customer feedback, resolve issues, and encourage constructive comment. This feedback is used to inform our strategic objectives and priorities and is an important part of the College's continuous improvement process.

The College encourages students, potential students, staff and other customers to make their views known, and carefully considers and investigates every complaint made. It keeps information on all complaints received, so that the information may be used to improve management and customer service practices.

Internal and external customers are given the opportunity to let the College know whether it is meeting the commitments outlined in our Customer Service Charter. Feedback is obtained from the following sources:

Delivery and assessment evaluation forms

Each year the College conducts training delivery evaluations on a representative selection of classes. These give students an opportunity to provide feedback on the quality of training delivery and assessment and on lecturer teaching skills and industry knowledge.

In 2006 this evaluation processes revealed high levels of satisfaction with key elements of delivery and assessment:

- 91% of students were satisfied or very satisfied that they understood the requirements of the assessment
- 90% of students were satisfied or very satisfied with the level of feedback and suggestions
- 96% of students were satisfied or very satisfied with their lecturer's level of industry knowledge
- 94% of students were satisfied or very satisfied with their lecturer's teaching skills.

Student Satisfaction Survey

The College also participated in the annual Student Satisfaction Survey (WA based) and consistently performs very well compared to overall state results. In 2006 92% of students surveyed were satisfied or very satisfied with their training overall, compared with 86% for the state. (Full details in performance indicator section of this report).

Customer surveys

Feedback was sought through customer surveys, predominantly in the employer sector, using random samples of participants from the wider community. Findings from these surveys were used to inform marketing and communications activities. The type of information sought included:

- Motivation for accessing products and services;
- Knowledge of products and services;
- Preferred method for receiving information;
- Preferred mode of study;
- Key influence in decision making;
- Perceptions of Great Southern TAFE.

Information Statement

The College complies with legislation, granting clients and customers access to personal information, where that access would not be available as part of normal College administrative procedures.

A Freedom of Information Booklet has been produced and is available to clients and customers. Normal administrative procedures provide the following information to clients and customers:

All necessary information relating to vocational training and related services offered by the College, including enrolment details and procedures, entry requirements, course information, marketing procedures and forms, and student support services information

Customer Service Charter, Quality Policy, Strategic Plan, Annual Report

The College's organisational structure and products and services are offered via the College internet site: www.gstafe.wa.edu.au.

The College's business management system is available to staff on-line via the College Intranet. Applications for information under the Freedom of Information Act are submitted to:

FOI Coordinator,
Great Southern TAFE
PO Box 894
Albany WA 6331

No Applications were made under the FOI legislation in 2006.

Recordkeeping Plans

Sections 12 and 61 of the State Records Act 2000 require all government agencies to have a Recordkeeping 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.

The Education and Training Sector agencies submitted a single Recordkeeping Plan (RKP) to the State Records Commission on 4 March 2004. The purpose of the Sector's RKP is to set out the manner in which records are to be created by the agencies and how those records are to be kept.

In accordance with Standard 2, Principle 6 of the Recordkeeping Plan all agencies are to ensure their employees comply with the Recordkeeping Plan. Great Southern TAFE has developed strategies to ensure its employees are aware of their responsibilities.

State Records Commission Standard 2 Recordkeeping Plans: Principle 6 - Compliance

The efficiency and effectiveness of the organisation's recordkeeping systems is evaluated not less than once every five years.

The organisation conducts a recordkeeping training program.

The efficiency and effectiveness of the recordkeeping training program is reviewed from time to time.

The organisation's induction program addresses employees' roles and responsibilities with regards to their compliance with the organisation's recordkeeping plan.

Regular records management awareness is delivered to all staff with responsibility of recordkeeping in their area. An evaluation of the College's record keeping system occurs annually.

Group and individual training sessions are provided on demand. External and specialised training is provided to records management staff as required. Updates and information on recordkeeping and records management are relayed to staff as necessary.

Annual reviews are conducted on recordkeeping awareness training.

Induction sessions for new staff are conducted as required. Topics covered include an overview of individual recordkeeping responsibilities, legislative framework and procedural documentation.

Advertising & Sponsorship

Marketing Expenditure 2006

A. Advertising Agencies	
Marketforce	108
Media Decisions	40234
B. Market Research	Nil
C. Polling Organisation	Nil
D. Media Advertising	
Albany Advertiser	5540
Albany Weekender	1615
Orana (Albany 3) Cinemas	2542
Local Business Directory	958
Kojonup News	113
Plantagenet News	272
Direct Mail Organisations	Nil
TOTAL	51382

Sustainability

Great Southern TAFE is committed to ensuring a better quality of life for everyone through the integration of environmental protection, social advancement and economic prosperity. The College also accepts that it has a responsibility to conduct all aspects of its business in an ethical and sustainable manner.

The three year Sustainability Action Plan encourages and empowers our staff to support the sustainability of our organisation which in turn contributes to the State's goals and Code of Practice for government agencies.

The plan underpins College planning, decision making and reporting, and is managed by a Sustainability Action Group to ensure that the College community embraces the principles of sustainability. Firstly, Great Southern TAFE will continue to deliver the training that underpins community capacity building that is inherent in sustainability. Secondly, Great Southern TAFE accepts that it has a responsibility to conduct all aspects of its business in an ethical and sustainable manner.

A Sustainability Action Group met regularly throughout the year and outcomes included:

- The formation of Water Efficiency Team (WET) was responsible for a Water Audit of the College with a number of initiatives underway including the proposed installation of waterless urinals at the Albany Campus and the phasing out of single flush toilets.

- Incorporation of sustainability statements in section business planning proformas.
- Establishment of a computer recycling program and the recycling of College printer cartridges continues. In 2006 College printer cartridges were recycled into a bench seat which will be installed on College grounds in 2007.
- A visit to a waste recycling facility to deepen understanding of sustainable action that may be taken to further reduce waste on campus.
- Attendance at a sustainable living conference from which a report was presented detailing the range of environmentally friendly products appropriate to the workplace to be considered when purchasing items.
- Endorsement of policy that the College moves towards a fuel efficient vehicle fleet.
- Paperless meetings for the Sustainability Action Group to test the viability of minimising paper wastage through the use of electronic tools.
- Making the Sustainability Action Plan and linked documents available on College Intranet, and circulating minutes and actions from each meeting to all staff.

Equal Employment Opportunity Equity and Diversity Outcomes

The College continued to monitor its objectives in relation to the Equity and Diversity Plan during 2006. The College exceeded the Public Sector targets in relation to the employment of Women and Indigenous Australians. We are in the process of finalising a four year Equity and Diversity Plan which will aim to increase our targets in relation to People from Diverse Backgrounds, People with Disabilities and Youth.

During 2006, the College received no Equal Employment Opportunity complaints.

Compliance With Public Sector Standards & Ethical Codes

The College has implemented policies and procedures to ensure compliance with public sector standards for human resource management and associated ethical codes, which are all displayed on our Intranet. All HR policies and procedures were reviewed during the year and information sessions on corruption, conflicts of interest and Public Interest Disclosure were conducted to raise staff awareness of these ethical issues.

In addition, Directors, as part of their Performance Agreements, are required to discuss an aspect of the Code of Conduct during staff meetings as an awareness raising exercise.

During 2006 there were 38 recruitment transactions with no breach claims lodged. Similarly, there were no breach allegations made in relation to non compliance with the remaining HR Standards.

Corruption Prevention and Detection

The Department of Education and Training Corruption Prevention Risk Management Unit gave a presentation to all staff and Executive during 2006 which offered strategies to raise awareness and minimise risk in the area of corruption and misconduct within the Education and Training Sector.

Great Southern TAFE developed and implemented its Corruption and Prevention Policy, made effective July 1, 2006. Within the policy we have incorporated the following initiatives:

Directors and Managers must ensure mechanisms are in place within their area of control to:

- assess the risk of corruption;
- maintain internal controls that reduce or prevent the opportunity for corruption;
- promote staff awareness of ethical principles and values in accordance with the College's Code of Conduct;
- raise staff awareness about corruption and
- facilitate the reporting of all corruption.

Following the approval of the Corruption and Prevention Policy, the Executive appointed a Corruption Coordinator and initiated a series of presentations conducted by the Manager of the Corruption and Prevention Unit from the Department of Education and Training.

Public Interest Disclosures

The Great Southern TAFE is committed to the aims and objectives of the *Public Interest Disclosure Act 2003*. It has developed and implemented procedures and guidelines outlining its obligations in relation to the Public Interest Disclosure Act 2003, which are consistent with the guidelines published by the Commissioner of Public Sector Standards.

Great Southern TAFE continues to comply with the Public Interest Disclosure Act 2003 to facilitate the disclosure of public interest information and to provide protection for those who make disclosures and for those who are the subject of disclosures.

Great Southern TAFE does not tolerate corrupt or other improper conduct, including mismanagement of public resources, in the exercise of the public functions of the College and its officers, employees and contractors. Great Southern TAFE recognises the values and importance of contributions of staff to enhance administrative and management practices and strongly supports disclosures made by staff as to corrupt or other improper conduct.

Great Southern TAFE will take all reasonable steps to provide protection to staff making such disclosures from any detrimental action in reprisal for the making of a public interest disclosure. Great Southern TAFE does not tolerate any of its officers, employees or contractors engaging in acts of victimisation or reprisal against those who make public interest disclosures.

The two College Public Interest Disclosure Officers attended further training sessions conducted by the Office of Public Sector Standards, to update their knowledge of the Act and also to provide them with the tools necessary to deploy the policy and procedures to all staff. On their return presentations were made over several weeks to all College staff.

The contact details of the PID Officers are as follows:

Director Corporate Services
Great Southern TAFE
Kevin.Wilson@gstafe.wa.edu.au
T: 9892 8701

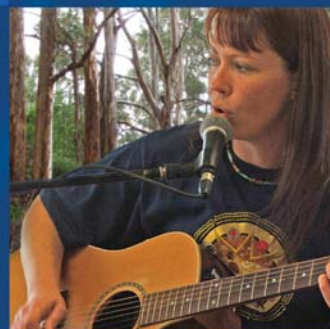
Manager Human Resources
Great Southern TAFE
David.Hansen@gstafe.wa.edu.au
T: 9892 8712



TAFEWA
great southern



GREAT SOUTHERN TAFE compliance reporting 2006




COMPLIANCE REPORTING

STATEMENT OF COMPLIANCE

To the Hon. Mark McGowan BA LLB MLA

Minister for Education and Training
12th Floor Dumas House
2 Havelock Street
WEST PERTH WA 6000

In accordance with the requirements of Section 54 of the Vocational Education and Training Act 1996 and Section 66 of the Financial Administration and Audit Act 1985, we hereby submit for your information and presentation to Parliament, the Annual Report of Great Southern TAFE for the year ended 31 December 2006.



Andrew Hammond
Chair Governing Council
26 February 2007



LIDIA ROZLAPA
Managing Director
26 February 2007

COMPLIANCE REPORT

Controls are in place to provide reasonable assurance that the College complies with all requirements of written law. A comprehensive program of internal and external audit, combined with a risk management program is reported to the College Finance and Audit Committee.

A Performance & Review Subcommittee of Council now sits twice yearly to consider performance against targets and implements plans to address potential risk.

Staff responsibility for compliance is documented in letters of appointment, reinforced by the established induction process, and deployed through the College by the team management structure.

Enabling Legislation

Great Southern TAFE was established under section 35 of the Vocational Education and Training Act 1996, and in 2006, was responsible to the Hon Ljiljanna Ravlich, MLC, Minister for Education and Training and in the closing month of the year Hon Mark McGowan MLA.

Legislation Impacting Great Southern TAFE's activities

In the performance of its functions, Great Southern TAFE complies with the following relevant major written laws:

- Copyright Act 1968
- Corruption and Crime Commission Act 2003
- Disability Services Act 1993
- Equal Opportunity Act 1984
- Financial Administration and Audit Act 1985
- Freedom of Information Act 1992
- Government Employees Superannuation Act 1987
- Industrial Relations Act 1979
- Liquor and Licensing Act 1997
- Minimum Conditions of Employment Act 1993
- Occupational Safety and Health Act 1984
- Public Sector Management Act 1994
- Raising the School Leaving Act 2005
- State Records Act 2000
- State Supply Commission Act 1991
- Trade Practices Act 1974
- Training Guarantee (Administration) Act 1990
- Vocational Educational and Training Act 1996
- Worker's Compensation Act 1981
- Workplace Relations Act 1996

- Library Board of WA Act 1951
- Public Interest Disclosure Act 2003

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

Industrial Relations Act 1979

No conferences were held under Section 44 of the Industrial Relations Act 1979, during the calendar year of 2006.

Ministerial Reporting

Great Southern TAFE conformed with the reporting requirements of statutory authorities stated in the Financial Administrative and Audit Act 1985 and in the Treasurer's Instructions. Annual Reports were provided to the Minister for Education and Training and the Office of the Auditor General for audit within the required timeframe. The College responded promptly to Ministerial Queries and Parliamentary Questions. During 2006, the College provided six Ministerial responses, five Parliamentary Questions and one Ministerial.

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 Great Southern TAFE.

Pricing Policies on Outputs

During 2006, the Government Policies and Guidelines for Buying Wisely were adhered to by Great Southern 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.

Occupational Safety and Health

The College has a comprehensive program of monitoring, skills development, and active staff participation and reporting to ensure requirements of the Occupational Health, Safety and Welfare Act 1984 are met.

An Occupational Safety and Health (OSH) Committee meets every two months, and has defined procedures for accident and incident reporting and analysis to the College Governing Council. Safety representatives are listed on the College telephone directory, with a large proportion of staff holding First Aid Certificates.

The OSH Committee is responsible for monitoring the status of the College compliance with the OSH Act. Regular training is provided and staff are encouraged to join as health and safety representatives.



During 2006, the OSH Committee organised an OSH week, focusing on a variety of issues and preventative strategies, several College OSH related policies and procedures were reviewed and updated. There were no worker's compensation claims made.

A significant achievement of the OSH Committee was the implementation of the Smoke Free Policy, advertised throughout the latter part of 2006 to come into effect in 2007 with three designated smoking areas only with similar arrangements at the regional campuses. The College will be totally smoke free in 2008.

Declaration of Interests

In accordance with the requirements of Treasury on disclosure of interests of senior officers:

- No senior officer has had any shareholding in the College; and
- All staff are required to disclose any external employment they are engaged in on a yearly basis.

Complaints Management

Our guidelines for processing complaints are based on Australian Standards for Best Practice in Complaints Management. The key features of the complaints procedure are:

- Accessibility
- Simplicity
- Confidentiality
- Flexibility
- Consistency

Customer Feedback Forms

In 2006, a total of 29 written suggestions and complaints were received through the 'Tell Us How We're Doing' process. All were resolved to the clients' satisfaction.

Client Services operates the complaints management system and manage the records generated using a database. Client Services provides acknowledgement to complainants and follow-up resolutions and support to sections in responding to complaints.

The Complaints Process is advertised in leaflets, posters, electronically, in the Student Handbook, in staff and student inductions and in other promotional materials.

The Complaints Policy is monitored and evaluated through three major avenues. The Academic Board receives a monthly summary of complaints and Executive staff receives a quarterly report on complaints. In addition, the Manager of Communication Services, and the Coordinator of Client Services review how the complaints system is operating and review this policy in a three year cycle.

Corporate Services Highlights

- The Corruption Prevention and Detection policy and procedures were developed and implemented and made effective July 1 2006. A series of presentations by the Manager of Department Education and Training Corruption and Prevention Unit were made to staff across the College network.
- The Occupational Safety and Health Committee began the process of introducing Smoke Free Workplace by formalising a start date, being phased in over 2007 and totally smoke free from January 1 2008. The College has put in place two smoking stations for the 2007 transition year.
- Work continued on the major farm relocation project throughout 2006. It is expected that the project will be completed for the start of the 2007 academic year.
- Work also began during 2006 on the converting of the bus shed to an art learning facility. This project was managed by David Heaver Architects and constructed by pre apprenticeship students from the construction area.
- The College successfully transitioned into the Department of Education and Training Shared Services centre during the months of September and October. It was pleasing to note that the transition was undertaken with a minimum of fuss. All human resource and financial transactional processing functions are now being undertaken by officers from the shared services centre.
- Through the Department of Treasury and Finance the College tendered a request for a new telephone system. The successful tenderer was NEC and it is expected that the new telephone system will be fully implemented in early February 2007.
- The College photocopying and printing contract expired during 2006 and a new tender was called. The successful tenderer was Best Office System, who provided the College with an excellent tender and offer great service. It is pleasing to highlight that these suppliers are a local business.
- The College implemented its own Moodle site. This is an online development site which will provide a single site for all online collaboration for lecturers and students.
- The College changed its asset capitalisation policy during 2006 to fall in line with Treasury objectives. Assets will now be capitalised with a value of over \$5,000 not \$1,000 as was previously the policy. Items between \$500 and \$5,000 will still be recorded on a public inventory register.
- The College installed a whole of College new door locking system, provided by Albany Lock Service. The new lock system is known as BI Lock and will standardise the secure lock system across the College.
- An audit was undertaken by Department of Education and Training on Records Management following the development of the Record Keeping Plan in line with the State Records Act 2000. The College, although not fully compliant with all principles developed a management plan to address the outstanding issues.

College Quality Policy

Great Southern TAFE is committed to being recognised as a progressive TAFE College and major regional skills provider, integral to the social and economic growth of the region.

Our purpose is to provide innovative learning opportunities that produce graduates with real skills sought after by industry, and underpin a prosperous and sustainable region.

The College has adopted a definition of Quality as "understanding clients needs, providing the best possible products and services and responding positively to impetus for improvement". Fundamental elements of the Quality System will ensure that:

- Our products and services exceed our clients needs and expectations;
- Staff contribute to, and see the benefits in the continuous improvement of College business systems in response to review and feedback from stakeholders, including students, staff, industry and communities of the Great Southern region
- Our academic staff are facilitating learning experiences of the highest possible standard;
- Our support staff are providing an excellent service; and
- The management team at Great Southern TAFE will promote and achieve commitment to continuous improvement of business systems.

Quality Operations

Internal Audit

The College maintains a schedule which audits approximately 20% of delivery per annum. This covers the scope of registration.

Audit training was delivered to 11 members of staff who are undertaking the Diploma of Business (Quality Auditor) as professional development. This has enhanced capacity for internal audit processes within the College.

In addition the College successfully passed external follow-up audits of several industry areas including:

- Business Services
- Financial Services
- General Construction
- Information Technology
- Textiles, Clothing and Footwear
- Tourism
- Rural Production

The College is satisfied with the outcomes of the year's audit schedule and confident of moving toward the new 2007 AQTF arrangements.

Staff Employed by Great Southern TAFE (Includes Permanent, Contract and Casual Staff)

	18/11/04	17/11/05	30/11/06
Fixed pay	149	148	167
Casuals	122	116	104

Professional Development

A staff training calendar is compiled each year, reflecting the generic staff development needs identified within the College. Individual sections also have a staff development allocation within their budgets to cater for more specific needs.

During the year, engaging learning opportunities were provided to benefit individual staff and assist in the achievement of the College's strategic and operational plans.

Over the year, a total of \$243,032 was spent on staff development, with 239 courses attended.

Workforce Planning

During 2006 work began on formulation of a new Workforce Plan to replace our previous version. The plan will be a strategic document that facilitates the achievement of corporate goals by appropriate management of staff resources. It will examine our local demographics, staff expectations and current and future environmental factors to ensure that we have the necessary supply of staff to meet our workplace requirements.

Performance Management

Great Southern TAFE is committed to a performance management process for all employees, in compliance with the Public Sector Standards in Human Resource Management. The College has two systems in place to ensure that each employee's performance is managed appropriately.

1. Staff Performance Improvement Review (SPIRe)

This process is a one year cycle whereby staff members and their managers discuss and agree on:

- Work goals for the year
- Workplace improvement initiatives
- Individual training and development requirements

There is also a mid cycle (six monthly) review of the above initiatives.

2. Management of Substandard Performance (MSP)

This process is to be utilised when substandard performance is identified.

Diversity

Great Southern TAFE aims to develop a corporate culture that values diversity and employment practices, which recognise and, where appropriate, include measures to achieve diversity and equality of employment for members of designated equity groups.

The College continued to monitor its objectives in relation to the Equity and Diversity Plan during 2006. Objectives were met or exceeded in regard to People with Disabilities, Senior Women and our Equity Index remained well above Public Sector targets.

Pricing Policy

Great Southern TAFE's fees and charges are applied in accordance with the policy provided in the Policy Guidelines for Publicly Funded Registered Training Organisations as determined by the Minister for Education and Training. Orientation processes ensure that students are aware of the College Fee Waiver process, should they be experiencing financial barriers to training.

Publications & Promotions

Great Southern TAFE produced a range of publications to satisfy compliance, stakeholder and potential customer requirements. Copies of publications and all corporate documents are available online at Great Southern TAFE's homepage www.gstafe.wa.edu.au or by contacting College Communications Services on 1800 675 781. Examples of publications and promotions in 2006 included:

Annual Report Highlights - Great Southern TAFE 2005 Annual Report Highlights Brochure

Course Information Brochures – generated from the Products and Services catalogue this double sided A4 brochures provides clients with comprehensive and essential information on all College courses as delivered across all four campuses. Members of the public can access these brochures from the Customer Service Centre at any of the College campuses or through the website.

Student Diary/Handbook - An annual free publication given to students at enrolment or orientation, containing a wealth of essential College information related to specific student services.

Regional Training Guide - An A5 Booklet designed to promote and raise awareness of the Business Centre's products and services, and to provide essential course information to clients. These booklets are distributed quarterly via direct mail, placed in strategic locations around town for public use, and also made available in the Customer Service Centre, the TAFE Business Centre and hinterland campuses.


2006 Part Time Course Flyer - An A3 double sided listing the College's part time course vacancies for semester two, 2006.

2006 Semester One Course Flyer - An A3 doubled sided, black and white flyer listing full-time and part-time courses offered in semester one.

2006 Semester Two Course Flyer - An A3 doubled sided black and white flyer listing full-time and part-time courses offered in semester two.

Study Skills Guide - An A4 54 page booklet / guide for Great Southern TAFE students. This guide provided information useful to develop study skills in a tertiary learning environment.

Tell Us How We're Doing! - An A5 colour brochure and form designed to encourage customer feedback from College students. The brochure provides information on where to go for help and how



the process works. The attached perforated feedback form provides space for specific details and general feedback.

2006 Awards Evening Booklet – An A5 65 page black and white booklet is available to all Awards Evening attendees. The booklet contains the evening program, a list of sponsors and award recipients.

Roller Graphic Displays – The College produced some new roller graphic banners to be used at expos, shopping centres and display opportunities to promote the diversity of products and services offered at Great Southern TAFE.

Corporate Folder – A new A4 two fold full colour promotional folder for College wide use with a variety of sectional inserts relevant to particular industry areas.

Strategic Plan – An A5 two fold full colour brochure with inserts, outlining the College's strategic priorities and objectives for 2005-2009.

College Prospectus 2006 – 2011 - An A5 full colour booklet which outlines, in an engaging manner, the College's mission and its product and service range.

TAFE Business Centre promotional pack – An A5 folder with four inserts detailing Business Centre products and services.

Regional Campus Brochures: Denmark and Mt Barker. These brochures provide a broad view of products and services available at each of the campuses.

In addition to these publications various activities have occurred in 2006 including:


Enrolment Promotion – In both first and second semester of 2006, radio, outdoor and press advertising were used to promote enrolments at Great Southern TAFE with enrolment targets being achieved.

Open Day – Open Day in 2006 saw an unprecedented number of visitors come through the College including school leavers and mature aged people interested in pursuing studies at Great Southern TAFE.

Shopping Centre Displays and Albany Show stall – this provided another avenue for the public to get to know our products and services.

Community and Business Support in 2006

* ABA Security * Aboriginal Education and Employment and Training Committee * Aboriginal Lands Trust * ACTIV Foundation * Active Plumbing * Air Liquide (WA) Pty Ltd * Al Curnow Hydraulics * Albany 3 Cinemas * Albany Advertiser * Albany Building Co * Albany Business Telephones * Albany Chamber Of Commerce and Industry * Albany City Holden * Albany Design and Publishing Centre * Albany Engineering * Albany Hydraulics * Albany Leisure and Aquatic Centre * Albany Plantation Export Company * Albany Port Authority * Albany Printers * Albany Regional Hospital * Albany Squash Centre * Albany Stationers * Albany Toyota * Albany Welding and Safety Supplies * Albany Whaleboat Association * Albany Women's Centre * Alkoomi Wines * Angus and Robertson Bookworld * Annette McGready * ANZ Bank * Apprentice & Traineeship Company * Apprentice & Traineeship Support Network * * Australian Training College, Perth * Great Southern Area Consultative Committee * A-Z Constructions * Bankwest * Barefoot Clothing Manufacturers * Barnesby Ford * Barry Ramm * Best Office Systems * Bibbulmun Foods * BKW Co-Operative Ltd * Bodycare Health Club * Body Natural * Box Organics * Brian Newbold Homes * Bunnings Pty Ltd * Bunnings Warehouse * Castle Rock Estate * CCI Employfast * CD Roth and Associates (WA) Pty Ltd * CentreLine Constructions * Centrelink * Christopher Parr * City of Albany * Clarence Estate Residential Health & Aged Care * Clipsal Australia Pty Ltd * Comfort Inn Motel * Community Development Employment Project * Community Service Drug Team * Compugames * Comtech Corporation * Country Tools & Hardware * Cullity Timbers * Damien Stevens Homes * Dateline Hair Design * David Heaver & Associates * Denmark Bulletin * Denmark Education and Innovation Centre * Denmark Centre for Sustainable Living * Denmark Cooperative * Denmark Fruit and Veg * Denmark Health Service * Denmark High School * Denmark Liquor Store * Denmark Primary School * Denmark Shire * Denmark Weed Action Group * Department of Agriculture * Department of Housing & Works * Department of Indigenous Affairs * Dowsett's Automotive Services * Earl of Spencer Historic Inn * Elders Ltd (Albany) * Employment National * Esplanade Hotel * Evertrans Motorbody Builders * Farm Fresh Food Markets * Fletchers International WA * Forest Products Commission * Frankland Estate & Winery * Galafrey Wines * Gerard Industries * Gilbert Wines * Great Southern Plantations * GT Engineering * Glass Suppliers * Gnowangerup Health Services * Golden West Network * Grace Removals * Graham Manley Automotive Repairs * Great Southern Development Commission * Great Southern Grammar * Great Southern Group Training * Great Southern Personnel * GSTAFE Governing Council * GT Engineering * Gull Petroleum (WA) * Hairscope * Hanover Bay Wooden Ship and Boat Builders * Harvey Beef * HJ and AM Fleck Engineering * Hon. Monty House MLA * Hon. Peter Watson MLA * Hon. Robyn McSweeney, MLC * Lower Great Southern Community Living Association * Indigenous Education Strategic Initiatives Program * J & S Castlehow Electrical * Jackson's Drawing Supplies Pty Ltd * James & Ellis Accountants * Jingalla Wines * Icky Fincks * Katanning Senior High School * Katanning Country Club * Katanning Health Services * Katanning Library & Art Gallery * Katanning Glazing & Security * Katanning Retravisson * Kathy Keay * Kojonup District High School * Kojonup Health Services * Komatsu * Koster's Steel Construction Pty Ltd * Lincolns Accountants & Business Advisors * Lions Club of Albany * Lushus Cafe * Mark Loveridge Holden * Masters Builders Association * Metroof Albany * MGS Computers * Mount Barker Aboriginal Progress Association * Mount Barker Cooperative * Montgomery's Hill Wines * MSI Marsden Katanning * Mount Barker Senior High School * Mt Romance Australia Pty Ltd * National Institute of Accountants (WA Division) * National Australia Bank * North Albany Senior High School * Northside Mitsubishi * O'Keefe's Paints * Office of the Chief Executive WA Department of Training * Olde Mill Deli * Oranje Tractor Wine * Overton Hostel * P and W Eloy Electrical Service * Patterson Ord Minnett * Patterson's Securities Ltd * Plantagenet Hotel * Plantagenet News * Plantagenet Wines * Pyrmont House * Radio West * RA Fagents and Associates, First National Real Estate * Rainbow Coast Neighbourhood Centre * Rainbow Cycles * Redmond Aboriginal Corporation of Resource Development * Repco Autotech * Richard Kilbane * Roadcare * Ron Carter * Rotary Club of Albany East * Rotary Club of Albany Inc * Rotary Club of Katanning * Rotary Club of Mount Barker * Roy Weston Amity Real Estate * Rural Skills Australia * Salt Water Trout Alliance * Sandra Boxall Catering * Sanford Power Tools * SF and IL Foster * Sharklake Abattoirs * Silver Chain Nursing Association * Skillhire Pty Ltd * Skywest Airlines * Smith Thornton Accountants * Soroptimist International of Albany Inc * South Coast Fabrication * South Coast Stainless * South West Commission of Elders * Southern Aboriginal Corporation * Southern Blade Works * Southern Electrics * Southern Regional Medical Group * St John Ambulance * St Josephs College * Storm Office National * Supersorb Pty Ltd * The Hair Company * The Surgery * T&C Supplies * Telstra * Termimesh Albany * Theyer Automotive * Thornton's Hardware * Timber 2002 * Timbercorp * Tony's Hair Stylists * Towerhill Estate * Toyworld Albany * Trappers Gully Wines * Travel Inn Motel * Traveland * Trevelen Farm Winery * Uptown Music * WA College of Agriculture Denmark * WA Department of Training * WA Shearing Industry Training Association * Wallace Engineering * WAMMCO International * Wanslea Family



Services ★ Waratah ★ Warrie Shearing Products ★ Water Corporation ★ Wauters Enterprises ★ Wesfarmers
CSBP ★ West Cape Howe Winery ★ Westerberg Marine ★ Weekender ★ Whaleworld ★ Wignall's Winery
★ Willowie Wildlife Park and Horse Riding ★ Yilgarnia ★ Young House

CERTIFICATION OF PERFORMANCE INDICATORS

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess Great Southern TAFE's performance and fairly represent the performance of Great Southern TAFE for the financial year ended December 31, 2006.

A handwritten signature in black ink, appearing to read 'Andrew Hammond', with a long diagonal stroke at the end.

ANDREW HAMMOND

Chairperson, Governing Council
21st February 2007

A handwritten signature in black ink, appearing to read 'Lidia Rozlapa', with a long diagonal stroke at the end.

LIDIA ROZLAPA

Managing Director
21st February 2007

DESIRED OUTCOME

The provision of effective and efficient vocational education and training services to meet community and industry training needs.

EFFECTIVENESS INDICATORS

The effectiveness indicators measure the achievement of vocational education and training in meeting community and industry needs via profile achievement, student and graduate satisfaction and labour force status of graduates.

1.1 Annual VET College Profile Target Achievement

This performance indicator shows the percentage of student curriculum hours (SCH) achieved for activities as contracted with the Department of Education and Training for vocational education and training delivery through the Delivery and Performance Agreement. The allocation of hours to Great Southern TAFE in specific industry areas is determined by the State Training Strategy which is developed in consultation with industry and the community. The ability of the College to fulfill planned delivery reflects its effectiveness in meeting industry and community needs.

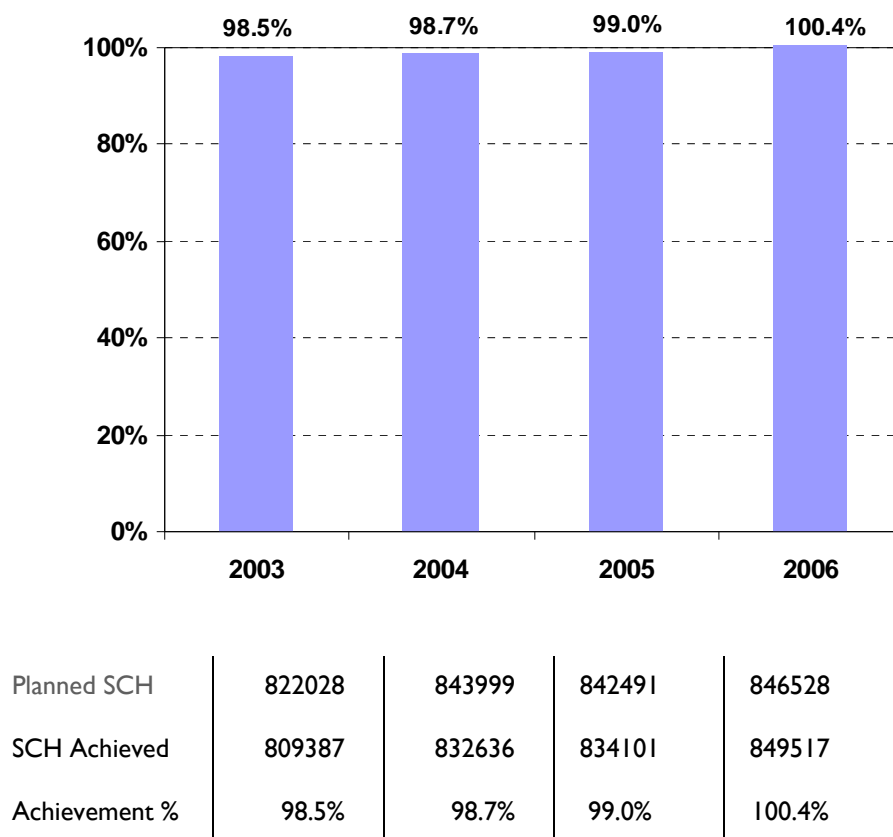


Figure 1 Achievement of Profile (%)

In 2006 the College achieved the overall target set by the Department of Education and Training, with an increase of 1.8 % of hours delivered in 2005. This increase was mostly in the area of apprentice and trainee enrolments.

The table below shows historical allocations by industry group (based on the occupation or outcome qualifications are intended to serve) and highlights the College's most recent performance in achieving industry delivery targets. Variations in the percentage of achievement show levels of lower or higher than expected demand. All industry group variations are within acceptable range of parameters set in the Delivery and Performance Agreement.

		Actual				Planned	Achievement
Industry Group		2003	2004	2005	2006		
01A	Recreation, Sports and Entertainment	3561	5188	11896	12663	10118	125.2%
01B	Visual and Performing Arts	61088	52706	55127	56545	57499	98.3%
01C	Design	8144	7045	8935	15600	15622	99.9%
02A	Automotive	27044	20438	27257	25000	26046	96.0%
03A	Building and Constructions	33250	33895	27027	47667	49681	95.9%
03B	Surveying and Building	6920	6450	7140	10020	9999	100.2%
04A	Community Service Workers	61510	63830	65045	68710	61478	111.8%
04B	Education and Childcare	35400	34175	29610	37073	37190	99.7%
04C	Health	15756	16194	24651	34112	33430	102.0%
04D	Library Workers						
05A	Finance, Insurance Property Service Workers	5455	1430	1798	1226	1484	82.6%
06A	Food Trades and Processing	14233	17492	35283	32154	34398	93.5%
07A	Clothing Footwear and Soft Furnishings	16955	15456	8190	17741	16343	108.6%
07B	Furniture Manufacture	18664	5145	6851	7643	7430	102.9%
08A	Communications						
08B	Printing and Publishing	622					
09A	Engineering and Drafting				3220	1200	268.3%
09B	Metal and Mining	18068	22137	25815	29087	31126	93.4%
10A	Animal Care			1290			
10B	Forestry, Farming and Landcare	71311	108561	105633	63481	57895	109.6%
10C	Fishing						
10D	Horticulture	43473	31050	28685	50892	45609	111.6%
11A	Process Manufacturing						

12A	Personal Service	17889	25841	22293	19327	19194	100.7%
12B	Retail	8182	7920	8978	8844	8005	110.5%
13A	Cooking	22289	14901	9574	10444	11547	90.4%
13B	Hospitality	14730	15110	17667	10608	9288	114.2%
13C	Tourism	645	7170	3704	5610	6406	87.6%
13D	Travel Agents			636			
14A	Transport Trades, Storage and Associated	2519	1666				
15A	Electrical and Electronic Engineering	6714			860	1190	72.3%
15B	Electrical Trades	5119	12728	16932	18581	19390	95.8%
16A	Accounting and Other Business Services	53320	54971	56735	50590	50208	100.8%
16B	Management	15111	24200	25620	14430	17060	84.6%
16C	Office and Clerical	43269	46757	44742	46515	50967	91.3%
17A	Computing	64292	58326	56249	56085	57910	96.8%
18A	Science and Technical Workers	6235			384	500	76.8%
19A	ACE						
19B	Adult Literacy/ ESL	75884	96556	75120	65910	67535	97.6%
19C	Languages	2925	5880	6370	5205	5812	89.6%
19D	Miscellaneous	110	5		0	0	
19E	Targeted Access and Participation Courses	28700	19413	19248	23290	24968	93.3%
		809387	832636	834101	849517	846528	100.4%

1.2 Overall Student Satisfaction

The performance indicator of overall student satisfaction expresses the number of 'very satisfied' and 'satisfied' respondents, which is expressed as a proportion of the total survey respondents. It measures students' perceptions of the effectiveness of the College's vocational education and training services.

WA TAFE Student Satisfaction Survey

Colmar Brunton conducted a student satisfaction survey on behalf of the Department of Education and Training and Colleges in October 2006, with the summary of results being published in December 2006. The survey sought students' views on the quality of vocational education training being delivered. Students were asked about the quality of teaching and assessment, the suitability of teaching methods and the quality of the course experience.

The 2006 survey was conducted using a sample of Great Southern TAFE students selected from populations of institution-based students and employment based students.

Of the 2529 potential population identified, 1540 were surveyed and the response rate was 22.0%. The overall satisfaction rate for 2006 was 93% with a relative sampling error of $\pm 3.9\%$ at a 95% confidence level. The relative sampling error is a measure of the accuracy of the sampling process in giving a correct estimate of reported items.

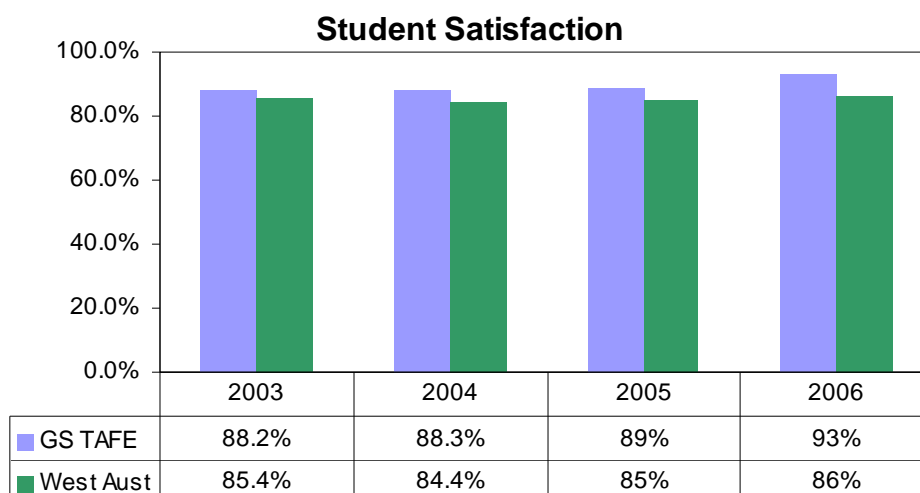


Figure 2 Student Satisfaction Rate

The 2006 overall satisfaction rate for Great Southern TAFE is the best result in several years and is higher than the state satisfaction average of 86%.

TAFE Student Outcomes Survey

The aim of the national TAFE Student Outcomes Survey is to measure vocational education and training (VET) students' employment, further study destinations and the opinions of the training undertaken.

The National Centre for Vocational Education Research conduct surveys with an appropriate sample design to produce statistically reliable College level data in alternative years. The College is unable to provide an update to this KPI as statistically valid College level data is not available in 2006.

The 2005 Student Outcomes Survey was conducted by I-view Pty Ltd on behalf of the National Centre for Vocational Education Research (NCVER) and was funded by the Department of Education, Science and Training (DEST). The results were published in November 2005.

The survey was administered to Great Southern TAFE students who undertook their studies at the College and graduated in 2004. The survey included all Great Southern TAFE students who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma, Advanced Diploma or Bachelors Degree, and who had an Australian address as their usual address. Graduate Employment status was measured as at 27 May 2005 for each category (employed, unemployed and not in labour force), and the ratio of graduates in each category compared to valid respondents expressed as a percentage.

Of the 1719 surveyed graduates from Great Southern TAFE 564 responded, resulting in an institute response rate of 31.8%. The sampling error rate for the survey was 4.0% with a confidence limit of 95%.

Data from this survey was used to measure graduate employment status and graduate satisfaction.

1.3 Graduate Employment Status

The proportion of graduates in employment is a key performance indicator that shows the extent to which the College is meeting industry and community need for training services that equip graduates for changing employment opportunities.

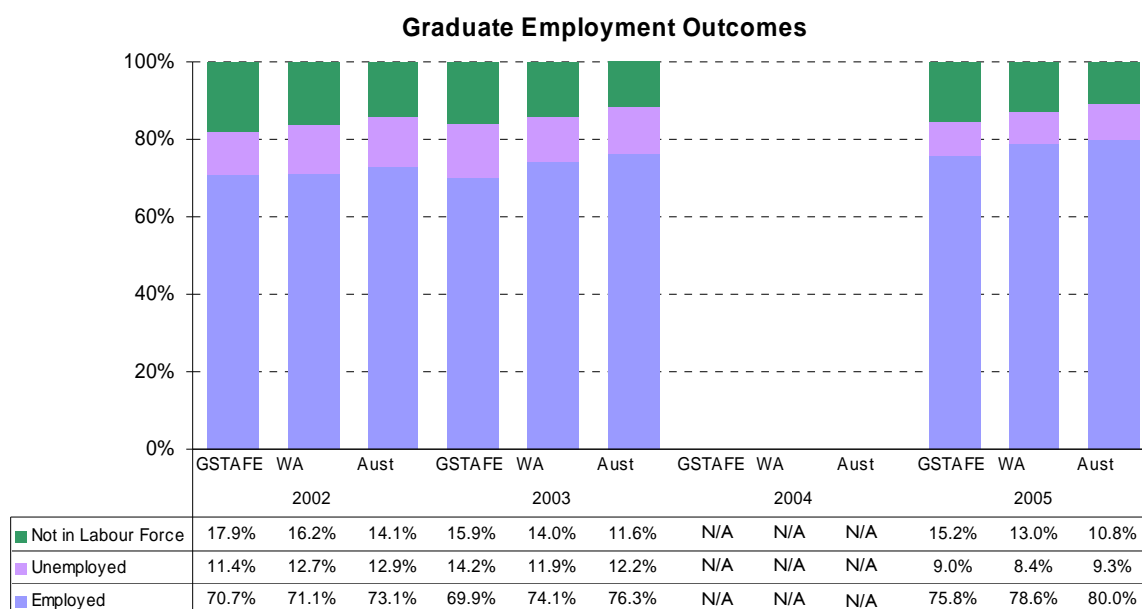


Figure 3 Graduate Employment Status

Note 1: Figure 3 is taken from Student Outcome Surveys targeting years to 2005. The College is unable to provide an update to this KPI as statistically valid College level data is not available in 2006. The National Centre for Vocational Education Research conducts surveys with an appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005.

In 2005 the data for graduate employment outcomes did not include graduates who were enrolled in TAFE at the time of the survey.

The 2005 TAFE Student Outcomes Survey report for Great Southern TAFE indicated that the graduate employment rate for Great Southern TAFE was 75.8% is a significant improvement on the last reported measure of 69.9% in 2003 and there is a corresponding decrease in students declaring themselves unemployed as at 27th May 2005.

1.4 Graduate Satisfaction

Graduate satisfaction is a key performance indicator that measures the extent to which Great Southern TAFE graduates had wholly or partly achieved their main reason for undertaking the course and is compared to the State average. It measures students' perceptions of training effectiveness.

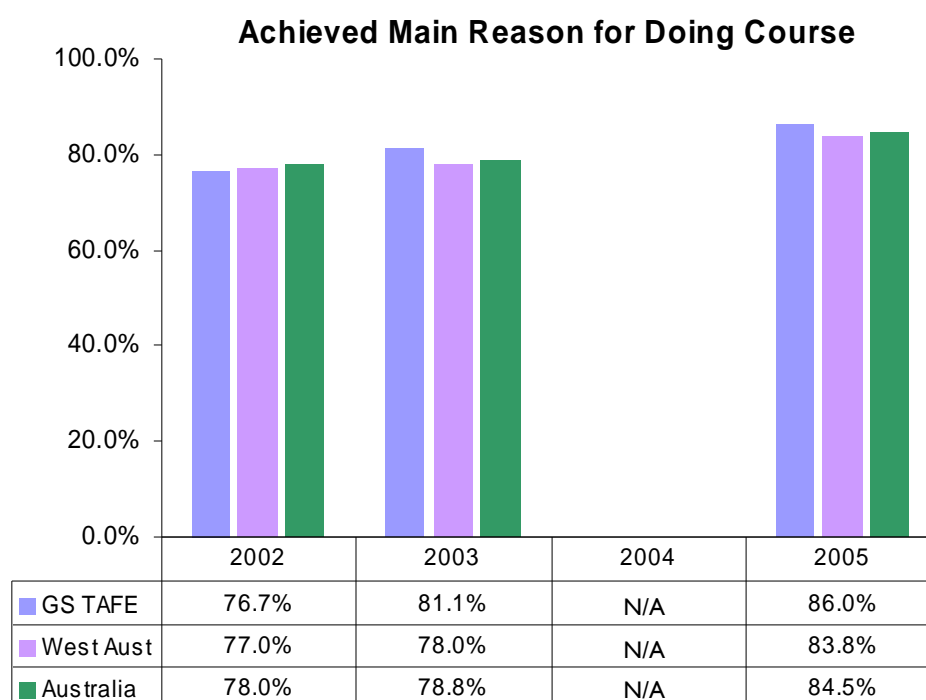


Figure 4 Graduate Satisfaction

Note 2: Figure 4 is taken from Student Outcome Surveys targeting years to 2005. The College is unable to provide an update to this KPI as statistically valid College level data is not available in 2006. The National Centre for Vocational Education Research conducts surveys with an appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005.

The TAFE Student Outcomes Survey report for Great Southern TAFE, published in 2005 indicates that the overall graduate satisfaction for Great Southern TAFE has improved significantly to 86.0% from 81.1% in 2003. The satisfaction measure is improving for Great Southern over the three years illustrated and in 2005 the College once again bettered the overall state and national result.

EFFICIENCY INDICATORS

2.1 Overall Cost per Student Curriculum Hour (SCH) for Aggregate College Delivery

The overall cost per SCH is an efficiency measure that shows the aggregate unit cost of delivery output per SCH, based on the delivery costs (Total Cost of Services) as detailed in the Financial Statements.

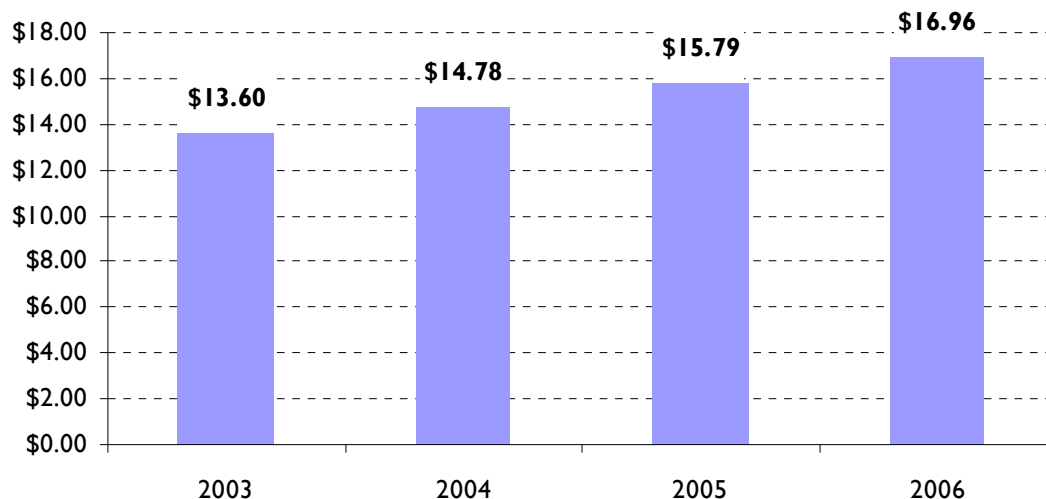


Figure 5 Cost per SCH for Aggregate College Delivery

The College's 2006 total cost of services (including capital user charge) per student curriculum hour is \$16.96.

The increase of \$1.17 (including capital user charge) is attributable to:

- Increase in employee costs due to salary award
- increases superannuation expense
- Increase in price of stock sold for both cafe and bookshop
- Increase in capital user charge, due to increase in net assets with following land and building revaluations
- Increase in expenses for cleaning, gardening security & printing contracts
- Increase in utilities expenses



TAFEWA
great southern



GREAT SOUTHERN TAFE financial statements 2006



AUDITORS OPINION



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

GREAT SOUTHERN TAFE FINANCIAL STATEMENTS AND PERFORMANCE INDICATORS FOR THE YEAR ENDED 31 DECEMBER 2006

Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the Great Southern TAFE at 31 December 2006 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 2006.

Scope

During the year the Governing Council was 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 and other relevant written law. The Financial Administration and Audit Act 1985 was repealed and replaced by the Financial Management Act 2006 and the Auditor General Act 2006 from 1 February 2007. This did not impact on the agency's operations or the audit work conducted during the year ended 31 December 2006.

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 Auditor General Act 2006, 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.

COLIN MURPHY
ACTING AUDITOR GENERAL
19 March 2007

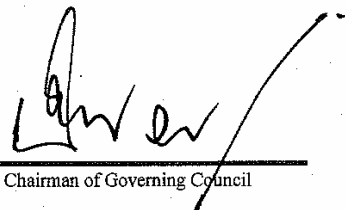
4th Floor Dumas House 2 Havelock Street West Perth 6005 Western Australia Tel: 08 9222 7500 Fax: 08 9322 5664

Certification of Financial Statements for the Year Ending 31 December 2006

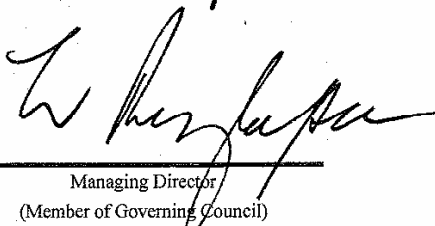
FINANCIAL STATEMENTS Great Southern TAFE

The accompanying financial statements of Great Southern 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 2006 and the financial position as at 31 December 2006.

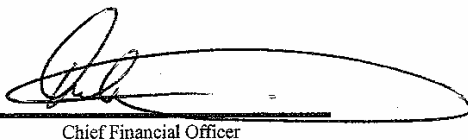
At the date of signing we are not aware of any circumstances which would render any particulars included in the financial statements misleading or inaccurate.


Chairman of Governing Council

21/2/07
Dated


Managing Director
(Member of Governing Council)

21/2/07
Dated


Chief Financial Officer

21/02/07
Dated

FINANCIAL STATEMENTS

Great Southern TAFE

INCOME STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2006

		2006	2005
	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	7	10,617,253	9,707,495
Supplies and services	8	4,247,932	3,671,341
Depreciation and amortisation expense	9	639,426	852,617
Grants and subsidies	10	82,798	50,758
Capital user charge	11	1,717,811	1,634,222
Cost of sales	16	341,659	309,410
Loss on disposal of non-current assets	20	224,608	-
Other expenses	12	763,426	909,517
Total cost of services		18,634,913	17,135,361
Income			
Revenue			
Fee for service	13	1,408,887	1,151,163
Student fees and charges	14	1,272,993	1,167,346
Ancillary trading	15	110,338	131,167
Sales	16	458,153	408,549
Commonwealth grants and contributions	17	254,970	301,533
Interest revenue	18	234,930	213,859
Other revenue	19	111,926	226,627
Total revenue		3,852,197	3,600,242
Gains			
Gain on disposal of non-current assets	20	-	938
Other Gains			
<i>Total Gains</i>		<i>-</i>	<i>938</i>
Total income other than income from State Government		3,852,197	3,601,180
NET COST OF SERVICES		(14,782,716)	(13,534,181)
INCOME FROM STATE GOVERNMENT	21		
State funds		14,060,407	13,118,995
Liabilities assumed by the Treasurer		517	12,541
Resources received free of charge		831,649	700,855
Total income from State Government		14,892,573	13,832,391
SURPLUS/DEFICIT FOR PERIOD		109,857	298,210

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

Great Southern TAFE

BALANCE SHEET

AS AT 31 DECEMBER 2006

	Notes	2006 \$	2005 \$
ASSETS			
Current Assets			
Cash and cash equivalents	36	647,070	503,111
Restricted cash and cash equivalents	22,36	467,000	465,141
Inventories	23	51,416	44,528
Receivables	24	409,684	497,219
Other current assets	25	3,213,525	3,148,130
Total Current Assets		4,788,695	4,658,129
Non-Current Assets			
Property, plant, equipment and vehicles	26	23,532,857	20,784,950
Total Non-Current Assets		23,532,857	20,784,950
TOTAL ASSETS		28,321,552	25,443,079
LIABILITIES			
Current Liabilities			
Payables	28	1,157,974	262,581
Provisions	29	1,151,261	896,377
Other current liabilities	30	281,324	267,234
Total Current Liabilities		2,590,559	1,426,192
Non-Current Liabilities			
Provisions	29	448,056	538,782
Total Non-Current Liabilities		448,056	538,782
Total Liabilities		3,038,615	1,964,974
NET ASSETS		25,282,937	23,478,105
Equity			
Contributed equity	31	2,264,968	2,264,968
Reserves		8,206,360	5,699,229
Accumulated surplus/(deficit)		14,811,609	15,513,907
TOTAL EQUITY		25,282,937	23,478,105

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

Great Southern TAFE
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2006

	Notes	2006 \$	2005 \$
Balance of equity at start of period		22,665,950	21,331,226
CONTRIBUTED EQUITY	31		
Balance at start of period		2,264,968	2,264,968
Capital contributions		-	-
Other contributions by owners		-	-
Distributions to owners		-	-
Balance at end of period		2,264,968	2,264,968
RESERVES	31		
Asset Revaluation Reserve			
Balance at start of period		5,699,229	3,850,561
Changes in accounting policy or correction of prior period errors		-	-
Restated balance at start of period		5,699,229	3,850,561
Gains/(losses) from asset revaluation		2,507,131	1,848,669
Balance at end of period		8,206,360	5,699,229
Other Reserves			
Balance at start of period			
Transfer to/from accumulated surplus			
Other adjustments during the year			
Balance at end of period		-	-
ACCUMULATED SURPLUS (RETAINED EARNINGS)	31		
Balance at start of period		15,513,907	15,215,697
Net adjustment on transition to AIFRS		-	-
Change in accounting policy or correction of prior period errors		(812,155)	-
Restated balance at start of period		14,701,752	15,215,697
Surplus/(deficit) for the period		109,857	298,210
Gain /(losses) recognised directly in equity			
Balance at end of period		14,811,609	15,513,907
Balance of equity at the end of period		25,282,937	23,478,105
Total income and expenses for the period		2,616,987	2,146,879

2006: This comprises the surplus / (deficit) of \$109,857 and gains / losses from asset revaluation of \$2,507,131

(2005: This comprises the surplus / (deficit) of \$298,210 and gains / (losses) from asset revaluations of \$1,848,669).

Great Southern TAFE
CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2006

2006

2005

Notes

\$

\$

CASH FLOWS FROM STATE GOVERNMENT

Recurrent state funding - Department of Education and Training

12,237,235

12,335,040

Capital state funding - Department of Education and Training

Net cash provided by State Government

12,237,235

12,335,040

Utilised as follows:

CASH FLOWS FROM OPERATING ACTIVITIES

Payments

Employee benefits

(9,597,379)

(8,897,355)

Supplies and services

(3,445,307)

(2,860,729)

Grants and subsidies

(82,798)

(50,758)

Capital user charge

(748,333)

(1,634,222)

GST payments on purchases

(579,976)

(383,270)

GST payments to taxation authority

-

-

Cost of goods sold

(341,659)

(309,410)

Other payments

(759,826)

(845,794)

Receipts

Fee for service

1,432,553

1,072,662

Student fees and charges

1,293,896

1,337,060

Ancillary trading

110,338

131,167

Interest received

139,405

207,044

Commonwealth grants and contributions

254,970

301,533

GST receipts on sales

219,388

213,664

GST receipts from taxation authority

360,588

169,606

Sale of goods

458,153

408,549

Other receipts

111,925

226,626

Net cash provided by/(used in) operating activities

32

(11,174,062)

(10,913,627)

CASH FLOWS FROM INVESTING ACTIVITIES

Proceeds from sale of non-current physical assets

4,173

28,425

Purchase of non-current physical assets

(1,921,137)

(640,879)

Net cash provided by/(used in) investing activities

(1,916,964)

(612,454)

Net increase/(decrease) in cash and cash equivalents

(853,791)

808,959

Cash and cash equivalents at the beginning of period

4,058,690

3,249,731

CASH AND CASH EQUIVALENTS AT THE END OF PERIOD

32

3,204,899

4,058,690

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

ACCOMPANYING NOTES TO FINANCIAL STATEMENTS

GREAT SOUTHERN TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2006

1 Australian equivalents to International Financial Reporting Standards

The College's financial statements for the year ended 31 December 2006 have been prepared in accordance with Australian equivalents to International Financial Reporting Standards (AIFRS) which comprise a Framework for the Preparation and Presentation of Financial Statements (the Framework), Australian Accounting Standards and the Urgent Issues Group (UIG) Interpretation.

In preparing these financial statements the College has adopted, where relevant to its operations, new and revised Standards and Interpretations from their operative dates as issued by the Australian Accounting Standard Board (AASB) and UIG

2 Summary of 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 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'.

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the balance sheet date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are disclosed at note 5 'Key sources of estimation uncertainty'.

(c) Reporting Entity

The reporting entity comprises the College; there are no related bodies (note 39) or affiliated bodies (note 40).

(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 by Treasurer's Instruction (TI) 955 'Contributions by Owners made to Wholly Owned Public Sector Entities' and have been credited directly to Contributed Equity.

Transfer of net assets to/from other agencies are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal. See note 31 'Equity'.

(e) Income

Revenue

Revenue is measured at the fair value of consideration received or receivable. Revenue is recognised for the major business activities as follows:

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.

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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.

Sale of goods

Revenue is recognised from the sale of goods and disposal of other assets when the significant risks and rewards of ownership control transfer to the purchaser and can be measured reliably.

Rendering of services

Revenue is recognised on delivery of the service to the client or by reference to the stage of completion of the transaction.

Interest

Revenue is recognised as the interest accrues. (The effective interest method which is the rate that exactly discounts estimated future cash receipts through the expected life of the financial instruments is used where applicable)

Grants, donations, gifts and other non-reciprocal contributions

Revenue is recognised at fair value when the College obtains control over the assets comprising the contributions, usually when cash is received.

Other non-reciprocal contributions that are not contributions by owners 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

Where contributions recognised as revenues during the reporting period were obtained on the condition that they be expended in a particular manner or used over a particular period, and those conditions were undischarged as at the balance sheet date, the nature of, and amounts pertaining to, those undischarged conditions are disclosed in the notes.

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) Property, Vehicles, Plant and Equipment

Capitalisation/Expensing of assets

Items of property, plant and equipment and infrastructure costing over \$5,000 are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of property, plant and equipment and infrastructure costing less than \$5,000 are immediately expensed direct to the Income Statement (other than where they form part of a group of similar items which are significant in total)

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.

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-based 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 (or fair value). When buildings are revalued by reference to recent market transaction, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

Where market-based 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. Where the fair value of buildings is dependent on using the depreciated replacement cost, the gross carrying amount and the accumulated depreciation are restated proportionately.

Independent valuation of land and buildings are performed independently on an annual basis by the Department of Land Information (Valuation Services), with sufficient regularity to ensure that the carrying amount does not differ materially from the asset's fair value at the balance sheet date.

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.

GREAT SOUTHERN TAFE

NOTES TO THE FINANCIAL STATEMENTS

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Refer to note 26 'Property, plant and equipment' for further information on revaluations.

Depreciation

All non-current assets having a limited useful life are systematically depreciated over their estimated useful lives in a manner that 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. Estimated useful lives for each class of depreciable asset are:

<i>Buildings</i>	<i>40 to 70 years</i>
Motor Vehicles, Caravans and Trailers	4 to 15 years
Plant, Furniture and General Equipment	5 to 15 years
Computing, Communications and Software	4 to 10 years

(g) Impairment of Assets

Property, plant and equipment, infrastructure and intangible assets are tested for any indication of impairment at each balance sheet 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 considered impaired and 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 balance sheet 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 where fair value is determined by reference to market-based evidence. Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured. Surplus assets at cost are tested for indications of impairments at each balance sheet date.

See note 27 'Impairment of assets' for the outcome of impairment reviews and testing. See note 2(m) and note 24 for impairment of receivables.

(h) Non current Assets (or Disposal Groups) Classified as Held for Sale

Non current assets (or disposal groups) held for sale are recognised at the lower of carrying amount and fair value less costs to sell and are presented separately from other assets in the Balance Sheet. Assets classified as held for sale are not depreciated or amortised.

(i) Financial Instruments

The College has two categories of financial instrument:

- Loans and receivables (includes cash and term deposits); and
- Non trading financial liabilities (finance leases, payables, Treasurer's advance)

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.

(j) 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 overdraft.

(k) 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.

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NOTES TO THE FINANCIAL STATEMENTS

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(l) 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.

(m) Receivables

Receivables are recognised and carried at original invoice amount less an allowance of any uncollectible amounts (impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written off. The allowance 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(i) 'Financial Instruments' and note 24 'Receivables'.

(n) 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(i) 'Financial Instruments' and note 28 'Payables'.

(o) 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 resources embodying economic benefits is probable and can be measured reliably. Provisions are reviewed at each balance sheet date. See note 29 '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 balance sheet 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 balance sheet date is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are by employees up to the balance sheet 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 balance sheet 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 balance sheet date.

A liability for long service leave is recognised after an employee has completed four years of service. An actuarial assessment of long service leave undertaken by Price Waterhouse Actuaries in 2006 determined that the liability measured using the short hand method was not materially different from the liability measured using the present value of expected future payments.

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. The concurrently funded part of the GSS Scheme is a defined contribution scheme as these contributions extinguish all liabilities in respect of the concurrently funded GSS Scheme obligation.

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 accumulation scheme. The College makes concurrent contributions to GESB on behalf of employees in compliance with the Commonwealth Government's Superannuation 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(p) 'Superannuation expense'.

GREAT SOUTHERN TAFE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2006

(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 12 'Other expenses' and note 29 'Provisions').

(p) Superannuation Expense

The following elements are included in calculating a superannuation expense in the Income Statement:

(a) Defined benefit plans - Change in the unfunded employer's liability (i.e. current service cost and actuarial gains and losses) 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 (refer note 2(o)(i)), 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 21 '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) Comparative Figures

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

3 Other policies not included in this Model

No other policies have been included in these Statutory Accounts.

4 Judgments made by management in applying accounting policies

The judgments that have been made in the process of applying accounting policies that have the most significant effect on the amounts recognised in the financial statements include:

No significant judgments have been made that would materially alter the current financial results of the College.

5 Key sources of estimation uncertainty

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year include:

Student receivables under 60 days due are considered collectable and a provision is made for the full value for those receivables which are doubtful.

General receivables from other government agencies are considered risk free, no provision, and all others are by individual assessment with a provision to the full value if required.

Inventory stocks (bookshop and canteen) are ordered on a just in time basis to match current year requirements. Obsolescence is considered less than 5% of annual trading purchases and therefore no provision is made.

The College has a policy of valuing land and buildings annually. The revaluations of the College's land and buildings is undertaken by Department of Land Information (Valuation Services). Every year estimates of useful life of plant and equipment are provided to give guidance on depreciation rates used in intervening years.

No provision has been made for sick leave as the College's annual costs do not exceed the annual value of entitlements.

Included in 'Current -other liabilities' is an Education Training Shared Services Centre (ETSSC) service charge for the period 1st October to 31st December, 2006.

GREAT SOUTHERN TAFE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2006

6 Disclosure of changes in Accounting Policy and Estimates

Initial application of an Australian Accounting Standard

The College has applied the following Australian Accounting Standards and UIG Interpretations effective for annual reporting periods beginning on or after 1 January 2006:

1. AASB 119 'Employee Benefits' as issued in December 2004, AASB 2004-3 'Amendments to Australian Accounting Standards' and AASB 2005-3 'Amendments to Australian Accounting Standards' [AASB 119]. The revisions to AASB 119 and the amending Standards deal with options regarding the recognition of actuarial gains and losses associated with defined benefit plans and changes to disclosures for defined benefit plans. The College is not affected by these changes and as a result there is no financial impact in applying these Standards.
2. AASB 2005-9 'Amendments to Australian Accounting Standards' [AASB 4, AASB 1023, AASB 139 & AASB 132] (Financial guarantee contracts). The amendment deals with the treatment of financial guarantee contracts, credit insurance contracts, letters of credit or credit derivative default contracts as either 'insurance contracts' under AASB 4 'Insurance Contracts' or as a 'financial guarantee contract' under AASB 139 'Financial Instruments: Recognition and Measurement'. The College does not currently undertake these types of transactions, resulting in no financial impact in applying the Standard.
3. UIG Interpretation 4 'Determining whether an Arrangement Contains a Lease'. This Interpretation deals with arrangements that comprise a transaction or a series of linked transactions that may not involve a legal form of a lease but by their nature are deemed to be leases for the purposes of applying AASB 117 'Leases'. At balance date, the College has not entered into any arrangements as specified in the Interpretation, resulting in no impact in applying the Interpretation.

The following accounting standards and interpretations are not applicable to the College as they have no impact.

AASB Standards and Interpretations

2005-1	Amendments to Australian Accounting Standards' (AASB 139 - Cash Flow hedge accounting of forecast intragroup transactions)
2005-5	Amendments to Australian Accounting Standards' [AASB 1 and AASB 139]
2006-1	Amendments to Australian Accounting Standards' [AASB 121]
2006-2	Amendments to Australian Accounting Standards' [AASB 1]
2006-3	Amendments to Australian Accounting Standards' [AASB 1045]
UIG 5	Rights to Interest arising from Decommissioning, Restoration and Environmental Rehabilitation Funds'.
UIG 6	Liabilities arising from Participating in a Specific Market - Waste Electrical and Electronic Equipment'.

Voluntary changes in Accounting Policy

Change in Assets Capitalisation Policy 2006

The College changed its assets capitalisation threshold policy from \$1,000 to \$5,000 on and from 1 January, 2006. The net adjustment to accumulated surplus and equity as a result of the write-off of assets with an initial cost less than the threshold was \$812,155 for 2006. There is no effect on the 2005 financial statements of this policy change. The change in accounting policy adopts the recommended capitalisation threshold is as indicated in TI 1101 "Guidelines". Retrospective application of this policy is impracticable due to the unavailability of the detail required for prior period restatement and the large number of assets.

GREAT SOUTHERN TAFE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2006

Future impact of Australian Accounting Standards not yet operative.

The College cannot early adopt an Australian Accounting Standard or UIG Interpretation unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the College has not applied the following Australian Accounting Standards and UIG Interpretations that have been issued but are not yet effective. These will be applied from their application date:

1. AASB 7 'Financial Instruments: Disclosures' (including consequential amendments in AASB 2005-10 'Amendments to Australian Accounting Standards' [AASB 132, AASB 101, AASB 114, AASB 117, AASB 133, AASB 1, AASB 4, AASB 1023 & AASB 1038]). This Standard requires new disclosures in relation to financial instruments. The Standard is considered to result in increased disclosures, both quantitative and qualitative of the College's exposure to risks, enhanced disclosure regarding components of the College's financial position and performance, and possible changes to the way of presenting certain items in the financial statements. The College does not expect any financial impact when the Standards are first applied. The Standard is required to be applied to annual reporting periods beginning on or after 1 January 2007.

2. AASB 2005-10 'Amendments to Australian Accounting Standards (AASB 132, AASB 101 AASB 114, AASB 117, AASB 133, AASB 139, AASB 1, AASB 4, AASB 1023, & AASB 1038)'. Their amendments are as a result of the issue of AASB 7 'Financial Instruments: Disclosure', which amends the financial instrument disclosure requirements in these standards. The College does not expect any financial impact when the Standard is first applied. This Standard is required to be applied to annual reporting periods beginning on or after 1 January 2007.

3. UIG 9 'Reassessment of Embedded Derivatives'. This Interpretation requires an embedded derivative that has been combined with a non-derivative to be separated from the host contract and accounted for as a derivative in certain circumstances. At balance sheet date, the College has not entered into any contracts as specified in the Interpretation resulting in no impact when the Interpretation is first applied. The Interpretation is required to be applied to annual reporting periods beginning on or after 1 June 2006.

4. AASB 101 'Presentation of Financial Statements'. This Standard was revised and issued in October 2006 so that AASB 101 has the same requirements as IAS 1 'Presentation of Financial Statements' (as issued by the IASB) in respect of for-profit entities. The College is a not-for-profit entity and consequently does not expect any financial impact when the Standards are first applied. The Standard is required to be applied to annual reporting periods beginning on or after 1 January 2007.

The following Accounting Standards and Interpretations are not applicable to the College as they will have no impact:

AASB Standards and Interpretations

AASB 1049	Financial Reporting of General Government Sectors by Governments'
2006-2	Amendments to Australian Accounting Standards (AASB 1)
2006-3	Amendments to Australian Accounting Standards (AASB 1045) [As per DTF verbal advice - 21 Nov 2006]
UIG 7	Applying the Restatement Approach under AASB 129 'Financial Reporting in Hyperinflationary Economics'
UIG 8	Scope of AASB 2' Share Based Payment
UIG 10	Interim Financial Reporting and Impairment'

No other changes have occurred in accounting policies or estimates.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
7 Employee benefits expense		
Wages and salaries (a)	9,512,270	8,732,068
Superannuation - defined contribution plans (West State) (b)	761,116	680,384
Superannuation - defined benefit plans (Gold State) (c)(d)	93,095	116,112
Long service leave (e)	51,180	36,695
Annual leave (e)	94,751	53,541
Other	104,841	88,695
	<u>10,617,253</u>	<u>9,707,495</u>
(a) Includes the value of the fringe benefit to the employee plus the fringe benefit tax component.		
(b) Defined contribution plans include West State and Gold State (contribution paid).		
(c) Defined benefit plans include Pension scheme and Gold State (pre-transfer benefit).		
(d) An equivalent notional income is also recognised (see note 21 'Income from State Government').		
(e) Includes a superannuation contribution component.		
Employment on-costs such as workers' compensation insurance are included at note 12 'Other expenses'. The employment on-costs liability is included at note 29 'Provisions'		
8 Supplies and services		
Consumables and minor equipment	617,062	592,010
Communication expenses	126,578	139,017
Utilities expenses	226,238	207,540
Consultancies and contracted services	1,974,310	1,780,990
Minor works	617,683	282,568
Repairs and maintenance	51,955	63,762
Operating lease and hire charges	96,209	67,916
Travel and passenger transport	267,419	276,494
Advertising and public relations	148,737	129,110
Supplies and services - other	121,741	131,934
	<u>4,247,932</u>	<u>3,671,341</u>
9 Depreciation and amortisation expense		
Depreciation		
Buildings	413,383	358,271
Motor vehicles, caravans and trailers	71,324	65,273
Plant, furniture and general equipment	74,322	150,251
Computers and communication network	80,397	278,822
Total depreciation	<u>639,426</u>	<u>852,617</u>
10 Grants and subsidies		
Adult and community education organisations		
Payments to non TAFE Providers for VET service delivery	36,529	349
Other	46,269	50,409
	<u>82,798</u>	<u>50,758</u>
11 Capital user charge		
Capital user charge expense	<u>1,717,811</u>	<u>1,634,222</u>

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
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	2006	2005
	\$	\$
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 of the College, excluding exempt assets and is paid to the Department of Treasury and Finance quarterly. (2006 rate 8%)		
12 Other expenses		
Building Maintenance	167,661	322,021
Doubtful debts expense	3,600	3,000
Employment on-costs (a)	564,806	496,923
Donations	2,725	3,000
Student prizes and awards	14,580	15,091
Losses and write-offs	10,054	60,723
Other	-	8,759
	763,426	909,517
(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 29 'Provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.		
13 Fee for service		
Fee for service -general	639,447	428,743
Fee for service -Department of Education and Training	731,328	717,092
Fee for service - government (other than Department of Education and Training)	38,112	5,328
	1,408,887	1,151,163
14 Student fees and charges		
Tuition fees	706,959	652,446
Enrolment fees	108,260	107,692
Resource fees	292,113	250,689
Other College fees	165,661	156,519
	1,272,993	1,167,346
15 Ancillary trading		
Live works (not a trading activity)	88,436	81,504
Other ancillary revenue	21,902	49,663
	110,338	131,167
16 Trading Profit / (Loss)		
(a) Bookshop:		
Sales	136,108	137,485
Cost of sales:		
Opening inventory	(39,916)	(45,619)
Purchases	(188,927)	(156,211)
	(228,842)	(201,830)
Closing inventory	(46,382)	(39,916)
Cost of goods sold	(182,460)	(161,914)
Trading Profit (Loss) - Bookshop	(46,352)	(24,429)

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
(b) Cafeteria (Non Training Related)		
Sales	307,052	262,250
Cost of sales:		
Opening inventory	(4,612)	(4,322)
Purchases	(159,620)	(147,786)
	(164,233)	(152,108)
Closing inventory	(5,034)	(4,612)
Cost of goods sold	(159,199)	(147,496)
Trading Profit (Loss) - Cafeteria	147,853	114,754
(c) Other Trading Concerns		
Sales	14,993	8,814
Cost of sales:		
Opening inventory	-	-
Purchases	-	-
	-	-
Closing inventory	-	-
Cost of goods sold	-	-
Trading Profit (Loss) - Other Trading Concerns	14,993	8,814
	116,494	99,139
See note 2(l) 'Inventories' and note 23 'Inventories'.		
17 Commonwealth grants and contributions		
Commonwealth specific purpose grants and contributions (a)	254,970	301,533
	254,970	301,533
(a) These grants include:		
Commonwealth recurrent grants		
Commonwealth specific purpose grant (ANTA)		
Commonwealth specific purpose grant (non ANTA)		
18 Interest Revenue		
Interest Revenue (a)	234,930	213,859
(a) Bank and investment interest		
19 Other revenue		
Rental and facilities fees	27,165	21,194
Other direct grants and subsidy revenue	2,000	99,702
Sponsorship and donations revenue	11,820	9,886
Miscellaneous revenue	70,941	95,844
	111,926	226,627

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
20 Net gain/(loss) on disposal of non-current assets		
Costs of disposal of non-current assets		
Land		
Buildings	(213,244)	-
Motor vehicles, caravans and trailers	(124,579)	(104,084)
Plant, furniture and general equipment	(1,821)	(4,403)
	(339,644)	(108,487)
Proceeds from disposal of non-current assets		
Buildings	3,873	-
Motor vehicles, caravans and trailers	110,863	92,275
Plant, furniture and general equipment	300	4,988
Computers and communication network	-	12,161
	115,036	109,425
Net gain/(loss)	(224,608)	938
note 26 ' Property, plant and equipment and vehicles'		
21 Income from State government		
State funds (received from Department of Education and Training)		
Delivery and Performance Agreement (DPA)	10,944,291	10,081,005
Superannuation	854,728	783,955
Other recurrent funds	535,841	619,813
Capital User Charge funding	1,717,811	1,634,222
Capital works transferred	7,736	-
	14,060,407	13,118,995
The following liabilities have been assumed by the Treasurer during the financial year.		
Superannuation (a)	517	12,541
Total Liabilities assumed by the Treasurer	517	12,541
Resources received free of charge determined on the basis of the following estimates provided by agencies		
Department of Education and Training		
* Corporate systems support	736,192	511,866
* Marketing and publications	92,111	27,859
* Human resources, industrial relations support	82	6,150
* Other	3,264	154,980
	831,649	700,855
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 (The notional superannuation expense is disclosed at note 7 'Employee Benefits Expense'.)		

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
22 Restricted cash and cash equivalents		
Current		
Other (Please specify) (a),(c)	297,000	465,141
Specific capital equipment and minor works (b)	170,000	
Total current	467,000	465,141
(a) DET SAR funding - \$265,000		
(b) DET telephone grant - \$170,000		
(c) DET Competitive Allocation Tendering (CAT) - \$32,000		
[Guidelines: For (a) and (b) Colleges are require to detailed notes in accordance to TI 1103 - where applicable]		
23 Inventories		
Current		
Inventories held for resale:		
Bookshop (at cost)	46,382	39,916
Cafeteria (at cost)	5,034	4,612
Total current	51,416	44,528
See also not 2(l) "Inventories" and note 16 'Trading Profit/Loss'.		
24 Receivables		
Current		
Receivables - trade	173,624	214,330
Receivables - students	7,027	6,916
Allowance for impairment of receivables	(10,700)	(7,100)
GST receivable	224,208	247,874
	394,159	462,020
Prepayments	15,525	35,199
Total current	409,684	497,219
See also note 2 (m) 'Receivables' and note 36 'Financial Instruments'.		
25 Other assets		
Current		
Accrued income	1,122,696	57,692
Cash investments (a)	2,090,829	3,090,438
Total current	3,213,525	3,148,130
(a) Short term deposits 30 to 90 days		

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
26 Property, plant, equipment and vehicles		
Freehold Land		
At fair value (a)	3,321,111	2,383,411
	3,321,111	2,383,411
Buildings		
At fair value (a)	17,560,530	16,642,987
Accumulated depreciation	(40,484)	(71,700)
	17,520,046	16,571,287
Buildings under construction		
Construction costs	1,620,181	-
	1,620,181	-
Motor vehicles, caravans and trailers		
At cost	826,620	718,182
Accumulated depreciation	(294,250)	(295,851)
	532,370	422,331
Plant, furniture and general equipment		
At cost	827,181	1,606,215
Accumulated depreciation	(432,172)	(887,387)
	395,009	718,828
Computer equipment, communication network		
At cost	606,979	1,724,633
Accumulated depreciation	(462,839)	(1,035,540)
	144,140	689,093
	23,532,857	20,784,950

(a) Freehold land and buildings were revalued as at 30 November, 2006 by the Department of Land Information (Valuation Services). The valuations were performed during the year ended 31 December, 2006 and recognised at fair value. The fair value of all land and buildings was determined by reference to market values. See note 2(f) 'Property, vehicles, plant and equipment'.

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$

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

2006	Land	Buildings	Buildings Under Construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Total
Carrying amount at start of year	2,383,411	16,571,287	-	422,331	718,828	689,093	20,784,950
Additions	-	9,000	1,620,181	308,272	94,549		2,032,002
Disposal	-	(213,245)	-	(124,579)	(1,822)		(339,646)
Revaluation Increments	937,700	1,569,430		-	-	-	2,507,130
Depreciation expense	-	(413,383)	-	(71,324)	(74,322)	(80,396)	(639,424)
Write-off of Assets		(3,043)	-	(2,330)	(342,224)	(464,557)	(812,155)
Carrying amount at end of year	3,321,111	17,520,046	1,620,181	532,370	395,009	144,140	23,532,857

2005	Land	Buildings	Buildings Under Construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Total
Carrying amount at start of year	2,156,800	15,237,386	-	446,167	777,353	606,175	19,223,881
Additions	208,111	113,207	-	145,521	113,653	593,669	1,174,161
Disposals	-	(200,050)	-	(104,084)	(16,214)	(98,465)	(418,813)
Revaluation Increments	18,500	1,830,169		-	-	-	1,848,669
Depreciation expense	-	(358,271)	-	(65,273)	(150,251)	(278,823)	(852,617)
Write-off of Assets	-	(51,154)	-	-	(5,713)	(133,463)	(190,330)
Carrying amount at end of year	2,383,411	16,571,287	-	422,331	718,828	689,093	20,784,950

27 Impairment of Assets

There were no indications of impairment of property plant, equipment and intangibles as at 31 December 2006.

The College held no goodwill or intangible assets with indefinite useful life during the balance sheet period and at reporting date there were no intangible assets not yet available for use. All surplus assets as at 31 December 2006 have been classified as assets held for sale or written off.

28 Payables

Current

Trade payables

11,792

44,995

GST payable

176,704

217,586

Capital User Charge payable

969,478

-

Total current

1,157,974

262,581

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
29 Provisions		
Current		
Employee benefits provision		
Annual leave (a)	468,743	373,992
Long service leave (b)	543,720	409,211
	<u>1,012,463</u>	<u>783,203</u>
Other provisions		
Employment on-costs (c)	138,798	113,174
	<u>138,798</u>	<u>113,174</u>
Total current	<u>1,151,261</u>	<u>896,377</u>
Non-current		
Long service leave (b)	422,612	505,941
	<u>422,612</u>	<u>505,941</u>
Other provisions		
Employment on-costs (c)	25,444	32,841
	<u>25,444</u>	<u>32,841</u>
Total non current	<u>448,056</u>	<u>538,782</u>
(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of balance sheet period	468,743	373,992
More than 12 months after balance sheet date.	-	-
	<u>468,743</u>	<u>373,992</u>
(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of balance sheet date	543,720	409,211
More than 12 months of balance sheet date	422,612	505,941
	<u>966,332</u>	<u>915,152</u>
(c) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including payroll tax and workers compensation premiums. The provision is the present value of expected future payments. The associated expense, apart from the unwinding of the discount (finance cost), is disclosed in note 12 'Other expenses'.		

Movements in Other Provisions

Movements in each class of provisions during the financial year, other than employee benefits, are set out below.

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
Employment on-cost provision		
Carrying amount at start of year	146,015	154,869
Additional provisions recognised	18,227	
Payments/other sacrifices of economic benefits		(8,854)
Carrying amount at end of year	<u>164,242</u>	<u>146,015</u>
30 Other liabilities		
Current		
Income received in advance (a)	1,862	11,501
Accrued expenses	248,604	226,380
Accrued salaries and related costs	30,858	29,353
Total current liabilities	<u>281,324</u>	<u>267,234</u>
(a) Income received in advance comprises:		
Student fees and charges	1,862	11,501
	<u>1,862</u>	<u>11,501</u>
31 Equity		
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.		
Contributed equity		
Balance at start of year	2,264,968	2,264,968
Contributions by owners		
Capital contribution (a)	-	-
Total contributions by owners	<u>2,264,968</u>	<u>2,264,968</u>
Balance at end of year	<u>2,264,968</u>	<u>2,264,968</u>
Reserves		
Asset Revaluation Reserve		
Balance at start of year	5,699,229	3,850,561
Net revaluation increments/(decrements)		
Land	937,701	18,499
Buildings	1,569,430	1,830,169
Balance at end of year	<u>8,206,360</u>	<u>5,699,229</u>
Accumulated surplus/(deficit) (Retained Earnings)		
Balance at start of year	15,513,907	15,215,697
Income and expense recognised directly to equity	(812,155)	-
Result for the period	109,857	298,210
Balance at end of year	<u>14,811,609</u>	<u>15,513,907</u>

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
32 Notes to the Cash Flow Statement		
Reconciliation of cash		
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 on hand	6,410	4,780
Cash at bank	640,660	498,331
Short term deposits (Provide details of terms and conditions)	2,090,829	3,090,438
	<u>2,737,899</u>	<u>3,593,549</u>
Restricted cash and cash equivalents (refer to note 22 'Restricted cash and cash equivalents')	467,000	465,141
	<u>3,204,899</u>	<u>4,058,690</u>
Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities		
Net Cost of Services	(14,792,771)	(13,533,243)
Non-cash items:		
Depreciation and amortisation expense (note 9)	639,426	852,617
Doubtful debts expense (note 12)	(3,600)	(3,000)
Superannuation expense (note 7)	854,211	796,496
Resources received free of charge	831,649	700,855
Net (gain) / loss on sale of property, plant and equipment (note 21)		938
Write down of non-current assets classified as held for sale (note 13)		
Cost of disposals for non-current assets (20)	339,644	-
Non-current assets - trade ins	(110,745)	-
Losses and write-offs (excludes cash shortages / thefts of money)	(10,054)	(12,348)
Capital User Charge	969,478	-
(Increase)/decrease in assets:		
Current receivables (c)	40,595	48,376
Current inventories	(6,888)	5,413
Prepayments	19,673	10,547
Other current assets	(1,065,003)	117,199
Increase/(decrease) in liabilities		
Current payables (c)	(33,203)	42,425
Capital User Charge	969,478	-
Income received in advance /grants and advances	(9,639)	8,250
Current provisions	254,884	76,998
Other current liabilities	(26,736)	(86,584)
Non-current Provisions	(90,726)	4,384
Net GST receipts/(payments) (a)	47,504	30,339
Change in GST in receivables/payables (b)	8,761	26,711
Net cash provided by/(used in) operating activities	<u>(11,174,062)</u>	<u>(10,913,627)</u>

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
(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		
33 Commitments		
Capital expenditure commitments		
Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:		
Within 1 year	752,000	2,676,000
The capital commitments include amounts for:		
Buildings	515,000	2,000,000
Lease commitments		
Commitments in relation to leases contracted for at the balance sheet date but not recognised as liabilities, are payable:		
Within 1 year	116,196	88,332
Later than 1 year and not later than 5 years	457,800	330,368
	573,996	418,700
Representing:		
Cancellable operating leases	97,944	90,368
Non-cancellable operating leases	359,856	240,000
	457,800	330,368
34 Events occurring after balance sheet date		
No events occurred after balance sheet date.		

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

35 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 \$20,000.

Significant variations between estimated and actual results for 06

I Expenditure	2006	2006	Variation	Variation
	Estimate	Actual		
	\$	\$	\$	%
Employee benefits expense	9,739,747	10,617,253	(877,506)	-9.01%
Supplies and services	3,750,000	4,247,932	(497,932)	-13.28%
Depreciation and amortisation expense	1,020,000	639,426	380,574	37.31%
Grants and subsidies	60,000	82,798	(22,798)	-38.00%
Capital user charge	1,915,736	1,717,811	197,925	10.33%
Cost of sales	305,950	341,659	(35,709)	-11.67%
Loss on disposal of non-current assets	-	224,608	(224,608)	
Other expenses	557,034	763,426	(206,392)	-37.05%
2 Income				
Income from ordinary activities				
Revenue				
Fee for service	1,150,000	1,408,887	(258,887)	-22.51%
Student fees and charges	1,200,000	1,272,993	(72,993)	-6.08%
Ancillary trading	150,000	110,338	39,662	26.44%
Sales	400,000	458,153	(58,153)	-14.54%
Commonwealth grants and contributions	300,000	254,970	45,030	15.01%
Interest revenue	100,000	234,930	(134,930)	-134.93%
Other revenue	124,788	111,926	12,862	10.31%
Income from State Government				
State funds	13,365,736	14,060,407	(694,671)	-5.20%
Liabilities assumed by the Treasurer	2,000	517	1,483	74.15%
Resources received free of charge	700,000	831,649	(131,649)	-18.81%

GREAT SOUTHERN TAFE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2006

1 Expenditure

Employee Expenses

Increase in salaries due to salary increases for all staff, plus increase in fee for service activity, increase in superannuation contributions and long service leave and annual leave expenses over amount originally estimated.

Supplies & Services

Increase in cost of fuels for vehicles, general consumable goods increased due to rising prices, increase in postage, reduction in telephone charges, increase in water, electricity and gas charges, and increase in resources received free of charge and slight increase in cleaning, gardening and security contract services and slight increase in marketing and publications expenses.

Depreciation Expense

Reduction in depreciation expense came about as a result of the change in accounting policy to capitalise assets at \$5,000 instead of \$1,000. The impact was to reduce the number and value of assets available for depreciation.

Grants & Subsidies

Increase in apprentice travel payments, and payment to non TAFE providers for delivery services.

Capital User Charge

Variance due to non completion of farm relocation project, therefore reducing impact on net assets.

Cost of Sales

Increase in purchases for both the bookshop and canteen due to increased prices over amount originally estimated.

Loss on Disposal of assets

Major impact was due to the demolition of the old Arts Shed which had a substantial value in the financial asset register; this item was not considered at time of estimates.

Other expenses

Increase in payroll tax and other staffing costs and repairs & maintenance expenditure over amounts originally estimated.

2 Income

Fee for Service

Substantial increase in short fee for service courses and slight increase in tenders from Department of Education and Training.

Student Fees and Charges

Slight increase in student tuition fees and reduction in fee waivers and increase in resource fees and other College fees which was reflected in the College achieving full profile over amount estimated.

Ancillary Trading

Overestimation of some live work revenue estimates.

Sales

Substantial increase in cafeteria sales, slight increase in bookshop sales with a small increase in sale of other College goods over the amounts estimated.

Commonwealth Grants and Contributions

Overestimation on commonwealth tender revenue.

Interest Revenue

Interest revenue estimates were driven by the provision that the farm relocation project would be completed and paid for from College funds. The project has not been completed; funds have been retained in investments attracting interest.

Other Revenue

Slight reduction in rental income and proceeds from asset disposals compared to original estimates.

State Funds

Increase in Resource Agreement funding from Department of Education and Training over estimates and increase in superannuation revenue as well as other special purpose grants from estimates.

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

Significant Variances between actual results for 06 and 05

	2006 Actual \$	2005 Actual \$	Variation \$	Variation %
I Expenditure				
Employee benefits expense	10,617,253	9,707,495	909,758	8.57%
Supplies and services	4,247,932	3,671,341	576,591	13.57%
Depreciation and amortisation expense	639,426	852,617	(213,191)	-33.34%
Grants and subsidies	82,798	50,758	32,040	38.70%
Capital user charge	1,717,811	1,634,222	83,589	4.87%
Cost of sales	341,659	309,410	32,249	9.44%
Loss on disposal of non-current assets	224,608	-	224,608	
Other expenses	763,426	909,517	(146,091)	-19.14%
2 Income				
Income from ordinary activities				
Revenue				
Fee for service	1,408,887	1,151,163	257,724	18.29%
Student fees and charges	1,272,993	1,167,346	105,648	8.30%
Ancillary trading	110,338	131,167	(20,829)	-18.88%
Sales	458,153	408,549	49,604	10.83%
Commonwealth grants and contributions	254,970	301,533	(46,563)	-18.26%
Interest revenue	234,930	213,859	21,070	8.97%
Other revenue	111,926	226,627	(114,701)	-102.48%
Income from State Government				
State funds	14,060,407	13,118,995	941,412	6.70%
Liabilities assumed by the Treasurer	517	12,541	(12,024)	-2325.73%
Resources received free of charge	831,649	700,855	130,794	15.73%

GREAT SOUTHERN TAFE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2006

I Expenditure

Employee Expenses

Increase in salaries due to full year effect of salary increases for all staff, plus increase in fee for service activity, increase in superannuation contributions and long service leave and annual leave expenses.

Supplies & Services

Increase in cost of fuels for vehicles, general consumable goods increased due to rising prices, increase in postage, reduction in telephone charges, increase in water, electricity and gas charges, and increase in resources received free of charge and slight increase in cleaning, gardening, security contract services and slight increase in marketing and publications.

Depreciation Expense

Reduction in depreciation expense came about as a result of the change in accounting policy to capitalise assets at \$5,000 instead of \$1,000. The impact was to reduce the number and value of assets available for depreciation.

Grants & Subsidies

Increase in payments to Non TAFE providers for delivery services.

Capital User Charge

Increase due to increase in Net assets .

Cost of Sales

Increase in purchases for both the bookshop and canteen due to increased prices.

Loss on Disposal of assets

Major impact was due to the demolition of the old Arts Shed which had a substantial value in the financial asset register.

Other expenses

Increase in payroll tax and other staffing costs and reduction in repairs & maintenance expenditure

2 Income

Fee for Service

Substantial increase in short fee for service courses and slight increase in tenders from Department of Education and Training.

Student Fees and Charges

Slight increase in student tuition fees and reduction in fee waivers and increase in resource fees and other College fees which was reflected in College achieving full profile.

Ancillary Trading

Increase in live works revenue, decrease in sale of course projects and materials.

Sales

Substantial increase in cafeteria sales, slight increase in bookshop sales with a small increase in sale of other College goods.

Commonwealth Grants and Contributions

Overestimation on commonwealth tender revenue

Interest Revenue

Reflection of amount of funds available in investments attracting interest.

Other Revenue

Reduction in rental income and proceeds from asset disposals and decrease in revenues from non government grants and contributions.

State Funds

Increase in Resource Agreement funding from Department of Education and Training over estimates and increase in superannuation revenue as well as other special purpose grants from estimates.

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

36 Financial Instruments

Interest Rate Risk Exposure

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

	Weighted Average Effective Interest Rate	Fixed Interest Rate Maturity							Non- Interest Bearing	Total
		Variable Interest Rate	Within 1 year	1-2 Years	2-3 Years	3-4 Years	4-5 Years	More than 5 years		
2006	%	\$	\$	\$	\$	\$	\$	\$	\$	\$
Financial Assets										
Cash and cash equivalent	5.05%	647,070		-	-	-		-	-	647,070
Cash and cash equivalent	5.88%		2,090,829							2,090,829
Restricted cash and cash equivalent	5.88%	-	467,000	-	-	-		-	-	467,000
Receivables		-		-	-	-		-	409,685	409,685
		647,070	2,557,829	-	-	-		-	409,685	3,614,584
Financial Liabilities										
Payables		-		-	-	-		-	1,157,974	1,157,974
		-	-	-	-	-		-	1,157,974	1,157,974

	Weighted Average Effective Interest Rate	Fixed Interest Rate Maturity							Non- Interest Bearing	Total
		Variable Interest Rate	Within 1 year	1-2 Years	2-3 Years	3-4 Years	4-5 Years	More than 5 years		
2005	%	\$		\$	\$		\$	\$	\$	\$
Financial Assets										
Cash and cash equivalent	4.70%	503,111		-	-	-		-	-	503,111
Cash and cash equivalent	5.61%		3,090,438							3,090,438
Restricted cash and cash equivalent	5.61%	-	465,141	-	-	-		-	-	465,141
Receivables		-		-	-	-		-	497,219	497,219
		503,111	3,555,579	-	-	-		-	497,219	4,555,909
Financial Liabilities										
Payables		-		-	-	-		-	262,581	262,581
		-	-	-	-	-		-	262,581	262,581

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

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
37 Remuneration of Members of the Accountable Authority and Senior Officers		
Remuneration of members of the Accountable Authority		
The number of members of the Accountable Authority whose total of fees, salaries, superannuation and other benefits for the financial year, fall within the following bands are:		
\$1 - \$10,000	2	1
\$150,001 - \$160,000	1	1
The total remuneration of the members of the Accountable Authority is:	160,236	151,091
The total remuneration includes the superannuation expense incurred by the Authority 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 - \$40,000	-	2
\$60,001 - \$80,000	-	2
\$80,001 - \$90,000	-	3
\$90,001 - \$100,000	6	1
\$100,001 - \$110,000	-	2
\$110,001 - \$120,000	3	-
The total remuneration of senior officers is:	900,694	777,646
The total remuneration includes the superannuation expense incurred by the Authority in respect of members of the Accountable Authority.		
No Senior Officers are members of the Pension Scheme.		
38 Remuneration of auditor		
Remuneration to the Auditor General for the financial year is as follows	48,000	45,000
Auditing the accounts, financial statements and performance indicators		
The Expense is included in note 12 'Other expenses'		
39 Related Bodies		
The College has no related bodies.		
40 Affiliated Bodies		
The College has no affiliated bodies.		

GREAT SOUTHERN TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2006

	2006	2005
	\$	\$
41 Supplementary Financial Information		
Write-Offs		
Public property	-	48,375
Bad Debts	9,509	8,462
Inventory	545	3,886
	<u>10,054</u>	<u>60,723</u>

42 Schedule of Income and Expenditure by Service

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

APPENDIX 1

INCOME STATEMENT	2007 \$ Estimate
COST OF SERVICES	
Expenses	
Employee benefits expense	11,022,640
Supplies and services	4,250,000
Depreciation and amortisation expense	690,000
Finance costs	
Grants and subsidies	60,000
Capital user charge	1,028,613
Loss on disposal of non-current assets	30,000
Loss on disposal of other assets	
Other expenses	720,000
Payments to Non TAFE Providers for VET Delivery	
Cost of sales	360,000
Total Cost of Services	18,161,253
Income	
Revenue	
Fee for service	1,342,000
Student charges and fees	1,300,000
Sales	470,000
Ancillary trading	115,000
Commonwealth grants and contributions	265,000
Interest revenue	115,000
Other revenue	115,000
Total Revenue	3,722,000
Gains	
Gain on disposal of non-current assets	0
Gain on disposal of other assets	
Other gains	
Total Gains	0
Total income other than income from State Government	3,722,000
NET COST OF SERVICES	-14,439,253
INCOME FROM STATE GOVERNMENT	
State funds	14,018,605
Liabilities assumed by the Treasurer	2,000
Assets assumed/(transferred)	
Resources received free of charge	700,000
Total income from State Government	14,720,605
SURPLUS (DEFICIT) FOR THE PERIOD	281,352

BALANCE SHEET	2007 \$ Estimate
ASSETS	
Current Assets	
Cash and cash equivalents	387,250
Restricted cash and cash equivalents	300,000
Inventories	50,000
Receivables	500,000
Amounts receivable for services	
Other current assets	1,800,000
Non-current assets classified as held for sale	
Total Current Assets	3,037,250
Non-Current Assets	
Restricted cash and cash equivalents	
Inventories	
Receivables	
Amounts receivable for services	
Property, plant and equipment	24,660,000
Intangible assets	
Other non-current assets	
Total Non-Current Assets	24,660,000
TOTAL ASSETS	27,697,250
LIABILITIES	
Current Liabilities	
Payables	270,000
Borrowings	
Amounts due to the Treasurer	
Provisions	1,000,000
Other current liabilities	261,921
Liabilities directly associated with non-current asset classified as held for sale	
Total Current Liabilities	1,531,921
Non-Current Liabilities	
Payables	
Borrowings	
Provisions	450,000
Other non-current liabilities	
Total Non-Current Liabilities	450,000
TOTAL LIABILITIES	1,981,921
NET ASSETS	25,715,329
EQUITY	
Contributed Equity	2,264,968
Reserves	8,206,360
Accumulated surplus/(deficiency)	15,244,001
TOTAL EQUITY	25,715,329



TAFEWA
great southern

GREAT SOUTHERN TAFE contact details

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This Annual Report is available in
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