



# Challenger TAFE Annual Report 2008



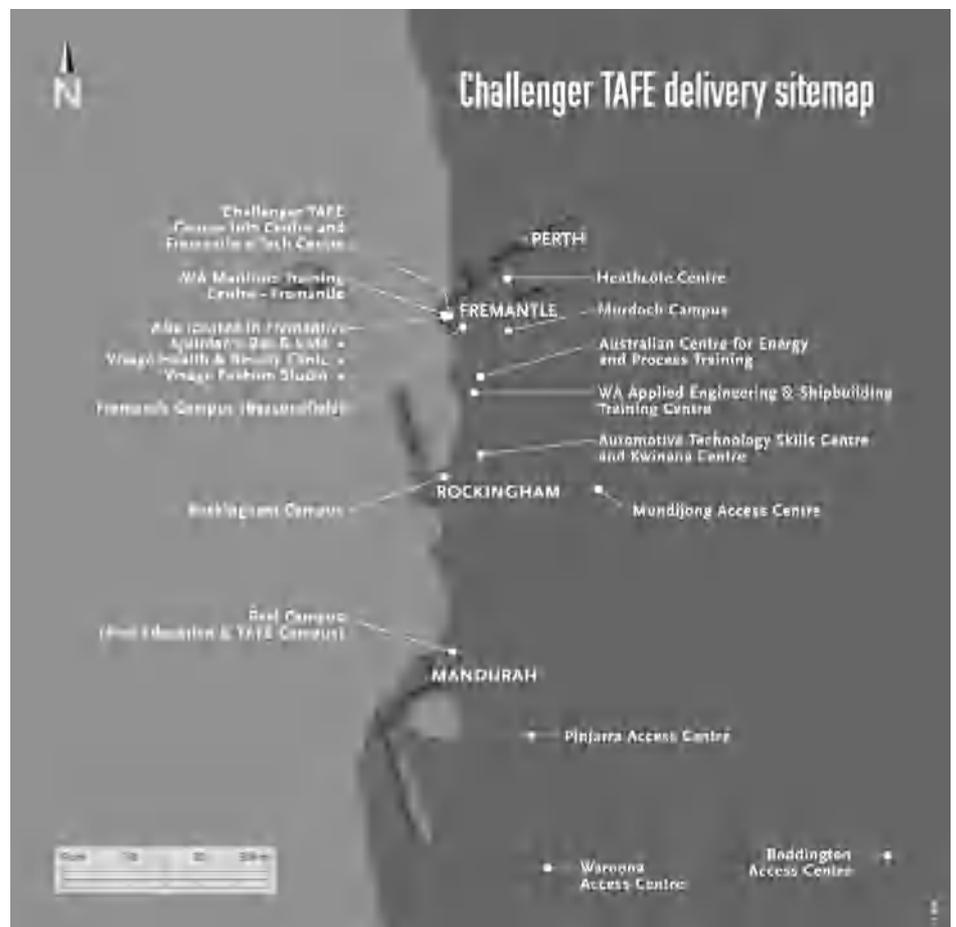


# Foreword

Responsible Minister:	Minister for Training, the Hon Peter Collier MLC
Accountable Authority:	Challenger TAFE
Governing Council Chair:	Ms Paddi Creevey
Managing Director:	Ms Liz Harris
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Website:	www.challengertafe.wa.edu.au
Country callers:	Free phone: 1800 001 001
Australian Business Number:	59 818 370 873
Legislative functions:	Challenger TAFE was established in 1996 under Section 35 of the Vocational Education and Training Act.

The College has 17 locations in the Perth Metropolitan South-West region in an area of 619.4 square kilometres with an estimated population of 323,673 (ABS 2007), and in the Peel region of 5,600 square kilometres with an estimated population of 92,873 (ABS 2007). The regions have growth rates of up to 5% per annum.

In 2008, Challenger TAFE enrolled over 22,000 students and employed approximately 1,000 staff with two thirds involved in training delivery and support for learning programs.





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The Hon. Peter Collier MLC  
Minister for Training  
11th Floor Dumas House  
2 Havelock St  
WEST PERTH WA 6005

Dear Minister

## **PRESENTATION OF THE CHALLENGER TAFE ANNUAL REPORT 2008**

In accordance with Section 54 of the Vocational Education and Training Act 1996 and Section 61 of the Financial Management Act 2006, we hereby submit for your information and presentation to Parliament the Report of Challenger TAFE for the 2008 calendar year ending 31 December 2008.



Ms Paddi Creevey  
Chair, Governing Council



Ms Liz Harris  
Managing Director

27 February 2009

## **PRIORITIES 2008**

In 2008, the College's strategic focus was on expanding the service delivery model to provide more flexible and responsive services to industry and individuals, including increasing our Recognition of Prior Learning services to industry. This is part of a three-year effort to deliver 65% of all College training programs in the workplace by 2010.

In order to increase its off-campus capacity, the College strengthened its information systems including its remote access capabilities. Challenger TAFE also extended the range of software training solutions available to students and course deliverers, which allowed a re-thinking and re-designing of training delivery strategies and products.

The Career Management System was enhanced and implemented to identify skill requirements needed for staff to work in a more accessible and comprehensive way with our industry partners, and in particular as enterprise consultations to industry.

The College adopted a prudent approach to financial management, but undertook to reduce the cash balance by \$900,000 on the 2007 end-of-year balance. The funds were directed towards support for continued investment in minor works, equipment and technology upgrades, primarily to enhance the quality of training delivery to students, and in support for services to students. This decision was influenced by the continued strong growth in delivery of training to apprentices and trainees since 2004.

## **OUTCOMES**

The volume of training delivered by the College increased again, for a fifth successive year. This was due to a continuing focus on the student or enterprise customer and ensured a consistently high level of demand for Challenger TAFE's services during 2008.

The Governing Council is delighted to report that Challenger TAFE has become the first WA training provider to gain Training Excellence – Gold accreditation in the Australian Quality Training Framework Excellence Criteria.

The College closed the year with another increase in income generated from funding sources outside the annual Delivery and Performance Agreement, again for a fifth successive year. One contributing factor was the increase in international student numbers for the seventh year in a row. The College also experienced record enrolments of 3,796 apprentices and trainees, 50% more than in 2004.

The College over achieved against its Section 40 target by 11% in state funded training delivery and 16% on fee-for-service training delivery.

## **CHALLENGES**

An ongoing challenge was to improve the organisation's responsiveness to adjustments in labour market demand, especially immediate skill shortages. There was also the risk of longer-term increases in unemployment levels that needed to be considered and anticipated, as well as reacting to adjustments in policy direction and the consequent impacts on funding opportunities. To meet these challenges the College has developed very effective business tools for measuring and monitoring progress during the year, and over the last two years in particular, has accelerated its efforts in building staff skills in areas such as business monitoring and innovation. This is enhancing the College's response to changes in the training and policy environments.

## **APPROACH FOR 2009**

The strategic direction for 2009 is to have modest increases in most activities and a continuing focus on providing training and Recognition of Prior Learning (RPL) in the workplace, bearing in mind that business expansion in 2009 will rely more heavily on contestable funding sources.

The Council has approved a financial strategy for 2009 that reflects prudent financial management, seeking a reduced cash balance of \$200,000 to cover investment in College minor works, equipment and technology upgrades.



Ms Paddi Creevey  
Chair, Governing Council

### MAJOR SUCCESSES

Challenger TAFE has become one of only six large training providers across Australia to receive Gold accreditation against the Australian Quality Training Framework Excellence Criteria, the highest level of accreditation available nationally. This is a testament to the ongoing commitment and passion of all College staff to achieving quality outcomes in training delivery and support. It is also a validation of the innovative practices we have adopted over the last few years and provides a unique opportunity to re-position the College in a more competitive environment going forward.

The College has successfully reshaped its presence in workplace settings, with almost 2,000 individuals taking advantage of workplace-based training and blended learning arrangements – an increase of over 500% on 2007.

Similarly, College effort was also directed towards increasing the provision of Recognition of Prior Learning (RPL) services and the College achieved a 143% increase on 2007, with 705 applicants participating successfully in RPL. The process was enhanced with the introduction of a new RPL database, which allowed improved accuracy in data collection, process monitoring and reporting for RPL clients, and the development of easier to navigate assessment processes. The College over-achieved against its Section 40 target by 11% in state funded training delivery and 16% on fee-for-service training delivery.

In 2009, Challenger TAFE is ready to respond to changes in the economic environment. We will provide our business clients with more comprehensive evidence of productivity gains from our training services, and will increase our staff capabilities in addressing clients' expectations.

Our staff and students had prominent achievements on the national stage with Floristry student, Stacey Pitman, winning a Gold medal in the National *WorldSkills* competition. Stacey now has an opportunity to compete at the International *WorldSkills* competition in Canada in 2009.

Ian McDonald, Principal Lecturer Metals, became the Top TAFEWA Teacher of the Year with another Challenger TAFE lecturer named a finalist in this category; and Advanced Skills Lecturer, Ron Duffield, won the Australian Construction Services Award for Best Trades and Skills Lecturer as part of the National Trades Skills Excellence Teacher of the Year Award.

Three Challenger TAFE locksmith apprentices also gained national recognition for their skills. The Master Locksmith Association of Australia (MLAA) awarded Challenger TAFE apprentices Adam Burling, Jake McDonald, and William Barrett, first, second and third place respectively in their National competition. Adam Burling received an all expenses paid trip to Europe including a tour of the Silca and ABUS lock factories.

### INDUSTRY-DRIVEN TRAINING SERVICES WITH INCREASED WORKPLACE PRESENCE

Challenger TAFE has strengthened its consultative culture and is now hosting 23 Industry Boards and subcommittees to provide advice and feedback on industry directions and requirements. In 2008, the College was a partnering agency in more than 300 arrangements with industry and community organisations. One notable example is the Licensing Agreement and partnership with General Motors (GM) Holden Pty Ltd where, in exchange for two new fleet training vehicles and ancillary equipment for the Automotive Technology Skills Centre in Kwinana, GM Holden receives third party access to the Centre's facilities to provide training to GM Technicians.

The College trained 3,796 apprentices and trainees in 2008, an increase of 7% on 2007 and over 50% more than in 2004. Outcomes for these students improved with the inclusion of the Course in Applied Vocational Study Skills (CAVSS) to assist with formal learning skills.

Our fast-track programs saw a 21% increase on 2007 and involved 1,525 students, representing more than 10% of accredited training delivery. Part of that effort included providing RPL services to 130 migrant plumbers, trialling a fast-track Diploma program for Enrolled Nurses at St John of God Hospital and providing fast-tracked options for people working in the Community Services industry, particularly in the skills shortage areas of Disability and Aged Care Work. Providing workplace training options encouraged more student enrolments at Diploma level in the Community Services industry.

The number of students undertaking studies at Diploma and Advanced Diploma levels increased by 8.2% on 2007 results with 1,585 student enrolments in 2008.

### BUILDING COMMUNITY CAPABILITY

In partnership with 75 local schools, Challenger TAFE had 4,293 school student enrolments, including an expanded range of Certificate III qualifications. A successful trial of TAFE LINK was conducted with Mandurah Senior Campus and provided a viable alternative option for TEE-bound students. A productive relationship with the City of Cockburn involved the College providing learning re-engagement programs for young people in the Cockburn Youth Centre.

Our partnerships with indigenous corporations (including Winjan Corporation, Peel, and Wongatha Birnie and Mopapoi communities in the Eastern Goldfields) delivered a range of targeted programs to meet the needs of Aboriginal people.

## Chapter 1 | Managing Director's Report

There were 309 indigenous student enrolments at Certificate III or higher level, a 14% increase on 2007, and included 51 indigenous school-based apprentices and trainees. Certificate IV programs in Governance, Tourism, and Art and Design were also provided.

The College provided 404 presentations of workshops to schools and community groups on career opportunities for young people and 25,210 Career Advice appointments.

### **BUILDING AN ENTERPRISING STAFF CULTURE**

Implementing the 2008 *People Development Framework* has raised staff expertise, particularly in responding to workplace delivery. The Framework also shaped and prioritised our staff and infrastructure capacity building, sharpening the impact of College services for individual and enterprise clients.

There was much formal recognition of our staff expertise:

- Ian McDonald, Principal Lecturer Metals, became the Top TAFEWA Teacher of the Year with another Challenger TAFE lecturer named a finalist in this category.
- Advanced Skills Lecturer, Ron Duffield, won the Australian Construction Services Award for Best Trades and Skills Lecturer as part of the National Trades Skills Excellence Teacher of the Year Award.
- Ken Gwyer, Lecturer Aboriginal Tourism, was a finalist in the Trainer of the Year category of the State Training Awards.
- Pamela Vlajsavljevich, Manager Teaching and Learning, was awarded Curtin University of Technology's Department of Education *Clare McBeath Award for Excellence in Training and Development* for her 'excellence in teacher professionalism as a trainer'.

College efforts resulted in the generation of \$28,389,094 from sources outside the Annual Delivery and Performance Agreement, including \$9,089,276 of Fee-for-Service (FFS) training and related activities.

### **BECOMING AN EMPLOYER OF CHOICE**

The 2008 *People Development Framework* provided an action plan that addressed the organisation's commitment to enhancing individual staff capabilities with training and integrating learning. An evaluation conducted towards the end of the year indicated that 82% of staff agreed that their capabilities had increased as a result of participating in learning and development activities provided by the College, exceeding the 7% benchmark. In addition, there was a 10% increase in staff participation in learning and development activities over the year. Participation by staff from non-academic areas increased to form 48% of all development activities undertaken.

Part of a broader staff development program of professional events and workshops was a two-day Festival of Learning Conference the College hosted for staff. Participation in the 2008 conference increased by 25% on 2007.

Another important initiative for 2008 was implementing a Leadership Program with scholarships to increase the leadership and succession capabilities of middle managers.

### **IMPROVING OUR BUSINESS**

An increased focus on providing improved business processes met with substantial staff approval. This included the Voice Over Internet Protocol (VOIP) facilities, the Information Systems Help Desk service and College efforts in expanding remote access electronic connectivity for staff working off-campus.

### **THANKS TO GOVERNING COUNCIL AND INDUSTRY ADVISORY BOARDS**

My thanks go to members of Governing Council, particularly the Chair, Ms Paddi Creevey, and Deputy Chair, Commodore Mike Deeks, who have provided invaluable commitment and support. My appreciation also goes to Governing Council Committee Chairs, Ms Helen Cattalini, and Mr Stephen Cain, and to the members of the 23 Industry Advisory Boards and subcommittees, including those Chairs from industry: Mr Rod Ogilvie, Mr Kim Bailey, Mr Laurie Kruize, Mr Doug Kerr, Mr Angus Callander, Mr James Bennett, Mr Kevin Stone, Mr David Holland, Ms Sandy Bentley, Mr Ian Hill, Mr Keith Spence and Commodore Mike Deeks.



Ms Liz Harris  
Managing Director

## COLLEGE ACHIEVEMENTS

- Gold accreditation for Challenger TAFE in the Australian Quality Training Framework Excellence Criteria, the highest level of accreditation available.
- WA Tourism Awards – Category 15: Tourism Education and Training. Gold – WA Maritime Training Centre – Fremantle; and Silver – Quinlan's Hospitality and Tourism Training Centre (both for a second year in a row).
- The Australian Centre for Energy and Process Training (ACEPT) received a commendation for energy conservation and environmental sustainability in the Royal Australian Institute of Architects (RAIA) Western Australia Architecture Awards in the Public Architecture category.
- 460 courses on the College's scope of registration.
- 6,177,091 Student Contact Hours (SCH) generated in 2008 including 4,845,596 SCH funded through the annual Delivery and Performance Agreement and 1,331,495 SCH from FFS activities
- Record annual income of \$72,654,666, an increase of \$2,077,716 on 2007 and for commercial revenue an increase of 18.6% on 2007.
- 4,293 VET in student enrolments from 75 schools.
- The College provided 404 presentations of workshops to schools and community groups on career opportunities for young people and 25,210 Career Advice appointments
- Record enrolments of 3,796 apprentices and trainees – over 50% increase since 2004.
- Record level of training delivery of 5,731,259 SCH, an increase of more than 770,500 SCH on 2007.
- 589,858 visitors to the Challenger TAFE website, a 189% increase on 2007. In addition, 33% of those website 'hits' were new visitors, including international visitors from 207 countries.
- Significant applied research:

**Aquaculture:** In two years, the Aquaculture Development Unit (ADU) with research partner Murdoch University, has restocked the Blackwood River with 200,000 Black Bream and monitored their survival rates which are currently very high.

Anticipated expansion in the West Australian aquaculture industry has led to new applied research projects for the ADU involving Yellowtail Kingfish and Yellowfin Tuna.

**Horticulture:** The development and installation of a nursery water recycling facility at the Murdoch Campus incorporates three water treatment systems to remove pathogens harmful to plant health from the recycled water. This is enabling the College to showcase and deliver industry best practice in water conservation.

## INDIVIDUAL ACHIEVEMENTS

### Our students

- Master Locksmith Association of Australia (MLAA) awards to three Challenger TAFE apprentices undertaking Certificate III in Engineering – Mechanical Trade (Locksmithing). Adam Burling (First), Jake McDonald (Equal Second) and William Barrett (Equal Third).
- Gold medal at National *WorldSkills* competition for Floristry student Stacey Pitman.
- Fashion students Bonnie Johnson, Kristy Gray, Therima Noorgat were Student Finalists in The National Retail Association Australian Fashion Awards.
- State Training Awards Finalists:
  - Trainee category – Ian Campbell, Certificate III Process Plant Operations
  - Aboriginal and Torres Strait Islands category – Isabel Ugle, Certificate IV in Tourism
  - Vocational category – Jeremy Walker, Certificate IV in Process Plant Technology
- Airservices Australia Technological Scholarship for Excellence awarded to Lucas Murray, Diploma of Electronic and Electrical Engineering.
- Zedz Hair, Beauty & Fashion Show for the McCusker Research Foundation for Alzheimer's: First, Second and Third Prizes respectively to Certificate IV in Clothing Production students, Veronica Solomon, Penny Dunn, and Amaya Mephram.



## Chapter 1 | Performance Highlights

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- Attitude Emerging Talent Award, Penny Dunn, Certificate IV in Clothing Production.
- Matsuri Japanese Restaurant scholarship awarded to Shaun Rawlings, Certificate III in Commercial Cookery.
- Inaugural Australian Wool Exchange WA Professional Wool Classer of the Year Competition – First, Second and Third Prize to Challenger TAFE students Donna Cochrane, Megan Clements and Nerissa Smith.

### **Our staff**

- WA Education Awards: WA Lecturer of the Year (TAFEWA), awarded to: Ian McDonald, Principal Lecturer Metals. Brian Acreman, Principal Lecturer Oil & Gas, also a finalist in this category.
- Institute of Trades Skills Excellence Awards, Trades and Skills Teacher of the Year Award won by Advanced Skills Lecturer, Ron Duffield, in the category of Building and Construction.
- State Training Awards – Trainer of the Year category: Finalist, Aboriginal Tourism Lecturer, Ken Gwyer.
- Curtin University of Technology's Department of Education Clare McBeath Award for Excellence in Training and Development was won by Pamela Vlajsavljevich, Manager Teaching & Learning.



## Chapter 1: Statement of Compliance

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### **STATEMENT OF COMPLIANCE WITH PUBLIC SECTOR STANDARDS (PUBLIC SECTOR MANAGEMENT ACT 1994 S311)**

In the administration of Challenger TAFE, I have complied with the Public Sector Standards in Human Resource Management, the WA Public Sector Code of Ethics and our Code of Conduct. I have put in place procedures designed to ensure such compliance and have conducted appropriate internal assessments to satisfy myself that the statement made above is correct.

I conduct and commission appropriate checks and audits to assure myself that these procedures have been carried out, including those associated with quality endorsement under ISO 9001 and the requirements of a Registered Training Organisation, addressing the Standards set out by the Australian Quality Training Framework 2007 (AQTF).



Liz Harris  
Managing Director

27 February 2009



## Chapter 1 | Overview of Agency

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Challenger TAFE is a statutory authority delivering vocational education and training. The College is a member of the Technical and Further Education Western Australia (TAFEWA) network. Each College is a body corporate with functions conferred by the Minister for Training and consists of a Governing Council, staff and enrolled students of the College. TAFEWA Colleges are the primary providers of publicly-funded vocational education and training in Western Australia offering:

- nationally-recognised qualifications,
- apprenticeship and traineeship training,
- entry and bridging courses leading into mainstream courses; commercial training – customised training and short courses; and
- lifestyle and leisure courses.

Funding for delivery of this training is negotiated with the Department of Education and Training each calendar year.

Under the Act, the College is also able to generate income from other training services and in 2008, approximately 20.5% of training income was generated from sources outside the annual Delivery and Performance Agreement.

### GOVERNING COUNCIL 2008

#### Functions

The functions of the College Governing Council are specified under Section 42 of the *Vocational Education and Training Act 1996*. The Governing Council is the governing body of the College with authority in the name of the College to perform its functions and govern its operations and affairs.

In performing its functions the Governing Council is to:

- prepare the College training profile for the approval of the Minister as and when required by the Minister,
- develop and implement strategic and management plans for the College,
- ensure the College courses, programs and services are responsive to and meet the needs of students, industry and the community, and
- ensure that the College's commitments under its Resource Agreement and any other contractual agreement are met.

#### Accountability and Transparency

The Accountable Authority for Challenger TAFE is the Governing Council. Members must act honestly and exercise due diligence in managing the business of the College. The Council has independence to determine policies and activities consistent with the provisions of the *Vocational Education and Training Act 1996* and other Statute Law.

The Council conducted six meetings during the 2008 calendar year and approved the use of the College seal on 96 documents. All documentation produced by the Council forms part of public record, consistent with requirements of the General Retention and Disposal Schedules documented by the Records Office of the State Archives Western Australia.

#### Behaviour and Ethics

The Governing Council places the highest value on ethical behaviour. It is guided by the Codes of Conduct and Ethics outlined in the *Guide for TAFE College Governing Councils* and *Challenger TAFE Governing Council Code of Conduct*. The adoption and application of the Code and the value statements in the Strategic Plan 2008-2010 reflect the College's commitment to honesty and integrity in all of its dealings.

#### Risk Management

The Governing Council addresses legislative and business requirements by developing and regularly reviewing risk management policies and procedures. These are reported to and monitored by the Performance Monitoring and Audit Committee of Governing Council in accordance with Treasury Instruction 825 and through the quality controlled College Procedures.

#### Conflict of Interest and Pecuniary Interest

The Council operates in accordance with the protocol for conflict of interest outlined in the *Guide for TAFE College Governing Councils* and the *Challenger TAFE Governing Council Code of Conduct*. While acting in the capacity of Governing Council member, a member must place public interest above personal interest. If a matter being considered is identified as presenting a potential conflict of interest for a member, this must be disclosed to the Council. A member then must absent themselves from discussion and decision-making. No conflict of interest occurred during 2008.

#### Membership

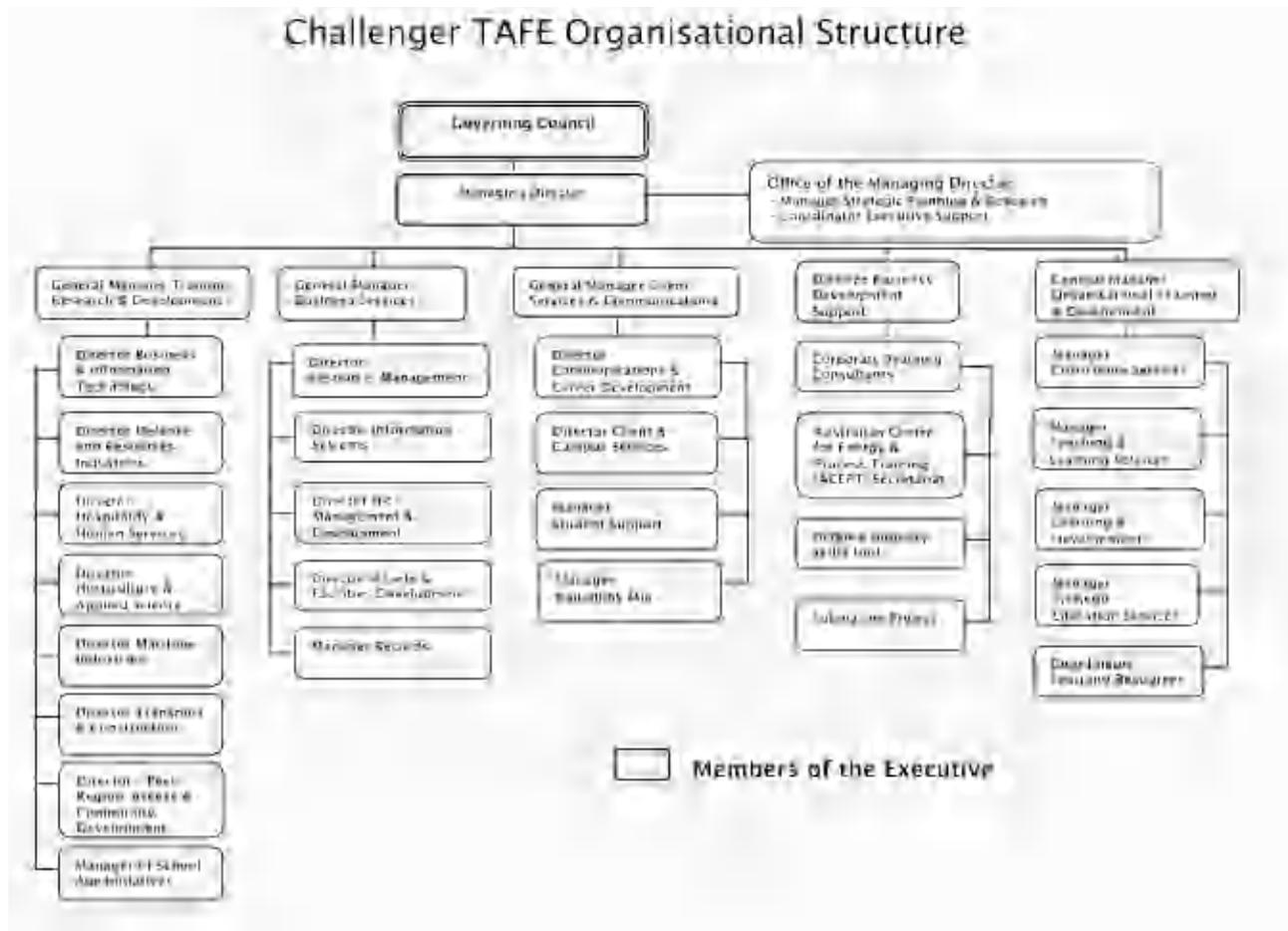
The Governing Council, comprising 12 industry and community members plus the Managing Director, oversees the College's operations and affairs. Details of membership may be accessed on the Challenger TAFE website at [www.challengertafe.wa.edu.au](http://www.challengertafe.wa.edu.au). Members are appointed by the Minister for Training.

In 2008, the Governing Council welcomed new member Professor Selma Allix, and welcomed back Mr Angus Callander who had completed a term on the Council in 2005. Both members contribute to the depth of skills available to the Council. Ms Liz Harris was confirmed in her role as Managing Director in October.

#### Directors' Indemnity

Twelve Governing Council members and College senior officers on public boards are covered by Directors' Indemnity insurance arranged through *RiskCover* annually.

## ORGANISATIONAL STRUCTURE



### SENIOR OFFICERS OF CHALLENGER TAFE

Elisabeth (Liz) Harris, Managing Director

Jill Jamieson, General Manager, Training, Research and Development

Terry Durant, General Manager, Client Services and Communications

Neil McAullay, General Manager, Business Services

Melanie Sorensen, General Manager, Organisational Learning and Development

### STAFFING AT CHALLENGER TAFE

As at the end of December 2008, Challenger TAFE employed 720 FTE including casuals.

### VISION

To be a high-performing and visionary provider of workforce skills development and community capacity building.

### MISSION

Provide the highest quality vocational training, assessment and related services in support of individual career aspirations and workforce development.

### PRINCIPLES OF GOOD PRACTICE

- Excellence – achieve high-quality outcomes in the development and delivery of all our programs and services.
- Innovation – develop new and improved ways of doing business.
- Integrity – promote ethical and honest behaviour in all activities.
- Empowerment – make decisions when guided by informed policy and resource guidelines.
- Accountability – accept responsibility for individual actions and outcomes.
- Collaboration – build positive working relationships both inside and outside the College.

### THREE-YEAR OUTCOMES

- Be recognised as an 'outstanding' training organisation when measured against the AQTF 2007 Excellence Criteria.
- Be delivering at least 65% of all College programs in the workplace, as part of workforce planning initiatives, reflecting Paradigm 3 and/or 4 of the service-driven organisation model.
- Be generating at least 35% of all revenue from sources other than the annual Delivery and Performance Agreement.
- Be an employer of choice with a vibrant culture of learning and development within the organisation.
- Be recognised as having outstanding business processes and systems.

### STRATEGIC OBJECTIVES

- Providing industry-driven training and related services to meet workforce needs.
- Expanding the community's access to relevant vocational education and training and appropriate support services.
- Building a strong enterprising culture within our workforce to generate commercial and international business and to access alternative revenue sources.
- Being an employer of choice.
- Satisfying all statutory and compliance measures and continuously improving our business internally and externally.

Better Planning; Better Futures: State Goal 1: Better Services – Enhancing the quality of life and well-being of all people throughout Western Australia by providing high-quality, accessible services.

### STRATEGIC OUTCOME

A world-class education and training system that provides lifelong learning opportunities.

### CHALLENGER TAFE STRATEGIC OBJECTIVE 1

Providing industry-driven training and related services to meet workforce needs.

### CHALLENGER TAFE TARGET 1.1

Training programs developed and delivered that satisfy workplace needs.

### Performance outcome: ✓ ACHIEVED

3,796 students in Employment-Based Training (EBT) (*Performance Target: 3600*).  
77.8% Module Load Completion Rate achieved (*Performance Target: 76.4%*):

- 477,546 SCH and 1,525 students in fast-track programs (2008) encouraged to complete their studies.
- Provided incentive for student to complete studies by enhancing access to workplace training delivery.
- 16 'Try a Trade' programs delivered to schools using resources from Building and Construction Industry Training Fund of WA (BCITF) to encourage students to pursue careers in the building and construction industry.

### 8.2% increase Diploma /Advanced Diploma training delivery (*Performance Target: 5% increase*)

- Increased student numbers at Diploma level in Community Services industry areas suffering skills shortages.
- Enhanced access to workplace training delivery by developing e-portfolios for the Diploma of Sustainability.
- Partnership established with St John of God Hospital Murdoch to deliver a Diploma of Nursing within a hospital environment. 24 students enrolled in the 44-week Diploma program with 1,296 hours of study comprising 690 hours of work placement in a variety of health services facilities and 706 hours scheduled classes.
- Developed workplace training programs for IT and Business students resulting in increased numbers of students continuing their studies at Diploma and Advanced Diploma qualifications levels.

### 84% employers agreed that their employee had received a highly-satisfactory or satisfactory training service (*Performance Target: 75%*):

- **BHP Nickel West:** 70 process operators gained Certificate II or III in Process Plant Operations through a workplace-based RPL process and a number of supervisors have also commenced a Certificate IV in Training and Assessment.
- **Materials Testing Branch, Main Roads WA:** Challenger TAFE provided a workforce development strategy for staff in 12 laboratories state-wide and a full-time lecturer located within the enterprise to deliver service.
- Positive feedback from Aged Care employers on workplace students led to students gaining employment immediately on completion of studies.

### 85% (*Performance Target: Student satisfaction to meet or exceed 85% state average in the 2008 annual TAFEWA Student Satisfaction Survey*):

- Responded to 705 applicants for Recognition of Learning (RPL), generating 302,154 student contact hours (SCH) of training recognition including provision of Whole-of-Trade RPL services in Automotive, Building and Construction, Hospitality, Metals and Engineering.
- 1,525 students participated in fast-track programs comprising 477,546 SCH of training.
- Expanded CareerConnect (job placement) service to students and employers with 384 job vacancies lodged and 284 employers registering positions.
- Introduced a new Client Relationship System (CRM) to better capture client data to improve the way we meet their needs and to better target marketing activities.
- Produced greater academic success for indigenous students by delivering Indigenous Tutorial Assistance to registered students.
- Developed a 'schools cluster' for Education Support Schools to better identify and target programs to suit this student cohort with effective planning and appropriate College programs.
- Quadrupled support programs for vocational training using the Course in Applied Vocational Study Skills (CAVSS).
- Training facilities improvements to enhance training satisfaction:
- Refurbishment of wiring training facility at Fremantle Campus to ensure training is to industry standard.
- Established new Data Cabling training room for apprentices at Fremantle Campus.
- Improved workshop facilities for Marine Engineering components of the Maritime Industry Training Package at Fleet Street Campus and for workshops Henderson Campus 2009.

### CHALLENGER TAFE TARGET 1.2: AN EXPANSION IN RPL SERVICES PROVIDED

#### Performance outcome: ✓ ACHIEVED

### 271,674 SCH of RPL and 551 applicants – a 118% increase (*Performance Target: 130,302 SCH*):

- Provided RPL to 130 migrant plumbers a 30% increase on 2007 outcomes.
- RPL assessments for IT and Business increased by 50%.
- RPL applications from Peel residents increased by 63%.
- Provided RPL for school students based on their part-time work activities, resulting in students gaining additional RPL towards Retail qualifications.
- Fast-tracked Community Services industry students in skill shortage areas of Disability and Aged Care Work.

- Introduced an enhanced RPL database for Construction and Transport industry training and improved data collection and reporting, and monitoring clients during RPL process.

Better Planning; Better Futures: State Goal 1: Better Services – Enhancing the quality of life and well-being of all people throughout Western Australia by providing high quality, accessible services.

### STRATEGIC OUTCOME

A strong and vibrant community.

Better Planning; Better Futures: State Goal 4: Regional Development – Ensuring that regional Western Australia is strong and vibrant.

### STRATEGIC OUTCOME

Regional communities that are educated, healthy, safe and supportive.

## CHALLENGER TAFE STRATEGIC OBJECTIVE 2

Expanding the community's access to relevant vocational education and training and appropriate support services.

### CHALLENGER TAFE TARGET 2.1

Increase number of participants in College programs from the following learner group: Disability Clients.

#### Performance outcome: ✗ NOT ACHIEVED

864 enrolments by students registering a disability (*Performance Target: 1,000 Disability clients*):

- Assistance provided by Student Support Advisors increased by 55% in 2008
- Government school VETfS students with disabilities have education pathways into TAFE for 2009.
- Developed pathways for school-leavers with disabilities for 2009 in conjunction with Inclusive Education Consultant from Association of Independent Schools

### CHALLENGER TAFE TARGET 2.1

Increase number of participants in College programs from the following learner group: under 18-year-olds.

#### Performance outcome: ✓ ACHIEVED

Under 18-year-olds: 2,948 students – an increase of 20% (*Performance Target: 2,707 students*):

- 181 under 18-year-old indigenous students (2008) – an increase of 48.4% on 2007 outcomes
- Conducted successful partnership involving Visage Fashion Section and the Special Art Program at Applecross Senior High School in preparation for high school students undertaking components of the Materials, Designs and Technology course
- College's documentation for 'Support for Students in Transition' now used across TAFEWA Colleges.
- Increased number of Gilmore College students choosing Automotive pathways into Year 11 for 2009 as a result of Automotive program taught by Challenger TAFE staff to Gilmore Year 10 students, achieved with Gilmore teaching hours 'traded' to the College.
- Developed a 'schools cluster' model for Education Support to better identify and target programs to suit this student cohort resulting in effective planning and tailored programs developed by the College.
- Conducted a TAFE LINK trial at Mandurah Senior Campus which proved a successful new option for traditionally TEE-bound students.
- Developed an Electrotechnology program at Henderson Campus with a flexible timetable which allowed school students to attend on any week day.
- Increased the range of Certificate III qualifications available to school students.
- Successfully piloted Student Portal Version 3 (SP3) training to school staff in Rockingham cluster to enable them to enter schools' auspice enrolments into the College enrolment system in 2009.
- Challenger TAFE's success in attracting school partners led staff to provide professional development to schools in the Central West TAFE region on how they might increase the range of VET for Schools courses they offered their students.
- Successfully published VET for School Students 2009 Pathways book as a planning tool for schools.
- To encourage school students to consider a Horticulture or Applied Science career pathway, the College delivered eight 'TAFE taster' programs to secondary schools in the region.

## Chapter 2 | Strategic Outcomes

- School students successfully completed Certificate IV studies in Woolclassing, one of only a small number of Certificate IV courses offered in schools.
- Partnered with Australian Brick and Block Training Foundation (ABBTF) who sponsored 'Step Out' Bricklaying Training programs for high schools.
- Partnered with 16 schools to deliver Building and Construction Industry Training Fund of WA sponsored 'Try a Trade' programs with a carpentry, plastering and wall and ceiling lining focus to encourage school students to consider a trade career pathway.

### CHALLENGER TAFE TARGET 2.1

Increase number of participants in College programs from the following learner group: Indigenous Clients.

#### Performance outcome: ✓ ACHIEVED

309 indigenous students in Certificate III or higher level (2008) (*Performance Target: 291*):

- In 2008, satisfaction levels for indigenous students were 4.5% above the state average.
- Developed and delivered programs for the Department of Housing and Works for pre-employment programs for indigenous people entering the construction industry.
- 71 indigenous apprentices and trainees enrolled.
- Delivered programs in Leadership Development, Certificate IV in Governance, Tourism, and Art and Design.
- WA Centre for Leadership, Cultural & Community Development successfully delivered inaugural Certificate III in Teacher Assistant (Indigenous).
- Delivered Certificates II and III in Business to indigenous trainees employed by the Department of Corrections and Indigenous pre-employment programs for people about to enter the Corrections Industry.

### CHALLENGER TAFE TARGET 2.1

Increase number of participants in College programs from the following learner group: Regional WA

#### Performance outcome: ✓ ACHIEVED

Total enrolments in regional areas 768,368 SCH (*Performance Target: 690,848SCH*):

- Increased course offerings at Peel Campus including Certificate III in Teacher Assistant, Certificate IV in Aged Care Work, Certificate IV in Disability Work, Certificate III in Commercial Cookery, Certificate IV in Hospitality and Certificate IV in Tourism in Semester 2, Diploma of Community Welfare Work, and Certificate IV in Beauty Therapy.
- Promoted Wall and Ceiling Lining training at the local Peel Expo with skills displays by staff and students – training increased by 49% in Peel region.
- Completed work associated with a Community Water Grant from the Department of Environment and Heritage to develop an aquaculture wetlands recycling project at our co-located teaching site at Gingin.
- Established strategies for assisting Mandurah and Peel region small business owners in gaining new skills in partnership with Mandurah City Council, Peel Development Commission and the Peel Education Development Unit, Peel Small Business Centre and the Peel Chamber of Commerce and Industry.
- Implemented customised IT and Business training and assessment services in the Peel region by using closer working relationships with key groups and including packages for small business.

### CHALLENGER TAFE TARGET 2.2

Enhanced engagement with local community and industry groups.

#### Performance outcome: ✓ ACHIEVED

- Working partnerships with education and local community agencies and employers sustained and increased (*Performance Target: Partnerships sustained and increased*).
- Partnerships with indigenous corporations (Winjan Corporation, Peel, and Wongatha Birnie and Morpapai communities in the Eastern Goldfields) delivered range of targeted programs to meet needs of Aboriginal people.
- Partnered with State government agencies such as Departments of Corrective Services and Housing and Works to implement innovative Indigenous pre-employment programs that resulted in employment outcomes for participants.

- Partnership and Licensing Agreement with GM Holden that will enable them to receive third party access to the Automotive Technology Skills Centre facilities to provide training to their GM Technicians in exchange for two new fleet training vehicles and ancillary equipment.
- Memorandum of Understanding established with Mirvac WA for the training of Peel-based Hospitality industry staff.
- Commencement of a formal collaboration with the Australian Maritime College and TAFE NSW Hunter Institute will lead to greater national coordination of Maritime Industry training.
- Agreements with industry partners Western Kingfish Ltd, the Cooperative Research Centre and Latitude Fisheries for two major aquaculture applied research projects for Yellowtail Kingfish and Yellowfin Tuna.
- Established an industry partnership with the High Street (Fremantle) Collective and participated in Fremantle Festival's Fashion Parade.
- Based on Industry Advisory Board recommendation, expanded scope of delivery to include Certificate IV in Bookkeeping to be ready for Australian Taxation Office (ATO) legislation requiring registration of Business Activity Statement (BAS) bookkeepers.

Better Planning; Better Futures: State Goal 2: Jobs and Economic Development – Creating conditions that foster a strong economy delivering more jobs, opportunities and greater wealth for all Western Australians.

### STRATEGIC OUTCOME

A fair and flexible labour market.

### CHALLENGER TAFE STRATEGIC OBJECTIVE 3

Building a strong enterprising culture within our workforce, to generate commercial and international business and to access alternative revenue sources.

#### CHALLENGER TAFE TARGET 3.1

Commercial training and related services provided.

**Performance outcome: ✓ ACHIEVED**

\$10,523, 344 in commercial income generated in 2008 (Performance Target: \$6,683,155):

- 750 individuals undertook Responsible Service of Alcohol Training, including 100 students enrolling in an online version.
- Increased Peel-based fee-for-service (FFS) income for Visage Training Centre for Health and Lifestyle by more than 10% of commercial income 46% (228) 35% (2007).
- Community Services Training Centre increased income from FFS Marriage Celebrancy training amounting to \$48,000 (2008).
- Quinlan's Hospitality & Tourism Training Centre increased income for FFS activities in 2008 to above \$878,000. Offering skill sets and key units proved attractive to participants.

#### CHALLENGER TAFE TARGET 3.2

International training and related services provided.

**Performance outcome: ✓ ACHIEVED**

37% increase in income for international work 2008 (Performance Target: 20% increase):

- To enhance their work readiness, international students undertaking Engineering courses were provided with cadetships so that they could undertake work experience in local enterprises.
- International work for Community Services Training Centre increased: enrolling 36 students in Certificate III in Children Services; 12 students in Diploma of Children Services (Mauritius); and starting Aged Care work (Singapore), with provision of RPL to 14 students in Certificate III and IV in Aged Care.
- Quinlan's Hospitality & Tourism Training Centre increased enrolments in Mauritius by offering dual qualifications and extended delivery in Event Management and Hospitality, with an increase of 43% from 2007 and 101 enrolments in 2008.
- International partnership with Charles Telfair Institute in Mauritius produced 230 students enrolled in Certificate IV and Diploma qualifications in Management, Marketing and Human Resources, with Banking and Project Management to be included in 2009.

### CHALLENGER TAFE TARGET 3.2

International training and related services provided.

**Performance outcome: ✓ ACHIEVED**

764 full-fee paying international enrolments 2008 (*Performance Target: 691 enrolments*):

- Number of international students increased to 764 (2008) – more than doubling enrolment numbers since 2006.

Better Planning; Better Futures: State Goal 2: Jobs and Economic Development – Creating conditions that foster a strong economy delivering more jobs, opportunities and greater wealth for all Western Australians.

### STRATEGIC OUTCOME

A fair and flexible workforce.

Better Planning; Better Futures: State Goal 5: Governance and Public Sector Improvement – Developing and maintaining a skilled, diverse and ethical public sector serving the Government with consideration of the public interest.

### STRATEGIC OUTCOME

A skilled and capable public sector workforce.

## CHALLENGER TAFE STRATEGIC OBJECTIVE 4

Being an employer of choice.

### CHALLENGER TAFE TARGET 4.1

Staff participation in learning and development activities is enhanced.

**Performance outcome: ✓ ACHIEVED**

1,797 occurrences of staff participating in learning and development events 2008 (*Performance Target: New data collection method began September 2007*):

### CHALLENGER TAFE TARGET 4.2

Skilled and motivated people are attracted to and retained by the College.

**Performance outcome: ✓ ACHIEVED**

86% staff agreed that their capabilities increased as a result of learning development activities provided through the College (*Performance Target: 75%*):

- New non-casual employees had their expectations of College services to staff met.
- 100% new staff satisfaction with IS Helpdesk (*Performance Target: 75*)
- 85% new staff satisfaction with aspects of the Voice Over Internet Protocol (VOIP) (*Performance Target: 75%*).
- 85% new staff reporting satisfaction with their opportunities to learn and grow (*Performance Target: 75%*).

### CHALLENGER TAFE TARGET 4.3

A safe and secure working environment is provided.

**Performance outcome: ✓ ACHIEVED**

32.08% reduction in Lost Time Injury (LTIs) on previous year (*Performance Target: 10% reduction*):

Better Planning; Better Futures: State Goal 5: Governance and Public Sector Improvement – Developing and maintaining a skilled, diverse and ethical public sector serving the Government with consideration of the public interest.

### STRATEGIC OUTCOME

A skilled and capable public sector workforce.

### STRATEGIC OUTCOME

A public sector that is responsive to the evolving needs of the community.

### CHALLENGER TAFE STRATEGIC OBJECTIVE 5

Satisfying all statutory and compliance measures and continuously improve our business internally and externally, e.g. business processes and information systems.

#### CHALLENGER TAFE TARGET 5.1

All statutory and compliance measures are completed.

**Performance outcome: ✓ ACHIEVED**

Relevant Business Units have successfully addressed all compliance measures in 2008.

#### CHALLENGER TAFE TARGET 5.2

Key business processes, communications processes and information systems improved.

**Performance outcome: ✓ ACHIEVED**

Staff satisfaction range 96.8- 65.5% on safety practices for staff and students (*Performance Target: 70%*):

- 96.8% staff agreed OH&S policies and procedures were readily accessible.
- 79.8% staff agreed OH&S matters were rectified in a timely manner.
- 83.5% staff agreed OH&S was an important component of a safe working environment.
- 79.8% staff agreed appropriate OH&S training was provided.

85% staff satisfaction with Executive Information System (*Performance Target: 70%*).

93% staff satisfied with IS Helpdesk (*Performance Target: 70%*).

Staff satisfaction range 98-87% with Voice Over Internet Protocol (VOIP telephone system) (*Performance Target: 70%*).

### CONSTRUCTION AND TRANSPORT

The Construction and Transport Division comprises the Construction Industry Skills Centre, Automotive Technology Skills Centre and Electrical Trades area.

Construction and Transport delivered in excess of 557,000 student contact hours (SCH) of training and assessment in the core construction and automotive trade areas, across four campuses of Challenger TAFE.

#### Priorities

- Opening the new Automotive Technology Skills Centre in Kwinana.
- Increasing and accelerating training in response to skills shortages in the construction industry.
- Expanding range of training available and offering training in additional trades.
- Consulting closely with local industry to tailor training to suit their needs and attracting community members to participate in up-skilling programs.
- Enhancing staff capability through professional development and return-to-industry programs and providing additional equipment to enhance their capacity to respond locally to training needs.

#### Major outcomes

- Successfully relocated infrastructure and students to the new Automotive Technology Skills Centre in Kwinana and managing a smooth transition for all the training programs involved.
- Met all targets set within the annual Delivery and Performance Agreement for Employment-Based Training (EBT).
- Commenced plastering trade training in Rockingham, following advice from Industry Advisory Board.
- Supported innovative new delivery strategies, including Recognition of Prior Learning (RPL), and providing on-the-job / off-the job training mixes to assist industry in meeting their demands for skilled labour.
- Increased provision of training on construction work sites by 36,000 SCH (7% of the Division's projected delivery for 2008).

#### CONSTRUCTION INDUSTRY SKILLS CENTRE ACHIEVEMENTS

- Exceeded EBT targets set in 2007, including an increase of 49% Peel-based training in Wall and Ceiling Lining and 27% in Plumbing.
- Commenced plastering trade training at Rockingham.
- Increased plumbing training to include a new drainage program and a new domestic gas program, and provided RPL to 130 migrant plumbers.
- Training for apprentices increased by 27% on 2007.
- Australian Brick and Block Training Foundation (ABBTF) sponsored our 'Step Out' bricklaying training programs for high schools. Generated 26+ weeks of commercial training and provided program participants with a direct subsidy for their Whole-of-Trade assessments of 50% of their fees.
- Delivered 16 Building and Construction Industry Training Fund of WA (BCITF)-sponsored 'Try-a-Trade' programs to local schools, with a carpentry, plastering and wall and ceiling lining focus.
- Promoted the 2009 bricklaying pre-apprenticeship program via an information evening in September to encourage trade applicants in 2009.
- Promoted the Peel Wall and Ceiling Lining program at the Peel Expo in July via a dynamic display of skills by staff and students to raise regional community awareness of Building and Construction career pathways.
- Master Locksmith Association of Australia (MLAA) awarded our apprentices 1st, 2nd, and 3rd prizes in their national competition.

#### AUTOMOTIVE TECHNOLOGY SKILLS CENTRE ACHIEVEMENTS

- Year 10 (Technology and Enterprise) programs established with Gilmore College where Challenger TAFE staff teach Year 10 Technology and Enterprise school curriculum at the Automotive Technology Skills Centre to provide awareness of automotive careers to local school staff and students.
- Received two new fleet training vehicles and ancillary equipment for the Automotive Technology Skills Centre in Kwinana, in a Licensing Agreement and partnership with GM Holden who receive third party access to the Centre's facilities to train to their technicians.

- Achieved all EBT targets.
- Worked across TAFEWA Colleges' automotive staff on behalf of the Transforming the Trade initiative for 2008 to implement the Skills Formation Taskforce recommendations across TAFE colleges.

### **ELECTRICAL TRADES ACHIEVEMENTS**

- Exceeded EBT targets by 16%.
- Completed a refurbishment of the wiring training facility to ensure students receive training to industry standard.
- Established a new Data Cabling training room for apprentices at the Fremantle Campus.

### **Major challenges**

- Addressing severe Electrical Trades lecturing staff shortages.
- Opening the Automotive Technology Skills Centre in Kwinana and starting classes within a short timeframe.
- Team-building and enhancing staff skills particularly for new staff engaged in key areas of skills shortage to meet training demand.

### **Plans for 2009**

- Begin planning phase to implement Cabinet Making training program at Peel Campus in 2010 – includes scoping a curriculum and sourcing suitable equipment to address industry requirements.
- Progress the Transforming the Trades initiative across the Construction and Automotive trades at Challenger TAFE, in order to better service newly-commencing apprentices in industry.
- Increase the ability of the Division to respond to funding opportunities provided through the Placement Program.
- Continue to actively seek commercial training revenue opportunities.
- Implement new Certificate IV qualifications in the Construction Industry Skills Centre, similar to those recently implemented in the Division's Automotive Centre.
- Implement a new Motor Sport program, currently under development with the support of Perth MotorPlex, GM Holden, and the Institute of Automotive Engineers.

## **DEFENCE AND RESOURCE INDUSTRIES**

The Defence and Resource Industries Division provides training and related services to large and small enterprises involved in Manufacturing, Metals and Engineering, and the Resources Industries.

The Division comprises Metal Trades, the Australian Centre for Energy and Process Training (ACEPT), Engineering (Electrical, Civil and Mechanical), Electrical Trades, Composites, and Instrumentation.

### **Priorities**

- Opening the ACEPT facility.
- Responding with increased and accelerated training to address skills shortages in the metals, engineering and resource industries.
- Increasing the proportion of higher qualification training.
- Increasing training for indigenous people within the Boddington, Kwinana and Rockingham communities.
- Establishing an EBT engineering cadetship at Diploma and Advanced Diploma levels.
- Establishing 'Trade Equivalence' programs for existing workers seeking a trade qualification and for existing workers who need a formal qualification that falls outside traditional trades.
- Increasing FFS training delivery.
- Identifying two major industry partners to purchase employees' training and RPL, to enhance workforce development.
- Increasing participation of women in non-traditional areas of training and extending their vocational opportunities.

### **Major outcomes**

- Developed and delivered new Certificate IV in Instrumentation (EBT).
- Developed Diploma and Advanced Diploma in Engineering in the form of an EBT cadetship.

- Engaged with local high schools and communities to develop training programs that increase local employment opportunities.
- Developed an agreement with community and industry partners to establish an indigenous employment program for the long-term unemployed and for disengaged youth.
- Developed programs for existing workers who were seeking a formal qualification outside a traditional trades qualification area.
- Developed new strategies for delivering training to assist industry demands for skilled labour.
- WA Lecturer of the Year (TAFEWA), won by Ian McDonald, Principal Lecturer Metals, Rockingham Campus.

### **Achievements**

- Exceeded the 2008 Delivery and Performance Agreement (DPA) target by 151,000 SCH.
- Increased apprentice training by 30% on 2007.
- Established a workforce development program in a partnership with BHP Nickel West, to provide training services to more than 70 employees.
- Gained BHP Nickel West metal trade and electrical apprentices due to the enterprise exercising user choice and transferring their apprentices to Challenger TAFE.
- Increased apprentice numbers across all delivery areas.
- Increased the range of training and the number of students undertaking training in higher-level qualifications.
- Successfully marketed existing worker programs to local enterprises.
- Implemented equipment upgrades in Rockingham Metals and Engineering workshops.
- Developed and delivered a program to increase the participation of women through a Certificate II in Process Operations.
- Developed and delivered a program for indigenous students wanting to enter the resource industry or gain an apprenticeship in Metals and Engineering.
- Developed agreements with Kwinana Industries Council, Kwinana Industries Education Partnership, South West Metropolitan Youth Link, Police and Citizens Youth Club Rockingham and industry partners and created programs targeting indigenous students, long term unemployed and disengaged youth .
- Fabrication staff worked across TAFEWA Colleges developing a Transforming the Trade initiative for 2008.

### **Major challenges**

- Retaining lecturing staff that were attracted by more high-paid job opportunities in manufacturing and resource industries.
- Attracting new delivery team members to work in the VET sector when salary rates were not competitive.
- Staff working flexibly in industry to meet industry needs under the existing industrial agreements.

### **Plans for 2009**

- Continue development of new Diploma and Advanced Diploma courses in Engineering and EBT cadetships that address industry needs.
- Develop programs for the international market that can be delivered through ACEPT by the Engineering section.
- Continue to actively seek commercial training revenue opportunities.
- Implement new Certificate IV qualifications across the Metals and Engineering trades.
- Develop programs that ensure all delivery and support staff are aware of the changing VET environment.
- Develop strategy to ensure all delivery team members are across new and emerging technologies and industries relating to their training areas.

### WA HORTICULTURE & ENVIRONMENTAL SCIENCE SKILLS CENTRE

The WA Horticulture & Environmental Science Skills Centre consists of the Primary Industry portfolio and the Sustainable Development portfolio.

The Centre delivers in excess of 505,000 SCH, comprising of 95,000 SCH for apprentices and traineeships and 410,000 SCH for non-apprentices and trainees across nine training packages and at three campuses of Challenger TAFE.

#### Priorities

- Establishing Industry Advisory Boards for Floristry, Laboratory Operations and Pest Management.
- Promoting, developing and delivering Diploma of Sustainability as a dual qualification to current Diploma students of this division.
- Extending scope of delivery as emerging industries are identified.
- Providing a professional development program for Division's VET practitioners on latest developments in VET.
- Developing and marketing comprehensive products and services that can be customised to industry needs.
- Meeting all delivery targets in a shifting economic context.
- Increasing FFS activity.
- Increasing provision of blended and flexible delivery strategies including e-learning, RPL and work-based delivery.
- Team-building and enhancing VET practitioners' skills in key areas of industry demand and to address Australian Quality Training Framework (AQTF) 2007 compliance.

#### Major outcomes

- Workplace delivery increased to 42,000 SCH (10% of total delivery for the year) compared with 1,000 SCH for 2007.
- 45% growth in revenue from FFS activity on 2007.
- 25% increase in international students on 2007.
- Delivered eight 'TAFE taster' programs to secondary schools in the region.

#### PRIMARY INDUSTRIES PORTFOLIO ACHIEVEMENTS

- Increased prison delivery in Horticulture and Conservation and Land Management training by 50%.
- Continued to deliver the Cell Dog program at Wooroloo Prison.
- Conducted seminar for the pet industry.
- Delivered Certificate IV in Wool Classing for VET for Schools.
- Obtained state funding for the development of flexible learning and assessment tools for the Certificate IV in Horticulture (Turf Management).

#### SUSTAINABLE DEVELOPMENT PORTFOLIO ACHIEVEMENTS

- Floristry student Stacey Pitman won National WorldSkills gold medal.
- Obtained funding for WA's e-learning Innovation projects funding for the development of e-portfolio's for the Diploma of Sustainability.
- In partnership with WestOne Services were successful in obtaining grant funding from the Australian Flexible Learning E-learning for the development of Toolbox Series II e-learning resources for the Certificate I in Water Sustainability.
- Commenced workplace training for Waste Management.
- Commenced delivery of existing worker high-level traineeships for Laboratory Operations.
- Established Industry Advisory Boards for Pest Management, Floristry and Laboratory Operations.

#### Plans for 2009

- Continue to promote and deliver the high-level existing worker traineeships for horticulture and laboratory operations.
- Commence College-wide delivery of Diploma of Sustainability as a dual qualification.
- Establish a Companion Animal Industry Advisory Board.
- Implement program for lecturing staff to upgrade to the new TAA qualification.

### HOSPITALITY & HUMAN SERVICES

The Hospitality & Human Services Division comprises three areas of specialisation: Quinlan's Hospitality & Tourism Training Centre, Community Services Training Centre and Visage Training Centre for Health & Lifestyle.

The Division delivered 1.45 million SCH of training and assessment for government and commercially-funded courses for 2008.

#### Priorities

- Expanding delivery in the workplace for institutional-based-delivery (IBT) especially for skill shortage areas such as aged care, nursing, and hospitality.
- Introducing new and higher-level programs in the Peel region.
- Responding with increased and accelerated training to address skills shortages in the health, aged care, hospitality and commercial cookery areas.
- Sourcing external funds to develop e-learning tools to support flexible delivery.
- Increasing FFS delivery.
- Enhancing staff capability through professional development and return-to-industry programs and providing additional equipment to enhance their capacity to respond to training needs.

#### Major outcomes

- Developed excellent partnerships with industry to support training and assessment in the workplace.
- Managed a significant number of state and national projects to enhance our staff capabilities and materials, including e-learning to support training delivered in the workplace, RPL and fast-track programs.
- Significantly increased FFS short courses, international student numbers, overseas auspicings arrangements, and projects funded from external sources (\$1.5 million).

### COMMUNITY SERVICES TRAINING CENTRE ACHIEVEMENTS

- Increased development and utilisation of e-learning resources (Moodle) to support delivery, especially workplace-based training.
- Increased the workplace-based training component in full-time courses, resulting in a significant increase in fast-tracking, especially in disability and aged care work, and an increase in student numbers at diploma level.
- Developed streamlined RPL assessment tools in disability and aged care work, resulting in a significant increase in RPL numbers.
- Significantly increased enrolment numbers in the Diploma of Community Welfare Work, thanks to increase in workplace-based training component, and offered the qualification at Peel Campus for the first time.
- Assisted the Leadership Centre to offer a Certificate III in Teacher Assistant (Indigenous) – Community Services and provided teacher assistant training resources and lecturers.
- Received commendations from the Training Accreditation Council auditors in six areas of good practice for AQTF 2007 re-registration for both Community Services and Education, including VET in Schools auspicings.
- Positive feedback from employers about the increase in the workplace-based training component – e.g. several aged care businesses employed students on completion of their qualification.
- Increased offerings at Peel Campus – Certificate III in Teacher Assistant, Certificate IV in Aged Care Work, Certificate IV in Disability Work and Diploma of Community Welfare Work.
- Increased income from FFS activities through a successful offering of key units from the Certificate IV in Marriage Celebrancy.
- Increased enrolment numbers in Aged Care Work through increase in workplace-based training component.

### QUINLAN'S HOSPITALITY & TOURISM TRAINING CENTRE ACHIEVEMENTS

- Implemented online Responsible Service of Alcohol course with 100 students enrolling.
- A second group of Commercial Cooks for the Burswood Entertainment Complex undertook training in their workplace.
- Received good practice commendations from the AQTF re-registration auditors in six out of seven areas of the AQTF 2007 requirements.
- Received positive feedback from employers in delivery of training for Advanced Diploma students in conjunction with industry partners ACCOR Hotel group.

- Increased course offerings at Peel Campus – Certificate III in Commercial Cookery, Certificate IV in Hospitality and Certificate IV in Tourism.
- Increased income from FFS activities through a successful offering of skill sets and key units.
- Increased enrolment numbers in Mauritius offering dual qualifications and extended delivery into the areas of events management and hospitality.
- Successfully applied for: five Curriculum Support Services Network state projects; one national e- Learning project, one state project to develop Assessment in Industry for Apprentices, and, one Tourism WA project, totalling \$150,000.
- Diploma students, as part of their assessment and skills promotion to industry, organised and hosted over 60 industry representatives for a cocktail evening; with a second group undertaking a sit-down dinner promotion.
- Participated in numerous expos and external events such as Australian Hotels' Association, Employment Expo, Careers Expo, Red Bull Air Race, Tourism Exchange, Chaîne des Rottisseurs, WA on Show, and Mussel Fest.
- MOU signed with Mirvac to contribute to upgrade Hospitality training room at Peel Campus and a \$20,000 contribution towards salary of Program Coordinator based in Challenger TAFE providing hospitality training for Mirvac and other local enterprises.

### **VISAGE TRAINING CENTRE FOR HEALTH & LIFESTYLE ACHIEVEMENTS**

- Increased delivery with the newly-introduced Diploma of Enrolled Nursing.
- Partnered with St John of God Hospital Murdoch (SJGHM) to pilot delivery of a 12-month Diploma of Enrolled Nursing at the SJGHM Campus.
- Introduced a higher-level qualification with the Diploma of Applied Fashion Design and Technology with implementation of new training package.
- Increased VET for Schools delivery for Hair and Beauty and introduced Fashion.
- Conducted a successful partnership involving Visage Fashion Section and the Special Art Program at Applecross Senior High School.
- Student gained a finalist place in the WA Fashion Awards, and students also participated in the National Retail Association awards in Brisbane.
- Established industry partnerships with the High Street (Fremantle) Collective and participated in the Fremantle Festival's Fashion Parade.
- Developed a dual qualification for Reflexology and Aromatherapy so students can gain multi-level qualification.
- Increased the quantity of RPL being delivered and developed materials to support the process.
- Introduced higher-level traineeship Certificate IV in Beauty Therapy.
- Significantly increased FFS activities in the Peel region as well as introducing Certificate IV in Beauty Therapy.

### **Major challenges**

- Supporting and mentoring staff, and developing materials to support delivery in the workplace.
- Establishing the pilot program for the Diploma of Enrolled Nursing at St John of God Hospital Murdoch.
- Developing and then managing numerous state and nationally-funded projects.

### **Plans for 2009**

- Extend industry partnerships to provide increased delivery in the workplace.
- Increase the amount of RPL and higher-level qualifications.
- Establish a simulated nursing laboratory at Applecross Campus.
- Partner with Box Hill TAFE Victoria to expand the simulation training component for nursing students.
- Develop e-learning materials for the majority of our courses.
- Develop staff capabilities to work within industry and with e-learning materials.

### INFORMATION TECHNOLOGY AND BUSINESS SKILLS CENTRE

The Information Technology and Business Skills Centre offers training for employment in the IT and Business professions. The Centre also works with industry to up-skill and expand the capabilities of their workforce.

In 2008 the Centre has successfully achieved 100% of profile delivery (532,110 SCH Institution-Based Training and 24,851 SCH Employment-Based Training). A key performance achievement has been the increase in the number of individuals obtaining formal RPL with 26,000 SCH recorded this year compared to 10,286 SCH in 2007. The Centre has also increased the revenue from commercial activities to achieve \$316,506 which is a 12% increase on 2007.

#### Priorities

- Increasing the number of clients accessing RPL.
- Increasing the volume of training and assessment conducted in industry workplaces.
- Seeking external funding for the on-going development of RPL assessment tools.
- Establishing closer working relationships with key groups in the Peel region to implement IT and Business training and assessment services that address their specific requirements including Small Business Enterprises.
- Up-skilling IT and Business lecturers to expand their capabilities and capacity to provide flexible and innovative training solutions.
- Encouraging past and present IT and Business students to continue their study into the higher-level diploma and advanced diploma qualifications by building workplace training arrangements.

#### Major outcomes

- Achieved 2008 targets in government-funded and commercial delivery.
- Improved arrangements for delivery of the Certificates II and III in Business to indigenous trainees employed by the Department of Corrections.
- Developed new partnerships with industry for commercial delivery.
- Expanded scope of delivery to include Certificate IV in Bookkeeping to be ready for Australian Taxation Office (ATO) legislation requiring registration of Business Activity Statement (BAS) bookkeepers.
- Developed new and improved RPL assessment tools to streamline the RPL process.
- 10% increase in traineeship delivery on 2007
- 50% increase in RPL assessments on 2007.
- 35% increase in income derived from commercially-provided services on 2007.
- 62% increase in SCH derived from full-fee paying overseas students on 2007.
- Successful partnership with the Serpentine/Jarrahdale Telecentre for the delivery of IT and Business courses resulting in the Telecentre winning the 2008 WA Telecentre Award in the category of Working in Partnership.

#### INFORMATION TECHNOLOGY SECTION ACHIEVEMENTS

- Gained funding for two projects to develop online self-assessment tools for the Certificates IV in Information Technology in Networking and Programming RPL with newly-developed tools to be trialled with industry partners.
- IT Diploma students organised and hosted second annual conference for industry partners, past students, and current students, featuring guest speakers from VMWare and Cisco.
- Increased number of industries providing 'business incubator' projects for IT students who gained valuable 'real world' experience in meeting clients' needs and deadline delivery.
- Conducted IT e-Tech Expos with three schools involving 94 students, to promote IT industry and TAFE study pathways to school students.
- Billy Dower Community Centre in Mandurah received support and assistance from IT students, and allowed students to have their competencies assessed in the workplace.

### **BUSINESS SECTION ACHIEVEMENTS**

- Won two Curriculum Services Support Network (CSSN) projects:
  - development of assessment resources for industry participants for Certificate IV in Bookkeeping; and,
  - development of holistic assessment materials for cluster of computerised accounting units in the Certificate IV Financial Services (Accounting).
- Demand grew from a part-time to full-time Certificate II in Business qualification conducted at the Mundijong Telecentre.
- Five indigenous trainees employed by Department of Corrective Services successfully completed Certificate II in Business and are continuing with Certificate III. A second intake is currently completing their studies.
- Partnering arrangement with Mandurah City Council, Peel Development Commission, Peel Education Development Unit, Peel Small Business Centre and the Peel Chamber of Commerce and Industry to establish strategies for assisting Peel region small business owners gain new skills, with a wrap around service provided by the partners.
- International partnership with Charles Telfair Institute in Mauritius saw 230 students enrolled in Certificate IV and Diploma qualifications in Management, Marketing and Human Resources.

### **Major challenges**

- Addressing shortage of lecturers to deliver higher-level qualifications in areas such as human resource management, project management, multimedia, and programming.
- Developing viable and cost-effective delivery strategies to provide training options for 'thin' markets.

### **Plans for 2009**

- Develop simplified RPL resources further to support clients' needs.
- Market training services to enterprises, particularly in workforce development and training needs analysis.
- Expand range of training delivery modes by incorporating new technologies, workplace delivery, and viable strategies for catering to small groups.
- Develop 'skill sets' in IT and Business for Certificate IV and Diploma levels to provide existing workers' access to higher-level skills in discrete activity areas.
- Promote the value of developing skill sets across all the College's Industry Training Centres.
- Promote IT and Business traineeships, particularly higher-level existing worker traineeship qualifications.
- Extend working relationships with employers to increase number of 'business incubator' projects and work placements available to IT and Business students.
- Expand the range of training to include Project Management, Occupational Health and Safety, and Certificate III in Micro Business Operations.

### WA MARITIME TRAINING CENTRE – FREMANTLE

The WA Maritime Training Centre – Fremantle has two primary functions: teaching for Maritime Operations, Marine Engineering, Fishing, Aquaculture, Marine Tourism and Logistics across a range of qualification levels, both profile and commercial; and, applied research in the Aquaculture Development Unit (ADU) which has a government-funded component as part of the College Delivery and Performance Agreement and a commercial component.

#### Priorities

- Achieving profile and commercial training targets in the face of teaching staff being head-hunted by industry.
- Addressing several needs for equipment and facility upgrades.

#### Major outcomes

- Maintained profile and commercial delivery targets thanks to teaching staff working additional hours.
- Employed new staff as a result of an international recruitment drive.
- Retained staff in Marine Engineering and Maritime Operations teaching areas.
- Participated in the National Review of Coastal Shipping.
- Collaborated effectively with two major providers of maritime training in Australia for cost-effective national program development.
- Participated in the expansion of the West Australian aquaculture industry through new applied research projects for the ADU.
- Won Gold in the WA Tourism Council Award in the Education and Training category for the Marine Tourism program (second year in a row).
- Improved workshop facilities to enable effective delivery of Marine Engineering.

#### MARITIME SECTION ACHIEVEMENTS

- Commenced formal collaboration with the Australian Maritime College and TAFE NSW Hunter Institute that led to a Memorandum of Understanding. (Winning of a Reframing the Future funding allocation was an important facilitating factor in this initiative).
- Grew Maritime Operations area to approx. 20,000 SCH which compensated for contractions in fishing and aquaculture industries.
- Increased delivery in entry-level training of 12,000 SCH due to industry acceptance of traineeship model for Integrated Ratings, and Deck and Marine Engineer Cadets.
- Achieved commercial course revenue target of \$1.7m despite challenges with staff attraction and retention.
- Improved workshops at the Fleet Street Campus.
- Allocated Principal Lecturer position to the Maritime Division and filled the role in an industry-driven market.
- Increased the level of collaboration with the Australian Maritime Safety Authority and starting an effective liaison with the new Transport and Logistics Industry Skills Council.

#### FISHING, MARINE TOURISM AND AQUACULTURE ACHIEVEMENTS

- Continued to develop the Recreational Skippers Ticket network to become the largest in the state, with 97 formally-appointed Assessors who issued 28,000 tickets.
- Redeveloped the Aquaculture Certificate III program to provide new flexible delivery materials that will enable increased workplace delivery of the program.
- Completed work associated with a Community Water Grant from the Department of Environment and Heritage for development of an aquaculture wetlands recycling project at our co-located teaching site at Gingin.
- Recorded highest enrolments yet (69) in the Marine Mechanics Apprenticeship program.
- Co-developed aquaponics pilot systems at Karnet Prison and the Glyde Street Community Centre in East Fremantle.

#### AQUACULTURE DEVELOPMENT UNIT ACHIEVEMENTS

- Participated in an Aquaculture Development Council-funded (ADC) project to enhance fish culture skills through the Open Ocean Project through visits to facilities in Panama and Miami.
- Received a fellowship from the International Student Scholarship Institute for international collaboration on the culture of Yellowfin Tuna with the University of Miami.

- Established in-principle agreements with industry partners for two major aquaculture applied research projects for Yellowtail Kingfish and Yellowfin Tuna.
- Joined Australian Centre for International Agriculture Research program to grow Yellowtail Kingfish in Indonesia.
- Completed turbidity study using Pink Snapper for Fremantle Ports to assess the impact of dredging for deepening shipping channels into Fremantle and Cockburn Sound.
- Completed pre-feasibility study for the use of open ocean submersible sea cages funded by the ADC.
- Completed Stage 1 of feasibility study to develop a new industry for the culture of Artemia spp. in inland saline waters.
- Completed a 3-year Fisheries Research and Development Corporation inland saline aquaculture research project on the culture of fish in inland saline dams.
- Continued to participate in the Blackwood River Black Bream re-stocking project in conjunction with the Western Australian Fish Foundation and Murdoch University.

### Major challenges

- Attracting lecturing staff in the Maritime Operations and Marine Engineering areas due to a very competitive industry recruiting environment, and therefore the maintenance of these teaching programs with a shortage of lecturing staff.
- Funding and implementing a tuna aquaculture program in the ADU.

### Plans for 2009

- Stabilise lecturing and managing staffing for the Division.
- Strengthen relationship with Australian Maritime College and Hunter Institute.
- Move 34,000 SCH from Profile to Productivity Places Program funding.
- Grow liaison with national maritime industry companies and organisations, the Transport and Logistics Industry Skills Council and the Australian Maritime Safety Authority.
- Grow delivery for logistics programs at all levels.
- Effectively participate in and complete ADU projects.
- Develop new applied research and development program for tuna aquaculture at the ADU.

## PEEL REGION, ACCESS AND PARTICIPATION SECTION, LIFESTYLE AND LEISURE SECTION, AND WA CENTRE FOR LEADERSHIP, COMMUNITY AND CULTURAL DEVELOPMENT

With a focus on social inclusion, this Division provides training and consultancy services to build individual human capacity and independence in the community.

In the Peel region it builds sound relationships with industry and government partners and provides a range of industry-driven training programs and services to meet the needs of the local community.

### Priorities

- Developing strategic partnerships with employers and customising Leadership Development programs to produce indigenous employment outcomes.
- Supporting successful outcomes for students undertaking mainstream College vocational programs by providing literacy/numeracy and other support programs including the Course in Applied Vocational Study Skills (CAVSS).
- Increasing the quantity of training for people with disabilities.
- Implementing continuous improvement processes by obtaining and responding to feedback from students, staff and community partners.
- Developing and maintaining a range of Lifestyle and Leisure programs for the community.

### Major outcomes

- Established partnerships with key potential employers, e.g. Activ and Workpower.
- Developed new delivery models and programs for meeting the needs of increasing numbers of disengaged minors and other youth-at-risk.
- Sustained training delivery in financially viable Lifestyle and Leisure programs.

### WA CENTRE FOR LEADERSHIP, COMMUNITY AND CULTURAL DEVELOPMENT ACHIEVEMENTS

Established highly-successful partnerships with:

- Department of Corrective Services for the delivery of Indigenous pre-Employment programs for people entering the Corrections Industry.
- Department of Housing and Works for the delivery of pre-employment programs for indigenous people entering the Construction Industry.
- Indigenous Corporations including Burdiya Corporation in Hamilton Hill; Winjan Corporation in Peel; Manja Boodja Corporation in Beaconsfield; Calunga School in the Swan Valley; Wongatha Birnie and Morpapai in the Eastern Goldfields that delivered a range of targeted programs to meet the needs of Aboriginal people including Leadership Development, Certificate IV in Governance, Tourism and Art and Design.

### ACCESS AND PARTICIPATION SECTION ACHIEVEMENTS

- Substantial growth in activity including:
  - 46% growth in total profile-funded delivery (up approx. 106,000 SCH on 2007).
  - Course in Applied Vocational Study Skills (CAVSS) more than quadrupled delivery (up 70,000 SCH on 2007).
- Special projects generated more than \$600,000 non-profile funding.
- Completed a Reframing the Future project focusing on continuous improvement processes for obtaining and responding to feedback from students, staff and community partners.

### PEEL REGION ACHIEVEMENTS

- Increased uptake of training programs on offer.
- Increased number of RPL applications for local residents by 63%.

### LIFESTYLE AND LEISURE SECTION ACHIEVEMENTS

- Continued delivery of programs with enrolment revenue increasing by 6% on 2007 and a further 32.38% on 2006.

### Major challenges

- Developing and managing the relationships and expectations of a wide spectrum of community and industry partners.
- Developing innovative new models for delivery, e.g. one-on-one and small group delivery for highly-disengaged youth-at-risk.
- Developing new and more flexible staff roles to address the broad range of special interest group and community programs.
- Recruiting, inducting, developing and managing a large number of new staff, particularly casual lecturing staff, owing to a substantial growth in demand for specialised training programs.
- Changing economic circumstances and discretionary spending habits in the community affecting Lifestyle and Leisure courses.

### Plans for 2009

- Maintain successful Lifestyle and Leisure course program within a restricted budget.
- Introduce and/or embed alternative models for working with youth-at-risk including the Get Smart Program and Youth Access Re-engagement Program.
- Consolidate and extend strategic partnerships with industry and employers to enhance employment opportunities for students.
- Provide mentoring service to young VET for Schools students studying trades in the Peel region.

### SCHOOL-AGED STUDENT INITIATIVES

This Unit was established in response to the Minister's direction on providing Duty of Care to under 18-year-old students attending TAFE classes and includes monitoring attendance and responding to health issues of students.

School-Aged Student Initiatives provide strategic direction and support across the College in the areas of VET for Schools, Apprenticeships and Traineeships and Duty of Care for Minors (young people under 18yrs). The section is responsible for providing leadership in the development of appropriate policies and professional development of staff to ensure compliance with legislative changes.

### Priorities

- Increasing number of Aboriginal School-Based Trainees (ASBT), School-Based Trainees (SBT) and School-Based Apprentices (SBA).
- Improving pathways for students with a disability.
- Increasing the application of RPL.
- Developing higher-level qualifications to suit the VET for Schools market.
- Implementing new policies in both Apprentice and Duty of Care areas.

### Major outcomes

- Met VET for School targets and provided range of programs which better met the needs of school students.
- Increased outcomes of ASBT programs.
- Provided career guidance support to schools sector with advice for students reflecting current labour market opportunities.
- Established and recognised for effective communication across sectors using and extending networking meetings with Department of Education and Training (DET) Participation Directorate now being applied as best practice model.
- Applied College processes for support for students in transition and reporting documentation across the system.
- Developed College staff information pack to assist with essential information on Duty of Care of minors, vet in schools students, apprentices, handling of excursions, and student behaviour management.
- Developed and introduced the 'Duty of Care for Minors Procedure and Policy' – Q10.201/13.
- Developed and introduced the 'Independent Minors Procedure and Policy' – Q10.201/14.
- Introduced new Minor Management system on Assessment and Results Interface (ASRI) for tracking absences of under 18-year-olds.
- Provided training and support to College Duty of Care/administration staff in recording and reporting of absences of under 18-year-olds.
- Provided ongoing PD opportunity for staff addressing 'Duty of Care of minors' and 'VET in Schools requirements'.

### VET FOR SCHOOLS ACHIEVEMENTS

- Increased number of Gilmore College students choosing Automotive pathways into Year 11 for 2009 as a result of an Automotive program taught by Challenger TAFE staff to Gilmore Year 10 students, achieved with Gilmore teaching hours 'traded' to the College.
- Developed a 'schools cluster' for Education Support Schools to better identify and target programs to suit this student cohort with effective planning and appropriate College programs available.
- TAFE LINK trialled at Mandurah Senior Campus and proved to be a successful new option for traditionally TEE-bound students.
- Developed a flexible Electrotechnology program at Henderson Campus allowing school students to attend any day which proved valuable to participating schools.
- Added value to school students' part-time work activities through RPL assessment leading to Retail qualifications in addition to their other vocational studies.
- Increased range of Certificate III qualifications available to school students.
- Successfully piloted SP3 training to school staff in Rockingham cluster to enable them to enter schools' auspice enrolments into the College enrolment system in 2009.
- Provided professional development schools in Central West TAFE region on increasing range of VETfS options.
- Developed and deployed VET for School Students Pathways Book 2009 as a planning tool for schools.

### DUTY OF CARE FOR MINORS ACHIEVEMENTS

- Successfully deployed new Duty of Care for Minors policy to College staff.
- Implemented Assessment and Results Interface (ASRI) tracking for monitoring absences of under-18s.
- SMS message system successfully deployed for informing parents of absences of under-18s as the predominant reporting mechanism.

**Table 1: Enrolments: Under-18s 2008**

Enrolment categories	No. Enrolments
College profile (VA)	1775
Lifestyle and Leisure courses	9
Access and Equity enrolments	201
Overseas students	5
Enrolment with no resource fees exception, Recognition of Prior Learning or Recognition of Current Competencies	4
VET for School students	2299
<b>TOTAL</b>	<b>4293</b>

**Table 2: Monitoring Absence of Under-18s**

Absences Reports	May* to Oct 08
SMS to parents	4377
Phone calls to parents	500
Letters regarding absences	658

\*May 08 beginning of data collection period

### Major challenges

- Developing Certificate III and IV qualifications processes for school students' portfolios.
- Allocating a limited available resource of profile hours to a quickly-growing market (where students and parents consider TAFE a realistic career path option) whilst preserving high school links.
- Meeting demand for Certificate III and IV qualifications which consume greater proportion of existing profile hours.
- Monitoring College compliance with new VETfS reporting requirements (will be addressed with PD and roll auditing in 2009).
- Maintaining currency of contact information from under 18-year-old students and parents.

### Plans for 2009

#### *VET for Schools*

- Continue developing career counselling and guidance initiatives with schools to address wider opportunities based on informed choices about the labour market.
- Implement best College practice model for delivery of School Apprenticeship Link programs.
- Monitor procedures for College staff compliant with legislative requirements for delivery in VETfS, minors and apprenticeships and traineeships.
- Assist schools in developing their capacity to auspice lower-level qualifications in a broad range of industry areas.
- Establish Certificate III in Engineering pathway as a program of choice in schools for 2010 delivery.
- Increase range of para-professional courses available to schools through a TAFE LINK model.
- Develop more refined processes for allocation of profile hours in 2010.

#### *Duty of Care*

- Conduct regular roll audits for the presence of students under 18.
- Continue PD to all College staff with regard to procedures and obligations associated with VET in Schools and Duty of Care of Minors with particular focus on administration staff, enrolment staff, information officers and lecturers.
- Reduce response time on follow-up on under-18 students who have attendance issues.
- Extend provision of absentee reports to include College divisional staff.

## APPRENTICESHIPS & TRAINEESHIPS

### Major outcomes

- Successfully promoted new Productivity Places Program – Higher Traineeship initiative to employers wishing to up-skill their existing workers to Certificate IV and higher.
- Implemented trade skills recognition in automotive, metals, construction and commercial cookery.

### APPRENTICE AND TRAINEE ACHIEVEMENTS

Industry Areas	2007		2008	
	Trainees	Apprentices	Trainees	Apprentices
Information Technology, Retail, Business & Office Administration	84	0	71	0
Engineering, Automotive & Building and Construction	116	2310	181	2548
Horticulture & Science	203	174	170	181
Hospitality, Hairdressing, Beauty, Fashion & Human Services	47	518	59	480
Maritime Operations, Aquaculture, Transport and Distribution	55	0	74	0
Workplace Readiness	40	0	0	0
Employment Skills	0	0	31	0
<b>Total</b>	<b>545</b>	<b>3002</b>	<b>587</b>	<b>3209</b>

Industry Areas	2007	2008
Automotive, Carpentry & Joinery, and Electrical	0	9
Engineering Fabrication & Mechanical Marine Construction	0	68
<b>TOTAL</b>	<b>0</b>	<b>77</b>

Industry Areas	2007		2008	
	Trainees	Apprentices	Trainees	Apprentices
Information Technology, Retail, Business & Office Administration	3	0	3	0
Engineering, Automotive & Construction	0	37	2	36
Horticulture & Science	0	7	6	7
Hospitality, Hairdressing, Beauty, Fashion & Human Services	0	9	1	14
Maritime, Transport & Distribution	1	0	2	0
<b>Total</b>	<b>11</b>	<b>53</b>	<b>14</b>	<b>57</b>

NB: Data correction from 2007 report 64 rather than 71 reported.

**Table 6: School-Based Apprentices and Trainees**

School-Based Trainees	2007	2008
Engineering and Process Operations including 19 Indigenous students	35	51
Automotive	16	2
Horticulture,	1	7
Hospitality , Beauty, Fashion & Community Services	8	15
IT, Retail , Financial & Business Services	13	10
Maritime Operations, Aquaculture, Transport & Distribution	1	2
Workplace Readiness, Employment Skills (an Indigenous program)	40	31
<b>TOTAL</b>	<b>114</b>	<b>118</b>

### Plans for 2009

- Develop employer information pack to assist with promotion of the Productivity Placement Program – Higher Certificate Traineeships.
- Develop and maintain College website material for apprentice and trainee section.
- Promote trade skills recognition across all trades delivered by the College.

### STUDENT SUPPORT SERVICES

This section supports students with a disability, special learning needs, international students, students-in-crisis, and provides an enriching campus life experience for all students.

#### Achievements

##### STUDENTS WITH DISABILITIES OR SPECIAL LEARNING NEEDS TEAM

- Promoted Student Support Services to staff and students which led to more students gaining appropriate and timely assistance.
- Increased provision of assistance from Student Support Advisers by 55%.
- Developed education pathways into TAFE for government VETfS students with disabilities in 2009.
- Developed pathways for school leavers with disabilities with Inclusive Education Consultant from Association of Independent Schools for 2009.
- Successfully marketed available TAFE options and importance of early transition to agencies such as Disability Services Commission, community groups, schools, and at expos.
- Put course 'tasting' arrangements in place so classroom attendance and suitability of work experience model could be reviewed for special needs students.

##### SUPPORT TO TRANSITION STUDENTS TEAM

- Increased availability of Transition Adviser.
- Transitioned Long-time Access course attendees to work or other community options.

##### CAMPUS LIFE SERVICES TEAM

- Conducted events for students included Welcome Days, International Women's Day, Harmony Day, Multicultural Day, TAFE Sports Day and International Disability Day.
- Provided Leadership Seminar for student leaders to skill them for their leadership and support role of other students.

### INTERNATIONAL STUDENTS TEAM

- Increased international enrolments: 331 (2006) to 764 (2008) – greatest in Commercial Cookery, Horticulture and Community Services.
- A 75% increase in numbers of students at Peel Campus. Numbers increased from 15 in 2007 to 62 in 2008.
- Achieved 33% increase in student numbers, exceeding College's target by 13%.
- Increased/improved communications with training program areas resulting in improved service for international students.
- Improved communications with other TAFEWA Colleges International Coordinators to share good practices.

**Table 7: On-shore International Student enrolments by location**

CAMPUS	2006		2007		2008	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Fremantle	95	113	166	170	213	259
e-Tech Fremantle	3	2	1	3	2	2
Peel	1	2	6	9	26	36
Rockingham	4	4	5	6	5	5
Maritime Campus Fremantle	17	15	28	40	36	21
Murdoch Campus	39	36	67	75	67	92
<b>TOTAL (ALL)</b>	<b>159</b>	<b>172</b>	<b>273</b>	<b>303</b>	<b>349</b>	<b>415</b>

### Plans for 2009

#### *Students with disabilities or special learning needs*

- Offer staff training in 'Mentoring People with a Disability' and 'Adaptive Equipment and Technology' to encourage greater staff understanding and more timely responsiveness to disability students.
- Continue enhancing links with other sections, e.g. Career Development Centre, Kadadjiny Mia, Access & Participation, and Information Officers.
- Establish and maintain community agency and business network links to maximise disability support services for students, avoiding service duplications and enhancing cost-effectiveness.
- Further develop pathways for autistic students, working with community agencies to investigate grants to develop suitable support models.
- Re-visit potential solutions for crisis intervention for Youth-at-Risk students, e.g. input from youth work professionals.

#### *International students*

- Attend relevant industry training program meetings on requirements of international student visas.
- Conduct internal audit and address the outcomes for College compliance with the National Code of Practice 2004 and the Education Standards for Overseas Students Act (2007) particularly ESOS Standards 6 and 10.
- Improve College website information on pre-departure information for international students.
- Develop action plan for assisting international students who require RPL.

#### *Campus life*

- Responded to feedback on Student Orientation activities with 4-day program for international students, covering cultural awareness, and industry English for horticulture and hospitality students.
- Promoted the role of Student Mentors to the relevant interest groups.

### KADADJINY MIA CENTRE FOR ABORIGINAL LEARNING

This section provides a support service for indigenous students and offers assistance with enrolments and career development, and accessing external services such as Abstudy.

It provides leadership and strategic advice to training delivery areas in the development, implementation and management of programs for Aboriginal people. In collaboration with the Organisational Learning and Development Directorate, the section designs professional development programs for College staff, for example in Cross-Cultural Awareness.

#### Priorities

- Increasing indigenous students' course completions in Certificate III and above.
- Developing a mentoring program to enrich the social experience of indigenous students at the College.
- Coordinating induction for indigenous students to involve course coordinators and Aboriginal Student Support Officers (ASSOs).
- Exploring opportunities for external partnerships.
- Embedding cultural awareness training in College practices and external stakeholders.

#### Major outcomes

- Increased the number of indigenous students studying at Certificate III or higher levels from 266 students (2007) to 309 (2008).
- Improved coordination between the College, schools and local agencies and enhanced support measures for indigenous students which helped increase numbers of Certificate III and above.
- Delivered Indigenous Tutorial Assistance to registered students and produced improved academic outcomes.
- Eight students graduated with two qualifications: a Certificate III in Teacher Assistant and a Certificate III in Teacher Assistant (Indigenous) with several students receiving job placements as Education Assistants and Aboriginal and Indigenous Education Officers.
- Successfully implemented a Community of Practice by developing an improved Framework for Indigenous Cross Cultural Awareness Training that re-focused training delivery to College staff. Six Kadjiny Mia Community of Practice members also received Train the Trainer PD enabling them to deliver a dynamic new program.
- Established and delivered Certificate I in Leadership Development to 18 indigenous students for the Department of Corrective Services Pre-Employment Course.
- Established and delivered Certificates I and II in Business with 15 Business Trainees for the Department of Corrective Services Pre-Employment Course.
- Increased Indigenous School-Based Traineeships with 39 Fremantle/Peel districts students participating.

#### ACHIEVEMENTS

- Increased the number of indigenous lecturers qualified for Certificate IV in Training and Assessment as a result of the mentor support program.
- Developed an Indigenous Career Development Service as a model for assisting indigenous students, by:
  - providing a tailor-made workshop to introduce the CareerConnect services to indigenous students,
  - working with the Transition Adviser to develop more career options that would appeal to indigenous students,
  - providing customised fact sheets on jobs, pathways etc., so students know more about career options,
  - offering one-on-one appointments including career pathway plans, and
  - providing resume-writing and mock interview workshops.
- Received commendations from the Training Accreditation Council auditors in two areas of good practice for AQTF 2007 re-registration.

#### Plans for 2009

- Indigenous workforce development – Kadjiny Mia will support the delivery of the Indigenous Lecturer Certificate IV in Training and Assessment program.
- Cross-cultural awareness training – Kadjiny Mia will continue to implement Cross Cultural Awareness Training with the use of "Interactive Ochre".
- Indigenous career/learning plans – Kadjiny Mia will continue to work with CareerConnect to develop a model for an Indigenous Career Development Service in order to assist Indigenous students.

## COMMUNICATIONS AND CAREER DEVELOPMENT

The Communications and Career Development section comprises Client Communications, Admissions and Course Information, Academic Records and the Career Development Service.

### Priorities

Positioning Challenger TAFE as a training provider of choice by providing marketing, admissions and career development services support to the training divisions.

### Major outcomes

- Established account management team within Client Communications.
- Launched a new College website.
- Established unified Career Development Services team and an effective RPL first-point-of-contact service.
- Developed and solidified an internal customer-focused approach across the section.
- Launched a new Customer Relationship Management (CRM) program.

### CAREER DEVELOPMENT SERVICES ACHIEVEMENTS

- Introduced new RPL database which allowed for improved accuracy in data collection and reporting and client monitoring throughout the RPL process.
- Expanded existing RPL program (database, statistics, dealing with temporary visa applicants and those seeking RPL for permanent residency purposes, streamlining the process).
- Expanded CareerConnect (job placement) service (new College areas using the service include Community Services, Engineering, and Maritime).
- Developed internal partnerships with Information Systems (IS) section to job-place graduate students.
- Placed international students into engineering cadetships.
- Established new partnership with Kadadjiny Mia to provide career services to indigenous students at Rockingham Campus and student services support.
- Improved the implementation of key business and communication processes, and information systems.
- Provided ongoing relevant professional development so staff were continually updating their skills.
- 384 job vacancies lodged with CareerConnect and 284 employers registering positions.
- The College provided 404 presentations of workshops to schools and community groups on career opportunities for young people and 25,210 Career Advice appointments.

**Table 8: Combined Career Development Services 2008 (includes CareerConnect)**

Activity	2006	2007	2008
Job vacancies lodged with CareerConnect	453	586	384
Employers who had registered positions with CareerConnect	326	407	284
Students registered with CareerConnect	577	632	568
Students into Job Placements through CareerConnect	77	133	91
Individual Career advice sessions conducted	300	1912	25,210*
Class workshops conducted	69	82	89
Community group sessions conducted (*New measure in 2008 now includes School Liasion and Expo program)	N/A	43	136*
Skills Recognition enquiries	N/A	150	7137

\*New measure in 2008

### Plans for 2009

- Establish centralised Customer Contact Centre (including CRM and PSC functions) to improve service outcomes.
- Continue successful account management approach to marketing activities, including a more strategic advertising role, and establishing centralised website management service.
- Streamline Career Development Services (including RPL and CareerConnect) and establish a more integrated service with the new Customer Contact Centre, in order to improve service outcomes.

### CLIENT COMMUNICATIONS ACHIEVEMENTS

- Provided marketing and promotional support to the College's Industry Training Centres and Support Services via:
  - advertising in newspapers,
  - letterbox distributions detailing training opportunities across catchment area,
  - public relations feature articles in newspapers,
  - public relations feature articles in industry journals, and
  - promotional stands at public events and career exhibitions.
- Re-designed and re-structured College website to provide improved access to course and College information – for both individuals and business/industry, including:
  - developing a business case and set up a website committee to assess redevelopment options and ensure suitable representative of each area,
  - conducting 83 user tests to research how prospective students would navigate new website,
  - drafting a sitemap outlining where menu items should logically be situated,
  - briefing designers on developing 'crisp and clean' look for new website, and
  - launching new website by agreed deadline of 15th December.
  - 589,858 visitors to the Challenger TAFE website, a 189% increase on 2007. In addition, 33% of those website 'hits' were new visitors, including international visitors from 207 countries.
- Hosted range of high-profile events including:
  - launch of ACEPT by the Federal Education and Training Minister, Hon Julia Gillard,
  - College Student Graduation, at Esplanade Hotel, Fremantle with 150 graduands who gained a diploma or higher level qualification and total of 800 guests, and
  - launch of the new Automotive Technology Skills Centre, Kwinana by former Minister for Education and Training, Hon Mark McGowan.
- Provided training materials and advice at several expos including the Worldly Women Expo, WA on Show Expo and three careers and training expos.
- Substantially increased media profile with an 18% increase in media placements on 2007.

### ADMISSIONS & COURSE INFORMATION (INCLUDES ACADEMIC RECORDS) ACHIEVEMENTS

- Conducted Information Sharing Day for Training Research and Development (TR&D) staff and Course Information staff to increase mutual understanding of each area's operations.
- Identified as a training priority awareness of College's online enrolment system SP3 for training delivery in workplaces.
- Provided in-house training on SP3 for TR&D and other areas.
- Reviewed internal and external customer services.
- Trialled with school partners SP3 training to enable them to enter schools' auspice enrolments into the College enrolment system in 2009.
- Introduced new CRM to improve capture of client data and meeting client needs and better target marketing activities.
- Worked successfully with TAFEWA Admissions in the de-centralisation of their operations and with the changes to the TAFEWA Admissions Offer process.
- Implemented direct mail campaign to increase enrolments in mid-semester.

### CAMPUS SERVICES

Campus Services manages the physical infrastructure and facilities of the College as well as the provision of utilities and services including the front counter services such as general enquiries, cashiering and bookshops.

#### Priorities

- Conducting its functions in an efficient, safe and supportive manner.
- Providing the facilities required to allow all other functional units to conduct their business.
- Implementing sustainable practices and principles in management of campuses resources and provision of services and utilities.
- Improving security, management of student behaviour, crisis management practices and OH&S practices.
- Improving coordination of College bookshops, cashiering and other front counter services.
- Improving coordination and cooperation of facilities management activities between campuses.
- Improving monitoring and reporting of facilities services to achieve greater transparency of services for internal clients.

#### Major achievements

- Successfully established the operation of two new teaching campuses (ACEPT and Automotive Technology Skills Centre) and one new administrative centre (Challenger TAFE Centre) including:
  - commissioning the buildings,
  - efficiently relocating staff, and
  - efficiently instigating all utilities and services.
- Conducted water audits of all major campuses and commenced implementation of audit recommendations to reduce water usage (project conducted in conjunction with Diploma of Sustainability students).
- Initiated pilot office waste recycling project at Murdoch Campus.
- Installed rain water catchment system at Rockingham Campus with 27,000 litre capacity for use in flush toilets and laundries.
- Completed a program of energy-saving measures.
- Conducted a trial audit of the College's Environmental Management System injunction using external auditor to assess compliance against the international environmental standard ISO 14000.
- Conducted security reviews at all major campuses and implemented changes.
- Developed comprehensive Critical Incident/Crisis Management policy.
- Supported flexible delivery and industry-based training including:
  - providing services to assist staff to engage in this training delivery,
  - increasing the fleet of College vehicles, and
  - establishing flexible office accommodation and other arrangements to better suit a mobile lecturing cohort.
- Facilitated the presence of a number of industry partners co-locating on College campuses, e.g.:  
constructing new buildings i.e. Enterprise Centre building on Peel Campus, and  
establishing workshops and other facilities for a wide range of external firms at Murdoch Campus, ACEPT, Automotive Technology Skills Centre and Maritime Training Centre.
- Provided improved conditions for students and staff, enhancing the ambience of campuses, including:
  - refurbishing student commons areas,
  - improving landscaping,
  - extensively redecorating and upgrading teaching spaces, and
  - increasing air-conditioning in teaching spaces.
- Pursued active program of OH&S by implementing new practices with asbestos management, by:
  - assessing all campuses, and
  - making information available to contractors before work commences on-site.

### Plans for 2009

- Introduce a comprehensive Sustainable Management Strategy including improved energy management, water use and solid waste reduction strategies.
- Improve College's print management process to reduce costs and paper consumption.
- Introduce more effective accommodation bookings, usage and management strategies.
- Improve 'front counter' services.
- Enhance presentation of grounds and buildings.
- Improve security arrangements.
- Improve management of vehicle fleet and enhance vehicle accessibility for workplace training and assessing.
- Improve Helpdesk arrangements for managing maintenance issues.
- Develop comprehensive Critical Incident/Crisis Management policy.
- Train staff in Critical Incident Management.

### ORGANISATIONAL LEARNING AND DEVELOPMENT

This section provides a leadership role in developing a learning culture, and leading and supporting a range of continuous learning activities.

The four key Business Units of the Directorate are Strategic Education Services, Learning and Development, Teaching and Learning Services, and Curriculum Services. These Business Units undertake a range of services, programs and projects across the organisation and provide expertise, advice and support to staff.

#### Priorities

- Being recognised as an 'outstanding' training organisation when measured against the AQTF 2007 Excellence Criteria.
- Leading the implementation of the People Development Framework, and leading and supporting projects and initiatives to develop a learning organisation culture that grows staff capability.
- Undertaking employer of choice initiatives, ensuring enhanced staff engagement in learning and development activities and gaining a 5% increase in participation.
- Providing professional learning programs, activities and support for academic staff to ensure training and related services are industry driven and meet workforce needs.
- Monitoring and maintaining the College scope of registration, and ensuring audit and compliance requirements against AQTF 2007 Standards.
- Providing consultancy services to delivery areas to support the higher education agenda and implementation of associate degrees.

#### Major outcomes

- Achieving AQTF Excellence "Gold" rating.
- Implementation of the People Development Framework, a key strategic initiative in developing a learning organisation culture and growing staff capability.
- Increase in activities meeting College targets of 5% increase in commercial revenue fee-for-service.
- High levels of staff satisfaction with professional learning and development opportunities provided through Organisational Learning and Development and an increase in staff participation in learning activities.

### **CURRICULUM SERVICES ACHIEVEMENTS**

- Maintained a high-quality Scope of Registration ensuring currency and accuracy of scope for the College with 500 qualifications on scope, including 261 qualification movements.
- Supported RPL initiatives including the addition of four Trade RPL qualifications on scope.
- Completed College re-registration audit.
- Led and managed Curriculum Advisory Group (CAG) meetings for Primary Industries and Personal Services (PIPS) including 60 Curriculum Advisory Group meetings convened across 27 industry areas.
- Successfully completed three Outreach Curriculum Support Projects in Kimberley, Central West and Great Southern Regions.
- Successfully completed TAFEWA project Industry Engagement in Validation.
- Achieved high-level of client satisfaction with services provided by Curriculum Services team through CSSN Primary Industries and Personal Services activities based on correspondence and feedback from CAG meetings.

### **LEARNING AND DEVELOPMENT ACHIEVEMENTS**

- Successfully met Strategic Plan targets for Employer of Choice Performance Measure by:
  - staff evaluations indicated that 82% agreed their capabilities had increased as a result of participation in learning and development activities (target of 75%), and
  - increase in staff participation in learning and development activities by 10% – a 5% on 2007.
- Implemented Leadership program with six middle managers winning scholarships to increase their leadership and succession capabilities within the organisation.
- Extended scope of staff participation learning and development that included:
  - 489 workshops and activities,
  - 48% of non-academic staff participation,
  - 52% of academic staff participation,
  - 33% external activities, and
  - 67% internal activities.
- Increased attended numbers at October Festival of Learning Conference by 25%, with 77% of participants rating it as 'excellent'.

### **STRATEGIC EDUCATION SERVICES ACHIEVEMENTS**

- Undertook student evaluation of Murdoch, Fremantle and Beaconsfield Library Services to ensure continuous improvement of services.
- Extended collection area and enhanced student quiet study area in the Murdoch Campus library.
- Established computer seminar room within existing space in the Fremantle Campus library.
- Installed new computers in the Fremantle Campus library, resulting in increased student usage and student loans.
- Implemented professional development program for staff in ICT skills and knowledge.

### TEACHING AND LEARNING ACHIEVEMENTS

- Increased flexibility in Essential Skills Internship Program, Certificate IV of Training and Assessment, resulting in:
  - e-learning program,
  - increased staff uptake of RPL approach, and
  - improved level of completions.
- Delivered 35 professional development workshops to staff.
- Designed and delivered Train the Trainer skills sets from Certificate IV and Diploma of Training and Assessment for industry-based employers of apprentices to 30 Austal Ships staff with initiative funded through DET.
- Implemented flexible, e-learning model of training for Diploma of Training and Assessment.
- Increased commercial delivery to external clients of Certificate IV in Training and Assessment and met Performance Measure of 5% growth.
- Capabilities of academic staff undertaking Certificate IV of Training and Assessment increased as a result of their training program (80% satisfaction rating).
- Successfully completed AQTF 2007 internal audit schedule and College re-registration audit.

### Plans for 2009

- Implement new position of Moderation Consultant within the PIPS CSSN (Is funded through DET and will provide much-needed service across the WA VET sector).
- Work collaboratively with the Client Communications team to refine Products and Services Catalogue (PSC) processes and data collection to provide an improved service to website clients.
- Implement 2009 People Development Framework projects including increasing funding for leadership development and programs.
- Develop projects to support implementation of new technologies and roll out of wireless services across the organisation.
- Develop communities of practices to maximise sharing of good practice across the organisation, building capacity through professional sharing and mentoring.
- Support implementation of associate degrees through provision of consultancy services to Divisions, including policy development, fee-help agreements and engagement of stakeholders.
- Review and update articulation agreements with universities.
- Conduct evaluation of Learning Resource Centres to ensure products and services meet needs of academic staff.
- Implement elective units within Diploma of Training and Assessment to provide opportunities for staff to complete higher-level teaching qualification.
- Develop e-learning professional development and support services to better meet the needs of academic staff.
- Develop internal audit processes to focus on good practice rather than standards compliance, and support with appropriate professional development.

### BUSINESS SERVICES

Business Services comprises the following functional areas: Finance, Human Resources, Information Systems, Facilities Development and Records Management.

Its primary function is to ensure that business processes support the College's strategic objectives; and that compliance requirements are met.

The section also manages the College responses for Ministerial directions:

- Employee Criminal Records Screening – all existing staff have been screened and processes followed up, processes are in place for routine criminal screening of prospective staff.
- Misconduct and Complaints Management – covered under the College's Discipline Policy and the process for reporting is contained therein.

### Priorities

- Continuing implementation of OSH Management Plan.
- Continuing enhancement of telecommunication strategies:
  - migration to IS Active Directory,
  - implementing remote access, and
  - extending wireless access capability.
- Completing capital works programs – Automotive Skills Training Centre, and ACEPT.
- Implementing Records Awareness Training and staging introduction of Electronic Document Management System.
- Developing of new Online Induction Program for new staff.
- Ensuring compliance with Section 40's, Challenger TAFE Delivery and Performance Agreement 2007, Public Sector Standards and relevant Acts.

### HUMAN RESOURCES ACHIEVEMENTS

- Developed new Online Staff Induction Program.
- Continued implementation of OSH Management plan.
- Implemented new committee structure.
- Developed new 'Safety Alert System'.
- Developed new layout/accident/incident reporting system.
- Updated Code of Conduct.
- Redefined job descriptions for Levels 1 – 6.
- Updated Career Management System (CMS) to capture the aims of the People Development Plan.
- Updated Staff Recruitment and Selection process.

### INFORMATION SYSTEMS ACHIEVEMENTS

- Migrated to Active Directory to enhance e-business capabilities.
- Implemented remote access to enhance staff capabilities working in industry and community.
- Rolled out wireless access to enhance IS availability on College sites.
- Reviewed and enhanced Helpdesk Operations.
- Enhanced Executive Information System (EIS) to meet changing needs of business unit managers.
- Developed salary expenditure reports.

### RECORDS MANAGEMENT ACHIEVEMENTS

- Staged roll-out of Records Awareness Training System and Electronic Document Management System to address regulatory requirements.
- Developed new Freedom of Information statement to address regulatory requirements.

### FACILITIES DEVELOPMENT ACHIEVEMENTS

- Completed Automotive Technology Skills Centre capital works program.
- Finalised ACEPT capital works program
- Continued capital infrastructure progress at Murdoch Campus in conjunction with the Fiona Stanley Hospital development.
- Undertook Benefits Realisation Report (conducted by DET) on procurement activities.

**Table 9: Capital Projects 2008**

Capital project	Expected completion date	Cost	Cost variation
	Occupied June 2007 Process plant commenced April 2007 completed June 2008	\$19.1m \$1.4 (land acquisition)	\$0.19m
	Completion June 2008 Occupied July 2008	\$10.0m	\$0.75m
Murdoch Activity Centre Structure Plan-(Fiona Stanley Hosp/Murdoch TAFE Master planning)		\$0.025m	
Peel Kitchen (Joint TAFE/MSD/DET funded training kitchen) Peel Campus	commenced October 2007; completed October 2008	\$0.75m (\$0.25m Challenger TAFE share)	\$0.6m (\$0.20m Challenger TAFE share).
Quinlan's at The Point-Mandurah	TBD (pending: alternative options considered)		
Rockingham Redevelopment- (Transfer of Building/Construction & Plumbing/Gasfitting from Beaconsfield to Rockingham Campus)	commencement 2013	Indicative Budget \$25.3m	

### Internal Services: Procurement

- Processed \$13m approx. goods & services.
- State Supply Commission undertook a Procurement Capability Review of the College's purchasing activity in July 2008 which indicated satisfactory performance and the Section has passed all compliance checks and met statutory reporting requirements during 2008.

### Plans for 2009

- Implement Online Induction Program.
- Continue implementation of OSH Management Plan.
- Develop 2010-2012 EEO/Diversity Plan.
- Develop innovative solutions for information systems student access, connectivity and remote access.
- Implement new technologies for EIS, Helpdesk, Desktop Solutions and Network Management.
- Continue roll-out of Records Awareness Training System and Electronic Document Management System.
- Manage Rockingham Campus Trades re-alignment capital works program.
- Ensure compliance with Section 40's, Delivery and Performance Agreement and relevant Government Acts and policies.

### DISCLOSURES AND COMPLIANCE REPORTING

#### DISABILITY ACCESS AND INCLUSION PLAN (DAIP) OUTCOMES

The DAIP's five-year plan was lodged in July 2007 and an Annual Implementation Plan was developed by the Challenger TAFE DAIP Implementation Committee for 07/08.

The strategies developed to meet the six outcomes for the annual period from July 2007 to July 2008 and the quantitative outcomes were submitted to the Disability Services Commission in July 2008.

*OUTCOME 1: People with disabilities have the same opportunities as other people to access the services of, and any events organised by, Challenger TAFE.*

#### Tasks completed

- Induction program for WA Maritime Training Centre – Fremantle staff now includes DAIP issues.
- DAIP awareness checklist for events now on intranet.
- On-going professional development is now included in the work Development Plans.
- Provided induction session on working with students with a disability and the DAIP in staff induction workshops.
- Client Services and Communications 2008 Business Plan includes as a priority activity: *Continue to collaborate with not-for-profit organisations providing employment opportunities for people with disabilities by implementing RPL and gap training strategies that provide vocational qualification pathways.*
- Disability Course Coordinators from Access & Participation Section work closely with DAIP Implementation Steering committee.
- Access & Participation Section's course coordinators take a lead role in course planning and coordination, policy analysis, program development and agency liaison, to address the needs of people with intellectual disabilities, for the life of the program.
- Strategies are under development to address needs and requirements of contractors to Challenger TAFE.

*OUTCOME 2: People with disabilities have the same opportunities as other people to access the buildings and other facilities of Challenger TAFE.*

#### Tasks completed

- Access facilities audited and identified, and feedback from staff and students included.
- Automatic door entries installed for Maritime Complex and Beaconsfield Café.
- Addressed access issues at Kwinana and Henderson Campuses.
- Installed correct height computer tables in at least one computer lab in each campus.
- Commenced process for installing emergency buttons in all disabled toilets.
- DAIP a standing item on all Industry Training Centres staff meeting agendas.
- DAIP a standing item on Campus Management meeting agendas.
- Within the Access & Participation, Leadership, and Lifestyle and Leisure sections, courses are delivered on-campus and in appropriate community locations that suit the needs of students with a disability.

*OUTCOME 3: People with disabilities receive information from Challenger TAFE in a format that will enable them to access the information as readily as other people.*

#### Tasks completed

- Major documents produced after July 2008 have statement: "Documents can be available in alternative formats upon request".
- New College website W3C compliant with government accessibility guidelines.
- Made accessibility information available on intranet.
- Conducted one-on-one meetings with Program Managers and lecturers to cover DAIP issues.

## Chapter 4 | Disclosures and Compliance Reporting

*OUTCOME 4: People with disabilities receive the same level and quality of service from Challenger TAFE staff as for people without disabilities.*

### **Tasks completed**

- Incorporated information and training in induction program for new staff.
- Circulated regular information bulletins on access and inclusion on whole-of-College email.
- Conducted meetings with Program Managers to ensure staff awareness of disability issues and available support.
- Provided appropriate adjustments on request to improve disability students' learning.
- Provided disability students with individual support by specialist staff to ensure they are able to complete their studies.

*OUTCOME 5: People with disabilities have the same opportunities as other people to make complaints to Challenger TAFE.*

### **Tasks completed**

- Made online Customer Comment form available.
- Provided grievance procedure in student information booklets, handouts and online.

*OUTCOME 6: People with disabilities have the same opportunities as other people to participate in any public consultation with Challenger TAFE.*

### **Tasks completed**

- Consulted external organisations associated with people with disabilities in order to appropriately address training and employment pathways.

## **OCCUPATIONAL SAFETY AND HEALTH INCLUDING WORKERS COMPENSATION CLAIMS**

### **Statement of commitment to OSH & Injury Management**

Challenger TAFE is committed to achieving the highest standards of occupational safety and health by providing a healthy and safe working environment and eliminating conditions that could result in personal injury or ill health.

Its success depends on the commitment and cooperation of staff and students. All staff, students and visitors have a collective responsibility and duty of care to comply with the College's occupational safety and health policies, procedures and guidelines, and to undertake their work in a safe manner and without detriment to themselves or others. Copies of all safety-related policies and procedures are available online on the College's Intranet site.

In fulfilling its objectives, management is committed to regular consultation with staff to ensure that policies operate effectively, that safety and health issues are regularly reviewed and adequate resources allocated to give them effect. In this regard, commitment is delegated through the various levels of line management and includes those within the organisation who are responsible for the supervision of people working under their direction.

The College recognises its corporate responsibility to conform to relevant State and Federal legislation, regulations and codes of practice. In meeting its obligations under the Occupational Safety and Health Act 1984 and the Workers Compensation and Injury Management Act, Challenger TAFE is committed to providing and maintaining the highest possible OSH standards. In fulfilling this responsibility, managers have a duty of care to provide and maintain as far as practicable a work environment that is safe and without risk to health.

Its commitment to OSH and Injury Management is achieved through the development of the 2007 – 2009 OSH Business Plan. This Plan is designed to measure overall level of implementation and effectiveness through three performance indicators – system development and implementation, employee's Safety and Health Awareness, and measured achievements and performance.

### **Formal mechanism for consultation with employees on OSH and Injury Management matters**

In accordance with the Occupational Safety and Health Act, safety and health committees have been established as a means of providing consultation and cooperation between the employer and employee. Employer and employees work actively together with the common aim of improving safety and health standards in the workplace as well as facilitating an effective injury management system and associated return-to-work programs.

Committees have been established to oversee the implementation and ongoing management of OSH and ensure that all staff have any safety issues addressed. There are six campus-based OSH Safety Leadership Committees responsible for fostering consultation and cooperation among staff at all levels and for involving staff in decision-making processes about OSH issues in the workplace. These campus Committees comprise management representatives and site Safety and Health Representatives.

In addition there is an overriding College Safety Leadership Group that oversees the implementation and review of the OSH

## Chapter 4 | Disclosures and Compliance Reporting

Management Plan 2007 – 2009 as well as its development, implementation and review against the College's strategic directions. This peak Committee seeks to promote a culture of responsibility and accountability across the College to ensure the health and safety of all persons at the College and enhance the profile and practice of safety and health at all levels. Its membership consists of Senior Executive Managers and the OSH Coordinator as its Executive Officer. Members of all Safety Leadership Committees are accessible and are effectively utilised in discussions and as part of the College's OSH resolution process. Each Safety Committee meets monthly to discuss and resolve local issues and review hazards and incident reports and monitor compliance against its OSH 2007-09 Business Plan.

### **A statement of compliance with the injury management requirements of the Workers' Compensation and Injury Act 1981**

Challenger TAFE is committed to providing Injury Management and Rehabilitation support to all workers who sustain a work-related injury or illness, with a focus on safety and early return to meaningful work in accordance with the Workers Compensation and Injury Management Act 1981.

The aim is to provide effective injury management and occupational rehabilitation for injured employees with the aim of returning them to meaningful and productive work as soon as possible following a work related injury, illness or disability. The intent of the rehabilitation process is for the early and safe return to suitable employment (through the development of a recognised Return-To-Work Program) in duties the employee undertook prior to sustaining the injury or illness, or for deployment to other duties, or to duties with another employer.

The policy applies to all employees of Challenger TAFE, who have in the course of or from their employment, sustained an injury, illness or disability. It covers a general approach to injury management and rehabilitation.

### **Annual performance for 2007/08 against the following targets:**

#### *Number of fatalities:*

Target: 0 Actual 2007/08 fatalities: 0

#### *Lost Time Injury Incident Rate*

Target: 0 or 10% reduction on previous year

Actual 2007/08 LTI Incident Rate: 0.91

Actual 2006/07 LTI Incident Rate: 1.34

Outcome: 32.08% reduction on previous year

#### *Lost Time Injury Severity Rate*

Target: 0 or 10% improvement on previous year

Actual 2007/08 LTI Severity Rate: 16.67

Actual 2006/07 LTI Severity Rate: 12.5

Outcome: 33.36% increase on previous year

### **Review of the Added Responses to the OSH Reporting Requirements**

#### *OSH Remedial Funding*

2007/2008 Remedial Funding program was implemented. The College has allocated additional funds to address any necessary remedial action.

#### *OSH Advisor*

A suitably-qualified OSH practitioner has been employed to provide technical and hands-on assistance to identify and address outstanding OSH issues. This has increased our OSH team to two full-time persons.

#### *Safety Alerts online*

Safety incidents or potential incidents relevant to College operations are regularly exhibited upon login to College computers.

#### *Internal OSH Audits*

A series of 'rolling' safety inspections has been carried out throughout the College by the OSH team on a rostered basis to help managers and employees identify risks before they become hazards. Corrective actions and outcomes are followed up on a monthly basis.

## Chapter 4 | Disclosures and Compliance Reporting

### *Chemical Manifest*

An electronic manifest of chemicals at all locations in Chem-Watch. Training is provided to staff on an as-needs basis.

### *Safety Representatives*

The College has 46 safety representatives. Currently 79% are trained and 21% are newly-appointed and awaiting training.

### *Safety Leadership Committees*

New Campus Safety Leadership Committees have been established at the local campus level. This provides a forum whereby Managers and Safety representatives can discuss workplace safety. In addition, a Safety Leadership Steering Group has also been established to oversee the College's safety management practices and systems. New terms of reference have been developed for both groups, and their membership reflects greater managerial representation.

## DISCLOSURES AND LEGAL COMPLIANCE

Ministerial directives:

- Guidelines and processes to ensure compliance with Complaints procedures are in place.
- Required processes for Working with Children (Criminal Record Checking) Regulations (2005) are operational.
- Duty Of Care VET for School Students (VSS) Attending TAFEWA College Programs is operational.
- TAFEWA Duty of Care Policy for Minors Attending TAFEWA Colleges is operational.

## SUSTAINABILITY PLAN

- Continued roll-out of multi-functional devices (MFDs) with financial savings (ongoing) and significant reduction in resource usage (paper).
- Continued energy management program with reduction in energy consumption and costs.
- Installed rainwater tanks at Rockingham Campus as part of a recycling project to capture rain water from the roof and re-use it through campus toilets.

## HUMAN RESOURCE MANAGEMENT STANDARDS – CODES OF ETHICS AND CODES OF CONDUCT

- Misconduct and Complaints Management Framework has been implemented in cooperation with DET.
- Challenger TAFE Code of Conduct & Code of Ethics aligned with WA Public Sector Conduct Guide is available on the College Intranet.
- Guidelines and processes are in place ensuring senior management understand responsibilities and processes.
- Code of Conduct for Governing Council reviewed and re-endorsed 2008.
- Training was provided to 16 senior managers for Codes of Ethics , Codes of Conduct and risk management in relation to Corruption Prevention measures; and advice is available through the College's Human Resource Consultants and contact persons nominated in College procedures documentation on the intranet.
- 100% compliance (i.e. 'adequate' reports) with Crime and Corruption Commission requirements for investigations.

**Table 1: Equal Opportunity Management Plan outcomes 2008**

Indicator	Target	Outcome
Women represented in management: Tiers 2 & 3	35%	81.2%
Employees from culturally-diverse backgrounds	10.5%	13%
Indigenous Australian employees	2.8%	1.5%
Employees who identify as people with disabilities	3.6%	2.4%
Employees who are youth	7%	6%



## Chapter 4 | Disclosures and Compliance Reporting

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### RECORD-KEEPING PLAN

Challenger TAFE has an approved Record-keeping Plan as prescribed by the State Records Act 2000: State Records Commission Principles and Standards 2002 (Standard 2, Principle 6).

#### Efficiency and effectiveness of the Record-keeping system

An organisation's record-keeping system is to be evaluated not less than once in every five years. In 2006, a Records Management Baseline Audit was conducted by the DET (Internal Assurance Directorate) across all TAFE Colleges including Challenger TAFE. The objectives of this audit were to determine compliance with:

- State Records Commission Standard 2 Record-keeping Plans, and
- policies relating to government record keeping.

Some areas of improvement identified in that report include:

- Greater usage of the TRIM record-keeping system across the College.
- Revision of the Records Management Policy.
- Formalise course delivery records management.
- Disaster Management Plan for vital records.
- Improve level of training and awareness in records management.

Most of these areas have either been addressed or in the process of, e.g.;

- TRIM has been rolled out to over 60 staff.
- Records Management Policy has been re-written in line with DET overarching policy.
- Further investigation into capturing Course Delivery Records into TRIM in terms of acquiring additional TRIM Licences as well collaboration with other TAFE Colleges to provide a consistent approach.
- Disaster Management Plan to be reviewed in 2009 to ensure it is up-to-date and functional.
- Progressive roll out of Training and Awareness in Records Management across the College.

#### Record-keeping Training Program

The College has implemented an online record-keeping awareness training course so that staff can be made aware of their record-keeping responsibilities. In 2009, the final roll-out of the program will be to lecturing staff.

#### Efficiency and effectiveness of the record-keeping training program

The delivery efficiency of the record-keeping training program is high as it is easily accessible by the staff online and the pace of the course can be to a level determined by the candidate. 40% of non-lecturing staff have completed the course with only one adverse comment to date.

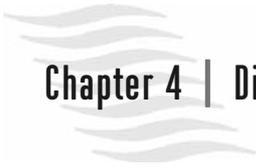
#### Organisation's induction program

All new employees are enrolled in the record-keeping awareness training course shortly after commencement. However, it is anticipated that by the end of 2009 the course will be formally integrated with a new HR Induction Process that will ensure complete compliance.

### FREEDOM OF INFORMATION

#### *Freedom of Information Applications*

The College received one application during the financial year 2007/08 with a follow up Internal Review application. This was completed to the satisfaction of the applicant.



## Chapter 4 | Disclosures and Compliance Reporting

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### *Freedom of Information Statement*

Challenger TAFE has complied with the requirement to report on the management of requests under the Freedom Information Act 1992. The College meets the requirements of the FOI Act to provide for the public right of access to the information, which it holds. Applications for access to documents or for the amendment of personal information can be made to the:

Manager Records

Challenger TAFE

1 Fleet Street

Fremantle WA 6160

Phone 08 9239 8276

Fax 08 9239 8078

Email [phillip.elliott@challengertafe.wa.edu.au](mailto:phillip.elliott@challengertafe.wa.edu.au)

Details of the College's organisational structure, mission, values, goals and policies are incorporated in a range of documents, including its Quality Manual and Annual Report. However, during 2008 a formal Information Statement was developed in keeping with the requirements of Section 94 of the Freedom of Information Act 1992. It is anticipated that this will be approved for publication in 2009.

Sources of information available to clients and customers without them having to use the FOI instrumentation include:

- Course information.
- Enrolment dates.
- Handbook.
- Advertisements, flyers, brochures, news items.
- Course Information Officers and Career Development Advisers (available at all delivery sites).
- Challenger TAFE Customer Service Charter.
- Student Support Services brochures and student diary.
- Policy and Procedures Manual – available at the Learning Resource Centres.
- “Waves” magazine produced by Challenger TAFE (distributed to industry, staff and graduates).

The only chargeable publication in the above list is the Handbook. All of the other publications are provided free of charge and can be accessed via the College website, by mail-out or by visiting any of the campuses.

### **ADVERTISING (ELECTORAL ACT 1907, S175ZE)**

Public agencies required to publish an annual report under the FMA or any other written law are required, under the Electoral Act 1907, to include a statement in the report detailing all the expenditure incurred by or on behalf of the public agency during the reporting period in relation to:

- Advertising agencies; \$281,817
- Market research organisations; Nil

## Chapter 5 | Key Performance Indicators

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### CERTIFICATION OF KEY PERFORMANCE INDICATORS

We hereby certify that the performance indicators are based on proper records which are appropriate and relevant to assisting users to assess the performance of Challenger TAFE and fairly represent the performance of the College for the financial year ending 31st December 2008.



Ms Paddi Creevey  
Chair, Governing Council



Ms Liz Harris  
Managing Director

27 February 2009



## Auditor General

### INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

#### CHALLENGER 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 Challenger 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.

#### Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of Challenger 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  
10 March 2009

## DESIRED OUTCOMES

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

## EFFECTIVENESS INDICATORS

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

## 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 is to attain an understanding of students training requirements and to measure the quality of the delivery of training and services provided by Challenger TAFE. The survey approach is a mass-market mail-out to a random sample of students who had 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. Students were asked to respond to the question 'Overall, how satisfied were you with your course?' on a five-point scale where one is 'very satisfied' and five is 'very dissatisfied'. Table 1 shows the proportion of respondents who were either very satisfied or satisfied with the overall aspects of their courses.

Full-time and part-time students who are enrolled in accredited courses at TAFEWA colleges are invited to participate in the survey. In 2008, a usable sample of 1,527 was drawn from an identified population of 9,130, achieving an overall response rate for the survey of 24% per cent. The required number of addresses was selected at random from current students, taking into account required sample sizes by college and industry grouping. Responses were weighted to reflect population benchmarks.

**Table 1: Overall Student Satisfaction Rating**

	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
Challenger TAFE	82.2%	84%	85%	83.4%	84.9%	85.4%
Western Australia	84.7%	85%	86%	86.8%	85.4%	N/A

## SOURCES

Colmar Brunton (2008), (2007), (2006) and (2005) Student Satisfaction Survey; Market Equity (2004) Student Satisfaction Survey.

## DERIVATION

Of the 9,130 potential population identified, 6,355 were surveyed. Of the 1,527 returns, 1,511 or 99% responded to this question. The reported result has a confidence interval of +/- 1.6% at the 95 per cent confidence level.

## STUDENT OUTCOMES SURVEY

The Student Outcomes Survey is conducted on the behalf of 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 their opinions of the training they undertook. Questionnaires were sent to a stratified (field of education, sex and age), randomly-selected sample of Challenger TAFE graduates, who had successfully completed a qualification in the previous reporting period.

### GRADUATE ACHIEVEMENT RATING (EFFECTIVENESS INDICATOR)

The graduate achievement is a key performance indicator that measures the extent to which Challenger TAFE graduates have wholly or partly achieved their main reason for undertaking the course.

	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual
Challenger TAFE	N/A	81.00%	N/A	83.50%	N/A
Western Australia	N/A	84.00%	N/A	86.90%	N/A
Australia	N/A	86.00%	N/A	86.7%	N/A

#### SOURCE

Student Outcome Survey, National Centre for Vocational Education Research (NCVER).

**Note:** The College is unable to provide data for 2004, 2006 and 2008 as statistically valid College level data was not available. NCVER has conducted surveys with appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005.

#### DERIVATION

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. There were 619 students responding, representing 10.6% of the graduate population of 5808. The standard error for the question is  $\pm 2.4\%$  at the 95% confidence level.

### GRADUATE DESTINATION (EFFECTIVENESS INDICATOR)

The proportion of graduates in employment is a key performance indicator, as at 25th May 2007, which shows the extent to which the College is providing relevant quality training that improves student employability.

	2004	2005	2006	2007	2008
<b>Employed</b>					
Challenger TAFE	N/A	76.00%	N/A	79.60%	N/A
Western Australia	N/A	78.00%	N/A	83.00%	N/A
Australia	N/A	79.00%	N/A	81.00%	N/A
<b>Unemployed</b>					
Challenger TAFE	N/A	11.00%	N/A	5.70%	N/A
Western Australia	N/A	9.00%	N/A	6.20%	N/A
Australia	N/A	10.00%	N/A	8.70%	N/A
<b>Not in the Labour Force</b>					
Challenger TAFE	N/A	12.00%	N/A	14.60%	N/A
Western Australia	N/A	13.00%	N/A	10.60%	N/A
Australia	N/A	11.00%	N/A	9.90%	N/A

#### SOURCE

Student Outcome Survey, National Centre for Vocational Education Research (NCVER).

**Note:** The College is unable to provide data for 2004, 2006 and 2008 as statistically valid College level was not available. NCVER has conducted surveys with appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005.

### 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 of graduates in each category according to the responses to questions concerning their work as at 25th May 2007, expressed as a percentage of the representative population. There were 611 students responding, representing 10.5% of the graduate population of 5808. The standard error for the question is  $\pm 2.4\%$  at the 95% confidence level.

**Note:** No targets for this indicator have been set as graduate destination is beyond the influence and control of the College.

### 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 Challenger 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 the delivery indicates the extent to which the College has met its 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 4A: Profile Analysis for Challenger 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).

**Table 4A: Profile Analysis for Challenger TAFE (Effectiveness Indicator)**

WADT Industry Groups		2007		2008	
		Planned Profile (SCH)	Actual Profile (SCH)	Planned Profile (SCH)	Actual Profile (SCH)
01A	Recreation Sports and Entertainment	99,039	102,374	92,065	106,621 <sup>1</sup>
01B	Visual and Performing Arts	35,180	21,399	35,174	45,027 <sup>1</sup>
02A	Automotive	136,566	99,734	138,956	105,217 <sup>2</sup>
03A	Building and Construction	240,720	271,675	259,004	289,806 <sup>1</sup>
03B	Surveying and Building	18,000	24,410	18,000	18,470
04A	Community Service Workers	265,544	245,188	233,319	229,970
04B	Education and Childcare	139,805	167,701	158,300	216,081 <sup>1</sup>
04C	Health	47,997	58,091	78,258	94,437 <sup>1</sup>
05A	Finance Insurance Property Service Workers	20,000	17,399	34,968	20,176 <sup>2</sup>
06A	Food Trades and Processing	7,580	10,760	11,520	10,030 <sup>2</sup>
07A	Clothing Footwear and Soft Furnishings	39,537	35,394	41,924	36,431 <sup>2</sup>
09A	Engineering and Drafting	172,500	167,570	158,058	161,602
09B	Metal and Mining	282,371	314,892	263,657	377,266 <sup>1</sup>
10A	Animal Care	25,942	40,960	47,874	45,601
10B	Forestry, Farming and Landcare	145,042	132,325	123,912	111,465 <sup>2</sup>
10C	Fishing	75,220	58,755	59,980	35,298 <sup>2</sup>
10D	Horticulture	240,589	221,699	226,319	210,381
11A	Process Manufacturing	98,660	106,076	108,088	200,288 <sup>1</sup>
12A	Personal Service	142,049	160,794	155,047	180,250 <sup>1</sup>
12B	Retail	42,983	46,449	43,816	51,564 <sup>1</sup>
13A	Cooking	68,652	67,451	59,469	59,378
13B	Hospitality	109,180	87,875	101,802	69,705 <sup>2</sup>
13C	Tourism	46,725	43,089	53,397	64,236 <sup>1</sup>
13D	Travel Agents	0	13,970	0	0
14A	Transport Trades, Storage and Associated	171,050	222,080	213,856	249,238 <sup>1</sup>
15A	Electrical and Electronic Engineering	81,896	66,246	103,530	94,519 <sup>2</sup>
15B	Electrical Trades	117,180	165,918	135,248	168,927 <sup>1</sup>
16A	Accounting and Other Business Services	78,025	109,480	89,150	132,205 <sup>1</sup>
16B	Management	193,126	111,375	153,312	99,240 <sup>2</sup>
16C	Office and Clerical	188,165	160,581	186,200	179,985
17A	Computing	205,495	214,580	201,252	214,725
18A	Science and Technical Workers	128,656	83,540	109,449	83,640 <sup>2</sup>
19B	Adult Literacy/ESL	113,440	95,045	113,440	180,055 <sup>1</sup>
19D	Miscellaneous	0	2,740	0	0
19E	Targetted Access and Participation Courses	178,500	231,628	197,070	257,928 <sup>1</sup>
		<b>3,955,414</b>	<b>3,979,243</b>	<b>4,005,414</b>	<b>4,399,762</b>

## Chapter 5 | Key Performance Indicators

### SOURCE

Challenger TAFE Delivery and Performance Agreements 2007, 2008.

See Comment section below for explanation of superscripts '1' and '2' identified figures.

### 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 College's 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

In 2008, through negotiation with the Department of Education and Training, the final agreed Delivery Target was 4,286,861 SCH, an increase of 281,447 SCH. 2008 Actual Profile identified with a superscript '1' are areas where there was a 10% or greater increase in delivery above the 2008 target for 2008; those identified with a superscript '2' are areas where there was a 10% or greater decrease in delivery, based on the 2008 target. Overall, there was an increase of 281,447 SCH in state funded delivery provided through Addendum 3 of the 2008 Delivery and Performance Agreement.

#### Measure 4B: Profile Achievement (Effectiveness Indicator)

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

2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
103.56%	104.58%	103.82%	100.60%	109.85%	100.0%

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

### SOURCE

Challenger TAFE Delivery and Performance Agreement (DPA)

### DERIVATION

DPA data represents the actual achievement of SCH in respective years. Please Note 1: 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 the date students' study is completed. The overall shift in total value in SCH between the two methods is minimal.

#### Measure 5: Overall Cost per SCH (Efficiency Indicator)

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

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

2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
\$14.17	\$14.60	\$15.22	\$14.81	\$14.16	\$14.17

### SOURCE

Financial statements and the College Management Information System

### 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

## Chapter 5 | Key Performance Indicators

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) 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.

### NON-AUDITED DATA – COLLEGE MEASURES

**Table 6: Quantity training delivered 2008**

	Planned	Actual	Change	Explanatory Notes
Delivery & Performance Agreement SCH	4,005,414SCH	4,399,762SCH	368,484SCH	DPA Addendum 3 4,286,861 SCH funded, an increase of 281,447 SCH
DPA Percent Achievement	100%	109.85%	+9.85%	
Fee-for-Service	1,000,000	1,331,497	322,323	
Fee-for-Service Percent Achievement	100%		+32.2%	
<b>TOTAL (SCH)</b>	<b>5,005,414</b>	<b>5,731,259</b>	<b>690,807</b>	
<b>TOTAL (%)</b>	<b>100%</b>		<b>+114.5%</b>	

**Table 7: Efficiency indicator 2008**

Cost per SCH	\$14.17	\$14.16	-\$0.04	Target set Budget Estimates 2008 submitted September 2007
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**Table 8: Quality training delivered 2007, 2008**

	2007	2008	Change	
Student Satisfaction EBS*	82.2%	83.2%	+1.0%	Improving student satisfaction measure is a Strategic Plan priority
Student Satisfaction IBS*	83.8%	85.7%	+1.9%	Improving student satisfaction measure is a Strategic Plan priority
Module Load Completion Rate (MLCR) –	75.9%	79.6%	+3.7%	College-wide emphasis on student completions has improved this measure.

\* EBS Enterprised Based Student; IB Industry Based Students

**Table 9: Quality training delivery Graduates 2005, 2007**

	2005	2007	Change	
Graduates achieved main reason for study	81.00%	83.5%	+2.5%	Data relates to national surveys of 2004 and 2006 graduates, biennial NCVET surveys
Graduates' Labour Market Status: students employed	76.00%*	79.6%	+3.6%	Data relates to national surveys of 2004 and 2006 graduates, biennial NCVET surveys & are sensitive to economic factors

## Chapter 5 | Key Performance Indicators

Non-profile and profile comparative measures.

Most of Challenger TAFE's training is funded in the annual Delivery and Performance Agreement which is designated "profile training".

	2004 SCH	2005 SCH	2006 SCH	2007 SCH	2008 SCH
Industry Specific	83,768	78,104	67,614	54,689	77,282
Fee-for-Service	437,131	415,569	607,389	642,215	416,745
Overseas Students	148,416	207,445	229,691	242,125	418,135
ACE	84,653	60,044	64,976	42,411	42,680
Non-Profile	673,438	761,162	969,670	981,440	1,331,497
Profile	3,612,644	3,707,596	3,815,542	3,979,243	4,399,762
<b>Total SCH</b>	<b>4,286,082</b>	<b>4,468,758</b>	<b>4,785,212</b>	<b>4,960,683</b>	<b>5,731,259</b>
% Non-profile	15.71%	17.03%	20.26%	19.78%	23.23%

### SOURCE

SCH resulted in College Management Information System (CMIS)

Please Note: Data previous to 2007 for Actual Profile (SCH) represents commencements. From 2007 completions were recorded. The overall shift in total value in SCH between the two methods is minimal

The College's non-profile training delivery (not including the Collins Class Submarine Training) has shown progressive growth in SCH since 2005, with the percentage of total delivery (23.21% in 2008) also trending upward.

### Profile and non profile VET delivery 2004 – 2009 SCH

For 2009, the College aims to produce the following outcomes in Profile and Non Profile VET Delivery (Source: Annual Reports 2004-2008; Budget Estimates 2009 lodged September 2008; and 2009 Delivery and Performance Agreement with WA Department of Education and Training).

Actual SCH	2004	2005	2006	2007	2008	2009 Planned
Profile SCH	3,612,644	3,707,596	3,815,542	3,979,243	4,399,762	4,193,086 (2)
Non profile SCH (1)	673,438	761,162	969,670	981,440	1,331,497	1,224,000 (3)
<b>Total SCH Actual</b>	<b>4,286,082</b>	<b>4,468,758</b>	<b>4,785,212</b>	<b>4,960,683</b>	<b>5,731,259</b>	<b>5,417,086</b>

**Please Note:** (1) Non-profile delivery does not include training for the Navy (Submarine School) or training provided off-shore  
 (2) Delivery recorded in the 2009 Delivery and Performance Agreement December 2008  
 (3) Estimated 2009 Non-profile delivery based on Section 40 Estimates for 2009 submitted in September 2008

### International students on Challenger campuses (2004-2008)

The number of overseas students undertaking vocational qualifications in Australia has increased and Challenger TAFE has reflected this change with a steady increase in the number.

YEAR	2004		2005		2006		2007		2008	
	Sem 1	Sem 2								
TOTAL	116	108	119	125	159	172	273	303	349	415

## Apprenticeships and Traineeships

**Table 13: Apprenticeships and traineeships (2005-2008)**

	2004	2005	2006	2007	2008	Target 2008
Apprentices	1386	2115	2665	3002	3209	
Trainees	431	416	573	545	587	
Total	1817	2531	3238	3547	3796	3600

**Table 14: Industry distribution indigenous apprentices and trainees (Certificate III level and above)**

Industry Areas	2007		2008	
	Trainees	Apprentices	Trainees	Apprentices
Information Technology, Retail, Business & Office Administration	3	0	3	0
Engineering, Automotive & Construction	0	37	2	36
Horticulture & Science	0	7	6	7
Hospitality, Hairdressing, Beauty, Fashion & Human Services	0	9	1	14
Maritime, Transport & Distribution	1	0	2	0
Total	11*	53*	14	57

NB: Data correction from 2007 Annual Report: Total of 64 rather than 71 reported

In 2008, increases in Indigenous apprenticeships and traineeships at Certificate III level and above were achieved in Engineering and Process Operating and Hospitality, Beauty, Fashion and Community Services industry areas.

## CHALLENGER TAFE IMPROVEMENT PROCESS

### Training program evaluation

The Challenger TAFE improvement process for profile training monitors students' training contracted under the College's Delivery and Performance Agreement 2008. The process allows feedback on areas of service delivery to be monitored on a continuous basis. The results are posted on the College's on-line Executive Information System and so are immediately available to all managers to utilise and respond to the information. Reports are compiled for presentation to the College Executive, semi-annually to provide a complete overview.

**Table 15: Internal Performance Indicator: Total Course evaluations all categories**

	2005	2006	2007	2008
No. Evaluations processed	6873	6971	6351	5643

### SOURCE

All evaluation forms lodged with Customer Service Improvement in 2008

### DERIVATION

The measure was derived from all completed evaluation forms in electronic and manual formats. The response rate was less in 2008 than in previous years as a result of changes to methodology. In 2008 the forms were often filled out as roll groups so that multiple modules might be evaluated in the same response ie., on the same Training Evaluation form, hence the reduced sample size and number of forms lodged in 2008. In 2008 the number of courses evaluated represented 19% of total delivered (Target 10%).

In 2008 planning commenced to extensively modify the survey methodology and question set. The changes are in part to address the AQTF Excellence criteria requirements and also in response to feedback on the performance of the current methodology.

The new survey is to be targeted at student group /class level rather than at course level as at present. This change is planned to more closely reflect the organisational arrangements of the College and the experience of the student. In addition adjustments are planned to the sampling methodology. The changes will be implemented in 2009.

## Internal Performance Indicator: Student Satisfaction with Training Delivery (Profile)

	2004	2005	2006	2007	2008
Module content	93.2	95.2	86.2	91.0	90.1
Delivery	94.5	95.4	89.4	92.0	91.4
Assessment	95	95.4	74.8	90.0	94.0
Resources	93.7	94.2	89.3	90.0	88.1

### SOURCE

Completed evaluation forms lodged with Customer Service Improvements (CSI) in 2008 relating to profile training

### DERIVATION

The measure was derived from completed evaluation forms in electronic and manual formats relating to profile training. Satisfaction measures for Module Content, Delivery, Assessment and Resources were collated.

Module Content, Training Delivery, Assessment and Resources have been identified as the four main contributors to a positive training experience for a student in a course funded under the 2008 Delivery and Performance Agreement. In comparison with 2007, the level of satisfaction in 2008 increased by 4% in relation to assessments, however, there were also small decreases in the other categories, by in 0.9% in Subject Content, 0.6% in Delivery and 1.9% in Resources.

### Complaints management and customer comments

The customer comments process conforms with the Minister for Training's requirement for a speedy resolution to complaints. Feedback can be logged electronically via the internet or by completing a paper form: copies widely held in customer contact areas.

Clients, both internal and external, by completing a feedback form or asking a staff member to do so on their behalf can register feedback on any aspect of College activity.

The process identifies opportunities for College improvement and provides examples of good practice as exhibited by staff. Results are reported quarterly to the College Executive for information and identification of any further requirement for action.

2006	2007	2008
256	326	204

### SOURCE

All completed comment forms lodged with Customer Service Improvements (CSI) in 2008

### DERIVATION

The measure was derived from completed comment forms in electronic and manual formats lodged by students or staff.

In 2008 a total of 204 customer comments were received. Opportunities for improvement represented 65% of the comments received gathered, with the balance (35%,) being positive feedback.

A monitoring process attempts to ensure actions to rectify shortfalls has been taken within a turn-around time of 10 days.

	Term 1	Term 2	Term 3	Term 4
1 – 10 days	62%	19%	20%	63%
11 – 20 days	17%	44%	27%	7%
Over 20 days	21%	28%	47%	14%
Unresolved	0%	9%	6%	16%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### GLOSSARY OF TERMS USED IN THE KEY PERFORMANCE INDICATORS

#### CENSUS

The student-based information gathered on the College Management Information System (CMIS) and provided to the Western Australian Department of Education and Training (WADT) periodically and at the conclusion of the academic year as specified in the Delivery and Performance Agreement. The census has a formal set of Business Rules, complies with the Australian Vocational Education and Training Information Statistical Standards (AVETMISS) and is the source of the measures of target achievement for the College. Delivery is measured in Student Curriculum Hours (SCH). The following categories of activity do not produce SCH and are excluded from the census:

- exam only (no tuition) enrolments
- enrolments which commenced prior to 1 January of the calendar year or which were reported in a previous full year collection
- exemptions
- unsupervised field placements
- module enrolments in which no attendance or submission of work are recorded.

#### COURSE

Every module must be attached to a course, which usually comprises one or more modules. The same module may be assigned to more than one course.

#### COURSE LEVEL

A classification which distinguishes new apprenticeships from other delivery as Level 1 and sub-divides the remainder on the basis of the Australian Qualification Framework levels. This classification provides the vertical or “Y” axis of the Profile Matrix. The classification is the value recognised by the Department of Education and Training.

#### DELIVERY AND PERFORMANCE AGREEMENT (DPA)

Constitutes a Resource Agreement, as per Section 5 of the Vocational and Training Act 1996, between the Western Australia Department of Education and Training representing the Minister for Training, and the Governing Council of the College for the delivery of vocational education and training for the agreed calendar year.

#### INDUSTRY GROUP

A classification of courses based on the Australian Standard Classification of Occupations and related to the occupation or outcome the course is intended to serve. This classification provides the horizontal or “X” axis of the Profile Matrix. The classification is the value recognised by the Western Australian Department of Education and Training.

#### MODULE

A unit of training, usually with a prescribed curriculum, in which a client enrolls within a course structure. Modules may or may not be assessable. All modules must be assigned to a course for enrolment purposes.

#### PROFILED MATRIX

Refers to the approved planned delivery by the College as described in Schedule 1 of the DPA. This consists of the SCH for each combination of WADT Group and WADT Level.

#### STUDENT CURRICULUM HOURS (SCH)

The nominal hours assigned to a program of study by the curriculum or, in the absence of an endorsed curriculum, by common agreement with the Western Australian Department of Education and Training’s Statistical Unit.

#### WADT

WADT groups are industry categories originally derived from ABS industry categories. Although the naming, WADT, no longer refers to WA Department of Training, the grouping arrangements for analysing training delivery, funding of training hours and Delivery and Performance Agreement rules has remained.

FINANCIAL STATEMENTS

CHALLENGER TAFE

The accompanying financial statements of Challenger 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 year ending 31 December 2008 and the financial position as at 31 December 2008.

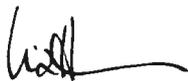
At the date of signing we are not aware of any circumstances which would render any particulars included in the financial statements misleading or inaccurate.



27/02/2009

Chairman of Governing Council

Dated



27/02/2009

Managing Director  
(Member of Governing Council)

Dated



25/02/2009

Chief Finance Officer

Dated



# Auditor General

## INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

### CHALLENGER 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 Challenger 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.

#### Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of Challenger 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  
10 March 2009

## Chapter 6 | Financial Statements

Challenger TAFE		2008	2007
INCOME STATEMENT			
FOR THE YEAR ENDED 31 DECEMBER 2008			
	Notes	\$	\$
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	6	50,105,744	42,022,722
Supplies and services	7	20,191,649	18,364,313
Depreciation and amortisation expense	8	4,810,260	3,930,923
Grants and subsidies	9	86,347	142,223
Capital user charge	10	-	4,167,238
Cost of sales	15	646,329	590,648
Loss on disposal of non-current assets	19	5,000	36,849
Other expenses	11	5,301,095	4,224,444
<b>Total cost of services</b>		<b>81,146,424</b>	<b>73,479,359</b>
<b>Income</b>			
<b>Revenue</b>			
Fee for service	12	9,089,276	7,666,149
Student fees and charges	13	7,262,448	6,334,426
Ancillary trading	14	1,251,970	859,775
Sales	15	828,427	714,233
Commonwealth grants and contributions	16	15,046	47,659
Interest revenue	17	466,564	556,479
Other revenue	18	2,438,675	2,025,955
<b>Total revenue</b>		<b>21,352,406</b>	<b>18,204,676</b>
<b>Total income other than income from State Government</b>		<b>21,352,406</b>	<b>18,204,676</b>
<b>NET COST OF SERVICES</b>		<b>(59,794,018)</b>	<b>(55,274,683)</b>
<b>INCOME FROM STATE GOVERNMENT</b>			
Service Appropriation	20	49,970,934	50,967,778
Resources received free of charge		1,331,326	1,404,496
<b>Total income from State Government</b>		<b>51,302,260</b>	<b>52,372,274</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(8,491,758)</b>	<b>(2,902,409)</b>

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

## Chapter 6 | Financial Statements

### Challenger TAFE

#### BALANCE SHEET

AS AT 31 DECEMBER 2008

		2008	2007
	Notes	\$	\$
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	33	1,946,788	3,899,918
Restricted cash and cash equivalents	21,33	1,957,632	2,587,376
Inventories	22	209,344	198,801
Receivables	23	2,143,038	2,127,202
Other current assets	24	377,446	408,522
<b>Total Current Assets</b>		<u>6,634,248</u>	<u>9,221,819</u>
<b>Non-Current Assets</b>			
Property, plant and equipment	25	209,373,352	178,056,643
<b>Total Non-Current Assets</b>		<u>209,373,352</u>	<u>178,056,643</u>
<b>TOTAL ASSETS</b>		<u>216,007,600</u>	<u>187,278,462</u>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	28	3,164,623	2,244,193
Provisions	29	7,226,591	6,041,699
Other current liabilities	30	595,664	605,396
<b>Total Current Liabilities</b>		<u>10,986,878</u>	<u>8,891,288</u>
<b>Non-Current Liabilities</b>			
Provisions	29	2,476,486	2,267,288
<b>Total Non-Current Liabilities</b>		<u>2,476,486</u>	<u>2,267,288</u>
<b>TOTAL LIABILITIES</b>		<u>13,463,364</u>	<u>11,158,576</u>
<b>NET ASSETS</b>		<u>202,544,236</u>	<u>176,119,886</u>
<b>EQUITY</b>			
Contributed equity	32	42,592,471	26,180,393
Reserves		122,239,978	103,735,947
Accumulated surplus/(deficit)		37,711,788	46,203,546
<b>TOTAL EQUITY</b>		<u>202,544,236</u>	<u>176,119,886</u>

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

## Challenger TAFE

### STATEMENT OF CHANGES IN EQUITY

FOR THE YEAR ENDED 31 DECEMBER 2008

	Notes	2008 \$	2007 \$
<b>Balance of equity at start of period</b>		176,119,886	147,715,289
<b>CONTRIBUTED EQUITY</b>	32		
Balance at start of period		26,180,393	13,726,915
Capital contributions		16,412,078	12,453,478
Balance at end of period		42,592,471	26,180,393
<b>RESERVES</b>	32		
<b>Asset Revaluation Reserve</b>			
Balance at start of period		103,735,947	82,151,484
Restated balance at start of period		103,735,947	82,151,484
Gains/(losses) from asset revaluation		18,504,031	21,584,463
Balance at end of period		122,239,978	103,735,947
<b>ACCUMULATED SURPLUS</b>	32		
Balance at start of period		46,203,546	51,836,890
Change in accounting policy or correction of prior period errors		-	(2,730,935)
Restated balance at start of period		46,203,546	49,105,955
Surplus/(deficit) for the period		(8,491,758)	(2,902,409)
Balance at end of period		37,711,788	46,203,546
<b>Balance of equity at end of period</b>		<u>202,544,236</u>	<u>176,119,886</u>
Total income and expenses for the period		10,012,272	18,682,054

(a) The aggregate net amount attributable to each category of equity is: Deficit \$8,491,758 plus gain from asset revaluation of \$18,504,031 (2007 Deficit \$2,902,409 plus gain from asset revaluation of \$21,584,463).

(b) The College made no voluntary changes in its accounting policy in 2008 (In 2007 the College made a voluntary change in its accounting policy by increasing the capitalisation threshold from \$1,000 to \$5,000).

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

## Challenger TAFE

### CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2008

	Notes	2008 \$	2007 \$
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Service Appropriation – Department of Education and Training		46,026,647	52,312,057
<b>Net cash provided by State Government</b>		<b>46,026,647</b>	<b>52,312,057</b>
<b>Utilised as follows:</b>			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits		(44,767,366)	(38,810,882)
Supplies and services		(17,640,383)	(16,298,560)
Grants and subsidies		(86,347)	(142,223)
Capital user charge			(9,009,244)
GST payments on purchases		(2,137,635)	(1,970,339)
GST payments to taxation authority		(795,903)	(628,644)
Other payments		(5,407,798)	(4,335,494)
<b>Receipts</b>			
Fee for service		8,927,395	7,295,966
Student fees and charges		7,097,586	6,109,892
Ancillary trading		1,251,970	859,775
Commonwealth grants and contributions		15,046	47,659
Interest received		466,564	557,344
GST receipts on sales		762,025	677,242
GST receipts from taxation authority		2,114,063	1,968,025
Other receipts		3,267,102	2,740,188
<b>Net cash provided by/(used in) operating activities</b>	33	<b>(46,933,681)</b>	<b>(50,939,295)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Proceeds from sale of non-current physical assets		216,001	146,782
Purchase of non-current physical assets		(1,891,842)	(2,325,788)
<b>Net cash provided by/(used in) investing activities</b>		<b>(1,675,841)</b>	<b>(2,179,006)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(2,582,874)</b>	<b>(806,244)</b>
Cash and cash equivalents at beginning of period		6,487,294	7,293,538
<b>CASH AND CASH EQUIVALENTS AT END OF PERIOD</b>	33	<b>3,904,420</b>	<b>6,487,294</b>

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

## 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 4 'Judgements made by management in applying accounting policies'.

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

### (c) Reporting entity

The reporting entity comprises the College and entities listed at note 41 '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 32 '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. The effective interest method which is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset to the net carrying amount of the financial asset, is used where applicable.

### *Grants, donations, gifts and other non-reciprocal contributions*

Revenue is recognised at fair value when the College obtains control over the assets comprising the contributions, usually 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) Borrowing costs**

Borrowing costs for qualifying assets are capitalised net of any investment income earned on the unexpended portion of the borrowings. A qualifying asset is an asset that necessarily takes a substantial period of time to get ready for its intended use or sale. Other borrowing costs are expensed when incurred.

## **(g) 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.

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, ie. the depreciated replacement cost. Where the fair value of buildings is dependent on using the depreciated replacement cost, the net amount restated less the carrying amount of the asset is credited to the asset revaluation reserve.

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.

## Chapter 6 | Financial Statements

CHALLENGER TAFE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 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 25 'Property, plant and equipment' for further information on revaluations.

### *Derecognition*

Upon disposal or derecognition of an item of property, plant and equipment and infrastructure, any revaluation reserve relating to that asset is retained in the asset revaluation reserve.

### *Asset Revaluation Reserve*

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets as described in note 25 'Property, Plant and Equipment'.

### *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 to 95 years
Leasehold Improvements	2 to 10 years
Motor vehicles, caravans and trailers	4 to 13 years
Plant, furniture and general equipment	5 to 23 years
Computing, communications and software <sup>(a)</sup>	1 to 15 years
Marine craft	8 to 19 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.

<sup>(a)</sup> Software that is integral to the operation of related hardware.

### **(h) Intangible assets**

#### *Capitalisation/Expensing of assets*

Acquisitions of intangible assets costing \$5,000 or more and internally generated intangible assets costing \$50,000 or more, are capitalised. The cost of utilising the assets is expensed (amortised) over their useful life. Costs incurred below these thresholds are recognised as an expense in the Income Statement.

All acquired and internally developed intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

The cost model is applied for subsequent measurement requiring the asset to be carried at cost less any accumulated amortisation and accumulated impairment losses.

Amortisation for intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life) on the straight line basis using rates which are reviewed annually. All intangible assets controlled by the College have a finite useful life and zero residual value. The expected useful lives for each class of intangible asset are:

Software <sup>(a)</sup>	3 to 4 years
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<sup>(a)</sup> Software that is not integral to the operation of any related hardware.

Intangible assets that have an indefinite useful life are not subject to amortisation but must be tested annually for impairment. Intangible assets can only be revalued to fair value where an active market exists.

#### *Licences*

Licences have a finite useful life and are carried at cost less accumulated amortisation and accumulated impairment losses.

#### *Research and development costs*

Research costs are expensed as incurred. Development costs incurred for an individual project are carried forward when the future recoverability can reasonably be regarded as assured and the total project costs are likely to exceed \$50,000. Other development costs are expensed as incurred.

Specific recognition criteria apply to development costs and must be satisfied before costs can be capitalised.

#### *Computer software*

Software that is an integral part of the related hardware is treated as property, plant and equipment. Software that is not an integral part of the related hardware is treated as an intangible asset. Software costing less than \$50,000 is expensed in the year of acquisition.

## *Web site costs*

Web site costs are charged as expenses when they are incurred unless they relate to the acquisition or development of an asset when they may be capitalized and amortised. Generally, costs in relation to feasibility studies during the planning phase of a website, and ongoing costs of maintenance during the operating phase are expensed. Costs incurred in building or enhancing a web site, to the extent that they represent probable future economic benefits that can be reliably measured, are capitalised.

## **(i) 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.

Intangible assets not yet available for use are tested for impairment at each balance sheet date irrespective of whether there is any indication of impairment.

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment where fair value is determined by reference to market-based evidence. Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured.

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

## **(j) Non-current assets (or disposal groups) classified as held for sale**

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

## **(k) Leases**

The College has entered into operating lease arrangements for buildings and motor vehicles. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased buildings and motor vehicles.

## **(l) Financial instruments**

The College has two categories of financial instruments:

### *Financial assets*

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

### *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 sub-sequent 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.

## **(m) 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, and bank overdrafts.

## **(n) Accrued salaries**

The accrued salaries suspense account (see note 21 'Restricted cash and cash equivalents' consists of amounts paid annually into a suspense account over a period of ten financial years to largely meet the additional cash outlay in each eleventh year when 27 pay days occur instead of the normal 26.

No interest is received on this account.

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.

## (o) 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 weighted average cost basis.

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

See note 22 'Inventories'.

## (p) 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(l) 'Financial instruments' and note 23 'Receivables'.

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

## (q) Payables

Payables are recognised at the amounts payable when the College becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as they are generally settled within 30 days. See note 2(l) 'Financial instruments' and note 28 'Payables'.

## (r) Borrowings

All loans payable are initially recognised at cost, being the fair value of the net proceeds received. Subsequent measurement is at amortised cost using the effective interest rate method. See note 2(l) 'Financial instruments'.

## (s) 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 Securities Ltd Actuaries at 24 January 2007 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(t) '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'.)

**(t) Superannuation expense**

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

- (a) Defined benefit plans – For 2007, the change in the unfunded employer's liability (ie. current service cost and, actuarial gains and losses) assumed by the Treasurer in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme (GSS); and
- (b) Defined contribution plans – Employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), and the GESB Super Scheme (GESBS).

Defined benefit plans – For 2007, the movements (ie. current service cost and, actuarial gains and losses) in the liabilities in respect of the Pension Scheme and the GSS transfer benefits are recognised as expenses. As these revenues 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.

The superannuation expense does not include payment of pensions to retirees, as this does not constitute part of the cost of services provided 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 benefit contribution plan for agency purposes because the concurrent contributions (defined contributions) made by the College to GESB extinguishes the agency's obligations to the related superannuation liability.

**(u) 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.

**(v) 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**

**Operating Lease Commitments**

The College has entered into a commercial lease and has determined that the lessor retains all the significant risks and rewards of ownership of the property. Accordingly, the lease has been classified as an operating lease.

**4 Key sources of estimation uncertainty**

The key estimates and assumptions made concerning the future, and other key sources of estimation uncertainty as 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 include:

The College revalues its Land and Buildings each year.

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

## 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.

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

There have been no voluntary changes in accounting policy.

### 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.

## Chapter 6 | Financial Statements

CHALLENGER TAFE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

Title	Operative for reporting periods
AASB 3 'Business Combinations' (March 2008)	1-Jan-09
AASB 8 'Operating Segments' 1-Jan-09	
	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
	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 has been no changes in accounting estimates.

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<b>6 Employee benefits expense</b>		
Wages and salaries (a)	41,014,829	35,605,527
Superannuation – defined contribution plans (b)	2,972,260	2,635,528
Superannuation – defined benefit plans (c)(d)	972,027	862,199
Long service leave (e)	1,269,304	742,932
Annual leave (e)	3,359,229	1,745,582
Other	518,095	430,954
	<u>50,105,744</u>	<u>42,022,722</u>
(a) Includes the value of the fringe benefit to the employee plus the fringe benefit tax component.		
(b) Defined contribution plans include West State, and Gold State and GESB Super Scheme (contributions paid).		
(c) Defined benefit plans include the Pension and the Gold State Scheme (pre-transfer benefit).		
(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.		
(e) Includes a superannuation contribution component.		
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'.		
<b>7 Supplies and services</b>		
Consumables and minor equipment	4,539,826	3,844,023
Communication expenses	650,687	783,521
Utilities expenses	1,406,777	1,298,364
Consultancies and contracted services	6,759,489	6,037,682
Minor works	3,490,510	2,639,061
Repairs and maintenance	383,736	371,186
Operating lease and hire charges	1,246,325	1,421,742
Travel and passenger transport	320,733	220,698
Advertising and public relations	838,292	901,653
Supplies and services – other	555,274	846,383
	<u>20,191,649</u>	<u>18,364,313</u>
<b>8 Depreciation and amortisation expense</b>		
<i>Depreciation</i>		
Buildings	2,478,976	2,082,643
Leasehold improvements – buildings	825,132	758,114
Motor vehicles, caravans and trailers	154,806	173,069
Plant, furniture and general equipment	970,324	428,545
Computers and communication network	320,166	406,089
Marine craft	60,856	82,463
Total depreciation and amortisation	<u>4,810,260</u>	<u>3,930,923</u>
<b>9 Grants and subsidies</b>		
Payments to non-TAFE providers for VET service delivery	51,775	21,120
Other	34,572	121,103
	<u>86,347</u>	<u>142,223</u>
<b>10 Capital user charge</b>		
Capital user charge expense	-	4,167,238
The charge was a levy applied by Government for the use of its capital. The final charge was levied in 2006-07.		
<b>11 Other expenses</b>		
Building maintenance	1,346,094	855,541
Doubtful debts expense	497,245	316,419
Employment on-costs (a)	3,298,946	2,725,849
Donations	455	5,542
Student prizes and awards	46,588	30,299
Losses and write-offs	42,382	193,119
Other (b)	69,385	97,675
	<u>5,301,095</u>	<u>4,224,444</u>

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
(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) Includes refund of revenue from prior year, forex losses etc.		
<b>12 Fee for service</b>		
Fee for service – general	5,733,301	5,821,431
Fee for service – Department of Education and Training	535,765	322,688
Fee for service – Government (other than Department of Education and Training)	54,241	67,849
Adult community education fees	491,622	67,485
International division fees	2,274,347	1,386,696
	9,089,276	7,666,149
<b>13 Student fees and charges</b>		
Tuition fees	3,967,899	3,234,403
Enrolment fees	31,492	390,105
Resource fees	3,107,372	2,611,416
Other College fees	155,685	98,502
	7,262,448	6,334,426
<b>14 Ancillary trading</b>		
Live works (not a trading activity)	833,994	742,142
Contracting and consulting	362,936	104,903
Other ancillary revenue	55,040	12,730
	1,251,970	859,775
<b>15 Trading profit/(loss)</b>		
<i>Bookshop:</i>		
Sales	828,427	714,233
Cost of sales:		
Opening inventory	(199,855)	(189,562)
Purchases	(655,818)	(600,941)
	(855,673)	(790,503)
Closing inventory	209,344	199,855
Cost of goods sold	(646,329)	(590,648)
Trading profit/(loss) – Bookshop	182,098	123,585
See note 2(o) 'Inventories' and note 22 'Inventories'.		
<b>16 Commonwealth grants and contributions</b>		
Commonwealth specific purpose grants and contributions	15,046	47,659
	15,046	47,659
These grants include Trainee and Apprentince incentive payments.		
<b>17 Interest revenue</b>		
Interest revenue (from funds on deposit at the Commonwealth Bank)	466,564	556,479
<b>18 Other revenue</b>		
Rental and facilities fees	204,621	252,443
Other direct grants and subsidy revenue	89,681	-
Copyright and royalties revenue	451	1,559
Sponsorship and donations revenue	13,742	604,031
Miscellaneous revenue (a)	2,130,180	1,167,922
	2,438,675	2,025,955
(a) Includes recoup of expenses, salaries and workers compensation from third parties.		

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<b>19 Net loss on disposal of non-current assets</b>		
Costs of disposal of non-current assets		
Motor vehicles, caravans and trailers	(211,474)	(157,555)
Plant, furniture and general equipment	(8,297)	(17,094)
Computers and communication network	(1,230)	(8,982)
Total cost of disposal of non-current assets	(221,001)	(183,631)
Proceeds from disposal of non-current assets		
Motor vehicles, caravans and trailers	210,863	139,182
Plant, furniture and general equipment	3	7,600
Computers and communication network	5,135	-
Total proceeds from disposal of non-current assets	216,001	146,782
Net loss	(5,000)	(36,849)
<b>20 Income from State Government</b>		
State funds (received from Department of Education and Training):		
Delivery and Performance Agreement (DPA)	44,265,572	40,321,560
Superannuation	3,944,287	3,497,728
Other recurrent funds	1,761,075	2,981,252
Capital user charge funding	-	4,167,238
Total State funds	49,970,934	50,967,778
Resources received free of charge determined on the basis of the following estimates provided by agencies (a):		
Department of Education and Training		
– Corporate systems support	1,016,144	1,180,458
– Marketing and publications	159,751	50,892
– Human resources, and industrial relations support	154,741	172,761
– Other	690	385
Total resources received free of charge	1,331,326	1,404,496
Total income from State Government	51,302,260	52,372,274
(a) 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.		
<b>21 Restricted cash and cash equivalents</b>		
Specific capital equipment and minor works (a)	1,223,481	2,587,376
Provision for 27th Pay (b)	734,151	-
	1,957,632	2,587,376
(a) Capital equipment funding received from the Department of Education and Training can only be spent for the nominated purpose.		
(b) Provision for 27th Pay – over a period of ten financial years cash is set aside to meet the additional cash outlay in each eleventh year when 27 pay days occur instead of the normal 26.		
<b>22 Inventories</b>		
Inventories held for resale:		
Bookshop (at cost)	209,344	199,855
Less: Provision for obsolete stock	-	(1,054)
Total	209,344	198,801
See also note 2(o) 'Inventories' and note 15 'Trading profit/(loss)'.		

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<b>23 Receivables</b>		
<i>Current</i>		
Receivables – trade	1,981,115	1,821,030
Receivables – students	859,668	653,074
Accrued income	13,414	44,645
Allowance for impairment of receivables	(933,301)	(586,962)
GST receivable	222,142	195,415
Total current	<u>2,143,038</u>	<u>2,127,202</u>
<i>Reconciliation of changes in the allowance for impairment of receivables:</i>		
Balance at start of year	(586,962)	(301,009)
Doubtful debts expense recognised in the Income Statement	(497,245)	(316,419)
Amount written off during the year	154,920	32,250
Amount recovered during the year	(4,014)	(1,784)
Balance at end of year	<u>(933,301)</u>	<u>(586,962)</u>
<i>Credit Risk</i>		
Ageing of receivables past due but not impaired based on the information provided to senior management, as at the balance sheet date:		
Not more than 3 months	1,195,701	1,565,488
More than 3 months but less than 6 months	479,068	108,774
More than 6 months but less than 1 year	222,048	87,844
More than 1 year	10,665	125,036
	<u>1,907,482</u>	<u>1,887,142</u>
<i>Receivables individually determined as impaired as at the balance sheet date:</i>		
Carrying amount, before deducting any impairment loss	933,301	586,962
Impairment loss	<u>(933,301)</u>	<u>(586,962)</u>
	-	-
See also note 2(p) 'Receivables' and note 38 'Financial instruments'.		
<b>24 Other assets</b>		
<i>Current</i>		
Prepayments	377,446	408,522
Total current	<u>377,446</u>	<u>408,522</u>
<b>25 Property, plant and equipment</b>		
<i>Land</i>		
At fair value (a)	81,260,000	71,301,000
	<u>81,260,000</u>	<u>71,301,000</u>
<i>Buildings</i>		
At fair value (a)	109,799,345	94,102,752
Accumulated depreciation	(122,837)	(341,664)
	<u>109,676,508</u>	<u>93,761,088</u>
<i>Construction in progress</i>		
Construction costs	459,669	1,105,231
	<u>459,669</u>	<u>1,105,231</u>
<i>Leasehold improvements</i>		
At cost	9,768,850	9,707,164
Accumulated depreciation	(2,755,864)	(1,930,731)
	<u>7,012,986</u>	<u>7,776,433</u>
<i>Motor vehicles, caravans and trailers</i>		
At cost	951,116	1,265,851
Accumulated depreciation	(365,042)	(349,941)
	<u>586,074</u>	<u>915,910</u>

# Chapter 6 | Financial Statements

## CHALLENGER TAFE

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<i>Plant, furniture and general equipment</i>		
At cost	12,473,440	4,239,914
Accumulated depreciation	(2,695,783)	(1,783,109)
	9,777,657	2,456,805
<i>Computer equipment, communication network</i>		
At cost	1,935,471	1,866,152
Accumulated depreciation	(1,544,152)	(1,388,971)
	391,319	477,181
<i>Marine craft</i>		
At cost	912,429	905,429
Accumulated depreciation	(703,290)	(642,434)
	209,139	262,995
	209,373,352	178,056,643

(a) Freehold land and buildings were revalued as at 1 July 2008 by the Western Australian Land Information Authority (Landgate). The valuations were performed during the year ended 31 December 2008 and recognised at 31 December 2008. In undertaking the revaluation, fair value was determined by reference to the market value of land \$11,500,000. For the remaining balance, fair value of land and buildings was determined on the basis of depreciated replacement cost. See note 2(g) '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	Construction in progress	Leasehold improvements	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Marine craft	Works of art	Total
Carrying amount at start of year	71,301,000	93,761,088	1,105,231	7,776,433	915,910	2,456,805	477,181	262,995	-	178,056,643
Additions	-	-	1,132,771	61,686	8,160	483,378	192,517	7,000	-	1,885,513
Transfers	-	9,849,364	(1,778,333)	-	24,000	7,844,263	43,531	-	-	15,982,825
Disposals – Sold	-	-	-	-	(207,190)	(7,483)	-	-	-	(214,673)
Disposals – Write Offs	-	-	-	-	-	(28,982)	(1,744)	-	-	(30,726)
Revaluation increments	9,959,000	8,545,031	-	-	-	-	-	-	-	18,504,031
Depreciation expense	-	(2,478,975)	-	(825,133)	(154,806)	(970,324)	(320,166)	(60,856)	-	(4,810,260)
Carrying amount at end of year	81,260,000	109,676,508	459,669	7,012,986	586,074	9,777,657	391,319	209,139	-	209,373,352

2007	Land	Buildings	Construction in progress	Leasehold improvements	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Marine craft	Works of art	Total
Carrying amount at start of year	56,691,000	76,536,516	118,307	7,867,468	890,763	4,447,837	1,889,480	372,672	4,800	148,818,843
Additions	-	-	986,924	633,676	370,255	165,928	154,661	-	-	2,311,444
Transfers	-	12,332,752	-	33,403	-	-	-	-	-	12,366,155
Disposals – Sold	-	-	-	-	(152,192)	(17,093)	-	-	-	(169,285)
Disposals – Write Offs	-	-	-	-	-	(151,507)	(41,612)	-	-	(193,119)
Revaluation increments	14,610,000	6,974,463	-	-	-	-	-	-	-	21,584,463
Threshold Change	-	-	-	-	(19,847)	(1,559,815)	(1,119,259)	(27,214)	(4,800)	(2,730,935)
Depreciation expense	-	(2,082,643)	-	(758,114)	(173,069)	(428,545)	(406,089)	(82,463)	-	(3,930,923)
Carrying amount at end of year	71,301,000	93,761,088	1,105,231	7,776,433	915,910	2,456,805	477,181	262,995	-	178,056,643

## 26 Intangible assets

### Computer software

At cost	144,909	144,909
Accumulated amortisation	(144,909)	(144,909)
Accumulated impairment losses	-	-

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<b>27 Impairment of assets</b>		
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.		
<b>28 Payables</b>		
<i>Current</i>		
Trade payables	296,921	-
GST payable	49,821	80,545
Accrued expenses	2,082,713	1,846,587
Accrued salaries and related costs	735,168	317,061
Total current	<u>3,164,623</u>	<u>2,244,193</u>
See also note 2(q) 'Payables' and note 38 'Financial Instruments'.		
<b>29 Provisions</b>		
<i>Current</i>		
Employee benefits provision		
Annual leave (a)	4,204,520	3,295,411
Long service leave (b)	2,436,674	2,169,433
Salary deferment (d)	167,636	234,023
	<u>6,808,830</u>	<u>5,698,867</u>
Other provisions		
Employment on-costs (c)	417,761	342,832
	<u>417,761</u>	<u>342,832</u>
Total current	<u>7,226,591</u>	<u>6,041,699</u>
<i>Non-current</i>		
Employee benefits provision		
Long service leave (b)	2,273,733	2,081,729
Salary deferment (d)	60,113	54,964
	<u>2,333,846</u>	<u>2,136,693</u>
Other provisions		
Employment on-costs (c)	142,640	130,595
	<u>142,640</u>	<u>130,595</u>
Total non-current	<u>2,476,486</u>	<u>2,267,288</u>
(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of balance sheet date	2,993,996	1,987,792
More than 12 months after balance sheet date	1,210,524	1,307,619
	<u>4,204,520</u>	<u>3,295,411</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	844,955	826,766
More than 12 months of balance sheet date	3,865,452	3,424,396
	<u>4,710,407</u>	<u>4,251,162</u>
(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.

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<i>Employment on-cost provision</i>		
Carrying amount at start of year	473,427	468,899
Additional provisions recognised	284,589	325,748
Payments/other sacrifices of economic benefits	(197,615)	(321,220)
Carrying amount at end of year	<u>560,401</u>	<u>473,427</u>

(d) Salary deferment liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of balance sheet date	167,636	234,023
More than 12 months after balance sheet date	60,113	54,964
	<u>227,749</u>	<u>288,987</u>

### 30 Other liabilities

#### *Current*

Income received in advance (a)	382,767	191,921
Money/deposits held in trust	43,947	88,810
Other	168,950	324,665
Total current liabilities	<u>595,664</u>	<u>605,396</u>

(a) Income received in advance comprises:

Fee for service	271,353	45,184
Student fees and charges	111,414	146,737
	<u>382,767</u>	<u>191,921</u>

### 31 Derivatives

Foreign exchange forward contracts	379,058	-
	<u>379,058</u>	<u>-</u>

The College has an exposure to changes in foreign exchange rates resulting from the contract to purchase a binary distillation column from Canada. This requires payment for the tower to be made in Canadian Dollars. The College uses a forward exchange contract, transacted with WATC, in Canadian Dollars to hedge the risk.

At the balance sheet date the net fair value of this contract was an asset of \$ 379,058 (2007: NIL) and a liability of \$379,058 (2007: NIL)

At balance sheet date, the details of outstanding foreign exchange contracts are:

	2008	2007	2008	2007
	Sell AUD		Average Exchange Rate	
Buy Canadian Dollars				
Maturity				
o – 6 months	391,955	-	0.81415	-
Over one year	-	-	-	-

### 32 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	26,180,393	13,726,915
Contributions by owners		
Capital contribution (a)	16,412,078	12,453,478
Balance at end of year	<u>42,592,471</u>	<u>26,180,393</u>

(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. Included in contributed equity were DET Non Cash Grants for \$429,253 2008 (\$87,323 2007).

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<i>Reserves</i>		
Asset revaluation reserve		
Balance at start of year	103,735,947	82,151,484
Net revaluation increments/(decrements)		
Land	9,959,000	14,610,000
Buildings	8,545,031	6,974,463
	<u>122,239,978</u>	<u>103,735,947</u>
<i>Accumulated surplus/(deficit)</i>		
Balance at start of year	46,203,546	51,836,890
Result for the period	(8,491,758)	(2,902,409)
Income and expense recognised directly to equity	-	(2,730,935)
Balance at end of year	<u>37,711,788</u>	<u>46,203,546</u>

### 33 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	16,839	17,289
Cash advances	3,229	9,212
Cash at bank	479,086	(3,338)
Short term deposits (At call)	1,447,634	3,876,755
	<u>1,946,788</u>	<u>3,899,918</u>
Restricted cash and cash equivalents (refer to note 21 'Restricted cash and cash equivalents')	1,957,632	2,587,376
	<u>3,904,420</u>	<u>6,487,294</u>

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

Net cost of services	(59,794,018)	(55,274,683)
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#### Non-cash items:

Depreciation and amortisation expense	(note 8)	4,810,260	3,930,923
Doubtful debts expense	(note 11)	497,245	316,419
Superannuation expense	(note 6 (b), (c), (d))	3,944,287	3,497,727
Resources received free of charge	(note 20, 32(a))	1,760,579	1,491,819
Net (gain)/loss on sale of property, plant and equipment	(note 19)	5,000	36,849
Losses and write-offs (excludes cash shortages/thefts of money)	(note 11)	42,382	193,119

#### (Increase)/decrease in assets:

Current receivables (c)	(517,587)	(731,164)
Current inventories	(22,198)	(9,239)
Other current assets	62,308	(103,671)

#### Increase/(decrease) in liabilities

Current payables (c)	1,152,214	(133,692)
Current provisions	1,184,892	(203,093)
Other current liabilities	(210,792)	(3,884,159)
Non-current provisions	209,198	(112,734)
Net GST receipts/(payments) (a)	(1,375,611)	(1,293,097)
Change in GST in receivables/payables (b)	1,318,160	1,339,381
Net cash provided by/(used in) operating activities	<u>(46,933,681)</u>	<u>(50,939,295)</u>

(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.

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<b>34 Commitments</b>		
<i>Capital expenditure commitments</i>		
Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:		
Within 1 year	607,369	639,721
	<u>607,369</u>	<u>639,721</u>
The capital commitments include amounts for: the Binary Distillation Column being imported from Canada refer Note 31 Derivatives.		
<i>Lease commitments</i>		
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	979,056	802,329
Later than 1 year and not later than 5 years	2,886,573	2,789,172
Later than 5 years	2,297,598	2,617,887
	<u>6,163,227</u>	<u>6,209,388</u>
Representing:		
Non-cancellable operating leases	6,163,227	6,209,388
	<u>6,163,227</u>	<u>6,209,388</u>
<i>Non-cancellable operating lease commitments</i>		
Commitments for minimum lease payments are payable as follows:		
Within 1 year	979,506	802,329
Later than 1 year and not later than 5 years	2,886,573	2,789,172
Later than 5 years	2,297,598	2,617,887
	<u>6,163,677</u>	<u>6,209,388</u>
<i>Other expenditure commitments contracted for at the balance sheet date but not recognised as liabilities are payable as follows:</i>		
Within 1 year	1,661,337	3,390,996
	<u>1,661,337</u>	<u>3,390,996</u>

These commitments are all inclusive of GST.

### 35 Contingent liabilities and contingent assets

#### *Contingent liabilities*

In addition to the liabilities incorporated in the financial statements, there are no contingent liabilities.

#### *Contingent assets*

In addition to the assets incorporated in the financial statements, there are no contingent assets.

### 36 Events occurring after the balance sheet date

No events occurred after balance date that would have a significant impact on the College's financial position as at 31 December 2008.

### 37 Explanatory Statement

(a) Significant variations between estimates and actual results for income and expense are shown below. Significant variations are considered to be those greater than \$500,000.

#### Significant variations between estimated and actual results for 08

	2008 Estimate \$	2008 Actual \$	Variation \$
<b>Expense</b>			
1. Employee benefits expense	44,270,730	50,105,744	(5,835,014)
2. Supplies and services	16,985,631	20,191,649	(3,206,018)
3. Other expenses	3,572,637	5,301,095	(1,728,458)
<b>Income</b>			
4. Fee for service	7,755,084	9,089,276	(1,334,192)
5. Student fees and charges	6,684,278	7,262,448	(578,170)
6. Other revenue	715,000	2,438,675	(1,723,675)
7. Service Appropriation	44,639,741	49,970,934	(5,331,193)

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
1. Employee expenses – increased expenditure on salaries due to significant growth in profile and non-profile delivery.		
2. Supplies and services – increased expenditure due to significant growth in profile and non-profile delivery .		
3. Other expenses – increased expenditure on Employee on-costs due to significant growth in delivery and increased building maintenance expenditure.		
4. Fee for service – increased due to an upsurge in enrolments for international students.		
5. Student fees and charges – increased revenue due to significant growth in delivery .		
6. Other revenue – increased due to increased recoups and recoveries from external parties.		
7. Service Appropriation – increased funding due to significant growth in profile delivery.		

### Significant variations between actual results for 2008 and 2007

	2008 \$	2007 \$	Variance \$
<b>Expense</b>			
8. Employee benefits expense	50,105,744	42,022,722	(8,083,022)
9. Supplies and services	20,191,649	18,364,313	(1,827,336)
10. Depreciation and amortisation and expense	4,810,260	3,930,923	(879,337)
11. Capital user charge	-	4,167,238	4,167,238
12. Other expenses	5,301,095	4,224,445	(1,076,650)
<b>Income</b>			
13. Fee for service	9,089,276	7,666,149	(1,423,127)
14. Service Appropriation	49,970,934	50,967,778	996,844
8. Employee expenses – increased expenditure on salaries due to significant growth in profile and non-profile delivery.			
9. Supplies and services – increased expenditure due to significant growth in profile and on-profile delivery.			
10. Depreciation and amortisation and expense – increase in buildings due to revaluation and additions of buildings and plant and equipment.			
11. Capital user charge – discontinued in June 2007.			
12. Other expenses – increased expenditure on Employee on-costs due to significant growth in profile and non-profile delivery and increased building maintenance expenditure.			
13. Fee for service – increased due to an upsurge in international students.			
14. Service Appropriation – reduced as Capital user charge funding discontinued partially offset by increased profile funding delivery.			

### 38 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 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.

#### *Foreign exchange risks*

The College is exposed to foreign risks arising from currency exposure to the Canadian dollar.

Forward contracts transacted with WATC are used to manage these risks. The purpose of the foreign currency contracts is to protect against the risk that eventual dollar outflows in respect of purchases in foreign currency may be adversely affected by changes in exchange rates.

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008 \$	2007 \$
<b>(b) Categories of financial instruments</b>		
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:		
<i>Financial Assets</i>		
Cash and cash equivalent	1,946,788	3,899,918
Restricted cash and cash equivalent	1,957,632	2,587,376
Receivables	2,143,038	2,127,201
<i>Financial Liabilities</i>		
Payables	3,164,623	2,244,193

### (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	3-4 Years	4-5 Years	More than 5 years		
2008	%	\$	\$	\$	\$	\$	\$	\$	\$	
<i>Financial Assets</i>										
Cash and cash equivalent	6.35%	1,946,788	-	-	-	-	-	-	-	1,946,788
Restricted cash and cash equivalent	6.35%	1,957,632	-	-	-	-	-	-	-	1,957,632
Receivables								2,143,038		2,143,038
		3,904,420	-	-	-	-	-	-	2,143,038	6,047,458
<i>Financial Liabilities</i>										
Payables		-	-	-	-	-	-	-	3,164,623	3,164,623
		-	-	-	-	-	-	-	3,164,623	3,164,623

	Weighted Average Effective Interest Rate	Contractual maturity dates							Non-Interest Bearing	Total
		Variable Interest Rate	Within 1 year	1-2 Years	2-3 Years	3-4 Years	4-5 Years	More than 5 years		
2007	%	\$	\$	\$	\$	\$	\$	\$	\$	
<i>Financial Assets</i>										
Cash and cash equivalent	5.85%	3,899,918	-	-	-	-	-	-	-	3,899,918
Restricted cash and cash equivalent	5.85%	2,587,376	-	-	-	-	-	-	-	2,587,376
Receivables		-	-	-	-	-	-	2,127,201		2,127,201
		6,487,294	-	-	-	-	-	2,127,201		8,614,495
<i>Financial Liabilities</i>										
Payables		-	-	-	-	-	-	-	2,244,193	2,244,193
		-	-	-	-	-	-	-	2,244,193	2,244,193

# Chapter 6 | Financial Statements

## CHALLENGER TAFE NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

				2008	2007
				\$	\$
<i>Interest rate sensitivity analysis</i>					
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.					
<i>Fair values</i>					
	Carrying amount	- 1% change		+1% change	
	\$	Profit	Equity	Profit	Equity
2008	\$	\$	\$	\$	\$
<hr/>					
Financial Assets					
Cash and cash equivalent	1,946,788	(19,468)	(19,468)	19,468	19,468
Restricted cash and cash equivalent	1,957,632	(19,576)	(19,576)	19,576	19,576
<hr/>					
	Carrying amount	- 1% change		+1% change	
	\$	Profit	Equity	Profit	Equity
2007	\$	\$	\$	\$	\$
<hr/>					
Financial Assets					
Cash and cash equivalent	3,899,918	(38,999)	(38,999)	38,999	38,999
Restricted cash and cash equivalent	2,587,376	(25,874)	(25,874)	25,874	25,874

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.

### 39 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	10	11
\$170,001 – \$180,000	-	1
\$180,001 – \$190,000	1	-

The total remuneration of the members of the College is: 186,571      172,568

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:

\$		
\$20,001 – \$30,000	-	1
\$40,001 – \$50,000	-	2
\$50,001 – \$60,000	-	1
\$70,001 – \$80,000	-	1
\$110,001 – \$120,000	1	1
\$120,001 – \$130,000	1	-
\$130,001 – \$140,000	2	2
\$150,001 – \$160,000	1	-

The total remuneration of senior officers is: 670,331      600,524

## Chapter 6 | Financial Statements

CHALLENGER TAFE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

	2008	2007
	\$	\$
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.		
<b>40 Remuneration of auditor</b>		
Remuneration payable to the Auditor General for the financial year is as follows:		
Auditing the accounts, financial statements and performance indicators	95,000	81,710
The expense is included in note 11 'Other expenses'.		
<b>41 Related Bodies</b>		
The College has no related bodies.		
<b>42 Affiliated Bodies</b>		
The College has no affiliated bodies.		
<b>43 Supplementary Financial Information</b>		
<i>Write-Offs</i>		
Public property	-	61,779
Bad debts	149,900	38,207
Inventory	7,439	206
<i>Losses through theft, defaults and other causes</i>		
Losses of public and other moneys and public and other property through theft, default or otherwise	-	1,612
Amount recovered	-	-
<i>Gifts of Public Property</i>		
Gifts of Public Property provided by the College	-	-
<b>44 Schedule of Income and Expenditure by Service</b>		
The College provides only one service (as defined by Treasurer's Instruction 1101 (g) and that is Vocational Education and Training Delivery.		

## Section 40 Estimates for 2009

In accordance with Treasurer's Instructions 953 the annual estimates for the current financial year (i.e.2009) are hereby included in the annual report. These estimates do not form part of the financial statement and are not subject to audit.

INCOME STATEMENT	2009
	\$
<b>COST OF SERVICES</b>	
<b>Expenses</b>	
Employee benefits expense	47,244,360
Supplies and services	17,624,453
Depreciation and amortisation expense	5,284,147
Grants and subsidies	100,000
Cost of sales	772,899
Other expenses	3,650,955
<b>Total cost of services</b>	<b>74,676,814</b>
<b>Income</b>	
<i>Revenue</i>	
Fee for service	9,378,566
Student fees and charges	6,357,040
Ancillary trading	970,000
Sales	750,000
Commonwealth grants and contributions	100,000
Interest revenue	560,000
Other revenue	1,622,500
<b>Total revenue</b>	<b>19,738,106</b>
<b>Total income other than income from State Government</b>	<b>19,738,106</b>
<b>NET COST OF SERVICES</b>	<b>(54,938,708)</b>
<b>INCOME FROM STATE GOVERNMENT</b>	
Service Appropriation	47,527,995
Liabilities assumed by the Treasurer	250,000
Resources received free of charge	1,600,000
<b>Total income from State Government</b>	<b>49,377,995</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>	<b>(5,560,713)</b>

# Chapter 6 | Financial Statements

## Section 40 Estimates for 2009

### Challenger TAFE

### BALANCE SHEET

\$

#### ASSETS

##### Current Assets

Cash and cash equivalents	4,795,583
Restricted cash and cash equivalents	476,644
Inventories	200,000
Receivables	2,700,000

**Total Current Assets** 8,172,227

##### Non-Current Assets

Property, plant and equipment	187,009,426
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**Total Non-Current Assets** 187,009,426

**TOTAL ASSETS** 195,181,653

#### LIABILITIES

##### Current Liabilities

Payables	150,000
Provisions	6,633,633
Other current liabilities	2,550,000

**Total Current Liabilities** 9,333,633

##### Non-Current Liabilities

Other non-current liabilities	2,579,556
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**Total Non-Current Liabilities** 2,579,556

**TOTAL LIABILITIES** 11,913,189

**NET ASSETS** 183,268,464

#### EQUITY

Contributed equity	43,280,393
Reserves	103,735,947
Accumulated surplus/(deficit)	36,252,124

**TOTAL EQUITY** 183,268,464