

Challenger TAFE **2004**
annual report



Responsible Minister: Minister for Education & Training, The Hon Alan Carpenter MLA
Accountable Authority: Challenger TAFE
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This Annual Report provides comprehensive data on the number, characteristics and cost of training programs and related services provided to the people of Western Australia by Challenger TAFE, a member of TAFEWA, for the calendar year 2004.

The data on the quantity of training delivered by Challenger TAFE is the Challenger TAFE 2004 Delivery and Performance Agreement (DPA) and final addenda and the College Curriculum Management Information System Census summary.

Market Equity contracted on behalf of TAFEWA by the Western Australian Department of Education and Training provides the data on the quality of training delivered by Challenger TAFE. Of the potential population of 8,011 institution-based students, 5529 individual students were contacted. The sample number achieved was 1,489 being a 23% response rate. Of a potential sample of 1,414 enterprise-based students, 1262 students were contact and 284 responded, representing a 20% response rate. The sampling error for the survey of Challenger TAFE students was 1.7% at the 95% confidence level.

The following considerations are important:

The data are collected according to Australian National Training Authority requirements and standardised at state level to take into account sample size.

External measures are supplemented with internal measures of efficiency and effectiveness and through AQTF and Bureau Veritas audits. It provides objective data for accountability purposes and to inform long-term planning and internal processes.

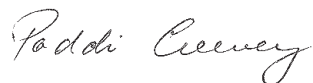
The Hon L Ravlich MLC
Minister for Education and Training
12th Floor Dumas House
2 Havelock Street
West Perth WA 6005

Dear Minister

PRESENTATION OF THE CHALLENGER TAFE ANNUAL REPORT 2004

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 have pleasure in submitting seven hard copies and one electronic copy on CD ROM of the seventh Annual Report of Challenger TAFE for your information and for your presentation to Parliament.

The Annual Report is for the year ending 31 December 2004 and has been prepared in accordance with the provisions of the Financial Administration and Audit Act 1985.



Paddi Creevey
CHAIR, GOVERNING COUNCIL



Malcolm H Goff
MANAGING DIRECTOR

28 February 2005

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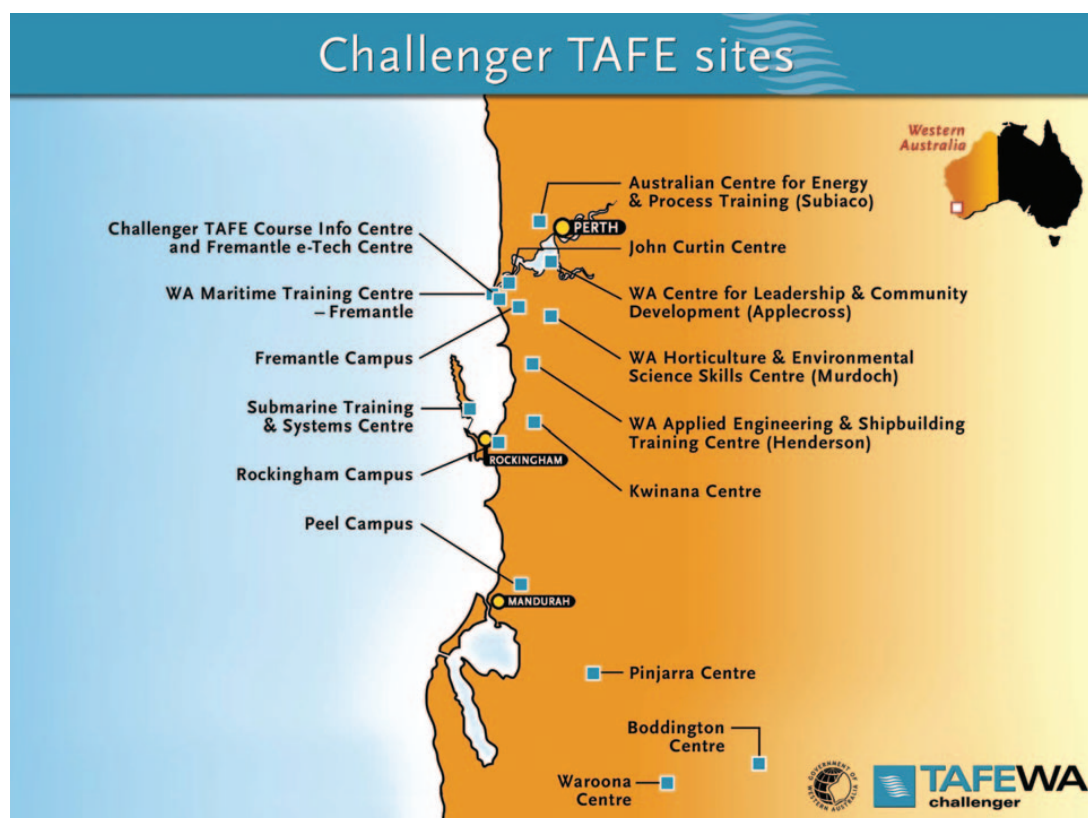
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CHALLENGER TAFE IN WESTERN AUSTRALIA

AREA COVERED

IN 2004 CHALLENGER TAFE HAD 17 DELIVERY SITES OVER A REGION, END TO END, EXTENDING FOR 100KMS. THE REGION'S POPULATION IS APPROX. 400,000 PEOPLE. THE COLLEGE EMPLOYS NEARLY 1,000 FULL-TIME, PART-TIME AND CASUAL STAFF OF WHICH APPROXIMATELY TWO THIRDS ARE INVOLVED IN TRAINING DELIVERY AND SUPPORT OF LEARNING PROGRAMS. CHALLENGER TAFE ENROLS ABOVE 23,000 STUDENTS ANNUALLY.



2004 ACHIEVEMENTS AT A GLANCE

Challenger TAFE Centres of Specialisation, students and staff received national and state recognition in a variety of forums for their considerable achievements in 2004.

Recognising our Centres of Specialisation

Premier's Award 2004 Winner in category People and Communities: Education and Skills Development went to Fremantle e-Tech.

Premier's Award 2004. High Commendation. People and Communities: Social and Community Development, WA Centre for Leadership & Community Development.

Premier's Award 2004. High Commendation in the Section 'The Environment' for our restocking work in the Swan and Blackwood Rivers to the Fremantle Maritime Training Centre, Aquaculture Development Unit.

Challenger TAFE, National Finalist, Training Excellence Awards and WA State winner in the Large Training Provider category.

WA Information Technology and Telecommunications Award (WAITTA) – 2004 for Excellence in Service Delivery and Training.

Catering Institute of Australia WA Division – Gold Plate for Restaurant in a Training Establishment. Inaugural award in the category.

WA Fishing Industry Council Award 2004 winner. Category: Safety and Training, in partnership with Tiger Fisheries.

Tourism Council of WA 2004 Education and Training. Category: Marine Tourism Program – finalist.

StateWest Achievement Awards 2004. Category for Group Activities: Semi Intensive Floating Tank System. High Commendation for the Aquaculture Development Unit.

Australian TAFE Marketing Association (ATMA) Award 2004 Category: Public Sector Management Training. Provision of training by Australian TAFE Consortium to Department of Defence (Delivery partner).

Western Australian Tourism Council. Category for Education and Training – finalist.

RECOGNISING OUR STUDENTS

Australian Training Excellence Awards. 2004 Winner. Category: New Apprenticeships, Trainee of the Year, Information Technology and Business Skills Centre student, Samantha Johnson.

WA Training Excellence Awards Winner New Apprenticeships, Trainee of the Year, Information Technology and Business Skills Centre student, Samantha Johnson.

WA Vocational Student of the Year – 2004 – Information Technology and Business Skills Centre student, Cameron Worts – finalist.

Australian Fashion Designer of the Year Awards 2004 Fashions on the Field category. Visage Training Centre for Hair, Fashion & Beauty student, Barbara Kielar.

Australian Fashion Designer of the Year Awards 2004 Evening wear Student Award category winner. Visage Training Centre for Hair, Fashion & Beauty student Jonathan (Nam Wei) Phang/ Ashleigh Hunt.

Soroptimists International Fremantle Scholarship 2004. Allowing students to present their garments at the national awards. Visage Training Centre for Hair, Fashion & Beauty students Barbara Kielar, Jonathan (Nam Wei) Phang and Ashleigh Hunt.

WA Apprentice of the Year 2004. From the Visage Training Centre for Hair, Fashion & Beauty Hairdressing apprentice, Karen Silverthorne, finalist.

2004 Interflora Awards Melbourne, Florist of the Future (Junior category) From the WA Horticulture & Environmental Science Skills Centre student, Peta Gibb, winner 2004 Interflora Awards Melbourne.

From the WA Horticulture & Environmental Science Skills Centre, National Florist of Distinction Floristry student, Clement Lee, second place.

WA Apprentice of the Year 2004 from the WA Applied Engineering & Shipbuilding finalist Metals and Engineering, apprentice Paul Branch.

WA Apprentice of the Year 2004 from the WA Applied Engineering & Shipbuilding Finalist Plumbing, apprentice Sean Richardson.

Recognising our Staff

Brian Jenkins from the WA Applied Engineering & Shipbuilding finalist Premier's Teachers' Awards 2004 and runner up. Highly commended.

Lyndy Vella from the Fremantle e-Tech Centre – finalist, Premier's Teachers' Awards 2004.

Trevor Mills from the WA Applied Engineering & Shipbuilding – finalist Premier's Teachers' Awards 2004.

Stuart Graves, International Specialised Skills (ISS) Institute Fellowship for 2004 WA from the Applied Engineering & Shipbuilding allowing Stuart to travel overseas to acquire a new specialised skill and then to transfer the knowledge to his industry within Australia.

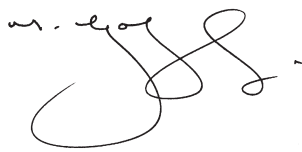
INCOME AND COSTS

In the calendar year 2004, Challenger TAFE achieved 100% of WA Department of Education and Training's training delivery as set out in Addendum 3 to the 2004 Delivery and Performance Agreement. In total 4,286,082 hours of training were delivered within Australia. In addition, training was provided to the Department of Defence and there was training delivered offshore that has not been taken into account when the costs per hour are calculated. In 2004 the Cost of One Hour of training was calculated at \$13.88. In December 2004, the College's Total Current Assets were \$10,434,842 and Total Liabilities were \$9,774,398

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

In the administration of Challenger TAFE, I have complied with the Public Sector Standards in Human Resource Management, the WA Public Sector Code of Ethics and our Code of Conduct.

I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that the statement made above is correct. I conduct and commission appropriate checks and audits, including those associated with endorsement under ISO 9001 and as part of the Australian Quality Training Framework (AQTF) to assure myself that these procedures have been carried out.



Malcolm H Goff
Managing Director

27 February 2005

CHAPTER 1 – STATEMENT OF COMPLIANCE

As a college within TAFEWA, Challenger TAFE is a semi-autonomous government agency created under Vocational Education and Training Act 1996. Its purpose is to research, develop and deliver training and related services that support the development of individuals, industry, our communities and the State within a sustainable environment.

Challenger TAFE is listed as a government department for the purpose of meeting the requirements of the Public Sector Management Act 1994, Superannuation and Family Benefits Act 1938, Government Employees Superannuation Act 1987 and the Government Employees Housing Act 1964.

1.1 COMPLIANCE WITH WRITTEN LAW

Challenger TAFE has complied with all relevant written law and in particular the:

- > Disability Discrimination Act 1992;
- > Equal Opportunity Act 1984;
- > Financial Administration and Audit Act 1985;
- > Freedom of Information Act 1992;
- > Occupational Health/ Safety and Welfare Act 1984;
- > Public Interest Disclosure Act 2003;
- > Public Sector Management Act 1994;
- > State Records Act 2000;
- > State Supply Commission Act 1991;
- > Workers/Compensation and Rehabilitation Act 1981

1.2 ACCESS AND EQUITY

Challenger TAFE has complied with the requirement to:

- > report on cultural diversity and language services outcomes;
- > develop, implement and report on its Disability Service Plan (Disability Services Act 1993); and
- > report on youth outcomes. (Reported under Other Reporting Requirements in Chapter 10.5)

1.3 ADVERTISING AND SPONSORSHIP

As required under the Electoral Act S175ZE, details are provided on the Challenger TAFE's expenditure on advertising and sponsorship. (Reported under Chapter 16.2.)

1.4 ENERGY SMART GOVERNMENT POLICY

In accordance with the Energy Smart Government Policy, Challenger TAFE is committed to achieving a 12% reduction in non-transport related energy use by 2006-2007 with a 6% reduction targeted for 2003-2004. This is reported in Chapter 12.3.

1.5 EQUAL EMPLOYMENT OPPORTUNITIES

Under the Equal Opportunity Act 1984, Challenger TAFE has complied with the requirement to develop and implement an Equal Employment Opportunity Management Plan. (Reported under Other Reporting Requirements in Chapter 15)

1.6 EVALUATIONS

In accordance with the Circular to Ministers No. 37/94, summaries of evaluations undertaken by Challenger TAFE are published in this Annual Report. (Reported in Chapter 6)

In addition, this Annual Report includes a comprehensive response to the Priorities set by the Minister. (See Chapter 16 1 Minister's priorities.)

1.7 DISABILITY SERVICES PLAN OUTCOMES (DISABILITY SERVICES ACT S29)

Working with the following outcomes for the Disability Services Plan:

- > Existing services are adapted to ensure they meet the needs of people with disabilities
- > Access to buildings and facilities is improved
- > Information about services is provided in formats which meet the communication requirements of people with disabilities
- > Advice and services are delivered by staff who are aware of and understand the needs of people with disabilities
- > Opportunities are provided for people with disabilities to participate in public consultations, grievance mechanisms and decision-making processes.

Challenger TAFE has addressed outcomes to their Disability Services Plan in the following ways:

- > Installed adaptive technology (large key boards, closed circuit scanner, height adjustable desks) to enable services to be adapted to meet the needs of people with disabilities.
- > Improved classroom accessibility with the installation of ramps and lifts where identified in the Access plan.
- > Large text format and alternative forms of notes have been generated for the College's Disability Services information
- > A full-time Disability Services Manager is available to all students
- > Students with disabilities play an active role in College committees

Further information on Disability Services is included in Chapter 11.8 of this report.

1.8 INFORMATION STATEMENT

Challenger TAFE has complied with the requirement to report on the management of requests under the Freedom of Information Act 1992. (Reported under Other Reporting Requirements in Chapter 12.6.)

1.9 PUBLIC INTERESTS DISCLOSURES

In accordance with the Public Interest Disclosure Act 2003/ policy, procedures and guidelines for staff and informants have been developed and approved. During the calendar year 2004 Challenger TAFE did not receive any Public Interest Disclosures. (Reported under Other Reporting Requirements in Chapter 12.7)

1.10 PUBLIC SECTOR STANDARDS AND ETHICAL CODES

In accordance with the Public Sector Management Act 1994 S 31 (1), Challenger TAFE has policy, guidelines and processes in place which support compliance with the Public Sector Standards in Human Resource Management, the Public Sector Code of Ethics and Challenger TAFE's own Code of Conduct. (Reported under Other Reporting Requirements in Chapter 12.8)

1.11 REGIONAL DEVELOPMENT POLICY

Challenger TAFE continually strives to increase its responsiveness and effectiveness in researching, developing and delivering training and related services, which support the development of individuals, industry, our communities and the State within a sustainable environment. In 2003-2004, Challenger TAFE's activities in the regions were guided by specific strategies listed in the Government's Regional Development Policy. (Reported under Other Reporting Requirements in Chapter 12.9.)

1.12 REPORTING AND RECORDKEEPING PLANS

Challenger TAFE's Record Keeping Plan has been completed and submitted to the State Records Office on 31 December 2004. The full approval of the State Records Office will be obtained on the finalisation of the Retention and Disposal Schedule. The development of the Schedule is in progress. (Reported under Other Reporting Requirements in Chapter 12.10.)

1.13 SUSTAINABILITY ACTION PLAN

Challenger TAFE has prepared a Sustainability Action Plan and submitted the plan to the Department of the Premier and Cabinet by 31 December 2004. The plan details how Challenger TAFE will meet its obligations under the Government's State Sustainability Strategy. Reported in Chapter 12.11.

1.14 WASTE PAPER RECYCLING

Challenger TAFE is committed to the conservation and preservation of physical resources. As required by the Cabinet Minute 2.7 of October 1991, a report on Waste Paper Recycling is included in this Annual Report. (Reported under Other Reporting Requirements in Chapter 12.13.)

CHAPTER 2 – CHALLENGER TAFE AS PART OF TAFEWA

2.1 LEGISLATIVE FUNCTIONS

The TAFE colleges were established under section 35 of the Vocational Education and Training Act 1996 by the Minister for Training. The State's training system as reflected in the Act rests upon four key elements:

- > the Training Accreditation Council (TAC);
- > a network of statutory colleges delivering VET;
- > coordination of the vocational education and training system by the WA Department of Education and Training; and
- > coordination of apprenticeship and traineeship arrangements.

TAFEWA consists of ten colleges with 50 campuses throughout Western Australia. Challenger TAFE is one of four colleges in metropolitan Perth.

The Minister for Education and Training identified key priorities for VET for 2003-2004. These priorities focus on developing a high quality system of life-long learning, which encourages and facilitates the ongoing engagement of individuals, communities and industry. The six key priorities for VET are:

- > increasing retention rates;
- > improving and making easier transfer between VET and universities;
- > increasing the number of apprenticeships and traineeships;
- > strengthening the TAFEWA network;
- > supporting job growth; and
- > providing better career guidance and preparation for employment.

2.2 SHAPING OUR FUTURE: AUSTRALIA'S NATIONAL STRATEGY FOR VET 2004-2010

Shaping our Future sets out four objectives and 12 broad strategies for progressing vocational education and training (VET) in Australia until the end of the decade. The four objectives for 2004-2010 are that:

1. Industry will have a highly skilled workforce to support strong performance in the global economy.
2. Employers and individuals will be at the centre of vocational education and training.
3. Communities and regions will be strengthened economically and socially through learning and employment.
4. Indigenous Australians will have skills for viable jobs and their learning culture will be shared.

2.3 AUSTRALIAN QUALITY TRAINING FRAMEWORK (AQTF) REQUIREMENTS

Challenger TAFE is a Registered Training Organisation (RTO) and ongoing registration is dependent upon our adherence to the ten Australian Quality Training Framework (AQTF) standards. The AQTF was developed by the National Training Quality Council of the Australian National Training Authority Board in conjunction with States and Territories, the Commonwealth and industry and endorsed by Ministers for vocational education and training on 8 June 2001. The key objective of the AQTF is to provide the basis for a nationally consistent, high quality vocational education and training system. The AQTF Standards for Registered Training Organisations are:

Systems for quality training and assessment

The RTO has systems in place to plan for and provide quality training and assessment across all of its operations.

Compliance with Commonwealth, State/Territory legislation and regulatory requirements

The RTO ensures that compliance with Commonwealth, State/Territory legislation and regulatory requirements relevant to its operations is integrated into its policies and procedures and that compliance is maintained.

Effective financial management procedures

The RTO has effective financial management procedures in place.

Effective administrative and records management procedures

The RTO has effective administrative and records management procedures in place.

Recognition of qualifications issued by other RTOs

The RTO recognises the AQF qualifications and Statements of Attainment issued by any other RTO.

Access and equity and client service

The RTO applies access and equity principles and provides timely and appropriate information, advice and support services, which assist clients to identify and achieve their desired outcomes.

The competence of RTO staff

Each member of the RTO's staff who is involved in training, assessment or client service is competent for the functions they perform.

RTO assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

Learning and assessment strategies

The RTO identifies, negotiates, plans and implements appropriate learning and assessment strategies to meet the needs of each of its clients.

Issuing AQF qualifications and Statements of Attainment

The RTO issues AQF qualifications and Statements of Attainment that meet the requirements of the AQF Implementation Handbook and the endorsed Training Packages and accredited courses within the scope of its registration.

Use of national and State/Territory logos

The RTO complies with the requirements for the use of national and State/Territory logos.

Ethical marketing and advertising

The RTO's marketing and advertising of training and assessment products and services is ethical.

2.4 BUREAU VERITAS QUALITE INTERNATIONALE (BVQI) REGISTRATION

The College has been certified to the ISO 9000 series of International Quality Management Standards since 1992. The accrediting agency is Bureau Veritas Quality International (BVQI). The Scope of Certification approved by BVQI for Challenger TAFE covers "The design, Development and Provision of Vocational Education and Training and Associated Services". The College is certified to the highest level of this series of standards; ISO 9001:2000.

CHAPTER 3 – BETTER PLANNING: BETTER SERVICES

The Premier circulated the Western Australian Government's Better Planning: Better Services -Strategic Planning Framework for the Western Australian Public Sector in December 2003. The aim of the framework, built around five strategic goals, is to deliver cohesive, holistic and coordinated public services. The College's strategic plan has been crafted to incorporate these goals and the following table is provided to show the alignment with Challenger TAFE's Strategic Planning Framework 2004-2009 and how it reports on its operations.

3.1 PEOPLE AND COMMUNITIES

To enhance the quality of life and wellbeing of all people throughout Western Australia

State Goals	Challenger TAFE Strategic Goals
1.1 A world class education system	Goal 5 Quality in teaching and learning reported Chapt 10, 14 and Chapt 16.1
1.2 Lifelong learning opportunities for all	Goal 2 Promoting life-long learning reported Chapt 9.10, Chapt 14 and Chapt 16.1
1.11 Contributing factors to social and economic disadvantage in our community addressed	Goal 3 Developing stronger communities and regions reported
1.13 A society where indigenous Australians have greater economic and social opportunities and the capacity to determine their own lives.	Access and participation outcomes reported Chapt 11.
1.14 A society that recognises the contribution of its diverse population and is able to respond effectively to the needs of its diverse population.	Access and participation outcomes reported Chapt 11 Obligatory reporting Cultural Diversity and Language Services Outcomes reported Chapt 11.9 Disability Service Plan reported Chapt 11.8
1.17 Vibrant communities that enhance and promote safety and a sense of openness about our rich cultural diversity and the Western Australian lifestyle	Goal 8 Developing a safe, supportive and flexible work environment reported Chapt 10.

3.2 THE ECONOMY

To develop a strong economy that delivers more jobs, more reporting requirements, as well as opportunities and greater wealth

State Goals	Challenger TAFE Strategic Goals
2.1 New jobs and end employment growth	Goal 1 Training to deliver a skilled workforce reported Chapt 14 and 16.1
2.2 An environment that encourages education, skills and the development of creativity for competitive advantage	Goal 4 Contributing to sustainable state development reported Chapt 9.12 Goal 6 Students have the level of support to complete their studies and staff have appropriate support to carry out their duties Chapt 11
2.10 Strong research and development capacity in an environment that encourages innovation	Goal 7 Developing a highly skilled, innovative and motivated workforce reported Chapt 15.
2.15 All Western Australians sharing in the benefits of economic growth	Goal 3 Developing stronger communities and regions reported Chapt 11, 14, 16.1 Obligatory reporting Equal Employment Opportunity Outcomes reported Chapt 12.4.

State Goals

3.4 Effective waste avoidance, resource recovery and waste management.

3.5 Effective response to the salinisation of soil and water

Challenger TAFE Strategic Goals

Goal 1 Training to deliver a skilled workforce reported Chapt 14 and 16.1

Obligatory reporting

Waste Paper Recycling reported 12.13

Energy Smart Government Policy reported 12.3

Goal 1 Training to deliver a skilled workforce reported Chapt 14 and 16.1

3.4. THE REGIONS

To ensure that regional Western Australia is strong and vibrant.

State Goals

4.2 Planning in partnership for a sustainable future

4.4 More skilled regional communities

4.9 Lifelong learning in the regions

4.3 Improved environmental management

4.5 Sustainable natural resource management

4.6 Diversified regional economies

Challenger TAFE Strategic Goals

Goal 4 Contributing to sustainable state development reported Chapt 12.11

Goal 3 Developing stronger communities and regions Chapt 11, Chapt 14 and Chapt 16.1

Goal 2 Promoting life-long learning reported Chapt 14 and Chapt 16.1

Goal 1 Training to deliver a skilled workforce reported Chapt 14 and Chapt 16.1

Goal 4 Contributing to sustainable state development reported Chapt 11, Chapt 14, Chapt 16.1

Goal 1 Training to deliver a skilled workforce reported Chapt 14 and Chapt 16.1.

Goal 4 Contributing to sustainable state development reported Chapt 14 and Chapt 16.1

Obligatory reporting

Regional development policy reporting Chapt 12.9

3.5 GOVERNANCE

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

State Goals	Challenger TAFE Strategic Goals
5.1 Coordinated, integrated, high quality service delivery to the community	Goal 5 Quality in teaching and learning reported Chapt 10.2 Obligatory reporting Evaluations reported Chapt 6
5.5 Effective partnerships with Federal and local Governments, the private sector and the wider community	Goal 3 Developing stronger communities and regions reported Chapt 14
5.10 An efficient Government sector that provides value for money service delivery	Performance Indicators reported Chapt 6 Obligatory reporting Reporting on Recordkeeping Plans reported Chapt 12.10
5.12 Reduces incidence of corruption in all its forms	Obligatory reporting Compliance with Public Sector Standards and Ethical Codes reported Chapt 12.14 Public Interest Disclosures reported Chapt 12.7
5.13 Appropriate and competitive pricing regimes for public goods and services	Obligatory reporting Information Statement reported Chapt 12.6

3.6 FINANCIAL/ECONOMIC REPORTING REQUIREMENTS

- > Auditor General's Audit Opinion reported Chapt 16.1 and Chapt 16.2
- > Financial Statements reported Chapt 16.2
- > Certification of Performance Indicators reported Chapt 6
- > Performance Indicators reported Chapt 6
- > Report on Operations reported Chapt 13
- > Statement of Compliance reported Chapter 1

CHAPTER 4 – KEY PRIORITIES FOR VET FOR 2003-2004

The Minister for Education and Training identified key priorities for VET for 2003-2004. These priorities focus on developing a high quality system of life-long learning, which encourages and facilitates the ongoing engagement of individuals, communities and industry. The six key priorities for VET are:

- > increasing retention rates
- > improving and making easier transfer between VET and universities
- > increasing the number of apprenticeships and traineeships
- > strengthening the TAFEWA network
- > supporting job growth, and
- > providing better career guidance and preparation for employment

The College's strategic plan has been crafted to incorporate these key priorities and the following table is provided to show the alignment with Challenger TAFE's Strategic Planning Framework 2004-2009 and how it reports on these operations.

4.1 RETENTION RATES

Increasing retention rates	DPA target for effective delivery of training to students and industry: Module Load Completion Rate (MLCR): Benchmark Target 72% Actual 73.58% Benchmark 15-19 y.o. 73% Actual 72.52%
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4.2 TRANSFER BETWEEN VET AND UNIVERSITIES

Improving and making easier transfer between VET and universities	Challenger TAFE Goal 2 Promoting life-long learning: developing and strengthening cross-sectoral partnerships and pathways reported Chapt 14 and Chapt 16.1
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4.3 APPRENTICES AND TRAINEES

Increasing the number of apprenticeships and traineeships	DPA targets for effective delivery of training to students and industry: Employment based training target 431,043 of 3,484,294 Employment based training: 454,569 of 3,484,294 Benchmark Target 12% Target achieved 13% Apprentices as a percentage of total SCH 9.8% Trainees as a percentage of total SCH 3.25%
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4.4 TAFEWA NETWORK

Strengthening the TAFEWA network	Challenger TAFE Goal 2 Promoting life-long learning: developing and strengthening cross-sectoral partnerships and pathways reported Chapt 14 and Chapt 16.1
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4.5 JOB GROWTH

Supporting job growth	DPA target for effective delivery of training to students and industry Challenger TAFE Goal 1 Training to deliver a skilled workforce reported Chapt 14 Challenger TAFE Goal 4 Contributing to sustainable state development: better aligning our training programs with emergent industry and community training opportunities reported Chapt 14 and Chapt 16.1
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4.6 CAREER GUIDANCE AND PREPARATION FOR EMPLOYMENT

Providing better career guidance and preparation for employment	DPA target for effective delivery of training to students and industry Challenger TAFE Goal 6 Students have the level of support to complete their studies and staff have appropriate support to carry out their duties reported in Chapt 11
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4.7 ADDITIONAL AGENCY OUTCOMES

These additional outcomes contribute to Challenger TAFE's measure of organisational effectiveness.

Student Curriculum Hour target 3,484,294

Percentage of target achieved 100%

CHAPTER 5 – STRATEGIC SUMMARY

5.1 VISION, MISSION AND VALUES

Vision

To be: a high performance, visionary training organisation in partnership with industry and the community

Mission

As a member of the Western Australian TAFE College network, Challenger TAFE researches, develops and delivers quality vocational education and training services and products which support the development of individuals, industry, our communities and the state within a sustainable environment.

Values

Our values guide how we behave; how we will treat each other; what is important; and what bonds us together.

Excellence – achieving high quality outcomes in the development of programs and provision of services

Innovation – developing new and improved ways of doing business and meeting client needs

Integrity – applying honest and ethical practice in all transactions

Empowerment – making informed decisions within policy and resource parameters

Accountability – accepting responsibility for achieving agreed outcomes

Collaboration – developing effective collaborative relationships with community, government and industry; and other member colleges of the TAFEWA network

5.2 DESIRED OUTCOMES FOR 2004

To provide efficient and effective vocational education and training and employment services to meet community and business needs.

5.3 STRATEGIC GOALS

Goal 1 – Training to deliver a skilled workforce

Key Result Area: Provision of a broad range of training for labour market entrants and workers seeking to further develop their skills

The College's primary focus is in training people for the workforce. It is resourced by government to do this. We will support the growth and strengthening of a skilled Western Australian workforce through the provision of industry aligned vocational education and training products and services that lead to employment outcomes.

Strategies

- > Reviewing the scope of our training to ensure its continuing relevance
- > Developing our expertise aligned with emerging niche areas
- > Increasing the amount of training delivered in a way that best meets the needs of our clients
- > Strengthening our relationships with enterprises and industry
- > Broadening our delivery focus from narrow competencies to include training in generic skills and fostering positive attitudes about learning and work

Goal 2 – Promoting life-long learning

Key Result Area: Provision of training for individuals to meet changing personal circumstances and career objectives

Lifelong and life wide learning assist people to respond positively to new skill demands for and in the workplace and for effectiveness in community and family life. We will encourage life-long learning principles by offering high quality vocational education and training services and products designed to address these needs, and delivered to the labour market and community in conducive and accessible learning environments.

Strategies

- > Developing and strengthening cross-sectoral partnerships and learning pathways
- > Making learning more flexible and accessible to identified groups
- > Improving the focus of our promotion of what our students gain from their TAFE studies
- > Promoting the value of lifelong learning to the community and industry
- > Equipping people to achieve balance in work, community and family life

Goal 3 – Developing stronger communities and regions

Key Result Area: Provision of training in collaboration with community and regional organisations

Strong communities and regions underpin the economic and social development of our state. We will contribute to the development of stronger communities and regions through the provision of vocational education and training services and products that promote diversity; leadership; and community awareness and participation leading to the achievement of shared and agreed goals.

Strategies

- > Achieving improved training outcomes that will build more skilled communities and regions
- > Encouraging community participation in training
- > Integrating training outcomes into community project activities
- > Integrating the training needs of regional and community organisations and councils into our programs

Goal 4 – Contributing to sustainable state development

Key Result Area: Generation of income from fee-for-service and international training activities

As a responsible organisation, we will apply the principle of sustainability in developing local, national and overseas markets as part of our contribution to the state economy. This will be achieved through the development and delivery of innovative, customised vocational education and training services and products, and the conduct of applied research and development of new technologies through engagement with industry, enterprises and other training providers.

Strategies

- > Increasing our externally funded research and development activities aligned with state priorities
- > Better aligning our training programs with emergent industry and community training opportunities
- > Supporting the implementation of the State Sustainability Strategy
- > Increasing export of education and training products and services through provision of training to overseas students
- > Improving community, industry and individual access to our resources through fee-for-service training, research and development and other services
- > Adopting a stronger commercial focus for generating revenue.

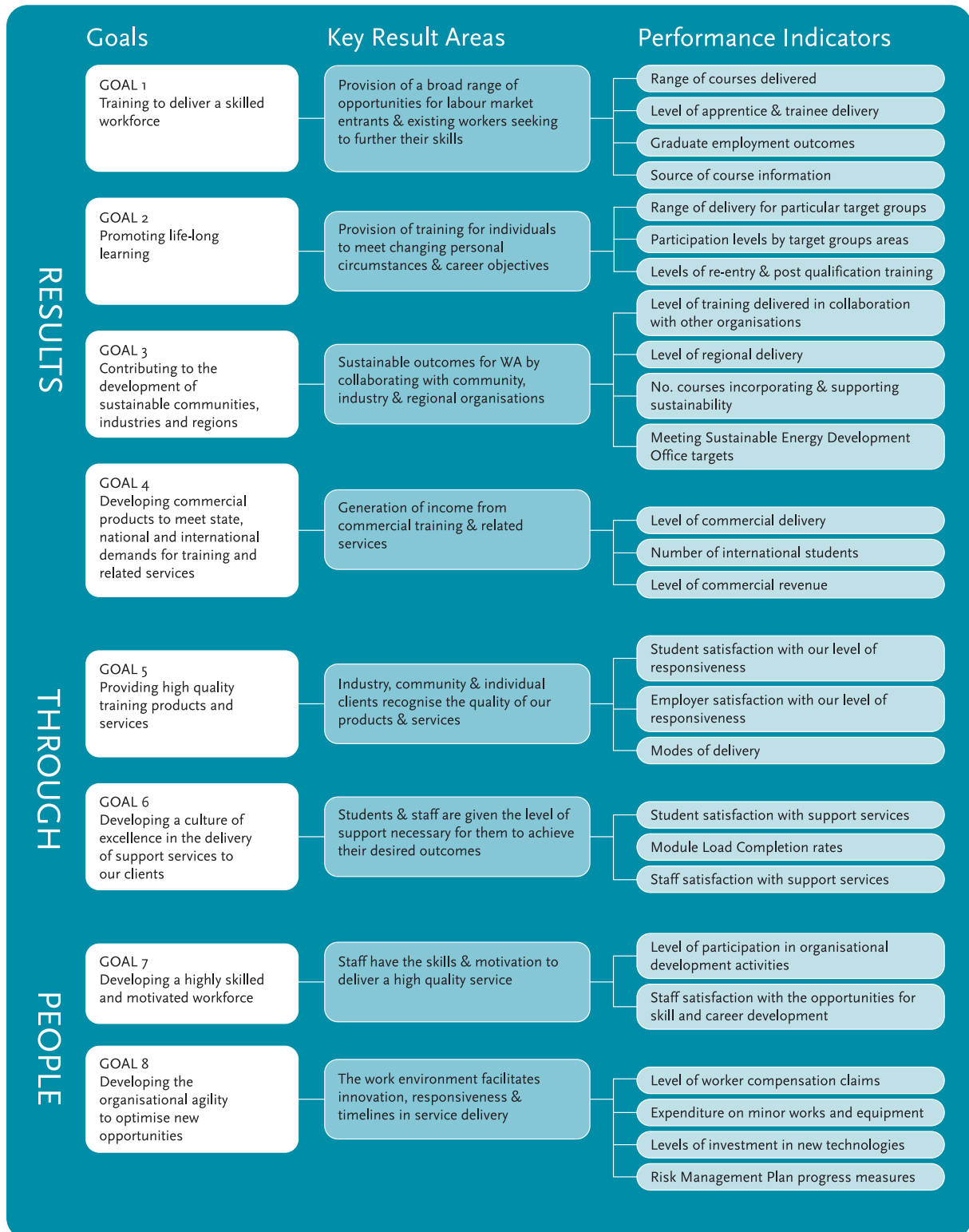
Goal 5 – Quality in teaching and learning

Key Result Area: Industry, community and individual clients recognise the quality of our training delivery

Our reputation as a preferred supplier of vocational education and training services and products is underpinned by the quality of our teaching experiences and learning environments. We will maintain a strong focus on continuous improvement in the quality of our teaching and learning environments to ensure that our clients receive the highest possible standard of training. Ultimately, we want our clients to act as our advocates in the community and industry.

Strategies

- > Continuing to improve the learning environment to facilitate positive learning outcomes
- > Maintaining a culture of continuous improvement in the teaching and learning environment
- > Increasing the capacity for academic leadership at all levels of the College
- > Identifying collaborative projects to enable staff to work with staff from other colleges on teaching and learning initiatives
- > Developing and promoting the adoption of innovative learning services and products and broadening our teaching delivery methods



Goal 6 – Excellence in support services

Key Result Area: Students have the level of support to complete their studies and staff members have appropriate support to carry out their duties

Excellence in teaching and learning is underpinned by excellence in business and client services. We will work hard to optimise the quality and opportunities of Challenger TAFE's vocational education and training services. This will be achieved through effective and efficient acquisition and management of human, financial and physical resources; and in the delivery of client services and communications.

Strategies

- > Achieving a culture of servicing and supporting our internal clients, principally in the training delivery areas
- > Streamlining administrative processes to enable delivery areas to focus on servicing our clients
- > Improving the level of support services to students
- > Implementing strategies to improve student retention and increasing the numbers of students returning to study
- > Supporting training delivery using innovative information and communications technologies

Goal 7 – Developing a highly skilled, innovative and motivated workforce

Key Result Area: Staff have the skills they need to deliver a high quality of service

We can only achieve quality results by having quality people. We are committed to developing strategies and programs that demonstrate our commitment to supporting and recognising our staff in their professional duties.

Strategies

- > Continuing to improve the ways we recognise the contribution of our staff and celebrating their achievements
- > Developing a workplace culture that fosters co-operation, communication and collegiality
- > Devising a leadership/management development program based on key competencies
- > Dedicating funding to upgrading staff skills
- > Promoting balance in work, community and family life with staff

Goal 8 – Developing a safe, supportive and flexible working environment

Key Result Area: The work environment enhances productivity and quality of service delivery

Our staff can only deliver their best results if they work in an environment, conducive to good work practices. We are committed to providing a safe and supportive work environment where our staff have the necessary tools and equipment, and can focus on their work.

Strategies

- > Continuing to enhance our occupational safety and health programs
- > Creating environments that facilitate effective working and learning
- > Supporting innovation and new ideas

5.4 ORGANISATIONAL DEVELOPMENT

Our planning cascades through Directorate Business Plans to Business Unit Operational Plans. Individual Performance and Development Plans are negotiated so that personal and professional development activities are aligned with College outcomes.

CHAPTER 6 – OPERATIONAL SUMMARY

OUTCOME, OUTPUTS AND PERFORMANCE INFORMATION

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

Output: Development and delivery of quality vocational education and training services and products which contribute to the social and employment-related skills of Challenger TAFE's clients while promoting industrial, community and regional growth and development.

	2004	2004 Actuals	Change	Explanatory Notes
1. QUANTITY	Targets	4,286,082	-2214	Increases in profile targets and delivery (DPA Third Addendum) provided 62,766 additional funded hours
1.1 Total Student Curriculum Hours (SCH) delivered (profile +non-profile)	3488294 + 800,000 =4,288,294			
1.2 Profiled Delivery Target Achievement	100%	100%	0%	Profile includes employment-based and institution-based delivery. Employment-based training delivery improved, reaching this year's target of 442,043 SCH.
1.3 Non-Profile Delivery (as a proportion of total SCH)	18.65%	15.71%	-2.94%	Target was developed from actual delivery in 2002. Income from delivery, less real costs, provides a better measure of relative success.
2. QUALITY				
2.1 Student Satisfaction – Apprentices & Trainees	86%	81.8%	-3.2%	The target is based on 2002 results. 93.8% of students expressed no dissatisfaction with their training.
2.1 Student Satisfaction – Other Students	80%	82.1%	+2.1%	While above the 2004 target, it is lower than the State average and the area is currently being investigated.
2.3 Graduate Satisfaction ²	Not avail 2004	Not avail 2004	Not avail 2004	This measure was not provided at the national level and State samples were too small to be valid.
2.4 Graduate Labour Market Status ¹	Not avail 2004	Not avail 2004	Not avail 2004	This measure was not provided at the national level and State samples were too small to be valid.
2.5 Module Load Completion Rate (MLCR) – Successful training completions ¹	74%	73.58%	-0.42%	The target remained the same as for 2002. The outcome was very close to target but lower than in 2002.
3. TIMELINESS				
3.1 Completion of Delivery and Performance Agreement	December	December	0 month	Agreement for 2005 signed January 05.
4. COST				
4.1 Cost per SCH	\$12.76	\$13.88	+\$0.35	The target was set in Sections 42 preview Jan 04. Increased charges most particularly were associated with increased salary costs and additional sites attached to Challenger TAFE. Costs have not been indexed against Cost of Living measures

CERTIFICATION OF KEY PERFORMANCE INDICATORS

We hereby certify that the performance indicators are based on proper records, which are relevant and appropriate for assisting users to assess the performance of Challenger TAFE and fairly represent the performance of the College for the financial year ended 31 December, 2004.



Patricia M. Creevey
Chair, Governing Council



Malcolm H. Goff
Managing Director

27 February 2005



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CHALLENGER TAFE PERFORMANCE INDICATORS FOR THE YEAR ENDED DECEMBER 31, 2004

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Challenger 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, 2004.

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.

D D R PEARSON
AUDITOR GENERAL
March 31, 2005

KEY PERFORMANCE INDICATORS

CHALLENGER TAFE'S VISION AND MISSION

The College's vision is to be a high performance, visionary organisation in partnership with industry and our communities. As part of TAFEWA, our mission is to research, develop and deliver quality vocational education and training services and products, which support the development of individuals, industry, our communities and the State within a sustainable environment.

CHALLENGER TAFE'S KEY DIRECTIONS FOR 2004:

To improve skill development and employment outcomes by:

- Goal 1 – Training to deliver a skilled workforce
- Goal 2 – Promoting life-long learning
- Goal 3 – Developing stronger communities and regions
- Goal 4 – Contributing to sustainable State development
- Goal 5 – Quality in teaching and learning
- Goal 6 – Excellence in support services
- Goal 7 – Developing a highly skilled, innovative and motivated workforce
- Goal 8 – Developing a safe, supportive and flexible working environment

DESIRED OUTCOMES FOR 2004

A key desired outcome for 2004 was the provision of effective and efficient vocational education and training services to meet community and industry training needs.

The following effectiveness and efficiency indicators have been developed to assist in the College's monitoring and management processes and to enhance its accountability to its stakeholders. They are subject to audit under the provisions of the Financial Administration and Audit Act 1985.

KEY INDICATORS OF PERFORMANCE EFFICIENCY

The efficiency and effectiveness of Challenger TAFE's efforts to meet its community and industry training needs have been measured using four Key Performance Indicators. The measure of efficiency that College has applied is: Total delivery cost per SCH

PERFORMANCE INDICATORS FOR EFFICIENCY BASED ON TOTAL DELIVERY COST PER SCH

Every student at Challenger TAFE enrolls in one or more modules. Each module is linked to a relevant course and has a nominal number of curriculum hours. Students' enrolments in these modules generate Student Curriculum Hours (SCH). For each year, a cost per SCH target has been established based on the previous year's results. The total operating costs include Capital User Charge and the costs have not been indexed against annual Cost of Living measures.

The level of expenditure required to produce an output or product unit is a standard measure of efficiency. The major unit of product output for the Challenger TAFE is the Student Curriculum Hour and the cost per SCH provides an indicator of efficiency.

This year, there was an increase in delivery of employment-based training with the College meeting its agreed targets. Delivery costs for this category are significantly higher per SCH than for other State contracted delivery. A second factor impacting on the cost per SCH in 2004 was the salary increases for both lecturers and non-lecturing staff and the costs associated with the development of additional delivery site facilities. This has led to an increase in the Capital User Charges (which are included in the Cost per SCH calculation).

COST PER SCH OF CHALLENGER TAFE TRAINING DELIVERY

The output of Challenger TAFE's training services and products are quantified through the standard measure of Student Curriculum Hours (SCH). A measure of the College's efficiency is the cost per SCH.

Source The Financial Data applied in the measure is from the 2004 Financial Statements included in this report. The total of the Student Curriculum Hours of training delivered is as reported in Table 6.4 from the 2004 census provided to the Western Australian Department of Education and Training in February 2005.

Methodology: The average cost per Student Curriculum Hour is derived from the amount identified as Cost of Services divided by the total Student Curriculum Hours

delivered. The Cost per SCH inclusive of the Capital User Charge of \$ 5521090 is shown in Table 6.1. Had the Capital User Charge been excluded, the cost per SCH in 2004 would have been \$12.88 (2003 \$12.41).

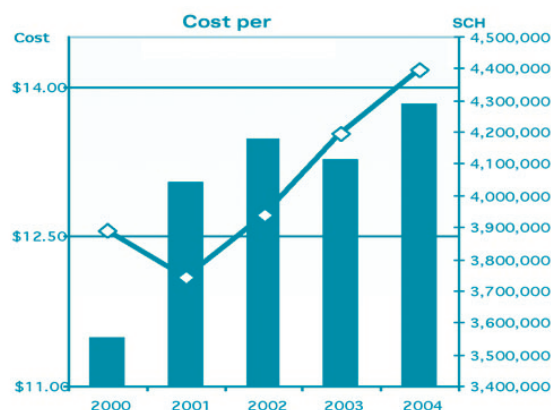
Explanation: The average cost of \$14.17 per SCH in 2004 shows a slight increase in cost over last year's outcome of \$13.53 ie \$0.64 per SCH from the target established at the close of 2003. Factors that influence the cost per SCH but may not directly contribute to SCH production include:

- > the depreciation and amortisation of the College's capital. Challenger TAFE has 17 sites across an extensive geographic region and the cost of these multiple facilities increases the influence of its capital elements on its operating costs. Depreciation is included in the cost of services and therefore influences the cost per SCH;
- > consultancy services, especially those related to the development of overseas training programs. These have no Australian "on-shore" delivery are externally funded and incur costs reflected in the cost per SCH but do not contribute to the production of SCH; and
- > the contracted training provided to the Australian Submarine Corporation by Challenger TAFE. This affects the revenue and expenditure of the College but, due to security arrangements, the Navy staff undertaking the submarine training program are not enrolled on Challenger TAFE's systems. The program is taught by Challenger TAFE staff and the associated costs are reflected in the cost of services but the enrolments are not included in the Student Curriculum Hours recorded on the CMIS.

Table 6.1: Cost per SCH (Capital User Charge Included)

Year	SCH	Cost per SCH
2001	4,041,259	\$12.09
2002	4,180,540	\$12.71
2003	4,114,949	\$13.53
2004	4,286,082	\$14.17

Figure 6.2: Cost per SCH (including Capital User Charge)



KEY INDICATORS OF PERFORMANCE EFFECTIVENESS

Historically, Challenger TAFE KPI measures of effectiveness have included four measures, including data based upon NCVER Graduate Satisfaction and Graduate Employment Outcomes from 2003. This material was not made available in 2004; therefore internal measures of effectiveness have been included below to supplement the remaining KPI data.

Achievement of College Profile (%) using 2004 enrolment data confirmed at 27 February 2005 from Challenger TAFE's College's Management Information System (CMIS) enrolment data.

Student Satisfaction (%) using data from the WA government contracted annual 2004 Student Satisfaction Survey conducted by contractor Market Equity.

Note: In previous years the College has been able to report on Graduate Satisfaction (%) using data from the Student Outcomes Survey that is conducted Australia-wide and contracted to NCVER to manage and conducted by contractor NCS Pearson. This arrangement was discontinued in 2004 (for 2003 Graduates) and the sample numbers made available to Challenger TAFE were too low to provide a valid measure.

Similarly, the Graduate Employment (%) using data from the Student Outcomes Surveys conducted Australia wide and contracted to NCVER to complete were not available in 2004 (for 2003 Graduates).

PERFORMANCE INDICATORS FOR EFFECTIVENESS BASED ON DATA FROM THE COLLEGE'S MANAGEMENT INFORMATION SYSTEMS (CMIS) ON ACHIEVEMENT OF COLLEGE PROFILE TARGETS

Every student at Challenger TAFE enrolls in one or more modules. Each module is linked to a relevant course and has a nominal number of curriculum hours. Students' enrolments in these modules generate Student Curriculum Hours (SCH). Module enrolments and therefore the SCH are coded in the system according to funding source, delivery location, method of study, occupational category to which the course has been assigned (WADT Group) and a variety of other categories. Data are aggregated according to the number of students enrolled in each module in any designated category.

Aggregated data using the standard SCH measure have been applied in Table 6.2, Figure 6.3 and Table 6.4. The data for this Key Performance Indicator is also generated from CMIS. The measures have been generated from the

2004 CMIS Census provided by Challenger TAFE in February 2005 to the Western Australian Department of Education and Training and was extracted according to the Business Rules of the Australian Vocational Education and Training Management Information Statistical Standards (AVETMISS).

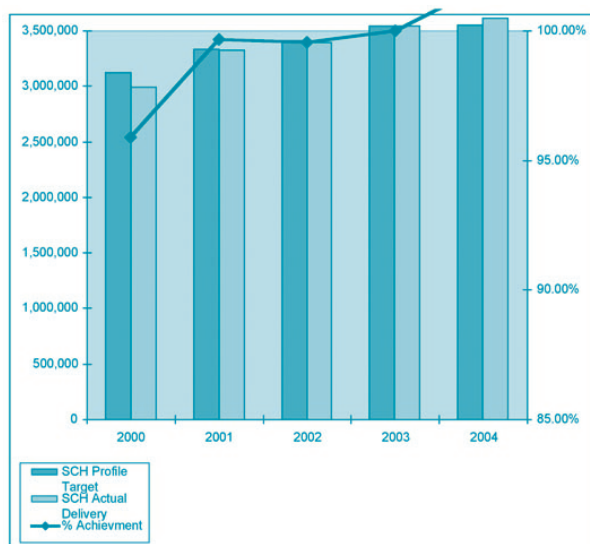
ACHIEVEMENT OF COLLEGE PROFILE TARGET

Profiled delivery is training which the Western Australian Department of Education and Training purchases from Challenger TAFE under the terms of the Delivery and Performance Agreement. The training programs are specified by occupational category and course level in Student Curriculum Hour targets. The extent to which the College meets its profile targets is a measure of its effectiveness in contributing to the State Training Strategy by meeting industrial and community training needs.

Table 6.3: Targeted Profile Achievement

Year	SCH Profile	SCH Actual Delivery	% Achievement
2000	Target 3,126,434	2,997,390	95.87%
2001	3,337,629	3,325,941	99.65%
2002	3,411,761	3,419,298	100.22%
2003	3,545,000	3,544,878	100.00%
2004	3,551,062	3,612,644	101.73%

Figure 6.4: Targeted Profile Achievement



**Table 6.5: Matrix Target to Actual Achieved
Delivery of SCH**

WADT Group	WADT Group Description	Delivery Achieved Profile SCH 2003	Delivery Target Profile SCH 2004	Delivery Achieved Profile 2004	Percentage Achieved 2004
o	Not specified	0			
o1A	Recreation Sports and Entertainment	51,872	83,560	83,108	99.5%
o1B	Visual and Performing Arts	24,160	20,320	20,100	98.9%
o1C	Design	20,120	20,120	21,300	105.9%
o2A	Automotive	67,780	89,562	86,359	96.4%
o3A	Building and Construction	148,511	175,718	179,491	102.1%
o3B	Surveying and Building	15,000	14,875	17,230	115.8%
o4A	Community Service Workers	227,360	278,501	265,081	95.2%
o4B	Education and Childcare	83,940	102,890	98,615	95.8%
o4C	Health	30,196	8,920	22,470	251.9%
o5A	Finance Insurance Property Service Workers	13,500	10,800	4,375	40.5%
o6A	Food Trades and Processing	11,408	6,980	1,202	17.2%
o7A	Clothing Footwear and Soft Furnishings	41,840	41,968	35,562	84.7%
o8B	Printing and Publishing	98,738			0%
o9A	Engineering and Drafting	241,695	104,380	104,018	99.7%
o9B	Metal and Mining	8,320	226,527	223,268	98.6%
10A	Animal Care	111,005	8,074	5,759	71.3%
10B	Forestry, Farming and Landcare	105,325	115,137	135,318	117.5%
10C	Fishing	354,837	90,100	100,950	112%
10D	Horticulture	6,800	308,314	305,553	99.1%
11A	Process Manufacturing	71,646	16,000	11,595	72.5%
12A	Personal Service	38,965	111,005	133,334	120.1%
12B	Retail	89,075	26,083	32,612	125%
13A	Cooking	107,770	90,940	89,283	98.2%
13B	Hospitality	85,392	97,773	99,678	101.9%
13C	Tourism	145,154	65,954	52,016	78.9%
14A	Transport Trades, Storage and Associated	110,490	148,879	164,161	110.3%
15A	Electrical and Electronic Engineering	44,006	77,101	72,627	94.2%
15B	Electrical Trades	94,000	70,640	90,695	128.4%
16A	Accounting and Other Business Services	190,736	134,229	130,341	97.1%
16B	Management	186,858	140,766	119,211	84.7%
16C	Office and Clerical	291,534	135,741	143,582	105.8%
17A	Computing	114,175	294,057	290,475	98.8%
18A	Science and Technical Workers	148,992	111,000	124,918	112.5%
19B	Adult Literacy/ESL	15,504	120,000	119,816	99.8%
19D	Miscellaneous	12,160	7,160	17,449	243.7%
19E	Targeted Access and Participation Courses	136,136	196,988	211,092	107.2%
TOTAL		3,545,000	3,551,062	3,612,644	101.73%

Source:

Challenger TAFE 2004 Delivery and Performance Agreement (DPA) and final addenda and the College CMIS Census summary

Methodology:

The profiled delivery targets for 2004 were initially included in the College's Delivery and Performance Agreement with the Western Australian Department of Education and Training and were finalised in a Third Addendum. The targets are detailed in the purchasing matrix cross-matched by WADT Group and WADT Level (see glossary for description of WADT Group etc.)

Derivation:

The percentage achieved in each WADT Group and overall was calculated by dividing the achieved delivery by the SCH targets specified in the addenda to the 2004 Delivery and Performance Agreement.

Explanation:

Delivery achieved in 2004 was 67,644 SCH more than that achieved in 2003.

Delivery achieved on or above target in WADT groups 1C, 3A, 3B, 4C, 10B, 10C, 12A, 12B, 13B, 14A, 15B, 16C, 18A, 19D, 19E was a feature in 2004. Both enterprise-based and Institutional delivery met the revised targets.

PERFORMANCE INDICATORS FOR EFFECTIVENESS STUDENT SATISFACTION SURVEY – DATA BASED ON THE STATE SURVEY OF ENROLLED STUDENTS

A survey managed by the Western Australian Department of Education and Training during the 2004 academic year measured student satisfaction at College and State levels and provides an indicator of the effectiveness of Challenger TAFE's training services and products. The survey asked students about their degree of satisfaction with the quality and relevance of their courses and the teaching, student support, learning resources and facilities provided.

Overall Student Satisfaction with Course (Australian National Training Authority Scope only)

Unlike in previous years, a student satisfaction measure based on Graduate outcomes was not available from the Australian National Training Authority.

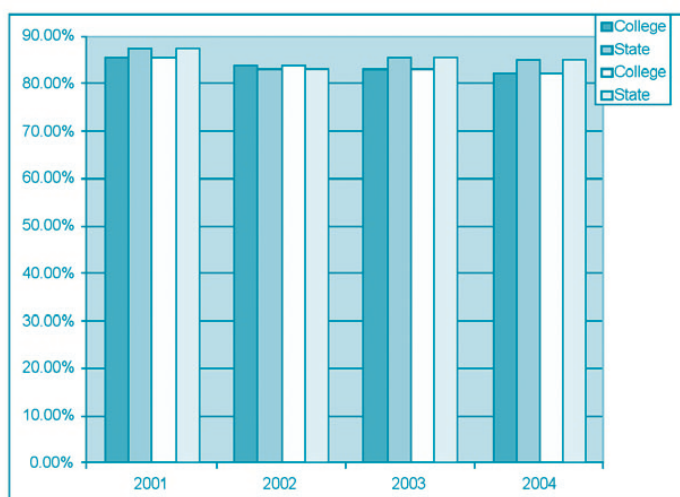
Collated results from the study evaluation process continue to show high levels of satisfaction of students. The following graphs are representation of the process and outcomes.

Table 6.6: College and State Student Satisfaction Percentages 2001 –2004

	2001	2002	2003	2004
College	85.40%	83.50%	82.90%	82.20%
State	87.30%	83.00%	85.40%	84.70%

Source: 2004 Student Satisfaction Survey: (The Western Australian Department of Education and Training contracted Market Equity to conduct the surveys at all Western Australian TAFE Colleges).

Figure 6.7: College and State Student Satisfaction Percentages 2001 –2004



Methodology: The 2004 Student Satisfaction Survey was conducted as a 2-stage mail out augmented with an on-line response facility and telephone based follow-up in areas exhibiting low response rates. A \$2500 prize incentive was used to encourage a higher level of response. As in prior years, the results were weighted to overcome sampling error and were based on the satisfaction levels of students who were enrolled in publicly funded courses at either a TAFE College or a publicly funded private training institution in semester one or semester two of 2004. Two surveys instruments were used, one focused on the needs of enterprise-based students and the other on those of institution based students.

Derivation: The performance indicator was calculated using the collective responses to a question that was in common to both survey instruments and which asked students about their level of satisfaction with their course at the TAFE College or private institution in which they had been or were enrolled in 2004.

Explanation: The satisfaction rate for Challenger TAFE was 82.2%, performing slightly below an overall State performance average of 84.7%.

Statistical Details: Of the potential population of 8,011 institution-based students, 5529 individual students were contacted. The sample number achieved was 1,489 being a 23% response rate. Of a potential sample of 1,414 enterprise-based students, 1262 students were contact and 284 responded, representing a 20% response rate. The sampling error for the survey of Challenger TAFE students was 1.7% at the 95% confidence level.

PERFORMANCE INDICATORS FOR EFFECTIVENESS GRADUATE SATISFACTION

The proportion of those surveyed that indicated that they achieved or partly achieved their main purpose in studying is an indicator of their degree of satisfaction with their training program. In 2003, 79.7% of Challenger TAFE's graduates (compared to 77.96% of Western Australian TAFE graduates and 78.8% of Australian TAFE graduates) achieved or partly achieved their main reason for studying.

Graduate Satisfaction

In data collection in previous years, achieved or partly achieved their main purpose in studying have been reported together (and for consistency in trend

development that has been the case again in 2003). The percentage of respondents who indicated that they achieved or partly achieved their main purpose in studying decreased slightly. This is one indicator of the students' degree of satisfaction with their training program. In 2003, 79.7% of Challenger TAFE's graduates (compared with 77.96% of Western Australian TAFE graduates and 78.80% of Australian TAFE graduates) achieved or partly achieved their main reason for studying.

Note: The College is unable to provide an update to this KPI as statistically valid College level data is not available in 2004.

The National Centre for Vocational Education Research (NCVER) intends to conduct surveys with an appropriate sample design to produce statistically reliable College level data in alternate years commencing 2005.

73% of students who responded to the survey indicated their main reason for studying was employment related, an increase of 2% on the 2002 cohort. Within that response, the most frequently given reasons were: to get a job (27.46%) and as a requirement of the job (17%). Improving their work circumstances through a different career or promotion constituted 16.7% of the responses in 2003.

Table 6.8: Graduates Achievement of Main Reason for Study

	1999	2000	2001	2002	2003	2004
College	79.87%	80.03%	77.99%	81.16%	79.70%	N/A*
Western Australia	82.14%	79.15%	76.33%	76.98%	77.96%	N/A*
Australia	n/a	80.29%	78.96%	77.98%	78.80%	N/A*

Table 6.9: Graduates' Main Reasons for Study

	1999	2000	2001	2002	2003	2004
Employment- related	73.6%	73.6%	71.5%	71.3%	73.17%	N/A*
To enter further study	9.3%	9.8%	10.0%	9.1%	9.20%	N/A*
Personal or Interest	13.9%	14.1%	12.7%	16.8%	14.98%	N/A*
Other Reasons or Unknown	3.2%	2.5%	5.8%	2.7%	2.65%	N/A*

Note: The College is unable to provide an update to this KPI as statistically valid College level data is not available in 2004.

The National Centre for Vocational Education Research (NCVER) intends to conduct surveys with an appropriate sample design to produce statistically reliable College level data in alternate years commencing 2005.

Derivation: In each of the Student Outcomes Surveys (previously called Graduate Destination Surveys) conducted since 1997, the same question regarding achievement s being the main reason for doing the course was asked of graduates and the same rating scale used enabling maintenance of trend data. The measure has been re-based and reflects as a percentage of those who answered “Yes” or “Partly” as a proportion of all those who gave a valid response to the question.

Statistical Details: 1,200 Challenger TAFE graduates were surveyed out of a population of 4100. 671 valid responses were included. The standard error for this result was +/- 3.9% at the 95% confidence level.

Explanation: The results indicate that most TAFE students throughout Australia are studying for vocational reasons and the majority of these students seek to get a job. Note that national data on graduate satisfaction was not available prior to 2000.

PERFORMANCE INDICATORS FOR EFFECTIVENESS GRADUATE EMPLOYMENT OUTCOMES

Source: The following Key Performance Indicator relating to Graduate Destination and Graduate Satisfaction is derived from the national 2003 Student Outcomes Survey, funded by the Australian National Training Authority (ANTA) and conducted by the National Centre for Vocational Education Research (NCVER). The survey collects key information on the employment status, further study destinations and satisfaction with their training program of graduates in each Australian State and territory, who successfully completed a vocational education and training (VET) award during 2002. All the graduates surveyed had completed their course at a TAFE institute and had an Australian address as their usual address. Hobby, recreational and short courses were excluded from the survey. As in previous years in Western Australia, the survey was based on a census (although in other states a weighted sampling methodology was used).

Methodology: The measures are drawn from the survey report titled “Student Outcomes Survey 2003, Challenger TAFE” 2003 that provides comparative data on an institutional, State and national basis.

Statistical Details: 1,200 Challenger TAFE graduates were surveyed out of a population of 4088. 671 valid responses were included. The standard error for this result was +/- 3.9% at the 95% confidence level.

Graduate Employment Outcomes (Destination)

Graduates’ employment status after the completion of their training programs is an indicator of Challenger TAFE’s effectiveness in providing relevant skills for the workforce and contributing to the development of industries, regions and the economy.

The 2002 Student Outcomes Survey report indicated that of those students surveyed who completed their course at Challenger TAFE, the graduate employment rate was 72.20% compared with 72.36% for Western Australia and a national outcome of 74.76%.

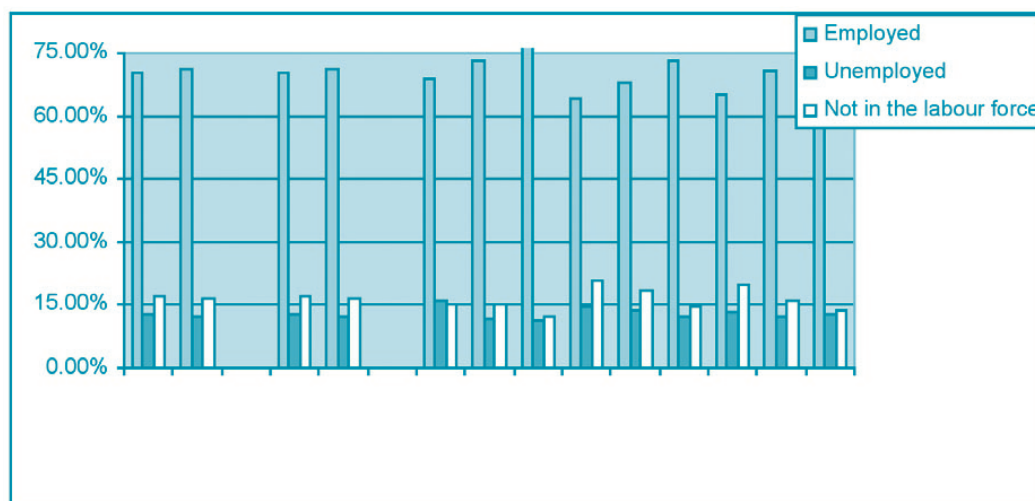
Table 6.10: Graduate Labour Market Status May 2003

		1999	2000	2001	2002	2003	2004
Challenger TAFE	Employed	70.08%	68.94%	64.08%	65.18%	72.20%	N/A*
	Unemployed	12.63%	16.08%	14.89%	13.34%	11.81%	N/A*
	Not in the labour force	17.30%	14.99%	21.04%	19.93%	14.65%	N/A*
Western Australia	Employed	71.36%	72.92%	67.83%	70.50%	72.36%	N/A*
	Unemployed	12.19%	11.88%	13.83%	12.55%	11.72%	N/A*
	Not in the labour force	16.45%	15.19%	18.34%	16.05%	13.77%	N/A*
Australia	Employed		76.54%	72.90%	72.50%	74.76%	N/A*
	Unemployed		11.23%	12.28%	12.77%	11.93%	N/A*
	Not in the labour force		12.23%	14.82%	13.96%	11.36%	N/A*

Note: The College is unable to provide an update to this KPI as statistically valid College level data is not available in 2004.

The National Centre for Vocational Education Research (NCVER) intends to conduct surveys with an appropriate sample design to produce statistically reliable College level data in alternate years commencing 2005.

Figure 6.11: Graduate Labour Market Status May 2003



Derivation: Graduate employment status was measured by questions asked each year on whether graduates were employed, unemployed and not in the labour force as at a specified date at the end of May 2003. The measure is expressed as a percentage of the respondents to each category as a proportion of valid respondents. Note that national data on graduate employment outcomes were not available prior to 2000.

Explanation: The data for 1999 through to 2003 has been recalculated so that the percentage is based on the number of valid responses to each question. This is to maintain a comparative analysis based upon a consistent methodology. The proportion of graduates who reported that they were in employment has increased by close to 5% from that in 2002 and the percentage of those who reported that they were unemployed or not in the workforce has declined since the 2002 measure was taken.

ADDITIONAL INTERNAL PERFORMANCE INDICATORS

DELIVERY PROFILE

Additional Non-profiled Training Programs

Most of Challenger TAFE's training programs are specified and funded in the annual Delivery and Performance Agreement through a formula-driven resource-allocation process. Funds to support the delivery of additional training programs are secured through a variety of alternative strategies. These include tendering for public funds targeting specific enterprise or community training needs, fee-for-service customised training or provision for overseas students (in partnership with Education and Training International). Adult Community Education courses that cater for community and personal development, including hobby courses, are included here and are conducted on a self-supporting basis.

The College's fee-for-service training programs (not including the Collins Class Submarine Training) have shown growth in SCH since 2001, although the percentage of total delivery has been slightly lower for the last two years.

Source: Non-profiled delivery is that which is funded other than through the Delivery and Performance Agreement between the College and the Western Australian Department of Training. Student enrolment in non-profile courses is identified on the College Management Information System (CMIS) by funding source codes other than "C" or "10".

Explanation: Although the quantity of delivery was lower, the range of offerings was wider with fewer hours being delivered in shorter courses with the income per SCH being higher. The total delivery of 4,286,082 SCH is an increase on all previous years since 2001 while the non-profile component has grown in SCH since 2003. There was a growth in SCH generated from overseas students. As a proportion of the whole delivery, non-profile activity in terms of SCH improved on the 2003 result.

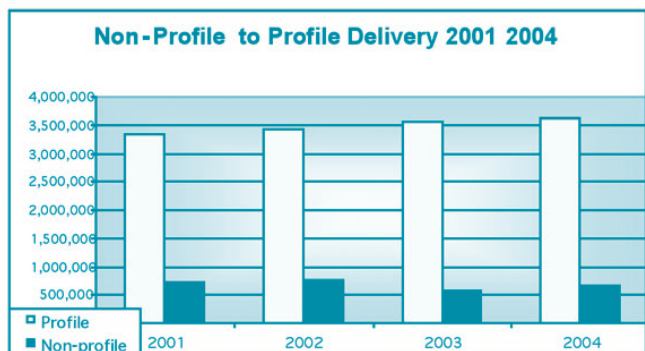
The training recorded on the CMIS for overseas students relates only to delivery to those students whose usual address is overseas but who are located within Western Australia while studying and does not include training delivered in other countries.

Training delivered to submariners under a subcontracted arrangement with Australian Submarine Corporation is not included in the final tally of student Contact Hours (SCH). As well, training delivered off-shore is not included in the

Table 6.8: Non-Profile Delivery as a Proportion of Total Delivery

	2001	2002	2003	2004
Industry Specific	75,046	61,746	93,475	83,768
Fee-for-Service*	474,561	563,309	507,398	437,131
Overseas Stds	62,659	74,962	95,026	148,416
ACE	103,052	93,122	62,673	84,653
	2001	2002	2003	2004
Profile	3,325,941	3,419,298	3,544,878	3,612,644
Non-profile	715,318	761,242	570,071	673,438
Total	4,041,259	4,180,540	4,114,949	4,286,082
	17.70%	18.21%	13.85%	15.71%

Figure 6.9: Total Non-Profile Delivery as a Proportion of All Delivery **REPUTATION AND GROWTH**



The Centres of Specialisation have developed a strong rapport with industry and community organisations, providing customised training programs when and where the clients require them. It is anticipated that fee-for-service training delivered to clients in Western Australia, nationally and overseas will remain a reliable source of substantial income. For 2005, the College aims to produce the following outcomes in Profile and Non Profile VET Delivery.

Figure 6.10: Non-Profile Delivery Categories 2001-2004

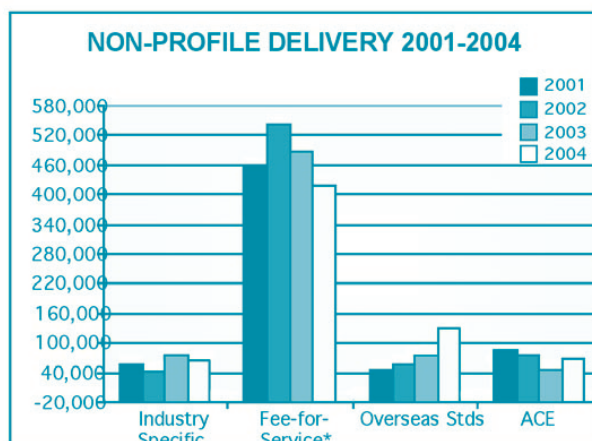


Table 6.11. – Profile and Non Profile VET Delivery 2001 – 2005

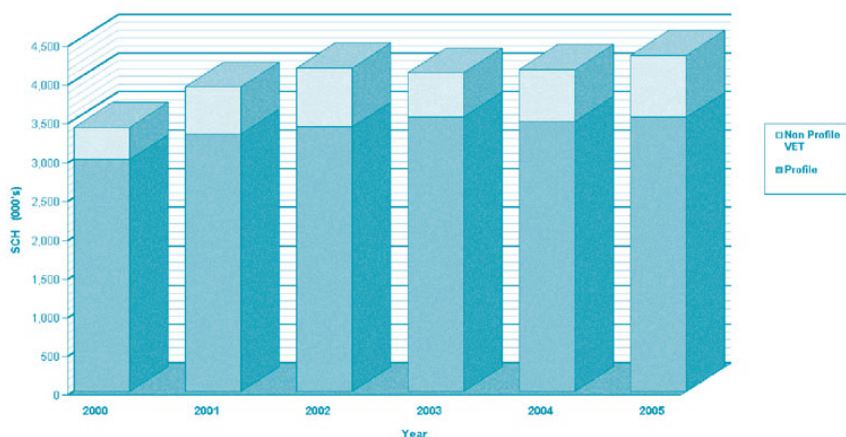
	Profile Delivery	Non Profile Delivery (2)	Total Delivery	
2001	3,325,941	612,266	3,938,207	
2002	3,419,298	761,242	4,180,540	
2003	3,544,878	570,071	4,114,949	
2004	3,612,644	673,438	4,286,082	
2005	3,544,196	800,000	4,344,196	(1)

Notes (1) 2005 delivery targets as negotiated Dec 2004

(2) Non-profile delivery does not include training for the Navy (submarine school) or delivery off-shore

NB: Competitive Allocated Tenders won for 2005 include a further 61,399 SCH and a State Special Project will provide a further 3,625 SCH.

Figure 6.12 Achieved 2000 – 2004 and Projected 2005



Dark blue denotes Profile delivery
 Light blue denotes Commercial delivery excluding delivery to the Navy and delivery off-shore

PROGRAM EVALUATION

OVERVIEW

The Challenger TAFE improvement process has continued to obtain feedback from its students. The mechanism allows students to provide positive and negative feedback on their experiences with their course of study. The questionnaire used measures of the relative quality of Course Content, Delivery, Assessment and Resources.

OBJECTIVE

The feedback obtained by this process allows opportunity for College management to give praise to staff where their contribution to achieving the vision of the College has been recognised by students.

The process also enables action to be taken where students have indicated a weakness or pointed out an opportunity to improve training delivery and assessment in line with their expectations.

ACHIEVEMENTS

Collated results from the study evaluation process continue to show high levels of satisfaction from students. The following graphs are representation of the process and outcomes.

Table 6.13: Volume of Evaluations returned by students

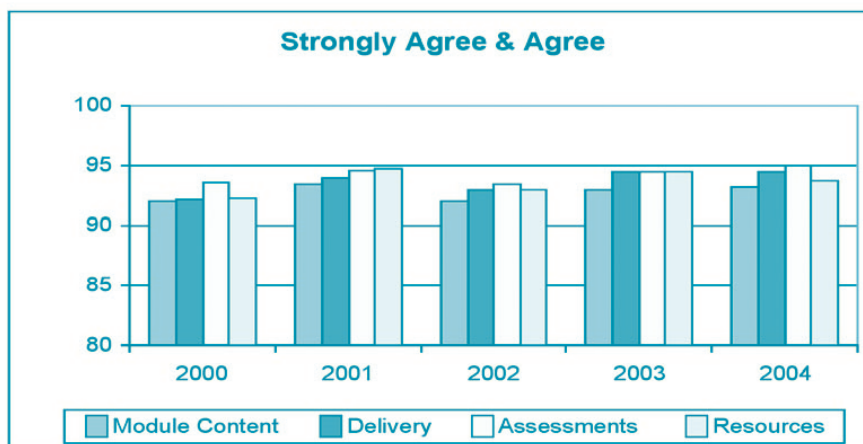
2000	2001	2002	2003	2004
8832	15206	10351	8529	8446

The following graphs reflect the continued high levels of student satisfaction with College training for the last five years. The groupings relate to the four categories of questions asked of students.

The following graphs reflect the continued high levels of student satisfaction with College training for the last five years. The groupings relate to the four categories of questions asked of students.

The groupings relate to the four categories of questions asked of students.

Figure 6.14. Student Satisfaction with College Training (Internally Conducted) Strongly Agree & Agree



CUSTOMER COMMENTS

OVERVIEW

A part of the increased focus by Challenger TAFE on its customer service performance is the management system that actively seeks comments from its customers and staff. The feedback process covers all aspects of College operations and is available using hard copy documents or electronically via the Internet.

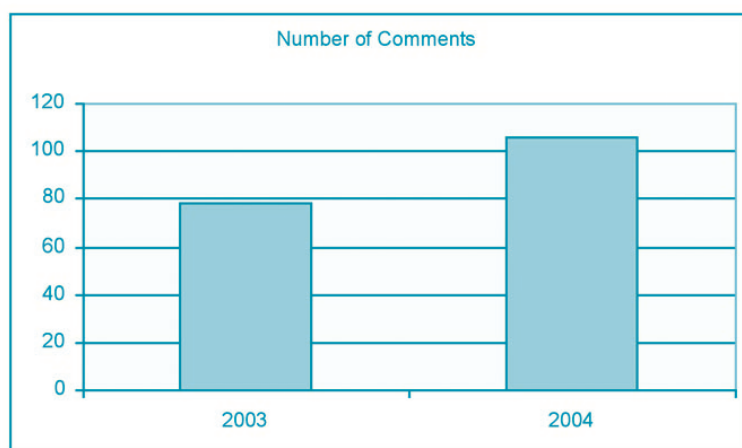
The College's process has been recognised over recent years as being one of the best Customer Comments processes in our sector, with some aspects close to best practice.

ACHIEVEMENTS

In 2003, a total of 78 customer comments were received. These included both praise for College staff and services, as well as those suggesting opportunity for service improvement. In 2004 there have been 106 comments submitted.

In the last quarter of 2004, process enhancements were made to provide customers with access to the process via the Challenger TAFE Website and developed promotional materials for display in 2005.

Figure 6.15. Number of Customer Comment Forms Lodged



6.16 BUREAU VERITAS QUALITY INTERNATIONAL (BVQI)

The College has been certified to the ISO 9000 series of International Quality Management Standards since 1992. The accrediting agency is Bureau Veritas Quality International (BVQI). The Scope of Certification approved by BVQI for Challenger TAFE covers “The design, Development and Provision of Vocational Education and Training and Associated Services”. The College is certified to the highest level of this series of standards; ISO 9001:2000.

The College is audited twice each year and for the last three visits, no non-compliances have been reported; however, a few opportunities for improvement have been suggested. The College incorporates these suggestions into its continuous improvement program.

The outcome of the last visit in December 2004 was the College being commended for its improvement initiatives and its commitment to the deployment of the Australian Quality Training Framework (AQTF) standards. These two sets of quality management standards (ISO and AQTF) have proven complementary for both the College’s training services and supporting functions.

The December 2004 BVQI report reads:

The system is working well. There have been several improvement initiatives in the last 12 months, with some of these arising from a review of student feedback. There have been strategic audits performed as risk areas have been identified. There was good understanding of training delivery processes at both of the campuses visited, (Peel & E-Tech). The Carpentry and Construction Workshop facilities were reviewed at Peel, with a focus on the testing and tagging of electrical equipment and the plant maintenance. The purchasing and receivable processes were also reviewed at Peel, along with room allocations and how a sharing of facilities was being managed.

Part of the TAC (Training Accreditation Council) file for the new Web course was reviewed at e-Tech. A review of the system documents was performed along with a review of internal audits and management reporting and review. The overall planning process was reviewed along with the reporting and analysis of meeting objectives via Key Performance Indicators.

Challenger TAFE regards these results as testament to its efforts to provide quality training and assessment services to customers.

GLOSSARY OF TERMS USED IN THE KEY PERFORMANCE INDICATORS

CENSUS

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

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

COURSE

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

DELIVERY AND PERFORMANCE AGREEMENT (DPA)

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

MODULE

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

PROFILED MATRIX

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

STUDENT CURRICULUM HOURS (SCH)

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

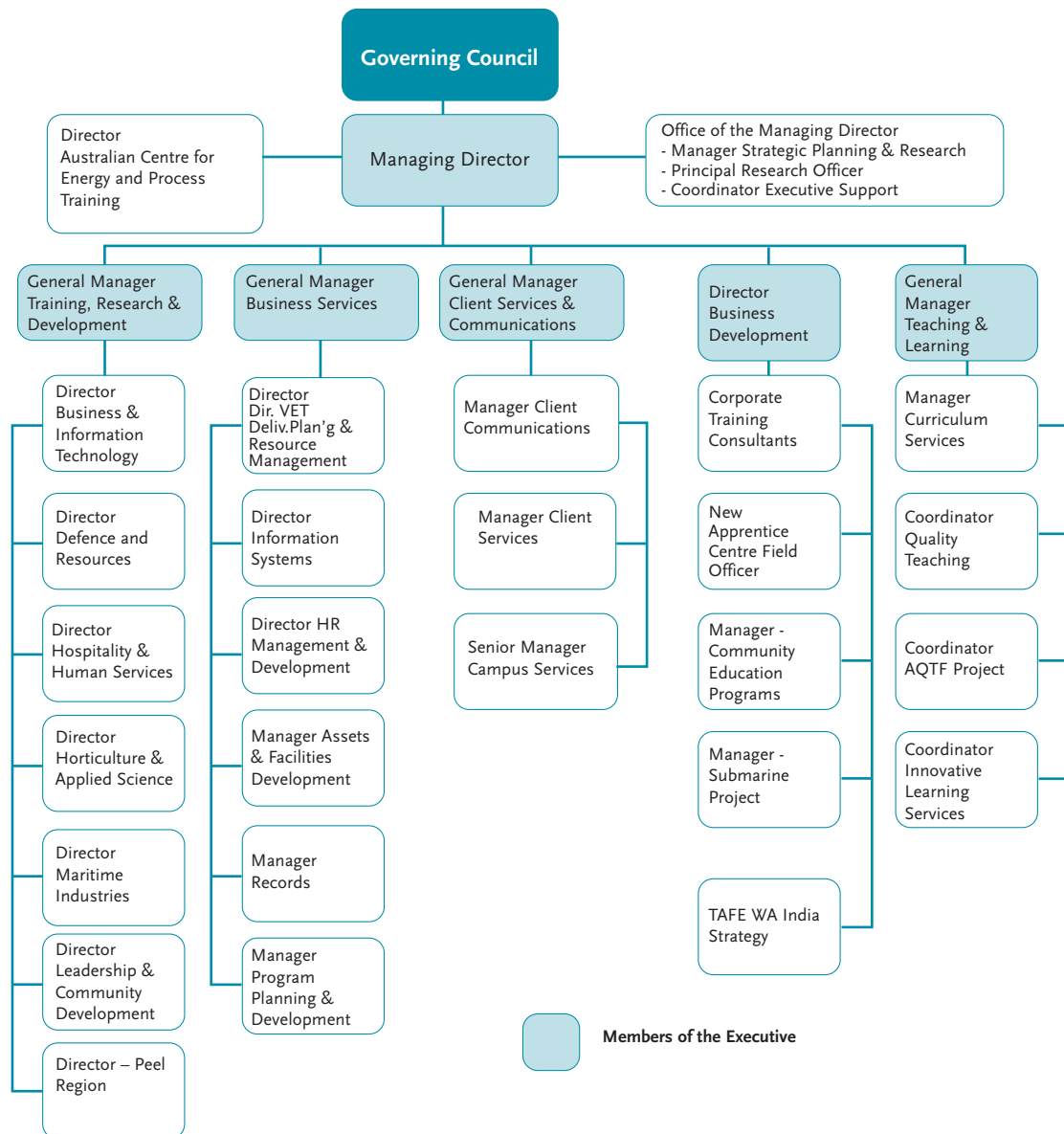
WADT GROUP

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

WADT LEVEL

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

CHAPTER 7 – MANAGEMENT STRUCTURE



7.1. CHALLENGER TAFE GOVERNING COUNCIL

Council Membership

The members of the Challenger TAFE Governing Council during 2004 were:

Ms Paddi Creevey (Chair) has been a senior social worker at the Mandurah Community Health Centre for the last 16 years. Her qualifications include a Bachelor of Social Work. She is a former Deputy Mayor of the City of Mandurah. She has been involved in local government for eight years and has chaired the Planning and Development Committee for six years. She has strong interests in sustainability and community development, particularly in the Peel region. Ms Creevey serves on the boards of a number of community organisations such as the Women's Refuge, Peel Community Legal Centre and WestAus Crisis. She is a member of Zonta International and the Mandurah Fishing Club.

Term of Appointment: 5/03/02 – 31/12/04

Mr Kim Bailey (Deputy Chair) is the Chair of the Challenger TAFE Finance Performance and Audit Committee and a founding member of the Governing Council. He has more than 43 years of experience in the family business, Bailey's Fertilisers, and in the field of horticulture. He is a resident of the College region and a former Rockingham City Councillor. He is also the Chair of the Turf and Landscape Industry Association.

Term of Appointment: 19/01/04 – 30/06/06

Mr Angus Callander holds a Bachelor of Business and is the College Chair for the Maritime Advisory Committee. He is currently Director of the Fishing Industry Council and a member of the Rock Lobster Industry. He has been the General Manager of M.G. Kailis for 15 years and with the company for more than 20 years. He has had a close involvement with education and training for the past 12 years and was formerly a Governing Council Chair of Central West TAFE College.

Term of Appointment: 05/03/02 – 31/12/04

Ms Helen Cattalini is the Chair of Challenger TAFE's Planning and Development Committee. She is a former Commissioner of Multicultural and Ethnic Affairs in the Government of Western Australia and has been a member of the Advisory Committee on Multicultural Affairs to the Prime Minister. She was awarded a Member of the Order of Australia Medal in 1998 for services to the community. Since 1987, she has been a Director of Helen Cattalini Consultancy Services Pty Ltd, a company specialising in social research, as well as policy and program development in government, local government and community sectors.

Term of Appointment: 01/01/03 – 31/12/05

Mr David Holland is the Chair of the Challenger TAFE Hospitality and Tourism Industry Advisory Committee. He is Managing Director of 'Yalgorup EcoPark On The Beach' and is heavily involved with promoting and operating eco tourism in the south Mandurah region. He is immediate past chairman of the Peel Region Tourism Association, past member of the WA Tourism Commission's Industry Development Advisory Committee, past president of the Caravan Industry Australia (WA) and a Director of Brighthouse Consultants.

Term of Appointment: 01/01/03 – 31/12/05

Mr Kevin Murrell's qualifications include a Bachelor of Arts (Honours), a Higher Diploma of Education and a Graduate Diploma in Reading Education. He has over 20 years teaching experience at Challenger TAFE specialising in English, Communications and Industrial Relations. For the last five years he has worked primarily in Business. He has been the Teachers Union representative for most of this period and has recently conducted research on behalf of the Union and the Department of Training.

Term of Appointment: 05/03/02 – 31/12/04

Ms Deborah Nolan is the Chair of Challenger TAFE's Aboriginal Employment, Education and Training Committee and has extensive experience working in education, health and community services with Indigenous people and youth.

Term of Appointment: 01/01/03 – 31/12/05

Ms Sally O'Loughlin has a Bachelor of Arts and is currently pursuing Swedish language studies. She is a Company Director and Consultant for NRMCA Pty Ltd WA (which is a small family-owned company) as a consultant on communications issues. She has been a Board Member, Public Sector Superannuation/Commonwealth Service Superannuation since 1991 and Board Member of the Australian Government Employment Superannuation Trust since 2002. She was an Elected Officer, Community and Public Sector Union from 1983 to 2000.

Term of Appointment: 1/07/03 – 30/06/06

Mr Geoff Richards is the Chair of the Industry Advisory Committee to the Challenger TAFE WA Horticulture & Environmental Science Skills Centre and also Chairman of Greening Australia, Australia and Vice-President of its National Board. He is past National President of the Nursery and Garden Industry Australia. He is owner and Managing Director of Richgro Garden Products and has been a Rotary member for the last 28 years.

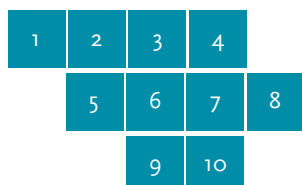
Term of Appointment: 01/01/03 – 31/12/05

Resignations from the Council

Mr Nathan Trengove was a student at Challenger TAFE in 2003 and is currently a student at Edith Cowan University. He has completed a Certificate III in Health and Fitness (Gym Instructor) and also holds his Senior First Aid Certificate; Level 1 Sports First Aid Certificate; Level 1 Sports Coaching Certificate (Basketball); Level 1 Basketball Referee; and Level 1 Basketball Referee Coach/Evaluator. Nathan is an active volunteer basketball coach for young people and the disabled.

Term of Appointment: 1/07/03 – 30/06/05

Resigned: 31/10/04



- | | |
|----------------------|-----------------------|
| 1 Ms Paddi Creevey | 6 Mr Kevin Murrell |
| 2 Mr Kim Bailey | 7 Ms Deborah Nolan |
| 3 Mr Angus Callander | 8 Ms Sally O'Loughlin |
| 4 Ms Helen Cattalini | 9 Mr Geoff Richards |
| 5 Mr David Holland | 10 Mr Nathan Trengove |



COLLEGE EXECUTIVE

Mr Malcolm Goff (Managing Director) has a Bachelor of Arts (Economics), Higher Certificate in Teaching, Graduate Diploma in Education Administration and a Master of Business. He is a current member of the Australian College of Education and has been Managing Director of Challenger TAFE since 1999. He was formerly the Executive Director, Strategic Services in the WA Department of Training. Malcolm has many years of teaching and management experience in the vocational education and training system.

Ms Liz Harris (General Manager Training Research and Development) has a Bachelor of Arts (Literature & Media), a Graduate Diploma in Applied Linguistics, a Graduate Diploma in Adult and Tertiary Education and a Master of Education degree. Liz has recently been appointed to the position of General Manager Training, Research and Development and was a Training Director in the College prior to her recent appointment. Liz has an extensive and diverse background in the field of vocational education and learning in post-secondary sectors, having worked at the national level with the Australian National Training Authority (ANTA) for three years, as well as the university sector.

Mr Neil McAullay (General Manager Business Services) has a Diploma in Public Administration and has been responsible for corporate services at Challenger TAFE for approximately 12 years. Prior to that he occupied a senior manager role with the WA Public Service Commission with responsibility for organisational development and human resource management issues.

Mr Jan Lipiec (General Manager Client Services and Communications) has a Bachelor of Business and a Masters of Business Administration. Having spent most of his customer service career in the private sector,

including ten years with Qantas Holidays, Jan joined the WA Public Sector in 2000. Commencing his public service at the Department of Transport as Director, Customer Service, Jan joined Challenger TAFE in 2003. In addition to his passion for effective client service delivery, Jan has experience in marketing and business management.

Ms Cheryll Meade (General Manager Teaching and Learning) has a Bachelor of Applied Science (Mathematics), Graduate Diploma in Education and Statements of Attainment in Certificate IV in Assessment & Workplace Training and Diploma in Training & Assessment Systems. Cheryll has extensive experience in the education sector and her previous roles have included Curriculum Manager at the Curriculum Council, Executive Officer for the Ministerial Review into the Interface between Education and Training (the Tannock Report) and Principal Consultant with the Department of Education & Training, leading the project associated with addressing the needs of 15-19 year olds in WA.

Mr Rob Meecham (Director Business Development) has worked in the Commonwealth Public Service, the trade union movement, Curtin University and for a mining company before joining Challenger TAFE. Rob has been involved with Indian Ocean region countries and development issues throughout his career, particularly in his role as Associate Director of the Indian Ocean Centre at Curtin University. Rob has an Arts degree with a major in Economics from UWA.

Staff of Challenger TAFE

The Tables below show both the number of Full Time Equivalent and distinct persons paid for the pay period ending 2 December 2004.

FTE and Head Count As at 1 December 2004

Group	Head Count	FTE
Lecturing staff	225	216.54
Casual Lecturer staff	286	117.09
Teaching support staff	73	68.63
Academic Management	26	26.00
Administrative staff	161	149.58
Split (Teaching and Admin areas)	8	7.40
Other	81	27.85
Grand Total	860	613.09

CHAPTER 8. CHAIRPERSON'S REPORT

As we in the TAFE sector are well aware, a typical worker's career path is increasingly more complex, may encompass a range of industry areas and is certainly not a linear activity linked to one employer for life. A report from the ANTA High Level Review of Training Packages had some sobering statistics for us to consider as part of the design and delivery of training and related services into the near future. The report explains that as the knowledge economy (or sometimes termed the 'fast' economy) evolves, people are changing jobs, some as a matter of preference while others have these changes imposed upon them. Over the most recent decade 'non-standard' employment has increased by over 50%, this being a measure of the increase in growth in part-time, casual and contract work, while full-time employment has increased just 11.2%. Permanent full-time employment now accounts for only half the employed workforce.

Over half the 9.2 million jobs currently performed by Australians did not exist in 1965; and an estimated 1.5 million new jobs will appear in the decade ahead. Manufacturing industries will face strong international competition and it is anticipated that a smaller percentage of the workforce will be employed in this area. The percentage of the workforce in construction, agriculture and mining is also expected to fall across Australia, albeit that WA will have work associated with resource industry expansion. The report explained that in 2001, the number of white-collar jobs in Australia overtook the number of blue-collar jobs, and this trend is expected to continue. Legal, accounting, finance, marketing, property and business services jobs are expected to exceed the average rate of job growth nationally and the number of community services and leisure-related jobs will grow strongly. Volunteering is also increasing. These trends are very important for how we understand our core business at Challenger TAFE

Currently, the federal, state and territory governments in Australia spend approximately \$3.8 billion per annum on vocational education and training, and enterprises invest a similar amount. Individuals' financial contributions to their own learning are also substantial. Lifelong learning becomes an important element in shaping an individual's engagement with work. Investment in training will increase as people seek to re-orientate or upgrade their skills.

Such a key factor in our economy and community's wellbeing calls for careful consideration of the resources we have currently available and an appreciation of our agency's future potential and our means for achieving it.

8.1 SUSTAINABLE PRACTICES

Profile delivery

In 2004, Challenger TAFE received a total of \$32,227,756 to deliver 3,551,062 Student Contact Hours (SCH). The College achieved this outcome.

Commercial Delivery

In 2004, Challenger TAFE earned an additional \$6,059,885 in for its commercial activities within the State and from overseas sources. As part of this activity, 673,438 SCH were delivered as fee-for-service training, not including training for the Ministry for Defence or work undertaken entirely off-shore.

New capital works activities

Enhancements to existing College building stock negotiated in 2004 included \$13 million allocated within the capital works budget for the construction of the Australian Centre for Energy and Process Training – Marine Industry Technology Precinct, Henderson and \$1.4m has been set aside for the land component. It is anticipated that detailed planning and documentation will commence in the first half of 2005 to facilitate the start of construction by August 2005.

The appointed builder for the new wing at WA Maritime Training Centre – Fremantle Development Stage 2 – Fleet Street Precinct, Cooper and Oxley, commenced construction on this \$8.28m project in August 2004. Completion of the work and scheduled handover of the project is July 2005.

The new Kwinana Automotive Centre will consolidate and refocus Challenger TAFE's automotive training in one location. \$5m has been budgeted for the project. Detailed planning is to commence in early 2005, with construction scheduled early in 2006.

The Centres of Specialisation

An Industry Advisory Committee supports each of the ten Centres of Specialisation with local industry intelligence. Some of these committees are chaired by members of Governing Council and others by prominent members of the industry concerned.

A new Centre of Specialisation, the Australian Centre for Energy and Process Training – Marine Industry Technology Precinct, Henderson, was launched in November 2005 and is anticipated to service the demand for energy and process training across the southern hemisphere. Training for the oil and gas industries will be an important area of the Centre's activities.

A further Centre of Specialisation is anticipated for 2005, focusing on lifelong learning.

Technology and Equipment Grant projects

Challenger TAFE was successful in gaining support for three technology and equipment projects forwarded for funding from the Departments Capital Works Program in 2004. The projects were; Bridge Simulator – Maritime; Composites Fabrication and Training Facility – Defence and Resource Industries and, Sustainable use of Water – Horticulture and Science with a total value of \$.551m.

8.2 REGIONAL AND RURAL INITIATIVES

Challenger TAFE has been busy in 2004, developing partnerships and programs to suit the needs of people in regional and rural locations. The examples provided here represent only a small part of the energy directed towards regional and rural outcomes.

Peel

The College has been building its training provision in the Peel region, expanding training to apprentices by offering Carpentry and Joinery in 2004. Delivery is expected to double in 2005. Consultation with industry has resulted in a program unique for this trade area, consisting of flexible project-based delivery combining students from a number of stages of delivery.

Challenger TAFE has worked with Murdoch University to develop the Peel Careers Combo Program for the 2005 academic year. On successful completion of these programs, students will gain a national qualification providing employment opportunities, pathway into study for a Diploma or entry into a Degree program at the Peel Campus of Murdoch University. Peel Careers Combo programs will be offered in Nursing/Aged Care, Science and Business.

Aquaculture

The number of online students studying Aquaculture at Challenger TAFE through the WA Maritime Training Centre – Fremantle increased to 24 from regional and outer metropolitan areas; up from only three in 2003. This work complements the development of the aquaculture property at GinGin in partnership with a local farmer and the short courses that are offered from that site. The Aquaculture Development Unit utilised funds from the Fisheries Research and Development Corporation to research restocking of the Blackwood River with black bream. Its aim is to identify ways that will restore bream stocks to previous levels. It has been successful to date and is planned for completion in 2005. Other regional activities included consultancies for: a pilot plan for an Indonesian fish farm; an assessment of a new technology for a Lake Argyle barramundi farm; and an assessment of water quality problems and solutions for an Exmouth fish farm.

Governance and social housing training

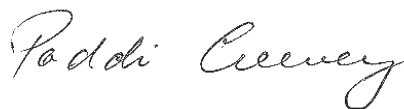
The College, through the WA Centre for Leadership and Community Development, received High Commendation in the 2004 Premier's Awards for the governance-training program it delivered at Noonkanbah Pastoral Station. It extended governance programs to include Manjimup, Katanning, Busselton, Narrogin and Waroona, with Northam and Collie to follow in 2005. This included delivery of governance training for Great Southern TAFE at Katanning. The Centre extended its interagency partnerships with Department of Indigenous Affairs, Department of Agriculture, Indigenous Land Corporation, Department of Community Development, Reconciliation Australia and consolidated its training partnerships within TAFEWA, including linking staff development in delivery of governance programs with C Y O'Connor, Southwest and Pilbara Colleges of TAFE. In response to a national tender, the College combined with CY O'Connor and the WA Farmers Federation to provide national leadership skills for emerging leaders in the rural industry sector.

8.3 GOVERNING COUNCIL BUSINESS

In 2004, Governing Council met on six occasions. The Governing Council's committee for Finance Performance and Audit met on five occasions. The Council's Planning and Development committee met on four occasions. The Governing Council approved 53 occasions for use of Challenger TAFE's Corporate Seal.

8.4 A STRONG FUTURE

The knowledge-based economy, the growing services sector, and accelerating exposure to global competition are factors we are learning rapidly to engage with. This will involve addressing the growing significance of knowledge and our students' ability to handle new literacy demands; our ability to innovate and develop and apply new technologies.



Paddi Creevey

CHAIR, GOVERNING COUNCIL

CHAPTER 9 – MANAGING DIRECTOR’S REPORT

2004 was an exciting year for Challenger TAFE. A particular highlight was our recognition at the Training Excellence Awards as the 2004 Large Training Provider of the Year for Western Australia and our subsequent inclusion in the finals on a national level at the Australian Training Awards.

9.1 SKILLS FOR THE WORKFORCE

In 2004 Challenger TAFE delivered 3,612, 644 SCH of government-contracted accredited skills oriented training. This was 124,348 SCH above the initial 2004 Delivery and Performance Agreement struck with the Western Australian Department of Education and Training. The initial target was re-negotiated upwards to allow for 3,551,062 SCH of funded training under Addendum 3 of the Performance Agreement. This was a welcome increase because the South West corridor of the metropolitan region and the Peel region are two of the fastest growing areas of WA and one of the fastest growing municipal regions in Australia. These are the College’s traditional training areas and they encompass the heavy industry area of Kwinana; Defence industries associated with the Australian Navy’s presence at Garden Island; the fast ferry, shipbuilding and Australian Marine Complex industries located at Henderson; as well as the light and service industries associated with housing and population growth.

The addition of the oil and gas training profile passed from Central TAFE provides a good fit with our existing areas of training activity. This has been incorporated into the industry focus of the College in the newly badged Centre of Specialisation, the Australian Centre for Energy and Process Training. The College anticipates that a range of international training opportunities will flow from the new arrangements.

The College delivers more than 140 industry accredited training courses in any year, through the ten Centres of Specialisation.

9.2 LIFE-LONG LEARNING

The College has focused on the need for delivery of life-long learning to our metropolitan and regional communities. This is provided in a variety of forms. It includes Adult Community Education that will be refocused in 2005 to become a Centre of Specialisation. The courses provided are wide-ranging and imaginative and represent cooperative work with approximately 50 community organisations each year.

While training delivery funded by the Western Australian Department of Education and Training to students in government high schools has remained fixed for the last

two years, our actual delivery has expanded consistently over the last four years with partnerships with more than 40 high schools. As testament to our efforts, over the last two years, four of the State’s prize winning VETiS students have joined Challenger TAFE training courses.

While the ‘average’ age of students of Challenger TAFE has fallen over the last few years as a consequence of our VETiS efforts, our older students continue to form a very important part of our student population and form an important source of future employment in an industrial environment of labour shortages. For example, our courses designed for older men, our programs for indigenous students and our industry skills-upgrade programs contribute to improving Western Australia’s economic potential.

9.3 COMMUNITIES AND REGIONS

The WA Maritime Centre – Fremantle, the Business and IT Skills Centre, the Hospitality and Tourism Training Centre – Fremantle, the WA Horticulture and Environmental Science Skills, the WA Centre for Leadership and Community Development, the Engineering and Marine Training Centre and the Wool Technologies Training Centre have each provided training to Western Australian workers in regional WA, and for off-shore students.

Training delivery in the Peel region in 2004 has increased in quantity and scope for a further year, an important aspect of economic development in the region. The area has been characterised by a limited range of industries operating in the region and high unemployment levels, particularly for youth. I think we are now seeing a turn around in outcomes for the community after four years of concerted effort. The industry base is expanding, and Challenger TAFE is contributing to this effort by providing a range of new training courses offered at the Peel Education and TAFE Campus. As a result, the local community has a greater confidence in securing employment at the end of their training programs.

9.4 SUSTAINABLE STATE DEVELOPMENT

As a training agency, Challenger TAFE has an important role in progressing WA’s Sustainability Strategy. This operates at the level of course content and skills building practices, as well as in addressing our obligations as a government agency undertaking sustainable business practices. Our efforts on this front started in 2002 when the lecturing staff began considering how to apply sustainable principles in their training programs. In December 2004, our Sustainability Plan was lodged with the Department of Premier and Cabinet and this included

the identification of all programs that addressed Units of Competency involving some aspect of sustainable practice. Environmental sustainability is a particularly important area of College training delivery and this is conducted State-wide in cooperation with FarmBiz. In addition, the Aquaculture Development Unit, part of the WA Maritime Centre – Fremantle, has undertaken a variety of investigations into recycling water for fish growing, building depleted fish stock in the Swan and Blackwood Rivers and working with farmers on developing aquaculture crops in order to re-use saline areas on their properties. This year the Aquaculture Development Unit received a Highly Commended within the Premier's Awards in recognition of its work.

9.5 TEACHING AND LEARNING

In 2004, a Teaching and Learning Directorate was established, which is the agency for building workforce skills and the quality of our core business. It was a timely structural response. Challenger TAFE relies on its responsiveness to a variety of training markets and staff skills in meeting these market demands. The new qualification for TAFE lecturers was under negotiation and there was a need to build knowledge management and intellectual property procedures. This area is headed by a General Manager and, at the close of the year, Ms Cheryl Meade was appointed to the position.

During 2003 and 2004, teaching staff members have undertaken a range of exploratory, as well as highly significant industry based research activities. These are listed in Appendix 16.3.

As a response to life-long learning and suitable career paths from TAFE, Challenger TAFE's plan is to expand its learning programs, emphasizing outcomes to work or further study in VET or higher education. This has been in place for a number of years and has proven a helpful way for students to select a course of study. While the College delivers a number of Graduate Certificates and Diplomas, it is now expanding course offerings to include Associate degrees. This will be a task for 2005.

9.6 SUPPORT SERVICES

Support services are defined in two ways through the Challenger TAFE 2004-2009 Strategic Planning Framework. These are support services to our students and services to staff to allow them to be more efficient and effective.

In 2004, there was an increase in the enrolment levels for international students and the College, in response to this anticipated increase, upgraded its support services for international students. As well, a new service for

providing career pathways and an employment placement service was designed and the staff recruiting process initiated. This was a timely response, with the federal government outlining its proposals for expanding its support to career-related services.

Efficiency capabilities were enhanced in 2004 by a \$400,000 allocation to multi-function devices for printing, scanning and faxing on each campus. Substantial efficiencies and savings are anticipated in 2005.

9.7 SKILLED AND INNOVATIVE STAFF

In 2004, the commitment and professionalism of our training staff were recognised through the Premier's Teachers Awards where Mr Brian Jenkins was runner up to the overall State winner. Mr Stuart Graves received an International Specialised Skills (ISS) Institute Fellowship, the first Western Australian to do so. Part of Mr Graves' commitment to the Fellowship is to undertake training of fellow trades' colleagues. Staff from the Community & Health Services Training Centre and the Information & Technology Business Skills Centre had their action research work reported in international journals and more than 20 investigative projects were undertaken by staff, many involving industry partners. Once again, the College was active in developing Series 6 Amenity Horticulture Toolbox valued at \$250,000.

Programs that caught the attention of the media included a music program for young people recovering from mental illness, a program for mature-aged men and an innovation for recycling effluent from fish to produce sea weed for fish feeding.

9.8 THE WORK ENVIRONMENT

Staff at the College values a supportive environment and our effectiveness in this area is evidenced by the substantial drop in workers' compensation claims over a four year period (and the accompanying savings in WorkCover premiums).

Scholarships for staff continue to be funded on an annual basis and staff members are actively encouraged to apply for external opportunities identified by the Teaching and Learning Directorate.

9.9 CHALLENGER TAFE MINISTER'S OUTCOMES SUMMARY

Agency Outcomes Assessment Measure (To be completed at the end of the 2004 cycle)					
Effectiveness in publicly funded training	Student Curriculum Hour target	% of target achieved	Employment based training target	% of target achieved	% Apprentices as a proportion of total SCH
Meet DPA targets for effective delivery of training to students and industry	3,484,294	100%	431,043	102%	Using 3484294 as the base

Agency Outcomes Assessment Measure (To be completed at the end of the 2004 cycle)					
Effectiveness in publicly funded training	% Trainees as a proportion of total SCH	Module Load Completion Rate (MLCR) benchmark	Actual MLCR	MLCR benchmark 15-19 year olds	MLCR 15-19 year olds actual
Meet DPA targets for effective delivery of training to students and industry	Using 3484294 as the base	72%	73.58%	73%	

Comments:MLCR benchmark 15-19 year olds provides a measure of VET for government schools. The measure does not include auspicing arrangements with government schools or delivery for non-government schools which appear in fee for service data.

9.10 MINISTER'S KEY PRIORITIES FOR VET FOR 2003-2004

	Assessment Measures
Increasing retention rates of 15-19 year olds	Outline initiatives and strategies undertaken in collaboration with the District Education Offices, schools, other agencies and organisations to improve retention of 15-19 year olds in Education. Please also outline the outcomes of these activities. These are reported in Chapter 16.1
Improving and making easier transfer between VET and Universities	Outline collaboration and partnership initiatives undertaken with universities to improve articulation arrangements between TAFEWA and University. What outcomes have been achieved? These are reported in Chapter 16.1
Increasing the number of apprenticeships and traineeships	Outline initiatives to increase the number of Apprentices and Trainees, and the results achieved. These are reported in Chapter 16.1
Strengthening the TAFEWA network	How has the College contributed to the strengthening of TAFEWA network? What outcomes have been achieved? These are reported in Chapter 16.1
Supporting jobs growth	Outline initiatives and strategies to support and collaborate with industry and the outcomes achieved. These are reported in Chapter 16.1
Providing better career guidance and preparation for employment	Outline initiatives to improve career guidance and preparation for employment. What results have these initiatives yielded? These are reported in Chapter 16.1

CHAPTER 10 – CUSTOMER FOCUS

10.1. CLIENT SERVICES

INTRODUCTION

Client Services and Communications comprises a group of integrated services that advise potential students on course and career options, ensure students have a supportive learning experience at the College, and maintain the physical facilities necessary for students and staff to participate in successful learning experiences. Additionally, the Centres of Specialisation and Adult Community Education (the internal College clients) receive support services for activities such as marketing their training and for enrolling students.

OUTCOMES FOR 2004

Goal 6 – Excellence in support services

Students

- > A Careers Advisory Service was designed and developed to operate in close partnership with industry in order to provide employment services and assistance to students so they could recognise and enter the various pathways available for their career development
- > There was expansion of the overseas student support program through the provision of extra services and personnel. The Division has expanded its efforts to ease impact on these students from their move to a new culture and the loss of their usual family and social support structures. By ensuring the success of the overseas students' experience during their training in WA, the Division is able to strengthen the increased focus the College is undertaking to establish viable commercial international training programs.
- > There was an expansion by the Student Services Unit of the College's Orientation program so that it operates simultaneously on five campuses and ensures new students receive a positive start to their training and are made aware of the comprehensive range of services available to assist them during their training
- > Modified fee policies and payment arrangements were developed to ensure the students in this group have access to convenient arrangements to pay fees by instalments
- > The FAQ's (Frequently Asked Questions) was a promotional document produced by Student Support Services as an aid for new students. This was well received and had very positive feedback with demands for more copies to be available in the Information Areas on Campuses.
- > The Student Support Services Tri-fold publication

again proved useful for staff to give to new students and prospective students.

- > Student Support Services provided in-class information sessions on the Student Council, Sporting Clubs and events for students that lecturers could book. This lifted Student Support's profile with students and staff.
- > Covers of the College's Self-Help and Study Skills ranges of publications were updated. These are proving popular with both students and staff.
- > Fremantle and Peel campus Student Councils were active in 2004, holding regular monthly meetings and co-ordinating sporting events.
- > A farewell for 2004 students was trialled as a means of encouraging a continued relationship with the College. This proved helpful to students who were to join a different Challenger campus in 2005.
- > Multicultural events were conducted at the larger campuses, resulting in our Aboriginal Students contributing their arts and talents to the event.
- > Inter-college sport events were arranged with Swan TAFE

Infrastructure support

- > The Learning Resources Centres implemented a new library management system, Voyager, that provides expanded functionality for students and staff. The system allows for improved integration with the other libraries in the TAFEWA network and as such will generate efficiencies in service provision and increased ease and access to a greatly expanded range of learning materials
- > The Admissions Section, through its Academic Records Centre, initiated a new process for issuing Statements of Attainment automatically to all students at regular intervals throughout their training, in contrast to the former arrangement where the statements were only issued on request. The new system is intended to provide convenience to the clients and ensure that the clients have a current record of their achievements readily available to allow them to provide this information in response to employment and training opportunities without delay.
- > Client Services participated in a TAFEWA Client Interface project which is intended to examine the various services utilised by our clients and ensure that these services provide a similar and relatively seamless face to the community and across the TAFEWA network

- > Campus Services produced more comprehensive information on Campus layouts including provision of locality guides via the College website.

Systems Support

- > Client Services continued their alignment of College service contracts in order to increase efficiencies.
- > Campus Services worked on the planning and preparation for Point of Sale systems roll out at bookshops, cafés and vending machines located at the WA Maritime Training Centre – Fremantle and Fremantle e-Tech as well as Murdoch and Peel Campuses.
- > The Quality Section staff reported to Executive regularly with aggregated data measuring internal efficiencies and effectiveness and actions undertaken.

Client Relationships

- > Client Communications conducted very successful displays at the Careers Choice Expo at Burswood, and Rockingham and Peel career expos for prospective students;
- > Graduates from 2003 attended a Challenger TAFE graduation ceremony coordinated by Client Communications, held for the first time at the Esplanade Hotel Fremantle with more than 1000 guests including 190 graduates;
- > Client Communications coordinated the publication and distribution of the College's regular newsletter Seven Waves, and an applied research and development journal, Quest, published twice yearly.
- > Client Communications coordinated applications and selection panel visits for the WA Training Excellence Awards, National Training Awards and the Premier's Awards for Excellence in Public Sector Management. The College won the 2004 WA Large Training Provider of the Year Award, was a finalist in the National Training Awards, won a Premier's Award for the Fremantle e-Tech Centre and two high commendations for the Aquaculture Development Unit and the WA Centre for Leadership and Community Development;
- > A 12-month cinema advertising program for the College's specialist training centres;
- > Client Communications coordinated the redesign of the College website for an anticipated launch in Feb 2005 with each specialist training centre having its own webpage and URL;
- > Client Communications provided customer relations support for other industry and community events

including an Aquaculture Industry Breakfast, the Peel Building and Construction Industry Careers Evening, Opening of the Heathcote Artists Studios and a Leadership Youth Event.

- > Client Communications conducted a strategic marketing review of the College and its Centres of Specialisation. The review took place over a number of months and was conducted to refresh and update the corporate and Centre's Marketing Plans last done in 2000. New and upcoming Centres of Specialisation, regional development in the Peel region, TAFEWA branding and new opportunities in overseas markets were also included in the review.

Goal 8 – Developing a safe, supportive and flexible working environment

The Diversity and Community Development Section responded to the evolving needs of client groups by identifying and arranging appropriate learning environments and facilities. This year there was a major move for the Visual Arts course. Pending the introduction of a new training package in 2005, the Visual Arts course shifted operations from the Rockingham City Council to a new base at the Challenger TAFE Rockingham campus. This will allow a more permanent art facility to be established to cater for the varied requirements of the new course.

In other areas, the Diversity and Community Development Section has continued to search for new opportunities to take courses into the community. The new 'Young, Pregnant and Very Excited!' course targets teenage mothers. In 2004 this program was delivered in two different local community centres and will continue at a third site in 2005.

FUTURE OUTLOOK

The Diversity and Community Development Section has made solid progress this year with the implementation of AQTF processes with further monitoring in 2005.

Other challenges for the Section to address include:

- > increasing the number of Indigenous staff teaching in this section and providing ongoing support
- > seeking additional sources of funding for new programs
- > increasing the range of programs delivered, and the number of community partnership arrangements
- > continuing to respond to the needs of the wide range of disadvantaged groups at different locations
- > targeting delivery towards those most in need, within

a context of ongoing unmet demand and no growth in state government contracted funding

- > continuing to attract project funding to address areas of need and to facilitate the professional development of staff.

ACCESS AND EQUITY STANDARD

211,092 SCH of the College's total delivery meets the requirement of the Access and Equity Standard. Identified groups that received specially designed programs in 2004 included:

- > mature-aged men and women seeking employment skills and improved skills for participating in the community
- > people with a disability seeking employment skills and improved skills for participating in the community
- > young people deemed to be at risk for leaving school or being unemployed for lengthy periods
- > young people with a disability attained employment related skills at an achievable pace
- > young pregnant teenagers and young mothers continuing their schooling.

YOUTH

Fremantle Peel District Education and Training Plan

The overarching goal for the Fremantle Peel District is that by 2008 there will be at least 90% (state target 90%) of 15 to 19 year olds effectively engaged in education, training or full-time employment. Currently (ABS Census 2001) 82% of 15-19 year olds in the Fremantle Peel Education District have been identified as participating in education, training or full time employment (state 80%). This will be achieved through the allocation of additional dedicated funding, staffing and infrastructure allocations. Strategies outlined in each successive DETP from 2005 to 2008 will specify the way in which this will be achieved.

Other district goals are outlined below:

- > recognising achievement in community, schools, TAFE and employment as valued outcomes; and promoting effective communication between all sectors
- > raising awareness of career development in schools and TAFE
- > building capacity to achieve intended outcomes in the Fremantle, Rockingham / Kwinana and Peel areas
- > highlighting best practice in the district and replicating where appropriate with opportunistic programming

- > increasing flexibility of access to ongoing programs including flexible entry and exit, access to learning/training in remote areas and learning electronically
- > identifying local skill shortages and addressing these in planning programs for Vocational Education and Training, with an enterprise focus where appropriate.

The following Learning Program, Learning Environment and Career Development and Support outcomes relate to Challenger TAFE:

Literacy and Numeracy

By 2008, 70% of Access and Participation students successfully bridge from the Certificate in General English for Adults at Challenger TAFE to further education and training or employment.

Re-engagement or second chance programs

By 2008 all 15, 16, 17, 18 and 19 year olds will have access to a second chance program in a school, registered community agency or TAFE college and that 75% of those groups will successfully re-engage and complete course requirements.

Apprenticeships and traineeships

By 2008 there will be 2631 apprenticeship commencements (based on Training Administration Boundaries).

By 2008 there will be 4383 traineeship commencements (based on Training Administration Boundaries).

TAFE completion

By 2008 there will be 26,480 students aged 15 to 19 who have completed Certificate 1, 2 or 3.

Learning Environments

By 2008 there will be two co-location sites ie school and TAFE catering for 1955 students.

By 2008 there will be six alternative learning sites for 580 students in community settings catering for Maritime, Shipbuilding, Transport and Logistics, Tourism and Hospitality industries.

By 2008 there will be Skills Centre for the delivery of training for the Oil and Gas industry.

By 2008 all schools will utilize community and TAFE learning environments.

Career Development and Support Services

By 2008 raise the profile of career development for students in TAFE

By 2008 there will be 47 Training Mentors (Transition Brokers) supporting 2,234 students who are at risk of disengaging (ratio 1:50)

In 2005 three pilot programs will be implemented for the youth advantage strategy.

- > Fremantle inVENTED program for young people in school
- > New Pathways program for transition from school to TAFE and employment, for students in Education Support Centres in Rockingham
- > Mentoring training program for young people in Peel

SUPPORTING PEOPLE WITH DISABILITIES

Strategies to ensure the accommodation of the needs of people with disabilities have been put in place. They include:

- > Adaptive technology (large key boards, closed circuit scanner, height adjustable desks) has been purchased to enable services to be adapted to meet the needs of people with disabilities.
- > Classroom accessibility by ramp or lift and installation of rails where necessary.
- > Print materials on Disability Services are in large text format and alternative forms of notes
- > A full-time Disability Services Manager is available to all students;
- > Students with disabilities play an active role in College committees

COMPLAINTS HANDLING

Trend Analysis for complaints lodged with Challenger TAFE is located in Chapter 6.15

CHAPTER 11 – CUSTOMER OUTCOMES

11.1 RETENTION RATES

The retention rate measure used here is the MLCR, Module Load Completion Rate. The MLCR describes students who achieve a successful outcome from their enrolment in a Unit of Competency or a module of accredited study.

For all students who undertook accredited training, the MLCR was 73.58%, while the MLCR average for the 15-19 year old cohort was slightly lower at 72.52%. These calculations do not take into account the accredited training which is undertaken by members of the Defence Services (where completion rates are likely to be above average because this activity is funded separately). In addition, 15-19 year old students who undertook accredited training through their school (and where Challenger TAFE was the auspicing agency) are not included in this calculation.

11.2 TRANSFER BETWEEN VET AND UNIVERSITIES

A number of transfer arrangements between VET and universities were re-negotiated in 2004. In particular, Challenger TAFE worked with Notre Dame and Murdoch Universities.

11.3 APPRENTICESHIPS AND TRAINEES

The performance outcomes for 2004 set for Challenger TAFE profile delivery of employment-based training was 431,043 Student Contact Hours (SCH). The category Employment Based Training describes enrolments of apprentices and trainees but not pre-apprentices. A total of 1817 apprentices and trainees received their training through Challenger TAFE, including 1409 apprentices and 408 trainees.

The College exceeded its delivery target for apprentices and trainees for the year by 23,526SCH, achieving a total delivery of 454,569SCH.

11.4. TAFEWA NETWORK

In 2004, Challenger TAFE assisted in building the TAFEWA network of TAFE colleges in the following ways:

As a member of Australian Centre for Energy and Process Training (ACEPT), Challenger TAFE works in collaboration with its TAFEWA partners to take a coordinated approach to delivering training to the oil and gas and chemical production sectors. Challenger TAFE provides an executive officer function for the ACEPT Managing Directors Group and ACEPT Industry Board, building skills development capabilities that currently lie outside the TAFEWA system.

Challenger TAFE Centres of Specialisation and Specialist Training Centres worked to develop and customise the

TAFEWA Product & Services catalogue to reflect Challenger TAFE delivery and marketing strategies

Challenger TAFE Centres of Specialisation staff are active in Curriculum Services Support Network Committees (CSSNs), either in the capacity of Chair or as members.

Challenger TAFE and C Y O'Connor College of TAFE renewed their MOU for the WA Wool Technology Training Centre and were active in responding to a training tender for the industry.

Kadadjiny Mia participated in networking activities, liaising with the equivalent officers within the WATAFE network of TAFE colleges. The Centre designed and implemented a professional development session involving Central TAFE indigenous programs staff, in order to share information and ideas related to Aboriginal Programs

Challenger TAFE's Peel Campus extended TAFEWA training delivery to meet the needs of regional learners by offering Certificate II of Business (Office Administration) in partnership with the Serpentine Jarrahdale Telecentre

The WA Maritime Training Centre-Fremantle, with the cooperation and assistance of the Department of Planning and Infrastructure and Kimberley, Great Southern and Central West Colleges of TAFE, established a Maritime Regulation sub committee to enable uniform implementation of new maritime regulations.

The WA Maritime Training Centre-Fremantle has undertaken promotion of a deckhands course which has been planned in cooperation with Central West College of TAFE and Kimberley TAFE, Broome Campus and the Western Australian Fishing Industry Council. A Marine Intervention course concept was promoted and adopted by Kimberley TAFE at Broome, using Challenger TAFE expertise via a Challenger TAFE staff member.

The WA Centre for Leadership & Community Development collaborated with other members of the WATAFE network to moderate delivery and assessment of community development programs. The Centre also collaborated with Pilbara College, South West Regional College, CY O'Connor College, Central West & Great South Colleges of TAFE for delivery of Aboriginal programs in Leadership Development, Governance and Social Housing.

11.5 SUPPORTING JOB GROWTH

Fremantle Hospitality & Tourism Training Centre has developed a partnership with Notre Dame in managing and operating Quinlan's Bar allows students to work in a 'live' work environment, thus increasing their job readiness. A Student Apprentice Link Pilot (SALP) was conducted and involved collaboration with industry in developing the program to address the shortage of apprentices in Hospitality and Commercial Cookery.

WA Applied Engineering & Shipbuilding conducted welding upskilling courses on a rolling basis to provide more welding qualified people to work in the resources sector.

WA Maritime Training Centre-Fremantle utilised the Charter Boat Owners' Association website as a link to Challenger TAFE to enable maritime students to identify job vacancies.

WA Maritime Training Centre-Fremantle secured accreditation with the time Coastguard Agency in UK that enables Challenger TAFE students to gain qualifications that are recognised by the "whiteboat" industry in the Mediterranean and Caribbean, enabling employment of Challenger TAFE graduates in that industry. The Centre developed a web link to the Charter Boat Owners' Association website to enable students to identify job vacancies. The Centre is working with the Department of Education and Training and Boating Industry Association to implement the Boating Services Training Package to provide training that will enable entry to this expanding industry.

over 600 students were placed in local industry, and supported with liaison & assessment visits by the Community & Health Services Training Centre. Regular industry advisory committee meetings ensured that the training designed and delivered by the Centre produced highly employable graduates.

The WA Wool Technology Training Centre operates a referral system for the wool industry recommending suitable graduates for employment.

Kadadjiny Mia-Centre for Aboriginal Learning developed and implemented a new mentoring program to support Indigenous trainee lecturers. All participants completed their training course and achieved the Certificate IV in Assessment & Workplace Training. By the close of 2004, two of the participants had succeeded in gaining employment at Challenger TAFE.

Challenger TAFE is working with the Building and Construction industry in the Peel region to support the development of infrastructure to broaden the range of

building and construction pre-apprenticeship courses offered at the Peel Campus with guaranteed employment outcomes for students completing a pre-apprenticeship.

Challenger TAFE Business Development was allocated responsibility for implementing the India Strategy on behalf of all ten colleges in the TAFE WA network.

Adult Community Education programs were jointly promoted by Challenger TAFE, Swan TAFE and West Coast College of TAFE in West Australian Liftout and on TAFEWA Website in order to provide the metropolitan area community with easy access to skill building.

As a member of the Australian Centre for Energy and Process Training (ACEPT), Challenger works in collaboration with its TAFEWA partners to take a collaborative and co-ordinated approach to delivering training to the oil and gas and chemical production sectors. Challenger TAFE provides an executive officer function for the ACEPT Managing Directors Group and ACEPT Industry Board

11.6. CAREER GUIDANCE AND PREPARATION FOR EMPLOYMENT

WA Centre for Leadership & Community Development worked on improved young people's chances for gaining entry to TAFE, focusing on students who were not fully engaged at school. Their employability skills were enhanced through a Structured Workplace Learning program.

Much of the Australian Centre for Energy and Process Training (ACEPT) delivery is targeted towards new entrants for the oil and gas and chemical production sectors. Through its involvement in the Schools Information Program, the Centre plays an active role in informing school students of a range of career opportunities in the production or process operator field in industry.

Challenger TAFE Business Development supported the College's India partner in providing information to students undertaking the Australian qualifications on career opportunities in India and Australia.

WA Maritime Training Centre-Fremantle worked with the Logistics Association of Australia to implement a Certificate IV stream for Traineeship graduates in warehousing and road transport and utilised industry personnel to address students in Certificate level courses on industry expectations to establish more accurate expectations of the industry.

Challenger TAFE, Peel Campus established a Peel Education and TAFE Campus Student Service committee

with representatives from Challenger TAFE, Murdoch University and Mandurah Senior College to plan and implement a range of strategies to raise awareness and support school students accessing TAFE or University pathways.

Challenger TAFE Business Services developed a Career Development and Performance Enhancement System, implemented the Workforce Management Strategy and Workforce Development Plans and Implemented a Navigator training program for administrative staff. The division also updated and then implemented the adjusted staff induction program.

Kadadjiny Mia-Centre for Aboriginal Learning appointed an Indigenous careers advisor, Karen Ugle. Karen provided support to school students, prospective students and current students providing information on career guidance and preparation for employment.

The WA Wool Technology Training Centre developed a Certificate II in wool handling that contains Units of competency that prepare students for working in the industry. The units are environmental work practices, work effectively in the industry, and participate in workplace communications. The lecturers also provide advice and direction in gaining employment in the industry as many of them retain strong ties to industry.

Fremantle Hospitality & Tourism Training Centre participated in the development of the “family of trades”, school apprentice pilot link for the southern area. Challenger TAFE staff met with the Industry group, TAFEWA group and the Department of Education and Training group and have shared with Swan TAFE Bentley in developing a program for the pilot to commence in February 2005. Challenger TAFE wrote a new module for the pilot, which was forwarded for accreditation by the close of 2004. The Industry ITC conducted interviews for the prospective students at Challenger TAFE.

The Community & Health Services Training Centre courses have career guidance and participation for employment built into the programs in three ways: as part of delivery of relevant industry competency standards; as part of the student assistance program; and as part of work placement.

11.7 YOUTH

The WA Wool Technology Training Centre delivered Certificate III Wool Clip Preparation training to the Narrogin and Cunderdin Agricultural Colleges.

Challenger TAFE is working with the Building and Construction industry in the Peel region to establish Stage One Carpentry and Joinery apprentice training at the Peel Education & TAFE campus in response to client demand from within the Peel region. A proposal for an interim multi-purpose trade training facility in the Peel region is being progressed in collaboration with the Peel Development Commission and local industry. This will see the delivery of ‘wet trades’ training in the Peel region and young people will form the majority of the student body.

Automotive pre-apprentice training recommenced at Rockingham in response to client demand from this region to provide skills to young people.

The Community & Health Services Training Centre provided ongoing student assistance programs to support students in their studies. These programs included classes in basic study skills, and ongoing support alongside their training program.

Two groups of disability students from high schools in the Kwinana Industries Education Partnership (KIEP) enrolled in Certificate 1 in Hospitality (Kitchen operations) and training was provided by Fremantle Hospitality & Tourism Training Centre.

The WA Horticulture & Environmental Skills Centre provided Vocational Education and Training for Schools Certificate I in Horticulture at Boddington Senior High School, laboratory operations to Leeming Senior High School and Certificates I & II in Horticulture at Kwinana Senior High School. The Centre also conducted the Big TAFE CHECKOUT, a 2-day program highlighting VET courses delivered at this Centre.

11.8 DISABILITY SERVICE RESPONSES

Challenger TAFE has continued to strengthen its network with communities and schools in regional areas, promoting life-long learning by addressing the special needs of people with disabilities and providing courses to meet their needs. Links to specialist employment agencies has been an integral part of the Disability Services.

In 2004, enrolment statistics identified that over 600 of those students seeking support services, some required high-level support. In May 2004, our Challenger TAFE 2003 Student of the Year was a high support student with a disability who excelled in his IT vocational studies.

The highest percentage of disabilities requiring assistance was students identifying with Learning disabilities. The College saw an increase in the number of 15-19 year olds leaving the Education Support Units of secondary education and seeking alternative to mainstream courses. Other areas of demand for high support services for a training environment were recorded most frequently from students with mental health issues, followed by physical support requirements, medical and other support, hearing and acquired brain impairment. Service demands from students with vision impairment were the lowest category recorded. Students who are identified as requiring assistance are on a case management database relating to the needs at each campus.

The College continued implementing improved accessibility to the College sites through the Universal Access audit. Annual College audits are undertaken by Campus Managers, together with the Disability Services Manager.

Challenger TAFE, through the Disability Services Unit, was successful in gaining a tender through the Australians Working Together funding, to conduct a Certificate II Community Services (First Point of Contact) Traineeship for students with a disability, which will be implemented in 2005. This traineeship will allow students with a disability an opportunity to gradually enter the employment arena.

Staff Development in Disability Awareness and Universal Design in teaching has equipped teaching staff with skills to support all students and therefore increase the retention rates of students. Staff attended the bi-annual Pathways conference specifically for people working with tertiary education students with disabilities. The conference is an opportunity to gain hands on experience with adaptive technologies designed to aid people with disabilities and to develop stronger communities and networks.

11.9 CULTURALLY DIVERSE AND LANGUAGE SERVICES

211,092 SCH of the College's total delivery meets the requirement of the Access and Equity Standard. Identified groups that received specially designed programs in 2004 included mature-aged men and women seeking employment skills and improved skills for participating in the community. Multicultural events were conducted at the larger campuses on national Harmony Day, resulting in our Students contributing their arts and talents to the event.

CHAPTER 12 – OTHER REPORTING REQUIREMENTS

12.1 COMPLIANCE WITH WRITTEN LAW

Challenger TAFE has exercised controls, which provide reasonable assurance that it has complied with all relevant requirements of the written law, including those for the receipt and expenditure of monies, the acquisition and disposal of public properties and the incurring of liabilities.

Challenger TAFE complies with the following legislation in carrying out its functions and activities:

- > Equal Employment Act 1984
- > Education Act 1928
- > Electoral Act 1907
- > Financial Administration & Audit Act 1985
- > Freedom of Information Act 1992
- > Government Employees Superannuation Act 1987
- > Industrial Relations Act 1979; 1990 Commonwealth
- > Occupational Health, Safety and Welfare Act 1984
- > Public Sector Management Act 1994
- > Vocational Education and Training Act 1996
- > Workers' Compensation and Assistance Act 1981
- > Workplace Agreement Act 1994

12.2 ADVERTISING AND SPONSORSHIP (ELECTORAL ACT 1907 S175ZE)

Challenger TAFE paid \$388,938 to Marketforce, a division of Marketforce Advertising for advertising purposes during 2003. This amount included \$63,039 for advertising for recruitment purposes.

12.3 ENERGY SMART GOVERNMENT POLICY

Challenger TAFE has again experienced business growth with consequent flow-on effects to its energy consumption. Since base-line data was compiled, the College has accommodated almost 10% more students in its premises. Energy consumption has been contained to an increase of only 2.5%. While clearly committed to the energy reduction initiative, Challenger TAFE's Energy Management Plan will be further challenged in coming years when the College takes up occupancy of a new corporate and teaching building at the Fremantle Port, plus new industrial training facilities in both Henderson and Kwinana. The College recognises that more can be done to reduce energy consumption at its premises. Following recent energy audits conducted at Beaconsfield and Murdoch, Campus Service Managers will be implementing the various recommendations with the objective of driving down both absolute and relative energy consumptions.

12.4 EQUAL EMPLOYMENT OPPORTUNITIES – DIVERSITY IN THE WORKFORCE

Our activities relating to Equal Employment Opportunities are reported at 15.3 under Workforce Planning: Recruitment, Selection and Appointment Review

The College remains committed to diversity in the workforce. The following data were derived from the report "Diversity in the Public Sector – How does your agency compare – June 2004" published by the Office of Equal Employment Opportunity.

Comparative Scores Gender and Equity

Gender and Equity Scores	Challenger TAFE (30 June 2004)	WA Public Sector (30 June 2004)	Variation/ Ranking
Equity Index for Women (measure of compression at lower salary ranges – 100 signifies no compression)	62	59	Higher than WA Public Sector standard
People from Culturally Diverse backgrounds	13.4%	7.1%	+ 6.3
Indigenous People	4.5%	2.4%	+ 2.1
People with Disabilities	4.5%	1.4%	+ 3.1

As demonstrated above, Challenger TAFE continued to exceed WA Public Sector averages for EEO representation within its workforce across a range of key indicators.

12.5 EVALUATIONS

Evaluations of organisational performance are reported in Chapter 6 under the KPIs for TAFEWA colleges and the internal performance indicators in the same chapter.

12.6 INFORMATION STATEMENT (FOI ACT S96-97)

Challenger TAFE meets the requirements of the FOI Act to provide the public right of access to information, which it holds. Details of its organisational structure, mission, values, goals and policies are incorporated in a range of documents including its Quality Manual and Annual Report.

Sources of information available to clients and customers without using the FOI instrumentation include:

- > course information (College web-site)
- > enrolment dates,
- > Handbook,
- > advertisements, flyers
- > Course Information Officers and Prospective Student Advisers (available at all delivery sites)
- > Challenger TAFE Customer Service Charter
- > student support services brochures and student diary
- > Policy and Procedures Manual – available at the Learning Resource Centres (LRC's)
- > "Seven Waves" magazine produced by Challenger TAFE (distributed to industry, staff and graduates)
- > "Quest" magazine produced by Challenger TAFE (distributed to industry, staff and graduates)

Freedom of Information

The College received one application during the year and this was satisfied with the partial release of the requested information.

12.7 PUBLIC INTERESTS DISCLOSURES

As reported in December 2004, there were no Public Interest Disclosures lodged with Challenger TAFE in 2004.

12.8 PUBLIC SECTOR STANDARDS AND ETHICAL CODES

Conformance with Public Sector Standards and Ethical Codes is evidenced by the lack of Public Interest Disclosures in 2004 and the low levels of requests (one in 2004) under the Freedom of Information legislation.

12.9 REGIONAL DEVELOPMENT POLICY

Conformance with Regional Development Policy requirements is reported under Chapter 16 2 Financial Statements.

12.10 REPORTING AND RECORDING PLANS

Record Keeping Plan

The College submitted its draft Record Keeping Plan as a component of the sector-wide plan submitted by the Department of Education & Training in March 2004.

At the time of submission Challenger TAFE was operating under its own record keeping policy, thesaurus, approved retention & disposal schedule, and a number of operational procedures relevant to the capture and maintenance of some records series. This resulted in the capture of records into line of business systems and the capture of some administrative records series at the Fremantle site.

To improve the capture of documents received at sites other than Fremantle, document scanners have been installed and staff trained to scan appropriate documents. These scanned documents are then captured into the record keeping system.

Using the retention & disposal schedule the College appraises and destroys financial records and other record series as permitted.

As identified in the Record Keeping Plan, initial and ongoing training of staff has been limited and will be a major focus for the coming years.

The College is contributing to the development of common tools for record keeping – thesaurus, retention & disposal schedule, policies & procedures, and will use any record training programs developed or obtained for the sector.

12.11 SUSTAINABLE ACTION PLAN

Sustainability Action Plan 2005-2007

Challenger TAFE is committed to ensuring that the College embraces the principles of sustainability in all its activities, in particular its core business “delivery of training” and also in educating its staff on the importance of contributing to sustainability on an ongoing basis.

The three key elements of sustainability include:

1. Social sustainability – contribution to developing social capital and capacity building.
2. Economic Sustainability – elements of organisational and financial sustainability.
3. Environmental sustainability – responsiveness to energy efficiency, water conservation and waste minimisation.

The College recognises its corporate responsibility with respect to sustainability and as a consequence, the above three areas will strongly contribute to the College’s Strategic Planning Framework.

In fulfilling the objectives of the Government’s Sustainability Framework, management and staff, in conjunction with key stakeholders, will ensure that all elements of sustainability are considered and where appropriate form part of the planning and decision-making process within the College.

The College’s Sustainability Action Plan, which details actions to be addressed in achieving successful sustainability outcomes, is to be reviewed and updated annually and will, subject to available resources, identify new areas of activity and also will enhance existing actions.

Challenger TAFE aims to excel in developing and managing sustainability principles and encourages its staff and key stakeholders to actively participate in achieving best practice.

Current Action

The College has achieved the following outcomes in relation to its support of implementing Sustainability principles:

Strategic Planning Framework identifies Sustainability as a key goal for the organisation.

College Divisional/Branch Business Plans address sustainability principles.

Sustainability Committee established to manage and monitor sustainability activities within the College.

Development of numerous training programs and courses which focus on or relate to environmental, social and economic sustainability.

Involvement in cross-agency (Government & Private) service provision; resource sharing; collaborative initiatives; and strategic alliances with industry.

Energy Management Plan on target to achieve energy smart milestones.

Introduction of Multi Functional Devices across the College to improve efficiency in photocopy, printing, faxing and scanning.

College OSH Steering Committee established to oversee and monitor OSH issues within the College.



Waste Paper Recycling

Challenger TAFE conducts a recycling program including waste paper throughout its campuses and offices. Staff were actively encouraged to recycle all paper. This was achieved by:

- > The provision of special recycling bins in store rooms adjacent to photocopier machines
- > The provision of a confidential documents disposal system
- > The provision of receptacles for staff to use at work stations to collect recyclable paper
- > Utilisation of the WA Government's Waste Paper Contract (146001/CT146011C 2002)
- > Students are actively encouraged to recycle containers manufactured from glass, plastic, paper and cardboard. This is achieved by the provision of receptacles for glass, plastic, paper and cardboard for students to use at stations located at cafeterias to collect recyclable materials.

CHAPTER 13 – OVERVIEW OF OPERATIONS

13.1. COMMITTEES AND CONSULTATION

Challenger TAFE has a comprehensive internal and external consultation system.

Governing Council Committees

Two committees deal with issues of Governance and Governing Council members join one of these committees. The Planning and Development Committee oversees the strategic direction of the College and the Finance Performance and Audit Committee monitors overall College performance. The Planning and Development Committee meets four times per year and the Finance Performance and Audit Committee meets five times per year.

Industry Advisory Committees

Each Centre of Specialisation has an Industry Advisory Committee to provide current views from local industry members on training needs and training contexts. These groups meet as required and are proving invaluable in providing anecdotal evidence on local training needs and opportunities.

Occupational Health and Safety

A Challenger TAFE Occupational Health and Safety committee is part of the OHS Business Plan and is overseeing the Business Plan implementation. Each campus also has an OHS working group at the local level. The dynamism and vigilance of the committee has played an important part in reducing the level of Workers Compensation claims at Challenger TAFE and the Riskcover insurance premiums.

Workforce Planning

A major project during the year was the development of the College Workforce Management Strategy with the Workforce Development Plan and the Employer of Choice brochure, which were print ready at the close of 2004. Major training priorities for 2004 were the development of professional skills for lecturers (coordinated through the College's Teaching and Learning Division) and Management Skills and Personal Skills (coordinated through the Workforce Management Coordinator within the Human Resources area of the College).

13.2 DELIVERY PROFILE

Challenger TAFE delivered a total of 4,286,082 Student Curriculum Hours of training of which 3,551,062 were delivered within the 2004 Delivery and Performance Agreement with the WA Department of Education and Training. A comparison of 2004 Targets with 2004 Outcomes is contained in Table 13.1. Overall, the College delivered 2% above target.

Table 13.1 Target to Actual Achieved 2004 Delivery by SCH

WADT Group	WADT Group Description	Delivery Target Profile SCH 2004	Delivery Achieved Profile 2004	Percentage Achieved 2004
01A	Recreation Sports and Entertainment	83,560	83,108	99.5%
01B	Visual and Performing Arts	20,320	20,100	98.9%
01C	Design	20,120	21,300	105.9%
02A	Automotive	89,562	86,359	96.4%
03A	Building and Construction	175,718	179,491	102.1%
03B	Surveying and Building	14,875	17,230	115.8%
04A	Community Service Workers	278,501	265,081	95.2%
04B	Education and Childcare	102,890	98,615	95.8%
04C	Health	8,920	22,470	251.9%
05A	Finance Insurance Property Service Workers	10,800	4,375	40.5%
06A	Food Trades and Processing	6,980	1,202	17.2%
07A	Clothing Footwear and Soft Furnishings	41,968	35,562	84.7%
08B	Printing and Publishing			0%
09A	Engineering and Drafting	104,380	104,018	99.7%
09B	Metal and Mining	226,527	223,268	98.6%
10A	Animal Care	8,074	5,759	71.3%
10B	Forestry, Farming and Landcare	115,137	135,318	117.5%
10C	Fishing	90,100	100,950	112%
10D	Horticulture	308,314	305,553	99.1%
11A	Process Manufacturing	16,000	11,595	72.5%
12A	Personal Service	111,005	133,334	120.1%
12B	Retail	26,083	32,612	125%
13A	Cooking	90,940	89,283	98.2%
13B	Hospitality	97,773	99,678	101.9%
13C	Tourism	65,954	52,016	78.9%
14A	Transport Trades, Storage and Associated	148,879	164,161	110.3%
15A	Electrical and Electronic Engineering	77,101	72,627	94.2%
15B	Electrical Trades	70,640	90,695	128.4%
16A	Accounting and Other Business Services	134,229	130,341	97.1%
16B	Management	140,766	119,211	84.7%
16C	Office and Clerical	135,741	143,582	105.8%
17A	Computing	294,057	290,475	98.8%
18A	Science and Technical Workers	111,000	124,918	112.5%
19B	Adult Literacy/ESL	120,000	119,816	99.8%
19D	Miscellaneous	7,160	17,449	243.7%
19E	Targeted Access and Participation Courses	196,988	211,092	107.2%
TOTAL		3,551,062	3,612,644	101.73%

Source:Challenger TAFE 2004 Delivery and Performance Agreement (DPA) and final addenda and the College CMIS Census summary.

Table 13.2 All delivery 2004 by funding source category

Fund	SCH
Delivery & Performance Agreement 2004 Addendum 3	3,612,644
State tendered training	83,768
State special project	4,123
Overseas students	148,416
Adult Community Education	84,653
Fee for Service	352,478
	4,286,082

BLENDED DELIVERY

In 2004, most training featured a range of delivery modes to suit the students and the subject matter or industry involved.

Teaching, learning and assessment strategies covered in learning programs included, but were not limited to:

- > Teacher centred classroom delivery
- > Tests, presentations, and other classroom based assessments
- > Educational support/remediation
- > Self-paced delivery and associated assessment
- > On-line delivery and assessment
- > Live work programs and associated assessments
- > Tutorial sessions for learning support
- > On-line and telephone supported coaching
- > Work placement
- > On-the-job training
- > Workplace Assessment
- > Assessment for Skills Recognition
- > Clustering of competencies as required
- > Any combination of the above.

CHAPTER 14 – OUTPUT REPORTS

FREMANTLE HOSPITALITY & TOURISM TRAINING CENTRE

INTRODUCTION

The Centre currently provides training in hospitality operations, supervision in food and beverage and accommodation services, commercial cookery, hospitality management and tourism, VETiS and a wide range of short courses. This year the Centre also trained close to 100 Commercial Cookery apprentices (which is a considerable increase from last year). The Centre delivered courses at Fremantle and Peel Campuses and celebrated the opening of a new 'live' work venue in Fremantle:

OUTCOMES FOR 2004

Goal 1 – Training to deliver a skilled workforce

- > Delivered 360 000 student curriculum hours in food and beverage, accommodation, cookery and tourism. Trained 100 Apprentices.
- > Quinlan's Bar – This year the Hospitality Section partnered with Notre Dame University to operate Quinlan's Bar as a training facility. It complements their training, as it is a 'real life' workplace, which enhances the knowledge and skills of the Hospitality and Tourism students. At Quinlan's, the students are involved in catering for functions within the College and Notre Dame, as well as general functions.

Goal 2 – Promoting life-long learning

- > Increased the level of participation in short courses to provide intensive skills maintenance and up-skilling to meet the changing needs of industry
- > Continued building articulation arrangements with Edith Cowan and Murdoch
- > Developed course materials to provide information on future pathways

Goal 3 – Developing stronger communities and regions

- > Traineeships – An information morning tea was held on 4 May at the Atrium Hotel Mandurah to provide an overview to local industry about the new traineeship Certificate II and III in Accommodation/ Housekeeping. The course was developed with the aid of David Holland and Anthea Kilminster. David is the proprietor of Yalgorup Eco Park, a member of the College Governing Council and Chair of the Hospitality Industry Advisory Committee, and Andrea is from the Hospitality Industry Training Council.
- > Assisted in the delivery of an innovative training program for young people living with a mental illness,

in conjunction with Fremantle Hospital (Alma Street), Crossroads Community and other counselling groups. This program was designed to meet the special needs of this client group and they spent part of their training at Quinlan's Bar (which has been successful in assisting many of the participants to enter mainstream training).

- > The classes conducted by Phil Westwood, Robin Heyworth and Nada Lubay participated in the Crab Festival and the Mussel Festival
- > Stephen Berry organised a project entitled Food at Camp Quality (which is the Kids with Cancer annual Camp) at the Baptist Camp, Serpentine. Pasta and lasagne were prepared for 80 young people, 85 carers and some parents, totalling approximately 200 meals. Phil Westwood organised the students to cook the meal and 20 students from Hospitality helped on the service side. The event was very successful.

Goal 5 – Quality in teaching and learning

- > Gold Plate Award – The Grosvenor Restaurant, Challenger TAFE's own 'live' hospitality training restaurant won the inaugural award for 'Restaurant within a Training Establishment' at the prestigious 2004 Gold Plate awards
- > VET'S – This year we had auspicing arrangements with 12 schools in Kitchen Operations and Hospitality Operations. The number of students has increased due to an increased awareness of the Hospitality courses on offer
- > Student Award – Hospitality student, Melissa Lucas, was awarded top honours at the WA Oceana Fest, being declared the Student Waiter of the Year at the inaugural competition

Goal 7 – Developing a highly skilled, innovative and motivated workforce

- > CSSN project – developing quiz questions for WebCT for existing on-line units
- > CSSN project – writing evidence plans for a select group of units in the Hospitality training package in collaboration with South West College of TAFE.
- > All staff, and staff from schools, participated in an all day working seminar with a consultant specialising in AQTF processes (which gave valuable insight into the Hospitality Training Package)

Goal 8 – Developing a safe, supportive and flexible working environment

- > Staff and students completed Food Handlers Training Program

- > All portable electrical equipment was tested
- > Technician attended a refresher course Occupational First Aid
- > Staff representation on the College Occupational Health & Safety Committee
- > Ergonomic furniture and footrests provided in staff offices
- > Booth at Career Expo Burswood proved popular with the public. The Hospitality display included students making 'mocktails'. The students interacted very successfully with the visiting school students.
- > Two groups of disability students from KIEP enrolled in Certificate 1 in Hospitality (Kitchen operations). The students gained new skills but few competencies were met. In 2005 the program will change to better cater for the students needs. Gay O'Neill is working with Warnbro College to develop new workbooks for these students
- > The Centre is participating in the development of a "family of trades", school apprentice pilot link for the southern area. Leo Smith and Julie Manning have met with the Industry group, TAFE group and Department of Education & Training group and are partnering with Swan TAFE Bentley to develop a program for the pilot to commence in February 2005. Challenger TAFE staff have written a new module for the pilot, which will be forwarded for accreditation by 10 December. The Industry ITC conducted interviews for the prospective students at Challenger TAFE.

THE CENTRE IN 2005

There are still many vacancies open in food and beverage service, accommodation service, reception, tourism and especially commercial cookery throughout the area. Plans are currently under way to conduct more short hospitality and tourism courses within Quinlan's Bar and to develop a new training facility in the Peel region.

14.2 COMMUNITY & HEALTH SERVICES TRAINING CENTRE

INTRODUCTION

The Community and Health Services Training Centre once again recorded a high level of achievement in 2004, delivering over 450,000 student contact hours, achieving 127% of delivery targets and training over 800 students in a number of community and health services qualifications. All students were assessed in the workplace (in most cases during an industry placement organised by the Community & Health Services lecturing

team). Fee-for-service courses showed unprecedented growth, with offerings in community services management, marriage celebrancy, children's services, natural therapies and naturopathy. In addition to this, the Centre:

- > Trained over 1,000 students in first aid procedures
- > Developed customised training manuals for the Nyoongar Patrol
- > Developed and delivered an innovative training program for young people living with a mental illness
- > Developed an innovative 'Careers Combo' course in aged care / nursing, in cooperation with Murdoch University at Peel

With the introduction of new training packages in both Community Services and Health, 95% of the courses changed. New training and assessment plans were prepared, which was a very large task for the lecturing staff and involved a lot of effort.

Fee-for-service courses showed unprecedented growth, with offerings in community services management, marriage celebrancy, children's services, natural therapies and naturopathy.

Other activities that attracted additional funding included the development of customised training manuals for those participating in Nyoongar Patrol training, a training program for young people living with a mental illness, and a training program for volunteer youth workers.

OUTCOMES FOR 2004

Goal 1 – Training to deliver a skilled workforce

- > Delivered over 500,000 student contact hours and achieved over 100% of delivery targets, training over 800 students in a number of community and health services qualifications
- > All students were assessed in the workplace, in most cases during an industry placement organised by the Community & Health Services lecturing team
- > Enrolled first students in Diploma in Remedial Massage

Goal 2 – Promoting life-long learning

- > Developed an innovative 'Careers Combo' course in aged care / nursing, in cooperation with Murdoch University at Peel. In 2005, students in this Careers Combo will complete a Certificate IV in aged care, plus two Murdoch University nursing units, which will provide them with increased options for 2006 in aged care employment, further training at TAFE, or further

studies in the nursing degree at Murdoch

- > Delivered training to classes where a significant proportion of students are mature aged people planning to re-enter the workforce
- > Articulation with relevant University courses is available for most qualifications at Certificate IV or higher

Goal 3 – Developing stronger communities and regions

- > Ran the Diploma in Marriage Celebrancy, which qualifies participants to register with the Attorney General's Office to conduct marriage ceremonies – this is a first in TAFE for WA. The course has proven very popular – so much so that the Attorney General's office has advised us that their quota for Perth is now full until September 2005!
- > Developed customised training manuals for the Nyoongar Patrol – these will be used to train Nyoongar patrol workers in 2005
- > Developed and delivered an innovative training program for young people living with a mental illness, in conjunction with Fremantle Hospital (Alma Street), Crossroads Community and other counselling groups. This program was designed to meet the special needs of this client group, and has been successful in assisting many of the participants to enter mainstream training

Goal 4 – Contributing to sustainable state development

- > Developed fee-for-service training for existing community services workers in the new Diploma in Community Services Management. For the first time workers with extensive experience were enrolled directly into the Diploma course, without having to complete lower level qualifications as pre-requisites. This strategy has proven popular with the industry, as it makes the training highly focussed and relevant to their needs
- > Completed skills recognition for employees in a variety of community services industries
- > Employment prospects are excellent for the majority of students – many are offered work on the basis of their industry placement

Goal 5 – Quality in teaching and learning

- > Provided student support programs that enhanced the retention of full-time students
- > Offered flexible delivery options in a range of community services courses
- > Developed an external studies conversion course for childcare workers qualified to care for 0 – 5 year olds. Child care workers from around the State are enrolling in this program, in order to qualify to work with 6 – 12 year olds, and to manage out-of-school-hours programs

Goal 6 – Excellence in support services

- > Developed comprehensive new range of marketing brochures for community & health training programs
- > Worked with information officers to ensure accurate information for prospective students
- > In conjunction with Visage (the industry centre for hair, fashion and beauty) ran a very popular stall at the Conscious Living expo, offering chair massages and information about training courses. Similar stalls were run at a number of smaller community fairs
- > Assisted two high school teachers to achieve skills recognition for Certificate II in Community Services, with child care electives, so that they would be qualified to teach child care electives to Year 11 and 12 students in VET in Schools programs

Goal 7 – Developing a highly skilled, innovative and motivated workforce

- > Appointed and commenced new Principal Lecturer – Doug Thompson
- > Lecturing staff attended a variety of industry seminars
- > Introduction of high-tech 'virtual babies' in children's services training (& up-skilling to use the IT component)

Goal 8 – Developing a safe, supportive and flexible working environment

- > Ergonomic furniture and footrests provided for lecturer desks
- > Air conditioning installed in first aid room at Fremantle
- > Work begun on 'virtual nursery' at Rockingham

THE CENTRE IN 2005

The Centre continues to grow and establish positive working relationships with its industry. New initiatives in 2005 will include conducting:

- > Certificate III Fitness and flexible delivery training for child care workers at the Peel campus for the first time
- > Certificate IV in Fitness for the first time, which will raise the standard of training for people in the Fitness industry
- > A new aged care / nursing 'Careers Combo' at Peel
- > A tendered 'first point of contact' training with the Nyoongar Patrol, based on the manuals developed by tender in 2004
- > A tendered 'first point of contact' training for people living with a disability – this highly innovative tender will find traineeships for 8 – 10 people, and work placements for the remaining students, providing avenues into work and further training for the participants
- > Re-accrediting the Graduate Certificate and Graduate Diploma of Community Services

14.3 VISAGE TRAINING CENTRE FOR HAIR FASHION & BEAUTY

INTRODUCTION

The Visage Training Centre for Hair, Fashion & Beauty delivers training in Hairdressing, Fashion and Design and Beauty Therapy. Fremantle Campus is the primary delivery site, and Beauty trainees are located in Perth, Fremantle, Peel, Kalgoorlie and Esperance.

In Hairdressing the focus was on apprentice studies with some short courses available for re-training in men's hairdressing and long hair styling. The focus for Fashion Design was on work-ready operatives for the fashion industry, whilst Beauty Therapy focused on the training of work-ready specialists in electrolysis, massage, advanced facial procedures with electrical equipment, makeup, nail technology other areas. The section delivered 134,155

SCH in 2004, compared with 126,00 SCH in 2003 (which is an 8,155 increase from 2003 and 17,155 increase from 2002) with over-profile target achievements in Beauty and Hairdressing.

Beauty was involved in a very successful Youth at Risk program for the South Peel sub-regions. The Centre has also achieved the following:

- > Increased the scope of delivery in Beauty Therapies
- > Coordinated student-centred and College fashion shows
- > Increased student to client services through live-work in the Beauty Clinics
- > Established the extremely successful Cliff Street Beauty Clinic
- > Worked collaboratively across the three Industry areas
- > Developed the implementation kit for the new Beauty training package.
- > Fashion student, Barbara Keiler, won Fashion in the Field in the open event at The Australian Designer of the Year Award
- > Commenced fee-for-service courses in Beauty

OUTCOMES FOR 2004

Goal 1 – Training to deliver a skilled workforce

- > Delivered over 134,155 student contact hours in Hairdressing, Beauty and Fashion qualifications
- > Training 177 apprentices in hairdressing, which is a significant increase from 2003
- > Training 15 Trainees in Certificate III in Beauty, which is a very successful program
- > Prospects of employment are excellent for the majority of students, and many are offered work on the basis of their field placement and are employed in Beauty Salons before they complete the course
- > Articulation into University courses is available for students who have completed qualifications at Certificate IV or Diploma level
- > Developed fee-for-service training for Certificate II in Nail Technology, Make-up Artistry and Retail Cosmetic Assistant. The popularity of the courses exceeded all expectations and double the amount of courses were delivered to meet the demand from students

Goal 2 – Promoting life-long learning

- > The Beauty Therapy Staff attended the international Beauty Expo in Sydney in September 2004 where they

attended seminars in the latest techniques and technologies in Beauty

- > Beauty staff attended many training seminars conducted by the International Dermal Institute
- > Fashion staff attended the World Fashion Expo in London and Paris in January 2004
- > Hairdressing staff attended new product launches and training on new colour techniques in October
- > Beauty staff and students very successfully operated the Visage Health and Beauty Clinic at Cliff Street in Fremantle in its first year of operation

Goal 3 – Developing stronger communities and regions

- > Combining with natural therapies, Visage (fashion, hair and beauty) ran a very popular stall at the Conscious living expo, offering massages and information about training courses
- > As part of the beauty clinic, students attended the Fremantle hospital and gave beauty treatments to patients, which were very well received
- > Popular booth at Career Expo Burswood where Beauty therapy students provided nail painting and hand care to the participants at the Expo (which enabled them to chat and advise potential students on the courses). Due to their popularity, the students were situated at the far end of the booth so that the congestion was more controlled whilst eager clients were waiting for the service. The demand was extremely high and the students gained valuable experience in developing their communication and beauty therapy skills
- > Popular booth at Kolbe College Careers Expo at Rockingham where Beauty therapy students provided nail painting and hand care to the participants at the Expo (which enabled them to chat and advise potential students on the courses)

Goal 4 – Contributing to sustainable state development

- > Beauty students visited the Fremantle Hospital and provided treatments to patients.
- > Fashion students developed a range of uniforms for the Rottnest Island Authority

Goal 5 – Quality in teaching and learning

- > The Beauty Therapy Staff attended the international Beauty Expo in Sydney in September 2004 where they attended seminars in the latest techniques and technologies in Beauty
- > Beauty staff attended many training seminars conducted by the International Dermal Institute

- > Fashion staff attended the World Fashion Expo in London and Paris in January 2004
- > Hairdressing staff attended new product launches and training on new colour techniques in October 2004
- > Fashion Student, Barbara Keiler, won Fashion in the Field in the open event at The Australian Designer of the Year Award, while Ashleigh Hunt and Jonathan Phang won student awards (which is a testament to the quality in teaching and learning from the section).

Goal 6 – Excellence in support services

- > Developed comprehensive new range of marketing brochures for Visage
- > Developed exciting new brochures for short courses in Beauty and Hairdressing
- > Beauty staff and students very successfully operated an interactive booth at the Careers Expo at Burswood
- > Beauty staff and students very successfully operated an interactive booth at Kolbe College as part of the Careers Expo

Goal 7 – Developing a highly skilled, innovative and motivated workforce

- > CSSN Projects for Hairdressing: investigating new workbooks from a private provider, which all TAFE Colleges wish to use for Certificate III in hairdressing. This is well underway. WestOne is in the process of finalising copyright
- > CSSN Projects for Beauty (two projects): developing delivery schedules, assessment plans and tools for Certificate III Trainees and Diploma of Beauty Therapy for all TAFE Colleges. All delivery schedules, assessment plans and tools, workbooks and resources have been uploaded onto WebCT
- > Developing a resource manual especially the new units in the recently endorsed new training package
- > CSSN project Fashion – developing delivery schedules, assessment plans and tools for Certificate III and IV of Clothing Production for all TAFE Colleges. The units will be validated at the next CSSN meeting for the completion of the project

The Beauty Therapy Staff attended the international Beauty Expo in Sydney in September 2004, where they attended seminars in the latest techniques and technologies in Beauty. Beauty staff attended many training seminars conducted by the International Dermal Institute. Fashion staff attended the World Fashion Expo in London and Paris in January 2004 and Hairdressing staff attended new product launches and training on new colour techniques in October 2004

14.4 INFORMATION TECHNOLOGY & BUSINESS SKILLS CENTRE

INTRODUCTION

The IT and Business Skills Centre continued to deliver training to 18% of the College's Profile Students and 31% of the College's non profile students, particularly through VET in Schools Programs. The Centre's major initiatives included expansion of overseas projects to six contracts in five countries. Associated with the local and overseas work were more than a dozen articulation agreements with University of Notre Dame, Murdoch University and Edith Cowan University guaranteeing entry and advanced standing for Certificate IV and Diploma Students in IT and Business. Staff won Premier's Awards, students won Student of the Year Awards and e-Tech won the Premier's Award for Education and Skills Development and the WA IT and T Award for Service Delivery and Training.

OUTCOMES FOR 2004

Goal 1 – Training to develop a skilled workforce

- > Offered new dual qualification for IT students in Networking and Software Applications
- > Achieved 106% of annual target in Information Technology Training including large expansion at e-Tech and Peel some offsetting decrease at Rockingham
- > Expanded scope for IT training to include Cert IV in Website Design and Cert IV Website Administration
- > Prepared submissions for innovation and technology grants to teach wireless technology and computer security in networking courses
- > Established partnerships for training at Melville City Council for use of facilities for IP Telephony training for Networking Diploma students
- > Established partnerships for students' work experience with Telstra and Western Power
- > Moved Sun Server and terminals from production environment to teaching environment incorporated a Sun Education Centre into the IT delivery for Diploma of Programming at Fremantle e-Tech
- > Strengthened relationships with sponsors including Sun Microsystems, Alpha West, Panduit, Xerox, Monitor Business Systems, Computer Associates, Power Business Systems particularly to benefit student practice and facilities growth

Goal 2 – Promoting life-long learning

- > Negotiated and signed first articulation agreement for IT courses with the University of Notre Dame Australia (NDA)
- > Assisted negotiations to spread IT articulation agreement to all TAFE IT Courses across the metropolitan area with NDA
- > Negotiated articulation of IT Networking Courses at Edith Cowan University
- > Expanded flexible learning offerings four nights per week and during the day in both the IT and Business areas at e-Tech
- > E-Tech IT student awarded Challenger TAFE Vocational Student of the year and Challenger TAFE Student of the Year
- > Commenced new flexible higher level Cert IV and Diploma Courses in Management and Marketing part time at Fremantle e-Tech at night
- > Continued Small Business Management and MYOB Courses at night and on weekends

Goal 3 – Developing stronger communities and regions

- > Continued Saturday and evening access at Fremantle e-Tech to ensure community access to IT training
- > Established weekly 2-hour guest presentations forum for IT students by the IT industry representatives, sponsors and government bodies
- > Assisting Hamilton Senior High School to establish their new IT Centre of Specialisation
- > Spearheaded the marketing and information effort for the Information Technology & Business Skills Centre

Goal 4 – Contributing to sustainable state development

- > IT staff released to teach in China and to develop courseware at Westone Services
- > Ran several short course, fee for service programs in Microsoft Project for a range of firms
- > Established IT and Business Marketing group using College Fee for Service funds
- > Assisted with six overseas contracts in the IT and Business Areas
- > Won third WAITTA Award in succession – Winner in Service Delivery and Training category. Excellent acknowledgement from Industry and the Premier
- > Nominated for and won Premier's Award for Excellence in Public Sector Management in the

Category of People and Communities: Education and Skills Development

Goal 5 – Quality in teaching and learning

- > Integrated Flexible Learning, on-line learning and community access in public facilities at Fremantle e-Tech
- > E-Tech Staff member Lyndy Vella a finalist in the Premier's Teaching Award
- > Arranged for seven staff to undertake Professional Development in Microsoft and Cisco network training
- > Undertook planning for live works shop at e-Tech to assist students with work experience
- > Upgraded 87 PCs at e-Tech with Pentium 4's and upgraded Sun Microsystems facilities
- > Led Technology in Teaching Seminar to improve development of College teaching and learning technologies

Goal 6 – Excellence in support services

- > Developed comprehensive new range of marketing brochures for e-Tech, IT and Business
- > Worked with ACE to promote Summer School and ACE Courses at Fremantle e-Tech
- > Working with information officers to ensure accurate information for prospective students
- > Revamped Monitor card system at e-Tech for so that it now works public and student access
- > The Centre and several staff participated in Careers Expo at Burswood for the first time
- > Engaged Client Services Directorate to assist with e-Tech Campus Management

Goal 7 – Developing a highly skilled, innovative and motivated workforce

- > Lyndy Vella named a finalist in the Premier's Teacher of the Year Award
- > Appointed and commenced new Principal Lecturer in IT – Jack Burgess
- > Five staff undertook upgrade training for new version of Cisco Networking Software
- > IT staff undertook professional development for addition to scope and launch of new Web Design and Web Administration courses
- > Encouraged, guided and graduated an Indigenous Trainee through Fremantle e-Tech
- > Trained lecturer and support staff for the move of the Sun Servers and terminals to the teaching

environment

Goal 8 – Developing a safe, supportive and flexible working environment

- > Ergonomic furniture and footrests provided for several computer laboratories
- > e-Tech Conference Room was refurbished
- > Staff supported and encouraged to attend PD on EEO, Cultural Awareness and OHS
- > Reviewed and removed non-essential tables, whiteboards, screens etc to improve the teaching environment
- > Improvements made at Rockingham, Fremantle and Peel in response to OHS reports

FREMANTLE E-TECH – SPECIALIST TEACHING CENTRE

Fremantle e-Tech had another outstanding year in terms of providing access and opportunities for the community and industries of Fremantle and surrounding regions. Computer facilities were upgraded at the start of the year and conference room and business services have also been improved. For the third year in succession, Fremantle e-Tech won the Western Australian Information Technology and Telecommunications Award. (WAITTA). In 2004, this was for excellence in Service Delivery and Training. Later in the year this was followed by a win in the Premier's Award for Excellence in Public Sector Management : People and Communities : Education and Skills Development. In addition, Lyndy Vella, a key staff member at e-Tech, was a finalist in the Premier's Teacher of the Year award and Cameron Worts from e-Tech was named Challenger TAFE Student of the Year.

THE CENTRE IN 2005

In 2005 the Information Technology & Business Skills Centre will be involved in following up and delivering many of the initiatives started in 2004. IT will be developing strategies for delivering wireless training to local users of wireless applications and networks. This is part of a broader strategy to increase IT part time offerings to local businesses and the general community that will be underpinned by the roll out of an e-Tech Centre at Rockingham and Peel. These e-Tech centres will offer flexible learning in IT and Business that is relevant and convenient for people already in the workplace or local community members looking to up-skill as part of their own career management plans. IT and Business will be implementing reviewed Training Packages and will also be pursuing new traineeship and on the job training offerings from these.

14.5 WA APPLIED ENGINEERING AND SHIPBUILDING TRAINING CENTRE

INTRODUCTION

Some structural changes to program arrangements, plus the establishment of a Business Development Cell, have significantly enhanced the capacity of the Centre to achieve its business objectives in 2004. Commercial revenue achievement is 30% higher than in 2003, with solid results achieved in welding up-skilling and LPG automotive courses, plumbing licensing, consultancy work with Alcoa, and in international work in support of the contract with Qatar Petroleum. Equally solid has been our achievement in profile training, with Plumbing apprentice delivery and Automotive general delivery being two areas of exceptional performance. Some excellent applications of innovation in teaching delivery have provided the capacity to deliver our curriculum to a global market, with content in the Mechanical Engineering and Metal Trades study areas now available via the internet. Some outstanding personal contributions have underpinned our success this year including those of Brian Jenkins, Trevor Mills and Stuart Graves.

OUTCOMES FOR 2004

Goal 1 – Training to develop a skilled workforce

- > Very strong demand for plumbing apprentice training with achievement up 100% on 2003 levels. Furthermore, the number of candidates for Plumbing Licensing Exams well exceeded expectations in 2004
- > Automotive pre-apprentice training recommenced at Rockingham in response to client demand from within that region
- > A new traineeship, Certificate III in Engineering Drafting, commenced in collaboration with CCI. Delivery is mixed mode, tailored to meet client need
- > Stage One Carpentry and Joinery apprentice training commenced at the PET campus in response to client demand from within the Peel region
- > Implemented a flexible delivery model to the Civil Engineering study area with post-trade night classes being very popular with industry
- > Introduction of telecommunications training into electrical apprentice delivery. A new laboratory is being developed to incorporate this training in 2005

Goal 2 – Promoting life-long learning

- > Certificate IV in Higher Engineering Trade (Instrumentation) being developed in flexible delivery mode in response to individual client and industry demand. This course will be an exemplar for delivery of training to the Oil and Gas industry
- > Seven External Studies modules in the Mechanical Engineering study area are now available via the internet, along with Condition Monitoring units of competency that were funded via a Science and Technology Grant
- > Conducted welding up-skilling courses on a rolling basis to provide more welding qualified people to work in the resources sector

Goal 3 – Developing stronger communities and regions

- > A Building Trades Information Evening and a Building and Construction Industry Forum were conducted in the Peel region, aimed at increasing the profile within the community on employment opportunities within the building and construction industry in the Peel region
- > A proposal for an interim, multi-purpose trade training facility in the Peel region is being progressed in collaboration with the Peel Development Commission and local industry. This will see the delivery of 'wet trades' training in the Peel region

Goal 4 – Contributing to sustainable state development

- > The creation of a Business Development Manager role within the Division has enabled considerable focus on fee-for-service training activity
- > \$100 000 above our commercial revenue target
- > International work in support of the contract with Qatar Petroleum has seen four of our staff on secondment in Qatar at various times throughout 2004. Three lecturers undertook a week-long visit in October to validate the training delivered in Qatar under an auspicing arrangement
- > In partnership with Business and IT Division, established arrangements to auspice the delivery of training courses in Surabaya (YPPSI). Targeted course is the Diploma of Engineering (Industrial Technology)
- > \$50 000 consultancy completed for Alcoa involving the design of project based assessment materials for Alcoa apprentices, plus a computer-based management system to track progress

Goal 5 – Quality in teaching and learning

- > Staff from the Electrical/Electronic Engineering Section have worked collaboratively with Murdoch University staff to progress the articulation arrangements for the Advanced Diploma of Engineering (Instrumentation and Control) course
- > Considerable activity underway in Electrotechnology and Automotive to upload training programs and information on WebCT

Goal 6 – Excellence in support services

- > A Notre Dame University Business School student undertook an internship with the Division and researched the development of a student-directed Retention Strategy
- > All of the courses offered within the Division are now accessible via the Products and Services Catalogue on the College website
- > A Five Year Plan for the rejuvenation of equipment within the Division has been developed

Goal 7 – Developing a highly skilled, innovative and motivated workforce

- > Brian Jenkins and Trevor Mills were acknowledged with the Premier's award for excellence in teaching, and Stuart Graves received a prestigious International Specialised Skills Scholarship for overseas study. Brian Jenkins was awarded a Special Commendation, effectively runner-up, at the inaugural awards function for the Premier's Excellence in Teaching Awards
- > Principal Lecturer Ian McDonald was appointed to the Chair of the Metals Curriculum Services Support Network

Goal 8 – Developing a safe, supportive and flexible working environment

- > A review of equipment required to support Thermodynamics training in Challenger TAFE resulted in a proposal for shared use of a steam turbine plant with Murdoch University students, thus strengthening our cross-sectoral relationship

THE CENTRE IN 2005

A number of initiatives have been progressed throughout 2004 that will either come to fruition, or be significantly advanced, in 2005. In response to industry and community demand for local access to trade training facilities in the Peel region, a multi-purpose covered work area, with a special focus on the 'wet trades', will be constructed at the PET Campus in early 2005. This will be the catalyst for the delivery of 'wet trades' pre-apprentice training that will eventually include wall and floor tiling, wall and ceiling fixing, plastering, bricklaying and cement rendering.

During 2004, the Process Manufacturing Industry Training Council approached the Centre to discuss the delivery of composites fabrication apprenticeships in 2005. On this basis, the Centre bid for, and was successful in attracting, Departmental funding to establish a composites spray booth at the Henderson campus, and purchase some start-up equipment. The spray booth is expected to be ready for apprentice training commencing in Semester Two, 2005.

Given the likelihood of a second port for Fremantle being constructed in the area immediately to the south of Henderson, the decision was taken to establish the capability to deliver Road Transport training within the Centre. Certificates I to III in Road Transport, from the Transport and Distribution training package, have been added to the scope. During 2005, a short course program encompassing Rigging, Scaffolding, Dogging, Crane Driving, Elevated Work Platform and Forklift Driving will be progressively implemented.

During September, the Minister for Education & Training formally announced the government's commitment to invest \$5m in a new automotive training centre in Kwinana, to be collocated with the new Kwinana High School. Much work has been conducted in the latter part of 2004 to develop the Project Briefing Guide that defines the specifications for the Centre. Ongoing work will be required by Automotive staff in 2005, in consultation with the project architects, to define the internal specifications and fit out. The Centre is expected to be built in 2006, with delivery commencing in the 2007 academic year.

The Division will host the Metals pilot for the School to Apprenticeship Link program in 2005. Delivery is planned to occur across three sites: Beaconsfield, Rockingham and the Peel campus. This program will facilitate access to units of competency from a metals-based apprenticeship for Year 11 and 12 students while they are still at school.

A decision has been taken to commence delivery of Environmental Engineering training in 2006. This will place the Centre in a market leadership position in this study area, and will necessitate some curriculum development and marketing activities in 2005. A formal announcement of this decision, involving the establishment of industry and university partnerships, will be made in Semester One 2005.

2005 is anticipated to be an exciting year for the Division, with the expectation that a new College Centre of Specialisation, the Construction Industry Skills Centre, will be established.

14.6 WA MARITIME TRAINING CENTRE – FREMANTLE

INTRODUCTION

The WA Maritime Training Centre – Fremantle delivers training for aquaculture, fishing, marine engineering and marine operations, and the program in warehousing and logistics management, while still small, has continued its growth. The Centre's Aquaculture Development Unit undertakes applied research for marine finfish.

The Centre has a staff of 26 full time lecturers, five technicians, five support staff, eight Aquaculture Development Unit staff and various casual staff as required. Key personnel are Centre Director, Kingsley Waterhouse, Manager, Aquaculture Development Unit, Greg Jenkins; Program Manager Marine Engineering and Marine Operations, Robin Gray, and Program Manager Aquaculture and Fishing, Jean Menzies.

New teaching programs in marine engineering, maritime operations, marine tourism and traineeships in warehousing led to increased delivery in profile and non-profile courses. They were offset by a rationalisation of the delivery pattern for aquaculture with one diploma group instead of two. As a result, in 2004 there was a reduction in profile delivery and increased non-profile income. The following table sets out summarised data:

114 short courses and corporate courses were provided to 644 students fishing, there were 60 Trainees and 26 online students.

Type of Delivery	2004	2003	2002	2001	2000
Profile (SCH)	365 000	395 000	349 000	324 000	278 000
SCH	72 000	N/a	N/a	N/a	N/a
Short Courses	\$ 600 000	\$452 000	\$767 000	\$406 000	
Non Profile					
Corporate Courses	\$40 000	\$153 000	\$42 000	\$8 000	
Ind specific Courses	\$62 000	\$74 000	\$39 000	\$24 000	
Overseas students	\$150 000	\$166 000	\$202 000	\$189 000	
Total	\$854 000	\$742 000	\$1 050 000	\$627 000	

OUTCOMES FOR 2004

Goal 1 – Training to deliver a skilled workforce

- > First enrolments of deck cadets commenced with nine Australian students enrolled in the pre-sea program, ten students enrolled with a partnered shipping company in Sri Lanka and on graduation proceeded to on-vessel component of program. A further ten will commence in early 2005, another ten mid year and arrangements for additional students from two shipping companies in India are under way
- > Marine Engineering Certificate IV developed in 2003 was introduced providing entry point for school leavers for careers in marine engineering. Employment outcomes for this group were very strong
- > People who operate in the overseas luxury vessel industry to have a British qualification issued by the Maritime Coastguard Agency. Australian qualifications were not recognised. To enable students to compete successfully in this niche market accreditation from the Maritime Coastguard Agency and the Royal Yachting Association were secured, providing recognised lead-in qualifications for yachting and power recreational vessels
- > Logistics and Warehousing: Traineeships in warehousing for Certificate II and III have increased from 35 in 2003 to 60 in 2004. In Western Australia at present, there is an increasing pool of people trained to Certificate III level in warehousing and road transport. The Diploma of Logistics Management offered at the Centre has healthy demand from people with industry experience, but there is a training gap at Certificate IV level. To address this gap, a suitable program has now been developed for delivery at the Centre and formal collaboration with the Transport Forum of Western Australia (Inc.) is being initiated for 2005. The arrangement will enable joint offering of Certificate IV and Diploma programs from the Forum's Carlisle premises
- > Remotely Operated Vehicles (ROV) experienced an industry slowdown of almost 18 months. The intensive program was re-commenced using a modified and less expensive teaching program. The UK partner company, SubServ, was restructured in the intervening period and a different business arrangement is being established with the new company. The virtual training resource that was developed as a compact disc with Science and Technology Innovation Grant funds proved extremely successful

- > Along with the development of the Maritime Training Package, an Australia-wide project worked to standardise and implement state and territory laws for coastal shipping through the National Standards for Commercial Vessels. The Training Package was implemented prior to completion of the National Standards for Commercial Vessels, which resulted in some difficulties with the Training Package. A national workshop was held at the Centre to review the Training Package, progress the groundwork and resolve the inconsistencies. This process has now been formalised by Transport and Distribution Training Australia and further work is progressing
- > Graduate Diploma of Marine Finfish Hatchery Management continues training for a niche industry. A limited number of students participate in day-to-day hatchery activities whilst undertaking desktop assignments. This hard-edge industry Graduate Diploma culminates in a six-week exam where the students are required to culture fish from eggs to juveniles with the pass-mark based on the ensuing fish survival rate. This is competency-based training at its best and produces industry-ready graduates
- > Short intensive Port Facilities and Ship/Company security courses developed and implemented in partnership with the company Osprey Asset Management (OAM). OAM provided the security specialisations and the Centre, the maritime orientation. 15 courses conducted, complying with the International Maritime Organisation's specifications for content and level however indications are that, in the longer term, a more rigorous program may be specified

Goal 2 – Promoting life-long learning

- > Youth at Risk funds gained through the Competitively Allocated Tender (CAT) process and Fremantle Community Policing – Crime Prevention for five week Marine Intervention programs, some run in Mandurah. 19 programs have run successfully since inception. Funds have been allocated through the CAT process for further courses in 2005
- > An agreement formalised with Notre Dame University to jointly offer a Master of Business (Maritime), targeted at ships masters and engineers who have substantial seagoing experience. Pathway comprises Graduate Certificate (Maritime) and Graduate Diploma of Business (Maritime) was developed and jointly accredited. Both overseas and Australian students have shown interest in the program. The framework has potential to develop additional specialist streams like ships pilots and early work in these fields will be developed in due course

- > VET for Schools – auspicings programs with two secondary schools with specialised course components delivered at the Centre. Four days of professional development in aquaculture were conducted for teachers in preparation for auspicings arrangements for 2005
- > Aquaculture Development Unit operates a successful one-week Hatchery Production of Temperate Marine Finfish short course that attracts local and national industry participants. One student from South Africa was hatchery manager for a large South African-based international fishing company that is currently building a marine fish hatchery based on local WA technology, the McRobert Aquaculture Systems

Goal 3 – Developing stronger communities and regions

- > Education and Training International progressing marketing Maritime training in India. Two staff visits to India and Sri Lanka were part of the initiative. The strategy has been successful. A record number of enrolments in the ships masters course has been received for 2005 and while this is partly due to a temporary adjustment in the certification requirements for ships masters, an important achievement has been in the substantial reduction in the time taken to gain an Australian visa. The timeframe continues to be longer than our major international competitors
- > Number of online students studying aquaculture has increased to 24 from regional and outer metropolitan areas; up from only three in 2003. This work complements the development of the aquaculture property at GinGin in partnership with a local farmer and the short courses that are offered from that site
- > Aquaculture Development Unit utilised funds from the Fisheries Research and Development Corporation to research restocking of the Blackwood River with black bream. Its aim is to identify ways that will restore bream stocks to previous levels, has been successful to date and is planned for completion in 2005

Goal 4 – Contributing to sustainable state development

- > Funding was allocated by the Department of Education and Training through the Science and Technology Innovation Strategy Fund to trial a Semi Intensive Floating Tank System (SIFTS) for the aquaculture industry, in the Wheat Belt at Northam during 2004. Jointly developed by the Aquaculture Development Unit and McRobert Aquaculture Systems. The Challenger TAFE intellectual property rights were assigned to the company in return for a royalty agreement based on sales. System trials were successful and there is industry interest in extending the application of the technology. The program was backed by a Farm-Biz-supported training course offered in conjunction with CY O'Connor College, with additional support from the National Aquaculture Council and the Fisheries Research and Development Corporation
- > The Aquaculture Development Unit provided direct assistance to several Western Australian companies on the Unit's premises. These projects included: a business start-up company to grow marine aquarium fish; live abalone export trials; a trial with a commercial eco-toxicology laboratory; commercial prawn culture trials and a new monitoring technology, using a Commercialising Emerging Technologies (COMET) grant in partnership with a commercial company
- > Other commercial projects included consultancies for a pilot plan for an Indonesian fish farm, an assessment of a new technology for a Lake Argyle barramundi farm and an assessment of water quality problems and solutions for an Exmouth fish farm
- > Co-management of fish resources management requires representatives of all sectors to apply common skills and understandings eg principles of economically sustainable development, writing position papers, conduct of meetings, application of leadership skills, negotiation. Stakeholder groups requested a workshop to identify the issues. The workshop was funded through FarmBiz and the Development of Better Industries Fund from the Minister for Fisheries. Amongst the issues identified was the need for a training program that would equip Co-management participants with the skills to operate effectively. Short programs utilising action learning at dispersed centres and timed to recognise times of ready availability of participants were requested. The Maritime Centre will pursue this opportunity with the Centre for Leadership & Community Development. Co-management stakeholders of the Western Australian fish resource include commercial fishers, recreational fishers, conservation groups, charter boat operators, the general community and a number of

management groups, including the Western Australia Department of Fisheries, Ministerial (Management) Advisory Committees, the Western Australian Fishing Industry Council

Goal 5 – Quality in teaching and learning

- > The new building will include electronic teaching facilities for each teaching room. In preparation for this, a staff development program has operated to provide the necessary skills for teaching staff to utilise the equipment effectively

Goal 6 – Excellence in support services

- > Construction of the new \$9million building commenced in August and is scheduled completion is July 2005. It will house an upgraded and expanded simulation capability, additional computer and other classrooms, an expanded library, a new location for the College Executive and in an adjoining building, upgraded of teaching staff accommodation. Ongoing staff participation to the building's planning and layout has been a feature of the project It will be named after a vessel of significance to Western Australia, in a way that is consistent with the nomenclature used for existing buildings at the Centre

Goal 7 – Developing a highly skilled, innovative and motivated workforce

- > The Centre performed well in 2004 and achieved the following awards: Western Australian Fishing Industry Council Awards, category for Safety and Training, Winner with collaborator, Tiger Fisheries
- > Premier's Awards, category for the Environment (bream restocking), High Commendation for the Aquaculture Development Unit
- > StateWest Achievement Awards, category for Group Activities (Semi Intensive Floating Tank System) High Commendation for the Aquaculture Development Unit
- > Western Australian Tourism Council, category for Education and Training, Finalist

Goal 8 – Developing a safe, supportive and flexible working environment

- > Arrangements were made through the Centre's Occupational Health and Safety committee for one member of the technical staff to gain a Restricted Electrical licence and for one staff member for each of the Aquaculture Development Unit, aquaculture teaching, vessel workshops, fishing store and administration to gain accreditation that would enable them to test hand held electrical equipment and tools for safety. The program will be concluded in 2005.

THE CENTRE IN 2005

In addition to current activities, the main initiatives for 2005 will be to implement the Graduate Diploma (Maritime) in partnership with Notre Dame University. The Aquaculture Development Unit will be working to secure funding that will enable progression of the Semi Intensive Floating Tank System project in the Wheat Belt. Our aim is to also build international commercial work by expanding the number of maritime students from various overseas sources. As well, the Centre will work on progressing a plan for the Fleet Street Site that, in the long term, will enable the Centre's vessels to be operated from Dago Bay. Our new building will present new opportunities and we will be developing systems to effectively utilise the potential offered by it.

14.7 WA HORTICULTURE & ENVIRONMENTAL SCIENCE SKILLS CENTRE

INTRODUCTION

The Centre has had a productive year. It increased its capacity in purchaser-provider programs for international students, industry and community educational programs. The Centre has also successfully negotiated the delivery of Water Industry Operations fee-for-service as well as profile-based traineeships with the State's water providers for delivery in 2005-2015 and in partnership with Central TAFE. In partnerships with the Centre for Leadership & Community Development and other agencies, it provided specialised training to intellectually and physically disadvantaged people in our community, Indigenous students and men and women within prisons. It increased horticultural science/natural resource management research activities, receiving grants for two sustainable water use programs for a total of \$280000, as well as undertaking a range of other research projects, involving lecturers and students in the many industry areas within the portfolio, as well as in improving learning programs. The Centre obtained ANTA Reframing the Future, Learnscope, State CSSN and other grants for the development of professional expertise, training resource materials and academic networking, including interstate travel for our personnel as well as visiting specialists. The Centre staff worked extensively with other agencies, community groups and industry in defining plant bio-security and natural resource management issues and began negotiations for membership of the National Centre for Sustainability. The scope of our training was expanded to include Water Industry Operations, Retail Nursery, Irrigation and Companion Animal studies) and training programs were updated with reviewed training packages.

In response to the new skill requirements of the industry, the Centre ran many up-skilling and re-skilling short courses based on the new training packages, some first time delivery for WA businesses. The Centre also expanded its activities into regional Peel (beyond our training delivery in Mandurah) by providing VETIS at Boddington. There is also the potential to build our work through many more students being trained in situ, particularly in the Primary Industries/Allied/Natural Resource Management/Florist Industry and Water Provision sectors.

OUTCOMES FOR 2004

Goal 1 – Training to deliver a skilled workforce

- > Implemented new and reviewed Training Packages in all relevant demand areas, allowed better access through an increased range of on-line study options and work-based study programs
- > Developed and delivered training in:
 - > Water Industry Operations,
 - > Irrigation and conservative water use technologies,
 - > Environmental Science (Management)
 - > Conservation and Land Management
 - > Laboratory Operations
 - > Retailing horticultural and irrigation products and services
 - > Small business management
 - > Landscaping
 - > Turf Management and Production
 - > Production Horticulture
 - > Rural Operations
 - > Sustainable land and water use
 - > Natural area conservation
 - > Weed management
 - > Increased numbers of trainees and apprentices and established Traineeships in:
 - > Irrigation
 - > Floristry
 - > Retail nursery

Goal 2 – Promoting life-long learning

- > Increased number of articulated pathways available for students eg articulation arrangements with Notre Dame University, for Environmental Management
- > Developed and Implemented short intensive skills maintenance, up-skilling and multi skilling courses to meet changing needs of industry
- > Repackage profile courses into a commercially attractive models
- > Develop promotional pack for skills recognition aimed at work based employees
- > Increased amount of workplace skills recognition
- > Increased amount of workplace study options

Goal 3 – Developing stronger communities and regions

- > Developed and promoted short non-assessable courses to community eg reducing water and nutrient use seminars
- > Big TAFE Checkout to attract school leavers into further study
- > MOU for shared resources with Naragebup
- > Delivery at Boddington for the first time
- > Meeting demand for training at Peel
- > Developed and implemented programs to support volunteers such as volunteer task force
- > Increased number of alliances with businesses and other agencies developing community partnerships (such as Bennett Brook)
- > Used distance education tools to ensure training was assessable to remote areas eg development and use of ANTA Toolboxes, mobile wool laboratory

Goal 4 – Contributing to sustainable state development

- > Supported the implementation of the State Sustainability Strategy
- > Identified and developed strategies for the embedding of Sustainability Principles in Training Package and incorporated staff PD
- > Increased our externally funded research and development activities such as the Sustainable Use of Water Project

Goal 5 – Quality in teaching and learning

- > Maintained a culture of continuous improvement in the teaching and learning environment
- > Developed and delivered on-line training across the Centre
- > Promoted the adoption of innovative learning services and products and to make our teaching delivery methods more inclusive
- > Provided professional development activities to increase staff awareness of and skills in the use of innovative delivery strategies
- > Staff were involved in nationally innovative research and development projects related to delivery eg ANTA Toolbox, Reframing the Future and Learnscope projects

THE CENTRE IN 2005

A number of initiatives have been progressed throughout 2004 that will either come to fruition, or be significantly advanced, in 2005.

14.8 WA CENTRE FOR LEADERSHIP & COMMUNITY DEVELOPMENT

INTRODUCTION

In 2004 the Centre's objectives were to expand profile delivery in governance, union, leadership development and social housing training. The Centre continued research and development for curriculum in local government areas and expanded assessment and workplace training delivery and services. A further focus was in the development of public sector programs and delivery of accredited training towards recognised qualifications. The Centre also focused on developing community development programs in order to deliver qualifications in new formats in 2005. These have included developing flexible training strategies such as on-line and WebCT suitable for external and remote delivery.

OUTCOMES FOR 2004

Governance

- > Received High Commendation at the 2004 Premier's Awards for governance training program at Noonkanbah
- > Extended interagency partnerships with Department of Indigenous Affairs, Department of Agriculture, Indigenous Land Corporation, Department of Community Development, Reconciliation Australia
- > Extended training partnerships within WATAFE network, including linking staff development in delivery of governance programs with C Y O'Connor, Southwest and Pilbara TAFE colleges
- > Extended governance programs to include Manjimup, Katanning, Busselton, Narrogin and Waroona with Northam and Collie to follow in 2005

Leadership Development

- > Original Leadership qualifications were not capable of delivering required outcomes for youth or general community expectations. Developed a more flexible methodology designed to achieve specific community requirements. This included the rewriting of curriculum and assessments and development of strategies and which can be contextualised for delivery and assessment
- > Created and nationally accredited Certificate I in Leadership Development in response to identified customer needs

- > Developed and nationally accredited new Certificates II, III & IV in Leadership Development to replace original Leadership qualifications
- > Development of partnerships with local government to deliver to youth at risk, mature and youth volunteers. The success of these is that people involved in these programs wish to continue their community involvement through this program, for example Cockburn Solid Women group has been formed to link women's activities to wider community plan
- > Developed sustainable partnership with the Fremantle/Peel District Education Office, City of Fremantle, Leeuwin Foundation and Fremantle Ports for Youth Leadership Development as part of VET for Schools programs
- > Worked collaboratively with Mental Health Services to deliver Leadership Development to intellectually and physically disabled participants and their carers
- > In response to a national tender, we have combined with CY O'Connor and the WA Farmers Federation to provide national leadership skills for emerging leaders in the rural industry sector
- > Established a partnership with Challenger TAFE's WA Maritime Centre, the Department of Fisheries and the Department of Agriculture, working with all sectors of the fishing industry to develop a leadership and governance program targeted at emerging young leaders and members of management advisory councils
- > VET'S Willetton – of 17 Year 10 participants, three have moved into part-time employment, eight entered pre-apprenticeships/apprenticeships/full time employment and the remaining six have chosen to return to mainstream Year 11 in 2005
- > "Accessing and Building on Leadership Development" programs have provided a pathway to employment and further study and have been recognised and supported by Centrelink and job network providers

Disability

- > Following the successful completion of the Leadership program at Bennett Brook, conducted a seminar to disseminate the results and to establish a strategy for extending the program through the northern suburbs and Peel region. Minister for Community Development, Sheila McHale has undertaken to present and support the recommendations from the seminar to Cabinet

Cert IV in Assessment & Workplace Training

- > Continued growth in this program with fee-for-service activities achieving revenue of \$160,000. Internal College staff development accounts for 30% of this revenue
- > Certificate IV in Assessment & Workplace Training was delivered through block release and skills recognition, and provided delivery and assessment for corporate, tertiary and community lecturers as well as Challenger TAFE staff
- > Specific corporate client programs were delivered to Telstra and the WA Academy of Performing Arts

Other Fee-for-Service Activity

- > Delivery of Certificate IV in Assessment and Workplace Training was extended to international clients including Yayasan Pendidikan Pembangunan Surabaya Institute in Java and the Somaiya Institute of India, \$20,000
- > Governance training for Great Southern TAFE at Katanning, \$19,000
- > Sustainable Indigenous Governance Seminar for state Indigenous leaders and elders, \$30,000
- > Governance Training for Industry Councils at the Department of Education & Training (DET), \$12,200
- > Social Housing teaching and learning guides for DET, \$36,600

Program Development

- > Funded by Learnscope to develop on-line resource and assessment materials combining leadership and governance units aimed at volunteers in local government Community Development programs, and piloted WebCT materials with local resident association volunteers
- > In partnership with Department of Premier and Cabinet Citizens & Civics Unit, developed a Community Consultation Specialist program targeted at Level 7 and above in all State Government agencies. Anticipated that this program will become mandatory certification for all public servants engaging in community consultation
- > Diploma in Government will be offered as a follow up program

THE CENTRE IN 2005

- > Extend the client base for profile delivery of Leadership Development, Governance, Social Housing, Local Government, Government, Public Sector, Community Development and Indigenous programs
- > Extend governance training – to include regional Indigenous governance programs. Alcoa has indicated their interest in partnering with the Centre in such an arrangement to ensure sustainability of the outcomes
- > A major focus for 2005 is working in collaboration with other Divisions in Challenger TAFE and tertiary institutions in WA and other states to progress the National Sustainability Strategy, eg Curtin and Murdoch Universities, Swinburne University, TAFE Colleges in Victoria, New South Wales and Queensland
- > Developing collaborations for the further extension of indigenous governance in Maori communities in New Zealand
- > Collaboration with the University of Newcastle to develop a Diploma in Indigenous Governance with CLCD as the pilot centre in WA
- > Continue the collaboration with the Australian Indigenous Leadership Centre (AILC) in Canberra to establish a network for graduates of the AILC programs as a source of indigenous facilitators to work in WA
- > The high demand for Social Housing qualification for the Public, a mix of profile and FFS delivery will cater for Community and Indigenous Housing sectors. In Regional areas and for community organisations this training is ideally delivered in conjunction with Governance programs
- > Offer Traineeships in Social Housing and Local Government

Within the fee-for-service portfolio, WA Centre for Leadership & Community Development intends to:

- > Extend the fee-for-service program into accredited training in the new Certificate IV and Diploma in Training and Assessment
- > Implement the Local Government Training Package in Governance and Administration streams through Certificates II, III, IV and Diplomas of Government and Local Government/Administration

- > Offer consultancies for skills auditing and succession planning for the Department of Housing & Works and offer Social Housing qualifications as a fee for service activity
- > Continue our seminar/workshop series on Community Development topics and issues as identified by our client groups
- > Offer a Community Development practitioners course at Certificate IV and Diploma levels
- > Offer a short course program including Frontline Management and small business/enterprise development based on units from the Business Services Training Package
- > Extend online/WebCT delivery in response to client need
- > Engage Volunteering sector in CLCD community Development programs with special emphasis on Indigenous volunteers, as the work of this group is essential to sustainability of leadership and governance training
- > Offer Certificates in Local Government (Governance and Administration) II, III, IV and ultimately Diploma

14.9 WA WOOL TECHNOLOGY TRAINING CENTRE

INTRODUCTION

Challenger TAFE continued its partnership in wool training with CY O'Connor College of TAFE (CYOC) and partnered with them in a number of tender opportunities. Consequently, this year saw the highest level of delivery of collaborative training in wool technology that the Centre has achieved to date, including a very substantial amount of VETiS conducted in conjunction with CYOC. The Centre is currently working on redeveloping training materials for the reviewed wool training qualifications and on expanding their current flexible training teaching materials to allow for training delivery to students in remote areas.

OUTCOMES FOR 2004

Goal 1 – Training to deliver a skilled workforce

- > Implemented the new Rural Operations Training Packages
- > Developed and delivered training in: Certificate II Wool Handling, Certificate III Wool Clip Preparation, Certificate IV Wool Classing

Goal 2 – Promoting life-long learning

- > Continued delivery of the Wool Development Program prepares wool producers for the future changes affecting the industry and keeps them up to date with the latest trends in wool production
- > The continued presence of the Mobile Wool Unit in communities encouraged industry and community to maintain levels of skills
- > The Centre offered flexible delivery on site at the Murdoch Campus that allowed students to study at their own pace and in a time suitable to them and the mobile unit allows people to study in the own region, providing them with a variety of opportunities to undertake life long learning at their own convenience

Goal 3 – Developing stronger communities and regions

- > Another MOU was signed between the Managing Directors of Challenger TAFE and C Y O'Connor College of TAFE to focus joint effort on strong regional links
- > Delivery of Wool Classing in Narrogin, Cunderdin and Moora and the delivery of Wool Clip Preparation to the Narrogin and Cunderdin Agriculture Schools for 16 to 17 year olds
- > Further development of state-wide employment based training

Goal 4 – Contributing to sustainable state development

- > Further research and development of wool harvesting technologies in order to introduce environmental and economic efficiencies into the wool industry
- > The introduction of the new training package included units of competency that have an environmental focus

Goal 5 – Quality in teaching and learning

- > All documentation has been prepared to meet the standards of the AQT.
- > The continued delivery of the Wool Development Program is a component of the national quality assurance program aimed at retraining wool classers
- > Student Module Evaluation responses indicating training and related services are of a very high standard

Goal 7 – Developing a highly skilled, innovative and motivated workforce

- > Lecturers at the college maintain high-level relationships with the industry and are recognised by the industry as professional trainers in the wool industry

- > Lecturers have a strong presence at major industry functions such as Woolarama and introduced students to the industry through these events
- > Lecturers lead the industry in the development of wool harvesting technologies that will produce a sustainable highly skilled workforce

Goal 8 – Developing a safe, supportive and flexible working environment

- > The new Wool Technology Training Centre has been designed with OHS principles and is working effectively as a leading edge training centre
- > The Training Package has a focus on the delivery of OHS
- > Because of the nature of the industry, the delivery on site at Murdoch Campus is offered in a flexible format, face-to-face classes are not scheduled and a lecturer is available Monday to Friday to assist students with their training at their own pace. This allows the lecturer a degree of flexibility with teaching hours
- > One Advanced Skills Lecturer has no face-to-face responsibilities on site, and is responsible for visiting the regions with the Mobile Unit and undertaking training in the work place

THE CENTRE IN 2005

A number of initiatives have been progressed throughout 2004 that will either come to fruition, or be significantly advanced, in 2005. Further development of regional training will be undertaken with a focus on skills recognition and up skilling for the industry being considered of the highest importance. The introduction of new wool harvesting technologies will offer opportunities for the development of fee for service course and further up skilling of the work force.

14.10 AUSTRALIAN CENTRE FOR ENERGY AND PROCESS TRAINING

INTRODUCTION

On 1 July 2004, Challenger TAFE assumed management responsibility for the (then) Australian Oil and Gas Industry Training Centre infrastructure based at Subiaco. On 15 October 2004, the AOGITC Industry Board agreed to a proposal to rename the facility to the Australian Centre for Energy and Process Training (ACEPT). Working with its ACEPT partners (Swan TAFE, Central TAFE, Pilbara TAFE, South West Regional College of TAFE and Central West College of TAFE), the College commenced work on developing a new set of business arrangements. During 2004, in partnership with the Industry Board and Department of Education and Training, a business case was developed to establish a new energy and related industries training facility at Henderson. On 30 November, the Premier announced that government would commit to the project and has allocated \$13 million from Commonwealth sourced capital funds to the project. To be known as the Australian Centre for Energy and Process Training (ACEPT), the project will establish a world-class training infrastructure that will meet the energy and chemical production industries requirements for skilled labour. It is anticipated that the Centre will be operational in December 2006.

OUTCOMES FOR 2004

Goal 1 – Training to deliver a skilled workforce

- > A total of approximately 200 people participating in training through the Centre based at Subiaco across a range of delivery strategies
- > Work has commenced on a content development strategy that will provide industry with an enhanced training delivery response from ACEPT
- > Establishment of an reinvigorated industry board to provide strategic guidance to ACEPT partner Colleges
- > Developed business case that supported industry and Government investment in a new \$13 million energy and chemical production training facility

Goal 2 – Promoting life-long learning

- > Commenced discussions regarding establishment of an Associate Degree pathway for process engineering with the higher education sector
- > Participated in the Petroleum Club's Schools Information Program promoting career opportunities in the energy and allied industries

Goal 3 – Developing stronger communities and regions

- > Worked with Pilbara College of TAFE to design a strategy for engaging key industry partners in the Pilbara region
- > Commenced discussions with South West Regional College of TAFE to facilitate access to Challenger simulation capability to better service south-west based chemical production industries and create enhanced opportunities for people of the south-west.

Goal 4 – Contributing to sustainable state development

- > Assumed responsibility for providing an auspicing service to Qatar Petroleum through Education and Training International
- > Participated in processes to establish a new energy and chemical production training facility to be based in the Australian Marine Complex at Henderson, south of Fremantle. The State Government has committed \$13 million in Commonwealth sourced funds to the project
- > In partnership with the Australian Petroleum Production and Exploration Association (APPEA) the Western Australian Chamber of Commerce and Industry and energy operating companies, participated in an initiative to ensure that training delivery and development is aligned to support industry skill priorities

Goal 5 – Quality in teaching and learning

- > Expanded ACEPT staffing to meet industry training delivery demand requirements
- > Established program to support new Challenger ACEPT teaching staff

THE CENTRE IN 2005

Consolidation of a range of initiatives commenced in 2004 will be a focus of activities in 2005. Among these, establishment of the new training facility will be a major priority. It is anticipated that detailed planning will commence leading to a start in construction activities late in the year. Working closely with the expanded 25-member ACEPT Industry Board to deliver outcomes that will address industry strategic skill development requirements will underpin active industry participation in ACEPT activities. Development of teaching and learning content to support the Chemical, Hydrocarbons and Oil Refining training package (PMAO2) in collaboration with ACEPT partners will position ACEPT strongly in the local, national and international markets. During 2005, work will also intensify on developing the ACEPT concept to include skills development capabilities

that currently lie outside the TAFEWA system. Through this initiative, Challenger TAFE and its TAFEWA ACEPT partners will seek to establish a “one stop shop” for industry through which a wide and diverse range of skills development capabilities can be accessed. Work will also continue in 2005 to establish nodes of ACEPT outside the Perth metropolitan area and in other jurisdictions to support the country’s rapidly expanding energy and chemical production industries.

14.11 KADADJINY MIA-CENTRE FOR ABORIGINAL LEARNING

INTRODUCTION

It has been a highly successful year for the support team at Kadadjiny Mia. Under the leadership of newly appointed Centre Manager, Cheryl Bridge, the Centre has upgraded the level of services available to Indigenous students throughout the College. Increases in staff numbers, marketing activities and special events have all helped contribute to record enrolment figures for Aboriginal Programs and increased career opportunities for all our Indigenous clients.

OUTCOMES FOR 2004

Goal 5 – Contributing to Sustainable State development

- > Kadadjiny Mia is represented on the College Sustainability committee by the Centre Manager; Cheryl Bridge. The representative is called upon to make recommendations regarding cultural and social sustainability issues in relation to working with Indigenous clients
- > Kadadjiny Mia continues to play an active role in building and strengthening partnerships with Industry and community groups. Fruitful relationships with the Western Australian Football Commission, the Noongar Aboriginal Substance Abuse Service (NASAS) and Peel Thunder Football Club have been developed
- > The Centre staff members continue to work closely with the Aboriginal Employment, Education and Training Advisory Committee (AEETC), to ensure that Indigenous clients are given the best training opportunities to achieve the best outcomes
- > The AEETC met on four occasions, with meetings well attended by representatives from various local community and government organisations, particularly from the Peel region

Goal 6 – Excellence in support services

Kadadjiny Mia – Centre for Aboriginal Learning, has

continued to provide a support service to Indigenous students in every area of the College, offering help and advice regarding enrolment procedures, career development and promoting the recognition of achievements by Indigenous students. Major contributions included:

- > Appointment of a new Indigenous career advisor: the role involves advising current students, visiting schools, supporting trainees, and assisting with research projects
- > Developing and implementing a new mentoring program to provide support to all Aboriginal trainees working at or studying at the College
- > Organising a special award ceremony for the presentation to this year's Alcoa Scholarship winners
- > Organising a Recognition Day for the presentation of achievement awards to Indigenous students at Challenger TAFE
- > Organising a NAIDOC Day celebration attended by over a hundred guests including representatives from the Department of Education & Training, College Executive, students and their families. The crowd was entertained with a barbecue and music from the AbMusic college band
- > Contributing to Challenger TAFE's winning of the WA State Training Excellence award by hosting a judges' visit to the Waarlitch Corporation at Bibra Lake
- > Undertaking a research project funded by the DET into how we can encourage and support more Indigenous students to enrol in higher level courses at TAFE

Kadadjiny Mia has also added value to the delivery of Aboriginal Programs. Activities supported by the centre included:

- > A partnership with Peel Thunder Football Club. Classes are taught at the club's facilities and members of the club, including ex-AFL player and coach Gary Hocking, are assisting with the delivery of the Indigenous Sports program in Mandurah
- > An Aboriginal Art exhibition at the Rockingham Library
- > A Small business venture by Aboriginal Art students who design and sell greetings cards
- > Completion of a Mosaic construction by the GATE class at Rockingham

Goal 7 – Developing a highly skilled, innovative and motivated workforce

- > Kadadjiny Mia has continued to work closely with lecturers, managers, key industry and community members to provide appropriate professional development and cultural awareness training to College staff
- > This year, Kadadjiny Mia's team of Aboriginal Student Support Officers (ASSOs) has taken part in a thorough professional development program including training in First Aid, time management, personal development, career planning and computer skills. This has enabled the ASSOs to provide an higher level of service to Indigenous students throughout the College
- > The Centre has also developed and implemented a new mentoring program to support Indigenous trainee lecturers. The program enables trainees to study for their Certificate IV in Assessment and Workplace Training whilst being mentored by experienced Challenger TAFE staff. This year will see seven graduates with more planned for next year
- > A cultural awareness program for Challenger TAFE staff was developed through the Aboriginal Employment Education and Training Advisory Committee (AEETC) at the end of 2001. This year Kadadjiny Mia contracted the services of a highly experienced cultural trainer/consultant to deliver the training. Sessions were well attended by staff from every area of the College and feedback has been very positive

THE CENTRE IN 2005

Kadadjiny Mia has identified three major priorities for 2005.

Priority 1:

Work towards establishing Challenger TAFE as the training organisation of choice for Indigenous learners in our region through increased promotion of the successful outcomes achieved by Indigenous students at Challenger TAFE and increased attendance of Centre staff at meetings, exhibitions, workshops and seminars

Priority 2:

Aim to provide even better support for Indigenous students across every Division at Challenger TAFE through ongoing PD programs for ASSOs and Indigenous lecturers and continue to develop our cultural awareness training program for all Challenger TAFE staff.

Priority 3:

Help strengthen and develop new learning opportunities for Indigenous students in mainstream courses by networking with other WATAFE Colleges and building ongoing communication linkages and mechanisms between Kadadjiny Mia and local Councils, employers, employment and welfare agencies, schools and community groups. In 2005, Kadadjiny plans to target specific industry areas such as Construction, Beauty and Horticulture where there is a strong demand from both clients and industry.

Work towards establishing Challenger TAFE as the training organisation of choice for Indigenous learners in our region through increased promotion of the successful outcomes achieved by Indigenous students at Challenger TAFE and increased attendance of Centre staff at meetings, exhibitions, workshops and seminars.

14.12 PEEL EDUCATION AND TAFE CAMPUS

INTRODUCTION

Challenger TAFE continued to play a key role in the provision of vocational skills development for people in the Peel region, with 2004 delivery (currently 377 481 profile, 60 053 non profile and in total 437 534 SCH) making up 10.86% of the total college profile delivery. This represents a 3 % increase on 2003 delivery. VETiS delivery increased by 5% from 90 311 (SCH) in 2003 to 94 542 (SCH) in 2004. VETiS programs delivered in partnership with Mandurah Senior College increased by 9% from 2003 to 2004.

Throughout 2004 Challenger TAFE continued to meet the diverse vocational education and training needs of the Peel region through developing strategic partnerships with industry, community and the Peel Education and Training Campus partners, Mandurah Senior College and Murdoch University including:

OUTCOMES FOR 2004

Goal 1 – Training to deliver a skilled workforce

- > Working with the Building and Construction industry in the Peel region to support the development of infrastructure to broaden the range of building and construction pre-apprenticeship courses offered at the Peel Campus and guaranteed employment outcomes for students completing a pre-apprenticeship.

Goal 3 – Developing stronger communities and regions

- > Working with the Mandurah Youth Commitment to develop and offer a “Trade and Leadership TAFE Taster Program” for Year 10 students identified as being at education risk in high schools in the Peel region
- > In collaboration with the Mandurah Offshore Fishing and Sailing Club and Mandurah Sea Rescue community groups delivering 3 Marine training programs for young people identified as being at educational risk
- > With the support of the Peel Thunder Football Club delivering a Certificate II in Sport Oriented Career Development (Football) for Aboriginal students
- > To meet the needs of regional learners offering the Certificate II of Business (Office Administration) in partnership with the Serpentine Jarrahdale Telecentre

Goal 4 – Contributing to sustainable state development

- > Developing the Peel Careers Combo in partnership with Murdoch University for delivery in 2005

THE CENTRE IN 2005

The developmental tasks for 2005 will include:

- > Establishing, promoting and implementing the “Learn Local” business and training delivery model to increase the vocational training opportunities for regional people. This will include re-development of training and assessment strategies and business processes and establishing partnerships with regional community centres
- > Implementing strategies to support access to high level qualifications through the Peel Campus
- > Continuing to establish effective networks and industry focus groups to ensure student outcomes meet the needs of local industry and communities
- > Developing an integrated approach to program planning and delivery through the PET Campus Academic committee
- > Implementing a range of professional development strategies for academic staff to:
- > Supporting flexible, innovative delivery and assessment strategies
- > Developing an understanding of the PET Campus cross-sectorial environment and facilitate sharing between sectors
- > Developing a deeper understanding of the Peel region and identifying learning strategies that will meet the growing needs of regional learners

14.13 APPRENTICESHIPS AND TRAINEESHIPS

INTRODUCTION

The Apprenticeship and Traineeship Unit was created in 2002 and grew into an essential link between the College, the Department of Education and Training, industry and community groups, schools, group trainers, New Apprentice Centres (NACs), apprentices and trainees.

Increasing the numbers of young people who undertake apprenticeships and traineeships is a key government priority. Challenger TAFE recognised the importance of maintaining a strong and effective coordination of the processes relating to recruitment, placement and management of apprenticeships and traineeships. Promoting and maintaining a strong apprenticeship and

traineeship workforce within industry continued to be the key role of this unit.

The key functions of the unit were to:

- > Promote apprenticeships and traineeships with community groups and industry
- > Provide valuable liaison with employers, the College, community groups, NACs, secondary schools and the WA Department of Education and Training
- > Provide support to employers of apprentices and trainees
- > Work with employers and College staff to increase the completion rate of apprenticeships and traineeships
- > Liaise with the WA Department of Training and the Apprenticeship and Traineeship Support Network (ATSN) on apprenticeship and trainee issues
- > Identify and work on areas of potential growth in traineeship numbers, e.g., warehousing, water operations and irrigation

OBJECTIVES

- > To identify potential areas of growth in the numbers of apprenticeships and traineeships
- > To assist employers to understand their obligations in the training of apprentices and trainees.
- > To maintain a strong liaison with the NACs in promoting Challenger TAFE as the College of choice for individual apprentices and trainees
- > Provide an effective communication link with industry, the WA Department of Training, school career advisers, NACs, students, parents and staff
- > To ensure administration and management practices of apprenticeships and traineeships within the College comply with all agreements and requirements
- > To assist in recruiting and to provide support and mediation for our indigenous trainees employed and training within the College

OUTCOMES FOR 2004

The Apprenticeship and Traineeship Unit maintained a high level of communication and information transfer between Industry, the College and the WA Department of Education and Training.

Goal 1 – Training to deliver a skilled workforce

- > Developed an information pack for Academic staff involved in assessing apprentices and trainees. Included in the pack is a series of guidance notes, Training Program Outline checklists, Visit Reports and

Employer Endorsement Form for equipment and resources. This pack will enable staff to maintain Challenger TAFE's high level of training whilst ensuring compliance with the quality assurance arrangements applicable to the Australian Quality Training Framework

- > Identified areas of non-compliance in Apprenticeship and Traineeship Agreement requirements, and has suggested alternative workable processes to ensure future compliance
- > Improved liaison between industry and the College
- > Established an effective customer relations communication process within the College for all apprentice and trainee enquiries
- > Developed and circulated marketing material and information booklets to staff for distributing to employers when promoting traineeships to outside clients
- > Recruited and co-ordinated trainees for the College's Indigenous Traineeship Program
- > Facilitated better communication pathways with the administration and academic staff to identify and improve internal college management processes for administering Apprentice and Traineeship programs
- > Established effective links with major Group Training Companies and other New Apprenticeship Centres

- > Investigated comments by employers or trainees/apprentices with respect to Challenger TAFE's assessment or delivery standards and provided assistance with dispute resolution

IMPACT OF SERVICES

The role of the Apprenticeship and Traineeship Officer evolved in order to effectively respond to the changed training environment. For example, the advent of training packages introduced a large number of new policies and practices impacting upon apprenticeship and trainee training methods, assessment, accountability and management issues, needed to be modified. In some cases, new practices were implemented to comply with the WA Department of Training and AQTF requirements.

Data gathered indicates that there were significant growths in the Building and Construction Industry. Carpentry and Joinery (up by 35%) Bricklaying (up by 33%) Plumbing (up by 19%) and Electrical Mechanic (up by 25%). The figures also reflect an 11% downturn in the Marine Fabrication industry. Demand in the Transport and Distribution area continued on an upward trend, with Warehouse trainees reflecting a massive jump of 60% on the numbers generated in 2003.

New Apprenticeship and Traineeship Enrolments (Data collected from CMIS)

Table 14.2: Outcomes 2003-2004

	2003		2004	
	Trainees	Apprentices	Trainees	Apprentices
Information Technology, Retail, Business & Office Administration	67	0	95	0
Engineering, Automotive & Construction	75	1056	79	909
Horticulture & Science	120	224	119	179
Hospitality, Hairdressing, Beauty, Fashion & Human Services	34	332	31	298
Maritime	17		35	
Workplace Readiness	48	0	60	
Union Recruiting	9		12	
Total	370	1612	431	1386

SUMMARY

One key function of the Unit is to monitor the procedures and practices of the business areas within the College and to ensure apprentices and trainees are managed in accordance with industry, and the WA Department of Education & Training's requirements. To be competitive with private providers and ever-changing industry standards and expectations, methods of training delivery and assessment need to be in continual change. Employer Based Training is demanding because old training ways do not fit current industry requirements. One critical factor is therefore how adaptable teaching staff are in recognising these changes and adjusting their programs accordingly. Conducting on-the-job assessments has led to improved employer satisfaction and this will increase as more training areas apply this approach.

THE FACILITY IN 2005

The growth in apprenticeships and traineeships numbers looks very positive. Areas where there has been a willingness by lecturers to conduct on-the-job assessment has resulted in improved numbers of traineeships. Future business for 2005 is expected to be driven by the implementation of new traineeships, such as the Water operations and Irrigation. Existing worker initiatives have been earmarked to re-skill workers in these industries and, once endorsed, by the Department of Education and Training, will provide the impetus for generation of considerable fee for service revenue. It is anticipated that Transport and Distribution will continue to grow, particularly in light of Challenger TAFE's successful application to scope the delivery of the Road Transport segment. The fuelling demand within the housing sector should continue upwards and result in significant increases in apprenticeship numbers for this industry. With respect to the metals and engineering industries, the launch of the Fast Track Apprenticeship program will provide opportunities for growth to address the skills shortages for existing workers in these areas.

14.15 COMMUNITY EDUCATION

INTRODUCTION

The College's Community Education programs continued to develop on the momentum gained in 2003 with new training formats and new venues contributing to a strong performance. Participation in courses from new target markets and in the shorter course offerings enabled the Section to achieve another 37% increase in revenue over 2003.

OUTCOMES FOR 2004

Goal 2 – Promoting life-long learning

- > In 2004, new partnerships were established with two universities and high schools including one private high school, a Youth Detention Centre and two new community centres. The Heathcote venue attracted larger numbers of students and efficiencies gained in administration from the move to the site in 2003 also contributed to the improved outcome. The more diverse course offerings were also marketed more effectively as the balance between various advertising media was tested and stabilised in the most efficient configuration.
- > The expansion of one-day courses proved very worthwhile, regularly attracting multiple enrolments. Courses were run at three sites on weekends in a broad range of subjects
- > Many courses were configured over 3-5 weeks instead of the 7-week model, with the same number of hours per course, offering greater flexibility to the clients and suiting lifestyle changes
- > Commercial activity grew in languages, photography and personal development
- > The introduction of one-on-one training also resulted in some success and is an area for future growth
- > A major achievement during the year was the opening of the Heathcote Artists' Studios in September. As well as providing resident artists with an outlet for their work, the Studios promoted the Arts programs, which had been showing signs of waning in popularity. The courses are now expanding again
- > A total of five Overseas Studies Tours were advertised during the year and at least one will be run in 2005

THE CENTRE IN 2005

In 2005, the program will continue to provide innovative, customer-focused training approaches, with additional new venues and course offerings planned. This will include the provision of flexible delivery via on-line and e-learning training opportunities. Peel is an area for focus of growth and program development. Improved pathways from Community Education to VET via skills recognition are being developed to encourage Community Education participants to consider undertaking accredited training in the vocational streams in the College.

CHAPTER 15 – HUMAN RESOURCES

Human Resource Management and Development responds to three Challenger TAFE strategic goals:

- > Building a diverse, highly skilled, innovative and motivated workforce
- > Fostering a safe, supportive and flexible work environment
- > Encouraging the efficient and effective use of human resource management and development information and technology

During 2004, Human Resource Management and Development expanded on the objectives and implementation of the Human Resource Management and Development Framework 2002 – 2004. As a result, Workforce Management Coordinator (Employment) and Workforce Management Coordinator (Development) roles were established and a 12-month appointment was made for a Workforce Management Analyst to report Human Resource activity within the College.

The Human Resource Management and Development Framework has four key drivers:

- > Employment Services
- > OSH
- > Workforce Development
- > Information Technology

15.1 STAFF AWARDS

Recipients of staff awards have been listed in the Appendix at Chapter 16.6

15.2 STAFF PROFILE

The Table below shows both the number of Full Time Equivalent and distinct persons paid for the pay period ending 2 December 2004.

15.3 WORKFORCE PLANNING

Recruitment, Selection and Appointment Review

In support of the Staff Equity and Diversity Plan, the HRM&D review of Recruitment, Selection and Appointment Review in the latter half of 2003 has progressed to the investigation and formulation of proposed policies, procedures and guidelines for implementation in 2005.

The proposed initiatives flow from the major recommendations of the report that focused on structural and operational improvements to increase the likelihood of equity group members submitting their applications after requesting application kits and enhancing the recruitment experience to encourage greater interest toward Challenger TAFE vacancies by members of equity groups.

Table 15.1 FTE and Head Count as at 1 December 2004

Group	Head Count	FTE
Lecturing staff	225	216.54
Casual Lecturer staff	286	117.09
Teaching support staff	73	68.63
Academic Management	26	26.00
Administrative staff	161	149.58
Split (Teaching and Admin areas)	8	7.40
Other	81	27.85
Grand Total	860	613.09

15.4 WORKFORCE MANAGEMENT STRATEGY

Introduction

Challenges and changes face all organisations now and in the foreseeable future, in respect to attracting and retaining staff with the necessary competencies to achieve sustainability and corporate goals. New technologies, government policy, new market and commercial opportunities, re-skilling, increased competition, just-in-time training, retaining current and attracting new staff, together with the ageing population and the decline in the available labour market, are all issues that will need to have strategies developed and implemented. At both national and state levels, workforce development is addressed as a strategic component of managing the workforce to ensure organisational success. Challenger TAFE is responding to three imperatives:

- > A ministerially endorsed national strategy for vocational education and training to respond to emerging skill needs of the mature aged workforce
- > The development and implementation of a workforce development strategic plan
- > Activities undertaken to promote the fundamental philosophy that employees are our greatest assets, and that proactive, coherent and consistent management of the workforce is pivotal to achieving outcomes

This latter aspiration correlates with the “Results through People” theme within the current Challenger TAFE strategic planning framework.

15.5 OCCUPATIONAL SAFETY AND HEALTH

During 2004, Human Resource Management and Development continued to implement its Occupational Safety and Health (OSH) Business Plan that recognises Challenger TAFE’s approach to OSH to ensure that safe management practices applies to staff, students, visitors and contractors of the College. The Business Plan addresses five key objectives:

- > Commitment to achieving high standards of occupational safety and health through effective safety management
- > Planning is used to establish and maintain a safety management system
- > Mechanism established to consult with employees and is working effectively
- > Effective system to identify hazards and assess and control risks
- > Training arranged to reduce work related risks and evaluated to ensure effectiveness

In addition, the OSH policy and associated procedures were updated and readily made available to all staff via the Intranet. This complimented the role of the College’s OSH Coordinator in meeting the College’s legislative and statutory requirements.

Workers Compensation

There were 10 new workers compensation claims submitted during 2004 including one still pending a decision by RiskCover. Of these 10 claims six are currently active (including the one pending claim) with some nine having been settled or closed over the past 12 months.

The College performance in workers compensation and injury management can be measured by the following statistical information.

Table 15.2 Workers compensation and injury management outcomes 2001-2004

	2001/02	2002/03	2003/04
Premium/contribution rate (Total premium paid/wage declared)	0.77	0.73	.79
Cost of claims incurred per \$100 wage roll	0.75	.051	0.5
Frequency rate (Lost-time injuries per million hours worked)	4.23	1.57	0.78
Rehabilitation success rate (%) (Index of successful rehabilitation cases)	100	50	100

- > Over the past several years there has been a reduction in the following OSH performance indicators
- > 4.5% reduction in workers Compensation premiums between 01/02 and 02/03
- > 44.5% reduction in workers compensation claims between 01/02 and 03/04. No increase in 03/04
- > 26% reduction in total reported accidents and injuries between 01/02 and 02/03 and a further 12% decrease in 03/04
- > 62.5% reduction in Lost Time Injuries between 00/01 and 02/03 and a further 67% decrease in 03/04

OSH Training Program

Training is essential to enable employees to undertake their duties in a safe and proper manner. Proper training provides the necessary information and skill needed to get the job done safely. A number of training courses has been offered and undertaken by staff that include:

- > Senior First Aid Training
- > OSH Training for Managers, Supervisors and General Staff
- > Introductory and Advanced Training for OSH Representatives
- > Occupational Overuse Syndrome Awareness
- > Emergency Evacuation and Warden Training
- > Manual Handling
- > Portable Electrical appliance Testing & Tagging
- > Forklift training and accreditation
- > Continued workplace inspections
- > During 2003/2004 approximately 150 staff attended the above training courses
- > WorkSafe Plan Assessment

The College was assessed using the WorkSafe Plan assessment tool. It was found to have achieved a satisfactory standard for its Occupational Safety and Health management systems and their implementation. The College achieved an average score of 66%. The score required to achieve satisfactory standard is 60%.

Portable Electrical Appliance Testing Program

This safety management programs enabled selected members of staff to be trained on the testing and tagging of portable electrical equipment. 18 members of staff have undergone training that allows the College to safely maintain its inventory of portable electrical appliances and ensure that the safety of all those using such appliances is not compromised.

15.5 WORKFORCE DEVELOPMENT

The Workforce Development Unit's strategic priorities for 2004, in alignment with the College's Strategic Planning Framework for 2004 – 2009, was in developing strategies and programs that demonstrate the College's commitment to supporting and recognising staff in their professional duties.

Two examples are:

- > The TAFEWA Managers Development Framework (which formed the basis for a program of development for 20 female managers)
- > The instigation of a 'Navigator' program to provide access to formal qualifications. 20 level 1 and 2 staff undertook a skills recognition program to attain the Certificate III in Government. It is hoped to continue and expand this program in 2005 to include Certificate IV training packages as well as Certificate III

During the year a total of 4556 hours training and development was attended by non-lecturing staff with 975 staff training occurrences recorded in the following areas:

- > Diversity Cross Cultural Awareness
- > Strategic Planning
- > Management Development & Information Forums
- > Occupational Safety and Health
- > Vocational and Technical Skills

Workforce Development worked collaboratively with the Teaching & Learning Directorate and now has responsibility for quality teaching programs and professional development for lecturing staff.

Promotion and coordination of the Challenger TAFE Staff Awards Program continued during 2004. A total of 78 staff was nominated for the 2004 Achievement Awards in the categories of Outstanding Customer Service and Outstanding Achievement either by an individual or team. One member was awarded a 2004 Study Scholarship for management training. In addition, two new categories of Awards were instituted. These were the Recognition Awards (to recognise staff who have volunteered for duties outside their job description such as fire wardens, first aid officers, grievance mediators etc together with staff performing above the level normally expected) and the Premier's Teacher of the Year.

An investigation into recording professional development activities on the Executive Information System was undertaken and this should be active in 2005.

A major project during the year was the development of the College Workforce Management Strategy with the Workforce Development Plan and the Employer of Choice brochure, which were print ready at the close of 2004.

Other Reporting Requirements

Public Sector Standards, Ethics and EEO Survey

The Commissioner for Public Sector Standards conducted a survey of the College to assess and report on standards, ethics and diversity. The survey is conducted on a rotational basis in all agencies and was sent to staff in July 2003.

Results of the survey indicate that Challenger TAFE was:

- > Well above the aggregate Public Sector percentage for employees who were aware of the Public Sector Standards
- > Above average for employees who understood the courses of action that were open to them should they disagree with a job selection decision
- > Well above the aggregate Public Sector percentage for employees who were aware of the agency's ethical policies
- > These are recorded in Chapter 12.4.

EEO Diversity Management Plan

The College remains committed to diversity in its workforce as evidenced by the most recent survey in which Challenger TAFE participated, which was conducted by the Office of Equal Employment Opportunity.

When surveyed, Challenger TAFE exceeded WA Public Sector averages for EEO representation within its workforce across all major indicators ("Diversity in the Public Sector – How does your agency compare?" June 2003: Office of Equal Employment Opportunity).

Complementing the Staff Equity and Diversity Plan has been a review of recruitment, selection and appointment practices within the College which was conducted in the latter half of 2003. The major recommendations of the report relating to structural and operational improvements and enhancing the recruitment experience for members of equity groups have now been investigated and actions formulated for Executive endorsement for implementation in 2005.

Staff Equity and Diversity

The development and endorsement of the Staff Equity and Diversity Plan occurred in 2002. Section One of the Plan presents diversity targets for the College to attain between 2003 and 2005 to achieve:

- > Greater representation of Indigenous Australians, people with Disabilities, people with Culturally and Linguistically Diverse backgrounds and Youth within the College
- > A greater distribution of women across the College workforce and a stronger representation of women within the top three management tiers

In accordance with the Public Sector Equity and Diversity Planning Framework, the strategies and performance indicators are categorised within three outcome areas:

- > Workplace culture and accountability
- > Workplace practices supporting equity and diversity
- > An equitable and diverse workforce profile

Progressing the Plan in 2004 has included its incorporation within the Workforce Management Development Committee meeting agenda and progressing enhancement to the College's policies, procedures and guidelines relating to Recruitment, Selection and Appointment.

**16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES:
FREMANTLE HOSPITALITY & TOURISM TRAINING CENTRE**

Priority	Fremantle Hospitality & Tourism Training Centre
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> • Participating in the development of the “family of trades”, school apprentice pilot link for the southern area • Two groups of disability students from KIEP enrolled in Certificate I in Hospitality (Kitchen Operations)
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> • Formalised articulation and advanced credits to Edith Cowan University Bachelor Business (Hospitality) • Working with Murdoch University to receive same formalised agreement
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> • Consultant reports that there are interested employers but difficulties in recruiting trainees to meet demand • A new course has been developed Accommodation/Housekeeping to meet Industry needs Peel region
Strengthening the TAFEWA network	<ul style="list-style-type: none"> • Staff members from Hospitality & Tourism active members of the CSSN Committees, either in the capacity of Chair or membership • Challenger Hospitality and Cooking staff attended all CSSN moderation meeting and at each session Units of Competence are actively moderated with other TAFE colleges • Tourism Lecturer’s attend all CSSN moderation meetings and actively participate in moderation
Supporting jobs growth	<ul style="list-style-type: none"> • The partnership with Notre Dame in managing and operating Quinlan’s Bar allows students to work in a live work environment, thus increasing their job readiness • The Student Apprentice Link Pilot (SALP) involved collaboration with industry in developing the program to address the shortage of apprentice in Hospitality and Commercial Cookery
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> • Participating in the development of the “family of trades”, school apprentice pilot link for the southern area. The Industry Training Council has completed interviews for prospective students for 2005

**16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES:
COMMUNITY & HEALTH SERVICES TRAINING CENTRE**

Priority	Community & Health Services Training Centre
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> Ongoing student assistance programs to support students in their studies. These programs include classes in basic study skills, and ongoing support with the training program
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> Participating in initiatives to improve articulation with local universities e.g. participation in Peel Careers combo aged care / nursing
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> Liaised with Apprentice ships WA – outcome 5 trainees Won tender for traineeships in First Point of Contact – estimated eight traineeships Ongoing traineeships – children's services
Strengthening the TAFEWA network	<ul style="list-style-type: none"> Staff members active in CSSN Committees, either in the capacity of Chair or membership Staff members chair the Children's Services CAG committee, and have been nominated to chair the community services CAG committee
Supporting jobs growth	<ul style="list-style-type: none"> Over 600 students placed in local industry, with liaison and assessment visits Regular industry advisory committee meetings Held industry information sessions
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> Career guidance and participation for employment is built into the programs in three ways: <ul style="list-style-type: none"> As part of delivery of relevant industry competency standards As part of the student assistance program As part of work placement

**16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES:
VISAGE TRAINING CENTRE FOR HAIR, FASHION & BEAUTY**

Priority	Visage Training Centre for Hair, Fashion & Beauty
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> • Offering through Kwinana Industries Education Partnerships (KIEP) high school students' practical training in Beauty and Customer Service (hairdressing/beauty retail) • Implemented at North Lake High School Certificate II in Nail Technology for Year 11 and 12 students. This was a very successful program with other schools joining the program • 16 Students from Year 10 Peel Region Students at Educational Risk (SAER) were enrolled in units from Certificate I Customer Service (Hair and Beauty) with very successful outcomes • Students from Kwinana Senior College drama group enrolled in a unit of Certificate II in Make-up Services so that they could enhance their drama Make-up. This was very successful
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> • Beauty Traineeship Lecturer adapted the training to meet the needs of the trainees • The Beauty section in Certificate III in Beauty Therapy now has 15 trainees in this new traineeship area. The trainees have a high retention rate and successful outcomes • Hairdressing apprentices have risen dramatically this year. Challenger TAFE now trains 177 apprentices in an area with a huge skills shortage
Strengthening the TAFEWA network	<ul style="list-style-type: none"> • 14 lecturing staff from Visage Training Centre for Hair, Fashion & Beauty commenced a Learnscope program this year. This program provided action learning in online delivery and piloting of on-line units that have been developed in each section. It was funded by ANTA and equates to approximately 20 hours training for each staff member. Very positive outcomes for each section in that all the lecturers will be able to deliver units online in 2005. • CSSN projects: <ul style="list-style-type: none"> Hairdressing – investigating new workbooks from a private provider which all TAFE Colleges wish to use for Certificate III in hairdressing Fashion – developing delivery schedules, assessment plans and tools for Certificate III and IV of Clothing Production for all TAFE Colleges. The units will be validated at the next CSSN meeting for the completion of the project. Beauty – developing delivery schedules, assessment plans and tools for Certificate III Trainees and Diploma of Beauty Therapy for all TAFE Colleges. All delivery schedules, assessment plans and tools, workbooks and resources have been uploaded onto WebCT Beauty – developing a resource manual especially the new units in the recently endorsed new training package

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: INFORMATION TECHNOLOGY AND BUSINESS SKILLS CENTRE

Priority	Information Technology and Business Skills Centre
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> Established partnerships for students' work experience with Telstra and Western Power Assisting Hamilton Senior High School to establish their new IT Centre of Specialisation IT and Business Skills Centre continued to deliver training to 18% of the College's Profile Students and 31% of the College's non profile students, particularly through VET in Schools Programs VETfS program expanded in 2004
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> Negotiated and signed first articulation agreement for IT courses with the University of Notre Dame Australia (NDA) Negotiated articulation of IT Networking Courses at Edith Cowan University More than a dozen articulation agreements with University of Notre Dame, Murdoch University and Edith Cowan University guaranteeing entry and advanced standing for Certificate IV and Diploma Students in IT and Business
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> Fremantle e-Tech trainee awarded Challenger TAFE Vocational Student of the year and Challenger TAFE Student of the Year
Strengthening the TAFEWA network	<ul style="list-style-type: none"> Participated in CSSN activities for IT and Business curriculum
Supporting jobs growth	<ul style="list-style-type: none"> A win in the Premier's Award for Excellence in Public Sector Management: People and Communities: Education and Skills Development
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> Undertook planning for live works shop at e-Tech to assist students with work experience Working with information officers to ensure accurate information for prospective students The Centre and several staff participated in Careers Expo at Burswood for the first time Two students won Student of the Year Awards.

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: WA APPLIED ENGINEERING & SHIPBUILDING TRAINING CENTRE

Priority	WA Applied Engineering & Shipbuilding Training Centre
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> • Stage One Carpentry and Joinery apprentice training commenced at the PET campus in response to client demand from within the Peel region • Automotive pre-apprentice training recommenced at Rockingham in response to client demand from this region • A proposal for an interim multi-purpose trade training facility in the Peel region is being progressed in collaboration with the Peel Development Commission and local industry. This will see the delivery of 'wet trades' training in the Peel region
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> • Staff from the Electrical/Electronic Engineering Section have worked collaboratively with Murdoch University staff to progress the articulation arrangements for the Advanced Diploma of Engineering (Instrumentation and Control) course
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> • A Building Trades Information Evening and a Building and Construction Industry Forum were conducted in the Peel region, aimed at increasing the profile within the community on employment opportunities within the building and construction industry in the Peel region • A Metals Industry Forum was conducted at the Rockingham Campus to develop initiatives aimed at attracting more young people into a metals-based trade career • The Division assisted a local high school to enter the 'Electric Vehicle Challenge', sponsored by Murdoch University. Students from the school assembled the vehicle in the workshop at the Rockingham campus
Strengthening the TAFEWA network	<ul style="list-style-type: none"> • All of the courses offered within the Division are now accessible via the Products and Services Catalogue on the College website
Supporting jobs growth	<ul style="list-style-type: none"> • Conducted welding up-skilling courses on a rolling basis to provide more welding qualified people to work in the resources sector
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> • Seven External Studies modules in the Mechanical Engineering study area are now available via the internet, along with Condition Monitoring units of competency that were funded via a Science and Technology Grant.

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: WA MARITIME TRAINING CENTRE – FREMANTLE

Priority	WA MARITIME TRAINING CENTRE – FREMANTLE
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> • Six Youth at Risk, five-week Maritime Entry courses were conducted, each with about ten students, using funds from Community Policing, various town councils and TAFE. Three were in Peel and three at Fremantle • Course Coordinators for this age group were appointed to monitor and implement early follow-up for student progress and attendance. This has improved course retention rates and will be maintained
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> • Developed a Graduate Diploma (Maritime) with Notre Dame University to enable ships masters and engineers to gain qualifications to improve competitiveness for shore jobs • Defined pathways for aquaculture with Curtin, Marine Science with Murdoch and Logistics with Curtin
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> • Appointed a part-time lecturer to promote and secure warehousing trainees – achieved 45. • Continued working with Patricks to develop a stevedoring Traineeship – industrial issues yet to be finalised at Patricks • Re-commenced the Seafood Processing traineeship with Catalano Seafoods for five trainees • Continuing work with the fishing industry for adoption of traineeships
Strengthening the TAFEWA network	<ul style="list-style-type: none"> • Established a Maritime Regulation sub committee with the Department of Planning and Infrastructure and Kimberley, Central West Challenger TAFE and Great Southern colleges to enable uniform implementation of new maritime regulations • Joint promotion of a deckhands course planned with Central West, Broome and the Western Australian Fishing Industry Council. • The Marine Intervention course concept was promoted and adopted by Kimberley TAFE at Broome, overseen by a Challenger TAFE staff member.
Supporting jobs growth	<ul style="list-style-type: none"> • Utilised the Charter Boat Owners' Association website as a link to Challenger TAFE to enable students to identify job vacancies • Secured accreditation with the time Coastguard Agency in UK that enables Challenger TAFE students to gain qualifications that are recognised by the "whiteboat" industry in the Mediterranean and Caribbean, enabling employment of Challenger TAFE graduates in that industry • Working with the Department of Education and Training and Boating Industry Association to implement the Boating Services Training Package to provide training that will enable entry to this expanding industry.
Providing better career guidance preparation for employment	<ul style="list-style-type: none"> • Worked with the Logistics Association of Australia to implement a Certificate IV stream for Traineeship graduates in warehousing and road transport • Utilised industry personnel to address students in Certificate level courses on industry expectations

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: WA HORTICULTURE AND ENVIRONMENTAL SKILLS CENTRE

Priority	WA Horticulture and Environmental Skills Centre
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> • VETiS Delivery of Cert I in Horticulture at Boddington SHS • VETiS Delivery of UOC'S from laboratory operations TP to Leeming SHS • VETiS Delivery of Cert I & II in Horticulture at Kwinana SHS • Big TAFE CHECKOUT two-day program highlighting VET courses delivered at this Centre
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> • Career pathway in environmental science to Notre Dame University. Completion of Diploma Environmental Science (Management) leads to a two-year Bachelor of Science program.
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> • Broadened scope to include Cert II and Cert III in Water Industry operations • Increased numbers of school-based trainees
Strengthening the TAFEWA network	Membership of the Floristry, Amenity Horticulture, Laboratory Operations and Environmental Management CAG's

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: WA CENTRE FOR LEADERSHIP & COMMUNITY DEVELOPMENT

Priority	WA Centre for Leadership & Community Development
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> • New qualification, Certificate I in Leadership Development, has been developed for school delivery • Has been successfully implemented across three Edept regions to more than 100 Yr 10 and Yr 11 students • Some Yr 11 students are now continuing on to Yr 12 and choosing to enrol in the Certificate II in Leadership Development • Recognised as points towards WACE
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> • Negotiations commencing to articulate Certificate IV in Leadership Development into Leadership programs at WA tertiary institutions
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> • Certificate IV in Union Recruitment & Organising successfully delivered as a Traineeship to 15 participants. • New Certificate IV in Unionism to replace above in 2005 • Certificate III in Social Housing to be offered in 2005 for the first time as a traineeship
Strengthening the TAFEWA network	<ul style="list-style-type: none"> • Collaborating with Pilbara, South West, CY O'Connor, Central West & Great South TAFE Colleges for delivery of Aboriginal programs in Leadership Development, Governance and Social Housing • Collaborating within the WATAFE network to moderate delivery and assessment in community development programs
Supporting jobs growth	<ul style="list-style-type: none"> • Community Development and Social Housing are both emerging areas of employment growth • Working with DOIR to support enterprise development at the community level within our sustainable community development projects
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> • Improved chances for entry to TAFE for students who were not fully engaged at school • Increase employment possibilities through Structured Workplace Learning • Achieve success in Yr 11 with continuation to Yr 12 graduation

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: WA WOOL TECHNOLOGY TRAINING CENTRE

Priority	WA Wool Technology Training Centre
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> • Delivery of Certificate III Wool Clip Preparation training to the Narrogin and Cunderdin Agricultural Colleges
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> • Although there are no formal pathways established, students are encouraged to progress to study the Diploma or Degree in Agri Business. And there have been some successes when students have completed the Certificate IV at the Wool Technology Centre
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> • A new Traineeship was launched for Certificate II Shearing but there has been limited up-take by industry
Strengthening the TAFEWA network	<ul style="list-style-type: none"> • A new MOU was signed between Challenger TAFE and C Y O'Connor and a joint tender was submitted to AWI from Central West, CY O'Connor, Great Southern and Challenger (which was unsuccessful).
Supporting jobs growth	<ul style="list-style-type: none"> • The Wool Technology Centre is often approached by the wool industry for suitable graduates for employment
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> • The Certificate II in wool handling contains Units of competencies prepares students for working in the industry. The units are Environmental Work Practices, Work Effectively in the Industry, and Participate in Workplace Communications. The lecturers also provide advice and direction in gaining employment in the industry as they have many strong ties to employers.

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: AUSTRALIAN CENTRE FOR ENERGY & PROCESS TRAINING

Priority	Australian Centre for Energy & Process Training
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> Through its Subiaco Centre, the College is involved in the Petroleum Club Schools Information Program that is aimed at showcasing careers in the industry to schools. The ACEPT Centre at Subiaco is a field visit site in the program
Improving and making easier transfer between VET and Universities	Development work has commenced on an Associate Degree pathway that will enable easier transfer between sectors. This work is being progressed in collaboration with the higher education sector
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> Working in collaboration with its partners, Challenger TAFE has been actively promoting apprenticeships and traineeships to the chemical production industry
Strengthening the TAFEWA network	<ul style="list-style-type: none"> As a member of ACEPT, Challenger works in collaboration with its TAFEWA partners to take a collaborative and co-ordinated approach to delivering training to the oil and gas and chemical production sectors. Challenger TAFE provides an executive officer function for the ACEPT Managing Directors Group and ACEPT Industry Board
Supporting jobs growth	<ul style="list-style-type: none"> Training delivery at the Centre is focussed on production operator training which is recognised as a skill shortage area within industry. The College, along with its ACEPT partners, is active in providing training delivery that is aligned to areas of skill shortage and potential jobs growth A total of approximately 250 students are currently receiving training through the Centre
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> Much of the Centre's delivery is targeted towards new entrants for the oil and gas and chemical production sectors. Through its involvement in the Schools Information Program, the Centre plays an active role in informing school students of a range of career opportunities in the production or process operator field in industry

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: KADADJINY MIA-CENTRE FOR ABORIGINAL LEARNING

Priority	Kadadjiny Mia-Centre for Aboriginal Learning
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> Indigenous Career Advisor organised tours for Aboriginal School-based Trainees around Challenger TAFE's Centres of Specialisation. Also hosted tours for visiting Geraldton-based students
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> Winning a DET tender to conduct research into Indigenous student participation in higher levels of VET. (Research to be completed June 2005)
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> Appointment of Indigenous careers advisor contributed to the completion of three full-time Indigenous trainees
Strengthening the TAFEWA network	<ul style="list-style-type: none"> Cheryl Bridge, Manager Kadadjiny Mia, has continued to take part in networking activities, liaising with the equivalent officers within the WATAFE organisation Organised a PD session with Central TAFE to share information and ideas related to Aboriginal Programs
Supporting jobs growth	<ul style="list-style-type: none"> Developed and implemented a new mentoring program to support Indigenous trainee lecturers. All participants completed the course and achieved the Cert IV in Assessment & Workplace Training. Two participants have succeeded in gaining employment at Challenger TAFE
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> Appointment of Indigenous careers advisor, Karen Ugle. Karen provided support to school students, prospective students and current students providing information on career guidance and preparation for employment

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: PEEL EDUCATION & TAFE CAMPUS

Priority	Peel Education & TAFE Campus
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> Working with the Mandurah Youth Commitment to develop and offer a 'Trade and Leadership TAFE Taster Program' for Year 10 students identified as being at education risk in high schools in the Peel region In collaboration with the Mandurah Offshore Fishing and Sailing Club and Mandurah Sea Rescue community groups delivering three Marine training programs for young people identified as being at educational risk With the support of the Peel Thunder Football Club delivering a Certificate II in Sport Oriented Career Development (Football) for Aboriginal students
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> Developing the Nursing, Science and Business Peel Careers Combo in partnership with Murdoch University for delivery in 2005
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> Working with the Building and Construction industry in the Peel region to support the development of infrastructure to broaden the range of building and construction pre-apprenticeship courses offered at the Peel Campus and guaranteed employment outcomes for students completing a pre-apprenticeship
Strengthening the TAFEWA network	<ul style="list-style-type: none"> To meet the needs of regional learners offering the Certificate II of Business (Office Administration) in partnership with the Serpentine Jarrahdale Telecentre
Supporting jobs growth	<ul style="list-style-type: none"> Working with the Building and Construction industry in the Peel region to support the development of infrastructure to broaden the range of building and construction pre-apprenticeship courses offered at the Peel Campus and guaranteed employment outcomes for students completing a pre-apprenticeship
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> Established a Peel Education and TAFE Campus Student Service committee with representatives from Challenger TAFE, Murdoch University and Mandurah Senior College to plan and implement a range of strategies to raise awareness and support school students accessing TAFE or University pathways

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: TEACHING & LEARNING DIVISION

Priority	Teaching & Learning Directorate
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> Staff worked with the Fremantle Peel District to develop the strategic District Education and Training Plan for the Fremantle Peel District and Challenger TAFE
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> Staff developed curriculum materials designed to bridge VET to universities
Strengthening the TAFEWA network	<ul style="list-style-type: none"> Activities relating to Curriculum Advisory Groups and Curriculum Support Services Networks were coordinated through the Directorate
Supporting jobs growth	<ul style="list-style-type: none"> Identifying and responding to commercial opportunities has allowed additional work to flow to the directorate, especially from overseas sources
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> Professional development opportunities in relation to the design of teaching and assessment materials provided through the Directorate are strongly linked with workplace requirements.

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: BUSINESS DEVELOPMENT

Priority	Business Development
Increasing retention rates of 15-19 year olds	<ul style="list-style-type: none"> Through the NAC supported fee-for-service trainees and a range of courses in Community Education Provided courses to juvenile offenders in Department of Justice institutions through Community Education
Improving and making easier transfer between VET and Universities	<ul style="list-style-type: none"> Commenced delivery of Australian qualifications in India that articulate into Notre Dame and Murdoch Universities degrees
Increasing the number of apprenticeships and traineeships	<ul style="list-style-type: none"> The New Apprenticeship Centre increased its signups of trainees and apprentices
Strengthening the TAFEWA network	<ul style="list-style-type: none"> Business development was allocated responsibility for implementing the India Strategy on behalf of all ten colleges in the TAFE WA network ACE programs jointly promoted by Challenger TAFE, Swan TAFE and West Coast College of TAFE in West Australian Lift out and on TAFEWA Website
Supporting jobs growth	<ul style="list-style-type: none"> Training consultants assisted Training Divisions obtain fee-for-service work worth over three million dollars
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> Supported the College's India partner in providing information to students undertaking the Australian qualifications on career opportunities in India and Australia

16.1 PERFORMANCE INDICATORS FOR MINISTER'S PRIORITIES: BUSINESS SERVICES DIVISION

Priority	Business Services Division
Strengthening the TAFEWA network	<ul style="list-style-type: none"> • Active participation in Corporate Services Network Group • Active participation in Training Business Needs Group • Chairing Records Information Management Group • Active participation in Finance and Human Resources Shared Services Advisory Group
Providing better career guidance and preparation for employment	<ul style="list-style-type: none"> • Challenger TAFE has developed a Career Development and Performance Enhancement System • Implementation of the Workforce Management Strategy and Workforce Development Plans • Implementation of the Navigator training program for administrative staff • Updating and implementation of staff induction program

FINANCIAL STATEMENTS

CERTIFICATION OF FINANCIAL STATEMENTS

The accompanying financial statements of Challenger 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 2004 and the financial positions as at 31 December 2004.

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



Patricia M. Creevy
Governing Council



Malcolm H. Goff
Managing Director



Bruce Collins
Manager, Finance
Principal Accounting Officer

25 February 2005

16.2 FINANCIAL STATEMENTS



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CHALLENGER TAFE FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 31, 2004

Audit Opinion

In my opinion,

- (i) the controls exercised by the Challenger 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, 2004 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
March 31, 2005

CHALLENGER TAFE
STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER 2004

2004

2003

	Notes	\$	\$
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	37,478,590	33,893,297
Borrowing costs expense	3	62,179	-
Depreciation and amortisation expense	4	3,084,164	2,882,338
Supplies and services	5	13,760,087	13,365,805
Grants and subsidies	6	194,927	202,811
Costs of disposal of non-current assets	7	385,237	249,382
Capital user charge	9	5,521,090	4,815,439
Other expenses from ordinary activities	10	237,921	250,033
Total cost of services		<u>60,724,195</u>	<u>55,659,105</u>
Revenues from ordinary activities			
<i>Revenue from operating activities</i>			
Fee for service	11	6,059,885	4,823,195
Student fees and charges	12	5,275,733	4,859,110
Ancillary trading	13	498,843	967,085
Commonwealth grants and contributions	14	11,730	100,340
Trading profit	8	48,837	218,173
<i>Revenue from non-operating activities</i>			
Interest revenue		457,719	457,058
Proceeds on disposal of non-current assets	7	280,597	165,963
Other revenues from ordinary activities	15	1,780,404	2,949,239
Total revenues from ordinary activities		<u>14,413,748</u>	<u>14,540,163</u>
NET COST OF SERVICES		<u>(46,310,447)</u>	<u>(41,118,942)</u>
REVENUES FROM STATE GOVERNMENT			
State funds	16	42,106,346	40,710,498
Resources received free of charge	17	1,464,612	1,585,050
Liabilities assumed by the treasurer	18	137,062	-
Assets assumed/(transferred)	19	50,773	-
Total revenues from State Government		<u>43,758,793</u>	<u>42,295,548</u>
CHANGE IN NET ASSETS		<u>(2,551,654)</u>	<u>1,176,606</u>
"Net increase/(decrease) in asset revaluation reserve"	30	9,259,358	20,565,671
Total revenues, expenses and valuation adjustments recognised directly in equity		<u>9,259,358</u>	<u>20,565,671</u>
Total changes in equity other than those resulting from transactions with WA State Government as owners		<u>6,707,704</u>	<u>21,742,277</u>

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

CHALLENGER TAFE
STATEMENT OF FINANCIAL POSITION
FOR THE YEAR ENDED 31 DECEMBER 2004

		2004	2003
	Notes	\$	\$
Current Assets			
Cash assets	20	7,219,975	6,738,006
Restricted cash assets	21	635,898	219,540
Inventories	22	181,284	229,296
Receivables	23	1,522,643	1,412,111
Other assets	24	789,645	1,635,438
Total Current Assets		10,349,445	10,234,391
Non-Current Assets			
Property, plant, equipment and vehicles	25	94,165,444	86,496,783
Total Non-Current Assets		94,165,444	86,496,783
Total assets		104,514,889	96,731,174
Current Liabilities			
Payables	26	413,811	494,363
Provisions	27	5,078,854	5,202,186
Other liabilities	28	1,419,704	2,830,618
Total Current Liabilities		6,912,369	8,527,167
Non-Current Liabilities			
Provisions	27	2,957,792	3,627,427
Total Non-Current Liabilities		2,957,792	3,627,427
Total Liabilities		9,870,161	12,154,594
NET ASSETS		94,644,728	84,576,580
Equity			
Contributed equity	29	3,360,444	-
Reserves	30	31,973,670	22,714,312
Accumulated surplus	31	59,310,614	61,862,268
TOTAL EQUITY		94,644,728	84,576,580

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

CHALLENGER TAFE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2004

		2004	2003
	Notes	\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Recurrent funding - Department of Education and Training		41,206,053	33,624,411
Net cash provided by State Government		41,206,053	33,624,411
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(34,082,947)	(31,036,034)
Supplies and services		(11,434,571)	(9,808,718)
Grants and subsidies		(194,927)	(202,811)
Borrowing costs		-	-
Capital user charge		(7,062,041)	(4,815,439)
GST payments on purchases		(1,261,651)	(1,228,191)
GST payments to taxation authority		(444,694)	-
Other payments		(167,188)	(26,442)
Receipts			
Fee for service		6,101,215	4,729,112
Student fees and charges		5,160,999	5,102,208
Ancillary trading		498,843	863,650
Interest received		457,718	451,257
Commonwealth grants and contributions		11,730	-
GST receipts on sales		1,007,015	-
GST receipts from taxation authority		464,112	729,591
Other receipts		1,879,866	1,802,943
Net cash provided by/(used in) operating activities	32	(39,066,521)	(33,438,874)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from the sale of non-current physical assets		226,032	165,963
Purchase of non-current physical assets		(1,467,237)	(1,508,156)
Net cash provided by/(used in) investing activities		(1,241,205)	(1,342,193)
Net increase/(decrease) in cash held		898,327	(1,156,656)
Cash assets at the beginning of the financial year		6,957,546	8,114,202
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	33	7,855,873	6,957,546

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

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

The College is a statutory authority established under the Vocational Education and Training (VET) Act 1996. Section 54 (2) of the Act provides for the financial year of a college to begin on 1 January and end on 31 December of each year.

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 financial 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 calculated on the straight line basis, using rates which are reviewed annually. Expected useful lives for each class of depreciable asset are:

Buildings	40 to 96 years
Leasehold	17 years
Motor Vehicles, Caravans and Trailers	5 to 23 years
Marine Craft	8 to 19 years
Plant, Furniture, General Equipment	4 to 28 years
Computing, Communications & Software	1 to 15 years

Works of Art controlled by the College are classified as heritage assets. They are anticipated to have very long and indeterminate useful lives. Their service potential has not, in any material sense, been consumed during the reporting period. As such, no amount for depreciation has been recognised in respect of them.

(b) Inventories

Inventories held for resale 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 first in first out basis.

(c) Investments

Investments are brought to account at the lower of cost and recoverable amount. Interest revenues are recognised as they are accrued.

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

(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

Leave benefits are calculated at remuneration rates expected to be paid when the liabilities are settled. A liability for long service leave is recognised after an employee has completed four years of service. An actuarial assessment of long service leave undertaken by PriceWaterhouseCoopers Actuaries in 2003 determined that the liability measured using the short hand method was not materially different from the liability measured using the present value of expected future payments. This method of measurement of the liability 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).

On 1 January 2004, unfunded liabilities relating to the Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme were assumed by the Treasurer. The amount assumed by the Treasurer is disclosed at Note 29 'Equity'.

The superannuation expense comprises the following elements:

- (i) change in the unfunded employer's liability in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme.
- (ii) employer contributions to the Gold State Superannuation Scheme and West State Superannuation Scheme.

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

Revenue "Liabilities assumed by the Treasurer" equivalent to (i) is recognised under Revenues from State Government in the Statement of Financial Performance as the unfunded liability is assumed by the Treasurer. The GESB makes the benefit payments and is recouped by the Treasurer.

The college is funded for employer contributions in respect of the Gold State Superannuation Scheme and the West State Superannuation Scheme. These contributions were paid to the GESB during the year. The GESB subsequently paid the employer contributions in respect of the Gold State Superannuation Scheme to the Consolidated Fund.

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 buildings, 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.

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

(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 have been disclosed as State Funds under 'Revenues from State Government'. This revenue is recognised in the period in which the College meets the terms of the Agreement.

The majority of operating revenue of the College represents revenue earned from student fees and charges, fee for service, ancillary services, trading activities and Commonwealth grants and subsidies, as well as revenue received from the Department of Education and Training as a result of training successfully tendered for under competitive tendering arrangements. Revenue from the sale of goods and disposal of other assets, and the rendering of services is recognised when the College has passed control of the goods or other assets, or delivery of the service to the customer.

(g) Grants and Other Contributions Revenue

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 and in any event where the debt is more than 60 days overdue for student debts and reviewed on case by case for commercial debt.

(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) Interest-bearing Liabilities

Bank loans and other loans are recorded at an amount equal to the net proceeds received. Interest expense is recognised on an accrual basis.

(m) Foreign Currency Translation

Transactions denominated in a foreign currency are translated at the rates in existence at the dates of the transactions. Foreign currency receivables and payables at reporting date are translated at exchange rates current at reporting date. Exchange gains and losses are brought to account in determining the result for the year.

(n) Revaluation of Land and Buildings, and Plant and Equipment

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 are recognised in the financial statements.

The College has a policy of valuing plant and equipment at fair value. The revaluation of plant and equipment is undertaken on a three year basis. These revaluations are recognised in the financial statements

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

(o) Comparative Figures

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

(p) Contributed Equity

Under UIG 38 "Contributions by Owners Made to Wholly-Owned Public Sector Entities" transfers in the nature of equity contributions must be designated by the Government (owners) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions in the financial statements. Certain asset transfers from DET and superannuation liabilities assumed by the Treasurer have been designated as contributions by owners and have been credited directly to Contributed Equity in the Statement of Financial Position. (See note 29 "Equity")

(q) 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.

Assets costing less than \$1,000 are expensed in the year of acquisition (other than where they form part of a group of similar items which are significant in total).

(r) 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.

(s) Rounding of amounts

Amounts in the financial statements have been rounded to the nearest dollar.

(t) Change in accounting policy

In previous years the college has recorded as an asset under the item Buildings under construction, progressive expenditure incurred directly by the Department of Education and Training. From January 01 2004 the Department of Education and Training is only advising the college of the value of buildings on completion and formal transfer to the college. Assets will be recognised from this date. This change in policy is a result of Department of Education and Training adopting the former Department of Education's policy of accounting for capital works on the merger of the two departments. The change has no effect on revenues or expense in the Statement of Financial Performance.

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
2 Employee Expenses		
Salaries	28,584,737	28,963,582
Superannuation	3,382,963	1,869,401
Long service Leave (1)	863,307	256,292
Annual leave (1)	2,134,711	503,278
Other staffing costs (2)	2,512,872	2,300,744
	<u>37,478,590</u>	<u>33,893,297</u>
<p>(1) These employee expenses include superannuation, payroll tax, workers compensation premiums and other employment on-costs. associated with the recognition of annual and long service leave liability. The related on-costs liability is included in employee benefit liabilities at Note 27.</p> <p>(2) Other staffing costs includes payroll tax, workers compensation and other costs.</p>		
3 Borrowing costs expense		
Other interest expense	62,179	-
	<u>62,179</u>	<u>-</u>
4 Depreciation and amortisation expense		
Depreciation		
Buildings	1,361,744	1,317,330
Motor vehicles, caravans and trailers	120,801	129,546
Plant, furniture and general equipment	542,822	537,841
Computers, communication network and software	903,858	766,366
Marine craft	139,163	115,478
Leasehold improvements - buildings	15,776	15,776
Total depreciation	<u>3,084,164</u>	<u>2,882,337</u>
5 Supplies and services		
Consumables and minor equipment	2,582,728	2,292,550
Communication expenses	718,652	823,623
Utilities expenses	1,063,596	975,218
Consultancies and contracted services	4,288,309	4,440,475
Minor works	2,109,971	2,069,419
Repairs and maintenance	178,242	215,082
Operating lease and hire charges	1,127,113	1,022,325
Travel and passenger transport	230,877	149,954
Advertising and public relations	689,400	737,780
Supplies and services - other	771,199	639,379
	<u>13,760,087</u>	<u>13,365,805</u>
6 Grants and subsidies		
Adult and community education organisations		
Payments to non TAFE Providers for VET service delivery	63,432	97,438
Other	131,495	105,373
	<u>194,927</u>	<u>202,811</u>

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
7 Net gain/(loss) on disposal of non-current assets		
Motor Vehicles, Caravan and Marine Craft Proceeds	249,775	159,163
Written down value	(287,347)	(186,031)
Net Profit (Loss) on Sale	(37,572)	(26,868)
Plant, Furniture and General Equipment Proceeds	17	6,800
Written down value	(15,432)	(33,910)
Net Profit (Loss) on Disposal	(15,415)	(27,110)
Computers, Communication and Software Proceeds	30,806	-
Written down value	(76,748)	(24,512)
Net Profit (Loss) on Disposal	(45,942)	(24,512)
(Loss) on Disposal of Non-current Assets		
Motor vehicles, caravan and marine craft	(37,572)	(26,868)
Plant, furniture and general equipment	(15,415)	(27,110)
Computers, communication and software	(45,942)	(24,512)
	(98,929)	(78,490)
Net gain/(loss)	(98,929)	(78,490)
8 Trading Profit/(Loss)		
Bookshop:		
Sales	736,058	800,842
Cost of sales:		
Opening inventory	229,296	205,559
Purchases	639,209	606,406
	868,505	811,965
Closing inventory	(181,284)	(229,296)
Cost of goods sold	687,221	582,669
Trading Profit (Loss) - Bookshop	48,837	218,173
9 Capital user charge		
Capital user charge expense	5,521,090	4,815,439
<p>A capital user charge rate of 8% has been set by the Government for 2004 (2003: 8%) 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.</p>		
10 Other expenses from ordinary activities		
Doubtful debts expense	76,442	212,535
Donations	1,080	18
Student prizes and awards	32,210	16,741
Miscellaneous	128,189	-
Losses and write-offs	-	20,739
	237,921	250,033
11 Fee for service		
Fee for service -general	2,647,684	2,537,878
Fee for service -Department of Education and Training	688,939	673,718
Fee for service - government (other than Department of Education and Training)	1,008,081	142,512
Adult Community Education fees	762,502	499,867
International Division fees	712,249	430,495
Fee for service - other	240,430	538,725
	6,059,885	4,823,195

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
12 Student fees and charges		
Tuition fees	2,580,603	2,370,797
Enrolment fees	315,376	317,331
Resource fees	2,317,382	2,103,532
Other college fees	62,372	67,450
	<u>5,275,733</u>	<u>4,859,110</u>
13 Ancillary trading		
Live works (not a trading activity)	375,372	343,752
Contracting and consulting	55,955	591,587
Other ancillary revenue	67,516	31,746
	<u>498,843</u>	<u>967,085</u>
14 Commonwealth grants and contributions		
Commonwealth specific purpose grants and contributions	11,730	100,340
	<u>11,730</u>	<u>100,340</u>
15 Other revenues from ordinary activities		
Rental and facilities fees	175,466	166,327
Other direct grants and subsidy revenue	2,977	880,000
Copyright and royalties revenue	-	1,589
Sponsorship and donations revenue	27,076	26,805
Miscellaneous revenue	1,574,885	1,874,518
	<u>1,780,404</u>	<u>2,949,239</u>
16 State funds (received from Department of Education and Training)		
Delivery and Performance Agreement (DPA)	32,777,848	30,591,478
Other recurrent funds	5,090,645	4,020,344
Capital User Charge funding	5,521,090	4,815,439
	<u>43,389,583</u>	<u>39,427,261</u>
Capital works transferred	(1,283,237)	1,283,237
	<u>(1,283,237)</u>	<u>1,283,237</u>
	<u>42,106,346</u>	<u>40,710,498</u>
17 Resources received free of charge		
Comprised of:		
Department of Education and Training		
* Corporate systems support	863,802	1,063,732
* Marketing and publications	76,627	78,772
* Human resources, industrial relations support	90,446	64,455
* Other	433,737	320,591
	<u>1,464,612</u>	<u>1,527,550</u>
Office of the Auditor General - external audit services	-	57,500
	<u>1,464,612</u>	<u>1,585,050</u>

Where assets or services have been received free of charge or for nominal consideration, the College recognises revenues (except where the contribution of assets or services is in the nature of contributions by owners, in which case the Colleges shall make a direct adjustment to equity) 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.

(I) Commencing with the 2004 audit, the Office of the Auditor General will be charging a fee for auditing the accounts, financial statements and performance indicators. The fee for the 2004 audit \$60,000 will be due and payable in 2005.

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
18 Liabilities assumed by the Treasurer		
Superannuation	137,062	-
	<u>137,062</u>	<u>-</u>
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 Assets assumed/(transferred)		
The following assets have been assumed from/(transferred to) other state government agencies during the financial year:		
Computers	49,772	-
Plant & Equipment	1,001	-
	<u>50,773</u>	<u>-</u>
20 Cash assets		
Cash on hand	15,566	12,566
Cash advances	-	14,922
Cash at bank	1,068,751	1,861,085
Short term deposits (Bank Term Deposit for one month)	6,135,658	4,849,433
	<u>7,219,975</u>	<u>6,738,006</u>
21 Restricted cash assets		
Capital equipment and minor works construction funds	635,898	219,540
	<u>635,898</u>	<u>219,540</u>
Represents cash resources the uses of which are restricted, wholly or partially, by regulations or other externally imposed requirements.		
Specific capital Expenditure Minor Works is provided to the College from DET and is returnable if not used for the intended purpose.		
22 Inventories		
Inventories held for resale:		
Bookshop (at cost)	181,284	229,296
Less: Provision for obsolete stock	-	-
	<u>181,284</u>	<u>229,296</u>
23 Receivables		
Current		
Receivables - trade	1,558,239	1,441,949
Receivables - students	307,073	356,925
Receivables - other	-	2,614
Provision for doubtful debts	(460,872)	(514,983)
GST receivable	118,203	125,606
	<u>1,522,643</u>	<u>1,412,111</u>
24 Other assets		
Current		
Prepayments	253,903	347,165
Accrued income	535,742	1,288,273
	<u>789,645</u>	<u>1,635,438</u>

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
25 Property, plant, equipment and vehicles		
Land		
At fair value (a)	31,795,500	25,630,000
	<u>31,795,500</u>	<u>25,630,000</u>
Buildings		
At fair value (b)	54,469,742	52,693,214
Accumulated depreciation	(1,361,744)	(1,317,330)
	<u>53,107,998</u>	<u>51,375,884</u>
Leasehold improvements		
At cost	275,513	275,513
Accumulated depreciation	(111,000)	(95,225)
	<u>164,513</u>	<u>180,288</u>
Motor vehicles, caravans and trailers		
At fair value (c)	1,176,021	1,096,030
Accumulated depreciation	(160,072)	(113,896)
	<u>1,015,949</u>	<u>982,134</u>
Marine craft		
At fair value (c)	679,033	670,871
Accumulated depreciation	(254,579)	(115,415)
	<u>424,454</u>	<u>555,456</u>
Plant, furniture and general equipment		
At fair value (c)	5,830,767	5,150,125
Accumulated depreciation	(1,071,857)	(534,394)
	<u>4,758,910</u>	<u>4,615,731</u>
Computer equipment, communication network and software		
At fair value (c)	4,477,645	3,924,250
Accumulated depreciation	(1,582,925)	(768,160)
	<u>2,894,720</u>	<u>3,156,090</u>
Works of art		
At cost	3,400	1,200
	<u>3,400</u>	<u>1,200</u>
	<u>94,165,444</u>	<u>86,496,783</u>

(a) The valuation of land was performed on 1/7/03 (2003: 1/7/2002) in accordance with an independent valuation by the Valuer General's Office. Fair value has been determined on the basis of current market buying values.

(b) The valuation of buildings was performed on 1/7/03 (2003: 1/7/2002) in accordance with an independent valuation by the Valuer General's Office. Fair value has been determined on the basis of current depreciated replacement cost.

(c) The fair value of all plant, equipment and vehicles was determined by the Valuer General's Office at 1/1/03.

The fair value was determined on the basis of depreciated replacement cost.

Reconciliations

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

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

									2004	2003
									\$	\$
2004	Land	Buildings	Leashold Improvements	Motor Vehicles Caravans & Trailers	Marine Craft	Plant, Furniture & General Equipment	Comp. Equip. Commun. Network & Software	Artworks	Total	
Carrying amount at start of year	25,630,000	51,375,884	180,288	982,134	555,456	4,615,731	3,156,090	1,200	86,496,783	
Additions	-	-	-	441,963	8,161	701,431	719,239	2,200	1,872,994	
Disposals	-	-	-	(285,446)	-	(350)	(43,383)	-	(329,179)	
Depreciation	-	(1,361,744)	(15,775)	(120,801)	(139,163)	(542,822)	(903,859)	-	(3,084,164)	
Revaluation Increments	6,165,500	3,093,858	-	-	-	-	-	-	9,259,358	
Write-off of Assets	-	-	-	(1,901)	-	(15,080)	(33,367)	-	(50,348)	
Carrying amount at end of year	31,795,500	53,107,998	164,513	1,015,949	424,454	4,758,910	2,894,720	3,400	94,165,444	

26 Payables

Current

Trade payables

413,811

494,363

413,811

494,363

27 Provisions

Employee Benefits

Current

Annual leave (l)

3,255,587

3,112,863

Long service leave (l)

1,666,532

2,032,376

Salary deferment

156,735

56,947

5,078,854

5,202,186

Non-current

Long service leave (l)

2,791,897

2,500,973

Superannuation

-

968,280

Salary deferment

165,895

158,174

2,957,792

3,627,427

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

The College considers the carrying amount of employee benefits approximates the net fair value.

Employee Benefit Liabilities

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

Provision for employee benefits:

Current

5,078,854

5,202,186

Non-current

2,957,792

3,627,427

8,036,646

8,829,613

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
28 Other liabilities		
Current		
Income received in advance (a)	29,037	87,030
Accrued expenditure	996,179	2,332,065
Accrued salaries and related costs	115,923	6,259
Money/deposits held in trust	92,168	86,379
Other	186,397	318,885
	<u>1,419,704</u>	<u>2,830,618</u>
(a) Income received in advance comprises:		
Other government (commonwealth/local)	-	7,304
Fee for service	-	76,332
Student fees and charges	29,037	3,394
	<u>29,037</u>	<u>87,030</u>
29 Contributed Equity		
Contributed equity		
Opening balance	-	-
Contributions by owners (l)	3,360,444	-
Closing balance	<u>3,360,444</u>	<u>-</u>
(l) Assumption of pension scheme liability by the Treasurer as at 1/1/04 and capital grants from the Department of Education and Training.		
30 Reserves		
Asset Revaluation Reserve (l)		
Opening balance	22,714,312	2,148,641
Net revaluation increments		
Land	6,165,500	5,174,124
Buildings	3,093,858	13,393,430
Motor vehicles, caravans and trailers	-	307,381
Plant, furniture and general equipment	-	1,775,855
Marine craft	-	(85,119)
Closing balance	<u>31,973,670</u>	<u>22,714,312</u>
(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)		
31 Accumulated surplus		
Opening balance	61,862,268	60,685,662
Change in net assets	(2,551,654)	1,176,606
Closing balance	<u>59,310,614</u>	<u>61,862,268</u>

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
32 Reconciliation of net cost of services to net cashflows provided by / (used in) operating activities		
Net Cost of Services	46,310,447	41,118,942
Non-cash items:		
Depreciation and amortisation expense	(3,084,164)	(2,882,338)
Resources received free of charge	(2,307,097)	(1,585,050)
Net (gain) / loss on disposal on non-current assets	-	(78,490)
Losses and write-offs (excludes cash shortages/thefts of money)	-	(20,740)
Superannuation expense	(3,382,963)	(2,732,477)
Doubtful debts expense	(76,442)	(212,535)
Notional Funding	-	851,508
(Increase)/decrease in assets:		
Current receivables	12,798	(390,296)
Inventories	(48,012)	(23,738)
Prepayments	(93,262)	20,374
Other current assets	57,993	125,801
Non-current receivables		
Increase/(decrease) in liabilities		
Payables	80,553	(440,908)
Income received in advance/grants and advances	57,993	(235,473)
Current provisions	123,331	(120,508)
Other current Liabilities	1,478,772	8,615
Non-current Provisions	(298,645)	
Net GST receipts/(payments)	254,637	-
Change in GST in receivables/payables	(19,418)	36,187
Net cash provided by/(used in) operating activities	39,066,521	33,438,874
33 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	7,219,975	6,738,006
Restricted cash assets	635,898	219,540
	<u>7,855,873</u>	<u>6,957,546</u>
34 Commitments for expenditure		
(a) Capital expenditure commitments		
Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:		
Within 1 year	411,252	3,806
	<u>411,252</u>	<u>3,806</u>
(b) 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	666,031	799,557
Later than 1 year and not later than 5 years	2,326,422	1,727,727
Later than 5 years	2,778,635	3,646,061
	<u>5,771,088</u>	<u>6,173,345</u>
Representing:		
Non-cancellable operating leases	5,771,088	6,173,345
	<u>5,771,088</u>	<u>6,173,345</u>
(d) Other expenditure commitments contracted for at the reporting date but not recognised as liabilities:		

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
Within 1 year	599,031	1,115,476
Later than 1 year and not later than 5 years	-	-
Later than 5 years	-	-
	<hr/> 599,031	<hr/> 1,115,476

(e) Guarantees and Undertakings

No Guarantees and undertakings have been provided.

35 Contingent liabilities and Contingent Assets

Contingent Liabilities

In addition to the liabilities incorporated in the financial statements, the College has the following contingent liabilities:

(a) Other

Challenger TAFE has a contingent liability to contribute \$500,000 towards the upgrade of Challenger TAFE's WA Maritime Training Centre, Fleet Street, Fremantle.

500,000	500,000
<hr/>	
500,000	500,000
<hr/>	

36 Events occurring after balance date

No events occurred after balance date that would have a significant impact on the College's financial position as at 31 December 2004.

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003	Variance
	\$	\$	\$
37 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 results and the corresponding items of the preceding year are detailed below. Significant variations are considered to be those greater than \$300,000.			
i) Expenditure			
Employee expenses	37,478,590	33,893,297	3,585,293
Increased due to new initiatives being undertaken, and increased academic delivery for both the profile and commercial students, and 2003 included a large reduction in the pension scheme liability.			
Supplies and services	13,760,087	13,365,805	394,282
Increased due to the increased levels of training both government funded and commercial.			
Capital User Charge	5,521,090	4,815,439	705,651
Increased due to the significant non current asset valuations in 2003 of \$20 million.			
ii) Revenue			
Fee for Service	6,059,885	4,823,195	(1,236,690)
The Australian Oil and Gas Industry Training Consortium relocated to the College from another Statutory Authority during the year and the College received a grant of \$1 million.			
Student Fees and Charges	5,275,733	4,859,110	(416,623)
The College continued to deliver more government funded training than in the previous year.			
Ancillary Trading	498,843	967,085	468,242
Reduced due to a lower level of Toolbox development contracts.			
Other Revenues from Ordinary Activities	1,780,404	2,949,244	1,168,840
Reduced as 2003 included a the capitalisation of a leased asset and recovery of prior period valuation decrements.			
State Government Revenue	42,106,346	40,710,497	(1,395,849)
Increased due to the funding of; the 27th pay, increased delivery, increased superannuation and Capital User Charge.			
(b) Significant variations between estimates and actual results for the financial year			
i) Expenditure			
Employee expenses	35,266,093	37,478,590	(2,212,497)
Increased due to new initiatives and increased delivery to both profile and commercial students.			
Depreciation and Amortisation	3,552,591	3,084,164	468,427
Depreciation of noncurrent assets did not increase as anticipated following the 2003 valuations.			
Supplies and services	12,578,068	13,760,087	(1,182,019)
Increased above budget as it included the expensing of \$850,000 of capital works undertaken by DET.			

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003	Variance
	\$	\$	\$
ii) Revenue			
Fee for Service	4,824,914	6,059,885	1,234,971
Includes a \$1 million grant for the development of oil and gas training, that was not included in the Budget.			
Other Revenues from Ordinary Activities	914,060	1,780,404	866,344
Recoup of expenses from external organisations increased by \$500,000 compared to Budget.			
State Government Revenue	46,576,626	42,106,346	(4,470,280)
Additional funding received for profile delivery, 27th pay, superannuation and capital grants partially offsetting the Budgets \$5 million dollar building that was not completed.			

38 Financial Instruments

(a) Interest Rate Risk Exposure

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

	Weighted Average Effective Interest Rate	Variable Interest Rate	Fixed Interest Rate			Non-Interest Bearing	Total
			Less than 1 year	1 to 5 years	More than 5 years		
2004	%	\$	\$	\$	\$	\$	\$
Financial Assets							
Cash assets	4.49%	1,068,751	6,135,658	-	-	15,566	7,219,975
Restricted cash assets		-	635,898	-	-	-	635,898
Receivables		-	-	-	-	1,522,643	1,522,643
		1,068,751	6,771,556	-	-	1,538,209	9,378,516
Financial Liabilities							
Payables		-	-	-	-	413,811	413,811
Employee benefits		-	-	-	-	8,036,646	8,036,646
Other liabilities		-	-	-	-	1,419,704	1,419,704
		-	-	-	-	9,870,161	9,870,161
Net Financial Assets (Liabilities)		1,068,751	6,771,556	-	-	(8,331,952)	(491,645)
2003	%	\$	\$	\$	\$	\$	\$
Financial Assets		2,108,113	4,849,433			3,100,064	10,057,610
Financial Liabilities						12,207,109	12,207,109
		2,108,113	4,849,433	-	-	(9,107,045)	(2,149,499)

(b) Credit Risk Exposure

All financial assets are unsecured.

The carrying amount of financial assets recorded on the financial statements represents the College's maximum exposure to credit risk in relation to those assets as indicated in the Statement of Financial Position.

(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.

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

	2004	2003
	\$	\$
39 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:		
\$		
\$20,001 - \$30,000	-	1
\$130,001 - \$140,000	-	1
\$150,001 - \$160,000	1	-
The total remuneration of the members of the Accountable Authority is:	156,769	155,595
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.		
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:		
\$		
\$1 - \$10,000	-	1
\$30,001 - \$40,000	-	1
\$50,001 - \$60,000	-	1
\$70,001 - \$80,000	1	-
\$90,001 - \$100,000	-	1
\$100,001 - \$110,000	1	-
\$110,001 - \$120,000	3	2
The total remuneration of senior officers is:	525,411	413,863
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.		
40 Supplementary Financial Information		
Write-Offs		
Public property	48,525	188,753
Bad Debts	108,674	-
Losses Through Theft, Defaults And Other Causes		
Losses of public and other moneys and public and other property through theft, default or otherwise.	-	1,975
Gifts of Public Property		
Gifts of Public Property provided by the College	-	-

41 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.

CHALLENGER TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2004

2004	2003
\$	\$

42 Related Bodies

The College has no related bodies.

43 Affiliated Bodies

The College has no affiliated bodies.

44 The Impact of Adopting International Accounting Standards

The Australian Accounting Standards Board is adopting the Standards of the International Accounting Standards Board for application to reporting periods beginning on or after 1 January 2005. Accounting Standard AASB 1 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards' prescribes transitional provisions for first-time adopters. AASB 1047 'Disclosing the Impacts of Adopting Australian Equivalents to International Financial Reporting Standards' requires financial reports to disclose information about the impacts of any changes in accounting policies in the transition period leading up to the adoption date.

The Department of Education and Training have a working group for International Financial Reporting Standards (IFRS), that a TAFE Director attends and relays relevant information at the monthly Tafe Finance Managers meetings. In addition State Treasury's website is routinely accessed to keep abreast of developments. The Governing Council's Finance and Performance Committee has been advised of the IFRS issue and ramifications.

The impact of IFRS on Challenger TAFE will result in the expensing of software previously carried as an asset, reclassifications for reporting purposes of salary oncosts to other liabilities and the criteria for determining if an employees provision is a current or non-current liability. As Challenger TAFE is categorised as a not for profit entity, it is anticipated that IFRS's impact on future financial statements should be limited.

16.3 FORWARD ESTIMATES

ANNUAL ESTIMATES – CHALLENGER TAFE INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2004

Section 42 Estimates for 2005

In accordance with Treasurer's Instructions 953 the annual estimates for the current financial year (i.e.2005) are hereby included in the annual report. These estimates do not form part of the financial statement and are not subject to audit.

INCOME STATEMENT	\$
COST OF SERVICES	
Expenses from ordinary activities	
Employee Expenses	38,866,742
Borrowing Costs Expense	36
Depreciation and amortisation expense	4,199,299
Supplies and Services	14,670,062
Grants and Subsidies	200,000
Capital User Charge	6,309,744
Other Expenses from Ordinary Activities	417,311
Total Cost of Services	<u>64,663,194</u>
Revenue from Ordinary Activities	
Revenue from operating activities	
Fee for service	6,232,686
Student fees and charges	5,018,468
Ancillary trading	440,000
Commonwealth grants and contributions	100,000
Trading Profit	235,000
Revenue from non-operating activities	
Interest Revenue	415,000
Other Revenue from Ordinary Activities	621,245
Total Revenue from Ordinary Activities	<u>13,062,399</u>
NET COST OF SERVICES	<u>(51,600,795)</u>
REVENUES FROM STATE GOVERNMENT	
State Funds	43,859,007
Resources Received Free of Charge	1,800,000
Liabilities assumed by the treasurer	100,000
Total revenues from State Government	<u>45,759,007</u>
CHANGE IN NET ASSETS	<u>(5,841,788)</u>

**ANNUAL ESTIMATES – CHALLENGER TAFE
INCOME STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2004**

BALANCE SHEET	\$
CURRENT ASSETS	
Cash Assets	5,695,630
Restricted Cash Assets	135,898
Inventories	181,284
Receivables	1,086,848
Other Assets	691,008
Total Current Assets	<u>7,790,668</u>
NON-CURRENT ASSETS	
Property, plant, equipment and vehicles	96,333,591
Total Non-Current Assets	<u>96,333,591</u>
TOTAL ASSETS	<u>104,124,259</u>
CURRENT LIABILITIES	
Payables	485,509
Provisions	3,466,110
Other Liabilities	1,914,714
Total Current Liabilities	<u>5,866,333</u>
NON-CURRENT LIABILITIES	
Provisions	3,736,856
Other Liabilities	824,145
Total Non-Current Liabilities	<u>4,561,001</u>
TOTAL LIABILITIES	10,427,334
NET ASSETS	<u>93,696,925</u>
EQUITY	
Contributed Equity	6,458,280
Reserves	31,973,670
Accumulated Surplus	55,264,975
	<u>93,696,925</u>
TOTAL EQUITY	<u>93,696,925</u>

16.4 RESEARCH AND DEVELOPMENT

In 2004, the College published two issues of Quest, the applied research newsletter that is issued in July and September.

The July issue featured 15 action-based projects undertaken by lecturing staff in 2003. Staff had designed their projects, costed them and then lodged their applications with the Innovative Learning section of the College. Each project had a staff mentor associated with the project. Projects ranged from education ideology (such as how to adequately address a demand for graded performance in a competency based environment) to replicating trials of earlier initiatives, which aimed to improve outcomes for students. Involvement in the projects and the publication offered a number of our staff an opportunity to showcase their section's current investigations.

Sustainability was the focus of the September issue. Aquaculture was identified as a sustainable primary industry driven by the outcomes of applied research. Other topics included water recycling for the horticulture industry, the danger of exotic weeds in native plant environments, environment management systems (which businesses can establish to minimize environmental impact) and the use of organics in soils for producing water-wise gardens.

Christine Cooper developed outcomes for a 'Re-framing the Future' project from 2003, which developed a national community of practice for processes involved in updating the content within the Horticulture training package. Implementing new training packages is another core activity in the national training system and change agency assisted such implementation in the following context:

At the beginning of the project, Christine asked the group to come up with something they needed to do better and differently, if they had the opportunity to formulate a new 2004 training package. After they had each identified a problem with the existing package, she asked them to think of their wish list to fix it, and took the project from there. This resulted in a different, dynamic and flexible approach to the delivery of the training package to apprentices in WA. The group devised an approach that they implemented in 2004 as a trial and then assessed at the end of first semester. Because of the level of commitment to the outcomes, it was deemed a highly successful process for change.

Christine Cooper developed outcomes for a Re-framing the Future project where the goal was to embed 'sustainability principles' into training packages used by the WA Horticulture & Environmental Sciences Skills Centre. This was consistent with the State 2004

Sustainability Goal (which was to develop an action plan).

Doug Thompson attracted adult literacy innovative projects funding in 2003 to customise CHC20302 Certificate II in Community Services (first point of contact) to provide training for Nyoongar (Aboriginal) members of a community patrol. The outcomes developed in 2004 have national significance. The Indigenous patrol model is being implemented in a number of locations in Australia and the desired outcomes from their activities vary. The project assisted these parties to identify the range of intentions and to clarify a preferred community development focused operating model.

Dr Suzette Thompson attracted Re-framing the Future project funds to improve delivery of services to people contending with psychiatric or psychological difficulties. Her project documented their needs in relation to acquiring vocational skills and qualifications and explored how they could more easily access mainstream TAFE programs. The method was to understand more closely the perspectives of these students while incorporating the perspectives of people who worked with them in a therapeutic setting. Her project group worked collaboratively with charitable and other organisations, specialising in psychiatric or psychological disorders, in order to develop appropriate pathways and processes for potential students. The project also undertook to develop a selection of national training package qualifications.

16.5 PUBLICATIONS AND RESOURCES

- Challenger TAFE Annual Report 2004
- Challenger TAFE Strategic Planning Framework 2004-2009, January 2004
- Challenger TAFE Workforce Management Strategy, December 2004
- John Mitchell's 'INSIDE VET' column, Embedding sustainability principles in training. Campus Review, 13 October 2004
- Seven Waves: three issues in 2004
- Quest: two issues in 2004.

JOURNAL PUBLICATIONS

Partridge, G.J. and Creeper, J., 2004. Skeletal myopathy in juvenile barramundi, *Lates calcarifer* (Bloch), cultured in potassium-deficient saline groundwater. *Journal of Fish Diseases* 27, 523-530.

Partridge, G.J., Sarre, G.A., Hall, N.G., Jenkins, G.I., Chaplin, J. and Potter, I.C., 2004. Comparisons between the growth of *Acanthopagrus* butcheri cultured from broodstock from two estuarine populations that are reproductively isolated and differ markedly in growth rate. *Aquaculture* 231, 51-58.

Jenkins, G.I. (2004) A unique approach to aquaculture. Quest V3 N2 p7.

Thompson, D and Nevard, J Tracking student aspiration - a work in progress. Journal of Post Compulsory Education December 2004.

CONFERENCE PROCEEDINGS

Partridge, G. J. 2004. Oxygen use by marine fish in a recirculating aquaculture system. Proceedings of the Australasian Aquaculture Symposium, September 26-29. Sydney, NSW, Australia, page 232.

Partridge, G. J., Sarre, G. A. and Jenkins, G. I. 2004. New technology for the commercialisation of inland saline aquaculture in Western Australia. Proceedings of the Australasian Aquaculture Symposium, September 26-29. Sydney, NSW, Australia, page 231.

Curnow, J., King, J., Partridge, G., Bosmans, J., Karlsrud, T. and Kolkovski, S. 2004. The effect of various co-feeding and weaning regimes on growth and survival in barramundi *Lates calcarifer* larvae. Proceedings of the Australasian Aquaculture Symposium, September 26-29. Sydney, NSW, Australia, page 110.

Nevard, J.A., Revisiting influence versus authority: a leadership myth? Twelfth International Women in Leadership Conference: Women leading the way. Perth December 2004.

Kolkovski, S., Curnow, J., King, J., Partridge, G. and Southgate, P. 2004. Fish larvae diets replacing imported *Artemia* – FRDC research project. Proceedings of the Australasian Aquaculture Symposium, September 26-29. Sydney, NSW, Australia, page 181.

16.6 STUDENT AWARDS

Australian Training Excellence Awards. 2004: Category: New Apprenticeships, Trainee of the Year. The winner was Information Technology & Business Skills Centre student, Samantha Johnson.

WA Training Excellence Awards: New Apprenticeships: Trainee of the Year. The winner was Information Technology & Business Skills Centre student, Samantha Johnson.

WA Vocational Student of the Year 2004: Information Technology & Business Skills Centre student, Cameron Worts, was a finalist.

Australian Fashion Designer of the Year Awards 2004: Category: Fashions on the Field. The winner was Barbara Kielar from the Visage Training Centre for Hair, Fashion & Beauty.

Australian Fashion Designer of the Year Awards 2004: Category: Eveningwear Student Award. The joint winners were Jonathan (Nam Wei) Phang/ Ashleigh Hunt from the Visage Training Centre for Hair, Fashion & Beauty.

Soroptimists International Fremantle Scholarship 2004: These scholarships were grants, which allowed students to present their garments at the national awards. The winners were Visage Training Centre for Hair, Fashion & Beauty students Barbara Kielar, Jonathan (Nam Wei) Phang and Ashleigh Hunt.

WA Apprentice of the Year 2004: Hairdressing apprentice, Karen Silverthorne, from the Visage Training Centre for Hair, Fashion & Beauty, was a finalist.

2004 Interflora Awards Melbourne: Florist of the Future (Junior category). The winner of the 2004 Interflora Awards Melbourne was Peta Gibb from the WA Horticulture & Environmental Science Skills Centre.

National Florist of Distinction: Floristry student, Clement Lee, from the WA Horticulture & Environmental Science Skills Centre, won second place.

WA Apprentice of the Year 2004: Paul Branch from the WA Applied Engineering & Shipbuilding, Metals and Engineering apprentice was a finalist.

WA Apprentice of the Year 2004 from the WA Applied Engineering & Shipbuilding Training Centre Finalist Plumbing apprentice Sean Richardson

16.7 CHALLENGER TAFE AWARDS

Challenger TAFE, National Finalist in the Large Training Provider category, Training Excellence Awards.

Challenger TAFE, WA State winner in the Large Training Provider category, Training Excellence Awards.

Recognising our Centres of Specialisation

Premier's Award 2004. Fremantle e-Tech was the winner in the category: People and Communities: Education and Skills Development.

Premier's Award 2004. The WA Centre for Leadership & Community Development was Highly Commended in the category: People and Communities: Social and Community Development.

Premier's Award 2004. The WA Maritime Training Centre was highly commended in the Section 'The Environment' for restocking work in the Swan and Blackwood Rivers.

WA Information Technology and Telecommunications Award (WAITTA) - 2004 for Excellence in Service Delivery and Training was awarded to Fremantle e-Tech.

Catering Institute of Australia WA Division: Gold Plate for the inaugural award: Restaurant in a Training Establishment.

WA Fishing Industry Council Award 2004. Safety and Training category (in partnership with Tiger Fisheries).

Tourism Council of WA 2004 Education and Training category. Marine Tourism Program. Finalist.

StateWest Achievement Awards 2004: Special Merit for Innovation in Sustainable Aquaculture.

Australian TAFE Marketing Association (ATMA) Award 2004 Category: Public Sector Management Training. Provision of training by Australian TAFE Consortium to Department of Defence (Delivery partner).

Western Australian Tourism Council, category for Education and Training, Finalist.

Staff awards

Brian Jenkins from the WA Applied Engineering & Shipbuilding was a finalist at the Premier's Teachers' Awards 2004. Brian was highly commended (effectively coming runner-up in the Award).

Lyndy Vella from the Fremantle e-Tech Centre was a finalist at the Premier's Teachers' Awards 2004.

Trevor Mills from the WA Applied Engineering & Shipbuilding was a finalist at the Premier's Teachers' Awards 2004.

Stuart Graves from the Applied Engineering & Shipbuilding was awarded an International Specialised Skills (ISS) Institute Fellowship. These scholarships allow winners to travel overseas and acquire a specialised skill so they can share that knowledge with their industry in Australia.

16.7.1 CHALLENGER TAFE STAFF AWARDS (INTERNAL)

First Name	Last Name	Section	Nominated for:
John	Adams	Horticulture	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Ken	Allan	Manager Campus Services	For efforts in the capacity of volunteer: Emergency Evac Warden Critical Incident Response & Support Officer
Jane Ford	Allen	Workforce Development	For efforts in the capacity of volunteer: First Aid Officer Emergency Evacuation Warden
Christine	Attwell	Access Programs	The coordinated efforts in Australian Quality Training Framework compliance including the set-up of a shared drive to enable collaboration between staff.
Allan	Austin	Electrical Trades	For efforts in the capacity of volunteer: Emergency Evac Warden
Jodie Marie	Babb	Client Communications	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Gemma	Bacich	Campus Services	For efforts in the capacity of volunteer: Emergency Evac Warden
Stephen	Bailey	Submarine Training	For efforts in the capacity of volunteer: First Aid Officer
Amanda	Barker	Marine Operations	For efforts in the capacity of volunteer: Emergency Evac Warden
Tony	Bart	Aquaculture	For efforts in the capacity of volunteer: Emergency Evac Warden
Paul	Bayley	Campus Services	For efforts in the capacity of volunteer: Evacuation Warden
Jan	Beattie	Engineering & Construction	For efforts in the capacity of volunteer: First Aid Officer
Val	Beaumont	Campus Services	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Steve	Becker	Applied Science	For efforts in the capacity of volunteer: Emergency Evac Warden Occupational Safety & Health Representative
Siegmund	Belczowski	Defence & Resources – Carpentry	For excellence in providing initiative to develop further training at Peel
Stephen	Berry	Hospitality	For efforts in the capacity of volunteer: First Aid Officer
Cristie	Bertram	Client Services	For providing excellent customer service with a smile.
Neil Edward	Bevis	Marine Operations & Engineering	Neil has worked beyond the call of duty in his role as Coordinator of the Integrated Ratings Program, this particularly relates to liaison with employers and the Maritime Union of Australia.
Kerry	Binks	Client Communications	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Ros	Bishop	Community Education	In recognition of the work and effort exerted as part of the Community Education Team in achieving substantial growth in ACE student numbers in 2004.
Nita	Black	Campus Services	For efforts in the capacity of volunteer: First Aid Officer Occupational Safety & Health Representative Critical Incident Response & Support Officer
Kelly	Blick	Marine Operations	For efforts in the capacity of volunteer: Evacuation Warden
Kerry	Bowe	Horticulture	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Cheryl	Bridge-Breuer	Kadadjini Mia	For commitment to Kadadjini Mia and consistent good relationships with students and staff, as well as Program Manager support

First Name	Last Name	Section	Nominated for:
Mary	Brindley	Information Systems	For efforts in the capacity of volunteer: Grievance Officer
Sharon	Bruhn		For ongoing assistance with Community Services work placements for students.
Bill	Burbidge	Information Technology	For efforts in the capacity of volunteer: Evacuation Warden
Mark	Burt	Electrical/Electronic Eng	For the flexible and professional approach to duties. A team player.
Mark	Burtenshaw	Hospitality	For efforts in the capacity of volunteer: First Aid Officer Emergency Evac Warden Occupational Safety & Health Representative
Mark	Butchart	Maritime - Vessels	For contribution to our industry partnership with Mercury Marine and assistance to them during their product launch and training workshops.
Geoff	Carter	Electrical Electronic Engineering	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Patrick	Carter	Hospitality	For efforts in the capacity of volunteer: First Aid Officer
Sharon	Cattermole	IT & Business	For strong, silent and excellent work throughout the IT and Business Division
Noelene	Charles	Engineering & Construction	For efforts in the capacity of volunteer: Emergency Evac Warden
Siew	Cheong	Canteen	For efforts in the capacity of volunteer: Emergency Evac Warden
Choon	Chua	IT & Business	For strong contribution to the development of overseas business.
Eron	Clarey	Submarine Training	For efforts in the capacity of volunteer: First Aid Officer
Gary A.	Clark	Health & Fitness	For efforts in the capacity of volunteer: First Aid Officer
Peter	Clash	Fishing	For efforts in the capacity of volunteer: First Aid Officer Emergency Evac Warden Occupational Safety & Health Representative
William Alexander A.	Clayton	Electrical Trades	For the flexible attitude, contribution and willingness to assist at short notice.
Ivan	Collins	Hospitality	For outstanding work in Hospitality in supporting lecturers and students. The welcoming face of Hospitality. Always willing to assist beyond his requirements. Continually reliable and extremely knowledgeable in his areas of expertise.
Mark	Cook	Information Systems	For dedication and good work ethics, which significantly contribute to the successful running of the Information Systems infrastructure.
Christine	Cooper	Horticulture	For efforts in the capacity of volunteer: Grievance Officer
Diana	Corbyn	Horticulture	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Frank	Cullen	Maintenance	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Helen	Dalgleish	Office Admin & Tech	For efforts in the capacity of volunteer: First Aid Officer Grievance Officer
Bevan	Dashwood	Building	For efforts in the capacity of volunteer: First Aid Officer
Paul	Davey	Client Communications	For efforts in the capacity of volunteer: First Aid Officer
Ken	Davis	Building	For efforts in the capacity of volunteer: Emergency Evac Warden

First Name	Last Name	Section	Nominated for:
Patricia	Davis	Hospitality	For efforts in the capacity of volunteer: Emergency Evac Warden
Gaius	Davy	Fishing	For efforts in the capacity of volunteer: First Aid Officer Emergency Evac Warden Occupational Safety & Health Representative
Bob	Daws	Campus Services	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Michael C.	Day	Maintenance	For efforts in the capacity of volunteer: First Aid Officer Emergency Evac Warden Occupational Safety & Health Representative
Barry	de San Miguel	Marine Fabrication	For efforts in the capacity of volunteer: First Aid Officer
Clarice	Denney	Community Education	In recognition of the work and effort exerted as part of the Community Education Team in achieving substantial growth in ACE student numbers in 2004.
Jeff	Dickinson	Marine Fabrication	For various support in administration duties and requirements.
Chris	Dickson	Marine Fabrication	For efforts in the capacity of volunteer: First Aid Officer Occupational Safety & Health Representative
Paul	Dollery	Information Technology	For efforts in the capacity of volunteer: Emergency Evac Warden
Paul	Dollery	IT & Business	For accepting the challenge of implementing new overseas IT contracts.
Kerry	Donaldson		For efforts in the capacity of volunteer: Emergency Evac Warden
Ian	Dornan	Community Services	For ongoing assistance with Community Services work placements for students.
Stephanie	Doyle	Community Services	For ongoing assistance with Community Services work placements for students.
Barry	Duckett	First Aid	For successfully coordinating First Aid courses for many years.
Ron	Duffield	Plumbing	For efforts in the capacity of volunteer: First Aid Officer Occupational Safety & Health Representative
Yvonne	Duffield	Aboriginal Programs	For service to Indigenous Health training at Kadadjiny Mia including the Aboriginal Mentor program.
Bruce	Dunn	Electrical Trades	For efforts in the capacity of volunteer: Emergency Evac Warden
Natalie	East	Client Services	For efforts in the capacity of volunteer: Emergency Evacuation Warden Critical Incident Response & Support Officer
Catherine P.	Edgar	Prof Development	For efforts in the capacity of volunteer: Grievance Officer Critical Incident Response & Support Officer
Kevin	Edwards	NAC	For efforts in the capacity of volunteer: First Aid Officer
Wayne	Evershed	Accounting	For efforts in becoming the 'National Institute of Accountants' Accountant of the year
Ralph	Excell		For efforts in the capacity of volunteer: First Aid Officer
Marie	Fitzpatrick	Learning Resource Services	For efforts in the capacity of volunteer: Occupational Safety & Health Representative
Jean	Fletcher	Access Programs	For ongoing assistance with Community Services work placements for students
Denis	Floky	Accounting & Commerce	For efforts in the capacity of volunteer: Grievance Officer

First Name	Last Name	Section	Nominated for:
Sue	Fossilo	WA Maritime Centre	For efforts in the capacity of volunteer: First Aid Officer Critical Incident Response & Support Officer
Margaret	Gannaway	AQTF Coordinator	For outstanding effort in preparing Training Research & Development teams for Australian Quality Training Framework audit.
Bruce	Ginbey	Aquaculture	For efforts in the capacity of volunteer: Emergency Evac Warden
Wendy	Gogan	Hospitality	For efforts in the capacity of volunteer: Emergency Evac Warden
Stuart	Graves	Marine Fabrication	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Robin	Gray	Program Manager	For efforts in the capacity of volunteer: Emergency Evac Warden
Jenny	Greene	Hairdressing	For efforts in the capacity of volunteer: Emergency Evac Warden
Grant	Gregory	Information Technology	For efforts in the capacity of volunteer: Emergency Evac Warden
Garry	Griffin	Business Development Dir.	For efforts in the capacity of volunteer: First Aid Officer Emergency Evacuation Warden
Maurice	Griffin	Cafe	For efforts in the capacity of volunteer: First Aid Officer
Ken	Gwyer	Aboriginal Programs	For services to Indigenous Tourism in Peel. The thriving learning centre at Winjan Aboriginal Corporation is due to these contributions and has developed a solid network within the community.
Paul	Hamden	Information Technology	For efforts in the capacity of volunteer: Emergency Evac Warden
Roland	Hardie	Horticulture	For efforts in the capacity of volunteer: First Aid Officer Emergency Evac Warden Occupational Safety & Health Representative
Ed	Harris	Information Systems	For coordinating activities in all aspects of Challenger TAFE's Information Systems core and supporting infrastructures.
Laurie	Hayes	Fishing	For efforts in the capacity of volunteer: First Aid Officer Emergency Evacuation Warden
Dianne	Henderson	Access	For efforts in the capacity of volunteer: First Aid Officer
Annette	Henson	Client Services	For efforts in the capacity of volunteer: First Aid Officer Emergency Evac Warden Occupational Safety & Health Representative
Robin	Heyworth	Hospitality	For dedication and actively participating in weekend events to promote Challenger TAFE in Hospitality and Tourism.
Stephen	Hobbs	Applied Science	For efforts in the capacity of volunteer: First Aid Officer
Dianne	Hoddy	Applied Science	For efforts in the capacity of volunteer: First Aid Officer
Anne	Holland	Learning Resource Services	For efforts in the capacity of volunteer: First Aid Officer Grievance Officer Emergency Evacuation Warden Occupational Safety & Health Representative
Faye	Holloway	Community Education	In recognition of the work and effort exerted as part of the Community Education Team in achieving substantial growth in ACE student numbers in 2004.
Annemieke	Homes	Applied Science	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Brian	Horwitz	e-Tech Centre	For efforts in the capacity of volunteer: Emergency Evac Warden

First Name	Last Name	Section	Nominated for:
Irene	Hughes	Horticulture	For efforts in the capacity of volunteer: Emergency Evac Warden Occupational Safety & Health Representative
David	Hume	Marine Operations	In the development of Training Aids for the Certificate IV Maritime Engineering Program.
Peter	Hurst	Quality Consultant	For outstanding effort in preparing Training Research & Development teams for Australian Quality Training Framework audit.
Sharon	Inifer	Client Communications	For efforts in the capacity of volunteer: Emergency Evac Warden
Dennis	Jardine	Bookshop	For efforts in the capacity of volunteer: Emergency Evac Warden Occupational Safety & Health Representative
June	Jardine	Marine Fabrication	For exceptional assistance to management, students and staff.
Mark Graham	Jelley	Human Resource Mgmt & Development	For efforts in the capacity of volunteer: Emergency Evac Warden
Brian	Jenkins	Fitting/Machining	For efforts in the capacity of volunteer: Occupational Safety & Health Representative
Greg	Jenkins	Aquaculture	For efforts in the capacity of volunteer: First Aid Officer
Christine	Johnson	Community Education	For efforts in the capacity of volunteer: Grievance Officer
Christine	Johnson	Community Education	In recognition of leadership shown in achieving significant growth in ACE student numbers in 2004.
Robin	Johnston	Access	For efforts in the capacity of volunteer: First Aid Officer
Roger	Jones	Marine Operations	For efforts in the capacity of volunteer: Emergency Evac Warden
Karen	Keele	Information Systems	For contribution in the set-up of the new Helpdesk Software.
Linda	Kell	Horticulture	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Dean Vincent	Kennerly	Aquaculture	For efforts in the capacity of volunteer: First Aid Officer Emergency Evac Warden Occupational Safety & Health Representative
Sheree	Kent	Commercial Course Coordinator	For efforts in the capacity of volunteer: First Aid Officer
Jenni	Kenward	Community Services	For coordination of Vocational Education Training programs & ongoing assistance with Community Services work placements for students
Peter	Kerr	Small Business & Retail	For promotion of the Business and Information Technology program at Peel. An excellent ambassador for Challenger TAFE in that region
Sandra	Kingdon	Finance	For efforts in the capacity of volunteer: Emergency Evac Warden
Ray	Labeledziewski	Learning Resource Services	For efforts in the capacity of volunteer: First Aid Officer Emergency Evacuation Warden
Marija	Lacman	Finance	For efforts in the capacity of volunteer: Emergency Evac Warden
Gerard	Laumen	Access Programs	For services to Youth Training programs including the new Gaining Access to Education curriculum. A dedicated supporter of young people particularly Youth at Risk
Tammy	Lee	A/Manager Client Services	For efforts in the capacity of volunteer: Emergency Evacuation Warden Critical Incident Response & Support Officer

First Name	Last Name	Section	Nominated for:
Lee	Legowski	Hospitality	For dedication and actively participating in weekend events to promote Challenger TAFE in Hospitality and Tourism.
Terry	Leitch	Electrical/Electronic Engineering	For efforts in the capacity of volunteer: First Aid Officer Emergency Evacuation Warden
Markus	Leone	Building	For efforts in the capacity of volunteer: Occupational Safety & Health Representative
Mark	Lester	Metals, Engineering	For efforts in the capacity of volunteer: Occupational Safety & Health Representative
Rosetta	Letizia	Community Education	For efforts in the capacity of volunteer: First Aid Officer
Rosetta	Letizia	Community Education	In recognition of the work and effort exerted as part of the Community Education Team in achieving substantial growth in ACE student numbers in 2004.
Kim	Lewis	Human Resource Mgmt & Development	For providing exemplary focus to the customer, using initiative and care for the individuals personal needs. Also for the contribution in ensuring programs ran smoothly over the Xmas period.
Michele	Lewtas	Supply	For efforts in the capacity of volunteer: First Aid Officer Emergency Evacuation Warden
Rick	Loreto	Campus Services	For efforts in the capacity of volunteer: Occupational Safety & Health Representative
Suzanne	Lowndes	Engineering	For efforts in the capacity of volunteer: First Aid Officer Critical Incident Response & Support Officer
Nada	Lubay	Hospitality	For dedication and actively participating in weekend events to promote Challenger TAFE in Hospitality and Tourism.
Lisa	Lucas	Finance	For efforts in the capacity of volunteer: Emergency Evac Warden
John Malcolm	MacDonald	Defence & Resources Industry Division	Specifically in relation to preparations for the Building Trades Information Evening
Neil	Marriot	Horticulture	For initiative and excellent working relationships with the irrigation industry. A very proactive staff member who has worked in isolation due to the specialised nature of delivery
Liz	McCord	Admissions	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Ian	McDonald	Metals	For efforts in the capacity of volunteer: First Aid Officer
Valerie	McLeod	Finance	For efforts in the capacity of volunteer: Emergency Evac Warden
Robert	Mellowship	Submarine Training	For efforts in the capacity of volunteer: First Aid Officer
Jean	Menzies	Program Manager	For efforts in the capacity of volunteer: Emergency Evac Warden
Judith	Migro	Hospitality & Human Services	For an outstanding effort as Commercial Course Coordinator for Hospitality, Human Services and Beauty Therapy
Alan Richard John	Miller		For efforts in the capacity of volunteer: First Aid Officer
Florence	Miller	Community Services	For ongoing assistance with Community Services work placements for students
Trevor	Mills	Electrical Trades	For efforts in the capacity of volunteer: First Aid Officer
Roberto	Miorada	Fitting/Machining	For efforts in the capacity of volunteer: Occupational Safety & Health Representative

First Name	Last Name	Section	Nominated for:
Carmen	Moldovan	Learning Resource Services	For efforts in the capacity of volunteer: Emergency Evac Warden
James	Morris	A/Campus Manager	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Carol Ann	Muir	Access	For efforts in the capacity of volunteer: Emergency Evacuation Warden Critical Incident Response & Support Officer Occupational Safety & Health Representative
Kevin	Murrell		For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Jennifer	Nevard	A/Manager Strategic Planning & Research	For contribution and support to the large Singaporean tender through the Xmas break.
Gay	O'Neill	Hospitality	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Jay Ian	O'Reilly	Fishing	For efforts in the capacity of volunteer: First Aid Officer
Peter	Owen	IT & Business e-Tech	For outstanding contribution in many different ways as a new IT Lecturer
Graham	Palmer	Campus Services	For efforts in the capacity of volunteer: Emergency Evac Warden
Evan	Parker	Director Business & IT	For commitment in managing the development of a large tender for the Singapore Workforce Development Agency through the Xmas break.
Eileen	Parry	Horticulture	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Roy	Pavic	Civil/Mechanical Engineering	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
John	Pavlovic	Horticulture	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Peter	Pedersen	Electrical Trades	For efforts in the capacity of volunteer: First Aid Officer Occupational Safety & Health Representative
Kerry	Pelajic	Child Care	For efforts in the capacity of volunteer: Emergency Evac Warden
Peter	Pendolay	Aquaculture	For efforts in the capacity of volunteer: Emergency Evac Warden
Dave	Penno	Fitting & Machining	For efforts in the capacity of volunteer: Emergency Evac Warden
Margherita	Pensabene	Information Officer	For efforts in the capacity of volunteer: Emergency Evac Warden
Jodee	Periera	Beauty	For an outstanding effort developing the Fee-for-Service course in Beauty Therapy and the Vocation Education Training program, especially for the Youth at Risk group
Greg	Perry	Information Systems	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Phil	Porter	Manager Campus Services	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Ivan Ronald	Pritchard	Rural Studies	For delivering wool programs to regional sites, which has promoted Challenger TAFE in those areas. The ongoing commitment to the wool industry and excellent relationship with CY O'Connor. A very proactive staff member
Craig	Procter	Submarine Training	For efforts in the capacity of volunteer: First Aid Officer

First Name	Last Name	Section	Nominated for:
Richard	Purkiss	Marine Operations	For efforts in the capacity of volunteer: Emergency Evac Warden
Alfred	Quay	Marketing & Management	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Andrea	Quintal	Beauty	For outstanding contribution to setting up Cliff Street Beauty Clinic, and marketing and managing the clinic to enhance the skills of the Beauty students
Frank	Rauh		For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Toni Catherine	Reiss	Community Education	For academic leadership of lecturing staff and curriculum development for Leadership Development Programs and outstanding customer service to client organisations
Susan	Repacholi	Fashion	For efforts in the capacity of volunteer: Emergency Evac Warden
Flavia Michelle	Ricciardo	Community Education	In recognition of the work and effort exerted as part of the Community Education Team in achieving substantial growth in ACE student numbers in 2004
Bob	Richings	Automotive	For efforts in the capacity of volunteer: First Aid Officer
Kenneth B.	Ritchie	Horticulture	For excellent links and mutual respect with the Pest Management Industry, securing most of the market training in WA. A very proactive staff member who is always looking for opportunities to deliver appropriate training
Ian	Roby	Plumbing	For efforts in the capacity of volunteer: First Aid Officer Emergency Evacuation Warden
Gayle	Rowe	Executive Office	For efforts in the capacity of volunteer: First Aid Officer
Leanne	Rowe	Access	For efforts in the capacity of volunteer: Critical Incident Response & Support Officer
Sharyn	Rush	Campus Services	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Heidy	Scantlebury	Community Services	For work done coordinating the innovative Competitive Allocation of Training and Gaining Access to Education tenders as well as youth work
Peter	Scolari	Campus Services	For efforts in the capacity of volunteer: Emergency Evac Warden
Kevin	Sealey	Information Systems	For efforts in the capacity of volunteer: First Aid Officer Emergency Evacuation Warden
Malcolm	Shand	Automotive	For efforts in the capacity of volunteer: Emergency Evac Warden
Rajiv	Singh	Marine Operations & Engineering	Rajiv has devoted a significant amount of his own time to ensuring marine simulation equipment is available to students. Also for solving software and hardware issues as they arise
Heather	Slaven	Health & Fitness	For coordination of Vocational Education Training programs.
Ian	Sleith	Information Systems	For support and assistance on several projects during the last twelve months
John L.	Smirke	Curriculum	For efforts in the capacity of volunteer: Emergency Evac Warden

First Name	Last Name	Section	Nominated for:
Carmel	Smith	Horticulture	For the contribution in writing toolboxes, managing, developing innovative solutions and face-to-face induction programs for on-line students. Organising work placement for students to complete practical assessments is also recognised.
Leo	Smith	Hospitality	For outstanding contribution to VET in Schools. Leo has supported schools to become compliant with AQTF supplying materials and mentoring staff
Michael	Snadden	Hospitality	For efforts in the capacity of volunteer: First Aid Officer Critical Incident Response & Support Officer
Giles	Snedker	Aquaculture	For efforts in the capacity of volunteer: Emergency Evacuation Warden Occupational Safety & Health Representative
Kevin	Southall	Metal Fabrication	For efforts in the capacity of volunteer: Emergency Evac Warden
Christine	Sparham	Diversity & Community Development	For extraordinary support developing and accrediting the Certificate II Family Health and Wellbeing program
Ian	Spencer	Submarine Training	For efforts in the capacity of volunteer: First Aid Officer
Peter	Stent	Defence & Resources - Plumbing	For excellence in the provision of technical support
Sue	Sumich	Manager Campus Services	For efforts in the capacity of volunteer: Emergency Evacuation Warden Critical Incident Response & Support Officer
Mike	Sutton-Smith	Building	For efforts in the capacity of volunteer: Occupational Safety & Health Representative
Murray	Sykes	A/Director Finance	For developing out of College hours, a forecasting tool for profile and non-profile delivery projections. Assistance given to Training Research & Development is also recognised
Jane	Tankard	Information Systems	For the excellent job organising the installation/relocation of computers prior to commencement of Semester 1 2004
Elaine	Taylor	Community Education	In recognition of the work and effort exerted as part of the Community Education Team in achieving substantial growth in ACE student numbers in 2004
Cheryl	Tennant	Business Development Directorate	For efforts in the capacity of volunteer: First Aid Officer Grievance Officer Critical Incident Response & Support Officer Occupational Safety & Health Representative
Gaik	Teoh	Supply	For efforts in the capacity of volunteer: Emergency Evac Warden
Serena	Thomas		For efforts in the capacity of volunteer: First Aid Officer
Doug	Thompson	Health & Fitness	For efforts in the capacity of volunteer: Occupational Safety & Health Representative
Suzette	Thompson	Access Programs	For contribution to the Competitive Allocation of Training tender, an innovative design for young people living with a mental illness.
Jim	Thompson	Education Development Unit	Specifically in relation to preparations for the Building Trades Information Evening.
Celine	Thomson	Aboriginal Programs	For efforts in the capacity of volunteer: Emergency Evac Warden
Neil	Thurston	Metals	For a high level of assistance to Mechanical Fitters, Automotive pre-apprentices and staff.
Kirrilee	Till	Academic Records Centre	For efforts in the capacity of volunteer: Emergency Evac Warden

First Name	Last Name	Section	Nominated for:
Tracey	Timmins	Campus Services	For efforts in the capacity of volunteer: First Aid Officer Occupational Safety & Health Representative Critical Incident Response & Support Officer
Jackie	Tuffin	Access	For efforts in the capacity of volunteer: Grievance Officer
Lyndon	Vella	Information Technology	For the extensive program in practical work experience for Information Technology students in industry, organisations and community groups
Gail	Vieira	NAC	For efforts in the capacity of volunteer: First Aid Officer
Ronald Mark	Viskovich	Defence & Resources - Plumbing	For excellence in teamwork.
Carlo	Vittiglia	Client Communications	For efforts in the capacity of volunteer: Emergency Evac Warden
Andrew	Volaric	Human Resource Mgmt & Development	For efforts in the capacity of volunteer: Emergency Evac Warden Occupational Safety & Health Representative
John	Waswo	Electrical Trades	For efforts in the capacity of volunteer: First Aid Officer
Kingsley	Waterhouse	Director	For efforts in the capacity of volunteer: Emergency Evac Warden
Paul	Watson	Horticulture	For efforts in the capacity of volunteer: First Aid Officer
Frank	Weaver	Aquaculture	For efforts in the capacity of volunteer: Emergency Evac Warden
Frank	Weaver	Maritime - Aquaculture	For a great salvage job on the 'Leap Shed' prior to the Maritime Centre re-development
Phillip	Westwood	Hospitality	For dedication and actively participating in weekend events to promote Challenger TAFE in Hospitality and Tourism
Robert	Wheadon	Security Guard	For efforts in the capacity of volunteer: First Aid Officer
Andrew	Widdis	Submarine Training	For efforts in the capacity of volunteer: First Aid Officer
Janine	Wigham	Campus Services	For efforts in the capacity of volunteer: Emergency Evac Warden Occupational Safety & Health Representative
James Alexander	Williams	Marine Operations	For efforts in the capacity of volunteer: Occupational Safety & Health Representative
Kathryn	Williams	International Students	For efforts in the capacity of volunteer: First Aid Officer
Tom	Williams	Fitting & Machining	For efforts in the capacity of volunteer: Emergency Evac Warden
Kay	Wilson	Manager	For efforts in the capacity of volunteer: Grievance Officer
Joan	Wilson	Community Education	In recognition of the work and effort exerted as part of the Community Education Team in achieving substantial growth in ACE student numbers in 2004.
Brian	Wolstencroft	Defence & Resources - Carpentry	For excellence in team leadership and teamwork in Carpentry and Joinery
John	Wood	Human Resource Mgmt & Development	For customer care and patience, well beyond the expected requirements
Pearl	Wootton	Information Technology	For contribution and responsibility establishing the Flexible Learning program and for commitment to the VET in Schools program

16.8 CHALLENGER TAFE SPONSORSHIPS

Title	Explanation	\$ Value
Sponsoring electric vehicle challenge	Challenger TAFE will sponsor three local high schools from the Kwinana Industry Education Partnership to a maximum of \$300 per school and \$300 for miscellaneous expenses and prizes	\$1200
Sponsorship support for the Abilities Careers Expo	Abilities Careers Expo will be held at Forrest Place on Thursday 23rd September, 2004	\$100
Sponsorship for Adult Learners Week	Challenger TAFE is sponsoring 'The Outstanding Environmental Care Program' for Adult Learners Week	\$1000
Sponsorship support for the Mandurah Senior College Graduation Ceremony	Challenger TAFE Pathways to Learning Outstanding Achievement Award	\$500
Sponsorship for Mandurah Youth Commitment	Challenger TAFE is to sponsor a prize.	\$250
Sponsorship for Presentation Ceremony Curriculum Council Awards	2005 Curriculum Council awards ceremony including Beazley medal VET.	\$2200

16.9 GLOSSARY AND LIST OF ABBREVIATIONS

ANTA	Australian National Training Framework
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
Auspicng	Training by a non registered training organisation is endorse by a Registered Training organisation (RTO)
CAG	Curriculum Advisory Group
CAT	Competitively Allocated Tender
CMIS	Curriculum Management Information System
CSSN	Curriculum Services Support Network
GATE	Gaining Access to Training and Employment
ITC	Industry Training Council
KIEP	Kwinana Industries Education Partnership
NACs	New Apprenticeship Centre
NAIDOC	National Aboriginal Islander Day Observance Committee
RTO	Registered Training Organisation
SCH	Student Curriculum Hours (a resourcing measure for TAFEWA colleges)
VET	Vocational Education and Training
VETfS	Vocational Education and Training for Schools