

Central TAFE

Annual Report 2009



Perth, Western Australia

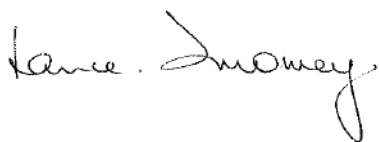
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STATEMENT OF COMPLIANCE


To the Hon Peter Collier MLC, Minister for Energy; Training and Workforce Development

In accordance with Section 61 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament the Annual Report of Central TAFE for the period ending 31 December 2009.

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



Professor Lance Twomey
Chair
Governing Council
Central TAFE
11 March 2010



Ms Susan Haynes
Deputy Chair
Governing Council
Central TAFE
11 March 2010

MANAGING DIRECTOR'S REPORT

In 2009 we maintained our focus on workplace delivery, working with and for enterprises, responding to an increasingly competitive training market, improving our course completion rates, and implementing a number of initiatives under the leadership of our peak academic committee, the Academic Board.

2009 was a very successful year for the College. We experienced a significant increase in our Student Contact Hours (SCH), exceeding not only our target set for 2009 but also our 2006 benchmark figure. We continued our strong commitment to workbased training and employment based training with both areas performing well.

Despite the global economic situation, international student numbers continued its positive trend. In line with our strategic direction, the College continued its strong focus on higher level qualifications with approximately 47% of students undertaking Certificate IV and above qualifications.

Earlier this year, I accepted on behalf of the staff of the College the Large Training Provider of the Year award at the 2009 State Training Awards. This win is testament to the dedication of Central's 1,300 staff and is a result of their unwavering passion, innovation and desire to improve services year on year.

In its move to consolidate our seven sites to three campuses by the end of 2010, the College has seen the closure of its programs run at the Fremantle campus, and the site handed back to the Fremantle Prison authority.


As I very much consider us to be a college *for* the City as much as *in* it, we have actively engaged with our Northbridge neighbours in the Cultural Centre redevelopment, the Perth City Council, and the East Perth Redevelopment Authority on a number of projects, and we should see the outcomes of our endeavours grow in 2010 and beyond.

In its 110 year history, being the oldest training provider in the State, Central has had to re-invent itself constantly and adjust to changing training needs and State priorities. In its planning for 2010, Central has taken into consideration the Government's training agenda set out in Training WA 2009 to 2018, and has set the future direction in its 2010 to 2012 Strategic Plan, and 2010 Business Plan.

As a first step to signal the new era in training, we have a new name and logo - **Central Institute of Technology** - which is to be effective from 1 January 2010.

I would like to thank Central's staff for their thorough professionalism and dedication, and for so readily embracing what is yet another exciting change within the VET sector.

I also thank, and look forward to extending the partnerships we have with our employer and community service provider partners, and industry organisations and advisory boards, who continue to provide valuable input, enabling us to deliver the high quality, workplace relevant training we are known for.

A handwritten signature in black ink, appearing to read 'Neil Fernandes', with a stylized, cursive script.

Neil Fernandes
Managing Director
11 March 2010

Central TAFE has a history spanning more than 100 years, making it the oldest non-compulsory education institution in Western Australia. 'Perth Technical School', as it was originally known, held its first classes on 16 May 1900.

Central TAFE provides high quality vocational education and training to over 31,000 students. Comprising of six campuses within a six-kilometre radius of the Perth central business district, the College is a registered training organisation offering around 365 nationally accredited courses as well as a range of customised fee-for-service training courses. The College is a major contributor to the economic development of the broader community, assisting people to become job-ready and prepared to meet the challenges of the workplace. The College delivers training to around 1,800 international students onshore and 2,700 offshore international students in China (including Hong Kong), Taiwan, Mauritius and Kuwait.

Over many years, Central TAFE has developed close relationships with a number of industries. As a result, the College remains highly responsive to existing and emerging industry conditions and requirements. These relationships guide the development and implementation of our courses to ensure they are practical, job-focused and driven by employment outcomes.

Each year the College sets priorities and actions against the framework of the College's Plan 2006 to 2010.

Vision

Central TAFE aims to be recognised as an innovative, creative and sought after deliverer of vocational education and training solutions locally, nationally and internationally.

Values

Central TAFE has developed a set of seven values to assist in realising the College’s vision. These values underpin the development of all College products and services.

Customer Service

We value the trust and satisfaction of our customers and will endeavour to provide services that meet their expectations.

Accountability

We recognise the right of our students, industry, government and the community to scrutinise, challenge, and call us to account for our actions and behaviour.

Integrity

We will act honestly and with integrity.

Openness

We will be honest with each other and with our customers and will communicate directly and openly.

Respect for the Rights of Others

We will treat our staff and students as we would like to be treated ourselves.

Excellence

We are committed to excellence in all that we do and will recognise excellent performance by staff and students within the College.

Environmental Awareness

We are aware of the fragility of the environment and will work towards sustaining it both through the programs that we deliver and our practices.

The College has set the following goals as part of the plan and priorities for 2006-2010.

Students – we will:

- recognise and respond to the changing needs of a diverse base of learners;
- focus / improve outcomes for learners.

Enterprise and Community – we will:

- work with and for enterprises to support workforce development and improve participation and productivity;
- strengthen our engagement with, and commitment to, Indigenous communities and enterprises;
- make a positive contribution to communities through building relationships and pathways.

Creative Teaching and Learning – we will:

- develop delivery and assessment practice as it applies to workplace training;
- support contemporary practice to reflect changing learner needs;
- provide academic leadership through practical research, rigour and inventiveness.

Pathways and Partnerships – we will:

- partner with schools on school retention and pathways for school students;
- build pathways to support workforce participation for labour market entrants;
- investigate opportunities for complementary, concurrent and articulated awards with universities.

College Capability – we will:

- build and align academic strengths and expertise to College directions;
- nurture, support and develop skilled VET professional practitioners;
- align College support services to best respond to the needs of enterprises, communities and learners;
- build recognition for existing and emerging niche areas;
- build our capability through involvement in international activities.

OUTLINE

In 2009 the focus remained on workplace delivery, working with and for enterprise, and responding to an increasingly competitive training market.

The College delivered over 6.8m profile SCH, a 14% increase from 2008. This figure also surpasses the 6.395m profile SCH benchmark achieved in 2006. The College's commitment to workbased training and employment based training continued, with both areas performing strongly.

During the latter half of the year, the College prepared its three year Strategic Plan and annual Business Plan for implementation in 2010, as required under sections 43 and 44A of the *Vocational Education and Training Act 1996* (VET Act). Both plans see a strong alignment with State and National priorities, and a departure from the priorities set in 2008 and 2009.

A summary of achievements against the 2009 key priorities are provided below.

Students

A number of initiatives were implemented to respond to the changing needs of Central's diverse student population, improve outcomes for learners, and increase student satisfaction and retention rates.

- A major focus has been on improving the College's Module Load Completion Rate (MLCR), with the Academic Board overseeing a number of projects designed to consider and recommended actions to address academic factors impacting MLCR, including qualification improvement plans within portfolios, improved student support and management, professional development programs, improvement of assessment, investment in learning resource development and improved matching of student aspirations with choice of qualification.
- Career Services provided career counselling and workshops on employability skills to support students in their choices and expand the range of training opportunities. Pathways Flyers were amended to include more information about university articulation and employment and career opportunities at each qualification level.
- An Enrolment Working Group reviewed the enrolment processes in Semester 1, and made a number of recommendations to enable more efficient timetabling of enrolments and reduce student waiting times. The recommendations included:
 - Extending the opportunity for full-time enrolments from 3 days to 5 days;
 - Extending part-time enrolment hours for all portfolios from 8am to 7pm on enrolment days; and
 - Promoting credit card and cheque as the preferred payment method at enrolments, and extending the point of payment options.
- Implementation of the revised Language, Literacy and Numeracy Support Plan resulted in a reduction in gaps in foundation skills level.
- A College and industry sponsored scholarships program was established for 2010, and includes the following categories: VET in Schools, Aboriginal and Torres Strait Islanders, Access and Equity, Mining and Engineering, and Academic Excellence aimed at entry into Higher Level Qualifications.

Enterprise and Community

Working in close collaboration with peak bodies and industry regulators is considered one of the key factors in building and maintaining successful relationships with enterprise and community partners. This ensures that students receive the most appropriate support, and workplace relevant training to achieve their goals.

- A systematic approach to consulting with industry was supported through a structure of Advisory Boards, and industry reference and focus groups that were convened regularly, or in response to a specific priority, to provide advice and feedback in relation to Central's products and services.
- Central continued its partnership with the David Wirrpanda Foundation to deliver a range of courses to Aboriginal and Torres Strait Islander students, with a practical focus resulting in students attaining key employability skills so as to gain meaningful employment.
- Negotiations with Local Government to establish partnerships for Aboriginal and Torres Strait Islander training and employment included opportunities in land care management.
- For the first time this year, the College provided an opportunity for 12 students to travel to Cambodia as part of the Endeavour Outbound Mobility Program. Students studying the Diploma of Enrolled Nursing, Certificate IV in Teacher Assistant (Special Needs), Diploma of Building and Construction, and the Diploma of Community Services Management undertook a voluntary placement in a Cambodian community to work on a major community development project together with taking up individual placements in local hospitals, schools, orphanages and community centres.
- A comprehensive Sustainability Program was developed to respond to this rapidly emerging industry. As part of this, a Green Skills Centre is to be located at the East Perth campus. The Centre will build on the College's existing capacity in the provision of green skills training. Central TAFE is a member of the Western Australian Sustainable Energy Association and is the major provider of training in renewable energy, sustainable housing design, water operations and environmental science.
- The Central Underground Training (CUT) facility was built in one of the College's utility corridors with the assistance of the mining industry and provides simulated working conditions for underground miners, pit technicians and mine surveyors.

Creative Teaching and Learning

Close attention has been given to providing more flexible learning options to support students in the workplace, consistency in resource development, and maintaining currency in contemporary delivery and assessment practice.

- The College increased its capability and capacity to offer qualifications and units of competency through flexible and online delivery. This need coincided with a number of other College initiatives, including a focus on workplace delivery, which requires a stronger commitment to online learning.
- The Academic Practice @ Central Handbook was created by our academic staff to help build the teaching and learning culture at the College. The Handbook guides consistency in academic practice, assists lecturers in supporting student learning with clear and considered guidelines, and encourages supportive consultation among peers, with industry, students and management.
- The Learning Resource Development project resulted in a major improvement in the quality of Central's learning guides, through the implementation of templates and quality assurance

processes, ensuring consistency in the design of resources.

- A revised Recognition of Prior Learning (RPL) process provided greater consistency for lecturers in assessing the competencies of candidates. Each school was assigned a dedicated mentor to assist lecturers in the RPL process.
- Targeted professional development programs, including the Instructional Intelligence Master Class, and the College's technology-themed professional development day extended the College's capability to support contemporary practice in training delivery.

Pathways and Partnerships

Efforts have been concentrated on extending Central's pathways programs from school into the College, and from the College into university. The VET in Schools program has seen an increase in learning portfolios offering full or part qualifications, to absorb the large number of school students wishing to participate in vocational education and training programs. Negotiations with the major universities have resulted in a streamlined approach, and exclusive articulation agreements into Bachelor programs.

- VET in Schools programs focused on skill shortage areas and the College's niche area of delivery, Creative Industries. Central also offered customised programs for NEET students via profile and/or ETPP funding. All programs targeted at this cohort had clearly defined pathways to further education, employment or training.
- Central is on the preferred provider list for Aboriginal School Based Training (ASBT) delivery. The College delivered a Certificate I in Employment Skills to Aboriginal students from Aranmore and Trinity Colleges. Students who successfully completed the course were counselled as to their intentions for further study.
- Central has been registered as a VET-FEE HELP provider for the Diploma of Mass Communication, which has an approved credit transfer arrangement with Edith Cowan University for entry into their Bachelor of Communications course. The program will be expanded in 2010 to include other qualifications.
- The number of pathways into universities has increased, with formal articulation arrangements established with the University of Western Australia, and Curtin University.
- Central established new partnerships with employment service providers and leading employers in the health, community services, aged care and mining sectors.
- Two Employment Pathways Advisors were employed in the Adult Migrant Education Program (AMEP), focusing on building links with employment agencies and organising work experience placement for students in the program.
- Collaboration with City Farm to support the delivery of programs primarily to disadvantaged youth in horticulture and construction was strengthened.

College Capability

A number of initiatives were undertaken to align Central's support services to an increased demand in technology based delivery, including a review of its information technology infrastructure, and the development of its staff capability.

- A comprehensive review of Central's information technology and telecommunications system resulted in a number of recommendations to improve the IT infrastructure and administration.
- Staff Capability Profiles for GOSAC and academic staff were developed and implemented, which are supported by behaviour descriptors that allow managers and individuals to

assess performance against core capability requirements. These assessments help to improve performance, create individual development plans and career pathways for aspiring leaders.

- Recruitment processes and documentation were streamlined and redesigned to attract the most suitable and capable people.
- A leadership and management development program was implemented to develop effective leaders and managers, who contribute to the College's performance and culture, and to foster and support the development of individuals both professionally and personally. 41 staff participated in the program in 2009.
- The Equity and Diversity Plan 2008 to 2010 and College Workforce Plan continued to be monitored through Human Resources.
- The College continued to strengthen procurement practice by increasing awareness through training and exception reporting. Purchasing and procurement training was undertaken by 15 new and existing staff. The College was found compliant and commended for its efforts in an internal audit of compliance with supply policies.

ESTABLISHMENT OF THE COLLEGE

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

Central TAFE is responsible to the Hon Peter Collier MLC, Minister for Energy; Training and Workforce Development, with the primary purpose of delivering vocational education and training, and other related activities determined by the Minister.

GOVERNING COUNCIL

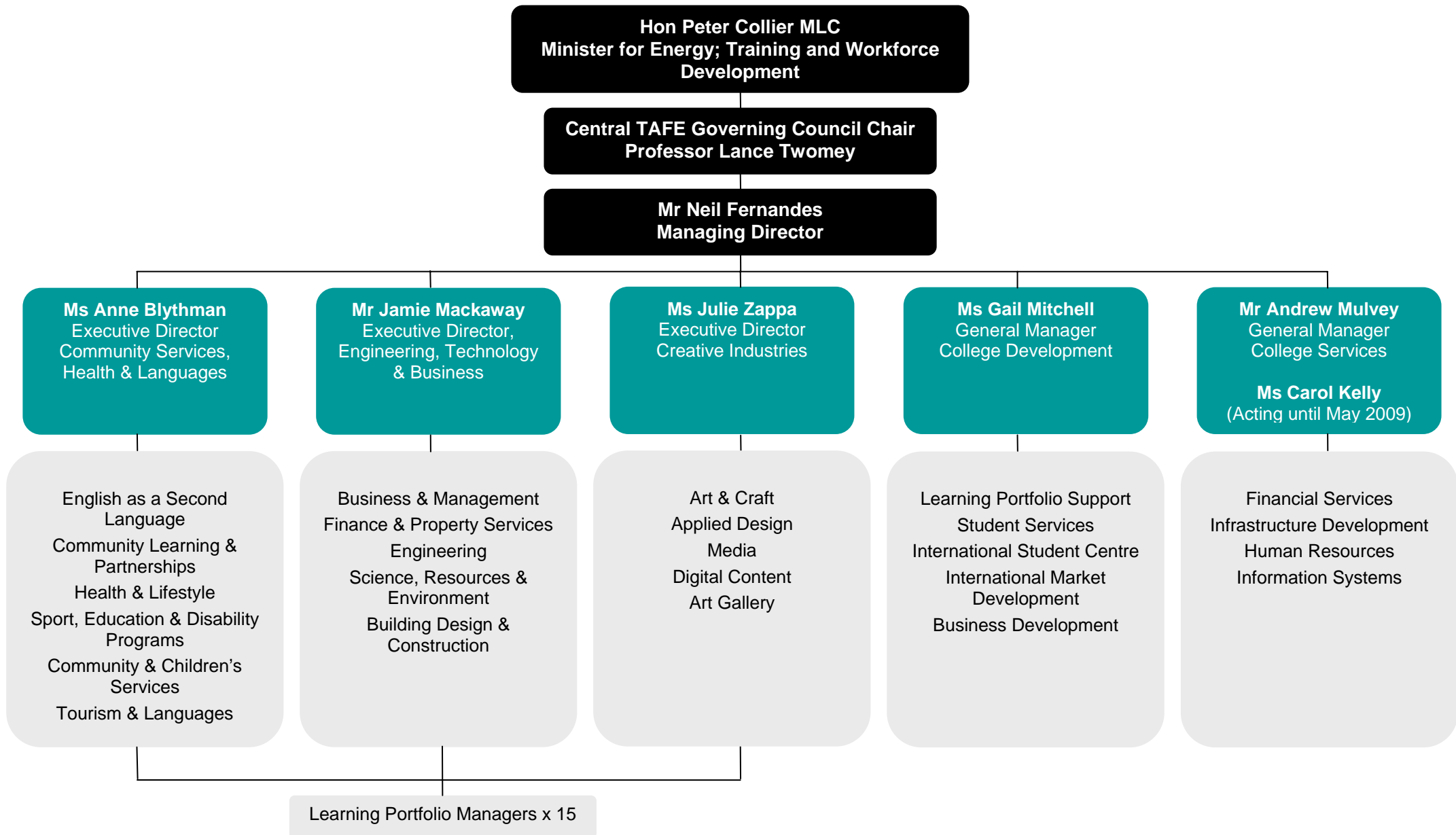
The College Governing Council consists of a Chairperson, Deputy Chairperson, the Managing Director and between 6 and 10 other members appointed by the Minister for Energy; Training and Workforce Development. Members are selected for their expertise in education and training, industry or community affairs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

Whilst the Managing Director is responsible for the day-to-day operations, the Governing Council oversees the strategic direction of the College through the execution of its statutory functions within the *Vocational Education and Training Act 1996*, the *Public Sector Management Act 1994* and the *Financial Management Act 2006*.

As at 31 December 2009, membership of the Central TAFE Governing Council was as follows:

Name	Position	Expiration of Term
Professor Lance Twomey	Chairperson	31 December 2010
Ms Glenda Martinick	Deputy Chairperson	31 December 2009
Ms Tracey-Lee Edwards	Member	31 December 2009
Mr Colin Campbell-Fraser	Member	31 December 2010
Mr Stedman Ellis	Member	30 June 2011
Ms Pat Salay	Member	30 June 2011
Ms Mara West	Member	30 June 2011
Ms Pamela Brand	Member	30 June 2012
Ms Stephanie Faulkner	Member	30 June 2012
Mr Ian Gay	Member	30 June 2012
Ms Susan Haynes	Member	30 June 2012
Mr Paul Jones	Member	30 June 2012
Mr Neil Fernandes	Ex-officio Member	

Central TAFE would also like to acknowledge Ms Marita Walker who served as a Governing Council member during 2009.



GOAL 1: STATE BUILDING – MAJOR PROJECTS

To build strategic infrastructure that will create jobs and underpin Western Australia's long-term economic development, Central TAFE:

- supports the development of the Western Australian economy through the development of a skilled workforce (increased productivity);
- responds to the skills needs of industry;
- assists those industries experiencing skills shortages.

GOAL 2: FINANCIAL AND ECONOMIC RESPONSIBILITY

To responsibly manage the State's finances through the efficient and effective delivery of services, encouraging economic activity and reducing regulatory burdens on the private sector, Central TAFE:

- maximises its resources achieving best value for money outcomes.

GOAL 3: OUTCOMES BASED SERVICE DELIVERY

To ensure greater focus on achieving results in key service delivery areas for the benefit of all Western Australians, Central TAFE:

- achieves the targets set within its Delivery and Performance Agreement with the Department of Education and Training;
- achieves the targets set within Training WA.

GOAL 4: STRONGER FOCUS ON THE REGIONS

To ensure greater focus on service delivery, infrastructure investment and economic development to improve the overall quality of life in remote and regional areas, Central TAFE:

- increases the number of qualifications and units of competency available through online and flexible delivery;
- ensures its IT infrastructure is capable of supporting online and flexible delivery options.

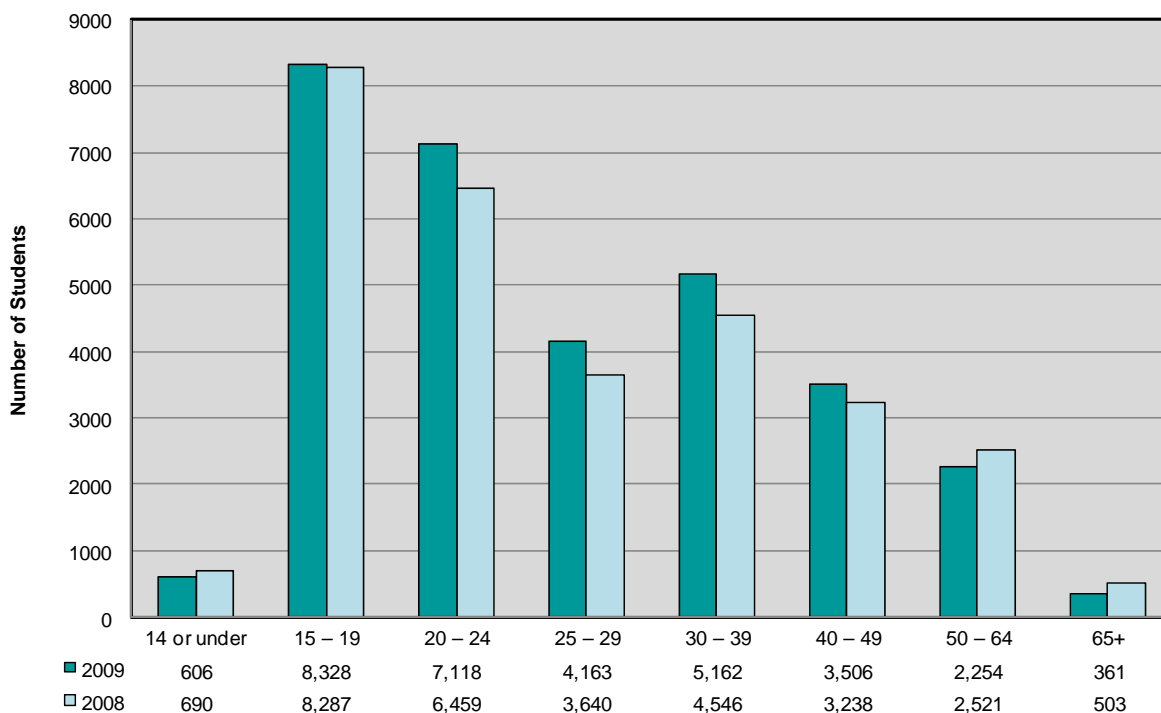
GOAL 5: SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

To ensure that economic activity is managed in a socially and environmentally responsible manner for the long-term benefit of the State, Central TAFE:

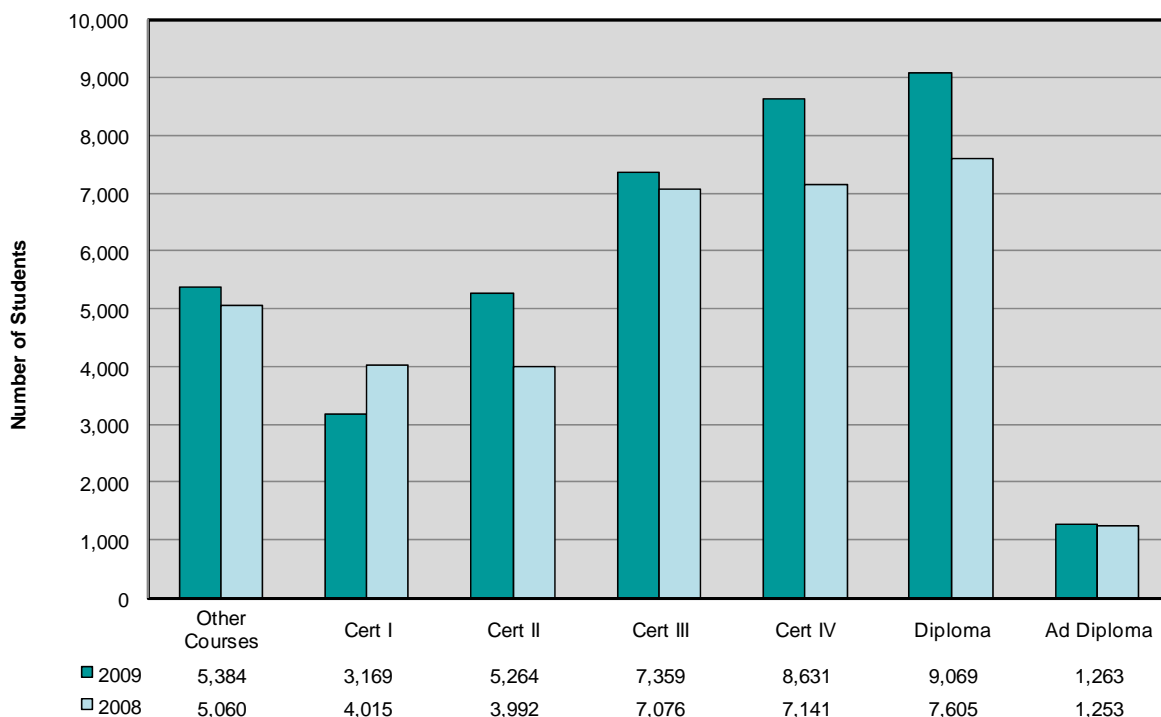
- develops and implements strategies to enhance the inclusion of all Western Australians in education and training;
- develops partnerships with community service providers;
- continues to develop its green skills and sustainability programs.

In 2009 the number of students who undertook a course at Central TAFE increased by 5.4% to 31,498. The largest proportion of students at the College remained the 15 to 19 year old age group. A decline in student numbers occurred in the 14 years or under, 50 to 64 years and 65 years and older age groups. Student numbers at all qualification levels increased with the exception of Certificate I. Approximately 47% of students undertook a Certificate IV, Diploma or Advanced Diploma qualification. Just under 51% of students were enrolled at the College to study on a part-time basis.

Central TAFE Student Population by Age Group



Central TAFE Student Population by Qualification Level



CENTRAL TAFE ACADEMIC PORTFOLIOS

The College is broadly divided into three academic areas:

- Community Services, Health and Languages;
- Creative Industries; and
- Engineering, Technology and Business.

Within each of these academic areas are distinct academic portfolios. Each portfolio provides training services for a range of related specialist areas.

Academic Area: Community Services, Health and Languages

Community and Children's Services

This portfolio delivered 447,271 SCH or 6.5% of profile.

- In association with World Vision Australia, 4 lecturers participated in the delivery of a Certificate III in Children's Services to staff working at Child Care Centres in 2 remote Aboriginal communities outside Alice Springs. The delivery of this qualification required staff to travel to these remote communities every 5 weeks.
- 6 students graduated with the Certificate IV in National Indigenous Legal Advocacy (NILAC), with one of these students gaining employment at the Aboriginal Legal Service of Western Australia (Inc.). A Diploma in National Indigenous Legal Advocacy was also introduced this year.
- An Induction and Employment Preparation Program was developed with Nulsen Haven, the Centre for Cerebral Palsy, Hills Community Support Group and Identity WA, four of the leading agencies in the Disability sector. The initiative has been funded by the Disability Services Commission to enable participants to be employed by one of the Service Agencies during their training. The aim is for those successfully completing the program to be retained in ongoing employment in the Disability sector. The program, which has been designed to provide a consistent and quality induction, will provide participants with the skills and knowledge to successfully undertake the role of support worker.
- Under the federally funded *Better Skills for Better Care* program, the portfolio partnered with 8 large aged care service providers in the metropolitan area to upskill existing workers with a Certificate III in Aged Care Work, Certificate IV in Aged Care Work or Certificate IV in Community Care.

Community Learning and Partnerships

This portfolio delivered 166,480 SCH or 2.4% of profile.

- There was an increase in number of students under the age of 17 enrolling in the Certificates in General Education for Adults (CGEA). In total, 80 students under 18 years of age were enrolled in programs and qualifications across the portfolio. This led to a more practical and project-based delivery approach being implemented. One particular project provided students with the opportunity to work in a simulated publishing environment where they were able to create and print their own magazine. Projects such as this have increased retention and led to improved student outcomes.
- In collaboration with City Farm, a Certificate I in Horticulture and Certificate I in Construction were delivered to around 14 VET in Schools students from the West Coast and Canning Districts.

- A strong partnership was established with the David Wirrpanda Foundation to provide vocational training to Aboriginal and Torres Strait Islander students. 13 students completed a Certificate II in Business, with 10 of these students progressing into employment or further study.
- The Workplace English Language and Literacy (WELL) program was expanded to increase its focus on delivery in the Perth region, particularly in the areas of disability and community services, aged care and hospitality. This resulted in 8 new opportunities and submissions for funding being developed. Further to this, negotiations were commenced with the Duxton Hotel to deliver training to 100 staff.
- Central worked with Aranmore Catholic College and Trinity College to deliver an Aboriginal School Based Training Program involving the delivery of the Certificate I in Employment Skills to 22 Year 10 Aboriginal and Torres Strait Islander students. The portfolio also delivered a Certificate I in Work Readiness to approximately 20 Catholic school students under a Career Link Program.

English as a Second Language (ESL)

This portfolio delivered 445,988 SCH or 6.5% of profile.

- The area expanded its collaboration with community organisations, allowing for on-campus representation of services relating to new migrant issues, support and counselling.
- Delivery of ESL in the community was commenced with the aim to expand its services to students unable to attend the campus. A total of 30 students took up this opportunity.
- The portfolio formed key relationships with Chung Wah, Migrant Community Services WA and the Metropolitan Migrant Resource Centre to respond to client needs and support expanded delivery in the community.
- The portfolio expanded its flexible delivery by offering 4 Saturday classes for 50 working migrants. The delivery of the Certificate III and IV in Spoken and Written English was expanded to include flexible booklets for homebound and working migrants.
- The portfolio maintained its relationships with several mining houses including Newmont Mining and HWE Pty Ltd to facilitate workplace delivery of customised English language training to 8 employees.

Adult Migrant English Program (AMEP)

The Adult Migrant English Program provides basic tuition in the English language to help eligible adult migrants and refugees settle successfully in Australia. Students also learn about Australian society, culture and customs. The AMEP is an Australian Government funded program.

- The AMEP had a total of 1,959 clients in 2009, representing a 34% increase from the previous year. Of those students, 390 were enrolled under the Special Preparatory Program (SPP) compared to 375 in 2008. Approximately 90% of SPP students proceeded into mainstream AMEP which was well above the national average.
- The program continued to expand the range of Special Focus courses in response to student needs. This included the development of an English for Employment course focused on developing students' employability skills and their understanding of the Australian workplace. Job applications, interview skills as well as cold canvassing, workplace communication, work experience and workplace visits were all part of the course.
- The AMEP employed two Pathway Advisors to increase work placement opportunities, build employment pathways for students and provide vocational and educational counselling and referrals to AMEP students.

- A Study Skills for Professional Employment course was developed covering listening and note taking, reading skills – prediction, skimming, scanning – research skills, technical writing and vocabulary expansion.

Health and Lifestyle

This portfolio delivered 636,899 SCH or 9.3% of profile.

- Considerable growth was experienced across all study areas in both publicly funded and commercial delivery with profile SCH increasing by 34%. The establishment of an Industry Development Leader played a major role in achieving this.
- Enrolled nursing student numbers increased from 150 to 250 students, helping to consolidate the College's position as the leading provider of enrolled nursing training.
- The portfolio was successful in winning a number of commercial tenders with the Commonwealth Department of Health:
 - For the fourth consecutive year in winning \$400,000 funding in the *Better Skills for Better Care* initiative to upskill workers in the aged care sector to enrolled nurses.
 - A \$172,000 Oral Health tender was received to deliver oral health training to aged care facilities across the whole of Western Australia.
 - A Palliative and Dementia Care tender for \$573,000 was received to develop resources and deliver training programs to aged care facilities across Western Australia.
- 2 lecturers undertook training at Box Hill Institute of TAFE in the use of computer linked mannequins and the development of simulated scenarios to facilitate state of the art training to students enrolled in a range of qualifications across the portfolio.
- The expansion of workplace delivery has been a focus in 2009. The portfolio introduced new traineeships and as a result there were 20 new health services assistants' trainees, 5 dental assisting trainees and 5 optical dispensing trainees. Workplace delivery of the Diploma of Beauty Therapy also commenced with 10 students being enrolled.
- The Advanced Diploma of Dental Prosthetics commenced in November with a group of 20 students. This fee-for-service course, which was introduced due to strong industry demand, was not previously available in Western Australia and is only offered at Central.
- The portfolio expanded its development of online resources to support student learning with Dental Assisting, Beauty Therapy, Enrolled Nursing and Optical Dispensing all now having an online presence for most units.

Sport, Education and Disability Programs

This portfolio delivered 466,082 SCH or 6.8% of profile.

- The Athlete Development Centre was officially opened by the Minister for Training and the Minister for Sport and Recreation in August. The Centre enables students enrolled in a Certificate IV in Sport (Development) to gain practical skills and knowledge to develop, coordinate, coach and officiate in a range of sports. Australian Rules Football, Football (Soccer) and Rugby WA partnered with the Centre to deliver a unique training program allowing students to work on their skills by training with the premier coaches in the State. 2 students involved in the Centre have gained employment with the West Australian Football Commission.
- A Commonwealth grant for \$150,000 was received to enable students to facilitate sport and fitness programs for school-aged students with disabilities. 60 special needs students took part in the program.

- In conjunction with the Department of Sport and Recreation and the David Wirrpanda Foundation, the portfolio ran an Indigenous Program in the Certificate III in Fitness. 11 students commenced the program with 4 successfully completing all modules.

Tourism and Languages

This portfolio delivered 501,885 SCH or 7.3% of profile.

- Strong partnerships with the Tourism industry continued with the delivery of key programs on behalf of Tourism Western Australia. Training was provided to 43 regional Visitor Centres throughout the State and in a national first, Western Australia was the only state to formally train Visitor Centre staff. Training was provided to 143 employees through a combination of flexible delivery options including online, face-to-face and teleconferencing. Participants also undertook gap training and RPL. 96% of participants received a qualification at the end of the project, surpassing the 75% target set by Tourism Western Australia.
- The portfolio was appointed to offer 12 industry professional development workshops on behalf of Tourism Western Australia. *Better Business Blitz* workshops were targeted at tourism operators in 4 Western Australia towns, and included marketing, developing tourism products, customer service and online sales distribution. The project will be expanded in 2010 to include 21 towns and 50 workshops.
- A partnership was entered into with the Rotary Club of Northbridge and the Ogoogo Rotary Club of Canada to send a tourism student to Kelowna in British Columbia. The all expenses paid scholarship provided an insight into the tourism industry of the Okanagan Valley.
- In conjunction with the Augusta Margaret River Tourism Association, a series of corporate governance and legal compliance workshops were delivered for the Margaret River tourism industry.
- The Certificate IV in Bilingual Work skill set was delivered to an Aboriginal community on behalf of Kimberley TAFE. The aim of the training was to establish a core group of Indigenous people with the relevant skills and knowledge to work as Bilingual workers in this field. 17 students participated of which 9 were Aboriginal.

Academic Area: Creative Industries

Art and Craft

This portfolio delivered 454,213 SCH or 6.6% of profile.

- The area coordinated Art, Fashion, Jewellery and Print fee-for-service studio workshops that were extremely successful and introduced a new audience to Central. Fee-for-service extension programs were also offered to current students in fashion and visual arts to extend their knowledge and enrich their study program. A total of 660 students enrolled in these courses.
- In association with the Printing Industries Association of Australia (PIAA) and Océ Australia, Central hosted *Pinnacles of Print*, an event which highlighted some of the groundbreaking digital innovations in the printing industry.
- Sculpture students in visual arts continued to be successful in the public art arena through various installations and awards:
 - An installation work at Ballajura Community College – this work was the winner of the national 2009 Anzac Day Schools Award.
 - Installation and commissioned work at St Hilda's Anglican School for Girls.
 - One student was selected as the recommended artist to complete a public art work for the City of Perth to be installed in Aberdeen Street in 2010.

Applied Design

This portfolio delivered 416,304 SCH or 6.1% of profile.

- A dual qualification which combined the existing Diploma of Interior Design and a Diploma of Sustainability was piloted by 27 Interior Design staff and students.
- The portfolio commenced work on the modification of 2 design studios at 19 Aberdeen Street. The studios were fitted with wireless internet access, laptop computers, light boards, pinup boards and unique tables to simulate an industry setting. This enabled more effective collaboration between Diploma and Advanced Diploma of Graphic Design students.
- In conjunction with the Department of Education and Training, the portfolio coordinated professional development sessions for 44 secondary school teachers teaching Design.
- Advanced Diploma of Graphic Design students worked with Music students to supply branding and marketing documentation to their projects. Students assisted in creating CD covers, logos, posters, letterheads and business cards. In a similar project, Graphic Design students collaborated with Media students in the promotion and publication for their films.
- One Furniture Design student received a commendation while another student received an Award of Merit for their pieces at the 2009 Design Institute of Australia Awards. One Graphic Design student was successful in her submission in a sustainability project which assisted 2 General Practitioners.

Digital Content

This portfolio delivered 435,723 SCH or 6.3% of profile.

- The portfolio introduced a 9 month dual qualification combining the Diploma of Website Development with a Certificate IV in Business.
- The Diploma of Interactive Games Development (Technical Art) and Diploma of Interactive Games Development (Games Programming) were delivered to 15 students for the first time in 2009, with very close involvement with industry which supplied staff for some of the specialist units.
- Due to the games industry evolving very rapidly, the portfolio decided with industry consultation, to write new units in areas like games for mobile phones and to reapply for accreditation despite initial accreditation being granted less than 1 year ago.
- All Games students worked in a development studio environment in Semester 2 to create a game, which was presented at the annual GO3 Game On Expo. The students' game won the People's Choice Award.
- 2 animation lecturers won grants in a national competition to develop short films to be screened on pay TV channel Nickelodeon.
- The portfolio trialled electronic rolls and Live@EDU, which supplied students with an email account that could be accessed online from any location.

Media

This portfolio delivered 506,174 SCH or 7.4% of profile.

- 250 students in Film, Television and Radio courses participated in a 4 day camp to Fairbridge Village. Students took part in course-based workshops in guerrilla camera work, acting, scriptwriting, photography, documentary-making and sound design.
- The College convened the TAFE Contemporary Music Industry Training program's strategic forum in March. Attended by representatives in music, government, industry as well as the

wider community, it allowed an open dialogue about the future of training for the contemporary music industry in Perth.

- The portfolio developed a partnership with the Australian Broadcasting Corporation (ABC) for students studying a Certificate IV in Film and Television. 70 students from 4 classes worked and trained at the ABC where they gained valuable experience operating high-tech studio equipment.
- In conjunction with the Curriculum Council, the Department of Education and Training, the Association of Independent Schools and the Catholic Education Office, the College hosted the Media Review Awards. 100 Year 12 Media Production & Analysis students from 8 high schools participated in the Awards which included audiovisual, radio and photography submissions.
- Former Central TAFE student Denson Baker, Director of Photography on the AFI Award Winning Australian film *The Black Balloon*, returned to the College to talk to film students about his experiences in the industry. Denson met with Advanced Diploma of Screen students and ran a workshop illustrating different camera techniques, filters and uses of lighting.
- Students, staff and graduates won a number of major awards in 2009 including Student Photographer of the Year at the Australian Institute of Technology Photography Awards, a recent graduate who won the Photography award at the Young Australian Journalist of the Year Awards and students from the Advanced Diploma of Screen who won the Best Tertiary Film award for their movie *Shades of Grey* at the WA Screen Awards.

Art Gallery

- The Art Gallery presented 15 exhibitions, 8 events/graduate exhibitions, 16 exhibitions in the Showcase Space and 8 Art-In-Residences. While attendances were consistent with last year, sales experienced a decline. Notwithstanding this, the Kids Art Program flourished and the Gallery was able to meet all income targets through other activities.
- 4 shows were part of the City of Perth's Winter Arts. The Gallery garnered 7 critical reviews in the West Australian newspaper and the STUDIO featured as a cover story in the West Magazine.
- Sponsors this year included the City of Perth and Australian Capital Equity. The Gallery co-presented or collaborated with the Department of Education and Training, the Mark Howlett Foundation, Reflections Art Studios, the WA AIDS Council, the Australian Red Cross, the Perth Institute of Contemporary Arts, the Art Gallery of Western Australia, the Totally Huge New Music Festival and Turner Galleries.
- The Residency program included a 3 month residency by sound artist and musician Kueiju Lin as part of the Taipei+Perth Artist Exchange Program. The exchange program between the cities of Perth and Taipei was developed to assist in the exchange of ideas and understanding between the two cities and to foster the creative development of artists. Her sound installation and performance was also featured in the Totally Huge New Music Festival program.
- Turner Galleries was a major contributor to the Collection and the Gallery received significant donations from private donors worth more than \$100,000. 3 of Turner Galleries' visiting artists of national significance (Art Angels Program) also participated in the Residency program.
- Other highlights included local artist Simon Gilby's impressive sculptures show entitled *The Syndicate* as well as the national STUDIO exhibition, which attracted 2,015 visitors to the Gallery.

Academic Area: Engineering, Technology and Business

Building Design and Construction

This portfolio delivered 483,206 SCH or 7% of profile.

- Following negotiations with the University of Western Australia, a formal articulation agreement was put in place to enable Diploma of Building Design and Technology students admission into the University of Western Australia's Bachelor of Environmental Design or Bachelor of Landscape Architecture undergraduate courses.
- A Memorandum of Understanding was signed between Central TAFE and the Master Builders' Association to collaborate on developing high quality vocational education and training to industry.
- In association with the Australian Institute of Building Surveyors, the Western Australian Local Government Association, the Department of Housing and Works and local government councils, the portfolio successfully delivered the Diploma of Building Surveying and Advanced Diploma of Building to 54 students. The surveying qualification was a first in Western Australia and responded to new building legislation requiring Building Surveyors to be licensed.
- The portfolio set up 2 new building design studios incorporating CAD and manual drawing facilities to enhance the skills of Building Design students.
- The portfolio was awarded \$150,000 under the 2009 VET Workforce and Curriculum Development Grant Program for the project "*Developing a new assessment model: Strategies and instruments for real or simulated workplace environments - Builders Diploma*".
- The portfolio began the Diploma of Builders Registration "RPL for regions" program in Geraldton. The program was a tri-badged initiative between Central TAFE, the Master Builders' Association and Central West TAFE. Applicants were interviewed following an information session held in Geraldton. A total of 5,000 RPL SCH was delivered and another 7 candidates enrolled for gap-filling. A lecturer will visit once each quarter to provide support for these candidates.

Business and Management

This portfolio delivered 480,879 SCH or 7% of profile.

- A Manager for Workplace Development was employed to facilitate collaboration between commercial and workplace delivery.
- The portfolio worked with a number of organisations including ApprentiCentre to deliver a Certificate IV in Business, Diploma of Management, Certificate IV in Training and Assessment and various Public Sector units to their employees.
- 12 Diploma of Public Relations students developed and successfully launched the Focus campaign in November. The campaign raised awareness of the dangers of using mobile phones whilst driving.
- Due to the increasing popularity of blogs and other interactive media, social e-learning technologies were successfully incorporated into the delivery and assessment of Public Relations courses to improve student engagement. Students were also required to contribute to and maintain the content of blogs on a weekly basis.

Engineering

This portfolio delivered 649,230 SCH or 9.5% of profile.

- The portfolio developed new programs for implementation in 2010, including the Electrical apprenticeship, Advanced Diploma of Electronics & Communications, Advanced Diploma of

Computer Systems, Advanced Diploma of Electrical Engineering, Diploma and Advanced Diploma of Electrical Drafting and Certificate IV in Manufacturing Technology.

- In response to industry demand, the portfolio developed a 10-unit skill set from the Diploma of Engineering Structural Detailed Drafting to be delivered in a 10-week block to existing workers or those wanting a career change.
- Online material to support the international market was developed for Oil and Gas Engineering qualifications. The portfolio also developed a number of online resources and surveys for the Engineering courses by employing a full-time web content delivery specialist.

Finance and Property Services

This portfolio delivered 475,074 SCH or 6.9% of profile.

- The portfolio experienced a 47% increase in traineeship and workbased student numbers, due largely to the implementation of 3 new traineeship courses. These courses included a Certificate IV in Business (Legal Studies), Certificate III in Property Services (Operations) and Certificate IV in Financial Services (Bookkeeping).
- Additional online options including study guides and communication tools (used in conjunction with specified textbooks) were completed for the Certificate III in Financial Services (Accounts Clerical), Certificate IV in Financial Services (Accounting), Diploma of Financial Services (Banking) and 60% of subjects in the Diploma of Accounting.
- The work experience program continued to be popular with students. Advanced Diploma of Accounting students had the opportunity to participate in work experience in the final 6 months of their course. Students participating in the program frequently obtained employment and university placements after completing their qualification.
- One of the portfolio's students was the recipient of the Apprentice/Trainee of the Year prize at the 2009 Central TAFE Awards.

Science, Resource and Environment

This portfolio delivered 301,246 SCH or 4.4% of profile.

- The Central Underground Training (CUT) facility was officially opened by the then Minister for Training in October. The CUT Mine simulates working conditions for underground miners, pit technicians and mine surveyors. The project took advantage of an existing service tunnel beneath the Perth Campus in Northbridge. It was developed in response to an industry need to expose prospective employees to the reality of working in an underground environment. The tunnel was fitted with equipment donated by companies including Rio, BHP, AngloGold Ashanti, Minearc, Barrack Gold and Barminto.
- One Surveying lecturer received an honour at the Western Australian Spatial Excellence Awards in recognition of his significant work in supporting the surveying industry and developing the portfolio's workbased training model at Kalgoorlie and Newman.
- In response to the national focus on sustainability and the environment, the portfolio commenced the delivery of the Diploma of Sustainability to 70 students. The portfolio also introduced the Property Services Training Package covering the Surveying and Spatial Sector.
- In response to the campus consolidation, the Surveying and Spatial Information programs were relocated from Leederville to the eCentral campus in June.

Aboriginal and Torres Strait Islander Support Services

Aboriginal and Torres Strait Islander Support Services provide culturally appropriate support services to students in mainstream and targeted courses to enhance student and learning

outcomes and engages with schools to advise students of the opportunities available at Central TAFE.

A review of the roles, functions and responsibilities of the Aboriginal and Torres Strait Islander Support Services was undertaken in 2009. Implementation of the review recommendations in 2010 will provide an enhanced foundation for Central TAFE to maximise its support to Aboriginal students.

COLLEGE DEVELOPMENT

Learning Portfolio Support

Central Curriculum Support Services Network (CSSN)

The Department of Education and Training, Central Curriculum Support Services Network was closed on 1 July 2009. The Professional and Lifestyle Services (PALS) CSSN located at Central TAFE was dissolved.

The Validation/Moderation project funded by the Department of Education and Training was completed on 1 November 2009. This project enlisted feedback from VET stakeholders to develop a plan to manage and facilitate a moderation and validation workshop program for Community Services (Child Care and Teacher Assistant) and Health (Enrolled Nursing, Allied Health and Indigenous Health) in collaboration with the PALS CSSN until July and independently from that date.

A Pilot Study of online validation and moderation was conducted with invited members of the TAA CAG group, over a period of 3 months. This study was facilitated using Elluminate. Positive feedback for this mode of validation and moderation was received.

Educational Pathways Support

Educational Pathways Support has the function of pathways articulation, VET in Schools and school liaison.

- In 2009, the College increased its VET in Schools delivery to 136,500 SCH (5% was delivered to private school students), up from 130,000 SCH in 2008. A total of 803 students from 60 schools accessed the College's VET in Schools programs. Fee-for-service training was provided to 22 private schools and auspicing arrangements were contracted with 51 schools.
- The College provided support to 125 high school functions across 77 schools, including careers days, parent nights, expos and customised workshops on the online TAFE application process. A total of 2,935 high school students from 67 high schools, including 7 regional schools visited Central TAFE campuses for guided tours and prospective student presentations.

Delivery and Product Support Curriculum Development

The Delivery and Product Support section is responsible for managing curriculum and learning resource development.

- A major curriculum activity in 2009 was the re-accreditation of accredited courses. 139 applications were submitted to the Training Accreditation Council. There were 43 new additions to scope, 47 replacements to scope, 31 changes to scope and 19 accreditations of courses.
- All portfolios were trained in the use of the Central TAFE resource template. Portfolios transferred resources into the new template, and started creating new resources in the template. These resources were uploaded onto Equella after a quality assurance process.

e-Learning Development

In 2009 the College funded the Leader Online Learning and Innovative Practices and 3 Innovative Practice Mentors. These positions enabled the College to embed the use of e-learning as a set of routine practices. A key role of the mentors was to provide just in time support and training to lecturing staff to increase the uptake of e-learning technologies.

- 2009 Portfolio Initiative Funding provided \$350,000 to support the development of learning materials. A high percentage of these projects involved some form of online development or the use of educational technology.
- An additional \$110,000 in Innovative Practice funding was made available to lecturing staff to support e-learning skills development. A total of 21 projects were funded.
- \$40,000 was allocated to the acquisition of equipment to support lecturing staff in the use of e-learning technologies. This equipment included iPods and microphones to enable audio recordings of classroom activities to be made available to students.
- A Blackboard template and minimum standards guide was developed and made available to lecturing staff. This ensured a consistent student experience when studying online at Central TAFE. Blackboard use continued to experience strong growth during 2009, with 203 new sites created between April and August, with the number of sites increasing to 591.
- A number of new educational, collaboration and communication technologies were trialled. Chief among these was the Mahara ePortfolio which was piloted across the College as a tool to assist the RPL process. In addition, the College applied to Apple for an iTunesU site to enable lecturing staff to post videos and audio files that can be accessed by students via iTunes and played back on mobile devices.
- A new eLearning@central website was developed to provide staff with self help resources to support the adoption and use of educational technology and online learning.
- The College commenced discussions with Open Universities Australia about becoming a provider of online courses, and with Education.au to develop a version of the MyFutures career database that will provide information to prospective students on Central TAFE courses and qualifications.
- An e-learning roadmap to guide the development of organisational capabilities to support online learning and the use of educational technologies was developed. The roadmap will identify major online development projects for 2010 and beyond.

Quality and Research Unit

The Learning Portfolio Support Unit combined its quality and research functions to enhance the nexus between these College-wide activities.

The annual reporting requirements against the Australian Quality Training Framework (AQTF) 2007 Quality Indicators was addressed for the first time in 2009 and included Employer Satisfaction and Student Engagement and Satisfaction. The AQTF 2007 survey instruments were developed by the Australian Council for Educational Research (ACER) for use by all registered training organisations throughout Australia. A composite file of the data and a 'characteristics report', reflecting the prior academic year's activity, are required by ACER by June 2010.

- Employer Satisfaction: Overall 85-90% of the employers of our trainees, apprentices and workbased students indicated satisfaction with our training services. The low response rate to this survey will inform the strategic and operational planning for 2010.
- The Learner Questionnaire was distributed in hard copy and electronically during scheduled class times to enhance the response rate. A total of 861 responses were received over the period of two weeks. The sample was stratified across industry area and AQF level. The gender distribution was 55% female to 45% male. The overall satisfaction with the training was 86.9%.

The 2009 Central Staff Survey attracted 316 respondents (approximately 24% of the target population). The overall satisfaction was 83.4% which compares most favourably with 54% in 2007 and 44% in 2004.

Unit evaluations sought student feedback on units or clusters of units through both a pre-selected program and lecturer initiated option. A new form was piloted and approved as the College preferred student feedback form.

Other activities included several surveys of international students, students who had withdrawn (from several schools), students under 18 years of age and Aboriginal and Torres Strait Islander students. The Unit also developed research protocols for internal researchers using College staff and/or students and a research network of postgraduate research and interested staff.

Student Support

Student Support provides a range of student wellbeing services including access and equity services, psychological services, e-counselling and career services and development.

- A total of 354 students accessed the psychologist services, resulting in a total of 607 contacts.
- 245 students with a disability were case managed in 2009. An additional 284 students were enrolled in specialist disability programs, accessing support on an ad-hoc basis.
- The Job Placement service is available to all Central TAFE students and graduates of up to 12-months and is provided as a free service.
 - A total of 586 students registered for JobsCentral services.
 - 131 employment opportunities were lodged with JobsCentral.
 - A total of 253 employers registered with JobsCentral.
 - 427 job notifications were sent out to students during the year.
 - The unit currently manages a total of 3,175 active employers on its database
- The Career Development service aims to empower students and graduates, with coaching in career development. In addressing the key College priorities, the service was extended to include the provision of intensive career counselling for all prospective students. Delivery of this service took on a number of forms:
 - A total of 390 one-on-one consultations were undertaken with current students.
 - A total of 511 one-on-one career counselling sessions were undertaken with prospective students.
 - 39 generic workshops were run with 188 participants.
 - 18 industry specific customised workshops were run during the year with a total of 946 participants.
 - 14 career-related orientation sessions were run with a total of 1,263 student participants.

Business Development

Central maintained a high level of employment based training despite economic conditions which impacted significantly on industry and business. This resulted in a slight decrease of 2.7% to 406,562 SCH, from 418,000 SCH in 2008. The College also delivered 162,854 SCH in workplace training.

The Business Development Unit was successful in being awarded two Commonwealth tenders through the Department of Education, Employment and Workplace Relations (DEEWR). The College is a current panel member for the delivery of services as a broker for the Employment Broker Panel and Indigenous Employment Panel. Both contracts are for a duration of 3 years. Panel members can submit proposals for funding at any time to DEEWR to undertake activities

that will enhance employment outcomes through training for jobseekers in general or specifically for Aboriginal and Torres Strait Islanders. Successful tenders awarded to the College include:

- The Employer Broker Panel Tender commences in February 2010 and involves training for 100 program participants in the health and aged care sectors. The required outcome involves a minimum of 64 employment places/traineeships for those who successfully complete the training. This initiative is managed by Business Development in conjunction with Community and Children's Services portfolio. Central was awarded \$100,000 to complete this project.
- The Indigenous Employment Panel Tender involves the delivery of Business and Mining training to unemployed Aboriginal and Torres Strait Islanders. Training will commence in each term in 2010 and will include mentoring and support by the David Wirrpanda Foundation to ensure that students achieve education results to enhance employment outcomes.
- Business Development was successful in obtaining 5 Competitive Allocation of Training (CAT) applications for Access funding through the Department of Education and Training. Delivery to various cohorts of students will commence in 2010.

International Student Centre (onshore)

International student numbers experienced continued growth of 9% in 2009. Whilst lower than in the previous couple of years, external factors such as the global financial crisis, the high Australian dollar and adverse international press relating to safety of international students had an impact on the Australian International Education Market. English Language Intensive Courses for Overseas Students (ELICOS) also managed to maintain student numbers in spite of a decline in the sector nationally. In addition, 70% of ELICOS students in 2009 pursued pathways to Certificate.

An International Strategic committee was formed to oversee the implementation and development of Central's International Strategy and to encourage across College ownership of and involvement in international activities. Membership of this committee consists of representatives from the portfolios, College Communications, the International Centre, and Executive.

A new service level agreement was signed between Central TAFE and Education and Training International (ETI) which included an increase in the fees that Central receives from International Student fees from 62% to 70%. This is particularly significant given that the proportion of training delivery allocated through competitive processes will increase over the next few years. Further negotiation has ensued for continuing development of this agreement for the future.

International student advisors, English language lecturers and mentors continued to work closely with learning portfolios and their students to ensure high levels of support and the achievement of course outcomes. The ELICOS program continued to develop specialised English courses preparing students for popular streams of study such as aged care and community services. In addition, ELICOS lecturers developed and piloted English support programs for students already studying aged care and community services.

Challenges included the updating of new course information for international students, negotiating internal funding for portfolios and managing the overall quantity of international students across a diverse range of courses. Challenges specific to ELICOS included managing classroom use to ensure enough classrooms were available and managing staffing issues impacted by fluctuations in student numbers.

International Market Development (offshore)

Over the last 12 months international offshore education has continued to grow in respect to the markets in mainland China, Hong Kong, Mauritius and Kuwait. The Unit continued positive discussions with Vietnam and undertook initiatives to create a new market in India. During 2009 the Unit:

- Won the prestigious teaching Outcome Excellence Award with First Place Honours from the Tianjin Education Department in mainland China.
- Enrolled 2,790 students into accredited courses offshore.
- Deployed 33 staff for offshore teaching deliverables.
- Delivered 3,508 teaching hours offshore.
- Undertook 218 auditing hours to maintain quality assurance standards.
- Initiated a student mobility program for a small group of Perth based students undertaking Oil and Gas Engineering studies to visit our counterpart students, lecturers and industry in Tianjin, China.
- Won the Vocational Education Leadership Training (VELT) Program expression of interest whereby the College, in conjunction with TAFE Directors Australia, will host 6 Chinese vocational presidents for two weeks of intensive management training. This is sponsored by the Chinese Education Association for International Exchange (CEAIE).
- Trained and awarded 21 Chinese lecturers the Certificate IV in Training and Assessment.
- Undertook negotiations for 13 new international contracts.
- Developed new alliances with the Department of State Development and Department of Culture and the Arts for the coordination of the WA-Zhejiang Sister State Art Competition entitled *Better Cities, Better Life*.
- Hosted several high level delegations from China and the Middle East seeking future cooperation with Central TAFE.

OFFICE OF THE MANAGING DIRECTOR

Marketing

The Marketing Unit is responsible for developing and driving Central's business strategy in relation to brand and reputation, service experience, product and service delivery, pricing, distribution, promotion and communications and public relations. The Unit aims to:

- Develop, promote and distribute education and training information through to stakeholders to drive enquiry and acquisition into courses.
- Develop a powerful differentiating and competitive position and brand.
- Determine the needs, wants and values of key markets and assist in building product and service differential.
- Adapt Central's offerings in terms of recognition, products, services, pricing and distribution in order to deliver the desired satisfaction and value for each segment.
- Effectively and efficiently communicate and engage segments and deliver a valued student experience.
- Drive student value, acquisition and retention behaviour to ensure achievement of key corporate objectives, particularly student growth, balance sheet growth, student fee revenue and student satisfaction.

The marketing needs of Central TAFE were considered within the context of the increasingly competitive training market, recognising that the internet was of growing importance as a marketing tool and that the College's website required a significant upgrade. A review of the structure of the Student and College Communications branch found that a more strategic approach to marketing at the College was required. The restructure included a new marketing and

communications role with the aim of providing a stronger link between the Marketing Unit and the portfolios, managing consistent delivery of brand and communications for the College and providing professional marketing guidance for the individual portfolios.

Complaints

Central TAFE has a complaints management system and procedure designed to handle all student and service complaints and to ensure that all complaints are managed confidentially, efficiently, promptly and impartially in compliance with the Australian Standard on Complaints Handling (AS 4269). The College's complaints system provides for stakeholders to lodge a complaint via the Intranet or Internet websites or by contacting the College's student services.

For the year 2009 a total of 170 complaints were recorded, which represents a minimal increase from the 169 complaints recorded in 2008. However, due to an increase in student population the proportion of complaints to students has decreased. The total complaints for 2009 represents 0.54% of the student population of 31,498 students compared to 0.57% for a student population of 29,884 for 2008.

The complaints were resolved as follows: 130 by internal College processes to the satisfaction of all parties; 8 required no further action; 4 were anonymous or the complainant was unable to be contacted; 1 was out of scope; 3 were referred to an alternate process; 1 concerned an academic appeal; 13 concerned the College By-Laws; 4 were withdrawn and 6 remain open and ongoing.

COLLEGE SERVICES

Human Resources

The College's Workforce Plan 2008-2010 sets the strategic direction for Human Resources and throughout 2009 work continued with divisions to bring the Workforce Plan to life beyond the Human Resources section. Significant achievements, guided by the Workforce Plan include:

- Finalising Capability Profiles for both government officers and academic staff in preparation for their launch in 2010.
- Development and communication of performance measures for the Workforce Plan.
- Continued to promote Central's traineeship program with 14 participants in the program gaining employment with Central to date. Improvements to the program were identified in 2009 and will be implemented in 2010.
- Commenced the development of a College succession management strategy to be implemented in 2010.
- The gradual implementation of new job advertisements and recruitment documents (job descriptions) that incorporate College values, capability profiles and the marketing vision of the College.
- Conducted an internal audit of Working with Children clearances to determine compliance with the relevant legislation. All new starters are required to lodge a receipt confirming they have a clearance pending within 5 working days of commencement. A "no receipt, no start" policy is being implemented. Training of mandatory reporting of child sexual abuse to commence in 2010.
- Successfully implemented new induction processes, including the development of an online component to support local area induction and a College welcome session for all new starters.
- Launched the Management and Academic Leadership program with two intakes provided for in 2009.

- Implementing a more strategic focus to occupational health and safety issues and planning.
- Continuing to embed the SOLVEIT support program to educate and empower staff to effectively deal with issues of conflict, violence and bullying at the earliest opportunity.

Professional Development

Central continued to provide a range of professional and career development opportunities for all College staff in 2009. This included:

- A whole-of-College professional development day in October that was attended by over 720 staff.
- Implementation of the Building Leadership Program which resulted in 41 staff participating in the Management and Academic Leadership program and 5 funded scholarships to the Public Sector Management program.
- Introduction of a Community of Practice for graduates of the Management and Academic Leadership program and Instructional Intelligence Masters.
- 24 staff were funded to participate in furthering their qualifications via the Study Assistance Scheme.
- Facilitation of 5 return-to-industry placements.
- Continuation of the Master Class Instructional Intelligence program. The College now has 71 Masters currently modelling best practice in their portfolios.
- 143 lecturing staff received Academic Practice training at the 'Introduction to Teaching @ Central' program.
- 146 lecturers attended teaching toolbox sessions.
- Occupational health and safety training for managers and Accountable and Ethical Decision Making workshops for all staff.

Information Technology & Telecommunications (IT&T)

In response to student and staff feedback, the College engaged Change Corporation to undertake a comprehensive review of the IT&T system to meet and support Central's strategic priorities and objectives as well as implement solutions to support innovation in flexible teaching and learning. Following meetings with key College stakeholders and an extensive health check of the IT technology and administration, Change Corporation identified a number of IT issues across the campuses that required attention.

In response, a 5-year technology roadmap was developed to improve Central's IT infrastructure and administration and progressively position the College to establish the technology foundation necessary to service its 3-year strategic plan and strategic technology priorities. With the endorsement of College Executive, work has commenced on implementing the recommendations in the roadmap.

Following considerable investigation, both the Records and Student Administration Support units were moved into the IT&T branch of College Services. The merge enables a strategic shift from classic technology management into a more comprehensive management of information services.

The College deployed more than 1,300 personal computers into 10 new computer laboratories. The personal computer to lecturer ratio greatly increased with the addition of 50 laptop computers, 250 personal computers and 50 MacBook Pro computers.

Procurement

In 2009 Central TAFE raised 3,158 purchase orders expending approximately \$23,173,450 on Goods, Services and Consultancies and, as provided for in the VET Act, entered into a number of commercial arrangements in relation to the provision of education and training.

Central TAFE endeavoured to ensure that best value for money outcomes were achieved and all procurement activity was undertaken in accordance with State Supply Commission (SSC) and other Government procurement policies. A total of 11 Requests for Tender, 21 Requests for Quotation and 53 approvals to waive the minimum competitive requirements were processed as a result.

Commercial arrangements were undertaken in accordance with the requirements of the VET Act.

Internal College procurement and commercial activity policies were reviewed and revised as necessary to ensure they reflected and were in compliance with SSC, the VET Act, and other Government policies and requirements.

In-house procurement training continued to be made available to staff through the College's GOLD (Great Opportunities in Learning and Development) professional development program. In addition, procurement training was offered via the weekly broadcast and resulted in the delivery of training to many staff. Small group training was also provided to several work areas.

The procurement manual and commercial manual were reviewed and distributed to all relevant staff, and continued to provide an easy to read overview of procurement and commercial activities.

The updated Intranet procurement site continued to raise awareness of procurement issues and provided easy access to procurement related information including forms, policies, procedures and SSC guidelines. A new online stationery order form was developed and included on the procurement site.

The College liaised with and utilised the services of the Department of Treasury & Finance - Client Procurement Services, Department of Education, the State Supply Commission, the State Solicitor's Office, RiskCover and the Department of Housing and Works.

Infrastructure Development

In 2009 significant planning and investment in the College's capital infrastructure occurred to promote a contemporary and welcoming learning environment. Work continued to ensure that by 2011, the College will be operating at three major sites – Perth, Leederville and East Perth. The concept of Industry Precincts, supported by specific Centres of Specialisation, underpins the capital realignment.

The following was undertaken to achieve this objective:

- The College continued to work with architects, builders and staff during the construction of 30 Aberdeen Street. Multiple projects to support the occupation of the site in 2010 were identified and progressed.
- The College organised for the relocation of staff, equipment and programs from the Fremantle Prison site and completed works to make good the site for lease exit.
- Staff accommodation and training facilities were refurbished and upgraded at Leederville and East Perth to facilitate the relocation of Mining and Surveying to East Perth and Children's Services, Aged Care and Community Learning & Partnerships to Leederville.
- Work was completed on the design, development and documentation of new training facilities for mining, renewable energy and electrical training programs at East Perth. Construction of this facility will occur in 2010.
- The design, development and documentation of a Community Services Live Works Centre in C Block at Leederville will be completed for tender in January 2010.

- Schematic design was completed for the redesign of the main entrance of the Leederville site and the establishment of an integrated student services hub.
- The development of a Master plan for the Perth campus commenced and includes the development of options to enhance the campus and increase delivery spaces.

Works undertaken to provide contemporary teaching and learning spaces and improve site facilities and their use included:

- Refurbishing the Student Services area including the Call Centre and Student Wellbeing at Level 2, 25 Aberdeen Street to align with student requirements.
- Remodelling a service tunnel at Perth to provide students with simulated mining conditions.
- Refurbishing facilities for Art, Design and Media programs including the creation of simulated performance spaces in the Music facility at Leederville, acoustic enhancements to classrooms at 19A Aberdeen Street and the conversion of several classrooms to simulated workspaces.
- Significant enhancements and upgrades to air conditioning systems across the campuses and the replacement of the roof membrane at the Perth site.
- Developing and let of tender for a major refurbishment of the lifts in the east and centre wings at the Perth campus.
- Developing a signage 'Style Guide' and schedule of signage requirements for the Perth campus sites.
- Developing and implementing Energy and Waste Management Plans to support the continued focus on sustainability and cost effective operations.
- Conducting spacial audits to increase space utilisation across the College's sites.

RAISING THE SCHOOL LEAVING AGE AND DUTY OF CARE

In 2008, the school leaving age was raised to 17, in line with state legislation introduced in 2006. 17 year olds can combine schooling, employment and training as a way of meeting this requirement.

In 2009, 5,078 students under the age of 18 years attended the College. Central TAFE employs a Duty of Care Coordinator who, with the support of staff and a dedicated database, ensures that the College meets its duty of care obligations. These obligations include advising parents by letter of important information regarding the adult learning environment, seeking parental consent for enrolment and health care information and reporting absences of students from classes within 3 working days. All staff are kept informed about duty of care responsibilities through regular information and awareness sessions and material available online.

CHANGES TO THE VOCATIONAL EDUCATION AND TRAINING ACT 1996

Amendments to the apprenticeship system and the requirement for Colleges to submit an annual business plan and three-year strategic plan were among the changes to the *Vocational Education and Training Act 1996*. Strategic plans outline the College's medium to long term objectives and targets and address how these targets and objectives will be achieved. Business plans outline the vocational education and training the College plans to provide in the year as well as other functions of the College that it plans to perform. The 2010 to 2012 Strategic Plan, and 2010 Business Plan were developed on the outcomes and targets set in *Training WA*, the *State Training Plan*, and State and National priorities. Both plans were submitted to the Minister for Training on 30 October 2009.

Changes to the apprenticeship system will see a new single system for apprenticeships and traineeships which aims to be more flexible and responsive to industry.

IMPLICATIONS OF THE AUSTRALIAN HIGHER EDUCATION REVIEW

In 2008 the Federal Government commissioned a Review of Higher Education to examine whether the sector was structured, organised and financed to position Australia to compete effectively in the new globalised economy. The Review set a number of national targets relating to attainment of degree qualifications, participation by low socio-economic status students as well as institution-specific targets for participation and performance. Targets were also set to enable benchmarking against other OECD countries to track quality and performance. To achieve these targets, a series of financial and regulatory reforms to the higher education system were recommended.

The Review emphasised that equal value be given to both VET and higher education, reflecting the importance of their distinct roles in the development of skills and knowledge. It also highlighted the need to maintain the integrity of the VET sector and its provision of qualifications that are responsive to the needs of industry.

The findings of the Review and subsequent policy commitments at the national level will have a significant impact on the way Central TAFE operates. The reforms will have an effect upon governance, quality assurance and regulation of the system, the profile of courses on offer and the relationships between providers. The College has already commenced working with Western Australia's leading universities to establish the kinds of collaborative approaches suggested in the Review, which will deliver real benefits to students.



Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CENTRAL TAFE FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS FOR THE YEAR ENDED 31 DECEMBER 2009

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

The financial statements comprise the Statement of Financial Position as at 31 December 2009, and the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows 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 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. This document is available on the OAG website under "How We Audit".

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.

Page 1 of 2

4th Floor Dumas House 2 Havelock Street West Perth 6005 Western Australia Tel: 08 9222 7500 Fax: 08 9322 5664

Central TAFE
Financial Statements and Key Performance Indicators for the year ended 31 December 2009

Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the Central TAFE at 31 December 2009 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards 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 2009.

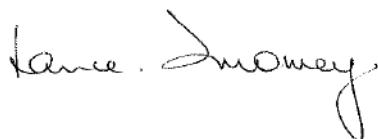


COLIN MURPHY
AUDITOR GENERAL
24 February 2010

CERTIFICATION OF FINANCIAL STATEMENTS

The accompanying financial statements from Central 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 2009 and the financial position as at 31 December 2009.

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



Professor Lance Twomey
Chair
Governing Council
Central TAFE
17 February 2010



Mr Neil Fernandes
Managing Director
Central TAFE
17 February 2010



Ms Mandy Taylor
Chief Financial Officer
Central TAFE
17 February 2010

Central TAFE

STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2009

2009

2008

	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	7	74,097,159	64,470,519
Supplies and services	8	21,072,505	22,830,593
Depreciation and amortisation expense	9	4,560,086	4,293,287
Grants and subsidies	10	10,613	4,437
Cost of sales	15	860,392	681,182
Loss on disposal of non-current assets	19	15,520	10,370
Other expenses	11	6,629,437	6,272,561
Total cost of services		107,245,712	98,562,950
Income			
Revenue			
Fee for service	12	13,060,500	11,008,986
Student fees and charges	13	10,607,199	9,112,282
Ancillary trading	14	576,976	1,057,474
Sales	15	960,445	951,079
Commonwealth grants and contributions	16	7,774,299	4,298,579
Interest revenue	17	836,816	1,414,088
Other revenue	18	1,265,520	1,332,974
Total revenue		35,081,755	29,175,463
Total income other than income from State Government		35,081,755	29,175,463
NET COST OF SERVICES		(72,163,957)	(69,387,487)
INCOME FROM STATE GOVERNMENT			
Service Appropriation	20	73,757,257	64,102,614
Capital works transferred		2,595	280,287
Resources received free of charge		1,358,604	1,561,682
Total income from State Government		75,118,456	65,944,583
SURPLUS/(DEFICIT) FOR THE PERIOD		2,954,499	(3,442,904)
OTHER COMPREHENSIVE INCOME			
Changes in asset revaluation surplus	31	(12,915,875)	20,034,628
Gains/losses recognised directly in equity			
Total other comprehensive income		(12,915,875)	20,034,628
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		(9,961,376)	16,591,724

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

Central TAFE
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2009

	Notes	2009 \$	2008 \$
ASSETS			
Current Assets			
Cash and cash equivalents	32	18,918,259	12,468,287
Restricted cash and cash equivalents	21,32	2,004,506	271,521
Inventories	22	396,783	458,568
Receivables	23	4,648,693	4,240,274
Other financial assets	24	4,500,000	4,500,000
Other current assets	25	669,071	658,561
Total Current Assets		31,137,312	22,597,212
Non-Current Assets			
Property, plant and equipment	26	198,093,804	213,971,883
Total Non-Current Assets		198,093,804	213,971,883
TOTAL ASSETS		229,231,116	236,569,095
LIABILITIES			
Current Liabilities			
Payables	28	3,273,852	2,726,964
Provisions	29	8,851,065	7,815,299
Other current liabilities	30	1,560,774	1,263,937
Total Current Liabilities		13,685,691	11,806,199
Non-Current Liabilities			
Provisions	29	5,974,999	5,231,095
Total Non-Current Liabilities		5,974,999	5,231,095
TOTAL LIABILITIES		19,660,690	17,037,295
NET ASSETS		209,570,425	219,531,800
EQUITY			
Contributed equity	31	7,049,879	7,049,879
Reserves		105,594,183	118,510,058
Accumulated surplus/(deficit)		96,926,363	93,971,864
TOTAL EQUITY		209,570,425	219,531,800

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

Central TAFE

STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2009

	Notes	Contributed Equity	Reserves	Accumulated Surplus (Deficit)	Total Equity
-					
Balance at 1 January 2008		7,300,879	98,475,430	97,414,768	203,191,076
Changes in accounting policy or correction of prior period errors		-	-	-	-
Restated balance at 1 January 2008		7,300,879	98,475,430	97,414,768	203,191,076
Total comprehensive income for the year		-	20,034,628	(3,442,904)	16,591,724
Transaction with owners in their capacity as owners					-
Distribution to owners		(251,000)	-	-	(251,000)
Total		(251,000)	-	-	(251,000)
Balance at 31 December 2008		7,049,879	118,510,058	93,971,864	219,531,800
Changes in accounting policy		-	-	-	-
Restated balance at 1 January 2009		7,049,879	118,510,058	93,971,864	219,531,800
Total comprehensive income for the year		-	(12,915,875)	2,954,499	(9,961,376)
Transaction with owners in their capacity as owners					-
Distribution to owners		-	-	-	-
Total		-	-	-	-
Balance at 31 December 2009	31	7,049,879	105,594,183	96,926,363	209,570,425

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

Central TAFE

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 DECEMBER 2009

		2009	2008
	Notes	\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Service Appropriation - Department of Training and Workforce Development		67,392,090	58,196,846
Capital Contributions - Department of Training and Workforce Development		286,418	386,418
Net cash provided by State Government		67,678,508	58,583,264
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(66,029,741)	(57,244,529)
Supplies and services		(20,301,488)	(21,069,426)
Grants and subsidies		(10,613)	(4,437)
GST payments on purchases		(1,975,689)	(2,484,869)
Other payments		(6,438,465)	(6,101,191)
Receipts			
Fee for service		12,838,406	10,824,382
Student fees and charges		10,362,617	8,934,530
Ancillary trading		1,537,422	2,008,553
Commonwealth grants and contributions		7,774,299	4,298,579
Interest received		799,615	1,414,486
GST receipts on sales		1,037,677	900,562
GST receipts from taxation authority		1,251,222	1,415,703
Other receipts		1,246,763	1,329,094
Net cash provided by/(used in) operating activities	32	(57,907,975)	(55,778,563)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		-	12,203
Purchase of non-current physical assets		(1,587,575)	(1,985,963)
Net cash provided by/(used in) investing activities		(1,587,575)	(1,973,760)
Net increase/(decrease) in cash and cash equivalents		8,182,958	830,941
Cash and cash equivalents at beginning of period		12,739,808	11,908,867
CASH AND CASH EQUIVALENTS AT END OF PERIOD	32	20,922,766	12,739,808

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

CENTRAL TAFE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2009

1 Australian equivalents to International Financial Reporting Standards

(a) General

The College's financial statements for the year ended 31 December 2009 have been prepared in accordance with Australian Accounting Standards which include a Framework for the Preparation and Presentation of Financial Statements (the Framework) and the Australian Interpretations.

The term 'Australian Accounting Standards' refers to Standards and Interpretations made by the AASB that apply to any reporting period beginning on or after 1 January 2005.

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

The Australian Accounting Interpretations are adopted through AASB 1048 'Interpretation and Application of Standards' and are classified into those corresponding to International Accounting Standards Board (IASB) Interpretations and those only applicable in Australia.

The AASB has decided to maintain the Statements of Accounting Concepts (SAC 1 and SAC 2) and has continued to revise and maintain accounting standards and the interpretations that are of particular relevance to the Australian environment, especially those that deal more specifically with not-for-profit entity issues and/or do not have an equivalent IASB Standard or IFRIC Interpretation.

(b) Early adoption of standards

The College cannot early adopt an Australian Accounting Standard unless specifically permitted by Treasurer's Instruction (TI) 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Australian Accounting Standards 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 2009.

2 Summary of significant accounting policies

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

(a) General statement

The financial statements constitute a general purpose financial statement 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.

Modifications or clarifications to accounting standards through the TIs are to provide certainty and to ensure consistency and appropriate reporting across the public sector.

(b) Basis of preparation

The financial statements have been prepared on the accrual basis of accounting using the historical cost convention, modified by the revaluation of land, buildings and infrastructure which have been measured at fair value.

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

The financial statements are presented in Australian dollars 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 end of the reporting period that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year, are disclosed at note 4 'Key sources of estimation uncertainty'.

(c) Reporting entity

The reporting entity comprises the College and entities listed at note 40 'Related bodies'.

(d) Contributed equity

AASB Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers, other than as a result of a restructure of administrative arrangements, 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, other than as a result of a restructure of administrative arrangements, are designated as contributions by/ distributions to owners to where the transfers are non-discretionary and non-reciprocal. See note 31 'Equity'.

Repayable capital appropriations are recognised as liabilities. See Note 20 'Income from State Government' for further commentary on the application of TI 955.

Transfers of net assets to/from other agencies as a result of a restructure of administrative arrangements are to be accounted for as distributions to owners and contributions to owners respectively. Refer to Note 31 'Equity'

(e) Income**Revenue recognition**

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

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

Sale of goods

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

Rendering of services

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

Interest

Revenue is recognised as the interest accrues.

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 end of the reporting period, the nature of, and amounts pertaining to, those undischarged conditions are disclosed in the notes.

State funds

The funds received from the Department of Training and Workforce Development in respect of the delivery of services forming part of the Delivery Performance Agreement are included in State funds, disclosed under 'Income from State Government'. They are the result of training successfully tendered for under competitive tendering arrangements. This revenue is recognised at nominal value in the period in which the College meets the terms of the Agreement. See note 20 'Income from State Government'.

Gains

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

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

Initial recognition and measurement

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

Subsequent measurement

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

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

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

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 end of the reporting period. A revaluation was provided as at 31 July 2009.

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 26 '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 calculated on the straight line method over its useful life, using rates which are reviewed annually. Estimated useful lives for each class of depreciable asset are:

Buildings	40 years
Motor vehicles, caravans and trailers	6 years
Plant, furniture and general equipment	5, 10 or 15 years
Computing, communications and software ^(a)	5 or 10 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.

(g) Impairment of assets

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

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

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

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

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

(h) Leases

The College has entered into operating lease arrangements for computers and computing equipment. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased assets. See note 33 'Commitments'.

(i) Financial instruments

The College has two categories of financial instruments:

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.

(j) Cash and cash equivalents

For the purpose of the Statement of Cash Flows, cash and cash equivalents include restricted cash and cash equivalents. These are comprised of cash on hand and 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.

(k) Accrued salaries

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.

(l) Inventories

Inventories are measured at the lower of cost and net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being 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 22 'Inventories'.

(m) 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(i) 'Financial instruments' and note 23 'Receivables'.

An allowance for impairment of receivables can only be raised if there is objective evidence of impairment.

(n) 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(i) 'Financial instruments' and note 28 'Payables'.

(o) 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 the end of each reporting period. 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 reporting period 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 reporting period 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 end of the reporting period.

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 end of the reporting period 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 PricewaterhouseCoopers Actuaries at 31 December 2009 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 reporting period.

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 from the Treasurer for the employer's share. See also note 2(p) 'Superannuation expense'.

(ii) Provisions - other

Employment on-costs

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as expenses and liabilities when the employment, to which they relate, has occurred. Employment on-costs are included as part of 'Other expenses' and are not included as part of the College's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'. (See note 11 'Other expenses' and note 29 'Provisions'.)

(p) Superannuation expense

The superannuation expense in the Statement of Comprehensive Income comprises of employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), and the GESB Super Scheme (GESBS).

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.

(q) 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.

(r) 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

No significant judgements have been made in the process of applying accounting policies that have a material effect on the amounts recognised in the financial statements.

4 Key sources of estimation uncertainty

The College has made a provision for revenue payable to the Department of Training and Workplace Development for under delivery of the College's training agreement in 2009, however this is subject to review by the Department at a later date (See note 30 'Other Liabilities').

5 Disclosure of changes in accounting policy and estimates

Initial application of an Australian Accounting Standard

The College has applied the following Australian Accounting Standards effective for annual reporting periods beginning on or after 1 January 2009 that impacted on the Authority:

AASB 101 'Presentation of Financial Statements' (September 2007). This Standard has been revised and introduces a number of terminology changes as well as changes to the structure of the Statement of Changes in Equity and the Statement of Comprehensive Income. It is now a requirement that owner changes in equity be presented separately from non-owner changes in equity. There is no financial impact from this application.

AASB 2009-2 'Amendments to Australian Accounting Standards – Improving Disclosures about Financial Instruments [AASB 4, AASB 7, AASB 1023 & AASB 1038]'. This Standard amends AASB 7 and will require enhanced disclosures about fair value measurements and liquidity risk with respect to financial instruments. There is no financial impact from this application.

The College considers the following Australian Accounting Standards as not being applicable to the public sector as they have no impact or do not apply to not for profit entities.

AASB 1048	'Interpretation and Application of Standards' (issued March 2009)
AASB 1049	'Whole of Government and General Government Sector Financial Reporting' (revised – October 2007)
AASB 2007-3	'Amendments to Australian Accounting Standards arising from AASB 8 [AASB 5, AASB 6, AASB 102, AASB 107, AASB 119, AASB 127, AASB 134, AASB 136, AASB 1023 & AASB 1038]'
AASB 2007-6	'Amendments to Australian Accounting Standards arising from AASB 123 [AASB 1, AASB 101, AASB 107, AASB 111, AASB 116 & AASB 138 and Interpretations 1 & 12]'
AASB 2007-8	'Amendments to Australian Accounting Standards arising from AASB 101'
AASB 2008-2	'Amendments to Australian Accounting Standards – Puttable Financial Instruments and Obligations arising on Liquidation [AASB 7, AASB 101, AASB 132, AASB 139 & Interpretation 2]'
AASB 2008-9	'Amendments to AASB 1049 for Consistency with AASB 101'
AASB 2008-10	'Amendments to Australian Accounting Standards – Reclassification of Financial Assets [AASB 7 & AASB 139]'

Voluntary changes in accounting policy

No voluntary changes in accounting policy have been made.

Future impact of Australian Accounting Standards not yet operative

The College cannot early adopt an Australian Accounting Standard 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 that have been issued and which may impact the college but are not yet effective. Where applicable, the college plans to apply these Australian Accounting Standards from their application date:

AASB 2008-13 'Amendments to Australian Accounting Standards arising from AASB Interpretation 17 – Distributions of Non-cash Assets to Owners [AASB 5 & AASB 110]'. This Standard amends AASB 5 'Non-current Assets Held for Sale and Discontinued Operations' in respect of the classification, presentation and measurement of non-current assets held for distribution to owners in their capacity as owners. This may impact on the presentation and classification of Crown land held by the Authority where the Crown land is to be sold by the Department of Regional Development and Lands (formerly Department for Planning and Infrastructure). The Authority does not expect any financial impact when the Standard is first applied prospectively.

The College considers the following Australian Accounting Standards as either not being applicable to the Authority or adoption of them in future periods will have no impact on the Authority or do not apply to not for profit entities.

Title	Operative for reporting periods
AASB 3 'Business Combinations' (March 2008)	1-Jul-09
AASB 127 'Consolidated and Separate Financial Statements' (March 2008)	1-Jul-09
AASB 2008-3 'Amendments to Australian Accounting Standards arising from AASB 3 and AASB 127 [AASBs 1, 2, 4, 5, 7, 101, 107, 112, 114, 116, 121, 128, 131, 132, 133, 134, 136, 137, 138, 139 and Interpretations 9 & 107]'	1-Jul-09
AASB 2008-6 'Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project AASB 1 & AASB 5]'	1-Jul-09
AASB 2008-8 'Amendments to Australian Accounting Standards – Eligible Hedged Items [AASB 139]'	1-Jul-09
AASB 2008-11 'Amendments to Australian Accounting Standards – Business Combinations Among Not-for-Profit Entities [AASB 3]'	1-Jul-09
AASB 2009-4 'Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 2 and AASB 138 and AASB Interpretations 9 & 16]'	1-Jul-09
AASB 2009-5 'Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 5, 8, 101, 107, 117, 118, 136 & 139]'. Under the amendments to AASB 117, leases involving land should be classified as either a finance or operating lease under the general lease guidance in AASB 117. This new requirement is to be applied retrospectively to existing leases unless the necessary information is not available, then it shall be applied on the date of adopting the amendments.	1-Jan-10
AASB 2009-7 'Amendments to Australian Accounting Standards [AASB 5, 7, 107, 112, 136 & 139 and Interpretation 17]'	1-Jul-09
AASB 2009-8 'Amendments to Australian Accounting Standards – Group Cash-settled Share-based Payment Transactions [AASB 2]'	1-Jan-10

AASB 2009-9 'Amendments to Australian Accounting Standards – Additional Exemptions for First- time Adopters' 1-Jan-10

Interpretation 17 'Distributions of Non-cash Assets to Owners' 1-Jul-09

Interpretation 18 'Transfers of Assets from Customers' 1-Jul-09

6 Changes in Accounting Estimates

There have been no changes in accounting estimates.

**CENTRAL TAFE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009**

	2009	2008
	\$	\$
7 Employee benefits expense		
Wages and salaries (a)	60,503,879	52,396,533
Superannuation - defined contribution plans (b)	5,900,000	5,010,559
Long service leave (c)	3,617,208	3,020,803
Annual leave (c)	3,558,203	3,683,846
Other	517,869	358,778
	74,097,159	64,470,519
<p>(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). in 2008, the reporting of notional superannuation expense and equivalent notional income has been discontinued. (c) Includes a superannuation contribution component.</p> <p>Employment on-costs such as workers' compensation insurance are included at note 11 'Other expenses'. The employment on-costs liability is included at note 29 'Provisions'.</p>		
8 Supplies and services		
Consumables and minor equipment	3,192,772	2,645,871
Communication expenses	625,062	612,411
Utilities expenses	2,072,279	1,679,555
Consultancies and contracted services	8,155,950	8,268,850
Minor works	3,007,369	4,988,753
Repairs and maintenance	249,385	305,056
Operating lease and hire charges	1,877,992	2,314,369
Travel and passenger transport	544,064	429,402
Advertising and public relations	387,367	554,394
Supplies and services - other	960,265	1,031,932
	21,072,505	22,830,593
9 Depreciation and amortisation expense		
<u>Depreciation</u>		
Buildings	3,674,125	3,445,875
Plant, furniture and general equipment	688,722	578,084
Computers and communication network	197,239	269,329
Total depreciation	4,560,086	4,293,287
10 Grants and subsidies		
Capital grants		
Apprentices and trainees (travel, accommodation and other off-the-job assistance)	240	-
Other	10,373	4,437
	10,613	4,437
11 Other expenses		
Building maintenance	1,793,413	2,060,986
Doubtful debts expense	(55,403)	(12,406)
Employment on-costs (a)	4,661,526	3,821,399
Donations	182	3,695
Student prizes and awards	32,502	15,430
Losses and write-offs	197,217	253,851
Other (b)	-	129,607
	6,629,437	6,272,561

(a) Includes workers' compensation insurance and other employment on-costs. The on-costs liability associated with the recognition of annual and long service leave liability is included at note 29 'Provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.

(b) Includes refund of revenues from previous years.

12	Fee for service		
	Fee for service - general	4,581,007	4,118,744
	Fee for service - Department of Training and Workforce Development	48,036	47,248
	Fee for service - Government (other than Department of Training and Workforce Development)	(20,667)	-
	International division fees	8,452,124	6,842,431
	Fee for service - other	-	563
		13,060,500	11,008,986
13	Student fees and charges		
	Tuition fees	6,420,674	5,648,008
	Enrolment fees	30,174	65,190
	Resource fees	4,050,678	3,327,857
	Other college fees	105,673	71,228
		10,607,199	9,112,282
14	Ancillary trading		
	Live works (not a trading activity)	78,121	72,250
	Contracting and consulting	31,696	570,552
	Other ancillary revenue	467,159	414,672
		576,976	1,057,474
15	Trading profit/(loss)		
	(a) Bookshop:		
	Sales	960,445	951,079
	Cost of sales:		
	Opening inventory	(435,979)	(440,355)
	Purchases	(797,160)	(676,806)
		(1,233,139)	(1,117,161)
	Closing inventory	(372,748)	(435,979)
	Cost of goods sold	(860,392)	(681,182)
	Trading profit/(loss) - Bookshop	100,053	269,897
	See note 2(l) 'Inventories' and note 22 'Inventories'.		
16	Commonwealth grants and contributions		
	Commonwealth specific purpose grants and contributions	7,774,299	4,298,579
		7,774,299	4,298,579
	These grants include funding from the Adult Migrant English Program (\$5,555,278), Workplace Language and Literacy program (\$258,434), the Better TAFE Facilities program (\$1,900,000) and other grants (\$60,587).		
17	Interest revenue		
	Interest revenue	836,816	1,414,088
	Interest earned from banking institutions on the College operating and term deposit accounts.		
18	Other revenue		
	Rental and facilities fees	563,678	656,458
	Other direct grants and subsidy revenue	426,645	13,242
	Sponsorship and donations revenue	171,049	71,753
	Miscellaneous revenue	104,148	591,521
		1,265,520	1,332,974
19	Net gain/(loss) on disposal of non-current assets		
	<u>Costs of disposal of non-current assets</u>		
	Plant, furniture and general equipment	(9,383)	(14,840)
	Computers and communication network	(6,137)	(6,177)
	Works of art	-	(1,555)
	Total cost of disposal of non-current assets	(15,520)	(22,573)
	<u>Proceeds from disposal of non-current assets</u>		
	Motor vehicles, caravans and trailers	-	4,203
	Plant, furniture and general equipment	-	8,000
	Total proceeds from disposal of non-current assets	-	12,203
	Net gain/(loss)	(15,520)	(10,370)

20 Income from State Government

State funds (received from Department of Training and Workforce Development) (a):

Delivery and Performance Agreement (DPA)	66,157,362	56,651,726
Superannuation	5,900,000	5,010,559
Other recurrent funds	1,699,895	2,440,328
Capital works transferred	2,595	280,287
Total State funds	73,759,852	64,382,901

Resources received free of charge determined on the basis of the following estimates provided by agencies (b):

Department of Training and Workforce Development		
- Corporate systems support	1,105,684	1,157,988
- Marketing and publications	-	160,401
- Human resources, and industrial relations support	252,920	216,384
- Other	-	26,910
	1,358,604	1,561,682

Total income from State Government	75,118,456	65,944,583
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(a) Service appropriations are accrual amounts reflecting the net costs of services delivered.

(b) Where assets or services have been received free of charge or for nominal cost, the College 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.

21 Restricted cash and cash equivalents

Awards (a)	25,086	24,641
Specific capital equipment and minor works (b)	1,979,420	246,880
	2,004,506	271,521

(a) Represents money bestowed on College by private companies or individuals for the provision of awards to students.

(b) Capital grants received from the Department of Training and Workforce Development and the Commonwealth Government - Better TAFE Facilities (\$1.89m unspent as at 31 December 2009).

22 Inventories

Inventories not held for resale:

Other (at cost)	24,035	22,589
Less: Provision for obsolete stock		
	24,035	22,589

Inventories held for resale:

Bookshop (at cost)	372,748	435,979
Less: Provision for obsolete stock	-	-
	372,748	435,979

Total	396,783	458,568
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See also note 2(l) 'Inventories' and note 15 'Trading profit/(loss)'.

23 Receivables

Current

Receivables - trade	1,243,425	1,096,294
Receivables - students	591,691	487,371
Receivables - other	69,317	193,783
Accrued income	2,893,416	2,266,769
Allowance for impairment of receivables	(149,156)	(204,559)
GST receivable	-	400,616
Total current	4,648,693	4,240,274

Reconciliation of changes in the allowance for impairment of receivables:

Balance at start of year	(204,559)	(216,965)
Doubtful debts expense recognised in the Statement of Comprehensive Income	(125,347)	(204,680)
Amount written off during the year	196,823	223,351
Amount recovered during the year	(16,073)	(6,264)
Balance at end of year	(149,156)	(204,559)

Ageing of receivables past due but not impaired based on the information provided to senior management, as at the end of the reporting period:

More than 30 days	271,135	171,701
More than 60 days but less than 90 days	204,534	160,221
More than 90 days but less than 120 days	160,325	171,259
More than 120 days	668,935	323,207
	1,304,929	826,388

Receivables individually determined as impaired as at the end of the reporting period:

Carrying amount, before deducting any impairment loss	149,156	204,559
Impairment loss	(149,156)	(204,559)
	-	-

See also note 2(m) 'Receivables' and note 37 'Financial instruments'.

24 Other financial assets

Current

Cash investments (a)	4,500,000	4,500,000
	4,500,000	4,500,000

(a) The College has a six month term deposit held at a banking institution

25 Other assets

Current

Prepayments	616,860	620,875
Other current assets (a)	52,211	37,687
Total current	669,071	658,561

(a) Unreconciled credit purchases

26 Property, plant and equipment

Land

At fair value (a)	62,750,000	62,750,000
Accumulated impairment losses	-	-
	62,750,000	62,750,000

Buildings

At fair value (a)	130,375,000	146,965,000
Accumulated depreciation	-	-
Accumulated impairment losses	-	-
	130,375,000	146,965,000

Buildings under construction

Construction costs	955,670	65,047
	955,670	65,047

Plant, furniture and general equipment

At cost	6,489,297	6,254,841
Accumulated depreciation	(4,340,189)	(3,853,512)
Accumulated impairment losses	-	-
	2,149,108	2,401,329

Computer equipment, communication network

At cost	3,908,782	3,823,318
Accumulated depreciation	(3,476,767)	(3,343,473)
Accumulated impairment losses	-	-
	432,015	479,845

Works of art

At fair value	1,432,011	1,310,662
Accumulated impairment losses	-	-
	1,432,011	1,310,662

	198,093,804	213,971,883
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(a) Freehold land and buildings were revalued as at 31/12/09 by the Western Australian Land Information Authority (Landgate). The valuations were performed during the year ended 31/12/09 and recognised at 31/12/09. In undertaking the revaluation, fair value was determined by reference to market value for land: \$10,150,000 and buildings: \$155,000. For the remaining balance fair value of land and building was determined on the basis of depreciated replacement cost. See note 2(f) 'Property, plant and equipment'. Reconciliations of the carrying amounts of property, plant and equipment at the beginning and end of the reporting period are set out below.

	Land	Buildings	Buildings under Construction	Plant, furniture and general equipment	Computer equipment, communication network	Works of art	Total
2009							
Carrying amount at start of year	62,750,000	146,965,000	65,047	2,401,329	479,845	1,310,662	213,971,883
Additions	-	-	927,093	471,755	278,064	121,399	1,798,311
Cost Adjustments	-	-	-	(25,870)	(128,655)	(50)	(154,575)
Transfers	-	-	(36,471)	-	-	-	(36,471)
Disposals	-	-	-	(9,384)	-	-	(9,384)
Revaluation decrements	-	(12,915,875)	-	-	-	-	(12,915,875)
Impairment losses (a)	-	-	-	-	-	-	-
Depreciation expense	-	(3,674,125)	-	(688,722)	(197,238)	-	(4,560,085)
Carrying amount at end of year	62,750,000	130,375,000	955,669	2,149,108	432,016	1,432,011	198,093,804

	Land	Buildings	Buildings under construction	Plant, furniture and general equipment	Computer equipment, communication network	Works of art	Total
2008							
Carrying amount at start of year	56,930,000	136,112,062	383,015	1,710,625	489,514	1,298,280	196,923,496
Additions	-	335,185	433,663	1,283,629	260,486	13,937	2,326,900
Transfers	-	-	(751,631)	-	-	-	(751,631)
Disposals	-	-	-	(14,841)	(827)	(1,555)	(17,223)
Distribution to owners	(251,000)	-	-	-	-	-	(251,000)
Revaluation increments	6,071,000	13,963,628	-	-	-	-	20,034,628
Impairment losses (a)	-	-	-	-	-	-	-
Depreciation expense	-	(3,445,875)	-	(578,084)	(269,329)	-	(4,293,287)
Carrying amount at end of year	62,750,000	146,965,000	65,047	2,401,329	479,845	1,310,662	213,971,883

(a) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in the Statement of Comprehensive Income. Where an asset measured at fair value is written down to recoverable amount, the loss is accounted for as a revaluation decrement.

27 Impairment of assets

There were no indications of impairment of property plant, equipment and intangibles as at 31 December 2009.

The College held no goodwill or intangible assets with indefinite useful lives during the reporting period and at the end of the reporting period there were no intangible assets not yet available for use.

All surplus assets as at 31 December 2009 have either been classified as assets held for sale or written off.

28 Payables

Current

Trade payables	3,282	238,114
GST payable	244	68,176
Accrued expenses	1,688,278	1,279,922
Accrued salaries and related costs	1,582,047	1,140,752
Total current	3,273,851	2,726,964

See also note 2(n) 'Payables' and note 37 'Financial Instruments'.

29 Provisions

Current

Employee benefits provision		
Annual leave (a)	2,606,592	2,784,264
Long service leave (b)	5,724,509	4,589,602
	8,331,101	7,373,866
Other provisions		
Employment on-costs (c)	519,964	441,433
	519,964	441,433
Total current	8,851,065	7,815,299

Non-current

Employee benefits provision		
Long service leave (b)	5,515,196	4,832,089
Salary deferment	101,808	103,535
	5,617,004	4,935,624
Other provisions		
Employment on-costs (c)	357,995	295,471
	357,995	295,471
Total non-current	5,974,999	5,231,095

(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follow:

Within 12 months of the end of the reporting period	2,606,592	2,784,264
More than 12 months after the end of the reporting period	-	-
	2,606,592	2,784,264

(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of the end of the reporting period	3,859,934	3,179,927
More than 12 months after the end of the reporting period	7,379,771	6,241,764
	11,239,705	9,421,691

(c) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including workers' compensation insurance. The provision is the present value of expected future payments. The associated expense, apart from the unwinding of the discount (finance cost), is disclosed in note 11 'Other expenses'.

Movements in other provisions

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

Employment on-cost provision

Carrying amount at start of year	736,904	627,928
Additional provisions recognised	141,055	108,976
Carrying amount at end of year	877,959	736,904

30 Other liabilities

Current

Income received in advance (a)	1,535,688	1,239,295
Money/deposits held in trust	25,086	24,641
Other		
Total current liabilities	1,560,774	1,263,937

(a) Income received in advance comprises:

Department of Training and Workplace Development- innovation projects	-	178,749
Fee for service	1,069,668	641,239
Student fees and charges	466,020	419,307
	1,535,688	1,239,295

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 surplus represents that portion of equity resulting from the revaluation of non-current assets.

Contributed equity

Balance at start of year	7,049,879	7,300,879
Distributions to owners		
Transfer of net assets to other agencies (a)	-	(251,000)
Buildings in Wembley to Department of Training and Workforce Development		
Total distributions to owners	-	(251,000)
Balance at end of year	7,049,879	7,049,879

(a) Under the Treasurer's instruction TI 955 'Contributions by Owners Made to Wholly Owned Public Sector Entities' Capital Contributions (appropriations) have been designated as contributions by owners in accordance with AASB Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities'.

Reserves

Asset revaluation surplus		
Balance at start of year	118,510,058	98,475,430
Land	-	6,071,000
Buildings	(12,915,875)	13,963,628
Balance at end of year	105,594,183	118,510,058

Accumulated surplus/(deficit)

Balance at start of year	93,971,864	97,414,768
Result for the period	2,954,499	(3,442,904)
Balance at end of year	96,926,363	93,971,864

32 Notes to the Statement of Cash Flows

Reconciliation of cash

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

Cash on hand	29,516	38,229
Cash at bank	9,888,743	2,930,058
Short term deposits	9,000,000	9,500,000
	18,918,259	12,468,287
Restricted cash and cash equivalents (refer to note 21 'Restricted cash and cash equivalents')	2,004,506	271,521
	20,922,765	12,739,808

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

Net cost of services	(72,163,955)	(69,387,486)
Non-cash items:		
Depreciation and amortisation expense	4,560,085	4,293,287
Doubtful debts expense	(55,403)	23,638
Superannuation expense	5,900,000	5,010,559
Resources received free of charge	1,358,604	1,561,682
Net (gain)/loss on sale of property, plant and equipment	15,520	16,823
Donated Assets	(108,110)	5,750
Losses and write-offs (excludes cash shortages/thefts of money)	196,824	217,087
Non cash grants from DET	2,595	280,287
Other non-cash items	218,373	(23,827)
(Increase)/decrease in assets:		
Current receivables (c)	(126,985)	895,465
Current inventories	61,785	(4,110)
Other current assets	(637,156)	(703,250)
Increase/(decrease) in liabilities		
Current payables (c)	614,820	886,921
Current provisions	1,035,766	703,976
Other current liabilities	475,587	(537,181)
Non-current provisions	743,903	1,150,420
Net GST receipts/(payments) (a)	(1,251,451)	(1,584,307)
Change in GST in receivables/payables (b)	1,251,222	1,415,703
Net cash provided by/(used in) operating activities	(57,907,976)	(55,778,563)

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

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

(c) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included as they are not reconciling items.

33 Commitments

Capital expenditure commitments

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

Within 1 year	6,899,866	5,641,996
Later than 1 year and not later than 5 years	-	-
Later than 5 years	-	-
	6,899,866	5,641,996

The capital commitments include amounts for:

Buildings

Lease commitments

Commitments in relation to leases contracted for at the end of the reporting period but not recognised in the financial statements, are payable as follows:

Within 1 year	895,869	1,390,313
Later than 1 year and not later than 5 years	1,397,302	1,949,779
Later than 5 years	-	-
	2,293,171	3,340,092
Representing:		
Cancellable operating leases	229,961	332,627
Non-cancellable operating leases	2,063,210	3,007,466
Future finance charges on finance leases	-	-
	2,293,171	3,340,093

Non-cancellable operating lease commitments

Commitments for minimum lease payments are payable as follows:

Within 1 year	747,704	1,233,147
Later than 1 year and not later than 5 years	1,315,506	1,774,319
Later than 5 years	-	-
	2,063,210	3,007,466

These commitments are all inclusive of GST.

34 Contingent liabilities and contingent assets

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

35 Events occurring after the reporting period

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

36 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 \$250,000 and any variance greater than \$500,000.

Significant variations between estimated and actual results for 09

	2009 Estimate	2009 Actual	Variation
	\$	\$	\$
Employee expenses	65,567,059	74,097,159	8,530,100
Fee for Service	9,302,308	13,060,500	3,758,192
Student fees and charges	9,161,792	10,607,199	1,445,407
Ancillary Trading	1,589,077	576,976	(1,012,101)
Interest revenue	1,258,750	836,816	(421,934)
Commonwealth Grant & Contributions	3,570,554	7,774,299	4,203,745
Other Revenues from Ordinary Activities	765,877	1,265,520	499,643
Service Appropriation	65,819,647	73,759,852	7,940,205
Resources Received Free of Charge	1,700,000	1,358,604	(341,396)

Employee expenses

The College has experienced growth in delivery in excess of 800,000 Student Contact Hours. This has resulted in an increase in employee expenses that is in the main due to increased numbers of lecturers required to undertake the delivery growth

Fee for Service

Growth in international students both onshore and offshore. The College also received increased disbursements from Education and Training International. Customised fee for service revenue also exceed expectations.

Student Fees and Charges

Increased tuition and resource fee collections due to growth in delivery.

Ancillary Trading

Actual results in this line of revenue are below estimates due to the winding up of the Knowledge Technology Studio in February 2009, the wind-up of this activity were not known at the time of preparing the estimates.

Interest Revenue

Reduced revenue received in 2009 due to declining interest rates.

Commonwealth grants and contributions

Student numbers within the college's Adult Migrant English Program were higher than anticipated for 2009. The College also received a \$1.9 Million grant for the Better TAFE Facilities program.

Other Revenues from Ordinary Activities

Revenue due to be received for the targeted separation program initiated by the State Government.

Service Appropriation

The College has experienced growth in delivery in excess of 800,000 Student Contact Hours, this has resulted in an increase in funds from the Department of Training and Workforce Development.

Resources Received Free of Charge

A reduction in resources provided free of charge by the Department of Training and Workforce Development.

Significant variations between actual results for 09 and 08

	2009	2008	Variance
	\$	\$	\$
Employee expenses	74,097,159	64,470,519	9,626,640
Supplies and Services	21,072,505	22,830,593	(1,758,088)
Fee for Service	13,060,500	11,008,986	2,051,514
Student fees and charges	10,607,199	9,112,282	1,494,917
Ancillary Trading	576,976	1,057,474	(480,498)
Interest revenue	836,816	1,414,088	(577,272)
Commonwealth Grant & Contributions	7,774,299	4,298,579	3,475,720
Service Appropriation	73,759,852	64,102,613	9,657,239

Employee Expenses

The College has experienced growth in delivery in excess of 800,000 Student Contact Hours, this has resulted in an increase in employee expenses that is in the main due to increased numbers of lecturers required to undertake the delivery growth. College staff also received pay increases of 5% for lecturers plus 5% for flexible hours arrangements and 3 - 5 % for non teaching staff.

Supplies and Services

Increased expenditure on technology infrastructure occurred in 2008 as the College transferred from leasing to purchasing computer equipment. More leases expired in 2008 than 2009. There was also a corresponding reduction in expenditure on operating leases.

Fee for service

Higher revenues from International students boosted fee for service revenues.

Student Fees and Charges

Increased tuition and resource fee collections due to growth in delivery.

Ancillary Trading

Actual results in this line of revenue in 2009 are below 2008 results due to the winding up of the Knowledge Technology Studio activities in February 2009.

Interest Revenue

Reduced revenue received in 2009 due to declining interest rates.

Commonwealth grants and contributions

Student numbers within the college's Adult Migrant English Program were higher in 2009 than 2008. The College also received a \$1.9 Million grant for the Better TAFE Facilities program.

Fee for service

The College has experienced growth in delivery in excess of 800,000 Student Contact Hours, this has resulted in an increase in funds from the Department of Training and Workforce Development.

37 Financial instruments

(a) Financial risk management objectives and policies

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

Credit risk

The College trades only with recognised, creditworthy third parties. The College has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the College's exposure to debt is minimal. There are no significant concentrations of credit risk.

Liquidity risk

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

Market risk

The College does not trade in foreign currency and is not materially exposed to other price risks (for example, equity securities or commodity prices changes). The College is not exposed to interest rate risk because (a part from a portion), cash and cash equivalents and restricted cash are non-interest bearing.

(b) Categories of financial instruments

In addition to cash and bank overdraft, the carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are as follows:

	2009 \$'000	2008 \$'000
Financial Assets		
Cash and cash equivalent	18,918,259	12,468,287
Restricted cash and cash equivalent	2,004,506	271,521
Receivables (a)	4,648,693	3,839,658
Other financial assets	4,500,000	4,500,000
Financial Liabilities		
Payables	3,273,852	2,726,964

(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 end of the reporting period. 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 %	Interest rate exposure				Impaired Financial Instruments \$
		Carrying Amount \$	Fixed Interest Rate \$	Variable Interest Rate \$	Non-Interest Bearing \$	
2009						
Financial Assets						
Cash and cash equivalent	3.81%	1 8,918,259	-	18,918,259	-	-
Restricted cash and cash equivalent	3.81%	2,004,506	-	2,004,506	-	-
Receivables		4,648,693	-	-	4,648,693	-
Other financial assets	4.66%	4,500,000	-	4,500,000	-	-
		<u>30,071,458</u>	<u>-</u>	<u>25,422,765</u>	<u>4,648,693</u>	<u>-</u>
Financial Liabilities						
Payables		3,273,852	-	-	3,273,852	-
		<u>3,273,852</u>	<u>-</u>	<u>-</u>	<u>3,273,852</u>	<u>-</u>

	Weighted Average Effective Interest Rate %	Interest rate exposure				Impaired Financial Instruments \$
		Carrying Amount \$	Fixed Interest Rate \$	Variable Interest Rate \$	Non-Interest Bearing \$	
2008						
Financial Assets						
Cash and cash equivalent	6.15%	12,468,287	-	12,468,287	-	-
Restricted cash and cash equivalent	6.15%	271,521	-	271,521	-	-
Receivables		3,839,658	-	-	3,839,658	-
Other financial assets	7.36%	4,500,000	-	4,500,000	-	-
		<u>21,079,466</u>	<u>-</u>	<u>17,239,808</u>	<u>3,839,658</u>	<u>-</u>
Financial Liabilities						
Payables		2,726,964	-	2,726,964	-	-
		<u>2,726,964</u>	<u>-</u>	<u>2,726,964</u>	<u>-</u>	<u>-</u>

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 end of the reporting period on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

The Authority should take into account past performance, future explanations, economic forecasts, and management's knowledge and experience of the financial markets to determine the movements that are reasonably possible over the next 12 months.

2009	Carrying amount \$	- 100 Basis Points		+ 100 Basis Points	
		Profit \$	Equity \$	Profit \$	Equity \$
Financial Assets					
Restricted cash and cash equivalent	20,922,765	(209,228)	(209,228)	209,228	209,228
Other Financial Assets	4,500,000	(45,000)	(45,000)	45,000	45,000

2008	Carrying amount \$	- 100 Basis Points		+ 100 Basis Points	
		Profit \$	Equity \$	Profit \$	Equity \$
Financial Assets					
Restricted cash and cash equivalent	12,739,808	(127,398)	(127,398)	127,398	127,398
Other Financial Assets	4,500,000	(45,000)	(45,000)	45,000	45,000

Fair values

All financial assets and liabilities recognised in the Statement of Financial Position, 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.

38 Remuneration of members of the College and Senior Officers

Remuneration of members of the College

The number of members of the College whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

\$	*13	*17
\$0 - \$10,000	-	1
\$190,001 - \$200,000	1	-
\$210,001 - \$220,000	-	-

The total remuneration of the members of the College is: 215,092 198,160

*Includes senior officers where periods of service are less than twelve months.

Total remuneration includes the superannuation expense incurred by the College in respect of members of the College.

Remuneration of Senior Officers

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

\$		
\$20,001 - \$30,000	-	*1
\$50,001 - \$60,000	*1	-
\$60,001 - \$70,000	-	*1
\$70,001 - \$80,000	*1	-
\$120,001 - \$130,000	1	3
\$130,001 - \$140,000	-	-
\$140,001 - \$150,000	2	2
\$150,001 - \$160,000	2	-
\$210,001 - \$220,000	1	-

The total remuneration of senior officers is: 1,077,787 790,688

*Includes senior officers where periods of service are less than twelve months.

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

No senior officers are members of the Pension Scheme.

39 Remuneration of auditor

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

Auditing the accounts, financial statements and performance indicators	<u>101,000</u>	<u>110,000</u>
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The expense is included in note 11 'Other expenses'.

40 Related Bodies

The College has no related bodies.

41 Affiliated Bodies

The College has no affiliated bodies.

42 Supplementary Financial Information

Write-Offs

Bad debts	196,823	97,679
Inventory	-	40,106
	<u>196,823</u>	<u>137,785</u>

Losses through theft, defaults and other causes

Losses of public and other moneys and public and other property through theft, default or otherwise	24	1,090
Amount recovered	-	-
	<u>24</u>	<u>1,090</u>

43 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.

In accordance with Treasurers Instruction 953, the annual estimates for the 2010 year are hereby included in the 2009 Annual Report. These estimates do not form part of the 2009 financial statements and are not subject to audit.

**CENTRAL TAFE
S40 SUBMISSION
INCOME STATEMENT**

	2010 Estimate \$
COST OF SERVICES	
Expenses	
Employee benefits expense	73,260,032
Supplies and services	19,340,387
Depreciation and amortisation expense	5,162,000
Loss on disposal of non-current assets	12,000
Cost of sales	630,000
Other expenses	6,969,964
Total Cost of Services	105,374,383
Income	
Revenue	
Fee for service	12,015,962
Student charges and fees	10,138,604
Ancillary trading	614,740
Sales	900,000
Commonwealth grants and contributions	5,354,989
Interest revenue	850,000
Other revenue	863,424
Total Revenue	30,737,719
Total income other than income from State Government	30,737,719
NET COST OF SERVICES	-74,636,664
INCOME FROM STATE GOVERNMENT	
State funds	70,083,082
Resources received free of charge	1,767,117
Total income from State Government	71,850,199
SURPLUS (DEFICIT) FOR THE PERIOD	-2,786,465

**CENTRAL TAFE
S40 SUBMISSION
BALANCE SHEET**

	2010 Estimate \$
ASSETS	
Current Assets	
Cash and cash equivalents	9,215,668
Inventories	458,568
Receivables	4,475,274
Other current assets	5,173,561
Total Current Assets	19,323,071
Non-Current Assets	
Property, plant and equipment	286,836,594
Total Non-Current Assets	286,836,594
TOTAL ASSETS	306,159,665
LIABILITIES	
Current Liabilities	
Payables	2,526,964
Provisions	8,215,299
Other current liabilities	1,263,937
Total Current Liabilities	12,006,199
Non-Current Liabilities	
Provisions	5,531,094
Total Non-Current Liabilities	5,531,094
TOTAL LIABILITIES	17,537,294
NET ASSETS	288,622,371
EQUITY	
Contributed Equity	66,549,879
Reserves	128,510,058
Accumulated surplus/(deficiency)	93,562,434
TOTAL EQUITY	288,622,371

**CENTRAL TAFE
S40 SUBMISSION
CHANGES IN EQUITY STATEMENT**

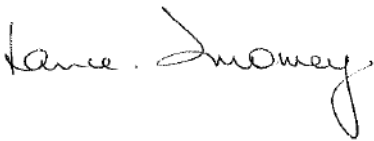
	2010 Estimate \$
Balance of equity at start of period	226,908,836
CONTRIBUTED EQUITY	
Balance at start of period	7,049,879
Other contributions by owners	59,500,000
Balance at end of period	66,549,879
RESERVES	
Asset Revaluation Reserve	
Balance at start of period	123,510,058
Restated balance at start of period	123,510,058
Gains/(losses) from asset revaluation	5,000,000
Balance at end of period	128,510,058
ACCUMULATED SURPLUS (RETAINED EARNINGS)	
Balance at start of period	96,348,899
Restated balance at start of period	96,348,899
Surplus/(deficit) or profit/(loss) for the period	-2,786,465
Balance at end of period	93,562,434
Balance of equity at end of period	288,622,371
Total income and expense for the period	2,213,535

**CENTRAL TAFE
S40 SUBMISSION
CASH FLOW STATEMENT**

	2010 Estimate \$
CASH FLOWS FROM STATE GOVERNMENT	
State funds	64,201,295
Capital contributions	286,418
Net cash provided by State Government	64,487,713
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee benefits	-67,264,663
Supplies and services	-18,453,270
GST payments on purchases	-2,542,323
Other payments	-6,969,964
Receipts	
Fee for service	11,765,962
Student fees and charges	10,138,604
Ancillary trading	1,514,740
Commonwealth grants and contributions	5,354,989
Interest received	850,000
GST receipts on sales	1,414,413
GST receipts from taxation authority	1,127,910
Other receipts	863,424
Net cash provided by/(used in) operating activities	-62,200,178
CASH FLOWS FROM INVESTING ACTIVITIES	
Proceeds from sale of non-current physical assets	0
Purchase of non-current physical assets	-8,855,000
Net cash provided by/(used in) investing activities	-8,855,000
Net increase/(decrease) in cash held and cash equivalents	-6,567,465
Cash and cash equivalents at the beginning of the period	20,283,133
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	13,715,668

CERTIFICATION OF PERFORMANCE INDICATORS

We hereby certify that the Performance Indicators are based on proper records, are relevant and appropriate for assisting users to assess Central TAFE's performance, and fairly represent the performance of the College for the financial year ended 31 December 2009.



Professor Lance Twomey
Chair
Governing Council
Central TAFE
17 February 2010



Mr Neil Fernandes
Managing Director
Central TAFE
17 February 2010

DESIRED OUTCOMES

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

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

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

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

ACHIEVEMENT OF COLLEGE PROFILE

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

Measure A: Profile Analysis for Central TAFE (Effectiveness Indicator)

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

Department of Education & Training Industry Groups		2007	2008	2009	
		Actual Profile (SCH)	Actual Profile (SCH)	Planned Profile (SCH)	Actual Profile (SCH)
01A	Recreation Sports and Entertainment	175,168	189,127	172,270	235,559
01B	Visual and Performing Arts	599,896	613,409	531,200	656,959
01C	Design*	353,605	344,974	349,884	486,064
02A	Automotive*	218	0	2200	442
03A	Building and Construction	142,488	142,088	138,240	65,700
03B	Surveying and Building	435,784	428,898	426,401	543,796
04A	Community Service Workers	296,064	334,242	272,630	359,360
04B	Education and Childcare*	289,271	254,490	258,704	284,935
04C	Health*	350,650	355,046	419,352	493,456
04D	Library Workers	94,360	104,570	92,404	114,635
05A	Finance Insurance Property Service Workers	105,140	127,097	115,537	111,052
07A	Clothing Footwear and Soft Furnishings*	22,880	17,170	27,360	23,300
08B	Printing and Publishing*	95,535	124,780	180,443	221,464
09A	Engineering and Drafting*	282,767	348,896	356,920	426,462
09B	Metal and Mining*	207,953	188,399	200,492	110,165
10D	Horticulture*	3,720	5,397	5,110	5,993
11A	Process Manufacturing	19,939	20,497	20,000	21,858
12A	Personal Service*	87,040	118,472	90,000	139,893
12B	Retail*	2,341	6,124	11,560	11,120
13B	Hospitality	0	0	480	98,185
13C	Tourism	199,025	191,959	190,418	97,043
13D	Travel Agents	80,987	91,314	86,139	106,361
15A	Electrical and Electronic Engineering*	171,940	139,841	125,664	192,874
15B	Electrical Trades*	1,660	120	9000	120
16A	Accounting and Other Business Services	307,511	358,609	338,775	440,400
16B	Management*	182,530	182,210	146,400	154,715
16C	Office and Clerical	206,140	193,883	201,400	252,120
17A	Computing*	222,498	232,064	222,261	224,757
18A	Science and Technical Workers*	157,004	147,295	150,510	147,452
19B	Adult Literacy/ESL*	392,753	461,708	466,920	594,688
19C	Languages*	223,069	206,143	207,594	187,356
19E	Targeted Access and Participation Courses	100,320	96,906	122,280	58,370
Total Profile Delivery		5,810,255	6,025,728	5,938,548	6,866,654
Non Profile Delivery		2,414,878	3,487,008	2,228,935	3,944,810
College Total Delivery		8,225,133	9,512,736	8,167,483	10,811,464

Notes: (for Measure A):

- Source:** Central TAFE Delivery and Performance Agreement
- Definition:** The table indicates the quota and actual achievement of SCH in the profiled Department of Education and Training Industry Group Categories. The classification of these Industry Groups is based on the occupation or outcome the course is intended to serve, and highlights the Colleges' performance in achieving industry delivery targets.
- Derivation:** DPA data represents the actual achievement of SCH in respective years. Planned data is obtained from the DPA, and actual SCH from the College Management Information System (CMIS). Non-profile delivery SCH is the actual SCH count of enrolments not funded under the DPA in CMIS.
- Comments:** In 2009 the College delivered above its targets for both Profile Delivery and Non Profile Delivery.

* The variance between total Planned and Actual SCH was due to an overall increase in demand for training. Variances in individual WADT groups mainly reflects movement of delivery from areas with reduced demand into areas of increased demand.

Measure B: Profile Achievement (Effectiveness Indicator)

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

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

2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2009 Target
100.3%	102.2%	97.0%	100.0%	115.6%	100.0%

Notes (for Measure B):

- a. **Source:** Central TAFE Delivery and Performance Agreement.
- b. **Derivation:** DPA data represents the actual achievement of SCH in respective years.

Please Note: Data previous to 2007 for Actual Profile (SCH) represents commencements, due to changes in reporting procedures Actual Profile (SCH) from 2007 signifies end of study. The significance of the change has been to move from recording student data from the date they commence to recording the data to date students' study is completed. The overall shift in total value in SCH between the two methods is minimal.
- c. **Comments:** During 2009, the College achieved an increase in Profile Delivery of almost 15%. This is a continuation of the increase experienced in 2008, and is attributed mainly to the downturn in the economy and a resulting increase in demand for training.

Overall Cost per SCH (Efficiency Indicator)

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

$$2009 \text{ Actual Cost} = \frac{\text{Total Cost of Services}}{\text{Total SCH}}$$

2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2009 Target
\$12.35	\$11.72	\$11.86	\$10.36	\$9.92	\$12.00

Notes (for Cost per SCH):

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

Please Note: Data previous to 2007 for Actual Profile (SCH) represents commencements, due to changes in reporting procedures Actual Profile (SCH) for 2007 signifies end of study. The significance of this change has been to move from recording student data from the date they commence to recording the data to the date their study is completed. The overall shift in total value in SCH between the two methods is minimal.
- c. **Comment:** The College continues to manage its resources efficiently to achieve its funded vocational education and training programs. *The significant decrease is attributable to the increase in International and Adult Migrant English Program students.*

TAFEWA Student Satisfaction Survey

The 2009 TAFE Student Satisfaction Survey has been administered on behalf of the Department of Education and Training by Colmar Brunton. The survey is used to measure the quality of the service which is provided by the Department and the TAFE colleges, and to gain a better understanding of its customers and their needs. College specific data are reported as well as comparisons with other TAFE colleges.

The usable state target population was established as 54,045, of which 54% were contacted. The response rate for the state was 29%. From a usable population of 12,338 at Central TAFE, 6,771 students were contacted and 1,987 usable returns were received (29%).

Overall Student Satisfaction Rating (Effectiveness Indicator)

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

	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2009 Target
Central TAFE	82.6%	85.8%	86.0%	83.1%	83.2%	87.0%
Western Australia	85.0%	86.7%	86.8%	85.4%	85.6%	n.a

Notes:

- Source:** Department of Education and Training, 2009 TAFE Student Satisfaction Survey.
- Derivation:** Of a potential target population of 13,988, 12,338 were identified as usable; 6771 were surveyed; with 1987 usable forms returned, representing a response rate of 29.0%. The standard error for the survey is 0.77%, with a relative sampling error of $\pm 1.5\%$ at the 95% confidence level.
- Comments:** The Overall Satisfaction Score at Central TAFE for 2009 increased by 0.1% from the previous year, to 83.2%. The State increased by 0.2%. Of the three similarly sized metropolitan TAFE colleges, Central and one other showed an increase in overall satisfaction.

Student Outcome Survey

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

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

Graduate Achievement Rating (Effectiveness Indicator)

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

	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2009 Target
Central TAFE	82.9%	86.3%	82.1%	n.a.	80.2%	86.0%
Western Australia	84.5%	87.7%	87.0%	n.a.	87.1%	n.a.
Australia	85.1%	85.6%	86.4%	n.a.	85.9%	n.a.

Notes:

- a. **Source:** 2009 Student Outcome Survey, National Centre for Vocational Education Research (NCVER).
Please Note: The 2009 report presents the data from graduates of the 2008 academic year.
- b. **Derivation:** There was a relative sampling error of $\pm 2.3\%$ at the 95% confidence level for Central TAFE graduates.
- c. **Comments:** Although 9.1% of Central TAFE graduates identified further study as their main reason for undertaking their training, 43.6% were enrolled in further study after their training. Achievement of the initial main reason may not therefore be a reliable indicator of effectiveness when considered independently of other data. However, 71.1% of those graduates who undertook training for employment related reasons and who were employed after training felt that they had received a job-related benefit.

Graduate Destination (Effectiveness Indicator)

The proportion of graduates in employment is a performance indicator, as at 29 May 2009, which shows the extent to which Central TAFE is providing relevant and quality training that improves student employability.

	Employed					
	Actual 2005	Actual 2006	Actual 2007	Actual 2008	Actual 2009	Target 2009
Central TAFE	77.1%	76.4%	79.7%	n.a.	70.9%	80.0%
Western Australia	78.3%	79.9%	83.0%	n.a.	78.0%	n.a.
Australia	78.5%	79.0%	80.2%	n.a.	77.1%	n.a.

	Unemployed					
	Actual 2005	Actual 2006	Actual 2007	Actual 2008	Actual 2009	Target 2009
Central TAFE	9.0%	7.8%	7.3%	n.a.	13.5%	7.0%
Western Australia	8.7%	7.4%	6.2%	n.a.	10.1%	n.a.
Australia	10.1%	10.0%	9.2%	n.a.	11.3%	n.a.

	Not in Labour Force					
	Actual 2005	Actual 2006	Actual 2007	Actual 2008	Actual 2009	Target 2009
Central TAFE	13.5%	15.7%	12.8%	n.a.	15.5%	13.0%
Western Australia	12.6%	12.2%	10.6%	n.a.	11.8%	n.a.
Australia	10.9%	10.5%	10.2%	n.a.	11.1%	n.a.

Notes (for Graduate Destination):

- a. **Source:** 2009 Student Outcome Survey, National Centre for Vocational Education Research (NCVER).
- b. **Derivation:** Graduate labour force status was derived according to the standard definitions of the Australian Bureau of Statistics of employed, unemployed and not in the labour force.
- c. **Comment:** Central, with its comparatively strong focus on higher level qualifications has the lowest proportion of students undertaking traineeships and apprenticeships: Central (11.9%); WA TAFE (23.3%) and Australia TAFE (21.6%). Graduate employment figures after exclusion of traineeships and apprenticeship.

PRICING POLICY

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

Included in the 2009 Fees and Charges Policy is the application of statutory fees and charges in Schedule 1 of the Policy, of College fees and charges in Schedule 2 of the Policy and of Resource Fees in Schedule 3. In 2009, Central TAFE's fees and charges were increased by 3.25% which was applied in accordance with the Policy Guidelines for Publicly Funded Registered Training Organisations

MAJOR CAPITAL PROJECTS

Uncompleted Projects

Capital project	Expected completion date	Total cost	Cost variation
Staff and delivery spaces at East Perth campus	February 2010	\$300,000	n.a.
Master plan of Perth campus	April 2010	\$45,000	n.a.
Better TAFE Facilities Maintenance Project at Perth and Leederville campuses	June 2010	\$2,000,000	n.a.
30 Aberdeen Street	October 2010	\$59,500,000	\$1.9m shortfall in information technology and audiovisual budget

Completed Projects

Project	Budget	Cost variation
Refurbishment of student services at Perth campus	\$1,100,000	n.a.
Refurbishments and capital works to enable relocation of programs and staff at Perth, East Perth and Leederville campuses	\$380,000	n.a.
Refurbishment of facilities for Art, Design and Media at Perth campus	\$315,000	n.a.

EMPLOYEES

Summary of Employees by Category

Staff Category	2009	2008
Number of permanent, contract staff	987	922
Number of casual staff	354	326
Percentage of full-time staff (permanent and contract)	70%	69%
Percentage of part-time staff (permanent and contract)	30%	31%
Percentage of male staff (permanent and contract)	38.5%	38%
Percentage of female staff (permanent and contract)	61.5%	62%
Percentage of academic staff (permanent and contract)	56.5%	55%
Percentage of Academic support staff (permanent and contract)	43.5%	45%
Percentage of staff with a disability (permanent and contract)	2%	2%
Percentage of Indigenous staff (permanent and contract)	1.4%	1%
Percentage of staff from an ethnic background (permanent and contract)	37%	9%
Percentage of staff under 25 years of age (permanent and contract)	4%	4%

INDUSTRIAL RELATIONS

- No matters were heard before the Industrial Commission during 2009;
- Flexible Hours Arrangements were introduced in line with the Lecturers Agreement;
- One individual dispute was lodged under the dispute resolution procedure pursuant to the Lecturers Agreement 2008 and to date has not been finalised.

DECLARATION OF INTERESTS

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

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

PUBLIC LIABILITY INSURANCE

Central TAFE has paid \$16,742 for Directors and Officers Liability Insurance to indemnify any director (as defined in Part 3 of the Statutory Corporations (Liability of Directors) Act 1996) against a liability incurred under sections 13 or 14 of the Statutory Corporations (Liability of Directors) Act 1996.

LEGISLATIVE ENVIRONMENT

Central TAFE complies with the following relevant legislation:

Archive Act 1983, Commonwealth
Classification Enforcement Act 1996
Commercial Tenancy (Retail Shops) Agreements Act 1985
Copyright Act 1968, Commonwealth
Corruption and Crime Commission Act 2003
Disability Services Act 1993
Education Service Providers (Full Fee Overseas Students) Registration Act 1991
Education Services for Overseas Students Act 2000, Commonwealth
Electoral Act 1907
Equal Opportunity Act 1984
Financial Management Act 2006
Freedom of Information Act 1992
Government Employees Superannuation Act 1987
Higher Education Support Act 2003, Commonwealth
Income Tax Assessment Act 1997
Industrial Relations Act 1979
Industrial Training Act 1975
Library Board of Western Australia Act 1951
Minimum Conditions of Employment Act 1993
Occupational Safety and Health Act 1984
Privacy Act 1988, Commonwealth
Public Interest Disclosure Act 2003
Public Sector Management Act 1994
Spam Act 2003, Commonwealth
State Records Act 2000
State Supply Commission Act 1991
Statutory Corporations (Liability of Directors) Act 1996
Vocational Education and Training Act 1996
Workers' Compensation and Injury Management Act 1981
Working with Children (Criminal Record Checking) Act 2004
Workplace Relations Act 1996, Commonwealth

ADVERTISING

In accordance with Section 175ZE of the *Electoral Act 1907*, the following is a statement for all expenditure incurred by Central TAFE during 2009 in relation to advertising, market research, polling, direct mail and media advertising organisations:

1. The total expenditure for 2009 was \$252,161.60
2. Expenditure was incurred in the following areas:

Advertising agencies	\$21,164.00	-	Gatecrasher	\$21,164.00
Media advertising organisations	\$159,028.47	-	Media Decisions	\$114,711.24
			Mitchell Media	\$18,106.48
			Marketforce	\$14,265.47
			Adcorp	\$11,945.28
Online/Web Development	\$71,969.13	-	Vivid Group	\$62,221.50
			Longtail	\$9,747.63
Market research organisations	Nil			
Polling organisations	Nil			
Direct mail organisations	Nil			

DISABILITY ACCESS AND INCLUSION PLAN OUTCOMES

Central TAFE is continually striving to ensure that all students have appropriate access to all of the College facilities and services and are provided with the opportunity to fully participate in all aspects of the College. The Student Support Access and Equity (SSAE) Steering Committee has been set up to monitor and evaluate progress against the College's Disability Access and Inclusion (DAIP) implementation Plan. Listed below against the six DAIP desired outcomes are some of the initiatives undertaken in 2009:

1. People with disabilities have the same opportunities as other people to access the services of, and any events organised by Central TAFE. This resulted in the:
 - Improvement of knowledge of services for students with disabilities.
 - Development of a new information brochure on Disability Services for students.
 - Streamlining of enrolment and withdrawal from studies.
 - Development of enhanced feedback processes in all aspects of training.
 - Streamlining College procedures for students in need of academic support to ensure timely and relevant support.
 - Introduction of an Access and Equity scholarship for 2010.
2. People with disabilities have the same opportunities as other people to access buildings and other facilities of Central TAFE including:
 - Incorporating accessibility to all facilities in new buildings and renovations to other campuses.
 - Reviewing internal and external signage.
 - Consulting with the Disability Services Coordinator on all minor capital works programs.
 - Developing an enhanced database for recordkeeping and tracking.
 - Researching new technologies such as Microsoft Vista suite.

- Upgrading the loan system for students which utilises specialised equipment.
3. People with disabilities receive information from Central TAFE in a format that will enable them to access the information as readily as other people are able to access it. This includes:
 - Developing and maintaining an accessible website which complies with W3C web content accessibility guidelines.
 - Providing all information in regard to Central TAFE including course information in alternative formats such as Braille, audio, electronic format and large print.
 - Improving the format of course information by placing content on CD's for students.
 - Introducing new information boards.
 - Upgrading the Access and Equity webpage on Central's website.
 4. People with disabilities receive the same level and quality of service from the staff of Central TAFE as other people receive from the staff of Central through:
 - Increasing staff awareness of the DAIP and support services available to students by providing ongoing staff professional development on disability awareness as well as publishing disability services articles on the Access and Equity Support Services website.
 - Increasing awareness of the DAIP by providing staff with a copy of the plan on CentralNet and at staff induction sessions.
 - Producing a promotional flyer summarising the objectives of the DAIP and distributing at large College events.
 - Distributing the Reasonable Adjustment booklet to all study areas to encourage and educate staff to develop and use more flexible delivery strategies and alternative assessment.
 - Providing ongoing liaison with staff as to the technologies available to improve learning outcomes.
 - Investigating assistive technologies that aid curriculum and learning outcomes made available to students.
 - Ensuring all College priorities address access and equity to comply with DAIP.
 - Ensuring all Central contractors and agents are aware of their obligations and responsibilities to people with disabilities by including a clause in all contracts and agreements.
 5. People with disabilities have the same opportunities as other people to make complaints at Central TAFE. This includes:
 - Ensuring that the Central TAFE Customer Complaint process is accessible for any student wishing to raise an issue with the College. The College's complaint procedure allows for multiple formats in which students are able to lodge a complaint including verbally, electronically or hard copy.
 6. People with disabilities have the same opportunities as other people to participate in any public consultation at Central TAFE by:
 - Any public consultation undertaken by Central TAFE is extended to the wider West Australian community. Representatives from the Disability Services Commission as well as members of the general community who have a disability are invited to provide comment.

COMPLIANCE WITH PUBLIC SECTOR STANDARDS (PSS) AND ETHICAL CODES

Human Resource Management Standards

During 2009, Human Resources continued to give attention to early intervention on workplace issues to minimise or prevent grievances becoming formal.

Breach claims against the Public Sector Standards in Human Resource Management lodged under the Public Sector Management (Breaches of Public Sector Standards) Procedures 2005 at Central during 2009 were:

Standard	Outcome	Action(s)
Recruitment, Appointment & Selection	Dismissed by OPSSC	NFA
Recruitment, Appointment & Selection	Withdrawn by claimant	NFA

Codes of Ethics and Codes of Conduct (Ethical Codes)

In 2008 the Staff Code of Conduct was revitalised to better capture our values and expected behaviours in a concise format suitable for easy use and reference. In 2009 Central TAFE built on changes made to the Staff Code of Conduct with other HR initiatives that also promote College values and performance expectations:

- Capability Profiles – developed for both government officers and academic staff, the profiles detail the required leadership qualities that need to be present in our everyday activities;
- Recruitment documents (Job Descriptions) – redesigning them to focus on College values and performance expectations detailed in the capability profiles; and
- Job advertisements - redesigning them to focus on the value framework the College is seeking in job candidates.

RECORDKEEPING PLAN

Central TAFE operates within a sector wide Recordkeeping Plan (RKP) that was endorsed by the State Records Office in 2004. Following an internal audit conducted in 2008, steps were undertaken to address issues identified in respect to some moderate and minor instances of non-compliance:

- Continued promotion of ongoing scheduled training programs by way of the Professional Development GOLD Calendar. Additional onsite support is provided to all staff.
- Relevant policy and procedures were amended to ensure efficient destruction of records in accordance with the General Disposal Authorities issued by the State Records Office.
- The College's records management policy and procedures were reviewed throughout the year to ensure compliance with legislative requirements.

No audit was conducted in 2009.

Implications of Training WA

Training WA outlines the direction for the State's vocational training system from 2009 to 2018. The plan aims to increase participation in training as well as increase skills development for new and existing workers by way of six strategies:

- A skilled workforce;
- A contemporary apprenticeship and traineeship system;
- Individual participation in training;
- Support for regional communities;
- A vibrant and diverse training market; and
- Training system capability and capacity.

Training WA's vision is for a flexible and innovative training system which provides the skills required for people to realise their potential. For each strategy, Training WA outlines a number of key programs together with deliverables or outcomes to be achieved. The outcomes in Training WA assisted in the development of Central's strategic and business plans and has set clear guidelines and targets for the College's delivery and performance to meet the future needs of the workforce and industry.

Training WA highlighted the need for a more vibrant and diverse training market in Western Australia that promotes creativity, enterprise and incentive. One of the major deliverables was to increase the proportion of training delivery allocated through competitive processes to 50% by 2012. Consistent with the Minister's priorities, TAFE Colleges were given greater independence to compete effectively in this competitive training market. It was crucial that Central developed its own strong and unique identity to differentiate itself from other public and private training providers. Following consultation with key College stakeholders, Central's Governing Council endorsed a new name and identity for the College effective from 1 January 2010.

CORRUPTION PREVENTION

An internal audit on corruption prevention and conflict of interest was conducted in 2009. Central TAFE is currently implementing the recommendations from this review. A comprehensive review of public sector integrity information on the staff intranet site is planned for 2010.

Accountable and Ethical Decision Making training was delivered to all staff in 2009.

We currently comply with the mandatory reporting of suspected breaches of conduct to the Standards and Integrity Department.

OCCUPATIONAL SAFETY, HEALTH AND INJURY MANAGEMENT

Central TAFE is committed to the safety and health of staff, students and contractors. A range of measures are in place to achieve a safe workplace and to ensure the College is compliant with legislative requirements.

The strategic goals for Central TAFE in 2009 included:

- Making safety a shared responsibility– *an issue for everyone, everyday and everywhere*.
- Creating and supporting a positive safety culture, and encouraging staff involvement with safety issues.
- Providing appropriate levels of executive ownership, strategic management and involvement in occupational safety and health.
- Reducing the complexity of occupational safety and health.
- Focusing on higher risk areas.

Occupational safety and health initiatives at Central TAFE in 2008-09 included:

- Continuing to implement recommendations of the Hogbin Report which identified the need for a significant cultural change in how we managed safety at the College.
- Consolidating and simplifying occupational safety and health policies, plans and guidelines.
- Reviewing personal safety and security arrangements to address the findings of the staff survey on '*Workplace Violence, Aggression and Bullying*', which resulted in the development and implementation of the "SOLVEIT" program.
- Provision of annual influenza inoculations and a targeted prevention program for the prevention of swine influenza A (H1N1).
- Occupational safety and health training for senior managers, safety and health representatives, first aiders, grievance officers and wardens.

Central TAFE has a two-tier system of consultation, a Strategic Occupational Safety and Health and 5 operational safety committees representing all of the College's campuses.

The Strategic Occupational Safety and Health Committee meets quarterly to set strategic occupational safety and health directions, formulate, approve and report corporate occupational safety, health and injury management programs, training, occupational safety and health performance/measures, policies and procedures.

Central's Occupational Safety, Health and Injury Management Plan is the mechanism by which the Committee develops, reviews and assesses Central's corporate performance against objectives in the plan and makes recommendations to Executive on performance.

The 5 Occupational Safety and Health Committees meet regularly to discuss and resolve occupational safety and health issues, review hazard and incident reports, and review progress against Central's Occupational Safety and Health Improvement Plan.

Central has in place a documented injury management system in accordance with the *Workers' Compensation and Injury Management Act 1981* and is made readily available to employees via hardcopy and online on Central's Intranet. Injury prevention and injury management continues to be a focus for the College.

Employees who are injured are supported by Central's injury management coordinator and team from the Employee Support Bureau at the Department of Education and Training Shared Service Centre, in accordance with the *Workers' Compensation and Injury Management Act 1981*.

Central has a general Occupational Safety and Health policy, supported by other policies in relation to occupational safety and health systems, hazards, injury management and workers compensation. The policies are regularly monitored by the relevant committees and reviewed bi-annually by the Strategic Occupational Safety and Health Committee.

Occupational safety, health and injury management targets are included in each annual occupational safety and health strategy. Changes to policy are communicated to all occupational safety and health committee chairpersons, occupational safety and health representatives and relevant managers immediately after each policy committee meeting. All policies are available on the department's Intranet site. All new staff members are made aware of the location of policies and other occupational safety and health information at their corporate induction.

In 2009, 2 independent internal reviews of compliance and capability were conducted. The first of these reviews examined the occupational safety and health framework and recommended that Central reduce the framework's complexity and reposition occupational safety and health. This will be a focus in 2010.

The second review was conducted in April 2008 at the Mount Lawley and East Perth sites using an externally accredited assessor from the Department of Education and Training Shared Services Centre. The Mount Lawley campus achieved a performance score of 80 per cent plus for each indicator. This score meets the Gold Certificate of performance for occupational safety and health management systems.

Central's workers compensation and injury management statistics reflect Central's commitment to injury prevention and management:

Indicator	Target	2009	2008	2007
Number of fatalities	0	0	0	0
Lost time injury/disease (LTI/D) incidence rate	0 or 10% reduction on the previous year	0.54	n.a.	n.a.
Lost time injury severity rate	0 or 10% improvement on the previous year	12.50	33.33	50.00
Percentage of injured workers returned to work within 28 weeks	Actual percentage result to be reported	100%	n.a.	n.a.
Percentage of managers trained in occupational safety, health and injury management responsibilities	Greater than or equal to 50%	28%	n.a.	n.a.

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