



Celebrating 50 Years
of TECHNICAL AND
FURTHER EDUCATION
1958 - 2008

2008 Annual Report



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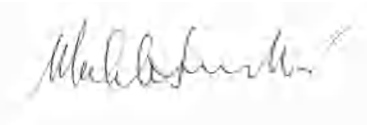
Contacting the College
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Hon. Peter Collier MLC
Minister for Energy; Training

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2 Havelock Street
WEST PERTH WA 6005

In accordance with Section 54 of the Vocational Education and Training Act 1996 and section 61 of the Financial Management Act 2006, I hereby submit for your information and presentation to Parliament the Annual Report for Central West TAFE for the year ended 31 December 2008.

The Annual Report has been prepared in accordance with the provisions of the Financial Management Act 2006 and Premier's Circular 2008/03 Annual Reporting.



Malcolm Smith
Chairperson
College Governing Council

13th March 2009

Executive Summary

An introduction to Central West TAFE

Central West TAFE is the leading provider of vocational education and training in the Central West region of Western Australia. The College works with individuals, industry and community stakeholders to identify, develop and implement a range of high quality training and assessment services that meet the training and skills requirements of industry and the aspirations of individuals, families and communities.

The Central West region of Western Australia is a large geographical area, covering more than 600,000 square kilometres. While the area is large the population of around 70,000 is sparsely distributed outside the major centres with many remote communities, including many Indigenous communities, located long distances from facilities and infrastructure most of us take for granted. The region is characterised by a vibrant, resource rich environment with an economic base that has traditionally relied upon agriculture, mining and fishing industries. The Central West region, like much of Western Australia, has experienced significant growth and development particularly in the mining sector over the past few years. The skills shortage in the traditional and highly skilled trade's areas has impacted the region as the workforce has struggled to supply the necessary skilled labour to meet demand.

Central West TAFE has responded to the challenges of delivering high quality vocational education and training (VET) programs and services in a dynamic environment. The College services clients from all areas of the region utilising a range of innovative and flexible delivery methods that have increased and improved client access to programs both on and off campus. Increasingly training delivery and assessment is being conducted in flexible ways including in the workplace, through recognition of prior learning, and community based training projects.

The College reaches clients through a major campus and the Batavia Coast Maritime Centre both located in Geraldton, additional campuses at Carnarvon and Exmouth, a network of regional locations and partnerships with the Telecentre Network. A range of programs are available at all Australian Qualifications Framework levels, from entry level training to Advanced Diploma. In addition the College works with regional secondary schools to provide VET in Schools opportunities and has contracting and partnership arrangements with major universities to deliver tertiary qualifications. The College provides a range of lifestyle programs, customised training and consultancy services through its business development arm, *Interactive Training Network*.

The challenges of operating in a regional area present unique opportunities for developing innovative and responsive vocational education and training solutions. Regional delivery is characterised by a strong community consultation process supported by specialist staff and through partnerships with community based organisations, enterprises and Telecentres. Lecturers develop courses that are suited to client needs, providing relevant skills that can be applied in the community. Many of the projects undertaken through training are "live work" projects that also provide lasting benefits to the communities through the building of new or refurbished facilities.

The College is also focused on developing initiatives that support the empowerment of Indigenous Australians, provide opportunities for people with disabilities to sample TAFE life and training and enhance the learning opportunities for people from culturally and linguistically diverse backgrounds.



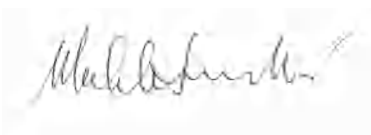
Governing Council Chair Foreword

In a year that the global economy was turned upside down and financial markets in just about every country in the world began to collapse on a scale not seen since the great depression of the 1930's, Central West TAFE completed a very successful year.

Celebrating 50 years of establishment in Geraldton and the Central West, the College established new multi million dollar training facilities, introduced a new mobile training facility for the region, and addressed technical issues with the Batavia Coast Maritime Centre whilst consolidating activities in Carnarvon, Exmouth and Wiluna and improving services and facilities for students throughout the region.

Management and staff have risen to and exceeded the challenges of change confronting TAFE Colleges to introduce positive ideas and initiatives in delivery methods, cultural change and staff professional development that bring credit to this College and other TAFE Colleges throughout the State.

I acknowledge the wise counsel and diligence of my fellow board members and thank them for their generous efforts in supporting the College, its Managing Director, other Directors and staff.



Malcolm Smith
Chair
Central West TAFE Governing Council

Managing Directors Report -
Celebrating 50 years in Vocational Education and Training

2008 marked the 50th year of Central West TAFE's involvement in Vocational Education and Training. The enduring success of the College over this timeframe is attributed to the ongoing dedication, support and contributions of all staff and excellent relationships with local communities and industries. A number of events were held throughout the year to celebrate the achievement including a staff reunion sundowner, an industry sundowner, a staff ball, time warp day, student party, family fun day and additions being made to the College time capsule schedule to be opened in 2033.

The College continued its history of provision of responsive high quality training and assessment services during 2008 through a focus on increasing lecturer skills in workplace delivery methodologies, increasing strategies and programs for engaging youth in the region, developing its infrastructure, and continuing to build relationships with local industries to ensure an appropriately trained labour force to meet their skills needs.

A number of course development projects were undertaken during 2008 in response to local industry needs. College lecturers were funded to conduct research and consultation with industry and VET stakeholders to develop courses for delivery in 2009 in logistics; occupational safety and health; higher level qualifications in child care and nursing; vet nursing which creates a pathway to university for local school leavers; and ongoing research into environmental science and sustainability. Additionally, in response to local industry the College will re-commence delivery to plumbing apprentices from 2009.

The combined activities during 2008 of widening lecturer instructional skills and increasing scope of delivery builds the College's training profile allowing it to match the new employment opportunities emerging in the Central West region and respond to changes in both the local economy and the national VET system.

During 2008 the College continued to see and respond to an influx in young students wishing to participate in VET either as a standalone option or as a combination of school and TAFE or TAFE and employment. Activities undertaken in response to this increase included professional development for staff in meeting the specific needs of this client group, ongoing implementation of the TAFEWA Duty of Care for Minors Policy, collaboration with local schools to ensure pathways for clients and piloting of programs designed to engage those within this client group who are at risk of disengaging. The College was recognised for its innovative approach to engagement of youth through being awarded the 2008 VET in Schools Australian Training Award for its provision of VET services to the Mid West Football Academy.

The College continued its focus on organisational development during 2008 to ensure its structure and processes enable staff to be responsive within an ever changing environment. A new Governance Structure, developed in late 2007, was implemented enabling Corporate Executive and Governing Council with better information and data to analyse organisational performance, manage strategic risks and capitalise on strategic opportunities. Some minor changes were made to the portfolio delivery areas to create synergies between emerging industries such as aquaculture, science, environmental science and sustainability. A staff survey was also undertaken, the results of which will inform organisational development activities during 2009.

On behalf of College Governing Council I would like to congratulate and thank staff for their efforts in responding to the challenges of 2008 resulting in the many successes achieved throughout the year. In 2009 I look forward to continuing the relationships with stakeholders to ensure the best possible education and training opportunities for residents and enterprises of the Central West region. With these relationships in place and continued staff commitment Central West TAFE can expect to respond successfully to the challenges that it may face during 2009.

Bert Beevers
Managing Director
Central West TAFE

2008 Highlights

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

Training Delivery

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

2008 Planned ¹	2008 Actual	% Achieved
888,888	865,444	97.4%

Planned 2008 figures are the initial targets set in the 2008 Delivery & Performance Agreement prior to any addenda. When compared with the College's revised target of 866,000, as agreed through addenda processes throughout 2008, a 99.9% achieved figure is derived.

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

2008 Non-Profile SCH ²	% of total College SCH
98,120	10%

Non-Profile training activity incorporates Fee for Service and Adult and Community Education courses, Tendered Industry Specific programs, Special Projects, Other Commonwealth Activities, VET in Schools Auspicing, and other related commercial training delivery activities.

Client Satisfaction

Very positive client satisfaction results were reported for Central West TAFE in the annual WA 2008 Student Satisfaction Survey³. Results in key areas included:

Question	CWT Result	WA Average
Overall, how satisfied were you with this course?	90% ⁴	85% ⁴
My lecturers had a thorough knowledge of the course content	88% ⁵	86% ⁵
The way I was assessed was a fair test of my skills	88% ⁵	84% ⁵
Overall, the campus was a pleasant place to learn	88% ⁶	77% ⁶

Source: 2008 TAFEWA Student Satisfaction Survey

Percentage reported is those students responding either 'very satisfied' or 'satisfied'

Percentage reported is those students responding 'most'

Percentage reported is those students responding 'agree'

Similarly positive outcomes for Central West TAFE 2007 graduates were reported in the national 2008 Graduate Outcomes Survey⁷. Results in key areas for graduates included:

Question	CWT Result	National Result
Satisfied with the overall quality of training	90%	85%
Fully or partially achieved main reason for completing course	87%	87%
Employed as at 25 May 2007	84%	80%

Source: 2008 Student Outcomes Survey, National Centre for Vocational Education Research (NCVER)

Student Achievements

The success of the College is reflected in the achievement of its students with a number being recognised during 2008. The following students were presented with Major Awards at the 2008 Graduation Evening recognising their achievements during 2007:

Alicia Bellotti - 2007 Aboriginal Student of the Year, sponsored by Wila Gutharra.

Alicia Bellotti - 2007 Vocational Student of the Year, sponsored by the Mid West Chamber of Commerce.

Megan Labruyere – 2007 Trainee of the Year, sponsored by Market Creations.

Peter Watters - 2007 Rotary Apprentice of the Year, sponsored by the Geraldton Rotary Club.

Zaphire Meyer, 2007 Carnarvon Trainee of the Year, supported by Apprenticeship & Traineeship Company.

Joshua Herrits, 2007 Carnarvon Aboriginal Student of the Year, sponsored by Wila Gutharra.

Deborah Boxall, 2007 Carnarvon Vocational Student of the Year, sponsored by Carnarvon Chamber of Commerce and the Carnarvon ANZ Bank.

The following students were recognised through awards external to the College:

Peter Watters was selected as a finalist in the WA Training Awards Apprentice of the Year category recognising his efforts as a mature age Certificate III General Construction (Bricklaying / Blockpaving) apprentice.

Robert Dines, an electrical apprentice student who graduated in 2006 was selected from over 60 nominees to participate in the Apprenti Centre's innovative Ambassador program which showcases successful apprentices and trainees.

Rebekah Gilligan, a Certificate I in Automotive graduate attained a scholarship from Degem Systems to continue her studies in the automotive field.

Staff Achievements

The success of the College is also reflected in the achievement of its staff with a number being recognised during 2008. The following staff were presented with internal Quality Awards at the 2008 Graduation Evening recognising their excellence during 2007:

Belinda Crafter – Client Service Award in recognition of a proactive client service approach and for continually supporting the TSS team above and beyond what is expected.

Danielle Henderson – Lecturing Excellence Award for excellence in innovative quality teaching practice, student engagement and a commitment to sharing knowledge and good practice across the College.

Lisa Wallace – Rising Star Lecturing Award in recognition of striving for lecturing excellence to meet client needs through provision of high quality industry consultation, training and assessment.

Craig Walker – Leadership Award for the breadth of leadership qualities displayed across all areas of the College.

Information Systems team – High Performing Team Award for continuing the provision of a high quality service, sharing challenges in dynamic environment and enjoying their work.

Danielle Henderson, Beauty Therapy Lecturer was a finalist in the WA Trainer of the Year category of the WA Training Awards. Additionally, Danielle Henderson and Lisa Wallace were nominated for the 2007 WA Lecturer of the Year Awards. Staff involved in coordinating, lecturing and supporting the 'Kicking Goals' program in conjunction with Geraldton Secondary College and Mid West Football Academy were recognised for their innovation and commitment though achieving the Australian Training Award for VET in Schools.

Operational Structure

Vision and Values

Our vision:

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

Staff are introduced to the values of the College through induction processes with these further reinforced through the Staff Code of Conduct and reflected in management systems. Our values are:

- *We continuously strive for improvement*
- *We value the creative intelligence of every person that works for us*
- *We are committed to providing superior customer service*
- *We provide excellence in Vocational Education and Training*
- *We follow a teams based approach*
- *We promote open communication*
- *We accept responsibility for our actions and show respect for others*

As reflected in our values the College has a strong client service commitment based on the following principles:

Prompt Service: we aim to reply to all enquiries in a prompt and timely way, providing the requested information in the relevant format.

Openness: we will provide all relevant information on our products and services upon request and in an appropriate format. We will also have information for clients located at each campus.

Communicating effectively: we work to ensure clients can find out what they need to know in a clear and effective manner. Enquiries can be answered by phone, facsimile, e-mail or in person.

Quality training: we will provide industry relevant training that will allow students to learn the skills and knowledge required to succeed in their chosen vocation.

Organisational chart

A team based organisational structure and a culture reflective of our values encourages staff to develop flexible and innovative approaches to meeting client needs. This dynamic structure has provided Central West TAFE with the ability to continually respond to the changing needs of the region. Through the provision of high quality training delivery and assessment services attuned to the needs of industry, client focussed support services and a range of first class facilities and equipment the College assists individuals, industry and the community to pursue their skills development and lifelong learning goals.

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

Academic and Training Services

Responsible for the development and delivery of a range of education, training and assessment programs that meet the needs of diverse client groups. The area provides educational leadership and a broad range of academic support services to facilitate participation by clients in relevant, quality vocational education and training.

Organisational Effectiveness

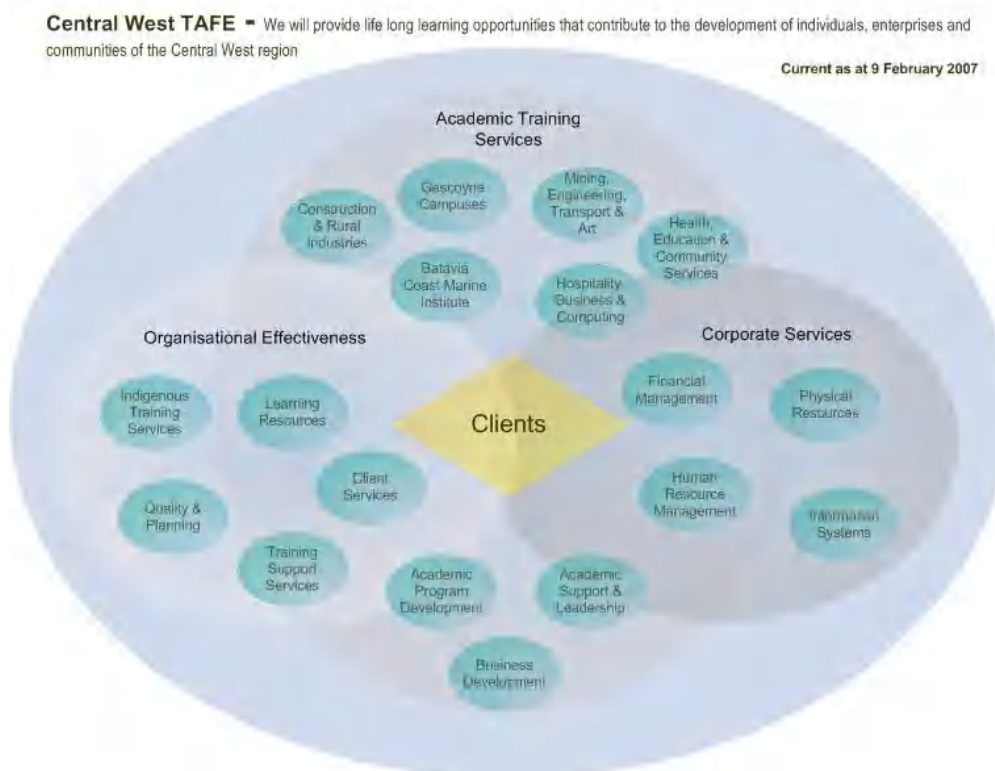
Responsible for engaging and supporting clients, providing organisational development through a range of strategic planning and performance management services and developing the organisation's learning culture.

Organisational chart cont...

Corporate Services

Responsible for developing and implementing systems and processes that support the business and administrative environment of the College, ensuring the organisation fulfils its statutory requirements and developing the capability of the College's workforce.

The following graphic represents the interconnectedness of the College's organisational structure, with teams working together to service the needs of clients:



Strategic Directions

In 2007 a review of the College's strategic plan "*Partnerships with the region: building capacity through education and training 2006 - 2010*" was conducted with refinement resulting in the emergence of a condensed five broad directions. The following directions and priorities were identified through a process of consultation and environmental analysis. Details of achievement against these broad directions and specific priorities in 2008 are included in the Agency Performance - Report on Operations section of this report.

SD1 Meeting the Training and Skills Development Needs of the Central West

Through consultation and partnership with businesses and employers (broadly referred to as industry) and communities the College will provide contemporary training assessment services that meet the needs of the Central West and ensures an appropriately skilled and job ready workforce.

SD 2 Development of Sustainable Regional Communities

Education and training plays an invaluable role in providing individuals, enterprises and communities with skills to become economically, socially and environmentally sustainable. The College also recognises the links between regional industry development and community sustainability. Through effective consultation processes College will identify and implement training programs that enable individuals to fulfil their VET aspirations and communities to build capacity and capability.

Strategic Directions cont...

SD 3 Significant Partner in the Empowerment of Australian Indigenous People

The College is committed to providing culturally appropriate training to improve the standard of living and quality of life for Australian Indigenous peoples through empowerment with knowledge and skills to enable self-determination. The College seeks to be recognised as a best practice provider of Indigenous training and will work with Australian Indigenous peoples to build a learning environment that achieves relevant outcomes and provides life long learning opportunities.

SD4 Excellence in Support Services

Excellence in learning and assessment is underpinned by excellence in business practices and client services. Central West TAFE will optimise the quality and opportunities of its delivery and assessment services through effective and efficient provision of corporate and client support services.

SD5 Valuing and Investing in our People

Through an interlocking teams based organisational culture the College seeks to further develop its capacity to respond to the challenges of the changing VET market through the development of a flexible, skilled workforce and an effective working environment that encourages innovation and excellence.

Governing Council

The Governing Council of Central West TAFE comprises a Chairperson, Deputy Chairperson, and members appointed by the Minister as representatives of local industry, the community, and the Managing Director of the College.

Governing Council members in 2008 were:

Mr Malcolm Smith (Chairperson)
Consultant
Community Representative

Mr Robert Calder
Community Representative

Mr Terry Brennan
Geraldton Regional Aboriginal Medical Service
Industry Representative

Debbie O'Toole
Electoral Officer
Community Representative

Ms Susan Shaw
Principal Geraldton Grammar School
Community Representative

Mr Ron Ashplant
City of Geraldton-Greenough Councillor
Community Representative

Mr Greg Keading
Gindalbie Metals
Industry Representative

Ms Christine Rafanelli
Da Vinci Tiles
Industry Representative

Ms Leanne Sice
WA Country Health Service
Industry Representative

Mr Bert Beevers
Central West TAFE
Managing Director

Ms Jo Payne (Executive Officer)
Central West TAFE

Key Legislation

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

- Copyright Act 1968
- Corruption and Crime Commission Act 2003
- Disability Services Act 1993
- Equal Opportunity Act 1984
- Education Act 2004
- Electoral Act 1907
- Financial Management Act 2006
- Freedom of Information Act 1992
- Industrial Relations Act 1979
- Industrial Training Act 1975
- Minimum Conditions of Employment Act 1993
- Occupational Safety and Health Act 1984
- Privacy Act 1988
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Public and Bank Holidays Act 1972
- Sex Discrimination Act 1984
- State Supply Commission Act 1991
- State Records Act 2000
- Racial Discrimination Act 1975
- Vocational Education and Training Act 1996
- Workers' Compensation and Injury Management Act 1981
- Workplace Relations Act 1996
- Working with Children (Criminal Record Checking) Act 2004

Performance Management Framework

Government goals, agency outcomes and services

Central West TAFE is committed to achieving State Government goals through the provision of high quality vocational education and training services that meet the skills and economic development needs of individuals, communities and industries in the Central West region.

Central West TAFE fosters a strong local economy through focusing the provision of training on skills shortage areas within our region to ensure industry has staff with the skills it needs to grow and prosper. Central West TAFE Strategic Direction 1 *Meeting the Training and Skills Development Needs of the Central West* has a particular focus on achieving this goal. Actions undertaken during 2008 in relation to the directions are reported in the Agency Performance section of this report.

Central West TAFE has a significant role to play in enhancing the quality of life and wellbeing of all people throughout the Central West region through encouraging lifelong learning, contributing to positive outcomes for people with disabilities, providing training which empowers Indigenous Australians and providing services which ensure equal access for all sectors of the local community. Central West TAFE Strategic Directions 2 and 3 have a focus on achieving this aim. Actions undertaken in relation to these Directions during 2008 are reported in the Agency Performance section of this report.

Government goals, agency outcomes and services cont...

The College's strategic plan *Partnerships with the Region: building capacity through education and training* recognises the vital role the College has to play as a large government agency servicing the Mid West, Gascoyne and Murchison regions of Western Australia in enhancing the lives of the citizens and communities of the region. The College makes a significant contribution to the region's economy as a large employer and through our role in developing the skills of the workforce. We carry considerable responsibility for developing the lifelong learning skills that are essential for people to participate effectively in their communities. In particular Strategic Direction 2 *Development of Sustainable Regional Communities* and Strategic Direction 3 *Significant Partner in the Empowerment of Australian Indigenous People* have a focus on achieving this Government goal. Actions undertaken in relation to the directions are reported in the Agency Performance section of this report.

Central West TAFE is committed maintaining a skilled, diverse and ethical public sector through continued development of management systems that meet the needs of the workforce in responding to client needs. In particular Strategic Directions 4 *Excellence in Support Services* and 5 *Valuing and Investing in our People* are focused on achieving this goal. Actions undertaken in relation to the directions are reported in the Agency Performance section of this report.

Agency Performance – Report on Operations

Achievements Against Strategic Directions

SD1 Meeting Training and the Skills Development Needs of the Central West

Central West TAFE recognises the impact an appropriately skilled workforce that meets the needs of industry and enterprises in the region can have on the economic viability of the Central West. This strategic direction represents a commitment to work closely with industry and communities to ensure relevant training, aligned to regional industry needs with graduates viewed as job ready and able to contribute to productivity from commencement.

College priorities for this direction are to:

- Develop stronger links and undertake meaningful consultation with industry and communities to better understand their training requirements.
- Consult and partner with industry to provide relevant training and assessment that services skills shortages, the skills needs of existing workers, and the skills needs of emerging industries.
- Collaborate with industry and communities to investigate and develop new course offerings to meet changing industry and community needs.
- Create a greater industry and community awareness of the benefits of training and assessment.
- Maintain a learning environment that encourages participating by all clients and facilitates positive learning outcomes.
- Maintain a culture of continuous improvement to ensure provision of high quality products and services.

The following provides information regarding the College's achievements against these priorities during 2007.

SD1 Meeting Training and the Skills Development Needs of the Central West cont...

Skills shortages

The College has recognised over a period of time the need to continually upgrade and expand its trades delivery areas in order to meet both industry skills needs and the needs of students on their pathway to mainstream VET.

Significant upgrades to a number of facilities which commenced during 2007 were finalised in 2008 including expansion of the carpentry, fitting and machining, and automotive areas; development of undercover work area for general trade skills; and building of a new skills kitchen. Upgrade to equipment in the construction and hospitality areas also occurred through this process. The new and expanded delivery areas facilitated an increased amount of training and assessment in the skills shortage areas of construction, machining, automotive and cookery during 2008. Additional works commenced during 2008 to continue upgrade of existing workshops and extension of the Electrical workshop to include an undercover outdoor workshop area.

Upgrade to the College laboratory equipment occurred during 2008 through an ERC Grant which updated learning tools such as an incubator, biological water bath, water purification system, microscopes, and analytical balance. The new equipment is used for hands on training in areas such as biology, environmental science, mineralogy and chemistry.

These projects are an important step in ensuring the College is well placed to continue to not only deliver industry standard trades training in skills shortage areas but to also continue to offer a broad range of options to those students transitioning to VET.

The Post Trades Skill Set program provides an example of how the College responds to local skills shortage. This development project was undertaken to design a short course skills set aimed at post trade clients who are looking to commence their own business (e.g. subcontractors, small business owners etc). The skills set was designed to develop small business management skills such as planning, basic bookkeeping, and marketing which would assist clients to run a successful small business.

Other new offerings in skills shortage areas during 2008 included recognition of prior learning in Certificate II Split Systems Air Conditioning, development of first year plumbing apprenticeship delivery for commencement in 2009, development of a recognition of prior learning strategy for Certificate IV in Teacher Assistant (Special Needs) and identification of a fast track system that can be used by students within the commercial cookery sector. These initiatives were developed during 2008 for delivery in 2009.

Apprenticeship and Traineeship delivery

Central West TAFE has experienced a 100% increase in apprentice numbers since 2003. This is reflective of the growth in the local economy in the mining industry and related trades such as construction. However it also is reflective of local business satisfaction with the training and assessment services provided by highly skilled and qualified lecturing staff.

During 2008 the College continued to support student pathways to apprenticeships through provision of school apprenticeship link programs in construction, metals, automotive, commercial cookery and personal services. Pre apprenticeship programs were delivered in electrical, carpentry and joinery, metal fabrication, automotive and boatbuilding resulting in a large number of participants entering apprenticeships.

Through consultation with local industry the need for delivery for apprentice plumbers was identified. Staff have worked with industry representatives and other TAFE Colleges during 2008 to prepare for delivery to first year apprentices during 2009. This will expand the scope of delivery within the College and the pathways available for students. A multifunctional delivery area is expected to be built during 2009 to enable expansion in this trade area to include delivery of the full apprenticeship by 2011.

An example of where Central West TAFE partners with industry to provide industry standard training for apprentices is a partnership with local business Geraldton Hire and Scaffolding Services during 2008. Geraldton Hire and Scaffolding played host to thirty carpentry apprentice students, overseen by a Central West TAFE lecturer, who learnt to erect scaffolding and identify occupational health and safety risks in a safe work environment.

To ensure coordinated provision of services to employment based training stakeholders the College continues to participate in regular network meetings with Australian Apprenticeship Centre, Group Training Companies and the Apprenti Centre.

Workplace Training & Assessment

Building upon projects and professional development which occurred during 2007, in 2008 the College has been focussing on building organisational systems and development of learning tools to facilitate increased servicing of existing workers through a combination of recognition of prior learning and flexible skills gap training.

Development of task based recognition of prior learning tools occurred and were implemented with students in the following industry areas:

- Automotive
- Cookery
- Hospitality
- Teacher Assistant
- Tourism
- Plant Operations; and
- Panel Beating

The development and implementation of these task based resources have facilitated streamlined, client focussed RPL in these industry areas resulting in the College achieving approximately 40,000 student curriculum hours through RPL delivery during 2008.

The College provided training and assessment services to a range of local business during 2008 to assess the existing skills of workers and provide training in new skills areas. One such initiative involved the College successfully applying for funding from the Department of Health and Ageing to support nine students to undertake Certificate III and IV level qualifications in the aged care field. This initiative was progressed in partnership with two local aged care facilities.

The partnership formed with Geraldton Police Station during 2008 is another example of a successful workplace training partnership. College staff worked with the administration staff at the Police Station to recognise their existing skills in the areas of Business and Business Administration through recognition of prior learning processes. It is expected this partnership will be built upon during 2009 to offer some flexible training options for Police administration staff to enhance their skills and to offer a similar recognition of prior learning process to other stations throughout the Mid West and Gascoyne regions.

Industry engagement and partnerships

Ongoing consultation and development of partnerships with industry is a key element in achieving Central West TAFE's goal of providing training and assessment services that are reflective of local industry needs.

One method of industry consultation utilised throughout the College is the formation of Industry Advisory Committees (IACs) that bring together representatives of a specific industry to provide input into training delivery planning and methodology, and assessment tools. Central West TAFE staff utilise the information gained through these committees to continually improve upon existing services and to develop new programs. Discussions at various Health & Community Services IAC's during 2007 and 2008 have resulted in commencement of delivery in Advanced Diploma of Nursing to provide specialist pathway for enrolled nurses, Advanced Diploma of Children's Services in response to demand from industry, and Certificate IV in Massage Therapy Practice for industry requirements to up skill current workers to this qualification and provide readiness for entry into Diploma of Remedial Massage.

These changes to the College's scope of delivery illustrate how IACs can be effectively utilised in our planning processes to ensure the College is meeting the needs of local industry.

In addition to formalised consultation methods lecturers have over time built informal networks with their particular industry. These informal networks are used to gather feedback about training and assessment services which are then used to effect continuous improvement.

Industry engagement and partnerships cont...

Successful consultations and partnerships with industry during 2008 included:

- An ongoing program partnering with the Department of Agriculture and Food WA (DAFWA) to deliver and assess a skill set for DAFWA employees and contractors to meet regulatory requirements in Fire Arms.
- An ongoing partnership with Legal Aid Western Australia and Community Legal Centres Western Australia to provide a customised training in Cert III and IV Business (Legal Services) to paralegal staff.
- Memorandums of understanding were formed with SafeRight and Hostile Environment Services to provide specialist training to support the construction and mining industry.
- Memorandum of understanding formed with Indian Ocean Fresh Australia to conduct a farmed mulloway project.
- Memorandum of understanding formed with Perth Home Care to provide training and consultancy service for carers.
- Memorandum of understanding formed with Housing Industry Association to deliver Safety training.
- Art students partnered with Geraldton Fishermen's Cooperative to develop a Sea Art Sculpting exhibition as part of the annual Blessing of the Fleet event.

Two events held during 2008 promoted the facilities and services that the College can offer to businesses within the Mid West region. The College showcased its new state of the art facilities in Commercial Cookery, Construction and Automotive to industry through a sundowner held in Zeewijk Restaurant on the 12th June. The event was attended by around 120 local industry guests who appreciated the opportunity to view the College facilities through the event. On the 7th August the College hosted the inaugural Geraldton Iron Ore Alliance Community Careers and Training Expo which showcased careers in mining, community services, health, transport, logistics, agri-foods, hospitality, marine, army, navy, air force, hairdressing, and construction. The event was planned in conjunction with the Geraldton Iron Ore Alliance and Career Advice Australia to showcase over 100 exhibitors which provided all members of the community the opportunity to be exposed to local, state and national emerging industries, areas of skills shortage and study and career pathways into these areas.

Course Development

The College invested a great deal of resources in course development activities during 2008 in an effort to rebuild its training profile to meet the changing needs of industry in the Central West Region.

Course development projects include exploring new delivery areas, delivery at high level qualification levels and developing different delivery and assessment methodologies for existing courses. Lecturing staff participating in projects were guided through the process of project management and gained valuable skills in research, consultation, report writing, project planning and gained a better understanding of the functions of a variety of non teaching teams.

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Course Development cont...

The level of research undertaken can be demonstrated by one particular project which explored delivery in VET nursing. Two content experts were employed to conduct a training needs analysis, one content expert is a practicing veterinary surgeon, the other an equine lecturer at Central West TAFE. Consultation of forty individuals and focus group sessions took place at veterinary clinics, schools, pony clubs and network meetings and were also conducted over the phone with veterinary clinics in other regions. Three customised survey tools were used during the consultations, one each for businesses, students and veterinary nurses. The consultations focused on four key themes, that is, (a) employment and previous study/training; (b) study/training outcomes; (c) current and future training requirements and (d) training delivery preferences. In addition to consultation with businesses, individuals and practicing veterinary nurses, content experts consulted with private and public registered training organisations currently delivering veterinary nursing in the Central West region as well as one off-shore registered training organisation that is planning to offer veterinary nursing training in this region.

Qualitative analysis of the data collected suggested that there is strong demand for the development and delivery of veterinary nursing qualifications in the Central West region and that substantial in-kind support would be forthcoming from businesses and practicing veterinary nurses to support the long term delivery of veterinary nursing qualifications. From this analysis staff began the process of developing delivery and assessment resources to add the qualification to the College's scope and to prepare for delivery in 2009.

Other successful course development projects undertaken included:

- Expansion of nursing delivery into the Advanced Diploma of Nursing (Enrolled/ Division 2 nursing) to provide specialist pathway for enrolled nurses within industry;
- Expansion of children's services delivery to the Advanced Diploma of Children's Services due to demand from industry;
- Addition of Certificate IV in Massage Therapy Practice to its scope of registration as per industry requirement to upskill current workers to this qualification and provide readiness for entry into Diploma of Remedial Massage;
- Addition of Certificate IV in Community Services (Lifestyle and Leisure) specifically for activities workers in Aged Care facilities for clients;
- Development of a post trade business skills set to assist trades people in developing their small business;
- Development of recognition of prior learning tools in industry areas such as hospitality, automotive, teacher assistant, and mining;
- Expansion of occupational safety and health delivery to the Diploma level; and
- Investigation of opportunities in the environmental science and sustainability industries.

Promoting a culture of continuous improvement

The College continued to develop its quality culture of continuous improvement during 2008 through exploration of the Australian Quality Training Framework (AQTF) 2007 with staff through a variety of workshops. AQTF 2007 has given the College the opportunity to review & improve current policies and procedures. There have been some new processes and practices put into place that ensures that we are using feedback and data to improve upon our services, but through a 'spring clean' process we have also been able to remove some processes that have not enhanced our outcomes for our clients.

Promoting a culture of continuous improvement cont...

The Quality and Planning section of the College has been promoting the intent of the AQTF to staff through the phrase, "AQTF 2007 allows RTOs to focus on what they do best – providing quality training and assessment that meets learner and industry needs", which promotes the flexibility of the AQTF and the focus on outcomes for clients.

Delivery and assessment practices were reviewed and improved upon through 27 internal audits completed against AQTF 2007 standards. Audit training was provided to a small team of staff both academic and non-teaching to enable them to undertake internal audits. Through the internal audit process the trained auditors examined staff delivery and assessment resources, discussed approaches with staff, contacted employers and students to gain feedback and utilised all of this information to make a judgement about compliance and good practice. Staff audited use this feedback to improve their services and showcase good practice to others within the College.

SD2 Development of Sustainable Regional Communities

Education and training plays an invaluable role in providing individuals, enterprises and communities with skills to become economically, socially and environmentally sustainable. The College also recognises the links between regional industry development and community sustainability. Central West TAFE utilises consultation processes to identify and implement training programs that enable individuals to fulfil their VET aspirations and add to the skills base of the region.

College priorities for this direction are to:

- Consult widely and conduct research into industry and community needs to ensure the provision of training services that build more skilled communities and that increase the capacity of regional communities to plan and manage their future.
- Identify and act on opportunities to collaborate with other government agencies in the provision of better coordinated and integrated services to regional communities.
- Develop a stronger understanding of linkages between training and employment in regional areas to maximize job outcomes for students.
- Identify and develop innovative and flexible options for delivery and assessment to meet the needs of clients in remote and isolated communities.
- Identify innovative ways to ensure suitable delivery and assessment facilities are available in regional and remote areas.
- Promote and model sustainable business practices as the norm within the organisation.
- Look for opportunities to incorporate the principles of sustainability into training delivery and where possible provide opportunities for nationally recognised outcomes for clients in sustainability principles or practice.

The following provides information regarding the College's achievements against these priorities during 2008.

Sustainability and integrated services

The College has over time developed a number of avenues to support the integration of services throughout the Central West region. During 2008 these initiatives included:

- Leading the MidWest Gascoyne Workforce Development Strategy;
- Membership on the Geraldton University Centre board;
- Participation in the Midwest Gascoyne Human Services regional Managers group;
- Partner in Wiluna Building Health Communities program;
- Contributed to Department of Indigenous Affairs mapping and gapping project.

Sustainability and integrated services cont...

- Member of Midwest Aboriginal Mining and Economic Development Partnership.
- Member of Midwest Gascoyne Area Consultative Committee;
- Member of the Geraldton Economic Alliance;
- Active participant on the Youth Coordinators Network;
- Member of the Geraldton Midwest Climate Change Action Group;
- Member of the Midwest Regional Buying Client Council;
- Telecentre partnerships; and
- Variety of partnerships with local and State government agencies.

An example of Central West TAFE collaboration with agencies to achieve positive outcomes for students and communities is provided by the Anti Bullying initiative.

Anti Bullying

Central West TAFE Diploma of Community Services and Youth students worked with local schools during 2008 to promote the anti bullying message through a theme of *"Its not odd to be different"*. An Odd Sock Day was held on Friday 13th June at local schools whereby all student were encouraged to wear odd socks to school for the day.

The concept was that although the socks are all different and do not necessarily match, they are all socks. It allowed students to see a lot of difference at one time, therefore demonstrating that difference doesn't change the person inside the socks. TAFE students also presented participants with an anti bullying bag filled with valuable information regarding bullying, nutrition, personal hygiene, tips, tools and resources for both the student and their parents. Positive feedback from local schools indicated the success of the initiative.

Servicing regional and remote clients

Providing training and assessment services in the more regional and remote locations of the Central West can present itself with particular challenges. These include the costs associated with travel, finding suitable delivery locations, retaining suitable student numbers, and locating suitable staff to provide services. Central West TAFE continues to provide high quality services to all within the region through partnering with other agencies, local businesses, local shires, Indigenous organisations and Telecentres. Many examples of how these partnerships facilitate service provision are included throughout this report.

One way in which lecturing staff have historically overcome the physical distance from some of their students is through the flexible learning, including online delivery. In Semester 2 2008 WestOne Services, a division of the Department of Education and Training, approached the College to request the services of one of its lecturers, Cheryl Galloway in a 0.5 capacity as the WA Toolbox Champion. The Toolbox Champion is a role that assists TAFE, Private RTO's, Industry bodies, ACE and VET in Schools in the successful implementation of Flexible Learning Toolboxes. Toolboxes are high quality electronic resources featuring scenarios, images and interactive activities that simulate real workplaces. Funded by the Australian Flexible Learning Framework, the Champions are the "face" of Toolboxes in their state or territory. Within this role Cheryl also has the capacity to provide expertise and additional support that is of benefit to the lecturers at Central West TAFE, as well as provide a regional perspective back to the Framework team. Cheryl's secondment as the Toolbox Champion will continue until December 2009.

A significant development in the resources available to delivery to regional and remote areas occurred during 2008 with funding provided from the State Government for a Mobile Indigenous Trades Training Unit (MITTU). The MITTU comprises of a prime mover truck and trailer, two sea containers which are fitted out to house training tools and equipment that can be temporarily located in regional and remote communities, and a caravan for lecturer accommodation.

Servicing regional and remote clients cont...

The MITTU will initially be used to support training in the civil construction area (light plant operator, excavator/skid steer operation etc) with further training options developed as community demand indicates and funding becomes available. The unit will be utilised throughout the Central West region, particularly in remote Indigenous communities, to build the skills of individuals to meet the demands of the local community.

Creating client pathways

During 2008 the College continued to build upon relationships with other education sectors to ensure access to educational pathways for clients. Strong links were maintained with the Geraldton University Centre (GUC) to promote articulation and pathways and for collaborative approaches to planning for tertiary programs with the Director Academic Training Services being an active member of the Geraldton University Centre Board.

With changes to the school leaving age the importance of creating pathways for youth from schools to VET and then onto employment continued to be a focus for the College during 2008. Specific initiatives focussed on creating pathways for youth included:

- Implementing strategies and actions identified in the 2008 District Education and Training Plan (DETP) with a range of programs that had been identified as providing options for young people in the region at risk of disengaging from education and training. In addition to potential training options the DETP also outlines support strategies such as mentoring as being crucial to increasing retention and success for young people. Close communication with the Participation Unit and involvement on forums such as the Transition Reference Group maintains the College as a key stakeholder in the development of strategies to address retention of at risk young people.
- Ongoing discussions with Geraldton Senior College (GSC) to look at ways to accommodate an anticipated increase in numbers of Year 11 and Year 12 students seeking TAFE study options as a result on the increase in mandatory schooling.
- VET for School Students (VETSS) programs further developed in 2008, stronger working relationships established with schools and the District Office facilitated better planning of VETSS programs. Two higher level VETSS options were developed for 2009 delivery in the industry areas of Nursing and Children's Services.

Youth

Supporting young people by increasing opportunities to participate in Vocational Education and Training is a key priority for Central West TAFE. The increase in school leaving age to 17 in 2008 has meant greater interaction between the College and schools to identify and implement programs to effectively engage young people in education and training as seen by the information provided above. This has proved challenging particularly in regional and remote locations where few options exist for young people beyond the traditional Year 10.

With the number of students under the age of 18 participating in mainstream VET the need for a sector level approach to the care of these students was required. Central West TAFE has been an active participant on the TAFEWA Duty of Care for Minors Working Group established in late 2006 to develop and implement a Duty of Care for Minors Policy across TAFEWA. At a College level successful implementation of the Policy during 2008 continued has been achieved through a cooperative development of processes across a number of sections, professional development for staff in the policy requirements, audits of actions to ensure adherence with procedures developed and clear communication through a local working group.

VET in Schools

The College has traditionally provided a number of services to youth through VET in Schools Programs, which include TAFE-Link programs provided by the College where students complete nationally recognised units of competence; auspiced programs delivered by the schools and quality assured by the College; School Based Traineeships; and School Apprentice Link (SAL) programs.

VET in Schools delivery is across a range of industry areas including: Information Technology; Automotive; Engineering; Business; Building and Construction; Beauty Therapy; Maritime; Metals; Hospitality; Cooking and Retail. The participating schools in 2008 were: Geraldton Senior College; Burringurrah Remote Community School; Carnamah District High School; Carnarvon Senior High School; Dongara District High School; Exmouth District High School; Holland Street School;

VET in Schools cont...

Gascoyne Junction Remote Community School; Mullewa District High School; Cue Primary School; Meekatharra District High School; and Pia Wadjjarri Remote Community School. Delivery is conducted at a range of locations and in some instances includes student working on community projects.

A one day VET for School Students (VETSS) Forum was held in Geraldton on 31st July where four TAFEWA colleges (West Coast, Challenger, Great Southern and South West Regional College) presented information to College staff and school representatives on the VETSS programs that they offer. Through the forum staff broadened their understanding of higher level VETSS programs – these colleges are offering programs at Certificates III, IV and Diploma levels, articulating into further VET or university entrance and of how full qualifications can be offered through VET for Schools delivery. Local schools have responded very positively to the opportunities and potential programs in Nursing (Cert IV), Business (Cert III and Cert IV) and Marine are being discussed for 2009.

School Apprenticeship Link

The College continued to deliver a successful School Apprenticeship Link program during 2008 aimed at providing students with the opportunity of gaining greater awareness of the industry of their choice whilst still enrolled at school. Students participate in school, TAFE and work placement with various employers over the term of the program. A positive outcome is that an employer will commit to taking the student on as an apprentice at any stage of the program should all parties be satisfied with the progress of the student. Two schools participated in the SAL program during 2008, Geraldton Senior College and Nagle Catholic College across five industry areas: construction, metals, automotive, commercial cookery and personal services.

A successful strategy to engage all parties involved in the SAL was through a Parent Information Session for the group of students that accepted into the 2008 program. This was a very successful evening whereby both parents/guardians and students were given information in relation to the SAL program. The coordination of this event involved a partnership with the schools, Apprenticeship and Traineeship Support Network (ATSN), Academic Directors, Lecturing Staff and support staff.

The success of the SAL program in this region is demonstrated through the outcomes of the 2007 commercial cookery students all of whom gained an apprenticeship at the end of the program.

Midwest Football Academy

The College continues to provide vocational education and training options to young Indigenous males enrolled in Geraldton Senior College and attending the Mid West Football Academy. This program has been extremely successful and the partnership between the College, Geraldton Senior College and Mid West Football Academy has ensured that the projects undertaken in a holistic manner at the Academy have had far reaching positive results for the students participating in the program. During 2008 the College supported the Academy in the delivery of Certificate of General Education for Adults (CGEA) and the Certificate I in Sport & Recreation for Year 11 and 12 students. Through the 'General Curriculum Option' unit of CGEA the students were provided the opportunity to attend the TAFE campus and be provided with training in different industry areas, including information technology, hospitality, seafood industry and construction. This program was recognised for its success during 2008 through being announced as the winner of both the Western Australian and Australian Training Awards for VET in Schools.

SD3 Significant Partner in the Empowerment of Australian Indigenous People

Central West TAFE is committed to providing culturally appropriate training to improve the standard of living and quality of life for Indigenous people through empowerment with knowledge and skills to enable self-determination. The College seeks to be recognised as a best practice provider of Indigenous training and will work with Indigenous people to build a learning environment that achieves relevant outcomes and provides life long learning opportunities.

College priorities for this direction are to:

- Consult and partner with Indigenous communities to ensure the provision of culturally appropriate training services that builds more skilled communities and enhances social and economic outcomes.

SD3 Significant Partner in the Empowerment of Australian Indigenous People cont...

- Participation by Indigenous people and their success in vocational education and training is maintained and improved through the creation of learning pathways.
- Where possible, training is linked to employment opportunities for people within their own communities.

- Maximise opportunities for Indigenous people arising from the resource sector boom in the region.
- Develop and implement strategies to increase participation by Indigenous peoples in the higher level qualifications of the AQF.
- Increase participation in and successful outcomes in employment based training for Indigenous people
- Develop strategies to increase the number of Indigenous staff working in the College in all areas of operation.

The following provides information regarding the College's achievements against these priorities during 2008.

Consultation & partnerships

A key method of consultation with Indigenous people is via Indigenous Education, Employment and Training Committee's (IEETC) operating in Geraldton and Carnarvon campuses. Operation is supported by the College and IEETC have an integral role in assisting to develop and review Indigenous Training plans. Further community participation is sought for both IEETC's, with one meeting (of four) being held in a remote location in 2008.

Consultation with communities in Midwest, Murchison and Gascoyne undertaken by Indigenous Development Officers underpins the Indigenous Training Plan, which is discussed and endorsed by IEETC's.

In addition to these consultations the College is represented in a variety of agency and community meetings and forums undertaken in the Central West each year. An example is the College's ongoing involvement with the Working in Partnerships steering group and participation in planned Regional Partnership Agreement during 2008.

During 2008 the College continued its focus on consultation and forming of partnerships to improve services to the town of Wiluna. Through combined State and Federal funding \$2.2m has been allocated to build a community skills training centre in Wiluna. A Project Coordinator was employed to consult with community members and groups, including the Shire and local mining operations, to determine the type of delivery required. From these consultations a design for the centre has now been approved with building due to commence in mid 2009.

Additionally, the College is a partner in the Building Healthy Communities project in Wiluna along with the Aboriginal Health Service, Wiluna Shire, Wiluna Remote Community School, WA Police, and BHP Billiton, who are a major sponsor. The project aims to contribute to community capacity building through a range of strategies that address issues of health, education and training and civic involvement. The College contributes to this project through the provision of skills development opportunities, such as those outlined above, as well as new opportunities identified through the project activities, for example a planned program for 2009 is the provision of driver education to assist people to gain, or re-gain their licenses.

Learning pathways & higher AQF levels

Central West TAFE employs a number of strategies to provide learning pathways for Indigenous students and to encourage them to enter and achieve at higher Australian Qualification Framework levels.

An Aboriginal Scholarship program has been running since 2002 with sixty student awardees over the period being assisted with the costs associated with undertaking VET. This assistance has made a positive impact on their lives and provided the financial support required for them to participate in their chosen field of study. Successful outcomes for scholarship awardees have included gaining employment in their field of study, progression to higher level studies, securing an apprenticeship, and finalists in the State Training Awards.

To encourage access for Indigenous people to higher level VET courses the College has a program which allocates places within specific qualifications for suitable applicants. These places are widely advertised within the community to encourage participation, successes have included Indigenous students participating in and completing Certificate IV in Health Science Foundation and transitioning to Diploma of Enrolled Nursing.

Learning pathways & higher AQF levels cont...

To enable all students to select their desired pathway to either further education or employment the College has identified training pathways (both general and generic) for each qualification that the College offers. All pathway documents updated annually.

A focus on creating pathways to further learning is always apparent in the planning processes for Indigenous specific training programs. The following table provides information of a number of programs implemented during 2008:

Location	Course	Partners	Outcomes
Geraldton	Certificate III in Business (Front Line Management)	Department for Indigenous Affairs	This program was delivered as on the job training, workplace assessment and a series of workshops for participants.
Wiluna	Certificate II in Visual Arts & Contemporary Crafts	Shire of Wiluna	Wiluna has a vibrant Indigenous arts community with a commercial gallery operated by the Shire and supporting the work of a number of local artists.
Yalgoo	Certificate III in Visual Arts & Contemporary Crafts	Marddu Aboriginal Community and Yalgoo Shire	This program provided a pathway for the group of mainly women who undertook the Certificate II in 2007.

Training focused on employment outcomes

With a booming local economy, particularly in the resources and construction sectors Central West TAFE recognises the importance of ensuring all members of the community have the skills required to make the most of the opportunities present. A number of initiatives were undertaken by the Indigenous Training Services branch during 2008 as follows.

An example of training focussed on employment outcomes during 2008 was the introduction of two work readiness programs specifically for people wanting to enter the mining or associated industries. In Geraldton the Bayulgu program was run in partnership with two local businesses – Oz Minerals (formerly Oxiana) and Central Earthmoving. This is a 10 – 12 week program specifically for young Indigenous men who have been part of the Midwest Football Academy and provides a pathway from the Academy to potential employment in the mining sector. The program focuses on work readiness skills including literacy and numeracy and Occupational Safety and Health requirements. It is strongly supported by the two industry partners. In Carnarvon the College worked with the two Job Network providers to deliver a work readiness program called "Site Ready". This involved similar skills development with the students undertaking a Certificate I in Industrial Skills and allowing for a focus on literacy and numeracy and well as vocational skills. Both of these programs will be run again in 2009.

In July 2007 the College was successful in gaining a two year contract to deliver the Aboriginal Education, Training and Employment Officer (AETEO) program. The role of the AETEO is to undertake extensive consultation and provide advice and guidance to Indigenous communities regarding employment and enterprise opportunities and make linkages to appropriate training support. A number of successful projects have been developed through this position during 2008 including:

- Development of an Economic Development Initiative in partnership with Yamatji Land & Sea Council and Indigenous Business Australia to facilitate access to practical guidance on how to improve, develop and implement business ideas, provide upfront business skill initiatives for Indigenous businesses, and provide on-going tailored business support to Indigenous clients who are already in business;
- Assisting Emu Services in the planning and development of a Bush Foods Enterprise in Carnarvon; and
- Coordination of a Tourism Training Program for Tour Operators and Guides in Coral Bay February 2009. This includes development of a training partnership arrangement with Bayungu Aboriginal Corporation to include a cultural component of Tour Guide training.

Training focused on employment outcomes cont...

Consultations undertaken with the Wiluna community during 2008 identified a range of training programs required to meet the needs of local people to provide pre-employment skills and vocational skills in several industry areas. Indigenous Training Services staff worked closely with local Indigenous people as well as other key stakeholders including the Shire, Medical Centre and mining companies with operations in the area to identify the skills

development requirements. In 2008 training programs delivered in Wiluna included:

- Visual arts and contemporary crafts;
- Engineering (metal fabrication to construct trailers);
- New Opportunities for Women (NOW course);
- Horticulture;
- Basic Industrial Skills (with horticulture focus as a pathway to the above program); and
- Literacy and Numeracy program for work preparedness.

Commissioning of a Mobile Indigenous Trades Training Unit, funded through the WA State Government, during 2008 will provide further opportunities for the College to work with regional communities to develop training programs that enable Indigenous students to meet specific industry skills requirements for employment.

Successful outcomes

In order to spread the benefits of training throughout the community in which it takes place Indigenous Development Officers work with local government, Indigenous organisations, other government agencies and community members to develop skills in participants through completion of a community project. Some examples of particularly successful programs during 2008 in addition to those already reported are provided below.

Certificate II in Visual Art & Contemporary Craft @ Wiluna

Lecturers from the College travelled the 1600km round trip to Wiluna on a fortnightly basis during 2008 to deliver the Certificate II Visual Art and Contemporary Craft to 12 students from the Mardu population. During October the group travelled to Geraldton for a week to utilise the facilities on campus and to host a Dingo Dreaming Art Exhibition showcasing their work. The exhibition was great success with good numbers attending and over 70% of the artists' work being sold.

Yalgoo Art Project

The Yalgoo art program was developed initially in 2006 with the aim of encouraging local Indigenous women to participate in developing a business or enterprise. During May 2008 the participating students graduated from the Certificate I in Industrial Skills (Art) and Certificate II in Visual Art and Contemporary Craft. Utilising the skills developed through these courses the women have registered a business name "Mardu", created a logo and sold their pieces of artwork at events such as Market Day at the Geraldton Marina.

SD4 Excellence in Support Services

Excellence in learning and assessment is underpinned by excellence in business practices and client services. Central West TAFE will optimise the quality and opportunities of its delivery and assessment services through effective and efficient provision of corporate and client support services.

College priorities for this direction are to:

- Foster a service culture at all levels of the organisation ensuring the provision of high quality support to both internal and external clients.
- Continuously improve and streamline administrative processes that allow staff to focus on servicing client needs.
- Continue to improve the types of support services provided to students.
- Develop and maintain organisational systems and processes that enable staff to deliver high quality products and services whilst ensuring compliance requirements are met.

SD4 Excellence in Support Services cont...

- Ensure the organisation is appropriately resourced to meet client needs.
- Improve staff knowledge of the range of services available enabling staff at all levels to communicate the image of Central West TAFE as a provider of a diverse range of industry relevant training.

- Develop and implement enhanced approach to measuring and analysing organisation performance across a broad range of indicators.

The following provides information regarding the College's achievements against these priorities during 2008.

Focus on client service

Following on from the changes to the Australian Quality Training System during 2007 the College retained a focus on redeveloping a strong positive quality culture focussed on the client and continuous improvement during 2008.

As part of the new Governance Structure implemented during 2008 the College initiated a Quality Committee with a focus on continuous improvement and developing the College's quality culture. One of the first initiatives undertaken by the Committee was a review of the College's Quality Feedback Stations which are a key way in which clients provide feedback which is then considered and actioned by staff. The review resulted in a number of new stations being placed around the College, a new poster instructing the purpose of the stations, and a revised form to make it easier for clients to provide feedback.

Another initiative of the Quality Committee during 2008 was the forming of a working party to review the College's quality policy. The working party developed a new "Quality Focus" statement to guide staff in what is quality and how to achieve it within their duties at the College. Quality was defined as:

"Striving for excellence in our work, resulting in a positive outcome for our clients."

Five key principles to assist staff in achieving a quality outcome are:

- Understand your client
- Collaborate with clients, staff, industry and community
- Be responsive within limitations
- Review & improve
- Celebrate achievements

Implementation of the Quality Focus statement is to continue in 2009 with a new logo representing and promoting quality and a revamped Quality Day to showcase good practice throughout the College.

Organisational systems and processes

As an organisation focussed on continuous improvement Central West TAFE regularly implements improvements to its systems and processes. This can occur in a variety of forms from an individual improving a regular task to a team undertaking a review of major process or structure within the College. Some major initiatives undertaken during 2008 are as follows.

Mobile Computing Initiatives

A focus for the Information Systems team in 2008 was to improve the access of staff to the College applications from home or whilst travelling on College business.

Information Systems has provided staff with a VPN (Virtual Private Network) using Microsoft Terminal Services and Open VPN that will allow users to access a virtual computer either from a home PC or by using one of the College loan notebooks.

Organisational systems and processes cont...

Provided the staff member has an internet connection and a small free software application, they can log into the College using the same login credentials that they would use as if at the College.

To assist lecturers delivering to remote location, Information Systems have been trialling a notebook computer with a wireless modem card that enables connection to the College VPN where the Telstra NextG network is available. Trials in Wiluna during the latter half of 2008 proved very successful and more units will be provided in future.

The College also has been trialling a new lightweight netbook computer with the intent of providing access to teaching and non-teaching staff who are required to work away from the campus. Non-teaching staff that need to fly have found them more suitable for carrying as the netbook is light (one kilogram) and fits easily into a briefcase or handbag. They will also be trialled by lecturers in the field in 2009 to support student delivery.

Governance Structure Implementation

During 2008 senior staff of the College had a focus on implementing a new Governance Structure which was developed through a review of the existing structure during the second half of 2007. The structure retains the current base governance structure of College Council as the accountable authority and Corporate Executive as assuming overall responsibility who will gain and share key strategic information and advice with seven committees. Each committee is focussed on achieving the strategic priorities of the College, managing strategic risks, and monitoring key performance indicators. The overall structure is underpinned by sustainability principles, research and continuous improvement. The seven committees include:

- Quality
- VET Issues & Developments
- Training Delivery, Planning & Review
- Industry & Community Engagement
- Asset & Infrastructure Management
- Workforce & Organisational Development
- Occupational Safety & Health

Additionally a Chair Group was formed to ensure effectiveness and reduce duplication. Key roles of this group included communication of major decisions, development of Terms of Reference, ensuring adherence to the agreed set of meeting protocols, allocation of work amongst the committees, up skilling of chairs and executive officers, and monitoring and reporting on the effectiveness of the new Governance structure.

Working groups attached to a Governance Committee were formed as major strategic or operational issues arise within a committee that requires development and discussion with a broader audience. These working groups comprised of staff relevant to the task at hand, were of a short term nature, are chaired by a committee member, reported regularly to the committee and had a clear and specific purpose.

An initial review of the implementation of the new structure in October 2008 reported that overall the implementation was successful and the majority of committees were being effective in meeting their terms of reference, making decisions, sharing workload and referring items to Corporate Executive. However, both the Industry & Community Engagement and Training Delivery, Planning & Review committees were highlighted as requiring review as they were yet to perform as was expected. This has resulted in a slight shift in the structure for 2009 with both these committees becoming sub committees of a broader Shaping Future Delivery committee which will provide leadership and focus for the future of training delivery and assessment which will then be researched and implemented by the two sub committees. Additionally, the communication between committees and with staff generally were highlighted as requiring improvement during 2009 to ensure the success of the overall structure and its intent.

Organisational systems and processes cont...

Server Virtualisation

This project, which began in 2008, will see a significant reduction in the number of servers used at Central West TAFE. By using new virtualisation techniques, a number of services can be run individually in a virtual environment. This enables better use of the power of the servers, avoids conflicts between applications and provides quicker disaster recovery and less disruption for clients. Another benefit provided by the reduction of the number of servers is less heat out-put and therefore less cooling is required. This project will continue into 2009.

Policy & Procedure Review

Throughout 2008 the Quality and Planning Support Officer worked closely with College staff in the areas of Physical Resources, Finance, Human Resources, Training Support Services and Client Services to review a suite of College policies. Through this process the overall number of policy documents have been reduced and a raft of policy documents have been updated to reflect current practice and streamlined to ensure appropriate processes. At the beginning of 2008 the number of policy documents with a previously reviewed date of more than two years was 113 compared to 56 at the end of the year, this is a significant accomplishment by all involved.

Marketing and promotion

All Central West TAFE staff have a duty to promote the College and VET through the conduct of College business throughout the Central West region. Senior staff actively participate in numerous TAFEWA, VET and Midwest / Gascoyne sector forums to promote the College, provide opportunity for strategic input to VET development, and feed information back into the College.

In addition to these strategies the College employs a Marketing Coordinator who develops an annual marketing and promotion plan for the College. During 2008 the 50th Anniversary Celebrations were a focus of all marketing campaigns with the Marketing Coordinator being heavily involved in coordinating all celebratory events. Major advertising campaigns through local print mediums included semester one and two enrolments and top up enrolments. Examples of some major promotional events are provided below.

Awards Night

Each year Central West TAFE hosts award nights in Geraldton, Carnarvon and Exmouth to present the previous year graduating students with their academic awards, present staff with quality awards and to raise the community profile of Central West TAFE. Students and their families are invited to the event via mailed invitation. Local businesses are personally contacted to provide sponsorship for major student awards and individual industry area awards for excellence in their field. The events are published in local print media. The 2008 events were successful with approximately 240 graduating students and 560 guests attending across the three events.

Geraldton Iron Ore Alliance Community Careers and Training Expo

On the 7th August Central West TAFE hosted a very successful inaugural Geraldton Iron Ore Alliance Community Careers and Training Expo. Over 50 exhibitors represented local industry at the Expo showcasing their business and the careers available within their organisations.

Around 2,000 visitors attended the Expo, included over 700 school students from the Midwest region, some travelling from as far as Shark Bay, Meekatharra and Pia Wadjari to be exposed to the career pathways the Midwest has to offer.

Blessing of the Fleet

Central West TAFE was an active participant in the 2008 Blessing of the Fleet celebration in Geraldton. Participation in this event was selected to raise the profile of Central West TAFE amongst the general Geraldton community and in particular to promote the Batavia Coast Maritime Institute to both the corporate sector and the general public. Activities undertaken throughout the day included the MasterClass vessel moored at the main wharf, a seafood feast cook up by the Hospitality department, a Sea Art Competition coordinated by Art students and a general Central West TAFE display booth. Excellent exposure was received through the Geraldton Guardian including photos of the Sea Art Competition.

Marketing and promotion cont...

50th Anniversary Ball

On Saturday 16th August Central West celebrated 50 years of technical and further education in the Midwest region with a much anticipated 2008 staff Ball. The occasion was held at the Batavia Hall, Geraldton Grammar School, with over 200 guests enjoying dinner and entertainment. A Gold theme was prominent in the decorating and the fashions for the event. All present had a wonderful evening with call for this to become an annual event.

Time Capsule

The final 50th anniversary year celebration was held in December with the laying of the 50th anniversary time capsule, laid at the Fitzgerald Street campus and schedule to be opened in December 2033. The contents of the capsule included a 2008 graduation and awards night program, 50th anniversary promotional items, a copy of the 2008 Australian Training Award for the VET in Schools Excellence win, a Geraldton Guardian and a letter from Managing Director Bert Beevers. The event was well attended by staff and College Council members.

Pictorial History

The College Learning Resource Centre staff have been working with the Marketing Coordinator throughout 2008 on one of the major project relating to the 50th anniversary celebrations – a pictorial history of the College from 1958 – 2008. The document is being compiled from College photographs and records, newspaper articles and information volunteered by staff. The document will be published and ready for distribution in early 2009.

Measuring Organisational Performance

A key component of the Governance Structure implemented during 2008 was the development of College key performance indicators (KPIs) through the committees which relate to achievement against strategic priorities. Throughout the year many discussions were held at the Chair Group regarding how these indicators could best be developed and reported to provide useful strategic corporate information to both Corporate Executive and College Governing Council to inform decision making and manage College risks.

The resulting process requires Chairs to report and discuss their committee KPIs at three key reporting times a year. The strategic KPIs and any discussion points are provided to the Manager Quality and Planning who collates the information from each committee and provides a holistic report to Corporate Executive for discussion and further analysis. The Managing Director then reports to College Council as necessary.

Once a full year reporting cycle has been completed an evaluation will be undertaken to review both the key performance indicators and the collection points to ensure useful data is being reported and provide enough information to be actioned when required.

SD5 Valuing and Investing in our People

Through an interlocking teams based organisational culture the College seeks to further develop its capacity to respond to the challenges of the changing VET market through the development of a flexible, skilled workforce and an effective working environment that encourages innovation and excellence.

College priorities for this direction are to:

- Attract and retain quality staff through employing practices which characterise the College as an employer of choice across the region and within the VET sector.
- Develop a workforce that has the diverse range of transferable skills and knowledge required to meet existing and future client needs and the requirements of the changing VET sector.
- Build the diversity of the workforce to ensure the needs of clients from diverse backgrounds are met.
- Continuously improve structures and work practices to make more effective use of resources in meeting staff and organisational needs.
- Create an environment of high performance that empowers staff to be innovative and responsive to client needs and expectations.

SD5 Valuing and Investing in our People cont...

The following provides information regarding the College's achievements against these priorities during 2008.

Innovative recruitment

The College's Human Resource team undertook a number of activities throughout the year which built upon the professional development for staff involved in recruitment undertaken during 2007. This included development of Recruitment and Selection Guidelines which disband myths commonly surrounding recruitment and selection and provide guidance in the flexibilities available in the process, review of the Policy and Procedure for Recruitment and Selection, and chair and panel training for staff involved in recruiting within the College.

Innovations in recruitment practices seen throughout the year included simplified job description forms, improved advertising, development of a simplified lecturing application package, a candidate care program, increased information available on the College website, and a number of pool recruitment processes.

In the period to the end of September 2008 the College had received 265 applications for 47 advertised vacancies, resulting in an average of 5.6 applications per vacancy. Only one position during this period required re-advertising due to no suitable applicants being drawn.

This project will continue into 2009 with continued selection process training for staff and implementation of an online recruitment and selection process for panels which may decrease the time taken to select a successful applicant.

Strategies for retention of staff

The Central West TAFE Wellness Program was successfully introduced during 2008 with activities undertaken including participation in the Global Corporate Challenge, team building event during professional development week, lunchtime lifestyle and fitness classes, ergonomic assessments, blood donation, beyond blue day and the development of a staff room. The program was welcomed by all staff with the numbers participating in activities growing throughout the year as staff discussed the benefits of having time out with their colleagues in activities which were not work focuses. The initiatives also had the benefit of increasing across team communication within the College as staff got to know each other through events such as the Global Walking Challenge and team building activity. The success of the program will be built upon during 2009 to include a dedicated team building event in late January and a Wellness Day in September in addition to the initiatives undertaken during 2008.

Additionally, the concept of Service Awards was launched during the College's professional development week in July 2008. This initiative recognises the length of service of staff every five years through the presentation of a service certificate and a small gift from the College. Through this initiative staff are thanked for their service to the College throughout their employment, rather than just at the cessation.

Professional Development

Central West TAFE is committed to developing a workforce with the skills required to respond effectively to the changing nature of the VET environment. A significant budget is allocated to staff professional development and managed by the Workforce and Organisational Development Committee (WOD). The Committee develops an annual training plan, coordinates a monthly training calendar, oversees Professional Development Week and reviews individual staff applications for training. Through these initiatives opportunities are provided for non teaching staff and

lecturers to address priority skills development needs, in line with College and TAFEWA priorities.

Major professional development initiatives during 2008 included:

- Three days of coordinated professional development during Quality Week. A range of different sessions were available to staff presented by a range of internal and external presenters. Topics addressed key academic issues such as engaging the disengaged learner, increasing training and assessment in the workplace and responding to diversity; support staff issues such as customer service and writing skills; as well as lifestyle offering such as preparing a job application, superannuation, mocktails, cooking and pilates. College staff from all campuses attended the three day event including a number of casual staff;

Professional Development cont...

- Lunch time professional development Hot Topics were conducted throughout 2008 utilising internal and external presenters showcasing best practice strategies, ideas and products. These Learn at Lunch sessions included topics such as Duty of Care for Minors, AQTF 2007, Instructional Intelligence, Microsoft Office 2007, and Recognition of Prior Learning;
- Extended workshops were held for specific groups of staff on topical issues such as Responding Effectively to Difficult Behaviour, Contact Officer and Grievance Training, Risk Management, Meeting Facilitation Skills, Selection Panel training and Recognition of Prior Learning;
- An E-Innovations Grant was won for a project to: develop a 3 to 5 year plan to embed e-learning using current innovate and integrate research from the Australian Flexible Learning Framework as a strategy; develop the skills of a team of e-learning specialists in key industry areas; and develop e-learning resources in selected industry areas. Fourteen staff participated in the project and achieved: an analysis of Colleges processes to look at ways to remove barriers to e-learning occurring; resolved issues limiting online delivery including the move to an additional learning platform, promotion of the use of Teacher Tube, edna, various other IT resourcing and service difficulties; developed a Professional Development resource repository for staff on the intranet; established a CE6 users group; and developed a suite of delivery and assessment resources in the areas of Certificate IV Training and Assessment, Certificate III Teacher Assistant, Certificate IV Laboratory Techniques, and Certificate IV Occupational Health and Safety;
- Lecturing staff participated in industry specific professional development activities to maintain vocational competence;
- Eight lecturers attended an Exploring Best Practice in Apprenticeships and Traineeships forum to update knowledge in innovative and best practices training and assessment practices with this client group;
- Two lecturers attended a Boys with Particular needs session through which they gained skills that assisted with some issues they had been facing with clients in their pre-apprenticeship classes;
- Nine administrative staff participated in the Certificate III of Business Administration; and
- Promotion of opportunities such as study leave, accrued leave opportunities for attendance in own time, and skills recognition continued to occur.

Training and Assessment Qualifications

Central West TAFE has explored a range of delivery methodologies in our approach to the delivery of the TAA40104 Certificate IV in Training and Assessment qualification for staff. In line with the TAFE Lecturers Qualification Framework concept, Central West has adopted a number of initiatives to ensure a smooth transition into the TAFE environment for new Lecturing staff such as:

- Embedding specific aspects of units into induction programs so that staff are prepared for tasks and duties that they are faced with as they arise and first up;
- Adapting, reviewing and continuous review and improvement of assessment strategy to cater to the current needs of staff in a contemporary learning environment;
- Using a complete range of learning resources and methodologies to deliver and support the qualification for new lecturing staff; and
- Ensured that an intensive and supportive Mentoring program complements the qualification and the participants as required.

Thirty two new and existing staff have participated in the Certificate IV Training and Assessment during 2008.

The College also offered staff the opportunity to participate in the Diploma of Training and Assessment through a contracted external provider. Lecturing staff were encouraged to participate through subsidised fees, hours contributing to professional development leave and opportunities for advancement. Twenty six staff participated in this initiative during 2008, with nine completions to date.

Building diversity

The application of the principles of Equal Employment Opportunity is seen as an important part of College processes. This is reflected through the attitudes of the employees at Central West TAFE and a workplace that is free from harassment or discrimination.

The College ensures all staff are aware of and are provided with comprehensive information relating to Equal Employment Opportunity through formal induction sessions for new staff, formal training sessions, presentations at team meetings and awareness raising sessions on staff development days.

In the 2006-2009 Equity and Diversity Management plan, Indigenous Australians were selected as a priority area. Although the College consistently reports staffing levels higher than the Public Sector average, the proportion of Indigenous Australians in the Central West region is markedly higher than the state average. This is seen as an opportunity for a workforce that reflects the community representation and also its client profile. Achievements against the plan during 2008 included:

- Staff training to improve knowledge of diversity included cross cultural training provided by the Indigenous Training Services team during Professional Development week and staff inductions, and a focus on disability awareness sessions during Professional Development Week which incorporated specific skills development.
- Reviewed Equity and Diversity Policy Statement, Equal Employment Opportunity Policy, Grievance Resolution Policy and Procedure;
- Conducted formal training for contact and grievance officers and continued the contact/grievance officer network within the College;
- Conducted information sessions for teams on the relevant policies, equal employment opportunity, unwelcome behaviours and grievance procedures;
- Continued to include equity and diversity in job description forms as they were reviewed;
- Reported "How do We Compare" achievement of EEO statistics to Corporate Executive; and published achievements on the College staff intranet

Central West TAFE is required to identify objective levels for 2008 and 2009, in terms of percentage representation of the equity groups in the College employee population. Public Sector agencies are encouraged to continuously improve the levels of representation, set realistic objectives and identify strategies to improve these levels. 2008 results indicate the College is coming close to achieving its goals. Any improvements in the representation of these equity groups must be highly regarded, given the employment climate and the difficulty experienced by all employers in the attraction and retention of staff.

Staff Equity and Diversity Statistics as at 30th June 2008 are represented in the following table:

% Representation	2007	2008	2008 Objective
Equity Index for Women	72.9	73.8	78
% Women Tiers 2 & 3	53.8%	51.5%	50%
% Indigenous Australians	4.9%	5.4%	5%
% People with Disabilities	1.9%	1.5%	2%
% People from Culturally Diverse Backgrounds	4.4%	4.4%	4%
% Youth (< 25 years)	4.9%	5.5%	6%

Creating an environment of high performance

An initiative of the Workforce and Organisational Development (WOD) Committee during 2008 was to develop and implement a staff survey to provide an opportunity for staff to provide anonymous feedback relating to a wide range of workplace topics. Approximately 120 permanent, contract and casual staff took part in the process (approximately 50% of all staff). The feedback provided will be utilised to assist Corporate Executive and the WOD Committee with future planning and staffing issues across the College.



Creating an environment of high performance cont...

The results overall were very positive, for example:

- 85% of staff surveyed said they were satisfied in their current job;
- 81% said they were proud to work for Central West TAFE;
- 77% said they would recommend this College as a good place to work; and
- 69% of staff surveyed said they would like to be involved in changing things.

Following the survey all Academic Directors and Directors had one-on-one meetings with Human Resources to consider individual Division outcomes, which were then communicated back to staff at their team meetings.

Additionally, the WOD committee analysed the results and identified some common themes across the College. The themes were categorised into three broad groups that lent themselves to different approaches to resolving through working groups, staff training or discussion at team meetings. The items identified for improvement through working groups included performance management processes, career planning, College culture and communication between College teams. These items will be progressed as continuous improvement projects throughout 2009 with all College staff having the opportunity to have input to improvements through participation on a working group or discussions with working group volunteers.

Current and emerging issues and trends

Central West TAFE has identified a range of issues and trends impacting on the development of VET delivery in the Central West region. The College, like much of Western Australia is experiencing a period of uncertainty as the effects of the global downturn are yet to be fully realised. Changes in the labour market, the downturn in the mining sector and the likely reduction in apprentice numbers may all affect the College's operations. Significantly also the College is experiencing a period of rapid change in the VET environment itself as we try to respond to the changing requirements of industry; provide opportunities for young people to achieve an education that prepares them for work; and as we try to address the needs of those client groups marginalised from training and employment opportunities including Indigenous people, remote clients and people with disabilities. Developments in government policy at the federal and state levels also impact on College strategic directions and operations.

Most significant among these issues and trends are provided below.

Training Delivery Capacity

At this point the College is still experiencing ongoing pressure on training delivery in areas of apprenticeship delivery in traditional and emerging trade areas including metals, automotive, building and construction and electrical trades. In 2008 apprentice numbers increased in all areas plus demand from industry for local delivery in new apprenticeship areas not currently serviced by the College (eg, glazing, plumbing, gas fitting, refrigeration and air conditioning) stretched the College's capacity to deliver. Workshop facilities and equipment in many areas are at full delivery capacity and the College has experienced some problems in recruiting appropriately skilled and experienced lecturers in some areas. To some extent this pressure eased in the late part of 2008 and recruitment of staff is expected to be easier in 2009.

The College expects to continue to experience pressure on trade delivery areas as we try to accommodate increasing requests from schools for access to training delivery facilities to provide VET for Schools programs in those areas of high demand.

College response

The College opened new facilities worth \$3.2m in 2008. Extended delivery facilities in the Metals; Building and Construction trade areas; and a new Commercial Cooking facility were funded by the WA Department of Education and Training. In addition the College purchased additional equipment for delivery in skills shortage areas including the above plus an upgrade to the workshop at the College's Carnarvon campus, to the amount of \$890,000.

The College has agreement from the WA Department of Education and Training for \$2m in funding to construct a multipurpose "Skills Barn" in 2009. This facility will accommodate a range of trades related training, beginning with the reinstatement of training in plumbing from April 2009.

The College is consulting with local and regional high schools to discuss plans for Trades Training Centres in Schools. The College is seeking to work closely with schools to maximise the availability of facilities in the region and to avoid duplication of resources and facilities.

In late 2008 the College took delivery of the Mobile Indigenous Trades Training Unit, a prime mover, trailer and range of training equipment and plant. This unit will provide additional trades training capacity for delivery to Indigenous people in regional and remote locations

Increasing Participation and Outcomes for Young People

In response to the Raising the School Leaving Age legislation and in recognition of the value of seeing young people engaged in education, training and/or employment for a longer period the College has experienced a significant growth in the number of young people (15 – 17 year olds) enrolling in programs. In 2008 the College also saw an increased number of 14 – 15 year olds seeking to enrol in VET programs as an alternative to the school environment. Increasing engagement of young people in the adult learning environment presents challenges which the College must work with schools, the District Education Office and within the VET sector to address. These include:



Current and emerging issues and trends cont...

- Providing an appropriate and supportive learning environment for young students, particularly those with learning difficulties or behavioural issues;
- The availability of suitable programs for delivery in the TAFE environment that continue fundamental skills development and include work force preparation;
- Providing professional development for lecturers and non teaching staff in how to work effectively with the younger client group; and
- Addressing specific issues relating to Duty of Care for Minors; attendance issues; interaction with the Participation Unit; and behavioural issues.

College response

In 2008 the College funded a position to provide support and assistance directly to young clients to enhance their participation. This position also provides advice and support to staff in working with the client group. The College provides mentoring and in-class support for students with specific learning difficulties.

The College sought an increase in the allocation of profile (publically funded) hours for delivery to schools in 2008. Further increases have been requested for 2009 to ensure demand can be met. Additionally the College spent time planning new learning pathways for secondary students with schools in 2008. These will provide pathways at higher AQF levels in Nursing and Children's Services in 2009, with further development of pathways to occur in 2009 for 2010. The College has strong working relationships with the Participation Unit; District Office, DET and local and regional schools that have led to an increase in VET for Schools programs and better communication process to identify and support those students at risk of disengagement.

A range of professional development is provided on an ongoing basis for staff enabling skills development. Support staff from the Client Services team also assist and provide advice to lecturers and other non teaching staff.

The Duty of Care for Minors Attending TAFEWA policy was implemented in 2007 and the ongoing implementation was closely monitored in 2008. Associated with this policy, processes for recording and reporting absences; gaining parental consent and collection of health care information have been developed and are in place. In 2009 an emphasis will be placed on the particular duty of care requirements for younger students, 14 – 15 years old.

Demand for workplace delivery

Increasing demand from industry for more responsive, workplace orientated training delivery will present challenges as lecturers and other staff are required to move out of the traditional classroom based delivery modes and into more flexible workplace delivery and assessment methodologies. On-site delivery that is workplace specific, timely and delivered in ways that suit industry require lecturers to learn new delivery and assessment skills and to work in different ways. Demand for Recognition of Prior Learning; changes to the apprenticeship training system that enable apprenticeships to be tailored to the client; online and e-learning options; and demand for industry "skills set" rather than full qualifications are examples of the changing delivery methodologies the College must move towards. Challenges presented by this include:

- Skills and professional development for staff to move to new delivery methodologies.
- Flexibility in funding and industrial relations arrangements to allow for a variety of approaches to delivery and assessment. And
- Availability of the appropriate "tools" for contemporary lecturers, eg information technology resources and infrastructure to enable on-site and remote delivery and assessment.

Current and emerging issues and trends cont...

College response

The College has recognised the need for professional development and has utilised TLASG and Reframing the Future funding to involve lecturers in action learning projects aimed at increasing the necessary skills to use new approaches to delivery and assessment.

Through consultation with industry more delivery and assessment is occurring in the workplace. In 2008 the College recorded a significant increase in the amount of recognition of prior learning provided to clients, providing people already in the workforce with formal recognition of their competencies. This will continue as a priority for 2009, particularly as people move around within the labour market as a result of job losses and need to re-enter training to upskill or gain new qualifications.

The College has participated in pilots and projects relating to the use of new technologies to support on-site and remote delivery and assessment.

Attraction and Retention of Students

The College acknowledges the need to address issues raised in the report presented by the Office of the Auditor General in late 2008 which raised concerns about the attraction of students into vocational education and training programs in Western Australia, particularly in certain industry areas and at higher AQF levels. The availability of strategies to retain student in programs was also raised as an issue. TAFEWA colleges and the Department of Education and Training are working on an action plan to address the issues raised.

College response

Central West TAFE is participating on a working group comprising representatives of TAFEWA colleges and DET. Issues to be addressed in an action plan include:

- Improved data collection and analysis methods;
- Identification of possible barriers at the college level;
- Investigation of the use of ASRI to support use of individual student study plans to map and track student progress in a course; and
- Further investigation of the reasons for students undertaking VET study.

Looking Ahead - Major Initiatives in 2009

Major College initiatives planned for 2009 as highlighted throughout this report include:

- Research and development of new qualifications and modes of delivery to reshape the College's training profile;
- Increased collaborative, jointly funded, flexible and innovative training programs with industry and community;
- Improved lecturer skills and increased delivery in Recognition of Prior Learning and provision of gap training for existing workers;
- Construction of the Wiluna Skills Training Centre;
- Utilisation of the Mobile Indigenous Trades Training Unit to support training delivery in regional and remote communities;
- Ongoing monitoring and refinement of the revised College Governance Structure including developing processes for monitoring of organisation performance; and
- Development of a College three year Business Plan.

DISCLOSURES AND LEGAL COMPLIANCE

Other Financial Disclosures

Pricing Policy

Central West TAFE adheres to the Department of Education and Training's Fee policy for all non commercial enrolments. All commercial enrolments are charged out after a full costing is completed by the College under the costing template in line with the States Competitive Neutrality Policy.

Capital works

In 2008 the College completed significant capital works (\$3.2 million) for the Educational Precinct project in partnership with the Department of Education and Training. This project saw the expansion of the carpentry and cabinet making workshops, re-establishment of a separate fitting and machining workshop, construction of an undercover area for general trade skills and construction of a new skills kitchen in the hospitality area. All works were completed in May 2008.

The College also received \$200,000 during 2008 to continue with the upgrade to existing workshops and storage facilities. The O Block Store and Facilities workshop were converted to a multi-purpose workshop involving installation of a partition wall to separate the workshop from the current existing procurement store and re-installing utilities (power, aircon). These works were completed in October 2008.

Additionally, a stand-alone, steel framed, industrial grade shed was constructed as a Pallet Storage facility to the southern boundary of the Geraldton Campus. This facility will allow the Metals, Engineering and Facilities area to effectively store equipment and assets in one location. This facility was completed in December 2008.

Extensions are currently being carried out to the Electrical workshop (K Block) from its northern boundary to include an undercover outdoor workshop area. The funding will allow the extension of the existing roof line, erection of two walls, laying a concrete pad and relocation and installation of power, water etc. Works commenced in December 2008 and are due for completion by February 2009.

Employment and Industrial Relations

Central West TAFE employs staff in lecturing and non lecturing roles, including administration and support, plus diverse roles such as canteen and childcare. The College is one of the largest employers in the region with an average of 180.56 full time equivalent staff employed during 2008.

The average number of full time equivalents (excluding casuals) employed at each Campus over the period was as follows:

Campus	2007	2008
Geraldton	169.25	167.05
Carnarvon	8.94	12.01
Exmouth	1.5	1.50
TOTAL	179.69	180.56

Central West TAFE is committed to developing a workforce with the skills required to respond effectively to the changing nature of the VET environment. A significant budget is allocated to staff professional development, managed by Human Resources and Principal Lecturers, overseen by the Workforce and Organisational Development Committee. The Committee ensures development of annual training plans, a monthly training calendar, coordination of Quality Week professional development days, and reviews of individual staff applications for training. Further information on the College's commitment to staff development is provided in the Report on Operations section of this report under SD 5 – Valuing and Investing in our People.

No major industrial relations issues are reportable for the period.

Governance Disclosures

Central West TAFE has no information to disclose in this area for the 2008 period.

Other Legal Requirements

Electoral Act 1907

Western Australian Electoral Act 1907 (Section 175ZE)- Disclosure of Gifts and Other Expenditure

Class Of Expenditure

Agency Name

Market Creations

Advertising Agencies

Expenditure in 2008

\$3,775.00

Total \$3,775.00

Class Of Expenditure

Agency Name

Nil

Market Research Organisations

Expenditure in 2008

Nil

Total \$0.00

Class Of Expenditure

Agency Name

Nil

Polling Organisations

Expenditure in 2008

Nil

Total \$0.00

Class Of Expenditure

Agency Name

Nil

Direct Mail Organisations

Expenditure in 2008

Nil

Total \$0.00

Class Of Expenditure

Agency Name

Albany Advertiser

Agricultural Publishers

Chapman Valley Community

Newspaper

Cue Telecentre

Dongara Local Newspaper

Exmouth Shire

Exmouth Post Office

Geraldton Newspapers

Hits Radio

Kalbarri Town Newspaper

Kent Advertising

Midwest Times

Media Advertising Organisations

Expenditure in 2008

\$5,277.73

\$709.27

\$30.00

\$72.73

\$30.00

\$27.27

\$103.09

\$49,483.11

\$465.00

\$30.00

\$90.90

\$9,602.65

Electoral Act 1907 cont...

Mingenew Lions	\$672.73
Northern Guardian	\$206.00
Northampton Community News	\$60.00
Redwave	\$7,765.80
Rural Press	\$276.00
Shire Of Shark Bay	\$73.77
The West Australian	\$1,013.23
Yamiji News	\$1,922.55
Total	\$77,881.83

Disability Access and Inclusion Plan Outcomes

For people with a disability in the Central West region there have been limited opportunities to access training and employment, evidenced by their participation rates in both vocational education and training and the workforce. The College has taken steps to address the issue of access to appropriate training programs with the development of several opportunities in 2008 however there remains a significant community need for people with a disability to be engaged in purposeful training that assists them to achieve their aspirations. Governments, the community and, increasingly, industry themselves are recognising the value in utilising the talents and abilities of all members of the community. The diverse contributions that can be made by all individuals, including individuals with a disability, benefit industry and enterprises and contribute to stronger communities.

Whilst all staff are responsible for providing a learning program and environment that facilitates participation for all students, Central West TAFE also employs a Disability Liaison Officer who provides a point of contact for students, disability service agencies and staff and advises staff on appropriate support strategies to assist students with disabilities.

During 2008 Central West TAFE continued to progress its *Disability Access and Inclusion Plan 2007-2008*. The College's plan is based on consultation with service providers and with people with disabilities, carers and parents. Ongoing feedback on the College's plan is being sourced through publication of the document on the College website with a link provided for comments. Feedback on the effectiveness of training programs is sought directly from participants and when appropriate from parents or carers.

Many of the tasks indicated in the Access and Inclusion Plan are undertaken on an ongoing or continuous basis. For example, tasks such as ensuring learning and assessment materials are provided in accessible formats is an aspect of planning for training delivery undertaken by all lecturers; and ensuring the availability of sufficient ACROD marked bays and monitoring their use is done on an ongoing basis by Physical Resources staff.

Specific actions taken in 2008 against the six outcomes of the Disability Access & Inclusion Plan are provided below.

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

- In 2008 the College developed and implemented a program specifically for young people with disabilities. The "Developing Ongoing Independence in Training and Employment" (DOITE) program was developed with the assistance of funding from the WA Department of Education and Training. The program introduced students to a range of skills in the adult learning environment with a view to their continuing in other training programs where possible. Eight young people successfully completed this program and four have indicated they will continue in the College in 2009. The program will be offered again in 2009.
- Liaised with local service providers to improve awareness and processes for open days and enrolments. Students in the "Developing Ongoing Independence in Training and Employment" (DOITE) were provided with an enrolment and induction process designed to meet their specific needs. This process also involved parents, who responded positively to the opportunity to be part of the process.
- There is ongoing promotion of training opportunities by the Disability Liaison Officer who works closely with local service providers.

Disability Access and Inclusion Plan Outcomes cont...

- Conducted surveys with clients and family members through local disability service providers and gathered feedback about TAFE services. Specific feedback is sought from participants in courses.
- Through liaison with local service providers continually raising profile of courses and emphasising the College's ability to make modifications and be flexible.
- Student mentors are provided to a number of programs to assist students to participate and successfully complete training to the best of their ability. In some programs this may mean one to one mentors are provided, in others it may be a mentor who works with the entire group, assisting students as is required. The College has developed a small pool of skilled and experienced mentors over the past several years who have provided a significant amount of in classroom support to programs such as the DOITE course mentioned above.

Outcome 2: People with disabilities have the same opportunities as other people to access the buildings and other facilities of Central West TAFE.

- Key staff maintain an awareness of Australian standard AS1428 (Part 1 - 4) Design for access and mobility and the Building Code of Australia (BCA) both of these standards have regular email updates and amendments.
- Key staff liaised with contractors to ensure that all works comply with current Australian standards for Disability Access.
- Surveys conducted with clients and family members and local disability service providers to gathered feedback about accessing TAFE facilities.
- The College's student residential facility Pepperell Village provides an accessible student residential unit.

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

- Marketing Coordinator advised of alternative format requirements to ensure that all publications carry a notation regarding availability in alternative formats and to improve current publications before reprinting, and to ensure that future publications comply.
- Consulted with eBusiness Coordinator to make Accessible Information guidelines available on the Intranet for staff information.
- Learning and Assessment Strategies (LAS) are prepared for all training programs delivered by the College. The LAS details necessary adjustments to include the needs of all learners and to make adjustments to delivery or assessment materials, including such things as providing alternative formats, conducting oral rather than written assessments, and allowing additional time for assessments.

Outcome 4: People with disabilities receive the same level and quality of service from the staff Central West TAFE as other people.

- The joint theme for the College's annual professional development week was "Disabilities – What's it got to do with me?" A key note session and other workshops throughout the three days of Professional Development focussed on strategies for inclusivity and on generally raising staff awareness of the things that everyone can do to promote a more inclusive learning environment. Regular training is also provided to staff through the year with "Hot Topic" lunchtime sessions and new staff inductions. Ongoing professional development is seen as a key to improving service levels for people with disabilities.
- The College launched the publication *You, Me and Inclusivity* which provides information about different disabilities and how to support clients with these disabilities in an education and training environment. It provides some practical suggestions to support practitioners in their training delivery as well as highlighting appropriate resources and providing links to useful websites.
- Surveys undertaken with clients and family members through local disability service providers to gather feedback about Central West TAFE service standards.

Disability Access and Inclusion Plan Outcomes cont...

Outcome 5: People with disabilities have the same opportunities as other people to make complaints to Central West TAFE.

- Comprehensive review of the College's complaints management process was undertaken in 2008 with a number of changes made to policies and procedures to streamline the processes involved.
- Identified and reviewed current grievance mechanisms for accessibility.
- Promoted awareness of the complaints management process to staff
- Promoted accessible complaint mechanisms to clients. The student induction program includes information to students on how to make a complaint about Colleges services or performance.
- Consulted with eBusiness Coordinator to make Accessible Information guidelines available on the Intranet for staff. Feedback link is available on the College's website.
- Provided additional awareness raising to staff as part of new staff inductions and professional development sessions.

Outcome 6: People with disabilities have the same opportunities as other people to participate in any public consultation by Central West TAFE.

- The Disability Access and Inclusion Plan is available on the College's website with a link to provide feedback.
- Disability Service providers and clients are involved in consultation processes, for example in planning and implementing the DOITE program.
- Ongoing promotion of awareness through publications such as "All about TAFE" and through the student induction program.
- Surveys undertaken with people with disabilities, their families, carers and support networks. Questions included issues of access and perceived barriers to attending TAFE.

Compliance with Public Sector Standards and Ethical Codes

The Public Sector Standards in Human Resource Management, The Public Sector Standards, Code of Ethics and the Central West TAFE Staff Code of Conduct form an integral part of College operations. Central West TAFE is committed to ensuring compliance and best practice in all aspects of these standards and ethical codes. The College ensures staff awareness of these codes through the induction of new staff and encouraging discussion and communication between current and new staff at team meetings and open forums. Specific initiatives undertaken during 2008 included:

- Human resources staff visited all team meetings to present the revised College Code of Conduct which was reviewed in 2007 to align with the State Code of Ethics;
- Staff participation in satellite link information sessions presented by OPSSC;
- Selection procedures session undertaken for targeted managers;
- Conducted attraction and retention workshops incorporating standards compliance;
- The Manager Human Resources compared the Codes of Conduct of other agencies throughout the sector to ensure best practice; and
- Promoted Code of Conduct, Code of Ethics, Public Interest Disclosure and conduct to staff and improved accessibility to information on College intranet.

The current policies and procedures relating to the Public Sector Standards in Human Resource Management can be easily accessed by all staff through the internal intranet or via communication with their supervisor or Human Resources Section.

Compliance with Public Sector Standards and Ethical Codes cont...

During the reporting period, Central West TAFE received one request for review against the Recruitment Standard which was dismissed.

Record Keeping Plan

Central West TAFE currently utilises TRIM Context as its software management program for recordkeeping. The College moved to TRIM Context in April 2008 in alignment with other State Government agencies. This records software management program enables compliance with sections 12 and 61 of the *State Records Act 2000* in which the State Records Commission requires each government agency to have an approved recordkeeping plan and has the capacity for full electronic document management.

The Colleges plan was approved in 2005 and sets out compliance issues regarding proper and adequate records, policies and procedures, language control, preservation, retention and disposal, compliance and outsourced functions.

The following provides key activities and outcomes achieved at Central West TAFE against the four key areas.

Area one: The efficiency and effectiveness of the agency's recordkeeping systems is evaluated not less than once every five years.

The efficiency and effectiveness of the recordkeeping system at Central West TAFE is reviewed and evaluated annually during development of the records section operational plan.

In 2008 the College's external audit scope did not include Records Management. However, during 2007 an external audit was carried out by Stanton International. Their objectives were as follows:

- Compliance with applicable policies, procedures and legislation;
- Efficiency and effectiveness of current processes; and
- Accuracy and reliability of information.

Audit findings at this time reported the quality of Management Control as Very Good, with overall exposure risk as minimum. Auditors reported that the records management area is being managed in an efficient and effective manner and information is accurate and reliable.

Area Two: The agency conducts a recordkeeping training program

An intensive training program was carried out during 2008 which included records awareness sessions and induction training being held on a regular basis. During 2008 more than 80 staff members attended either the induction or records awareness training. Feedback from these sessions was utilised to evaluate the effectiveness of the training and to identify opportunities for improvement.

Training was presented by the Senior Records Officer and included:

- | | |
|---------------------------|------------------------------|
| • Records management | • TRIM Context Administrator |
| • File management | • TRIM Context Power User |
| • Mail management | • Thesaurus |
| • Archive management | • Classification systems |
| • Context Familiarisation | |

Participants received a copy of information delivered at the training session and were able to access this information via the records page on the College intranet. Training was delivered to all levels of staff including the Senior Managers, Lecturers and Non Academic staff. Training was delivered at Geraldton and Carnarvon campuses which resulted in an overall improvement in the uptake and correct usage of the records system.

Record Keeping Plan cont...

Area Three: The efficiency and effectiveness of the recordkeeping training program is reviewed from time to time

A review of the training program is conducted on a six monthly basis taking into account written and verbal feedback from staff. It is also reviewed to ensure information remains up to date and relevant.

Area Four: The agency's induction program addresses employees' roles and responsibilities in regard to their compliance with the agency's recordkeeping plan

Central West TAFE has a formalised induction program for new staff which includes a records management induction. This session not only addressed employee's roles and responsibilities with regards to compliance, it also addressed other issues such as correct mail management, file management, archival management and overall records management.

Occupational Health & Safety

Central West TAFE are committed to Occupation Safety & Health and Injury Management through:

- Providing and maintaining a working environment that is safe and healthy for all employees and students;
- Conforming to statutory requirements relating to Occupational Safety and Health;
- Maintaining systems and services for the management of all aspects of Occupational Safety and Health;
- Ensuring that regular inspections of the workplace are carried out to endeavour to identify hazards and potential risks to employee's health and safety;
- Endeavouring to provide workplaces, machinery, equipment and work processes for employees and students that are safe and without risk to personal health;
- Providing employees and students with adequate instruction in safe working procedures and inform them of any hazards associated with the tasks they perform;
- Ensuring that all chemical, physical and biological substances and agents are stored, used and disposed of in a manner that poses no known risks to employees and students;
- Where it is not practicable to remove hazards, make provision for adequate protective equipment to prevent risks of accidents or adverse effects on health for all employees and students;
- Providing adequate procedures to deal with emergencies and accidents, including first aid arrangements; and
- Regularly reviewing the Occupational Safety and Health programs so that amendments are made to enhance OSH within the College.

The College has an established Occupational Safety and Health Committee which under its Terms of Reference are responsible for:

- Ensuring that the College community is aware and able to adhere to all OSH requirements;
- Undertaking regular inspection to ensure compliance and proper standards;
- Monitoring and reviewing the implementation of changes undertaken to improve health and safety; and
- Reporting and making recommendations to the College Corporate Executive and the Managing Director.

Occupational Health & Safety cont...

Central West TAFE OSH Committee has representation across all work areas throughout the College and has a consultative and collaborative approach to meeting its objectives and outcomes. Within its Terms of Reference, the OSH Committee is required to meet at least ten times per calendar year.

Central West TAFE is committed to providing injury management support to all workers who sustain a work related injury or illness, with a focus on safe and early return to meaningful work and in accordance with the Workers Compensation and Injury Management Act 1981. OSH Injury Management performance for the 2007/2008 period is demonstrated in the following table:

Number of Fatalities	0
Lost time injuries/diseases (LTI/D) incidence rate	0
Lost time injury severity rate	0

Through the guidance of the OSH Committee the College implemented a number of new initiatives throughout 2008 including:

- Installation of three Automatic External Defibrillators (AED) for the Geraldton and the Batavia Coast Maritime Institute campuses;
- Implemented a new electronic Hazardous Substances database for staff to search, retrieve and print Material Safety Data Sheets and to maintain manifests of these substances;
- Provided ongoing training to staff in the areas of Vehicle Proficiency, Senior First Aid Training, Fire Extinguisher and Fire Warden Training, Manual Handling, OSH Representative Training, Automatic External Defibrillation Training and Ergonomic Assessments; and
- Implemented OSH Key Performance Indicators with specific benchmarks, goals and targets.

Government Policy Requirements

Corruption prevention

The Central West TAFE Staff Code of Conduct outlines the expectation of staff regarding issues such as Honesty, Integrity, Use of Government Resources, Offer and Acceptance of Gifts, Conflicts of Interest and Ethical Principles and Issues. Staff are provided with this information at the commencement of their employment with the College with the emphasis placed on the need for them to be mindful of their obligations as a government employee in relation to these matters.

During 2008 Human Resources staff visited all teams within the College through their professional team meetings to conduct an awareness session with regards to the requirements of the Staff Code of Conduct. Additionally, a group of senior staff met regularly to discuss and develop a training framework for senior staff which clearly outlines their requirements with regards to corruption prevention, complaints management, conflict of interest, ethical issues and public sector standards. The College will continue development and commence implementation of this framework during 2009.

Sustainability

As a training provider in a large regional area Central West TAFE has a strong history of providing training and support services that enhance the capacity of regional and remote communities. Central West TAFE sees the State's commitment to sustainability and the triple bottom line approach as an opportunity to build its management and planning structures around these principles with a view to continuing the provision of high quality services to the Central West community. The College's focus in this area is outlined in Strategic Direction 2 – Development of Sustainable Regional Communities with achievements in this area outlined in the Agency Performance – Report on Operations section of this report.

Sustainability cont...

During 2008 a new governance committee structure was established at the College and within this structure the Asset and Infrastructure Management Committee (AIM) was formed. An important and integral part of the AIM Committee's Terms of Reference is to incorporate sustainability principles into the College's resource management and has to review and monitor all sustainability issues at the College.

During its formation the AIM Committee identified a need to develop an ongoing working group within the College specifically focused on Sustainability Education and Promotion. The Sustainability Education and Promotion Working Group was formed in June 2008 with the primary task of educating College staff and students on sustainability principles and to promote these principles throughout the College and the general population of the Central West region.

A specific program arising from the working group in 2008 was the SPOT Campaign. The SPOT (Sustainable Project of TAFE) Campaign is a project that actively promotes existing sustainable practices and initiatives at the College, through the installation of identifying signage. Information regarding the existing sustainable initiatives will then be promoted through the College's intranet and external website. Sustainability information and the College's commitment to these principles have also been included in the Student Fact Pack, which it distributed to all students. The Sustainability Education and Promotion working group will continue to meet during 2009 to continue the ongoing promotion of sustainability at the College.

A number of new sustainability reporting requirements have taken effect during 2008 in addition to the existing Energy Smart OSCAR reporting. These include:

- Water Efficiency Management Plan (WEMP) – Plan submitted to the Water Corporation in July 2008. Annual reporting required each financial year.
- Energy Management Plan (EMP) – Plan submitted to the Sustainable Energy Development Office in December 2008. Annual reporting required each calendar year.
- System for Accounting and Reporting Government Emissions (SARGE) – Reporting of 2007/08 CO₂ emissions and future targets submitted to the Office for Environment and Conservation in December 2008. Annual reporting required each calendar year.

To manage the reporting requirements the College, through the AIM Committee have established a Water Management Working Group and an Energy Management Working Group. The Working Groups will meet on a quarterly basis to review and monitor energy and water consumption and implement relevant action plans.



Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

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

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

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

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

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

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

Summary of my Role

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. Further information on my audit approach is provided in my audit practice statement. Refer "<http://www.audit.wa.gov.au/pubs/Audit-Practice-Statement.pdf>".

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

Independent Audit Opinion cont...

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

Audit Opinion

In my opinion,

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



COLIN MURPHY
AUDITOR GENERAL
23 March 2009



Key Performance Indicators

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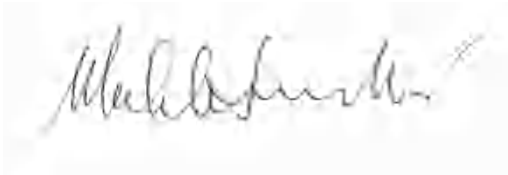
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CERTIFICATION OF KEY PERFORMANCE INDICATORS 2008

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Central West TAFE's performance, and fairly represent the performance of the Central West TAFE for the financial year ended 31 December 2008.



26th February 2009

Malcolm Smith
Chairperson, College Governing Council
Central West TAFE



26th February 2009

Bert Beevers
Managing Director
Member, College Governing Council
Central West TAFE

DESIRED OUTCOME

"The provision of vocational education and training services to meet the community and industry training needs within the Central West region"

Central West TAFE has developed key performance indicators to report performance relating to the effectiveness and efficiency with which the above outcome has been achieved. The College uses the indicators in reviewing its performance and in its ongoing commitment to improve its programs and services.

EFFECTIVENESS INDICATORS

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

1.1 Student Satisfaction

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

Student satisfaction with the quality of accredited training courses gives an indication of the extent to which these courses meet student needs.

Full-time and part-time students who are enrolled in accredited courses at TAFEWA colleges are invited to participate in the annual State Student Satisfaction Survey. In 2008, 1,303 students were individually contacted from an identified population of 2365. The required number of contacts was selected at random from current students, taking into account required sample sizes by college and industry grouping. Responses were weighted to reflect population benchmarks. There were 263 usable returns, achieving an overall response rate for the survey of 20 per cent.

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

Students were asked to respond to the question 'Overall, how satisfied were you with your course?' on a five point scale where one is 'very satisfied' and five is 'very dissatisfied'. Table One shows the proportion of respondents who were either very satisfied or satisfied with the overall aspects of their courses.

Table One : Overall Student Satisfaction

	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
Central West TAFE	83%	89%	89%	91%	90%	91%
Western Australia	84%	85%	86%	87%	85%	NA

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

Note: Standard error 1.7% and confidence level 3.4%.

EFFECTIVENESS INDICATORS CONT...

The percentage of Central West TAFE students who indicated they were "Very satisfied" or "Satisfied" with their course in 2008 was 90%. This result is a slight decrease on previous year figures for the College and the College target but is slightly higher than that recorded for the State in 2008 (85%).

1.2 Graduate Satisfaction with Achievement of Main Reason for Doing Course

Central West TAFE aims to contribute to the development of individuals through the provision of education and training courses that give them skills and knowledge relevant to their employment and personal development needs.

The National Centre for Vocational Education and Research (NCVER) conducts an annual national survey of TAFE graduates who had completed their studies during the previous year and who had an Australian address as their usual address.

Questionnaires were sent to a stratified randomly selected sample of graduates derived to allow reporting at the national and State level annually and college level on a biennial basis. Responses were weighted to the total population of graduates. A total of 253 graduates from Central West TAFE responded to the survey, representing an estimated population of 1,940 and an overall response rate for the survey of 13 per cent.

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

Graduate Satisfaction (yes and partly)	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
Central West TAFE	NA	84%	NA	91%	87%	91%
Western Australia TAFE Providers	NA	84%	NA	88%	89%	NA
Australia TAFE Providers	NA	85%	NA	87%	87%	NA

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

Note: Standard error 3.1% and confidence interval of 6.1%.

Note: The College is unable to provide data for 2004 and 2006 as statistically valid College level was not available. NCVER intends to conduct surveys with appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005, during 2008 Central West TAFE elected to pay for a data top up to ensure data availability.

The measure is derived from the proportion of graduates who indicated they had wholly or partly achieved their main reason for doing the course, expressed as a percentage of the representative population.

In 2008 87% of Central West TAFE graduates indicated that they had achieved or partly achieved their main reason for doing the course. This represents a decrease for the College in comparison to the 2007 result, and is comparable with the Western Australian average of 89% and Australian average of 87%. The result is slightly lower than the target set.

1.3 Proportion of Graduates in Employment

The proportion of graduates in employment is a key performance indicator which shows the extent to which the College is providing relevant quality training that improves student employability.

1.3 Proportion of Graduates in Employment cont...

The National Centre for Vocational Education and Research (NCVER) conducts an annual national survey of TAFE graduates who had completed their studies during the previous year and who had an Australian address as their usual address.

Questionnaires were sent to a stratified randomly selected sample of graduates derived to allow reporting at the national and State level annually and college level on a biennial basis, however during 2008 the College elected to pay for a data top up to ensure availability of college level data. Responses were weighted to the total population of graduates. A total of 253 graduates from Central West TAFE responded to the survey, representing an estimated population of 1,940 and an overall response rate for the survey of 12.5 per cent.

Graduate labour force status was derived according to the standard definitions of the Australian Bureau of Statistics of employed, unemployed and not in the labour force. The measure of graduates in each category according to the responses to questions concerning their work as at 30 May 2008, expressed as a percentage of the representative population.

Table Three: Employment Status

	2004	2005	2006	2007	2008
Employed					
Central West TAFE	NA	73%	NA	88%	84%
Western Australia TAFE	78%	78%	88%	84%	81%
Australia TAFE	77%	79%	86%	81%	80%
Unemployed					
Central West TAFE	NA	10%	NA	4%	4%
Western Australia TAFE	8%	9%	7%	6%	6%
Australia TAFE	11%	10%	10%	9%	10%
Not in Labour Force					
Central West TAFE	NA	17%	NA	7%	12%
Western Australia TAFE	15%	13%	12%	10%	12%
Australia TAFE	13%	11%	10%	10%	10%

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

Note: Standard error 4.1% and confidence level 8.0%.

Note: The College is unable to provide data for 2004 and 2006 as statistically valid College level was not available. NCVER intends to conduct surveys with appropriate sample design to produce statistically reliable College level data in alternative years commencing from 2005, during 2008 Central West TAFE elected to pay for a data top up to ensure data availability.

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

84% of Central West TAFE graduates indicated they were employed at the time of the survey (30 May 2008). This represents a slight decrease for the College over the 2007 result, and compares favourably with the Western Australian average of 81% and Australian average of 80%.

4% of Central West TAFE graduates considered themselves unemployed. This is comparable to the 2007 result and is compares favorably with both the state and national average of 6% and 10% respectively. 12% of graduates were "not in the labour force" (people who were neither employed nor actively looking for work) compared to the state and national averages of 12% and 10% respectively.

1.4 Achievement of Profiled Delivery

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

1.4.1 Achievement of Profiled Delivery by Industry Group

This indicator details the total number of Student Curriculum Hours (SCH) delivered which was funded through the Delivery and Performance Agreement.

1.4.1 Achievement of Profiled Delivery by Industry Group cont

Table Four: Achievement of College Profile 2008 by Department of Education and Training Industry Group

WADT Group	2006 Achieved SCH	2007 Achieved SCH	2008 Planned SCH	2008 Achieved SCH	% Achieved
01A Recreation, Sports and Entertainment	10,621	6,935	17,560	10,860	61.85%
01B Visual and Performing Arts	19,880	21,600	21,101	34,998	165.86%
02A Automotive	43,691	41,599	38,982	51,782	132.84%
03A Building and Construction	63,766	111,021	104,583	91,639	87.62%
03B Surveying and Building	6,480	11,920	8,000	7,220	90.25%
04A Community Service Workers	40,705	30,865	40,155	47,880	119.24%
04B Education and Childcare	47,290	50,239	41,560	49,621	119.40%
04C Health	17,454	15,372	32,244	18,628	57.77%
05A Finance Insurance Property Service Workers	1,851	228	273	364	133.33%
06A Food Trades and Processing	8,223	4,970	6,660	920	13.81%
07A Clothing, Footwear and Soft Furnish.	5,540	5,450	6,000	2,975	49.58%
07B Furniture Manufacture	8,467	14,807	13,760	7,807	56.74%
09A Engineering and Drafting	3,920	4,426	0	0	-
09B Metal and Mining	55,579	51,882	52,642	50,265	95.48%
10A Animal Care	8,980	7,195	10,300	9,580	93.01%
10B Forestry, Farming and Landcare	91,866	42,689	50,686	56,951	112.36%
10C Fishing	3,589	1,810	7,300	10,460	143.29%
10D Horticulture	7,989	7,790	10,764	9,305	86.45%
12A Personal Services	25,986	28,150	31,158	42,404	136.09%
12B Retail	8,141	11,024	11,628	4,545	39.09%
13A Cooking	14,541	11,953	20,320	16,507	81.24%
13B Hospitality	9,985	9,493	18,165	10,505	57.83%
13C Tourism	4,808	4,913	5,930	4,613	77.79%
14A Transport Trades, Storage and Associated	27,640	28,843	28,430	35,011	123.15%
15A Electrical and Electronic Engineering	-	-	1,000	400	40.00%
15B Electrical Trades	41,668	51,531	44,304	50,047	112.96%
16A Accounting and other Business Services	38,380	27,720	29,910	20,290	67.84%
16B Management	15,160	9,320	11,340	9,148	80.67%
16C Office and Clerical	65,435	83,010	69,119	83,410	120.68%
17A Computing	56,910	23,760	29,810	23,901	80.18%
18A Science and Technical Workers	15,742	15,121	32,728	15,070	46.05%
19B Adult Literacy/ESL	49,220	67,050	51,732	61,259	118.42%
19E Targeted Access and Participation Courses	64,474	46,835	40,744	24,480	60.08%
Total	883,981	849,521	888,888	862,845	-
Less hard floor & hard ceiling breaches	9,965	4,275	NA	-2,599	-
Total counted SCH as at census date	874,016	845,246	888,888	865,444	97.4%

1.4.1 Achievement of Profiled Delivery by Industry Group cont...

The table indicates the quota and actual achievement of SCH in the profiled Department of Education and Training Industry Group categories. The classification of these Industry Groups is based on the occupation or outcome the course is intended to serve, and highlights the Colleges' performance in achieving industry delivery targets.

DPA data represents the actual achievement of SCH in respective years. Planned data is obtained from the DPA, and actual SCH from the College Management Information System (CMIS). Data previous to 2007 for Actual Profile (SCH) represents commencements, due to changes in reporting procedures Actual Profile (SCH) from 2007 signifies end of study. The significance of the change has been to move from recording student data from the date they commence to recording the data to date students' study is completed. The overall shift in total value in SCH between the two methods is minimal.

The College aims to provide training that meets the needs of clients. Achievement of Profiled Delivery by Industry Group provides a more detailed indication of the extent to which Central West TAFE is responding to the demand for training within industry groups. Variances between the planned and achieved figures reflect varying demand within an industry group, changes in demand due to changes in government incentives and priorities, and are reflective of a diverse regional training environment. Variations between planned and achieved Student Curriculum Hours (SCH) within industry groups are within the parameters set within the Delivery and Performance Agreement.

1.4.2 Overall Achievement of Profiled Delivery

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

Table Five: Achievement of College Profile 2007, Planned vs Achieved SCH

	Planned SCH	Achieved SCH	% Achieved
2004	894,866	895,310	100.05%
2005	887,098	884,528	99.7%
2006	889,049	874,016	98.3%
2007	848,972	845,246	99.6%
2008	888,888	865,444	97.4%

Source: Central West TAFE Delivery and Performance Agreement.

Note: Planned 2004 - 2007 figures are the targets set in the September addenda's to each year Delivery & Performance Agreement. Planned 2008 figures are the initial targets set in the 2008 Delivery & Performance Agreement prior to any addenda.

DPA data represents the actual achievement of SCH in respective years. Data previous to 2007 for Actual Profile (SCH) represents commencements, due to changes in reporting procedures Actual Profile (SCH) from 2007 signifies end of study. The significance of the change has been to move from recording student data from the date they commence to recording the data to date students' study is completed. The overall shift in total value in SCH between the two methods is minimal.

In 2008 the College delivered 97.4% of its initial planned Profile delivery, as identified through the College's target purchasing matrix excluding any addenda which occurred throughout the year. This actual amount of delivery achieved compares favourably with achievement of 845,246 hours in 2007.

EFFICIENCY INDICATORS

Average Cost per Student Curriculum Hour (SCH)

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

The aggregate unit cost is calculated by determining the total cost of services (\$22,808,316), as reported in the College's Statement of Financial Performance, and divided by the actual SCH delivered for profiled (865,444 SCH) and non-profile (98,120 SCH) activities.

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

	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2008 Target
\$ Per SCH	\$20.25	\$20.74	\$23.28	\$23.52	\$23.67	\$24.30

Source: Financial statements and the College Management Information System.

The total delivery cost per SCH is calculated by dividing the total cost of services measured on an accrual basis by the total SCH delivered. The total SCH is the total number of enrolments multiplied by the hourly duration of these modules as registered in the College Management Information System in accordance with the Australian Vocational Education and Training Management Information Statistical Standard. Delivery from all funding sources is included. The total cost of services figure is obtained from the annual Financial Statements

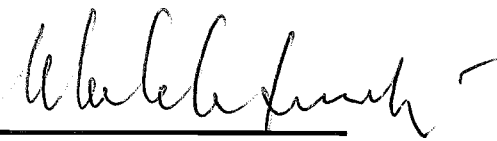
Data previous to 2007 for Actual Profile (SCH) represents commencements, due to changes in reporting procedures Actual Profile (SCH) from 2007 signifies end of study. The significance of the change has been to move from recording student data from the date they commence to recording the data to date students' study is completed. The overall shift in total value in SCH between the two methods is minimal.

The cost per SCH has increased slightly by \$0.15 from the 2007 figure but is slightly lower than that set during Section 40 estimates. Increased cost per SCH is attributable to an increase in total cost of services without a corresponding increase in student curriculum hour delivery. The increased cost of services relates to award salary increases, clearing of leave liabilities, increase in cost of supplies due to consumer price index increases and increased delivery in resource intensive delivery such as to apprentices and VET for schools students.

**FINANCIAL STATEMENTS
CENTRAL WEST TAFE**

The accompanying financial statements of Central West TAFE
have been prepared in compliance with the provisions of
the Financial Management Act 2006 from proper accounts and
records to present fairly the financial transactions for the year ending
31 December 2008 and the financial position as at 31 December 2008

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



Chairman of Governing Council

9th March 09

Dated



Managing Director
(Member of Governing Council)

9th March 09

Dated



Principal Accounting Officer

9th March 09

Dated

INCOME STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2008

2008

2007

	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	7	13,258,351	12,603,626
Supplies and services	8	6,401,802	5,514,618
Depreciation and amortisation expense	9	1,562,230	1,508,667
Finance costs	10	-	36
Grants and subsidies	11	73,371	126,575
Capital user charge	12	-	1,003,445
Cost of sales	17	358,375	314,564
Other expenses	13	1,154,186	1,017,632
Total cost of services		22,808,315	22,089,163
Income			
Revenue			
Fee for service	14	955,662	1,081,755
Student fees and charges	15	1,616,428	1,392,420
Ancillary trading	16	205,966	288,942
Sales	17	435,841	372,679
Commonwealth grants and contributions	18	80,834	106,238
Interest revenue	19	204,926	163,829
Other revenue	20	401,765	414,027
Total revenue		3,901,422	3,819,890
Gains			
Gain on disposal of non-current assets	21	37,074	1,507
Total gains		37,074	1,507
Total income other than income from State Government		3,938,496	3,821,397
NET COST OF SERVICES		(18,869,819)	(18,267,766)
INCOME FROM STATE GOVERNMENT			
Service Appropriation	22	15,875,990	16,913,065
Liabilities assumed by the Treasurer		-	320
Resources received free of charge		735,270	739,403
Total income from State Government		16,611,260	17,652,788
DEFICIT FOR THE PERIOD		(2,258,559)	(614,978)

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

Central West TAFE
BALANCE SHEET
AS AT 31 DECEMBER 2008

		2008	2007
	Notes	\$	\$
ASSETS			
Current Assets			
Cash and cash equivalents	32	1,174,272	1,573,878
Restricted cash and cash equivalents	23,32	229,452	1,222,803
Inventories	24	142,602	132,321
Receivables	25	407,497	366,996
Other current assets	26	170,922	211,601
Total Current Assets		2,124,745	3,507,599
Non-Current Assets			
Restricted Cash and Cash Equivalents	23	302,052	151,092
Property, plant and equipment	27	45,901,484	39,669,453
Other non-current assets	26	41,773	-
Total Non-Current Assets		46,245,309	39,820,545
TOTAL ASSETS		48,370,054	43,328,144
LIABILITIES			
Current Liabilities			
Payables	28	533,752	542,894
Provisions	29	1,198,578	1,393,892
Other current liabilities	30	286,474	152,948
Total Current Liabilities		2,018,804	2,089,734
Non-Current Liabilities			
Provisions	29	1,274,468	1,134,456
Total Non-Current Liabilities		1,274,468	1,134,456
TOTAL LIABILITIES		3,293,272	3,224,190
NET ASSETS		45,076,782	40,103,954
EQUITY			
Contributed equity	31	16,092,960	12,237,052
Reserves		13,720,700	10,345,221
Accumulated surplus		15,263,122	17,521,681
TOTAL EQUITY		45,076,782	40,103,954

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

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

		2008	2007
	Notes	\$	\$
Balance of equity at start of period		40,103,954	37,291,538
CONTRIBUTED EQUITY			
Balance at start of period	31	12,237,052	11,883,125
Capital contributions	31	70,911	353,927
Other contributions by owners	31	3,784,997	-
Balance at end of period		16,092,960	12,237,052
RESERVES			
Asset Revaluation Reserve	31		
Balance at start of period		10,345,221	7,271,753
Restated balance at start of period		10,345,221	7,271,753
Gains from asset revaluation		3,375,479	3,073,468
Balance at end of period		13,720,700	10,345,221
ACCUMULATED SURPLUS			
Balance at start of period	31	17,521,681	18,136,659
Restated balance at start of period		17,521,681	18,136,659
Deficit for the period		(2,258,559)	(614,978)
Balance at end of period		15,263,122	17,521,681
Balance of equity at end of period		45,076,782	40,103,954
Total income and expenses for the period (a)		1,116,920	2,458,490

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

(a) The aggregate new amount attributable to each category of equity is: deficit \$2,258,559 plus gain from asset revaluation of \$3,375,479. (2007: deficit \$614,978 plus gain from asset revaluation of \$3,073,468)

Central West TAFE**CASH FLOW STATEMENT****FOR THE YEAR ENDED 31 DECEMBER 2008****2008****2007**

	Notes	\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Service Appropriation - Department of Education and Training		14,709,812	16,298,196
Net cash provided by State Government		14,709,812	16,298,196
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(12,303,299)	(11,613,038)
Supplies and services		(5,241,739)	(4,230,809)
Grants and subsidies		(73,370)	(126,575)
Finance costs		-	(36)
Capital user charge		-	(2,251,674)
GST payments on purchases		(683,385)	(535,172)
Other payments		(1,558,537)	(1,038,266)
Receipts			
Fee for service		961,299	1,122,700
Student fees and charges		1,623,079	1,465,957
Ancillary trading		205,967	288,942
Commonwealth grants and contributions		80,698	94,159
Interest received		205,376	174,433
GST receipts on sales		214,403	247,412
GST receipts from taxation authority		402,780	285,542
Other receipts		837,607	781,704
Net cash used in operating activities	32	(15,329,121)	(15,334,721)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		32,383	1,415
Purchase of non-current physical assets		(655,069)	(326,672)
Net cash used in investing activities		(622,686)	(325,257)
Net (decrease)/ increase in cash and cash equivalents		(1,241,995)	638,218
Cash and cash equivalents at beginning of period		2,947,773	2,309,555
CASH AND CASH EQUIVALENTS AT END OF PERIOD	32	1,705,778	2,947,773

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

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

1 Australian equivalents to International Financial Reporting Standards

(a) General

The College's financial statements for the year ended 31 December 2008 have been prepared in accordance with Australian equivalents to International Financial Reporting Standards (AIFRS) which comprise a Framework for the Preparation and Presentation of Financial Statements (the Framework) and Australian Accounting Standards (including the Australian Accounting Interpretations).

In preparing these financial statements the College has adopted, where relevant to its operations, new and revised standards and interpretations from their operative dates as issued by the Australian Accounting Standards Board (AASB) and formerly the Urgent Issues Group (UIG).

(b) Early adoption of standards

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

2 Summary of significant accounting policies

(a) General statement

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

The Financial Management Act and the TIs are legislative provisions governing the preparation of financial statements and take precedence over the Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB.

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

(b) Basis of preparation

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

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

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

The judgements that have been made in the process of applying the College's accounting policies that have the most significant effect on the amounts recognised in the financial statements are disclosed at note 3 'Judgements made by management in applying accounting policies'.

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the balance sheet date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year, are disclosed at note 4 'Key sources of estimation uncertainty'.

(c) Reporting entity

The reporting entity comprises the College only.

(d) Contributed equity

UIG Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers in the nature of equity contributions to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to, transfer) before such transfers can be recognised as equity contributions. Capital contributions (appropriations) are designated as contributions by owners per TI 955 'Contributions by Owners Made to Wholly Owned Public Sector Entities' and have been credited directly to Contributed Equity.

Transfer of net assets to/from other agencies are designated as contributions by/distributions to owners to where the transfers are non-discretionary and non-reciprocal.

(e) Income

Revenue recognition

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

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

Sale of goods

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

Rendering of services

Revenue is recognised on delivery of the service to the client or by reference to the stage of completion of the transaction.

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

Interest

Revenue is recognised as the interest accrues.

Grants, donations, gifts and other non-reciprocal contributions

Revenue is recognised at fair value when the College obtains control over the assets comprising the contributions, usually upon their receipt.

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

Where contributions recognised as revenues during the reporting period were obtained on the condition that they be expended in a particular manner or used over a particular period, and those conditions were undischarged as at the balance sheet date, the nature of, and amounts pertaining to, those undischarged conditions are disclosed in the notes.

State funds

The funds received from the Department of Education and Training in respect of the delivery of services forming part of the Delivery Performance Agreement are included in State funds, disclosed under 'Income from State Government'. They are the result of training successfully tendered for under competitive tendering arrangements. This revenue is recognised at nominal value in the period in which the College meets the terms of the Agreement. See note 22 'Income from State Government'.

Gains

Gains may be realised or unrealised and are usually recognised on a net basis. These include gains arising on the disposal of non-current assets and some revaluations of non-current assets.

(f) Borrowing costs

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

(g) Property, plant and equipment

Capitalisation/Expensing of assets

Items of property, plant and equipment costing \$5,000 or more are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of property, plant and equipment costing less than \$5,000 are recognised as an expense in the Income Statement (other than where they form part of a group of similar items which are significant in total).

Initial recognition and measurement

All items of property, plant and equipment and infrastructure are initially recognised at cost. For items of property, plant and equipment and infrastructure acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

Subsequent measurement

After recognition as an asset, the revaluation model is used for the measurement of land and buildings and the equipment. Land and buildings are carried at fair value less accumulated depreciation on buildings and property, plant and equipment are stated at historical cost less accumulated depreciation and accumulated

Where market-based evidence is available, the fair value of land and buildings is determined on the basis of current market buying values determined by reference to recent market transactions. When buildings are revalued by reference to recent market transactions, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

Where market-based evidence is not available, the fair value of land and buildings is determined on the basis of existing use. This normally applies where buildings are specialised or where land use is restricted. Fair value for existing use assets is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Where the fair value of buildings is dependent on using the depreciated replacement cost.

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

The most significant assumptions in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated useful life. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets. Refer to note 27 'Property, plant and equipment' for further information on revaluations.

Depreciation

All non-current assets having a limited useful life are systematically depreciated over their estimated useful lives in a manner which reflects the consumption of their future economic benefits.

Land is not depreciated. Depreciation on other assets is based on the straight line method over its useful life, using rates which are reviewed annually.

Estimated useful lives for each class of depreciable asset are:

Buildings	2 to 95 years
Motor vehicles, caravans and trailers	4 to 23 years
Plant, furniture and general equipment	4 to 28 years
Computing, communications and software ^(a)	1 to 15 years
Marine craft	8 to 19 years

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

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

(h) Intangible assets

Capitalisation/Expensing of assets

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

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

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

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

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

Licences	up to 6 years
Research and development costs	2 to 6 years
Software ^(a)	2 to 6 years
Web site costs	2 to 6 years

^(a) Software that is not integral to the operation of any related hardware.

(i) Impairment of assets

Property, plant and equipment, and intangible assets are tested for any indication of impairment at each balance sheet date. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered impaired and is written down to the recoverable amount and an impairment loss is recognised. As the College is a not-for-profit entity, unless an asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated, where the replacement cost is falling or where there is a significant change in useful life.

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

Intangible assets with an indefinite useful life and intangible assets not yet available for use are tested for impairment at each balance sheet date irrespective of whether there is any indication of impairment.

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

See note 2(o) 'Receivables' and note 25 'Receivables' for impairment of receivables.

(j) Leases

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

See note 33 'Commitments' for the outcome of commitments.

(k) Financial instruments

In addition to cash the College has two categories of financial instruments: receivables

financial liabilities measured at amortised costs

These have been disaggregated into the following classes:

Financial assets

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

Financial liabilities

- payables

Initial recognition and measurement of financial instruments is at fair value. Usually the transaction cost or face value is equivalent to fair value and subsequent measurement is at amortised cost using the effective interest method.

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

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

(l) Cash and cash equivalents

For the purpose of the Cash Flow Statement, cash and cash equivalents include restricted cash and cash equivalents. These are comprised of cash on hand and short-term deposits with original maturities of three months or less that are readily convertible to a known amount of cash and which are subject to insignificant risk of changes in value, and bank overdrafts.

(m) Accrued salaries

The accrued salaries suspense account (see note 23 'Restricted cash and cash equivalents') consists of amounts paid annually into a suspense account over a period of ten financial years to largely meet the additional cash outlay in each eleventh year when 27 pay days occur instead of the normal 26. No interest is received on this account.

Accrued salaries (see note 28 'Payables') represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that financial year does not coincide with the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The College considers the carrying amount of accrued salaries to be equivalent to its net fair value.

(n) Inventories

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

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

See note 24 'Inventories'.

(o) Receivables

Receivables are recognised and carried at original invoice amount less an allowance for any uncollectible amounts (impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written off against the allowance account. The provision for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the College will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days. See note 2(1) 'Financial instruments' and note 25 'Receivables'.

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

(p) Payables

Payables are recognised at the amounts payable when the College becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as they are generally settled within 30 days. See note 2(1) 'Financial instruments' and note 28 'Payables'.

(q) Borrowings

All loans payable are initially recognised at cost, being the fair value of the net proceeds received. Subsequent measurement is at amortised cost using the effective interest rate method. See note 2(1) 'Financial instruments'.

(r) Provisions

Provisions are liabilities of uncertain timing and/or amount and are recognised where there is a present legal, equitable or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at each balance sheet date. See note 29 provisions.

(i) Provisions - employee benefits

Annual leave and long service leave

The liability for annual and long service leave expected to be settled within twelve months after the balance sheet date is recognised and measured at the undiscounted amounts expected to be paid when the liabilities are settled. Annual and long service leave expected to be settled more than twelve months after the balance sheet date is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are in respect of services provided by employees up to the balance sheet date.

When assessing expected future payments consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions. In addition, the long service leave liability also considers the experience of employee departures and periods of service.

The expected future payments are discounted using market yields at the balance sheet date on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

A liability for long service leave is recognised after an employee has completed four years of service. An actuarial assessment of long service leave undertaken by Price Waterhouse Coopers Actuaries at 31st December 2008 determined that the liability measured using the short hand method was not materially different from the liability measured using the present value of expected future payments. The shorthand method is compliant with AASB 119 'Employee Benefits'.

All annual leave and unconditional long service leave provisions are classified as current liabilities as the College does not have an unconditional right to defer settlement of the liability for at least twelve months after the balance sheet date.

Superannuation

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

The College has no liabilities for superannuation charges under those schemes, as the liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits due to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the College to the GESB. The concurrently funded part of the GSS Scheme is a defined contribution scheme as these contributions extinguish all liabilities in respect of the concurrently funded GSS Scheme obligations.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension or the GSS Schemes became non-contributory members of the West State Superannuation (WSS) Scheme. Employees commencing employment on or after 16 April 2007 became members of the GESB Super (GESBS) Scheme. Both of these schemes are accumulation schemes. The College makes concurrent contributions to GESB on behalf of employees in compliance with the Commonwealth Government's Superannuation Guarantee (Administration) Act 1992. These contributions extinguish the liability for superannuation charges in respect of the WSS and GESBS Schemes.

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

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

(ii) Provisions - other

Employment on-costs

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as expenses and liabilities when the employment, to which they relate, has occurred. Employment on-costs are included as part of 'Other expenses' and are not included as part of the College's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'. (See note 13 'Other expenses' and note 29 'Provisions'.)

(s) Superannuation expense

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

(i) Defined benefit plans

For 2007 the change in the unfunded employer's liability (i.e. current service cost and actuarial gains and losses) assumed by the Treasurer in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the GSS Scheme; and

(ii) Defined contribution plans

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

Defined benefit plans - For 2007 the movements (i. e. current service cost and actuarial gains and losses) in the liabilities in respect of the Pension Scheme and the GSS Scheme transfer benefits are recognised as expenses directly in the Income Statement. As these liabilities are assumed by the Treasurer (refer note 2(r)(i)), a revenue titled 'Liabilities assumed by the Treasurer' equivalent to the expense is recognised under 'Income from State Government' in the Income Statement (see note 22 'Income from State Government'). Commencing in 2008 the reporting of annual movement in these notional liabilities has been discontinued and is no longer recognised in the income statement.

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

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

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

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

(u) Comparative figures

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

3 Judgements made by management in applying accounting policies

The judgements that have been made in the process of applying accounting policies that have a significant effect on the amounts recognised in the financial statements include:

No significant judgements have been made that would materially alter the current financial results of the College.

4 Key sources of estimation uncertainty

The key estimates and assumptions made concerning the future, and other key sources of estimation uncertainty as at the balance sheet date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year include:

The uncertainty of the College's ability to deliver all of its training programs may give rise to a provision in 'Current-Other Liabilities' of a value refundable to the Department of Education and Training. An estimation will be made based on student information held at year end with final results determined by the Department the following year.

The College revalue's its Land and Buildings every year however the estimate of useful life of other assets such as Plant and Equipment could be considered an estimate of uncertainty.

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

5 Disclosure of changes in accounting policy and estimates

Initial application of an Australian Accounting Standard

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

Voluntary changes in accounting policy

No Voluntary changes in accounting policy.

Future impact of Australian Accounting Standards not yet operative

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

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

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

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

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

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

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

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

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

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

Changes in accounting estimates

No change in accounting estimates.

Central West TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008

	2008	2007
	\$	\$
7 Employee benefits expense		
Wages and salaries (a)	11,889,600	11,269,857
Superannuation - defined contribution plans (b)	931,786	878,432
Superannuation - defined benefit plans (c)(d)	110,740	110,618
Long service leave (e)	10,837	23,602
Annual leave (e)	13,194	-
Other	302,194	321,117
	<u>13,258,351</u>	<u>12,603,626</u>
(a) Includes the value of the fringe benefit to the employee plus the fringe benefit tax component.		
(b) Defined contribution plans include West State, and Gold State and GESB Super Scheme (contributions paid).		
(c) Defined benefit plans include the Pension and the Gold State Scheme (pre-transfer benefit).		
(d) An equivalent notional income is also recognised (see note 22 'Income from State Government'). Commencing in 2008, the reporting of notional superannuation expense and equivalent notional income has been discontinued.		
(e) Includes a superannuation contribution component.		
Employment on-costs such as workers' compensation insurance are included at note 13 'Other expenses'. The employment on-costs liability is included at note 29 'Provisions'.		
8 Supplies and services		
Consumables and minor equipment	1,051,548	1,081,975
Communication expenses	137,821	124,389
Utilities expenses	461,296	438,125
Consultancies and contracted services	2,100,583	2,005,305
Minor works	1,412,001	877,956
Repairs and maintenance	305,449	214,363
Operating lease and hire charges	182,391	129,051
Travel and passenger transport	387,458	255,535
Advertising and public relations	208,533	163,796
Supplies and services - other	154,722	224,123
	<u>6,401,802</u>	<u>5,514,618</u>
9 Depreciation and amortisation expense		
<u>Depreciation</u>		
Buildings	883,923	836,375
Motor vehicles, caravans and trailers	162,609	118,603
Plant, furniture and general equipment	251,352	224,776
Computers and communication network	46,139	112,780
Marine craft	218,207	216,133
Total depreciation	<u>1,562,230</u>	<u>1,508,667</u>
Total depreciation	<u>1,562,230</u>	<u>1,508,667</u>
10 Finance costs		
Interest paid to WA Treasury Corporation		
Finance lease finance charges		
Unwinding of discounts applied to provisions		
Other interest expenses	-	36
	-	36
Finance costs expensed	<u>-</u>	<u>36</u>
11 Grants and subsidies		
Payments to non-TAFE providers for VET service delivery	4,419	-
Apprentices and trainees (travel, accommodation and other off-the-job assistance)	47,823	107,935
Other	21,129	18,640
	<u>73,371</u>	<u>126,575</u>
12 Capital user charge		
Capital user charge expense	-	1,003,445
The charge was a levy applied by Government for the use of its capital. The final charge was levied in 2006-07		
13 Other expenses		
Building maintenance	492,701	272,370
Doubtful debts expense	(35,694)	37,579
Employment on-costs (a)	603,007	628,946
Donations	2,671	3,270
Student prizes and awards	19,312	10,253
Losses and write-offs	72,189	65,214
	<u>1,154,186</u>	<u>1,017,632</u>
(a) Includes workers' compensation insurance and other employment on-costs. The on-costs liability associated with the recognition of annual and long service leave liability is included at note 29 'Provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.		
14 Fee for service		
Fee for service - general	533,233	768,313
Fee for service - Department of Education and Training	303,662	131,441
Fee for service - Government (other than Department of Education and Training)	93,446	169,961
Adult community education fees	-	-
International division fees	25,321	12,040
Fee for service - other	-	-
	<u>955,662</u>	<u>1,081,755</u>

Central West TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008

	2008	2007
	\$	\$
15 Student fees and charges		
Tuition fees	799,755	620,065
Enrolment fees	14,874	94,913
Resource fees	591,267	487,673
Other college fees	210,532	189,769
	<u>1,616,428</u>	<u>1,392,420</u>
16 Ancillary trading		
Live works (not a trading activity)	137,313	136,117
Contracting and consulting	64,001	148,054
Other ancillary revenue	4,652	4,771
	<u>205,966</u>	<u>288,942</u>
17 Trading profit/(loss)		
<u>(a) Bookshop:</u>		
Sales	94,674	67,297
Cost of sales:		
Opening inventory	(50,946)	(35,354)
Purchases	(126,797)	(129,639)
	<u>(177,743)</u>	<u>(164,993)</u>
Closing inventory	(44,901)	(50,946)
Cost of goods sold	<u>(132,842)</u>	<u>(114,047)</u>
Trading profit/(loss) - Bookshop	<u>(38,168)</u>	<u>(46,750)</u>
<u>(b) Cafeteria (non-training related)</u>		
Sales	341,167	305,382
Cost of sales:		
Opening inventory	(10,249)	(8,905)
Purchases	(226,709)	(201,859)
	<u>(236,958)</u>	<u>(210,764)</u>
Closing inventory	(11,425)	(10,247)
Cost of goods sold	<u>(225,533)</u>	<u>(200,517)</u>
Trading profit/(loss) - Cafeteria	<u>115,634</u>	<u>104,865</u>
	<u>77,466</u>	<u>58,115</u>
See note 2(n) 'Inventories' and note 24 'Inventories'.		
18 Commonwealth grants and contributions		
Commonwealth specific purpose grants and contributions	80,834	106,238
	<u>80,834</u>	<u>106,238</u>
These grants include reframing the future and Education and Training creche		
19 Interest revenue		
Interest revenue (UBA, Treasury at variable interest rates)	204,926	163,829
	<u>204,926</u>	<u>163,829</u>
20 Other revenue		
Rental and facilities fees	266,783	290,413
Sponsorship and donations revenue	25,688	8,012
Miscellaneous revenue	109,294	115,602
	<u>401,765</u>	<u>414,027</u>
21 Net gain/(loss) on disposal of non-current assets		
<u>Costs of disposal of non-current assets</u>		
Motor vehicles, caravans and trailers	(157,547)	(65,160)
Total cost of disposal of non-current assets	<u>(157,547)</u>	<u>(65,160)</u>
<u>Proceeds from disposal of non-current assets</u>		
Motor vehicles, caravans and trailers	189,201	65,252
Plant, furniture and general equipment	3,826	-
Computers and communication network	1,594	1,415
Total proceeds from disposal of non-current assets	<u>194,621</u>	<u>66,667</u>
Net gain	<u>37,074</u>	<u>1,507</u>
22 Income from State Government		
<u>State funds (received from Department of Education and Training):</u>		
Delivery and Performance Agreement (DPA)	13,937,705	13,522,967
Superannuation	1,042,529	988,845
Other recurrent funds	895,756	1,397,808
Capital user charge funding	-	1,003,445
Total State funds	<u>15,875,990</u>	<u>16,913,065</u>
<u>The following liabilities have been assumed by the Treasurer during the financial year:</u>		
Superannuation (a)	-	320
Total liabilities assumed by the Treasurer	<u>-</u>	<u>320</u>
<u>Resources received free of charge determined on the basis of the following estimates provided by agencies (c):</u>		
Department of Education and Training		
- Corporate systems support	629,742	644,419
- Marketing and publications	58,560	62,025
- Human resources, and industrial relations support	46,968	32,959
Total resources received free of charge	<u>735,270</u>	<u>739,403</u>
Total income from State Government	<u>16,611,260</u>	<u>17,652,788</u>

Central West TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008

	2008	2007
	\$	\$
<p>(a) The assumption of the superannuation liability by the Treasurer is notional income to match the notional superannuation expense reported in respect of current employees who are members of the Pension Scheme and current employees who have a transfer benefit entitlement under the GSS Scheme. (The notional superannuation expense is disclosed at note 7 'Employee benefits expense'.) Commencing in 2008, the reporting of the notional superannuation expense and equivalent notional income has been discontinued. Where the Treasurer or other entity has assumed a liability, the Authority 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.</p>		
<p>(b) Discretionary transfers of assets between State Government agencies are reported as assets assumed/ (transferred) under Income from State Government. Non discretionary non reciprocal transfers of net assets (ie. restructuring of administrative arrangements) have been classified as Contributions by Owners (CBOs) under TI 955 and are taken directly to equity.</p>		
<p>(c) Where assets or services have been received free of charge or for nominal cost, the Authority recognises revenues equivalent to the fair value of the assets and/or the fair value of those services that can be reliably measured and which would have been purchased if they were not donated, and those fair values shall be recognised as assets or expenses, as applicable. Where the contribution of assets or services are in the nature of contributions by owners, the Authority makes an adjustment direct to equity.</p>		
23 Restricted cash and cash equivalents		
<u>Current</u>		
Specific capital equipment and acquittal funding (a)	229,452	1,222,803
<u>Non Current</u>		
Accrued Salaries for 27th Pay (b)	302,052	151,092
	<u>331,504</u>	<u>1,373,895</u>
<p>(a) capital equipment project= \$115,000, special project funding requiring acquittal to external agencies = \$114,451.60 . Funds to be expended in the next 12 months.</p>		
<p>(b) 27th pay - amount from 2005 to 2007, held for the purpose of meeting the 27th fortnight pay that occurs every 11 years in 2015</p>		
24 Inventories		
<u>Inventories not held for resale:</u>		
Other (at cost)	86,276	71,126
	<u>86,276</u>	<u>71,126</u>
<u>Inventories held for resale:</u>		
Bookshop (at cost)	44,901	50,946
Cafeteria (at cost)	11,425	10,249
	<u>56,326</u>	<u>61,195</u>
Total	<u>142,602</u>	<u>132,321</u>
<p>See also note 2(n) 'Inventories' and note 17 'Trading profit/(loss)'.</p>		
25 Receivables		
<u>Current</u>		
Receivables - trade	245,494	252,101
Receivables - students	174,560	179,023
Accrued income	15,680	31,587
Allowance for impairment of receivables	(85,880)	(121,574)
GST receivable	57,643	25,859
Total current	<u>407,497</u>	<u>366,996</u>
	<u>407,497</u>	<u>366,996</u>
<u>Reconciliation of changes in the allowance for impairment of receivables:</u>		
Balance at start of year	(121,574)	(83,995)
Doubtful debts expense recognised in the Income Statement	35,694	(37,579)
Balance at end of year	<u>(85,880)</u>	<u>(121,574)</u>
<u>Ageing of receivables past due but not impaired based on the information provided to senior management, as at the balance sheet date:</u>		
Not more than 4 months	349,278	239,643
More than 4 months but less than 1 year	96,126	69,907
	<u>445,404</u>	<u>309,550</u>
<p>See also note 2(o) 'Receivables' and note 35 'Financial instruments'.</p>		
26 Other assets		
<u>Current</u>		
Prepayments	170,906	207,181
Other current assets (a)	16	4,420
Total current	<u>170,922</u>	<u>211,601</u>
<u>Other non-current assets (b)</u>		
Total non-current	<u>41,773</u>	<u>-</u>
	<u>41,773</u>	<u>-</u>
<p>(a) Disputed credit card transactions.</p>		
<p>(b) Assets not yet commissioned.</p>		

	2008	2007
	\$	\$
27		
Property, plant and equipment		
<u>Land</u>		
At fair value (a)	2,960,000	2,280,000
Accumulated impairment losses	-	-
	<u>2,960,000</u>	<u>2,280,000</u>
<u>Buildings</u>		
At fair value (a)	40,330,000	34,785,000
Accumulated depreciation	-	(73,859)
	<u>40,330,000</u>	<u>34,711,141</u>
<u>Buildings under construction</u>		
Construction costs	1,418	300,305
	<u>1,418</u>	<u>300,305</u>
<u>Motor vehicles, caravans and trailers</u>		
At cost	1,269,032	928,758
Accumulated depreciation	(289,201)	(332,155)
	<u>979,831</u>	<u>596,603</u>
<u>Plant, furniture and general equipment</u>		
At cost	2,599,217	2,328,595
Accumulated depreciation	(1,608,148)	(1,403,216)
	<u>991,069</u>	<u>925,379</u>
<u>Computer equipment, communication network</u>		
At cost	707,792	690,492
Accumulated depreciation	(628,904)	(612,952)
	<u>78,888</u>	<u>77,540</u>
<u>Marine craft</u>		
At cost	1,678,516	1,678,516
Accumulated depreciation	(1,118,238)	(900,031)
	<u>560,278</u>	<u>778,485</u>
	<u>45,901,484</u>	<u>39,669,453</u>

(a) Freehold land and buildings were revalued as at 31/12/08 by the Western Australian Land Information Authority (Landgate). The valuations were performed during the year ended 2008 and recognised at 31/12/2008. The fair value of all land and buildings was determined by reference to market values.

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

	Land	Buildings	Buildings under construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer Equipment, Communication Network	Marine craft	Total
2008								
Carrying amount at start of year	2,280,000	34,711,141	300,305	596,603	925,379	77,540	778,485	39,669,453
Additions	-	3,807,303	1,418	703,385	319,874	47,488	-	4,879,468
Disposals	-	-	-	(363,110)	-	-	-	(363,110)
Transfers	-	-	(300,305)	-	-	-	-	(300,305)
Revaluation increments	680,000	2,695,479	-	-	-	-	-	3,375,479
Write Off of assets	-	-	-	-	(49,252)	(30,187)	-	(79,439)
Depreciation write back	-	-	-	205,562	46,420	30,187	-	282,169
Depreciation expense	-	(883,923)	-	(162,609)	(251,352)	(46,140)	(218,207)	(1,562,231)
Carrying amount at end of year	<u>2,960,000</u>	<u>40,330,000</u>	<u>1,418</u>	<u>979,831</u>	<u>991,069</u>	<u>78,888</u>	<u>560,278</u>	<u>45,901,484</u>

	Land	Buildings	Buildings under construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer Equipment, Communication Network	Marine craft	Total
2007								
Carrying amount at start of year	1,480,000	33,274,048	0	654,514	699,024	160,684	977,983	37,246,253
Additions	-	-	300,305	125,852	456,816	31,863	16,635	931,471
Disposals	-	-	-	(65,160)	-	-	-	(65,160)
Revaluation increments	800,000	2,273,468	-	-	-	-	-	3,073,468
Write Off of assets	-	-	-	-	(5,685)	(2,227)	-	(7,912)
Depreciation expense	-	(836,375)	-	(118,603)	(224,776)	(112,780)	(216,133)	(1,508,667)
Carrying amount at end of year	<u>2,280,000</u>	<u>34,711,141</u>	<u>300,305</u>	<u>596,603</u>	<u>925,379</u>	<u>77,540</u>	<u>778,485</u>	<u>39,669,453</u>

28

Payables

	2008	2007
<u>Current</u>		
Trade payables	217	249
Accrued expenses	360,934	467,099
Accrued salaries and related costs	172,601	75,546
Total current	<u>533,752</u>	<u>542,894</u>

Central West TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008

	2008	2007
	\$	\$
29 Provisions		
<u>Current</u>		
Employee benefits provision		
Annual leave (a)	506,846	521,805
Long service leave (b)	477,456	577,998
Superannuation	-	34,946
	984,302	1,134,749
Other provisions		
Oncosts for AL, LSL	214,276	259,143
	1,198,578	1,393,892
Total current		
<u>Non-current</u>		
Long service leave (b)	1,067,585	971,333
Superannuation	71,300	39,763
Salary deferment (c)	1,138,885	1,011,096
	135,583	123,360
Other provisions		
Total non-current	1,274,468	1,134,456
(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of balance sheet date	506,846	521,805
	506,846	521,805
(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of balance sheet date	477,456	577,998
More than 12 months of balance sheet date	1,067,585	971,333
	1,545,041	1,549,331
(c) Salary deferment liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of balance sheet date	-	34,946
More than 12 months of balance sheet date	71,300	39,763
	71,300	74,709
<u>Movements in other provisions</u>		
Movements in each class of provisions during the financial year, other than employee benefits, are set out below.		
<u>Employment on-cost provision</u>		
Carrying amount at start of year	382,503	393,471
Additional provisions recognised	(32,644)	(10,968)
Unwinding of the discounts	349,859	382,503
	349,859	382,503
30 Other liabilities		
<u>Current</u>		
Income received in advance (a)	15,158	1,529
Grants and advances (b)	242,821	129,348
Money/deposits held in trust	25,737	20,732
Other	2,758	1,339
Total current liabilities	286,474	152,948
<u>Non-current</u>		
Other	-	-
Total non-current liabilities	-	-
(a) Income received in advance comprises:		
Fee for Service	15,158	-
Student Fees	-	1,529
	15,158	1,529
(b) Grants and Advances comprising:		
Department of Education and Training - project funding	115,000	-
Department of Education and Training - curriculum grants	114,452	90,970
Other Government (Commonwealth/Local)	13,369	38,376
	242,821	129,346

Central West TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008

	2008	2007
	\$	\$
31		
Equity		
Equity represents the residual interest in the net assets of the College. The Government holds the equity interest in the net assets of the College. The Government holds the equity interest in the College on behalf of the community. The asset revaluation reserve represents that portion of equity resulting from the revaluation of non-current assets.		
<u>Contributed equity</u>		
Balance at start of year	12,237,052	11,883,125
Contributions by owners		
Capital contribution (a)	70,911	353,927
Transfer of Net Assets by owners (b)	3,784,997	-
	<hr/>	<hr/>
Total distributions to owners	3,855,908	353,927
Balance at end of year	<hr/> 16,092,960	<hr/> 12,237,052
(a) Capital Contributions (appropriations) and non-discretionary (non-reciprocal) transfers of net assets from other State Government agencies have been designated as contributions by owners in Treasurer's Instruction TI 955 'Contribution by Owners Made to Wholly Owned Public Sector Entities' and are credited directly to equity.		
(b) UIG Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires that where the transferee accounts for a transfer as a contribution by owner, the transferor must account for the transfer as a distribution to owners. Consequently, non-discretionary (non-reciprocal) transfers of net assets to other State Government agencies are distribution to owners and are debited directly to equity.		
<u>Reserves</u>		
Asset revaluation reserve	10,345,221	7,271,753
Net revaluation increments/(decrements)	680,000	800,000
Land	2,695,479	2,273,468
Buildings	<hr/> 13,720,700	<hr/> 10,345,221
Balance at end of year	<hr/> 13,720,700	<hr/> 10,345,221
<u>Accumulated surplus/(deficit)</u>		
Balance at start of year	17,521,681	18,136,659
Result for the period	(2,258,559)	(614,978)
Balance at end of year	<hr/> 15,263,122	<hr/> 17,521,681

32
Notes to the Cash Flow Statement

Reconciliation of cash

Cash at the end of the financial year, as the Balance Sheet as follows:

Cash on hand	8,159	8,109
Cash advances	5,660	6,020
Cash at bank	10,455	409,749
Short term deposits (CBA, variable terms and Treasury, quarterly)	<hr/> 1,150,000	<hr/> 1,150,000
	1,174,274	1,573,878
Restricted cash and cash equivalents (refer to note 23 'Restricted cash and cash equivalents')	531,504	1,373,895
	<hr/> 1,705,778	<hr/> 2,947,773

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

Net cost of services	(18,869,819)	(18,267,766)
Non-cash items:		
Depreciation and amortisation expense	1,562,230	1,508,667
Doubtful debts expense	(35,694)	37,579
Superannuation expense	1,042,529	989,165
Resources received free of charge	735,269	739,403
Net (gain)/loss on sale of property, plant and equipment	37,074	(1,507)
Losses and write-offs (excludes cash shortages/thefts of money)	72,190	65,465
(Increase)/decrease in assets:		
Current receivables (c)	(8,717)	134,118
Current inventories	(10,281)	(16,019)
Other current assets	40,679	1,298,364
Other non current assets	(41,773)	70,526
Current payables (c)	(9,142)	1,450
Current provisions	(195,314)	109,752
Other current liabilities	133,529	(1,596,210)
Non-current provisions	718,886	(148,961)
Net GST receipts/(payments) (a)	(468,983)	(287,760)
Change in GST in receivables/payables (b)	(31,784)	29,013
Net cash provided by/(used in) operating activities	<hr/> (15,329,121)	<hr/> (15,334,721)

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

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

(c) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable

Central West TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2008

	2008	2007
	\$	\$
33		
Commitments		
<u>Lease commitments</u>		
Commitments in relation to leases statements, are payable as follows:		
Within 1 year	91,612	74,112
Later than 1 year and not later than 5 years	67,092	141,204
	<u>158,704</u>	<u>215,316</u>
Representing:		
Non-cancellable operating leases	<u>158,704</u>	<u>215,316</u>
	<u>158,704</u>	<u>215,316</u>
<u>Non-cancellable operating lease commitments</u>		
Commitments for minimum lease payments		
Within 1 year	91,612	74,112
Later than 1 year and not later than 5 years	67,092	141,204
Later than 5 years	-	-
	<u>158,704</u>	<u>215,316</u>

These commitments are all inclusive of GST.

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Explanatory Statement

Significant variations between estimates and actual results for income and expense are shown below. Significant variations are considered to be those greater than 10% and \$100,000 or \$200,000

Significant variations between estimated and actual results for 08

	2008 Estimate \$	2008 Actual \$	Variation \$
<u>Employee expenses</u>	12,435,017	13,258,352	(823,335)
Larger award salary increase than estimated, Increase in long term staff taking long service leave and maternity leave			
<u>Supplies and services</u>	5,507,894	6,401,802	(893,908)
Increase in purchase of resources for students and increase in purchase of parts due to increase in maintenance			
<u>Cost of Sales</u>	213,021	358,375	(145,354)
Increase in the cost of food and textbooks above CPI, increase in purchases due to the increase in sales in the canteen and bookshop.			
<u>Fee for Service</u>	1,403,157	955,662	447,495
Commercial activity decreased due to economic climate in the region.			
<u>Student fees and charges</u>	1,279,160	1,616,428	(337,268)
Increase in course delivery			
<u>Ancillary Trading</u>	306,593	205,967	100,626
Increase in live works revenue such as Hospitality, Hairdressing, Horticulture, Marine			
<u>Sales</u>	282,250	435,841	(153,591)
Increase in trading entity revenue due to increase student numbers. (Bookshop, Canteen)			

Significant variations between actual results for 08 and 07

	2008 \$	2007 \$	Variance \$
<u>Supplies and services</u>	6,401,802	5,514,618	887,184
Increase in purchase of resources for students due to increased delivery and increase in purchase of parts due to increase in maintenance			
<u>Capital User Charge</u>	-	1,003,445	(1,003,445)
Legislative changes means no longer required, Corresponding decrease in Service Appropriation funds			
<u>Other Expenses</u>	213,021	358,375	(145,354)
Increase in payroll tax due to increase in award salary and increase in repairs and maintenance			
<u>Fee for Service</u>	955,662	1,081,755	(126,093)
Commercial activity decreased			
<u>Student fees and charges</u>	1,616,428	1,392,420	224,008
Increase in delivery			
<u>Gains on disposal of non current assets</u>	37,074	1,507	35,567
Change in executive vehicle pool required one car to be sold			
<u>Liabilities assumed by the Treasurer</u>	-	320	(320)
Due to changes in legislation there was no provision by the Treasurer			

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Financial instruments

(a) Financial risk management

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

Credit risk

The College trades only with recognised, creditworthy third parties. The College has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the College's exposure to debt is

Liquidity risk

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

(b) Categories of financial instruments

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

Financial Assets

	2008 \$'000	2007 \$'000
Cash and cash equivalent	1,174,272	1,573,878
Restricted cash and cash equivalent	531,504	1,373,895
Receivables (a)	407,498	542,590

Financial Liabilities

Payables	533,752	249
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(a) The amount of loans and receivables excludes GST recoverable from the ATO (statutory receivable).

(c) Financial instrument disclosures

Credit risk, liquidity risk and interest rate risk exposures

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

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

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

	Weighted Average Effective Interest Rate	Contractual maturity dates		
		Variable Interest Rate	Non-Interest Bearing	Total
		\$	\$	\$
2008				
Financial Assets				
Restricted cash and cash equivalent	8.12%	2,334,729	13,819	2,348,548
Receivables		-	391,817	391,817
		2,334,729	405,636	2,740,365

	Weighted Average Effective Interest Rate	Contractual maturity dates		
		Variable Interest Rate	Non-Interest Bearing	Total
		\$	\$	\$
2007				
Financial Assets				
Restricted cash and cash equivalent	5.79%	2,933,644	14,129	2,947,773
Receivables		-	335,409	335,409
		2,933,644	349,538	3,283,182

Interest rate sensitivity analysis

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

	Carrying amount \$	- 1% change		Equity \$	+1% Change Equity \$
		Profit \$	Equity \$		
2008					
Financial Assets					
Restricted cash and cash equivalent	2,334,729	- 23,347	- 23,347		23,347
	Carrying amount \$	Profit \$	Equity \$		Equity \$
2007					
Financial Assets					
Restricted cash and cash equivalent	2,933,644	- 29,336	- 29,336		29,336

Fair values

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

	2008	2007
	\$	\$
36 Remuneration of members of the College and Senior Officers		
<u>Remuneration of members of the College</u>		
The number of members of the College whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:		
\$		
\$170,001 - \$180,000	1	1
	176,819	177,190
The total remuneration of the members of the College is:		
Total remuneration includes the superannuation expense incurred by the College in respect of members of the College.		
<u>Remuneration of Senior Officers</u>		
The number of senior officers other than senior officers reported as members of the College, whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:		
\$		
\$40,001 - \$50,000	1	-
\$80,001 - \$90,000	2	5
\$90,001 - \$100,000	1	1
\$100,001 - \$110,000	3	1
\$110,001 - \$120,000	3	1
	1,149,019	1,032,420
The total remuneration of senior officers is:		
The total remuneration includes the superannuation expense incurred by the College in respect of senior officers other than senior officers reported as members of the College.		
37 Remuneration of auditor		
Remuneration payable to the Auditor General for the financial year is as follows:		
Auditing the accounts, financial statements and performance indicators	49,500	54,780
External Audit - Office of the Auditor General	11,720	-
Internal Audit - Gloabl 2020		
TOTAL	61,220	54,780
The expense is included in note 13 'Other expenses'.		
38 Supplementary Financial Information		
<u>Write-Offs</u>		
Public property	2,832	7,912
Bad debts	69,367	57,428
<u>Losses through theft, defaults and other causes</u>		
Losses of public and other moneys and	3,009	3,646
Amount recovered	(3,018)	(3,521)
Surplus / (Shortage)	(9)	125
39 Schedule of Income and Expenditure by Service		
The college provides only one service (as defined by Treasurer's Instruction 1101 (9) and that is Vocational Education and Training Delivery.		

**Central West TAFE
S40 SUBMISSION
INCOME STATEMENT**

	2009 Estimate \$
COST OF SERVICES	
Expenses	
Employee benefits expense	13,503,232
Supplies and services	5,840,370
Depreciation and amortisation expense	1,506,072
Finance costs	0
Grants and subsidies	39,777
Capital user charge	
Loss on disposal of non-current assets	0
Loss on disposal of other assets	0
Other expenses	789,345
Payments to Non TAFE Providers for VET Delivery	0
Cost of sales	320,000
Total Cost of Services	21,998,796
Income	
Revenue	
Fee for service	975,000
Student charges and fees	1,266,704
Sales	393,479
Ancillary trading	229,251
Commonwealth grants and contributions	69,220
Interest revenue	199,746
Other revenue	458,549
Total Revenue	3,591,949
Gains	
Gain on disposal of non-current assets	0
Gain on disposal of other assets	
Other gains	
Total Gains	0
Total income other than income from State Government	3,591,949
NET COST OF SERVICES	-18,406,847
INCOME FROM STATE GOVERNMENT	
State funds	16,913,041
Liabilities assumed by the Treasurer	-
Assets assumed/(transferred)	-
Resources received free of charge	790,000
Total income from State Government	17,703,041
SURPLUS (DEFICIT) FOR THE PERIOD	-703,806

**Central West TAFE
S40 SUBMISSION
BALANCE SHEET**

	2009 Estimate \$
ASSETS	
Current Assets	
Cash and cash equivalents	1,470,974
Restricted cash and cash equivalents	1,404,983
Inventories	113,341
Receivables	821,869
Amounts receivable for services	0
Other current assets	125,000
Non-current assets classified as held for sale	0
Total Current Assets	3,936,167
Non-Current Assets	
Restricted cash and cash equivalents	178,183
Inventories	0
Receivables	0
Amounts receivable for services	0
Property, plant and equipment	43,485,832
Intangible assets	0
Other non-current assets	0
Total Non-Current Assets	43,664,015
TOTAL ASSETS	47,600,182
LIABILITIES	
Current Liabilities	
Payables	50,000
Borrowings	0
Amounts due to the Treasurer	0
Provisions	1,165,529
Other current liabilities	563,000
Liabilities directly associated with non-current assets classified as held for sale	0
Total Current Liabilities	1,778,529
Non-Current Liabilities	
Payables	0
Borrowings	0
Provisions	1,367,451
Other non-current liabilities	0
Total Non-Current Liabilities	1,367,451
TOTAL LIABILITIES	3,145,980
NET ASSETS	44,454,202
EQUITY	
Contributed Equity	17,237,052
Reserves	10,345,221
Accumulated surplus/(deficiency)	16,871,929
TOTAL EQUITY	44,454,202

**Central West TAFE
S40 SUBMISSION
CHANGES IN EQUITY STATEMENT**

	2009 Estimate \$
Balance of equity at start of period	45,158,008
CONTRIBUTED EQUITY	
Balance at start of period	17,237,052
Capital contribution	0
Other contributions by owners	
Distributions to owners	
Balance at end of period	17,237,052
<i>Check</i>	<i>0</i>
RESERVES	
Asset Revaluation Reserve	
Balance at start of period	10,345,221
Changes in accounting policy or correction of prior period errors	
Restated balance at start of period	10,345,221
Gains/(losses) from asset revaluation	
Balance at end of period	10,345,221
<i>Check</i>	<i>0</i>
ACCUMULATED SURPLUS (RETAINED EARNINGS)	
Balance at start of period	17,575,735
Net adjustment on transition to AIFRS	
Changes in accounting policy or correction of prior period errors	
Restated balance at start of period	17,575,735
Surplus/(deficit) or profit/(loss) for the period	-703,806
Gains/(losses) recognised directly in equity	
Balance at end of period	16,871,929
<i>Check</i>	<i>0</i>
Balance of equity at end of period	44,454,201.95
Total income and expense for the period	-703,806

**Central West TAFE
S40 SUBMISSION
CASH FLOW STATEMENT**

	2009
	Estimate \$
CASH FLOWS FROM STATE GOVERNMENT	
State funds	16,005,787
Capital contributions	
Holding account drawdowns	
Net cash provided by State Government	16,005,787
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee benefits	-13,002,261
Supplies and services	-5,545,985
Finance costs	0
Capital User Charge	0
Grants and subsidies	-39,777
GST payments on purchases	-530,000
GST payments to taxation authority	
Other payments	-789,345
Receipts	
Fee for service	975,000
Student fees and charges	1,208,014
Ancillary trading	229,251
Commonwealth grants and contributions	52,220
Interest received	199,747
GST receipts on sales	235,000
GST receipts from taxation authority	325,000
Other receipts	508,549
Net cash provided by/(used in) operating activities	-16,174,587
CASH FLOWS FROM INVESTING ACTIVITIES	
Proceeds from sale of non-current physical assets	0
Purchase of non-current physical assets	-526,372
Net cash provided by/(used in) investing activities	-526,372
CASH FLOWS FROM FINANCING ACTIVITIES	
Proceeds from borrowings	
Repayment of borrowings	
Other proceeds	
Other repayments	
Finance lease repayment of principal	
Net cash provided by/(used in) financing activities	0
Net increase/(decrease) in cash held and cash equivalents	-695,172
Cash and cash equivalents at the beginning of the period	3,749,312
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	3,054,140



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This Annual Report is available in alternative formats upon request.