



Annual Report 2016

Statement of Compliance

Hon. Liza Harvey MLA
Deputy Premier; Minister for Police; Road Safety; Training and Workforce Development;
Women's Interests
11th Floor, Dumas House
2 Havelock Street
West Perth WA 6005

Dear Minister

Statement of Compliance for 11 April to 31 December 2016

In accordance with Section 61 of the Financial Management Act 2006 and Section 54 of the Vocational Education and Training Act 1996, I hereby submit for your information and presentation to Parliament the annual report of South Regional TAFE for 11 April to 31 December 2016.

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

Yours sincerely



Prof. Bryant Stokes
Chair
Governing Council

10 February 2017



Duncan Anderson
Managing Director
South Regional TAFE

10 February 2017

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Section 1 – Overview of Agency

Executive Summary

Governing Council Chair's report



On behalf of the Governing Council, I am pleased to present the inaugural Annual Report for South Regional TAFE.

The Training Sector Reform Project identified 21 recommendations, the first being to establish two colleges in Metropolitan Perth and three in regional Western Australia. South Regional TAFE was formed from the Narrogin campus of the former CY O'Connor Institute, the Esperance campus of the former Kalgoorlie Goldfields Institute of Technology, the former Great Southern Institute of Technology and the former South West Institute of Technology.

South Regional TAFE covers approximately 196,600 square kilometres with campuses in 12 regional centres. This includes the cities of Bunbury, Albany and Busselton.

In striving to achieve the recommendations of the Training Sector Reform Project, the college has established a sound governance framework. Council oversees two sub-committees – Finance Audit and Risk, and Planning, Marketing and Business Development. These committees have enabled Council to maintain oversight of the college by providing considered and informed recommendations on a wide variety of issues.

Recognising the challenges associated with bringing together four organisational cultures, Council maintained regular meetings to provide strategic leadership in this critical area. Meetings were held at campus locations requiring many Council members to travel vast distances. I would like to take this opportunity to thank all members of Council for their personal commitment to South Regional TAFE and recognise their time away from family and work to participate in Governing Council meetings. Council also maximised the use of technology where possible, conducting sub-committee and Council meetings by teleconference.

I am pleased to present the audited financial results for South Regional TAFE. These results show that in a tumultuous year, the college has well-established management strategies resulting in a small operating surplus. The college made significant headway in reviewing fixed cost structures maximising a 'whole-of-college' approach where possible. Combined with strict management of the college workforce, South Regional TAFE has established a positive financial management benchmark.

The State Government has recognised the need for new training facilities in Esperance. This commitment will result in new, industry-relevant facilities that will allow students and staff to access a state-of-the-art training environment in regional Western Australia. Council looks forward to seeing the project progress in 2017 and remains committed to ensuring the needs of local industry are foremost in the planning phase.

Council recognises the continued commitment of industry during this challenging period for the college. South Regional TAFE is committed to strengthening already outstanding relationships with industry through a comprehensive engagement strategy. This strategy will empower industry to drive skills outcomes for the

workforce of the future. The college remains committed to an industry-led model of training delivery and looks forward to exciting initiatives in 2017.

A highlight of 2016 has been the outstanding effort of the staff of South Regional TAFE. Their collective efforts have ensured that training delivered remains industry leading and that students across the college are provided with excellent support. This has occurred in a rapidly changing environment and it is a direct reflection on the outstanding professional commitment by all staff in the organisation. On behalf of the Governing Council, I would like to recognise and thank the staff of South Regional TAFE for their outstanding efforts in 2016.

2016 was a challenging year with great progress made towards the recommendations of the Training Sector Reform Project. Council has embraced the theme of collaboration across the sector, however recognises the significant shift in organisational culture needed to achieve this. Great strides have been made to set the foundations for a progressive, collaborative and innovative organisational culture supported by sound organisational governance. As such, Council will be focussed on ensuring these pillars are built on in a systematic and considered fashion in 2017.



Prof. Bryant Stokes
Chair
Governing Council

Managing Director's report



South Regional TAFE was established on 11 April 2016 as a result of the State Government's Training Sector Reform Project. Accordingly, this Annual Report details performance of the college from April to December.

The college was formed through the amalgamation of South West Institute of Technology, Great Southern Institute of Technology, the Narrogin campus of CY O'Connor Institute and the Esperance campus of Goldfields Institute.

This new entity encompasses 12 campuses, distributed across an area of approximately 196,600 sq km. These are:

- Albany
- Bunbury
- Busselton
- Collie
- Denmark
- Esperance
- Harvey
- Katanning
- Manjimup
- Margaret River
- Mt Barker
- Narrogin

In addition, the college supports delivery of agricultural courses at Muresk Institute in Northam.

The reform has given the college an opportunity to restructure and streamline business operations and benefit from a greater pool of expertise and resources while diversifying training programs.

The new structure has necessitated a review of business operations, which led to the introduction of communities of practice across the college, and the appointment of training managers, who drive the formation of partnerships with industry and respond to – and anticipate – market demands with appropriate training.

The new business model is enabling the college to influence training and workforce development in the regions it serves, to skill people for real employment opportunities and increase enrolment numbers.

As the structure becomes established, the corporate cultural foundations laid in the early months of the reform will stand the organisation in good stead for building a strong, knowledgeable staff base and delivering appropriate training with employment-based outcomes in the coming years.

I am indebted to staff across the entire college for their resilience and dedication to providing a high-quality learning experience for students while dealing with the inevitable challenges of the structural change. Ongoing professional development programs enhance staff knowledge and strengthen relationships between colleagues and with the student cohort, promoting training opportunities and encouraging completion and high achievement.

The high regard in which lecturing staff are held by the student body is evident in the results of the Student Satisfaction Survey carried out by Patterson Research Group. Of those surveyed, 89.7 per cent of South Regional TAFE students were satisfied or very satisfied with their learning experience. This was higher than the State average of 88.9 per cent.

Course information and marketing activities have been facilitated through a network driven primarily by a new website, and the imminent rollout of a new intranet will streamline the flow of information between staff members.

While the college prides itself on the quality of facilities for students, necessary upgrades completed in 2016 included the renovation of the hair and beauty salon at the Albany campus. This was completed at a cost of \$840,000, of which \$600,000 was from the Department of Training and Workforce Development and the remainder from college reserves.

In December, the Hon. Liza Harvey, Minister for Training and Workforce Development, announced funding of \$17.85 million for the redevelopment of the Esperance campus. When completed, the new facility will be just reward for the manager and staff who have persevered and continued to deliver high-quality training in the current ageing buildings.

Student achievement was a source of pride for the college, with the following excellent accomplishments recognised at a high level.

- Former Bunbury commercial cookery student Louise Brookes was named Vocational Student of the Year at the 2016 WA Training Awards.
- Cabinetmaking apprentice Nicholas Johnston (Bunbury) won a gold medal at the WorldSkills Australia National competition in Melbourne.
- Bunbury-based cookery student Sallie Brittain and hairdressing student Sarah Tassone won bronze medals at WorldSkills in Melbourne.

- Esperance student Tate Bertola won the Beazley Medal for Vocational Education and Training in 2016. Tate, a student of the Certificate II in Automotive Servicing Technology through the VETiS program at Esperance Senior High School, also achieved a VET exhibition and VET Certificate of Excellence in Automotive, Engineering and Logistics.

I congratulate these students and also their lecturers, who gave their time and significant efforts to mentor and nurture them during their studies and outside curriculum hours.

My thanks also go to industry players in organisations and businesses which support our staff and students and help to boost the value of TAFE training with industry knowledge and expertise to complement that of lecturers.

Finally, I send my sincere thanks to Governing Council Chair Prof. Bryant Stokes, Deputy Chair Scott Leary and the members for sharing their considerable experience to benefit the organisation and help guide it to a new era.



Duncan Anderson
Managing Director
South Regional TAFE

Performance management framework

The performance management framework ensures that Government goals are supported at agency level by specific desired outcomes, and that the college can align and measure performance against these goals.

Skilling WA is the whole-of-government response to workforce development issues in Western Australia. Embedded within *Skilling WA* is the Government’s 10-year plan for the training sector, *Training WA*.

The college’s former Strategic Plans (GSIT 2013-2015 and SWIT 2014-2016) align to the State Government’s *Training WA* goals.

College outcomes reflect the priorities of *Training WA* and are assessed by key performance indicators in both the Managing Director’s Management Performance Agreement, and the annual Delivery and Performance Agreement negotiated with the VET (WA) Ministerial Corporation.

The college is committed to good governance, embracing the Governance Framework for State Training Providers, and risk management, which is integral through ongoing business planning.

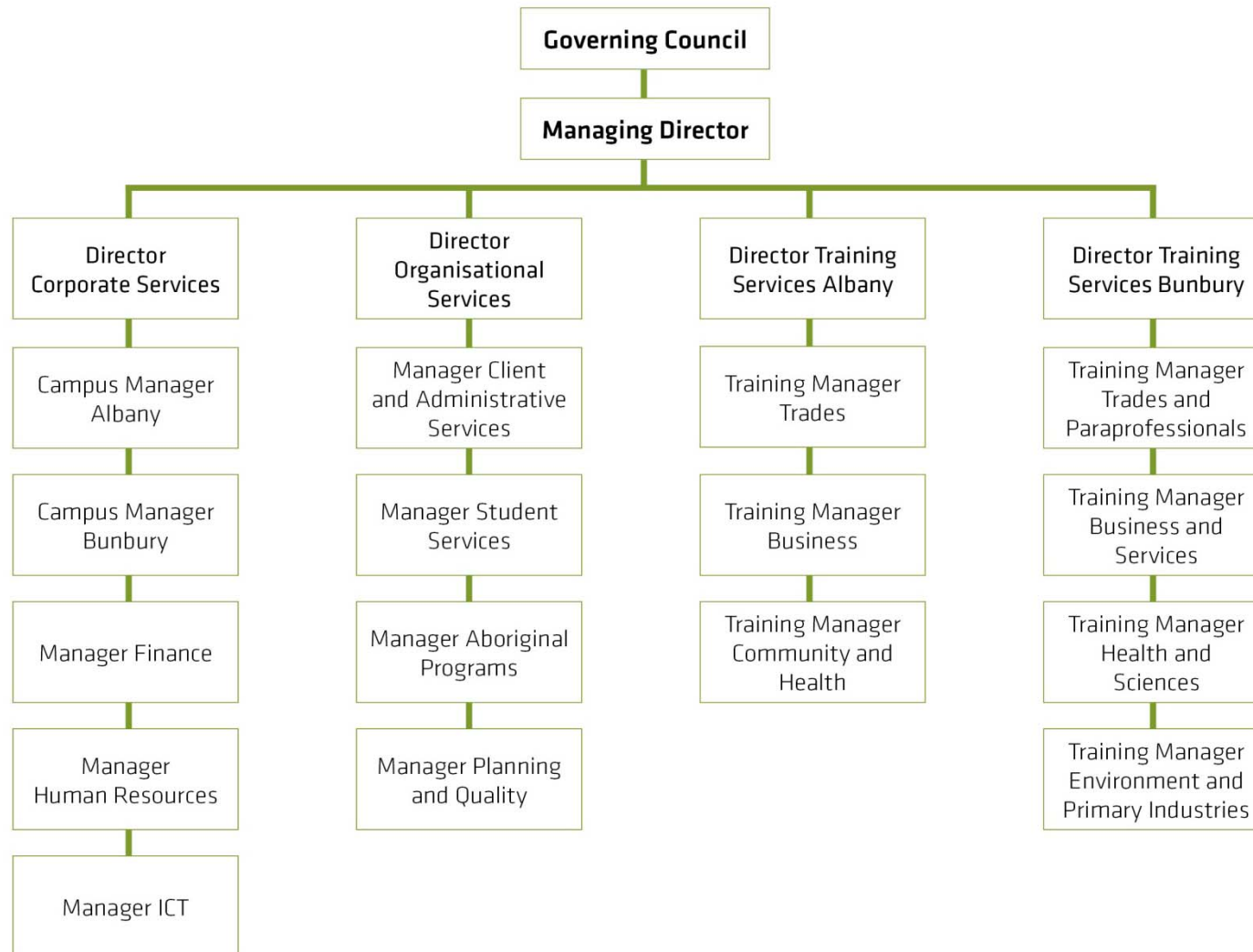
In May 2009, the State Government released the *Training WA: Planning for the Future 2009-2018* publication, which provided a clear blueprint for training providers in setting goals and identifying key deliverables for 2009 and beyond. This formed the basis of our reporting framework in 2016.



Medal winners and their trainers celebrate their success after the WorldSkills national finals in Melbourne.

Operational structure

11 April to 31 December



Section 2 – Agency Performance

Operational overview

South Regional TAFE services the training needs of people in communities across the South West and Great Southern regions of Western Australia.

It was established in April 2016 with the amalgamation of the South West Institute of Technology, Great Southern Institute of Technology, the Esperance campus of Goldfields Institute and the Narrogin campus of CY O'Connor Institute.

Its network of campuses covers an area of approximately 196,600 sq km in:

- Albany
- Bunbury
- Busselton
- Collie
- Denmark
- Esperance
- Harvey
- Katanning
- Manjimup
- Margaret River
- Mount Barker
- Narrogin

The college delivers qualifications from Certificate I to Advanced Diploma, and provides the expertise, resources and facilities to offer high-quality vocational education and training to individuals and businesses. It delivers on campus, online, in the workplace, and at community resource centres and high schools.

The college currently has 370 qualifications, 24 accredited courses and 20 units of competency on its scope of delivery with the Training Accreditation Council of Western Australia.

In addition to delivery under profile, the college offers articulated pathways to university, apprenticeships and traineeship training and workforce training and assessment.

South Regional TAFE is contracted by the Department of Training and Workforce Development to deliver state-funded training through a Delivery and Performance Agreement between the Minister for Training and Workforce Development and South Regional TAFE.



Year 9 high school students learnt the finer points of tiling in a series of Try A Trade classes at the Albany campus.

Performance measures

South Regional TAFE provides services to a wide range of stakeholders across the South West and Great Southern regions and uses a range of demographic-based performance indicators to monitor service distribution, based upon the 2009 Australian Bureau of Statistics (ABS) population data.

The college has provided services to its community relative to its target market; 15-64 year olds who are eligible for the workforce, with particular attention to the inclusion of youth and the Indigenous community.

Priority Areas	Measure	2016 Initial Target	2016 Achieved	% Achieved
Employment Based Training	SCH	516,867	425,661	82%
Priority Industry Training	SCH	594,627	617,973	104%
General Industry Training	SCH	1,424,162	1,211,268	85%
Foundation Skills and General Education	SCH	250,766	248,388	99%
Certificate IV and above	SCH	801,029	709,596	89%
15-24 Year olds	SCH	1,462,479	1,315,362	90%
Indigenous Certificate II and above	Qualification completion HC	132	120	91%
Disability Certificate II and above	Qualification completion HC	216	259	120%

Performance management

In line with the State Government’s Training Sector Reform Project, South Regional TAFE was established in April 2016. In combining campuses from the former South West Institute of Technology, Great Southern Institute of Technology, Goldfields Institute and CY O’Connor Institute, South Regional TAFE is the largest State Government provider of vocational education and training in the South West and Great Southern regions of the State and is well positioned to explore opportunities presented by this significant increase in scale.

Delivery

The former South West and Great Southern Institutes began 2016 with individual Delivery and Performance Agreements (DPAs) which were amalgamated on 11 April, providing a combined delivery target of 2,786,422 student curriculum hours (SCH). This was renegotiated in September 2016 to align targets with local demands. The bottom line DPA figure was amended to 2,603,877 student curriculum hours. The college delivered a total of 2,503,290 SCH.

Student Profile 2016

Total course enrolments	14,815
Total students	10,549
Female students	45.51%
Male students	54.45%
Students identified as Aboriginal or Torres Strait Islander	4.82%
Students reporting disability	8.47%
Median age	27

Age Group	% of students
Under 25 years	46.22
25 to 45 years	32.76
46 and over	21.02

Delivery level	% of students
Diploma and above	4.66
Certificate IV	11.27
Certificate III	38.47
Certificate II	26.37
Certificate I	6.73

Literacy and numeracy

South Regional TAFE is committed to supporting the literacy and numeracy needs of students to ensure they are able to:

- Increase overall completion rates
- Work safely and effectively within chosen industry areas
- Become positive role models for the community and future students.

In 2016, the college continued supporting the management of language, literacy and numeracy (LLN) across all campuses and introduced a more effective online indicator and screening tool. During this time, a wide range of vocational staff were trained to underpin this initiative to increase our support base and ensure that students were receiving industry specific LLN support.

Over several years of standardised testing and LLN in-class support, the student retention and completion rates have increased in both Industry Based Training (IBT) and Employment Based Training (EBT) areas. In 2016, South Regional TAFE achieved a standardised literacy and numeracy support program across all campuses and will continue to build on this program into 2017.

Reports

Directorate reports

Corporate Services

Role and function

The corporate services functions which support the college’s operations are delivered by the Directorate of Corporate Services. This directorate provides the financial, human resources,

information technology, infrastructure and facilities management functions of the college.

Major achievements

All outcomes have been achieved for the directorate with the following representing the major achievements for each business unit.

Finance

All financial targets were achieved during the year. A major upgrade of the general ledger software program was introduced without any significant incidents.

Facilities, capital works and minor works

The Learning Resource Centre at the Albany campus received a major upgrade at a cost of \$1.25 million. This facility was officially opened in March. The campus in Mount Barker was relocated at a cost of \$250,000. The Albany campus received upgrades for asbestos removal and general maintenance work to buildings and surrounds. Also at the Albany campus, infrastructure for earthmoving training was introduced, and planning began on upgrades to the hairdressing and beauty salons, which were completed for Semester 2.

Information and communication technology

The upgrading of ICT systems continued with projects including the introduction of 'single sign-on' credentials across a range of software systems, the upgrading of system security and enhanced student access to ICT facilities.

A new website was launched, introducing additional information with a contemporary look. Work is underway on a new intranet platform to assist information flow within the organisation.

Planning has been undertaken to introduce new scheduling software. This is anticipated to generate efficiencies in timetabling and use of resources.



South Regional TAFE Access and Participation Lecturer Nola Cigulev with visiting Japanese students at the Bunbury campus.

Human resources

A second round of the State Government's Voluntary Severance Scheme resulted in nine staff members accepting voluntary severances and two additional employees accepted voluntary severances funded by the college.

Workplace health and safety has been an ongoing priority and emergency planning has been reviewed with routine drills being conducted during the year. Workers' compensation claims were reduced from the preceding year and the reduction in the college's

workers' compensation premiums reflected the improved OSH record.

Organisational Services

Planning and Quality

This division plays a key role in supporting the college's planning and reporting cycles, and ensuring the college complies with its legislative and regulatory requirements. It is also responsible for developing, implementing and supporting the college's continuous improvement strategies to ensure business support functions are effective, efficient and productive.

The division delivers a service by setting the policies and processes that support the planning, management, monitoring and auditing of student data, enrolments and feedback processes. Management of these processes contributes to improved training outcomes for students and reports on the integrity of qualifications, resulting, certification and compliance.

Course Information Services

Course Information Services (CIS) manages client course and career enquiries via the college's website, phone, email and face to face.

Course Information staff support the full-time study application process through State Training Admissions (Training Admissions System) and assist prospective students to submit their applications.

Staff consult with lecturing staff regarding suitability, study options and delivery modes to meet prospective clients' career aspirations and individual needs.

CIS also provides an outreach service specifically engaging with school students and their parents, employment services and the local community.

The Course Information team managed two intakes for 2016/2017, one intake in May and the other from September to December. The mid-semester intake was successful, with applicant numbers comparable to the previous mid-year intake. However, the September intake was highly successful with a 30 per cent increase in applications. This was the first intake where the TAFE admissions process utilised OLN and NAPLAN results that current school students undertake as part of their completion of schooling to assist them in meeting entrance requirements.

New Website

South Regional TAFE's new website was launched in September 2016 following a four-month collaborative development project by a working group that included representatives from each of the five new colleges and the Department of Training and Workforce Development.

The five new websites share identical management capabilities and appearances. Their look and function are based on the TafeChoices advertising campaign's website, with prospective students' user experience and course search methods given high priority.

The new website plays a key role in promoting the full suite of training options and being a repository for essential information for future and current students.

CIS in Bunbury has become the final link to publishing and updating all course information on the website, while the college's

Communications Coordinator in Albany has taken the lead of marketing efforts to publish all other content including campus information, news articles and governance requirements.

International Students

The college enrolled 92 international students during 2016 at the Albany, Bunbury, Busselton and Margaret River campuses. Seventeen students studied the Certificates III and IV in Commercial Cookery at the Margaret River campus. Students originated from 25 countries and studied qualifications in accounting, commercial cookery, community services, early education and childcare, hospitality, horticulture, information technology, nursing, surveying, spoken and written English and wine industry operations.

Our international students received a comprehensive orientation at the beginning of each semester and were provided with ongoing support throughout the year.

South Regional TAFE continued providing access to new immigrants of literacy support through the Adult Migrant English Program (AMEP).

Library

South Regional TAFE Library Services cover all 12 campuses and operate from two branches based in Bunbury and Albany, which also coordinate satellite collections at six regional campuses. All campuses access electronic resources the library services provide, as well as hard copy resources by request.

A key priority in 2016 was to continue to increase student access to electronic resources. Outcomes pursued were to ensure a

seamless library experience for all students and staff, where information needs were met regardless of location.

In 2016, the Albany branch successfully provided library services while working from temporary lodgings, as the library building underwent an extensive \$1.1 million dollar refurbishment. New shelving systems, flooring, furniture, and service desk provide an accommodating and aesthetically pleasing space for students to gather and study, easily accessing library resources as well as café facilities.

The Bunbury branch reported an increase in circulation loans of 8.01 per cent in 2016 from 2015 and its digital literacy strategy was focused at college lecturing staff with training sessions during their professional development program throughout the year. All attending staff received training in how to study and research using best practice online educational resources and were encouraged to pass this information to their students.

Digital literacy sessions for staff delivered at Bunbury, Narrogin, Margaret River and Busselton campuses were well received.

The merge of the library services provided former Great Southern students and staff access to 44 per cent more digital resources – with three ESL databases and the Nursing Made Incredibly Easy ebook package particularly well received.

The South Regional TAFE library negotiated a campus-wide subscription to the renowned Lynda.com product and uptake has been strong since the subscription started. Library staff manage the Lynda.com database, as well as the VELG training membership for all SRT staff. The Kanopy video streaming service was added to the suite of digital training video collections.

This technology allows lecturers to stream video recordings into the classroom for their students. This has allowed greater access and more flexibility to lecturers in planning their delivery.

The Librarian and Library Technician (Bunbury) commenced engagement in the ALMA Project alongside the LRSN and DTWD, in anticipation of a May 2017 implementation. They were also part of the small project team investigating student ID number changes and the library management system for the STP sector.

Collection development practices saw the size of the hard copy collection in Bunbury decrease by 7 per cent alongside the exploration and integration of new digital resources. New spaces incorporated into the Albany branch to enhance collaborative study engagement opportunities for students were well utilised.

Training Services

Trades - Albany

Overview

The Trades portfolio delivers a diverse range of qualifications to a wide range of student groups. These include apprentices and trainees mostly in the traditional trade industries. Apprentice and trainee numbers on average remained strong throughout the year, particularly in the electrical industry.

Achievements

The hairdressing and beauty facility was refurbished to a very high standard at a cost of \$840,000. This upgrade has created a state-of-the-art professional, industry-standard salon spa with general and private treatment rooms with modern equipment. This extra learning and salon space enabled the introduction of a new qualification in Semester 2.

The Trades portfolio achieved 100 per cent profile for 2016, which was achieved through the commitment and professionalism of lecturing and administration staff.

Industry collaborations and partnerships

The Construction Training Fund continued supporting the college with funds to deliver training in pre-apprenticeships to school students and Try A Trade programs across the region.

Membership of the Master Builders Association continued and one senior building and construction lecturer was elected onto the committee.



A student ties up a safety net in a Working Safely at Heights short course at the Albany campus.

The lecturing staff developed strong working relationships with the employers of the apprentices in all classes, and employers were actively involved in training plan negotiations.

VET in Schools

During the year, the Trades Portfolio delivered the largest number of VETiS qualifications since the introduction of school delivery. This included introduction programs and one-off units through to full Certificate II qualifications.

Qualifications delivered include:

- Certificate II in Hairdressing
- Certificate II in Retail, Cosmetics and Makeup
- Certificate II in Building and Construction (Albany and Denmark)
- Certificate II in Hospitality (Denmark)
- Certificate II in Catering Operations (Albany and Denmark)
- Certificate II in Plumbing
- Certificate II in Automotive.

Short Courses include:

- White Card
- Barista.

Short courses delivered

The number of short courses has increased this year with night classes popular with students. The courses delivered include:

- Responsible service of alcohol
- Eyelash extensions (Beauty)
- MIG and TIG welding
- CAD drawing
- Metal machining
- Sewing
- Barista
- White Card.

Awards

In October, Albany Electrotechnology Lecturer Garry Christiansen was a finalist in the Regional Achievement Community Awards, in the category of teaching excellence. Garry's submission detailed a training program and apprentice skills assessment journal he had developed.

In the WA Training Awards, Mount Barker student Mohammad Ali was a finalist in the category of WA School-Based Apprentice of the Year. He has completed his traineeship in building and construction.

Traineeships and apprenticeships

Apprentice and trainee numbers remained stable throughout 2016, with a total of 300 apprentices and 38 trainees, almost identical numbers to the previous year.

Other notable programs or achievements

Delivery of the Diploma of Building (Builders Registration) was redesigned and packaged to support tradespeople in the industry to obtain the qualification enabling them to apply for their registration as a builder. The workshop-style delivery pattern and night support classes brought an increase in student numbers and the course generated interest within the industry. It is encouraging to see tradespeople returning to further study.

Planned activities for 2017

Trades will merge with the Primary Industries portfolio to become Trades and Primary Industries. This portfolio will continue to deliver industry-led qualifications to meet the needs of the region's trades and agricultural sectors.

Community and Health – Albany

Overview

This portfolio focuses on people and communities, skilling students to provide vital services to a growing population and assist in the development of healthy communities.

Its primary role is to provide a diversity of training for individuals and workforce development in the following disciplines:

- Children’s services
- Education support
- Nursing
- Aged care
- Community services – Youth, disability and mental health
- Dental assisting
- Mentoring
- Allied health
- Fitness, sport and recreation

Achievements

Staff liaised with the nursing teams in Bunbury and Narrogin to establish priorities and procedures for communities of practice in 2017.

Industry collaboration and partnerships

Work continued with stakeholders and the WA Country Health Service on the Unregulated Health Care Worker Training Project. This aims to review current Certificate III qualifications in the areas of individual support, allied health assistance and health services assistance, under a three-year project with funding from the Australian Government to examine training requirements and workforce distribution in aged care.

Staff consultation and collaboration with the Great Southern Early Years Network assisted with the development of a regional plan for families and children.

Aboriginal support or activity

A Gaining Access to Training and Employment (GATE) course under the Aboriginal School-Based Traineeship program facilitated study progress for a group of year 10 high school students. Nursing and massage sections participated in a Follow the Dream taster day for Aboriginal students.

Notable student connections with industry or community

Massage students practised at Swim for MS Albany and a cycling event in September, and two former students working as education assistants supported current students on placement.

VET in Schools

Community and Health programs have delivered the following VET in Schools courses in 2016:

- Certificate II in Health Support Services
- Certificate III in Health Services Assistance
- Certificate II in Community Services
- Certificate III in Early Childhood Education and Care
- Certificate III in Education Support
- Certificate II in Sport and Recreation
- First aid short course.

Traineeships

Thirty-five trainees, predominantly in the areas of aged care, disability services, fitness, allied health assistance and community services, included two diploma-level trainees from Christmas Island.

Planned activities for 2017

The section will work with industry to offer a range of short courses tailored to the clients' needs.

A new qualification on scope is the Diploma of Reflexology, for which the section will examine delivery options in Albany and throughout the State. Specialisation workshops for existing workers in the area of allied health assistance will be explored.

Commerce – Albany**Overview**

The Commerce portfolio provides training and workforce development in the following areas:

- Foundation skills
- Literacy and numeracy
- English as another language
- Training and assessment
- Accounting and bookkeeping
- Office administration
- Management and project management
- Work health and safety
- Tourism
- Information technology
- Government
- Design and media
- Music
- Visual art.

The portfolio strategically co-ordinates the VET in Schools programs and delivery for the Department of Corrective Services within the prisons in the Great Southern.

Achievements

Tender programs this year included:

- Adult Migrant English Program (AMEP)
- Skills for Education and Employment (SEE)
- Education and Training Participations Plan (ETPP) Program
- Healthy Computing.

The portfolio saw a significant increase in the delivery of underpinning skills (CAVSS and USIQ) to support successful outcomes in qualifications.

It also saw continual growth and success of the ETPP over the three years of the tender. With committed lecturers and focus on engagement, student enrolments increased by more than 50 per cent, with more than 75 per cent of students transitioning into another TAFE program.

Industry collaboration and partnerships

Close ties have been maintained with the Great Southern Migrant Service, and new arrivals to the region were often brought to the campus by the service's staff.

A partnership with Amity Health and Wanslea has supported a group of Afghani women in Mt Barker to receive child care while learning English.

The portfolio enjoyed strong engagement with organisations and businesses in the areas of:

- Music – as part of an industry reference group
- Arts – through the Vancouver Arts Centre
- Finance – through guest speakers from local firms and class excursions
- Tourism – through Skal International, Albany Heritage Park and the Albany Visitor Centre.

Aboriginal support or activity

Aboriginal students in Katanning took part in a Healthy Computing tender project and in a Certificate I in Gaining Access to Training and Employment program.

Six Katanning students also enrolled in the Certificate I in Tourism – Australian Indigenous Culture.

Notable student connections with industry or community

Certificate II in General Education student Eloise Varga helped promote a concert for youth *Never Mind the Ice, Here Comes the Noise*, with some amazing artwork. The concert was well attended and very successful.

Ieshia Heard was presented the judges’ award and Keisha Watson a highly commended for their artwork in ‘Can you see my mind’ exhibition in the Great Southern.

Certificate II and III in Business and Tourism students assisted in the organisation of the SEGRA Conference held at the Albany Entertainment Centre in October.

Notable employment outcomes

2015 music graduates, Andrea and Dell Fisher of The Outback Gypsies undertook a tour of California and Washington in the USA.

VET in Schools

The Great Southern region of the college achieved 81,393 SCH in 2016, and 563 students attended courses with 184 qualifications issued under an auspice agreement with eight schools in the Great Southern region, 469 students were enrolled and 106 qualifications issued.

Short courses delivered

A range of profile-funded short courses offered for the first time included computing for beginners, introduction to Facebook,

Outlook, Word, Excel, and use of the iPad. A suite of photography courses will be further developed in 2017.

Planned activities for 2017

From Semester 1, the portfolio will deliver the Certificate IV in Work Health and Safety with a new workshop-based approach.

As part of a live works project, information technology students will provide one-on-one and remote support for clients of the City of Albany public library.

Business and IT staff are committee members for the GovHack competition, a national event to be run for the first time in Albany in 2017. This will develop a diverse pool of talent to address local information technology issues.

Primary Industries – Albany

Overview

The portfolio delivers training to individuals and workforce development in the following areas:

- Agriculture
- Aquaculture
- Forestry
- Horticulture
- Organic horticulture
- Laboratory skills
- Shearing
- Shed handling
- Wool classing
- Conservation and land management.

Achievements

The section extended its traditional enrolment boundaries to include Perth-based target areas such as the City of Joondalup for RPL, and Terra Rosa Consulting for Aboriginal site works training. This has proven to be a worthwhile move in terms of repeat business.

Industry collaborations and partnerships

The section formed a very valuable link, covered by an MOU, with Terra Rosa Consulting, an independent Perth-based firm offering courses to Indigenous Australians.

The section acts as the firm's registered training platform in the accredited delivery of conservation and land management courses throughout the State, and it gained exclusive rights to Terra Rosa's professional resource material.

Partnerships were extended with several forestry companies including the Government-operated Forest Products Commission and the privately owned and operated Forest Training Centre – a conglomerate of the many blue gum plantation companies in the Great Southern and South West.

A relationship also continued with Towie Timber Training, a privately run and owned company. All these links with industry are underpinned by MOUs.

Aboriginal support or activity

Meetings have been held with the Badgebup Cultural and Training Hub, Nyabing in an effort to initiate training courses for Indigenous students in conservation and land management.

Notable student connections with industry or community

A joint reclamation project was carried out with the Department of Parks and Wildlife at the coastal Salmon Holes nature reserve and other community reclamation work with the City of Albany at Bluff and Kanga Rocks and Yoorl Park in Lower King, Albany.

Students also engaged in revegetation projects for the Department of Sport and Recreation's Camp Quararup site.

Short courses delivered

The sections offered short courses in chainsaw operation and maintenance, quad bikes, tree felling and chemical short courses. By far the most popular courses were the one and two day suites of chemical courses offered to industry personnel in order for them to apply for the Department of Health's Spraying Contractor licences. The bulk of the enrolments in these courses were from spraying contractors in the forestry and horticulture industries.

Exhibitions or events attended or organised

In October, the section hosted a WA Nursery and Garden Industry event to promote the horticulture industry to the community. The section's horticulture nursery is accredited by this key industry body.

Awards

Forestry Lecturer Andrew Nicholson was a Trainer of the Year finalist in the WA Training Awards.

Traineeships and apprenticeships

The section has witnessed a slight decline in the number of industry based trainees in the wool harvesting areas of the Great Southern. The economic shift within the agriculture sector from sheep to cropping is perhaps the main reason for this.

Other industry areas have been proactive in this market segment, with a slight increase in the number of agricultural trainees being signed up, compared to 2015.

Planned activities for 2017

The WA Nursery and Garden Industry will host its delivery of short courses from the section's horticulture complex in 2017.

Work will continue with the City of Albany, Shire of Jerramungup, Green Skills and Green Army, Pardelup Prison and Badgebup Cultural and Training Hub.

Trades and Paraprofessionals – Bunbury

Achievements

The branch doubled its student intake in Diploma of Building Design and saw a significant increase in painting and decorating apprentices serviced in the South West region. Communications cabling is now included as standard in the electrotechnology apprenticeship.

Industry collaborations and partnerships

Engagement with automotive industry increased the relevance of apprenticeship delivery and increased industry understanding of training package changes.

Acquisition of infrastructure or equipment

Drone technology was introduced for delivery of the Diploma of Surveying and new welding machines were purchased.

In the electrical training room, communications cabling was upgraded.

Awards

Cabinetmaking student Nicholas Johnston was awarded a Gold Medal in the WorldSkills competition in Melbourne.

Traineeships and apprenticeships

2016 saw a significant increase in apprenticeship compliance outcomes.

Planned activities for 2017

Short courses in creative welding and coded welding will be introduced.

Plans will focus on increasing pre-apprenticeship programs across all trades areas.

Health and Sciences – Bunbury

Overview

The portfolio delivers in the following areas:

- Community services
- Disability
- Funeral services
- Education support
- Horticulture
- Nursing
- Early childhood education and care
- Laboratory science
- Land management
- Process plan
- Individual support
- Resources
- Preparation for nursing
- Sport, recreation and fitness

Achievements

The learning area achieved all planned qualifications and delivery targets, and implemented new qualifications within the community services training package in Semester 2.

Industry collaborations and partnerships

Eleven school-based trainees were enrolled in the Certificate II in Sport and Recreation under an agreement with Sports Education and Development Australia (SEDA) and South West-based sports development agencies. All students completed successfully.

As part of the college's partnership with the Australian Funeral Directors' Association, a second group of funeral staff from across

the State completed the RPL process in the Certificate III in Funeral Services. The WA Branch of AFDA and the WA Cemetery Board assisted with the development and addition to scope of the Certificate IV in Funeral Services. Traineeships will start in 2017.

Aboriginal support or activity

Two Aboriginal employees of the South West Catchment Council joined the mainstream part-time Certificate III in Conservation and Land Management class. Traineeship options were investigated but a solution was found that gave them the best employment and skills outcomes and opportunity to interact with other students in this qualification.

Notable student connections with industry or community

Students of the Certificates II and III in Conservation and Land Management assisted the City of Bunbury with three transect surveys of seedlings at Mindalong beach, monitoring the plantings over the year and undertaking minor repairs of facilities.

The students provided dieback protection of 97 banksia and jarrah trees with the assistance of the Friends of Manea Park, and started an eradication program of woody weeds.

Notable employment outcomes

Good numbers of students taking qualifications in individual support, early childhood education and care, nursing and community services found employment or went on to higher education either at the college or at university.

VET in Schools

Offered for Vet in Schools for 2016 were:

- Certificate II in Sport and Recreation
- Certificate II in Outdoor Recreation
- Certificate III in Sport and Recreation
- Certificate II in Community Services (Childcare)
- Certificate II in Conservation and Land Management.



Esperance automotive VETiS student Tate Bertola won the Beazley Medal for vocational studies in 2016.

Short courses delivered

An extensive program of OSH-related training for all college staff was held throughout the year.

Four 'trailer training' programs at Bunbury Regional Prison delivered a range of tickets across various industry areas.

Other short courses included:

- AusChem accreditation
- Operate tractors
- First aid
- Work safely at heights
- Aqua instructors course
- Sustainable gardening
- Contribute to WHS issues (MYOSH)
- Childcare units (selected unit for school leavers)
- Follow safe manual handling practices
- Healthy eating and nutrition for fitness and sport industry
- Quad bike
- Forklift ticket
- Enter and work in confined spaces
- Control evacuation to muster point
- White Card (construction industry)
- Operate and maintain chainsaws
- Fire extinguishers and first-attack firefighting equipment
- IV Medication competency (for Enrolled Nurses)
- Health Department pesticide spraying courses.

Traineeships and apprenticeships

The portfolio maintained trainee numbers and completions across all industry areas.

Eleven Sports Education and Development Australia (SEDA) trainees completed the Certificate II in Sport and Recreation under a partnership arrangement.

Other notable programs or achievements

South Regional TAFE continues to be a supporter of the South West Science Council. The college's representative Jenni Cornish was appointed a board member following the incorporation of the SWSC. Several conferences were held in the year, and applied science and land management students and lecturing staff attended. IT students undertook a practical project to design the website and logo for the not-for-profit group.

Planned activities for 2017

Extensive consultation was undertaken across industry areas on employers' requirements for future workers and on unit selection. This feedback was incorporated into choice of units for the footprints and the 2017 implementation of new qualifications in the Community Services training packages in Certificate IV in Ageing Support and Certificate IV in Mental Health.

Industry reference group feedback has also been vital for the new (equivalent qualifications) laboratory science qualifications, and the planned introduction of sport and fitness training packages including the addition of Certificate IV in Sports Development, Diploma of Nursing and all horticulture, landscaping, parks and gardens and land management qualifications by mid-2017.

Industry continues to support the delivery of the Certificate III in Pathology Collection. Preliminary planning has been completed for the mid-year introduction of the new course.

The portfolio will strengthen partnerships with aged care, home and community and disability sectors in 2017 as they implement the new NDIS and person-centred funding models. Recruitment has been completed to provide additional lecturing capacity within this team to meet the demand for training.

Business – Bunbury

Overview

The Business portfolio provides training and workforce development in the following areas:

- Business management
- Business administration
- Finance
- Computer studies
- Training and assessment
- Retail
- Commercial cookery
- Hospitality
- Tourism
- Visual arts and design
- Fashion technologies
- Hairdressing
- Beauty therapy.

Strong associations with industry reference groups contribute to ensuring the delivery of quality training to meet industry requirements and to arm the workforce with relevant skills and knowledge.

Achievements

SCH delivery in 2016 was higher than in the previous year, and the portfolio achieved quality student outcomes, as well as a high volume of complimentary student feedback.

Industry collaborations and partnerships

Building relationships continued during 2016 with the industry and training organisations, community groups and chambers of commerce and industry.

Aboriginal support or activity

The Certificate I in Leadership will be delivered in 2017, and discussions have been held with stakeholders to assess the feasibility of delivering the Certificate I in Hospitality – Kitchen Operations.

Notable employment outcomes

Former Certificate III in Tourism student Sean Pollard found employment at the Bunbury Tourist Bureau. Sean lost both of his arms due to a shark attack and completed the tourism course in 2015.

Louise Brookes took out the title of 2015 Student of the Year in the South West Institute of Technology awards, then went on to win the 2016 WA Vocational Student of the Year title in the WA Training Awards, and gained employment as a chef at St Aidan’s Wines in the Ferguson Valley.



Hospitality student Louise Brookes won the title of 2015 Student of the Year at the South West Institute of Technology awards.

Louise was also named 2016 WA Vocational Student of the Year in the WA Training Awards.

VET in Schools

Students from schools throughout the region completed the following courses:

- Certificate II in Information and Digital Media Technologies
- Certificate II in Applied Fashion, Design and Technology
- Certificate II in Retail, Makeup and Skin Care
- Certificate II in Retail
- Certificate I in Hospitality – Kitchen Operations
- Certificate II in Hospitality – Kitchen Operations – Pre-apprenticeship.

Short Courses

The portfolio delivered short courses in:

- Producing business documentation
- Responsible service of alcohol
- Photoshop
- Patisserie.
- Barista

Exhibitions or events attended or organised

Students and lecturers worked alongside celebrity chefs at the Gourmet Escape in Margaret River and at the Truffle Kerfuffle in Manjimup.

Art students, under the guidance of lecturers, organised their own public art exhibition at the Bunbury campus.

Awards

Seven Bunbury students represented the college at the WorldSkills Australia national competition in Melbourne. They were:

- Nicholas Johnston, cabinetmaking

- Sarah Tassone, hairdressing
- Max Douglas, metals and engineering
- Brittany Rose, restaurant services
- Sallie Brittain, cookery
- Nikolas Foster, bricklaying
- Danae Italiano, hairdressing.

Nicholas Johnston won a gold medal and Sallie Brittain and Sarah Tassone won bronze medals.

Epicure Restaurant was a State Finalist in the Catering Institute of Australia Gold Plate Awards, and former cookery student and WA Training Awards Vocational Student of the Year winner Louise Brookes was a finalist in the Australian Training Awards.



Hospitality student Tabatha Stewart presents dessert in the Epicure training restaurant.

Traineeships

The following apprenticeships and traineeship courses were delivered:

- Certificate II in Hairdressing
- Certificate II in Financial Services
- Certificate III in Business Administration
- Certificates III and IV in Business
- Certificate IV in Beauty Therapy
- Certificate II in Hospitality – Kitchen Operations
- Certificates II, III and IV in Hospitality
- Certificates II, III and IV in Information, Digital Media and Technology
- Diploma of Leadership and Management.

Apprenticeships

The Certificate III in Hairdressing and the Certificate III in Commercial Cookery were delivered as apprenticeships.

Planned activities for 2017

A focus of delivery for 2017 will be increased VET in Schools offerings across multiple areas and for Indigenous groups in leadership, tourism, cookery and art.

Short courses will be offered in art, business, makeup, computer skills and Asian cookery.

Hairdressing and beauty therapy students will attend the South West Fashion Festival and cookery students will again be involved with Truffle Kerfuffle and Gourmet Escape.

Regional Campuses**Busselton****Overview**

Busselton campus offers courses in a wide range of industry areas including:

- Creative industries
- Horticulture
- Education and community services
- Information technology
- Business and finance
- English, languages and foundation studies.

Busselton has strong ties with local industry and provides training to organisations in the Busselton region to meet their business and training requirements.

Achievements

New courses delivered were the Certificate III in Individual Support – Disability and Community Care streams – in addition to the existing Ageing stream, and the Certificate IV in Ageing Support.

Industry collaborations and partnerships

The campus collaborated with the chambers of commerce in Busselton and Dunsborough, the Busselton Trade Training Centre and Busselton ArtGeo.

Partnerships were continued with regional resource centres, community networks, employment agencies and high schools.

Aboriginal support and activity

The campus engaged with NEEDAC Aboriginal Corporation to implement a 26-week Wider Opportunities for Work and Leadership program for Aboriginal people, and explored the implementation of an art program for local Indigenous youth.

Notable student connections with industry or community

Visual arts students actively engaged with the community. The Certificate IV and Diploma students held an exhibition at ArtGeo 'Creating our Mark', to display and sell their end-of-year work, and the Certificates III and IV students worked with urban artist Jack Bromell on a community mural project in conjunction with the Busselton City Council.

A group of Certificate IV in Youth Work students ran a fundraiser for local mental health care and volunteered at schoolies' week, and one student worked with the Shire to run a youth disco in Dunsborough.

Certificate III in Individual Support students working to contribute to quality of life programs with local aged care networks by developing and implementing social activity plans.

Employment outcomes

Students found employment at local schools, child care centres, aged care facilities and numerous retail businesses.

VET in Schools

Offered in 2016 were:

- Certificate IV in Preparation for Nursing
- Certificate III in Community Services Work
- Certificate III in Information Technology.

Short courses

The campus delivered short courses in:

- Provide first aid
- Develop and use complex spreadsheets
- Photoshop
- Produce desktop published documents.

Exhibitions and events

Staff and students participated in the Busselton Show and Spring Fair, the TAFE Open Day in Bunbury, and art students held an exhibition with ArtGeo.

Traineeships

Traineeships were offered in early childhood education, aged care, financial services, business administration and information, digital media and technology.

Planned activities for 2017

The Certificate IV in Preparation for Nursing will be offered to continuing and new VETiS students, and short courses to meet community and industry demand will include tailored programs in manual handling, horticulture, AusChem, visual arts, and information, digital media and technology.

An Indigenous youth art program will be implemented, and to promote the campus's offerings, staff will participate in a career expo and the Busselton show.

Collie and Harvey

Overview

Collie and Harvey campuses are the northern facilities of South Regional TAFE's South West region.

The campuses offer courses in a wide range of industry areas including:

- Business and finance
- Creative industries
- Adult education
- Aged care
- Community services
- Information technology
- Child care
- Trades and work health and safety.

The campus has aligned its training schedule and staff to deliver quality training to the communities it serves, and achieved a marked increase in student enrolments in 2016.

Achievements

Marketing and active staff engagement with industry and the community resulted in student curriculum hours increasing by 91 per cent in Harvey and 37 per cent in Collie on the previous year.

Productive engagement and relationship building with industry and communities resulted in approximately 120 contact visits in Waroona, Australind, Collie, Bunbury and surrounds in all delivery areas.

In particular a relationship fostered with Australind Primary school allowed an outreach New Opportunities for Women qualification to be run within the school. This arrangement allowed local people convenient access to study, aligned with the schools' strategic

priorities and led to students further engaging in higher-level South Regional TAFE qualifications at both Harvey and Collie. New courses offered were:

- Certificate I in Leadership
- Certificate I in New Opportunities for Women
- Certificate III in Accounts Administration.

Industry collaborations and partnerships

The campuses collaborated with local chambers of commerce, child care centres, aged care facilities, Shire offices, employment agencies and primary and high schools.

Students connecting with industry 2016

Industry placements were facilitated for all aged care students as well as students in automotive, business and education support.

VET in schools

Offered in 2016 were:

- Certificate II in Electrotechnology
- Certificate II in Pre-vocational Automotive
- Certificate II in Building and Construction (Bricklaying)
- Certificate II in Business Administration
- Certificate II in Retail.

From two senior high schools, 45 students participated in the VETiS program.

Exhibitions and events

Students participated in the Collie Art Show and the campus hosted a chamber of commerce meeting in June.

Traineeships and Apprenticeships

Across both campuses, 12 trainees enrolled in the areas of business, childcare, workplace health and safety and aged care.

Denmark**Overview**

The campus delivered courses in the areas of:

- Music
- Horticulture
- Accounting, business and management
- Work health and safety

Achievements

Music courses are well supported in the community and scholarships for music students were distributed to seven students in both semesters.

Industry collaboration and partnerships

Diploma of Music students participated in several pop-up music gigs at local businesses, and at in-house performances, giving them an opportunity for live work while interacting with community members.

Notable student connections with industry or community

To promote organic horticulture courses, the campus organised a 'pick your own' day, for community members to chat to lecturers and learn about the courses, then sample some of the produce from the certified organic garden.

Exhibitions or events attended or organised

Organic horticulture lecturers attended the town's Green Skills Sustainable Living Festival in March to promote TAFE training.

Other notable programs or achievements

Diploma of Music student Peter Zuks has been invited to perform at the 2017 Boyup Brook Country Music Festival.

Esperance**Overview**

Esperance campus has a total of 18 lecturers and five support staff.

Courses are delivered in the areas of:

- Business and management
- Community services
- Education and childcare
- Fitness
- Information, digital media and technology
- Forestry, farming and landcare
- General education
- Health
- Project management
- Training and assessment

Achievements

Following the introduction of the Training Sector Reform Project in April, the campus's DPA targets were revised from the initial 125,000 to 92,000 SCH, reflecting the obvious losses to what was already resulted and subsequent program disruptions or rearrangements in delivery support. At the end of the academic year, the campus had achieved 92 per cent of its profile target and banked 6 per cent for 2017.

Since joining South Regional TAFE, the Esperance campus has gained substantive advantages in training delivery, most notably the support extended by the Trades, Commerce, and Health portfolios in Albany.

Without direct ties to Kalgoorlie (now Central Regional TAFE), it was necessary to reorganise joint delivery of courses, including the Certificate III in Carpentry and Joinery, Certificate III in Electrotechnology and short courses to meet training delivery commitments. The outstanding support from Albany-based lecturers on block visits to the campus ensured no student was disadvantaged.

Industry collaborations and partnerships

With limited space and resources to support training, the campus has valued the support and collaboration of numerous local organisations and businesses, including the Shire of Esperance, Esperance Port, Esperance Toyota, Staines, and Cranes Haulage.

In the first full year of AusChem supported training, Esperance delivered to a growing number of students and businesses. With the experience gained, Esperance campus is better prepared to cover the regional areas of Jerramungup, Ravensthorpe, Norseman and the greater farming region in 2017.

Acquisition of infrastructure or equipment

The announcement on 16 December by Training and Workforce Development Minister Liza Harvey and Regional Development Minister Terry Redman that Esperance campus will get a much-needed \$17.85 million upgrade in the next budget was welcomed by the staff, students and the community.

Aboriginal support or activity

Increased completion rates and a higher profile for TAFE courses has been achieved in 2016, mainly due to the support of the college's Aboriginal Programs.

In 2017, relationships will be consolidated with the Aboriginal community, and particularly with Wongutha CAPS, through support and communication. This is anticipated to increase Aboriginal student numbers.

Notable student connections with industry or community

Most students in the agriculture programs were negatively impacted by the Esperance bush fires of 2015 and most came back in 2016 to finish off course work. Expected bumper harvest and added work is now working against expected completions.

Similarly, the automotive, metal fabrication and plant students had an extraordinarily busy year with employers struggling to release students for training as the demand for servicing farm machinery increased.

An exceptional number of students were withdrawn, training blocks cancelled and training extended to 2017.

Our closer relations with employers and the greater community have helped in planning and positioning of training dates going forward.

Notable employment outcomes

At least 80 per cent of students signed up for apprenticeships or traineeships came from Certificate II programs. In spite of the acknowledged economic hardships and industry slowdown in activity related to the mining sector, exceptionally low numbers of apprenticeship contracts were cancelled. Most importantly, all students who completed apprenticeships were employed in the businesses they trained with.

VET in Schools

The campus delivered training to 140 VETiS students with a 95 per cent success rate.

A new program for 2017 is the Certificate II in Tourism, which will be linked to practical tourist activities including visiting cruise ships.

Try-A-Trade was delivered to year 10 high school students twice during the year, giving participants a taste of trades they may choose for a career, and bringing positive feedback from the schools.

Short courses delivered

The campus worked effectively with Albany lecturers who delivered high-quality short course training in traffic management, chainsaw operation, first aid and forklift.

Lecturing staff received training in the Design and Develop Assessment Tools short course, which reinforced topics including teaching templates, standardisation and college-wide audit compliance requirements for 2017.

Awards

Esperance campus students participated in the 2016 World Skills competition, and Certificate III in Hairdressing student Teegan Cassidy won the regional competition held at Kalgoorlie, then represented the State at the award function in Perth. She went on to the nationals in Melbourne and finished just outside the medals.

Teegan's accomplishment, and the competitiveness of students, was a source of great pride for the campus, considering the size of the student catchment area and the facilities available.

Traineeships and apprenticeships

In reflecting the economic trends and the end of the mining boom, Esperance and Goldfields regional businesses are struggling to spend more in training. Esperance has a limited catchment area for apprenticeships and trainees. 90 apprentices and trainees were enrolled in 2016.

Other notable programs or achievements

The Diploma of Business and the Diploma of Leadership and Management, delivered in the evenings, have attracted good numbers of working students.

While student enrolments in print and graphics courses had been impacted by the rise in fees, enrolments were up in 2016 due to the offering of a skill set program creating a base for 2017 profile diploma enrolments.

Planned activities for 2017

Enrolments are expected to be boosted through marketing and a new short courses calendar, which will also be delivered by local lecturers.

Professional development sessions with other campuses are much anticipated by staff.

Katanning

Overview

The campus delivers courses in the following study areas:

- Business
- Art
- Health and aged care
- Language, literacy and numeracy
- Community services
- Environment and rural
- Trades
- Children's services and education.

Industry collaboration and partnerships

Collaboration continued during the year with Government Departments and employment agencies. The campus is a member of the Katanning Interagency Forum and the Katanning Regional Business Association.

Aboriginal support or activity

A Healthy Computing tender for Aboriginal students was organised and delivered in Katanning, Tambellup and Kojonup, and the campus consulted with the Badgebup Aboriginal Corporation for future training opportunities.

Notable student connections with industry or community

Visual art students participated in the *Can you see my mind?* art exhibition.

Students undertook projects with local agencies including Marribank and Landcare and at Lake Ewlyamartup and Piesse Dam.

Students from education support, aged care, child care and GATE courses found employment.

VET in Schools

The campus delivered VET in Schools courses in:

- Certificate II in Tourism
- Certificate II in Community Services
- Certificate I in Visual Art.

Short courses

Short courses were delivered in the following areas:

- Tilt up panels
- Traffic training
- Traffic refresher
- Forklift
- Forklift refresher
- Skidsteer refresher
- Excavator refresher
- Roller refresher
- AusChem Reaccreditation
- Load restraint
- Chainsaw
- 5-day safety reps
- OSH refresher
- Fire warden
- First aid
- Chainsaw
- AusChem Accreditation

Exhibitions or events attended or organised

The campus organised promotional stands in the main street at the start of the year, an open day in March, and an end-of-year art exhibition. It also organised and delivered mental health workshops in Katanning, Kojonup and Tambellup.

Awards – students or staff

Students exhibiting in the *Can you see my mind?* art exhibition received a highly commended and a first prize for their art work.

Planned activities for 2017

Further promotions in the town will be held in January to boost enrolment numbers.

Manjimup

Overview

The Manjimup Campus is located within the Southern Forests region, and offers courses aimed at the agriculture sector.

In 2016 the Manjimup campus offered a range of courses in study areas including:

- Adult learning and bridging
- Children's services
- Individual support
- Conservation and land management
- Horticulture
- Education support
- Art
- Business.

Achievements

New courses delivered were the Certificate IV in Accounting and a chemical handling unit of competency.

Industry collaborations and partnerships

The campus collaborated with the Southern Forest Food Council, Manjimup Chamber of Commerce and Manjimup Senior High School for training delivery.

Partnerships continued with Government Departments and community organisations, local resource centres, shire councils, child care centres, local schools, and local businesses and industries.

Aboriginal support or activity

The campus engaged with NEEDAC for the delivery of courses in Wider Opportunities for Work.

Indigenous students were enrolled in a number of mainstream courses, and one completed a traineeship in conservation and land management.

Notable student connections with industry or community

One student completing the Certificate IV in Horticulture traineeship was selected for a national Growing Leaders – National Vegetable Industry Leadership Program. The student is now working as assistant manager in a local horticulture enterprise.

Notable employment outcomes

Students are employed in local business and in child care centres, schools, and community and aged care facilities.

VET in Schools

The campus delivered the Certificate II in Community Services and Children's Services qualifications to students in years 11 and 12. A group of disengaged students from a local senior high school also enrolled in short courses.

Short courses

Short courses were delivered in:

- Operate a forklift
- Operate a tractor
- Provide first aid
- AusChem accreditation and reaccreditation
- Operate and maintain chainsaws
- Beginners computing
- Art – pastels (non-accredited)
- Provide an emergency first aid response in an education and care setting.

Industry requirements for OSH compliance resulted in increased demand for a range of relevant short courses.

Exhibitions or events attended or organised

Staff and students participated in events, forums and workshops in association with industry partners and local schools.

Traineeships and apprenticeships

Traineeships were offered in horticulture and conservation and land management.

Planned activities for 2017

Staff will expand short course offerings, and increase industry collaboration to boost opportunities for delivery and seek greater involvement with local training bodies.

VETiS pathways with Manjimup Senior High School will be continued in the areas of production horticulture and community services.

A focus will be on enrolments in units to increase participation, and potentially success rates, particularly for younger people.

Margaret River

Margaret River Education Campus delivers courses in industry areas including:

- Business
- Education
- Horticulture
- Aged care
- Visual arts
- Adult education
- Cookery
- Viticulture and wine operations.

Achievements

The Diploma of Viticulture was developed and delivery started at the campus in 2016.

Industry collaborations and partnerships

The campus collaborated with the Margaret River Chamber of Commerce and Industry for the delivery of the Certificate IV in Small Business Management, and for students participating in networking events.

Staff also collaborated with Creative Corner and the South West Development Commission to achieve a shared usage arrangement.

Partnerships were continued with Government Departments, industry advisory groups, festival organisers and high schools.

Students connecting with industry or community

Students were engaged in various local events, including major concerts, gourmet festivals and the wine vintage.

VET in Schools

The campus coordinated VETiS programs for community services, rural operations, and auspice of business administration courses.

Short courses

Delivery included short courses in the areas of:

- Forklift
- First aid
- Evaluate wines
- Barista
- Chainsaw
- Auschem
- Responsible service of alcohol
- Art workshops – painting, drawing, textiles and sculpture.

Exhibitions and events

Students participated in various art, wine, gourmet and sustainability exhibitions, seminars and workshops, and the

campus held a display at the Margaret River Agricultural Show to promote training.

Traineeships and apprenticeships

Traineeships and apprenticeships included the areas of:

- Commercial cookery
- Horticulture
- Business administration
- Childcare
- Wine
- Aged care.

Planned activities for 2017:

The campus is planning to introduce the Diploma of Screen and Media, and a cookery program with the local farmers' markets.

Mount Barker

Overview

At the start of the year, the campus building moved to a new location which had been renovated for the purpose. It is now in the first floor of the town's Community Resource Centre.

The campus delivered courses in the areas of:

- Business
- Education and community services
- Work health and safety
- Aged care
- Horticulture and rural operations.

Achievements

Courses in horticulture were delivered for the first time through collaboration with the Shire of Plantagenet.

Industry collaboration and partnerships

Relationships continued with the Shire of Plantagenet, the Community Resource Centre and the Great Southern Development Commission. The campus also enjoyed an excellent rapport with employment agencies.

Aboriginal support or activity

Three of the four Aboriginal students taking the Certificate II in Rural Operations found employment.

Short courses delivered

First aid short courses were delivered to the Shire of Plantagenet and IGA staff, and a Responsible Service of Alcohol class was delivered to 25 volunteers in preparation for the AFL game between the Fremantle Dockers and the Adelaide Crows.

Exhibitions or events attended or organised

An official opening of the campus by Training and Workforce Development Minister Liza Harvey was held in March. The campus also hosted an open day and a sundowner to introduce industry people and community members to the new facility.

Narrogin

Overview

Narrogin Campus services the North Eastern sub region, supporting the 12 shires of Beverley, Brookton, Corrigin, Cuballing, Dumbleyung, Kondinin, Kulin, Lake Grace, Narrogin, Pingelly, Wagin, Wandering, West Arthur, Wickepin and Williams.

Courses are delivered throughout this region, via online, flexible and external delivery, face-to-face classes and utilising the 15 community resource centres.

Narrogin campus offers courses in a wide range of industry areas including:

- Agriculture.
- Creative industries
- Horticulture
- Nursing
- English, languages and foundation studies
- Wool handling and shearing
- Education and community services
- Training and assessment
- Business and finance

Achievements

Staffing has been adjusted to manage lecturing positions shared between the Narrogin campus and the Northam campus of Central Regional TAFE prior to the Training Sector Reform Project, and new qualifications added to the scope of delivery.

The Education Training Participation Program was continued. This is for young people disengaged from mainstream education. Nine students enrolled in the Certificate I in Industrial Skills, and students went on to enrol in Certificate I in Rural Operations. Based on the success of this program, funding has been secured to run the program again in 2017.

Industry collaborations and partnerships

The campus collaborated with the Narrogin Chamber of Commerce, numerous agricultural associations and industries, community resource centres, employment agencies, aged care and child care facilities, local Shires and high schools.

A chamber of commerce Business After Hours session hosted at the Narrogin campus was well attended by members of the local business community.

Acquisition of infrastructure or equipment

Refurbishments to offices, a student common room and resource room were completed, and a new lift installed.

Aboriginal support and activities

Engagement with Kaata Koorliny Aboriginal Corporation was continued, and an Aboriginal School-Based Traineeship program was run with Narrogin Senior High School, under which 14 students completed a Certificate I or II in Leadership.

Discussions with local Indigenous elders and community members are expected to result in a Certificate II in Conservation and Land Management course being offered.

VET in Schools

Strong education partnerships were maintained with VET in Schools delivery to students from Narrogin Senior High School and the WA College of Agriculture – Narrogin, Cunderdin and Harvey.

Courses were delivered in nursing, children's services, education support, aged care, business, finance, automotive, art, community services, agriculture, conservation and land management, advanced wool handling, wool clip preparation and wool classing.

Traineeships

Traineeships were offered in agriculture, business, finance, childcare, aged care, community service, education support, wool handling and horticulture.

Short Courses

The campus delivered short courses in:

- Business
- Forklift
- First aid
- Operate a quad bike
- Conduct civil skid steer operations
- Auschem – risk management and pesticide use
- Operate tractors
- Skippers ticket
- White Card
- Auschem – Spray in grain
- Operate and maintain chainsaws.

Events

Ten art students, who participated in the ‘Bush Babies Portraits of Elders’ project, had artwork selected by Art on the Move to tour the State for the next two years. Students continued their involvement by speaking at these exhibitions. A 14-day public art exhibition ‘Emerge 16’ showcased art students’ work from throughout the year.

Staff from the campus attended the Wagin Woolarama and Narrogin Agricultural Show to promote TAFE to the region.

Planned Activities for 2017

New offerings will include a Skills for Education and Employment (SEE) program, and the Certificate IV and Diploma of Training and Assessment.

The campus will continue to build on delivery and establish South Regional TAFE as the training provider of choice within the region while maintaining relationships with industry and community organisations.



Short courses in forklift operation were delivered at most South Regional TAFE campuses. Here, a student learns the finer points of operation at the Albany campus.

Section 3 – Significant Issues Impacting South Regional TAFE

Significant issues and economic and social trends

Key challenges in 2016

- Training Sector Reform Project and the amalgamation of SWIT, GSIT, Esperance Campus and Narrogin campus
- Future Skills
- Embedding college-wide performance management processes
- Maintaining lecturer currency aligned to industry requirements
- Embedding of a centralised qualification footprint process
- Embedding relevant performance review for principal lecturers, advanced skills lecturers and general lecturers
- Centralisation of quality control training products and assessment resources.

Key influencers for 2016

- Training Sector Reform Project
- Changes and realignment of VETiS models and funding frameworks
- Supporting Aboriginal economic independence in the South West in partnership with Roelands Village and the Outback Academy
- Building closer collaboration and partnerships with regional TAFE colleges in Western Australia
- Implementation and embedding of a specialised Apprentice and Traineeship support centre.

Looking ahead to 2017

With the introduction of the Training Sector Reform Project and the subsequent realignment of campuses, the newly formed South

Regional TAFE (SRT) identified many opportunities to streamline processes and functions across the breadth of the new entity. The opportunities presented in both systems and cultural practice and has allowed SRT to question existing paradigms, examine markets and make changes to align the organisation with industry and community need and expectations. By building a sustainable business development model throughout 2017, SRT will be able to grow student numbers and make a significant contribution in the development of on-going employment and development of industry.

Critical success factors

Following are the critical success factors on which the achievement of the college's 2016 objectives is reliant:

- The amalgamation of SWIT, GSIT, Esperance campus and Narrogin campus
- Introductions of communities of practice across the whole of the new SRT entity
- Embedding of new structure of training managers
- Redefining the business development model
- Responsiveness to clients and the market place by providing more flexible training options
- Stronger partnerships with key stakeholders in the apprenticeship and traineeship market through the Apprenticeship and Traineeship Centre
- Developing a student-centric culture across the organisation
- Compliance with Standards for RTOs 2015 standards, post-reform audit.
- Professionalism of lecturing staff through targeted and specific professional development programs.

Auditor-General's Opinion



Auditor General

INDEPENDENT AUDITOR'S REPORT

To the Parliament of Western Australia

SOUTH REGIONAL TAFE

Report on the Financial Statements

Opinion

I have audited the financial statements of South Regional TAFE which comprise the Statement of Financial Position as at 31 December 2016, the Statement of Comprehensive Income, Statement of Changes in Equity, and Statement of Cash Flows for the period 11 April to 31 December 2016, and Notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the operating results and cash flows of South Regional TAFE for the period 11 April to 31 December 2016 and the financial position at the end of that period. They are in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions.

Basis for Opinion

I conducted my audit in accordance with the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of South Regional TAFE in accordance with the *Auditor General Act 2006* and the relevant ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial statements. I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibility of the Governing Council for the Financial Statements

The Governing Council is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions, and for such internal control as the Governing Council determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Governing Council is responsible for assessing the TAFE's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting.

Auditor's Responsibility for the Audit of the Financial Statements

As required by the *Auditor General Act 2006*, my responsibility is to express an opinion on the financial statements. The objectives of my audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgment and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Governing Council.
- Conclude on the appropriateness of the Governing Council's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the TAFE's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

Report on Controls

Opinion

I have undertaken a reasonable assurance engagement on the design and implementation of controls exercised by South Regional TAFE. The controls exercised by the TAFE are those policies and procedures established by the Chair of the Governing Council to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions (the overall control objectives).

My opinion has been formed on the basis of the matters outlined in this report.

In my opinion, in all material respects, the controls exercised by South Regional TAFE are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions during the period 11 April to 31 December 2016.

The Governing Council's Responsibilities

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

Auditor General's Responsibilities

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the suitability of the design of the controls to achieve the overall control objectives and the implementation of the controls as designed. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3150 *Assurance Engagements on Controls* issued by the Australian Auditing and Assurance Standards Board.

That standard requires that I comply with relevant ethical requirements and plan and perform my procedures to obtain reasonable assurance about whether, in all material respects, the controls are suitably designed to achieve the overall control objectives and the controls, necessary to achieve the overall control objectives, were implemented as designed.

An assurance engagement to report on the design and implementation of controls involves performing procedures to obtain evidence about the suitability of the design of controls to achieve the overall control objectives and the implementation of those controls. The procedures selected depend on my judgement, including the assessment of the risks that controls are not suitably designed or implemented as designed. My procedures included testing the implementation of those controls that I consider necessary to achieve the overall control objectives.

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

Limitations of Controls

Because of the inherent limitations of any internal control structure it is possible that, even if the controls are suitably designed and implemented as designed, once the controls are in operation, the overall control objectives may not be achieved so that fraud, error, or noncompliance with laws and regulations may occur and not be detected. Any projection of the outcome of the evaluation of the suitability of the design of controls to future periods is subject to the risk that the controls may become unsuitable because of changes in conditions.

Report on the Key Performance Indicators

Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of South Regional TAFE for the period 11 April to 31 December 2016. The key performance indicators are the key effectiveness indicators and the key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators of South Regional TAFE are relevant and appropriate to assist users to assess the TAFE's performance and fairly represent indicated performance for the period 11 April to 31 December 2016.

Matters of Significance

Under Treasurer's Exemption

As stated in the key performance indicators, South Regional TAFE received an exemption from the Under Treasurer from the requirements under Treasurer's Instruction 904 *Key Performance Indicators* to disclose budget targets for the key performance indicators and to report against Key Efficiency Indicator 'Overall Cost Per Student Curriculum Hour'. The exemption was approved because of the partial year reporting period and the unavailability of campus level data. Consequently, this information has not been reported. My opinion is not modified in respect of this matter.

Profile Achievement

I also draw your attention to the notes to the key effectiveness indicator 'Profile Achievement' which explain that the two amounts used to calculate the indicator were based on actual SCH and planned SCH for the full year. Using full year data to calculate this indicator for the reporting period 11 April to 31 December 2016 does not materially affect the accuracy of the indicator. My opinion is not modified in respect of this matter.

The Governing Council's Responsibility for the Key Performance Indicators

The Governing Council is responsible for the preparation and fair presentation of the key performance indicators in accordance with the *Financial Management Act 2006* and the Treasurer's Instructions and for such internal control as the Governing Council determines necessary to enable the preparation of key performance indicators that are free from material misstatement, whether due to fraud or error.

In preparing the key performance indicators, the Governing Council is responsible for identifying key performance indicators that are relevant and appropriate having regard to their purpose in accordance with Treasurer's Instruction 904 *Key Performance Indicators*.

Auditor General's Responsibility

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the key performance indicators. The objectives of my engagement are to obtain reasonable assurance about whether the key performance indicators are relevant and appropriate to assist users to assess the TAFE's performance and whether the key performance indicators are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements relating to assurance engagements.

An assurance engagement involves performing procedures to obtain evidence about the amounts and disclosures in the key performance indicators. It also involves evaluating the relevance and appropriateness of the key performance indicators against the criteria and guidance in Treasurer's Instruction 904 for measuring the extent of outcome achievement and the efficiency of service delivery. The procedures selected depend on my judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments I obtain an understanding of internal control relevant to the engagement in order to design procedures that are appropriate in the circumstances.

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

My Independence and Quality Control Relating to the Reports on Controls and Key Performance Indicators

I have complied with the independence requirements of the *Auditor General Act 2006* and the relevant ethical requirements relating to assurance engagements. In accordance with ASQC 1 *Quality Control for Firms that Perform Audits and Reviews of Financial Reports and Other Financial Information, and Other Assurance Engagements*, the Office of the Auditor General maintains a comprehensive system of quality control including documented policies and procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

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

This auditor's report relates to the financial statements and key performance indicators of South Regional TAFE for the period 11 April to 31 December 2016 included on the TAFE's website. The TAFE's management is responsible for the integrity of the TAFE's website. This audit does not provide assurance on the integrity of the TAFE's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial statements and key performance indicators to confirm the information contained in this website version of the financial statements and key performance indicators.



COLIN MURPHY
AUDITOR GENERAL
FOR WESTERN AUSTRALIA
Perth, Western Australia
16 March 2017

Certification of Financial Statements

For the year ended 31 December 2016.

The accompanying financial statements of the South Regional 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 period 11 April to 31 December 2016 and the financial position as at 31 December 2016.

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.



Bryant Stokes
Chairperson
Governing Council
South Regional TAFE

16 March 2017



Duncan Anderson
Managing Director
South Regional TAFE

16 March 2017



Ken McKinnon
Finance Manager
South Regional TAFE

16 March 2017

Financial statements

Statement of Comprehensive Income for the Period 11 April to 31 December 2016

		2016
COST OF SERVICES	Notes	\$'000
Expenses		
Employee benefits expense	6	26,442
Supplies and services	7	9,672
Depreciation expense	8	2,615
Revaluation decrement	9	795
Cost of sales	14	25
Other expenses	10	2,277
Total cost of services		41,826
Income		
Revenue		
Fee for service	11	1,725
Student fees and charges	12	5,831
Ancillary trading	13	303
Sales	14	21
Commonwealth grants and contributions	15	303
Interest revenue	16	247
Other revenue	17	644
Total revenue		9,074
Gains		
Gain on disposal of non-current assets	18	13
Total gains		13
Total income other than income from State Government		9,087
NET COST OF SERVICES		32,739
Income from State Government		
Service appropriation	19	29,859
Services received free of charge	19	1,242
Total income from State Government		31,101
SURPLUS / (DEFICIT) FOR PERIOD		(1,638)
OTHER COMPREHENSIVE INCOME		
Changes in asset revaluation surplus	30	-
Total other comprehensive income		-
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		(1,638)

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

Statement of Financial Position as at 31 December 2016

		2016
ASSETS	Notes	\$'000
Current Assets		
Cash and cash equivalents	31	12,141
Restricted cash and cash equivalents	20	1,508
Inventories	21	44
Receivables	22	812
Other current assets	23	293
Total Current Assets		14,798
Non-Current Assets		
Restricted cash and cash equivalents	20	257
Property, plant and equipment	24	94,167
Total Non-Current Assets		94,424
TOTAL ASSETS		109,222
LIABILITIES		
Current Liabilities		
Payables	27	502
Provisions	28	6,553
Other current liabilities	29	1,427
Total Current Liabilities		8,482
Non-Current Liabilities		
Provisions	28	873
Total Non-Current Liabilities		873
TOTAL LIABILITIES		9,355
NET ASSETS		99,867
Equity		
Contributed equity	30	101,505
Reserves	30	-
Accumulated surplus/ (deficit)	30	(1,638)
TOTAL EQUITY		99,867

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

Statement of Changes in Equity for the Period 11 April to 31 December 2016

	Note	Contributed Equity \$'000	Reserves \$'000	Accumulated surplus / (deficit) \$'000	Total Equity \$'000
Balance at 11 April 2016	30	-	-	-	-
Surplus/(deficit)		-	-	(2,235)	(2,235)
Other comprehensive income		-	-	-	-
Correction of understatement of student fees received in advance		-	-	597	597
Total comprehensive income for the period		-	-	(1,638)	(1,638)
Transactions with owners in their capacity as owners:					
Other contribution by owners		97,451	-	-	97,451
Cash re-distribution under Training Sector Reform		4,054	-	-	4,054
		101,505	-	-	101,505
Balance at 31 December 2015		101,505	-	(1,638)	99,867

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

Statement of Cash flows for the Period 11 April to 31 December 2016

	2016
Notes	\$'000
CASH FLOWS FROM STATE GOVERNMENT	
Service appropriation—Department of Training & Workforce Development	31,047
Net cash provided by State Government	31,047
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee benefits	(27,173)
Supplies and services	(9,198)
Purchase of inventory	(9)
GST payments on purchases	(730)
GST payments to taxation authority	(61)
Other payments	(1,912)
Receipts	
Fee for service	2,039
Student fees and charges	5,224
Ancillary trading	303
Commonwealth grants and contributions	419
Interest received	325
GST receipts from sales	128
GST receipts from taxation authority	756
Other receipts	644
Net cash provided by / (used in) operating activities	31(b) (29,245)
CASH FLOWS FROM INVESTING ACTIVITIES	
Payments	
Purchase of non-current physical assets	(246)
Receipts	
Proceeds from sale of non-current physical assets	37
Proceeds from sale of other current financial assets	5,456
Net cash provided by / (used in) investing activities	5,247
CASH FLOWS FROM FINANCING ACTIVITIES	
Receipts	
Contribution of capital by Owners	6,857
Net cash provided by / (used in) financing activities	6,857
Net increase / (decrease) in cash and cash equivalents	13,906
CASH AND CASH EQUIVALENTS AT THE END OF PERIOD	31(a) 13,906

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

Notes to the financial report for the period 11 April to 31 December 2016

1. Australian Accounting Standards

(a) General

The college's financial statements for the period 31 December 2016 have been prepared in accordance with Australian Accounting Standards. The term 'Australian Accounting Standards' includes Standards and Interpretations issued by the Australian Accounting Standard Board (AASB).

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

(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'

There has been no early adoption of any other Australian Accounting Standards that have been issued or amended (but not operative) by the College for the reporting period from 11 April to 31 December 2016.

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 College is a not-for-profit reporting entity that prepares general purpose financial statements in accordance with the Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB as applied by the Treasurer's instructions. Several of

these are modified by the Treasurer's instructions to vary application, disclosure, format and wording.

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

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

(b) Basis of preparation

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

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

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

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

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

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

(c) Reporting entity

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

(d) Contributed equity

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

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

(e) Income

Revenue recognition

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

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

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

Sale of goods

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

Provision of services

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

Interest

Revenue is recognised as the interest accrues.

Grants, donations, gifts and other non-reciprocal contributions

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

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

Service appropriations

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

State funds

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

the terms of the Agreement. See note 19 'Income from State Government'.

Gains

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

(f) Property, plant and equipment*Capitalisation/expensing of assets*

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

Initial recognition and measurement

Property, plant and equipment are initially recognised at cost.

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

Subsequent measurement

Subsequent to initial recognition as an asset, the revaluation model is used for the measurement of land and buildings and historical cost for all other property, plant and equipment. Land and buildings are carried at fair value less accumulated depreciation (buildings only) and accumulated impairment losses. 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 values determined by reference to recent market transactions. When buildings are revalued by reference to recent market transactions, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

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

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

The most significant assumptions and judgements in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated life.

Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets. Refer to note 24 'Property, plant and equipment' for further information on revaluations.

Derecognition

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

Asset revaluation surplus

The asset revaluation surplus is used to record increments and decrements on the revaluation of non-current assets on a class of assets basis.

Depreciation

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

Depreciation is calculated using the straight line method, using rates which are reviewed annually. Estimated useful lives for each class of depreciable asset are:

Buildings	8 to 40 years
Motor vehicles, caravans and trailers	2 to 23 years
Plant, general equipment and infrastructure	2 to 40 years
Computing equipment, communication network ^(a)	1-15 years

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

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

Land is not depreciated

(g) Intangible assets

Capitalisation/Expensing of assets

Acquisitions of intangible assets costing \$5,000 or more and internally generated intangible assets costing \$5,000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful life. Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

Intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

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

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

Licences	up to 10 years
Software ^(a)	3 to 5 years
Website costs	3 to 5 years

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

Licences

Licences have a finite useful life and are carried at cost less accumulated amortisation and accumulated impairment losses.

Computer software

Software that is an integral part of the related hardware is recognised as property, plant and equipment. Software that is not an integral part of the related hardware is recognised as an intangible asset. Software costing less than \$5,000 is expensed in the year of acquisition.

Web site costs

Website costs are charged as expenses when they are incurred unless they relate to the acquisition or development of an asset when they may be capitalised and amortised. Generally, costs in relation to feasibility studies during the planning phase of a website, and ongoing costs of maintenance during the operating phase are expensed. Costs incurred in building or enhancing a web site that can be reliably measured, are capitalised, to the extent that they represent probable future economic benefits.

(h) Impairment of assets

Property, plant and equipment and intangible assets are tested for any indication of impairment at the end of each reporting period. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered impaired and is written down to the recoverable amount and an impairment loss is recognised. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in profit or loss. Where a previously revalued asset is written down to recoverable amount, the loss is recognised as a revaluation decrement in other comprehensive income. As the College is a not-for-profit entity, unless 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 asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

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

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

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

(i) Leases

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

(j) Financial instruments

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

- Loans and receivables; and

- Financial liabilities measured at amortised cost.

These have been disaggregated into the following classes:

Financial assets

- Cash and cash equivalents
- Restricted cash and cash equivalents
- Receivables
- Loans and advances

Financial liabilities

- Payables
- DPA

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

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

(k) 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 comprise 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.

(l) Accrued salaries

Accrued salaries (see note 27 'Payables') represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that

financial year does not coincide with the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The College considers the carrying amount of accrued salaries to be equivalent to its fair value.

The accrued salaries suspense account (see note 20 'Restricted cash and cash equivalents') consists of amounts paid annually into a suspense account over a period of ten financial years to largely meet the additional cash outlay in each eleventh year when 27 pay days occur instead of the normal 26. No interest is received on this account.

(m) Inventories

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

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

See note 21 'Inventories'.

(n) Receivables

Receivables are recognised at original invoice amount less an allowance for any uncollectible amounts (i.e. impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written-off against the allowance account. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the 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(j) 'Financial instruments' and note 22 'Receivables'

(o) Payables

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

(p) Provisions

Provisions are liabilities of uncertain timing or amount and are recognised where there is a present legal or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at the end of each reporting period. See note 28 'Provisions'.

(i) Provisions - employee benefits

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

Annual leave

Annual leave that is expected to be settled wholly within 12 months after the end of the reporting period is considered to be a 'short term employee benefit'. The annual leave liability is recognised and measured at the undiscounted amounts expected to be paid when the liability is settled.

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

When assessing expected future payments consideration is given to expected future wage and

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

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

Long service leave

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

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

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

Deferred Leave

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

Purchased leave

The provision for purchased leave relates to Public Service employees who have entered into an agreement to self-fund up to an additional 10 weeks leave per calendar year. The provision recognises the value of salary set aside for employees and is measured at the undiscounted amounts expected to be paid when the liabilities are settled.

Superannuation

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

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

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension Scheme or the GSS became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). From 30 March 2012, existing

members of the WSS or GESBS and new employees have been able to choose their preferred superannuation fund provider. The College makes contributions to GESB or other funds providers on behalf of employees in compliance with the *Commonwealth Government's Superannuation Guarantee (Administration) Act 1992*. Contributions to these accumulation schemes extinguish the College's liability for superannuation charges in respect of employees who are not members of the Pension Scheme or GSS.

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

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

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

(ii) Provisions - other

Employment on-costs

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

provision'. (See note 10 'Other expenses' and note 28 'Provisions')

(q) Superannuation expense

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

(r) Assets and services received free of charge or for nominal cost

Assets or services received free of charge or for nominal cost that the College would otherwise purchase if not donated, are recognised as income at the fair value of the assets or services where they can be reliably measured. A corresponding expense is recognised for services received. Receipts of assets are recognised in the Statement of Financial Position.

Assets or services received from other State Government agencies are separately disclosed under Income from State Government in the Statement of Comprehensive Income.

(s) Comparative figures

As this is the first reporting period for South Regional TAFE, which was established effective from 11 April 2016, there are no comparative figures to disclose.

3. Judgements made by management in applying accounting policies

The preparation of financial statements requires management to make judgements about the application of accounting policies that have a significant effect on the amounts recognised in the financial statements. The College evaluates these judgements regularly.

Operating Lease Commitments

The College has entered into a commercial lease and has determined that the lessor retains substantially all the significant risks and rewards incidental to ownership of the property. Accordingly, the lease has been classified as an operating lease.

4. Key sources of estimation uncertainty

Key estimates and assumptions concerning the future are based on historical experience and various other factors that have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities within the next financial year.

Long Service Leave

Several estimations and assumptions in calculating the College's long service leave provision include expected future salary rates, discount rates, employee retention rates and expected future payments. Changes in these estimations and assumptions may impact on the carrying amount of the long service leave provision.

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 or adopted, for annual reporting periods beginning on or after 11 April 2016 that impacted on the College.

AASB 1057	<p><i>Application of Australian Accounting Standards</i></p> <p>This Standard lists the application paragraphs for each other Standard (and Interpretation), grouped where they are the same. There is no financial impact.</p>
AASB 2014-3	<p><i>Amendments to Australian Accounting Standards - Accounting for Acquisitions of Interests in Joint Operations [AASB 1 & 11]</i></p> <p>The Authority establishes Joint Operations in pursuit of its objectives and does not routinely acquire interests in Joint Operations. Therefore, there is no financial impact on application of the Standard.</p>
AASB 2014-4	<p><i>Amendments to Australian Accounting Standards - Clarification of Acceptable Methods of Depreciation and Amortisation [AASB 116 & 138]</i></p> <p>The adoption of this Standard has no financial impact for the Authority as depreciation and amortisation is not determined by reference to revenue generation, but by reference to consumption of future economic benefits.</p>
AASB 2014-9	<p><i>Amendments to Australian Accounting Standards - Equity Method in Separate Financial Statements [AASB 1, 127 & 128]</i></p> <p>This Standard amends AASB 127, and consequentially amends AASB 1 and AASB 128, to allow entities to use the equity method of accounting for investments in subsidiaries, joint ventures and associates in their separate financial statements. The Authority needs to determine whether to adopt the accounting policy choice.</p>
AASB 2015-1	<p><i>Amendments to Australian Accounting Standards - Annual Improvements to Australian Accounting Standards 2012-2014 Cycle [AASB 1, 2, 3, 5, 7, 11, 110, 119, 121, 133, 134, 137 & 140]</i></p> <p>These amendments arise from the issuance of International Financial Reporting Standard Annual Improvements to IFRSs 2012-2014 Cycle in September 2014, and editorial corrections. The Standard has no financial impact for the Authority.</p>
AASB 2015-2	<p><i>Amendments to Australian Accounting Standards - Disclosure Initiative: Amendments to AASB 101 [AASB 7, 101, 134 & 1049]</i></p> <p>This Standard amends AASB 101 to provide clarification regarding the disclosure requirements in AASB 101. Specifically, the Standard proposes narrow-focus amendments to address some of the concerns expressed about existing presentation and disclosure requirements and to ensure entities are able to use judgement when applying a Standard in determining what information to disclose in their financial statements. There is no financial impact.</p>

<i>AASB 2015-3</i>	<p><i>Amendments to Australian Accounting Standards arising from the Withdrawal of AASB 1031 Materiality</i></p> <p>This Standard completes the withdrawal of references to AASB 1031 in all Australian Accounting Standards and Interpretations, allowing that Standard to effectively be withdrawn. There is no financial impact.</p>
<i>AASB 2015-10</i>	<p><i>Amendments to Australian Accounting Standards - Effective Date of Amendments to AASB 10 & 128</i></p> <p>This Standard defers the mandatory effective date (application date) of amendments to AASB 10 & 128 that were originally made in AASB 2014-10 so that the amendments are required to be applied for annual reporting periods beginning on or after 1 January 2018 instead of 1 January 2016. There is no financial impact.</p>

This disclosure is required when the initial application of an Australian Accounting Standard or Interpretation has an effect on the current period or any prior period, or would have such an effect, except that it is impracticable to determine the amount of the adjustment, or might have an effect on future periods.

Treasury considers the following Australian Accounting Standards as **not usually applicable to the public sector** as they have no impact or do not apply to not-for-profit entities. However, it is the College's responsibility to confirm whether the Standards apply to their own individual circumstances. If the College determines that any of these Standards are clearly applicable to the agency, they should be included in the above note disclosure.

<i>AASB 14</i>	<i>Regulatory Deferral Accounts</i>
<i>AASB 2014-1</i>	<i>Amendments to Australian Accounting Standards [Part D]</i>
<i>AASB 2014-6</i>	<i>Amendments to Australian Accounting Standards - Agriculture: Bearer Plants [AASB 101, 116, 117, 123, 136, 140 & 141]</i>
<i>AASB 2015-4</i>	<i>Amendments to Australian Accounting Standards - Financial Reporting Requirements for Australian Groups with a Foreign Parent [AASB 127 & 128]</i>
<i>AASB 2015-5</i>	<i>Amendments to Australian Accounting Standards - Investment Entities: Applying the Consolidation Exception [AASB 10, 12 & 128]</i>
<i>AASB 2015-9</i>	<i>Amendments to Australian Accounting Standards - Scope and Application Paragraphs [AASB 8, 133 & 1057]</i>

AASB 108.30, 31

Future impact of Australian Accounting Standards not yet operative

The Authority cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 *Application of Australian Accounting Standards and Other Pronouncements*. Consequently, the Authority has not applied early any of the following Australian Accounting Standards that have been issued that may impact the Authority. Where applicable, the Authority plans to apply these Australian Accounting Standards from their application date.

AASB 9

Financial Instruments

This Standard supersedes AASB 139 *Financial Instruments: Recognition and Measurement*, introducing a number of changes to accounting treatments.

The mandatory application date of this Standard is currently 1 January 2018 after being amended by AASB 2012-6, AASB 2013-9, and, AASB 2014-1 *Amendments to Australian Accounting Standards*. The Authority has not yet determined the application or the potential impact of the Standard.

AASB 15

Revenue from Contracts with Customers

This Standard establishes the principles that the Authority shall apply to report useful information to users of financial statements about the nature, amount, timing and uncertainty of revenue and cash flows arising from a contract with a customer. The mandatory application date of this Standard has been amended by AASB 2015-8 to 1 January 2018. The Authority has not yet determined the application or the potential impact of the Standard.

The AASB has made tentative decision to defer the effective date of AASB 15 and AASB 10XX for not-for-profit entities from annual reporting periods beginning on or after 1 January 2018 to 1 January 2019.

AASB 16

Leases

This Standard introduces a single lessee accounting model and requires a lessee to recognise assets and liabilities for all leases with a term of more than 12 months, unless the underlying asset is of low value. The Authority has not yet determined the application or the potential impact of the Standard.

AASB 1058

Income of Not-for-Profit Entities

This Standard clarifies and simplifies the income recognition requirements that apply to not-for-profit (NFP) entities, in conjunction with AASB 15 *Revenue from Contracts with Customers*. These Standards supersede all the income recognition requirements relating to private sector NFP entities, and the majority of income recognition requirements relating to public sector NFP entities, previously in AASB 1004 *Contributions*. The Authority has not yet determined the application or the potential impact of this recently issued Standard.

AASB 2010-7

Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Int 2, 5, 10, 12, 19 & 127]

This Standard makes consequential amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 9 in December 2010.

The mandatory application date of this Standard has been amended by AASB 2012-6 and AASB 2014-1 to 1 January 2018. The Authority has not yet determined the application or the potential impact of the Standard.

AASB 2014-1	<p><i>Amendments to Australian Accounting Standards</i></p> <p>Part E of this Standard makes amendments to AASB 9 and consequential amendments to other Standards. It has not yet been assessed to determine the application or potential impact.</p>
AASB 2014-5	<p><i>Amendments to Australian Accounting Standards arising from AASB 15</i></p> <p>This Standard gives effect to the consequential amendments to Australian Accounting Standards (including Interpretations) arising from the issuance of AASB 15. The Authority has not yet determined the application or the potential impact of the Standard.</p>
AASB 2014-7	<p><i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)</i></p> <p>This Standard gives effect to the consequential amendments to Australian Accounting Standards (including Interpretations) arising from the issuance of AASB 9 (December 2014). The Authority has not yet determined the application or the potential impact of the Standard.</p>
AASB 2014-10	<p><i>Amendments to Australian Accounting Standards - Sale or Contribution of Assets between an Investor and its Associate or Joint Venture [AASB 10 & 128]</i></p> <p>This Standard amends AASB 10 and AASB 128 to address an inconsistency between the requirements in AASB 10 and those in AASB 128 (August 2011), in dealing with the sale or contribution of assets between an investor and its associate or joint venture.</p> <p>The mandatory application date of this Standard has been amended by AASB 2015-10 to 1 January 2018. The Authority has not yet determined the application or the potential impact of the Standard.</p>
AASB 2015-6	<p><i>Amendments to Australian Accounting Standards – Extending Related Party Disclosures to Not-for-Profit Public Sector Entities [AASB 10, 124 & 1049]</i></p> <p>The amendments extend the scope of AASB 124 to include application by not-for-profit public sector entities. Implementation guidance is included to assist application of the Standard by not-for-profit public sector entities. The Authority will be required to make related party disclosures, though there is no financial impact.</p>
AASB 2015-8	<p><i>Amendments to Australian Accounting Standards – Effective Date of AASB 15</i></p> <p>The Standard amends the mandatory effective date of AASB 15, consequential amendments originally set out in AASB 2014-5, and, Interpretation 1052 <i>Tax Consolidation Accounting</i>. There is no financial impact.</p>
AASB 2016-2	<p><i>Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107</i></p> <p>This Standard amends AASB 107 <i>Statement of Cash Flows</i> (August 2015) to require disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. There is no financial impact.</p>

AASB 2016-3	<p><i>Amendments to Australian Accounting Standards – Clarifications to AASB 15</i></p> <p>This Standard clarifies identifying performance obligations, principal versus agent considerations, timing of recognising revenue from granting a licence, and, provides further transitional provisions to AASB 15. The Authority has not yet determined the application or the potential impact.</p>
AASB 2016-4	<p><i>Amendments to Australian Accounting Standards – Recoverable Amount of Non-Cash-Generating Specialised Assets of Not-for-Profit Entities</i></p> <p>This Standard clarifies that the recoverable amount of primarily non-cash-generating assets of not-for-profit entities, which are typically specialised in nature and held for continuing use of their service capacity, is expected to be materially the same as fair value determined under AASB 13 <i>Fair Value Measurement</i>. The Authority has not yet determined the application or the potential impact.</p>
AASB 2016-7	<p><i>Amendments to Australian Accounting Standards – Deferral of AASB 15 for Not-for-Profit Entities</i></p> <p>This Standard amends the mandatory effective date of AASB 15 for not-for-profit entities so that AASB 15 is required to be applied by such entities for annual reporting periods beginning on or after 1 January 2019 instead of 1 January 2018. There is no financial impact.</p>
AASB 2016-8	<p><i>Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities</i></p> <p>This Standard inserts Australian requirements and authoritative implementation guidance for not-for-profit entities into AASB 9 and AASB 15. There is no financial impact.</p>

Changes in accounting estimates

There have been no changes in accounting estimates for the period from 11 April to 31 December 2016.

Note 6	2016
Employee Benefits Expense	\$'000
Wages and salaries ^(a)	24,168
Superannuation - defined contribution plans ^(b)	2,274
	26,442

(a) Includes the value of the fringe benefit to the employee plus the fringe benefits tax component, leave entitlements including superannuation contribution component.

(b) Defined contribution plans include West State, and Gold State and GESBS and other eligible funds.

Employment on-costs expenses, such as workers' compensation insurance are included at note 10 'Other expenses'.

Employment on-costs liability is included at note 28 'Provisions'.

Note 7	2016
Supplies and Services	\$'000
Consumables and minor equipment	1,439
Communication expenses	321
Utilities expenses	832
Consultancies and contracted services	4,069
Minor works	955
Repairs and maintenance	150
Operating lease and hire charges	493
Travel and passenger transport	328
Advertising and public relations	283
Supplies and services - other	578
Suppliers and services - PD staff activities	224
	9,672

Note 8	2016
Depreciation	
Buildings	2,151
Motor vehicles, caravans and trailers	29
Plant, general equipment and infrastructure	315
Computer equipment, communication network	120
	2,615

Note 9	2016
Revaluation	

The Western Australian Land Information Authority (Valuation Services) revaluations as at 31st December 2016 included a significant decrement for buildings. There were insufficient asset revaluation reserves in the College's equity reserves to absorb the value of the reduction for buildings.

Asset revaluation decrement	
Buildings	795

Note 10	2016
Other Expenses	\$'000
Building maintenance	817
Doubtful debts expense	95
Employment on-costs (a)	1,362
Student prizes & awards	3
	2,277

(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 28 'Provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.

Note 11	2016
Fee for Service	\$'000
Fee for service - general	649
Fee for service – Department of Training and Workforce Development	57
Fee for service – Government (other than Department of Training and Workforce Development)	151
International division fees	819
Fee for service - other	49
	1,725

Note 12	2016
Student Fees and Charges	\$'000
Tuition fees	4,235
Resource fees	1,220
Other college fees	37
Student Fees - RPL fees	333
Student incidental fees	6
	5,831

Note 13	2016
Ancillary Trading	\$'000
Live works (not a trading activity)	220
Other ancillary revenue	83
Total	303

Note 14	2016
Trading Profit / (Loss)	\$'000
Sales	21
Cost of sales:	
Opening inventory	(39)
Purchases	(30)
	(69)
Closing inventory	44
Cost of goods sold	25
Trading Profit / (Loss) - Bookshop	(4)

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

Note 15	2016
Commonwealth Grants and Contributions	\$'000
Commonwealth specific purpose grants and contributions (a)	303
	303

(a) Grants and traineeship incentive payments received.

Note 16	2016
Interest Revenue	\$'000
Interest Revenue	247
	247

Note 17	2016
Other Revenue	\$'000
Rental and facilities fees	436
Sponsorship and donations revenue	11
Insurance recovery	149
Contributions towards events and functions	10
Contributions towards vehicles operating costs	10
Income received from Education & Participation Scheme	28
	644

Note 18	2016
Net gain/(loss) on disposal non-current assets	\$'000
Net proceeds from disposal of non-current assets	
Plant, general equipment and infrastructure	8
Motor vehicles, caravans and trailers	29
Total proceeds from disposal of non-current assets	37
Carrying amount of non-current assets disposed	
Plant, general equipment and infrastructure	(10)
Motor vehicles, caravans and trailers	(14)
Total cost of disposal of non-current assets	(24)
Net gain / (loss)	13

See note 24 'Property, plant and equipment'.

Note 19	2016
Income from State Government	\$'000
Appropriation received during the year	
Service appropriation (a)	
Delivery and Performance Agreement (DPA) (a)	29,441
Other recurrent funds	418
	29,859

Note 19 (continued)	2016
Services received free of charge from other State government agencies during the financial period:	
Department of Training and Workforce Development	
Corporate systems support	1,163
Human resources, industrial relations support	79
	1,242
	31,101

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

Note 20	2016
Restricted Cash and Cash Equivalents	\$'000
Current	
State Grants refundable (a)	1,188
Allowance for deferred salaries (b)	316
Specific donations (c)	4
	1,508
Non-current	
Salary allowance and provision (d)	257
	257

- (a) An amount held as fees payable to DTWD for a shortfall in student curriculum hours delivered.
- (b) Amount held to meet salaries due to staff who have elected to defer payment to purchase leave at a later date.
- (c) Scholarship funds held for Denmark Music Foundation \$4,093, Jack Family Trust \$227 and Grist Family Trust \$120.
- (d) Amount held in to meet 27 pays in 2024 being one additional pay period more than the normal 26 pays per annum.

Note 21	2016
Inventories	\$'000
Current	
Inventories held for resale:	
Bookshop (at cost)	44
Total Current	44

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

Note 22	2016
Receivables	\$'000
Current	
Receivables - trade	315
Receivables - students	291
Accrued income	191
Allowance for impairment of receivables	(121)
GST receivable	136
Total Current	812

Reconciliation of changes in the allowance for impairment of receivables:	
Balance taken over from abolished agencies	91
Doubtful debts expense	95
Amounts written off during the period	(65)
Balance at end of period	121

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

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

Note 23	2016
Other Current Assets	\$'000
Current	
Prepayments	293
	293

Note 24	2016
Property Plant and Equipment	\$'000
Land	
At fair value ^(a)	4,200
	4,200
Buildings	
At fair value ^(a)	88,370
Accumulated depreciation	(12)
	88,358
Motor Vehicles, Caravans and Trailers	
At cost	296
Accumulated depreciation	(29)
	267
Plant, General Equipment and Infrastructure	
At cost	1,252
Accumulated depreciation	(315)
	937
Computer Equipment, Communication Network	
At cost	525
Accumulated depreciation	(120)
	405
	94,167

(a) Land and buildings were revalued as at 31 December 2016 by the Western Australian Land Information Authority (Valuation Services). The valuations were performed during the period ended 31 December 2016 and recognised at 31 December 2016. In undertaking the revaluation, fair value was determined by reference to market values for land. For the remaining balances, fair value of buildings was determined on the basis of depreciated replacement costs and fair value of land was determined on the basis of comparison with market evidence for land and low level utility (high restricted use of land).

Note 24 (continued)

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 in the table below.

2016	Land	Buildings	Capital works in progress	Motor vehicles, caravans and trailers	Plant, general equipment and infrastructure	Computer equipment, communication network	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Transfers from abolished agencies	4,200	89,068	18	213	1,043	494	95,036
Additions	-	2,239	85	97	113	31	2,565
Transfers	-	-	(103)	-	103	-	-
Disposals	-	(3)	-	(14)	(7)	-	(24)
Revaluation Increments/ (decrements)	-	(795)	-	-	-	-	(795)
Depreciation expense	-	(2,151)	-	(29)	(315)	(120)	(2,615)
Carrying amount at end of year	4,200	88,358	-	267	937	405	94,167

Information on fair value measurement is provided in Note 25.

Note 25 Fair Value measurement

Assets measured at fair value	Level 1	Level 2	Level 3	Fair value at end of period
Fair Value Measurement 2016	\$'000	\$'000	\$'000	\$'000
Land (note 24)	-	-	4,200	4,200
Buildings (note 24)	-	-	88,358	88,358
	-	-	92,558	92,558

There were no transfers between Levels 1, 2 or 3 during the current and the previous periods.

Valuation techniques to derive level 2 fair values

Level 2 fair values of Land are derived using the market approach. Market evidence of sales prices of comparable land in close proximity is used to determine price per square metre.

Fair value measurements using significant unobservable inputs (Level 3)

2016	Land	Buildings
	\$'000	\$'000
Transfers from abolished agencies	4,200	89,068
Additions	-	2,239
Revaluation increments/(decrements) recognised in profit or loss	-	(795)
Revaluation increments/(decrements) recognised in other comprehensive income	-	-
Transfers (to)/from level 2	-	-
Disposals	-	(3)
Depreciation expense	-	(2,151)
Fair value at end of period	4,200	88,358

Valuation processes

There were no changes in valuation during the period.

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

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

Fair value for restricted use land is based on comparison with market evidence for land with low level utility (higher restricted use land).

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

Description	Fair Value 2016 \$'000	Valuation technique(s)
Land	4,200	Market approach
Buildings	88,358	Depreciated replacement cost

Reconciliations of the opening and closing balances are provided in Note 24.

Note 25 (continued)

Basis of Valuation

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

Note 26

Impairment of Assets

There were no indications of impairment of property plant and equipment as at 31 December 2016.

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

Note 27	2016
Payables	\$'000
Current	
Trade payables	1
GST payable	43
Accrued expenses	341
Accrued salaries and wages	112
Paid parental leave	5
	502

See also note 2 (o) 'Payables' and note 37 'Financial instruments'.

Note 28	2016
Provisions	\$'000
Current	
<i>Employee benefits provision</i>	
Annual leave (a)	2,040
Long service leave (b)	3,824
Deferred salary scheme (c)	317
	6,181
<i>Other provisions</i>	
Employment on-costs (d)	372
	6,553

Non-current

<i>Employee benefits provision</i>	
Long service leave (b)	821
	821
<i>Other provisions</i>	
Employment on-costs (d)	52
	873

	2016
(a) Annual Leave	\$'000
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 follows:	
Within 12 months of the end of the reporting period	1,636
More than 12 months after the end of the reporting period	404
	2,040

Note 28 (continued)		2016
(b) Long Service Leave		\$'000
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		1,023
More than 12 months after the end of the reporting period		3,622
		<u>4,645</u>

		2016
(c) Deferred Salary		\$'000
Deferred salary scheme liabilities have been classified where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Actual settlement of the liabilities is expected to occur as follows:		
Within 12 months of the end of the reporting period		107
More than 12 months after the end of reporting period		210
		<u>317</u>

(d) Other on-costs	
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 9 'Other expenses'.	

Note 28 (continued)		2016
Movement in other provisions		\$'000
Employment on-cost provision		
Movements in each class of provisions during the financial year, other than employee benefits, are set out below:		
Amounts transferred from abolished agencies		179
Additional provision recognised		1,362
Payments/other sacrifices of economic benefits		(1,117)
		<u>424</u>
Carrying amount at end of period		424

Note 29		2016
Other Liabilities		\$'000
Current		
<u>Income received in advance</u> ^(a)		
Student fees and charges		32
VET fee HELP		195
		<u>227</u>
<u>Monies held in trust</u>		
Unclaimed monies and stale cheques		8
Specific donations		4
		<u>12</u>
<u>Other</u>		
Provision for Delivery and Performance Agreement Refund		1,188
Total current liabilities		<u>1,427</u>

(a) Income received in advance relates to student fees and other Government (Commonwealth) funding, that are expected to be completed in the next year and an amount payable to Commonwealth Government under the VET Fee HELP Scheme.

Note 30

2016

Equity

The South Regional TAFE was established on 11 April 2016 and incorporated assets and liabilities of the former South West Institute of Technology, Great Southern Institute of Technology in addition to incorporating the Esperance and Narrogin campuses formerly attached to Goldfield's Institute of Technology.

Schedule of assets and liabilities taken over at 11 April 2016.

	CY O'Connor Institute - Narrogin Campus \$' 000	Goldfields Institute of Technology - Esperance Campus \$' 000	Great Southern Institute of Technology \$' 000	South West Institute of Technology \$' 000	South Regional TAFE Total \$' 000
Cash Assets	1	-	761	1,405	2,167
Restricted Cash Assets	-	-	537	100	637
Receivables	-	63	915	1,637	2,615
Inventories	-	-	39	-	39
Other Current Assets	-	-	5,499	127	5,626
Intangible Assets	-	-	6	-	6
Property, Plant and Equipment	1,292	180	28,895	64,622	94,989
Payables	-	-	(928)	(508)	(1,436)
Provisions	(429)	(351)	(3,133)	(4,145)	(8,058)
Other Liabilities	-	-	(91)	(1,820)	(1,911)
Total Net Assets	864	(108)	32,500	61,418	94,674

Note 30 (continued)	
Contributed Equity (continued)	\$'000
Balance at start of period	-
<u>Contribution by owners</u>	
Transfer of net assets from abolished agencies	94,674
<u>Other contributions by owners</u>	
Cash redistribution under Training Sector Reform	4,054
Transfers of net assets from Department of Training and Workforce Development	2,777
Total contributions by owners	<u>101,505</u>
Balance at end of period	<u>101,505</u>
<u>Accumulated surplus / (deficit)</u>	
Balance at start of period	-
Result for the period	(2,235)
Correction of understatement of student fees received in advance (a)	597
Balance at end of period	<u>(1,638)</u>
Total Equity at end of period	<u>99,867</u>

(a) Correction of understatement of student fees received in advance
An adjustment has been made to the balance of liabilities taken over by South Regional TAFE from abolished Great Southern Institute of Technology to reflect an understatement of student fees received in advance of \$597,625.

Note 31
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:

Note 31 (continued)	2016
Reconciliation of cash	\$'000
(a) Cash and cash equivalents	12,141
Restricted cash and cash equivalents (refer to note 20 'Restricted cash and cash equivalents')	1,765
	<u>13,906</u>
(b) Reconciliation of net cost of services to net cash flows provided by/(used in) Operating activities	
Net cost of services	(32,739)
<u>Non-cash items:</u>	
Depreciation	2,615
Asset revaluation decrement	795
Doubtful debts expense	29
Resources received free of charge	1,242
Resources provided by Owner	417
Losses and write offs	65
Net (gain)/loss on sale of property, plant and equipment	(13)
<u>(Increase)/decrease in assets:</u>	
Current receivables (i)	1,709
Current inventories	(5)
Prepayments	(122)
<u>Increase/(decrease) in liabilities</u>	
Current payables (i)	(934)
Current provisions	284
Other current liabilities	(1672)
Non-current provisions	(916)
Net cash provided by/(used in) operating activities	<u>(29,245)</u>

(i) 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.

Note 32
Services provided free of charge

During the year no resources were provided to other agencies free of charge for functions outside the normal operations of the College.

Note 33

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:

Non-cancellable operating lease commitments	2016
	\$'000
Within 1 year	386
Later than 1 year and not later than 5 years	360
Total	746
Representing:	
Non-cancellable operating leases	746
	746

The College has entered into several property leases which are non-cancellable leases with rent payable monthly or annually in advance. Some of the minimum lease payments shall be increased annually either by the agreed rate in the lease terms or by CPI review.

The College has also entered into leases for fleet vehicles. These are generally between 1 to 5 years term to the supplier for auction at the end of the term.

Other Expenditure Commitments **\$'000**

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

Within 1 year	23
	23

Note 33 (continued)

2016

Capital Expenditure Commitments

\$'000

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

Within 1 year	22
	22

Note 34

Contingent liabilities and contingent assets

No contingent liabilities or assets exist as at 31 December 2016.

Note 35

Events occurring after the reporting period

There are no significant events occurring after reporting date that materially impact the financial statements as at 31 December 2016.

Note 36

Explanatory Statement

Statement of Comprehensive Income and Cash Flow Statement

Major variances between estimates (original budget) and actual results for 2016 are shown below. Major variances are considered to be those greater than 5% and 2% of the Total Cost of Services (\$900,000).

Statement of Financial Position

Major variances between estimates (original budget) and actual results for 2016 are shown below. Major variances are considered to be those greater than 5% and 2% of the Total Assets (\$2,112,000).

Statement of Comprehensive Income	Variance Note	Estimate 2016 \$000	Actual 2016 \$000	Variance between Estimated and Actual \$000
COST OF SERVICES				
Expenses				
Employee benefits expense	1	30,996	26,442	(4,554)
Supplies and services		8,925	9,672	747
Depreciation		1,803	2,615	812
Revaluation decrement		-	795	795
Grants and subsidies		1	-	(1)
Cost of sales		34	25	(9)
Other expenses	2	3,250	2,277	(973)
Total cost of services		45,009	41,826	(3,183)
Income				
Revenue				
Fees for services		2,009	1,725	(284)
Student fees and charges	3	6,874	5,831	(1,043)
Ancillary Trading		285	303	18
Sales		41	21	(20)
Commonwealth grants and contributions		209	303	94
Interest revenue		330	247	(83)
Other revenue		538	644	106
Total Revenue		10,286	9,074	(1,212)
Gains				
Gains on disposal of non current assets		-	13	13
Total Gains		-	13	13
Total income other than income from State Government		10,286	9,087	(1,199)
NET COST OF SERVICES		34,723	32,739	(1,984)
INCOME FROM GOVERNMENT				
Service appropriation	4	32,794	29,859	(2,935)
Services received free of charge		1,065	1,242	177
Total Income from State Government		33,859	31,101	(2,758)
SURPLUS/ DEFICIT FOR THE PERIOD		(864)	(1,638)	(774)
OTHER COMPREHENSIVE INCOME				
Items not classified subsequently to profit or loss				
Changes in asset revaluation surplus		1,583	-	(1,583)
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		719	(1,638)	(2,357)

Statement of Financial Position	Variance Note	Estimate 2016	Actual 2016	Variance between Estimated and Actual
ASSETS				
Current Assets				
Cash and Cash equivalents	5	4,630	12,141	7,511
Restricted cash and cash equivalents		754	1,508	754
Inventories		46	44	(2)
Receivables		926	812	(114)
Other current assets	6	4,657	293	(4,364)
Non current assets classified for sale		620	-	(620)
Total Current Assets		11,633	14,798	3,165
Non-Current Assets				
Restricted cash and cash equivalents		76	257	181
Property, plant and equipment		93,904	94,167	263
TOTAL CURRENT ASSETS		93,980	94,424	444
TOTAL ASSETS		105,613	109,222	3,609
LIABILITIES				
Current Liabilities				
Payables		713	502	(211)
Provisions		5,028	6,553	1,525
Other current liabilities		1,749	1,427	(322)
Total Current Liabilities		7,490	8,482	992
Non-Current Liabilities				
Provisions		1,327	873	(454)
Other non-current liabilities		10	-	(10)
Total Non-Current Liabilities		1,337	873	(464)
TOTAL LIABILITIES		8,827	9,355	528
NET ASSETS		96,786	99,867	3,081
EQUITY				
Contributed equity		36,334	101,505	65,171
Reserves		40,632	-	(40,632)
Accumulated surplus/(deficit)		19,820	(1,638)	(21,458)
TOTAL EQUITY		96,786	99,867	3,081

Statement of cash flows	Variance Note	Estimate 2016	Actual 2016	Variance between Estimated and Actual
CASH FLOWS FROM STATE GOVERNMENT				
Service appropriation	4	32,794	31,047	(1,747)
Net cash provided by State Government		32,794	31,047	(1,747)
CASHFLOWS FROM OPERATING ACCOUNT				
Payments				
Employee benefits	1	(31,378)	(27,173)	4,205
Supplies and Services	10	(7,860)	(9,198)	(1,338)
Purchase of inventory		-	(9)	(9)
Grants and subsidies		(1)	-	1
GST payments on purchases		(700)	(730)	(30)
GST payments to taxation authority		-	(61)	(61)
Other payments	7	(3,190)	(1,912)	1,278
		(43,129)	(39,083)	4,046
Receipts				
Fee for service		2,006	2,039	33
Student fees and charges	3	6,807	5,224	(1,583)
Ancillary trading		285	303	18
Commonwealth grants and contributions		209	419	210
Interest received		330	325	(5)
GST receipts on sales		-	128	128
GST receipts from taxation authority		700	756	56
Other receipts		553	644	91
Net cash provided by/(used in) operating activities		(32,239)	(29,245)	2,994
CASH FLOWS FROM INVESTING ACTIVITIES				
Payments				
Purchase of non-current assets		(829)	(246)	583
Receipts				
Proceeds from sale of non-current assets		-	37	37
Proceeds from sale of other current financial assets	8	-	5,456	5,456
Net cash provided by/(used in) investing activities		(829)	5,247	6,076
CASH FLOWS FROM FINANCING ACTIVITIES				
Receipts				
Contribution of capital by Owners	9	-	6,857	6,857
Net cash provided by/(used in) financing activities		-	6,857	6,857
Net increase/(decrease) in cash and cash equivalents		(274)	13,906	14,180
Cash and cash equivalents at the beginning of the period		5,734	-	(5,734)
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		5,460	13,906	8,446

Major variance narrativesVariance between estimate and actual

- 1 Employee expenses
Employee benefits are lower than estimates as estimates were based on historical employment costs. Actual results for Employee Expenses were reduced by 8 staff members taking voluntary redundancies. Further savings were made through the restructuring process.
- 2 Other expenses
Actual results were reduced from the estimates mainly due to the reduction of employment on-costs which is in line with the reduction of employee expenses.
- 3 Student fees and charges
Student fees and charges were lower than estimates. This is due to the training delivered during the reporting period being 2,503,290 student curriculum hours which fell short of planned delivery by 100,587 student curriculum hours.
- 4 Service appropriation
Training delivered during the reporting period was 2,503,290 student curriculum hours and fell short of planned delivery by 100,587 student curriculum hours. This resulted in less than expected revenue from the State Government as the student curriculum hours was lower than the expected target.
- 5 Cash and cash equivalents
Actual results for cash and cash equivalents at balance date included an amount of \$5,456,392 that was not anticipated in the Estimates. The actual results also include a distribution of \$4,054,053 in cash from DTWD to the college as part of an equalisation of cash resources across the sector.
- 6 Other current assets
Actual results include a transfer of current financial assets in the form of a term deposit of \$5,456,392 to cash and cash equivalents.
- 7 Other payments
Actual results were \$1,278,000 lower than estimate as there was a reduction in employee on-cost payments which is in line with the reduction of employee expenses.
- 8 Proceeds from the sale of other current financial assets
The Actual cash inflow from the proceeds from the sale of current financial assets is the result of term deposits being transferred to the operating bank account. Estimates did not anticipate this transfer.
- 9 Contribution of capital by Owners
The actual cash inflow from contribution by Owners represents the opening cash receipt from State Government upon the establishment of the South Regional Tafe on 11 April 2016.
- 10 Supplies and services
The actual cash outflows for supplies and services include outflow of cash relating to Narrogin and Esperance campuses that were transferred to South Regional Tafe upon its creation. These campuses were previously part of Goldfield Institute of Technology and CY O'Connor Institute of Technology and was not included as part of the estimates.

Note 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, receivables, payables and other liabilities. The College has limited exposure to financial risks. The College's overall risk management program focus on managing the risk identified below:

Credit risk

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

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

Credit risk associated with the College's financial assets is minimal because 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 bad debt is minimal. At the end of the reporting period there are no significant concentrations of credit risk.

Liquidity risk

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

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

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

Market risk

Market risk is the risk that changes in market prices such as foreign exchange rates and interest rates will affect the College's income or the value of its holdings of financial instruments. 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).

(b) Categories of Financial Instruments

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

	2016
	\$'000
Financial Assets	
Cash and cash equivalent	12,141
Restricted cash and cash equivalent	1,765
Receivables (a)	676
Financial Liabilities	
Payables	459
Other Liabilities (b)	1,396

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

(b) Includes Delivery and Performance Agreement refund (\$1,188,000), monies held on trust (\$13,000) and Commonwealth VET Fee HELP scheme received in advance (\$195,000)

Note 37 (continued)

Financial Instruments

(c) Financial Instrument Disclosure

Credit risk

The following table discloses the College's maximum exposure to credit risk and the ageing analysis of financial assets. The College's maximum exposure to credit risk at the end of the reporting period is the carrying of an amount of financial assets as shown below.

The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the College.

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

Ageing analysis of financial assets

Financial Assets	Carrying Amount	Not past due and not impaired	Past due but not impaired			Impaired Financial Assets
			Up to 1 month	1-3 months	3 months to 1 year	
	\$	\$'000	\$'000	\$'000	\$'000	\$'000
2016						
Cash and cash equivalent	12,141	12,141	-	-	-	-
Restricted cash and cash equivalents	1,765	1,765	-	-	-	-
Receivables (a)	676	392	61	97	247	(121)
	14,582	14,298	61	97	247	(121)

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

Liquidity risk and interest rate exposure

The following table details the College's interest rate exposure and the contractual maturity analysis of financial assets and financial liabilities. The maturity analysis section includes interest and principal cash flows. The interest rate exposure section analyses only the carrying amounts of each item.

Note 37 (continued)

Interest rate exposure and maturity analysis of financial assets and financial liabilities

	Weighted Average Effective Interest Rate	Interest rate exposure			Nominal Amount	Maturity dates			
		Carrying Amount	Variable Interest Rate	Non-Interest Bearing		Up to 1 month	1-3 months	3 months to 1 year	1-5 years
2016	%	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets									
Cash and cash equivalent	2.07%	12,141	12,141	-	12,141	12,141	-	-	-
Restricted cash and cash equivalent	2.07%	1,765	1,765	-	1,765	1,765	-	-	-
Receivables (a)	-	676	-	676	676	676	-	-	-
		14,582	13,906	676	14,582	14,582	-	-	-
Financial Liabilities									
Payables	-	459	-	459	459	459	-	-	-
Other liabilities (b)	-	1,396	-	1,396	1,396	1,396	-	-	-
		1,855	-	1,855	1,855	1,855	-	-	-

Note 37 (continued)

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.

		- 100 Basis Points		+ 100 Basis Points	
	Carrying amount	Surplus	Equity	Surplus	Equity
2016	\$'000	\$'000	\$'000	\$'000	\$'000
<u>Financial Assets</u>					
Cash and cash equivalent	12,141	(121)	(121)	121	121
Restricted Cash and cash equivalent	1,765	(18)	(18)	18	18
Total Increase/(Decrease)		(139)	(139)	139	139

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 values unless otherwise stated in the applicable notes.

Note 38

Remuneration of members of the accountable authority and senior officers

Remuneration of Members of the accountable authority

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

Remuneration Band (\$)	2016
\$0 - \$10,000	7
\$10,001 - \$20,000	1
\$180,001 - \$190,000	1
	\$'000
Base remuneration and superannuation	202
Annual leave and long service leave accruals	16
Other benefits	5
Total remuneration of the members of the accountable authority is:	223

Remuneration of senior officers

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

Remuneration Band (\$)	2016
\$120,001 - \$130,000	3
\$130,001 - \$140,000	1
	\$'000
Base remuneration and superannuation	459
Annual leave and long service leave accruals	33
Other benefits	14
The total remuneration of senior officers	506

Note 38 (continued)

No Senior Officers are members of the Pension Scheme. Total remuneration includes the superannuation expense incurred by the accountable authority in respect of senior officers other than senior officers reported as members of the College.

Note 39

Remuneration of auditor

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

	2016
	\$'000
Auditing the accounts, financial statements and key performance indicators.	148

Note 40

Related bodies

The College has no related bodies.

Note 41

Affiliated bodies

The College has no affiliated bodies.

Note 42

Supplementary financial info

	2016
	\$'000
Write-Offs	
Bad debts written off by the Governing Council during the financial year	65
	65

Detailed Key Performance Indicators information

Desired Outcome

The desired outcome of the college is the provision of Vocational Education and Training services to meet community and industry needs.

South Regional TAFE¹ has developed the following Key Performance Indicators (KPIs) to provide an overall indication of the college's performance against both the Delivery and Performance Agreement with the Department of Training and Workforce Development and the college's 2016 Business Plan objectives.

Partial Exemption

Due to the WA Training Sector Reform in April 2016, the Department of Treasury WA granted the partial exemption under the Treasurer's Instruction 904 for the:

- disclosure of budget targets for all KPIs; and
- reporting against key efficiency indicator 1.1 – overall cost per curriculum hour.

Accordingly, no targets except for Profile Achievement, and efficiency indicator have been reported in the Key Performance Indicators for 2016.

¹ South Regional TAFE was established in April 2016 from a merger between South West Institute of Technology and Great Southern Institute of Technology. The Narrogin campus (formerly C.Y. O'Connor Institute and the Esperance campus (formerly Goldfields Institute of Technology) also became part of the newly established South Regional TAFE.

Effectiveness Indicators

Annual VET College Training Profile Achievement

The following table indicates the effectiveness of the college's training delivery under the College Training Profile, as a measure of the extent to which it has provided relevant training and skills formation opportunities to the community, in accordance with the training needs of the state.

Note:

The college began 2016 with a DPA figure² of 2,786,422 and renegotiated the DPA in September to align delivery with local demands, reducing to 2,603,877 student curriculum hours. As per the college's Business Plan, the performance indicators reflect the original combined DPA figures of 2,786,422.

Non Profile Delivery

Includes:

- competitively allocated training both state and non-state funded;
- domestic and International fee for service delivery; and
- delivery for credit transfers and recognition of prior learning.

College Training Profile

The target in 2016 for the College Training Profile was 2,786,422 (100%); 89.8% was achieved. The following tables provide details of the distribution of the College Training Profile delivery by SCH

² Upon the amalgamation (enacted 11 April 2016), Department of Training and Workforce Development issued a revised full year DPA for the newly formed South Regional TAFE. Although this DPA was issued in April 2016, it included targets for 1 January 2016 to 31 December 2016.

in the industry groups specified by the Department of Training and Workforce Development.

Table 1

Reflects 2016 actual outcomes achieved against planned delivery based on ANZSCO Group classifications for the period 1 January to 31 December 2016.

Given the nature of this indicator it is not possible to report a partial year result. Profile delivery targets and student curriculum hours are both reported under an end of study paradigm, where delivery must be assigned a final outcome before it can be counted. Targets are set in relation to full year outcomes and accurate reporting of SCH on an end of study basis can only occur on full year results. Importantly, one snapshot cannot be subtracted from another to produce a part year figure, as the two collections will not include the same records. Nonetheless, since the majority of final outcomes were recorded later in the year, the timing of end of study reporting means that full year 2016 figures do still fairly represent TAFE performance for the reporting period 11 April to 31 December 2016.

ANZSCO Groups	2016 Achieved	2016 Planned	% Achieved
1 - MANAGERS	147,304	133,238	110.6%
11 -Chief Executives, General Managers and Legislators	10,455	11,800	88.6%
12 - Farmers and Farm Managers	104,124	116,118	89.7%
13 - Specialist Managers	15,375	4,360	352.6%
14 - Hospitality, Retail and Service Managers	17,350	960	1807.3%
2 - PROFESSIONALS	218,202	261,768	83.4%
21 - Arts and Media Professionals	56,171	50,010	112.3%
22 -Business, Human Resource and Marketing Professionals	9,970	8,950	111.4%
23 -Design, Engineering, Science and Transport Professionals	72,816	117,984	61.7%
24 - Education Professionals	41,930	39,300	106.7%
25 - Health Professionals		784	0.0%
26 - ICT Professionals	24,600	25,440	96.7%
27 - Legal, Social and Welfare Professionals	12,715	19,300	65.9%
3 - TECHNICIANS AND TRADES WORKERS	582,574	724,009	80.5%
31 - Engineering, ICT and Science Technicians	151,166	210,047	72.0%
32- Automotive and Engineering Trades Workers	138,365	167,786	82.5%
33 - Construction Trades Workers	87,458	88,390	98.9%
34 -Electrotechnology and Telecommunications Trades Workers	45,313	57,542	78.7%
35 - Food Trades Workers	39,556	42,360	93.4%
36 - Skilled Animal and Horticultural Workers	46,563	54,120	86.0%
39 - Other Technicians and Trades Workers	74,153	103,764	71.5%
4 - COMMUNITY AND PERSONAL SERVICE WORKERS	753,416	773,628	97.4%
41 - Health and Welfare Support Workers	220,962	239,280	92.3%
42 - Carers and Aides	364,128	340,078	107.1%
43 - Hospitality Workers	25,297	25,449	99.4%

45 - Sports and Personal Service Workers	143,029	168,821	84.7%
5 - CLERICAL AND ADMINISTRATIVE WORKERS	250,738	258,247	97.1%
51 - Office Managers and Program Administrators	28,050	31,237	89.8%
52 - Personal Assistants and Secretaries	340	15,380	2.2%
53 - General Clerical Workers	139,938	146,468	95.5%
54 - Inquiry Clerks and Receptionists	3,960	1,410	280.9%
55 - Numerical Clerks	73,695	52,592	140.1%
59 - Other Clerical and Administrative Workers	4,755	11,160	42.6%
6 - SALES WORKERS	10,950	13,960	78.4%
62 - Sales Assistants and Salespersons	10,950	13,960	78.4%
7 - MACHINERY OPERATORS AND DRIVERS	91,878	61,507	149.4%
71 - Machine and Stationary Plant Operators	52,074	32,910	158.2%
72 - Mobile Plant Operators	39,804	22,279	178.7%
74 - Storepersons		6,318	0.0%
8 - LABOURERS	211,105	309,299	68.3%
81 - Cleaners and Laundry Workers		4,100	0.0%
82 - Construction and Mining Labourers	41,526	37,931	109.5%
83 - Factory Process Workers	35,558	45,870	77.5%
84 - Farm, Forestry and Garden Workers	52,840	116,902	45.2%
85 - Food Preparation Assistants	17,630	16,540	106.6%
89 - Other Labourers	63,551	87,956	72.3%
G - GENERAL EDUCATION	237,123	250,766	94.6%
GB - Adult Literacy/ESL	121,790	154,517	78.8%
GC - Languages	350		
GE - Targeted Courses	114,983	96,249	119.5%
Grand Total	2,503,290	2,786,422	89.8%

Variations in Excess of 10%

The DPA allows for flexibility in shifting delivery between industry groups within agreed tolerances. Where ANZSCO reflect actual results which vary by 10% or more from the original planned SCH the following explanations apply:

- change in industry ANZSCO group classifications;
- original SCH allocation under the DPA insufficient to meet local demand in respective ANZSCO group;
- SCH shifts across profile to meet local demands for training; and
- reflective of department funding of programs for recognition of prior learning and skill shortage areas.

Student Satisfaction Survey

Student satisfaction is a performance indicator measuring the extent to which the courses, staff and facilities provided by the college meet the needs of students. Student satisfaction was measured through the Student Satisfaction Survey, carried out by an independent organisation (Patterson Market Research), aimed at students who were undertaking studies at the college. The survey asked students about themselves and their level of satisfaction with the qualifications and broad areas of teaching, student support and advisory services as well as the facilities of the college.

The 2016 Student Satisfaction Survey fieldwork was conducted between Wednesday 7 September and Monday 21 November 2016. The usable State population was established as 47,031 with 12,060 usable returns received (response rate of 25.6%). From a usable population of 6,909 at South Regional TAFE, 1761 usable returns were received (response rate of 25.48%). The

standard error for the south west sample of the survey was calculated at 0.6% with a relative sampling error of ±1.20%, with a 95% confidence level (for Western Australia the standard error was 0.20% and sampling error was ±0.50%).

The WA Student Satisfaction Survey is an annual survey amongst students who are funded under the National Agreement for Skills and Workforce Development. The following student groups have been excluded from the scope of the survey: international full fee paying students, students undergoing training through a school-based program (VET in schools), Adult community education (ACE) students, students who are in a correctional facility and students aged less than 15 years.

Weighting

All data described in this report have been weighted to reflect the total student population based on a combination of student gender (male/female), age group (15-19, 20-29, 30-44, 45+), student status (IBS, EBS) and training provider. Weight cells with a zero count for the population and survey data were removed.

Overall Student Satisfaction	
	2016 Actual
SRT	89.7%
State	88.9%

Note:

Overall student satisfaction sample includes students who started and finished during the period prior to Training Sector Reform (enacted 11 April 2016).

Derivation:

The survey asked students to rate their overall degree of satisfaction with their course. The measure compares the number of ‘Very Satisfied’ and ‘Satisfied’ respondents as a proportion of respondents.

Explanation:

The methodology used by Patterson Market Research utilised two data collection techniques; online (emails with a link to the survey, website availability) and postal (hardcopy questionnaire mail outs or completed at the college).

Student Outcome Survey

The Student Outcomes Survey is carried out bi-annually by the National Centre for Vocational Education Research Ltd (NCVER). This survey is not conducted in 2016, the next reportable survey results will be reported in 2017.

Efficiency Indicator

Delivery Cost per Student Curriculum Hour

This indicator has been exempted from being reported in the current year.

Certification of Key Performance Indicators

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess South Regional TAFE's performance and fairly represent the performance of South Regional TAFE for the financial year ended 31 December 2016.



Bryant Stokes
Chairperson
Governing Council

16 March 2017



Duncan Anderson
Managing Director
South Regional TAFE

16 March 2017

Section 4 – Disclosures and Legal Compliance

Ministerial directives

Treasurer’s Instruction 903 (12) requires South Regional TAFE to disclose details of any Ministerial directives relevant to the setting of desired outcomes or operational objectives, the achievement of desired outcomes or operational objective, investment activities and financing activities.

No such directives were issued to South Regional TAFE.

Other financial disclosures

Fees and charges T1903 (13) (i)

Fees and charges for students undertaking publicly funded VET in Western Australia must be collected in accordance with the provisions of the:

- Vocational Education and Training Act 1996
- Vocational Education and Training Regulations 1996
- Policy Guidelines for Publicly Funded Registered Training Organisations.

The college’s fees are set by the Western Australia Department of Training and Workforce Development and are indexed by the CPI each year.

Major capital projects T1903 (13) (ii)

Capital works projects completed

At the Albany campus, the hair and beauty salon was refurbished at a cost of \$840,000. Funding was \$600,000 from the

Department of Training and Workforce Development and \$240,000 from college reserves.

Capital works in progress

There are no major capital projects that remain uncompleted at the end of 2016.

Employment and industrial relations T1903 (13) (iii)

Staff employed by South Regional TAFE

	24.11.12	21.11.13	20.11.14	19.11.15	17.12.16
Fixed pay	221	216	206	183	361
Casuals	95	87	70	73	137

Staff development

The college continued its commitment to the ongoing professional development of staff in 2016. Academic and support staff were provided access to a wide variety of content through webinars, other online services, and in-person mediums.

The consolidation of colleges arising from the Training Sector Reform Project prompted a temporary policy being adopted within the college to provide affected and potentially affected staff an opportunity to increase their existing skills. Health and wellbeing initiatives were also offered to staff. The college has a policy whereby staff are supported to gain relevant qualifications which are offered in-house and lecturers are also supported in gaining higher-level teaching qualifications via the same policy.

Industrial relations

No major industrial relations claims are reportable for 2016 and there were no matters referred to the Industrial Relations Commission or similar jurisdictions.

Workers' compensation

During 2016, there were seven workers' compensation claims lodged. At the conclusion of 2016 (30 November) five claims had been accepted and two claims pending. Two claims from 2016 were finalised and three claims remain open. Three claims remain active from previous years.

Governance disclosures (if any)*Contracts with Senior Officers*

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

- No senior officer has had any shareholding in the college
- To the best of our knowledge, no senior officer has any interest in contracts made or proposed with the college.

Legislation

In the performance of its functions, South Regional TAFE complies with the following relevant written laws:

State Legislation

- Auditor General Act 2006
- Building and Construction Industry Training Levy Act 1990
- Building and Construction Industry Training Fund and Levy Collection Act 1990
- Children and Community Services Act 2004
- Corruption and Crime Commission Act 2003
- Criminal Code Act Compilation Act 1913
- Disability Services Act 1993

- Education Service Providers (Full Fee Overseas Students) Registration Act 1991
- Electoral Act 1907
- Electronic Transactions Act 2011
- Equal Opportunity Act 1984
- Evidence Act 1906
- Financial Management Act 2006
- Freedom of Information Act 1992
- Industrial Relations Act 1979
- Library Board of Western Australia Act 1951
- Limitation Act 2005
- Minimum Conditions of Employment Act 1993
- Occupational Health and Safety Act 1984
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Salaries and Allowances Act 1975
- School Education Act 1999
- State Records Act 2000
- State Supply Commission Act 1991
- Workers' Compensation and Injury Management Act 1981
- Working with Children (Criminal Record Checking) Act 2004.

Commonwealth Legislation

- Competition and Consumer Act 2010
- Copyright Act 1968
- Copyright Amendment (Digital Agenda) Act 2000
- Corporations Act 2001
- Education Services for Overseas Students Act 2000
- Electronic Transactions Act 1999
- Evidence Act 1995
- Fringe Benefits Tax Act 1986
- Higher Education Support Act 2003
- Mutual Recognition Act 1992

- National Vocational Education and Training Regulator Act 2011
- Privacy Act 1988
- Skilling Australia’s Workforce Act 2005
- Spam Act 2003
- Trade Marks Act 1995
- VET Student Loans Act 2016
- Higher Education Support Act 2003.

Unauthorised use of credit cards

- a) The number of instances the Western Australian Government Purchasing Card has been used for a personal purpose; **6**
- b) The aggregate amount of personal use expenditure for the reporting period; **\$184**
- c) The aggregate amount of personal use expenditure settled by the due date; **\$148**
- d) The aggregate amount of personal use expenditure settled after the period required by paragraph (c); **\$36**
- e) The aggregate amount of personal use expenditure outstanding at the end of the reporting period; and **\$36**
- f) The number of referrals for disciplinary action instigated by the notifiable authority during the reporting period. **Nil**

Government policy requirements (GBT policy)

South Regional TAFE has not entered into any building and construction or maintenance contracts that fall within the scope of this policy.

Board and committee remuneration

The following payments were made to Governing Council members, in accordance with remuneration rates as approved by the Minister for Training and Workforce Development from 1 August 2016.

South Regional TAFE				
Position	Name	Type of remuneration	Period of membership	Gross/actual remuneration \$
Chair	Bryant Stokes	Salary	9 months	14,916.00
Deputy Chair	Scott Leary	9 Half Day 1 Full Day meeting fees	9 months	4,244.00
Member	Grant Shipp	9 Part Day Meeting fees	9 months	3,114.00
Member	Mark Dowling	9 Part Day meeting fees	9 months	3,114.00
Member	Karen Wright	8 Part Day 1 Full Day meeting fees	9 months	3,498.00
Member	Marilyn Hopkins	9 Part Day 1 Full Day meeting fees	9 months	3,498.00
Member	Lester Coyne	N/A	9 months	-
Member	Dorinda Cox	N/A	9 months	-
Member	Peter McCaffrey	1 Part Day meeting fees	2 months	384.00
Ex-Member	Regina Hill	2 Part Day meeting fees	2 months	654.00
Ex-Member	Gavin Billington	N/A		-
Sub Total				33,422.00

Other legal requirements

Expenditure on advertising, market research, polling and direct mail

In accordance with s175ZE of the Electoral Act 1907, South Regional TAFE incurred the following expenditure in advertising, market research, polling, direct mail and media advertising.

Expenditure	Total \$	Expenditure	Amount \$
Media Advertising Organisations	183,386.33	OMD (Media Agency)	49,889.50
		Carat (Media Agency)	74,476.96
		Adcorp	3,544.89
		South Metropolitan TAFE for share of state-wide marketing campaign	55,474.98
Direct Advertising	19,393.69	Orana Cinemas	1,454.56
		Facebook	3,279.49
		Fairfax Media	5,500.00
		Southern Cross	8,134.18
		Austereo	1025.46
Denmark Bulletin			
Directories	2905.60	Chambers of commerce and industry	2905.60
		TOTAL	205,685.60

Disability Access and Inclusion Plan outcomes

South Regional TAFE is committed to providing an inclusive and accessible learning and workplace environment for students and staff with disability. Wide consultation was undertaken in 2016 with the community, agencies, students, families and staff to gain feedback on access and inclusion at the college, and provide input to South Regional TAFE’s Disability Access and Inclusion Plan for 2017-2021.

Strategies undertaken in 2016 to achieve the college’s Disability Access and Inclusion Plan’s seven outcomes include:

Outcome 1

People with disability have the same opportunities as other people to access the services of, and any events organised by, South Regional TAFE.

- Ongoing consultation with students with disability, community, agencies and families to ensure access to training and services.
- Development and promotion of inclusive learning and assessment practices, resources and assistive technology.
- Individualised study support as required to meet the learning needs of students with disability participating in training across the college’s campuses.
- Training courses specifically designed to meet the learning needs of people with disability including Certificates III in Clothing Production, Certificate I in Visual Art, and the Course in Initial General Education for Adults.
- Accessible venues for college events.

Outcome 2

People with disability have the same opportunities as other people to access the buildings and facilities of South Regional TAFE.

- Personal Emergency Evacuation Plans developed for students with disability as required.
- Ramps installed to allow access to the Hair and Beauty Salon at Albany campus, and student recreation room at Esperance campus.
- Accessible reception desks installed at both the Hair and Beauty Salon and Library at Albany campus.

Outcome 3

People with disability receive information from South Regional TAFE in a format that will enable them to access the information as readily as other people are able to access it.

- Provision of information and learning materials in a range of formats.
- Assistive technology and applications available for students.
- Liaison with community networks, organisations, schools and agencies supporting people with disability.
- Information regarding the college's courses, services, events and facilities, including services for people with disability provided on the college website, in brochures and fliers, via email, phone, in person and at student enrolment and induction.

Outcome 4

People with disability receive the same level and quality of service from the staff of South Regional TAFE as other people receive from the staff of the organisation.

- Staff induction includes access and inclusion of students with disability, and universal design.
- Staff professional development courses including Mental Health First Aid, Mental Health Workshop, Equal Opportunity and Contact Officer Training, Supporting Students with Autism Spectrum Disorder, Introduction to Trauma and SMART P.R.A.C.T.I.C.E workshop.
- Advice and support for staff on facilitating access and inclusion for students with disability.

Outcome 5

People with disability have the same opportunities as other people to make complaints to South Regional TAFE.

- Feedback and complaint opportunities provided through forms, online or in person.
- Support provided to assist people with disability to provide feedback, if requested.

Outcome 6

People with disability have the same opportunities as other people to participate in any public consultation undertaken by South Regional TAFE.

- Consultation through email, online and newspaper advertisements, student/ community and staff surveys on how the college could improve access to its services and facilities and support the inclusion of people with disability.

Outcome 7

People with disability have the same opportunities as other people to obtain and maintain employment at South Regional TAFE.

- Flexible employment practices continue to be implemented.
- Advertised positions encourage people with disability to apply.
- Job descriptions include a statement on respecting and valuing diversity.

Compliance with Public Sector Standards and Ethical Codes

During 2016, there were three claims for breach of the Public Sector Standards, each in relation to the Employment Standard. One of the claims was withdrawn following further clarification of the process and consultation with the claimant.

In terms of compliance with Ethical Codes and Behaviour, no matters were raised in accordance with the college's disciplinary processes. One grievance was lodged that was subsequently withdrawn.

The college Disciplinary Policy and Procedure was reviewed and updated to reflect changes to the functions and responsibilities of the Public Sector Commission and the Corruption and Crime Commission from 1 July 2015.

Training was conducted during the year in relation to recruitment, selection and appointment in the Public Sector (Employment Standard) and all new employees have been required to complete an online induction process which covers the college Code of Conduct and Accountable and Ethical Decision Making.

Recordkeeping plan

Under Section 19 of the State Records Act 2000, every Government organisation is required to have a Recordkeeping Plan (RKP) approved by the State Records Commission. An RKP covering all State Training Providers was approved by the State Records Commission on 7 December 2012 and is valid until 2017.

On 11 April 2016, in accordance with the *Vocational Education and Training (Colleges Closure and Establishment) Order 2016*, 11 State Training Providers were closed and five new TAFE colleges were established. A Records Management Working Group was established as part of the Training Sector Reform Project (TSRP) to develop a consistent approach to records management across the sector. Each of the TAFE colleges is represented on the working group and has contributed to the development of an interim RKP, which has been submitted to the State Records Office. This interim RKP will cover the newly formed TAFE colleges until late 2017 when a new RKP will be developed and submitted.

The TSRP is working towards developing standard strategies, supported by policies and procedures, to establish standard recordkeeping practices and processes across all TAFE colleges.

As a result of forming South Regional TAFE by combining 12 campuses from four original institutes, the college is in a current state of transition. All staff have received, and will continue to receive through the induction program, information on the requirements of recordkeeping. Full introduction and training, for any new recordkeeping policies, procedures and resources will be provided to all staff as these are established and implemented.

Government policy requirements

South Regional TAFE has not entered into any building and construction or maintenance contracts that fall within the scope of this policy.

Occupational safety, health and injury management**Statement of Commitment OSH**

The South Regional TAFE Occupational Safety and Health (OSH) Policy recognises that the safety and health of all employees and students are the responsibility of college management and staff. In fulfilling this responsibility, management and staff have a duty to provide and maintain, so far as practicable, a working environment that is safe and without risk to health.

The 2017 OHS Management Plan provides South Regional TAFE with a clear program to achieve safety objectives and the building of a strong safety culture. A strong safety culture complements and supports the broader transformation that the college has embarked on.

Statement of Commitment Injury Management

South Regional TAFE will ensure that injured employees will be treated with dignity and respect. The college is committed to:

- Providing assistance to injured employees as soon as possible to facilitate their return to work.
- Providing for the injury management of all employees who have sustained a work-related injury or illness that is subject to compensation.
- Consultation with the employee and his or her medical practitioner to develop and maintain a return to work program.

Where practicable and as required by medical certification, South Regional TAFE will make provision for the placement of injured employees who are the subject of workers' compensation claims and are unable to return to their original duties.

Formal mechanism for consultation with employees on Occupational Safety and Health matters

The Occupational Safety and Health (OSH) Committee will form the core of OSH consultation within South Regional TAFE.

The OSH Committee structure has been reviewed and restructured to reflect the new organisation.

The OSH committee will be a combination of staff-elected representatives and management representatives. The members' appointment, location and details will be communicated to all staff via the college intranet and electronic communication. The members are accessible to both management and employees in the discussion and resolution of occupational safety and health issues.

The committee will meet monthly to:

- Discuss and resolve OSH Issues
- Review hazard and incident reports
- Facilitate consultation and co-operation in relation to the college's safety and health policy and procedures
- Provide for the development and review of the college's safety and health policy, procedures and practices
- Promote increased understanding and awareness of safety and health issues
- Review progress against the OSH Management Plan.

Training

A range of training and awareness program opportunities have been provided for staff in 2016. A total of 461 staff have been trained to date in areas such as:

- First aid
- Mental health first aid
- Ergonomics
- OSH for supervisors
- Manual handling training
- Chainsaw, skid steer loader, forklift
- Emergency procedures training
- Follow basic chemical safety rules using Chemwatch
- First responder
- Compliance training
- Defensive driving
- Injury management
- Biosecurity
- Contribute to resolving WHS issues using MYOSH
- Fire equipment familiarisation training

Projects

A number of OSH minor works projects have been undertaken in 2016 to address OSH issues across all campuses and facilities.

Some of the projects include:

- Upgrade of extraction systems within the automotive complex and implementing a range of corrective actions in work procedure
- Undertook analysis work on suspected Asbestos walkways and inspected the substructure for damage
- Installation of water tanks to improve water pressure on campus to resolve safety issues with lack of water pressure

for safety showers and eye wash stations and general sanitation

- Entrance road upgrades and widening P2 entrance at the Albany campus
- Safety rated firewall for Plumbing section’s gas cylinder pack in Albany campus N Block
- Vehicle fleet parking area upgrade Albany campus
- Vehicle booking and monitoring system Albany campus.
- Removal of various large at-risk trees and branches Albany campus.
- Firebreak and removal of Golden Wattle in tree plantation Albany campus.
- Various ergonomic aids including sit-and-stand desks that allow a varied working arrangement, Albany campus.
- Upgraded security CCTV system with additional cameras
- Firebreak maintenance and removal of golden wattle in plantation
- Structural engineer report on Mount Barker external veranda for weight-bearing capacity.

A Statement of Compliance with the Injury Management requirements

The Injury Management Procedures for injury management and workers’ compensation meet the requirements of the Workers’ Compensation and Injury Management Act: 1981. All staff are informed at induction and via the college’s business system on the process for accessing the workers’ compensation or injury management process.

The college seeks to ensure that all claims will be transparent, follow legislative requirements, ensure appropriate confidentiality and demonstrate procedural fairness. The college consults with the employee and his or her medical practitioner to develop and maintain a return to work program which is developed in accordance with the Workers' Compensation and Injury Management Act of 1981.

Self-Evaluation of occupational safety and health management system

South Regional TAFE's OSH Management system is still being formulated and will be subject to internal audit in 2017 and external audit in 2019. Both audits of the safety management system within the college will be based on the requirements of the AS/NZS 4801:2001 – Occupational health and safety management systems and utilise the WorkSafe Plan Assessment Tool.

Both Great Southern and South West Institutes of Technology have previously undertaken both internal and external audits within the last five years.

Summary of findings indicated that the majority of policies and procedures underpinning the Occupational Safety and Health (OSH) Management Systems at both institutes were in place, however they had not been fully implemented at a business unit level.

The SRT OSH Management Plan for 2017 is focused on the implementation of a single OSH management system which acknowledges and addresses the existing opportunities for improvement within both systems.

Performance Data Report

Indicator	Actual Results		Results against Target
	2016#	Target	Comment on Result
Number of fatalities	0	0	Achieved
Lost time injury/disease incidence rate	.79 [#]	Zero (0) or 10% reduction on previous 3 years	New organisation no previous data
Lost time injury severity rate	33.33 [#]	Zero (0) or 10% reduction on previous 3 years	New organisation no previous data
Percentage of injured workers returned to work (i) within 13 weeks (ii) Within 26 weeks	33% [#] 33% [#]	Actual Percentage Greater than or equal to 80% return to work within 26 weeks	New organisation no previous data
Percentage of managers and supervisors trained in occupational safety and health and injury management responsibilities	0% [#]	Greater than or equal to 80%	No manager or supervisor training undertaken since the new college was formed.
# Figures are accurate as at time of reporting			