



## 2003 ANNUAL REPORT

CENTRAL WEST COLLEGE OF TAFE



Winner West Australian Newspapers  
Large Training Provider of the Year

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## INTRODUCTION

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To the Hon Alan Carpenter MLA  
**Minister for Education and Training**

In accordance with Section 54 of the Vocational Education and Training Act, 1996 and section 66 of the Financial Administration and Audit Act, 1985, I hereby submit for your information and presentation to Parliament the Annual Report for the Central West College of TAFE for the year ended 31 December 2003.

The Annual Report has been prepared in accordance with the provisions of the Financial Administration and Audit Act, 1985.



Barry Mitchell  
**Chairperson**  
**College Governing Council**

February 2004

## INTRODUCTION

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The Central West region of Western Australia is a vast geographical area, covering more than 600,000 square kilometres. While the area is large the population of 60,695 is sparsely distributed outside of the major centres with many remote communities, including many Indigenous communities, located long distances from facilities and infrastructure most of us take for granted. The region is characterised by a vibrant, resource rich environment with an economic base that has traditionally relied upon agriculture, mining and fishing industries. Whilst these industries remain the mainstay of economic activity a number of emerging industries are changing the face of business in the Central West. Retail, health, education and tourism related industries such as accommodation and hospitality are offering an increasingly diverse range of business and employment opportunities. Telecommunications and knowledge management are also areas of development, bringing with them a demand for new skills and competencies among the workforce.

Against this backdrop Central West College of TAFE has responded to the challenges of delivering high quality vocational education and training (VET) programs and services in a regional environment. As the major provider of VET in the Central West the College services clients from all areas of the region utilising a range of innovative and flexible delivery methods that have increased and improved client access to programs both on and off campus. Delivery of training online is facilitated through the Virtual Campus with further alternative study options being available through the Flexible Learning Centre, delivery and assessment in the workplace, skills recognition and through a blended delivery approach that offers the best of all worlds.

The College reaches clients through a major campus located in Geraldton, the economic and administrative centre of the region, additional campuses at Carnarvon and Exmouth, a network of regional locations and partnerships with the Telecentre Network. A range of programs is available at all Australian Qualifications Framework levels, from entry level training to Advanced Diploma. In addition the College works with regional secondary schools to provide VET in Schools opportunities and has contracting and partnership arrangements with several universities to deliver a number of tertiary courses. The College provides a range of customised training, adult community education, and consultancy services through its commercial arm, Interactive Training Network.

The challenges of operating in a regional area present unique opportunities for developing innovative and responsive training solutions. Central West College of TAFE has led the way in Western Australia in providing high quality VET programs for remote clients. Regional delivery is characterised by a strong community consultation process supported by specialist staff such as Aboriginal Development Officers and through partnerships with community based organisations and Telecentres. Lecturers develop courses that are suited to client needs, providing relevant skills that can be applied in the community. Many of the projects undertaken through training are "live work" projects that also provide lasting benefits to

the communities through the building of new or refurbished facilities.

Operating in a regional environment the College has a much larger role to play in the community than being a provider of training and assessment services. A significant contribution is made to the local economy not only through the College's role in developing the workforce skills essential for attracting industries to the region and enabling regional enterprises to operate successfully, but also through being a major business and employer. Staff are continually undertaking professional development, increasing and expanding skills, which enhances their capacity to contribute to the community through a range of economic development, sporting, recreational, cultural and service activities. The College also contributes to capacity building in regional and remote communities by providing local employment opportunities and making available the facilities and skills development to enhance local enterprises.



## MANAGING DIRECTOR'S OVERVIEW

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2003 was a year of continued achievement for Central West College of TAFE in the face of significant change, both within the College and in the external environment.

The College commenced 2003 with the implementation of a new organisational structure, the "Federated Model". The new structure represented a considerable change in the academic management structure of the College, including a change to the senior management role at the Carnarvon campus with the academic directors based at Geraldton campus becoming responsible for activities within their portfolio in the entire Central West region. The re-alignment has brought together staff with responsibility for delivering the same or similar programs in various locations resulting in the provision for better sharing of expertise and resources between colleagues and providing consistent outcomes for students.

During 2003 a number of developments occurred in the external environment that had a significant effect on the College. These included:

- Merger of the state Department of Education and Department of Training to form the Department of Education and Training;
- New state ministerial VET priorities as outlined in the "Creating the Future" document.
- Development of the national vocational education and training priorities for 2004 - 2010 as outlined in the "Shaping our Future" document.

During this period of change and development the College continued to achieve results providing a high quality of training services to the region and playing a leadership role within the VET sector.

The success of the College is reflected in the achievement of its students with a number of our students being recognised at a state level in 2003. I would like to take this opportunity to congratulate the following students:

- Lauren Bovell, who graduated in 2002 from the Certificate IV in Arts (Interior Decoration) and continued study in 2003 in the Diploma in Design, was a finalist in the Aboriginal & Torres Strait Islander Student of the Year category of the Training Excellence Awards 2003. Lauren has also progressed to the final stage of the Sangora Awards for VET.
- Amy Ryan, a 2002 graduate of Certificate II and III in Business (Office Administration), is now employed at George Giudice Law Chambers and was a semi-finalist in the Vocational Student of the Year category of the Training Excellence Awards 2003.
- In the Trainee of the Year category at the Training Excellence Awards 2003 Denice Cotterill who completed her Certificate II in Metalliferous Mining traineeship with Newmont Mining and is still employed with Newmont, was a semi-finalist.

·Kelly Crocos a Diploma of Beauty Therapy student won Gold at the State World Skills competition, this win entitles Kelly to represent WA in the national competition to be held in Brisbane in 2004.

·Nick Shehan an automotive apprentice employed by Midwest Mobile Mechanics received bronze at the State World Skills competition.

Additionally, the College again enjoyed success as Large Training Provider of the Year in the State Training Excellence Awards and became a finalist at the National awards.

I would like to thank all College staff, clients, industry and professional groups who contributed to a successful year in 2003. I would also like to acknowledge the contribution of the College Governing Council to the strategic direction of the College. In 2004 I look forward to continuing the relationships with stakeholders in the region to ensure the best possible education and training opportunities for residents of the Central West.

**Wayne H Collyer**  
Managing Director

February 2004



## COLLEGE GOVERNING COUNCIL

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The Governing Council of Central West College of TAFE comprises a Chairperson, Deputy Chairperson, members appointed by the Minister as representatives of local industry, the community and the Managing Director of the College. The current Governing Council commenced their terms of appointment at the beginning of 2003.

Governing Council members in 2003 were:

**Mr Barry Mitchell (Chairperson)**

**Mitchell and Brown Communications**

Industry Representative, Communication and Information Technology

**Mr Malcolm Smith (Deputy Chairperson)**

**Geraldton Newspapers Ltd**

Industry Representative, Media and Publications

**Mr David I'Anson**

**Midwest Business Services**

Industry Representative, Business Services

**Mrs Rae Peel**

**St John of God Hospital, Geraldton**

Industry Representative, Health Services

**Mr Bernie Williams**

**Master Builders Association**

Industry Representative, Construction Industries

**Mr Ron Shelley**

**Boeing Australia Ltd**

Industry Representative (Exmouth)

**Mrs Bev Davidson**

**Home Building Society**

Industry Representative, Financial Services

**Dr Fiona Kelly**

**Chapman Dental Clinic**

Industry Representative, Allied Health Services

**Mr Terry Brennan**

**Geraldton Regional Aboriginal Medical Service**

Industry Representative, Indigenous Education and Training

**Mr Darren Lee**

**Market Creations**

Industry Representative, Marketing Services

**Mr Bob Floky**

**Central West College of TAFE**

Staff Representative

**Mr Wayne Collyer**

**Central West College of TAFE**

Managing Director



## THE ORGANISATION

### VISION STATEMENT

The College reviewed its Vision statement in 2002 to ensure an accurate reflection of the aspirations of the organisation in terms of meeting client expectations of service and quality:

We will provide life long learning opportunities that contribute to the development of individuals, enterprises and communities of the Central West region.

### CLIENT SERVICE COMMITMENT

The College has a strong client service commitment and makes use of various methods for gathering client feedback to inform continuous improvement activities. The College's Client Service Commitment is outlined in various publications and is displayed in locations throughout the College.

### INFORMATION AND OPENNESS

We will make sure information about our services and processes is available in an accessible format. We will also keep you informed about our performance, as an organisation, by reporting annually and making available our plans for the future.

### COURTESY AND HELPFULNESS

We will make sure that every time you contact us your enquiry is dealt with courteously, promptly and by the right person. We will also ensure that access to our services is as equitable as possible for all our customers.

### CONTINUOUS IMPROVEMENT

We are always seeking new and better ways to provide our services. To help us achieve this we invite feedback from all our customers.

### ORGANISATIONAL STRUCTURE

A teams based organisational structure and a culture which encourages staff to develop flexible and innovative approaches to meeting client needs has seen the College able to continually respond to the changing economic base of the region. Through the provision of high quality training delivery and assessment services attuned to the needs of industry, client focussed support services and a range of first class facilities and equipment the College assists individuals, industry and the community to pursue their skills development and lifelong learning goals.

The College is structured around three divisions that provide organisational services and support. These are:

**Academic and Training Services**, Director - Michelle Hoad, with responsibility for providing educational leadership and a broad range of academic support services to facilitate participation by clients in relevant, quality vocational education and training.

**Corporate Services**, Director - Graeme Jones, with responsibility for developing and implementing systems and processes that support the business and administrative environment of the College and ensuring the organisation fulfils its statutory requirements.

**Organisational Effectiveness**, Director - Adrian Mitchell, with responsibility to enhance client focus, provide organisational development through a range of strategic planning and performance management services and develop the organisation's learning culture.

The academic delivery structure underwent a change in 2003 and now comprises seven academic portfolios reflecting the predominant industries in the region which report to the Director Academic and Training Services. These seven academic areas are responsible for planning and managing training delivery and assessment services across all delivery locations, including regional campuses and centres. The academic portfolios and senior officers in 2003 were:

Art and Environmental Studies, Academic Director - Trevor Hislop

Business and Computing, Academic Director - Kelly Edwards

Construction Industries, Academic Director - Colin Crocker

Marine and Aquaculture, Academic Director - Steve Webster

Metals, Mining and Transport, Academic Director - Eric Dines

Health and Community Services, Academic Director - Steve Cooper

Hospitality, Tourism & General Education, Academic Director - Carmen Broderick



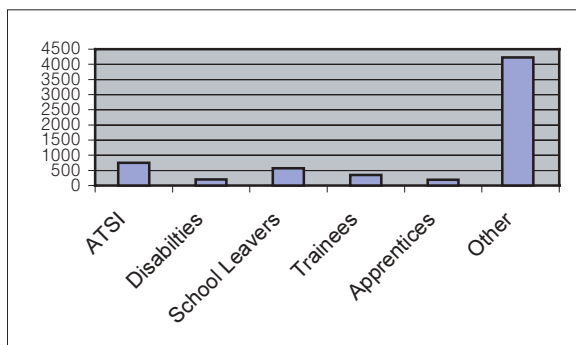
COLLEGE ORGANISATIONAL STRUCTURE





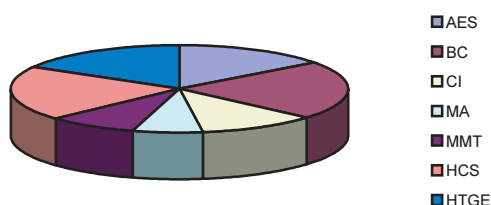
## 2003 AT A GLANCE

### 2003 STUDENT POPULATION



Total full and part time students: 5824

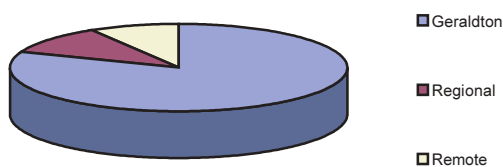
### ACADEMIC DELIVERY



Academic Program Areas:

AES	Art & Environmental Studies
BC	Business & Computing
CI	Construction Industries
MA	Marine & Aquaculture
MMT	Metals, Mining & Transport
HCS	Health & Community Services
HTGE	Hospitality, Tourism & General Education

### REGIONAL DELIVERY



Regional: All campuses and centres other than Geraldton campus  
 Remote: All centres others than Geraldton, Carnarvon and Exmouth  
 Geraldton: Geraldton campus only

Of the total publicly funded (profile) Student Curriculum Hours delivered by the College, 173,531 were delivered in campuses and centres other than the main campus at Geraldton. This represents 19% of delivery.

### CLIENT SATISFACTION INDICATORS

Note: A full report of College Performance Indicators and Financial Statements are provided later in this report, the following are a brief summary of these

Overall Student Satisfaction:

Central West	WA
87%	85%

Graduate Satisfaction with Achieving the Main Reason for doing the Course:

Central West	WA	Australia
80%	77%	78%

Graduates in Employment:

Central West	WA	Australia
73%	73%	74%

### TRAINING DELIVERY INDICATORS

Achievement of Training Delivery Profile (publicly funded delivery), counted as Student Curriculum Hours (SCH).

Planned	Actual	% Achieved
894,916	902,498	100.85%

Non-Profile, counted as Student Curriculum Hours (SCH) and expressed as a percentage of total College delivery.

Non-Profile SCH	149,624
% of Total College SCH	14.22%

Non-Profile training activity incorporates Fee for Service and Adult and Community Education courses, Tendered Industry Specific programs, Special Projects (State/ANTA Funded), Other Commonwealth Non-ANTA Activities, VET in Schools, Priority Skills Enhancement programs and other related commercial training delivery activities.

### COST INDICATOR

Cost per Student Curriculum Hour

This indicator measures the average cost of delivery per Student Curriculum Hour (SCH) for all delivery including Profile and Non-Profile activity.

\$ Per SCH	18.62
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## STRATEGIC DIRECTIONS & HIGHLIGHTS OF 2003

In 2002 the College conducted an extensive review of its Strategic Plan. The review identified a number of strategic directions for the organisation to pursue over the next five-year period in order to position itself to meet the current and future training needs of individuals, industry and the communities of the region. The following provides information regarding the strategic directions and the highlights that occurred in working towards achievement against these directions in 2003.

### STRATEGIC DIRECTION 1: ENGAGING INDUSTRY

*Statement of Intent* - The availability of an appropriately skilled workforce to meet the needs of industry and enterprises in the Central West is critical to the ongoing viability of the region's economy. The College will work closely with industry to ensure training is relevant, aligned to regional industry needs and that graduates are viewed by industry as job ready and able to contribute to productivity from commencement.

#### 2003 Highlights:

- Expansion of traineeship delivery in response to industry demand.
- Further development of the Training Alliance Manager program including new partnerships with the City of Geraldton and Iluka Resources and the continued success of existing arrangements.
- Furthered partnerships with a number of local organisations and industry groups in order to respond effectively to their expressed needs. Specific successful partnership opportunities formed or expanded upon in 2003 include the black lip pearl oyster industry, Gascoyne Inland Aquaculture Group, and the agriculture industry.

### STRATEGIC DIRECTION 2: PROVIDING TRAINING PRODUCTS AND SERVICES THAT MEET THE NEEDS OF THE CENTRAL WEST

*Statement of Intent* - The College actively seeks to identify the training needs of clients throughout the region and to provide training products and services that meet those needs. Training products are identified, designed and delivered to enable client access, provide further learning pathways and result in recognised outcomes for the client, including nationally recognised qualifications or statements of attainment where applicable.

#### 2003 Highlights:

- Achievement of the College training delivery profile including growth in the provision of training across a number of industries and in the variety of methods to meet client needs including skills recognition, flexible learning, on-line learning and traineeships.
- The College continued to develop innovative training delivery tools in order to meet industry standards including a new training vessel, practice firms, and "Heaven" beauty salon.
- Support to and the provision of university services has continued to be a strong focus of staff in 2003 in order to meet community demand for higher education in the region. The College was a key partner in the development of a proposed educational

precinct model for the Mid West designed to provide a planned approach to future education and training needs, to maximise learning pathways and options, to expand the skills base of the region and to minimise duplication of physical, human and financial resources.

- The College is continuing to work with consultants and industry to finalise the design of and seek all relevant approvals for the Batavia Coast Marine Centre.

### STRATEGIC DIRECTION 3: BUILDING DIVERSITY AND CONTRIBUTING TO THE DEVELOPMENT OF SUSTAINABLE REGIONAL COMMUNITIES

*Statement of Intent* - The College operates within a diverse environment and is committed to providing equitable opportunities for all clients. In addition education and training plays an invaluable role in providing individuals, enterprises and communities with skills to enable self-determination and achieve sustainability. Through strong consultation processes the College will identify and implement training programs that enable individuals to fulfil their VET aspirations, add to the skills base of the region and assist in sustaining regional communities.

#### 2003 Highlights:

- The College undertook a project to consult with the Culturally and Linguistically Diverse community in the region in order to determine their training needs and develop innovative training strategies that meet those needs. The outcomes of this project included the development of an introductory automotive course for a group of Filipino women that allowed the participants to gain basic skills and confidence in a training environment. The success of this project was recognised at a state level by becoming a finalist in the Access & Equity Award at the 2003 Training Excellence Awards.
- A new partnership was formed with Holland Street School which resulted in the development of a school link program for students with special needs. The program provided students with an idea of what being at TAFE is all about, while at the same time acquiring basic skills and self-esteem.
- In recognition of the need to provide additional programs in order to engage 15 - 19 year olds in education and training the College provided a new program in 2003 entitled "Return to Learn". This program combined four TEE subjects with Certificate II VET subjects facilitating pathways to both university and further VET options. This successful model has been adopted by a number of Colleges across the State.

### STRATEGIC DIRECTION 4: BEING RECOGNISED AS A SIGNIFICANT PARTNER IN THE EMPOWERMENT OF AUSTRALIAN INDIGENOUS PEOPLES

*Statement of Intent* - The College values Australian Indigenous peoples and the diversity of their cultures and is committed to providing culturally appropriate training to improve the standard of living and quality of life for Australian Indigenous peoples through

## STRATEGIC DIRECTIONS & HIGHLIGHTS OF 2003

empowerment with knowledge and skills that will enable self-determination. The College seeks to be recognised as a best practice provider of Indigenous training and will work with Australian Indigenous peoples to build a learning environment that achieves relevant skills development outcomes and provides life long learning opportunities.

### 2003 Highlights:

- A number of partnerships were formed or built upon in 2003 to facilitate progression against this direction, including:
  - Expansion of a joint art program with Wila Gutharra Aboriginal Corporation.
  - Partnership with the Shire of Mt Magnet to deliver Certificate I in Automotive which saw re-engagement of youth at risk in training.
  - Establishment of a relationship with Piyarli Yardi Indigenous Heritage and Cultural centre in Carnarvon to provide training for Indigenous trainees.
- The College achieved success in the provision of training programs to Indigenous communities that provide employment outcomes and ensure the sustainability of the community including a tourism course in Cue, a horticulture course in Carnarvon and a furniture making course in Mullewa and Morawa.

### STRATEGIC DIRECTION 5: ACHIEVING PROFESSIONALISM IN VET

*Statement of Intent* - Through an organisational culture that is strongly teams based the College seeks to further develop its capacity to respond to the challenges of the changing VET market through the development of a flexible, skilled workforce and an effective working environment that encourages innovation and excellence. The College will build on its strengths of organisational culture, commitment and professionalism to continue to be recognised as the preferred provider of quality Vocational Education and Training in the region.

### 2003 Highlights:

- 2003 saw a year of greater engagement of lecturing staff in a wide range of professional development activities including attending and presenting at conferences, participation in a wide range of internally provided professional development workshops and undertaking moderation with colleagues. These activities demonstrate the ongoing commitment of staff and the College to provide high quality training opportunities to students and make a contribution to the VET sector.
- The College and its staff were recognised for their achievements and contribution in winning for the second consecutive year the Large Training Provider of the Year award at the state Training Excellence Awards and progressing to one of four finalist at a national level.

• Nicci Illingworth, Lecturer Information Technology, was recognised for her innovative delivery methodology and commitment to ongoing development by becoming a finalist in the Trainer of the Year category at the Training Excellence Awards.

- Online Learning Coordinator, Steven Tan received a high commendation at the Australian TAFE Marketing Association Excellence in TAFE Awards for his work on the College website.
- Two lecturing staff, Bob Floky and Carla Jenkins were recognised for their provision of 20 years service with the College.

In addition to the above highlights each year the College is proud to present a number of Quality Awards to staff. These awards are in recognition of outstanding service or achievement and are particularly sought after as they are nominated and selected by colleagues. In 2003 the Quality Award winners were:

*Quality Teaching Awards* - In recognition of high quality teaching practices and an ongoing commitment to developing principles of quality training delivery and assessment that are shared with colleagues:

- Tony Wickens (Metals, Mining and Transport)**
- Paula Donald (Hospitality, Tourism and General Education)**
- Barbara Larkin (Art and Environmental Studies)**
- Marie Norris (Health and Community Services)**
- Blair Marsh (Marine and Aquaculture)**
- David Baker (Business and Computing)**
- Mark Leighton (Construction Industries)**

*Innovation Award* - For displaying innovative and creative approaches to the development of the College website that has resulted in a first class product:

### Steven Tan (Online Learning Coordinator)

*Leadership Award* - In recognition of the leadership and willingness to share skills, knowledge and quality teaching practices with colleagues that have made a significant contribution to academic development in the College:

### Sharon Jupp (Lecturer, Child Care)

*Client Service Award* - For providing exceptional client service evidenced by prompt, courteous high quality services to internal and external clients:

### Jason Lim (Student Network Officer)

*Managing Director's Award* - For developing teaching practices that are regarded as best practice and providing leadership in the academic area:

### Sharon Jupp



## QUALITY DELIVERY

CENTRAL WEST COLLEGE OF TAFE

### A QUALITY DELIVERY AND ASSESSMENT ENVIRONMENT

Central West College of TAFE is committed to providing life long learning opportunities that significantly contribute to the economic, social and environmental well-being of individuals, families and communities of the Central West region. To ensure that this commitment was a reality for Central West clients in 2003, the College increased its academic delivery areas from four to seven. This restructuring, reflecting the predominant industries of this region, has provided an excellent opportunity for academic areas to focus on building quality partnerships with industry groups and developing innovative, customised programs to ensure the highest quality vocational education and training delivery across the Central West region of Western Australia. In 2003, the range and quality of programs delivered by the College was a reflection of this focus on enhancing delivery and assessment services; productive partnerships with industry, the community and other training providers; and a substantial investment in developing the Vocational Education and Training professional.

### ENHANCING DELIVERY AND ASSESSMENT SERVICES

The introduction of the Australian Quality Training Framework in 2002 and the College's subsequent success in implementing this quality system identified opportunities for further enhancement of delivery and assessment services in 2003.

The Lecturer's Guide, developed in 2002 to support Vocational Education and Training practitioners by providing access to compliant exemplars, became an online tool. This documentation, developed to support planning, resulting, monitoring and evaluation of delivery was reviewed and revised in 2003, in conjunction with College practitioners, to ensure its appropriateness and continued compliance. The College also facilitated professional development aimed at increasing the skills and knowledge of practitioners accessing the Lecturer's Guide. The focus of the professional development, funded through Reframing the Future, was quality improvement and compliance of delivery and assessment documents. The project ran for the major part of 2003, and involved action learning sessions with individuals and small groups. Sessions were delivered to all staff, permanent and casual, at the College's three campuses and at telecentres in rural and remote locations.

In August 2003, the College secured Learnscope project funding from the Australian National Training Authority for the specific purpose of reviewing its flexible learning strategy. An evaluation of the flexible learning strategy in late 2003 identified the need to revise the delivery and assessment processes surrounding flexible learning at the College. It also highlighted the commitment of College staff to developing a new direction for flexible learning and in so doing, ensuring a quality flexible learning experience for students. This renewed focus resulted in the development of the Flexible Learning Strategy 2004.

The College continued to develop innovative industry endorsed training environments and equipment to meet the needs of industry. Specific development included:

- Delivery of a new training vessel, Master Class, which is designed to allow industry standard training in rock lobster fishing, wet lining, long lining and seeding and harvesting of black pearls.
- Opening of office practice firms at both Geraldton and Carnarvon campuses.
- Refurbishment of Heaven beauty salon allowing students to develop and practise their skills in an industry standard environment.
- Establishment of a simulated pearl training environment at the Abrolhos Islands to provide students with the opportunity to practise seeding and harvesting black pearls in controlled conditions.

### NEW DIRECTIONS FOR TRAINING

The College continued to respond to changing training demands in 2003 by implementing new courses and developing innovative strategies to ensure high quality delivery and assessment facilities are provided to students across the region. In some cases partnerships with industry have facilitated workplace delivery and assessment or more flexible approaches to delivering programs, especially in regional and remote areas. Several programs highlighted the College's ability to respond to changing demands and clients needs in 2003, including the following:

#### Regional Delivery

An increase in College academic delivery portfolio areas in 2003 realised the increased opportunity for the College to focus on consultation with key industry and community groups to further develop and deliver high-level responses to regional and remote areas. The College used a combination of flexible and self paced learning, workplace delivery and assessment, skills recognition, videoconferencing and day or block release attendance to meet the needs of clients who were unable to access traditional face to face classes on campus.

#### Legal Aid

In partnership with Legal Aid Western Australia and Community Legal Centres Western Australia, Central West College of TAFE utilised a combination of flexible learning and delivery strategies combined with skills recognition processes to deliver Business Administration (Legal Administration) courses to a number of paralegal staff within these organisations. Content expertise was gained through working closely with qualified legal staff acting in supervisory capacities for those paralegal staff seeking qualifications. A total of twenty-two staff graduated in 2003 with a number seeking further study and advanced standing in the university sector for higher education legal qualifications. In 2004 the program will be



## QUALITY DELIVERY

broadened and customised to meet the wider regional community needs and will be facilitated through a Traineeship arrangement.

### Return to Learn

In 2003 Central West was the pilot site for the delivery of the Return to Learn program designed to suit the needs of 15-19 year olds within the region. Previously there were no opportunities for students who wished to access alternative TEE programs within the Central West region. The program offered a unique dual pathway that provided the participants with a VET outcome at Certificate II and III levels, an opportunity to gain secondary graduation and a choice of TEE subjects that will enable a tertiary entrance ranking and opportunity to gain university entrance if desired.

### Traineeships

An increased focus on traineeships in 2003 and the College's active efforts to deliver high level outcomes against the ministerial priorities outlined in *Creating the Future* resulted in new opportunities for students to access traineeships in industry areas that have not been pursued by the College since the early nineties. A skills shortage in the agriculture industry, both on farms and within wool handling sectors, has provided opportunities for forty-five students to develop competency in farm, shed and sheep management. The majority of these students are employed in rural and remote locations so it has been necessary to develop an innovative program which provides learning resources, learning partnerships between the College, employers and students and scheduled visits by College staff.

The adoption of trainees within the fishing industry is also expanding rapidly due to the quality and support of the College's maritime staff who work closely with industry and local group training companies. A specific program at Certificate III level has been developed to enable trainees to work in the rock lobster industry, attend intensive off-the-job training and if successful, apply for the Coxswains qualification.

As a result of on-going negotiation with industry in 2003, the College will also be offering an exciting traineeship in 2004 focusing on the seeding and harvesting of black pearls. This traineeship is the first of its kind in Western Australia.

### ENGAGING INDUSTRY

Central West College of TAFE's commitment to providing an appropriately skilled workforce, which meets the needs of industry and enterprises in the Central West resulted in the development of a number of innovative programs in 2003.

### Community Services

Students from a range of Community Services courses were involved with industry during 2003 to ensure the success of a range of programs across the region. Students assisted the community in

Kalbarri to organise and implement the Leaver's Week celebrations, worked closely with the Women's Health Resource Centre to develop and launch a new logo and promotional brochure. They also worked with the Department of Sport and Recreation in Geraldton to develop a resource file to promote recreational activities in the community.

### Black Lip Pearl Industry

In 2003, representatives from the black lip pearl industry approached the College seeking support for the development of training specific to the seeding and harvesting of the region's black lip pearl (*Pinctada margaritifera*). This fledgling industry has only been operating since the early nineties in Western Australia but has the potential to compete favourably with the established black pearl producers of the Pacific, for example, French Polynesia and the Cooke Islands, if education and training programs are delivered which provide the essential, high quality skills required to support potential employees and the growing industry.

In response to the industry's request for training, Central West College of TAFE actively sought funds to support the development of specific pearl related units to supplement the Seafood Industry Training Package. Funds were also sought to employ internationally renowned consultants to provide expertise in seeding and harvesting and to ensure quality delivery at the simulated pearling environment on the Abolhos Islands.

The College has attracted \$265,000 to date to support this emerging and highly valuable West Australian industry. In July 2004, the seeding and harvesting course will commence at the College's Geraldton campus.

### Gascoyne Inland Aquaculture Project

In 2003 the College developed an aquaculture facility in Carnarvon, in partnership with the Gascoyne Inland Aquaculture Group focusing on the capability of artesian water to support the spawning and grow out of species from three aquaculture categories, that is, crustaceans, finfish and ornamental fish.

The facility, constructed at a negotiated site at the Carnarvon airport, will focus on the following:

- establishment of a training and research environment for aquaculture students based in the Gascoyne region;
- design and development of training programs to support a range of aquaculture initiatives in the Gascoyne region;
- research into the use of artesian water to support the development of a viable and diverse aquaculture industry;
- grow out of freshwater ornamental fish and advanced juvenile food fish for domestic consumption;
- development of non-climate dependent aquaculture products, based on secure artesian water use, which meets global demand; and



## QUALITY DELIVERY

- development of quality control and best practice standards in the region to ensure the success of the industry both locally and globally.

This project utilises a unique resource that is readily available to pastoralists in the Gascoyne region of Western Australia. By developing technologies to utilise this resource for aquaculture, an opportunity exists to create a profitable and sustainable industry. The Vocational Education and Training sector has an opportunity to be at the forefront of this new industry, with students implementing innovative techniques and developing unique skills that will make them competitive for future employment.

The technologies developed and knowledge gained through this project will be transferable both nationally and internationally to locations where water is tapped from deep underground reserves and needs considerable treatment before use.

This project demonstrates an ongoing commitment between industry, training and Government bodies to work together to establish an exciting new industry in the Gascoyne region. Formalisation of the partnership between the Gascoyne Inland Aquaculture Group and Central West College of TAFE, through a memorandum of understanding, is a key indicator of the commitment of stakeholders to this initiative.

### TERTIARY PARTNERSHIPS

Central West College of TAFE continues to enhance and formalise its partnerships with tertiary providers to develop flexible pathways from TAFE to university. In 2003, the College was involved with the Department of Education and Training's TAFE University Articulation project. This project gave the College the opportunity to verbalise the articulation arrangements that exist between itself and universities.

A number of university options continue to be available through contracted and other delivery arrangements. In addition, the College actively participates with the Geraldton Universities Centre and promotes opportunities between the two organisations.

Through contracting and partnering arrangements the College offered the following programs in 2003:

Associate Degree in Arts (Visual), Edith Cowan University  
Associate Degree in Arts (Training and Development), Edith Cowan University  
Bachelor Social Science (Human Services), Edith Cowan University  
Bachelor of Science (Nursing), Curtin University  
Graduate Certificate in Management, University of Western Sydney

In 2003 the College was involved in discussions with the Combined University Centre for Rural Health (CUCRH) aimed at formalising partnerships between a number of key stakeholders including Nursing Board of Western Australia, CY O'Connor, Central West College of TAFE and Combined University Centre for Rural Health

(CUCRH) with the aim of establishing a consortium to develop nursing programs and access funding to support training in rural and remote locations of the state. These discussions resulted in the College's Nursing team cementing its partnership with CUCRH and supporting the development of online units for the Certificate IV Enrolled Nursing course.

Central West College of TAFE continues to support a Memorandum of Understanding with Edith Cowan University under which the Geraldton Regional Centre of Kurongkurl Katitjin, School of Indigenous Australian Studies operates on the Geraldton campus of the College. Having an Indigenous tertiary institution located on the TAFE campus provides a number of quality opportunities for both organisations and students by ensuring a supportive environment in which resources are shared and options for further study are promoted.

### INDUSTRY AND COMMUNITY PARTNERS

The College has established strong links with industry and community partners and has actively supported opportunities for organisations to collaborate in order to achieve high-level outcomes for students.

### Engaging the Indigenous community

On-going negotiations with Indigenous communities, the construction industry, the Office of Aboriginal and Torres Strait Islander Health and the National Aboriginal Health Strategy have resulted in the employment of twenty general construction trainees at Burringurrah and Bondini to support the construction of a medical centre, staff accommodation, a training centre and housing in the two communities. This collaborative approach to supporting the social, environmental and economic well-being of Indigenous communities in the region's remoter locations not only ensures that quality capital works are undertaken but that high level construction skills are developed and regional construction companies have access to skilled labour capable of undertaking projects which support the construction requirements of rural and remote communities.

The College continues to work closely with Wila Gutharra Aboriginal Corporation and to provide a variety of programs to support Indigenous requirements in this region. The Memorandum of Understanding (MOU) which exists between the two organisations has provided the impetus for both organisations to actively support each other and develop innovative training. It provides clear direction for the partner organisations and identifies the roles and responsibilities of each to ensure that clients are well supported with quality training and realistic employment based outcomes.

In 2003 the College commenced a program with Wila Gutharra Aboriginal Corporation to provide art education in Geraldton. This comprised 39 full time students (mainly adults) working towards a Certificate (III) in Visual Art and Technology qualification. This program is delivered at Wila Gutharra premises initially and slowly

the students are introduced to the Geraldton campus. This program has had enormous social benefits as well as skills development benefits.

In 2002 the Certificate II of Tour Guiding (ATSI) was successfully delivered in conjunction with the Mid West Development Commission, Wila Gutharra Aboriginal Corporation, Geraldton Streetwork Aboriginal Corporation, local Indigenous community groups and Central West College of TAFE. This course provided training to twelve Community Development Employment Program participants with a view to gaining employment as eco/cultural tourism guides. Participants completed the majority of their training in a tourism setting but came together at various venues for intensive workshop based training. As a result of this course, two of the participants began a successful small business in 2003 focusing on cultural tourism in the Mid West. An extension of this program was delivered in Cue where local participants developed a cultural experience around local significant sites and Indigenous activities. Program participants also acted as guides in the annual Queen of the Desert Festival held in Cue, which attracts a large number of tourists from all over Australia. In 2003, two of the graduates of the Certificate II of Tour Guiding (ATSI) began operating Wandarrrie Tours in Cue. This is a direct result of the training undertaken through Central West College of TAFE.

In response to the Have Your Say consultation undertaken in Meekatharra on 21 June 2003, Central West College of TAFE worked closely with Yulella Aboriginal Corporation to identify and develop training initiatives for Indigenous women and youth at risk in the small community. Certificate I in New Opportunities for Women was identified as an excellent starting point to redress the inequity in training and employment for women in Meekatharra. This course has proved an effective tool for increasing self-esteem and providing positive career options for women of all ages and has been successfully provided in other delivery locations such as Burringurrah and Mullewa.

In 2003, the College worked closely with Piyarli Yardi Heritage and Cultural Centre in Carnarvon to identify and develop a comprehensive training plan which appropriately reflects the vision of this Indigenous venture. As a result of on-going consultation during 2003, the College was successful in attracting Competitively Allocated Training funding to deliver the Certificate IV in Business (Governance) and the Certificate II in Tourism at Carnarvon in 2004. The College will continue to collaborate with Piyarli Yardi in 2004 to ensure training requirements are well supported.

### DEVELOPING THE VET PROFESSIONAL

The College has a strong record of investment in professional development for all staff and in 2003 focussed activity on the enhancement of skills for lecturers assisting them to further develop the competencies to operate as Vocational Education and Training professionals within the boundaries of the new quality system.

Central West College of TAFE undertook three significant staff professional development training activities in 2003 aimed at enhancing the professionalism of practitioners in the Vocational Education and Training sector.

### Vocational Education and Training Leadership Program

This project aimed at developing leadership skills within new Vocational Education and Training practitioners (those with less than two years experience). The program assisted VET practitioners in developing skills required to show leadership and improve professionalism in their role as lecturers. Included in these skills were:

- Project management
- Time management
- Financial management
- Report writing
- Developing funding submissions

### Mentoring Program

A formal mentoring program was implemented in 2003 that will extend into 2004. This mentoring program involved identifying experienced staff to act as mentors to new staff members. Participants attended training sessions on the process of mentoring and were then assisted by Principal Lecturers to develop and enhance their mentoring relationships to the mutual benefit of both parties.

### Professional Practice

A number of guest presenters and consultants delivered training sessions to staff in 2003 with the aim of increasing the professional practice of Vocational Education and Training lecturers. These included sessions on:

- Developing best practice assessment plans, tools and processes
- Using online role play as a teaching and assessment tool
- Enhancing team work

The College not only provided professional development at its three campuses but supported its staff to attend state wide professional development opportunities including Teens, Teachers, Training, Best Practice Teaching Forum and Training Forum 2003.



## SUPPORTING THE LEARNING ENVIRONMENT

CENTRAL WEST COLLEGE OF TAFE

## SUPPORTING THE LEARNING ENVIRONMENT

"Organisational Effectiveness has a mission to enhance client focus and to develop the organisation's culture and learning environment in partnership with all areas of the College."

Organisational Effectiveness supports the learning activities of the College's external clients (individuals, communities and industry) through the delivery of a range of services. These include student services, careers advice and information, Indigenous training development and support services for students and communities, marketing and promotional activities, residential services, commercial training delivery, regional services and ensuring that people with disabilities have the same opportunities as other members of the community. In support of organisational development the area provides a range of quality assurance, strategic planning, policy development and organisational reporting services.

### SUPPORTING ACADEMIC DELIVERY

#### Indigenous Services

Central West College of TAFE has strong links with Aboriginal communities and is well recognised as an organisation prepared to negotiate training for Aboriginal people in a sensitive and culturally appropriate manner. In particular the college emphasises consultation and joint implementation of projects with Aboriginal communities and groups.

Aboriginal Development Officers located at Geraldton, Carnarvon and Meekatharra assist Aboriginal community groups in the region to identify training needs and develop programs. Program development generally includes a partnership with an Aboriginal group or community organisation to ensure the provision of a positive learning environment in which to develop the skills of participants. In 2003 Indigenous delivery represented 16.84% of the College's total delivery.

A number of partnerships were formed or built upon in 2003 to facilitate training opportunities for Indigenous clients. In Geraldton this included expansion of the joint art program with Wila Gutharra Aboriginal Corporation which saw a high proportion of students achieving a Certificate III level qualification. The quality of work produced has been very high with a number of students moving into the Certificate IV in 2004.

In the Murchison region a new partnership was formed with the Shire of Mt Magnet to deliver Certificate I in Automotive in the local community which saw re-engagement of youth at risk in training. Through a continuing partnership with Yullella CDEP at Meekatharra the College delivered Certificate I in Engineering utilising Yullella Aboriginal Corporation's facilities. This course introduced students to various welding processes and the basics of engineering drawing. Study skills were also included in the course to build additional skills in computing, work place literacy and numeracy, reading and writing .

In 2003 the College achieved success in the provision of training programs to Indigenous communities that provide both employment outcomes and ensure the sustainability of the community. A tourism course was delivered in Cue in order to provide local Aboriginal people the skills required to begin their own Wandarri (Red Dirt) Tours venture to meet the demands of tourists in their area. In Carnarvon the Mungullah Community commenced a horticulture course to assist local residents to take their health and nutritional needs into their own hands. In Morawa a group of students progress through Introduction to Construction in semester one to Certificate II in Furnishing in semester two. The level of skills and confidence gained in this course enabled students to sell their work in a local store.

#### Aboriginal Employment, Education and Training Committee

Central West College of TAFE has two Aboriginal Employment, Education and Training Committee's (AEETC), the Carnarvon AEETC and the Geraldton AEETC. In 2003 the Carnarvon AEETC continued to be chaired by Mr Darren Capewell with the Geraldton AEETC welcoming a new chair in Mr Patrick Mullaley.

Both Committees have had significant input into College planning, monitoring, evaluation and reporting and their contributions are acknowledged.

#### Regional Services

Central West College of TAFE has effectively overcome the barriers of distance in the Midwest and Gascoyne Regions through a strong commitment to providing infrastructure, resources and local staff to ensure successful remote delivery. Through innovative training options for regional clients including flexible delivery, use of local agencies, school partnerships and the development of on line learning material, the College is at the forefront of ensuring access and equity to vocational education and training for remote clients in Western Australia.

Training in the region is facilitated in a large part through Telecentres' whose links with their communities provide an additional avenue through which the College is able to gain information and feedback on regional training needs. The College also utilises the Telecentres' facilities to conduct training. An example of this collaboration occurred in 2003 where students enrolled in a Teachers Assistants course at a range of locations throughout the region participated in video conferencing sessions through their local Telecentre linking the students to both their Lecturer in Geraldton and to other students throughout the region. The students also utilised a WebCT shell to facilitate discussions.

2003 saw a strong commitment to ensuring the quality of training delivery and assessment provided in the region. The College held a two-day workshop for regional staff and partners which provided an opportunity for professional development and face to face meetings

## SUPPORTING THE LEARNING ENVIRONMENT

with a variety of College staff. Professional development sessions included training packages, national training agenda, graded performance, examples of best practice, moderation and flexible learning. Additional workshops were held to gain the participant's feedback on College communication and how to build the regional network to ensure the effectiveness and quality of training delivery in all locations. Feedback and recommendations made over the two days will be pursued in 2004 to ensure continuous improvement in the development and delivery of training programs in the region.

The Regional Services portfolio includes coordination of delivery at the Greenough Regional Prison. Two rural skills courses were run with the minimum security section for the first time in 2003. To facilitate learning and skill development students worked on several live work programs at Dongara (boardwalk at Irwin river mouth with the Irwin shire); Stockyard Gully (Construction of 2 Dinkum Dummies & 2 information bays with CALM); and Coomallo Park/Jurien Bay turnoff Brand Highway (construction of pedestrian bridge in conjunction with CALM). A number of standard courses were also run in the Prison education area, including the construction of several barbeques. 2004 will see an expansion of these initiatives as well as delivery in new industry areas such as automotive and flexible delivery of information technology subjects.

### FOCUSING ON THE CLIENT

#### Client Services

The Client Services section of the College provides specialist support services to clients through the Bookshop, Residential Village, Aboriginal Student Services Officer, Disability Liaison Officer, Marketing Coordinator, Student Liaison Officer and Manager Client Services. Client services role includes provision of information about learning options, careers advice and referrals to local service providers. During 2003 the team continued to provide advice to clients throughout the region assisting them in making choices about training options. Relationships with schools, employment agencies and community groups were strengthened in an effort to provide a high quality collaborative service to a wide range of clients.

Feedback from schools in 2002 resulted in a change in the usual Open Day format during 2003. An innovative program was developed where a series of rolling tours for year 10,11, and 12 class groups were conducted with a staff member operating as a tour guide and the students able to view the College "in action" with classes continuing throughout. Participating secondary schools included Geraldton Secondary College, Geraldton Grammar, Nagle Catholic College and Strathalbyn Christian College. The positive feedback received from both students and teachers will result in a similar format being planned for 2004.

The Client Services staff travelled to regional locations in 2003 including a number of visits to Carnarvon and Exmouth campuses and the reestablishment of regular visits to district high schools throughout the region. Additional services were provided to remote

locations in conjunction with Aboriginal Development Officers in order to ensure the same level of service provision to these clients as to those undertaking training on campus.

Relationships with employment agencies were built upon throughout the year resulting in the College hosting an Expo for 50 Green Corp participants which included representatives from Centrelink, employment agencies, Midwest Gascoyne Apprenticeship and Traineeship Company, Defence Forces, and Employment Directions. College students also accessed the displays and information throughout the day. These relationships will become increasingly important and be built upon in 2004 when the College implements its JobReady service.

The Client Services team continued its commitment to providing support to regional community organisations and events including participation on committees and participation in events such as the Yamaji Regional Cultural and Careers Expo, Mingenew Lions Midwest Expo and Meekatharra Expo.

The Residential Village prospered throughout the year with student numbers nearing full capacity. A number of activities were organised that enhanced the social environment for students. These activities included beach volleyball, basketball, indoor soccer, softball, weekly barbeques, and trips to the cinema and local beaches. Security around the grounds was upgraded in order to ensure the safety of students and their property.

Major student award winners from the 2003 graduating class were:

- *Apprentice of the Year - Luke Hutchison*
- *Chamber of Commerce Student of the Year - Kate Peacock*
- *Aboriginal Student of the Year (Geraldton) - Rani Randall and Jayne Cross*
- *Trainee of the Year - Nicole Main*

#### Marketing and Promotions

This area promotes the College's activities, services and facilities to both internal and external clients throughout the Central West region. This is achieved through media liaison, advertising, coordinating the production of publications and promotional materials and participating in public relations activities including expos, school visits and conference displays.

In 2003 major publications included:

- 2003 Enrolments Guide 1st Semester
- 2003 Enrolments Guide 2nd Semester
- 2003 Central West College of TAFE Calendar
- 2003 Course Information Sheets
- Annual Report 2002
- Annual Report Summary Brochure



## SUPPORTING THE LEARNING ENVIRONMENT

- Residential Brochure
- Agriculture, Horticulture and Land Conservation Brochure
- Strategic Directions Brochure
- Corporate Presentation Folder including local and College Information
- Separation Point Marine Precinct Brochure and five Fact Sheets

### Major promotional activities included:

- "Your future... Your hands..." - Information on courses and enrolments
- Open Day - Promotion of Central West College of TAFE courses, facilities and support services
- College Tours - Personalised tours of the Geraldton campus for all Year 10s and interested Yr 11 and 12 classes from the four local high schools.
- School Information Evenings - Client Services staff participated in parent information evenings at the local high schools.
- Regional Expos and Displays - Mingenew Lions Midwest Expo, Teddy Bears Picnic (Geraldton), Meekatharra Expo, Carnarvon Business Expo, Midwest Economic Summit, WA State Coastal Conference (Geraldton), Yamaji Regional Cultural and Careers Expo (Geraldton), FACET Conference (Geraldton), Gulf Aquafest (Exmouth).
- WA Training Excellence Awards - Winner 2003 W.A. Large Training Provider of the Year. Finalists in Access and Equity, Trainer of the Year and Aboriginal and Torres Strait Islander of the Year.
- Australian Training Excellence Awards - Finalist Australian Large Training Provider of the Year.
- Australian TAFE Marketing Awards - Finalist in the Multimedia category for the new Central West College of TAFE website.
- Participation in World Skills Competition. Gold and Bronze medal student winners.
- Official launch of the College's new \$1.6 million vessel "Master Class" funded by the Commonwealth Government.
- Annual Graduation and Awards Evening for the three campuses of Geraldton, Carnarvon and Exmouth.
- Student Activities - BBQs, End of Term and Semester events. Promotion of student council.

### Disability Services

#### Achievements in 2003 included:

- The development of a Draft Disability Access and Inclusion Plan.
- Establishment of a 20-week TAFE School link program for Education Support students at Holland Street School. This program was custom designed for the students and comprised of teaching modules in the areas of Hospitality, Art, Horticulture and Beauty Therapy.
- Participation in TAFE programs of students who identified as having a disability rose from 2.72% of the student population in 2002 to 3.83% in 2003.

### Report on Disability Service Plan Outcomes

1. Existing services are adapted to ensure they meet the needs of people with disabilities
- Introduction of a "Learner Needs Assessment" process that identifies a student's disability at the point of enrolment. Through this process individual student needs are identified and met in a timely manner.
- A dedicated Disability Liaison Officer continued to assist students with special needs.
- Upgrade of the JAWS software program for vision impaired students.
2. Access to building facilities is improved
- The rear access door at Carnarvon campus was automated to improve access to workshop and toilet facilities.
- A universal access audit of the three College campuses was undertaken.
3. Information about services is provided in formats that addresses the communication needs of people with disabilities
- College information and publications are provided in alternative formats upon request.
- Training for staff and students was provided by the Associated for the Blind in using the JAWS package.
- Information is provided on access and equity issues to all clients prior to commencement of classes, including information about assessments and appropriate support services if required.
- Training delivery and assessment strategies are tailored to meet the individual learning needs of clients with a disability.
4. Advice and services are delivered by staff who are aware of and understand the needs of people with disabilities
- A workshop for new staff on understanding the needs of people with disabilities was conducted during the 2003 induction period in January.
- Non - teaching College staff members participated in an additional disabilities awareness session during a College designated staff development day.
- The Disability Liaison Officer undertook regular briefings and provided ad hoc assistance to staff.
- Student inductions were undertaken including an outline of the services provided for students with disabilities.
5. Opportunities are provided for people with disabilities to participate in public consultations, grievance mechanisms and decision-making processes. Opportunities are provided in the following ways:
- Quality Feedback Stations - a process where students can lodge a concern, complaint or query relating to any aspect of the College and have the that item attended to within 10 working days.



## SUPPORTING THE LEARNING ENVIRONMENT

- Access to Industry Advisory Committees - a network of committees who provide industry feedback to the College in relation to College operations (academic and non-academic).
- The Disability Liaison Officer attended forums, displays and conducted College tours with Education Support Unit students, Abilities Plus students and members of the general public.
- 6. Opportunities are provided for people with disabilities to gain employment opportunities with the Central West College of TAFE.
- As part of the College's Equity and Diversity Management Plan 2003 -2005 the need to improve the participation of people with disabilities was recognised. An employment participation rate by 2005 of 2.8% by people with disabilities in the College workforce was set.

Future directions for disability services in 2004 include:

- Expansion of the Holland Street TAFE School Link program
- Identify appropriate student support mechanisms such as mentors.
- Seek funding from the Department of Education & Training to address priority issues identified in the Universal Access Audit.
- Liaise with lecturing staff and compile resources to facilitate inclusive learning practices.
- Conduct a universal design workshop for all staff in January 2004.
- Encourage appropriate disability organisations to participate in College consultation processes.

### VET in Schools

#### TAFE School Links

Students participating in the TAFE-Link program attend courses provided by the College and complete nationally recognised modules or units of competence. This program expanded in 2003 to include seven secondary schools throughout the Central West region and a range of industry areas including Information Technology, Automotive, Aquaculture, and Child Care. The participating schools were:

- Geraldton Secondary College
- Carnarvon Senior High School
- Exmouth District High School
- Kalbarri District High School
- Dongara District High School
- Carnamah District High School
- Wiluna Remote School
- Meekatharra District High School

#### Partnership Arrangements

Partnership arrangements for the delivery of vocational training in AQF Certificate Levels I and II in schools in the Midwest and Gascoyne regions also increased in 2003.

Partnership arrangements were in place with:

- Exmouth District High School
- Strathalbyn Christian College
- Carnarvon Senior High School
- Geraldton Secondary College
- Nagle Catholic College
- Dongara District High School

## SUPPORTING THE ORGANISATION

### Regional Campuses

The College services the Gascoyne region via campuses located at Carnarvon and Exmouth. Operating under a federated organisational model the academic areas located in Geraldton are responsible for planning and coordinating the delivery at these locations provided by a team of on-campus lecturing staff. The day to day operation of the campuses are managed by a Carnarvon Campus Manager who is responsible for overall campus management and non-teaching staff and an Exmouth Campus Coordinator with a similar role. The team of lecturing and non-teaching staff located at the Carnarvon and Exmouth campuses play an important role in developing relationships in their local community and providing onsite training and support services to both internal and external clients.

#### Carnarvon Campus Highlights

2003 was a year of reforming relationships with the local community. Successful relationships formed included:

- Strong links were established with Carnarvon Senior High School facilitating sharing of facilities and resources. In partnership with the school a Regional Advisory Committee was re-established creating a forum whereby members of the community and industry can advise both the College and the school about the training needs of the region.
- Improved communication with Centrelink, local employment agencies, and the Apprenticeship and Traineeship company assisted in improved service provision to clients and an increase in the number of trainees in the region.
- A Memorandum of Understanding was undertaken with the Gascoyne Inland Aquaculture Group to build a research and training facility at the Carnarvon Airport.
- A Training Alliance Manager was provided to the Piyarli Yardi Aboriginal Heritage and Cultural Centre to identify training needs.

## SUPPORTING THE LEARNING ENVIRONMENT

In recognition of the important role the campus plays in the empowerment of local Indigenous peoples the Carnarvon Campus Manager and Aboriginal Development Officer were invited by the local community to participate in a Making Connections Leadership Program. The program was aimed at building the collective skills of people living in or providing services to the Indigenous community. The program was provided to create stronger bonds and increase understanding between the Aboriginal community members and the service providers and included skill development in the areas of Aboriginal Cultural Awareness, personality typing, conflict resolution, time management, networking and working in teams.

A number of improvements were made to Campus facilities throughout the year including installation of electronic sliding doors to improve disability access, minor works to the aquaculture facility to allow for disability access, and general maintenance and beautification of grounds and surrounds. The campus is now a more functional and enjoyable environment for both students and staff.

The campus aims to build on these achievements in 2004 with a focus on working in partnership with local agencies and community groups to provide innovative vocational education and training services to all members of the community.

### Exmouth Campus Highlights

Innovative delivery methodology was utilised to engage the Exmouth District High School Certificate II in Information Technology TAFE link students. In partnership with the Exmouth Visitors Centre the students developed a Business Directory for the local community. The project was enjoyed by all students and provided them with skills developed in a business environment.

In response to community demand a Coxswain's Certificate course was run for the first time in Coral Bay. Utilising a lecturer from Geraldton campus the three week course was delivered in the dining room of a local holiday chalet. The College's training boat was utilised for the practical aspects of the course. The success of this course is an excellent example of how collaboration between College campuses and the local community can facilitate training in any location.

In response to a request from the Exmouth Senior Citizens Club the campus offered a tailored Introduction to Computer Course to their members in a non-threatening training environment. This proved very successful with all 10 participants completing the unit and now able to operate the computers located at the Club.

Looking forward to 2004 the planned expansion of Exmouth Campus will enable student access to video conferencing, additional training rooms and a student recreation room.

### Interactive Training Network

Interactive Training Network (ITN) is the commercial arm of the College. ITN experienced a year of growth in 2003 resulting in an increase in both revenue and profit. The success of the Training Alliance Manager (TAM) continued with Iluka Laboratories and the City of Geraldton's training needs both being successfully serviced through this program. A number of funding opportunities were sought and successfully gained in 2003 including WELL funding for the Victoria Districts Voluntary Regional Organisation of Councils and the Geraldton Resource Centre.

One particularly successful initiative for ITN in 2003 was the Launching Pad Project. This project utilised funding gained through the Building Diversity program to allocate a TAM to undertake training needs analysis and develop community training plans with the Islamic Association of Geraldton, Midwest Philippines Association, Mabuhay Association, Geraldton Thai community and the Geraldton Vietnamese community. Through this process the College was able to identify the barriers to accessing training faced by each of these diversity groups and develop innovative solutions to overcome these barriers. This program's success was recognised through becoming a finalist in the Access and Equity Award at the 2003 Training Excellence Awards.

In 2004 ITN will work to provide additional TAM's in local businesses, build upon previous funding successes, increase consultancy opportunities and provide training services to new and emerging industries in the region including:

- Marine and Aquaculture
  - o Development of inland aquaculture programs
  - o Development of partnerships in the Fishing industry, such as West Australian Fishing Council (WAFIC) and local Lobster Processing firms.
  - o Development of pearling industry
- Develop the electro-technology delivery in mining organisations
- Encourage biodiversity and sustainability programs

### Organisational Planning and Performance

In 2003 Central West College of TAFE continued its commitment to enhancing the quality of service and the effectiveness of its operations through the principles of quality management and responsiveness to client feedback. Strong planning processes and a comprehensive range of organisational performance reporting activities assist the College to maintain a position of relevance within the regional community. The diversity of the College's client base and the significant challenges presented by operation in a large regional area has seen the College draw on the strength of its planning and quality management systems to service client needs and promote continuous improvement.

## SUPPORTING THE LEARNING ENVIRONMENT

Introduction of the Australian Quality Training Framework (AQTF) nationally has provided the College with an opportunity to re-focus on the core principles that support quality training delivery programs and services. In 2003 the College continued its efforts to implement the AQTF and further develop innovative training and delivery practices. These efforts were recognised during both external monitoring and internal assessment activities with a number of areas of best practice being identified. These activities identified the strong commitment that College staff have with regards to the AQTF and quality practices. An increased understanding amongst staff of the main principles of the framework has resulted in the development and implementation of innovative practices which embrace AQTF requirements and facilitate improvement in College services.

The Planning, Quality and Organisational Performance area provides the College with a range of services designed to support the organisational policy and planning functions and to promote the College's quality culture.

### Risk Management

Central West College of TAFE continued to meet its legislative requirements by progressively developing its risk management policies in accordance with Treasurer's Instruction 109. In 2003 the College's primary focus and resources were aligned to ongoing implementation of Australian Quality Training Framework standards and assessment against Occupational Safety and Health legislation.





## SUPPORTING THE COLLEGE BUSINESS ENVIRONMENT

CENTRAL WEST COLLEGE OF TAFE

## SUPPORTING THE COLLEGE BUSINESS ENVIRONMENT

"Corporate Services is responsible for developing and implementing systems and processes that support the business and administrative environment of the College and ensures the organisation fulfils its statutory requirements".

### FINANCIAL SERVICES

Financial Services is responsible for the implementation and administration of systems for financial control within the College, in accordance with the Financial Administration and Audit Act 1985 and in line with the Australian Quality Training Framework. The primary focus of Financial Services is to ensure that the accounting, budgeting, procurement and asset management functions of the College are managed in an ethical and professional manner in accordance with relevant legislation and guidelines established by the College Governing Council.

2003 highlights included:

- Continued implementation of the new Finance One operating system introduced in 2002 including provision of web access to financial information for key non-finance staff.
- Development of a suite of financial management reports to assist the College in evaluating its financial performance.
- Electronic funds transfer payments were further embedded into College business practise with 86% of College payments in 2003 being made via EFT.
- A number of financial audits were undertaken with successful outcomes being achieved in all cases. This highlights the efficiency and compliance within the College's financial policies and procedures.

### Fees and Charges

The 2003 Western Australian Department of Training Fees and Charges Guidelines sets out the statutory and provider based fees and charges, which apply to training providers from 1 January 2003. Central West College of TAFE abides by these fees and charges in accordance with the provisions of the Vocational Education and Training Act, 1996. College based fees and charges are reviewed annually and endorsed by the College Governing Council.

### Government Purchasing Charter

The College is meeting the requirements of the Government Purchasing Charter through the implementation of the Supply Business Plan and the Supply Procedures Manual. The College has also provided ongoing training to staff on responsibilities and procedures associated with purchasing.

During 2003 the College continued the implementation of the Buy Local Policy with an aim to maximising opportunity for small, local and regional businesses in the Midwest and Gascoyne regions. The College is currently exceeding the State Government benchmark target of 80% for buy local procurement with the percentage of the number of local purchases being 89% during the 2002 / 2003 period.

### Trade Practices Act, Declaration of Interests

The following members of the College Governing Council have major interests in companies that supply goods and services to the College:

Mr Barry Mitchell (Chair) - Mitchell and Brown Communications  
Mr Malcolm Smith (Deputy Chair) - Geraldton Newspapers Ltd  
Mr David l'Anson - Midwest Business Services  
Mr Darren Lee - Market Creations.

There were no significant contracts issued to these companies during the year ended 31 December 2003.

### INFORMATION SYSTEMS

Information Systems is responsible for the planning, implementation, support and management of technological infrastructure and business applications within the College, servicing both staff and student customer groups at all College campuses.

A challenging project for the Information Systems team in 2003 was implementation of an industry standard point of sale system in the College's training restaurant. The system, valued at \$40,000, utilises wireless technology allowing students to input orders on a waitperson pad system which are electronically transferred to both the kitchen and the register. A number of restaurants in the region are now implementing this system and utilising the College for training.

Digital multifunctional printing, scanning and photocopier technology was implemented at the College's Geraldton campus for the first time in 2003 resulting in reduced printing costs, savings in energy management and increased availability of services to staff.

In conjunction information systems staff the Office of Auditor General conducted an information technology audit in the areas of computer account management, firewall computer network protection, disaster recovery, business continuation planning and other general information technology policies and procedures. Whilst an official audit report is yet to be received feedback at the exit interview was positive and indicated that no official findings would be issued.

The information systems team undertook a number of initiatives in 2003 aimed at improving services to both students and staff. These included:

- Replacement of all data communication switching infrastructure;
- Replacement of the server infrastructure; and
- Implementation of a real time computer virus protection service.

### HUMAN RESOURCE MANAGEMENT

Human Resources Management is responsible for a diverse range of support services to all College staff. The section is committed to supporting staff in the achievement of College goals through the provision of high quality client focused human resource services.



## SUPPORTING THE COLLEGE BUSINESS ENVIRONMENT

The College employs staff in lecturing and non-teaching roles, which includes a range of duties in administration and support functions. The agency is one of the largest employers in the region with 174.5 full time equivalent staff employed at 31 December 2003.

Average number of full time equivalents employed by campus 2002/2003:

	2002	2003
Geraldton	148.16	156.8
Carnarvon	15.75	13.0
Exmouth	1.7	1.7
TOTAL	165.50	174.5

The Human Resources section provides a variety of services to staff to ensure their smooth transition into the College and continual professional development opportunities. These services commence with the coordination of a comprehensive induction program which familiarises new staff with the general operation of the College and provides them with the job specific knowledge required to operate effectively. An induction package, including campus specific information, is provided to allow ongoing reflection of the information contained in the face-to-face induction sessions. In 2003 the College built upon its induction program by initiating training for mentors who are teamed with new staff to provide support, existing staff to provide professional development, and existing staff who are new to a specific position. This training proved successful with a review of the more formalised model showing improved satisfaction by both the mentor and the "mentee".

The College is committed to the ongoing development of its staff and as such has a Professional and Career Development (PACD) Committee lead by the Human Resources team. In 2003 the College received additional funding from the Department of Education and Training for professional development of lecturing staff in instructional and assessment pedagogy, organisational management, converging technologies, design skills and networking and leadership. In order to best utilise these and College funds allocated to professional development human resource staff in conjunction with the PACD committee and Principal Lecturers developed a year long training and development plan for all College staff. Implementation of this plan was coordinated through monthly training calendars, regular Hot Topics sessions, three staff development days and individually requested staff training activities. This coordinated approach to professional development proved successful and will continue into 2004.

Staff Training Development Activity	2002	2003
No of Courses/programs provided or attended	104	125
No of staff participating	484	911

Note: The large increase in staff participation in activities is a result of increased funding for professional development activities and a more coordinated approach to professional development during 2003.

Major policies and procedures developed to address human resource or industrial relations issues in 2003 included Accrued Professional

Development Leave for lecturing staff and an Alcohol and Other Drugs policy for all staff. Continual review of existing policies and procedures occurs to ensure they meet the requirements of Public Sector Standards, Australian Quality Training Framework, industrial agreements and relevant legislative requirements.

The human resources section is also responsible for the payroll function within the College. The "Employee Self Service" function of the payroll system introduced in 2002 continued to be well utilised in 2003. This service enables staff to apply for leave online, update bank account details, gain pay information and check leave balances. 100% of staff leave bookings are now made on line via this system. Both internal and external payroll audits were undertaken in 2003 with positive outcomes being achieved in all cases and no major findings being issued.

### Industrial Relations

An Agency Specific Agreement encompassing non-teaching staff was introduced in 2003 to provide for the unique requirements of the VET sector which fall outside of the Government Officers General Agreement. All College non-teaching staff received a 3% pay increase in January 2003 as provided for in the General Agreement.

A new Lecturer Certified Agreement was formed in 2003. This agreement has seen a significant change in terms and conditions for lecturing staff including a 3% pay increase, a reduction in delivery time and a provision for accrued professional development leave.

There were no formal grievances lodged by College staff during the year.

There was minimal industrial action taken in the College during 2003. A small number of staff undertook action in support of sector wide activities relating to the negotiation of a new General Agreement for Government Officers. There were no industrial disputes.

### Equal Employment Opportunity

The principles of Equal Employment Opportunity and the application of these values are demonstrated throughout the College in the different work areas and in the learning environment. The College prides itself on having a workplace that is free of discrimination and harassment, and this is also reflected in the College's policies.

In support of these principles the College developed an Equity and Diversity Management Plan 2003 - 2005 which presents the College's Equity and Diversity Performance Objectives for 2003-2005 in which government objectives with regards to the individual Equal Employment Opportunity groups are addressed. When developing this plan the College identified Indigenous Australians and People from Culturally Diverse Backgrounds as priority areas for the College over the next three years and as such the strategies outlined in the document have an emphasis on these two groups.



## SUPPORTING THE COLLEGE BUSINESS ENVIRONMENT

A review of the College's recruitment and selection processes was undertaken in 2003 in order to assist in achieving EEO objectives. As an outcome of this review a tailored recruitment and selection process was developed in conjunction with Carnarvon campus staff for recruitment of an Aboriginal Student Services Officer at the campus. The modified process saw an increase in the amount of interest shown in this position by local residents.

Staff Equity and Diversity Statistics as at 30th June 2003 are represented in the following table:

	Actual 2002		Actual 2003		Objective 2003		Objective 2005	
	%	Equity Index	%	Equity Index	%	Equity Index	%	Equity Index
Indigenous Australians	5.6%	NA	6.0%	38	7.0%	43	7.4%	45
People with Disabilities	2.2%	NA	3.0%	NA	2.8%	NA	2.8%	NA
People from Culturally Diverse Backgrounds	3.9%	NA	3.3%	NA	2.0%	NA	2.3%	NA
Youth (< 25 years)	5.4%	NA	8.8%	NA	11.3%	NA	11.3%	NA

The College has six trained Grievance Officers who are available for staff to speak to on a confidential basis should any EEO issues arise. As part of the College's formal induction process, all new staff members are advised of the College's policy on EEO, discrimination and harassment and Grievance Officers are listed in the induction manual.

There were no formal complaints received during the year in relation to EEO and related areas of discrimination.

### Public Sector Management Act

To the best of my knowledge Central West College of TAFE has complied with the Public Sector Standards in Human Resource Management, the Western Australian Public Sector Code of Ethics and the College's Code of Conduct. Procedures are in place to ensure compliance and appropriate internal audits have been conducted to meet legislative requirements.

During the reporting period there were no applications either lodged or withdrawn for breach of Public Sector Standards.



### Wayne H Collyer

Managing Director  
Central West College of TAFE  
26 February 2004



### Freedom Of Information

A range of publications that provide information to staff and the community are available from the College and are widely distributed to stakeholders and throughout the community. The College provides information regarding its services and available documentation both through its Freedom of Information Statement and on the College website.

Any member of the public wishing to access material under the Freedom of Information Act can contact:

#### The Freedom of Information Coordinator

Central West College of TAFE  
PMB 103 GERALDTON WA 6531  
Telephone: 08 9956 2747

During the reporting period there were no applications for information under the Freedom of Information Act.

### PHYSICAL RESOURCES

The Physical Resources section is a multi-discipline portfolio responsible for the management of the College's physical assets including land, buildings, motor vehicles and equipment. The section is also responsible for minor works, repairs, maintenance, insurance and fleet management, and oversees the operation of the College canteen, occupational health and safety function, records management and telecommunications systems.

In supporting the implementation of the new College structure in January 2003 the physical resources section undertook refurbishment of a number of buildings at Geraldton campus to accommodate new staffing requirements. Following these site works revision occurred of all emergency evacuation maps and procedures to ensure accurate reflection of campus facilities and practices.

A key requirement of the evolving VET system is the need to deliver training that provides students with industry standard skills so that they may be able to effectively transfer these skills to the workplace. In support of these requirements an office practice training room was designed and constructed in 2003. The students utilise these facilities to operate in a simulated business environment trading as Digipics. A similar initiative involved the refurbishment of the Geraldton campus' beauty therapy classroom to provide an industry standard operating environment for students.

## SUPPORTING THE COLLEGE BUSINESS ENVIRONMENT

Additional initiatives undertaken in 2003 included:

- Implementation of the College telecommunications strategic plan and consultancy recommendations including a new telephone system at Carnarvon campus, and introduction of voice mail and bill reporting service.
- Development of an Energy Management Plan and actively worked towards raising awareness and reducing energy usage.
- Completion of a Draft Records Management Plan as per legislative requirements.

### Occupational Health & Safety

The College continued to maintain its commitment to comply with the requirements of the Occupational Health & Safety Act 1984 and regulations by providing a safe and healthy working and learning environment for staff and students.

A key component of this commitment was the engagement of a consultant in 2003 to undertake an external accreditation of College occupational safety and health systems and procedures. Additionally the College continued operation of its safety and health committee with representatives from each of the College's professional teams including regional campuses.

There were five workers compensation claims submitted in 2003. The Occupational Health and Safety Committee investigated all reported accidents.

### Energy Smart Government Policy

In accordance with the Energy Smart Government policy the Central West College of TAFE has committed to achieve a 12% reduction in non-transport related energy use by 2006/07 with a 5% reduction targeted for 2002/03.

Energy Smart Government program	Baseline Data	2002/2003 Actuals	Variation %
Energy Consumption (MJ)	6,632	6,498	- 2.02%
Energy Cost (\$)	227,191	241,048	
Greenhouse Gas Emissions (tonnes of CO <sub>2</sub> )	1,598	1,585	
Performance indicators			
MJ/sqm	365	358	
MJ/FTE	2,988	2,962	

During 2003 the following energy saving initiatives were undertaken:

- Energy management committee established.
- Staff awareness program established.
- Energy assessment carried out, energy reduction action plan established and action commenced.

- A review of lighting and security arrangements was undertaken resulting in a reduction in operating time of all external building lights.
- Incorporated energy consumption in the College's purchasing policy so that energy consumption is considered as part of its evaluation process when purchasing new electrical equipment.





# PERFORMANCE REPORT

CENTRAL WEST COLLEGE OF TAFE

Prepared for College Governing Council 26th February 2004

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## CERTIFICATION OF KEY PERFORMANCE INDICATORS 2003

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We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Central West College of TAFE's performance, and fairly represent the performance of the Central West College of TAFE for the financial year ended 31 December 2003.



26 February 2004

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**Barry Mitchell**

Chairperson, College Governing Council  
Central West College of TAFE



26 February 2004

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**Wayne H Collyer**

Managing Director  
Member, College Governing Council  
Central West College of TAFE





AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CENTRAL WEST COLLEGE OF TAFE  
PERFORMANCE INDICATORS FOR THE YEAR ENDED DECEMBER 31, 2003

**Audit Opinion**

In my opinion, the key effectiveness and efficiency performance indicators of the Central West College of TAFE are relevant and appropriate to help users assess the College's performance and fairly represent the indicated performance for the year ended December 31, 2003.

**Scope**

***The Governing Council's Role***

The Governing Council is responsible for developing and maintaining proper records and systems for preparing performance indicators.

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

***Summary of my Role***

As required by the Financial Administration and Audit Act 1985, I have independently audited the performance indicators to express an opinion on them. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the performance indicators is error free, nor does it examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the performance indicators.

A handwritten signature in black ink, appearing to read 'D D R Pearson'.

D D R PEARSON  
AUDITOR GENERAL  
April 8, 2004

## VOCATIONAL EDUCATION AND TRAINING DELIVERY

### DESIRED OUTCOME

The provision of vocational education and training services that meet the community and industry training needs of the Central West region.

Central West College of TAFE has developed Key Performance Indicators (KPI's) to report performance relating to the effectiveness and efficiency with which the above outcome has been achieved by the College. The indicators outlined below report performance in two broad areas, one relating to the Training Profile specified in the purchasing matrix of the College's Delivery and Performance Agreement negotiated with the Department of Education and Training; and the other in respect to Other (ie Non-Profile) training delivery. The College seeks to improve its ability to meet training demand and to decrease reliance on Government funding through Non-Profile training activity.

### 1.0 EFFECTIVENESS INDICATORS

#### 1.1 Overall Student Satisfaction with College Performance

The College is the main provider of vocational education and training in the Central West region. The level of student satisfaction is an indicator of how well the College is meeting current student needs with quality training services.

Table One: Overall Student Satisfaction with College Performance

Central West College			WA Average		
2001	2002	2003	2001	2002	2003
See note	84%	87%	88%	83%	85%

#### Notes:

i) Source:

Figures for the Overall Student Satisfaction indicator are derived from the 2003 Student Satisfaction Survey. Market Equity Pty Ltd conducted the Survey on behalf of the Department of Education and Training.

ii) Description

The Student Satisfaction Survey is a survey of full and part time students who have undertaken a publicly funded course of study in either the first or second semester of 2003 at the College. Potential respondents were given the opportunity to respond directly to the receipt of a mail-based survey or alternatively complete the survey online. The 2003 survey forms were mailed to 816 Institutional Based Students and 121 Employment Based Students with total usable returns being 32% and 20% respectively.

The level of satisfaction was measured by responses to a particular question in the Survey (Question 17), in which students were asked to indicate an overall satisfaction level for their course by selecting either "Very satisfied", "Satisfied", "Neither", "Dissatisfied" or "Very dissatisfied".

Note (a): Sample Error overall for 2003 data was  $\pm 4.3\%$  at 95% confidence level.

Note (b): Results for Central West College were not reported in 2001 due to problems with the data sample. An assessment of performance can be drawn from comparing results for 2003 with those from 2000 and 2002, and by comparing the College with WA Average results for 2003.

iii) Derivation

## VOCATIONAL EDUCATION AND TRAINING DELIVERY

The level of satisfaction is measured by the number of respondents who indicated they were either "Very satisfied" or "Satisfied", as a percentage of the total number of respondents.

iv) Explanation

The percentage of Central West College of TAFE students who indicated they were "Very satisfied" or "Satisfied" with their course in 2003 was 87%. This represents an increase on the result for the College in 2002 and is slightly above that recorded for the state in 2003.

### 1.2 Graduate Satisfaction with Achievement of Main Reason for Doing Course

The College aims to provide training that meets the needs of our clients. The extent to which graduates of Central West College of TAFE had fully or partially achieved their main reason for undertaking the course provides a measure of how well the College is meeting client needs with quality training.

Table Two: Graduate Satisfaction with Achievement of Main Reason for Doing the Course

Graduate Satisfaction (Yes and partly)	2001	2002	2003
Central West College	75%	80%	80%
Western Australia	76%	77%	77%
Australia	79%	78%	78%

Notes:

i) Source

Figures for the Graduate Satisfaction indicator are derived from the Student Outcomes Survey 2003. The Student Outcomes Survey 2003 was conducted by NCS Pearson Pty Ltd on behalf of the National Centre for Vocational Education Research (NCVER) with funding assistance from the Australian National Training Authority (ANTA).

ii) Description

The Student Outcomes Survey 2003 is a national survey that provides key information about TAFE students who undertook vocational education and training in Australia in 2002. TAFE graduates were defined as students who attended a TAFE Institute, successfully completed a qualification, and who had an Australian address as their usual residence.

The survey questionnaires were mailed to 508 Central West College of TAFE graduates. There were 352 responses. This represents an overall response rate of 72.9% excluding refusals / return to sender.

The graduate satisfaction with achievement of intended outcome measure was gauged in 2003 from responses to the question: "Did your training help you achieve your main reason (for doing the course)?" with a four rating response scale (Yes, Partly, No, Don't know yet).

Note (a): Sample Error overall for 2003 data was  $\pm 4.1\%$  at 95% confidence level.

iii) Derivation

In 2003 the measure was derived from the number of graduates who indicated that they had fully or partially achieved their main reason for undertaking the course, and is expressed as a percentage of the total number of valid responses for the question.

## VOCATIONAL EDUCATION AND TRAINING DELIVERY

### iv) Explanation

In 2003 a total of 80% of Central West College of TAFE graduates indicated that they had achieved or partly achieved their main reason for doing the course. Whilst this does not represent an increase for the College over the 2002 result the figure compares favorably to the Western Australian average of 77%, and the national average of 78%, neither of which experienced an increase in 2003.

### 1.3 Proportion of Graduates in Employment

The proportion of graduates in employment is an effectiveness measure that describes the extent to which the College is delivering relevant training programs that enhance the opportunities for graduates to enter the workforce.

Table Three : Employment Status as at 30 May

	CWC	CWC	CWC	WA	Australia
Year	2001	2002	2003	2003	2003
Employed	69%	71%	73%	73%	74%
Unemployed	10%	14%	12%	12%	13%
Not in Labour Force	20%	15%	13%	13%	11%

### Notes:

#### i) Source

Figures for the Graduate Satisfaction indicator are derived from the Student Outcomes Survey 2003. The Student Outcomes Survey 2003 was conducted by NCS Pearson Pty Ltd on behalf of the National Centre for Vocational Education Research (NCVER) with funding assistance from the Australian National Training Authority (ANTA).

#### ii) Description

The Student Outcomes Survey 2003 is a national survey that provides key information about TAFE students who undertook vocational education and training in Australia in 2002. TAFE graduates were defined as students who attended a TAFE Institute, successfully completed a qualification, and who had an Australian address as their usual residence.

The survey questionnaires were mailed to 508 Central West College of TAFE graduates. There were 352 responses. This represents an overall response rate of 72.9% excluding refusals / return to sender.

In the survey graduates were asked to indicate their employment status ("Employed", "Unemployed" and "Not in the Labor Force") as at 31 May 2003.

Note (a): Sample Error overall for 2003 data was  $\pm 4.1\%$  at 95% confidence level.

#### iii) Derivation

The number of graduates in each employment category is presented as a percentage of the total number of valid responses for the question.

## VOCATIONAL EDUCATION AND TRAINING DELIVERY

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iv) Explanation

73% of Central West College graduates indicated they were employed at the time of the survey (30 May 2003). This is 2% higher than the rate reported for the College in 2002 and is comparable with the state and national averages of 73% and 74% respectively.

12% of Central West College graduates were considered unemployed, this represents a decrease of 2% in the rate compared to 2002 and comparable to the Western Australian and Australian averages of 12% and 13% respectively.

### 1.4 Achievement of College Profile

The College's Delivery and Performance Agreement, or Profile as it is commonly termed, is determined on a yearly basis and reflects the Department of Education and Training's State Training Profile. The State Training Profile is developed through an extensive consultation process with stakeholders throughout Western Australia and incorporates a wide range of inputs, including:

- Industry training and employment requirements - including industry training plans developed by the Industry Training Advisory Bodies;
- Regional and community needs;
- VET infrastructure and training provider intelligence;
- Structure of the Western Australian economy - exports, regional economies;
- Labour market trends and projections - casualisation, skill priorities;
- Demographic factors - population trends and projections;
- Distribution of education qualifications;
- State Government priorities - regional development, technology, industry policy; and
- The needs and characteristics of equity groups.

In addition to the information provided via the State Training Profile the College undertakes continuing consultation with the community and industry through Industry Advisory Committees, Regional Advisory Committees, and Aboriginal Education, Employment and Training Committees to determine their training needs. This information then influences the development of the College's Profile and allows the College to meet their needs.

Therefore, as the College's Profile is determined based on the training needs of our clients, assessments against both overall achievement of College Profile and achievement against targets set for delivery in individual industry groups provide indicators of the College's effectiveness in meeting the training needs of the region.

#### 1.4.1 Overall Achievement of College Profile

This measure indicates the degree to which the College was able to achieve the total number of planned Student Curriculum Hours (SCH) as agreed in the College's target purchasing Matrix, outlined in the Delivery and Performance Agreement with the Department of Education and Training.

This indicates the extent to which the College is meeting the training needs of the community and of the state. Table Four provides a summary of the College's planned vs achieved SCH in 2003.



## VOCATIONAL EDUCATION AND TRAINING DELIVERY

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Table Four: Achievement of College Profile 2003, Planned vs Achieved SCH

	Planned SCH	Achieved SCH	% Achieved
2001	856,910	868,702	101.38%
2002	890,464	890,783	100.04%
2003	894,916	902,498	100.85%

### 1.4.2 Achievement of College Profile by Department of Education and Training Industry Group

The College aims to provide training that meets the needs of clients. Achievement of College Profile by Department of Education and Training Industry Group provides a more detailed indication of the extent to which the College is responding to the demand for training within industry groups. Demand can vary within an industry group, particularly in a diverse regional training environment, so variations between planned and achieved SCH within industry groups are evident.

The following table presents a summary of the achievement of SCH against Department of Education and Training Industry Group in 2003. Achieved SCH for 2002 are also provided for reference.

## VOCATIONAL EDUCATION AND TRAINING DELIVERY

Table Five: Achievement of College Profile 2003 by Department of Education and Training Industry Group

WADT Group	2002 Planned SCH	2002 Achieved SCH	2003 Planned SCH	2003 Achieved SCH	2003 % Achieved
00 Not Classified					
01A Recreation, Sports and Entertainment	11,834	11,834	12,150	12,222	100.59%
01B Visual and Performing Arts	6,480	6,480	8,560	8,540	99.77%
01C Design	18,410	18,480	41,200	36,000	87.38%
02A Automotive	30,243	30,287	33,032	27,784	84.11%
03A Building and Construction	73,274	73,372	64,246	47,792	74.39%
03B Surveying and Building	11,630	11,350	14,810	13,980	94.40%
04A Community Service Workers	59,042	59,092	53,470	58,962	110.27%
04B Education and Childcare	55,059	55,714	40,338	48,955	121.36%
04C Health	32,337	32,355	29,824	45,347	152.05%
05A Finance Insurance Property Service Workers	16,525	16,955	17,504	1,468	8.39%
07A Clothing, Footwear and Soft Furnish.	8,465	8,465	5,850	6,665	113.93%
07B Furniture Manufacture	-	-	1,000	848	84.80%
09A Engineering and Drafting	8,221	8,221	3,954	3,700	93.58%
09B Metal and Mining	54,440	53,131	51,383	35,836	69.74%
10B Forestry, Farming and Landcare	59,300	58,176	84,246	94,741	112.46%
10C Fishing	12,028	12,068	12,642	5,913	46.77%
10D Horticulture	26,006	26,256	27,068	19,552	72.23%
12A Personal Services	27,042	26,340	24,988	26,743	107.02%
12B Retail	12,375	12,425	14,482	11,462	79.15%
13A Cooking	27,115	27,010	23,828	21,811	91.54%
13B Hospitality	20,800	20,892	18,209	17,367	95.38%
13C Tourism	154	60	1,280	3,557	277.89%
13D Travel Agent	8,177	8,177	4,420	-	-
14A Transport Trades, Storage and Associated	27,527	27,152	17,695	28,079	158.68%
15A Electrical and Electronic Engineering	26,202	26,002	19,344	22,782	117.77%
15B Electrical Trades	6,534	6,552	6,624	8,118	122.55%
16A Accounting and other Business Services	37,737	39,829	34,540	49,446	143.16%
16B Management	3,092	3,041	5,700	5,345	93.77%
16C Office and Clerical	52,161	52,646	52,405	47,180	90.03%
17A Computing	65,566	66,096	70,482	77,103	109.39%
18A Science and Technical Workers	11,718	11,305	13,990	23,219	165.97%
19B Adult Literacy/ESL	66,770	66,820	60,080	59,200	98.54%
19D Miscellaneous	432	432	5,000	6,920	138.40%
19E Targeted Access and Participation Courses	13,768	13,768	20,572	25,861	125.71%
Total	890,464	890,783	894,916	902,498	100.85%

Notes:

i) Source

The Planned Student Curriculum Hours (SCH) are obtained from the 2003 Central West College of TAFE Delivery and Performance Agreement with the Department of Education and Training (including Addenda). Achieved SCH are obtained from the College Management Information System (CMIS) for the year ended 31 December 2003.

ii) Description/Derivation

The College Profile comprises training purchased in accordance with the College target purchasing matrix and is expressed in terms of Student Curriculum Hours (SCH).

## VOCATIONAL EDUCATION AND TRAINING DELIVERY

"Planned" profile delivery is the total Student Curriculum Hours (SCH) the College plans to deliver, to meet the target purchasing matrix, for the year ended 31 December 2003.

"Achieved" profile delivery is the total amount of Student Curriculum Hours actually delivered for the year ended 31 December 2003.

"% Achieved" is derived from Achieved SCH as a percentage of the total planned delivery. Achievement of the College profile is a measurement indicating the degree to which the College met the total number of planned Student Curriculum Hours (SCH) as identified in the College's target purchasing matrix.

### iii) Explanation

In 2003 the College delivered 100.85% of its planned Profile delivery, as identified through the College's target purchasing matrix. This compares favourably with 100.04% in 2002, with the College having consistently achieved the planned SCH for the period 1998 - 2003. In terms of Achieved SCH the College showed an increase of 11,715 SCH in 2003, compared to 2002.

Planned vs Achieved SCH for each Department of Education and Training Industry Group provides additional information about delivery activity in each industry area.

## 2.0 EFFICIENCY INDICATORS

### 2.1 Cost per Student Curriculum Hour (SCH)

This indicator measures the average cost of delivery per Student Curriculum Hour (SCH) for all delivery including Profile and Non-Profile activity.

Table Six : Cost per Student Curriculum Hour (\$/SCH)

	2001	2002	2003
\$ Per SCH	\$18.10	\$19.17	\$18.62

#### Notes:

##### i) Source

Data regarding Student Curriculum Hours was obtained from the College Management Information System (CMIS) for the year ended 31 December 2003. Total expenditure is per the College Financial Statements for the year ending 31 December 2003, including the Capital User Charge expense.

##### ii) Description and Derivation

This measure was derived as \$/SCH where SCH is all actual SCH but excluding exemptions, exam only enrolments and module enrolments which were reported in the previous year with a non-definitive outcome and subsequently updated. Total operating expenditure is calculated on an accrual basis.

iii) Explanation

The cost per SCH has marginally decreased by \$0.55 from the 2002 figure.

The interpretation of the Efficiency Performance Indicator Cost per Student Curriculum Hour needs to be considered in light of the total College profile of training delivery. The cost of delivery varies for different industry groupings for all training providers. The cost of delivering a course requiring heavy machinery, for example, is more expensive than the cost of delivering a paper-based course. In addition the Central West College of TAFE services a region of 613,438 square kilometers with delivery in remote areas being considerably more expensive than at a campus located in a region of significant population.



# FINANCIAL REPORT

CENTRAL WEST COLLEGE OF TAFE



## FINANCIAL STATEMENTS

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### FINANCIAL STATEMENTS

for the year ended 31 December 2003

The accompanying financial statements of the Central West College of TAFE have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the year ending 31 December 2003 and the financial position as at 31 December 2003.

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



26 February 2004

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**Barry Mitchell**

Chairman of Governing Council



26 February 2004

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**Wayne Collyer**

Managing Director  
(Member of Governing Council)



26 February 2004

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**Mandy Taylor**

Principal Accounting Officer



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CENTRAL WEST COLLEGE OF TAFE  
FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2003

**Audit Opinion**

In my opinion,

- (i) the controls exercised by the Central West College of TAFE provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the College at December 31, 2003 and its financial performance and cash flows for the year ended on that date.

**Scope**

***The Governing Council's Role***

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

The financial statements consist of the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and the Notes to the Financial Statements.

***Summary of my Role***

As required by the Act, I have independently audited the accounts and financial statements to express an opinion on the controls and financial statements. This was done by looking at a sample of the evidence.

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

A handwritten signature in black ink, appearing to read 'D D R Pearson'.

D D R PEARSON  
AUDITOR GENERAL  
April 8, 2004

## FINANCIAL STATEMENTS

### CENTRAL WEST COLLEGE OF TAFE STATEMENT OF FINANCIAL PERFORMANCE for the year ended 31 December 2003

		2003	2002
		\$	\$
<b>COST OF SERVICES</b>			
<b>Expenses from ordinary activities</b>			
Employee expenses	2	11,164,187	9,961,714
Depreciation expense	3	1,296,161	1,276,323
Doubtful Debts Expense	4	23,579	8,246
Supplies and services	5	4,930,171	5,617,856
Grants and subsidies	6	61,446	25,003
Capital user charge	9	1,959,864	1,877,963
Other expenses from ordinary activities	10	153,002	173,155
<b>Total cost of services</b>		<b>19,588,411</b>	<b>18,940,260</b>
<b>Revenues from ordinary activities</b>			
<i>Revenue from operating activities</i>			
Fee for service	11	1,241,574	1,008,538
Student fees and charges	12	1,438,248	1,382,183
Ancillary trading	13	255,052	42,494
Commonwealth grants and contributions	14	79,981	144,257
Trading profit	8	94,562	67,555
<i>Revenue from non-operating activities</i>			
Other revenues from ordinary activities	15	266,016	344,912
Interest revenue		109,934	100,948
Proceeds on disposal of non-current assets	7	130,896	13,160
<b>Total revenues from ordinary activities</b>		<b>3,616,236</b>	<b>3,104,047</b>
<b>NET COST OF SERVICES</b>		<b>(15,972,174)</b>	<b>(15,836,213)</b>
<b>REVENUES FROM STATE GOVERNMENT</b>			
State funds	16	17,260,076	15,090,438
Resources received free of charge	17	476,548	683,715
Liabilities assumed by the treasurer	18	514	8,604
<b>Total revenues from State Government</b>		<b>17,737,138</b>	<b>15,782,758</b>
<b>CHANGE IN NET ASSETS</b>		<b>1,764,964</b>	<b>(53,456)</b>
Net increase/(decrease) in asset revaluation reserve	27	436,425	(52,790)
<b>Total revenues, expenses and valuation adjustments recognised directly in equity</b>		<b>436,425</b>	<b>(52,790)</b>
<b>Total changes in equity other than those resulting from transactions with WA State Government as owners</b>		<b>2,201,389</b>	<b>(106,246)</b>

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

## FINANCIAL STATEMENTS

### CENTRAL WEST COLLEGE OF TAFE STATEMENT OF FINANCIAL POSITION as at 31 December 2003

		2003	2002
	Notes	\$	\$
<b>Current Assets</b>			
Cash assets	19	2,340,864	1,604,082
Inventories	20	103,468	141,794
Receivables	21	636,268	464,974
Other assets	22	765,954	842,177
<b>Total Current Assets</b>		<b>3,846,554</b>	<b>3,053,027</b>
<b>Non-Current Assets</b>			
Property, plant, equipment and vehicles	23	24,173,860	22,429,388
<b>Total Non-Current Assets</b>		<b>24,173,860</b>	<b>22,429,388</b>
<b>Total assets</b>		<b>28,020,414</b>	<b>25,482,416</b>
<b>Current Liabilities</b>			
Payables	24	664,399	706,751
Provisions	25	1,028,629	810,004
Other liabilities	26	423,066	298,940
<b>Total Current Liabilities</b>		<b>2,116,094</b>	<b>1,815,695</b>
<b>Non-Current Liabilities</b>			
Provisions	25	789,101	752,891
<b>Total Non-Current Liabilities</b>		<b>789,101</b>	<b>752,891</b>
<b>Total Liabilities</b>		<b>2,905,195</b>	<b>2,568,586</b>
<b>NET ASSETS</b>		<b>25,115,219</b>	<b>22,913,830</b>
<b>Equity</b>			
Asset revaluation reserve	27	1,062,181	625,756
Accumulated surplus	28	24,053,038	22,288,074
<b>TOTAL EQUITY</b>		<b>25,115,219</b>	<b>22,913,830</b>

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

## FINANCIAL STATEMENTS

### CENTRAL WEST COLLEGE OF TAFE STATEMENT OF CASH FLOWS for the year ended 31 December 2003

	Notes	2003 \$	2002 \$
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Recurrent State Funding - Department of Education and Training		13,718,835	12,088,086
Capital State Funding - Department of Education and Training		490,000	-
<b>Net cash provided by State Government</b>		<b>14,208,835</b>	<b>12,088,086</b>
<b>Utilised as follows:</b>			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee Costs		(10,001,628)	(9,422,257)
Supplies and Services		(4,547,279)	(4,693,401)
Grants and Subsidies		(55,096)	(25,003)
Payments to Non-TAFE Providers for VET Delivery		(6,350)	-
Capital User Charge		(1,910,497)	(461,603)
GST Payments to all Suppliers		(486,178)	(572,721)
Other Payments		(48,104)	(21,384)
<b>Receipts</b>			
Fee For Service		1,406,902	942,870
Student Fees and Charges		1,355,023	1,341,713
Ancillary Trading		255,052	106,895
Interest Received		105,919	100,948
Commonwealth Grants and Contributions		79,981	144,257
GST Receipts from all Customers		219,019	169,955
GST Receipts from ATO		202,363	354,709
Other Receipts		317,307	423,677
<b>Net cash (used in) operating activities</b>	<b>30</b>	<b>(13,113,566)</b>	<b>(11,611,344)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Purchase of Non-Current Physical Assets		(504,111)	(925,915)
Proceeds from the Sale of Non-Current Physical Assets		145,624	21,267
<b>Net cash (used in) investing activities</b>		<b>(358,487)</b>	<b>(904,648)</b>
<b>Net increase/(decrease) in cash held</b>		<b>736,782</b>	<b>(427,906)</b>
Cash Assets at the Beginning of the Financial Year		1,604,082	2,031,988
<b>CASH ASSETS AT THE END OF THE FINANCIAL YEAR</b>	<b>31</b>	<b>2,340,864</b>	<b>1,604,082</b>

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



## FINANCIAL STATEMENTS

The College was established as a statutory authority effective from 1 January 1997, as a result of the enactment of the Vocational Education and Training (VET) Act 1996.

### 1 Significant accounting policies

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

#### General Statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group (UIG) Consensus Views 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 Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and UIG Consensus Views. The modifications are intended to fulfil the requirements of general application to the public sector together with the need for greater disclosure and also to satisfy accountability requirements.

If any such modification has a material or significant financial effect upon the reported results, details of that modification and where practicable, the resulting financial effect, are disclosed in individual notes to these financial statements.

#### Basis of Accounting

The statements have been prepared on the accrual basis of accounting using the historical cost convention, with the exception of certain assets and liabilities which, as noted, are measured at fair value.

#### (a) Depreciation of Non Current Assets

All non-current assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their future economic benefits. Depreciation is provided for on the straight line basis, using rates which are reviewed annually. Useful lives for each class of depreciable assets are:

Buildings	40 years
Motor Vehicles, Caravans and Trailers	6 years
Marine Crafts	7.5 years
Plant, Furniture, General Equipment	3.5 to 7.5 years
Computing, Communications & Software	3.5 to 7.5 years

#### (b) Inventories

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

#### (c) Investments

Investments are brought to account at the lower of cost and recoverable amount.

#### (d) Employee Benefits

##### Annual Leave

This benefit is recognised at the reporting date in respect to employees' services up to that date and is measured at the nominal amounts expected to be paid when the liabilities are settled.

### Long Service Leave

The liability for long service leave expected to be settled within 12 months of the reporting date is recognised in the provisions for employee benefits, and is measured at the nominal amounts expected to be paid when the liability is settled. The liability for long service leave expected to be settled more than 12 months from the reporting date is recognised in the provisions for employee benefits, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting period. Consideration is given, when assessing expected future payments, to expected future wage and salary levels including relevant on costs, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

This method of measurement of the liability is consistent with the requirements of Accounting Standard AASB 1028 "Employee Benefits".

### Superannuation

Staff may contribute to either the Pension Scheme, a defined benefits pension scheme now closed to new members, or to the Gold State Superannuation Scheme, a defined benefit lump sum scheme now also closed to new members. All staff who do not contribute to either of these schemes become non contributory members of the West State Superannuation Scheme, an accumulation fund complying with the Commonwealth Government's Superannuation Guarantee (Administration) Act 1992. All these schemes are administered by the Government Employees Superannuation Board (GESB).

The Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme are unfunded and the liability for future payments are provided for at reporting date.

The liabilities for superannuation charges under the Gold State Superannuation Scheme and West State Superannuation Scheme are extinguished by payment of employer contributions to the GESB.

The note disclosure required by paragraph 51(e) of AAS 30 (being the employer's share of the difference between employees' accrued superannuation benefits and the attributable net market value of plan assets) has not been provided. State scheme deficiencies are recognised by the State in its whole of government reporting. The GESB's records are not structured to provide the information for the Authority. Accordingly, deriving the information for the Authority is impractical under current arrangements, and thus any benefits thereof would be exceeded by the cost of obtaining the information.

### Employee benefit on-costs

Employee benefit on-costs, including payroll tax, are recognised and included in employee benefit liabilities and costs when the employee benefits to which they relate are recognised as liabilities and expenses.

### (e) Leases

The College has entered into a number of operating lease arrangement for property, plant and equipment, where the lessor effectively retains all of the risks and benefits incidental to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Financial Performance over the lease term as this is representative of the pattern of benefits to be derived from the leased property.

## FINANCIAL STATEMENTS

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(f) Revenue Recognition

The funds received from the Department of Education and Training in respect of the delivery of services forming part of the Delivery Performance Agreement, capital grants and other monies have been disclosed as 'Revenues from Government'. Revenue is recognised in the period in which the College gains control of the funds through the delivery of student contact hours in accordance with the Delivery and Performance Agreement.

The majority of operating revenue of the College represents revenue earned from student fees and charges, fee for service, ancillary services, trading activities and Commonwealth grants and subsidies, as well as revenue received from the Department of Education and Training as a result of training successfully tendered for under competitive tendering arrangements. Revenue is recognised when services have been provided.

Revenue from the sale of goods and disposal of other assets, and the rendering of services is recognised when the College has passed control of the goods or other assets, or delivery of the service to the customer.

(g) Grants and Other Contributions Revenue

Capital grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the College obtains control over the assets comprising the contributions. Control is normally obtained upon their receipt.

Contributions are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

(h) Resources Received Free of Charge or For Nominal Value

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

(i) Receivables

Receivables are recognised at the amounts receivable as they are due for settlement no more than 30 days from the date of recognition.

Collectability of accounts receivable is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. A provision for doubtful debts is raised where some doubts as to collection exists.

(j) Payables

Payables, including accruals not yet billed, are recognised when the College becomes obliged to make future payments as a result of a purchase of assets or services. Accounts payable are generally settled within 30 days.

(k) Accrued Salaries

Accrued salaries 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. The College considers the carrying amount approximates net fair value.

(l) Revaluation of Land and Buildings

The College has a policy of valuing land and buildings at fair value. The annual revaluations of the College's land and buildings undertaken by the Valuer General's Office for the Government Property register are recognised in the financial statements.

## FINANCIAL STATEMENTS

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- (m) **Resources Received Free of Charge or For Nominal value**  
Resources received free of charge or for nominal value which can be reliably measured are recognised as revenues and as assets or expenses as appropriate, at fair value.
- (n) **Comparative Figures**  
Comparative figures are, where appropriate, reclassified so as to be comparable with the figures in the current financial year.
- (o) **Acquisition of Assets**  
The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.
- Assets acquired at no cost or for nominal consideration, are initially recognised at their fair value at the date of acquisition.
- (p) **Cash**  
For the purposes of the Statement of Cash Flows, cash includes cash assets and restricted cash assets net of outstanding bank overdrafts. These include short-term deposits that are readily convertible to cash on hand and are subject to insignificant risk of changes in value.
- (q) **Interest Revenue**  
Interest revenues are recognised as they are accrued.
- (r) **Rounding of amounts**  
Amounts in the financial statements have been rounded to the nearest dollar.

## FINANCIAL STATEMENTS

### CENTRAL WEST COLLEGE OF TAFE

#### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2003

	2003	2002
	\$	\$
<b>2 Employee Expenses</b>		
Salaries	9,455,117	8,344,785
Superannuation	838,628	744,597
Other Staffing Costs	870,442	872,332
	<u>11,164,187</u>	<u>9,961,714</u>
<b>3 Depreciation expense</b>		
Depreciation		
Buildings	491,825	486,686
Motor Vehicles, Caravans & Trailers	118,562	109,325
Plant, Furniture & General Equipment	283,550	254,017
Computers, Communication Network & Software	356,898	416,217
Marine Craft	45,325	10,078
	<u>1,296,161</u>	<u>1,276,323</u>
<b>4 Doubtful Debts Expense</b>		
Doubtful Debts Expense	23,579	8,246
	<u>23,579</u>	<u>8,246</u>
<b>5 Supplies and services</b>		
Consumables and Minor Equipment	1,012,481	971,006
Communication Expenses	227,297	268,223
Utilities Expenses	314,791	322,880
Consultancies and Contracted Services	1,303,374	1,714,125
Minor Capital Works	977,632	1,270,360
Repairs and Maintenance	188,619	177,421
Operating Lease and Hire Charges	106,084	129,872
Travel and Passenger Transport	342,294	389,894
Advertising and Public Relations	189,362	166,150
Supplies and Services - Other	268,237	207,925
	<u>4,930,171</u>	<u>5,617,856</u>
<b>6 Grants and subsidies</b>		
Adult and Community Education Organisations		
Payments to Non TAFE Providers for VET Service Delivery	6,350	-
Apprentices and Trainees (Travel, Accommodation and Other Off the Job Assistance)	48,477	25,003
Other	6,619	-
	<u>61,446</u>	<u>25,003</u>

## FINANCIAL STATEMENTS

### 7 Net gain/(loss) on disposal of non-current assets

#### Proceeds on Disposal of Non-Current Assets

Motor Vehicles, Caravan & Marine Craft	115,734	13,160
Computers, Communication & Software	15,135	-
	<u>130,869</u>	<u>13,160</u>

#### Carrying Value on Disposal of Non-Current Assets

Plant, Furniture & General Equipment	(11,476)	(9,755)
Computers, Communication & Software	-	(2,216)
	<u>(11,476)</u>	<u>(11,971)</u>

Net Gain/(loss)	<u>119,393</u>	<u>1,189</u>
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### 8 Trading Profit/(Loss)

#### (a) Bookshop:

Sales	89,155	97,373
Cost of Sales:		
Opening Inventory	57,370	49,556
Purchases	85,273	99,156
	<u>142,643</u>	<u>148,712</u>
Closing Inventory	(52,731)	(57,370)
Cost of Goods Sold	<u>89,912</u>	<u>91,342</u>
Trading Profit (Loss) - Bookshop	<u>(757)</u>	<u>6,031</u>

#### (b) Cafeteria (Non Training Related)

Sales	283,211	241,281
Cost of Sales:		
Opening Inventory	4,931	4,294
Purchases	187,424	180,394
	<u>192,355</u>	<u>184,688</u>
Closing Inventory	(4,463)	(4,931)
Cost of Goods Sold	<u>187,892</u>	<u>179,757</u>
Trading Profit (Loss) - Cafeteria	<u>95,319</u>	<u>61,524</u>
	<u>94,562</u>	<u>67,555</u>

### 9 Capital user charge

Capital User Charge Expense	1,959,864	1,877,963
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A capital user charge rate of 8% has been set by the Government for 2003 and represents the opportunity cost of capital invested in the net assets of the College used in the provision of outputs. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.



## FINANCIAL STATEMENTS

### 10 Other expenses from ordinary activities

Written Down Value on Disposable Assets	11,476	11,971
Asset Revaluation Decrement	-	139,800
Donations	1,400	4,039
Student Prizes and Awards	7,149	7,435
Miscellaneous	39,163	0
Losses and Write-Offs	93,814	9,910
	<u>153,002</u>	<u>173,155</u>

### 11 Fee for service

Fee For Service -General	679,329	376,347
Fee For Service -Department of Education and Training	553,247	624,077
Fee For Service -Government (other than Department of Education and Training)	8,000	-
Adult Community Education Fees	994	1,172
International Division Fees	5	6,942
	<u>1,241,574</u>	<u>1,008,538</u>

### 12 Student fees and charges

Tuition (Administration) Fees	614,973	657,668
Service/Enrolment Fees	83,086	84,099
Resource Fees	364,721	335,560
Other College Fees	375,466	304,856
	<u>1,438,246</u>	<u>1,382,183</u>

### 13 Ancillary trading

Live Works (not a trading activity)	70,934	33,741
Contracting and Consulting	180,400	3,988
Other Ancillary Revenue	3,719	4,766
	<u>255,052</u>	<u>42,494</u>

### 14 Commonwealth grants and contributions

Commonwealth Grants & Contributions	<u>79,981</u>	<u>144,257</u>
	<u>79,981</u>	<u>144,257</u>

### 15 Other revenues from ordinary activities

Rental and Facilities Fees	179,903	188,686
Other Direct Grants & Subsidy Revenue	10,557	14,098
Sponsorship & Donations Revenue	6,714	57,754
Miscellaneous Revenue	68,843	84,374
	<u>266,016</u>	<u>344,912</u>

## FINANCIAL STATEMENTS

### 16 State Funds (received from Department of Education and Training)

Delivery and Performance Agreement (DPA)	11,454,389	10,858,872
Non-DPA Grants	1,169,247	1,621,304
Capital User Charge Funding	1,959,864	1,877,963
Total Recurrent Funding	14,583,500	14,358,139
Capital Works Transferred	2,676,576	732,299
Total Capital	2,676,576	732,299
	17,260,076	15,090,438

### 17 Resources received free of charge

Comprised of:

Department of Education and Training

* Corporate Systems Support	340,466	523,455
* Marketing and Publications	17,505	13,581
* Human Resources / Industrial Relations Support	23,173	24,104
* Other	54,905	91,576
	436,048	652,715
Office of the Auditor General - External Audit Services	40,500	31,000
Total Resources Received Free of Charge	476,548	683,715

Where assets or services have been received free of charge or for nominal consideration, the College recognises revenues equivalent to the fair value of the assets and/or the fair value of those services that can be reliably determined and which would have been purchased if not donated, and those fair values shall be recognised as assets or expenses, as applicable.

### 18 Liabilities assumed by the Treasurer

Superannuation	514	8,604
	514	8,604

Where a liability has been assumed by the Treasurer or other entity, the College recognises revenues equivalent to the amount of the liability assumed and an expense relating to the nature of the event or events that initially gave rise to the liability.

### 19 Cash assets

Cash on Hand	4,464	4,314
Cash at Bank	799,270	79,128
Cash Advances	23,130	6,640
Short Term Deposits	1,514,000	1,514,000
	2,340,864	1,604,082

## FINANCIAL STATEMENTS

### 20 Inventories

Non Trading Inventory		
Other at cost	46,274	79,493
Total Non Trading Inventory	<u>46,274</u>	<u>79,493</u>
Trading Inventory:		
Book Shop at cost	52,731	57,370
Cafeteria at cost	4,463	4,931
Total trading Inventory	<u>57,194</u>	<u>62,301</u>
	<u>103,468</u>	<u>141,794</u>

### 21 Receivables

Current		
Current Receivables includes trade debtors, student debtors and over-paid salaries.		
Receivables	651,744	445,078
Provision for Doubtful Debts	<u>(86,465)</u>	<u>(61,194)</u>
Net Receivables	565,279	383,884
GST Receivable	70,989	81,090
	<u>636,268</u>	<u>464,974</u>

### 22 Other assets

Prepayments	167,513	152,398
Accrued Income	582,156	672,531
Other	16,285	17,248
	<u>765,954</u>	<u>842,177</u>

### 23 Property, plant, equipment and vehicles

Land		
At Fair Value	222,200	222,200
	<u>222,200</u>	<u>222,200</u>
Buildings		
At Fair Value	19,673,014	19,643,414
Accumulated Depreciation	<u>(621,700)</u>	<u>(536,699)</u>
	19,051,314	19,106,715
Work in Progress - at construction cost	<u>899,634</u>	<u>714,704</u>
Motor Vehicles, Caravans & Trailers		
At Cost	709,307	635,658
Accumulated Depreciation	<u>(220,002)</u>	<u>(155,979)</u>
	489,305	479,679
Marine Craft		
At Cost	1,687,697	71,040
Accumulated Depreciation	<u>(55,163)</u>	<u>(44,513)</u>
	1,632,535	26,527

## FINANCIAL STATEMENTS

Plant, Furniture & General Equipment		
At Cost	2,120,074	1,987,901
Accumulated Depreciation	(1,157,824)	(947,118)
	<u>962,250</u>	<u>1,040,783</u>
Computer Equipment, Communication Network and Software		
At Cost	2,449,778	2,629,611
Accumulated Depreciation	(1,533,155)	(1,790,830)
	<u>916,623</u>	<u>838,781</u>
	<u>24,173,860</u>	<u>22,429,388</u>

(a) The valuation of land and buildings was performed on 1 July 2001 (2002: July 1, 2001) in accordance with an independent valuation by the Valuer General's Office. The valuation has been performed on the basis of current existing use for land and depreciated replacement cost for buildings.

(b) Buildings under construction reflects accumulated expenditure as at 31 December for building projects which are yet to be completed, (refurbishment/extension of existing buildings and/or construction of new buildings on land controlled by the college). It includes expenditure incurred directly by the Department of Education and Training. For these amounts, the college reflects an equivalent amount under Revenue from Government - State Funds.

### Reconciliations

Reconciliations of the carrying amounts of property, plant and equipment at the beginning and end of the current and previous financial year are set out below.

2003	Land	Buildings	Work in Progress at cost	Motor Vehicles, Caravans & Trailers	Marine Craft	Plant, Furniture & General Equipment	Computer Equipment, Communication Network & Software	Total
Carrying Amount at Start of Year	222,200	19,106,715	714,704	479,679	26,527	1,040,783	838,781	22,429,389
Additions	-	-	1,826,523	254,262	20,288	223,960	504,185	2,829,218
Disposals	-	-	-	(126,073)	(10,549)	(13,969)	(26,343)	(176,934)
Transfers	-	-	(1,641,593)	-	1,641,593	-	-	-
Depreciation	-	(491,825)	-	(118,563)	(45,325)	(283,550)	(356,898)	(1,296,161)
Revaluation	-	436,424	-	-	-	-	-	436,424
Write-off	-	-	-	-	-	(4,974)	(43,102)	(48,076)
Carrying Amount at End of Year	<u>222,200</u>	<u>19,051,314</u>	<u>899,634</u>	<u>489,305</u>	<u>1,632,534</u>	<u>962,250</u>	<u>916,623</u>	<u>24,173,860</u>

## 24 Payables

### Current

Trade Payables	153,428	245,147
Capital User Charge Payable	510,971	461,604
	<u>664,399</u>	<u>706,751</u>

Trade liabilities are settled within the following month or, where required by supplies on shorter terms.

## FINANCIAL STATEMENTS

### 25 Provisions

#### Employee Benefits

Current		
Annual Leave*	476,150	406,586
Long Service Leave*	532,143	349,894
Salary Deferment	20,336	53,524
	<u>1,028,629</u>	<u>810,004</u>
Non-Current		
Long Service Leave*	789,101	752,891
	<u>789,101</u>	<u>752,891</u>

The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including superannuation, payroll tax and WorkCover premiums. The liability for such on-costs is included here.

The college considers the carrying amount of employee entitlements approximates the net fair value.

#### Employee Benefits

The aggregate employee entitlement liability recognised and included in the financial statements is as follows:

Provision for employee entitlements:

Current	1,028,629	810,004
Non-Current	<u>789,101</u>	<u>752,891</u>
	<u>1,817,730</u>	<u>1,562,896</u>

### 26 Other liabilities

Current		
Income Received in Advance (a)	180,215	39,786
Accrued Expenditure	228,993	227,160
Accrued Salaries and Related Costs	-	13,833
Money/Deposits Held in Trust	10,213	18,162
Other	3,645	-
	<u>423,066</u>	<u>298,940</u>

(a) Income Received In Advance Comprises:

Department of Education and Training - Competitive Allocation Tendering	134,100	39,786
Department of Education and Training - Project Funding	10,509	-
Fee for Service	35,606	-
Total Income in Advance	<u>180,215</u>	<u>39,786</u>

## FINANCIAL STATEMENTS

### 27 Reserves

Asset Revaluation Reserve		
Opening Balance	625,756	678,546
Buildings	436,425	(52,790)
Closing Balance	1,062,181	625,756

(l) The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets, as described in accounting policy note 1(n).

Total Reserves	1,062,181	625,756
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### 28 Accumulated surplus/(deficit)

Opening Balance	22,288,074	22,341,530
Change in Net Assets	1,764,964	(53,456)
Closing Balance	24,053,038	22,288,074

### 29 Reconciliation of net cost of services to net cashflows provided by / (used in) operating activities

Net Cost of Services	(15,972,174)	(15,836,213)
Non Cash Items:		
Depreciation and Amortisation Expense	(1,296,161)	(1,276,323)
Charges to Provisions	(23,579)	(8,246)
Resources Received Free of Charge	(476,548)	(683,715)
Proceeds on Disposal on Non-current Assets	(119,393)	1,189
Losses and Write-Offs	(93,422)	-
Asset Revaluation Decrement	-	(139,800)
Non Cash Opening Balances & Fixed Asset Adjustments	-	-
Superannuation Expense	(837,600)	(735,993)
Capital User Charge	-	(1,443,015)
(Increase)/decrease in assets:		
Current Receivables	(124,853)	37,387
Inventories	38,326	87,945
Prepayments	6,927	(43,532)
Other Current Assets	963	559
Increase/(decrease) in liabilities		
Payables	(42,353)	(672,848)
Income Received in Advance/Grants and Advances	129,920	74,390
Current Provisions	218,625	(10,150)
Other current Liabilities	(8,354)	506,193
Non-current Provisions	36,210	
Net GST receipts/(payments)	(277,417)	81,090
Change in GST in Receivables/payables	10,101	
Net Cash provided by/(used in) Operating Activities	(13,113,566)	(11,611,344)



## FINANCIAL STATEMENTS

### 30 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 Assets	(1,541,594)	(1,524,954)
Cash at Bank	(799,270)	(79,128)
	<b>(2,340,864)</b>	<b>(1,604,082)</b>

### 31 Commitments for expenditure

#### (a) Lease Commitments

Commitments in relation to leases contracted for at the reporting date but not recognised as liabilities are payable as follows:

Within 1 year	25,578	26,743
Later than 1 year and not later than 5 years	5,037	19,504
Later than 5 years	1,259	6,297
	<b>31,875</b>	<b>52,544</b>

Representing:

Cancellable Operating Leases	31,875	52,544
	<b>31,875</b>	<b>52,544</b>

### 32 Events occurring after balance date

Nil

### 33 Explanatory Statement

#### (a) Significant variations between actual revenues and expenditures for the financial year and revenues and expenditures for the immediately preceding financial year

Significant variations in revenues and expenditures between actual revenue (income) and expenditure and the corresponding item of the preceding year are detailed below:

Significant variations are considered to be those greater than 10% and greater than \$100,000

	2003 Actual \$	2002 Actual \$	Variation \$
<u>Employee Expenses</u>			
Higher employee expenses in 2003 is due to increases in rates negotiated as a result of the Lecturers Certified Agreement and the Non-teaching General Agreement.	11,164,186	9,961,714	1,202,472
<u>Supplies and Services</u>			
Expenditure on supplies and services in 2002 were higher than 2003 due to the completion of a number of refurbishments and minor works projects and the installation of a new Financial Management Information System.	4,930,171	5,617,856	(687,685)
<u>Fee for Service</u>			
Increase in Fee for Service Revenue resulting from the successful tendering for Workplace English Language and Literacy (WELL).	1,241,574	1,008,538	233,036

## FINANCIAL STATEMENTS

### Ancillary Trading

Ancillary trading revenue has increased in 2003 with the College winning a Black Lip Pearl research and development grant.

255,052	42,494	212,558
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### Proceeds on Disposal of Non- Current Assets

The increase in proceeds are from the sale of the College training vessel, Lady TAFE.

130,869	13,160	117,709
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### State Funds

Increase in state funds un 2003, is attributable to the transfer of capital works funding from the Department of Education and Training for the new training vessel and the Batavia Coast Marine Centre.

17,260,076	15,090,438	2,169,638
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### **(b) Significant variations between estimates and actual results for the financial year**

Section 42 of the Financial Administration and Audit Act requires the college to prepare annual budget estimates.

Details and reasons for significant variations between estimates and actual results are detailed below. Significant variations are considered to be those greater than 10% of budget and greater than \$100,000.

	<b>Budget</b>	<b>Actual</b>	<b>Variation</b>
	\$	\$	\$
<b>(i) Expenditure</b>			
(a) Other Expenses from Ordinary Activities	22,183	153,002	130,819
Increase in the write-off of assets due to the transfer of switches to the Dept. of Education and Training as a result of the global change of switch suppliers.			
<b>(ii) Revenue</b>			
(a) Ancillary Trading	41,000	255,052	214,052
Ancillary trading revenue was greater then estimated as the College was successful in winning a Black Lip Pearl research and development grant.			
(b) Commonwealth Grants and Contributions	306,630	79,981	(226,649)
This estimate was created to reflect expected WELL grant funding, however when received the funding was allocated to Fee for Service Revenue			

## 34 Financial Instruments

### (a) Interest Rate Risk Exposure

The College's exposure to interest rate risk, and the effective weighted average interest rate for each class of financial assets and financial liabilities is set out below:

## FINANCIAL STATEMENTS

	Weighted Average Effective Interest Rate	Fixed Interest Rate Maturity				Total
		Variable Interest Rate	Less Than 1 year	1 to 5 years	More than 5 years	
	%	\$	\$	\$	\$	\$
2003						
<b>Financial Assets</b>						
Cash Assets		-	-	-	-	27,594
Cash at Bank	4.51%	799,270	-	-	-	799,270
Receivables		-	-	-	-	636,268
Other Financial Assets	4.47%	-	1,514,000	-	-	1,514,000
<b>Total Financial Assets</b>		<b>799,270</b>	<b>1,514,000</b>	<b>-</b>	<b>-</b>	<b>2,977,132</b>
<b>Financial Liabilities</b>						
Payables		-	-	-	-	153,428
Employee Benefits		-	-	-	-	1,817,730
<b>Total Financial Liabilities</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,971,158</b>
<b>Net Financial Assets (Liabilities)</b>		<b>799,270</b>	<b>1,514,000</b>	<b>-</b>	<b>-</b>	<b>1,005,974</b>

	Weighted Average Effective Interest Rate	Fixed Interest Rate Maturity				Total
		Variable Interest Rate	Less Than 1 year	1 to 5 years	More than 5 years	
	%	\$	\$	\$	\$	\$
2002						
<b>Financial Assets</b>						
Cash Assets		-	-	-	-	10,954
Cash at Bank	4.40%	79,128	-	-	-	79,128
Receivables		-	-	-	-	464,974
Other Financial Assets	4.46%	-	1,514,000	-	-	1,514,000
<b>Total Financial Assets</b>		<b>79,128</b>	<b>1,514,000</b>	<b>-</b>	<b>-</b>	<b>2,069,056</b>
<b>Financial Liabilities</b>						
Payables		-	-	-	-	245,147
Employee Benefits		-	-	-	-	1,562,895
<b>Total Financial Liabilities</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,808,042</b>
<b>Net Financial Assets (Liabilities)</b>		<b>79,128</b>	<b>1,514,000</b>	<b>-</b>	<b>-</b>	<b>261,014</b>

### (b) Credit Risk Exposure

All financial assets are unsecured.

The carrying amounts represent the College's maximum exposure to credit risk in relation to those assets as indicated in the Statement of Financial Performance

#### Other financial instruments

The College had in place the following financial instruments as at balance date.

(1) A contractual Delivery and Performance Agreement with the Department of Education and Training to deliver training outcomes in accordance with the College Training Profile.

### (c) Net Fair Values

The carrying amount of Financial Assets and Financial Liabilities recorded in the Financial Statements are not materially different from their net fair values, determined in accordance with the accounting policies disclosed in note 1 to the Financial Statements.

## 35 Remuneration of Members of the Accountable Authority and Senior Officers

### Remuneration of members of the Accountable Authority

The number of members of the Accountable Authority whose total of fees, salaries, superannuation and other benefits for the financial year, fall within the following bands are:

\$			
\$150,001 - \$160,000		1	1

The total remuneration of the members of the Accountable Authority is: 157,950 157,809

The superannuation included here represents the superannuation expense incurred by the College in respect of members of the Accountable Authority.

No members of the Accountable Authority are members of the Pension Scheme.

## FINANCIAL STATEMENTS

### Remuneration of Senior Officers

The number of Senior Officers other than senior officers reported as members of the Accountable Authority, whose total of fees, salaries, superannuation and other benefits receivable for the financial year, fall within the following bands are:

\$			
\$50,001	- \$60,000	1	1
\$60,001	- \$70,000	-	-
\$70,001	- \$80,000	5	-
\$80,001	- \$90,000	3	4
\$90,001	- \$100,000	1	2
\$100,001	- \$110,000	-	1
\$110,001	- \$120,000	1	-

The total remuneration of senior officers is: 771,987 683,844

The superannuation included here represents the superannuation expense incurred by the College in respect of Senior Officers other than senior officers reported as members of the Accountable Authority.

No Senior Officers are members of the Pension Scheme.

### 36 Supplementary Financial Information

The following losses and write-offs are incorporated in 'other operating expenses' (refer to note 11)

Revenue and Debts and Public and Other Property Written Off	93,422	9,521
Losses of public and other moneys and public and other property through theft, default or otherwise	392	399

### 37 Segment Information

The college has only one segment (as defined by Treasurer's Instruction 1101 (2) (viii) and that is Vocational Education and Training Delivery.

The college operates in one geographical segment being within the State of Western Australia.

### 38 Related Bodies

The College has no related bodies.

### 39 Affiliated Bodies

The College has no affiliated bodies.

## SECTION 42 ESTIMATES

### CENTRAL WEST COLLEGE OF TAFE

#### S42 SUBMISSION

#### STATEMENT OF FINANCIAL PERFORMANCE

For the year ended 31 December 2004

	2004
	\$ Estimate
<b>COST OF SERVICES</b>	
<b>Expenses from ordinary activities</b>	
Employee Expense	10,715,692
Superannuation Expense	900,000
Supplies and Services	5,299,760
Depreciation Expense	
- Buildings	465,726
- Other	981,120
Total	1,446,846
Grants and Subsidies	65,000
Charges to Provisions	8,500
Trading Loss	0
Capital User Charge	2,198,846
Other Expenses from Ordinary Activities	212,470
<b>Total Cost of Services</b>	<b>20,847,114</b>
<b>Revenue from Ordinary Activities</b>	
<b>Revenue from operating activities</b>	
Fee for Service	1,260,473
Student Fees and Charges	1,468,598
Ancillary Trading	161,500
Commonwealth grants and contributions	54,000
Trading Profit	129,100
Other Revenue from Ordinary Activities	275,520
<b>Revenue from non-operating activities</b>	
Interest Revenue	110,000
Proceeds on Disposal of Non-current assets	43,000
Other Revenue from Ordinary Activities	
<b>Total Revenue from Ordinary Activities</b>	<b>3,502,191</b>
<b>Net Cost of Services</b>	<b>(17,344,923)</b>
<b>REVENUES FROM GOVERNMENT</b>	
State Government Grants and Subsidies	
DPA and other	15,297,831
Capital works transferred from DET	3,930,000
Total	19,227,831
Resources Received Free of Charge	482,000
Liabilities Assumed by the Treasurer	700
Asset Assumed/(Transferred)	
<b>Total revenues from Government</b>	<b>19,710,531</b>
<b>Change in net assets before extraordinary items</b>	<b>2,365,608</b>
<b>Loss from Extra-Ordinary Item</b>	
<b>CHANGE IN NET ASSETS</b>	<b>2,365,608</b>
Net increase/(decrease) in asset revaluation reserve	
Net initial adjustments on adoption of a new accounting standard (state which standard) or UIG consensus view.	
<b>Total revenues, expenses and valuation adjustments recognised directly in equity</b>	<b>0</b>
<b>TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTION WITH WA STATE GOVERNMENT AS OWNERS</b>	<b>2,365,608</b>

Note: Section 42 estimates for 2004 have been submitted to the Minister for approval. At the time of printing the annual report formal approval for the 2004 section 42 estimates had not been received.

## SECTION 42 ESTIMATES

CENTRAL WEST COLLEGE OF TAFE S42 SUBMISSION STATEMENT OF FINANCIAL POSITION For the year ended 31 December 2004	
	2004
	\$ Estimate
<b>CURRENT ASSETS</b>	
Cash Assets	1,543,500
Restricted Cash Assets	234,384
Inventories	134,950
Receivables	652,804
Other Assets	765,000
Other Financial Assets	
<b>Total Current Assets</b>	<b>3,330,638</b>
<b>NON-CURRENT ASSETS</b>	
Inventories	
Receivables	
Property, Plant and Equipment	26,987,769
Intangible Assets	
Other Assets	
Other Financial Assets	
<b>Total Non-Current Assets</b>	<b>26,987,769</b>
<b>TOTAL ASSETS</b>	<b>30,318,407</b>
<b>CURRENT LIABILITIES</b>	
Payables	522,000
Interest Bearing Liabilities	
Provisions	1,169,659
Other Liabilities	335,422
Total Current Liabilities	2,027,081
<b>NON-CURRENT LIABILITIES</b>	
Payables	
Interest Bearing Liabilities	
Provisions	1,071,363
Other Liabilities	
Total Non-Current Liabilities	1,071,363
<b>TOTAL LIABILITIES</b>	<b>3,098,444</b>
<b>NET ASSETS</b>	<b>27,219,963</b>
<b>EQUITY</b>	
Accumulated Surplus (Deficit)	26,594,207
Reserves	625,756
Contributed Equity	
	27,219,963
<b>TOTAL EQUITY</b>	<b>27,219,963</b>

Note: Section 42 estimates for 2004 have been submitted to the Minister for approval. At the time of printing the annual report formal approval for the 2004 section 42 estimates had not been received.



## SECTION 42 ESTIMATES

**CENTRAL WEST COLLEGE OF TAFE**  
**S42 SUBMISSION**  
**STATEMENT OF CASH FLOWS**  
**For the year ended 31 December 2004**

	2004
	\$ Estimate
<b>CASH FLOWS FROM GOVERNMENT</b>	
Recurrent appropriations	14,278,985
Capital appropriations	
<b>Net cash provided by Government</b>	14,278,985
<b>Utilised as follows:</b>	
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
<b>Payments</b>	
Employee Cost	(10,777,284)
Supplies and services	(4,888,586)
Borrowing costs	
GST Payments on purchases	(501,473)
GST Payments to taxation authority	
Capital User Charge	(1,678,846)
Other payments	(281,862)
<b>Receipts</b>	
Sale of goods and services	1,389,564
User charges and fees	1,258,798
Commonwealth grants and contributions	54,000
Interest received	110,000
GST receipts on sales	249,931
GST receipts from taxation authority	205,000
Other receipts	620,120
<b>Net cash provided by/(used in) operating activities</b>	(14,240,638)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Proceeds from sale of non-current physical assets	43,000
Purchase of non-current physical assets	(492,000)
<b>Net cash provided by/(used in) investing activities</b>	(449,000)
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>	
Proceeds from borrowings	
Repayment of borrowings	
Other proceeds	
Other repayments	
<b>Net cash provided by/(used in) financing activities</b>	0
<b>Net increase/(decrease) in cash held</b>	(410,653)
Cash assets at the beginning of the financial year	2,188,537
Cash assets transferred from other sources	
<b>CASH ASSETS AT THE END OF THE FINANCIAL YEAR</b>	<b>1,777,884</b>

Note: Section 42 estimates for 2004 have been submitted to the Minister for approval. At the time of printing the annual report formal approval for the 2004 section 42 estimates had not been received.

## APPENDIX 01

### Western Australia Electoral Act 1907 (Section 175ZE) Disclosure of Gifts and Other Expenditure

<b>Class of Expenditure</b>	<b>Advertising Agencies</b>
Agency Name	Expenditure in 2003
Executive Media	\$ 591
Market Creations	\$ 24,446
<b>Total</b>	<b>\$ 25,037</b>
<b>Class of Expenditure</b>	<b>Market Research Organisations</b>
Agency Name	Expenditure in 2003
Nil expenditure in 2003	
Class of Expenditure	Polling Organisations
Agency Name	Expenditure in 2003
Nil expenditure in 2003	
<b>Class of Expenditure</b>	<b>Direct Mail Organisations</b>
Agency Name	Expenditure in 2003
Nil expenditure in 2003	
<b>Class of Expenditure</b>	<b>Media Advertising Organisations</b>
Agency Name	Expenditure in 2003
Australian Government Directory	\$ 700
Batavia Coast 98FM	\$ -
Carnarvon Community News	\$ 1,030
Dongara Denison Local Rag	\$ 60
Geraldton Four Cinemas	\$ -
Geraldton Newspapers Ltd	\$ 20,208
Midwest Times	\$ 15,026
Northern Guardian	\$ 1,785
Sensis Pty Ltd	\$ 1,397
West Australian Newspapers	\$ 319
Yamaji News	\$ 5,969
<b>Total</b>	<b>\$ 46,494</b>

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