

Central TAFE

Annual Report 2008



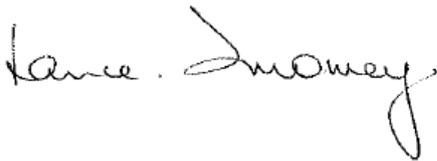
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STATEMENT OF COMPLIANCE

To the Hon Peter Collier MLA, Minister for Energy; Training

In accordance with section 61 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament the Annual Report of Central TAFE for the period ending 31 December 2008.

The report has been prepared in accordance with the provisions of the *Financial Management Act 2006*.



Professor Lance Twomey
Chair
Governing Council
Central TAFE
27 February 2008



Ms Glenda Martinick
Deputy Chair
Governing Council
Central TAFE
27 February 2008

MANAGING DIRECTOR'S REPORT

I am pleased to present Central TAFE's 2008 annual report, which highlights another successful year for the College. We achieved the majority of the goals we set ourselves and worked diligently to deliver the level of service expected from a first rate training institute. 2008 however, was not without its challenges.

Using 2006 Student Contact Hours (SCH) as a benchmark, the College again experienced lower than 2006 figures in its total SCH, in 2008, largely due to the strength of the labour market. SCH is a major performance indicator for the College and although the decline in SCH in 2008 was not as severe as in 2007, when compared to the 2006 benchmark, any fall in SCH presents a challenge for a TAFE college.

We took this challenge in our stride, continuing our strategic focus on the delivery of training in the workplace. In a more positive trend continued from 2007, the College again significantly increased its employment based training (44% increase in SCH over 2007) and VET in Schools programs (33% increase in SCH over 2007).

The College has a continuous improvement approach in regard to its teaching and learning practice. A particular focus for 2008 was on improving assessment practices, including the 'recognition of prior learning'. In 2009 we will be looking at ways to improve our 'module load completion rates'.

International student numbers and offshore project activity experienced healthy growth during 2008. With the current global economic situation however, this trend may not continue into 2009.

I acknowledge the assistance and support of the many employers, industries and communities with whom we work in partnership. We are committed to building on and consolidating these relationships.

I would especially like to thank and congratulate our staff for their contribution in 2008.

Within the framework of its plan for 2006-2010, the College has reviewed its annual priorities for 2009 to reflect changes in the external environment. I am looking forward to the year ahead, which will bring further challenges. The significant capital redevelopment underway at a number of campuses, will change the face of Central TAFE, and contribute to the strengthening of our position at the forefront of vocational training in Western Australia.



Neil Fernandes
Managing Director
27 February 2008

Vision

Central TAFE aims to be recognised as an innovative, creative and sought after deliverer of vocational education and training solutions locally, nationally and internationally.

Values

Central TAFE has developed a set of seven values to assist in realising the College's vision. These values underpin the development of all College products and services.

Customer Service

We value the trust and satisfaction of our customers and will endeavour to provide services that meet their expectations.

Accountability

We recognise the right of our students, industry, government and the community to scrutinise, challenge, and call us to account for our actions and behaviour.

Integrity

We will act honestly and with integrity.

Openness

We will be honest with each other and with our customers and will communicate directly and openly.

Respect for the Rights of Others

We will treat our staff and students as we would like to be treated ourselves.

Excellence

We are committed to excellence in all that we do and will recognise excellent performance by staff and students within the College.

Environmental Awareness

We are aware of the fragility of the environment and will work towards sustaining it both through the programs that we deliver and our practices.

WHAT WE DO

Central TAFE provides quality vocational education and training to around 26,000 students each year. The College has been a major contributor to the economic development of the broader community, assisting people in becoming job-ready and prepared to meet the challenges of the workplace.

FROM THEN UNTIL NOW

Central TAFE has a history spanning more than 100 years, making it the oldest non-compulsory education institution in Western Australia. 'Perth Technical School', as it was originally known, held its first classes on 16 May 1900.

Central TAFE comprises of four main campuses within a six-kilometre radius of the Perth central business district. It is a registered training organisation offering more than 200 fully accredited award courses within the Australian Qualifications Framework.

WHAT'S ON OFFER?

The College predominantly offers Certificate IV, Diploma and Advanced Diploma courses and provides a range of customised fee-for-service training courses.

Courses are delivered in the following areas:

- **Creative Industries**

Including: Fashion & Textile, Visual Arts & Craft, Printing, Jewellery, Furniture, Interior Design, Graphic Design, Film & Television, Photography, Music Studies, Interactive Multimedia, Information Technology

- **Health, Community Services, Tourism & Languages**

Including: Children Services, Disabilities Programs, Education Studies, Sport & Recreation, Beauty Therapy, Massage, Optical, Enrolled Nursing, Dental, Indigenous Studies, English as a 2nd Language

- **Engineering, Technology & Business**

Including: Civil & Mechanical and Electronic Engineering, Management, Real Estate, Legal, Financial and Property Services, Science, Mining, Spatial & Environmental, Architectural Technology & Building

NOT JUST LOCAL

The College exports training programs to China (including Hong Kong), Kuwait, and Taiwan, supporting the Government's policy direction of establishing Western Australia as an international education hub. Central TAFE averages around 1000 onshore and 1700 offshore international student enrolments each year.

COMMERCIAL ENDEAVOURS

In addition to government purchased training, which is Central TAFE's core business, the College provides quality fee-for-service training and customised enterprise training to a variety of public and private organisations.

WORKING WITH INDUSTRY

Central TAFE is highly responsive and well connected to industry. Its courses are practical and job focused and its method of operation is student-focused and driven by employment outcomes.

OUTLINE

Central TAFE's achievements, challenges and issues for 2008 reflect the 2006 to 2010 College Plan and Priorities and the Department of Education and Training's overall priorities for the Western Australian TAFE sector. Five key goal areas and the Agency Goals and Key Priorities set by the Department of Education and Training underpin the business organisation.

Central TAFE is primarily funded under the Delivery and Performance Agreement (DPA) it has with the Department of Education and Training. The College was funded to deliver 5,944,621 Student Contact Hours (SCH) in 2008.

The performance indicators reveal that Central TAFE made significant progress towards achievement of its targets and goals in 2008. The College adjusted its profile delivery targets for 2008, following a significant decline in its profile SCH in 2007. The decline in SCH continued in 2008, but was less severe, anticipated and included in planning for the year.

The five goal areas will provide the focus for the College activities in 2009, with actions and strategies updated and redefined to meet current challenges and issues.

The College moved into 2008 with a revised academic structure which has been successful in easing the managerial workload and improving services to students.

A summary of the achievements, challenges and issues for Central TAFE in 2008 are provided below, against our five key goal areas, with the inclusion of Finance.

Students

In 2008 a number of strategies were employed to improve the outcomes for our students. These included: establishing student focus groups; inviting student representatives to relevant staff meetings; holding industry information workshops and awareness programs; organising work experience opportunities; and inviting industry mentors to supervise 'real life projects' with students.

In one area where there was a low module load completion rate, students were consulted and the training program revised to better meet student needs. The service provided to some off campus students was reviewed and improved to meet student concerns.

In 2008 Central TAFE initiated a scholarship program for VET In School students who nominated to continue their post secondary studies at Central TAFE. The scholarships will be awarded to students commencing their studies in 2009.

Our students continued to be well represented and successful across a wide range of industry and other training awards and competitions. They were also successful in attracting industry training scholarships.

The College launched a new internet site in 2008, improving student access to information and the quality and consistency of that information.

Industry, Community & Government

In 2008 Central TAFE worked closely with industry to design and develop new courses, the related course materials, and to modify existing courses to better meet industry and student needs. This consultative approach with industry provides better outcomes and career pathways for students, who acquired skills more aligned with industry needs.

Central TAFE continued to develop flexible delivery modes to meet the needs of students whose work or other commitments made it impossible for them to participate in the traditional full time study regime.

Partnerships with a range of community service providers, assisted the service providers to up-skill their workforce and / or to have the existing skills of their staff formally recognised.

Central TAFE continued its emphasis on growing the number of apprenticeships and traineeships across the College, particularly apprenticeships in the traditional trades. There were 1,316 apprentices and trainees with active training contracts during 2008, up by around 48% from 2007.

2008 saw Central TAFE's indigenous student numbers continue to grow. The College attracted 222 indigenous students with 162 of these students studying at Certificate III level or above. The Indigenous Screen Project developed in 2007 was enhanced in 2008 with the inclusion of three other creative industry portfolios. In 2009 the Project will be made available to all metropolitan indigenous high school students.

Creative Teaching & Learning

The College continued to develop a range of creative teaching and learning strategies including expanding simulated work environment facilities and providing 'real work' practice opportunities for students. For example, students in the Advanced Diploma of Screen produced two television commercials for the Office of Road Safety, each with a budget of \$10,000.

The scope of the College's e-learning facilities was enhanced during 2008 with some additional courses being offered online. An online business environment was developed to provide indigenous students undertaking business studies with the opportunity to learn in the online business environment. This is a first in Western Australia for this student group.

There was a focus in 2008 on developing and refining assessment tools and practices, including the 'recognition of prior learning'. The College also concentrated on growing and strengthening its relationship with industry by focusing on Employment Based Training (EBT). SCH for EBT increased by over 65% above 2007 figures.

Pathways & Partnerships

Central TAFE continued to grow its articulations, partnerships and other collaborative endeavours with universities, community groups, organisations representing indigenous interests, other training providers, enterprises, and secondary schools.

The College significantly improved its VET in Government Schools delivery increasing the student contact hours by nearly 60% over 2007 figures. The VET in Schools programs were accessed by over 700 students from more than 50 schools.

The College also provided professional development workshops and seminars for secondary school art teachers. This initiative will be further explored in 2009 with planning already underway to provide a comprehensive professional development program for art teachers.

The College's successful partnership with a local not-for-profit organisation was further developed in 2008. The partnership provides a unique environment and capability for presenting training to students who may not engage as successfully with more conventional approaches to training.

In 2008 the College collaborated with the office of Alcohol and Other Drugs and Curtin University to provide the opportunity for volunteer drug and alcohol counsellors to be assessed for competency against the Certificate IV – Drug and Alcohol Work, qualification.

College Capability

2008 saw the commencement of construction on the second of the College's new buildings in the CBD, as part of Central TAFE's redevelopment program, which will eventually see the College consolidate onto three campuses. The new buildings will allow Central to co-locate related programs, creating 'centres of excellence' and greatly enhancing College capability.

A live music venue was completed at the College's Leederville campus. This facility will enable students to hold and manage live events as part of their training experience. Central TAFE continued in 2008 to invest in developing its physical facilities so that the College could provide the best possible training experience for its students. The College also continued to invest in its people and its products to build capacity and develop skilled VET professionals.

A number of lecturers from various specialities undertook a 'return to industry' placement in 2008. This opportunity enabled lecturers to become conversant with the latest skills and technologies, be employed in the industry and establish and build relationships with industry. Lecturers are able to appreciate the current trends and issues for their respective industries. The knowledge, understanding and experience gained by 'return to industry' opportunities enhances the College's overall capability to provide cutting edge industry-relevant training.

Professional development in 2008 included a focus on work-based training to build the capacity of academic staff to respond to the College's emphasis on providing training in the workplace. Included in the professional development were assessment strategies for the formal recognition of informal learning (recognition of prior learning).

Finance

2008 was another successful year for Central TAFE in regards to its financial position. The final result for 2008 was a loss of \$3.7M against a budgeted loss of \$4.3M for the year.

This positive result occurred due to the additional revenue received from increased numbers of international students and enrolments in the Adult Migrant English Program (AMEP). All College lines of business achieved positive results except for the business development area; in the main this was due to the winding up of activities within the Knowledge Technology Studios. The training delivery fee for service line exceed budget by nearly 100% due to the positive results in AMEP. The most positive performance was in the international line of business which (including both international onshore and offshore activities) achieved a positive variance of 183% over budget. Traditionally these have conservative budgets and along with a significant increase in international student numbers and activities in China, the resulting profits exceeded expectations.

A number of initiatives were commenced in 2008, and will continue into 2009, to build College capacity, including allocation of funds towards capital improvement projects. The planning for these initiatives commenced in 2006.

ESTABLISHMENT OF THE COLLEGE

Central TAFE was established as a statutory authority on 1 January 1997 under section 35 of the *Vocational Education and Training Act 1996*. The College is a body corporate with the College Governing Council established as the accountable authority.

Central TAFE is responsible to the Hon Peter Collier MLA, Minister for Energy; Training, with the primary purpose of delivering vocational education and training, and other related activities determined by the Minister.

GOVERNING COUNCIL

The College Governing Council consists of a Chairperson, Deputy Chairperson, the Managing Director, and between six and 10 other members - appointed by the Minister for Energy; Training for their expertise in education and training, industry or community affairs, and for their ability to contribute to the strategic direction of the College.

Whilst the Managing Director has responsibility for the day-to-day operations, the Governing Council oversees the strategic direction of the College through the execution of its statutory functions within the *Vocational Education and Training Act 1996*, the *Public Sector Management Act 1994* and the *Financial Management Act 2006*.

As at 31 December 2008, the Membership of the Central TAFE Governing Council was:

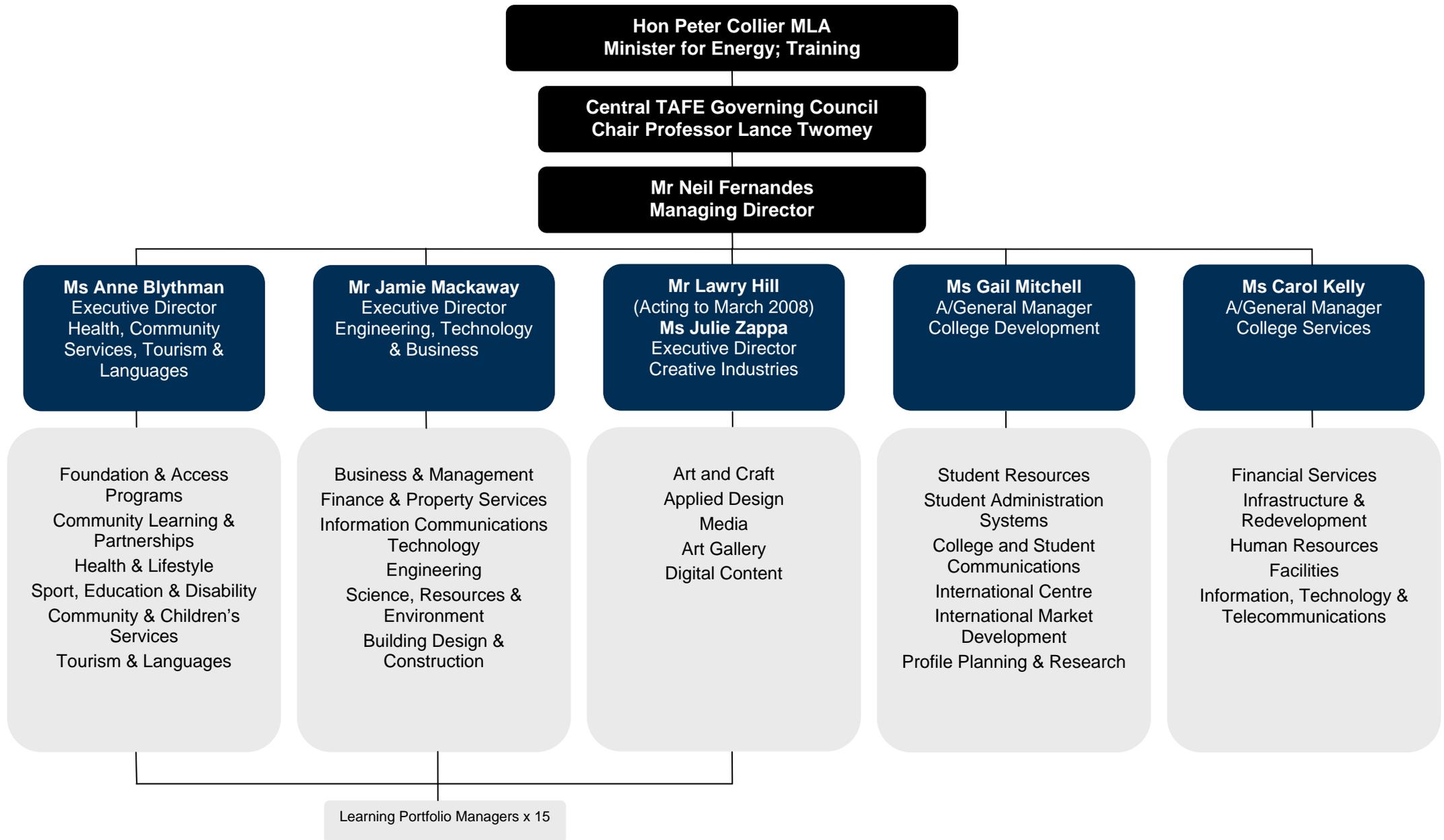
Name	Position	Expiration of Term
Professor Lance Twomey	Chairperson	31 December 2010
Ms Glenda Martinick	Deputy Chairperson	31 December 2009
Ms Jacqueline Quantock	Member	31 December 2008
Ms Marita Walker	Member	30 June 2009
Ms Susan Haynes	Member	30 June 2009
Ms Pat Salay	Member	30 June 2011
Ms Stephanie Faulkner	Member	30 June 2009
Ms Tracey-Lee Edwards	Member	31 December 2009
Mr Colin Campbell-Fraser	Member	31 December 2010
Mr Stedman Ellis	Member	30 June 2011
Ms Mara West	Member	30 June 2011
Mr Neil Fernandes	Ex-officio Member	

Central TAFE would also like to acknowledge the following people who served as Governing Council members during 2008:

Dr Debra Rosser (Chair)

Mr Noel Bridge

MS Jacqueline Quantock



The College has set the following goals as part of the plan and priorities for 2006 – 2010.

Students – we will:

- better understand and respond to our current and future students' needs and aspirations;
- provide targeted student services and support; and
- involve students in decision making.

Industry and Community – we will:

- focus on selected industries and enterprises to increase their engagement with, and commitment to training, including employment based training;
- strengthen our engagement with, and commitment to Indigenous students, communities and enterprises; and
- make a positive contribution to communities through building relationships and pathways.

Creative Teaching and Learning – we will:

- review and reinvigorate training delivery to meet changing market and student needs;
- give greater emphasis to workplace training and assessment;
- reinvigorate the College's approach to, and involvement in, recognition of prior learning, pathways for students and community education; and
- provide academic leadership through practical research, rigour and inventiveness.

College Capability – we will:

- capitalise and build on our academic strengths and expertise;
- nurture, support and develop skilled VET professional practitioners;
- invest in content development;
- configure our capital infrastructure program, to best respond to the needs of industry and communities, and
- build our capability through involvement in international activities.

Pathways and Partnerships – we will:

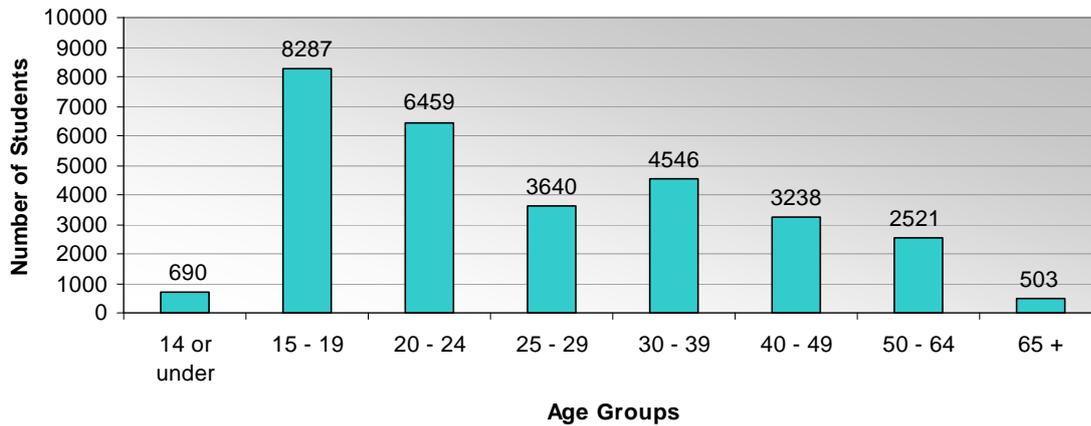
- respond to the Western Australian Certificate of Education (WACE);
- partner with schools and the Department of Education and Training on school retention and pathways for school students; and
- investigate opportunities for complementary, concurrent and articulated awards with universities.

STUDENT POPULATION

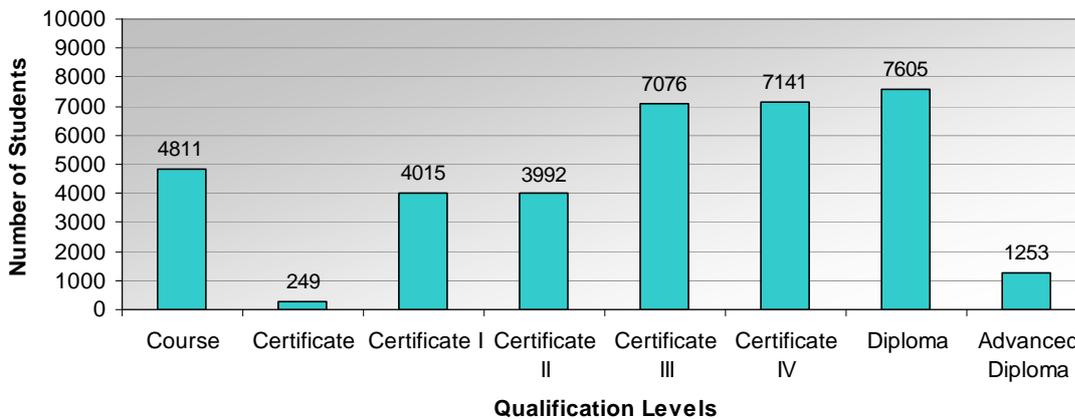
In 2008, 29,884 students undertook a course at Central TAFE. The largest number of students was in the 15 to 19 years age group, with 49% of students in this group studying full time and 51% studying part-time.

In 2008, 1% of Central TAFE students identified themselves as being Indigenous, 4% had a disability and 7% were International students studying at the College.

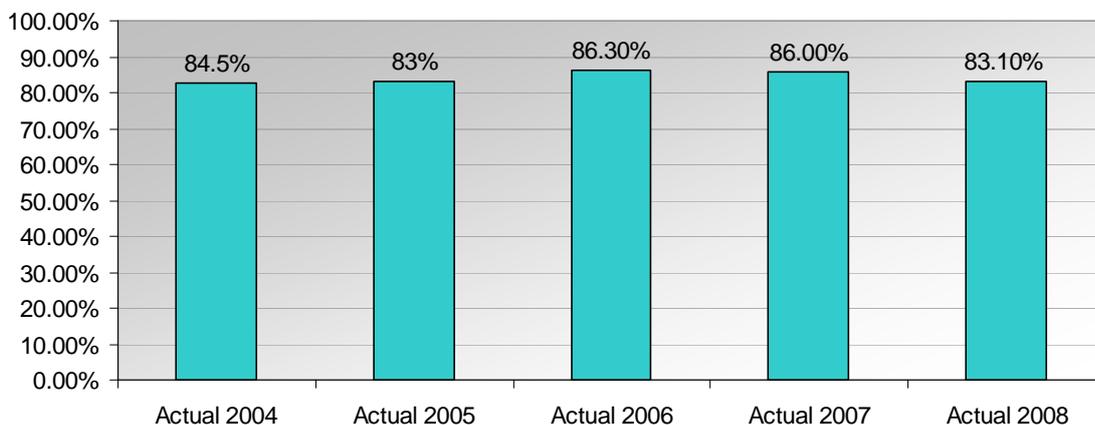
Central TAFE Student Population by Age Group - 2008



Number of students by Level of Qualification being studied at Central TAFE - 2008



Central TAFE Student Satisfaction Rate 2004 to 2008

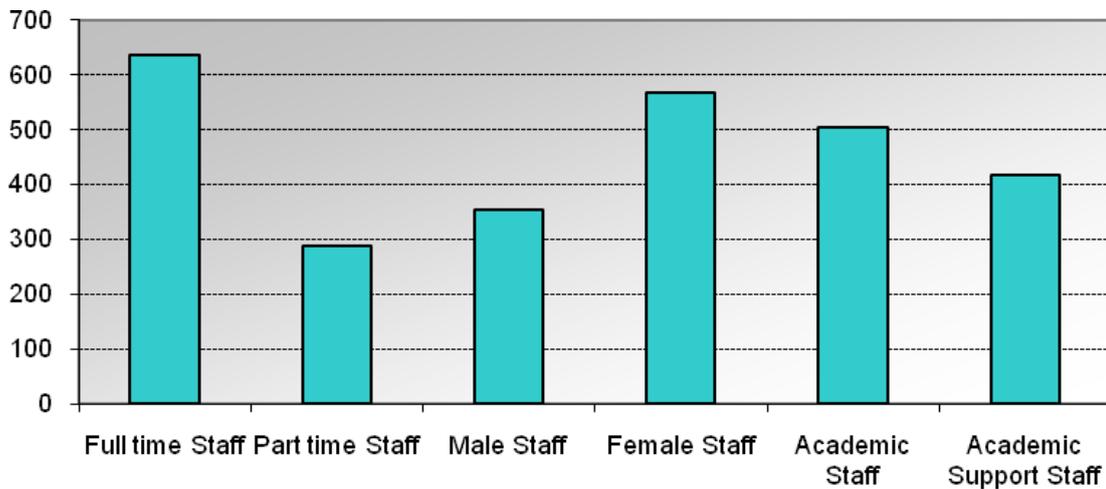


STAFF POPULATION

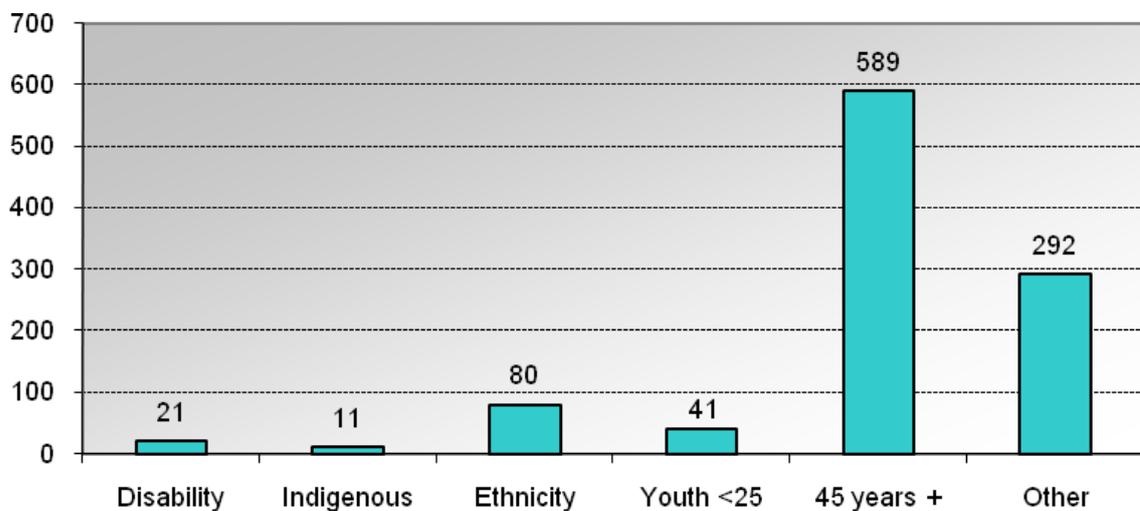
In 2008 Central TAFE there were 922 permanent and contract staff; and 326 staff employed on a casual basis. Central TAFE's staff profile was as follows:

Number of;

- Full-time and Part-time (permanent and contract) staff
- Male and Female Staff (permanent and contract)
- Academic Staff and Academic Support Staff (permanent and contract)



Diversity in Workforce (permanent and contract staff) – number of staff by category



CENTRAL TAFE ACADEMIC PORTFOLIOS

To provide the desired level of service to students and employers across a wide range of specialist skills and knowledge areas, the College is broadly divided into three academic areas:

- Community Services, Health and Languages;
- Creative Industries; and
- Engineering, Technology and Business;

Each of these areas is separated into academic portfolios. Each academic portfolio provides training services for a range of related specialist areas.

The Academic Structure of the College

The academic portfolios are the engine room of the College’s academic endeavours. Following is an outline of the academic areas of the College including the structure, ‘happenings and hurdles’, significant statistics for 2008, and a summary of the Colleges academic performance.

Indigenous students, onshore international students, trainee / apprenticeship students and VET in school students are high priority areas for the College. The Government sets targets for the College in most of these areas.

Community Services, Health and Languages

Portfolios

COMMUNITY & CHILDREN’S SERVICES	
Programs: Community Services, Children Services	
Total Students	1,332
SCH Delivered	418,742
Indigenous Students	15
Onshore International Students	176
Trainees & Apprentices	275
VET in School Students	25

HEALTH & LIFESTYLE	
Programs: Beauty Therapy, Massage, Optical, Enrolled Nursing, Health Services, Dental (OHCWA)	
Total Students	1,257
SCH Delivered	475,459
Indigenous Students	11
Onshore International Students	29
Trainees & Apprentices	117
VET in School Students	107

COMMUNITY LEARNING & PARTNERSHIPS	
Programs: General Education Studies, Indigenous Studies, Community Learning & Partnerships	
Total Students	1,546
SCH Delivered	110,869
Indigenous Students	16
Onshore International Students	93
Trainees & Apprentices	0
VET in School Students	10

SPORT, EDUCATION & DISABILITY	
Programs: Disabilities Programs, Education Studies, Sport & Recreation Studies	
Total Students	2,015
SCH Delivered	401,959
Indigenous Students	10
Onshore International Students	52
Trainees & Apprentices	57
VET in School Students	139

Community Services, Health and Languages

Portfolios

ENGLISH AS A SECOND LANGUAGE	
Programs: English as a Second Language	
Total Students	3,049
SCH Delivered	397,523
Indigenous Students	0
Onshore International Students	18
Trainees & Apprentices	0
VET in School Students	0

TOURISM & LANGUAGES	
Programs: Travel & Tourism, Auslan, Language Studies	
Total Students	3,585
SCH Delivered	489,416
Indigenous Students	16
Onshore International Students	65
Trainees & Apprentices	70
VET in School Students	50

Creative Industries

Portfolios

APPLIED DESIGN	
Programs: Furniture, Industry & Interior Design, Graphic Design	
Total Students	966
SCH Delivered	389,648
Indigenous Students	6
Onshore International Students	103
Trainees & Apprentices	0
VET in School Students	37

DIGITAL CONTENT	
Programs: Information Services, Interactive Multimedia, Information Technology	
Total Students	1,474
SCH Delivered	376,375
Indigenous Students	7
Onshore International Students	84
Trainees & Apprentices	13
VET in School Students	16

ART & CRAFT	
Programs: Fashion & Textile, Visual Arts & Craft, Printing, Jewellery	
Total Students	1,260
SCH Delivered	366,049
Indigenous Students	29
Onshore International Students	50
Trainees & Apprentices	113
VET in School Students	13

MEDIA	
Programs: Film & Television, Photography, Music Studies	
Total Students	1,183
SCH Delivered	460,133
Indigenous Students	15
Onshore International Students	50
Trainees & Apprentices	4
VET in School Students	57

Engineering, Technology & Business

Portfolios

BUILDING DESIGN & CONSTRUCTION

Programs: Architectural Technology & Building

Total Students	1,356
SCH Delivered	409,596
Indigenous Students	3
Onshore International Students	68
Trainees & Apprentices	9
VET in School Students	0

FINANCE & PROPERTY SERVICES

Programs: Real Estate / Conveyancing, Legal Studies, Financial Services, Property Services

Total Students	2,952
SCH Delivered	416,528
Indigenous Students	6
Onshore International Students	109
Trainees & Apprentices	138
VET in School Students	39

BUSINESS & MANAGEMENT

Programs: Management Studies, Business Trainees, Business & Management Learning, CBS Training, Venue Hire

Total Students	3,684
SCH Delivered	454,411
Indigenous Students	42
Onshore International Students	184
Trainees & Apprentices	322
VET in School Students	10

SCIENCE, RESOURCES & ENVIRONMENTAL

Programs: Science Studies, Mining, Spatial & Environmental

Total Students	893
SCH Delivered	324,650
Indigenous Students	5
Onshore International Students	29
Trainees & Apprentices	41
VET in School Students	17

ENGINEERING

Programs: Civil & Mechanical Engineering, Electronic Engineering Studies

Total Students	2,129
SCH Delivered	534,370
Indigenous Students	4
Onshore International Students	199
Trainees & Apprentices	159
VET in School Students	149

Academic Area: Community Services, Health and Languages

Through up-to-date training using innovative delivery methods, the Community Services, Health and Languages area aims to provide students with skills that not only meet industry requirements but also provide practical experience to give them an advantage when seeking employment opportunities within the respective industries.

There are six portfolios in this academic area.

- **Community and Children's Services**

The Community and Children's Services portfolio provides training in Community Services including various Certificate III and IV courses in Disability Work, Aged Care Work, Youth Work and National Indigenous Legal Advocacy and Children Services such as Certificate IV in Out of School Hours Care.

Of the total College student population, approximately 5% is enrolled in this portfolio.

Happenings and Hurdles of 2008

Significant increases in workplace delivery, changes in student demographic and changes in staff and management in the portfolio were challenges the area faced during 2008. To manage these challenges a range of strategies were implemented including informal mentoring, participation in learning resource development projects, collection of data to determine and manage workloads of staff and inform reporting systems, support for professional development and return to industry.

Three of the Community Service Work students were awarded scholarships by Zonta House Refuge Association and Beta Sigma Phi, an international women's organisation with interest in the arts and current affairs. Our Diploma students also undertook high level community development projects with a range of Local Government and Community Organisations. One project was adopted as the basis for a Green Paper on homelessness; other projects continued to support essential programs with Loftus Community Centre and the Town of East Fremantle.

The Certificate III and IV National Indigenous Advocacy Program (NILAC) graduated its first group of students in December, and the lecturer who developed this program was nominated for a State Training Award.

The portfolio has been using 'live works' projects and work-based learning and assessment strategies to enhance training delivery as well as piloting a cross-portfolio partnership with students from the Media area to record the Open Day event run by our community development students for the Loftus Community Centre in November.

- **Community Learning and Partnerships**

The Community Learning and Partnerships portfolio delivers courses in General Education Studies including Foundation Skills for Adults with Dyslexia, Certificate I in Work Readiness, Certificate I in New Opportunities for Women and Indigenous Studies courses such as the Certificate I in Wider Opportunities for Work.

Of the total College student population, approximately 5% are enrolled in this portfolio.

Happenings and Hurdles of 2008

A major challenge for the portfolio was identifying teaching and learning strategies which met the needs of the areas diverse client groups. Strategies such as the development of more flexible learning materials; the establishment of improved training venues and the ability to provide a range of products and courses in partnership with community providers (including assessment of informal learning and online programs) have been instrumental in addressing these challenges.

During 2008 the portfolio experienced some significant changes in its student demographic. An increase in the number of students under the age of 17 enrolling into Certificate in General Education for Adults (CGEA) courses was one such change. It became necessary to plan for a new model of delivery of the CGEA for Youth for 2009, whereby the needs of this student group are better addressed and the needs of adult students continue to be met in an appropriate manner. Despite any upheaval that the changes in the area may have caused, CGEA student, Chris Yorkshire, was voted State Indigenous Adult Learner of the Year.

The portfolio has delivered a number of Workplace English Language and Literacy (WELL) projects with employers in regional/remote locations including Fitzroy Crossing and Broome. The area continued to engage with the Northbridge History Project and the wider Northbridge community through hosting the annual Northbridge History studies day in May which attracted over 250 people.

The portfolio introduced a practice firm (the STOC Shop) for Aboriginal students undertaking Certificate II in Business, with a view to increasing student engagement in learning and understanding of workplace roles. The practice firm provides the students with real work where they provide business services to the Aboriginal community / Aboriginal organisations. The practice firm included the development of a 'virtual' STOC Shop which provided students the opportunity to learn skills in operating an online business environment.

The College's partnership with City Farm continued in 2008. The area delivered both Certificate I in Horticulture and Certificate I in Construction to a group of VET in Schools students from the West Coast District. The partnership also established short community courses with an environmental / sustainability theme. "Sustainable Urban Food Gardens" attracted a strong enrolment and there are plans to deliver programs for Aboriginal Youth and Women during 2009.

The Noongar Kadadjiny Kulark Kart (Aboriginal Support unit) is supporting the establishment of a partnership and formal collaboration with the South West Aboriginal Land and Sea Council (SWALSC) which may lead to delivery of programs under the theme of "Taking Care of Country; Taking Care of Culture", with a strong emphasis on the creative industries and urban environmental issues

- **English as a Second Language (ESL)**

This Portfolio conducts training in a range of courses for ESL students where English is the student's second language. Certificates in Spoken and Written English help students develop their reading, writing, speaking and listening skills. The Portfolio also manages the Adult Migrant English Programs (AMEP) which is an Australian education and settlement program for newly arrived migrants and refugees.

Of the total College student population, approximately 11% is enrolled in this portfolio.

Happenings and Hurdles of 2008

During 2008, the AMEP area experienced a substantial increase in the number of students wishing to study their courses. The area found it challenging to meet the resourcing requirements, including the availability of classrooms for the extra students.

The ESL area introduced a new method of enrolling students which, in addition to improving Modular Load Completion Rate (MLCR) outcomes, provided increased flexibility for students allowing them to select their own modules and timetable, thereby taking responsibility for their own learning. Other successful changes included the expansion of modules and resources for online delivery in the Certificate III and IV ESL courses.

The area successfully developed relationships with a number of mining houses including Rio Tinto, Newmont & Henry Walker Eltin (HWE), and commenced workplace delivery of customised English language training. The training was designed to suit the work environment as well as individual learner's needs.

The ESL area developed a relationship with Chung Wah, a Chinese Welfare organisation, and joined the task force 'WA CAN', a network of State Government officers from human service Departments, to discuss cultural diversity issues of common interest.

Vocational pathway opportunities for migrants were further developed with the introduction of the ESL area's 'Pathways Expo'. This event provided a forum for vocational areas to discuss opportunities to undertake vocational education with students from the AMEP and ESL programs, and to allow students to express an interest to enrol. Due to its immense success, it will be conducted every semester in 2009.

- **Health and Lifestyle**

The Health and Lifestyle portfolio delivers courses in Beauty Therapy; Massage; Optical courses such as the Certificate IV in Optical Dispensing; Enrolled Nursing; and Health Services courses including Certificate III courses in Pathology, Sterilisation Services and Anaesthetic Technology and Dental.

Of the total College student population, approximately 4% is enrolled in this portfolio.

Happenings and Hurdles of 2008

During 2008 the Health area was challenged to meet the increased training requirements of its industry. The Industry required more Enrolled Nurses and introduced a new role within hospitals: Assistants in Nursing (AIN). Advanced Skills Carers within the Aged Care Industry were also in demand. The staffing and infrastructure requirements necessary to deliver the additional training were difficult to meet. The area worked closely with the industry and developed various strategies and programs to meet their needs.

The Health Services area developed and delivered a traineeship (Certificate III Health Services Assistants) to Assistants in Nursing (AINs) at Sir Charles Gardiner Hospital (SCGH) and St John of God Hospital (SJOG), Subiaco. The AINs role within hospitals is to assist addressing the shortage of Enrolled Nurses.

The area entered into an agreement with Sir Charles Gairdner Hospital where the Hospital allowed Enrolled Nursing students to complete their practical placements and, after graduation, to have the opportunity to progress to the hospital's graduate program. A similar agreement has been in place with St John of God's hospital, Subiaco for the past year and has proven very popular with students and very helpful for staff recruitment for the hospital.

SCGH identified a further skills shortage in relation to mortuary technicians and the Health Services area established a traineeship for new and existing workers to train as mortuary technicians.

Part time study for Enrolled Nursing was introduced during 2008. This delivery method was previously not allowed by the Nursing and Midwifery Board of WA.

The Dental area worked closely with Dental Services Australia (who operate the dental clinics in schools) to identify and deliver training to their employees. The training provided up-skilling for dental assistants who had no formal training qualifications, and was provided for metropolitan and regional employees. The area also worked with the Australian Dental Association to develop an Extended Duties courses for their dental assistants.

The area partnered with several aged care institutions to deliver the Better Skills, Better Care program. This program was a Federal Government initiative to fund the up-skilling of Aged Care workers to Enrolled Nurses.

- **Sport, Education and Disability**

The Sport, Education and Disability portfolio delivers Education Studies including Certificate III in Teacher Assistant; Sport and Recreation courses, for example Certificate III in Outdoor Recreation; and Disability programs such as Certificate I in Retail Operations.

Of the total College student population, approximately 7% are enrolled in this portfolio.

Happenings and Hurdles of 2008

2008 has been a year of consolidation for the Portfolio of Sport, Education and Disability Programs. The Teacher Assistant program was relocated from the Mt Lawley campus to the Leederville campus to be co-located with other programs in this portfolio. This offered opportunities for more collaboration between the academic areas of the Portfolio.

Competing with industry in acquiring and retaining lecturing staff proved challenging. Nevertheless some outstanding results were achieved during the year. An example was that the delivery of the Certificate III and Certificate IV Teacher Assistant qualifications was undertaken via online mode (with the exception of field placement) for the first time in Western Australia. Further, with funding provided from Lottery West, students in the Certificate IV Teacher Assistant course worked in conjunction with Revolutions Gym to design and deliver recreation programs to students with autism from Durham Road and Castlereagh schools.

Another major achievement for the portfolio was the formation of the Athlete Development Centre which offers students a new way to combine their sporting talent with formal qualifications. Working in partnership with Football West, the state governing body for soccer, students undertook formal studies in coaching and officiating as well as sessions involving skills development. This program has been so successful that in 2009 it is expanding to include the West Coast Eagles (AFL), Rugby WA (Rugby Union) and Netball WA.

- **Tourism and Languages**

The Tourism and Languages portfolio delivers an extensive array of courses in Travel, Tourism and Events including Certificate III in Tourism (Retail Travel Sales). It delivers six spoken language courses including French, Japanese and Italian, and Auslan courses (the Australian Sign Language for people who are deaf or hard of hearing).

Of the total College student population, approximately 13% is enrolled in this portfolio.

Happenings and Hurdles of 2008

The Tourism and Events areas experienced difficulty meeting their student targets during the year. To tackle this, the area developed a weekend workshop for part-time Tourism and Events Diploma classes. This delivery method was received favourably by students and had the added benefit of improving Modular Load Completion Rates (MLCR).

The area experienced decreases in Languages enrolments due to workforce shortages which required students in the workforce to work longer hours making it difficult for them to attend class. To address this, the area trialled the use of the College's online delivery platform, WebCT, for the delivery of certain modules in the Certificate IV and Diploma French courses. They also aggressively promoted Fee-for-Service language conversation courses which was very successful and saw significant increases in student numbers. The Interpreting and Translating area wrote a new course, Certificate IV in Bilingual Work, which was introduced to support Indigenous and emerging languages. The rewriting of the Diploma in Applied Languages for spoken languages enabled the area to ensure the course aligned to employment opportunities in areas such as tourism, hospitality and interpreting.

One of many highlights for the Tourism area was the introduction of a practice firm (TakeOff@Central) for the Certificate III International Retail students with the aim being to increase student engagement in learning and build their understanding of workplace roles.

Course and assessment materials to support the "TAKEOFF@Central" practice firm were developed resulting in a complete change to classroom delivery across the Tourism and Events area. An additional benefit of the practice firm was the opportunity to liaise extensively with Industry, enabling staff to keep abreast of current industry trends and directions.

The Tourism area also introduced an industry awareness program for students. The program was designed to increase their understanding of a range of job roles and work environments. As part of this initiative, over 100 new students visited 5-6 work places. Feedback from students was extremely positive with all indicating they felt in a better position to understand the context of the training they were undertaking.

Tourism WA selected Central to deliver Corporate Governance Training throughout Regional Western Australia to Visitor Centre Managers and Board members.

The Events area introduced 'Sessions on the Couch' which invited past students, now employed in the industry, back to the College to speak to current students. They spoke of their own experiences whilst studying at Central TAFE, the relevance of the courses in relation to their current positions and what their jobs involve. The students found these sessions very informative and such sessions will continue to run in 2009.

Academic Area: Creative Industries

The Creative Industries academic area continually aims at being a forerunner in the delivery of its courses from the perspective of meeting and surpassing industry needs through the delivery of top quality, relevant courses utilising leading technology.

There are four portfolios in this academic area.

- **Art and Craft**

The Art and Craft portfolio delivers courses in Fashion & Textile including the Diploma in Fashion and Textiles (Design), Visual Arts and Crafts including the Certificate IV in Arts Administration, Printing, and Jewellery including the Advanced Diploma in Jewellery and Object Design.

Of the total College student population, approximately 4% is enrolled in this portfolio.

Happenings and Hurdles of 2008

The Art and Craft portfolio experienced a decline in the number of students undertaking their courses which had a significant impact on the area's large number of permanent staff. Strategies to address this were investigated and an extensive media and advertising campaign was implemented to increase the number of students. A series of fee-for-service courses were conducted and an increase in the number of part-time courses offered assisted the area in increasing its student numbers. The area also introduced 'Master Classes' providing employees working in Industry with an opportunity to upgrade their skills.

The Art areas partnerships with the school sector strengthened in 2008. Collaboration between the College and schools resulted in professional development workshops and seminars for secondary art teachers from both government and non-government schools.

A Public Art program in Visual Arts was trialled during the year. Working with ArtSource WA, the portfolio identified a new audience for this program and successfully attracted Public Art Projects to the value of \$90,000. This attracted considerable interest within the Art Industry. Many students who enrolled into this program had already completed Undergraduate and Masters Degrees in Fine Art.

The portfolio hosted the Department of Education and Training's (DET) GATE testing. This involves testing year 6 and 7 students for eligibility into DET's Specialist Art Program.

Successful students are offered a place at one of three state high schools that run this Program.

Michiyo Kikuchi, a Diploma of Jewellery Design student, won the 2008 National AGR Matthey jewellery Design Competition, which recognises excellence and innovation in gold design. Jewellery lecturer, Sam Farmer, was a finalist in the WA Education Awards in the category of WA Lecturer of the Year.

- **Applied Design**

The Applied Design portfolio delivers courses in Furniture, Industry and Interior Design including Advanced Diplomas in Design for Industry, Interior Decoration and Furniture Design; and Graphic Design including the Advanced Diploma in Graphic Design.

Of the total College student population, approximately 3% is enrolled in this portfolio.

Happenings and Hurdles of 2008

In 2008 the Applied Design area experienced a decrease in student numbers. To address this, extensive analysis was undertaken to determine the specific areas concerned. It was discovered that one of its feeder courses, the Certificate III in Design Fundamentals had been experiencing a steady decline in its student numbers over the past few years.

To reverse this trend, it was decided to offer the course as a dual qualification incorporating the Business and Print courses. A practice business studio was established to support the new Certificate III in Graphic Design (Business).

Very low student enrolments in the Product and Furniture Design programs were also investigated. Initiatives to address this were discussed with the Education Department and with Furniture Manufacturing Companies. The area is investigating opportunities for workplace training in 2009.

Throughout 2008 students have been involved in a range of industry projects. The portfolio's programs, its staff and students featured prominently within the community and industry through various Industry Design Awards. Design students received a number of commendations from the FUTUREBRAND 'Save our Endangered Brands' competition held in Melbourne at which five Central TAFE students were nominated in the top ten results. Corporate Branding Design students completed many logo designs and visual branding for a range of not-for-profit organisations including The State Library of WA and SpeechWA.

The Portfolio's wireless network was established in 2008, allowing students to access the student database to access learning and assessment resources, electronically lodge their assessments, and provide and collect feedback to and from lecturing staff, anywhere in the building. A new Creative Design Studio was designed for use by graphic design students. This contemporary studio recreates an industry environment.

During 2008, Graphic Design courses were delivered in Mauritius and China. Lecturers were sent to both countries to teach and assist local lecturing staff. Members of staff also perform audits on the course material developed in Mauritius and China to ensure Australian Quality Training Framework (AQTF) compliance. The Applied Design Learning Portfolio was awarded the status of 'Best Practice' by AQTF auditors for this program.

- **Digital Content**

The Digital Content portfolio delivers courses in Information Services such as the Certificate III in Library/Information Services; Interactive Multimedia including the Certificate IV in Interactive Games Development and IT courses for example the Advanced Diploma in IT (Networking).

Of the total College student population, approximately 5% is enrolled in this portfolio.

Happenings and Hurdles of 2008

The Information Services (Library Studies), Information Technology and Multimedia areas were combined at the end of 2007 to create the new Digital Content portfolio. The creation of this new portfolio positioned the College to respond to the training needs of a rapidly changing industry and to establish an integrated approach to the delivery of content creation, technical support and knowledge / content management.

A major project undertaken by the portfolio was that of planning and establishing a broad direction and action plan for 2009.

The Information Technology area experienced declining numbers in its student enrolments in 2008. The Certificate IV of Interactive Games Development course was introduced later in the year which assisted in increasing student numbers.

The rapid expansion of demand for flexible delivery of the Library and Information services course resulted in a greater proportion of the delivery of this course being off-campus. During 2008 staff migrated print-based resources into WebCT to facilitate access and developed processes to support students undergoing distance learning.

The Digital Content Portfolio was a major sponsor at the 'GO3 Game On' expo held in August 2008, in Perth. This is an annual expo where the latest games and electronic entertainment are on display.

Multimedia students began work on an 'anti-graffiti' project with the City of Swan in 2008. The final year students developed a short animation for school children based on the theme 'If you tag, you are a dog'. The animation now forms part of a broader teaching resource for primary schools to be piloted in 2009.

- **Media**

The Media portfolio delivers courses in film and television including the Advanced Diploma in Screen (Camera/Directing/Editing or Producing); photography such as Diploma in Photoimaging and music studies for example the Certificate IV in Music Industry.

Of the total College student population, approximately 4% is enrolled in this portfolio.

Happenings and Hurdles of 2008

The media portfolio spent much of 2008 developing, with extensive industry consultation, new course materials in preparation for the introduction of new qualifications and training packages in 2009. They also developed innovative ways of delivering training to provide students access to cutting edge digital technologies in partnership with employers such as ABC television and RookPark, a music scoring and mixing studio.

The portfolio experienced low modular load completion rates for the music skills program area. To address this issue, the program area restructured the Certificate III and Certificate IV courses in music and technical production so that each course is delivered in six months rather than twelve. This new course structure will be delivered for the first time in 2009.

Students and graduates of the Media Portfolio won a number of major awards in 2008. At the WA Screen Awards, three students won awards in the categories Young Filmmaker of the Year (Maziar Lahooti), Best Drama Production (Tenille Kennedy) and Best Production Design (Renee Doring). Diploma of Screen Film student, Toby Lynne, won the Kodak Filmschool Competition Australian National Award in the cinematography category.

At the WA Australian Institute of Professional Photography (AIPP) Professional Photographer Awards, ten of the twenty awards offered went to past Central TAFE photography students who are now professional photographers. Michelle Southwell was named WA AIPP Student of the Year.

Students from the Certificate courses in Film and Television and Music won Best Music Program at the 2008 Antenna Awards held in Melbourne; an annual award ceremony that recognises outstanding community television programs on Channel 31.

FotoFreo is a biannual International Photography Festival attracting photo professionals from around the world and is the largest festival of its type in the Southern Hemisphere. Lecturers Jules Tennant and Mark England from the Photography program area were on the organising committee of Fotofreo this year and as part of the festival they put on an exhibition of their own work at the Kurb Gallery.

The Photography area facilitated a photography workshop for the Australian Native Title Tribunal.

The portfolio completed the preparation work required for the implementation of a Higher Level Qualification Pilot in the Diploma of Music Industry (Technical Production). This was in response to an approach by industry and the Department of Industry and Resources for the provision of training to support the establishment of a film scoring and mixing studio in WA. The studio is expected to deliver significant cultural, economic and technological benefits to the State.

In response to a request from industry, the Music Skills program area introduced a Certificate IV in Music (Business) and has developed a new Diploma in Music (Business) for delivery in 2009.

A new live venue, which supports advanced teaching and learning and assessment in music performance, management and technical production was completed in 2008. It will provide the opportunity for Diploma of Music (Business) students to manage under-18 events.

Lecturers Ross McCallum and Mark Dickenson from Film & TV and Photography went to Nanjing, China for eight weeks to deliver training in support of the Certificate IV of Photo imaging and the Diploma of Mass Communications.

Academic Area: Engineering, Technology and Business

With extensive industry involvement the area delivers courses that meet the needs of industry which enhances the employability of students. Students also obtain great advantages from training facilities that simulate real work environments.

There are five portfolios in this academic area.

- **Building Design and Construction**

The Building Design and Construction portfolio delivers courses in Architectural Technology and Building including the Certificate IV in Residential Drafting, Certificate IV in Local Government (Planning) and the Diploma in Building and Construction.

Of the total College student population, approximately 5% is enrolled in this portfolio.

Happenings and Hurdles of 2008

A skills shortage in the Building Design and Construction industry had a flow-on effect in the Building Design and Construction portfolio in 2008. The portfolio experienced difficulties in filling full time academic staff vacancies. The recruitment of part-time casual lecturers currently employed in the industry assisted in filling staff vacancies and proved advantageous to students who benefited from the lecturers having current industry practice and ideas.

The portfolio ensured that their courses had a strong industry focus and relevance. Prior to the delivery of any new units, lecturing staff liaised with senior industry people to establish current business practices. As a result students have high employability rates. All of the portfolio's qualified students were employed by industry; confirmation that the portfolio's courses, current work practices and staff credibility within the industry result in outstanding training within the

portfolio. Debra Thorpe, a final stage student in the Diploma of Building Design and Technology, was awarded a scholarship worth \$5,000, paid work and end-of-study job options by Pindan, one of the State's fastest growing Construction Companies. 2008 saw changes to the Western Australian building regulations which now require practitioner registrations for building surveyors to be linked to qualifications. The portfolio's close working relationships with the Department of Housing, the Western Australian Local Government Association (WALGA) and the Institute of Building Surveyors (AIBS) resulted in the portfolio committing to deliver the Diploma and Advanced Diploma Building Surveying via off-campus, State-wide learning.

The portfolio introduced a new clustered, project-based, Certificate IV in Residential Drafting qualification. This industry-approved qualification encompassed new delivery methods, updated Computer Aided Design (CAD) technology components and professionally produced resource materials. In addition to this new qualification, all of the portfolio's existing courses were updated with new learning and assessment materials. This innovative new program and the updating of all courses ensured that the portfolio continued to experience high demand for its building design, drafting and building studies qualifications.

In 2008 the portfolio began the delivery of Certificate IV in Building Estimating, and Building Site Management traineeships to both new and existing employees. Enhanced employment interaction was undertaken during the promotional phase of the employment based training initiative. This uncovered many recognition of prior learning (RPL) and "gap training" opportunities for experienced workers.

- **Business and Management**

The Business and Management portfolio provides training in Management Studies including Diplomas in Marketing, Management and Public Relations. It includes the area of Business Trainees and Business and Management Learning and the commercial areas of Centre for Business Solutions' (CBS) Training and Venue Hire.

Of the total College student population, approximately 13% is enrolled in this portfolio.

Happenings and Hurdles of 2008

The Business and Management portfolio experienced varied demand for its courses during 2008. Low demand areas included Marketing, Public Relations and Advertising. Human Resources and Project Management courses were in high demand.

With human resources stretched to the limit in the areas of work-based training, traineeships and fee-for-service, a 'Workforce Development Team' was established to improve efficiencies in these areas and to ensure a more coherent system was employed. A successful bid for funding for an e-learning innovation project through the Australian Flexible Learning Framework enabled the Portfolio to develop WebCT shells for both work-based and traineeship delivery. In addition, the development of an online facilitation model improved student output which resulted in an improvement in the modular load completion rate.

A very successful project was the development and implementation of a simulated Human Resources (HR) office. Learning materials were developed to support both face-to-face and online delivery and to ensure the simulated office matched current industry standards. Specific HR software was purchased to provide students with the most appropriate learning experience. The program was trialled with the Diploma of Human Resources students in 2008 and will be expanded to include Certificate IV students in 2009.

In the CBS Training area, a successful partnership with the University of Ballarat resulted in the delivery of the Advanced Diploma of Business Management. Delivery occurs at eCentral by CBS Training lecturers and assessment is done by the University of Ballarat.

- **Engineering**

The Engineering portfolio delivers Civil and Mechanical Engineering courses and Electronic Engineering studies including the Certificate III in Civil and Structural Engineering, Certificate IV in Engineering (Maintenance) and the Diploma in Engineering (Oil and Gas).

Of the total College student population, approximately 8% is enrolled in this portfolio.

Happenings and Hurdles of 2008

One of the biggest challenges faced by the Engineering Portfolio during 2008, despite a number of strategies being employed to recruit lecturers, was its inability to secure lecturing staff due to a skills shortage within the relevant industries.

The portfolio developed a successful work-based delivery model in conjunction with the Water Authority for the Diploma of Civil Engineering. The model involved traditional apprenticeship style, block release periods for cadets. Cadets attended the College so that a review of the work they completed in the workplace could be conducted. Students also receive intensive theory instruction, as well as undertaking on-the-job work based assessments. This delivery strategy for higher level qualifications is seen by all stakeholders as innovative in an industry requiring quite complex concepts to be understood before any job tasks can be performed.

The portfolio also worked with the Pearl Street Engineering, Testing and Research Services Company to develop a Certificate IV in Mechanical Engineering (Condition Monitoring) qualification as a two-year cadetship. Pearl Street is a Western Australian owned company which employs over 500 engineers, scientists and technicians in resource industries such as oil and gas, mineral processing and mining and power. The qualification was developed in response to a shortage of non-destructive testing and condition monitoring technicians.

The portfolio also worked with the Institute of Materials Engineering Australia to develop a Diploma in Metallurgy. A Cadetship program aimed at stemming the shortage of skilled Metallurgical Technicians. The cadetship was based on the workplace based training model where cadets were offered a position in industry and received on and off the job training including one day a week at Central TAFE.

The portfolio's manufacturing lecturer Chandra Thirumalaisamy was recognised for his outstanding services to industry and education. He received the prestigious Florence M Taylor award for his work promoting materials and metallurgy training. The annual award is presented by the Institute of Materials Engineering for substantial contributions to materials science or engineering in Western Australia.

A team of students from the Computer Systems Diploma course represented Western Australia in the inaugural Cisco Networking Academy, Australia/New Zealand networking Skills Competition. The team beat local teams from university and other training and education institutions to go on and come third in the Trans-Tasman stage of the competition.

- **Finance and Property Services**

The Finance and Property Services delivers courses in Real Estate and Conveyancing including the Diploma in Property (Real Estate); Legal Studies delivers courses including the Diploma of Law Enforcement; Financial Services such as the Advanced Diploma in Accounting and Property Services area delivers the Certificate III in Asset Maintenance (Cleaning Operations).

Of the total College student population, approximately 10% is enrolled in this portfolio.

Happenings and Hurdles of 2008

With the endorsement of an all new training package for Real Estate in May 2008, the portfolio had two months to produce all of the required resources to meet the Real Estate and Business Agents Supervisory Board's (REBA) deadline for training to commence in July 2008.

Traineeships were affected by the short timeframe as no additional trainees were able to be signed up until the resources that supported traineeship delivery were completed.

Many initiatives were implemented in 2008, including the introduction of a work experience program for Advanced Diploma Accounting students. This resulted in a steady increase in student numbers and although it is not a required component of this course, it avails students the opportunity to apply their high level skills to the workplace and secure part-time or full-time employment.

The area established an 'Industry Night' in 2008. Students in the Financing and Banking courses were invited to attend an evening to hear representatives talk about their industry and the current employment opportunities available. Students were asked to bring along a résumé and once the formal talks were completed, students networked and discussed their résumé with the industry representatives, thus having an outstanding opportunity to receive invaluable advice on improving their résumé. Due to its outstanding success, 'Industry Nights' will continue in 2009.

One of the portfolio's Accounting lecturers had the opportunity to lecture in a course which was only provided to offshore students. The delivery of a Central TAFE qualification in China provided staff with an excellent chance to develop and embrace very different teaching styles and the College's international reputation was enhanced with the delivery of a professional qualification by industry experts.

- **Science, Resource and Environment**

The Science, Resource and Environment portfolio delivers courses in Science Studies including the Advanced Diploma in Laboratory Operations; Mining, Spatial and Environment studies such as the Certificate II in Drilling, the Certificate III in Environmental Science (Management) and the Diploma of Surveying.

Of the total College student population, approximately 3% is enrolled in this portfolio.

Happenings and Hurdles of 2008

During 2008 the portfolio experienced a significant decrease in student numbers, a trend that continued from 2007. The main areas of concern were Laboratory Operations, Environmental Science, Drilling and Mineral processing.

The Laboratory Operations area's decline in enrolments was across the science programs, mainly due to the increased employment opportunities available to students in an industry that was experiencing a skills shortage. The area undertook strategies such as supporting Return to Industry programs to build capability and industry networks; a focus on VET in schools and Migrant market; a focus on synergies with other resource sector programs (environment / Mining) and identifying a future market for Laboratory Skills.

The Environmental Science area addressed falling student numbers by identifying relevant industry roles and skills; focusing on the Sustainability industry and Water industries and maximising any potential to integrate the area with Laboratory Operations, Sustainability, Mining and Water.

A strong demand for driller's offshoots was not reflected in the enrolments within this area. There is strong competition from a private Registered Training Organisation (RTO) which specialises in Drilling. During 2009 the area will investigate the viability of this market and review its training delivery strategy.

Central TAFE moved into the area of Mineral Processing in 2007. There is a need for training in this sector but a shortage in staff proves a challenge. The area undertook strategies to up-skill existing staff and to develop and obtain suitable resources. Both of these strategies will assist in improving enrolments in this area in 2009.

Despite these challenges the portfolio had many successes. One exciting initiative undertaken in 2008 was within the surveying program area. The area embarked on a Future Business initiative which required the development of a training model to suit remote employers and employees. Working with BHP, Rio Tinto and Henry, Walker, Eltin (HWE), a model involving regular site visits by a lecturer to Kalgoorlie and Newman to deliver training to regional students was developed. The model involved the combination of existing support strategies, such as formal off-campus learning, skills recognition, face-to-face delivery and on-campus contact during fly-in-fly-out roster periods and workplace training and assessment. The model provides flexible pathways for employees who are not able to access full time study options. The model proved extremely successful.

During the year, Environmental Science students, accompanied by the Laboratory students, visited several sites across the metropolitan area to locate and collect a range of water and soil samples. The samples were recorded by the Environmental Science students and transferred to the laboratory students who returned to the laboratory to carry out appropriate testing and provide results. This collaboration has been very beneficial in: encouraging co-operation and understanding across allied programs; allowing students from different areas to experience and understand the role and work of others; bringing together different staff and student groups; and providing the potential for dual certification.

Charles Dorman, a lecturer in Mining and Geoscience received national recognition for his dedication to teaching and the mining industry. He was awarded the 2008 Trades and Skills Teacher of the Year in the Mineral Resources Category by the Institute for Trade Skills Excellence.

ADULT MIGRANT ENGLISH PROGRAMME (AMEP)

The Adult Migrant English Programme provides basic tuition in the English language to help eligible adult migrants and refugees settle successfully in Australia. Students learn about Australian society, culture and customs. The AMEP is an Australian Government funded programme.

This year teachers teamed up with the AMEP Research Centre to conduct a national research project aimed at studying how language learning affects everyday life for migrants. The project focused on case studies and included participants who have studied in the AMEP at Central TAFE and were currently continuing studies at Central TAFE after exiting the AMEP.

The AMEP has had another very successful year.

- Central TAFE had 1463 clients in 2008, up by nearly 12% over 2007 levels, and well in excess of forecast AMEP requirements. Central TAFE delivered 230,203 SCH in the AMEP in 2008.
- 375 clients were enrolled under the Special Preparatory Program (SPP or Humanitarian Program) for 2008 compared to 326 for 2007.
- 84% of Central TAFE's AMEP clients proceeded into mainstream studies after completing 510 hrs of the AMEP. This was above the National Average which was 82.9%.
- In 2008 Central TAFE had 38.4% continuing clients, or students who stayed in the program and have more than 60 hrs remaining. Nationally the figure was 36.4%
- Central had 14.8% non-continuing students compared with 20.8% nationally. These are students with more than 60hrs of AMEP, who have not taken up or used their entitlement.
- An on-line survey was developed to monitor student satisfaction. The following satisfaction levels were recorded among AMEP students:
 - Teachers: 96% Course Content: 97% Learning Environment: 95% Counsellors: 97.5%
- Optional Special Focus English classes were provided at Central TAFE for AMEP clients. The classes were:
 - English for Computing; English for Maths; English for First Aid; English for Driving; and English for the Workplace. Enrolments across the courses totalled 442.

ART GALLERY

The Art Gallery set new standards with 40 exhibitions in 3 spaces and 10 Artist-In-Residences, increasing attendance by 17% and sales by 300% in value.

Several shows were part of the City of Perth's Winter Arts Festival and sponsors included Minter Ellison, City of Perth, Office of Multicultural Interests, Department of Culture and the Arts, Department of Industry and Resources. The Gallery collaborated with the Japan Foundation, Australian War Memorial, Charles Gairdner Hospital and Department of Education amongst others. Turner Galleries were major donors to our Collection and three of their visiting artists of national significance, participated in our Residency program.

The highlight of the year was the **Sands of Peace & Harmony** Tibetan mandala project in February. Meditation each morning attracted many staff and students. It received the largest viewing with 2,525 visits.

Revealed, the State-funded emerging Indigenous artist showcase, was a highpoint with an exhibition, marketplace and Professional Development Day for 20 visiting artists from WA Aboriginal Arts Centres. Sales were significant and the Marketplace day (buying direct from Centres) attracted 600 people and generated a great profile for Central TAFE.

COLLEGE DEVELOPMENT

VET in Schools

In 2008, the College increased its VET in Schools delivery to 130,000 SCH up from 81,498 SCH in 2007. A total of 745 students from 54 schools accessed the College's VET in Schools programs. Fee For Service training was provided to 12 private schools and auspicing arrangements were contracted with 44 schools.

School Liaison

In 2008 the College provided support to 116 high school functions across 75 schools, including careers days, general information presentations, parent nights, expos, on-campus presentations, tours of the College and specialised information tours. More than 1,000 high school students, from approximately 37 different schools, including seven regional schools, came to Central TAFE campuses for guided tours of the facilities and received Central TAFE prospective student presentations.

Curriculum Development

A major curriculum activity in 2008 was the re-accreditation of accredited courses.

162 applications were submitted to the Training Accreditation Council for addition within scope and extension to scope; twenty four were submitted for re-accreditation.

Central Curriculum Support Services Network (CSSN)

Central TAFE supported the VET Sector through ongoing management of the Professional and Lifestyle Services (PALS) CSSN, and maintained the following learning areas:

- Film, television, Radio and Multimedia
- Information & Communications Technology
- Correctional Services
- Entertainment
- Printing & Graphic Arts
- Financial Services
- Music
- Business Services
- Health
- Water Industry
- Museum & Library Information Services
- Visual Arts, Craft & Design
- Training & Assessment
- Telecommunications
- Community Services
- Local Government
- Teacher Assistant
- Public Safety
- Public Sector

A Validation/Moderation Consultant was appointed to the PALS CSSN in November as a result of funding from the Department of Education and Training. The consultant obtained feedback from the VET stakeholders to develop a plan to manage and facilitate a moderation and validation workshop program in collaboration with the PALS CSSN.

e-Learning Development

In 2008 the college funded an Innovative Practices Mentor to provide just in time support and training to lecturing staff to increase the uptake of e-learning technologies.

The feedback from this model was excellent and to further develop this area, funding has been made available in 2009 for a Leader - Online Learning and Innovative Practices, as well as three Innovative Practices Mentors who will work alongside lecturing staff assisting them with the development of online materials and providing training in online facilitation and the use of e-learning technologies.

Academic Practice – Quality Assurance

The Learning Portfolio Support Unit undertook internal audits of the College's profile delivery, including the management and support of traineeships and VET for Schools Auspicing Agreements. The audits resulted in recommendations to continuously improve processes in support of these programs.

The Unit coordinated the activities relating to the 5-yearly Renewal of Registration Audit conducted by the Training Accreditation Council (TAC). The audit identified a number of good practices within a range of study areas, and found the College to be fully compliant against the AQTF Essential Standards for Registration. The College was issued with its re-accreditation Certificate as a Registered Training Organisation by the Council.

Employment Based Training

The College improved its employment based training (EBT) delivery performance by 65%, to 418,000 Student Contact Hours (SCH) in 2008, up from 273,000 (SCH) in 2007. The increased SCH reflects a significant increase in students commencing apprenticeships or traineeships at Central TAFE.

The main areas in which EBT increased were: Community Services - disability work and children's services; Beauty therapy; Tourism - international retail travel; and Engineering – at Certificate IV and diploma levels.

Infrastructure and Redevelopment

Work commenced in 2008 on the College's new facility at 30 Aberdeen Street. The new building is expected to be operational by 2009/10. It will enable the College to further rationalise its campuses and co-locate related programs.

International Centre (onshore)

The number of International students in mainstream programs continued to grow in 2008 and was approximately 30% over 2007 numbers. This is the second successive year of 30% growth. This growth has brought both benefit and challenges to Central TAFE. These benefits and challenges have been recognised in the development of an International Strategy 2008 – 2010.

ELICOS retained high numbers of students and operated at near capacity in Term 4 with 354 students participating in various ELICOS programmes, including General English, Academic English and International Business English.

Highlights for the year include:

- A new internal funding model established for the disbursement of international funds to portfolios recognising costs and good practice.
- The International section of the College's website has been updated and provides information relevant to International students in several languages. This fresh look and additional promotional and resource materials will evolve whilst contributing to the promotion and reputation of Central TAFE internationally.
- Throughout the year, international student advisors, English language lecturers and mentors continued to work closely with Learning Portfolios and their students to ensure high levels of support and course outcomes were achieved. In addition, specific portfolio orientation sessions were trialled in some areas with specific English and study support provided by portfolio and English lecturers and mentors.
- Our ELICOS programs provided continuous entry in 2008 and allowed greater flexibility for International students furthering their English Language skills.

International Market Development (offshore)

International offshore education has experienced continued growth over the last twelve months with an increase in student numbers. The Unit oversees a range of contracts for the delivery of accredited vocational courses in mainland China, Hong Kong, Taiwan, Kuwait and Mauritius with new relationships and negotiations in Vietnam and Bangladesh. During 2008 the uni:

- developed a robust international strategic plan spanning 2008-2010;
- continued to work with the senior executive of the Chinese Ministry of Labour and Social Security for the ongoing recognition and promotion of Central's courses throughout China;
- organised 34 staff for offshore lecturing and AQTF deliverables;
- delivered 4,400 teaching hours and 1,200 auditing hours offshore;
- undertook negotiations for 14 new contracts;
- awarded 14 Chinese lecturers with the Certificate IV Training and Assessment with an additional 8 Chinese lecturers achieving the Assessor Skills set;
- engaged 9 new Chinese oil and gas industry leaders to guarantee employment pathways for Central's Tianjin engineering graduates with all gaining 100% job placement;
- successfully negotiated short-term student mobility initiatives with the Director General Tianjin Education Department; and
- presented the successful partnership of the offshore vocational industry model at the UNESCO conference in Hangzhou.

Student and College Communications

Website Redevelopment

During 2008 the College redeveloped its external website to focus on future students, both domestically and internationally, and employers.

In a significant first for TAFE in WA, the new site features a vastly improved course catalogue which provides information for users more quickly, using a cleaner interface.

The new site features an innovation with the use of 'web chat' so visitors can conduct an online conversation with our Call Centre.

CentralNet Redevelopment

In 2008 the College also redeveloped the staff intranet (CentralNet) giving it a vibrant look and feel. The priority was to ensure quick and easy access to College information and systems and its key improvements included reorganised content, enhanced search and navigation; use of interactive web tools; and an easier-to-administer content management system.

Central TAFE Staff Awards

Following the successful launch in 2007 of the Central TAFE Awards, the College expanded the Awards program in 2008 with the introduction of two Staff Award categories: one for Innovation and Leadership; and the second for Service.

The awards are designed to encourage, recognise and reward staff for outstanding performance, achievement or accomplishment that contributes to Central TAFE's vision and priorities. The awards are open to all academic and non-academic employees of Central TAFE and nominations are sought from staff and students.

Student Resources

Psychological Services:

- A total of 416 students accessed the psychologist services. This resulted in a total of 1008 contacts.
- E-counselling launched May 2008, generating 151 contacts.
- Lunch time talks delivered across campuses.
- Study skills presentations delivered as part of orientations.

Disability Services:

264 students with a disability were assisted in 2007.

Job Placement

This service is available to all Central TAFE students and graduates of up to 12 months and is provided as a free service to our student and graduate community. The following outlines activity in the business unit for 2008:

- A total of 665 students registered for JobsCentral services.
- 514 employment opportunities were lodged with JobsCentral.
- A total of 554 employers registered with JobsCentral.
- 816 job notifications were sent out to students during the year. Of these, 61 student placements were recorded.
- The unit currently manages a total of 2,935 active employers on its database

The job placement activity is very resource intensive. It is not possible to undertake intensive follow up to determine outcomes. The placement figure provided therefore is not truly indicative of the final outcome, as there is a heavy reliance on students and/or employers providing the necessary feedback.

Career Development

This service aims to empower our students and graduates of up to 12 months, with coaching in Career Development. The coaching is intended to give students skills that they can take with them when they leave the College and apply through out their lifetime. In addressing the key College priorities, the Career Development service was extended to include the provision of intensive Career Counselling for all prospective students. The availability of this service was marketed within a controlled context to allow for proper management of numbers. The following outlines activity for 2008:

Delivery of this service took a number of forms:

- A total of 201 one-to-one consultations were undertaken with current students.
- A total of 165 one-to-one career counselling sessions undertaken with prospective students.
- 78 generic workshops were run with a total of 408 participants.
- 34 industry specific customised workshops were run during the year with a total of 437 participants.
- 30 career related orientation sessions were run with a total of 591 student participants.

All generic workshops developed for on-line use will be rolled out in 2009.

Complaints

Central TAFE has a complaints management system designed to handle all student and service complaints and to ensure that all complaints are managed confidentially, efficiently, promptly and impartially, in compliance with the Australian Standard on Complaints Handling. (AS 4269). The College's complaints system enables stakeholders to lodge a complaint via the Intranet or Internet Websites or by contacting the College's student services.

For the year 2008 a total of 169 complaints were recorded, a significant increase from the 111 complaints recorded in 2007. The increase is largely attributed to general and minor issues such as the breakdown in air-conditioning in March 2008, toilet facilities, smoking areas and the announcement of the withdrawal of the sale of certain items in the College Bookshop.

The complaints were resolved as follows: 118 by internal College processes to the satisfaction of all parties; 11 required no further action; 13 were anonymous or the complainant was unable to be contacted; 2 were out of scope; 14 were referred to an alternate process; 1 concerned an academic appeal; 2 concerned the College By-Laws; 4 were withdrawn and 4 remain open and ongoing.

COLLEGE SERVICES

Workforce Profile

The *Workforce Plan* was launched and communicated to staff in March 2008. Throughout the year Human Resources has worked with Divisions to develop action plans that address Divisional-based strategies in the Workforce Plan.

Significant achievements for 2008 include:

- renewal and revitalisation of the Staff Code of Conduct;
- review of recruitment and selection processes to support innovative approaches for recruitment and selection;
- development of “*Shared Future Vision*” to build stronger relationships with the local Aboriginal community and promote Central TAFE as an employer of choice;
- simplification of the College’s performance management processes and implementation of recommendations from the Internal Audit (DET) in 2007;
- retention of the OSH Gold status and simplified the OSH Framework;
- implementation of SOLVEIT, a support programme to educate and empower staff to effectively deal with issues of conflict, violence and bullying in the workplace;
- continued promotion of Central’s traineeship program with 35% of programme participants being employed by Central and 15% transitioning to employment;
- conduct of an audit of Certificate IV qualifications for Lecturing staff to determine the level of compliance with Lecturer’s Agreement;
- conduct of an audit of Working with Children clearances to determine compliance with the relevant legislation;
- introduction of College-Wide broadcasts to promote consistent and relevant communication across the College; and
- review of induction processes with a view to implementing improvements in 2009. This includes development of an on-line component to support local area induction.

Professional Development (PD)

Central TAFE continued to provide a range of professional and career development opportunities for all college staff in 2008. This included:

- a whole-of-college professional development day in October 2008 that was attended by over 730 staff;
- development of a Leadership & Management strategy to complement, enhance and develop current and future Managers' skill sets;
- facilitation of 10 local, national and international return-to-industry placements;
- 100 casual lecturing staff put through induction and 36 lecturers registered for teaching toolbox sessions;
- creation of a job-share arrangement for the Professional Development Trainer role to assist with succession planning;
- funding of three academic leaders to undertake the Diploma of Business (Quality Auditing) and join the College's internal audit team;
- review of the strategic capability of the PD team aligning team outcomes with College strategic priorities;
- a Master Class Instructional Intelligence initiative. Central TAFE now has over 45 Masters who are currently embedding best practice in their portfolios; and
- partnering with Charles Stuart University to gain credit for an Advanced Facilitation Unit.

Procurement

In 2008, Central TAFE raised 3,631 purchase orders expending approximately \$23,713,600 on goods, services and consultancies and, as provided for in the Vocational, Education and Training Act (VET Act), entered into a number of commercial arrangements in relation to the provision of education and training.

Central TAFE endeavoured to ensure that best value for money outcomes were achieved and all procurement activity was undertaken in accordance with State Supply Commission (SSC) and other Government procurement policies. A total of 5 Requests for Tender, 23 Requests for Quotation and 40 Sole Provider Applications were processed as a result.

Commercial arrangements were undertaken in accordance with the requirements of the VET Act.

Internal College procurement and commercial activity policies were reviewed and revised as necessary to reflect the new SSC Policies released on 1 January 2008 and to ensure they were in compliance with SSC, VET Act, and other Government policies and requirements.

In-house procurement training has continued to be made available to staff through the College's GOLD (Great Opportunities in Learning and Development) professional development program. In addition procurement training was delivered to several new staff members and small group training was provided to several work areas.

The procurement manual and a commercial manual were reviewed and continued to provide an easy to read overview of procurement and commercial activities and were distributed to all relevant staff.

The Intranet procurement site has been transferred to the new College Intranet site with a view to raising the awareness of procurement issues and providing easy access to procurement-related information including forms, policies, procedures and SSC guidelines.

The College liaised with and utilised the services of the Department of Treasury & Finance Office Client Procurement Services, Department of Education, the State Supply Commission, the State Solicitor's Office and the Department of Housing and Works.

RAISING THE SCHOOL LEAVING AGE

In 2008 the school leaving age was raised to 17, in line with state legislation introduced in 2006. 17 year olds can combine schooling, employment and training as a way of meeting this requirement.

At Central TAFE the highest proportion of training undertaken by age-group is the 15 to 19 year old bracket. Measures to support this age group include:

- The Community Learning and Partnership portfolio planned a new model of delivery of the Certificate of General Education for Adults for Youth for 2009, where the needs of this student group are better addressed and the needs of adult students continue to be met in an appropriate manner.
- Participation in the VET in schools programs increased by 33% in 2008 and fee for service programs were run in 12 private schools.
- The College initiated a scholarship program for VET in School students who nominated to continue their post secondary studies at Central TAFE. The first of the scholarships winners will be for students commencing their studies in 2009.
- The College ran 'taster' programs in Mining, Child Care and Art for high school students. Students gained some basic skills and an awareness of the VET training available within these areas.

DUTY OF CARE

2,037 students under the age of 18 attended Central TAFE in 2008.

The College employs a Duty of Care Coordinator who, with the support of staff and a dedicated database, ensures that the College meets its duty of care obligations. All staff are kept informed about duty of care responsibilities through regular information and awareness sessions. Material is also available online.

REDUCED PROFILE STUDENT CONTACT HOURS (SCH)

The College increased profile SCH by about 200,000 over 2007 figures. However, this still represents a figure that is lower than the number of profile SCH recorded in 2006, as a result of the State's sustained economic boom. Lower than 2006 profile SCH were recorded against the institutional delivery category, or 'on-campus' delivery.

In 2008, the College continued to work on its goal of increasing employment based training (EBT). The College successfully increased its EBT delivery by 65%, thus assisting the College in addressing the overall reduction in SCH. This represented a significant increase in the number of students undertaking traineeships and apprenticeships and the introduction of cadetships. Further assisting the College in managing the reduced SCH was a 33% increase in VET in Schools programs.

The College continuously reviews on-campus programs to ensure that they are relevant; are of a high standard and flexible; and meet the expectations of students, community and industry.

SKILLS SHORTAGES

To assist those industries experiencing a skills shortage, Central TAFE continued to increase the number of programs offered in these skills shortage areas. The College ensured these courses were offered using innovative delivery methods to further assist students and industry. Such programs included:

- A Diploma of Metallurgy cadetship program to assist the skills shortage in Metallurgical Technicians.
- A work-based training program with onsite training, assessment and RPL assistance in Kalgoorlie and Newman to assist with the skills shortage in Surveying.
- A Certificate IV in Mechanical Engineering (Condition Monitoring) qualification as a two-year cadetship was developed in response to a shortage of non-destructive testing and condition monitoring technicians.
- A Traineeship in Certificate III Health Services Assistants to Assistants in Nursing at two major hospitals. Assistants in Nursing are an emerging role assisting Enrolled Nurses.
- A traineeship for new and existing workers to train as mortuary technicians to assist the skills shortage in this industry.
- Students who had completed the Certificate III in Children's Services were offered the opportunity to upgrade their skills to a Diploma of Children's Services for free. This assisted the skills shortage in the child care profession.
- The establishment of a 'Workplace Development Team' which amalgamated the areas of work-base training, traineeships and fee-for-service to improve efficiencies in these areas and to ensure a more coherent system.

REDEVELOPMENT

During 2008, many minor capital works projects that commenced in 2007 were completed. These included:

- re-fit of level 7 at Perth Campus and relocation of the Learning Portfolio Support Team to level 7 together with the College Executive offices;
- completion of the music skills centre upgrade at the Leederville campus ;
- a new international student reception counter and support facilities at Perth campus as part of a series of upgrades to student and staff facilities;
- a range of program relocations including the move of Sport and Recreation staff to the Leederville campus and the screen printing training area moving from Wembley to the Fremantle campus;
- the development of a Leederville Master Plan during 2008 with implementation of the plan to commence in 2009; and
- new signage 'Style Guide' and scheduling to support improved signage and 'wayfinding' across sites.

GOAL 1: BETTER SERVICES

To enhance the quality of life and wellbeing of all people throughout Western Australia, Central TAFE:

- delivers quality Vocational Education and Training;
- supports the learning needs of all Western Australians and creates pathways between secondary, vocational and tertiary education; and
- develops strategies to enhance the inclusion of all Western Australian community groups in education and training.

GOAL 2: JOBS AND ECONOMIC DEVELOPMENT

To develop a strong economy that delivers more jobs, more opportunities and greater wealth to Western Australians by creating the conditions required for investment and growth, Central TAFE:

- supports the development of the Western Australian economy through the development of an appropriately skilled workforce;
- trains for a workforce which reflects the State's diverse population; and
- develops the ability of the College to respond to the demand for VET through innovation and excellence.

GOAL 3: LIFESTYLE AND THE ENVIRONMENT

To ensure that Western Australia has an environment in which resources are managed, developed and used sustainably, biological diversity is preserved and habitats protected, Central TAFE:

- strives for environmentally friendly work practices;
- supports Indigenous communities in developing skills in land management and sustainability; and
- supports the development of the sustainable energy industry.

GOAL 4: REGIONAL DEVELOPMENT

To ensure that regional Western Australia is strong and vibrant, Central TAFE:

- supports skill advancement in rural and regional WA.

GOAL 5: GOVERNANCE AND PUBLIC SECTOR IMPROVEMENT

To govern for all Western Australians in an open, effective and efficient manner that also ensures a sustainable future, Central TAFE:

- is accountable for its processes;
- supports inclusive decision making; and
- encourages greater community accessibility to College services.

(These goals are addressed throughout the annual report.)

PRICING POLICY

Under section 16 of the Vocational Education and Training Regulations 1996, the College may determine fees and charges for services, other than for services prescribed by the Minister for Education and Training under these Regulations. The College has documented fees and charges payable, including those gazetted by the Minister, in its annual Fees and Charges Policy.

Included in the 2008 Fees and Charges Policy is the application of statutory fees and charges in Schedule 1 of the Policy, of College fees and charges in Schedule 2 of the Policy and of Resource Fees in Schedule 3. In 2008, Central TAFE's fees and charges were increased by 3.1% which was applied in accordance with the Policy Guidelines for Publicly Funded Registered Training Organisations.

MAJOR CAPITAL PROJECTS

Work commenced on 'B2' at 30 Aberdeen Street, Northbridge. With a budget of approximately \$60m, the new building will house Beauty Therapy, Massage, Engineering, and Building Design and Construction and the Information Commons, further consolidating campuses and programs. It is estimated that the new building will be completed by the end of 2010.

EMPLOYEES

Summary of Employees by Category

Staff Category	2008	2007
Number of permanent, contract staff	922	912
Number of casual staff	326	305
Percentage of full-time staff (perm and contract)	69%	69%
Percentage of part-time staff (perm and contract)	31%	31%
Percentage of male staff (perm and contract)	38%	40%
Percentage of female staff (perm and contract)	62%	60%
Percentage of academic staff (perm and contract)	55%	57%
Percentage of Academic support staff (perm and contract)	45%	43%
Percentage of staff with a disability (perm and contract)	2%	2%
Percentage of Indigenous staff (perm and contract)	1%	1%
Percentage of staff from an ethnic background (perm and contract)	9%	9%
Percentage of staff under 25 years of age (perm and contract)	4%	4%

Industrial Relations

- No matters were heard before the Industrial Commission during 2008;
- The Government Officers Salaries Allowances and Conditions (GOSAC) General Agreement 2008 was finalised and implemented in 2008;
- Negotiations continued, with the assistance of the WA Industrial Relations Commission, on a replacement Lecturers Agreement. An interim payment of 6% was paid in December 2008; and
- Work bans implemented as part of the Lecturer's campaign for a replacement Agreement were lifted at the request of the Industrial Relations Commission

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
- to the best of our knowledge, no senior officer has any interest in contracts made or proposed with the College.

PUBLIC LIABILITY INSURANCE

Central TAFE has paid \$19,366.67 for Directors and Officers Liability Insurance to indemnify any director (as defined in Part 3 of the Statutory Corporations (Liability of Directors) Act 1996) against a liability incurred under sections 13 or 14 of the Statutory Corporations (Liability of Directors) Act 1996.

LEGISLATIVE ENVIRONMENT

Central TAFE complies with the following relevant legislation:

Archive Act 1983, Commonwealth
Classification Enforcement Act 1996
Commercial Tenancy (Retail Shops) Agreements Act 1985
Copyright Act 1968, Commonwealth
Corruption and Crime Commission Act 2003
Disability Services Act 1993
Education Service Providers (Full Fee Overseas Students) Registration Act 1991
Education Services for Overseas Students Act 2000, Commonwealth
Electoral Act 1907
Equal Opportunity Act 1984
Financial Management Act 2006
Freedom of Information Act 1992
Government Employees Superannuation Act 1987
Income Tax Assessment Act 1997
Industrial Relations Act 1979
Industrial Training Act 1975
Library Board of Western Australia Act 1951
Minimum Conditions of Employment Act 1993
Occupational Safety and Health Act 1984
Privacy Act 1988, Commonwealth
Public Interest Disclosure Act 2003
Public Sector Management Act 1994
Spam Act 2003, Commonwealth
State Records Act 2000
State Supply Commission Act 1991
Vocational Education and Training Act 1996
Workers Compensation and Injury Management Act 1981
Working with Children (Criminal Record Checking) Act 2004
Workplace Relations Act 1996, Commonwealth

ADVERTISING

In accordance with Section 175ZE of the *Electoral Act 1907*, the following is a statement for all expenditure incurred by Central TAFE during 2008 in relation to advertising, market research, polling, direct mail and media advertising organisations:

1. The total expenditure for 2008 was \$305,175
2. Expenditure was incurred in the following areas:

Advertising agencies	\$28,359	-	Core Marketing (Trilogy)	\$28,359
Media advertising	\$276,816	-	Media Decisions	\$211,621
			Marketforce	\$58,784
			Adcorp	\$6,411
Market research	Nil			
Polling organisations	Nil			
Direct mail organisations	Nil			

DISABILITY ACCESS AND INCLUSION PLAN OUTCOMES

Central TAFE is continually striving to ensure that all students have appropriate access to all of the College facilities and services and are provided with the opportunity to fully participate in all aspects of the College. The Student Support Access and Equity (SSAE) Steering Committee has been set up to monitor and evaluate progress against the College's Disability Access and Inclusion (DAIP) implementation plan. Listed below against the six DAIP desired outcomes are some of the initiatives undertaken in 2008.

- 1 People with disabilities have the same opportunities as other people to access the services of, and any events organised by, Central TAFE. This resulted in the:
 - Development of an informational brochure on Disability Services for students.
 - Production of a promotional flyer for College staff that summarises the objectives of the DAIP.
 - College events that were inclusive and ensured that needs of people with disabilities were met. Invitations to all College events include an Access & Equity statement.
- 2 People with disabilities have the same opportunities as other people to access buildings and other facilities of Central TAFE including:
 - Development of a schedule of required minor works and allocated funding.
 - Review of internal and external signage and determined priorities.
 - Continued assessment of universal access audit across all campuses and completion of a number of physical access improvements.
- 3 People with disabilities receive information from Central TAFE in a format that will enable them to access the information as readily as other people. This includes:
 - Development and maintenance of an accessible website complying with W3C web content accessibility guidelines.
 - Development and incorporation of principles and strategies for an inclusive curriculum.
 - Investment in equipment catering specifically to the needs of people with disabilities
- 4 People with disabilities receive the same level and quality of service from the staff of Central TAFE as other people receive from the staff of Central through:
 - Development of an on-line disability awareness package and resources for inducting new staff.
 - Access & Equity responsibilities now inherent in all Central TAFE policy documentation including procurement procedures extending to agents and sub-contractors.

- Encouragement and education of staff to develop and use more flexible delivery strategies and alternative assessment for students with disability.
 - Streamlining access to loan equipment and resources.
- 5 People with disabilities have the same opportunities as other people to make complaints at Central TAFE.
- Ensured that the Central TAFE Customer Complaint process is accessible for any student wishing to raise an issue with the College.
- 6 People with disabilities have the same opportunities as other people to participate in any public consultation by a public authority achieved by:
- Development of an internal process for comment on issues with potential for impact on people with a disability. Disability services co-ordinated is consulted as required.
 - Development of a formal process advising students of opportunities to participate in public consultation. For example, in 2008, two Central TAFE students were selected to participate in a National round table discussion which informed the development of a national policy for youth with a disability.

COMPLIANCE WITH PUBLIC SECTOR STANDARDS (PSS) AND ETHICAL CODES

Human Resource Management Standards

During 2008, attention was given to early intervention on workplace issues to minimise or prevent grievances becoming formal.

In 2008 the college managed three formal grievances with two being resolved in 2008 and the other continuing. One grievance from 2007 was finalised in 2008.

Breach claims against the Public Sector Standards in Human Resource Management lodged under the Public Sector Management (Breaches of Public Sector Standards) Procedures 2005 at Central TAFE during 2008 were:

Standard	Outcome	Action(s)
Recruitment, Appointment & Selection	Withdrawn by claimant	NA

CODES OF ETHICS AND CODES OF CONDUCT (ETHICAL CODES)

In 2008 Human Resources the Staff Code of Conduct was revitalised to better capture our values and expected behaviours in a concise format suitable for easy use and reference.

The revised Code

- Provides guidance to employees on ethical behaviour and decision making
- Outlines College values and ways of working
- Will continue to be embedded in policies and procedures
- Aims to enhance performance
- Ensures compliance to Public Sector Standards and Code of Ethics Compliance

RECORDKEEPING PLAN

Central TAFE operates within a sector wide Recordkeeping Plan (RKP) that was endorsed by the State Records Office in 2004. To meet compliance requirements, Central engaged in the following activities:

- Continued to promote and implement a Recordkeeping Training program that complies with legislative requirements.
- As part of the Recordkeeping Training program, trained 171 staff in recordkeeping requirements and expectations.
- Reviewed and modified the Recordkeeping Training program.
- Developed a Recordkeeping Awareness module for the online induction program.
- Participated in an internal audit on the college's performance against the sector RKP.

CORRUPTION PREVENTION

Central TAFE has various controls in place to reduce the risks of corruption and misconduct. The risks of corruption and misconduct form part of the Colleges overall risk management process. The Finance Audit and Risk Management (FARM) is a sub-committee of Central TAFE's Governing Council and is responsible for its management. The sub-committee recognises the requirement for College Executive to ensure compliance and minimise risk.

Other controls include:

- the Staff Code of Conduct had a major review in 2008 and now includes information on dealing with misconduct and corruption. Information was also updated on the College website;
- performance management processes were reviewed in 2008. The process was simplified and streamlined to provide a more efficient system for undertaking performance management of staff;
- criminal screening, which was introduced in 2005, continues to be a standard component of recruitment;
- the College undertakes all corruption reporting and training as per the requirements of Department of Education and Training, Standards and Integrity Directorate;
- during 2008, the College commenced work on developing a series of training modules for all staff in 'Accountable and Ethical Decision Making'. The training will be available on-line and will include an assessment component;
- the College induction process includes information on corruption prevention with links to relevant website;
- financial and procurement policies and procedures continued to be monitored, reviewed and updated during 2008;
- Appointment and training of PID officers.

OCCUPATIONAL SAFETY AND HEALTH (OSH)

Central TAFE is committed to the safety and health of staff and students. A range of measures is in place to achieve a safe workplace and to ensure the College is compliant with legislative requirements.

2008 included two independent reviews of our compliance and capability. The first of these reviews examined the OSH Framework and recommended that Central reduce the Framework's complexity and reposition OSH within the College.

The second review was conducted by RiskCover on the College's Injury Management and Workers' Compensation systems and found Central to be legislatively compliant with the *Workers' Compensation and Injury Management Act 1981*.

Throughout 2008 the College focus was on creating and supporting a positive safety culture, and encouraging staff involvement with safety issues. This was achieved by focusing on three themes:

- the need for cultural change – 'working as a team'
- consolidating and simplifying the occupational safety and health policies, plans and guidelines; and
- reviewing personal safety and security arrangements to address the findings of the staff survey on '*Workplace Violence, Aggression and Bullying*', which resulted in the development and implementation of the "**SOLVEIT**" program.

WORKERS COMPENSATION

The College's workers' compensation statistics reflect Central's commitment to injury prevention and management:

	2007	2008
Number of fatalities	0	0
Number of severe claims	3	2
Number of LTI/D's	5	6
Lost Time Injury / Disease severity Rate	60%	33%

In 2008 Central TAFE continued to use as its minimum standard the five elements in the WorkSafe Plan to maintain Gold Certificate of Achievement.

SUSTAINABILITY

At the end of 2008 the College began work on the development of an Energy Management Plan. This plan is being prepared in consultation with the Sustainable Energy Development Office (SEDO). The plan will be completed and the outcomes implemented during 2009.

The College continued to participate in the State Government Peak Demand Saver program to implement a range of energy saving measures.



Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CENTRAL TAFE FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS FOR THE YEAR ENDED 31 DECEMBER 2008

I have audited the accounts, financial statements, controls and key performance indicators of Central TAFE.

The financial statements comprise the Balance Sheet as at 31 December 2008, and the Income Statement, Statement of Changes in Equity and Cash Flow Statement for the year then ended, a summary of significant accounting policies and other explanatory Notes.

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

Governing Council's Responsibility for the Financial Statements and Key Performance Indicators

The Governing Council is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions, and the key performance indicators. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial statements and key performance indicators that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances; and complying with the Financial Management Act 2006 and other relevant written law.

Summary of my Role

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. 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 key 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 key performance indicators.

Central TAFE
Financial Statements and Key Performance Indicators for the year ended 31 December 2008

Audit Opinion

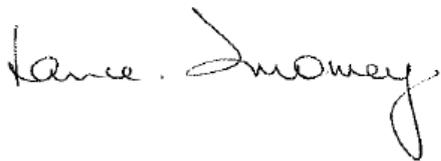
In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of Central TAFE at 31 December 2008 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions;
- (ii) the controls exercised by the College provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (iii) the key 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 2008.


COLIN MURPHY
AUDITOR GENERAL
4 March 2009

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 Central TAFE's performance, and fairly represent the performance of the College for the financial year ended 31 December 2008.



Professor Lance Twomey
Chair
Governing Council
Central TAFE
27 February 2008



Mr Neil Fernandes
Managing Director
Central TAFE
27 February 2008

COLLEGE VISION

Central TAFE aims to be recognised as an innovative, creative and sought after deliverer of vocational education and training solutions locally, nationally and internationally

COLLEGE VALUES

Central TAFE has developed a set of seven values to assist in obtaining the Colleges vision. These values underpin the development of all College products and services and include:

Accountability

We recognise the right of our students, industry, government and the community to scrutinise, challenge, and call us to account for our actions and behaviour.

Customer Service

We value the trust and satisfaction of our customers and will endeavour to provide services that meet their expectations.

Respect for the Rights of Others

We will treat our staff and students as we would like to be treated ourselves.

Openness

We will be honest with each other and with our customers and will communicate directly and openly.

Environmental Awareness

We are aware of the fragility of the environment and will work towards sustaining it both through the programs that we deliver and our practices.

Excellence

We are committed to excellence in all that we do and will recognise excellent performance by staff and students within the College.

Integrity

We will act honestly and with integrity.

PLAN AND PRIORITIES 2006-2010

The following goals have been established for the College for the period of 2006 to 2010.

Students – we will

- better understand and respond to our current and future students' needs and aspirations;
- provide targeted student services and support; and
- involve students in decision making.

Industry and Community – we will

- focus on selected industries and enterprises to increase their engagement with, and commitment to training, including employment based training;
- strengthen our engagement with, and commitment to Indigenous students, communities and enterprises; and
- make a positive contribution to communities through building relationships and pathways.

Creative Teaching and Learning – we will

- review and reinvigorate training delivery to meet changing market and student needs;
- give greater emphasis to workplace training and assessment;
- reinvigorate the College's approach to, and involvement in, recognition of prior learning, pathways for students and community education; and
- provide academic leadership through practical research, rigour and inventiveness.

Pathways and Partnerships – we will

- respond to Western Australian Certificate of Education (WACE);
- partner with schools and the Department of Education and Training on school retention and pathways for school students; and
- investigate opportunities for complementary, concurrent and articulated awards with universities.

College Capability – we will

- capitalise and build on our academic strengths and expertise;
- nurture, support and develop skilled VET professional practitioners;
- invest in content development;
- configure our capital infrastructure program, to best respond to the needs of industry and communities; and
- build our capability through involvement in international activities.

DESIRED OUTCOMES

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

The Effectiveness Indicators have been developed to assist in the College's monitoring and management processes and to enhance accountability to the people of Western Australia.

The Performance Indicators of the College measure the efficiency and effectiveness of Central TAFE's efforts of addressing community and industries training needs.

The data are subject to audit under the Financial Management Act 2006.

ACHIEVEMENT OF COLLEGE PROFILE

This performance indicator reports the effectiveness of the College in meeting Delivery and Performance Agreement targets, enabling customer needs to be achieved, through which Central TAFE is resourced to deliver courses under Government, purchased funding guidelines. This purchased delivery took into consideration the needs of the local community, individuals and the training plans of industry. The diversity of delivery indicates the extent to which the College has met the strategic training needs of the State as defined in the State Training Profile as well as additional delivery provided under a fee-for-service arrangement.

Measure A: Profile Analysis for Central TAFE (Effectiveness Indicator)

This indicator details the total number of Student Contact Hours (SCH) delivered (both Delivery and Performance Agreement Funded and fee-for-service).

Department of Education & Training Industry Groups		2006	2007	2008	
		Actual Profile (SCH)	Actual Profile (SCH)	Planned Profile (SCH)	Actual Profile (SCH)
01A	Recreation Sports and Entertainment	246,940	175,168	186,270	189,127
01B	Visual and Performing Arts	578,267	599,896	564,179	613,409
01C	Design*	407,600	353,605	384,187	344,974
02A	Automotive*	167	218	200	0
03A	Building and Construction	151,462	142,488	138,240	142,088
03B	Surveying and Building	435,294	435,784	434,532	428,898
04A	Community Service Workers	349,765	296,064	313,574	334,242
04B	Education and Childcare*	329,586	289,271	282,613	254,490
04C	Health*	390,528	350,650	400,284	355,046
04D	Library Workers	99,950	94,360	92,404	104,570
05A	Finance Insurance Property Service Workers	163,029	105,140	113,129	127,097
07A	Clothing Footwear and Soft Furnishings*	25,130	22,880	27,360	17,170
08B	Printing and Publishing*	121,041	95,535	103,830	124,780
09A	Engineering and Drafting*	240,090	282,767	277,222	348,896
09B	Metal and Mining*	185,407	207,953	242,868	188,399
10D	Horticulture*	8,581	3,720	3,936	5,397
11A	Process Manufacturing	15,712	19,939	20,000	20,497
12A	Personal Service*	78,820	87,040	82,571	118,472
12B	Retail*	3,432	2,341	9,723	6,124
13C	Tourism	201,355	199,025	187,468	191,959
13D	Travel Agents	100,248	80,987	97,275	91,314
15A	Electrical and Electronic Engineering*	182,080	171,940	183,460	139,841
15B	Electrical Trades*	4,392	1,660	460	120
16A	Accounting and Other Business Services	386,454	307,511	337,691	358,609
16B	Management*	229,512	182,530	201,580	182,210
16C	Office and Clerical	206,299	206,140	169,915	193,883
17A	Computing*	314,201	222,498	257,699	232,064
18A	Science and Technical Workers*	222,313	157,004	168,410	147,295
19B	Adult Literacy/ESL*	374,835	392,753	406,920	461,708
19C	Languages*	244,190	223,069	232,241	206,143
19E	Targeted Access and Participation Courses	98,500	100,320	104,480	96,906
Total Profile Delivery		6,395,180	5,810,255	6,024,721	6,025,728
Non Profile Delivery		1,940,002	2,414,878	2,122,796	3,487,008
College Total Delivery		8,335,182	8,225,133	8,147,517	9,512,736

Notes: (for Measure A):

- Source:** Central TAFE Delivery and Performance Agreement
- Definition:** The table indicates the quota and actual achievement of SCH in the profiled Department of Education and Training Industry Group Categories. The classification of these Industry Groups is based on the occupation or outcome the course is intended to serve, and highlights the Colleges' performance in achieving industry delivery targets.
- Derivation:** DPA data represents the actual achievement of SCH in respective years. Planned data is obtained from the DPA, and actual SCH from the College Management Information System (CMIS). Non-profile delivery SCH is the actual SCH count of enrolments not funded under the DPA in CMIS.
- Comments:** The College was unsuccessful in meeting its Profile Delivery target however; the College has significantly over delivered on its College Total Delivery. This is mainly attributable to the significant increase in student numbers in International and Adult Migrant English programs.

* The variance between total Planned and Actual SCH was due to an overall decrease in demand for training. Variances in individual WADT groups reflect movement of delivery from areas with reduced demand into areas of increased demand.

Measure B: Profile Achievement (Effectiveness Indicator)

This performance indicator shows the percentage of Student Contact Hours (SCH) achieved for activities as contracted with Department of Education and Training for vocational education and training delivery through the Delivery and Performance Agreement.

$$\text{Profile Achievement} = \frac{\text{Actual Delivery and Performance Agreement SCH Achieved}}{\text{Target SCH contained within Delivery and Performance Agreement}}$$

2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
99.5%	100.3%	102.2%	97.0%	100.0%	100%

Notes (for Measure B):

- a. **Source:** Central TAFE Delivery and Performance Agreement.
- b. **Derivation:** DPA data represents the actual achievement of SCH in respective years.
Please Note: Data previous to 2007 for Actual Profile (SCH) represents commencements, due to changes in reporting procedures Actual Profile (SCH) from 2007 signifies end of study. The significance of the change has been to move from recording student data from the date they commence to recording the data to date students' study is completed. The overall shift in total value in SCH between the two methods is minimal.
- c. **Comments:** During 2008, the College achieved an increase in Profile Delivery which saw an increase of almost 4%. This was attributed to the downturn in the economy and is expected to continue in 2009.

Overall Cost Per SCH (Efficiency Indicator)

The overall cost per SCH demonstrates the efficiency with which Central TAFE manages its resources to enable the provision of vocational education and training programs.

$$2008 \text{ Actual Cost} = \frac{\text{Total Cost of Services}}{\text{Total SCH}}$$

2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
\$11.42	\$12.35	\$11.72	\$11.86	\$10.36	\$11.54

Notes (for Cost per SCH):

- a. **Source:** Financial Statements and the College Management Information System.
- b. **Derivation:** The total delivery cost per SCH is calculated by dividing the total cost of services measured on an accrual basis by the total SCH delivered. The total SCH is the total number of enrolments multiplied by the hourly duration of these modules as registered in the College Management Information System in accordance with the Australian Vocational Education and Training Management Information Statistical Standard. Delivery from all funding sources is included. The total cost of services figure is obtained from the Annual Financial Statements.
Please Note: Data previous to 2007 for Actual Profile (SCH) represents commencements, due to changes in reporting procedures Actual Profile (SCH) for 2007 signifies end of study. The significance of this change has been to move from recording student data from the date they commence to recording the data to the date their study is completed. The overall shift in total value in SCH between the two methods is minimal.
- c. **Comment:** The College continues to manage its resources efficiently to achieve its funded vocational education and training programs. The significant decrease is attributable to the increase in International and Adult Migrant English Program students.

TAFEWA Student Satisfaction Survey

The 2008 TAFEWA Student Satisfaction Survey is administered annually on the behalf of the Department of Education and Training by Colmar and Brunton. The key focus being to attain an understanding of students training requirements and to measure the quality of the delivery of training and services provided by Central TAFE. The survey approach is a mass market mail out to a random sample of students who have undertaken training either in the first or second semester of the corresponding reference period. The option to complete the survey on-line or via the use of computer assisted telephone interviewing was also provided.

Student Satisfaction Rating (Effectiveness Indicator)

The overall student satisfaction rating expresses the number of 'satisfied' and 'very satisfied' respondents. The results provide an overall expression of how satisfied students are with various services provided by the College.

Overall Student Satisfaction Rating

	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
Central TAFE	82.7%	82.6%	85.8%	86.0%	83.1%	87.0%
Western Australia	83.5%	85.0%	86.7%	86.8%	85.4%	n.a.

Notes:

- a. **Source:** Department of Education and Training, Student Satisfaction Survey.
- b. **Derivation:** Of the 13131 potential population identified; 5250 were surveyed; with 1493 useable forms returned, representing a response rate of 28.0%. The standard error for the survey is 0.9%, with a relative sampling error of ±1.8% at the 95% confidence level.
- c. **Comments:** The Overall Satisfaction Score at Central TAFE for 2008 decreased by 2.9% from the previous year, to 83.1%. The largest declines in student satisfaction were with the quality of the lecturers, the convenience of the College location and the information provided by staff on enrolment. This follows considerable increases for these attributes the previous year and is concurrent with the decreasing trend in state satisfaction in 2008.

Student Outcome Survey

The Student Outcomes Survey is conducted on behalf of the National Centre for Vocational Education Research (NCVER) by I-view Pty Ltd. The aim of the survey is to measure vocational education and training students' employment, further study and the opinions of the training undertaken.

Questionnaires were sent to stratified (field of education, sex and age), randomly selected sample of Central TAFE graduates, who had successfully completed a qualification in the previous reporting period.

Graduate Achievement Rating (Effectiveness Indicator)

The graduate achievement is an indicator that measures the extent to which Central TAFE Graduates have fully or partly achieved their main reason for undertaking the course.

Graduate Achievement

	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
Central TAFE	70.7%	82.9%	86.3%	82.1%	n.a.	86.0%
Western Australia	78.0%	84.5%	87.7%	87.0%	n.a.	n.a.
Australia	81.0%	85.1%	85.6%	86.4%	n.a.	n.a.

Notes:

a. **Source:** Student Outcome Survey, National Centre for Vocational Education Research (NCVER).

Please Note: The College is unable to provide data for 2008 as statistically valid College level was not available. NCVER intends to conduct surveys with appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005. Central TAFE applied for additional sampling of students in 2006 to collect a statistically valid number of College survey responses; however, this was not undertaken in 2008.

b. **Derivation:** The measure was derived from the proportion of graduates who indicated that they had fully or partly achieved their main reason for doing the course, expressed as a percentage of the representative population.

Graduate Destination (Effectiveness Indicator)

The proportion of graduates in employment is a performance indicator, as at 30 May 2008, which shows the extent to which Central TAFE is providing relevant quality training that improves student employability.

Employment Outcomes

	Employed					Unemployed				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Central TAFE	74.0%	77.1%	76.4%	79.7%	n.a.	10.0%	9.0%	7.8%	7.3%	n.a.
Western Australia	76.0%	78.3%	79.9%	83.0%	n.a.	8.0%	8.7%	7.4%	6.2%	n.a.
Australia	75.0%	78.5%	79.0%	80.2%	n.a.	11.0%	10.1%	10.0%	9.2%	n.a.

	Not in Labour Force				
	2004	2005	2006	2007	2008
Central TAFE	16.0%	13.5%	15.7%	12.8%	n.a.
Western Australia	15.0%	12.6%	12.2%	10.6%	n.a.
Australia	13.0%	10.9%	10.5%	10.2%	n.a.

Notes (for Graduate Destination):

a. **Source:** Student Outcome Survey, National Centre for Vocational Education Research (NCVER).

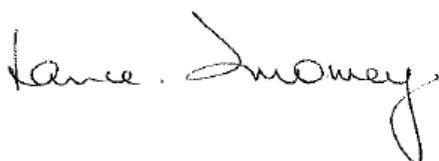
Please note: The College is unable to provide data 2008 as statistically valid College level was not available. NCVER intends to conduct surveys with appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005. Central TAFE applied for additional sampling of students in 2006 to collect a statistically valid number of College survey responses; however, this was not undertaken in 2008.

b. **Derivation:** Graduate labour force status was derived according to the standard definitions of the Australian Bureau of Statistics of employed, unemployed and not in the labour force. The measure was derived from the proportion of graduates who indicated they had wholly or partly achieved their main reason for doing the course, expressed as a percentage of the representative population. **Please note:** No targets for this indicator have been set as graduate destination is beyond the influence and control of the College.

CERTIFICATION OF FINANCIAL STATEMENTS

The accompanying financial statements from Central TAFE have been prepared in compliance with the provisions of the Financial Management Act 2006, from proper accounts and records to present fairly the financial transactions for the twelve months ending 31 December 2008 and the financial position at that date.

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



Professor Lance Twomey
Chair
Governing Council
Central TAFE
27 February 2008



Mr Neil Fernandes
Acting Managing Director
Central TAFE
27 February 2008



Ms Mandy Taylor
Chief Financial Officer
Central TAFE
27 February 2008

Central TAFE			
INCOME STATEMENT			
FOR THE YEAR ENDED 31 DECEMBER 2008		2008	2007
	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	6	64,470,519	60,318,237
Supplies and services	7	22,830,593	21,189,470
Depreciation and amortisation expense	8	4,293,287	4,146,244
Grants and subsidies	9	4,437	845
Capital user charge	10	-	5,151,768
Cost of sales	15	681,182	680,777
Loss on disposal of non-current assets	19	10,370	7,938
Other expenses	11	6,272,561	6,062,791
Total cost of services		98,562,950	97,558,069
Income			
Revenue			
Fee for service	12	11,008,986	9,169,608
Student fees and charges	13	9,112,282	9,147,373
Ancillary trading	14	1,057,474	1,414,832
Sales	15	951,079	930,724
Commonwealth grants and contributions	16	4,298,579	3,309,368
Interest revenue	17	1,414,088	1,220,693
Other revenue	18	1,332,974	1,257,289
Total revenue		29,175,463	26,449,887
Total income other than income from State Government		29,175,463	26,449,887
NET COST OF SERVICES		(69,387,487)	(71,108,183)
INCOME FROM STATE GOVERNMENT			
Service Appropriation	20	64,102,613	67,526,803
Capital Works transferred		280,287	337,251
Resources received free of charge		1,561,682	1,567,613
Total income from State Government		65,944,583	69,431,667
SURPLUS/(DEFICIT) FOR THE PERIOD		(3,442,904)	(1,676,515)

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

**Central TAFE
BALANCE SHEET
AS AT 31 DECEMBER 2008**

		2008	2007
	Notes	\$	\$
- ASSETS			
Current Assets			
Cash and cash equivalents	32	12,468,287	11,235,337
Restricted cash and cash equivalents	21,32	271,521	673,530
Inventories	22	458,568	454,458
Receivables	23	4,240,274	4,116,908
Other financial assets	24	4,500,000	4,500,000
Other current assets	25	658,561	561,120
Total Current Assets		22,597,212	21,541,353
Non-Current Assets			
Property, plant and equipment	26	213,971,883	196,923,496
Total Non-Current Assets		213,971,883	196,923,496
TOTAL ASSETS		236,569,095	218,464,849
LIABILITIES			
Current Liabilities			
Payables	28	2,726,964	1,771,866
Provisions	29	7,815,299	7,111,323
Other current liabilities	30	1,263,937	2,309,909
Total Current Liabilities		11,806,199	11,193,098
Non-Current Liabilities			
Provisions	29	5,231,095	4,080,675
Total Non-Current Liabilities		5,231,095	4,080,675
TOTAL LIABILITIES		17,037,295	15,273,773
NET ASSETS		219,531,800	203,191,076
EQUITY			
Contributed equity	31	7,049,879	7,300,879
Reserves		118,510,058	98,475,430
Accumulated surplus/(deficit)		93,971,864	97,414,768
TOTAL EQUITY		219,531,800	203,191,076

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

**Central TAFE
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2008**

		2008	2007
	Notes	\$	\$
-			
Balance of equity at start of period		203,191,076	176,212,161
-			
CONTRIBUTED EQUITY	31		
Balance at start of period		7,300,879	4,615,977
Other contributions by owners		-	14,761,437
Distributions to owners		(251,000)	(12,076,535)
Balance at end of period		7,049,879	7,300,879
RESERVES	31		
Asset Revaluation Reserve			
Balance at start of period		98,475,430	72,504,901
Gains/(losses) from asset revaluation		20,034,628	25,970,528
Balance at end of period		118,510,058	98,475,430
ACCUMULATED SURPLUS	31		
Balance at start of period		97,414,768	100,382,063
Change in accounting policy or correction of prior period errors		-	(1,290,780)
Restated balance at start of period		97,414,768	99,091,283
Surplus/(deficit) for the period		(3,442,904)	(1,676,515)
Balance at end of period		93,971,864	97,414,768
Balance of equity at end of period		219,531,800	203,191,076
Total income and expenses for the period (a)		16,591,724	24,294,013

The Statement of Changes in Equity should be read in conjunction with the accompanying notes.

(a) The aggregate net amount attributable to each category is: Deficit \$3,442,904 plus gains from asset revaluation of \$20,034,628 (2007: Deficit \$1,676,515 plus gains from asset revaluation of \$25,970,528).

Central TAFE

CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2008

	Notes	2008 \$	2007 \$
-			
CASH FLOWS FROM STATE GOVERNMENT			
Service Appropriation - Department of Education and Training		58,196,846	67,598,340
Capital Contributions - Department of Education and Training		386,418	891,418
Net cash provided by State Government		58,583,264	68,489,758
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(57,244,529)	(54,459,862)
Supplies and services		(21,069,426)	(19,280,043)
Grants and subsidies		(4,437)	(845)
Capital user charge		-	(10,863,060)
GST payments on purchases		(2,484,869)	(2,216,620)
Other payments		(6,101,191)	(6,018,033)
Receipts			
Fee for service		10,824,382	8,118,697
Student fees and charges		8,934,530	9,088,040
Ancillary trading		2,008,553	2,345,556
Commonwealth grants and contributions		4,298,579	3,309,368
Interest received		1,414,486	1,196,333
GST receipts on sales		900,562	950,341
GST receipts from taxation authority		1,415,703	1,272,223
Other receipts		1,329,094	1,069,186
Net cash provided by/(used in) operating activities	32	(55,778,563)	(65,488,720)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		12,203	115
Transfers to investments			(500,000)
Purchase of non-current physical assets		(1,985,963)	(1,160,066)
Net cash provided by/(used in) investing activities		(1,973,760)	(1,659,951)
Net increase/(decrease) in cash and cash equivalents		830,941	1,341,087
Cash and cash equivalents at beginning of period		11,908,867	10,567,780
CASH AND CASH EQUIVALENTS AT END OF PERIOD	32	12,739,808	11,908,867

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

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

1 Australian equivalents to International Financial Reporting Standards

(a) General

The College's financial statements for the year ended 31 December 2008 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) and Australian Accounting Standards (including the Australian Accounting Interpretations).

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 Standards Board (AASB) and formerly the Urgent Issues Group (UIG).

The Australian Accounting Interpretations are adopted through AASB 1048 'Interpretation and Application of Standards' and are classified into those corresponding to International Accounting Standards Board (IASB) Interpretations and those only applicable in Australia.

The AASB has decided to maintain the Statements of Accounting Concepts (SAC 1 and SAC 2) and has continued to revise and maintain accounting standards and the interpretations that are of particular relevance to the Australian environment, especially those that deal more specifically with not-for-profit entity issues and/or do not have an equivalent IASB Standard or Interpretation.

(b) Early adoption of standards

The College cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by Treasurer's Instruction (TI) 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No standards and interpretations that have been issued or amended but are not yet effective have been early adopted by the College for the annual reporting period ended 31 December 2008.

2 Summary of significant accounting policies

The following accounting policies have been adopted in the preparation of these financial statements. Unless otherwise stated, these policies are consistent with those adopted in the previous year.

(a) General statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with the Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB as applied by the TIs. Several of these are modified by the TIs to vary application, disclosure, format and wording. 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 Management Act and the TIs are legislative provisions governing the preparation of financial statements and take precedence over the Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB.

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.

Modifications or clarifications to accounting standards through the TIs are to provide certainty and ensure consistency and appropriate reporting across the public sector.

(b) Basis of preparation

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

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

The financial statements are presented in Australian dollars and all values are rounded to the nearest dollar (\$).

The judgements that have been made in the process of applying the College's accounting policies that have the most significant effect on the amounts recognised in the financial statements are disclosed at note 3 '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 4 'Key sources of estimation uncertainty'.

(c) Reporting entity

The reporting entity comprises the College and entities listed at note 40 'Related bodies'.

(d) Contributed equity

UIG Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers in the nature of equity contributions to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to, transfer) before such transfers can be recognised as equity contributions. Capital contributions (appropriations) are designated as contributions by owners per 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/distributions to owners to where the transfers are non-discretionary and non-reciprocal. See note 31 'Equity'.

Repayable capital appropriations are recognised as liabilities.

(e) Income

Revenue recognition

Revenue is measured at the fair value of consideration received or receivable.

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 contributions.

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.

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 upon their receipt.

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.

State funds

The funds received from the Department of Education and Training in respect of the delivery of services forming part of the Delivery Performance Agreement are included in State funds, disclosed under 'Income from State Government'. They are the result of training successfully tendered for under competitive tendering arrangements. This revenue is recognised at nominal value in the period in which the College meets the terms of the Agreement.

See note 20 'Income from State Government'.

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, plant and equipment

Capitalisation/Expensing of assets

Items of property, plant and equipment costing \$5,000 or more are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of property, plant and equipment costing less than \$5,000 are recognised as an expense in 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, plant and equipment and infrastructure are initially recognised at cost. For items of property, plant and equipment and infrastructure acquired at no cost or for nominal cost, 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, plant and equipment are stated at historical cost less accumulated depreciation and accumulated impairment losses. All other items of property, 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. When buildings are revalued by reference to recent market transactions, 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, accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

Independent valuations of land and buildings are provided annually by the Western Australian Land Information Authority (Landgate) and recognised with sufficient regularity to ensure that the carrying amount does not differ materially from the asset's fair value at the balance sheet date. A revaluation was provided as at 31 July 2008.

The most significant assumptions in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated useful life. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets. Refer to note 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 which reflects the consumption of their future economic benefits.

Land is not depreciated. Depreciation on other assets is based on the straight line method over its useful life, using rates which are reviewed annually. Estimated useful lives for each class of depreciable asset are:

Buildings	40 years
Motor vehicles, caravans and trailers	6 years
Plant, furniture and general equipment	5, 10, or 15 years
Computing, communications and software ^(a)	5 or 10 years

Works of art controlled by the College are classified as property, plant and equipment which are anticipated to have very long and indefinite useful lives. Their service potential has not, in any material sense, been consumed during the reporting period and so no depreciation has been recognised.

^(a) Software that is integral to the operation of related hardware.

(g) Impairment of assets

Property, plant and equipment, 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, where the replacement cost is falling or where there is a significant change in useful life.

Each relevant class of assets is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of assets' future economic benefits and to evaluate any impairment risk from falling replacement costs or a significant change in useful life.

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.

See note 27 'Impairment of assets' for the outcome of impairment reviews and testing. See note 2(m) 'Receivables' and note 23 'Receivables' for impairment of receivables.

(h) Leases

The College has entered into operating lease arrangements for computers and computing equipment. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased assets. See note 33 Commitments.

(i) Financial instruments

The College has two categories of financial instruments:

Financial assets

- cash and cash equivalents (including restricted cash and cash equivalents)
- receivables
- term deposits

Financial liabilities

- payables

Initial recognition and measurement of financial instruments 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.

The fair value of short-term receivables and payables is the transaction cost or the face value because there is no interest rate applicable and subsequent measurement is not required as the effect of discounting is not material.

(j) Cash and cash equivalents

For the purpose of the Cash Flow Statement, cash and cash equivalents include restricted cash and cash equivalents. These are comprised of 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.

(k) Accrued salaries

Accrued salaries (see note 28 'Payables') 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 fortnight of the financial year end. The College considers the carrying amount of accrued salaries to be equivalent to its net fair value.

(l) Inventories

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

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.

See note 22 'Inventories'.

(m) Receivables

Receivables are recognised and carried at original invoice amount less an allowance for any uncollectible amounts (impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written off against the allowance account. The provision for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the College will not be able to collect the debts. 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 23 'Receivables'.

A provision for impairment of receivables can only be raised if there is objective evidence of impairment.

(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/or 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 a reliable estimate can be made of the amount of the obligation. 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 twelve months after 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 twelve months after the balance sheet date is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are in respect of services provided by employees up to the 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.

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 Pricewaterhouse Coopers Actuaries at 31 December 2008 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. The shorthand method is compliant with AASB 119 'Employee Benefits'.

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 twelve months after the balance sheet date.

Superannuation

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

The College has no liabilities for superannuation charges under those schemes, as 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 obligations.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension or the GSS Schemes became non-contributory members of the West State Superannuation (WSS) Scheme. Employees commencing employment on or after 16 April 2007 became members of the GESB Super (GESBS) Scheme. Both of these schemes are accumulation schemes. 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 the liability for superannuation charges in respect of the WSS and GESBS Schemes.

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

(ii) Provisions - other

Employment on-costs

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as expenses and liabilities when the employment, to which they relate, has occurred. Employment on-costs are included as part of 'Other expenses' and are not included as part of the College's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'. (See note 11 'Other expenses' and note 29 'Provisions'.)

(p) Superannuation expense

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

(i) 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 GSS Scheme; and

(ii) Defined contribution plans

Employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), and the GESB Super Scheme (GESBS).

Defined benefit plans - for 2007 the movements (i.e. current service cost and actuarial gains and losses) in the liabilities in respect of the Pension Scheme and the GSS Scheme transfer benefits are recognised as expenses. As these liabilities are assumed by the Treasurer a revenue titled 'Liabilities assumed by the Treasurer' equivalent to the expense is recognised under 'Income from State Government' in the Income Statement. Commencing in 2008, the reporting of annual movements in these notional liabilities has been discontinued and is no longer recognised in the Income Statement.

Defined contribution plans - in order to reflect the College's true cost of services, the College is funded for the equivalent of employer contributions in respect of the GSS Scheme (excluding transfer benefits). These contributions were paid to the GESB during the year and placed in a trust account administered by the GESB on behalf of the Treasurer. The GESB subsequently paid these employer contributions in respect of the GSS Scheme to the Consolidated Fund.

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

The GSS Scheme is a defined benefit scheme for the purposes of employees and whole-of-government reporting. However, apart from the transfer benefit, it is a defined contribution plan for agency purposes because the concurrent contributions (defined contributions) made by the College to GESB extinguish all of the College's obligations to the related superannuation liability.

(q) Resources received free of charge or for nominal cost

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

(r) Comparative figures

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

3 Judgements made by management in applying accounting policies

No significant judgements have been made in the process of applying accounting policies that have a material effect on the amounts recognised in the financial statements.

4 Key sources of estimation uncertainty

The College has not included a provision for revenue payable to the Department of Education and Training ("DET") for under delivery of the College's training agreement in 2008 as the College achieved 100% Delivery, however this is subject to review by DET at a later date (see Note 30 'Other Liabilities').

5 Disclosure of changes in accounting policy and estimates

Initial application of an Australian Accounting Standard

The College has not applied any new Australian Accounting Standards and Australian Accounting Interpretations effective for annual reporting periods beginning on or after 1 January 2008 as they have no financial impact on the college.

DTF considers the following Australian Accounting Standards and Interpretations are considered to have no impact, or are not applicable, to not-for-profit entities. However, agencies should assess the application of these Standards and Interpretations according to their own individual circumstances.

2007-1	'Amendments to Australian Accounting Standards arising from AASB Interpretation 11 [AASB 2]'
2007-2	'Amendments to Australian Accounting Standards arising from AASB Interpretation 12 [AASB 1, AASB 117, AASB 118, AASB 120, AASB 121, AASB 127, AASB 131 & AASB 139]' – paragraphs 1 to 8
2007-4	'Amendments to Australian Accounting Standards arising from ED 151 and Other Amendments (AASB 1, 2, 3, 4, 5, 6, 7, 102, 107, 108, 110, 112, 114, 116, 117, 118, 119, 120, 121, 127, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 141, 1023 & 1038)'. The amendments arise as a result of the AASB decision to make available all options that currently exist under IFRSs and that certain additional Australian disclosures should be eliminated. The Treasurer's instructions have been amended to maintain the existing practice when the Standard was first applied and as a consequence there is no financial impact.
2007-5	'Amendments to Australian Accounting Standard – Inventories Held for Distribution by Not-for-Profit Entities [AASB 102]'
2007-7	'Amendments to Australian Accounting Standards [AASB 1, AASB 2, AASB 4, AASB 5, AASB 107 & AASB 128]'
2008-4	'Amendments to Australian Accounting Standard – Key Management Personnel Disclosures by Disclosing Entities [AASB 124]'
ERR	Erratum 'Proportionate Consolidation [AASB 101, AASB 107, AASB 121, AASB 127, Interpretation 113]'
Interpretation 4	'Determining whether an Arrangement contains a Lease' (revised – February 2007)
Interpretation 11	'AASB 2 – Group and Treasury Share Transactions'
Interpretation 12	'Service Concession Arrangements'
Interpretation 14	'AASB 119 – The Limit on a Defined Benefit Asset, Minimum Funding Requirements and their Interaction'
Interpretation 129	'Service Concession Arrangements: Disclosures'
Interpretation 1003	'Australian Petroleum Resource Rent Tax'

Voluntary changes in accounting policy

No voluntary changes in accounting policy have been made.

Future impact of Australian Accounting Standards not yet operative

The College cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the College has not applied early the following Australian Accounting Standards and Australian Accounting Interpretations that have been issued and which may impact the college but are not yet effective. Where applicable, the college plans to apply these Standards and Interpretations from their application date:

1. AASB 101 'Presentation of Financial Statements'. This Standard has been revised and will change the structure of the financial statements. These changes will require that owner changes in equity are presented separately from non-owner changes in equity. The College does not expect any financial impact when the Standard is first applied. The Standard is required to be applied to annual reporting periods beginning on or after 1 January 2009.

2. Review of AAS 27 'Financial Reporting by Local Governments', 29 'Financial Reporting by Government Departments' and 31 'Financial Reporting by Governments'. The AASB has made the following pronouncements from its short term review of AAS 27, AAS 29 and AAS 31:

AASB 1004 'Contributions' (December 2007). Required to be applied to annual reporting periods beginning on or after 1 July 2008.

AASB 1050 'Administered Items' (December 2007). Required to be applied to annual reporting periods beginning on or after 1 July 2008.

AASB 1051 'Land Under Roads' (December 2007). Required to be applied to annual reporting periods beginning on or after 1 July 2008.

AASB 1052 'Disaggregated Disclosures' (December 2007). Required to be applied to annual reporting periods beginning on or after 1 July 2008.

AASB 2007-9 'Amendments to Australian Accounting Standards arising from the review of AASs 27, 29 and 31 [AASB 3, AASB 5, AASB 8, AASB 101, AASB 114, AASB 116, AASB 127 & AASB 137] (December 2007). Required to be applied to annual reporting periods beginning on or after 1 July 2008.

Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities (revised) (December 2007). Required to be applied to annual reporting periods beginning on or after 1 July 2008.

The existing requirements in AAS 27, AAS 29 and AAS 31 have been transferred to the above new and existing topic-based standards and interpretations. These requirements remain substantively unchanged. AASB 1050, AASB 1051, and AASB 1052 do not apply to Statutory Authorities. The other Standards and Interpretations make some modifications to disclosures and provide additional guidance (for example, Australian Guidance to AASB 116 'Property, Plant and Equipment' in relation to heritage and cultural assets has been introduced), otherwise, there will be no financial impact.

DTF Considers the following Australian Accounting Standards and Interpretations as either not being applicable to the Authority or adoption of them in future periods will have no impact on the Authority or do not apply to not for profit entities. However, agencies should assess whether these Standards and Interpretations apply to their own specific circumstances. If the agency considers any of these Standards and Interpretations are clearly not applicable or will have no impact, they should not be included in the above Note disclosure.

Title	Operative for reporting periods
AASB 3 'Business Combinations' (March 2008)	1-Jan-09
AASB 8 'Operating Segments'	1-Jan-09
AASB 123 'Borrowing Costs' (June 2007). This Standard has been revised to mandate the capitalisation of all borrowing costs attributable to the acquisition, construction or production of qualifying assets. The Authority already capitalises borrowing costs directly attributable to buildings under construction, therefore, this will have no impact on the financial statements when the Standard is first applied. Agencies presently expensing such borrowing costs will need to report the impact.	1-Jan-09
AASB 127 'Consolidated and Separate Financial Statements' (March 2008)	1-Jul-09
AASB 1039 'Concise Financial Reports' (August 2008)	1-Jul-09
AASB 1049 'Financial Reporting of Whole of Government and General Government Sectors by Governments Financial Reporting'	1-Jul-09
AASB 2007-3 'Amendments to Australian Accounting Standards arising from AASB 8 [AASB 5, AASB 6, AASB 102, AASB 107, AASB 119, AASB 127, AASB 134, AASB 136, AASB 1023 & AASB 1038]'	1-Jul-09
AASB 2007-8 'Amendments to Australian Accounting Standards arising from AASB 101'	1-Jan-09
AASB 2008-1 'Amendments to Australian Accounting Standard - Share-based Payments: Vesting Conditions and Cancellations'	1-Jan-09
AASB 2008-2 'Amendments to Australian Accounting Standards – Puttable Financial Instruments and Obligations arising on Liquidation' [AASB 7, AASB 101, AASB 132, AASB 139 & Interpretation 2]'	1-Jan-09
AASB 2008-3 'Amendments to Australian Accounting Standards arising from AASB 3 and AASB 127 [AASBs 1, 2, 4, 5, 7, 101, 107, 112, 114, 116, 121, 128, 131, 132, 133, 134, 136, 137, 138, 139 and Interpretations 9 & 107]'	1-Jul-09
AASB 2008-5 'Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 5, 7, 101, 102, 107, 108, 110, 116, 118, 119, 120, 123, 127, 128, 129, 131, 132, 134, 136, 138, 139, 140, 141, 1023 & 1038]'	1-Jan-09
AASB 2008-6 'Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project AASB 1 & AASB 5]'	1-Jul-09
AASB 2008-7 'Amendments to Australian Accounting Standards – Cost of an Investment in a Subsidiary, Jointly Controlled Entity or Associate [AASB 1, AASB 118, AASB 121, AASB 127 & AASB 136]'	1-Jan-09
AASB 2008-8 'Amendments to Australian Accounting Standards – Eligible Hedged Items [AASB 139]'	1-Jul-09
AASB 2008-9 'Amendments to AASB 1049 for Consistency with AASB 101'	1-Jan-09
AASB 2008-10 'Amendments to Australian Accounting Standards – Reclassification of Financial Assets [AASB 7 & AASB 139]'	1-Jul-08
Interpretation 13 'Customer Loyalty Programmes'	1-Jul-08
Interpretation 15 'Agreements for the Construction of Real Estate'	1-Jan-09
Interpretation 16 'Hedges of a Net Investment in a Foreign Operation'	1-Oct-08

Changes in accounting estimates

There have been no changes in accounting estimates.

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

	\$	\$
6 Employee benefits expense		
Wages and salaries (a)	52,396,533	48,746,446
Superannuation - defined contribution plans (b)	3,886,385	3,775,869
Superannuation - defined benefit plans (c)(d)	1,124,173	1,211,008
Long service leave (e)	3,020,803	1,875,612
Annual leave (e)	3,683,846	4,407,405
Other	358,778	301,896
	64,470,519	60,318,237
<p>(a) Includes the value of the fringe benefit to the employee plus the fringe benefit tax component.</p> <p>(b) Defined contribution plans include West State and GESB Super Scheme (contributions paid).</p> <p>(c) Defined benefit plans include Gold State, as well as the Pension and Gold State Scheme (pre-transfer benefit) prior to 2008.</p> <p>(d) An equivalent notional income is also recognised (see note 20 'Income from State Government'). Commencing in 2008, the reporting of notional superannuation expense and equivalent notional income has been discontinued for Pension Scheme and Pre-transfer benefit components of Gold State Superannuation (GSS) scheme liabilities assumed by the treasurer.</p> <p>(e) Includes a superannuation contribution component.</p>		
<p>Employment on-costs such as workers' compensation insurance are included at note 11 'Other expenses'. The employment on-costs liability is included at note 29 'Provisions'.</p>		
7 Supplies and services		
Consumables and minor equipment	2,645,871	2,713,075
Communication expenses	612,411	656,473
Utilities expenses	1,679,555	1,680,816
Consultancies and contracted services	8,268,850	8,021,815
Minor works	4,988,753	2,981,513
Repairs and maintenance	305,056	414,266
Operating lease and hire charges	2,314,369	2,498,770
Travel and passenger transport	429,402	423,616
Advertising and public relations	554,394	788,119
Supplies and services - other	1,031,932	1,011,006
	22,830,593	21,189,470
8 Depreciation and amortisation expense		
<u>Depreciation</u>		
Buildings	3,445,875	3,263,973
Leasehold improvements - buildings	-	2,145
Motor vehicles, caravans and trailers	-	-
Plant, furniture and general equipment	578,084	462,145
Computers and communication network	269,329	417,981
Marine craft	-	-
Total depreciation	4,293,287	4,146,244
Total depreciation and amortisation	4,293,287	4,146,244
9 Grants and subsidies		
Adult and community education organisations		
Payments to non-TAFE providers for VET service delivery		
Capital grants		
Apprentices and trainees (travel, accommodation and other off-the-job assistance)	-	320
Other	4,437	525
	4,437	845
10 Capital user charge		
Capital user charge expense	-	5,151,768

The charge was a levy applied by Government for the use of its capital. The final charge was levied in 2006-07

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

11 Other expenses		
Building maintenance	2,060,986	2,462,376
Doubtful debts expense	(12,406)	(13,522)
Employment on-costs (a)	3,821,399	3,434,000
Donations	3,695	1,706
Student prizes and awards	15,430	10,703
Losses and write-offs	253,851	151,050
Other (c)	129,607	16,478
	<u>6,272,561</u>	<u>6,062,791</u>
(a) Includes workers' compensation insurance and other employment on-costs. 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.		
(b) Non-current assets available for sale are measured at lower of carrying amount and fair value less selling costs.		
(c) Includes refund of revenues from previous years.		
12 Fee for service		
Fee for service - general	4,118,744	3,544,257
Fee for service - Department of Education and Training	47,248	174,013
International division fees	6,842,431	5,440,651
Fee for service - other	563	10,687
	<u>11,008,986</u>	<u>9,169,608</u>
13 Student fees and charges		
Tuition fees	5,648,008	5,332,391
Enrolment fees	65,190	547,319
Resource fees	3,327,857	3,218,581
Other college fees	71,228	49,082
	<u>9,112,282</u>	<u>9,147,373</u>
14 Ancillary trading		
Live works (not a trading activity)	72,250	53,652
Contracting and consulting	570,552	966,276
Other ancillary revenue	414,672	394,905
	<u>1,057,474</u>	<u>1,414,832</u>
15 Trading profit/(loss)		
<u>Bookshop:</u>		
Sales	951,079	930,724
Cost of sales:		
Opening inventory	(440,355)	(273,305)
Purchases	(676,806)	(847,827)
	<u>(1,117,161)</u>	<u>(1,121,132)</u>
Closing inventory	(435,979)	(440,355)
Cost of goods sold	<u>(681,182)</u>	<u>(680,777)</u>
Trading profit/(loss) - Bookshop	<u>269,897</u>	<u>249,947</u>
	<u>269,897</u>	<u>249,947</u>
See note 2(l) 'Inventories' and note 22 'Inventories'.		
16 Commonwealth grants and contributions		
Commonwealth specific purpose grants and contributions	4,298,579	3,309,368
	<u>4,298,579</u>	<u>3,309,368</u>
These grants include funding from the Adult Migrant English Program and Workplace Language and Literacy program.		

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

17 Interest revenue		
Interest revenue	1,414,088	1,220,693
Interest earned from banking institutions on the College operating and term deposit accounts.		
18 Other revenue		
Rental and facilities fees	656,458	493,131
Other direct grants and subsidy revenue	13,242	36,032
Sponsorship and donations revenue	71,753	235,399
Miscellaneous revenue	591,521	492,727
	<u>1,332,974</u>	<u>1,257,289</u>
19 Net gain/(loss) on disposal of non-current assets		
<u>Costs of disposal of non-current assets</u>		
Plant, furniture and general equipment	(14,840)	
Computers and communication network	(6,177)	(5,543)
Works of art	(1,555)	(2,510)
Total cost of disposal of non-current assets	(22,573)	(8,053)
<u>Proceeds from disposal of non-current assets</u>		
Motor vehicles, caravans and trailers	4,203	
Plant, furniture and general equipment	8,000	0
Works of art	0	115
Total proceeds from disposal of non-current assets	12,203	115
Net gain/(loss)	<u>(10,370)</u>	<u>(7,938)</u>
20 Income from State Government		
<u>State funds (received from Department of Education and Training):</u>		
Delivery and Performance Agreement (DPA)	56,651,726	54,057,445
Superannuation (a)	5,010,559	4,986,878
Other recurrent funds	2,440,328	3,330,712
Capital user charge funding		5,151,768
Total State funds	64,102,613	67,526,803
<u>State funds (received from Department of Education and Training):</u>		
Capital works transferred	280,287	337,251
<u>Resources received free of charge determined on the basis of the following estimates provided by agencies (b):</u>		
Department of Education and Training		
- Corporate systems support	1,157,988	1,275,600
- Marketing and publications	160,401	50,508
- Human resources, and industrial relations support	216,384	212,636
- Other	26,910	28,869
Total resources received free of charge	1,561,682	1,567,613
Total income from State Government	<u>65,944,583</u>	<u>69,431,667</u>

(a) The superannuation income provided by the Department of Education and Training is notional income to match notional superannuation expense paid on behalf of the College by the Department of Education and Training.

(b) Where assets or services have been received free of charge or for nominal cost, the Authority recognises revenues equivalent to the fair value of the assets and/or the fair value of those services that can be reliably measured and which would have been purchased if they were not donated, and those fair values shall be recognised as assets or expenses, as applicable. Where the contribution of assets or services are in the nature of contributions by owners, the Authority makes an adjustment direct to equity.

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**
21 Restricted cash and cash equivalents

Awards (a)	24,641	23,530
Specific capital equipment and minor works (b)	246,880	650,000
	<u>271,521</u>	<u>673,530</u>

(a) Represents money bestowed on the College by private companies or individuals for the provision of awards to students.

(b) The College received capital grants from the Department of Education & Training for the purchase of printing equipment.

22 Inventories
Inventories not held for resale:

Teaching materials (at cost)		
Other (at cost)	22,589	14,103
	<u>22,589</u>	<u>14,103</u>
Less: Provision for obsolete stock		
	<u>22,589</u>	<u>14,103</u>

Inventories held for resale:

Bookshop (at cost)	435,979	440,355
Other (at cost)		
	<u>435,979</u>	<u>440,355</u>
Less: Provision for obsolete stock	-	-
	<u>435,979</u>	<u>440,355</u>

Total	<u>458,568</u>	<u>454,458</u>
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See also note 2(l) 'Inventories' and note 15 'Trading profit/(loss)'.

23 Receivables
Current

Receivables - trade	1,096,294	1,887,726
Receivables - students	487,371	712,473
Receivables - other	193,783	72,715
Accrued income	2,266,769	1,660,960
Allowance for impairment of receivables	(204,559)	(216,965)
GST receivable	400,616	(0)
	<u>4,240,274</u>	<u>4,116,908</u>
Total current	<u>4,240,274</u>	<u>4,116,908</u>

Reconciliation of changes in the allowance for impairment of receivables:

Balance at start of year	(216,965)	(286,193)
Doubtful debts expense recognised in the Income Statement	(204,680)	(189,247)
Amount written off during the year	223,351	197,931
Amount recovered during the year	(6,264)	60,544
Balance at end of year	<u>(204,559)</u>	<u>(216,965)</u>

Credit Risk

[Colleges are required to disclose the following by class of financial instrument, per AASB 7.36:

- (a) the amount that best represents its maximum exposure to credit risk at the reporting date without taking account of any collateral held or other credit enhancements (e.g. netting agreements that do not qualify for offset in accordance with AASB 132);
- (b) in respect of the amount disclosed in (a), a description of collateral held as security and other credit enhancements;
- (c) information about the credit quality of financial assets that are neither past due nor impaired; and
- (d) the carrying amount of financial assets that would otherwise be past due or impaired whose terms have been renegotiated.]

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

Ageing of receivables past due but not impaired based on the information provided to senior management.

as at the balance sheet date:

more than 30 days	171,701	533,490
More than 60 days but less than 90 days	160,221	234,049
More than 90 days but less than 120 days	171,259	116,849
More than 120 days	323,207	195,715
	<u>826,388</u>	<u>1,080,103</u>

Receivables individually determined as impaired as at the balance sheet date:

Carrying amount, before deducting any impairment loss	204,559	216,965
Impairment loss	(204,559)	(216,965)
	<u>-</u>	<u>-</u>

See also note 2(m) 'Receivables' and note 37 'Financial instruments'.

24 Other financial assets

Current

Cash investments (a)	4,500,000	4,500,000
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(a) The College has a six month term deposit held at a banking institution.

25 Other assets

Current

Prepayments	620,875	561,120
Other current assets (a)	37,687	-
Total current	<u>658,561</u>	<u>561,120</u>

(a) Unreconciled credit purchases

26 Property, plant and equipment

Land

At fair value (a)	62,750,000	56,930,000
Accumulated impairment losses		
	<u>62,750,000</u>	<u>56,930,000</u>

Buildings

At fair value (a)	146,965,000	137,835,000
Accumulated depreciation	-	(1,722,938)
Accumulated impairment losses	-	-
	<u>146,965,000</u>	<u>136,112,062</u>

Buildings under construction

Construction costs	65,047	383,015
	<u>65,047</u>	<u>383,015</u>

Leasehold improvements

At cost	303,480	303,480
Accumulated depreciation	(303,480)	(303,480)
Accumulated impairment losses		
	<u>-</u>	<u>-</u>

Plant, furniture and general equipment

At cost	6,254,841	5,018,398
Accumulated depreciation	(3,853,512)	(3,307,773)
Accumulated impairment losses		
	<u>2,401,329</u>	<u>1,710,625</u>

Computer equipment, communication network

At cost	3,823,318	3,774,970
Accumulated depreciation	(3,343,473)	(3,285,455)
Accumulated impairment losses		
	<u>479,845</u>	<u>489,514</u>

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

Works of art

At fair value	1,310,662	1,298,280
Accumulated impairment losses		
	<u>1,310,662</u>	<u>1,298,280</u>
	<u>213,971,883</u>	<u>196,923,496</u>

(a) Freehold land and buildings were revalued as at 31/12/08 by the Western Australian Land Information Authority (Landgate). The valuations were performed during the year ended 31/12/08 and recognised at 31/12/08. In undertaking the revaluation, fair value was determined by reference to market value for land: \$10,150,000 and buildings: \$155,000. For the remaining balance fair value of land and buildings was determined on the basis of depreciated replacement cost. See note 2(f) 'Property, plant and equipment'.

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

2008	Land	Buildings	Buildings under construction	Leasehold improvements	Computer equipment, communication network	Plant, furniture and general equipment	Works of art	Total
Carrying amount at start of year	56,930,000	136,112,062	383,015	-	489,514	1,710,625	1,298,280	196,923,496
Additions	-	335,185	433,663	-	260,486	1,283,629	13,937	2,326,900
Transfers	-	-	(751,631)	-	-	-	-	(751,631)
Disposals	-	-	-	-	(827)	(14,841)	(1,555)	(17,223)
Classified as held for sale	-	-	-	-	-	-	-	-
Distribution to owners	(251,000)	-	-	-	-	-	-	(251,000)
Revaluation increments	6,071,000	13,963,628	-	-	-	-	-	20,034,628
Impairment losses (a)	-	-	-	-	-	-	-	-
Impairment losses reversed (a)	-	-	-	-	-	-	-	-
Depreciation expense	-	(3,445,875)	-	-	(269,329)	(578,084)	-	(4,293,287)
Carrying amount at end of year	<u>62,750,000</u>	<u>146,965,000</u>	<u>65,047</u>	<u>-</u>	<u>479,845</u>	<u>2,401,329</u>	<u>1,310,662</u>	<u>213,971,883</u>

2007	Land	Buildings	Buildings under construction	Leasehold improvements	Computer equipment, communication network	Plant, furniture and general equipment	Works of art	Total
Carrying amount at start of year	40,990,980	126,115,028	1,193,203	2,145	1,325,749	2,386,843	940,695	172,954,644
Additions	-	7,761,437	1,779,789	-	156,477	501,976	193,113	10,392,791
Transfers	-	712,124	(2,589,977)	-	-	-	-	(1,877,853)
Writeoff of assets per accounting policy change (a)	-	-	-	-	(574,731)	(716,050)	-	(1,290,781)
Disposals	-	-	-	-	-	-	(3,055)	(3,055)
Distribution to owners	-	(5,076,535)	-	-	-	-	-	(5,076,535)
Classified as held for sale	-	-	-	-	-	-	-	-
Revaluation increments	15,939,020	9,863,981	-	-	-	-	167,527	25,970,528
Impairment losses (a)	-	-	-	-	-	-	-	-
Impairment losses reversed (a)	-	-	-	-	-	-	-	-
Depreciation expense	-	(3,263,973)	-	(2,145)	(417,981)	(462,145)	-	(4,146,244)
Carrying amount at end of year	<u>56,930,000</u>	<u>136,112,062</u>	<u>383,015</u>	<u>0</u>	<u>489,514</u>	<u>1,710,624</u>	<u>1,298,280</u>	<u>196,923,496</u>

(a) Recognised in the Income Statement. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in the Income Statement. Where an asset measured at fair value is written down to recoverable amount, the loss is accounted for as a revaluation decrement.

27 Impairment of assets

There were no indications of impairment of property plant, equipment and intangibles as at 31 December 2008.

The College held no goodwill or intangible assets with indefinite useful lives during the reporting period and at balance sheet date there were no intangible assets not yet available for use.

All surplus assets as at 31 December 2008 have either been classified as assets held for sale or written off.

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

28 Payables

Current

Trade payables	238,114	(8,373)
GST payable	68,176	0
Accrued expenses	1,279,922	1,119,894
Accrued salaries and related costs	1,140,752	660,345
Capital user charge payable	-	-
Total current	<u>2,726,964</u>	<u>1,771,866</u>

See also note 2(n) 'Payables' and note 37 'Financial Instruments'.

29 Provisions

Current

Employee benefits provision		
Annual leave (a)	2,784,264	2,653,448
Long service leave (b)	<u>4,589,602</u>	<u>4,056,333</u>
	7,373,866	6,709,781
Other provisions		
Employment on-costs (c)	<u>441,433</u>	<u>401,542</u>
	441,433	401,542
Total current	<u>7,815,299</u>	<u>7,111,323</u>

Non-current

Employee benefits provision		
Long service leave (b)	4,832,089	3,702,279
Salary deferment	<u>103,535</u>	<u>152,010</u>
	4,935,624	3,854,289
Other provisions		
Employment on-costs (c)	<u>295,471</u>	<u>226,386</u>
	295,471	226,386
Total non-current	<u>5,231,095</u>	<u>4,080,675</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 follow:

Within 12 months of balance sheet date	2,784,264	2,653,448
More than 12 months after balance sheet date	-	-
	<u>2,784,264</u>	<u>2,653,448</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	3,179,927	2,638,794
More than 12 months of balance sheet date	<u>6,241,764</u>	<u>5,119,818</u>
	9,421,691	7,758,612

(c) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including workers' compensation insurance. 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 11 'Other expenses'.

Movements in other provisions

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

Employment on-cost provision

Carrying amount at start of year	627,928	590,524
Additional provisions recognised	<u>108,976</u>	<u>37,404</u>
Carrying amount at end of year	<u>736,904</u>	<u>627,928</u>

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**
30 Other liabilities
Current

Income received in advance (a)	1,239,295	2,286,379
Money/deposits held in trust	24,641	23,530
Total current liabilities	1,263,937	2,309,909

(a) Income received in advance comprises:

Department of Education and Training - innovation projects	178,749	329,341
Department of Education and Training - clawback provision (see Note 4)	-	358,199
Department of Education and Training - curriculum funding	-	364,242
Fee for service	641,239	619,082
Student fees and charges	419,307	615,515
	1,239,295	2,286,379

31 Equity

Equity represents the residual interest in the net assets of the College. The Government holds the equity 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	7,300,879	4,615,977
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Contributions by owners

Capital contribution (a)

Transfer of net assets from other agencies (a)

Land on Newcastle Street from Department of Education & Training	-	7,000,000
Building on Newcastle Street from Department of Education & Training	-	7,761,437

Total contributions by owners	-	14,761,437
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Distributions to owners

Transfer of net assets to other agencies (b)

Land in Wembley to Department of Education & Training	-	(7,000,000)
Buildings in Wembley to Department of Education & Training	-	(5,076,535)
Transfer of section of land on Aberdeen Street to EPRA.	(251,000)	

Total distributions to owners	(251,000)	(12,076,535)
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Balance at end of year	7,049,879	7,300,879
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(a) Capital Contributions (appropriations) and non-discretionary (non-reciprocal) transfers of net assets from other State Government agencies have been designated as contributions by owners in Treasurer's Instruction TI 955 'Contribution by Owners Made to Wholly Owned Public Sector Entities' and are credited directly to equity.

(b) UIG Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires that where the transferee accounts for a transfer as a contribution by owner, the transferor must account for the transfer as a distribution to owners. Consequently, non-discretionary (non-reciprocal) transfers of net assets to other State Government agencies are distribution to owners and are debited directly to equity.

Reserves

Asset revaluation reserve		
Balance at start of year	98,475,430	72,504,901
Net revaluation increments/(decrements)		
Land	6,071,000	15,939,020
Buildings	13,963,628	9,863,981
Works of art	-	167,527
Balance at end of year	118,510,058	98,475,430
	118,510,058	98,475,430

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**
Accumulated surplus/(deficit)

Balance at start of year	97,414,768	100,382,063
Adjustment for accounting change (d)	-	(1,290,780)
	97,414,768	99,091,283
Result for the period	(3,442,904)	(1,676,515)
Balance at end of year	93,671,864	97,414,768

(d) See note 5 'Voluntary changes in accounting policy.'

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	38,229	35,692
Cash at bank	2,930,058	1,699,645
Short term deposits	9,500,000	9,500,000
	12,468,287	11,235,337
Restricted cash and cash equivalents (refer to note 21 'Restricted cash and cash equivalents')	271,521	673,530
	12,739,808	11,908,867

Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities

Net cost of services	(69,387,486)	(71,108,183)
Non-cash items:		
Depreciation and amortisation expense	4,293,287	4,146,244
Doubtful debts expense	23,638	(61,004)
Capital User Charge (note 10)	-	(5,711,292)
Superannuation expense	5,010,559	4,986,878
Resources received free of charge	1,561,682	1,567,613
Net (gain)/loss on sale of property, plant and equipment	16,823	2,510
Donated assets	5,750	188,047
Losses and write-offs (excludes cash shortages/thefts of money)	217,087	198,476
Non cash grants from DET	280,287	337,251
Other non-cash items	(23,827)	(18,543)
(Increase)/decrease in assets:		
Current receivables (c)	895,465	(790,895)
Current inventories	(4,110)	(203,348)
Other current assets	(703,250)	4,902,861
Increase/(decrease) in liabilities	-	
Current payables (c)	886,921	(5,723,038)
Current provisions	703,976	532,067
Other current liabilities	(537,181)	1,164,547
Non-current provisions	1,150,420	95,145
Other non-current liabilities	-	
Net GST receipts/(payments) (a)	(1,584,307)	(1,266,279)
Change in GST in receivables/payables (b)	1,415,703	1,272,223
Net cash provided by/(used in) operating activities	(55,778,563)	(65,488,720)

(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 Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included as they are not reconciling items.

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

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	5,641,996	3,343,153
Later than 1 year and not later than 5 years	-	-
Later than 5 years	-	-
	<u>5,641,996</u>	<u>3,343,153</u>

The capital commitments include amounts for:

Buildings

Lease commitments

Commitments in relation to leases contracted for at the balance sheet date but not recognised in the financial statements, are payable as follows:

Within 1 year	1,390,313	1,802,274
Later than 1 year and not later than 5 years	1,949,779	1,599,102
Later than 5 years	-	-
	<u>3,340,092</u>	<u>3,401,376</u>

Representing:

Cancellable operating leases

Non-cancellable operating leases

Future finance charges on finance leases

	332,627	208,187
	3,007,466	3,193,189
	-	-
	<u>3,340,093</u>	<u>3,401,376</u>

Non-cancellable operating lease commitments

Commitments for minimum lease payments are payable as follows:

Within 1 year	1,233,147	1,713,299
Later than 1 year and not later than 5 years	1,774,319	1,479,890
Later than 5 years	-	-
	<u>3,007,466</u>	<u>3,193,189</u>

These commitments are all inclusive of GST.

34 Contingent liabilities and contingent assets

As at reporting date the College has no contingent liabilities or contingent assets.

35 Events occurring after the balance sheet date

There are no significant events occurring after balance date that materially impact the financial statements.

36 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% and \$250,000 and any variance greater than \$500,000.

Significant variations between estimated and actual results for 08

	2008 Estimate \$	2008 Actual \$	Variation \$
Employee expenses	62,573,618	64,470,519	1,896,901
Supplies and services	20,305,566	22,830,593	2,525,026
Fee for Service	8,078,278	11,008,986	2,930,708
Ancillary trading	1,419,017	1,057,474	(361,543)
Commonwealth grants & contributions	3,120,957	4,298,579	1,177,622
Other revenue	429,221	1,332,974	903,753

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

Employee expenses

The change in discount rate used by the actuaries to calculate the Colleges leave provisions has decreased in line with the bond rate which resulted in an increase of 8% in leave provisions. The remaining increase in this expenditure line is related to staff leave patterns.

Supplies and Services

Recashflow of technology infrastructure funding from the Department of Education and Training to facilitate the transfer of leasing to buying computers.

Fee for Service

Higher number of international students than estimated in 2008, both on shore and off shore.

Ancillary Trading

Actual results in this line of revenue are below estimate due to the winding up of the Knowledge Technology Studio activities during 2008.

Commonwealth grants and contributions

Student numbers within the college's Adult Migrant English Program and Workplace English Literacy programs were higher than anticipated for 2008.

Other revenue

A performance adjustment from Riskcover for prior years earnings was taken up as revenue.

Significant variations between actual results for 08 and 07

	2008	2007	Variance
	\$	\$	\$
Employee expenses	64,470,519	60,318,237	4,152,282
Supplies and services	22,830,593	21,189,470	1,641,123
Capital User Charge	-	5,151,768	(5,151,768)
Fee for service	11,008,986	9,169,608	1,839,378
Ancillary Trading	1,057,474	1,414,832	(357,358)
Commonwealth Grants & Contributions	4,298,579	3,309,368	989,212
State funds	64,062,901	67,864,054	(3,801,154)

Employee expenses

The increase in employee expenses is largely due to pay increases of 6% for lecturers and 5 - 8% for public servants, including the specified callings increase received during 2008 but backpaid to 2006. Similarly increases in international and AMEP student numbers have seen an increase in employee expenses.

Supplies and services

Increase in expenditure on technology infrastructure to facilitate the transfer from leasing to purchasing computer equipment. This increase in expenditure is offset by funding from the Department of Education and Training.

Capital user charge

The Capital User Charge was abolished in June 2007.

Fee for service

Higher revenues from International students boosted fee for service revenues.

Ancillary Trading

Actual results in this line of revenue in 2008 are below 2007 results due to the winding up of the Knowledge Technology Studio activities.

Commonwealth grants and contributions

Student numbers within the college's Adult Migrant English Program and Workplace English Literacy programs were higher than in 2007.

State funds

State fund received in 2008 were less than 2007 due to the abolishment of the capital user charge and hence the funding received to offset this expense. Funding generated from the Delivery and Performance Agreement increased due to salary increments, CPI increases and increases in delivery. State funds further decreased due to a decline in the capital funding received from the Department of Education and Training.

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**
37 Financial instruments
(a) Financial risk management objectives and policies

Financial instruments held by the College are cash and cash equivalents, restricted cash and cash equivalents, loans, finance leases, borrowings and receivables and payables. The College has limited exposure to financial risks. The College's overall risk management program focus on managing the risk identified below:

Credit risk

The College trades only with recognised, creditworthy third parties. The College has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the College's exposure to debt is minimal. There are no significant concentrations of credit risk.

Liquidity risk

The College has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Market risk

The Authority does not trade in foreign currency and is not materially exposed to other price risks (for example, equity securities or commodity prices changes). The College's exposure to market risk for changes in interest rates relates primarily to the long-term debt obligations. Other than as detailed in the Interest rate sensitivity analysis table at Note 37(c), The College is not exposed to interest rate risk because apart from minor amounts of restricted cash, all other cash and cash equivalents and a portion of restricted cash are non-interest bearing and it has no borrowings.

(b) Categories of financial instruments

In addition to cash and bank overdraft, the carrying amounts of each of the following categories of financial assets and financial liabilities at the balance sheet date are as follows:

	2008 \$'000	2007 \$'000
Financial Assets		
Cash and cash equivalent	12,468,287	11,235,337
Restricted cash and cash equivalent	271,521	673,530
Receivables (a)	3,839,658	4,116,908
Other financial assets	4,500,000	4,500,000
Financial Liabilities		
Payables	2,726,964	1,771,866

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(c) Financial instrument disclosures
Credit risk, liquidity risk and interest rate risk exposures

The following table details the College's maximum exposure to credit risk, and the exposure to liquidity risk and interest rate risk as at the reporting date, based on information provided to senior management of the College. The contractual maturity amounts in the table are representative of the undiscounted amounts as at the balance sheet date. An adjustment for discounting has been made where material.

The College does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

The College does not hold any financial assets that had to have their terms renegotiated that would have otherwise resulted in them being past due or impaired.

	Weighted Average Effective Interest Rate	Contractual maturity dates						Non- Interest Bearing	Total
		Variable Interest Rate	Within 1 year	1-2 Years	2-3 Years	4-5 Years	More than 5 years		
2008	%	\$	\$	\$	\$	\$	\$	\$	
Financial Assets									
Cash and cash equivalent	6.15%	12,468,287	-	-	-	-	-	12,468,287	
Restricted cash and cash equivalent	6.15%	271,521	-	-	-	-	-	271,521	
Receivables	-	-	-	-	-	-	3,839,658	3,839,658	
Other financial assets	7.36%	-	4,500,000	-	-	-	-	4,500,000	
		12,739,808	4,500,000	-	-	-	3,839,658	21,079,467	
Financial Liabilities									
Payables	-	-	-	-	-	-	2,726,964	2,726,964	
		-	-	-	-	-	2,726,964	2,726,964	

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

	Weighted Average Effective Interest Rate	Contractual maturity dates						Non-Interest Bearing	Total
		Variable Interest Rate	Within 1 year	1-2 Years	2-3 Years	4-5 Years	More than 5 years		
2007	%	\$	\$	\$	\$	\$	\$	\$	
Financial Assets									
Cash and cash equivalent	6.43%	11,235,337	-	-	-	-	-	11,235,337	
Restricted cash and cash equivalent	6.43%	673,530	-	-	-	-	-	673,530	
Receivables		-	-	-	-	-	4,116,908	4,116,908	
Other financial assets	6.49%	-	4,500,000	-	-	-	-	4,500,000	
		11,908,867	4,500,000	-	-	-	4,116,908	20,525,775	
Financial Liabilities									
Payables		-	-	-	-	-	1,771,866	1,771,866	
		-	-	-	-	-	1,771,866	1,771,866	

Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the College's financial assets and liabilities at the balance sheet date on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

The Authority should take into account past performance, future explanations, economic forecasts, and management's knowledge and experience of the financial markets to determine the movements that are reasonably possible over the next 12 months.

	Carrying amount	- 1% change		+1% change	
		Profit	Equity	Profit	Equity
2008	\$	\$	\$	\$	\$
Financial Assets					
Restricted cash and cash equivalent	12,739,808	(127,398)	(127,398)	127,398	127,398
Other financial assets	4,500,000	(45,000)	(45,000)	45,000	45,000
	Carrying amount	- 1% change		+1% change	
		Profit	Equity	Profit	Equity
2007	\$	\$	\$	\$	\$
Financial Assets					
Restricted cash and cash equivalent	11,908,867	(119,089)	(119,089)	119,089	119,089
Other financial assets	4,500,000	(45,000)	(45,000)	45,000	45,000

Fair values

All financial assets and liabilities recognised in the balance sheet, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

38 Remuneration of members of the College and Senior Officers

Remuneration of members of the College

The number of members of the College whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

\$		
\$0 - \$10,000	17	11
\$190,001 - \$200,000	1	1

The total remuneration of the members of the College is:

198,160	198,983
---------	---------

* Includes members where periods of service are less than twelve months

Total remuneration includes the superannuation expense incurred by the College in respect of members of the College.

Remuneration of Senior Officers

The number of senior officers other than senior officers reported as members of the College, whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008**

\$		
\$20,001 - \$30,000	*1	-
\$30,001 - \$40,000	-	*1
\$60,001 - \$70,000	*1	-
\$90,001 - \$100,000	-	1
\$110,001 - \$120,000	-	3
\$120,001 - \$130,000	3	2
\$130,001 - \$140,000	-	1
\$140,001 - \$150,000	2	-

The total remuneration of senior officers is: 790,688 859,451

* Includes senior officers where periods of service are less than twelve months.

The total remuneration includes the superannuation expense incurred by the College in respect of senior officers other than senior officers reported as members of the College.

No senior officers are members of the Pension Scheme.

39 Remuneration of auditor

Remuneration payable to the Auditor General for the financial year is as follows:

Auditing the accounts, financial statements and performance indicators 110,000 95,000

The expense is included in note 11 'Other expenses'.

40 Related Bodies

The College has no related bodies.

41 Affiliated Bodies

The College has no affiliated bodies.

42 Supplementary Financial Information

Write-Offs

Public property	-	545
Bad debts	97,679	197,931
Inventory	40,106	-

Losses through theft, defaults and other causes

Losses of public and other moneys and public and other property through theft, default or otherwise	1,090	56
Amount recovered	-	-

43 Schedule of Income and Expenditure by Service

The college provides only one service and that is Vocational Education and Training Delivery.

In accordance with Treasurers Instruction 953, the annual estimates for the 2009 year are hereby included in the 2008 Annual Report. These estimates do not form part of the 2008 financial statements and are not subject to audit.

**CENTRAL TAFE
S40 SUBMISSION
INCOME STATEMENT**

	2009 Estimate \$
COST OF SERVICES	
Expenses	
Employee benefits expense	65,567,059
Supplies and services	21,182,212
Depreciation and amortisation expense	4,374,602
Grants and subsidies	1,000
Loss on disposal of non-current assets	10,000
Other expenses	6,231,605
Cost of sales	640,182
Total Cost of Services	98,006,660
Income	
Revenue	
Fee for service	9,302,308
Student charges and fees	9,161,792
Sales	981,784
Ancillary trading	1,589,077
Commonwealth grants and contributions	3,570,554
Interest revenue	1,258,750
Other revenue	765,877
Total Revenue	26,630,142
Total income other than income from State Government	26,630,142
NET COST OF SERVICES	-71,376,518
INCOME FROM STATE GOVERNMENT	
State funds	65,819,647
Resources received free of charge	1,700,000
Total income from State Government	67,519,647
SURPLUS (DEFICIT) FOR THE PERIOD	-3,856,871

**CENTRAL TAFE
S40 SUBMISSION
INCOME STATEMENT**

	2009 Estimate \$
ASSETS	
Current Assets	
Cash and cash equivalents	11,814,320
Inventories	357,036
Receivables	3,217,682
Other current assets	5,385,282
Total Current Assets	20,774,320
Non-Current Assets	
Property, plant and equipment	201,753,298
Total Non-Current Assets	201,753,298
TOTAL ASSETS	222,527,618
LIABILITIES	
Current Liabilities	
Payables	3,489
Provisions	7,035,048
Other current liabilities	4,093,630
Total Current Liabilities	11,132,167
Non-Current Liabilities	
Provisions	4,087,156
Total Non-Current Liabilities	4,087,156
TOTAL LIABILITIES	15,219,323
NET ASSETS	207,308,295
EQUITY	
Contributed Equity	7,300,879
Reserves	106,475,430
Accumulated surplus/(deficiency)	93,531,986
TOTAL EQUITY	207,308,295

**CENTRAL TAFE
S40 SUBMISSION
INCOME STATEMENT**

	2009 Estimate \$
Balance of equity at start of period	207,165,165
CONTRIBUTED EQUITY	
Balance at start of period	7,300,879
Capital contribution 0	0
Other contributions by owners	
Distributions to owners	
Balance at end of period	7,300,879
RESERVES	
Asset Revaluation Reserve	
Balance at start of period	102,475,430
Changes in accounting policy or correction of prior period errors	
Restated balance at start of period	102,475,430
Gains/(losses) from asset revaluation	4,000,000
Balance at end of period	106,475,430
ACCUMULATED SURPLUS (RETAINED EARNINGS)	
Balance at start of period	97,388,857
Net adjustment on transition to AIFRS	
Changes in accounting policy or correction of prior period errors	
Restated balance at start of period	97,388,857
Surplus/(deficit) or profit/(loss) for the period	-3,856,871
Gains/(losses) recognised directly in equity	
Balance at end of period	93,531,986
Balance of equity at end of period	207,308,294.63
Total income and expense for the period	143,129

**CENTRAL TAFE
S40 SUBMISSION
INCOME STATEMENT**

	2009 Estimate \$
CASH FLOWS FROM STATE GOVERNMENT	
State funds	60,143,450
Capital contributions	486,418
Net cash provided by State Government	60,629,868
Utilised as follows:	4,374,602
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee benefits	-60,487,077
Supplies and services	-19,314,438
GST payments on purchases	-2,554,604
Other payments	-6,231,605
Receipts	
Fee for service	9,302,308
Student fees and charges	9,161,792
Ancillary trading	2,370,861
Commonwealth grants and contributions	3,570,554
Interest received	1,258,750
GST receipts on sales	1,213,905
GST receipts from taxation authority	1,340,699
Other receipts	765,877
Net cash provided by/(used in) operating activities	-59,902,978
CASH FLOWS FROM INVESTING ACTIVITIES	
Proceeds from sale of non-current physical assets	0
Purchase of non-current physical assets	-2,291,479
Net cash provided by/(used in) investing activities	-2,291,479
Net increase/(decrease) in cash held and cash equivalents	-1,564,589
Cash and cash equivalents at the beginning of the period	17,878,909
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	16,314,320

CENTRAL TAFE CONTACT DETAILS

Customer Contact Central – Tel 1300 300 822

Website – www.centratafe.wa.edu.au

Email – enquiry@central.wa.edu.au

Perth

25 Aberdeen Street
PERTH

Art, Design and Media Centres
12 and 19 Aberdeen Street
PERTH

eCentral

140 Royal Street
EAST PERTH

Fremantle Art and Design

Fremantle Prison Annexe
The Terrace
FREMANTLE

Leederville

Richmond Street
LEEDERVILLE

Mt Lawley

Harold Street
MT LAWLEY

Nedlands

Oral Health Centre of WA
17 Monash Avenue
NEDLANDS

Subiaco

133 Salvado Road
SUBIACO