



GOVERNMENT OF
WESTERN AUSTRALIA



central
INSTITUTE OF TECHNOLOGY

ANNUAL REPORT

2014

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Statement of Compliance

To the Hon Liza Harvey MLA, Minister for Training and Workforce Development

In accordance with Section 61 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament the Annual Report of Central Institute of Technology for the period ending 31 December 2014.

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



Emeritus Professor Bill Loudon AM
Chair Governing Council
Central Institute of Technology
11 March 2015

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Managing Director's Report

Welcome to Central's 2014 Annual Report. This has been a year centred upon strategic planning and positioning, as we finalised the ambitious goals set out in the Strategic Plan 2012-2014, and looked to build upon its successes under the new Strategic Plan 2015-2018.

The primary strategy that has underpinned, and continues to underpin all areas of our business, is our commitment to excellence in teaching and learning. Since 2012 our comprehensive student success strategy has witnessed our module load completion rate (MLCR) improve from 75% to 80.7% in 2014, while withdrawals have decreased from 8.3% to 6.1%. Under the new plan, we will continue to improve this via targeted intervention strategies for students, as well as ongoing staff training, to ensure the provision of contemporary and quality teaching.

Another strategy we continue to pursue is to broaden our course profile to encompass each sector of education. Under the Strategic Plan 2012-2014, we successfully established higher education as a core aspect of our business by developing partnerships with a number of tertiary providers, and establishing articulation pathways with each WA university, as well as a number from interstate. In 2014, we reached another milestone by achieving registration as a higher education provider, which will

enable the Institute to deliver the higher education Diploma of Commerce in 2015, in partnership with Curtin University. Over the next few years, we will build upon these foundations to become WA's first multi-sector institution, offering seamless pathways from upper school, and carry through to university.

We also seek to continuously improve our connections with industry, which have been going from strength to strength, particularly in the areas of health, aged care, engineering, mining and the creative industries. These relationships are the result of the connections our staff maintain with industry, as well as our ability to adapt our courses to meet the needs of employers. These factors mean that our students are job-ready by the time they graduate, and have the knowledge and skills needed to thrive in their chosen field.

International education remains a priority for the Institute, as we managed to improve upon our international student numbers in 2014, despite downward trends across the training sector. Our work offshore also continues to expand, and we now provide training and consultancy services to organisations in places such as China, India, the Middle East, Africa, and Papua New Guinea.

In our ongoing effort to enhance the student experience and foster more

contemporary teaching practices, our focus remains on building staff capability, systems and infrastructure. We achieved significant headway towards this under the Strategic Plan 2012-2014, as we developed a robust and scalable technology platform, and established leading-edge facilities such as the Roaming Education and Community Health (REACH) Wellness Clinic and Green Skills Training Centre. Under the new plan, we will continue to improve our capability through the introduction of a student management system (SMS), a learning management system, and measures to improve customer service, which will in turn enhance the experience of both staff and students.

Community engagement also remains a priority for the Institute, as we work hard to meet the needs of the public we serve. We are proud to have been involved in a number of ground-breaking community initiatives over recent years, including the establishment of the REACH program and the Foyer Oxford, which both provide essential services to support members of WA community in need. While continuing to support these initiatives, as we look to the future we aim to enhance our citizenship by better connecting our campuses with the community. Work towards this was initiated with the redevelopment of 30 Aberdeen Street Northbridge and the Leederville campus

façade, and we will continue it with the refurbishment of the 25 Aberdeen Street forecourt and activation of Museum Street, to establish a more welcoming, campus environment that can be enjoyed by the wider Perth community.

Ultimately, while we are proud of the successes achieved under our former Strategic Plan, we recognise the continuing need to adapt in a market where relevance and quality are paramount. Our strategy is to now build upon the foundations that have been set to become an institution that caters to all educational sectors, and provides an enjoyable and engaging learning experience that delivers outcomes for our students.

This strategy hinges upon the continued dedication and hard work of our staff, and the tutelage of our Governing Council. I would like to sincerely thank both, as they have been critical to our successes in 2014, and will continue to be as we meet the challenges and embrace the opportunities presented by our new Strategic Plan.



Neil Fernandes
Managing Director
11 March 2015

Overview of the Agency

Executive Summary

In 2014, Central Institute of Technology delivered 6.07 million publicly funded student contact hours (SCH), down from 6.7 million SCH delivered in 2013 while total student enrolments (excluding offshore international) declined by 14.4%.

Competitive Market

Central continued to grow commercial and international delivery in line with its strategic priorities. In 2014, Central generated \$22.5 million from commercial and grant activity, with an additional \$10.8 million coming from international delivery.

In 2014, Central increased onshore international student numbers to 1,804 and had a 42% market share of the State Training Provider network for onshore international students. For the first time, Central was awarded International Training Provider of the Year at the Australian Training Awards after winning International Training Provider of the Year at the State Training Awards. The Institute's continued success in this category and national recognition is testament to the quality of its programs and services to international students.

Central continued major commercial partnerships and contracts including the Adult Migrant English Program, Skills for Education and Employment, and the Workplace English Language and Literacy program. The Institute

developed a partnership with Dūcere, an Australian-based online content provider, to deliver the Diploma of Management and Diploma of Business online.

Central continued to implement the Higher Education Strategy 2013-2015 and became a registered higher education provider with the Tertiary Education Quality Standards Agency (TEQSA). The Institute also completed the development of two Associate Degrees, which are the first higher education qualifications fully developed by the Institute.

Employers, Industry and Government

In 2014, Central continued to respond to the workforce development needs of industry and enterprises across a wide range of industry areas. The Centre for Training Excellence worked with organisations to identify vocational education and training (VET) workforce development needs and to design customised professional learning programs. Central continued to work with local government authorities to deliver fee-for-service training, resulting in over 560 local government officers' achieving a qualification.

Student Success

In 2014, Central delivered Core Skills classes to support students with low literacy and numeracy levels and those who had been out of education for a number of years to complete their qualifications. Efforts placed into improving student outcomes have seen a marked improvement in the Institute's MLCR and withdrawal rate.

Central strengthened arrangements with the school and university sector and managed the 16% increase in student enrolments for VET in Schools (VETiS) courses. The anticipated growth in demand for VETiS as a result of reforms to the Western Australia Certificate of Education necessitated a review of VETiS at Central and the development of a strategy to ensure a more professional and efficient service and relationship with the schools sector.

Community

Central continued to grow initiatives in collaboration with government and community groups that support training and employment including cultural projects and Foyer Oxford. The REACH Wellness Clinic at the Mount Lawley campus was expanded this year with more than 11,700 community population health checks conducted to date. The REACH program was also a finalist in the Strengthening Families and Communities category at the 19th annual Premier's Awards for Excellence in Public Sector Management.

Capability

Central undertook considerable work to acquire a third party SMS in 2014. The SMS will replace Central's current systems to provide a single software solution to manage the Institute's student service and support needs. The Institute also commenced a review of the administrative structure of the teaching divisions and student services in preparation for the implementation of the SMS in 2016.

About Central Institute of Technology

Overview

Central Institute of Technology has a history spanning 114 years, making it the oldest post-compulsory education institution in Western Australia. 'Perth Technical School', as it was originally known, held its first classes on 16 May 1900.

The Institute provides high quality vocational education and training to around 30,000 students, of which about 4,100 are onshore and offshore international students.

Central Institute of Technology is the premier deliverer of paraprofessional qualifications in Western Australia and is the major deliverer of higher level qualifications in the State, with 42% of delivery at Certificate IV and above.

The Institute is a major contributor to the economic development of the broader community, responding directly to the requirements of industry, employers and government for a highly skilled and capable workforce.

Programs

The Institute offers approximately 360 nationally accredited courses, ranging from Certificate I to Vocational Graduate Certificate, together with a range of customised fee-for-service training courses. Central's close relationships with industry ensure that courses are practical, job-focused and driven by employment outcomes.

Services

Central Institute of Technology provides a range of industry and employer consultancy and workforce development services, designed to increase skill development and utilisation in the workplace, increase productivity and build business capability.

Vision, Values and Mission

Vision

Central Institute of Technology will continue to be recognised as the premier deliverer of high-level vocational skills, providing pathways for a diverse student cohort to employment and higher education.

Mission

Working smarter to deliver smarter workers.

Values

Central Institute of Technology has developed a set of five values to assist in realising the Institute's vision. These values underpin the development of all Institute products and services.

Ambition

We create competitive advantage and set ourselves apart, by:

- Seeking new opportunities, and challenges
- Exercising our best judgement
- Setting the highest standards
- Exceeding expectations
- Developing leaders at all levels

Respect

We act with honesty and integrity, and build trust in each other, by:

- Welcoming the diversity of our staff and students
- Supporting others' efforts
- Providing feedback in a constructive way
- Forgiving mistakes made when acting in good faith
- Understanding and acknowledging other's roles in the Institute

Responsibility

We own our behaviour, actions and outcomes, by:

- Delivering what we promise
- Ensuring we are well informed in decisions we make
- Leading by example
- Not apportioning blame
- Considering the impact our actions have on others
- Being environmentally conscious

Professionalism

We become good at what we do, by:

- Understanding the broader context in which we work
- Constantly looking to develop and improve our knowledge and skills
- Collaborating within and across teams
- Being motivated and positive
- Reflecting on our performance and seeking out feedback

Ingenuity

We find new and better ways of doing things, by:

- Imagining
- Seeing opportunities and not barriers
- Being agile and adaptable
- Learning from mistakes
- Enjoying ourselves

Strategic Plan 2012-2014

The Strategic Plan 2012-2014 outlines the Institute's goals, objectives and targets to achieve its mission. The Plan was developed to deliver on the outcomes and targets set in *Training WA*.

Competitive Market

We strengthen Central's position and lead in a competitive training market:

- Publicly funded delivery: At least a 25% market share of publicly funded training delivery.
- Commercialisation: Annual growth of at least 20% in commercial revenue while maintaining profitability.
- Internationalisation: Annual growth of at least 10% in international student numbers (onshore and offshore).
- Industry precincts/centres of specialisation: Market recognition for our leadership as centres of specialisation.
- Tertiary Delivery (Diploma and above): Grow and maintain the proportion of tertiary delivery to between 40% and 50% of total delivery.

Employers, Industry and Government

We will respond to employers' needs with flexible and customised work based training:

- Workforce Development and Productivity: Training that directly responds to employers' needs for an increasingly productive workforce.
- Employment Outcomes: Suitably skilled and more employable workers.
- Innovation and Industry Engagement: Partnerships and collaborations that support workforce development and participation.

Student Success

A positive learning environment improves employment and higher education opportunities for our students:

- Quality of Teaching and Learning: Students are very satisfied with the quality of the learning experience.
- Flexibility: Study options promote student success.
- Student Support Services: Student information and support services are responsive to students needs and contribute to improving outcomes.
- Equity and Diversity: Students experiencing educational disadvantage achieve positive outcomes.

Community

We are valued for the contribution we make to sustainability and our communities:

- Partnerships and Programs: Training and employment outcomes are enhanced through partnering with relevant community organisations.
- Citizenship: The Institute's staff and students are actively involved in activities for the betterment of the community.
- Student Community: A welcoming environment encourages student engagement and supports student success.
- Sustainable Development: The Institute delivers training and manages its operations in an environmentally, socially and economically sustainable way.

Capability

We will recognise and nurture our competitive advantage, focusing on the quality of our programs, services and staff:

- People: Staff capability, attributes and attitudes support a positive culture and the capacity to respond to change.
- Finances: Funding models support Institute priorities and directions.
- Infrastructure: Facilities are appropriate to contemporary teaching practices.
- ICT: A robust and scalable technology platform that adapts to the changing needs of the Institute, its staff and students.

Student Population

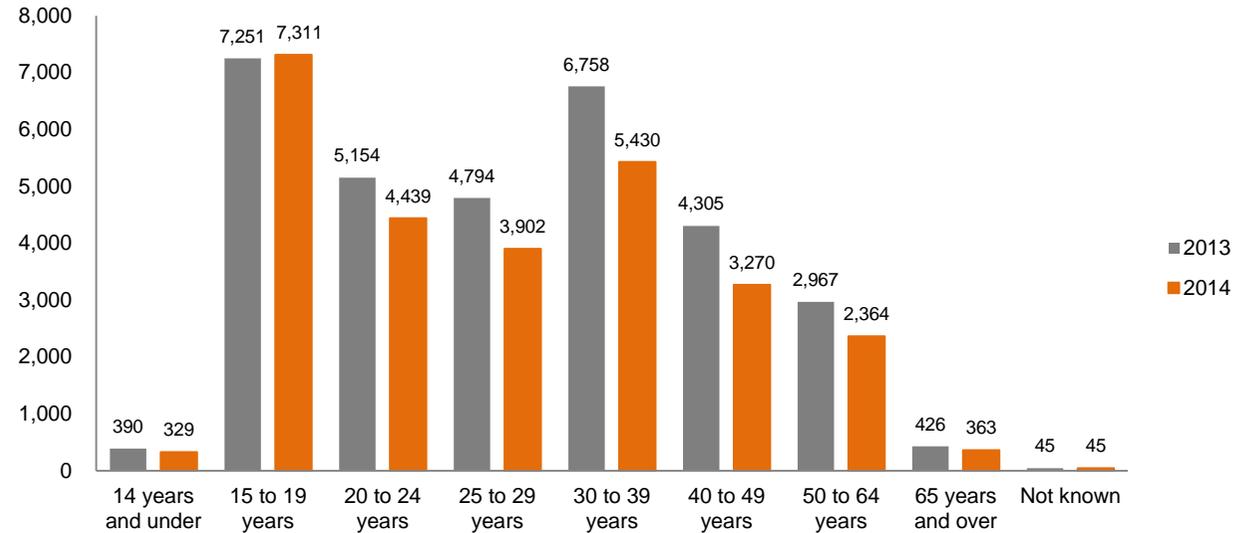
The number of students who undertook a course at Central (excluding offshore international students) decreased by 14.4% to 27,453.

The largest group of students continued to be the 15 to 19 year age group, representing 26.6% of the total student population. The 30-39 year age group was the next largest cohort with 19.8% of the student population, followed by the 20-24 year age group (16.2%) and the 25-29 year age group (14.2%). Approximately 44% of students were aged 24 years or under.

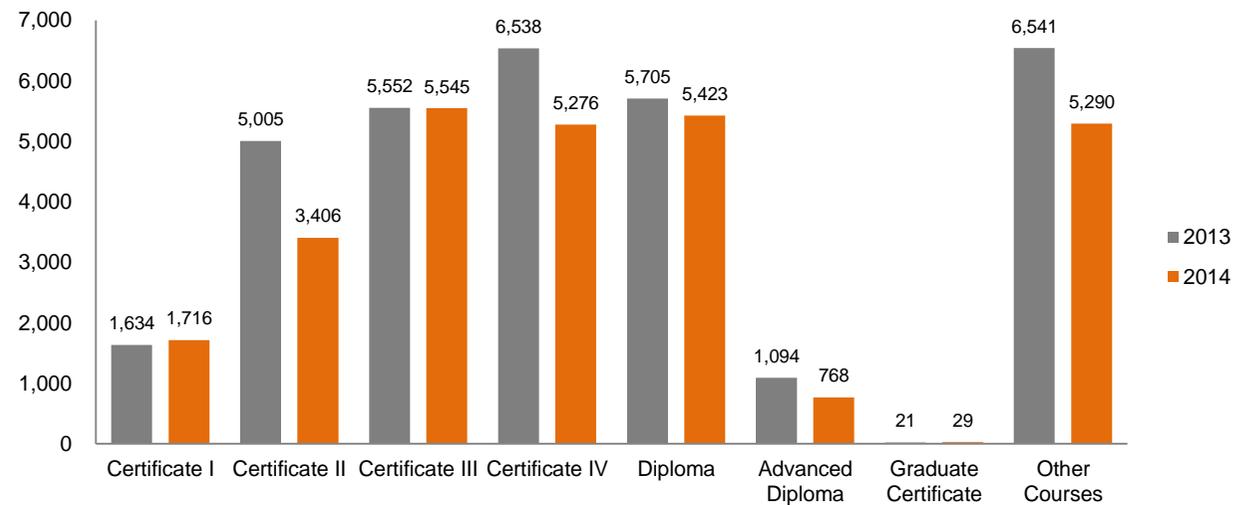
Of the total enrolments, 20.2% of students were enrolled in Certificate III courses, 19.2% of students were enrolled in Certificate IV courses and 19.8% of students were enrolled in Diploma courses.

Approximately 60% of students who studied at Central in 2014 were female and 50.4% of students studied part-time.

Student Population by Age Group



Student Population by Qualification Level



Operational Structure

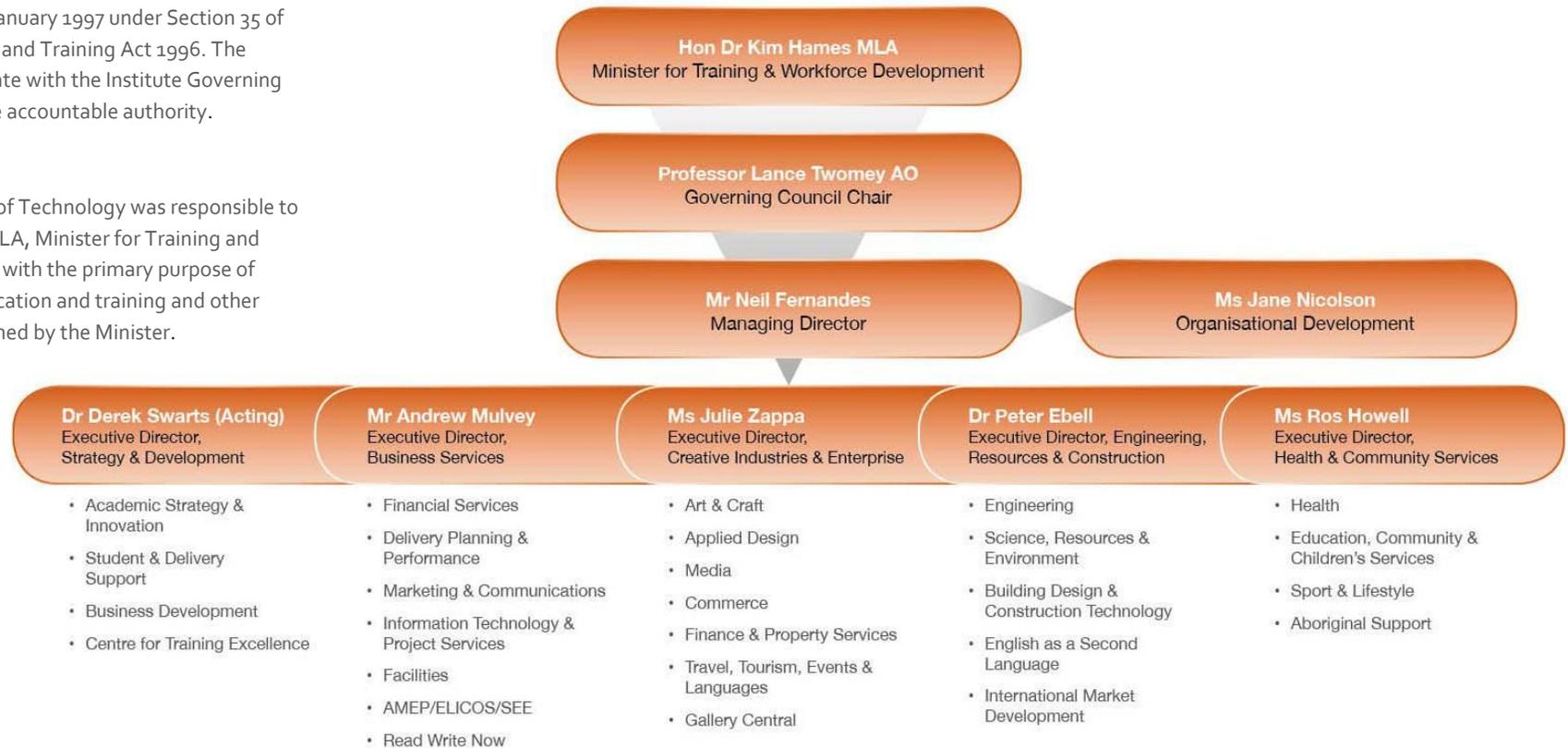
Enabling Legislation

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

Responsible Minister

In 2014, Central Institute of Technology was responsible to the Hon Dr Kim Hames MLA, Minister for Training and Workforce Development, with the primary purpose of delivering vocational education and training and other related activities determined by the Minister.

Organisational Structure



Corporate Governance

Central has an effective corporate governance structure in place, which is supported by boards, systems, practices, processes and documentation that guide the performance, operation and management of the organisation, ensure legislative requirements are met and ensure the achievement of desired outcomes.

Central operates within the parameters of a range of legislative requirements, whole-of-government and vocational education and training policy directions. A range of procedures are in place to address the operational and planning activities necessary to comply with legislation and policies.

Central recognises the importance of good governance to ensure the best possible outcomes are delivered by the State training sector and that Western Australians receive value for money from the State Government. In signing the Governance Charter with the Minister for Training and Workforce Development and the Department of Training and Workforce Development, the Institute commits to:

- implementing the Governance Framework throughout the organisation;
- embracing the nine principles of good governance;
- ensuring minimum standards of governance are in place; and
- continuing to take an active role in discussions regarding the on-going development of the Governance Framework.

Furthermore, the Governing Council and Managing Director commit to:

- implementing the minimum standards of governance;
- meeting the Governance Framework requirements, remaining financially viable and meeting the State Government's training priorities.

Governance Structure



Governing Council

Central Institute of Technology is governed by a Council which oversees the Institute's operations and affairs. Whilst the Governing Council is the ultimate authority in the Institute, it delegates its powers as the employing authority and manager to the Managing Director. The Governing Council is responsible for ensuring that all delegations are carried out diligently and effectively.

The Governing Council consists of a chairperson, deputy chairperson, the Managing Director and between 6 and 10 other members appointed by the Minister for Training and Workforce Development. Members are selected for their experience and expertise in education, training, industry or community affairs and for their ability to contribute to the strategic direction of the Institute.

The Governing Council oversees the strategic direction of the Institute through the execution of its statutory functions under the *Vocational Education and Training Act 1996*, *Public Sector Management Act 1994* and the *Financial Management Act 2006*.

Finance, Audit and Risk Management Subcommittee of Governing Council

The Finance, Audit and Risk Management (FARM) Subcommittee of Governing Council has appropriate oversight of key governance issues, and is responsible for investigating issues to inform the Governing Council and to make recommendations for Council endorsement. The FARM Subcommittee of Governing Council consists of three or more Governing Council members, as nominated by the full Council from time to time.

As at 31 December 2014, membership of the Governing Council and FARM Subcommittee of Governing Council was as follows:

Professor Lance Twomey AO (Chair)

Professor Twomey has a long standing and prestigious reputation in the Western Australian education sector. While his initial qualification is in physiotherapy, Professor Twomey received Honours and a PhD in Anatomy and served as Vice-Chancellor and President of Curtin University for well over a decade.

Professor Twomey has chaired many taskforces and Ministerial initiatives with the Department of Education and Training and other State Government departments, most recently the Ministerial Taskforce on the Education Workforce. Professor Twomey joined the Governing Council in 2008 and was appointed Chairperson in 2009. Professor Twomey was also a member of the FARM Subcommittee.

Professor Twomey retired from the Governing Council at the end of 2014. Emeritus Professor Bill Loudon AM was appointed Governing Council Chair for 2015.

Susan Haynes (Deputy Chair)

Ms Haynes is a partner at a Chartered Accounting firm and a member of the Institute of Chartered Accountants in Australia with an Honours Degree in Accounting. Her previous career experiences include working at The University of Western Australia dealing in matters of finance and taxation, governing grants and the development of performance and activity based funding models. Prior to her time at the University, Ms Haynes was a senior manager at PricewaterhouseCoopers. Ms Haynes joined the Governing Council in 2005 and was appointed Deputy Chairperson in 2009. Ms Haynes has served as Chairperson of the FARM Subcommittee since 2010.

Ms Haynes retired from the Governing Council at the end of 2014.

Stedman Ellis

Mr Ellis is the Chief Operating Officer - Western Region at the Australian Petroleum Production & Exploration Association and a Director at the Minerals Research Institute of Western Australia. For three years, Mr Ellis was the Deputy Director General at the WA Department of Mines and Petroleum. As Vice President of External Affairs at BHP Billiton, he oversaw the development of many of BHP Billiton's community programs in the Pilbara.

Mr Ellis has a Bachelor of Arts from The University of Western Australia and a Graduate Diploma from the Australian Institute of Company Directors. He is a member of the FORM Executive Board, and has been a member of the Governing Council since 2008.

Mara West

Ms West has an education and training background, having worked in the VET sector for many years.

Ms West has considerable experience in Aboriginal programs, having participated in the development, review and evaluation of a number of significant indigenous projects. Ms West joined the Governing Council in 2008 and was reappointed in 2012. Ms West is Chairperson of Central's Aboriginal Employment, Education and Training Committee (AEETC).

Colin Campbell-Fraser

Mr Campbell-Fraser is a communications adviser and consultant with experience in high level management, supervision, planning, decision making and negotiation. Formerly the Principal Advisor (External Relations and Advocacy) at The University of Western Australia, he provided advice to the Vice-Chancellor and Executive of the University to support the University's goal of achieving international excellence.

Mr Campbell-Fraser is a member of the Advisory Board of the University Club and member of the UWA Council of Convocation. Throughout his working life, Mr Campbell-Fraser has been an active member and office bearer of a diverse range of community based organisations.

Mr Campbell-Fraser has been a member of the Governing Council since 2007.

Paul Jones

Mr Jones is an architect and a director of major Perth architectural firm, JCY Architects. He has a wealth of experience through his involvement in projects produced by his practice as well as extensive experience in his time with Foster Associates in London as the Project Architect for Stansted Airport and the Renault Headquarters.

Mr Jones' experience has been recognised, awarded and sought after by government and business leaders to create innovative built and urban places, including major infrastructure and planning projects in Australia and New Zealand. Mr Jones has been a member of the Governing Council since 2009.

Joanne Farrell

Ms Farrell is the Global Head of Health, Safety, Environment and Communities for Rio Tinto and is responsible for leading the team that provides policy, standards guidance and governance of health, safety, environment and community matters for the Rio Tinto group of companies.

Ms Farrell was a member of the State Training Board from 2012 until 2014, and is a Director of the Perth Institute of Contemporary Arts and of Energy Resources of Australia, and committee member of the Rhodes Scholarship Selection Panel WA. In 2012, Ms Farrell was named the Women in Resources Champion by the WA Chamber for Minerals and Energy.

Ms Farrell has a Bachelor of Science from The University of Western Australia and a Graduate Diploma in Business Administration from Curtin University.

Ms Farrell has been a member of the Governing Council since 2012.

Peter Browne

Mr Browne is an independent consultant for BHP Billiton Iron Ore, managing education partnerships in the Pilbara region. Mr Browne was formerly the Director General of Education in Western Australia, and was appointed Adjunct Professor at Curtin University in 2001.

Mr Browne is a Councillor on the Claremont Town Council and sits on the Advisory Board of the International Research Centre for Youth Futures at the University of Technology, Sydney.

Mr Browne has been a member of the Governing Council since 2012.

Neil Fernandes

Mr Fernandes has been the Managing Director at Central Institute of Technology since July 2005 and is an ex officio member of the Governing Council.

Executive Management Team

The Executive Management Team consists of the Managing Director, Executive Directors, Chief Financial Officer and Director Organisational Development. The Executive Management Team has overall responsibility for the day-to-day effective and efficient operation of the Institute, and undertakes strategic and business planning. Members chair the governance boards and committees at Central.

Administering Legislation

The Minister for Training and Workforce Development administers the *Vocational Education and Training Act 1996*.

Legislative Environment

Central complies with the following relevant legislation:

Archive Act 1983, Commonwealth
Children and Community Services Act 2004
Classification Enforcement Act 1996
Commercial Tenancy (Retail Shops) Agreements Act 1985
Constitution Act 1889
Copyright Act 1968, Commonwealth
Corruption and Crime Commission Act 2003
Disability Services Act 1993
Education Service Providers (Full Fee Overseas Students) Registration Act 1991
Education Services for Overseas Students Act 2000, Commonwealth
Electoral Act 1907
Equal Opportunity Act 1984
Financial Management Act 2006
Freedom of Information Act 1992
Government Employees Superannuation Act 1987
Income Tax Assessment Act 1997, Commonwealth
Industrial Relations Act 1979
Library Board of Western Australia Act 1951
Minimum Conditions of Employment Act 1993
Occupational Safety and Health Act 1984
Privacy Act 1988, Commonwealth
Public Interest Disclosure Act 2003
Public Sector Management Act 1994
Spam Act 2003, Commonwealth
State Records Act 2000
State Supply Commission Act 1991
Vocational Education and Training Act 1996
Workers' Compensation and Injury Management Act 1981
Working with Children (Criminal Record Checking) Act 2004
Workplace Relations Act 1996, Commonwealth

Performance Management Framework

Outcomes Based Management Framework

The Government Goal “Results-based service delivery” best covers Central Institute of Technology’s core business. The link between this government goal and agency level government desired outcomes and services is presented below:

Government Goal	Desired Outcomes	Services
<p>Results-based Service Delivery: To ensure a greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.</p>	<p>The provision of vocational education and training services to meet community and industry training needs.</p>	<ol style="list-style-type: none">1. Delivering nationally accredited training courses from Certificate I to Vocational Graduate Certificate2. Apprenticeships and traineeships3. Foundation and access programs4. Fee-for-service courses including onshore international delivery, short courses and single subscriber courses

Changes to Outcome Based Management Framework

Central Institute of Technology’s outcome based management framework did not change during 2014.

Shared Responsibilities with Other Agencies

Central Institute of Technology does not share any responsibilities with other agencies.

Divisional Performances

Health and Community Services

The division remains the dominant trainer of Enrolled Nurses for Western Australia, and one of the leading providers of Aged Care training. The division also includes Community and Children's Services, Disabilities Programs, Youth Work, Sport, Fitness, Beauty Therapy, Massage and Dental programs at the Nedlands campus.

SCH target (profile only)	1,866,753
% of total Central SCH delivery (profile only)	30.8%
Commercial SCH	268,639
Total number of students*	5,274
Total number of international students*	316
Total number of qualifications delivered (Certificate I and above)	98

* Figures are based on the student's highest qualification enrolment in 2014

Health

Nursing

In 2014, Central developed a relationship with the South Metropolitan Health Service (SMHS) in recognition of prior learning (RPL) and upskilling for Assistant in Nursing training. In conjunction with SMHS, the Institute established itself as the preferred provider for this training with around 170 students fast-tracking through the qualification this year. Central continues to build on this relationship and explore further training opportunities.

Pathology and Anaesthetic Technology

Over the past 18 months, Pathology and Anaesthetic Technology qualifications have been successfully delivered

in both part time and full time modes. Excellent relationships have been established with industry and demand for both qualifications is high with 63 continuing and new students enrolled in Anaesthetic Technology and 55 new students in Pathology.

Roaming Education and Community Health

The services offered by the REACH Wellness Centre at the Mount Lawley campus continued to expand in 2014. More than 11,700 community population health checks have been conducted to date, with 4,700 conducted this year. The REACH Wellness Centre provided services to a number of organisations including the James Watson Hostel, Wandana Flats, St Bartholomew's House, Tranby Day Centre and Foyer Oxford, and expanded its scope to deliver outpatient clinics for Princess Margaret Hospital Adolescent Health and Immunology.

Challenges

Clinical placements for enrolled nursing and health courses continued to be a major challenge in 2014. The complexities that exist with coordinating placement availability, student needs and placement organisations continued to grow, with an additional challenge being the reconfiguration of the WA health hospitals in 2015.

Education, Community and Children's Services

Quality

In 2014, an increased focus on academic quality and flexibility of delivery by staff effectively improved staff capacity and satisfaction, as well as increased MLCR. The focus on quality also increased the number of students articulating into higher level qualifications, and improved consistency across the qualifications in terms of delivery and assessment practice.

The portfolio successfully scoped for six new qualifications from the Community Services Training Package which

were introduced as a result of the new streamlined training package. The introduction of an additional Principal Lecturer in Semester 2 provided increased capacity to effectively manage continuous improvement measures in academic resources across the six industry areas.

Media Exposure

Central was involved in a seven-part reality television program entitled "The Dreamhouse", which examined the journey for a small group of young adults with disabilities to live independently. The program was produced by Artemis Productions in Leederville for the ABC and featured Central lecturer, Sue Walshe, as well as Central students and graduates.

VET OutBound Mobility Program

In November, a group of eight students and a lecturer visited Mukti, an Indian based charitable organisation for destitute women and children, for two weeks as part of the VET OutBound Mobility Program. The project aimed to provide a cultural exchange experience for Certificate IV in Community Services Work students. It also provided an opportunity for Central to explore possible community services and further cultural exchange and training opportunities with Mukti.

Field Placements

The effective management of field placement requirements continued to be a challenge in 2014. With over 400 placements to manage across the Aged Care, Children's Services, Education Support and Community Services industry areas, sourcing quality field placements was a challenging area of operation. While placements were found for students, there is a need for the portfolio to explore a more innovative approach in 2015.

Sport and Lifestyle

Student Success and Retention

In 2014, the portfolio had an MLCR of 92.6% which was the highest across the Institute. This was achieved by staff embracing a student focused approach and being proactive in all aspects of the student journey. In addition, strategies developed by the portfolio in recent years have also been implemented consistently across the learning areas. This includes having group mentors/tutors, lecturers meeting one on one with each student at the beginning of their course and providing ongoing additional support, and implementing students at risk and re-sit policies.

Sport and Fitness

The portfolio's close partnerships with major sporting bodies in Western Australia resulted in students training with professionals from the Western Force, West Coast Eagles and Perth Wildcats.

The Sport area developed a new cluster called "Trends and Issues" whereby guest lecturers from industry spoke to students about current trends and common issues within the industry. A wide range of topics were covered including officiating, occupational health and safety, event management, leadership, sporting culture and strength and conditioning. Among the speakers who presented was Ric Charlesworth, former first-class cricketer and field hockey player and coach.

In order to remain competitive in the Fitness marketplace, the portfolio developed online delivery for the Certificate III in Fitness course. A successful pilot was run in Semester 1 and a second intake was run in Semester 2.

Beauty Therapy

After a disappointing intake of students in Semester 1 and lower than expected enrolments in short commercial courses in Beauty Therapy, a review of course offerings was

conducted and changes were made prior to Semester 2. There was an increase in student numbers for both the institutional and commercial offerings in Semester 2 due largely to the commitment shown by staff in developing the most appropriate programs for students and demonstrating flexibility around changing delivery models.

Challenges

In 2014, traineeship numbers continued to decline in Sport and Beauty Therapy. To combat the decline, lecturers were re-deployed into other teaching roles within the portfolio. The portfolio worked with Central's Marketing and Business Development units to explore how traineeships could be revitalised.

Access to clients for live works facilities, particularly in Massage, was problematic in 2014. New marketing materials for the Gym, Beauty Salon and Massage Clinic were developed to increase the number of clients and memberships in 2015.

Aboriginal Support

The Koolark Centre for Aboriginal Students continued to provide culturally appropriate support to students in mainstream and targeted courses. The number of Aboriginal and Torres Strait Islander students declined by 27.7% from 574 in 2013 to 415 in 2014.

Aboriginal Training Plan

Central's performance against the Aboriginal Training Plan in 2014 was as follows:

1. **Advance Aboriginal VET Outcomes**
 - Continued to work closely with Aboriginal organisations to advance outcomes and to collaborate on the delivery of a range of courses and programs;
 - Provided culturally appropriate Aboriginal support services to 669 recorded enquires ranging from course

enquiries, mentoring, tutoring, scholarships and award applications. Both internal and external referrals were made to best assist the needs of students.

2. **Improve access for adult Aboriginal learners to bridging and work readiness courses.**
 - A total of 234 course enquiries were received and referrals were made to both Aboriginal programs and mainstream courses;
 - Continued the Solid Futures, Solid Ground and Creative Futures programs;
 - The Certificate III in Mentoring (Wirdanyiny) was delivered to 13 students in a part time class and 14 employees in the Crown Perth program;
 - The Certificate I in Gaining Access to Training and Employment (Rap and Radio) was delivered at Wandoo Re-Integration Unit to provide a direct pathway for participants to access further training when they are released;
 - Delivered the Certificate II in Community Services (Katitjin Djookian program) and Certificate III in Community Services (Yorga Dreaming program) as Aboriginal women only programs.
3. **Increase participation by Aboriginal people in AQTF Certificate III and above industry recognised training.**
 - As part of the community engagement strategy, 256 organisations were contacted, 13 school presentations were conducted along with community expos and agency meetings in order to promote Central's courses to local Aboriginal communities;
 - 372 schools were contacted as a continued strategy to foster relationships with key school communities for the development of career pathways for Aboriginal and Torres Strait Islander students;

- Central employed three Aboriginal trainees through the Public Sector Commission program in 2014. A total of 45 students completed the Certificate II and III in Government as part of the Public Sector Commission's Aboriginal Traineeship Program;
 - 31 students progressed to higher qualifications in 2014.
4. Deliver culturally inclusive, flexible and place-based training
 - The Koolark Centre organised individual support, lectures and presentations that provide assistance with cultural support to both students and lecturers;
 - Central's academic policies were reviewed to ensure cultural inclusivity and the Koolark scholarship process was developed in accordance with the Central scholarship process.
 5. Strengthen training to employment outcomes for Aboriginal people
 - As part of the promotion of traineeships to students, 8 Aboriginal employers were contacted and successful work placements were secured for both Indigenous Employment Panel (IEP) and Community Services students;
 - Employment outcomes for the Solid Futures program were approximately 50% with 23 students successfully completing the program;
 - The Koolark Centre delivered the cultural diversity unit as part of the Diploma of Nursing qualification.
 6. Provide tutorial assistance where required to Aboriginal students who are enrolled in a course of study.
 - Provided mentoring to students using a panel of Aboriginal tutors. In 2014, 12 students successfully engaged in specific tutoring.
 7. Increase the use of recognition of prior learning to create more pathways to advance the training and career opportunities of Aboriginal people.
 - Continued to use RPL to advance training and career opportunities for Aboriginal students.
 - Three students successfully completed the RPL process in Community Services and enrolled in higher qualifications.
 8. Increase the participation of Aboriginal adult learners in life-long learning programs that enhance life skills, community participation and employability.
 - A comprehensive community strategy was developed to promote Central's Aboriginal programs through media channels, resource directories and at various events.
 9. Case-manage and mentor Aboriginal apprentices and trainees to link them to employment services.
 - There were 14 successful employment placements through the IEP work placement program in conjunction with the Wirrpanda Foundation;
 - The Koolark Centre worked closely with the General Education and Community Services learning portfolios to help Aboriginal students gain entry and succeed in their work based training programs, potentially leading to employment opportunities.
 10. Develop strategies that address adult literacy and numeracy and re-entry into further education and training.
 - In 2014, 75 Aboriginal students undertook paper and/or via online testing. Central delivers CAVSS (Course in Applied Vocational Study Skills) to all Aboriginal students in vocational courses at Certificate II and above. The Institute also utilises USIQ (Underpinning Skills for Industry Qualifications) in its delivery of training package qualifications to Aboriginal learners.
 11. Provide cultural awareness professional learning for all staff.
 - All Aboriginal programs were delivered using a project based delivery model incorporating and addressing language, literacy and numeracy testing results.
 - The Koolark Centre delivered Aboriginal Cultural Learning Workshops for staff and offered cultural awareness sessions for international students to gain an insight into Aboriginal culture;
 - The Wirrpanda Foundation provided a number of sessions to promote cultural awareness to various learning portfolios within the Institute.
 - An online Aboriginal cultural awareness program is currently under development.
 12. Ensure Aboriginal representation on key strategic committees of the provider and build relationships that empower Aboriginal people to participate in education, decision making and learning.
 - Mara West is the Aboriginal community representative on Governing Council and is the Chair of Central's AEETC. In 2014, a total of five meetings were held and included student representation.
 - Half yearly meetings were held with Aboriginal student councils to expand peer support and increase input into Koolark Centre activities. In 2014 there was a significant increase in representation of students on the NAIDOC, Sorry Day and Disability committees.

Engineering, Resources and Construction

The Engineering, Resources and Construction division continues to be the State's leading provider of higher level paraprofessional qualifications in Engineering, Building Design and Construction Technology. The division delivers the widest range of Mining related qualifications in Western Australia from Certificate III to Diploma.

The division focuses on delivering professional training services to Building Design, Construction, Engineering, Mining related and Analytical companies of all sizes in metropolitan, regional and remote areas, through the development of industry specific solutions.

The division also includes Science, Resources and Environment, English as a Second Language and International Market Development.

SCH target (profile only)	1,831,877
% of total Central SCH delivery (profile only)	30.2%
Commercial SCH	35,689
Total number of students*	6,046
Total number of international students*	451
Total number of qualifications delivered (Certificate I and above)	97

* Figures are based on the student's highest qualification enrolment in 2014

Building Design and Construction Technology

The portfolio achieved 98% of the original Delivery and Performance Agreement (DPA) target of 460,000 SCH while commercial activities generated \$105,669 in revenue and \$73,111 in profit (margin of 69%) mainly due to CAD training.

Working with industry to support skills and workforce development – new course development and design

The portfolio's interaction with the Architectural, Engineering and Construction sector identified Building Information Modelling as an emergent skill need desperately requiring formal training. Working in collaboration with the Industry Advisory Group, the key Building Information Modelling job roles required were identified, and curriculum was developed. The first Building Information Modelling delivery is expected in Semester 2, 2015.

In response to the new Diploma of Building Design training package qualification, complete course materials were developed entirely by the portfolio, and funded by operational efficiencies. These high quality resources will support the delivery of the new qualification locally and overseas.

The Western Australian building drafting industry rejected the Certificate IV in Building Design Drafting developed by the National Industry Skills Council in August 2014. Recognising the importance of this skill to the state-wide construction sector, the portfolio took responsibility for developing a replacement accredited qualification in close consultation with industry. Delivery of this qualification will commence in Semester 1, 2016.

Delivering training and qualifications to regional WA in collaboration with the Construction Industry

In partnership with the Master Builders Association, the portfolio undertook remote delivery of the Certificate IV in Residential Drafting and Diploma of Building and Construction (Building) (Builder's Registration) to work experienced candidates in Bunbury in association with South West Institute of Technology. Fly-in fly-out (FIFO) portfolio lecturers blended RPL and gap filling to qualify 30 candidates who would not otherwise have had the

opportunity for upskilling and subsequently builder's registration.

Challenges

With rapid technological change in industry and the changing nature of the VET sector, a "new breed" of Building Drafting/Design and Construction Technology lecturer is required who possesses domain expertise in industry and attributes and attitudes to become a facilitator of stimulating learning experiences. In 2014, the portfolio experienced difficulty recruiting experienced individuals with the requisite technical and VET practitioner skills who were willing to leave well-paid jobs in industry.

Engineering

"Students are Central" – ensuring student-centricity and success

In order to improve student satisfaction, the portfolio implemented a campaign to improve opportunities for feedback on its performance. The campaign included a dedicated email account for students to provide instant feedback or complaints, focus group meetings with students to obtain verbal feedback on lecturer performance and a student survey of 20 elements related to teaching, assessment, technical knowledge and communication/feedback.

Renewal and rationalisation of qualifications and programs

A total of 120 students completed a new Certificate III in Engineering course which was converted to a "taster program" in various Engineering disciplines.

Higher education

In 2014, the portfolio commenced the development of a higher education Diploma of Engineering which will mirror the first year of Edith Cowan University's Bachelor of Engineering Science degree. The program will be targeted

at students who aspire to study an Engineering degree at university but do not meet the entrance requirements. The higher education Diploma of Engineering will feature increased co-curricular support and smaller class sizes than those in first-year university. Students who successfully complete the Diploma will be admitted into the second year of Edith Cowan University's Bachelor of Engineering Science degree. Central aims to deliver the course to the first group of students in 2016.

The importance of international work in Engineering

The Engineering portfolio had 260 onshore international students in 2014, accounting for 14.4% of total onshore international students studying at Central. The most popular programs for onshore international students were in Oil and Gas, Civil and Mechanical Engineering.

Challenges

Due to declining student numbers, the portfolio decided to discontinue programs in Computer Systems Engineering, Electronics & Communications and Polymer Processing programs in 2015. Teach-out arrangements have been put in place for students currently undertaking these courses.

In 2014, total profile delivery was 23% below the DPA target due to softer economic conditions in Western Australia and the shrinking job market for graduates. While the strength of the portfolio's international delivery offset this decline, economic conditions in Western Australia are not expected to improve in the medium term.

English as a Second Language/General Education

The English as a Second Language (ESL)/General Education portfolio delivered 580,396 profile SCH in 2014, representing an achievement of 99% of the original DPA target. Commercial revenue from this portfolio was in excess of \$0.5 million, generating a 20% profit margin.

New lines of commercial business

The portfolio successfully implemented the Pearson Test of English and Occupational English Testing (OET) as commercial activities in 2014. Pearson is the world's most comprehensive and secure network of test centres across more than 175 countries. Central has become a Pearson VUE Authorised Select Training Centre, enabling the Institute to provide on-demand, industry recognised tests for IT certification, academic admissions and professional licensing exams. The Pearson Academic Test of English is considered equivalent to International English Language Testing System for immigration and entrance to further study purposes. The OET is an English language test, specifically for medical professionals (including Doctors, Nurses, Dentists and Pharmacists). It is aimed at current Australian residents who are already qualified in their chosen profession overseas wishing to continue their chosen career in Australia. The OET is one of the pre-requisites for certification in Australia. It is also used for immigration and further education purposes, as it is recognised by health regulatory bodies, boards and councils, hospitals and other health care employers, medical colleges, other educational institutions and the Australian Department of Immigration and Border Protection as evidence of competence in English.

Workplace English Language and Literacy (WELL)

The portfolio commenced delivery of WELL with Rio Tinto Iron Ore (RTIO), which involved Central lecturers visiting RTIO's mine sites to support its supervisors, mentors, apprentices and trainees.

Two mobile Central training staff supported RTIO's supervisors and mentors to deliver language, literacy and numeracy (LLN) training to their trades apprentices and trainees. The LLN training was targeted and individualised and made relevant to workplace roles. The program is designed to address skills gaps assessed prior to program

commencement. There was frequent contact with RTIO and external stakeholders across multiple mine and mining support sites in remote and metropolitan areas. A total of 125 apprentices were covered by this initiative, representing about half of all RTIO apprentices in Western Australia.

Refreshed programs

The portfolio successfully implemented and delivered "English as an Additional Language" qualifications to over 200 students, following the replacement of ESL programs.

Community Partnerships

In 2014, the portfolio delivered Wider Opportunities for Work training to a number of organisations including the Murray Hotel, St Bartholomew's House, Hall & Prior, Uniting Care and the Perth Region Alliance. The portfolio also delivered Gaining Access to Training and Employment and General Education for Adults training at the Kulbardi Centre at Murdoch University.

Science, Resources and Environment

Working with industry

In 2014, the portfolio continued to work closely with a range of employers to deliver training to employees. The portfolio delivered the Certificate II and III in Resource Processing to 45 staff at AngloGold Ashanti and RTIO, which included periods of intensive training at the East Perth campus and skills assessment on the mine site.

The portfolio established new industry partnerships with the Department of Fire and Emergency Services for training of Aboriginal trainees and the Department of Agriculture for commercial GPS training. Central entered into an agreement with BGC Quarries to use their quarry for hands-on training for the Institute's Drilling students.

Commercial programs

In 2014, the portfolio overtook the management of “Commercial Engineering”, with the intention to increase training capacity in Non Destructive Testing. The portfolio is now engaged with the National Network in wear management through Deakin University. Commercial Engineering programs generated \$450,000 in revenue and a profit of \$40,000 for the Institute (9% margin) while other commercial delivery undertaken by the portfolio generated a further \$250,000 in revenue and \$78,000 in profit (31% margin).

Product renewal and development

Staff prepared for the delivery of courses from the new Mining Training Package in Semester 1, 2015. In 2013, Mining staff upgraded nine qualifications in the Resources and Infrastructure Training Package to the new RII13 versions in preparation for delivery in 2015. These packages have been developed with extensive consultation from industry.

Student achievement and community engagement

Two Advanced Diploma of Surveying students were awarded the Special Achievement Award at the 2014 WA Spatial Excellence Awards. The event celebrates the achievement of top spatial information enterprises, and showcases the finest projects that the State’s Surveying and Spatial Industry has to offer. Projects and individuals attaining recognition at this event are deemed to be truly outstanding achievers and pre-eminent in their field. This is the first time that these awards have been presented to non-university students.

In May 2014 a group of eight students and one lecturer visited Phang Nga, Thailand as part of a Federal Government’s Endeavour Award Program. Their work supported ongoing efforts by Global Vision International

towards conservation of marine and terrestrial habitats and species. The ecological skills the students learned at Central fitted perfectly into the work they did in Phang Nga.

Twenty five Diploma of Environmental Monitoring and Technology students worked on Ecosystem Health Assessments in their own local area. Some of these (Trigg Bushland Vegetation Survey, Herdsman Lake Water Quality Assessment, Chidlow Bird Survey, Kenwick Bird Survey and Vegetation & Bird Assessment in Middle Swan) have been submitted to their local catchment group or government to assist monitoring and assessment.

Challenges

In 2014, the portfolio delivered 372,277 profile SCH, which was 13% below the DPA target. This decline is attributed largely to the downturn in the resources sector which reduced student numbers in Mining, Environmental and Laboratory Operations programs. However, the decline in student numbers was partially offset by increased student numbers in Surveying and Water Operations programs (112% and 145% of DPA targets respectively).

International Market Development

Central has seen consistent growth in mainstream international students with 1,004 students enrolled in Semester 2, 2014. This represents growth of 4-7% over equivalent semesters in 2013. In 2014, Central’s international market share of the State Training Provider network was 42%.

This growth has occurred mainly in Business and Management and Engineering with Community Services and Accounting learning areas maintaining strong numbers. A high percentage of students stayed with Central over a two year training journey to higher level qualifications. Students continued to achieve excellent completion outcomes and many found employment in the industries in which they were trained.

In 2014, Central’s top five countries were India (78), Brazil (68), Malaysia (58), Vietnam (57), and the United Kingdom (51), representing 17% of total enrolments. The Indian market doubled during the year due mainly to streamlined visa processing (SVP) arrangements.

In 2014, International Market Development developed a targeted international orientation programme for students enrolled through SVP. This orientation programme recognises the importance of monitoring, supporting and achieving the pathway outcomes for Central’s SVP students and minimising the risk for university partners. The Commerce portfolio took part in an ongoing review of support offered to students including Basic and Key Skills Builder testing and the inclusion of LLN expertise within a flexible classroom environment. New strategies to support SVP students have been developed for 2015, including a specific induction and orientation programme and English language testing, following the challenges presented in 2014.

During 2014, Central was successful in winning International Training Provider of the Year at the State Training Awards, and subsequently won the International Training Provider of the Year for the first time at the Australian Training Awards. Central’s continued success in this category and national recognition is testament to the quality of its programs and services to international students.

In 2014, Central introduced a Student Ambassador Program to increase engagement and help establish a sense of community amongst onshore international students. Five onshore international students were selected as Student Ambassadors and will assist new students to settle into their studies, and into the local community.

Central provided accredited and non-accredited vocational programmes in mainland China, Mauritius, Kuwait, India and Hong Kong. The courses of study included Engineering, Information Technology, Accounting, Building Design, Construction, Beauty Therapy, Graphic Design and the Certificate IV in Training and Assessment. More than 2,300 students studied the Institute's programmes offshore, which have led to opportunities for lecturers to expand their skills through teaching in other countries.

During 2014, Central continued to build strategic relationships with India's Central Board of Secondary Education in curriculum development and vocational teacher training and received further funding from the Australian Department of Education to proceed with further work to introduce VET in Indian Schools. A Central representative joined the Minister for Industry's delegation to Mumbai, India, and presented at the Skills Conference. Central was appointed by the Australian Department of Industry as a pilot provider to deliver the new "Australia Future Unlimited" International TVET Trainer and Assessor programs in India. All of this supports the development of TVET policy, systems and frameworks with the Institute's partners in India. The partnerships include government and non-government, inclusive of major industry groups and skills development organisations.

Central joined a StudyPerth delegation and the WA University Vice Chancellors for the Premier's MOU signing with the Common Market for Eastern and Southern Africa. The Institute's involvement in this has increased opportunities in the African market for vocational teacher training and mining programmes. In addition, Central presented at the Australia Africa Partnerships Facility and the Africa Australia Research Forum during the 'Africa Down Under' conference which has enabled Central to develop contacts and explore opportunities in the mining sector throughout Africa.

In cooperation with Central's Centre for Training Excellence, and with seed funding from the Australia-China Business Council, Central delivered high quality 'Train the Trainer' short courses in Shenzhen and Beijing to vocational teachers.

Creative Industries and Enterprise

The Creative Industries and Enterprise Division has earned a reputation for delivering high quality, hands-on training for the creative and business sectors. Each year students win local and national industry awards for their talent and achievements.

With an emphasis on practical training delivered by industry practitioners, these programs equip graduates with the skills, knowledge, attitudes and qualifications to succeed in a range of knowledge and creative industries sectors. The creative capabilities students develop in these programs are increasingly being recognised by employers seeking an edge in complex and highly competitive business environments.

SCH target (profile only)	2,368,586
% of total Central SCH delivery (profile only)	39%
Commercial SCH	503,281
Total number of students*	13,027
Total number of international students*	598
Total number of qualifications delivered (Certificate I and above)	185

* Figures are based on the student's highest qualification enrolment in 2014

Art and Craft

Sculpture Walk 2014 Prize - City of Melville

In March, Central graduate, Lisa Dymond, won the top prize at the 2014 Sculpture Walk for her piece "Where Are The Carters?". A number of other Central students and graduates also featured in the exhibition, which was centred upon creating sculptures that reflected the culture, environment or heritage of the site in Mount Pleasant, or serve an operational function.

Visual Art

Two former students who graduated in 2013, David Brophy and Marion Giles, were chosen as exhibiting artists for the 2014 Hatched Graduate Show. Hatched is a national exhibition featuring recently graduated art students from around Australia. In 2014, more than 90 high calibre submissions were reviewed by the selection panel.

National competitions

Certificate III in Printing and Graphic Arts (Graphic Pre-press) student, Sam Coverley, finished second at the 2014 Adobe Certificated Championship in Sydney. The Adobe Certified Associate World Championship is a global competition that identifies and honours the next generation of design professionals using Adobe software. This was the first time that Central has been represented in the competition.

In September, Central jewellery apprentice, Jason Nesbitt, finished in fourth place at the 2014 WorldSkills Australia National Competition.

In 2014, the portfolio continued to increase connections with the school sector through the Year 11 and 12 metaMORPHosis art and design exhibition, new series of 'Voc Comps' art workshops for teachers, structured workshops on campus for groups of school students, a new

primary art teacher workshop and auspicating support workshops.

Auspicing

The portfolio increased the number of schools auspicating Visual Arts with Central from 22 in 2013 to 31 in 2014, resulting in a 14.6% increase in students. Under these arrangements, there is regular interaction with teachers and school VET Coordinators, to ensure the effectiveness and quality of delivery.

Applied Design

Graphic Design

In 2014, the portfolio developed a working relationship with Rusty Australia. The strength and quality of the students work resulted in the development of three live briefs as well as three internships and one permanent position being offered to students.

Interior Design

In Semester 1, two second year Diploma of Interior Design students took part in a live project with Kidney Health Australia. The students were selected by staff at Kidney Health Australia to create a proposal to upgrade residences for patients that provided a welcoming, healing and nurturing environment. They were also instructed to create three quotes for hygienic and environmentally safe fitting and finishes for the revitalisation of the interiors.

Advanced Diploma of Interior Design students participated in a live project with the REACH Wellness Centre at the Mount Lawley campus to refurbish an existing room for use as a client lounge by adolescent patients transitioning from Princess Margaret Hospital to adult health care. Students were actively monitored by the lecturer to ensure the project was completed within the very tight budget and timeframe.

Industrial Design

In 2014, 14 students studying the Diploma and Advanced Diploma of Industrial Design together with 13 graduates were selected to exhibit at 'VIVID'. 'VIVID' is the centrepiece of Furnitex, Australia's largest furniture and furnishing trade fair, and showcases the work of contemporary designers of furniture and objects.

Media

Transition from certificate to diploma courses

In 2014, the portfolio changed the entry point to all courses from Certificate III and IV to Diploma. This has provided a more streamlined and cost effective pathway for students and enables students to access income-contingent loans (VET FEE-HELP) from the commencement of their qualification pathway.

Contribution to Worldskills Australia National Competition

Television students provided live coverage of the 2014 WorldSkills Australia National Competition at the Perth Convention Centre using outside broadcast technologies linked to the internet, along with regular news reports and updates to the Worldskills website. Radio students conducted an outside broadcast on location, providing live coverage and crosses to the event on their internet radio station, Boom Radio.

Year 11 Work Experience Program

During term one, media school teachers were invited by Central staff and Mark Yates, State Director of ABC Television, to tour the ABC studios in East Perth and suggest activities that could be incorporated into the Year 11 Work Experience Program. Seventy seven media students spent five half-days completing the "Contribute to workplace innovation" unit and worked in both television and radio studios. Forty students were selected by Central

staff to participate in the Year 11 Work Experience Program based on their technical skill and the commitment they displayed during their introductory course.

Australian Cinematography Society Master Class with Peter James

Media staff and students organised and participated in a cinematography master class held at Central with internationally renowned feature film cinematographer, Peter James. This high profile industry workshop included a lecture where he shared excerpts of his films, discussed his approach to lighting, told stories about the cast and crew, and shared insights into his decisions as a cinematographer.

Commerce

Dūcere

In 2014, Central developed a partnership with Dūcere, an Australian-based online education provider, to deliver the Diploma of Management and Diploma of Business online. Dūcere have selectively targeted and interviewed some of the world's most successful individuals on a range of subjects specific, including Presidents, Prime Ministers, Nobel Prize Winners, government ministers, entrepreneurs, scientists, academics, and the CEOs of some of the world's largest companies. Students are given access to these interviews and benefit from their expertise and insights on specific subjects. Central is responsible for delivering the course content while Dūcere is responsible for marketing and recruiting students. Students are enrolled on a monthly basis which is significantly different to how the Institute currently enrolls students and delivers these courses. In November, the first intake of students commenced with 17 students enrolled, of which 11 passed the Census date.

Commercial business

The portfolio continued to focus on the Local Government Managers Association (LGMA) contract, the Public Sector

Management Indigenous Traineeship program and the Foundations of Government in Human Resources program. The portfolio worked with the Catholic Education Office to deliver the Certificate IV in Business and Diploma of Management to 29 staff. Central also delivered training to 98 staff at the City of Canning.

Central Slice

During 2014, the portfolio restructured Central Slice, the Institute's short courses area, into ensure a more streamlined and efficient service was provided to customers. This included building internal and external partnerships, developing and implementing processes and a customer service model to guarantee student satisfaction, developing a sophisticated, broad and innovative marketing strategy and implementing a fully online registration and fee paying service. Feedback and repeat business from clients indicates very high customer satisfaction levels.

Inaugural Anti-Poverty Week Campaign

In October, Central hosted the Anti-Poverty Conference at the Perth campus. Anti-Poverty Week is a week where people are encouraged to organise or take part in an activity aiming to highlight or overcome issues of poverty and hardship in Australia or overseas. Business and Management students collaborated with the Travel and Tourism portfolio to organise the event which was attended by Dr Kim Hames MLA, the then Minister for Training and Workforce Development.

Challenges

Increased competition from private registered training organisations (RTOs) in Certificate IV and Diploma Business and Management courses was a significant challenge for the portfolio in 2014, given the incentives and gifts being offered by private RTOs for students who enrol in their courses. The downturn in the resources sector also had a

significant impact on Work Health and Safety and Project Management courses with a 39% and 37% decline in student numbers respectively compared to 2013.

Finance and Property Services

Online development

In 2014, the portfolio developed online delivery for the Diploma of Banking Services (Management) and the seven subject "skill set" for registration as a Real Estate Sales Representative.

Department of the Attorney General

The portfolio delivered pre-appointment training to 61 staff under a contract with the Department of the Attorney General. The portfolio also delivered professional development training to 52 Justices of the Peace.

The Diploma of Property Services (Agency Management)

Due to increased buoyancy in the real estate market, the Diploma of Property Services (Agency Management) was offered as a fast-racked classroom option.

Commercial business

In 2014, commercial revenue increased by 28% due to increased growth in online Conveyancing, Accounting and Banking qualifications.

Trainee of the Year

Laura Nowlan, who completed the Certificate IV in Financial Services, was awarded Trainee of the Year at the 2014 Student Awards.

Challenges

The 26% decline in employment based training (EBT) was a significant challenge for the portfolio in 2014 due largely to the sluggishness of the Perth business economy. In 2015, the portfolio will focus heavily on marketing State Priority Industry Qualifications.

Travel, Tourism, Events and Languages

Tourism Industry Training

The portfolio established a partnership with Tourism Council WA to develop online RPL and gap training resources that will be used in 2015 to assist Training Council WA members who have completed various workshops to achieve skills sets or a full qualification in Tourism.

Library skills training for Edith Cowan University (ECU) library staff

The portfolio developed an Essential Library Skills course for library staff at ECU at the request of Library management, as part of their continuing professional development. The commercial course was also opened up to other interested industry participants with 27 people participating in the course.

Partnership with Abercrombie & Kent

Central developed a Certificate III in Tourism (On-Shore Cruise Operations) in partnership with tourism operator, Abercrombie & Kent. A key component of the course is that students take part in a compulsory work-based placement assisting with the onshore logistics of passengers embarking and disembarking cruises from the Fremantle Passenger Terminal. Students who complete this course will be offered casual employment with Abercrombie & Kent.

Language training for Crown Perth

The portfolio developed resources for Crown Perth to deliver Vietnamese language training to its staff. Eleven staff successfully completed the first unit and nine staff continued into the second unit.

Challenges

In 2014, the decline in student numbers presented a significant challenge for the portfolio. Changes have been made to delivery to accommodate a broader, more diverse

range of qualifications and delivery methods. From 2015, the portfolio will commence the delivery of blended certificate courses in Events and Tourism.

Gallery Central

In 2014, Gallery Central presented 14 exhibitions in the main space which showcased diversity in art practice.

In collaboration with the Telstra Perth Fashion Festival, the Gallery hosted the exhibition, "Fashion[ing] the Form: The Craft of Making". The exhibition examined the craft of making by challenging the traditional conventions of the fashion object and featured three Central Jewellery lectures.

In October, the City of Perth sponsored the Tibetan Buddhist Mandala which saw the Gallery transformed into a shrine with daily meditations and the creation of an ephemeral sand mandala by two monks.

Working with The Japan Foundation and the Consulate-General of Japan in Perth, the Gallery presented "Winter Garden", an exhibition of contemporary work from Japan.

In 2014, 31 schools participated in the metaMORPHosis art and design exhibition while 18 Creative Industries graduates from 2013 showcased their work at "Shine".

Business Services

The Business Services Division comprises the Adult Migrant English Program, Read Write Now, Delivery Planning and Performance, Information Technology and Project Services, Facilities, Financial Services and Marketing and Communications.

Total number of students*	3,449
Total number of international students*	450
Total number of qualifications delivered (Certificate I and above)	5

* Figures are based on the student's highest qualification enrolment in 2014.

Adult Migrant English Program (AMEP), English Language Intensive Courses for Overseas Students (ELICOS) and Skills for Education and Employment (SEE)

AMEP

In 2014, the AMEP successfully passed its annual accreditation with the National English Language Teaching Accreditation Scheme (NEAS) and was commended for its continued good operations by the Commonwealth Department of Education and Training. The program continued to successfully meet expanding demand and overall student numbers increased by 6% to 2,530. The north metropolitan community sites continued to grow with Balga, Mirrabooka, Nollamara and Westminster accounting for 21% of clients' place of residence. China continued to be the top country of student nationality and birth.

ELICOS

Central successfully subcontracted its ELICOS delivery to Navitas and as an endorsement of the subcontract success Central was awarded the new NEAS Accreditation Quality Assurance Standard. The first year of operations ran smoothly with the ELICOS Management Committee meeting regularly. The end of first year report showed a 9% increase in ELICOS student numbers and for the first time, an increase in students progressing from ELICOS into Central's mainstream courses. There was also an increase

in walk-in non Education and Training International enrolments and the creation of a student activities calendar promoting local events and activities for students.

SEE

Student numbers in SEE doubled in the latter half of 2014 from two to four classes. However, this has been scaled back to two classes until July 2015 due to the reduction in SEE funding in the Commonwealth budget.

Read Write Now

In 2014, Read Write Now exceeded all key performance indicators set by the Department of Training and Workforce Development for literacy attainment levels. The Unit trained 171 new tutors, provided ongoing professional development for 170 established tutors while tutors provided one-to-one literacy support to over 600 adults, of which almost one-third were VET students. In the Student Satisfaction Survey, 91% of students rated the program as excellent.

The Unit recruited a team of professional information technology volunteers to rebuild the program's database, to create a new website, to operate a helpdesk for the 20 regional groups and to manage the Read Write Now Facebook page. Succession planning initiatives were also implemented in order to train and recruit new volunteers to replace retiring volunteer coordinators.

Implementing decentralised, cost-effective training models remained a major challenge due to technology limitations and limited IT skills of volunteers especially in rural regions. A further challenge included addressing the lack of staff time available to convert learning materials and/or produce new materials for online use. These challenges have begun to be addressed by training regional coordinators who have teaching qualifications to deliver components of the tutor training course and by working with the Institute's Product Development team to develop user-friendly online options

for tutors for part of the course. This work will continue in 2015.

Delivery Planning and Performance

To better service the needs of the Institute under the new *Future Skills WA* regime, the Delivery Planning and Performance Unit moved to a devolved model for the management of the Delivery and Performance Agreement, requiring delivery areas to take greater accountability and responsibility for the achievement of delivery targets subject to Executive oversight. This included improving delivery reports to ensure that all managers were provided with the most relevant and timely information necessary to effectively monitor performance.

The Unit grew Central's capacity to understand the training market and to look for new market opportunities and analyse the efficiency of current operations. This included the development of interactive data sets for senior managers consisting of competitor market intelligence information (such as data on national delivery of VET and higher education) for each study area across the Institute. These data sets retrospectively present three year trend data and it will be updated annually.

The Delivery Planning and Performance Unit supported the analysis of the annual Department of Training and Workforce Development Student Satisfaction Survey and the appropriate response from delivery areas that recorded satisfaction ratings below the Institute's average. The Unit developed action plans to clearly address areas requiring improvement and supported additional research activities.

Developing and negotiating the 2015 DPA profile submission that effectively factored in the impact of the half-year cohort and changes in the fee structure under *Future Skills WA* was a major challenge for the Unit in 2014. The effective management of the growing number of ad hoc data requests and the need to provide training and

support to staff on how to access and use delivery data was also a challenge. In 2015, the Unit will develop formal data release protocols to support these data requests.

Information Technology and Project Services

The Unit implemented the software application, CentralDocs, which allows lecturers to easily share their learning resources, learning plans and assessments with their students. This has resulted in reduced lecturer time spent with documentation, reductions in printing and greater sustainability through the electronic exchange of resources.

Approximately \$400,000 was invested in technology improvements for the Mount Lawley campus. The upgrade in infrastructure has resulted in faster internet speeds, dedicated wireless services, virtual desktop solutions and a more stable environment to improve the experience for lecturers and students. Furthermore, this places the campus in line with the rest of the Institute.

Efficient resource usage was achieved as a result of completing the implementation of enterprise timetabling and an ancillary resource time management system. Business rules concerning student centricity, optimised and levelled resources, space availability and efficient and consistent processes were identified for consideration in the timetabling process. The Institute has begun the move from a decentralised to a centralised approach to better achieve outcomes and key performance indicators.

A reduction of approximately \$250,000 in capital expenditure was achieved through the adoption of 'as a service' offerings. By continuing to expand its virtual desktop infrastructure, provision of thin clients instead of personal computers, and cloud-based software solutions such as Office ProPlus, the Institute will be able to reinvest further in 'as a service' offerings.

The Unit did considerable work to further Central's efforts to acquire a third party SMS. The 18 month acquisition project commenced in 2013 and was completed in 2014.

Facilities

During 2014, the Facilities team completed a number of major building projects and initiatives including construction of the Green Skills Training Centre at the East Perth campus and the installation of Residual Current Devices and refurbishment of lifts which were funded by the Department of Training and Workforce Development.

Construction of forecourt works at 25 Aberdeen Street Northbridge to link the building with 30 Aberdeen Street Northbridge and create a new entry statement commenced in 2014 and is due for completion in March 2015. Tendering for the replacement of air conditioning units, roof, gutters and fascias and the removal of asbestos at the Mount Lawley campus was completed in December 2014.

In 2014, the Facilities team transitioned from the legacy job logging system, Kyoko, to Microsoft Dynamics which now sits at the centre of all helpdesk workflows in the corporate support areas at the Institute.

A reduction in energy consumption proved difficult to achieve within older buildings at Central. The Institute is currently focusing on using new chillers to drive down energy use, starting with the building at 25 Aberdeen Street Northbridge.

Financial Services

In 2014, the Financial Services team finalised a new cleaning services contract, creating the basis for anticipated savings of approximately \$700,000 per annum for the next five years on cleaning costs across the Institute.

The Unit led the introduction of a budget tool for the State's public training sector as well as improvements to

whole of government financial reporting arrangements. In addition, the Unit led the lengthy acquisition process of the broader third party SMS project, involving staff from the Department of Finance, Department of Training and Workforce Development and one other metropolitan State Training Provider.

Student debtor payment management was outsourced to a third party provider, giving students more flexible payment options.

Central's procurement policies, procedures and delegations were revised to reflect new State Supply Commission policies. Major procurement training was also undertaken across the Institute with approximately 200 staff attending. The Unit planned and managed the financial impact of declining student enrolments by reducing expenditure on non-essential items and identifying future budget savings.

Marketing and Communications

In March, the team created and managed 'Left of Central', a three week activation of Museum Street in Northbridge which aimed to give a 'campus feel' in the city. Entertainment and activities were arranged including movies, stalls, musical performances and student art displays. The event was so successful that the City of Perth plans to make the activation permanent.

Marketing had the broadest presence of any State Training Provider at the WorldSkills Australia and Skills West Expo in September. Central's interactive stands dominated two floors at the Perth Convention Centre and the Institute brand was the most visible at the event.

The marketing of VET products on reduced budgets and with increased costs presented a major challenge for the Marketing and Communications team in 2014. Low cost, high impact campaigns were required with a greater

emphasis on using digital communications and internal resources.

Strategy and Development

The Strategy and Development Division comprises Academic Strategy and Innovation, Student and Delivery Support, Business Development and the Centre for Training Excellence.

Academic Strategy and Innovation

Higher Education

In 2014, Central became a registered higher education provider with TEQSA. Delivery of the first higher education course, the Diploma of Commerce, will commence in Semester 1, 2015. The Diploma of Commerce is a one-year course that, upon successful completion, guarantees students entry into the second year of Curtin University's Bachelor of Commerce.

To support the delivery of higher education courses, the Institute developed a higher education student orientation programme and professional development programme for higher education lecturers.

An Associate Degree of Visual Art was endorsed by Central's Higher Education Standing Committee and submitted to TEQSA for accreditation in October. An Associate Degree of Design was also completed and is awaiting submission to TEQSA for accreditation. Central is ideally placed to offer studio-based, higher education qualifications for training professional art and design practitioners. These courses emphasise the studio-based knowledge of an academic discipline, supported by conceptual and theoretical content. Decisions about staffing, resourcing, fees and charges, assessment, the structure of the academic year, student support and many other considerations has required careful deliberation and

will impact upon Central's future involvement in higher education.

In September, the Higher Education Unit organised UniConnect, which was attended by more than 100 Central Diploma and Advanced Diploma students. Central invited all Western Australian universities to make presentations to students on the subject of articulation and receiving advanced credit for VET qualifications.

VET in Schools

In 2014, the VETiS team managed the increased demand for VETiS auspice and profile courses, successfully coordinated schools and learning portfolios and prepared processes for the anticipated growth in demand for VETiS that will occur as a result of the reforms to the Western Australian Certificate of Education. The reforms, which will come into effect in 2016, require students to either complete the requirements for an Australian Tertiary Admission Rank or complete a Certificate II or higher VET qualification. As a direct result, it is projected that there will be a four-fold increase in the number of school students studying vocational programs. "A Roadmap to Greater School Engagement 2015-2017" was developed and outlines the strategy Central will adopt to streamline and clarify the management of processes surrounding the provision of an expanded VETiS service to ensure a more professional and efficient service to schools.

In June, five participating schools were audited by the Training Accreditation Council as part of the VETiS Program audit. No non-compliances were identified with any of the audits conducted, and several areas of best practice were identified in the auditor's report.

Product Development

The Product Development Unit managed 18 funded projects, the outcome of which will be 18 high quality e-learning products and successfully delivered three streams

of Facilitate E-Learning to Central and external clients. In addition, the Unit designed an intuitive and comprehensive orientation site for students that will be implemented on the new Central portal when it launches in 2015.

Academic Quality Assurance

The Academic Quality Assurance team added two additional full-time staff, which acknowledges Central's priority to optimise training and assessment provision to students. The team successfully trained six senior staff in the Institute's auditing process, ensuring a pool of well qualified and experienced auditors are available to monitor future improvements in the quality of Central training and assessment services. The team also introduced a more rigorous self-monitoring system across the Institute that ensures training and assessment improvements identified through internal audits are acted upon in a timely manner.

Curriculum

In addition to validating all qualifications delivered across the Institute in 2014, the Curriculum Unit developed a validation process, in consultation with Student Administration Support team, to improve processes for accurate course delivery and fee determination, which is transferrable to the new SMS. A total of 108 qualifications were validated to ensure they met training package and accreditation rules for delivery in 2015.

A total of 23 qualifications were added to the Institute's scope of registration, 16 qualifications were removed while changes were made to 63 qualifications. Major challenges for the team in 2014 included the continuous improvement of training packages, manually maintaining currency to inform learning portfolios of their obligations to maintain compliance and the lack of a national accrediting body for the roll out of the new streamlined training packages.

Student Success

The Student Success team successfully delivered 180 Core Skills classes to provide support to students with low literacy and numeracy levels and those who had been out of education for a number of years to complete their qualifications.

In 2014, a systematic LLN survey was implemented across the Institute to provide lecturers and students with an understanding of individual student's core skills and to provide resources for personalised student access.

The Student Success team established a Community of Practice and Yammer group for Core Skills lecturers. This provided a forum where lecturers were able to exchange ideas, experiences and good teaching practice to assist students.

The team continued to assist students to re-connect with their study/lecturers through absentee calling and providing early intervention support.

Student and Delivery Support

Student Administration and Services

The Student Administration Support and Student Services teams were charged with implementing the new *Future Skills WA* model, which represents a significant change for the sector. The successful implementation of VET FEE-HELP and the associated new compliance obligations for this scheme, as well as State funded places has demonstrated the capabilities of the teams to proactively respond to change and manage new accountabilities. Much planning was undertaken to support the implementation of the Federal Government's new Unique Student Identifier (USI) legislation, which comes into effect on 1 January 2015, and will transform the way the VET sector reports on student activity and how students manage their academic records.

Student Wellness

The Institute's Psychologist Services continued to provide their mental health primary intervention initiative which aims to build students' capacity to manage their mental health and wellbeing. In 2014, the service partnered with a class of Diploma of Business and Management students to host a Mental Health and Wellbeing symposium for students, which focused on encouraging greater acceptance of people with mental illness.

Career Services

The 4th "What Now? Got the Qual, Get the Job, Build the Career" student conference was held in October. The conference is underpinned by an enduring partnership with the Institute's Career Services and Commerce learning portfolio, which each semester assigns a new group of Diploma of Business and Management students to work with Central's Career Counsellors to plan and implement the event. The service also facilitated the hosting and delivery of course information sessions and in-class career education programs.

Library Services – 21st Century Library Model

Library Services continued to realise the goals of the 21st Century Library Model, which has seen Central's libraries acquiring more e-resources for students. Access to electronic journals and databases was streamlined, and a number of new online tutorials were developed. A knowledge management and library skills professional development program was designed and implemented for lecturing staff in 2014. The new open access library model at the East Perth campus is being progressively refined.

2014 Disability Support Strategy

Central's performance against the 2014 Disability Support Strategy was as follows:

1. Continued provision of an access and equity service together with staff to assist students with disability to negotiate reasonable adjustments and develop self-advocacy and study skills, which in turn will facilitate their participation in and completion of training.
 - The pilot capacity building model introduced in 2013 for students with disability seeking reasonable adjustments has been adopted as a permanent model, due to its success in producing positive academic outcomes for students.
2. Increase the levels of response to the 'disability status' student enrolment question through the:
 - a. Development and implementation of an awareness campaign that promotes the benefits to students of declaring their 'disability status' to ensure adequate support and accommodations can be provided while ensuring privacy.
 - Information and presentations on Central's Access and Equity services have been incorporated in all learning portfolio orientation sessions. A bookmark depicting the services available from Access and Equity has also been produced, which is distributed via learning areas and made available at all Student Service and Library front counters.
 - b. Training of student service and learning portfolio administrative staff on the reason for the capture of the 'disability status', and how to approach the question with students that have not declared their disability status.

- A preamble explaining the reasons for the capture of statistical details on disability status has been included above these questions on the Student Registration Form. All student service administrative staff have been trained on how to encourage students to fill in the statistical questions on disability.
- c. Inclusion of the 'disability status' as part of the access and equity service assessment process, together with student authority to update enrolment records.
 - The Access and Equity Service assessment form has been reviewed and questions included on disability status for statistical purposes together with a consent clause to permit the updating of their disability status.
- 3. Ensure universal design principles are adopted across the development and delivery of teaching and learning and support services.
 - The Institute's Academic Practice @ Central publication has been updated to include instruction on the inclusion of universal design principles in the development of learning materials and resources. Universal design training has been incorporated in the professional development programme.
- 4. Actively promote the Institute's inclusive practices in all course information marketing material to encourage people with disability to apply for admittance, and participate in training and education.
 - Details on Access and Equity services have been included in all student support information published on our website and in course marketing brochures that detail the student support available.

Business Development

Local Government Managers Australia Training Finalised

The Business Development Unit continued to focus on key partners and industry connections in 2014 with the aim of implementing specifically targeted training programs that will continue to grow in coming years. In partnership with the LGMA WA, the Unit negotiated \$1.26 million through the National Workforce Development Fund and industry co-contribution to finalise the delivery of training to employees of local government. Through Central's Centre for Business Solutions, 567 local government officers' commenced training in project management, management, business administration, accounting, financial services, frontline management and training and assessment. All training for this program was completed by 31 December 2014.

Central continued its strong relationship with LGMA WA by sponsoring the annual state conference for local government in October. This is the fifth consecutive year that Central has sponsored this event, further enhancing the Institute's reputation as the training provider of choice for local government.

Crown Perth

Central's partnership with Crown Perth continued in 2014 through the approval of 20 training places for the Certificate III in Mentoring (Wirdanyiny) from the 2013 Indigenous Employment Panel application. Crown Perth is awaiting approval for the remainder of this project to commence 120 pre-employment training places for new Indigenous employees in the hospitality sector.

Institute of Public Administration Australia WA (IPAA WA)

The Institute worked in partnership with the IPAA WA to cross reference the learning outcomes of IPAA courses with some of Central's certificate level qualifications. In the first instance, approved competencies of IPAA WA's courses will

provide some recognition of prior learning for Central's Certificate IV in Government.

Relationships with Industry

Major challenges for the Business Development Unit in 2014 continued to be developing and maintaining relationships with industry to ensure the Institute is responsive to their immediate and anticipated training needs and ensuring the Institute meets all of its obligations in relation to the apprenticeship and traineeship system mandatory requirements.

Centre for Training Excellence

Following its establishment in late 2013, the Centre for Training Excellence completed transitional arrangements and commenced commercial operations, while at the same time maintained delivery of more than 1,000 professional development hours for Central staff.

Development of new internal professional development consultation model

In 2014, the Centre created and implemented a new professional development consultation model which is aligned to the Institute's staff capability framework, which will result in more diverse training solutions and more efficient use of the professional development budget.

New and revised courses

The Centre introduced 30 new and revised courses including scoping of the TAE Diplomas, provision of webinars and continued delivery of the TAELLN411 "Address adult language, literacy and numeracy skills" unit.

Inaugural Teacher in Residence Program

More than 150 participants attended the "21st Century Teaching & Learning program" in August, with International Differentiated Instruction expert Mark Miller as 2014 Teacher in Residence.

Commercial Services Activity

The Centre's commercial activity in 2014 concentrated on building a VETiS market presence. A new VETiS blended Certificate IV in Training and Assessment course was built which resulted in commercial contacts with the Department of Education's Institute for Professional Learning and the Catholic Education Office. The Centre also built a new line of business by offering Quality Assurance consulting services to other RTOs. The Centre provided training in short courses, language, literacy and numeracy, the Certificate IV in Training and Assessment and the Diploma of Quality Auditing for both public courses and corporate groups.

2014 Practitioner Professional Learning and Development Plan

Central's performance against the 2014 Practitioner Professional Learning and Development Plan was as follows:

1. **Learning & Development Consultant (formerly known as Academic Professional Development trainer)**
 - Updated and created new professional development programs;
 - Delivered Instructional Intelligence Master Class and Introduction to Teaching @ Central;
 - Delivered targeted workshops derived from internal audits and consultation with learning portfolios.
2. **Relief funding for lecturers to attend the Master Class program to build Central's capability to support workforce development initiative**
 - 23 staff completed the Master Class in 2014. To date, 169 staff have completed the program;
 - Positive feedback received for the program with satisfaction above 95%;

- Graduates have joined the community of practice in Instructional Intelligence;
 - Lecturers have improved their training (workplace and classroom) which is reflected in student evaluation surveys;
 - A large pool of talent is available for commercial delivery and internal professional development activities.
3. **Academic professional development in the area of innovative learning approaches, flexible and work based delivery, higher level qualifications delivered by external trainers**
 - 17 staff participated in a four module program focusing on Differentiated Instruction and Technology.
 4. **Investment in lecturer attendance at VET workshops and Quality Auditing units so they can develop and implement specific strategies for supporting successful student outcomes**
 - The Diploma of Auditing was made available but no staff participated.
 5. **Roll out of LLN unit (TAELLN411) to all lecturing staff**
 - A total of 211 Central staff participated in the unit;
 - A number of 'champions' are mentoring other academic staff at the Institute;
 - Increased collaboration between vocational practitioners and LLN specialists due to new LLN unit being written to accommodate Central's processes;
 - A large pool of talent is now available for commercial delivery and internal professional development activities;
 - Staff satisfaction for the unit was above 85%.

Office of the Managing Director

The Office of the Managing Director liaises with both the Institute's Governing Council and Executive Management Team in the management of Institute affairs, coordinates strategic and business planning and ministerial reporting processes, and manages all student and service complaints.

Organisational Development

Workforce Plan: 2012-15

In 2014, the Organisational Development team continued implementing the Institute's *Workforce Plan: 2012-2015*. This included:

- implementing a new recruitment and selection policy, guidelines and processes;
- finalising a new professional development strategy and policy for implementation in 2015;
- finalising a new performance development policy and guidelines and ongoing development of the online performance management tool, 'myPlan';
- developing a new local level induction process; and
- continuing the 'Embedding our Values' project.

Organisational Change

The Organisational Development team commenced work to review the administrative structure of Central's teaching divisions and student services function in preparation for

the implementation of the new SMS in 2016.

Organisational Development will lead associated change management work throughout 2015.

Operational Service Delivery

To enhance its operational functions and human resource and industrial relations service delivery, Organisational Development worked with the Institute's IT team to develop a Customer Relationship Management system for implementation in 2015.

Strategic Planning

In 2014, Central developed and implemented a new strategic planning framework in order to define and realise the Institute's shared mission and purpose. In addition to providing feedback online, staff from across the Institute attended strategic planning workshops in March and provided input into the development of a new mission, purpose statement and strategic goals.

Central's Executive and Governing Council used this feedback, together with considerable research, investigations of State and Commonwealth policy documentation and other relevant external data, to develop the Institute's new Strategic Plan 2015-2018.

Complaints

Central has a complaints management system and procedure designed to handle all student and service

complaints and to ensure that all complaints are managed confidentially, efficiently, promptly and impartially in compliance with the Australian Standard on Complaints Handling (AS 4269). Central's complaints system provides for students and other stakeholders to lodge a complaint via the intranet or internet websites, by contacting Central's Student Services or directly with the Complaints Management Officer.

For the year 2014, a total of 100 complaints were recorded which represents a small increase in complaints compared to a total of 95 complaints recorded in 2013. Total complaints for 2014 represent 0.36% of the student population of 27,453 compared to 0.30% for the student population of 32,090 for 2013.

The complaints were resolved as follows: 89 by Central's internal processes to the satisfaction of all parties; 2 were anonymous or the complainant was unable to be contacted; 1 was referred to an Alternate Process, 1 was withdrawn, 2 did not require any action and 5 remain open and ongoing. The complaint statistics for 2014 are based on student complaints and do not include 31 referrals concerning Central's Student Code of Conduct and By-Laws. There were 2 applications for Appeal against the sanctions imposed under Central's Student Code of Conduct and By-Laws.

Significant Issues Impacting the Agency

Pathways between school, VET and higher education

The post-secondary educational environment that Central operates in is undergoing significant change. Policies at the state and national level continue to support increased participation across all fields of the educational spectrum, which as a consequence, the once precise boundaries between secondary schooling, training and higher education have been removed.

In order to meet the needs of the changing educational landscape, Central has established a strategy to become a multi-sector institution, to enable our students to choose a variety of pathways to reach their educational and employment goals. In 2014, the Institute progressed this strategy by becoming a registered higher education provider with TEQSA. The approval of this application enables Central to deliver the first year of Curtin University's Bachelor of Commerce as the Diploma of Commerce in 2015.

Central has also undertaken work to increase its engagement with schools, including building the scope and excellence of the VETiS program. The Institute is further looking into the creation of a school program that is affiliated with Central, which will allow secondary students to embark on a pathway that takes them through the end of their schooling, and into training and higher education opportunities.

Future Skills WA

The *Future Skills WA* initiative, launched across the State's VET sector in 2014, has significantly transformed the way training is subsidised and delivered. The initiative forms part of a wider national reform process to introduce a

training entitlement, which allows students to have a guaranteed entitlement to government subsidised training in the industry area of their choice. The reforms have also brought about changes to the fee structure, with apprenticeships, traineeships, priority industry qualifications and foundation skills receiving the highest subsidies.

Central undertook considerable work in preparation for *Future Skills WA*, which included significant analysis of the impacts of student entitlements in other jurisdictions. The Institute also reviewed its course offerings to ensure widespread student access to VET FEE-HELP, and strengthening commercial and international delivery to enable the Institute to progressively withstand loss of public revenue. Since its implementation, *Future Skills WA* has led to increased student expectations in regards to teaching and learning, and student services more broadly, which Central is progressively equipping itself to meet.

Unique Student Identifier

Central completed work to prepare for the introduction of the USI on 1 January 2015. The USI has been legislated by the Federal Government to provide students with the ability to obtain a complete record of their VET enrolments and achievements from a single source. The scheme will allow all of an individual's training records, entered in the national VET data collection, to be linked.

To prepare for the USI's implementation, Central worked closely with the Department of Training and Workforce Development to ensure the Institute's IT systems were equipped to manage the necessary information. Central also made relevant professional development opportunities to all Student Services staff regarding the

requirements and processes associated with the new initiative, to ensure that all students have access to a USI.

Student Management System

In April, Central's Governing Council approved a proposal for Central to purchase and implement a comprehensive SMS by 2016. The SMS will enable the Institute to use the latest in global education technology to deliver the most positive and user-centric experience for students. The SMS will replace Central's current systems, Unified Enrolments and Assessment and Resulting Interface, to provide a single software solution to manage the Institute's student service and support needs.

After conducting a comprehensive requirements gathering activity over 12 months, Central placed a tender out for the SMS in mid-2014, in which Technology One was the successful bidder. Over the next 18 months, Central will work with Technology One to implement the SMS across the Institute, to ensure that the systems transition is a smooth one.

Teaching and Learning

As the VET sector becomes increasingly competitive, the quality of teaching and learning has become paramount, with it necessary to ensure that each student receives an exceptional learning experience. To achieve this, Central continued to provide teaching staff and leaders with the training and support required to innovate and excel.

Central is developing a new academic management system that will reinforce and strengthen excellence in teaching practice. Surrounding this system is ongoing support for professional development, which includes a new professional development policy and procedure, and a new

system to assist staff with their professional development needs.

Central continued to improve rates of student success through targeted early intervention strategies, which included a comprehensive Core Skills strategy, and LLN support. In 2014, efforts placed into improving student outcomes have seen marked improvement in the Institute's MLCR and withdrawal rates. MLCR increased from 79.41% in 2013 to 80.7% in 2014, while the rate of withdrawal decreased from 7.11% to 6.14%.

Disclosures and Legal Compliance



Auditor General

INDEPENDENT AUDITOR'S REPORT

To the Parliament of Western Australia

CENTRAL INSTITUTE OF TECHNOLOGY

Report on the Financial Statements

I have audited the accounts and financial statements of the Central Institute of Technology.

The financial statements comprise the Statement of Financial Position as at 31 December 2014, the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended, and Notes comprising a summary of significant accounting policies and other explanatory information.

Governing Council's Responsibility for the Financial Statements

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 and the Treasurer's Instructions, and for such internal control as the Governing Council determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements based on my audit. The audit was conducted in accordance with Australian Auditing Standards. Those Standards require compliance with relevant ethical requirements relating to audit engagements and that the audit be planned and performed to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Institute's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Governing Council, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the financial position of the Central Institute of Technology at 31 December 2014 and its financial performance and cash flows for the year then ended. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions.

Report on Controls

I have audited the controls exercised by the Central Institute of Technology during the year ended 31 December 2014.

Controls exercised by the Central Institute of Technology are those policies and procedures established by the Governing Council to ensure 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.

Governing Council's Responsibility for Controls

The Governing Council is responsible for maintaining an adequate system of internal control to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of public and other property, and the incurring of liabilities are in accordance with the Financial Management Act 2006 and the Treasurer's Instructions, and other relevant written law.

Auditor's Responsibility

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the controls exercised by the Central Institute of Technology based on my audit conducted in accordance with Australian Auditing and Assurance Standards.

An audit involves performing procedures to obtain audit evidence about the adequacy of controls to ensure that the Institute complies with the legislative provisions. The procedures selected depend on the auditor's judgement and include an evaluation of the design and implementation of relevant controls.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the controls exercised by the Central Institute of Technology are sufficiently adequate to 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 during the year ended 31 December 2014.

Report on the Key Performance Indicators

I have audited the key performance indicators of the Central Institute of Technology for the year ended 31 December 2014.

The key performance indicators are the key effectiveness indicators and the key efficiency indicators that provide information on outcome achievement and service provision.

Governing Council's Responsibility for the Key Performance Indicators

The Governing Council is responsible for the preparation and fair presentation of the key performance indicators in accordance with the Financial Management Act 2006 and the Treasurer's Instructions and for such controls as the Governing Council determines necessary to ensure that the key performance indicators fairly represent indicated performance.

Auditor's Responsibility

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the key performance indicators based on my audit conducted in accordance with Australian Auditing and Assurance Standards.

An audit involves performing procedures to obtain audit evidence about the key performance indicators. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments the auditor considers internal control relevant to the Governing Council's preparation and fair presentation of the key performance indicators in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the relevance and appropriateness of the key performance indicators for measuring the extent of outcome achievement and service provision.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the key performance indicators of the Central Institute of Technology are relevant and appropriate to assist users to assess the Institute's performance and fairly represent indicated performance for the year ended 31 December 2014.

Independence

In conducting this audit, I have complied with the independence requirements of the Auditor General Act 2006 and Australian Auditing and Assurance Standards, and other relevant ethical requirements.

Matters Relating to the Electronic Publication of the Audited Financial Statements and Key Performance Indicators

This auditor's report relates to the financial statements and key performance indicators of the Central Institute of Technology for the year ended 31 December 2014 included on the Institute's website. The Institute's management is responsible for the integrity of the Institute's website. This audit does not provide assurance on the integrity of the Institute's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial statements and key performance indicators to confirm the information contained in this website version of the financial statements and key performance indicators.



COLIN MURPHY
AUDITOR GENERAL FOR WESTERN AUSTRALIA
Perth, Western Australia
27 February 2015

Certification of Financial Statements

The accompanying financial statements of Central Institute of Technology 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 financial year ending 31 December 2014 and the financial position as at 31 December 2014.

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



Emeritus Professor Bill Loudon AM
Chair Governing Council
Central Institute of Technology
25 February 2015



Mr Neil Fernandes
Managing Director
Central Institute of Technology
25 February 2015



Ms Mandy Taylor
Chief Financial Officer
Central Institute of Technology
25 February 2015

Central Institute of Technology
STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2014

	Notes	2014	2013
		\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	6	90,504,956	91,103,298
Supplies and services	7	26,842,386	25,536,242
Depreciation and amortisation expense	8	6,494,227	6,611,935
Grants and subsidies	9	100,711	1,550
Cost of sales	14	512,305	648,227
Loss on disposal of non-current assets	18	1,299	-
Other expenses	10	8,356,913	7,739,904
Total cost of services		132,812,797	131,641,156
Income			
Revenue			
Fee for service	11	32,391,502	29,770,608
Student fees and charges	12	19,980,065	11,400,184
Ancillary trading	13	142,017	186,517
Sales	14	592,230	665,290
Commonwealth grants and contributions	15	1,013,015	1,525,209
Interest revenue	16	2,033,043	2,309,463
Other revenue	17	936,455	1,283,092
Total revenue		57,088,327	47,140,364
Gains			
Gains on disposal of non-current assets	18	-	5,011
Total Gains		-	5,011
Total income other than income from State Government		57,088,327	47,145,374
NET COST OF SERVICES		75,724,470	84,495,782
INCOME FROM STATE GOVERNMENT			
Service appropriation	19	75,154,866	85,739,451
Resources received free of charge		2,012,494	1,790,385
Total income from State Government		77,167,360	87,529,836
SURPLUS/(DEFICIT) FOR THE PERIOD		1,442,890	3,034,054
OTHER COMPREHENSIVE INCOME			
<i>Items not reclassified subsequently to profit and loss</i>			
Changes in asset revaluation surplus	30	329,016	4,232,925
Total other comprehensive income		329,016	4,232,925
TOTAL COMPREHENSIVE INCOME/(DEFICIT) FOR THE PERIOD		1,771,907	7,266,979

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

Central Institute of Technology
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2014

	Notes	2014	2013
		\$	\$
ASSETS			
Current Assets			
Cash and cash equivalents	31	2,550,614	17,549,790
Restricted cash and cash equivalents	20,31	10,145,669	8,978,644
Inventories	21	154,611	197,953
Receivables	22	4,664,981	5,589,939
Other current assets	23	36,921,487	17,609,107
Total Current Assets		54,437,361	49,925,434
Non-Current Assets			
Property, plant and equipment	24	268,404,882	278,117,887
Total Non-Current Assets		268,404,882	278,117,887
TOTAL ASSETS		322,842,243	328,043,321
LIABILITIES			
Current Liabilities			
Payables	27	3,051,889	5,322,711
Provisions	28	15,050,206	15,173,410
Other current liabilities	29	7,497,098	1,652,544
Total Current Liabilities		25,599,194	22,148,665
Non-Current Liabilities			
Provisions	28	3,630,116	3,153,629
Total Non-Current Liabilities		3,630,116	3,153,629
TOTAL LIABILITIES		29,229,310	25,302,294
NET ASSETS		293,612,933	302,741,027
EQUITY			
Contributed equity	30	65,859,250	76,759,250
Reserves		112,687,164	112,358,148
Accumulated surplus/(deficit)		115,066,519	113,623,629
TOTAL EQUITY		293,612,933	302,741,027

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

Central Institute of Technology
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2014

	Notes	2014 \$	2013 \$
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation - Department of Training and Workforce Development		79,506,056	84,853,540
Capital appropriation - Department of Training and Workforce Development		-	202,727
Net cash provided by State Government		79,506,056	85,056,267
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(92,415,593)	(91,859,526)
Supplies and services		(25,103,776)	(23,252,031)
Grants and subsidies		(100,711)	(1,550)
GST payments on purchases		(3,456,662)	(3,755,510)
GST payments to taxation authority		(32,761)	(148,319)
Other payments		(8,753,437)	(8,195,912)
Receipts			
Fee for service		32,505,276	29,648,338
Student fees and charges		20,016,166	10,993,253
Ancillary trading		141,785	185,788
Commonwealth grants and contributions		2,016,882	2,731,027
Interest received		2,666,398	2,227,878
GST receipts on sales		1,810,808	1,893,619
GST receipts from taxation authority		1,926,500	1,772,662
Other receipts		1,761,831	1,770,345
Net cash provided by/(used in) operating activities	31	(67,017,294)	(75,989,939)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments			
Purchase of non-current physical assets		(7,420,914)	(12,501,173)
Receipts			
Proceeds from sale of non-current physical assets		-	7,650
Net cash provided by/(used in) investing activities		(7,420,914)	(12,493,523)
Net increase/(decrease) in cash and cash equivalents		5,067,849	(3,427,195)
Cash and cash equivalents at the beginning of period		43,628,434	47,055,629
CASH AND CASH EQUIVALENTS AT THE END OF PERIOD	31	48,696,283	43,628,434

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

Central Institute of Technology
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2014

		Contributed Equity	Reserves	Accumulated Surplus / (Deficit)	Total Equity
	Notes	\$	\$	\$	\$
Balance at 1 January 2013	30	76,556,523	108,125,224	110,589,575	295,271,322
Changes in accounting policy or correction of prior period errors (1)		-	-	-	-
Restated balance at 1 January 2013		<u>76,556,523</u>	<u>108,125,224</u>	<u>110,589,575</u>	<u>295,271,322</u>
Surplus/(deficit)		-	-	3,034,054	3,034,054
Other comprehensive income		-	4,232,925	-	4,232,925
Total comprehensive income for the period			<u>4,232,925</u>	<u>3,034,054</u>	<u>7,266,979</u>
Transaction with owners in their capacity as owners :					
Capital appropriations		-	-	-	-
Other contributions by owners		202,727	-	-	202,727
Total		<u>202,727</u>	<u>-</u>	<u>-</u>	<u>202,727</u>
Balance at 31 December 2013		<u>76,759,250</u>	<u>112,358,148</u>	<u>113,623,629</u>	<u>302,741,027</u>
Balance at 1 January 2014 (2)		76,759,250	112,358,148	113,623,629	302,741,027
Surplus/(deficit)		-	-	1,442,890	1,442,890
Other comprehensive income		-	329,016	-	329,016
Total comprehensive income for the period		<u>-</u>	<u>329,016</u>	<u>1,442,890</u>	<u>1,771,906</u>
Transaction with owners in their capacity as owners:					
Distribution to owners		(10,900,000)	-	-	(10,900,000)
Total		<u>(10,900,000)</u>	<u>-</u>	<u>-</u>	<u>(10,900,000)</u>
Balance at 31 December 2014	30	<u>65,859,250</u>	<u>112,687,165</u>	<u>115,066,519</u>	<u>293,612,933</u>

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

**CENTRAL INSTITUTE OF TECHNOLOGY
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013**

1. Australian Accounting Standards

General

The Institute's financial statements for the year ended 31 December 2014 have been prepared in accordance with Australian Accounting Standards. The term 'Australian Accounting Standards' includes Standards and Interpretations issued by the Australian Accounting Standard Board (AASB).

The Institute has adopted any applicable new and revised Australian Accounting Standards from their operative dates.

Early adoption of standards

The Institute cannot early adopt an Australian Accounting Standard unless specifically permitted by Treasurer's Instruction (TI) 1101 'Application of Australian Accounting Standards and Other Pronouncements'. There has been no early adoption of Australian Accounting Standards that have been issued or amended (but not operative) by the Institute for the annual reporting period ended 31 December 2014.

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 Institute is a not-for-profit reporting entity that prepares general purpose financial statements in accordance with the Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB as applied by the Treasurer's Instructions. Several of these are modified by the Treasurer's Instructions to vary application, disclosure, format and wording.

The *Financial Management Act 2006* and the Treasurer's Instructions impose legislative provisions that govern the preparation of financial statements and take precedence over the Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB.

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

(b) Basis of preparation

The financial statements have been prepared on the accrual basis of accounting using the historical cost convention, except for land, buildings and artworks which have been measured at fair value.

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

The financial statements are presented in Australian dollars (\$).

Note 3 'Judgements made by management in applying accounting policies' discloses judgements that have been made in the process of applying the Institute's accounting policies resulting in the most significant effect on amounts recognised in the financial statements.

Note 4 'Key sources of estimation uncertainty' discloses key assumptions made concerning the future, and other key sources of estimation uncertainty at the end of the reporting period, that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

The financial statements have been prepared on a going concern basis which assumes that the Institute will be able to generate sufficient positive cash flows to meet its financial obligations and realise its assets and extinguish its liabilities in the normal course of business.

(c) Reporting entity

The reporting entity comprises the Institute and entities listed at note 39 'Related bodies'.

(d) Contributed equity

AASB Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers in the nature of equity contributions, other than as a result of a restructure of administrative arrangements, 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 appropriations have been designated as contributions by owners by TI 955 'Contributions by Owners Made to Wholly Owned Public Sector Entities' and have been credited directly to Contributed Equity.

The transfers of net assets to/from other agencies, other than as a result of a restructure of administrative arrangements, are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal. See note 30 'Equity'.

(e) Income

Revenue recognition

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

The majority of operating revenue of the Institute represents revenue earned from student fees and charges, fee for service, ancillary services, trading activities and Commonwealth grants and contributions.

The following specific recognition criteria must also be met before revenue is recognised for the major business activities as follows:

Sale of goods

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

Provision of services

Revenue is recognised by reference to the stage of completion of the transaction.

Interest

Revenue is recognised as the interest accrues.

Grants, donations, gifts and other non-reciprocal contributions

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

Other non-reciprocal contributions that are not contributions by owners are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

Service appropriations

Service Appropriations are recognised as revenues at fair value in the period in which the Institute gains control of the appropriated funds. The Institute gains control of appropriated funds at the time those funds are deposited to the bank account.

State funds

The funds received from the Department of Training and Workforce Development 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 Institute meets the terms of the Agreement. See note 19 'Income from State Government'.

Gains

Realised and unrealised gains are usually recognised on a net basis. These include gains arising on the disposal of non-current assets and some revaluations of non-current assets.

(f) Property, plant and equipment

Capitalisation/expensing of assets

Items of property, plant and equipment and infrastructure costing \$5,000 or more are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Where applicable in accordance with TI 1101, the capitalisation threshold has been applied to the aggregate value of a group or network of assets where the cost of individual item may be below the threshold but collectively the cost of the items in the group or network exceeds the threshold. Items of property, plant and equipment costing less than \$5,000 are immediately expensed direct to the

Statement of Comprehensive Income (other than where they form part of a group of similar items which are significant in total).

Initial recognition and measurement

Property, plant and equipment are initially recognised at cost.

For items of property, plant and equipment acquired at no cost or for nominal cost, the cost is the fair value at the date of acquisition.

Subsequent measurement

Subsequent to initial recognition as an asset, the revaluation model is used for the measurement of land and buildings and historical cost for all other property, plant and equipment. Land and buildings are carried at fair value less accumulated depreciation (buildings only) and accumulated impairment losses. Artworks are carried at fair value.

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.

In the absence of market-based evidence, fair value of land and buildings is determined on the basis of existing use. This normally applies where buildings are specialised or where land use is restricted. Fair value for existing use assets is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Where the fair value of buildings is determined on the depreciated replacement cost basis, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount. Fair value for restricted use land is determined by comparison with market evidence for land with similar approximate utility (high restricted use land) or market value of comparable unrestricted land less estimated rehabilitation costs (low restricted use land).

Land and buildings are independently valued annually by the Western Australian Land Information Authority (Valuation Services) and recognised annually to ensure that the carrying amount does not differ materially from the asset's fair value at the end of the reporting period.

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

Derecognition

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

Asset revaluation surplus

The asset revaluation surplus is used to record increments and decrements on the revaluation of non-current assets as described in note 24 '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 that reflects the consumption of their future economic benefits.

Depreciation is calculated using the straight line method using rates which are reviewed annually.

Estimated useful lives for each class of depreciable asset are:

Buildings	40 years
Motor Vehicles, caravans and trailers	4 to 23 years
Plant, furniture and general equipment	4 to 28 years
Computing, communications and software ^(a)	1 to 15 years

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

Works of art controlled by the Institute are classified as property, plant and equipment. These are anticipated to have 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.

Land is not depreciated.

(g) Impairment of assets

Property, plant and equipment, infrastructure and intangible assets are tested for any indication of impairment at the end of each reporting period. 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. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in profit or loss. As the Institute is a not-for-profit entity, unless a specialised 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.

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

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

See note 26 'Impairment of assets' for the outcome of impairment reviews and testing. See note 2(m) 'Receivables' and note 22 'Receivables' for impairment of receivables.

(h) Leases

The Institute has entered into operating lease arrangements for computers, computing equipment 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 assets. See Note 32 'Commitments'.

(i) Financial instruments

In addition to cash and bank overdraft, the Institute has two categories of financial instruments:

- Loans and receivables; and
- Financial liabilities measured at amortised cost.

These have been disaggregated into the following classes:

Financial assets

- Cash and cash equivalents
- Restricted cash and cash equivalent
- Receivables
- Other current assets

Financial liabilities

- Payables
- DPA clawback provision

Initial recognition and measurement of financial instruments is at fair value which normally equates to the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method.

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

(j) Cash and cash equivalents

For the purpose of the Statement of Cash Flows, cash and cash equivalents include restricted cash and cash equivalents. These are comprised of cash on hand and term deposits that are readily convertible to a known amount of cash and which are subject to insignificant risk of changes in value.

(k) Accrued salaries

Accrued salaries (see note 27 '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 Institute considers the carrying amount of accrued salaries to be equivalent to its fair value.

The accrued salaries suspense account (see note 20 '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.

(l) Inventories

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

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

See note 21 'Inventories'.

(m) Receivables

Receivables are recognised at original invoice amount less an allowance for any uncollectible amounts (i.e. 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 allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the Institute will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days. See note 2(i) 'Financial instruments' and note 22 'Receivables'.

(n) Payables

Payables are recognised when the Institute 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 settlement is generally within 30 days. See note 2(i) 'Financial instruments' and note 27 'Payables'.

(o) Provisions

Provisions are liabilities of uncertain timing or amount and are recognised where there is a present legal 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 the end of each reporting period. See note 28 'Provisions'.

(i) Provisions - employee benefits

All annual leave and long service leave provisions are in respect of employees' services up to the end of the reporting period.

Annual leave

Annual leave that is not expected to be settled wholly within 12 months after the end of the reporting period is considered to be 'other long-term employee benefits'. The annual leave liability is recognised and measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

When assessing expected future payments consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions, as well as the experience of employee departures and periods of service. The expected future payments are discounted using market yields at the end of the reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

The provision for annual leave is classified as a current liability as the Institute does not have an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period.

Where annual leave for the entire employee population is not wholly settled within the twelve months after balance date, all annual leave falls within the scope of 'other long-term employee benefits' and is measured at the present value of amounts expected to be paid when the liabilities are settled in accordance with AASB 119.155.

Long service leave

Long service leave that is not expected to be settled within 12 months after the end of the reporting period is recognised and measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

When assessing expected future payments consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions, as well as the experience of employee departures and periods of service. The expected future payments are discounted using market yields at the end of the reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

Unconditional long service leave provisions are classified as current liabilities as the Institute does not have an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period. Pre-conditional and conditional long service leave provisions are classified as non-current liabilities because the Institute has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

Deferred Leave

The provision for deferred leave relates to Public Service employees who have entered into an agreement to self-fund an additional twelve months leave in the fifth year of the agreement. The provision recognises the value of salary set aside for employees to be used in the fifth year. This liability is measured on the same basis as annual leave. Deferred leave is reported as a current provision as employees can leave the scheme at their discretion at any time.

Superannuation

The Government Employees Superannuation Board (GESB) and other funds administer public sector superannuation arrangements in Western Australia in accordance with legislative requirements. Eligibility criteria for membership in particular schemes for public sector employees vary according to commencement and implementation dates.

Eligible employees contribute to the Pension Scheme, a defined benefit pension scheme now closed to new members since 1987, or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme also closed to new members since 1995.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension Scheme or the GSS became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). From 30 March 2012, existing members of the WSS or GESBS and new employees were able to choose their preferred superannuation fund. The Institute makes concurrent contributions to GESB or other funds on behalf of employees in compliance with the *Commonwealth Government's Superannuation Guarantee (Administration) Act 1992*. Contributions to these accumulation schemes extinguish the Institute's liability for superannuation charges in respect of employees who are not members of the Pension Scheme or GSS.

The GSS is a defined benefit scheme for the purposes of employees and whole of government reporting. However, it is a defined contribution plan for Institute purposes because the concurrent contributions (defined contributions) made by the Institute to GESB extinguishes the Institute's obligations to the related superannuation liability.

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

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

(ii) Provisions - other

Employment on-costs

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as liabilities and expenses 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 Institute's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'. (See note 10 'Other expenses' and note 27 'Provisions'.)

<p>(p) Superannuation expense</p> <p>The superannuation expense in the Statement of Comprehensive Income comprises of employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), the GESB Super Scheme (GESBS) and other superannuation funds.</p>	Int 21	<i>Levies</i>	This Interpretation clarifies the circumstances under which a liability to pay a government levy imposed should be recognised. There is no financial impact for the Authority at reporting date.
<p>(q) Assets and services received free of charge or for nominal cost</p> <p>Assets or services received free of charge or for nominal cost that the Institute would otherwise purchase if not donated, are recognised as income at the fair value of the assets or services where they can be reliably measured. A corresponding expense is recognised for services received. Receipts of assets are recognised in the Statement of Financial Position.</p> <p>Assets or services received from other State Government agencies are separately disclosed under Income from State Government in the Statement of Comprehensive Income.</p>	AASB 10	<i>Consolidated Financial Statements</i>	This Standard, issued in August 2011, supersedes AASB 127 Consolidated and Separate Financial Statements and Int 112 Consolidation – Special Purpose Entities, introducing a number of changes to accounting treatments.
<p>(r) Comparative figures</p> <p>Comparative figures are, where appropriate, reclassified to be comparable with the figures presented in the current financial year.</p>	AASB 11	<i>Joint Arrangements</i>	The adoption of the new Standard has no financial impact for the Model Authority as it does not impact accounting for related bodies and the Authority has no interests in other entities.
<p>3. Judgements made by management in applying accounting policies</p> <p>The preparation of financial statements requires management to make judgements about the application of accounting policies that have a significant effect on the amounts recognised in the financial statements. The Institute evaluates these judgements regularly.</p>	AASB 12	<i>Disclosure of Interests in Other Entities</i>	This Standard, issued in August 2011, supersedes disclosure requirements in AASB 127 Consolidated and Separate Financial Statements, AASB 128 Investments in Associates and AASB 131 Interests in Joint Ventures.
<p><i>Operating Lease Commitments</i></p> <p>The Institute has entered into commercial leases and has determined that the lessor retains substantially all the significant risks and rewards incidental to ownership of the property. Accordingly, the leases have been classified as an operating lease.</p>	AASB 127	<i>Separate Financial Statements</i>	There is no financial impact.
<p>4. Key sources of estimation uncertainty</p> <p>Key estimates and assumptions concerning the future are based on historical experience and various other factors that have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities within the next financial year.</p>	AASB 128	<i>Investments in Associates and Joint Ventures</i>	This Standard, issued in August 2011, supersedes AASB 127 Consolidated and Separate Financial Statements removing the consolidation requirements of the earlier standard whilst retaining accounting and disclosure requirements for the preparation of separate financial statements. There is no financial impact.
<p><i>Long Service Leave</i></p> <p>Several estimations and assumptions in calculating the Institute's long service leave provision include expected future salary rates, discount rates, employee retention rates and expected future payments. Changes in these estimations and assumptions may impact on the carrying amount of the long service leave provision.</p>	AASB 1031	<i>Materiality</i>	This Standard supersedes AASB 1031 (February 2010), removing Australian guidance on materiality not available in IFRSs and refers to guidance on materiality in other Australian pronouncements. There is no financial impact.
<p>5. Disclosure of changes in accounting policy and estimates</p> <p>Initial application of an Australian Accounting Standard</p> <p>The Institute has applied the following Australian Accounting Standards effective for annual reporting periods beginning on or after 1 January 2014 that impacted on the Institute.</p>	AASB 2011-7	<i>Amendments to Australian Accounting Standards arising from the Consolidation and Joint Arrangements Standards [AASB 1, 2, 3, 5, 7, 101, 107, 112, 118, 121, 124, 132, 133, 136, 138, 139, 1023 & 1038 and Int 5, 9, 16 & 17]</i>	This Standard gives effect to consequential changes arising from the issuance of AASB 10, AASB 11, AASB 127 Separate Financial Statements and AASB 128 Investments in Associates and Joint Ventures. There is no financial impact for the Model Authority.
	AASB 2012-3	<i>Amendments to Australian Accounting Standards – Offsetting Financial Assets and Financial Liabilities [AASB 132]</i>	This Standard adds application guidance to AASB 132 to address inconsistencies identified in applying some of the offsetting criteria, including clarifying the meaning of "currently has a legally enforceable right of set-off" and that some gross settlement systems may be considered equivalent to net settlement. There is no financial impact.
	AASB 2013-3	<i>Amendments to AASB 136 – Recoverable Amount Disclosures for Non-Financial Assets.</i>	This Standard introduces editorial and disclosure changes. There is no financial impact.

			Operative for reporting periods beginning on / after
AASB 2013-4	<i>Amendments to Australian Accounting Standards – Novation of Derivatives and Continuation of Hedge Accounting [AASB 139]</i>		
	This Standard permits the continuation of hedge accounting in circumstances where a derivative, which has been designated as a hedging instrument, is novated from one counterparty to a central counterparty as a consequence of laws or regulations. The Model Authority does not routinely enter into derivatives or hedges, therefore there is no financial impact.	AASB 9	1 Jan 2018
		<i>Financial Instruments</i>	
		This Standard supersedes AASB 139 <i>Financial Instruments: Recognition and Measurement</i> , introducing a number of changes to accounting treatments.	
AASB 2013-8	<i>Amendments to Australian Accounting Standards - Australian Implementation Guidance for Not for Profit Entities – Control and Structured Entities [AASB 10, 12 & 1049].</i>		
	The amendments, issued in October 2013, provide significant guidance in determining whether a not-for-profit entity controls another entity when financial returns are not a key attribute of the investor's relationship. The Standard has no financial impact in its own right, rather the impact results from the adoption of the amended AASB 10.	AASB 1055	1 Jul 2014
		<i>Budgetary Reporting</i>	
		This Standard requires specific budgetary disclosures in the general purpose financial statements of not-for-profit entities within the General Government Sector. The Authority will be required to disclose additional budgetary information and explanations of major variances between actual and budgeted amounts, though there is no financial impact.	
AASB 2013-9	<i>Amendments to Australian Accounting Standards - Conceptual Framework, Materiality and Financial Instruments.</i>		
	This omnibus Standard makes amendments to other Standards arising from the deletion of references to AASB 1031 in other Standards for periods beginning on or after 1 January 2014 (Part B). Part B of the Standard has no financial impact.	AASB 2009-11	1 Jan 2018
		<i>Amendments to Australian Accounting Standards arising from AASB 9 [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 121, 127, 128, 131, 132, 136, 139, 1023 & 1038 and Int 10 & 12]</i>	
		<i>The mandatory application date of this Standard is currently 1 January 2018 after being amended by AASB 2012-6 and AASB 2014-1 Amendments to Australian Accounting Standards.</i>	
		AASB 2010-7	1 Jan 2018
		<i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Int 2, 5, 10, 12, 19 & 127]</i>	
		This Standard makes consequential amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 9 in December 2010.	
		The mandatory application date of this Standard has been amended by AASB 2012-6 and AASB 2014-1 to 1 January 2018. The Authority has not yet determined the application or the potential impact of the Standard.	
Voluntary changes in accounting policy			
No voluntary changes in accounting policy have been made.			
Future impact of Australian Accounting Standards not yet operative			
The Institute cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the Institute has not applied early any of the following Australian Accounting Standards that may impact the Institute. Where applicable, the Institute plans to apply these Australian Accounting Standards from their application date.			

AASB 2013-9	<i>Amendments to Australian Accounting Standards Conceptual Framework, Materiality and Financial Instruments.</i>	1 Jan 2017
	Part C of this omnibus Standard defers the application of AASB 9 to 1 January 2017 (Part C). The application date of AASB 9 was subsequently deferred to 1 January 2018 by AASB 2014-1. The Authority has not yet determined the application or the potential impact of AASB 9.	
AASB 2014-1	<i>Amendments to Australian Accounting Standards</i>	1 Jul 2014
	Part A changes consist primarily of clarifications to Accounting Standards and have no financial impact for the Authority.	
	Part B has no financial impact as the Authority contributes to schemes that are either defined contribution plans, or deemed to be defined contribution plans.	
	Part C has no financial impact as the Standard removes references to AASB 1031 Materiality from a number of Accounting Standards.	
	Part D has no financial impact as the Authority is not required to apply AASB 14 Regulatory Deferral Accounts.	
	Part E makes amendments to AASB 9 and consequential amendments to other Standards. It has not yet been assessed by the Authority to determine the application or potential impact of the Standard.	
AASB 2014-3	<i>Amendments to Australian Accounting Standards – Accounting for Acquisitions of Interests in Joint Operations [AASB 1 & 11]</i>	1 Jan 2016
	The Authority establishes Joint Operations in pursuit of its objectives and does not routinely acquire interests in Joint Operations. Therefore, there is no financial impact on application of the Standard.	
AASB 2014-4	<i>Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation [AASB 116 & 138]</i>	1 Jan 2016
	The adoption of the new Standard has no financial impact for the Model Authority as depreciation and amortisation is not determined by reference to revenue generation, but by reference to consumption of future economic benefits.	

Changes in Accounting Estimates

There have been no changes in accounting estimates.

Central Institute of Technology NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014

	2014	2013
	\$	\$
6 Employee benefits expense		
Wages and salaries (a)	82,760,015	83,208,611
Superannuation - defined contribution plans (b)	7,744,940	7,894,687
	90,504,955	91,103,298
(a) Includes the value of the fringe benefit to the employee plus the fringe benefits tax component, leave entitlements including superannuation contribution component.		
(b) Defined contribution plans include West State, and Gold State and GESBS and other eligible funds.		
Employment on-costs expenses, such as workers' compensation insurance, are included at note 10 'Other expenses'.		
Employment on-costs liability is included at note 28 'Provisions'.		
7 Supplies and services		
Consumables and minor equipment	2,365,577	3,008,790
Communication expenses	696,395	788,942
Utilities expenses	3,336,024	2,918,888
Consultancies and contracted services	12,868,155	10,523,942
Minor works	2,851,627	3,907,716
Repairs and maintenance	288,978	265,957
Operating lease and hire charges	1,535,204	1,467,388
Travel and passenger transport	357,128	342,502
Advertising and public relations	485,436	536,105
Supplies and services - other	1,832,116	1,567,288
Supplies and services – PD staff activities	225,747	208,725
	26,842,386	25,536,243
8 Depreciation and amortisation expense		
<i>Depreciation</i>		
Buildings	5,017,786	5,128,186
Plant, furniture and general equipment	513,612	605,307
Computers and communication network	962,829	878,442
Total depreciation	6,494,227	6,611,935
9 Grants and subsidies		
Other (student scholarships)	100,711	1,550
	100,711	1,550
10 Other expenses		
Building maintenance	1,992,995	1,932,156
Doubtful debts expense	195,422	23,860
Employment on-costs (a)	5,913,095	5,474,711
Donations	1,000	9,091
Student prizes and awards	148,716	119,288
Losses and write-offs	688	6,484
Other (b)	104,997	174,313
	8,356,913	7,739,904

	2014	2013
<p>(a) Employment on-costs - Includes workers' compensation insurance and other employment on-costs. The on-costs liabilities associated with the recognition of annual and long service leave liabilities are included at note 28 'Provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs. (b) Includes payment made to the Auditor General's Office for audit fees.</p>		
11 Fee for service		
Fee for service - general	8,037,224	7,122,457
Fee for service - Department of Training and Workforce Development	82,918	261,875
Fee for service – Commonwealth Government ^(a)	13,386,342	12,816,947
International division fees	10,885,018	9,569,329
	32,391,502	29,770,608
<p>(a) This amount is mainly funding from the Department of Industry for the Adult Migrant Education Program (AMEP) - \$13.28 million.</p>		
12 Student fees and charges		
Tuition fees	16,141,045	6,765,024
Resource fees	3,391,994	4,513,026
Other Institute fees	134,254	122,134
Student fees – RPL fees & RPL reversal	312,772	-
	19,980,065	11,400,184
13 Ancillary trading		
Live works (not a trading activity)	76,090	83,844
Contracting and consulting	6,364	-
Other ancillary revenue	59,563	102,674
	142,017	186,517
14 Trading profit/(loss)		
Bookshop:		
Sales	592,230	665,290
Cost of sales:		
Opening inventory	(177,975)	(249,698)
Purchases	(459,291)	(576,504)
	(637,266)	(826,202)
Closing inventory	124,961	177,975
Cost of goods sold	(512,305)	(648,227)
Trading profit/(loss) - Bookshop	79,925	17,063

See note 2(l) 'Inventories' and note 21 'Inventories'.

	2014	2013
15 Commonwealth grants and contributions		
Commonwealth specific purpose grants and contributions ^(a)	1,013,015	1,525,209
	1,013,015	1,525,209
<p>(a) These grants include: - Funding from Department of Employment, Education and Workforce Relations for the Indigenous Employment Program - \$428,091 - Funding provided for the Better Skills for Better Care programs - \$580,155 - Funding provided for the India VET in Schools Project - \$4,769</p>		
16 Interest revenue		
Interest revenue (from main operating account and short term deposits held at various banks)	2,033,043	2,309,463
	2,033,043	2,309,463
17 Other revenue		
Rental and facilities fees	563,009	581,194
Other direct grants and subsidy revenue	12,161	64,793
Copyright and royalties revenue	64	1,666
Sponsorship and donations revenue	226,754	262,773
Miscellaneous revenue	134,467	372,665
	936,455	1,283,092
18 Net gain/(loss) on disposal of non-current assets		
<u>Proceeds from disposal of non-current assets</u>		
Plant, furniture and general equipment	-	7,650
Total proceeds from disposal of non-current assets	-	7,650
<u>Costs of disposal of non-current assets</u>		
Plant, furniture and general equipment	(1,300)	-
Computers and communication network	-	(965)
Works of art	-	(1,675)
Total cost of disposal of non-current assets	(1,300)	(2,640)
Net gain/(loss)	(1,300)	5,010
<p>See note 24 'Property, plant and equipment'.</p>		
19 Income from State Government		
<u>Appropriation received during the year</u>		
<u>Service appropriation (a) (State funds received from Department of Training and Workforce Development)</u>		
Delivery and Performance Agreement (DPA)	69,411,110	83,585,801
Superannuation	-	(110,447)
Other recurrent funds	5,731,625	2,224,448
Capital works transferred	12,131	39,649
Total State funds	75,154,866	85,739,451

	2014	2013
<u>Services received free of charge from other Government Agencies during the financial period</u>		
Department of Training and Workforce Development		
- Corporate systems support	1,921,556	1,200,649
- Marketing and publications	12,139	7,053
- Human resources, and industrial relations support	27,819	77,208
- Other	-	481,316
	1,961,514	1,766,226
Other Government (legal services from State Solicitor's Office)	50,980	24,159
Total resources received free of charge	2,012,494	1,790,385
Total income from State Government	77,167,360	87,529,836

(a) Service appropriations fund the net cost of services delivered

(b) Discretionary transfers of assets (including grants) and liabilities between State Government agencies are reported under Income from State Government. Transfers of assets and liabilities in relation to a restructure of administrative arrangements are recognised as distribution to owners by the transferor and contribution by owners by the transferee under AASB 1004 in respect of net assets transferred. Other non-discretionary non-reciprocal transfers of assets and liabilities designated as contributions by owners under TI 955 are also recognised directly to equity.

20 Restricted cash and cash equivalents

Current

Accrued salaries suspense account (27 th pay provision) ^(a)	-	2,969,000
Specific capital works programs ^(b)	5,450,938	5,981,061
Awards ^(c)	28,583	28,583
Monies refundable to Training and Workforce Development for under delivery of SCH	3,185,417	-
Monies refundable to Department of Education for VET Fee HELP funds	1,480,731	-
	10,145,669	8,978,644

(a) The Restricted Cash associated with the 27th Pay provision has been classified as current as at 31st December 2013.

As at 31 December 2014 an outstanding amount of \$623,569 was payable to the ATO for the PAYG component of the 27th pay and is recognised under Accrued Salaries and related costs (see Note 27).

(b) Capital Infrastructure for the refurbishment of the entry statement to the Aberdeen St premises as well as other repairs and improvements. There is also \$2.5 million committed for the implementation of a new Student Management System in 2015/16.

(c) Represents money bestowed on Institute by private companies of individuals for the provision of awards to students.

21 Inventories

Current

Inventories not held for resale:

Other (at cost)	29,650	19,978
	29,650	19,978
Less: Provision for obsolete stock	-	-
	29,650	19,978

Inventories held for resale:

Bookshop (at cost)	124,961	177,975
	124,961	177,975
Less: Provision for obsolete stock	-	-
	124,961	177,975
Total	154,611	197,953

See also note 2(i) 'Inventories' and note 14 'Trading profit/(loss)'.

22 Receivables

Current

Receivables - trade	755,550	1,384,889
Receivables - students	825,715	288,571
Receivables - other	36,186	80,482
Accrued revenue	2,823,621	3,397,124
Allowance for impairment of receivables	(275,264)	(240,132)
GST receivable	499,173	679,006
Total current	4,664,981	5,589,940
Total receivables	4,664,981	5,589,940

Reconciliation of changes in the allowance for impairment of receivables:

Balance at start of period	(240,132)	(370,124)
Doubtful debts expense	(195,422)	(30,616)
Amount written off during the period	188,866	191,733
Impairment losses reversed during the year	(28,576)	(31,124)
Balance at end of period	(275,264)	(240,132)

The Institute does not hold any collateral or other credit enhancements as security for receivables.

See also note 2(m) 'Receivables' and note 36 'Financial instruments'.

23 Other assets

Current

Prepayments	915,515	506,851
Cash investments ^(a)	36,000,000	17,100,000
Other current assets ^(b)	5,972	2,256
Total current	36,921,487	17,609,107

(a) Represents various term deposits held with Westpac and BankWest with a maturity of greater than 3 months.

(a) Represents the balance of outstanding corporate credit card accounts at the end of the period.

24 Property, plant and equipment

Land

	2014	2013
At fair value (a)	54,810,000	64,910,000
	<u>54,810,000</u>	<u>64,910,000</u>

Buildings

At fair value (a)	207,401,570	196,795,869
	<u>207,401,570</u>	<u>196,795,869</u>

Buildings under construction

Construction costs	730,882	10,330,112
	<u>730,882</u>	<u>10,330,112</u>

Plant, furniture and general equipment

At cost	6,992,481	6,937,892
Accumulated depreciation	(5,474,057)	(5,100,803)
	<u>1,518,424</u>	<u>1,837,089</u>

Computer equipment, communication network

At cost	6,962,778	6,695,715
Accumulated depreciation	(4,793,612)	(4,215,357)
	<u>2,169,166</u>	<u>2,480,358</u>

Works of art

At fair value	1,774,840	1,764,459
	<u>1,774,840</u>	<u>1,764,459</u>
	<u>268,404,882</u>	<u>278,117,887</u>

(a) Land and buildings were revalued as at 1 July 2014 by the Western Australian Land Information Authority (Valuation Services). The valuations were performed during the year ended 31 December 2014 and recognised at 31 December 2014. In undertaking the revaluation, fair value was determined by reference to market values for land: \$ 2,160,000 (2013: \$13,060,000) and buildings: \$155,000 (2013: \$155,000). For the remaining balance, fair value of buildings was determined on the basis of depreciated replacement cost and fair value of land was determined on the basis of comparison with market evidence for land with similar approximate utility (high restricted use land). See note 2(f) 'Property, plant and equipment'.

Information on fair value measurements is provided in Note 25.

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

	Land	Buildings	Buildings under construction	Plant, furniture and general equipment	Computer equipment, communication network	Works of art	Total
	\$	\$	\$	\$	\$	\$	\$
2014							
Carrying amount at start of year	64,910,000	196,795,869	10,330,112	1,837,089	2,480,358	1,764,459	278,117,887
Additions	-	-	6,562,648	141,112	706,772	10,382	7,420,914
Transfers ^(a)	-	16,094,470	(16,094,470)	55,135	(55,135)	-	-
Other Disposals **	(10,900,000)	-	-	(1,300)	-	-	(10,901,300)
Expensed Work in Progress	-	-	(67,408)	-	-	-	(67,408)
Revaluation increments/(decrements)	800,000	(470,984)	-	-	-	-	329,016
Depreciation	-	(5,017,786)	-	(513,612)	(962,829)	-	(6,494,227)
Carrying amount at end of period	<u>54,810,000</u>	<u>207,401,570</u>	<u>730,882</u>	<u>1,518,424</u>	<u>2,169,166</u>	<u>1,774,840</u>	<u>268,404,882</u>

** Amount represents disposal of land at the Subiaco campus which was sold by Department of Lands in 2014.

	Land	Buildings	Buildings under construction	Plant, furniture and general equipment	Computer equipment, communication network	Works of art	Total
	\$	\$	\$	\$	\$	\$	\$
2013							
Carrying amount at start of year	56,670,000	204,178,878	1,351,901	2,061,694	2,408,158	1,513,950	268,184,581
Additions	-	54,731	10,840,242	361,909	950,642	133,568	12,341,092
Transfers ^(a)	-	1,816,139	(1,834,931)	18,793	-	-	-
Other Disposals	-	-	-	-	-	(1,675)	(1,675)
Expensed Work in Progress	-	-	(27,100)	-	-	-	(27,100)
Revaluation increments/(decrements)	8,240,000	(4,125,692)	-	-	-	118,616	4,232,925
Depreciation	-	(5,128,186)	-	(605,307)	(878,442)	-	(6,611,935)
Carrying amount at end of period	<u>64,910,000</u>	<u>196,795,869</u>	<u>10,330,112</u>	<u>1,837,089</u>	<u>2,480,358</u>	<u>1,764,459</u>	<u>278,117,887</u>

(a) The Department of Lands is the only agency with the power to sell Crown land. The land is transferred to the Department of Lands for sale and the Authority accounts for the transfer as a distribution to owner.

Further information is provided in Note 25: Fair value measurements.

25 Fair value measurements

Assets measured at fair value:	Level 1	Level 2	Level 3	Fair Value At end of period
	\$	\$	\$	\$
2014				
Land (Note 24)	-	2,160,000	52,650,000	54,810,000
Buildings (Note 24)	-	155,000	207,246,570	207,401,570
	<u>-</u>	<u>2,315,000</u>	<u>259,896,570</u>	<u>262,211,570</u>

Assets measured at fair value:	Level 1	Level 2	Level 3	Fair Value At end of period
2013	\$	\$	\$	\$
Land (Note 24)	-	13,060,000	51,850,000	64,910,000
Buildings (Note 24)	-	155,000	196,640,869	196,795,869
	-	13,215,000	248,490,869	261,705,869

There were no transfers between Levels 1, 2 or 3 during the period.

Valuation techniques to derive Level 2 fair values

Level 2 fair values of Non-current assets held for sale, Land and Buildings (Office Accommodation) are derived using the market approach. Market evidence of sales prices of comparable land and buildings (office accommodation) in close proximity is used to determine price per square metre.

Non-current assets held for sale have been written down to fair value less costs to sell. Fair value has been determined by reference to market evidence of sales prices of comparable assets.

Fair value measurements using significant unobservable inputs (Level 3)

	Land	Buildings
2014	\$	\$
Fair Value at start of period	64,910,000	196,795,869
Additions	-	16,094,470
Revaluation increments / (decrements) recognised in other comprehensive income	800,000	(470,984)
Disposals	(10,900,000)	-
Depreciation expense	-	(5,017,786)
Fair Value at end of period	54,810,000	207,401,569

Fair value measurements using significant unobservable inputs (Level 3)

	Land	Buildings
2013	\$	\$
Fair Value at start of period	56,670,000	204,178,878
Additions	-	1,870,869
Revaluation increments / (decrements) recognised in other comprehensive income	8,240,000	(4,125,692)
Disposals	-	-
Depreciation expense	-	(5,128,186)
Fair Value at end of period	64,910,000	196,795,869

Valuation processes

There were no changes in valuation techniques during the period.

Transfers in and out of a fair value level are recognised on the date of the event or change in circumstances that caused the transfer. Transfers are generally limited to assets newly classified as non-current assets held for sale as Treasurer's instructions require valuations of land and buildings to be categorised within Level 3 where the valuations utilise significant Level 3 inputs on a recurring basis.

Fair value for existing use specialised building is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Depreciated replacement cost is the current replacement cost of an asset less accumulated depreciation calculated on the basis of such cost to reflect the already consumed economic benefit, expired economic benefit or obsolescence of the asset. Determination of the current replacement cost of such assets held by the Institute is calculated by reference to gross project size specifications

and the historical cost, adjusted by relevant indices.

Fair value for restricted use land is based on market value, by either using market evidence of sales of comparable land that is unrestricted (low restricted use land), or, comparison with market evidence for land with low level utility (high restricted use land).

Significant Level 3 inputs used by the Institute are derived and evaluated as follows:

Historical cost of building per square metre floor area (m²)

The costs of construction of specialised buildings are extracted from financial records of the Institute, then indexed by movements in construction costs by the Western Australian Land Information Authority (Valuation Services).

Consumed economic benefit/obsolescence of asset

These are estimated by the Western Australian Land Information Authority (Valuation Services).

Sales prices of appropriate land of low utility

These are selected by the Western Australian Land Information Authority (Valuation Services).

Selection of land with similar approximate utility

Fair value for land with low level utility (high restricted use) is determined by comparison with market evidence for land with similar approximate utility. Relevant comparators of land with similar approximate utility are selected by the Western Australian Land Information Authority (Valuation Services).

Information about significant unobservable inputs (Level 3) in fair value measurements

Description of fair value as at 31 December 2014	Valuation technique(s)	Unobservable inputs	Range of unobservable inputs (probability – weighted Average 2014	Range of unobservable inputs (probability – weighted Average 2013	Relationship of unobservable inputs to fair value
Land (\$52,650,000)	Market approach	Selection of land with similar approximate utility	\$194 - \$1,806 per m ² (\$884 per m ²)	\$194 - \$1,806 per m ² (\$858 per m ²)	Higher value of similar land increases estimated fair value
Buildings (\$207,246,570)	Depreciated Replacement Cost	Consumed economic benefit / obsolescence of asset	0.07% - 5.93% per year (1.08% per year)	0.07% - 5.93% per year (1.08% per year)	Greater consumption of economic benefit or increased obsolescence lowers fair value
		Historical cost of building per square metre floor area (m ²)	\$729 - \$4,458 per m ² (\$2,500 / m ²)	\$729 - \$4,061 per m ² (\$2,271 / m ²)	Higher historical cost per m ² increases fair value

Reconciliations of the opening and closing balances are provided in Note 25.

Basis of Valuation

In the absence of market-based evidence due to the specialised nature of the assets, non-financial assets are valued at Level 3 of the fair value hierarchy on an existing use basis. The existing use basis recognises that restrictions or limitations have been placed on their use and disposal when they are not determined to be surplus to requirements. These restrictions are imposed by virtue of the assets being held to deliver a specific community service and the Institute's enabling legislation.

	2014	2013
26 Impairment of assets		
There were no indications of impairment to property, plant and equipment or intangible assets at 31 December 2014.		
The Institute held no goodwill or intangible assets with an indefinite useful life during the reporting period. At the end of the reporting period there were no intangible assets not yet available for use.		
All surplus assets as at 31 December 2014 have either been classified as assets held for sale or written off.		
27 Payables		
<u>Current</u>		
Trade payables	2,734	91,428
GST payable	353,983	212,208
Accrued expenses	1,258,640	1,447,933
Accrued salaries and related costs	1,431,404	3,562,308
Paid parental leave payable	5,128	8,834
Total current	3,051,889	5,322,711
28 Provisions		
<u>Current</u>		
<i>Employee benefits provision</i>		
Annual leave ^(a)	2,204,772	2,630,434
Long service leave ^(b)	10,764,235	10,432,385
Superannuation	1,081,115	1,087,483
Deferred Salary Scheme ^(c)	96,991	127,317
	14,147,113	14,277,621
<i>Other provisions</i>		
Employment on-costs ^(d)	903,093	895,789
	903,093	895,789
Total current	15,050,206	15,173,409
<u>Non-current</u>		
<i>Employee benefits provision</i>		
Long service leave ^(b)	3,129,644	2,689,748
Superannuation	281,560	273,979
	3,411,204	2,963,727
<i>Other provisions</i>		
Employment on-costs ^(d)	218,912	189,902
	218,912	189,902
Total non-current	3,630,116	3,153,629
(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of the end of the reporting period	1,904,867	2,227,643
More than 12 months after the end of the reporting period	299,905	402,791
	2,204,772	2,630,434

(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 the end of the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of the end of the reporting period	5,603,858	5,560,042
More than 12 months after the end of the reporting period	8,290,021	7,562,092
	13,893,879	13,122,134

(c) Deferred salary scheme liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	17,743	62,360
More than 12 months after the end of the reporting period	79,248	64,957
	96,991	127,317

(d) 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 10 'Other expenses'.

Movements in other provisions

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

<u>Employment on-cost provision</u>	2014	2013
Carrying amount at start of period	1,085,691	1,156,305
Additional provisions recognised	696,240	595,007
Payments / other sacrifices of economic benefits	(659,926)	(665,621)
Carrying amount at end of period	1,122,005	1,085,691

29 Other liabilities

<u>Current</u>	2014	2013
Income received in advance ^(a)	4,249,818	1,462,073
Grants and advances (<i>provision for underachievement of SCH</i>)	3,185,417	137,060
Money/deposits held in trust	61,863	53,411
Total current	7,497,098	1,652,544

(a) Income received in advance comprises:

State Government	1,164,046	503,739
Other Government (Commonwealth/Local)	2,058,083	676,236
Fee for service	836,984	152,981
Other	190,705	129,117
	4,249,818	1,462,073

	2014	2013
30 Equity		
The Western Australian Government holds the equity interest in the Institute on behalf of the community. Equity represents the residual interest in the net assets of the Institute. The asset revaluation surplus represents that portion of equity resulting from the revaluation of non-current assets.		
Contributed equity		
Balance at start of period	76,759,250	76,556,523
Contributions by owners		
Transfer of net assets from other agencies	-	202,727
Total contributions by owners	202,727	
Distribution to owners		
Net assets transferred to Government ^(a)	(10,900,000)	-
Total Distribution to owners	(10,900,000)	-
Balance at end of period	65,859,250	76,759,250

(a) Transfer of Subiaco premises to Department of Land for sale by Government

Reserves

Asset revaluation surplus

Balance at start of period	112,358,148	108,125,224
Net revaluation increments/(decrements):		
Land	800,000	8,240,000
Buildings	(470,984)	(4,125,692)
Works of art	-	118,616
Balance at end of period	112,687,164	112,358,148

Accumulated surplus/(deficit)

Balance at start of period	113,623,629	110,589,575
Result for the period	1,442,890	3,034,054
Balance at end of period	115,066,519	113,623,629
Total Equity at end of period	293,612,933	302,741,027

31 Notes to the Statement of Cash Flows

Reconciliation of cash

Cash at the end of the financial year, as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

Cash and cash equivalents	764,614	4,701,424
Short term deposits (less than 3 months maturity)	1,786,000	12,848,366
	2,550,614	17,549,790
Restricted cash and cash equivalents (refer to note 20 'Restricted cash and cash equivalents')	10,145,669	8,978,644

	2014	2013
Cash investments (over 3 months maturity)	36,000,000	17,100,00
	48,696,283	43,628,434

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

Net cost of services	(75,724,471)	(84,495,782)
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Non-cash items:

Depreciation and amortisation expense (note 8 'Depreciation and amortisation expense')	6,494,227	6,611,935
Doubtful debts expense (note 10 'Other expenses')	195,422	(136,476)
Resources received free of charge (note 19 'Income from State Government')	2,012,494	1,830,034
Net (gain)/loss on sale of property, plant and equipment (note 18 'Net gain/(loss) on sale of non-current assets')	1,299	(5,975)
Losses and write-offs (excludes cash shortages/thefts of money) (note 10 'Other expenses')	688	6,484
Other non-cash items	-	-

(Increase)/decrease in assets:

Current receivables (a)	709,994	1,123,254
Current inventories	43,342	75,580
Other current assets	(412,380)	377,892

Increase/(decrease) in liabilities

Current payables (a)	(2,270,822)	452,678
Current provisions	(123,204)	112,126
Other current liabilities	1,674,392	(453,415)
Non-current provisions	476,487	(1,250,726)
Net GST receipts/(payments) (b)	247,884	(1,861,891)
Change in GST in receivables/payables (c)	(342,647)	1,624,343

Net cash provided by/(used in) operating activities	(67,017,295)	(75,989,938)
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(a) 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 in these items as they do not form part of the reconciling items.

(b) This is the net GST paid/received, i.e. cash transactions

(c) This reverses out the GST in receivables and payables

At the end of the reporting period, the Institute had fully drawn on all financing facilities, details of which are disclosed in the financial statements.

32 Commitments

Non-cancellable operating lease commitments

Commitments for minimum lease payments are payable as follows:

Within 1 year	705,180	677,562
Later than 1 year and not later than 5 years	1,489,498	1,409,930
	2,194,678	2,087,492

	2014	2013
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The commitments below are inclusive of GST.

Capital Expenditure Commitments

Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:

Within 1 year	5,585,068	11,107,116
	5,585,068	11,107,116

The capital commitments include amounts for:

Buildings	3,078,397	6,163,367
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Other expenditure commitments

Other expenditure commitments for the purchase of goods and services contracted for at the end of the reporting period date but not recognised as liabilities are payable as follows:

Within 1 year	7,758,494	6,204,995
Later than 1 year and not later than 5 years	495,000	-
	8,253,494	6,204,995

33 Contingent liabilities and contingent assets

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

34 Events occurring after the reporting period

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

35 Explanatory statement

Significant variations between estimates and actual results 2014 and between the actual results for 2014 and 2013 for income and expense are shown below. Significant variations are considered to be those greater than 10% and \$250,000 and any variance greater than \$500,000.

Significant variances between estimated and actual result for the financial year 2012

	2014 Estimate \$	2014 Actual \$	Variation \$
Income			
Fee for Service	17,993,827	32,391,502	14,397,675
Student Fees and Charges	24,420,149	19,980,065	(4,440,084)
Commonwealth Grants & Contributions	13,006,307	1,013,015	(11,993,292)
Other Revenues from Ordinary Activities	3,288,859	936,455	(2,352,404)
Expenses			
Employee expenses	97,401,752	90,504,956	(6,896,796)
Supplies and services	24,312,222	26,842,386	2,530,164

Fee for Service

Adult Migrant Education Program (AMEP) revenues were reclassified from Commonwealth Grants and Contributions to Fee For Service in 2014. This decision was made after the estimates were prepared. Total revenue in 2014 was \$13.3 million.

There was also greater than expected growth in International Student revenues. The Institute achieved growth of 14% against a target of 4%.

Customised fee for service courses also exceeded expectations as Learning Portfolio Managers increased commercial activities in response to declining profile.

Student Fees and Charges

Revenue estimates for student fees and charges were developed using an expected Student Contact Hour target of 6.6 Million. During 2014 the Institute only achieved 6 Million SCH, which resulted in significantly less revenue. Also at the time of completing the estimates the full effects of the Future Skills fees implementation were not known making it very difficult to accurately budget the expected revenues. This data was only available in late December 2013 after the estimates were prepared.

Commonwealth grants and contributions

As per the commentary under Fee for Services, the revenues generated from the Adult Migrant Education Program (\$13.3 million) were reclassified as Fee for Service in 2014. This change in classification was not known at the time of preparing the estimates. The remaining variance is due to a reduction in funding for the Better Skills Better Care program from the Department of Health and Ageing.

Other Revenues from Ordinary Activities

2014 budget figure included a provision of \$2.3 Million for funded redundancies from Treasury. The actual receipt of \$2,257,077.64 was recorded against Income from State Government.

Employee expenses

Salaries budgets factored in a pay increase of 2.5% as per the Treasury guidelines. The main factor attributing to this variance is the reduction in contract and casual lecturing staff as due to a decline in student delivery (SCH) of 9%, when combined with the pay increases this resulted in a net reduction in expenses of 6.5%.

Supplies and services

A decision was made after the estimates had been completed to out source the delivery of ELICOS (English Language Intensive Course of Study) programs to Navitas, this resulted in additional contracts for services payments of \$1.4 Million.

An error in the calculation of accounts by Synergy resulted in an additional \$930,000 in electricity costs needing to be paid in 2014. This issue was not known at the time of preparing the estimates.

Significant variances between actual results for 2013 and 2014

	2014 \$	2013 \$	Variance \$
Income			
Fee for service	32,391,502	29,770,608	2,620,894
Student fees and charges	19,980,065	11,400,184	8,579,881
Commonwealth Grants & Contributions	1,013,015	1,525,209	(512,193)
Service appropriation	75,154,866	85,739,451	(10,584,585)
Expenses			
Supplies and services	26,842,386	25,536,242	1,306,144

Fee for service

The Institute has experienced growth in international student numbers, especially in Engineering and community Services. Revenue growth was also assisted by a disbursement of surplus funds by Education and Training International of \$561K. Increased activities in commercial delivery resulted in increased revenues. In particular the following areas showed significant growth.

- * Continued growth in AMEP
- * New Skills for Education and Employment (SEE) Contract
- * Billy Blue Associate Degree in Applied Design

Student Fees and charges

The Government introduced Future Skills WA on 1 January 2104. This resulted in a shift in the mix of revenue received by Central. As a result revenue from Student Fees and Charges has increased.

At the same time there was a reduction in student numbers, so the increase in course fee revenue was offset to a degree by a decline in resource fee revenue.

Commonwealth grants and contributions

The unfavourable variance is due to a reduction in funding received for the Better Skills Better Care program, which is an initiative of the Department for Health and Ageing.

Service appropriation

The Government introduced Future Skills WA on 1 January 2104. This resulted in a shift in the mix of revenue received by Central. As a result revenue from State Funds has decreased. Central's Student Contact Hours fell in 2014 SCH due to a fall in demand for courses that was consistent with the overall fall in demand for publicly funded training resulting in reduced funding through the Delivery and Performance Agreement (DPA). General Government budget pressures resulted in further corrective measures which reduced funding received through the DPA.

Supplies and services

2014 was the first year of out sourced delivery of ELICOS (English Language Intensive Course of Study) programs to Navitas, this resulted in additional contracts for services payments of \$1.4 Million.

36 Financial instruments

(a) Financial risk management objectives and policies

Financial instruments held by the Institute are cash and cash equivalents, restricted cash and cash equivalents, loans and receivables and payables.

The Institute has limited exposure to financial risks.

The Institute's overall risk management program focuses on managing the risk identified below:

Credit risk

Credit risk arises when there is the possibility of the Institute's receivables defaulting on their contractual obligations resulting in financial loss to the Institute.

The maximum exposure to credit risk at the end of the reporting period in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any allowance for impairment as shown in the table at note 36(c) 'Financial instruments disclosures' and note 22 'Receivables'.

Credit risk associated with the Institute's financial assets is minimal because the Institute trades only with recognised, credit worthy third parties. The Institute 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 Institute's exposure to bad debt is minimal. At the end of the reporting period there are no significant concentrations of credit risk.

Liquidity risk

Liquidity risk arises when the Institute is unable to meet its financial obligations as they fall due.

The Institute is exposed to liquidity risk through its trading in the normal course of business.

The Institute 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

Market risk is the risk that changes in market prices such as foreign exchange rates and interest rates will affect the Institute's income or the value of its holdings of financial instruments. The Institute does not trade in foreign currency and is not materially exposed to other price risks (for example, equity securities or commodity prices changes). The Institute exposure to market risk for changes in interest rates relate primarily to the long-term debt obligations.

(b) Categories of financial instruments

The carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are :

	2014	2013
	\$	\$
Financial Assets		
Cash and cash equivalent	2,550,614	17,549,790
Restricted cash and cash equivalent	10,145,669	8,978,644
Receivables ^(a)	4,165,808	4,910,934
Other financial assets	36,000,000	17,100,000
Financial Liabilities		
Payables	2,697,906	5,110,503
DPA clawback provision	3,185,417	137,060

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

(c) Financial instrument disclosures

Credit risk

The following table discloses the Institute's maximum exposure to credit risk and the ageing analysis of financial assets. The Institute's maximum exposure to credit risk at the end of the reporting period is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Institute.

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

Ageing analysis of financial assets

	Carrying Amount	Not past due and not impaired	Past due but not impaired				Impaired Financial Assets
			Up to 1 month	1 – 3 months	3 months to 1 year	1 – 5 years	
	\$	\$	\$	\$	\$	\$	\$
Financial Assets							
2014							
Cash and cash equivalents	2,550,614	2,550,614					
Restricted cash and cash equivalents	10,145,669	10,145,669					
Receivables ^(a)	4,165,808	3,215,496	213,377	358,785	94,581	8,305	275,264
Other financial assets	36,000,000	36,000,000					
	52,862,091	51,911,779	213,377	358,785	94,581	8,305	275,264
2013							
Cash and cash equivalent	17,549,791	17,549,791					
Restricted cash and cash equivalent	8,978,644	8,978,644					
Receivables ^(a)	4,910,934	3,556,813	191,248	551,621	360,325	10,794	240,132
Other financial assets	17,100,000	17,100,000					
	48,539,368	47,185,248	191,248	551,621	360,325	10,794	240,132

Remuneration of senior officers

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

	2014	2013
\$20,001 - \$30,000	1	-
\$60,001 - \$70,000	-	1
\$80,001 - \$90,000	1	-
\$100,001 - \$110,000	-	1
\$110,001 - \$120,000	-	1
\$140,001 - \$150,000	-	1
\$160,001 - \$170,000	2 **	-
\$170,001 - \$180,000	-	1
\$180,001 - \$190,000	2	2
\$200,001 - \$210,000	1	-
\$210,001 - \$220,000	-	1
Base remuneration and superannuation	1,072,755	1,123,817
Annual leave and long service leave accruals	(88,344)	37,321
Other benefits	14,775	13,269
The total remuneration of senior officers	999,187	1,174,407

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

No senior officers are members of the Pension Scheme.

*** In 2013, there were a number of staff movements in the Senior Officer positions resulting in staff remuneration across multiple bands. A more stable Executive environment in 2014 meant that staff were across fewer remuneration bands.*

38 Remuneration of auditor

Remuneration payable to the Auditor General in respect to the audit for the current financial year is as follows:

	2014	2013
	\$	\$
Auditing the accounts, financial statements and performance indicators	105,000	105,000

39 Related bodies

The Institute has no related bodies.

40 Affiliated bodies

The Institute has no affiliated bodies.

41 Supplementary financial information

	2014	2013
	\$	\$
(a) <u>Write-Offs</u>		
Public property written off by the Governing Council during the financial year	150,623	60,165
Bad debts	188,866	191,733
Other (Inventory)	1,161	-
	340,650	251,898
(b) <u>Losses through theft, defaults and other causes</u>		
Losses of public and other moneys and public and other property through theft or default	7,627	-
	7,627	-

42 Schedule of income and expenditure by service

The Institute provides only one service (as defined by Treasurer's Instruction 1101 (9) and that is Vocational Education and Training Delivery.

Annual Estimates

In accordance with Treasurer's Instruction 953, the annual estimates for the 2015 year are hereby included in the 2014 Annual Report. These estimates do not form part of the 2014 financial statements and are not subject to audit.

Central Institute of Technology
S40 SUBMISSION
STATEMENT OF COMPREHENSIVE INCOME

	2015 Estimate \$
COST OF SERVICES	
Expenses	
Employee benefits expense	91,657,346
Supplies and services	24,037,441
Depreciation and amortisation expense	7,098,570
Grants and subsidies	9,349
Loss on disposal of non-current assets	3,916
Cost of sales	472,400
Other expenses	7,963,954
Total Cost of Services	131,242,976
Income	
Revenue	
Fee for service	31,751,833
Student charges and fees	24,371,335
Ancillary trading	138,888
Sales	590,100
Commonwealth grants and contributions	977,935
Interest revenue	1,554,000
Other revenue	842,083
Total Revenue	60,226,174
Gains	
Gain on disposal of non-current assets	-
Total income other than income from State Government	60,226,174
NET COST OF SERVICES	(71,016,802)
INCOME FROM STATE GOVERNMENT	
State funds	64,975,034
Resources received free of charge	1,797,000
Total income from State Government	66,772,034
SURPLUS (DEFICIT) FOR THE PERIOD	(4,244,768)
OTHER COMPREHENSIVE INCOME	
Changes in asset revaluation reserve	6,984,220
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	2,739,452

Central Institute of Technology
S40 SUBMISSION
STATEMENT OF FINANCIAL POSITION

	2015 Estimate \$
ASSETS	
Current Assets	
Cash and cash equivalents	11,599,063
Restricted cash and cash equivalents	7,709,467
Inventories	161,505
Receivables	6,331,480
Other current assets	692,374
Other financial assets	20,000,000
Total Current Assets	46,493,889
Non-Current Assets	
Property, plant and equipment	278,022,783
Total Non-Current Assets	278,022,783
TOTAL ASSETS	324,516,672
LIABILITIES	
Current Liabilities	
Payables	1,966,324
Provisions	14,207,863
Other current liabilities	6,366,030
Total Current Liabilities	22,540,217
Non-Current Liabilities	
Provisions	3,478,190
Total Non-Current Liabilities	3,478,190
TOTAL LIABILITIES	26,018,407
NET ASSETS	298,498,265
EQUITY	
Contributed Equity	64,359,250
Reserves	126,201,183
Accumulated surplus/(deficiency)	107,937,832
TOTAL EQUITY	298,498,265

Central Institute of Technology
S40 SUBMISSION
CASH FLOW STATEMENT

	2015 Estimate \$
CASH FLOWS FROM STATE GOVERNMENT	
State funds	63,104,438
Capital contributions	(1,500,000)
Net cash provided by State Government	61,604,438
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee benefits	(91,778,305)
Supplies and services	(22,211,499)
Grants and subsidies	(9,346)
GST payments on purchases	(3,543,202)
GST payment to taxation authority	(185,525)
Cost of goods sold	(476,341)
Other payments	(7,571,756)
Receipts	
Fee for service	31,015,068
Student fees and charges	23,592,100
Ancillary trading	138,888
Commonwealth grants and contributions	977,935
Interest received	1,574,000
GST receipts on sales	1,949,550
GST receipts from taxation authority	1,779,400
Sale of Goods	590,100
Other receipts	823,358
Net cash provided by/(used in) operating activities	(63,335,578)
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of non-current physical assets	(4,310,000)
Net cash provided by/(used in) investing activities	(4,310,000)
CASH FLOWS FROM FINANCING ACTIVITIES	
Net increase/(decrease) in cash held and cash equivalents	(6,041,140)
Cash and cash equivalents at the beginning of the period	45,349,670
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	39,308,530

Central Institute of Technology
S40 SUBMISSION
CHANGES IN EQUITY STATEMENT

	2015 Estimate \$
Balance of equity at start of period	297,258,814
CONTRIBUTED EQUITY	
Balance at start of period	65,859,250
Distributions to owners	(1,500,000)
Balance at end of period	64,359,250
RESERVES	
Asset Revaluation Reserve	
Balance at start of period	119,216,964
Restated balance at start of period	119,216,964
Gains/(losses) from asset revaluation	6,984,220
Balance at end of period	126,201,184
ACCUMULATED SURPLUS (RETAINED EARNINGS)	
Balance at start of period	112,182,600
Restated balance at start of period	112,182,600
Surplus/(deficit) or profit/(loss) for the period	(4,244,768)
Balance at end of period	107,937,832
Balance of equity at end of period	298,498,266
Total income and expense for the period	2,739,452

Certification of Key Performance Indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess Central Institute of Technology's performance, and fairly represent the performance of Central Institute of Technology for the financial year ended 31 December 2014.



Emeritus Professor Bill Loudon AM
Chair Governing Council
Central Institute of Technology
25 February 2015



Mr Neil Fernandes
Managing Director
Central Institute of Technology
25 February 2015

Key Performance Indicators

Desired Outcomes

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

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

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

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

Achievement of Institute Profile

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

Measure A: Profile Analysis for Central Institute of Technology (Effectiveness Indicator)

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

Department of Training and Workforce Development Industry Groups		2011 Actual Profile (SCH)	2012 Actual Profile (SCH)	2013 Actual Profile (SCH)	2014 Target Profile (SCH)	2014 Actual Profile (SCH)
01A	Recreation Sports and Entertainment	215,787	186,796	213,605	205,182	197,240
01B	Visual and Performing Arts	618,350	625,531	595,511	619,903	548,055
01C	Design	494,720	506,660	441,752	339,670	313,651
02A	Automotive	0	0	0	0	0
03A	Building and Construction	147,372	149,298	218,854	133,018	162,608

Department of Training and Workforce Development Industry Groups		2011 Actual Profile (SCH)	2012 Actual Profile (SCH)	2013 Actual Profile (SCH)	2014 Target Profile (SCH)	2014 Actual Profile (SCH)
03B	Surveying and Building	506,681	494,509	475,217	522,005	428,925
04A	Community Service Workers	343,451	262,259	215,343	285,241	257,518
04B	Education and Childcare	314,870	293,725	242,315	253,038	208,788
04C	Health	797,053	833,290	820,546	779,527	926,338
04D	Library Workers	89,615	86,990	89,630	94,704	86,170
05A	Finance Insurance Property Service Workers	48,355	117,780	134,946	72,901	116,219
07A	Clothing Footwear and Soft Furnishings	40,250	30,460	35,520	122,170	31,220
08B	Printing and Publishing	173,980	169,130	185,750	128,816	170,775
09A	Engineering and Drafting	292,739	302,175	301,480	174,573	232,155
09B	Metal and Mining	120,789	196,142	168,274	313,707	108,967
10B	Forestry, Farming and Landcare	0	2,430	1,134	0	0
10D	Horticulture	3,796	18,966	9,089	9,040	8,268
11A	Process Manufacturing	19,796	23,976	15,209	6,500	3,881
12A	Personal Service	124,426	121,502	117,141	124,396	126,677
12B	Retail	14,780	19,265	19,615	30,592	19,930
13B	Hospitality	135,711	118,358	129,115	71,663	92,170
13C	Tourism	79,133	75,737	71,953	54,988	39,043
13D	Travel Agents	103,285	82,100	71,970	83,482	58,835
15A	Electrical and Electronic Engineering	185,013	99,568	58,829	48,868	23,195
15B	Electrical Trades	45,730	68,224	63,613	60,280	47,468
16A	Accounting and Other Business Services	433,408	385,074	393,388	283,767	238,792
16B	Management	182,480	193,024	172,805	130,698	138,130
16C	Office and Clerical	305,055	276,300	265,860	206,233	224,445
17A	Computing	215,690	215,388	228,471	258,542	193,739
18A	Science and Technical Workers	210,297	188,101	180,971	259,707	188,423
19B	Adult Literacy/ESL	584,060	540,700	519,070	514,390	497,880
19C	Languages	174,895	180,137	162,420	86,890	88,115
19D	Miscellaneous	0	0	0	0	17,360
19E	Targeted Access and Participation Courses	59,170	119,610	173,005	326,060	272,236
Total Profile Delivery		7,080,737	6,983,205	6,792,401	6,600,551	6,067,216
Non Profile Delivery		3,865,584	3,923,497	3,932,149	4,243,583	4,739,306
Institute Total Delivery		10,946,321	10,906,702	10,724,550	10,844,134	10,806,522

Notes: (for Measure A):

- a. **Source:** Central Institute of Technology Delivery and Performance Agreement
- b. **Definition:** The table indicates the quota and actual achievement of SCH in the profiled Department of Training and Workforce Development 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 Institute's performance in achieving industry delivery targets.
- c. **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.
- d. **Comments:** Central fell short of its 2014 SCH target due to a fall in demand for courses that was consistent with the overall fall in demand for publicly funded training.

Measure B: Profile Achievement (Effectiveness Indicator)

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

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

2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2014 Target
100.0%	115.6%	111.1%	103.3%	98.4%	100.4%	91.9%	100.0%

Notes (for Measure B):

- a. **Source:** Central Institute of Technology Delivery and Performance Agreement.
- b. **Derivation:** DPA data represents the actual achievement of SCH in respective years.
- c. **Comments:** Central fell short of its 2014 profile achievement target due to a fall in demand for courses that was consistent with the overall fall in demand for publicly funded training.

Overall Cost per SCH (Efficiency Indicator)

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

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

2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2014 Target
\$10.36	\$9.92	\$10.93	\$11.65	\$12.36	\$12.27	\$12.29	\$12.66

Notes (for Cost per SCH):

- a. **Source:** Financial Statements and the College Management Information System.
- b. **Derivation:** The total delivery cost per SCH is calculated by dividing the total cost of services measured on an accrual basis by the total SCH delivered. The total SCH is the total number of enrolments multiplied by the hourly duration of these modules as registered in the College Management Information System in accordance with the Australian Vocational Education and Training Management Information Statistical Standard. Delivery from all funding sources is included. The total cost of services figure is obtained from the Annual Financial Statements.
- c. **Comments:** The increase in overall cost per SCH reflects the decrease in total student contact hours. There was also a slight increase in total cost of services. The decline in delivery resulted in reduced expenditure on Employee Expenses. Expenditure on supplies and services increased due to the outsourcing of ELICOS delivery.

Department of Training and Workforce Development Student Satisfaction Survey

The 2014 Student Satisfaction Survey has been administered on behalf of the Department of Training and Workforce Development by Patterson Research Group. The survey is used to measure the quality of the service which is provided by the Department and State Training Providers, and to gain a better understanding of its customers and their needs. Institute specific data are reported as well as comparisons with other State Training Providers.

The usable state target population was established as 54,629 and the response rate for the State was 18.1%. From a usable population of 10,683 at Central Institute of Technology, 2,489 usable returns were received (making the response rate 23.3%).

Overall 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 Institute. From 2012 there was a change in the analysis methodology to weight the response data back to the total student population based on 192 different weight cells (a combination of gender, age group, student status and the specific Training Provider). Prior to 2012 the weights definition was based on a combination of WADT Group, student status and the specific Training Provider, resulting in 943 different weight cells.

	2008 Annual	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2014 Target
Central	83.1%	83.2%	85.5%	87.0%	83.8%	82.4%	83.3%	85.0%
WA	85.4%	85.6%	86.7%	88.4%	86.3%	85.9%	86.9%	n.a.

Notes:

- Source:** Department of Training and Workforce Development, 2014 WA Student Satisfaction Survey.
- Derivation:** The standard error for the Central sample of the survey was calculated at 0.7% with a relative sampling error of $\pm 1.3\%$, with a 95% confidence level (for Western Australia the standard error was 0.3% and sampling error $\pm 0.6\%$).
- Comments:** There was no significant change in student satisfaction from 2013 to 2014.

Student Outcome Survey

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

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

In 2012 the NCVER made improvements in the classification of graduates and module completers (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). The 2011 data has been adjusted in the following tables, which means data presented in Central's 2011 annual report will be different to the data shown here. NCVER have not applied the new classification approach to the data

from previous years for TAFE WA and TAFE Australia, the benchmarks used by Central in the effectiveness indicator reporting.

Graduate Achievement Rating (Effectiveness Indicator)

The Graduate Achievement Rating is an indicator that measures the extent to which Central Institute of Technology graduates have fully or partly achieved their main reason for undertaking the training.

	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2014 Target
Central	81.4%	82.5%	83.2%	82.4%	78.3%	85.0%
Western Australia	86.7%	87.5%	88.5%	85.8%	83.5%	
Australia	85.1%	85.8%	85.0%	83.8%	82.7%	

Notes:

- Source:** Student Outcome Survey, National Centre for Vocational Education Research (NCVER).
Please Note: The 2014 report presents the data from graduates of the 2013 academic year.
- Derivation:** The relative 95% confidence interval was $\pm 4.1\%$ for Central graduates.
- Comments:** Although 10.6% of Central Institute of Technology graduates identified further study as their main reason for undertaking their training, 43.1% were enrolled in further study after their training. Achievement of the initial main reason may not therefore be a reliable indicator of effectiveness when considered independently of other data.

Graduate Destination (Effectiveness Indicator)

The proportion of graduates in employment is a performance indicator, as at 31 May 2014, which shows the extent to which Central Institute of Technology is providing relevant and quality training that improves student employability.

Please note: No targets for this indicator have been set as graduate destination is beyond the influence and control of the Institute.

Employed	Actual 2010	Actual 2011	Actual 2012	Actual 2013	Actual 2014	Target 2014
Central	70.7%	75.1%	77.8%	77.5%	75.1%	n.a.
Western Australia	79.0%	79.7%	82.2%	80.4%	79.2%	n.a.
Australia	76.5%	77.1%	77.8%	77.1%	77.1%	n.a.

Unemployed	Actual 2010	Actual 2011	Actual 2012	Actual 2013	Actual 2014	Target 2014
Central	13.7%	12.5%	11.2%	13.1%	13.9%	n.a.
Western Australia	8.8%	9.9%	9.5%	10.8%	11.8%	n.a.
Australia	12.4%	12.0%	11.9%	13.2%	13.4%	n.a.

Not in Labour Force	Actual 2010	Actual 2011	Actual 2012	Actual 2013	Actual 2014	Target 2014
Central	15.2%	12.2%	10.9%	9.3%	10.8%	n.a.
Western Australia	11.7%	10.0%	8.2%	8.5%	8.7%	n.a.
Australia	10.8%	10.6%	10.1%	9.6%	9.2%	n.a.

Enrolled in Further Study After Training	Actual 2010	Actual 2011	Actual 2012	Actual 2013	Actual 2014	Target 2014
Central	47.8%	47.4%	44.2%	39.8%	43.1%	n.a.
Western Australia	35.2%	34.0%	37.8%	37.1%	37.0%	n.a.
Australia	32.8%	32.8%	37.4%	36.1%	36.9%	n.a.

Notes:

- Source:** Student Outcome Survey, National Centre for Vocational Education Research (NCVER).
- 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.
- Comment:** Central, with its comparatively strong focus on higher level qualifications, has the lowest proportion of students who undertook the training because it was part of a traineeship or apprenticeship (Central 11.5%; WA TAFE 23.2% and Australia TAFE 20.5%). While Central had comparatively fewer graduates employed after training compared to WA TAFE, 9.4% of Central graduates were enrolled at university after training (WA TAFE 9.1% and Australia TAFE 8.8%) while 27.9% of Central graduates were enrolled at a TAFE institute after training (WA TAFE 22.8% and Australia TAFE 20.9%). A higher proportion of Central graduates undertook training for further study reasons (Central 10.6%; WA TAFE 7.1% and Australia TAFE 5.6%).

Ministerial Directives

Treasurer's Instruction 903 (12) requires Central Institute of Technology to disclose details of any Ministerial directives relevant to the setting of desired outcomes or operational objectives, the achievement of desired outcomes or operational objectives, investment activities and financing activities.

No such directives were issued to Central Institute of Technology.

Other Financial Disclosures

Pricing Policies for Services Provided

Under the Vocational Education and Training Regulations 1996, the Institute may determine fees and charges for services, other than for services prescribed by the Minister for Training and Workforce Development. The Institute has documented fees and charges payable, including those gazetted by the Minister, in its annual Fees and Charges Policy.

Included in the 2014 Fees and Charges Policy is the application of statutory fees and charges in Schedule 1 of the Policy, of Institute fees and charges in Schedule 2 of the Policy and of Resource Fees in Schedule 3. In 2014, Central Institute of Technology's fees and charges were increased by 2.5%, except for Resource Fees which remained at 2013 level. These charges were applied in accordance with the VET Fees and Charges Policy 2014.

Capital Works

Central Institute of Technology's capital works program was funded by internally generated revenue and State and Commonwealth Government contributions. An overview of the major capital works completed and in progress is presented below.

Completed Capital Works

Green Skills Training Centre

Completed in September 2014, the Green Building Council of Australia awarded the building a 6 Star Green Star – Education Design v1 Certified Rating which represents "World Leadership" in environmentally sustainable design. The total cost of the project was \$16.9 million.

Refurbishment of Lecture Theatre at 25 Aberdeen Street Northbridge

The lecture theatre was refurbished to resolve major health and safety/non-compliance issues. This included reforming the access stairs to the seating area, installing an emergency

lighting system, improving universal access and replacing broken seats. The project was completed in October 2014 at a cost of \$355,000.

Refurbishment of Lecture Theatre at Leederville campus

Completed in October 2014, broken seats were repaired in the lecture theatre to resolve occupational health and safety issues. The total cost of the repairs was \$70,000.

Refurbishment of lifts at 19 and 25 Aberdeen Street Northbridge

The lifts were refurbished due to their age and unreliability which was presenting a safety concern. The sourcing of parts to repair the units was also becoming increasingly problematic. The refurbishment of the lifts was completed in November 2014 at a cost of \$454,000.

Installation of Residual Current Devices to Leederville, Mount Lawley and Perth campuses

Completed in December 2014, residual current devices were installed in a staged process to ensure site, staff and occupational safety and health concerns were addressed. The total cost of the project was \$280,000.

Replacement of Fire Panel at East Perth campus

The fire panel was replaced as it was more than 20 years old and it was becoming increasingly unreliable. It also no longer adequately serviced the building as faults could not be rectified. The fire panel was replaced in July 2014 at a cost of \$37,000.

Capital Works in Progress

Forecourt at 25 Aberdeen Street Northbridge

The creation of the new entrance into 25 Aberdeen Street Northbridge and open forecourt will provide visual permeability to the building, a student collaborative working area, universal access and enhance the interconnection with 30 Aberdeen Street Northbridge.

The tender submissions for this project received in January 2014 exceeded the available budget. Following a value management exercise, the project was re-tendered in April 2014 with an additional \$50,000 in funding which enabled the project to proceed. The contract was awarded to Robinson Buildtech. Construction commenced in August 2014 with the project expected to be completed in March 2015. Progress has been slow due to the discovery of contaminated waste and a concrete slab not shown on "as constructed" drawings resulting in additional demolition and disposal work. The estimated total cost of the project is \$1.25 million. The estimated cost to complete the project is \$825,000.

Upgrade to Leederville Fire Services

Fire services at the Leederville campus are being upgraded to comply with the current standards. Tender submissions exceeded the available budget and a value management exercise was undertaken and work re-tendered. The contract has been awarded to Westside Fire Services with work set to commence in February 2015 and conclude in July 2015. The installation of a fire detection system within the Music building was completed October 2014. The estimated total cost of the project is \$1 million. The estimated cost to complete the project is \$950,000.

Replacement of Fire Panel at 25 Aberdeen Street Northbridge

Due for completion in early 2015, the replacement of the fire panel has been necessary due to the age of the unit and modifications made over a 30 year period. The estimated total cost of the project is \$115,000. The estimated cost to complete the project is \$30,000.

Mount Lawley Critical Maintenance Works

Critical maintenance work including replacing air conditioning equipment, roof repairs and asbestos removal commenced as part of a three year critical remedial works program. The \$4.5 million project is due for completion in December 2016. The estimated cost to complete the project is \$4.36 million.

16 Aberdeen Street Northbridge (Le Cordon Bleu fit out)

The project was delayed as building construction was completed in November 2014. The lease commenced in December 2014 and the fit out is due to start in early 2015. The \$185,000 project is due for completion in May 2015.

Repairs to Air Conditioning System at 19 Aberdeen Street Northbridge

Tenders substantially exceeded the available budget and it was deemed that the allocated budget could not achieve a solution that provided a return for the investment. Recommendations for the replacement of the air conditioning system in its entirety will form the basis of a funding request from the Department of Training and Workforce Development in 2015.

Employment and Industrial Relations

Staff Profile

A summary of employees by category as at 31 December 2013 and 2014 is as follows:

Staff Category	2013	2014
Number of permanent, contract staff	1,036	971
Number of casual staff	308	243
Percentage of full-time staff (perm and contract)	62%	63%
Percentage of part-time staff (perm and contract)	38%	37%
Percentage of male staff (perm and contract)	38%	38%
Percentage of female staff (perm and contract)	62%	62%
Percentage of academic staff (perm and contract)	56%	56%
Percentage of Academic support staff (perm and contract)	44%	44%
Percentage of staff with a disability (perm and contract)	2%	2%
Percentage of Indigenous staff (perm and contract)	1%	1%
Percentage of staff from an ethnic background (perm and contract)	39%	39%
Percentage of staff under 25 years of age (perm and contract)	2%	2.5%

Workforce Development and Training

Launch of the Centre for Training Excellence

The Centre for Training Excellence was launched in mid-2013 and began operating at the start of 2014. The Workforce Development and Training team, previously responsible for internal staff Professional Development (PD) was expanded to include commercial activity and the provision of accredited training.

It was a major undertaking for the Centre to come together and begin operations. Relocation activities, product development, the establishment of the Advisory Board and the building of the Centre's website were completed by the start of the second term. The completion of recruitment activities, the implementation of business development, client relationship management and reporting processes, plus the budget review occupied the second and third

terms. Throughout this time, the Centre's team reviewed/developed 30 new PD products, continued to deliver PD to Central staff and implemented a number of new projects.

Central Professional Development Activity

In 2014, the Centre for Training Excellence delivered a range of PD programs to 1,928 participants. The Centre added to its suite of training with four new accredited courses delivered to 70 participants. The Centre also responded to the needs of individual learning portfolios with over 800 staff participating in PD delivered as a result of Portfolio Plan requests. The Master Class of Instructional Leadership had two intakes during 2014, with 24 staff participating in the program this year. Central has trained 213 staff in Instructional Intelligence since 2008.

Two new initiatives for staff undertaken by the Centre for Training Excellence in 2014 were the Teacher in Residence Workshops and delivery of the TAELLN₄₁₁ Address adult language, literacy and numeracy skills training. In a Central first, 168 participants attended 17 Teacher in Residence Workshops conducted by renowned Canadian Differentiated Instruction expert Mark Miller.

Throughout the year, 115 staff attended language, literacy and numeracy skills training. With such strong support and uptake, the Centre is looking to continue both initiatives in 2015.

Projects Completed

During 2014, the Centre for Training Excellence was involved in a number of projects including the roll-out of ELMO, the organisation of Mental Health week sessions and providing Core Skills and BKSB (Basic and Key Skills Builder) training for academic staff. The Centre also introduced Lynda.com, a suite of online learning programs, which greatly increases the Centre's capability and capacity to deliver PD to staff on numerous topics, anywhere, any time.

Toward the end of 2014, the Centre conducted an Institute-wide Training Needs Analysis (TNA) based on Central's capability frameworks. The TNA was completed by each business area and learning portfolio. The resulting data was used to design the 2015 Professional Development program focusing largely on customised training to be delivered direct to the portfolios and business units. It is intended that this initiative will result in higher attendance and targeted courses maximising the PD budget investment.

Industrial Relations

During 2014 a total of 15 new disciplinary matters relating to alleged breaches of the Staff Code of Conduct were managed by the Industrial Relations team. Following investigation, 8 were found to have breached the Staff Code of Conduct and issued with a penalty. Four cases remain unresolved and will carry over to 2015.

Central continued to regularly report to the Corruption and Crime Commission where matters of alleged misconduct as defined by the Corruption and Crime Act 2003 were involved.

Governance Disclosures

Declaration of Interests

In accordance with the requirements of Treasurer's Instruction 903(14) on disclosure of interests of senior officers:

- no senior officer has had any shareholding in the Institute; and
- to the best of our knowledge, no senior officer has any interest in contracts made or proposed with the Institute.

Public Liability Insurance

Central Institute of Technology has paid \$6,799 for Directors and Officers Liability Insurance to indemnify any director (as defined in Part 3 of the Statutory Corporations (Liability of Directors) Act 1996) against a liability incurred under sections 13 or 14 of the Statutory Corporations (Liability of Directors) Act 1996.

Board and Committee Remuneration

The individual and aggregate cost of remunerating Governing Council members at Central Institute of Technology in 2014 was as follows:

Position	Name	Type of remuneration	Period of membership	Gross remuneration
Chair	Professor Lance Twomey AO	Per meeting	Full year	\$1,750
Deputy Chair	Susan Haynes	Per meeting	Full year	\$1,862
Member	Stedman Ellis	Per meeting	Full year	\$460
Member	Mara West	Per meeting	Full year	\$920

Position	Name	Type of remuneration	Period of membership	Gross remuneration
Member	Colin Campbell-Fraser	Per meeting	Full year	\$690
Member	Paul Jones	Per meeting	Full year	\$460
Member	Joanne Farrell	Per meeting	Full year	\$230
Member	Adjunct Professor Peter Browne	Per meeting	Full year	\$460
Total:				\$6,832

Other Legal Requirements

Advertising

In accordance with Section 175ZE of the *Electoral Act 1907*, the following is a statement for all expenditure incurred by Central Institute of Technology during 2014 in relation to advertising, market research, polling, direct mail and media advertising organisations:

1. The total expenditure for 2014 was \$338,560.64
2. Expenditure was incurred in the following areas:

Expenditure	Total	Expenditure	Amount
Advertising agencies	\$66,306.30	BrainCells Advertising	\$66,306.30
Media advertising organisations	\$217,122.51	OMD AdCorp	\$204,816.75 \$12,305.76
Online/web development	\$40,595.83		
Market research organisations	\$14,536.00	Microsell	\$14,536.00
Polling organisations	Nil		Nil
Direct mail organisations	Nil		Nil

Disability Access and Inclusion Plan Outcomes 2014

Central Institute of Technology has made a strong commitment to enhance the accessibility of teaching and learning for all students. Accordingly, the Institute has adopted inclusive practices that make it easier for people with disability to participate in vocational educational

training programmes. Similarly, lecturers apply the principles of universal design to their delivery, which reduces barriers for all students.

Our Access and Equity Support Service has continued to implement their student capacity building model, which is assisting academically able, mainstream vocational education and training students to complete their training. Staff continue to utilise the following initiatives to build students' capabilities: self-advocacy and study skills programme, using new assistive technologies, consultation and advice with vocational choices, liaison with academic staff, and reducing academic load.

Listed below against the seven Disability Access and Inclusion Plan (DAIP) desired outcomes are some of the strategies being implemented by the Institute.

1. **People with disability have the same opportunities as other people to access the services of, and any events organised by Central Institute of Technology.**
 - Universal design principles adopted across the development and delivery of teaching and learning and support services.
 - Training workshops on universal design and reasonable adjustments have been incorporated in the staff training programme.
 - Continue to provide a semester based Access and Equity Scholarship.
 - Continue to provide access to Disability Services officers across all major campuses.
 - Continue to work in collaboration with learning portfolio staff to support students with disability to achieve their academic goals.
 - Continue to provide wheelchair access and interpreters at Central's events when required.
2. **People with disability have the same opportunities as other people to access buildings and other facilities of Central Institute of Technology.**
 - Continue to upgrade service delivery counters and facilities.
3. **People with disability receive information from Central Institute of Technology in a format that will enable them to access the information as readily as other people are able to access it. This includes:**
 - Central has extended the range of information available to students via its website and student portal, and uses email as its main channel of communication.
 - Central continues to broaden its range of e-journals and e-books/texts. Electronic course documents and information is also available.
 - Continue to provide training material in formats appropriate to student needs.

- Continue to provide Central in-house Interpreting service for deaf students.
4. **People with disability receive the same level and quality of service from the staff of Central Institute of Technology as other people.**
 - Continue to actively promote the Institute's inclusive practices in all course information marketing material to encourage people with disability to apply for admittance, and participate in training and education.
 - Continue to identify/explore assistive technologies that make teaching more inclusive.
 - Sessions on reasonable adjustment and substantive equality included in Central's professional development programme.
 - Continue to provide ongoing training for staff on assistive technologies available.
 - All Central contractors and agents are made aware of their obligations and responsibilities to people with disability via the inclusion of a clause in all contracts and agreements as stated in Central's DAIP.
 5. **People with disability have the same opportunities as other people to make complaints at Central Institute of Technology.**
 - Students and members of the public can request information on the complaints process in alternative formats. Central's complaints process is published on its website.
 - People with disability are given the opportunity to meet face to face with the Complaints Management Officer if this would make it easier and also bring an advocate.
 - People with disability are given the opportunity to make verbal or written complaints.
 6. **People with disability have the same opportunities as other people to participate in any public consultation at Central Institute of Technology. The following principles and feedback mechanisms are used:**
 - Students receiving support through our Access and Equity Support Service contribute to the development of their study support plan and give progressive feedback on its effectiveness. Regular surveys are conducted to assess effectiveness of delivery.
 - Any public consultation regarding access improvements is extended to relevant stakeholders such as students with a disability, disability consumer agencies, peak disability organisations and carers of people with disabilities.
 - Any public consultation undertaken by Central is extended to the general public and advertised in mainstream media, and people can request information in alternative formats.

7. People with disability have the same opportunities as other people to participate in employment at Central Institute of Technology. The following strategies have been implemented:

- Inclusive recruitment practices have been incorporated into human resource practices.
- Employees with disability are given support to undertake their role and actively participate in employee related activities and events.
- Flexible employment practices are adopted to support reasonable adjustments.

Compliance with Public Sector Standards and Ethical Codes

Human Resource Management Standards

In 2014 Central received a total of four (4) breaches of standard claims:

- three (3) related to alleged breaches of the Employment Standard; and
- one (1) related to alleged breaches of the Grievance Standard.

Codes of Ethics and Codes of Conduct (Ethical Codes)

At the beginning of 2014, the Industrial Relations team conducted customised industrial relations training for all academic managers. Local presentations on Accountable and Ethical Decision Making, workplace compliance matters and values and behaviours continued to be run by the Industrial Relations team throughout the year.

Grievances

A total of eight (8) grievances were managed throughout the year and seven (7) were resolved before the end of the year. A review of the Grievance Officers network was commenced in 2014 and changes to this group are currently being discussed through the Joint Consultative Committee.

Recordkeeping Plan

Central operates within a sector-wide Recordkeeping Plan. This plan was endorsed by State Records Office of Western Australia in 2012. State Training Providers also reviewed the sector-wide Functional Retention and Disposal Schedule and this was approved in December 2013 by the State Records Office of Western Australia.

The Institute continued to update web page content to ensure compliance with governing practices. Policies and procedures were reviewed and consolidated to ensure they complied with legislative requirements.

Central promotes recordkeeping awareness and training through:

- the provision of onsite records training and support to all staff;
- up to date systems, manuals and work instructions;
- compulsory orientation sessions for all new staff (including Recordkeeping Awareness Training);
- ongoing completion of online records awareness training – existing staff have been asked to complete online training as it is rolled out to all staff;
- industry training was provided to Records staff with attendance at training sessions, courses and industry events – providing up to date industry knowledge, skills and awareness of current issues impacting on business.

A Recordkeeping Audit was conducted in 2014 by Global 2020 with minor compliance issues being reported.

Government Policy Requirements

Occupational Safety, Health and Injury Management

Central is committed to the safety and health of staff and students. Central actively promotes occupational safety and health (OSH) information and systems within the Institute and provides guidance to staff and students through these systems.

Significant occupational safety and health initiatives undertaken in 2014 include:

- introducing more supportive injury management processes that focuses on early intervention to facilitate staff with workers and non-workers compensation injuries and illnesses to return to the workplace;
- developed and tested Central's new OSH Management System (MYOSH), in preparation for implementation in early 2015;
- ongoing simplification of OSH information, policies, plans and guidelines;
- a comprehensive new design of the internal website which collates all information into one easy to use area;
- continued mapping and gap analysis of Central's OSH safety systems against the WorkSafe Plan;
- ongoing development of a safety culture where individual and collective responsibilities and accountability is integrated into everyday institute planning and course delivery;
- completed an Institute-wide audit on evacuation system/diagrams with new diagrams for all buildings being implemented in early 2015 to return Central to best practice compliance levels.

Central actively sought consultation with employees on OSH issues through:

- Safety and Health Representatives who were promoted via the intranet and attended safety inspections with management;
- regularly scheduled local safety committee meetings;
- Strategic Safety Committee which meets quarterly to discuss strategic OSH issues; and
- regular contact with statutory authorities, unions, State Training Providers and government agencies.

During 2014, Central managed multiple complex Return to Work Programs in accordance with the *Workers' Compensation and Injury Management Act 1981*.

Central has a hazard and injury management reporting system. Hazards are analysed for any trends and reported to the Strategic Safety Committee. To meet legislative requirements when dealing with hazardous substances, Central continued to maintain the ChemWatch database to produce Material Data Safety Sheets, carry out risk assessments to identify storage compatibility, safe use and handling, exposure levels and identify any Personal Protective Equipment.

Measure	Actual results		Results against target	
	2014	2013	Target	Comment on result
Number of fatalities	0	0	Zero (0)	Nil
Lost time injury and/or disease (LTI/D) incidence rate	0	0	Zero (0) or 10% reduction on the previous three (3) years	Nil
Lost time injury and/or death severity rate	25%	50%	Zero (0) or 10% improvement on the previous three (3) years	Longer investigation times required for LTI claims.
Percentage of injured workers returned to work within (i) 13 weeks and (ii) 26 weeks	100%	100%	Greater than or equal to 80% return to work within 26 weeks	Early intervention Vocational Rehabilitation within the first 2-5 days has ensured return to work within 13 weeks.
Percentage of managers and supervisors trained in occupational safety, health and injury management responsibilities	80%	80%	Greater than or equal to 80%	Face to face training provided on Injury Management to all our line managers.

Note 1. Lost time injury or disease incidence rate

The number of lost time injury and/or disease claims lodged where one day or shift or more was lost from work as a factor of the number of full-time equivalent employees.

Note 2. Lost time injury severity rate

The number of severe injuries (actual or estimated 60 days or more lost from work) as a factor of the total number of lost time injury and/or disease claims.

Note 3. Percentage of managers trained in occupational safety, health and injury management responsibilities

In 2012, the target for percentage of managers trained in occupational safety, health and injury management responsibility was set at greater than or equal to 50%. In 2013, this target was readjusted to 80%.



central
INSTITUTE OF TECHNOLOGY

PERTH

12, 19, 25 AND 30
ABERDEEN STREET

133 NEWCASTLE STREET
NORTHBRIDGE WA 6003

LEEDERVILLE

RICHMOND STREET
LEEDERVILLE WA 6007

EAST PERTH

140 ROYAL STREET
EAST PERTH WA 6004

MOUNT LAWLEY

CNR LORD
AND HAROLD STREETS
MOUNT LAWLEY WA 6050

**ORAL HEALTH CENTRE OF
WESTERN AUSTRALIA**

17 MONASH AVENUE
NEDLANDS WA 6009

AMEP

MIRRABOOKA
22-24 CHESTERFIELD ROAD
MIRRABOOKA WA 6061