



*We're working for  
Western Australia.*

# Annual Report 2021



## Welcome

Welcome to South Regional TAFE's Annual Report 2021. Inside you will find a description of our performance in providing services and products during the previous year and information to Parliament of our public sector accountability and performance. It outlines and highlights our operations and services as well as presenting our financial statements and key performance indicators.

In the final year of the South Regional TAFE Strategic Plan 2020-2022 there was significant review, consolidation and preparations made to transition to a new strategic plan and vision and this is represented in these pages. This report and previous annual reports are available on our website.

[southregionaltafe.wa.edu.au](http://southregionaltafe.wa.edu.au)

## Feedback

To support the continuous improvement of our annual reports we welcome all feedback. You can use the feedback form on page 108, and contact us at:

[enquiry@srtafe.wa.edu.au](mailto:enquiry@srtafe.wa.edu.au)  
or  
PO Box 1224, Bunbury WA 6231



Course Advisory 1800 621 445  
Telephone 08 6371 3000

enquiry@srtafe.wa.edu.au  
southregionaltafe.wa.edu.au

RTO Code 52790



## Acknowledgement of Country

South Regional TAFE acknowledges the traditional custodians of the land on which we operate and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.

## Accessibility statement

South Regional TAFE strives to achieve online accessibility, to be inclusive, including people with a disability. On request we can deliver this publication in another format. This annual report can be viewed in PDF on the SR TAFE website. It may be reproduced in whole or part with acknowledgement from SR TAFE.

# Statement of Compliance

To the Hon. Sue Ellery MLC, Minister for Education and Training

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In accordance with Section 61 of the Financial Management Act 2006 and *Section 54 of the Vocational Education and Training Act 1996*, we hereby submit for your information and presentation to Parliament the annual report of South Regional TAFE for the reporting period ending 31 December 2021.

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

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Susan Barrera  
**Governing Council Chair**  
17 March 2022



Darshi Ganeson-Oats  
**Managing Director**  
17 March 2022

1 Overview of the Agency

2 Agency Performance

3 Significant Issues  
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4 Disclosures and  
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# 1

## Overview of the Agency

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# Message from the Chair and Managing Director



Susan Barrera  
**Governing Council Chair**  
 South Regional TAFE



Darshi Ganeson-Oats  
**Managing Director**  
 South Regional TAFE

It is our pleasure to present South Regional TAFE's 2021 Annual Report. We'd like to take the opportunity to thank all our staff, students and stakeholders, as well as industry and community partners for working with us to succeed during a year of significant growth and challenges.

In 2021, the vocational education and training landscape continued to be shaped by the global pandemic. In response we have worked to implement the *WA Recovery Plan*, while striving to meet the region's workforce needs and skill shortages. During this period there were significant leadership changes including a new Chair and Managing Director.

The Governing Council and senior management team took the opportunity to review the strategic direction and operating structure of South Regional TAFE. This involved consulting widely with our staff, community and industry stakeholders to develop new strategic directions to meet the education and training needs of our regions. The consultation provided invaluable feedback, used to inform training delivery in 2021 and to develop new strategic directions for 2022.

The energy and focus of the staff has been critical in addressing our region's training needs and positioning us to meet the challenges of the future.

## Unprecedented growth and government investment

- ▲ 23% in Apprenticeships
- ▲ 58% in Traineeships

Our region continued to experience exceptional growth which is driving the demand for skilled local workers. In 2021 we increased our annual training and delivery targets by 8%, apprenticeships increased by 23% and traineeships by 58%.

Our training delivery increased across all twelve campuses as we benefited from the investment from State Government through:

- expansion of the Lower fees, local skills affordable training initiative
- Skills Ready course offerings aimed at re-skilling people to switch careers or upskill existing worker
- job ready programs which provide individuals with affordable training options to obtain employment.

## Challenges

We were able to support the WA Government's goal of increasing training delivery in a range of skill needs areas, while also encouraging the community to Live-Learn-Work in regional WA.

The challenges faced in 2021 were varied and multifaceted. Attracting suitably qualified staff during this period was demanding. Our college needed to be agile and responsive in order to provide just-in-time training to meet existing industry skill needs. As a large organisation, with many campuses spread over a vast area, this brings particular complexities.

## Priority training delivery and industry engagement

10,100+ students trained

We recognised the college must respond to the emerging skills needs of the region's industries and that these skills are becoming more complex and specialised. In order to respond proactively to the region's skilling needs we undertook a comprehensive industry engagement process to map current and emerging skill requirements. We aim to deliver real-time training solutions through a wide range of affordable training courses and skill sets, while also planning for emerging skill and training requirements.

In 2021 we trained more than 10,100 students to provide job ready workers to support infrastructure projects, service the community and assist the health and hospitality industries.

We provided training support to some of our region's biggest projects including the:

- Bunbury Outer Ring Road
- Collie Just Transition
- Advanced Manufacturing Hub

We collaborated with partners including aged care provider Cape Care, Alcoa, Westrac, Rio Tinto and the lithium batteries sector.

In response to skills shortages we increased delivery of new programs in driver training, trades, harvest and haulage, health, aged, disability, and child care.

From the Bunbury and Albany Regional Skills Summits we gained further insights into the employment and training initiatives business leaders are looking for.

## Facilities, equipment and wellbeing

Our training centres and workshops are being modernised with significant funding from the State Government's *WA Recovery Plan*. This enabled the college to provide a state-of-the art training environment to ensure graduates are suitably trained and will be work-ready on completion.

The college is committed to provide a safe working and learning environment for our students, employees and partners. We strive to support their health, safety and overall well-being of our learners, employees and partners through responsible management. During these challenging times, our students and staff worked and learned in a socially and environmentally responsible manner, with a greater focus on digital learning and online education platforms.

## Student and staff achievements

Our staff and students continued to shine in 2021 with successful results in State and National training awards.

## Training award finalists

We would like to congratulate Albany Campus Information Technology student, Meg Maroni and our Narrogin Campus wool lecturer, Rob Carter, on receiving WA Training Awards finalists' certificates at the celebration of the State's highest-achieving students and trainers.

Both Meg and Rob demonstrated excellence in their specialised areas and the college is proud to celebrate their achievements.



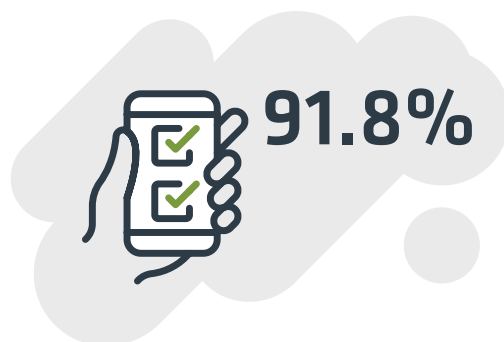


## 8 WorldSkills National Championship medals

Congratulations is also extended to our students who were awarded a total of eight medals at the recent WorldSkills National Championships. The group received two gold, five silver and one bronze.

The medal winners were:

- **Django Taylor**, Gold  
VET Delivered to Secondary Students (VETDSS)  
Construction (Construction)
- **Brody Stallard**, Gold  
Welding (Manufacturing and Engineering)
- **Dylan Radar**, Silver  
Cabinetmaking (Construction)
- **Benjamin Willmott**, Silver  
VETDSS Bricklaying (Construction)
- **Brody Johnston**, Silver  
Welding (Manufacturing and Engineering)
- **Sky Burgess**, Silver  
VETDSS Food and Beverage (Social and Personal Services)
- **Jessica Cherry**, Silver  
VETDSS Hairdressing (Social and Personal Services)
- **Imogen Hunt**, Bronze  
VETDSS Food and Beverage (Social and Personal Services).



## 91.8% Student satisfaction rate

Achieving a high student satisfaction rate of 91.8% in 2021 is a testament to the efforts of our staff who support the learning journey. Our staff are committed to strengthening our culture of care and take responsibility for creating the conditions under which all students can learn and all members of the SR TAFE community can thrive.

We thank all our staff, students, stakeholders, industry and community for your role in helping us to create a better, brighter future for our regions.

Susan Barrera  
**Governing Council Chair**  
2 March 2022

Darshi Ganeson-Oats  
**Managing Director**  
2 March 2022

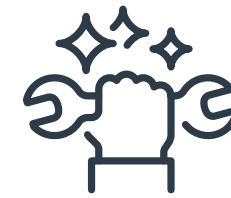
# Executive summary



Delivered qualifications across **33** industry areas



Provided training to over **10,100** students  
Delivered over **2.56 million** government funded student curriculum hours



Engaged over **1,350** new apprentices and trainees



Successfully implemented the Wihikum Duress Alarm app



360 staff participated in 979 professional development opportunities



Developed the new 2022-24 Strategic Plan

## SKILLS READY LOWER FEES LOCAL SKILLS

Delivered skills to over **5,800** students in Lower Fees, Local Skills qualifications

Implemented **17** Skills Ready skill sets to support COVID-19 recovery



Opened a new Esperance Campus

## JOBS & SKILLS CENTRE

Provided **3,068** services to jobseekers, upskillers and career changers

Provided **3,267** services to employers, organisations and industry

# Staff and student highlights



## Meg Maroni Finalist WA Training Awards

Was a finalist at the WA Training Awards in the category of Vocational Student of the Year.

Meg completed a Certificate IV in Information Technology at the Albany campus and won the South Regional TAFE overall Vocational Student of the Year 2020 award.

Meg's tremendous commitment to her community helped her secure an IT position mid-course to further develop her skills.



## Rob Carter Trainer of the Year – Finalist WA Training Awards

Was a finalist in the trainer of the year awards category for the WA Training Awards. Rob is a highly awarded and well-respected Wool lecturer at the Narrogin campus.

His extensive career in the wool industry continues to engage and inform his students.

Rob has previously won the 2013 Curtin University teaching excellence award and the 2017 Australian Wool Industry Medal, among others.



## WorldSkills National Championships Eight medals

South Regional TAFE's Team WA students picked up eight medals at the 2021 WorldSkills National Championships. Out of 13 students who represented South Regional TAFE, the team received two gold, five silver and one bronze medal for demonstrating their finely tuned trade and training skills on a national stage.

Team WA also won the VET Delivered to Secondary Students Program Shield for the second time running with five of SR TAFE's VETDSS students contributing to these results.

# Staff and student highlights



## Dannii MacIntyre

### SR TAFE Student of the Year

Dannii MacIntyre of Collie took out the title of Overall South Regional TAFE Student of the Year in the college's annual awards.

Danni, who studied Certificate III in Individual Support (Disability), won the title from more than 10,100 students across the 12 campuses for the passion and professionalism she displayed when working with people with a disability.



## Eden Coyne

### SR TAFE Aboriginal Student of the Year

Eden Coyne from our Albany campus won the Overall South Regional TAFE Aboriginal Student of the Year.

Eden started a post-graduate position at the Albany Health Campus after finishing her training.

While on her practical placement the feedback received about Eden, from her clinical supervisors, was outstanding.

She has carried her clinical skills and knowledge learnt at TAFE into the workplace, where she delivers a high standard of nursing care, and she plans to progress to the Bachelor of Nursing, representing her cultural background in the field of health.



## Brody Stallard and Dylan Radar

### SR TAFE Apprentice of the Year

Brody Stallard and Dylan Radar are shining examples of impressive apprentices who have won accolades in the past for their training and received South Regional TAFE student awards.

Both students were also medallists at the 2021 WordSkills National Championships.

Dylan received the overall Apprentice of the Year this year and Brody received this award in 2020.

Brody finished the Certificate III in Engineering Fabrication Trade (Heavy/Welding).

Dylan completed a Certificate III in Cabinet Making.

# Staff and student highlights



## Jordan Murphy and Jacob Dare

Australian Culinary Federation  
Apprentice of the Year  
- Medallists

Jordan Murphy and Jacob Dare, cookery apprentices, showed their determination and skills, representing the college at the Australian Culinary Federation Apprentice of the Year competition in Perth. Jordan won a gold medal and Jacob received silver.

These students were supported and encouraged by their passionate cookery lecturers Kathryn Tindal-Davies (Bunbury) and Kelly Dickinson (Margaret River).

Jordan was selected for Team WA and competed at the WorldSkills National Championships.



## Deadly Jobs and Careers Forum

The Jobs and Skills Centre held this event, the first of its kind in the Great Southern, dedicated to supporting Aboriginal job seekers and employers.

The event was the result of the collaborative efforts of the Jobs and Skills Centre, South Regional TAFE and Impact Services, as well as a broad range of organisations and community services.

The successful event attracted community members and employers from across the region.



## Esperance Campus opening

Minister for Education and Training Sue Ellery visited Esperance to officially open the bright new campus. The \$18.69 million campus, which was completed in July, offers industry-ready training to the Esperance community.

The new buildings include three trade workshops for training in construction, metal engineering and automotive, as well as specialist training facilities for early childhood education and individual support (disability and ageing).

# Campus location map



# About us

## South Regional TAFE covers approximately 196,000kms

South Regional TAFE is a leader in VET delivery in regional WA and plays an integral role in the promotion of a thriving local workforce and economy. Working collaboratively with local industries, schools and organisations, SR TAFE forms part of the important skill development requirements of the regions.

With twelve campuses located in Albany, Bunbury, Busselton, Collie, Denmark, Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker and Narrogin, the college covers an area of approximately 196,000 square kilometres, which is equivalent to almost three times the size of Tasmania.

## 500+staff 10,100+ students

Employing more than 500 staff and providing training to more than 10,000 students, SR TAFE supports people from our community to *Live-Learn-Work* locally as well as supporting the aspirations of students to train for state, national or global careers.

## Our vision

### First choice for training by regional industry, organisations and community

Building on our college vision in 2021 as the first choice for training by regional industry, organisations and community, a key focus was to train locals and attract more skilled workers to meet job demand. Through engaging and working collaboratively with local industry and businesses to identify practical and responsive training solutions, the college's key priorities for 2021 included:

- promoting a contemporary and dynamic training environment and implementing:
  - the Government's election commitments
  - the supported recommendations of the 2020
- Report on the Review of Skills, Training and Workforce Development, which sets out a targeted training and skills roadmap for WA's recovery from the COVID–19 pandemic
- the Skills Summits Action Plans
  - *WA Recovery Plan*
  - *Plan for WA Jobs*
  - *Diversify WA*

- ensuring the strategic priorities identified in the *State Training Plan 2021-2022* were implemented
- progressing the diversification agenda
- working with employers and industry to deliver an innovative, flexible and responsive training system
- driving accessibility and participation in training that leads to jobs and careers, especially by working with schools
- growing employment enabling programs for Aboriginal youth, developed and implemented in consultation with Aboriginal and community stakeholders
- embedding science, technology, engineering and mathematics (STEM) and digital capability (for both staff and students) into VET
- contributing to the whole of government COVID–19 response and recovery initiatives.

<sup>1</sup> Land area of Tasmania: Mainland Area = 64,519 km<sup>2</sup>; Island Area = 3,882 km<sup>2</sup>; Total Area = 68,401 km<sup>2</sup>. Source Geoscience Australia [www.ga.gov.au](http://www.ga.gov.au) (<https://www.ga.gov.au/scientific-topics/national-location-information/dimensions/area-of-australia-states-and-territories>).

## Alignment with our vision

These projects and initiatives were aligned with our college strategic priorities and actions focusing on:

**A Strong Economy** – Providing the right training

**A Bright Future** – Equity of access and participation

**Regional Prosperity** – Value for money training aligned to jobs growth

**Industry and Community Identified Focus** – Agriculture for our future and Industry 4.0

## Our mission

**Establish a clear trajectory to meet the vision by 2022**

We also implemented our 2021 mission to evaluate and review our strategic requirements against college outcomes.

A comprehensive industry engagement process took place, which aimed to understand our region's current and emerging skill requirements.

An environmental scan was undertaken and consultation and discussions were held with industry, businesses, schools and local community stakeholders across the South West, Great Southern and Goldfields-Esperance regions.

The information obtained from the consultations culminated in a facilitated workshop taking place with the college governing council members and corporate executive, and college wide consultation with staff, to produce a new strategic plan and focus for SR TAFE which will come into effect from 2022.





# Governing Council members

## Operational structure

The TAFE system in WA is operated through five State Government funded TAFE colleges. South Regional TAFE is responsible for the delivery of VET courses in the South West, Great Southern and Goldfields – Esperance regions. Each TAFE college is governed by a Governing Council with members appointed by the Minister for Education and Training.

2021 included the appointment of a new Managing Director, Governing Council Chair and Governing \ Council members for the college. The strategic overview of SR TAFE is provided by the Governing Council and the operational management of the college is led by the Managing Director and the Corporate Executive. As a result of this change in leadership, an increased focus on industry engagement and strategic partnerships was established in the college to foster innovative projects and collaborate with industry stakeholders, organisations and the community.

SR TAFE’s operational structure is divided into four directorates incorporating:

- training services provided to learners across all of the twelve campuses
- corporate, organisational and strategic partnership support.



**Susan Barrera**  
(Chair)

Susan is an experienced senior manager with strong communications and analytical skills. During her 30-year career in the State public sector, Susan held a number of senior executive service positions, including Director General of the Department for Communities, and Executive Director Labour Relations.

Susan is Chair of MyLeave (formerly the Construction Industry Portable Long Service Leave Board) and Deputy Chair of the Mid West Ports Authority.

Susan has lectured in management and industrial relations at Murdoch University and the University of Western Australia.

As a consultant, Susan has undertaken a variety of projects in government and not-for-profit agencies. She specialises in change management, organisational design and building resilient corporate cultures. She has qualifications in science, education and management and a Diploma of Languages from TAFE.



**Dr Wendy Giles**  
(Deputy Chair)

Wendy has a wide range of experience at all levels of education from primary schools to universities over 40 years. Her research resulted in many publications and conference presentations, both within Australia and internationally. The most satisfying thing for Wendy has been mentoring people, including new staff members, students and aspirational members of remote communities.

She has worked in Western Australia, New South Wales, Canberra and the Northern Territory in a variety of roles: teaching, school principal, tutor, lecturer, manager, head of school, and associate dean. In recent years, Wendy has taken on community roles such as teaching literacy at the local prison and being elected on to the City of Bunbury Council.



**Nadine Carter**  
member

Nadine Carter was appointed to the Governing Council of South Regional TAFE in June 2018. Nadine is a professional non-executive director and independent chair across both the public and not-for-profit sectors following an extensive career in strategic human resource management. Nadine holds a Bachelor of Business in Human Resource Management and Industrial Relations, and a Graduate Diploma of Management.

Nadine is a Fellow and Graduate of the Australian Institute of Company Directors (AICD) and is Chair of the AICD South West Regional Committee.

Through her 20 years of corporate experience and independent consultancy, Nadine brings a proven track record in corporate governance, strategy development, stakeholder engagement, risk management, strategic human resource management, organisational development, cultural change, and executive leadership development.



**David Dhu**  
member

Born and raised in Western Australia, David is a proud Banyjima man who is passionate about Aboriginal advocacy and advancement. David is strongly guided by respect for heritage, tradition, and Elders.

David has worked in government, trust management, property services, transport and logistics, and mining. His background is in corporate services and project management, overseeing human resources, Information Communications Technology, client and stakeholder engagements, policy and process, communications and media.

David has taken learning, experiences, and qualifications from each of these industries to progress over time from entry-level roles to leading and managing teams and businesses. A member of the Australian Institute of Company Directors, Institute of Community Directors Australia, and the Governance Institute of Australia, he is driven and guided by governance and process.



**Helen Grzyb**  
member

A strategic thinker with a research doctorate in business and community partnerships, Helen Grzyb is a graduate, fellow and award winner from the Australian Institute of Company Directors.

She has more than 30 years' governance experience as a board member of professional, government, business and community organisations.

Helen set up her boutique consulting business in 1997, advising governments and community organisations, and building on her previous 20-year federal and state government executive career in aged care, disability, infrastructure and whole-of-government programs.

A Fellow of the Australian Institute of Management and the Australian Human Resources Institute, Helen holds current State government board appointments as member of the Charitable Institutions Advisory Committee as well as her membership of South Regional TAFE's Governing Council.



**Noelle Jones**  
member

Noelle retired in 2019 after a long career with the Australian Medical Association (WA) and joins the South Regional TAFE Governing Council with a wealth of experience on various boards and advisory groups.

Noelle has a keen interest in training and was responsible for a number of vocational education and training sector initiatives during her time with the AMA.



**Pina Versace**  
member

Currently Membership Manager WA for Housing Industry Australia, Pina has more than 25 years' experience in various roles at a management level in diverse industries and not-for-profit organisations, including local and state government, tourism, health, education and construction industries.



**Sally Rowell**  
member

Sally is semi-retired and moved to Busselton 2½ years ago. She has been a celebrant for about 10 years performing weddings and funerals and owns her own business, Designer Ceremonies. Prior to retirement in 2019, Sally worked for 25 years in the sexual health and blood-borne virus sector, working in not-for-profit organisations.

Sally is passionate about ensuring people have access to quality education, particularly those who come from marginalised and diverse backgrounds. Over the years, she has had the privilege of sitting on a number of local, state and national boards and committees and she is now honoured to sit on the South Regional TAFE Governing Council.



**Darshi Ganeson-Oats**  
Managing Director

Darshi is an ex-officio member of the Governing Council by virtue of her position as Managing Director of South Regional TAFE.

Darshi's career spans strategy and business development in the public and private sectors in Australia and overseas. Darshi has held executive roles within the vocational education sector at Challenger Institute of Technology and South Metropolitan TAFE. Other posts include: Consultant Cardno ACIL on the AusAID Fiji Education Sector Program; Business Development with AXA Insurance and with MTV Viacom both in London; Performance Analyst with the Office of the Auditor General; and Economist on the National Accounts at the Australian Bureau of Statistics.

Darshi holds a Bachelor Economics (Honours) from the University of Western Australia and a Graduate Diploma of Computing from Curtin University of Technology.

# Organisational chart

## Responsible Minister

South Regional TAFE is responsible to the Hon. Sue Ellery MLC, Minister for Education and Training.



Correct as of December 14, 2021

# Performance management framework

Performance management is a systematic process that agencies use to improve their organisation's effectiveness in achieving its goals. The performance management framework is referred to as Outcome Based Management (OBM). The OBM enables agencies to monitor how their services reach their intended outcomes, focusing on results. By doing this, agencies enhance their capacity to effectively manage their organisation and provide a meaningful contribution to the Western Australian community.

State government agencies work together to achieve the high-level goals that support the State Government's vision and strategic outcomes. Agency-level outcomes are intended to bring about behavioural change or satisfy a community or client need and link to the Government goals.

Through our desired outcome, 'provision of vocational education and training services that are responsive to government priorities and meet the community and industry training needs,' we provide input to the Government's achievement of future jobs and skills.

The State Government's *WA Recovery Plan* is the recovery vision for Western Australia to get back on the road to becoming a thriving and innovative community to live, work, visit and do business.

The *WA Recovery Plan* will help create more jobs and open up training opportunities via the priority stream; **Rebuilding TAFE and reskilling our workforce.**

Key Performance Indicators (KPIs) are part of the OBM designed to measure college performance. In conjunction with the Department of Training and Workforce Development, South Regional TAFE has developed these key performance indicators to define outcome achievement (effectiveness indicators) and service delivery (efficiency indicators). The College uses these indicators to review performance and our ongoing commitment to improving programs and services.

KPIs are included in the Managing Director's Performance Agreement, the SR TAFE Annual Business Plan and the annual Delivery and Performance Agreement negotiated with the VET (WA) Ministerial Corporation. KPIs are detailed in *Section 5. Financial Statements and KPIs*.

Our desired outcomes, the services we provide and key performance indicators are reflected in the Performance Management Framework.

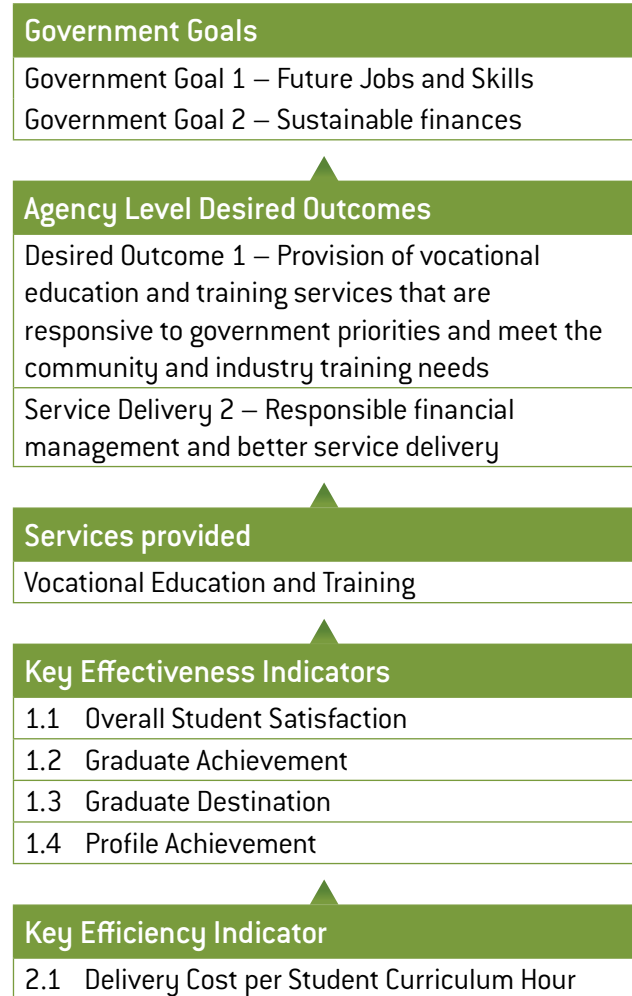


Table 1: Performance Management Framework

## Other Government priorities

The college performance is also measured through its success in implementing the State Government's priorities detailed in:

- State Training Plan 2021-2022 strategic priorities
- 2020 Review of Skills, Training and Workforce Development report recommendations
- Plan for WA Jobs
- State Government election commitments
- WA and regional Skills Summits outcomes
- Diversification and Inclusion Strategy for WA Public Sector Employment 2020 - 2025

The College's performance in meeting these initiatives is detailed in section 2. Agency Performance.

## Review of the Outcome-Based Management structure

SR TAFE undertakes reviews of its OBM model and KPI framework to ensure it provides the most suitable measures to indicate agency performance.

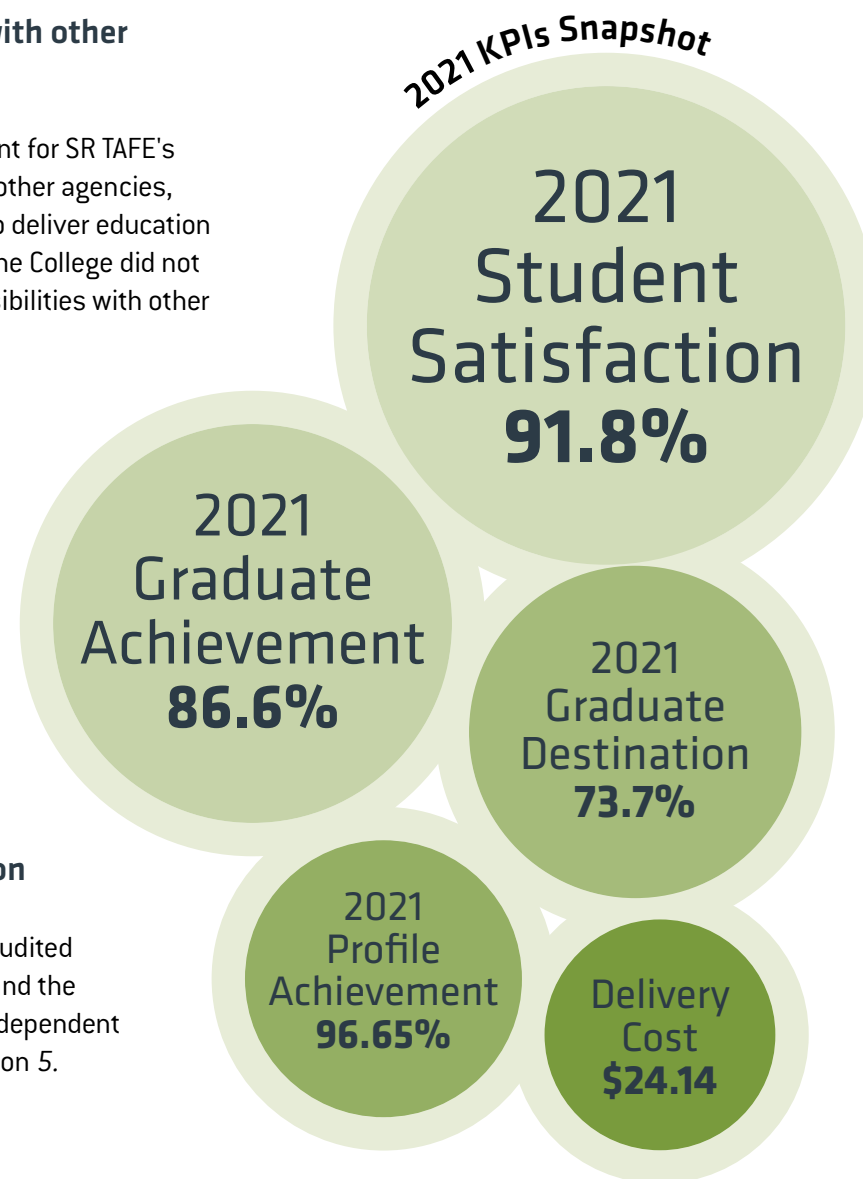
The agency did not change its OBM model in 2021 as desired outcomes, services, and KPIs remain relevant and appropriate.

## Shared responsibilities with other agencies

While it is an essential requirement for SR TAFE's staff to work collaboratively with other agencies, stakeholders and organisations to deliver education and training across the regions, the College did not have any specific shared responsibilities with other agencies in 2021.

## Independent audit opinion

Key performance indicators are audited annually by the Auditor General, and the audit opinion is included in the Independent Auditor's report published in section 5. *Financial Statements and KPIs.*



# Enabling legislation

South Regional TAFE is a Statutory Authority established through section 35 of the Vocation Education and Training Act 1996. It was established on 11 April 2016 as a result of the State Government's Training Sector Reform Project.

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 the Goldfields Institute.

SR TAFE is responsible to the Hon. Sue Ellery MLC, Minister for Education and Training and it is the Minister's function to administer the Vocational Education and Training Act 1996. The following legislation enables SR TAFE in the performance of its functions.

## State Legislation

- Auditor General Act 2006
- Building and Construction Industry Training Fund and Levy Collection Act 1990
- Children and Community Services Act 2004
- Classification (Publications, Films and Computer Games) Enforcement Act 1996
- Corruption, Crime and Misconduct 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 1984
- 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 Safety and Health Act 1984
- Procurement Act 2020
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Salaries and Allowances Act 1975
- School Education Act 1999
- State Records Act 2000
- State Superannuation Act 2000
- Statutory Corporations (Liability of Directors) Act 1996
- Vocational Education and Training Act 1996
- Workers' Compensation and Injury Management Act 1981
- Working with Children (Criminal Record Checking) Act 2004

## Commonwealth Legislation

- Archives Act 1983
- Competition and Consumer Act 2010
- Copyright Act 1968
- Corporations Act 2001
- Education Services for Overseas Students Act 2000
- Electronic Transactions Act 1999
- Evidence Act 1995
- Fair Work (Registered Organisations) Act 2009
- Fringe Benefits Tax Act 1986
- Higher Education Support Act 2003
- Income Tax Assessment Act 1997
- Mutual Recognition Act 1992
- National Vocational Education and Training Regulator Act 2011
- Privacy Act 1988
- Spam Act 2003
- Student Identifiers Act 2014
- Trade Marks Act 1995
- VET Student Loans Act 2016

# Committees

## Corporate Governance

### Governing Council

The Governing Council is the governing body of SR TAFE under the Vocational Education and Training Act 1996 (VET Act) with delegated authority under section 42 of the VET Act. The Governing Council ensures clear management, effective decision making, and governance frameworks are in place and functioning. The Governing Council aspires for excellence in governance standards and is accountable to the Minister for Education and Training for the performance of SR TAFE. **Convened: 6**

### Finance, Audit and Risk Sub-Committee

The Finance, Audit and Risk Sub-Committee (FAR Sub-Committee) assists the Governing Council in fulfilling its oversight responsibilities in relation to risk management and internal control, the agency's processes for monitoring compliance with laws and regulations, financial and performance reporting, and external and internal audit. It is comprised of six members, including the Managing Director appointed by the Governing Council. **Convened: 5**

### Academic Governance Sub-Committee

The Academic Governance Sub-Committee assists Governing Council in fulfilling its oversight responsibility of general operations and performance of SR TAFE, and helps ensure courses, programs, and services are responsive to meet the needs of

students, industry, and the community. Comprising of five members appointed by the Governing Council, including the Managing Director, and is led by a Chair appointed by the Governing Council. **Convened: 4**

### Corporate Executive

This committee provides strategic leadership and risk management, identifies business growth and improvements and opportunities, and gives expert advice to the Governing Council. Membership is comprised of Managing Director (Chair), Director Corporate Services, Directors Training Services Albany and Bunbury, and Director Organisational Services. **Convened: 9**

### Joint Consultative Committee

The Joint Consultative Committee (JCC) is a forum to support constructive consultation between management, employees, the Civil Service Association of Western Australia Incorporated (CSA) and the State School Teachers' Union of WA Inc (SSTUWA). The JCC aims for effective communication to improve business and operational performance and the working environment. It is comprised of Training Managers, Manager Human Resources, CSA nominated representatives, and SSTUWA nominated representatives. **Convened: 8**

### Occupational Safety and Health Standing Committee

This is a management committee with representatives from each of the SR TAFE Directorates. It engages in consultation, monitoring,

and evaluating OSH management systems, practices, and procedures. The committee also discusses issues that affect the health, safety, and welfare of SR TAFE employees. Campus OSH committees escalate local issues of organisational significance to the OSH Standing Committee for review and action. **Convened: 5**

### Information Technology Advisory Group

Established to facilitate effective communication on ICT issues and ICT support to service delivery. The group oversees development and implementation of the SR TAFE strategic ICT policy, while ensuring management of ICT infrastructure supports current operations and emerging technologies. ITAG is comprised of Corporate Executive, Training Managers, Campus Managers South West and Great Southern, Manager Student Services, Manager Client and Administration Services. **Convened: 3**

### Quality and Compliance Working group

The Quality and Compliance Working Group (QCWG) is the principal academic governance body for maintaining the highest academic standards across SR TAFE. QCWG has oversight of all VET programs and ensures compliance with Standards for Registered Training Organisations 2015. The group reports to the Managing Director and is comprised of Corporate Executive, Training and Regional Campus Managers, Managers of Academic Quality, Planning Business Services, and all Principal Lecturers. **Convened: 3**





# 2

## Agency Performance



1 Overview of the Agency

2 Agency Performance

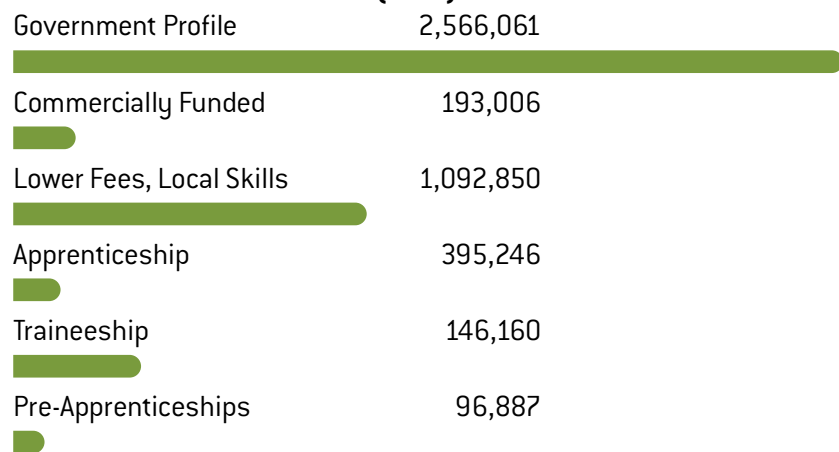
3 Significant Issues Impacting Agency

4 Disclosures and Legal Requirements

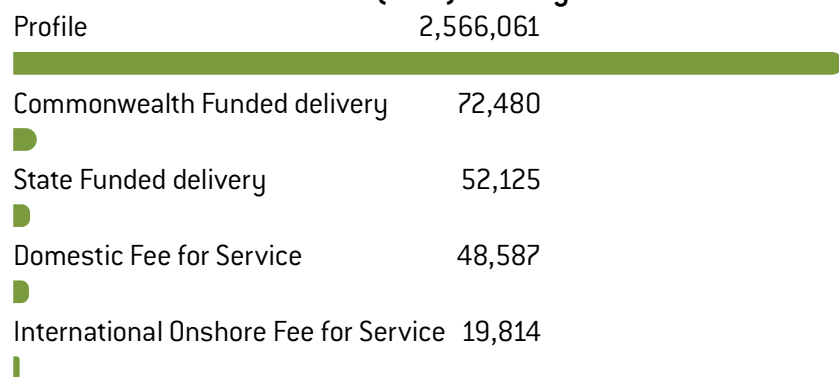
5 Financial Statements and KPIs

# Our year in review

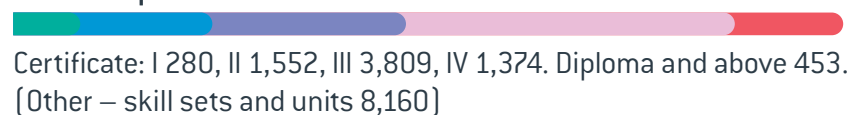
## Student Curriculum Hours (SCH)



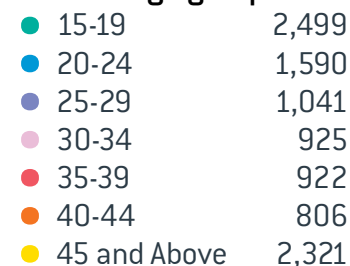
## Student Curriculum Hours (SCH) Activity Breakdown



## Student qualification level



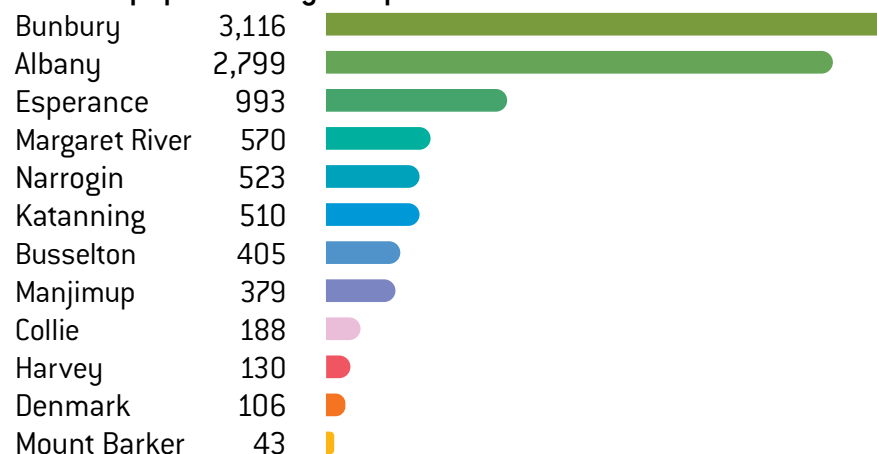
## Student age group breakdown



## Employment Based Training



## Student population by campus/location



# Training in Priority Areas

## Employment Based Training

- ▲ 23% in Apprenticeships
- ▲ 58% in Traineeships

South Regional TAFE provides a pipeline of skilled workers for the South West, Great Southern and Goldfields – Esperance regions through the delivery of employment-based training including pre-apprenticeships, school-based apprenticeships and traineeships.

2021 saw a significant increase in the demand for employment-based training as students chose to seek employment rather than undertake institutional based training. As a result, in 2021 the college experienced a 21% increase in apprenticeships and 67% increase in traineeships.

This included:

- over 1,500 apprentices undertaking courses ranging from automotive, electrotechnology, hairdressing, carpentry and joinery, and parks and gardens, to name but a few.



Above: Cookery lecturer with commercial cookery students in the Epicure kitchens.

- over 500 trainees completing studies in areas such as early childhood education and care, business, information technology, process plant operations, wool and shearing.
- in June 2021, 21 apprentices from Fortescue Metals Group (FMG) completed their qualifications at SR TAFE across a range of trade areas including automotive electrical, heavy mobile equipment mechanics, mechanical fitting, fabrication, and heavy road transport mechanics
- for the first time we had seven students enrol to undertake agriculture-based traineeships at our Esperance campus. This growth has in part been due to the increased engagement with the local industry especially the South East Premium Wheat Growers Association (SEPWA) in Esperance in response to community need.

Conversely, with this increased uptake of apprenticeships and traineeships, the college experienced a decline in pre-apprenticeship enrolments as students chose to access apprenticeship and traineeship pathways directly, without undertaking a pre-apprenticeship first.

Right: Apprentices, Certificate III in Engineering students Dana Carr (Mechanical Fitter) and Sarah Wallace (Heavy Fabrications).

### Women in trades

With the increase in uptake of trade-related training in VET, the number of women engaging in trades has also increased in 2021. The technological advancements occurring in the trades are evolving to incorporate higher-end technology and with this comes new requirements in skills and abilities and an increased interest from women to undertake a trade pathway.

In support of our strategic priority of A bright future – equity of access and participation, the college highlighted the promotion of the career advancement opportunities and the job security that many of the trades industries offer to career-minded women with great success.



## Priority Industry Training

### 54%+ Lower Fees, Local Skills courses

In 2021 our regions experienced an increase in demand for skilled workers. SR TAFE continued to utilise the State Government's Lower fees, local skills initiative, with over 54% of the courses on our scope of delivery being either heavily subsidised or free for the learner. The aim of this initiative is to encourage people to engage in training to upskill or transfer their skill to gain employment.

### Skill shortage areas

Our regions continued to experience skill shortages in a number of industry areas and our staff worked hard to provide for and grow the number of students and training options available to address these training needs and to meet our strategic priority of a strong economy – providing the right training at the right time. Throughout the year we continued to work with our local industries, schools and community to address these needs, through the following priority projects.

### Lithium plant operations

We supported the lithium industry with new trainees and also provided workforce development services to upskill the staff in the sector. A total of 40 staff completed the Certificate IV in Training and Assessment as part of their professional development requirements to upskill their local workforce to meet the increasing operational skill needs and drive local employment.

### Truck driver skill shortage

Commencing in Semester 2, 2021, the introduction of the new Heavy Vehicle Driving Operations skill set was delivered to address the shortages in adequately trained truck drivers in WA. The first intake commenced with 18 students. Delivery of the course is planned to continue with more intakes scheduled for 2022.

### Aquaculture

SR TAFE staff partnered with North Regional TAFE to service new trainees in aquaculture as part of the Harvest Road Aquaculture project for farmed oysters. With one trainee enrolled in 2021 it is anticipated this will grow in future years as the project gets underway.

### Growth in agricultural delivery in the regions

Esperance and Katanning have both increased the delivery of agricultural training to support the farming communities within the Great Southern and Goldfield regions. In 2021, the Esperance campus delivered the Certificate II in Agriculture to VETDSS students as well the Certificate III and IV in Agriculture to trainees across the region. The Katanning and Albany regions also experienced growth in trainees undertaking courses in agriculture. As a result, additional staff were sourced to support the expansion in this area and additional investment in the development of training resources was undertaken.

### Western Diagnostic Pathology

Western Diagnostic Pathology entered into an agreement with SR TAFE for the State wide delivery of the pathology unit to address skill shortage in this area. Delivery commenced in 2021 and aims to assist in the response to the employment shortages created by the COVID-19 pandemic.

## Customised short courses and skill sets

Demand for customised short courses and skill sets increased in 2021 across the Great Southern as well as new program requirements in the South West and Esperance regions. Customised short courses and skill sets were required across a range of industry areas, with a focus on compliance training applicable to trades, agricultural and horticultural industries, with some uptake of community services and health programs including:

- Broadacre Harvesting delivered in Muresk, Albany and Esperance
- Business Ready in Denmark
- Heavy Haulage Driving Operations in Collie
- Backpack and Boomspray in Muresk
- AusChem in Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker and Narrogin
- Fastrack to Hospitality in Albany and Margaret River
- Wine Cellar in Margaret River
- Micro brewery in Bunbury
- Civil Construction in Bunbury
- Work in Community Care in Bunbury
- Provide Individual Support in Bunbury.





## Highlight

### First set of Busselton TAFE and Capecare trainees graduate

2021 saw the first group of trainees graduate from an aged care course developed through a partnership between our Busselton campus and aged care provider Capecare.

A first for Busselton, the 12 month program was created to grow Capecare's workforce and answer the growing demand for this service. Trainees gained experience in residential, community and lifestyle care.

Capecare Chief Executive Elizabeth Hogarth said partnering with SR TAFE was a way forward for the sector which is experiencing a skills shortage.



## Highlight

Photo: Diploma of Nursing students show off the colourful nurses' scrub hats and dignity scarves for residents of three local aged care facilities.

### Community Project Brightens Lives

Students undertaking the Certificate II in Fashion Design and Technology at the Albany campus created dozens of nurses' scrub hats and patients' dignity scarves as part of a team project. The items were presented to the Diploma of Nursing students.

The nurses' scrub hats were donated to the Albany Health Campus to boost stocks of the essential personal protective equipment items and three local aged care facilities were given the patients' dignity scarves – worn by some residents to protect their clothing at mealtimes.

The students used a wide array of colourful fabrics for the garments, which were well received by the recipients.

# Aboriginal and Torres Strait Islander students

South Regional TAFE's 2020-22 Aboriginal Training Plan aims to 'provide our Aboriginal students with the skills to fulfil their potential and build our region's prosperity'. The plan aligns to our strategic priority of participation and focuses on eight key priorities including training our staff to ensure they are culturally competent and aware, and ensuring we have Aboriginal representation on key committees.

## Aboriginal qualification completion target 28% ▼

The 2021 target for Certificate II and above qualifications undertaken by Aboriginal students was set at 152. Aboriginal Programs successfully provided support and mentoring to 110 students which equated to 72% of the target achieved.



Certificate II Conservation and Land Management student, Chris Winmar

## Aboriginal School Based Training Program

8 students completed the Certificate I in GATE

The 2021 Aboriginal School Based Training Program commenced with 16 confirmed enrolments and ended with eight students obtaining their Certificate I in Gaining Access to Training and Employment (GATE) qualification. The program was successful in providing the students with an insight to several occupations.

Notable student outcomes for the course included:

- completing the Keys 4 Life program
- obtaining their cardiopulmonary resuscitation (CPR) qualification
- exposure to a range of culturally significant, industry significant and personal development opportunities
- involvement in the development and delivery of NAIDOC Day Celebrations.

## Aboriginal Youth Careers Expo

Jobs and Skills Centre's Aboriginal Engagement Team joined with Busselton Senior High School and to hold an Aboriginal Youth Careers Expo to celebrate NAIDOC Week.

The expo engaged with Aboriginal youth in Years 9 to 12 providing opportunities for students to learn about possible career pathways in local and regional industries.

Schools who participated were Busselton, Australind, Bunbury, and Newton Moore Senior High Schools, and Dalyellup and Eaton Community Colleges. Also participating were the Stars Foundation Academy and Clontarf Academy (pictured above).

Sponsors who helped support the event were: Pindari Pty Ltd, Bakers Delight, Water Corporation, Woolworths, Pullmans Bunker Bay, Natureconservation, and Koormal Contractors.



### Mentoring and Support

8 students completed the Certificate I in GATE

One-to-one and group tutoring and mentoring assistance was provided to 42 students completing Certificate I through to Diploma level qualifications in a variety of study areas including:

- Beauty
- Business
- Building and Construction
- Community Services
- Conservation and Land Management
- Early Childhood Education and Care
- Engineering
- Foundation Studies
- Mental Health
- Nursing
- Rural Operations
- Training and Assessment.

This tutoring and mentoring support was provided by ten tutors and eight mentors who were employed to assist the students throughout the year and provided a total of 361 hours of support.

Picture right: GATE students propagating plants at Leschenault Community Nursery





## Great Southern Deadly Jobs and Careers Forum

attended by 77 students from 6 schools and 23 business and service agencies

The Great Southern Deadly Jobs and Careers Forum was held in September and was attended by 77 students from six schools across the region. The aim of the forum was to link Aboriginal jobseekers and students with local businesses, service providers and training organisations who attended to promote their services and job vacancies. A total of 23 businesses and service agencies attended and ran stalls to create direct links to businesses and networking opportunities.

Community members were also included in the event and attendees received valuable insight and experiences from notable and recognised Aboriginal leaders from diverse backgrounds.

A panel of local role models also assisted by discussing their employment journey and life experiences. Feedback from the community and the businesses was positive and, due to the success of the event, the forum will again be held in 2022.



## Highlight

### Student's work exhibited at Noongar Country 2021 Bunbury Regional Gallery

Bunbury students Maya Hume and Katelyn Whitehurst were proud exhibitors at the Noongar Country 2021 art exhibition which coincided with NAIDOC Week in 2021. Both students attended the opening ceremony of the exhibition at the Bunbury Regional Art Gallery.

Katelyn completed a Certificate IV in Visual Arts and Maya completed the General Adult Education certificate.

Both students were delighted to exhibit their artwork for the first time and make a contribution to this special event, an annual highlight in the Bunbury Regional Art Gallery calendar.

## Highlight

### Mount Barker Ranger Program graduation

Albany staff celebrated the successful completion of a Certificate II in Conservation and Land Management by 10 Mount Barker Noongar Rangers. The rangers were employed by Greening Australia, completing on-the-job training in seed collection, revegetation, chainsaw and tractor use and other conservation and land management work over multiple properties.

The seed collected by the team was used to revegetate land that had previously been cleared. Greening Australia program specialist Barry Heydenrych said “these projects are a resounding success story, literally sowing the seeds for ongoing employment and healing-country enterprises in the restoration economy, supporting regional communities and making a positive impact on the local environment.”



## Highlight

### Harvey Aboriginal Leadership Hiking Program

Harvey campus Certificate II in Leadership students successfully launched the Reflecting Diversity "Revegetation at Noongar Kaartdijin Bidee "on 15 December 2021 at the campus.

The project is of historical and cultural significance to the community of Harvey.

The event was well supported by the community including the Shire of Harvey, Harvey Aboriginal Corporation, Alcoa, and the Harvey Police. The Harvey Leadership students Lesley Ugle, Stewart Little and Emily Comito also presented at the WA Trails and Recreation Forum in Albany in October.

The students have been participating in the Harvey Aboriginal Hiking Leadership Program developed by the Shire of Harvey. The pilot program was offered this semester to a group of Indigenous students who will complete a Certificate II in Leadership at the Harvey campus as part of the program.

Harvey Campus Manager Roche Angon said it was a fantastic opportunity for the students to gain knowledge on tourism and trail development.

The Aboriginal Hiking Leadership Program has been developed by the Shire of Harvey in partnership with Harvey Aboriginal Corporation and funded by the State Government Department of Local Government, Sport and Cultural Industries. Support for the project is being provided by SR TAFE, Alcoa, and the Department of Biodiversity, Conservation and Attractions.



## Students with a disability

### Disability Access & Inclusion Plan 2021 - 2026

During the first half of 2021 the college's Disability Access and Inclusion Plan (DAIP) for 2021 – 2026 was developed. This plan ensures access and inclusion for people with disability across the college's services, events, training, facilities, and employment opportunities. The initiatives to support the strategies outlined in the DAIP were developed following extensive consultation with college management and staff teams.

### Disability awareness e-learning Training promoted to staff

Disability awareness e-learning programs for all staff, VET educators and disability support staff were established as recommended training to increase awareness of access and inclusion for students with disability in 2021. These programs were embedded in the college Blackboard e-learning platform, making it easier for staff to access. A targeted promotion and follow-up was also provided by the college's Disability Liaison Officer to encourage staff to complete the training.

### Supporting staff and students with mental health issues

A focus in 2021 was the provision of staff development to better support students and colleagues with mental health issues. South Regional TAFE introduced a campaign to create and maintain a mentally healthy workplace.

The initial focus of the campaign was the promotion of 'Heads Up' a series by Beyond Blue: Managing Mental Health Risks at Work – Training for Managers and Employees. This program aimed to increase staff members understanding of mental health in the workplace and provide practical strategies to support managers and staff. Further professional development provided to staff has included Keeping Sane in the Workplace, SAFE Talk: Suicide Prevention Training, and Accidental Counsellor training. As a result, staff have reported an increased confidence in working with students and their colleagues following this professional development and have highly recommended the programs to others in the organisation.

### TAFE Specialist Employment Partnership (TSEP)

In Semester 2, 2021, the TAFE Specialist Employment Partnership (TSEP) program was established at our Albany and Bunbury Jobs and Skills Centres. This program represented a partnership between the college, the National Disability Coordination Officer Program and Forrest Personnel and aimed to break-down employment barriers for TAFE students with disability and assist graduates into employment.

As a result, TAFE students with disability were able to access free on-site employment support to identify and address the systemic blocks and barriers to employment. In addition, students were able to meet with an experienced Disability Employment Consultant for support and advice with resume writing, interview skills and to build confidence to help them to discuss their disability with potential employers.



# Youth engagement

## Exploring Educational Pathways

South Regional TAFE undertook the Exploring Educational Pathways and Work Inspirations youth programs in partnership with The Smith Family and Jobs and Skills Centre. The aim of the program was to provide work inspiration to at-risk youth.

The program showcased TAFE pathways and tours of Edith Cowan University and local industry, exposing them to different career pathways at Bunbury Regional Entertainment Centre, Wespine and the Bunbury Port (pictured below).

Students in the program reported that they enjoyed the TAFE learning environment and seeing all the campus has to offer.



## Alternative Education Program for critically at risk Year 11 and 12 Students

Narrogin once again ran the Alternative Education Program for Critically at Education Risk Year 11 and 12 students, funded by the Education Department.

The course was once again a success and resulted in six students completing their Certificate I in Leadership and many of them continuing on to achieve their Certificate II in Leadership.



### Taste Great Southern Festival

Albany hospitality and cookery students were again involved in both the production and delivery of Taste Great Southern Festival supporting guest chefs and local celebrities to make the event a success.

Certificate II in Hospitality VETDSS students supported Paul Iskov (Fervor Foods) and Guy Jeffreys (Head Chef Millbrook Winery) at the South Regional TAFE kitchen preparing local sardines, samphire and desert lime for the Two Waters Dinner.

Students also worked with Melissa Palinkas (Young George), Anna Gare (local Denmark celebrity and cook book author), Amy Hamilton (Liberte), Sally Francis (Runes Catering) and Derek Lau (Masterchef 2019) at the Denmark Night Markets, Women of the Region Dinner, In the Raw, and The Great Southern Wine Journey. This was a great experience for all the students and the guest chefs were delighted to have keen and talented students working alongside them.

## Regional and remote servicing

### Partnership with the Regional Early Education and Development Inc

▲ 87% in students

Narrogin has developed a relationship with the Regional Early Education and Development Inc (REED). REED was established in response to challenges identified by early childhood education and care services in more than 20 communities across the Wheatbelt region. In 2021 REED acknowledged South Regional TAFE as their provider of choice to provide training to all their educators in Early Childhood Education and Care and First Aid. Having 19 Long Day Care Centres which include Family Day Care Schemes comprising of nine educators throughout the Wheatbelt, this partnership resulted in an 87% increase in students who have completed the Early Childhood Education and Care First Aid training from 2019 to 2021.

### Future Leaders Program - Esperance 11 graduates

The Future Leaders Program was a joint initiative with Regional Development Australia and the Esperance Chamber of Commerce launched on 23 February 2021. It was attended by 14 future leaders aged between 20 – 30 years old taking part in the program which included the delivery of the

Certificate IV in Leadership and Management and a mentoring program undertaken at the Esperance campus. Of the 14 students that took part in the program, 11 students graduated in October 2021.

### Harvey Community Resource Centre

The Harvey Community Resource Centre (CRC) initially received funding in 2020 through the Shire of Harvey and Lotterywest to help local people impacted by the economic downturn as a result of the pandemic. In 2021, the Harvey CRC continued to support prospective students by offering funding for Harvey TAFE courses to help people develop skills to obtain employment or continue on to further study by covering the course fees for the Harvey locals who undertook a course in February 2021.

Picture: Business students with SR TAFE Collie Campus manager and Collie CRC Manager.



## Commonwealth funded programs

### Adult Migrant Education Program (AMEP) & Skills for Education and Employment (SEE)

South Regional TAFE's Adult Migrant Education Program (AMEP) and Skills for Education and Employment (SEE) programs were delivered at the Albany, Bunbury, Katanning and Mount Barker campuses.

Student numbers in AMEP have remained steady in 2021 with 184 students completing the program, although there has been a decline in the SEE enrolments. The program continues to be an important pathway for students into VET with individual students successfully transitioning to mainstream vocational training, particularly in the area of individual support with a view to a career in nursing as well as business and information technology.

**184**  
students  
in AMEP  
Program

# Jobs and Skills Centres

## Employment information Sessions and Industry Tours

Aligning with our strategic priority of regional prosperity, the Jobs and Skills Centres (JSC) delivered employment information sessions in 2021. With the aim to raise awareness and promote employment and education opportunities for organisations experiencing skill shortages. Some of these employment information sessions are highlighted:

- Community WA and Community Living Association, Albany
- McDonalds, Albany (picture far right)
- Hilton Garden Inn, Albany
- Accor hotels showcase, Dunsborough and Busselton
- Cape Care, Dunsborough and Busselton (picture left)
- Wespine, Bunbury
- Australian Défense Force, Bunbury
- Public Sector recruitment for Aboriginal trainees, Bunbury and Albany
- WACHS Aboriginal recruitment, Bunbury

## Department of Education, Skills and Employment's Tourism and Hospitality Industry - Virtual Jobs Fair

South Regional TAFE participated in the Department of Education, Skills and Employment's Tourism and Hospitality Industry - Virtual Jobs Fair where the college showcased the JSC services to online participants. The focus was on highlighting the Skills Ready programs available to industry in tourism and hospitality.

## Australian Apprenticeship Support Network provider hot desk

In 2021, local Australian Apprenticeship Support Network (AASN) providers attended the Bunbury Jobs and Skills Centres each week to meet with current students, apprentices and trainees, as a point of contact for further opportunities and to address any current issues they may be having with their apprenticeship or traineeship.



## Community Expos

The Jobs and Skills Centre attended a number of community expos to promote JSC services and engage with stakeholders in 2021 including:

- Katanning Aboriginal Medical Service
- Albany Senior High School NAIDOC
- North Albany Senior High School NAIDOC celebrations
- South West Aboriginal Youth Expo, Busselton SHS
- Making Connections Aboriginal Jobs Fair
- Smart to Ask Community expo

The aim of the participation was to foster strong community relationships and promote the vocational and employment pathways available through the college.

## Great Southern Aboriginal Leaders Networking Conference attended by 150+ participants

The Great Southern Aboriginal Leaders Networking Conference was a successful networking event held in November 2021 which provided staff with the opportunity to meet key representatives, agencies and influential Aboriginal people in the region and promote the role of the JSC.

Over 150 people attended the two-day event, with discussion on issues impacting Aboriginal communities, providing an avenue to brainstorm initiatives and proposals.

## Water Corporation Partnership Aboriginal Employment

The Water Corporation recently undertook a recruitment pool for several Aboriginal identified positions throughout the lower Great Southern and South West. This process facilitated the establishment of a partnership with the Water Corporation to assist with recruitment of suitable Aboriginal candidates. The Jobs and Skills Centre supported the process by liaising with jobseekers and offering intensive support to get them ready for the application process.

## Inter-Agency Networking Meetings

Inter-Agency Networking Meetings have been hosted or supported throughout the regions to highlight issues and share initiatives that are available to the local Community. Participants include representatives from local community groups, government agencies and schools. The aim of the meeting was to facilitate information sharing and client referrals between stakeholders, foster collaborative working relationships and referrals, and the promotion of Jobs and Skill Centre services.

Meetings hosted and attended:

- Collie interagency network
- Katanning interagency
- Cape to Cape Youth forum
- South West Care and support sector workforce advisory group

## South West Employment, Skills and Participation Roundtable established

The South West Employment, Skills and Participation Roundtable (SWESP) was established in 2021 to facilitate collaboration of employment service providers, training organisations and relevant stakeholders to inform service provision for job seekers and employers.

Meetings occurred bi-monthly with the aims to:

- provide exposure of the JSC services
- strengthen stakeholder relationships
- provide greater job seeker engagement.

## Jobs and Skills Centre services 70 workshops delivered

Aboriginal Programs staff continued to assist students who accessed the Jobs and Skills Centre by providing resume writing, job application letter, and interview skills. Throughout 2021, 70 workshops were delivered to:

- Aboriginal School Based Trainees, Albany Campus
- Katanning Senior high School, Follow the Dream students (Dryandra camp)
- Katanning Senior High School and Wagin Senior High School - presentation of resume workshop during careers week
- North Albany Senior High School – Clontarf and Deadly Sister Girls students
- Albany Regional Prison – Albany Jobs Club
- Albany Chamber of Commerce and Industry – Working Together.

## Highlight

### Jobs and Skills satellite hub in Margaret River



Liked by gather\_feast\_mrec and 27 others

ig.a.mahendri What a great experience doing fast track hospitality course at Education Centre Margaret River Campus to meet great lecturers mastered in every department in hospitality and also study tour at Stay Margaret River.

I was overwhelmed with Tish one of the lecturer went to see students art exhibition at the foyer of Campus. Thanks so much for having me part of the course.

#cheftonyhowell  
#jobskillscentre  
#amazinglecturerhospitalitycourse  
#fasttrackcourseinhospitality  
#educationalcentremargaretrivercampus

# South Regional TAFE Multicultural Plan

South Regional TAFE is committed to improving access and opportunities for people from culturally and linguistically diverse backgrounds (CaLD) as part of its values to be inclusive of all members of its communities and celebrate their achievements. Following the launch of the *WA Multicultural Policy Framework* in 2020 all public sector agencies were required to develop a Multicultural Plan.

The South Regional TAFE Multicultural Plan 2021-24 outlines initiatives to address the Framework's priority areas:

- Harmonious and inclusive communities
- Culturally responsive policies, programs and services
- Economic, social cultural, civic, and political participation.

## 2021-24 Multicultural Plan



### Harmonious and inclusive communities

**Desired impacts: Staff and students enjoy an inclusive and welcoming workplace by gaining a broader awareness about issues and events which impact CaLD communities, and how participating and engaging with these communities can enhance the college experience.**

### Initiatives progressing

Promote and celebrate cultural diversity in training and college communities.

- Corporate Communications planned for and produced four positive articles on a variety of topics that included students commencing their training, highlighting support programs available, and successful graduates who had found employment.
- A Cultural Diversity category in the annual Student Awards has been expanded to be college wide following its introduction in the Great Southern nominations. This has increased the college's potential to celebrate achievements of people from diverse backgrounds and enhanced the prestige of the category. The awards take place in March 2022.
- The International Student of the Year was also expanded to be a college-wide category. The award will now receive nominations from any location attended by international students.

### Multicultural events

- A Multicultural Day Lunch was held by students with staff support at Bunbury campus on November 3, 2021, to celebrate the different cultures within the TAFE and try foods from different ethnicities. About 300 students, staff, and guests enjoyed the buffet style service in the campus' Epicure Training restaurant with a picnic style dining encouraged outside. The food and drink served were a gourmet delight of international offerings that included China, Malaysia, South Africa, and Philippines.
- COVID-19 restrictions has impacted planning for a wider variety of events in the past two years, and may do so again for 2022, a calendar of event opportunities is being prepared for consideration in 2022.



**Judith Keusch** is living proof you shouldn't give up on pursuing your dream job no matter what challenges lie ahead of you. Judith is originally from Switzerland and her first language is Swiss German. She has been passionate about the health care industry for many years. After working in aged care for 11 years, Judith decided to go back to studying so she could become a nurse. Judith started her studies with SR TAFE in 2017 with the Preparation for Health and Nursing Studies. She hadn't studied in 23 years so she said it was a real challenge getting back into it. After completing her preparatory course

Judith went on to complete her Enrolled Nursing studies. "I was very fortunate to have supportive family, friends and lecturers," Judith said. "The team of lecturers were brilliant, very helpful." "They are good at explaining things in different ways to help you understand." She wants to continue following her career and do more research into the area of helping dementia and Parkinson's Disease patients.



### Culturally responsive policies, programs, and services

**Desired impacts: Ensuring all staff and college clients experience a sense of belonging and inclusion in the work environment.**

#### Initiatives progressing

Highlight cultural and linguistic diversity in key planning and strategic documents

- The SR TAFE Strategic Plan is the guiding document for college endeavours that clearly outlines the college's purpose of "building our community today, for tomorrow" with a vision "focused on creating a learning experience to inspire success." The plan is student-centred, with the college's diverse learners to be supported and celebrated. It identifies the Multicultural Plan among key mechanisms for achieving these goals. Included in its four core values is the theme of Inclusion, by supporting every learning journey as it works towards strengthening a culture of care.

### Economic, social, cultural, civic, and political participation

**Desired impacts: The college increases its ability to engage with CaLD communities and improve relationships with existing and new stakeholders.**

- Promote SR TAFE campuses and the towns they operate in as a destination for international students.
- Continued participation in the Bunbury-Geographe International Students Project Steering Committee, which has a goal to increase regional international student numbers. Provide people from CaLD backgrounds the same opportunities as other people to obtain and maintain employment.
  - South Regional TAFE is committed to sustaining a diverse and inclusive workforce where all employees feel valued and respected. The college has integrated substantive equality and equal employment opportunity into its policies and workplace practices.

### Initiatives planned for 2021 but not yet progressed

- Developing a dedicated intranet home page that promotes multicultural diversity.
- Develop a specific Language Services Policy for the college.
- More content added to TAFE International WA website.
- Increase cultural competency skills of staff members through promotion of Office of Multicultural Interests Diverse WA online training rate. The rate has not increased in the past 12 months past the benchmark of 18%.

Initiatives not progressed in 2021 as scheduled will be revisited and accommodated in the 2022 timeline which will also include further promotion of the Multicultural Plan to key stakeholders.

# Strategic projects and skills for the future

## New and innovative training programs – strategic partnerships

### Establishment of new Strategic Partnerships

South Regional TAFE provides a fundamental backbone and fabric to the South West, Great Southern and Goldfields – Esperance regions. Our staff continue to engage with industry and business to identify new and innovative training solutions to support the State's recovery agenda and to build regional training capability relevant to local economic and business activity. To support our strategic priority of industry and community identified focuses, a dedicated industry engagement and strategic partnerships strategy was developed to better understand and support the needs of industry by establishing greater connections between employers and the training provided by the college.



Picture: Partnering with National Disability Coordination Officer Program

The function of the strategy is to lead our industry engagement, business development and contract management to better support the training delivery across our regions. This strategy allows us to not only identify local skills and employment needs to inform training priorities and pathways for industry and the community, but more importantly, as part of our strategic focus of fostering regional prosperity and building a strong economy, it will direct the work that is required to be undertaken across the college to develop and implement value for money training aligned to job growth.

Key components of the initiative include:

- increased industry engagement across the regions
- fostering relationships to increase regional workforce development
- increased formalised pathways for schools and the higher education sector
- development of new programs in growth industries
- identification and creation of skill sets in conjunction with industry
- increasing outcomes for transitioning workforces.

In 2021, local Australian Apprenticeship Support Network (AASN) providers attended the Bunbury Jobs and Skills Centres each week to meet with current students, apprentices and trainees, as a point of contact for further opportunities and to address any current issues they may be having with their apprenticeship/ traineeship.

With the advent of new and emerging technologies the strategy also focuses on developing capacity to enable future skills development by providing access to emerging technologies through a range of opportunities for students to develop skills in emerging and high-end technology.

### Supporting worker transitions

SR TAFE have been engaged with the Collie *Just Transition Plan* and the Native Forestry Transition Project. Our focus has been on a training transition approach to maximise opportunities for affected workers. We are planning and supporting for the provision of practical and tangible services in Collie that focus on developing meaningful individual worker supports including career advice, skills assessment and training pathways. This approach may also be replicated for the native forestry industry.

## Infrastructure Ready Skill Set - Bunbury \$852m Outer Ring Road - Yaka-Dandjoo Program

Training provided to 54 students

The Bunbury Outer Ring Road is the biggest transport infrastructure project ever to be undertaken in the South West. This \$852 million project involves the construction of a 27-kilometre, four-lane, high-standard road from Forrest Highway near Australind to Bussell Highway south of Bunbury.

A key commitment of Main Roads and the South West Gateway Alliance is to assist jobseekers in getting work-ready for employment on the Bunbury Outer Ring Road project.

The Alliance is committed to at least 10% of construction work hours being undertaken by Aboriginal people. In addition, it is aiming to provide opportunities for the currently unemployed, intending to hire and train 10% of the workforce, including prison release participants, providing them with lifelong skills. The Yaka Dandjoo Sustainable Employment program is a key strategy to provide wrap-around support through a six stage program, to support people moving towards a career in the civil construction sector.

In 2021, the college worked with the Alliance to provide entry level training to 54 students through the Infrastructure Ready Skill Set predominately to Aboriginal students and jobseekers looking for employment in the outer ring road project.



## Heavy Vehicle Driving Operations Skill Set - Collie

South Regional TAFE's Heavy Vehicle Driving Operations skill set was launched in Semester 2, 2021 to address the state-wide shortage of truck drivers. This extended skill set is aimed to address the shortages in adequately trained truck drivers across the South West and Great Southern. A total of 18 enrolments were received for the first program intake, with new cohorts of students expected to enrol in the course in 2022. In addition, the college is working to procure driving training simulators to support further delivery in 2022.



## Highlight



### Hospitality Job Connect

Our Albany and Margaret River campuses delivered a five day skill set, sponsored by Tourism WA to boost jobs in the hospitality industry.

Celebrity chefs Don Hancey (pictured above in Albany) and Tony Howell (pictured below in Margaret River) joined renowned local chefs, lecturers and students for masterclasses in coffee making, customer service and cookery.

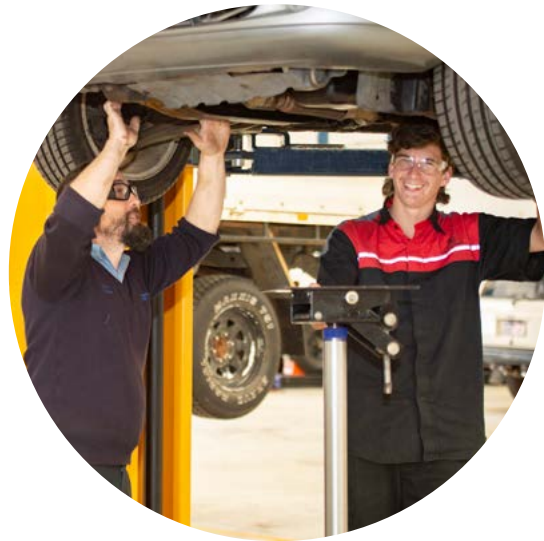


On the last day, the students handed out their résumés to invited local business operators before some were snapped up for trial placements or full time work. The skill sets followed the well-attended courses delivered in Albany in 2020, when the local hospitality industry benefited from dozens of job-ready workers.

# VET Delivered to Secondary Students (VETDSS)

## Certificate II in Civil Construction, Busselton

South Regional TAFE partnered with a local civil construction company Leeuwin Civil who donated the use of a site and equipment to allow the college to run the course in Busselton with local Year 11 high school students. There were twelve enrolments in 2021 with the course aiming to provide a pathway for those students looking to work in an operational role in the civil construction industry, which is a key skills shortage area in the South West and Great Southern.



## Expansion of VET Delivered to Secondary Students

In 2021, the college has been planning the additional course offerings and places that will be available to schools in the region for the 2022 year.

The aim of the extra places is to increase opportunities for secondary school students to participate in a VET program aligned to workforce development priorities for WA. Particularly those related to:

- STEM
- health
- education
- community services
- agriculture
- business
- hospitality
- building and construction
- automotive.

Work has been undertaken to develop programs that are both responsive to students' interests while also meeting local industry needs and are consistent with workforce development priorities for WA. The programs are designed to assist school students to achieve the requirements for their WACE, while maximising student employment and further education and training opportunities.



## Certificate III in Education Support VETDSS Program

The Manjimup campus and Manjimup Primary School have teamed up to deliver the Certificate III in Education Support VET Delivered to Secondary Students program.

As part of the two-year program, eight students studied for the qualification on site at the primary school, allowing them to consistently practice and develop skills and knowledge in realistic job situations.

The program so far has been a huge success with the students participating in theory-based learning while also developing vital industry relevant skills in an engaging environment.

## Year 9 Career Taster Program pilot

### Year 9 Career Taster Program Pilot Inspiring secondary school students

The State Government's *Plan for WA Jobs* included a commitment to fund career taster programs for Year 9 students. The purpose of this commitment is to provide early exposure to career options and pathways before deciding which upper secondary subjects they will study. In line with the commitment, the Career Taster Program has been developed to inspire secondary school students about potential career and further study opportunities and assist them in making more informed decisions on their subject selections and post-school options.

The Career Taster Program aims to support Year 9 students to become 'career-curious' and complements the existing career development and taster opportunities already provided by schools and industry.

As part of the implementation of the program, nine pilot programs were run at schools across the state. SR TAFE assisted Collie Senior High School with a taster experience in December 2021 where students were introduced to the possibilities of a career in drone piloting.

The Career Taster Program pilot provided 25 students with information about current and future jobs, experience in completing industry applications, hands-on experience with drones and information about new drone technologies.

## New programs

### Introduction of new programs in

- Production horticulture
- Beekeeping
- Arboriculture

In 2021, SR TAFE worked to create a number of key qualifications to address skill shortage that exist in our regions as part of our strategic priority to meet industry and community identified focuses through agriculture for our future and Industry 4.0. Work has been undertaken to both establish new programs or expand existing programs that aim to address these skill shortages and to provide students to Live-Learn-Work in regional WA.

In 2021, SR TAFE has been investing in the development of a range of new products to meet emerging regional skills needs including preparation of delivery materials for Arboriculture (in Albany), Beekeeping (in Bunbury and Albany) and Production horticulture (in Denmark).

In response to seasonal demand, SR TAFE also offered just-in-time skill sets in broadacre harvest, backpack and boom spray chemical, and conservation and land management to assist with meeting the demand in skilled workers. The Denmark campus offered its niche Certificate II in Production Horticulture with a specialisation in organic horticulture and contributed its expertise to a national project to define the skills required to work in the organic production industry.

### Certificate III in Food Processing (Brewing)

Consultation was undertaken in 2021 to develop a new educational pathway and to formalise training for those with responsibility for oversight of processing plants and related equipment in the micro-brewery industry. SR TAFE's Strategic Partnerships Directorate staff worked collaboratively with industry to develop a work-place based model to ensure quality and safety standards can be met within the industry, with an aim to develop a course for delivery in 2022.

## Highlight

### Horticulture – Department of Justice

To engage Aboriginal students in education programs, Albany Regional Prison worked with the Albany campus to develop a horticulture skill set. As part of the local skill set, students worked to establish an Aboriginal bush tucker and medicinal food garden, and design and create a garden area to be used by prisoners for contemplation.

# Health and community care sector

## Certificate III in Allied Health

South Regional TAFE engaged with the Community Skills Council and responded to regional workforce needs in Allied Health. In 2021 we worked to build our capacity and capability to extend our scope of delivery in the Certificate III in Allied Health in the South West. This work has positioned us well to meet future skills shortages in this sector.



## Pre-Traineeships in

- Disability care
- Aged care
- Community health and wellbeing

The Community Skills Council WA again approached SR TAFE in 2021 to assist in the development of training options to meet skill shortages within the aged care, disability care and community health and wellbeing sectors, predominately targeted at the VETDSS and youth market.

As part of our strategic priority to enhance regional prosperity through value for money training aligned to jobs growth, the college implemented a pre-traineeship to prepare students for a traineeship role in the disability or aged care community and/or residential setting. The courses included a

mandatory work placement and aimed to grow the pipeline of aged care and disability service workers and to attract new entrants into the industry.

Both qualifications are now on our scope and ready for delivery in 2022, with eight enrolments already received for the disability care stream.

The Community Health and Wellbeing Pre-Traineeship aims to provide learners with basic industry specific skills and knowledge to enable transition into a traineeship within the community services or health sectors at the Certificate III level or to gain employment in the community services or health sector (allied health, Aboriginal and/or Torres Strait primary health care or Indigenous environmental health).



# New technologies, artificial intelligence and automation

## Drone pilots courses



The development of courses focusing on new technologies, artificial intelligence and automation began in 2021. One specific course developed in 2021 was the Drone Pilots course aimed at the VETDSS cohort with a key focus on the agricultural and mining resource sectors. The course will aim to provide an opportunity for students to receive their remote pilot licence. Discussions were held in 2021 with a third party provider to identify various delivery models with possible delivery in Albany, Esperance, Busselton and Bunbury.



## Integrated technologies

South Regional TAFE continued to support the State Government's initiative to increase the uptake of STEM courses for local students. Development of the material to add courses in cyber security, robotics and integrated technologies to our scope of delivery was developed in 2021, with delivery anticipated to commence in 2022 in Albany and Bunbury.

This will provide students with a pathway to higher level qualifications to articulate into careers in information technology, system programming and design and application support engineering. Qualifications in electrotechnology were also delivered as a priority in an attempt to address the continuing skill shortage in the electrical industry in smart-wiring (energy efficiency and security).



## Automation and autonomous workplace operations

Automation and autonomous workplace operations delivery had planning undertaken to support the introduction of an entry level qualification. Delivery of the Certificate II in Autonomous Workplace Operations to VETDSS cohort is intended to start in 2022 in Albany and Collie.

This is an entry level qualification that will be offered to school students and entry level workers to provide them with the skills to work in an automated workplace.

The aim of the course is to help trained students to secure a pathway to an apprenticeship in electrical and other trades within a range of industries.

Work was also undertaken to respond to Rio Tinto's upskilling of its Fly-In-Fly-Out workforce living in the regions with the micro-credential course in autonomous workplace operations delivered in Semester 2, 2021.



# Feedback and complaints

## Customer Service Charter

South Regional TAFE's customer service charter outlines our commitment to our clients. Our aim is to provide professional and friendly service to enhance learning experiences. The charter details the level of service clients can expect to receive from SR TAFE, and what to do they feel those expectations are not met.

The charter defines a complaint as “if you are not satisfied with any part of the services you have received or feel you have not been treated fairly or reasonably”.

## Handling complaints effectively

SR TAFE's client complaints policy complies with the Australia/New Zealand Standard Guidelines for Complaint Management in Organisations [AS/NZ 10002:2014] and the Ombudsman Western Australia guidelines for effective handling of complaints. The system provides clients with an avenue to deliver feedback about our services, decisions, policies and facilities.

SR TAFE provides complaints and feedback services via telephone, email, our website and in person. Clients are encouraged to provide feedback via our client feedback form. This feedback is reported regularly to the Corporate Executive.

As a result of the feedback, opportunities for improvement are identified and actions taken to address the issues raised.

## Responding to feedback

Feedback is received and registered in the SR TAFE complaints management system. All complaints are dealt with effectively, promptly and without prejudice or bias. They are recorded to form part of the college's continuous improvement practice. In 2021 there were 14 compliments, 15 suggestions and 105 complaints submitted.





### Learner and Employer Questionnaire

The Quality Indicator Surveys inform a mandatory requirement for the Standards for Registered Training Organisations 2015. It also provides SR TAFE with both student and employer feedback to inform college business improvements.



96.71% of students surveyed said they were overall satisfied with our training.

### Student Questionnaire

The student overall satisfaction was 96.71% from 1,123 responses, with an engagement rate of 36.2%. Some of the best aspects identified by students were:

- Trainers had an excellent knowledge of the subject content.
- Training organisation staff respected my background and needs.
- I would recommend the training organisation to others.

### Employer Questionnaire

All respondents to this survey identified as having apprentices or trainees attending SR TAFE. We received responses from employers in the industry areas of, Engineering, Automotive, Community Services, and Process Plant Operations, with an engagement rate of 16%.

The student and employer questionnaires identified some business improvements which are being addressed through local area action plans.





# 3

## Significant Issues Impacting the Agency

# Current and emerging issues and trends



## WA Recovery Plan – reskilling our workforce

South Regional TAFE continued to focus on meeting the requirements specified in the State Government's *WA Recovery Plan*. In 2021, the college again supported a number of significant initiatives centred around skilling, training and workforce development. These included the expansion of the Lower fees, local skills courses, apprenticeship and traineeship incentives, COVID-19 recovery skill sets, extra places for VETDSS students and new VET career taster programs for Year 9 students. This increased government investment enabled SR TAFE to continue to upskill regional WA workers to Live-Learn-Work in regional WA.



## LOWER FEES LOCAL SKILLS

### Key initiatives

#### Lower Fees, Local Skills

SR TAFE continued to expand the Lower fees, local skills program, and significantly reduced TAFE fees across priority areas, through the \$25 million State Government investment in free TAFE skill sets. The college offered a variety of free courses at the Bunbury, Busselton, Collie, Denmark, Harvey Manjimup and Margaret River campuses and as a result, enrolments increased in:

- Education support
- Early childhood and care
- Preparation for health and nursing studies
- Electrotechnology – electrician
- Accounting and bookkeeping
- Business.

The expansion of the Lower fees, local skills program in 2022 will enhance opportunities for those affected financially by COVID-19 to upskill or reskill. As a result, it is anticipated that this demand will continue to grow in 2022.



## Equipment upgrades and infrastructure investment

The State Government’s focus on education, training and jobs included the investment of \$25 million over four years to purchase new state-of-the-art equipment across WA’s TAFE colleges.

### Albany construction and equipment

As part of the Government’s election commitments, SR TAFE received funding for the following equipment and infrastructure upgrades:

- \$17 million to construct a new trade workshop, delivering training in automotive, engineering and construction at the Albany campus.
- More than \$1 million to purchase equipment for the Albany campus, including:
  - an industrial process automation simulated plant
  - a programmable logic controller system
  - robotic track and workshop
  - robotic arms
  - 3D printers
  - drones.

### Heavy vehicle simulator and automation training equipment

As part of stage one of the TAFE Training Equipment Refresh Program, SR TAFE was provided with:

- About \$250,000 to purchase a heavy vehicle simulator.
- \$400,000 to purchase automation training equipment for the Collie campus.

The new equipment at the Collie campus will support the delivery of the Heavy Vehicle Driving Operations skill set which is adding more skilled truck drivers to the essential transport industry which is experiencing increased demand created by local infrastructure projects including the Bunbury Outer Ring Road.

Similarly, the heavy vehicle driving simulator will equip students with simulated working conditions, allowing them to receive high quality training prior to driving large trucks on the road.

Using the new equipment, students will also learn about work health and safety, inspection of trucks and trailers, securing loads, loading and unloading cargo, managing work fatigue and maintaining equipment.

Students who complete the Heavy Vehicle Driving Operations skill set will be entitled to obtain a licence in Heavy Rigid, Heavy Combination or Multi Combination class vehicle and students will sit the practical assessment.



### Electric vehicle

The Bunbury automotive training area received its first delivery of a fully electric vehicle reflecting the technological shift in the industry area.



### Simulated mannequins

Further investment has also been made in simulated mannequins to support nursing delivery in the Diploma of Enrolled Nursing for the Narrogin, Albany and Bunbury campuses.





### Esperance campus

After 2½ years in planning and construction, the new \$18.6 million Esperance campus opened to students for the start of Semester 2, 2021. Modern design features have been incorporated into the new building, which provides a comfortable, well-appointed environment conducive to student learning and excellent facilities for teaching, research and relaxation. It includes trade workshops for automotive, metal fabrication and construction, a hair and beauty salon, classrooms, offices, computer labs, a home environment area for the delivery of individual support training, a student hub and client service centre.

Teams from Albany Facilities, Information Technology and OSH worked with Esperance campus staff to convene the big move and install equipment and computers over the semester break. While some resources were relocated from the old campus, most of the equipment and furniture is new. Landscaping, feature Aboriginal artwork (pictured above) and an impressive coloured panel sculpture to be lit up at night make a fitting setting for the buildings.

Campus Manager Amelia Fitzgerald said the move went smoothly and thanked the Albany and Esperance teams for their support. She made special mention of Esperance Facilities Officer Josh Brown, who went above and beyond throughout months of preparation and during the move. “Esperance lecturers and client services staff all worked together to ensure the move was completed like a well-oiled machine,” Amelia said. “The new facility is amazing! We are really excited to see what this brings for our students and community.”

## Highlight

### Minister’s Visits to Collie and Albany

Minister for Education and Training Sue Ellery visited the Collie campus on 22 February 2021 to open stage two of the Heavy Vehicle Training Centre for the delivery of the Heavy Vehicle Driving Operations skill set.

While visiting the Albany campus, Minister Ellery also viewed concept drawings for the new \$17 million trades block. Both visits gave Minister Ellery the opportunity to meet students and staff.



Certificate II in Electrotechnology VETDSS students pose for a selfie with Minister Ellery in the new Collie training facility (top right, previous page) and the Minister with students of electrotechnology, carpentry and joinery and engineering at the Albany campus (above).

# Economic and social trends in 2021

## Community engagement

A priority for South Regional TAFE is the engagement and connection with local industries across our regions. To continue to connect with our industry stakeholders SR TAFE staff established dedicated strategies to foster this engagement. Throughout 2021 staff liaised, worked and listened to the needs of our local industries through the following key engagement strategies to develop training and delivery strategies that are informed, timely and meet the needs of our stakeholders.



## Participation in Jobs Skills Taskforce

SR TAFE has commenced as a member of the Department of Education, Skills and Employment (DESE) Jobs Skills Taskforce. The Taskforce plays a central role in connecting and coordinating existing programs and aligning efforts on the ground to develop solutions to move as many people as possible back into work or training. Local employer needs are at the centre of the task force actions.

The taskforce includes representation from the regional areas of; South West, Great Southern (Albany), Wheatbelt (Narrogin) and Goldfields (Esperance).



## WA Skills Summits

The State Government’s Skills Summit took place on Friday 30 July 2021 and was attended by every Minister, TAFE Managing Directors, and representatives from industry and peak bodies. The aim of the Skills Summit was to generate ideas for practical actions to meet WA’s skills need for continued strong economic growth with a view to generating the following outcomes:

- identifying opportunities for action beyond ‘business as usual’
- learning from industry leaders
- building on current innovations
- identifying creative opportunities to tap into the latent capacity of the workforce
- identifying partnerships between government and industry
- identifying opportunities that build on current work
- looking at how industry and employers can contribute to solutions.

Facilitated sessions focussed on the practical actions that could be taken from industry and government to address WA’s skills needs over the coming months and the actions that could be taken now to avoid future skill shortages.

## South West and Great Southern Regional Skills Summits

The Minister for Education and Training continued to take the Skills Summit around the regions and held the South West Skills Summit in Bunbury on 30 August and the Great Southern Skills Summit in Albany on 6 December 2021. The aim of the Regional Skills Summit were to provide a forum for industry leaders to identify skill priorities and discuss the potential new strategies to address current and emerging skill needs in the regions. The Governing Council Chair and Managing Director were in attendance.

## Chamber of Minerals and Energy, South West Regional Council Forum

SR TAFE hosted the Chamber of Minerals and Energy, South West Regional Council forum. This event provided a valuable opportunity to engage with key minerals and energy companies to promote SR TAFE’s workforce development services available to meet skills shortage needs.

## Engagement of peak bodies in Albany

Stakeholder meetings with the Great Southern Development Commission, Great Southern Universities Centres, Albany Chamber of Commerce and Industry and Worklink to understand local workforce issues also took place during 2021. Further work was undertaken in the latter half of the year to engage with local aged care and disability providers through the Boosting the Local Care Workforce Program. This engagement will see Albany and other campuses deepen relationships to support local industry in the region.



# Continued impacts of COVID-19 response and recovery

The COVID-19 pandemic continued to have an impact on the operations of the college in 2021. Supported by unprecedented State Government investment in the VET sector, South Regional TAFE continued to assist the WA economy to recover from the COVID-19 pandemic.

A continuation of border restrictions in 2021 saw a decrease in international students numbers which impacted on the College's commercial revenue achieved for this reporting period.

During 2021 there was a continuation of the increased cleaning and sanitising protocols and additional occupational safety and health and cleaning processes, practices and reporting to manage risks and keep staff and students safe.

Technology solutions to keep staff and students safe also continued throughout the year with the COVID-19 SafeWA app being implemented across all campuses. The college information technology infrastructure was upgraded to enable remote access, and the use of training online learning platforms such as Blackboard continued to grow during 2021.





# Likely developments and 2022 projections

With the State Government’s investment into VET continuing, the college is again committed to increasing the delivery of nationally accredited training to meet the skill needs of our State for the 2022 period.

## Continued growth predicted

In 2021, the college sustained an 8% growth in the delivery of VET for our regions and we are positioning ourselves to meet a growth target again in 2022.

It is anticipated that the increased demand for apprentices and trainees will continue in 2022 as employment levels continue to rise and students choose employment over training. This focus on full-employment incentivised training will continue to be a priority for our college.

High demand is again predicted for a number of industry areas including:

- health and community services
- transport
- hospitality
- agriculture
- civil construction and heavy vehicle drivers
- wine production and viticulture
- outdoor recreation and leadership.

Included in our 2022 priority institutional training delivery requirements will be the expansion of the Lower fees, local skills courses. In 2021, Lower fees, local skills courses accounted for 54% of our courses on scope in 2021, and in 2022 we aim to continue to increase our delivery to support more students in our region to engage in subsidised education and training.



## Continued investment in infrastructure

In 2022, the college will continue to implement the equipment upgrades and infrastructure investment provided by the State Government to modernise the facilities at TAFE colleges. In addition to this, the Bunbury campus will continue to reinvigorate the student outdoor areas. This includes providing an overhead cover for students to the new entrance of the library. Accessibility access across all campuses will be reviewed with Manjimup receiving updated disability parking. The college Information Communication and Technology team will further develop the use of Microsoft Teams for all staff. Dedicated rooms with recording equipment will also be made available early in 2022, at both the Albany and Bunbury campuses so that lecturers can record their delivery for students.



## Expansion of digital capabilities

South Regional TAFE will continue to expand its digital capabilities in 2022 to give students and customers increased choice and responsiveness in how they connect with our customer service teams.

Web Chat via the college website was introduced in November 2021 and is the first of several exciting new customer experience and customer engagement (CE/CX) concepts being introduced over the next year in line with the goals of SR TAFE's new Digital Now Roadmap.

Introducing these features is the first step in providing customers with improved choice in how they connect with our customer service teams in Albany and Bunbury.

The sector-wide CE/CX project will modernise how our TAFE customer enquiries are assisted by improving communication efficiency and responsiveness. Albany and Bunbury Reception and Course Information staff have also benefitted in the first stage by having new software which will initially be used for Web Chat and receiving webforms submitted via the website.

The website chat option can be found on the website among the three buttons on the bottom right hand corner of a desktop screen.

The Department of Training and Workforce Development led the CE/CX project for the five TAFE colleges aims to modernise how TAFE customer enquiries are assisted by improving communication efficiency.

Web Chat is becoming an increasing popular way for customers to access and receive support by asking a customer service officer questions in real-time. SR TAFE's Albany and Bunbury reception and course information staff have also benefitted by having this new software as it allows them to use Web Chat and receive webforms submitted directly via the website.

The project is currently at the stage two phase, with the first stage of consultation and establishing the project framework base completed in early 2021. Stage three will begin in 2022 and could see new features that expand the enquiry and response systems to make it more efficient, including the addition of customer surveys and other digital methods to facilitate communication with our customer service staff.

## New strategic direction

In 2022, SR TAFE will implement its new 2022-24 Strategic Plan which provides a road map for the college to achieve its purpose of 'building our community today, for tomorrow'.

The new strategic plan is aimed to refresh, re-invigorate and re-centre the college's training and delivery.

With its vision focused on creating a learning experience to inspire success, the college will focus on its strategic themes of; being student centred, while also being demand driven; using strong oversight, measures and stability to ensure the sustainable performance of the college; while ensuring that we value our people through fostering an environment of inclusivity, innovation and collaboration.



# 4 Disclosures and Legal Requirements

1 Overview of the Agency

2 Agency Performance

3 Significant Issues Impacting Agency

4 Disclosures and Legal Requirements

5 Financial Statements and KPIs

## Ministerial Directives

South Regional TAFE was issued with one Ministerial Directive in 2021, cited as Colleges Direction 2021. The Colleges Direction 2021 was given by the Minister for Education and Training under section 11 of the Vocational Education and Training Act 1996 and consisted of three components.



# Other financial disclosures

## Pricing policy

The Vocational Education and Training (Colleges) Regulations 1996 make provision for a college to determine fees or charges that are payable for any particular vocational education or training or related service supplied by a college not being a service for which a fee is prescribed by the regulations.

A fee or charge imposed under that regulation: is to conform with the VET Fees and Charges Policy issued each year by the Department of Training and Workforce Development, if it relates to materials supplied, is to not to exceed the cost of the materials, and any determination fixing the fees or charges is to be published on the college's website.

## Capital works

### Esperance campus - completed

In 2017 the State Government announced funding for the construction of a new \$19.69 million campus in Esperance, with \$10 million of the investment to be received via the Royalties for Regions funding initiative. This was to replace an aged campus that no longer provided a suitable learning environment for Goldfields – Esperance students.

Construction of the new campus was completed in June 2021 and was opened in time for the start of Semester 2, 2021. The new campus includes a

trades workshop designed for delivery of automotive, construction and metal fabrication qualifications, as well as specialist facilities for hairdressing, beauty, childcare and aged and disability services. The campus also includes a new student hub, an administrative centre with office space and client services as well as general learning area classrooms. The facility was officially opened by the Minister for Education and Training Sue Ellery on the 26 August 2021.

### Bunbury campus - completed

2021 saw the completion of stage two of the remedial works program at the Bunbury Campus which was funded and managed by the Department of Training and Workforce Development. With a total spend of \$1.2 million, the program incorporated a series of major infrastructure works designed to upgrade ageing buildings and services with a view to reducing ongoing repair and maintenance costs into the future. The project was funded and completed in 2021 and included the upgrade of the walkways and central courtyard between A Block and B Block.

### Collie campus – completed

The Collie campus stage two capital works upgrades were also completed in 2021. Included in these works was the re-purposing of the B Block classroom and workshop three to enable the delivery of heavy haulage advanced driver skills training and

automation, with a total budget spend of \$500,000 for the heavy haulage advanced driver skills. The automation classroom refurbishment in workshop three is due to be completed by February 2022 at a cost of \$80,000.

### Albany campus - ongoing

A new \$17 million Trades Training Complex comprising a dedicated teaching and administration block, metal fabrication, plumbing, electrical and light and heavy automotive workshops has been funded as part of the State Government's *Rebuilding Our TAFEs* Plan. Stage one, consisting of forward works, commenced in November 2021 and included the relocation of an existing industrial skills shed, additional carparking and internal roads. Stage two is scheduled to go to tender in April 2022, with construction expected to commence in July, including the construction of the workshops and administration block. The Department of Training and Workforce Development has committed an additional \$2 million from their Remedial Works Program to fund stage three, which consists of the refurbishment of an existing workshop that is to be upgraded for carpentry and joinery delivery.

## Staff Profile

Staff Profile (Full Time Equivalent)		30 Sept 2019	30 Sept 2020	30 Sept 2021
Lecturing Staff	Permanent	159.20	174.15	172.86
	Contract	30.69	30.55	48.40
	Casual	36.79	39.48	11.95
Support Staff	Permanent	153.39	157.18	157.62
	Contract	11.34	11.45	14.76
	Casual	20.36	15.92	4.03
<i>Taken from data assembled for HR MOIR Quarterly FTE reports for September 2021</i>		<b>411.77</b>	<b>428.71</b>	<b>409.62</b>

Table 2: 2021 Staff Profile



## Equal employment opportunities

South Regional TAFE is committed to sustaining a diverse and inclusive workforce in which all employees feel valued and respected.

During the reporting period the college met its reporting obligations under equity based legislative and public sector management requirements.

Equity and diversity principles are embedded in college policies and documentation, including access to training and development guidelines, access and equity policy, grievance management processes and our Codes of Conduct. Furthermore, our Disability Access and Inclusion Plan (DAIP) aims to ensure that people with disability have access to all our services, programs and facilities.

The college has also complied with the Public Sector Commission's equity and diversity reporting requirements through the Minimum Obligatory Information Requirements (MOIR). The college's Equal Employment Opportunity plan is under development and the achievement of diversity targets is monitored through the quarterly Public Sector Commission Diversity Dashboard.

## Substantive equality

South Regional TAFE has integrated substantive equality and equal employment opportunity into the policies, workplace practices and the services provided by the college.

Again in 2021 the college has articulated its commitments within its Substantive Equality Policy, DAIP, Reconciliation Action Plan, Recruitment Selection and Appointment Policy, recruitment selection and appointment training material, Staff Code of Conduct and the staff corporate induction program.

# Employment

Subject to the Public Sector Management Act 1994, any decision of a college in the exercise of the function conferred on it by section 47 of the Vocational Education and Training Act 1996 (“the Act”) is the responsibility of the Managing Director of the college.

# Coordination of Labour Relations

For the purpose of coordinating and facilitating the exercise by colleges of the function conferred by section 47 of the Act and to the extent that the exercise of the function has or may have implications for industrial or labour relations in the wider context of the TAFE system, or public sector generally, the Governing Council and Managing Director of a college are to ensure that the exercise of the function is coordinated through the Department of Training and Workforce Development.





# Governance Disclosures

## Directors' Liability Insurance

South Regional TAFE paid \$16,568.20 for Directors and Officers Liability insurance to indemnify and director (as defined in Part 3 of the Statutory Corporations (Liability of Directors) Act 1996) against a liability incurred under sections 13 or 14 of the Statutory Corporations (Liability of Directors) Act 1996.

## Public interest disclosures

The Public Interest Disclosure Act 2003 provides for the disclosure of public interest information and provides protection for those who make disclosures and those who are subject of disclosures. In accordance with the Act, South Regional TAFE has appointed two Public Interest Disclosure Officers and has reviewed internal policies and procedures related to obligations under the Act. No public interest disclosures were received during 2021.



# Other legal requirements

## Advertising and marketing expenditure

Pursuant to the requirements of section 175ZE of the Electoral Act 1907, the following expenditures were incurred by, or on behalf of, the College in relation to advertising, and marketing.

Table 3: 2021 Expenditure for Advertising and Media Organisations

Class of organisation	Organisation	Amount \$ [GST exclusive]	
Media Advertising Organisations	Carat	122,201	
	Gross Media	2,000	
Direct Advertising	Facebook	19,334	
	Google	15,831	
	Snap Chat	400	
	Denmark Bulletin	954	
	Plantagenet News	544	
	Western Australian	206	
	Esperance Tide	1,920	
	Linkedin	999	
	Directories	Albany Chamber of Commerce	1,480
		Denmark Chamber of Commerce	565
Collie Chamber of Commerce		363	
Narrogin Chamber of Commerce		240	
Busselton Chamber of Commerce		430	
Katanning directory		659	
Esperance Chamber of Commerce		300	
Total		168,426	



## Breach of Purchasing Card Use

Private use of corporate card during 1 January 2021 to 31 December 2021	
The number of instances the Western Australian Government Purchasing Card has been used for a personal purpose	10
The aggregate amount of personal use expenditure for the reporting period	\$322
The aggregate amount of personal use expenditure settled by the due date	\$264
The aggregate amount of personal use expenditure settled after the period required	\$58
The aggregate amount of personal use expenditure outstanding at the end of the reporting period	\$0
The number of referrals for disciplinary action instigated by the notifiable authority during the reporting period	0
Number of employees misusing their cards	9

Table 4: 2021 Purchasing Card Breaches

## Remuneration

The individual cost of remunerating Governing Council members for South Regional TAFE was as follows.

Table 5: Governing Council Remuneration

Position Title	Member Name	Type of Remuneration	Period of Membership	Term of Appointment/Tenure	Base Salary/Sitting Fees \$	Other Benefits/ Allowances (Travel) \$	Gross/Actual Remuneration for the Financial Year \$
Chair	Prof. Bryant Stokes	Annual	6 months	4 years, 8 months	11,245.43	1,070.12	12,315.55
Chair	Susan Barrera	Annual	6 months	3 years	11,506.94	2,197.40	13,704.34
Deputy Chair	Dr Wendy Giles	Sessional, per meeting ½ day	12 months	5 years	1,772.00	172.78	1,944.78
Member	Susan Bennett-Ng	Sessional, per meeting ½ day	6 months	4 years, 6 months	768.00	398.96	1,166.96
Member	Nadine Carter	Sessional, per meeting ½ day	12 months	3 years	2,304.00	754.56	3,058.56
Member	David Dhu	Sessional, per meeting ½ day	12 months	3 years	1,536.00	151.68	1,687.68
Member	Mark Dowling	Sessional, per meeting ½ day	6 months	6 years, 8 months	384.00	36.48	420.48
Member	Benjamin Headlam	Sessional, per meeting ½ day	6 months	3 years	768.00	649.38	1,417.38
Member	Helen Grzyb	Sessional, per meeting ½ day	12 months	3 years	2,304.00	696.48	3,000.48
Member	Sally Rowell	Sessional, per meeting ½ day	12 months	3 years	1,920.00	499.68	2,419.68
Member	Giuseppina Versace	Sessional, per meeting ½ day	12 months	3 years	2,304.00	226.56	2,530.56
Member	Noelle Jones	Sessional, per meeting ½ day	6 months	3 years	1536.00	865.08	2,401.08

# Government policy requirements

## Public Sector Ethics, integrity and corruption prevention

The college has policies, procedures and guidelines in place with respect to the Public Sector Standards in Human Resource Management, the WA Public Sector Code of Ethics and Corruption and fraud prevention. Policies and supporting material are accessible to employees via the college’s intranet and are promoted by the Human Resources branch through the commencement and induction process.

All commencing staff are required to complete four core modules to ensure their understanding of the ethical standards and integrity required of them as a Public Sector employee. These modules consist of:

- Corporate Induction
- Accountable and Ethical Decision Making
- OSH Induction
- Records Awareness Training.

Staff are also required to sign to acknowledge the current Staff Code of Conduct. Completion of these requirements is regularly reported to the college executive.

Integrity and conduct matters are a standing item on the leadership team’s meeting agenda. The college has evaluated the integrity environment internally using the Public Sector Commission’s Integrity Snapshot Tool and evaluated policies, procedures

and systems in line with the recommendations of WA integrity agencies (e.g. Public Sector Commission, Corruption and Crime Commission and Office of the Auditor General).

No breach of Public Sector Standards claims were lodged in 2021.

During 2021 one disciplinary matter carried over from 2020 was concluded and three new matters were addressed as matters of discipline. Two of these matters were discontinued due to staff resigning. One matter was concluded with improvement action under section 82A (3)(b)(ii) of the Public Sector Management Act 1994, and one matters was concluded under section 81 (1)(b)(i) of the Act.

## Industrial Relations

In accordance with the WA TAFE Lecturers’ General Agreement 2019 and the Public Sector CSA General Agreement 2021, the Joint Consultative Committee continued to provide an opportunity for discussion and resolution of matters within the workplace and a mechanism for consultation between management, employees and their unions.

One claim was brought to the WA Industrial Relations Commission in 2021, that will carry over to 2022.

A replacement General Agreement was finalised for administrative and support staff in 2021.



# Occupational Safety and Health and Injury Management

## Statement of Intent and Commitment

South Regional TAFE is committed to providing a safe and healthy environment and maintaining the wellbeing of the college community. The college acknowledges that students, employees, visitors and contractors are entitled to feel safe on our campuses.

### To achieve a safety culture, the college will:

- Mitigate risks due to processes, activities or infrastructure issues
- provide effective leadership, support, resources, training, supervision and safe work systems
- encourage individuals' obligation to exercise care and responsibility for their own health and safety
- encourage people to report OSH issues or potential issues and take remedial action in a timely manner
- promote cooperation between individuals and the OSH leadership team to ensure the application of relevant procedures and processes
- promote communication between managers and employees to drive the promotion of safety across the college
- comply with all Acts and Regulations relating to OSH.

## Statement of Compliance with injury management requirements of the Workers' Compensation and Injury Management Act 1981 including development of return to work plans.

SR TAFE is committed to providing injury management support to all workers who sustain a work related injury or illness with a focus on safe and early return to meaningful work and in accordance with the Workers' Compensation and Injury Management Act 1981 (WA) and related legislation.

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 their 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.



## Formal mechanism for consultation with employees on OSH matters

The OSH committee structure has campus based OSH committees focused on operational and campus based issues which report through to the OSH Standing Committee, which is more strategic in focus as it has responsibility for whole of college OSH issues.

The campus based OSH committees form the core of the OSH consultation undertaken within SR TAFE and meets legislative requirements as it includes a combination of staff-elected representatives and management representatives. The members' appointment, location and details are 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 OSH issues.

The campuses' OSH committees meet monthly to resolve issues at the local campus level including:

- discuss and resolve OSH Issues
- review hazard and incident reports
- promote increased understanding and awareness of safety and health issues

- facilitate consultation and cooperation in relation to the college's ongoing management of safety and health
- provide for the development and review of the college's Safety and Health Policy, procedures and practices through the OSH Standing Committee
- escalate local OSH issues, that have significance to the whole organisation, to the OSH Standing Committee for review and action.

## Training

A range of training and awareness program opportunities have also been provided for all staff in 2021. During the reporting period 197 staff members undertook OSH related training in:

- Incident and hazard reporting using MYOSH
- manual handling training
- ergonomics
- emergency procedures training
- elevated work platform licence training
- chainsaw, skid steer loader, forklift
- dogging and rigging
- basic scaffold
- first aid
- OSH representatives training
- OSH refresher training
- OSH for supervisors
- COVID-19 training
- prison induction
- Chemwatch – chemical management.

## Surveillance

A range of health and environment monitoring programs continued throughout 2021, which included:

- baseline hearing and audiometric testing
- health monitoring for staff in high risk areas
- air monitoring of work environments.

## Projects

A range of minor works projects have been undertaken in 2021 to address OSH issues across all campuses, these include:

- drainage pit for mortar trades delivery Bunbury
- upgrade of the sewer pit in Bunbury
- upgrade to grinding benches with built-in extraction systems Bunbury
- wet sweeping system for dust suppression in mortar trades
- review of asbestos management plan and asbestos registers across all campuses
- removal of asbestos boundary fence
- installation of a wireless evacuation system
- improvements and upgrades to the security and alarm systems
- additional COVID-19 cleans at all campuses
- hand sanitiser stations, signage and large quantities of sanitiser purchased.



Table 6: 2021 OSH Performance against Targets

Indicator	Actual Results			Results against Target	
	2019	2020	2021	Target	Comment on Result
Number of fatalities	0	0	0	0	Achieved
Lost Time injury / disease incident rate	1.47	1.45	0.45	Zero (0) or 10% reduction on previous 3 years	Achieved
Lost Time injury severity rate	33	16.6	50	Zero (0) or 10% reduction on previous 3 years	Not Achieved
Percentage of injured workers returned to work					
(i) within 13 weeks	80%	80%	50%	Actual Percentage Greater than or equal to 80% return to work within 26 weeks	Small numbers cause % distortion only 2 LTI's in 2021
(ii) within 26 weeks	80%	80%	50%		
Percentage of managers and supervisors trained in OSH and injury management responsibilities	39%	65%	73%	Greater than or equal to 80%	Not Achieved

2021 % Figures are accurate as at 17 January 2022



## Self-evaluation of OSH management system

SR TAFE's OSH management system is operational. An external audit was undertaken in 2020. In 2021, internal audits were undertaken to track our performance against AS/NZS 4801:2001 Occupational health and safety management systems utilising the WorkSafe Plan assessment tool.

The audit identified a range of opportunities for improvement. These are outlined in the SR TAFE Health, Safety and Wellness Plan under the six focus areas of:

- Regulatory framework
- Active and visible leadership
- Mutual accountability
- Risk-based approach
- Enhanced wellbeing
- Health and safety by design

In 2021 internal audits were conducted around hazardous substance management, risk management activities and emergency procedures.

The audit identified opportunities for improvement in all areas and as a result 16 corrective actions were issued, ten of those corrective actions have now been completed, with plans in place for the remainder.

## Workers' compensation

Six workers compensation claims were received in the 2021 calendar year. This compares with eleven workers' compensation claims received in 2020.

## Staff development

The college continued its commitment to the professional development of staff in 2021. Over the course of the year, 360 employees participated in 979 recorded instances of professional development or training. This was in addition to the Corporate Induction, Accountable and Ethical Decision Making, OSH Induction, and Records Awareness training modules required of commencing staff and other informal opportunities for personal and professional development.

Lecturing and administrative staff were offered a comprehensive calendar of relevant courses throughout the year including webinars, other online learning and in-person mediums.

Staff development occurred in relation to academic practice, supporting the needs of students, OSH, and mental health and wellbeing. Health and wellbeing initiatives were also offered to staff.

## Recordkeeping plan

During 2021 SR TAFE continued to follow best practice in records management in accordance with Section 19 of the State Records Act 2000.

A current Sector Wide Record Keeping Plan approved by the State Records Commission is in place and valid until December 2022.

SR TAFE has been operating from a single records dataset since 1 January 2019. The college's Recordkeeping Policy is compliant with the TAFE-sector consolidated Recordkeeping Plan.

A new Storage, Retrieval and Destruction of Records Service contract for SR TAFE was procured in 2021 with commencement January 2022.

SR TAFE continued delivering recordkeeping training sessions in 2021. All training sessions are readily available to staff to assist them in meeting their recordkeeping responsibilities. The training program is a part of the mandatory induction program delivered both online and where necessary in-person.

## Policy Framework

Our policies have been designed to answer questions and provide support to staff on delivery and assessment, finance, human resources, occupational health and safety, governance, student services, client and administration services, communications and facilities. They support and promote effective administration practices by providing consistent operational procedures that meet our compliance requirements.

We review each policy at least once every three years, undertaking an evaluation assessment to confirm ongoing usefulness and changes to legislation, government policy requirements and business rules.

In 2021 we reviewed 49 policies of which six were rescinded, 31 were approved with no change and eight new policies were developed and endorsed.

Staff are informed of policy changes via email, on the intranet and during relevant professional development and online information sessions.



# 5

## Financial statements and KPIs

1	Overview of the Agency	2	Agency Performance	3	Significant Issues Impacting Agency	4	Disclosures and Legal Requirements	5	Financial Statements and KPIs
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# Auditor General

## INDEPENDENT AUDITOR'S REPORT 2021 SOUTH REGIONAL TAFE

To the Parliament of Western Australia

### Report on the audit of the financial statements

#### Opinion

68

I have audited the financial statements of the South Regional TAFE (TAFE) which comprise:

- the Statement of Financial Position at 31 December 2021, and the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended
- 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 the South Regional TAFE for the year ended 31 December 2021 and the financial position at the end of that period
- in accordance with Australian Accounting Standards - Reduced Disclosure Requirements, 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 the TAFE in accordance with the *Auditor General Act 2006* and the relevant ethical requirements of the Accounting Professional & Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (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.

## Responsibilities of the Governing Council for the financial statements

The Governing Council is responsible for:

- keeping proper accounts
- preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards - Reduced Disclosure Requirements, the *Financial Management Act 2006* and the Treasurer's Instructions
- such internal control as it 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 entity's ability to continue as a going concern
- disclosing, as applicable, matters related to going concern
- using the going concern basis of accounting unless the Western Australian Government has made policy or funding decisions affecting the continued existence of the TAFE.

## Auditor's responsibilities 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. 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.

A further description of my responsibilities for the audit of the financial statements is located on the Auditing and Assurance Standards Board website. This description forms part of my auditor's report and can be found at [https://www.auasb.gov.au/auditors\\_responsibilities/ar4.pdf](https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf).

## Report on the audit of controls

### Opinion

I have undertaken a reasonable assurance engagement on the design and implementation of controls exercised by the South Regional TAFE. The controls exercised by the TAFE are those policies and procedures established by 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 the 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 year ended 31 December 2021.

### 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 were implemented as designed.

An assurance engagement involves performing procedures to obtain evidence about the suitability of the controls design to achieve the overall control objectives and the implementation of those controls. The procedures selected depend on my judgement, including an 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 in operation, the overall control objectives may not be achieved so that fraud, error or non-compliance 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 audit of the key performance indicators

### Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of the South Regional TAFE for the year ended 31 December 2021. The key performance indicators are the Under Treasurer-approved key effectiveness indicators and 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 the South Regional TAFE are relevant and appropriate to assist users to assess the TAFE's performance and fairly represent indicated performance for the year ended 31 December 2021.

## The Governing Council's responsibilities 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 it 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 responsibilities

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 entity'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 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.

## Other information

The Governing Council is responsible for the other information. The other information is the information in the entity's annual report for the year ended 31 December 2021, but not the financial statements, key performance indicators and my auditor's report.

My opinions do not cover the other information and, accordingly, I do not express any form of assurance conclusion thereon.

## Matters relating to the electronic publication of the audited financial statements and key performance indicators

This auditor's report relates to the financial statements, controls and key performance indicators of the South Regional TAFE for the year ended 31 December 2021 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, controls 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, controls or key performance indicators. If users of the financial statements, controls and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version of the financial statements, controls and key performance indicators.



Sandra Labuschagne  
Deputy Auditor General  
Delegate of the Auditor General for Western Australia  
Perth, Western Australia  
17 March 2022

# Certification of Key Performance Indicators

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We hereby certify that the key 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 period ending 31 December 2021.



Susan Barrera  
**Governing Council Chair**  
16 March 2022



Darshi Ganeson-Oats  
**Managing Director**  
16 March 2022

1 Overview of the Agency

2 Agency Performance

3 Significant Issues  
Impacting Agency

4 Disclosures and  
Legal Requirements

5 Financial Statements and KPIs

# Key Performance indicators

## Government Goals

Government Goal 1 – Future Jobs and Skills  
Government Goal 2 – Sustainable finances

## Agency Level Desired Outcomes

Desired Outcome 1 – Provision of vocational education and training services that are responsive to government priorities and meet the community and industry training needs  
Service Delivery 2 – Responsible financial management and better service delivery

## Services provided

Vocational Education and Training

## Key Effectiveness Indicators

- 1.1 Overall Student Satisfaction
- 1.2 Graduate Achievement
- 1.3 Graduate Destination
- 1.4 Profile Achievement

## Key Efficiency Indicator

- 2.1 Delivery Cost per Student Curriculum Hour

Through our desired outcome, 'provision of vocational education and training services that are responsive to government priorities and meet the community and industry needs,' we provide input to the Government's achievement of future jobs and skills.

South Regional TAFE (SR TAFE) has developed key performance indicators to report performance relating to the effectiveness and efficiency with which the above outcomes have been achieved. SR TAFE uses these indicators in reviewing its performance and in its ongoing commitment to improve its programs and services.



# 1. Key Performance indicators of effectiveness

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

## Stakeholder satisfaction

### 1.1 Overall student satisfaction

In 2021 the Student Satisfaction Survey was conducted by third-party research agency EY Sweeney on behalf of the Department of Training and Workforce Development. The key focus is to measure how students were satisfied with the training they received from South Regional TAFE.

Students enrolled in 2021 were invited to complete the WA Student Satisfaction Survey online. Students were also able to complete a hard copy questionnaire provided by staff at each campus. The Student Satisfaction Survey fieldwork was conducted between September and November 2021.

Using a five-point scale, the survey measured the 'satisfied' and 'very satisfied' response to the question 'Overall how satisfied were you with your course?', with one being 'very satisfied' and five 'very dissatisfied'.

Of the 6,337 students eligible to complete the survey 1,571 responded, resulting in a response rate of 24.8%. The results found that the 2021 student satisfaction target of 88% overall student satisfaction with the college (as measured by response of either satisfied or very satisfied) was exceeded by 3.8%.



	2019 Actual	2020 Actual	2021 Target	2021 Actual	Target Variance
South Regional TAFE	91.7%	92.1%	88%	91.8%	3.8%
Western Australia	87.5%	87.6%	n/a	87.3%	n/a

Table 7: Overall Student Satisfaction (as measured by a response rate of either satisfied or very satisfied)

#### Notes

1. Source: Department of Training and Workforce Development, 2021 WA Student Satisfaction Survey.
2. Derivation: Standard error and confidence intervals are based on NET satisfaction scores and measured at a 95% confidence interval.

#### Student Outcome Survey

The Student Outcomes Survey is conducted on behalf of the National Centre for Vocational Education Research (NCVER). The survey aims to measure vocational education and training students' employment, further study outcomes and training opinions. The following indicators are calculated based on the feedback received from this survey.

- Graduate Achievement (Qualification Completers Achievement)
- Graduate Destination (Qualification Completers in Employment)

## 1.2 Graduate achievement

Graduate achievement is a question in the Student Outcomes Survey and measures the extent to which SR TAFE graduates have 'Achieved their main reason for doing the training'. The measure demonstrates the percentage of graduates who indicated they had fully achieved or partly achieved their main reason for training. The question had four responses 'Yes', 'No', 'Partly' or 'Don't know yet'.

	2019 Actual	2020 Actual	2021 Target	2021 Actual	Target Variance
South Regional TAFE	79.6%	82.1%	87%	86.6%	-0.4%
TAFE Western Australia	78.8%	79.5%	n/a	83.7%	n/a
TAFE Australia	81.9%	81.8%	n/a	83.8%	n/a
All VET providers Australia	83.9%	83.6%	n/a	85.0%	n/a

Table 8: Graduate Achievement

In 2021, 2,367 SR TAFE graduates were asked to complete the survey, with 916 responses received, equating to a response rate of 38.7%. SR TAFE's relative sampling error for this result was +/- 1.9% at the 95% level of confidence.

While SR TAFE fell just short of the 2021 target for graduate achievement of 87% of the students surveyed responding that they achieved their main reason for undertaking their training, there was a 4.5% increase in 2021, compared to 2020 data received.

## 1.3 Graduate destination

Graduate destination data is also taken from the Student Outcomes Survey and measures the percentage qualification completers in employment after training. This measure indicates the extent to which the college provides relevant, quality training that enhances student employability.

	2019 Actual	2020 Actual	2021 Target	2021 Actual	Target Variance
South Regional TAFE	75.3%	65.5%	81%	73.7%	-7.3%
TAFE Western Australia	67.3%	60.3%	n/a	68.5%	n/a
TAFE Australia	71.3%	65.7%	n/a	70.3%	n/a
All VET providers Australia	76.6%	68.6%	n/a	72.1%	n/a

Table 9: Graduate Destination

### Notes

1. Source: National Centre for Vocational Education Research (NCVER) on behalf of the Australian Government, state and territory governments, 2021 National Student Outcomes Survey.
2. Derivation: Measured at a 95% confidence interval.
3. Comment: The Student Outcomes Survey is based on students who completed their vocational education and training in Australia during 2020, with data collected mid-2021. Not in the scope of this survey are international students, students from correctional facilities and short course delivery.

In 2021, 2,367 SR TAFE graduates were asked to complete the survey, with 916 responses received, equating to a response rate of 38.7%. SR TAFE's relative sampling error for this result was +/- 2.5% at the 95% level of confidence.

SR TAFE did not meet the 2021 graduate destination target of 81% of students engaging in employment after training and fell 7.3% short. On a positive note, the 2021 results reported a 8.2% increase in the achievement of this target compared to 2020, with 87.4% of graduates reporting that they were either employed or undertaking further studies after completing their training.

## Achievement of College Profile

The achievement of profile delivery indicator measures the college's effectiveness in meeting its Delivery and Performance Agreement (DPA) targets.

The distribution of Student Curriculum Hours (SCH) indicates the extent to which the college is meeting its contractual obligations with the Department of Training and Workforce Development negotiated in SR TAFE's DPA. The delivery profile considers government priorities, the needs of individuals, industry and the local community. The college SCH delivery is translated through courses that represent occupational classifications.

The table below provides a comparative performance assessment against planned DPA activity and actual delivery in 2021. The planning process involves forecasting demand for training while considering government priorities, individual and industry needs. Where actual SCH delivered represents the demand for training across occupational areas, these variations highlight the willingness and ability of the college to accommodate market changes.

## 1.4 Profile achievement

This key performance indicator shows the percentage of SCH achieved for activities contracted with Department of Training and Workforce Development or VET delivered per the DPA. In 2021, the final amended annual profile target was 2,655,000 SCH.

2019 Actual	2020 Actual	2021 Target	2021 Actual
97.78%	96.94%	100%	96.65%

Table 10: Profile Achievement

### Notes

1. Source: South Regional TAFE, NAT files.
2. Derivation: DPA data represents the actual achievement of SCH in respective years.
3. Comment: Profile achievement is calculated by the actual delivery and performance agreement SCH achieved divided by the target SCH contained in the DPA.

South Regional TAFE did not meet the 2021 target for profile achievement. This may be attributed to the high employment rates in the South West and Great Southern during 2021. Alternatively, SR TAFE reported a growth of 4.62% in student enrolments which correlates to the size of a regional campus.



## Profile Analysis – Classification of Occupations

South Regional TAFE's profile training delivered by major ANZSCO (Australia and New Zealand Standard Classification of Occupations) levels for 2021 is provided below.

Anzsc0 Major Group	Total
1 - Managers	33,788
2 - Professionals	197,865
3 - Technicians and trades workers	684,439
4 - Community and personal service workers	833,860
5 - Clerical and administrative workers	225,785
6 - Sales workers	1,455
7 - Machinery operators and drivers	96,872
8 - Labourers	389,954
G - General education	102,043
<b>Grand Total</b>	<b>2,566,061</b>

Table 11: Profile Achievement by major ANZSCO Groups

Of the training delivered in 2021, the corresponding ANZSCO occupation categories that achieved more than a 20% increase in the target rate included: farmers and farm managers; machine and stationary plant operators; mobile plant operators; and sales assistants and salespersons.

Alternatively, the ANZSCO occupation categories that were significantly below target (more than 20% below the target rate) included: road and rail drivers; food preparation assistants; adult literacy / English as a second language; and general education targeted courses.

Table 12: Profile Achievement by ANZSCO Sub-Groups

### Notes

1. Source: South Regional TAFE, NAT files.

ANZSCO Major and Sub Groups	2021		
	Target	Actual	Achieved
<b>1 - MANAGERS</b>	<b>33,695</b>	<b>33,788</b>	<b>100.28%</b>
11 - Chief Executives, General Managers and Legislators	3,335	3,375	101.20%
12 - Farmers and Farm Managers	2,100	3,980	189.52%
14 - Hospitality, Retail and Service Managers	28,260	26,433	93.54%
<b>2 - PROFESSIONALS</b>	<b>202,957</b>	<b>197,865</b>	<b>97.49%</b>
21 - Arts and Media Professionals	51,780	48,470	93.61%
22 - Business, Human Resource and Marketing Professionals	1,405	1,260	89.68%
23 - Design, Engineering, Science and Transport Professionals	81,201	77,135	94.99%
24 - Education Professionals	39,419	42,415	107.60%
26 - ICT Professionals	29,152	28,585	98.06%
<b>3 - TECHNICIANS AND TRADES WORKERS</b>	<b>635,918</b>	<b>684,439</b>	<b>107.63%</b>
31 - Engineering, ICT and Science Technicians	113,633	115,192	101.37%
32 - Automotive and Engineering Trades Workers	200,913	226,055	112.51%
33 - Construction Trades Workers	87,975	93,434	106.21%
34 - Electrotechnology and Telecommunications Trades Workers	43,500	45,202	103.91%
35 - Food Trades Workers	43,260	44,381	102.59%
36 - Skilled Animal and Horticultural Workers	71,019	71,347	100.46%
39 - Other Technicians and Trades Workers	75,618	88,828	117.47%
<b>4 - COMMUNITY AND PERSONAL SERVICE WORKERS</b>	<b>858,764</b>	<b>833,860</b>	<b>97.10%</b>
41 - Health and Welfare Support Workers	194,746	190,575	97.86%
42 - Carers and Aides	531,041	503,383	94.79%
43 - Hospitality Workers	37,442	37,584	100.38%
45 - Sports and Personal Service Workers	95,535	102,318	107.10%
<b>5 - CLERICAL AND ADMINISTRATIVE WORKERS</b>	<b>235,160</b>	<b>225,785</b>	<b>96.01%</b>
51 - Office Managers and Program Administrators	34,535	29,885	86.54%
53 - General Clerical Workers	130,487	119,830	91.83%
55 - Numerical Clerks	70,138	76,070	108.46%
<b>6 - SALES WORKERS</b>	<b>1,150</b>	<b>1,455</b>	<b>126.52%</b>
62 - Sales Assistants and Salespersons	1,150	1,455	126.52%
<b>7 - MACHINERY OPERATORS AND DRIVERS</b>	<b>80,374</b>	<b>96,872</b>	<b>120.53%</b>
71 - Machine and Stationary Plant Operators	43,344	52,946	122.15%
72 - Mobile Plant Operators	32,800	41,676	127.06%
73 - Road and Rail Drivers	4,230	2,250	53.19%
<b>8 - LABOURERS</b>	<b>379,084</b>	<b>389,954</b>	<b>102.87%</b>
82 - Construction and Mining Labourers	63,038	58,363	92.58%
83 - Factory Process Workers	32,970	30,297	91.89%
84 - Farm, Forestry and Garden Workers	186,101	213,580	114.77%
85 - Food Preparation Assistants	12,300	8,351	67.89%
89 - Other Labourers	84,675	79,363	93.73%
<b>G - GENERAL EDUCATION</b>	<b>227,898</b>	<b>102,043</b>	<b>44.78%</b>
GB - Adult Literacy/ESL	86,302	44,900	52.03%
GE - Targeted Courses	141,596	57,143	40.36%
<b>Grand Total</b>	<b>2,655,000</b>	<b>2,566,061</b>	<b>96.65%</b>

## 2. Key performance indicators of efficiency

The efficiency indicators measure the efficiency with which South Regional TAFE manages its resources to provide VET programs.

### 2.1 Delivery cost per Student Curriculum Hour

The overall cost per SCH demonstrates the efficiency with which the college manages its resources to enable the provision of VET programs. The overall cost per SCH shows the aggregate unit cost of delivery output per SCH, based on the delivery costs (total cost of service) as detailed in the Financial Statements.

*The continuing impacts of COVID-19 saw the 2021 actual unit cost of delivery being above the target specified in the 2021 Section 40 Estimates.*

*The increase in cost per SCH can be attributed mainly to a shortfall in commercial delivery, particularly a reduction in international student delivery, along with additional organisational expenses incurred during the year due to COVID-19 safety measures.*

Year	Target Cost/SCH	Actual Cost/SCH	Variance
2019	\$22.00	\$22.75	\$0.75
2020	\$22.00	\$23.94	\$1.94
2021	\$22.00	\$24.14	\$2.14

Table 13: Delivery Cost per SCH

#### Notes

1. Comment: The total delivery cost per SCH is calculated by dividing the total cost of services by the absolute SCH delivered, including profile and non-profile delivery.

Left: SR TAFE South West Aboriginal and Torres Strait Islander Student of the Year Robert Jones receives his certificate from South West Aboriginal Medical Services and Breakaway Aboriginal Corporation.



# Certification of Financial Statements

For the reporting period ended 31 December 2021

The accompanying financial statements of 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 reporting period ended 31 December 2021 and the financial position as at 31 December 2021.

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



Susan Barrera  
**Accountable Authority**  
16 March 2022



Darshi Ganeson-Oats  
**Managing Director**  
16 March 2022



Kenneth McKinnon  
**Chief Financial Officer**  
16 March 2022

**South Regional TAFE**  
**STATEMENT OF COMPREHENSIVE INCOME**  
**FOR THE YEAR ENDED 31 DECEMBER 2021**

2021

2020

	Notes	\$'000	\$'000
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	2.1	44,294	42,712
Supplies and services	2.2	13,806	12,661
Finance Cost	6.3	117	112
Other expenses	2.2	4,244	3,891
Cost of sales	3.3	120	142
Loss on disposal of non-current assets	3.6	16	-
Depreciation and amortisation expense	4.1.1	4,006	3,795
<b>Total cost of services</b>		<b>66,603</b>	<b>63,313</b>
<b>Income</b>			
Fee for service	3.2	1,720	1,336
Student fees and charges	3.2	4,651	5,297
Ancillary trading	3.2	416	271
Sales	3.3	140	133
Interest revenue	3.4	57	91
Other revenue	3.5	316	354
<b>Total revenue</b>		<b>7,300</b>	<b>7,482</b>
<i>Gains</i>			
Gain on disposal of non-current assets	3.6	-	5
Gain arising from changes in fair value - buildings	3.6	-	482
Gain on disposal of lease arrangements	3.6	-	12
<b>Total gains</b>		<b>-</b>	<b>499</b>
<b>Total income other than income from State Government</b>		<b>7,300</b>	<b>7,981</b>
<b>NET COST OF SERVICES</b>		<b>59,303</b>	<b>55,332</b>
<b>Income from State Government</b>			
Grants and subsidies	3.1	50,854	47,622
Resource Received	3.1	2,012	2,045
Income from other public sector entities	3.1	114	70
<b>Total income from State Government</b>	3.1	<b>52,980</b>	<b>49,737</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(6,323)</b>	<b>(5,595)</b>
<b>OTHER COMPREHENSIVE INCOME</b>			
<b>Items not reclassified subsequently to profit or loss</b>			
Changes in asset revaluation surplus	8.9	9,758	1,789
<b>Total other comprehensive income</b>		<b>9,758</b>	<b>1,789</b>
<b>TOTAL COMPREHENSIVE DEFICIT FOR THE PERIOD</b>		<b>3,435</b>	<b>(3,806)</b>

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

**South Regional TAFE**  
**STATEMENT OF FINANCIAL POSITION**  
**AS AT 31 DECEMBER 2021**

2021

2020

	Notes	\$'000	\$'000
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	6.1	7,383	10,051
Restricted cash and cash equivalents	6.1	1,257	437
Receivables	5.1	850	476
Inventories	3.3	78	63
Other current assets	5.2	441	427
<b>Total Current Assets</b>		<b>10,009</b>	<b>11,454</b>
<b>Non-Current Assets</b>			
Restricted cash and cash equivalents	6.1	993	857
Property, plant and equipment	4.1	115,950	89,781
Right-of-use assets	4.2	3,500	3,602
<b>Total Non-Current Assets</b>		<b>120,443</b>	<b>94,240</b>
<b>TOTAL ASSETS</b>		<b>130,452</b>	<b>105,694</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	5.3	1,432	1,024
Lease liabilities	6.2	209	195
Employee related provisions	2.1	9,050	8,933
Other current liabilities	5.4	905	155
<b>Total Current Liabilities</b>		<b>11,596</b>	<b>10,307</b>
<b>Non-Current Liabilities</b>			
Lease liabilities	6.2	3,474	3,528
Employee related provisions	2.1	646	720
<b>Total Non-Current Liabilities</b>		<b>4,120</b>	<b>4,248</b>
<b>TOTAL LIABILITIES</b>		<b>15,716</b>	<b>14,555</b>
<b>NET ASSETS</b>		<b>114,736</b>	<b>91,139</b>
<b>EQUITY</b>			
Contributed equity	8.9	131,386	111,224
Reserves	8.9	11,547	1,789
Accumulated surplus / (deficit)		(28,197)	(21,874)
<b>TOTAL EQUITY</b>		<b>114,736</b>	<b>91,139</b>

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



**South Regional TAFE**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 DECEMBER 2021**

2021

2020

	Notes	\$'000	\$'000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Grants and subsidies - Department of Training and Workforce Development		51,519	46,646
<b>Total Net cash provided by State Government</b>		<b>51,519</b>	<b>46,646</b>
Utilised as follows:			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits		(44,115)	(40,444)
Supplies and services		(11,646)	(10,962)
Finance Cost		(117)	(112)
GST payments on purchases		(1,316)	(1,144)
Other payments		(4,244)	(3,590)
<b>Receipts</b>			
Fee for service		1,494	1,924
Student fees and charges		4,737	5,474
Ancillary trading		416	271
Interest received		60	121
GST receipts on sales		110	221
GST receipts from taxation authority		1,164	1,063
Other receipts		440	499
<b>Net cash provided by/(used in) operating activities</b>		<b>(53,017)</b>	<b>(46,679)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
<b>Payments</b>			
Purchase of non-current physical assets		(386)	(368)
<b>Receipts</b>			
Proceeds from sale of non-current physical assets		5	5
Capital Contribution		400	-
<b>Net cash provided by/(used in) investing activities</b>		<b>19</b>	<b>(363)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
<b>Payments</b>			
Principal elements of lease payments		(233)	(226)
<b>Receipts</b>			
Other proceeds		-	-
<b>Net cash provided by/(used in) financing activities</b>		<b>(233)</b>	<b>(226)</b>
Net increase (decrease) in cash and cash equivalents		(1,712)	(622)
Cash and cash equivalents at the beginning of period		11,345	11,967
<b>CASH AND CASH EQUIVALENTS AT THE END OF PERIOD</b>	6.1	<b>9,633</b>	<b>11,345</b>

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

South Regional TAFE					
STATEMENT OF CHANGES IN EQUITY					
FOR THE YEAR ENDED 31 DECEMBER 2021					
	Notes	Contributed Equity	Reserves	Accumulated Surplus / (Deficit)	Total Equity
		\$'000	\$'000	\$'000	\$'000
<b>Balance at 1 January 2020</b>		107,764		(16,279)	91,485
Surplus/(deficit)		-	-	(5,595)	(5,595)
Other comprehensive income	8.9	-	1,789	-	1,789
<b>Total comprehensive income for the period</b>		-	1,789	(5,595)	(3,806)
Transactions with owners in their capacity as owners:	8.9				
Capital appropriations		-	-	-	-
Other contributions by owners		3,460	-	-	3,460
Distributions to owners		-	-	-	-
<b>Total</b>		3,460	-	-	3,460
<b>Balance at 31 December 2020</b>		<b>111,224</b>	<b>1,789</b>	<b>(21,874)</b>	<b>91,139</b>
<b>Balance at 1 January 2021</b>		111,224	1,789	(21,874)	91,139
Surplus/(deficit)		-	-	(6,323)	(6,323)
Other comprehensive income	8.9	-	9,758	-	9,758
<b>Total comprehensive income for the period</b>		-	9,758	(6,323)	3,435
Transactions with owners in their capacity as owners:	8.9				
Capital appropriations		400	-	-	400
Other contributions by owners		19,816	-	-	19,816
Distributions to owners		(54)	-	-	(54)
<b>Total</b>		20,162	-	-	20,162
<b>Balance at 31 December 2021</b>		<b>131,386</b>	<b>11,547</b>	<b>(28,197)</b>	<b>114,736</b>

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

The balances and movements detailed are rounded which may result in discrepancies between totals and the sum of components.

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

**1 Basis of preparation**

South Regional TAFE (SR TAFE) is a WA Government entity and is controlled by the State of Western Australia, which is the ultimate parent. SR TAFE is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.

A description of the nature of its operations and its principal activities have been included in the 'Overview' which does not form part of these financial statements.

These annual financial statements were authorised for issue by the Managing Director of SR TAFE on 16th March 2022.

**Statement of compliance**

These general purpose financial statements have been prepared in accordance with:

- 1) The *Financial Management Act 2006* (FMA)
- 2) The Treasurer's instructions (TIs)
- 3) Australian Accounting Standards (AAS) including applicable interpretations
- 4) Where appropriate, those AAS paragraphs applicable for not-for-profit entities have been applied.

The *Financial Management Act 2006* and the Treasurer's Instructions (the Instructions) take precedence over AAS. Several AASs are modified by the Instructions to vary application, disclosure format and wording. 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.

**Basis of preparation**

These financial statements are presented in Australian dollars applying the accrual basis of accounting and using the historical cost convention. Certain balances will apply a different measurement basis (such as fair value basis). Where this is the case the different measurement basis is disclosed in the associated note. All values are rounded to nearest thousand dollars (\$'000)

**Going Concern Basis of Preparation**

SR TAFE's financial position has not been materially impacted by the COVID-19 pandemic and nor is anticipated to in 2022.

**Judgements and estimates**

Judgements, estimates and assumptions are required to be made about financial information being presented. The significant judgements and estimates made in the preparation of these financial statements are disclosed in the notes where amounts affected by those judgements and/or estimates are disclosed. Estimates and associated assumptions are based on professional judgements derived from historical experience and various other factors that are believed to be reasonable under the circumstances.

**Contributed equity**

Accounting 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.

**2 Use of our funding**

**Expenses incurred in the delivery of services**

This section provides additional information about how SR TAFE's funding is applied and the accounting policies that are relevant for an understanding of the items recognised in the financial statements. The primary expenses incurred by SR TAFE in achieving its objectives and the relevant notes are:

	Notes
Employee benefits expenses	2.1(a)
Employee related provisions	2.1(b)
Other expenditure	2.2

**2.1(a) Employee benefits expenses**

	2021	2020
	\$'000	\$'000
Employee benefits	40,362	39,170
Superannuation - defined contribution plans	3,932	3,541
<b>Total employee benefits expenses</b>	<b>44,294</b>	<b>42,712</b>
Add: AASB 16 Non-monetary benefits		
Provision of vehicle benefits	167	175
Less: Employee contributions	(156)	(157)
Provision of housing benefits	24	24
Less: Employee contributions	(5)	(11)
<b>Net employee benefits expenses</b>	<b>44,324</b>	<b>42,743</b>

**Employee benefits:** include wages, salaries and social contributions, accrued and paid leave entitlements and paid sick leave, and non-monetary benefits (such as medical care, housing, cars and free or subsidised goods or services) for employees.

**Termination benefits:** Payable when employment is terminated before normal retirement date, or when an employee accepts an offer of benefits in exchange for the termination of employment. Termination benefits are recognised when SR TAFE is demonstrably committed to terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal or providing termination benefits as a result of an offer made to encourage voluntary redundancy. Benefits falling due more than 12 months after the end of the reporting period are discounted to present value.

**Superannuation:** the amount recognised in profit or loss of the Statement of Comprehensive Income comprises employer contributions paid to the GSS (concurrent contributions), the WSS, the GESBs, or other superannuation funds.

**AASB 16 Non-monetary benefits:** non-monetary employee benefits, that are employee benefits expenses, predominantly relate to the provision of Vehicle and Housing benefits are measured at the cost incurred by the SR TAFE.

**Employee Contributions:** this line item includes Contributions made to SR TAFE by employees towards employee benefits that have been provided by SR TAFE. This includes both AASB-16 and non-AASB 16 employee contributions.

**2.1(b) Employee related provisions**

Provision is made for benefits accruing to employees in respect of wages and salaries, annual leave and long service leave for services rendered up to the reporting date and recorded as an expense during the period the services are delivered.

	2021	2020
	\$'000	\$'000
<b>Current</b>		
<u>Employee benefits provision</u>		
Annual leave	2,746	2,525
Long service leave	5,413	5,639
Deferred salary scheme	350	283
Purchased leave	8	(1)
	8,517	8,446
<u>Other provisions</u>		
Employment on-costs	533	487
<b>Total current employee related provisions</b>	<b>9,050</b>	<b>8,933</b>
<b>Non-current</b>		
<u>Employee benefits provision</u>		
Long service leave	608	678
	608	678
<u>Other provisions</u>		
Employment on-costs	38	43
<b>Total non-current employee related provisions</b>	<b>646</b>	<b>721</b>
<b>Total employee related provisions</b>	<b>9,696</b>	<b>9,654</b>

Provision is made for benefits accruing to employees in respect of annual leave and long service leave for services rendered up to the reporting date and recorded as an expense during the period the services are delivered

**Annual leave liabilities:** Classified as current as there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period.

The provision for annual leave is calculated at the present value of expected payments to be made in relation to services provided by employees up to the reporting date.

**Long service leave liabilities:** Unconditional long service leave provisions are classified as current liabilities as SR TAFE 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 SR TAFE has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

The provision for long service leave liabilities are calculated at present value as SR TAFE does not expect to wholly settle the amounts within 12 months. The present value is measured taking into account the present value of expected future payments to be made in relation to services provided by employees up to the reporting date. These payments are estimated using the remuneration rate expected to apply at the time of settlement, and 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.

**Deferred salary scheme liabilities:** Classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period.

**Purchased leave liabilities:** Classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. This leave must be used each calendar year and cannot be accrued from year to year.

**Employment 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.

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 Note 2.2 Other expenditure (apart from the unwinding of the discount (finance cost)) and are not included as part of SR TAFE's 'employee benefits expense'. The related liability is included in 'Employment on-costs provision'.

#### Employment on-costs provisions

	2021	2020
	\$'000	\$'000
Carrying amount at start of period	530	443
Additional / (reversals of) provisions recognised	42	87
Payments / other sacrifices of economic benefits	-	-
<b>Total Carrying amount at end of period</b>	<b>572</b>	<b>530</b>

#### Key sources of estimation uncertainty - long service leave

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.

Several estimates and assumptions are used in calculating SR TAFE's long service leave provision. These 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. Any gain or loss following revaluation of the present value of long service leave liabilities is recognised as employee benefits expense.

#### 2.2 Other expenditure

	2021	2020
	\$'000	\$'000
<b>Supplies and services</b>		
Consumables and minor equipment	3,510	3,160
Communication expenses	234	454
Utilities expenses	1,053	1,127
Consultancies and contracted services	6,393	5,869
Minor works	488	281
Repairs and maintenance	343	421
Rental Cost	160	126
Travel and passenger transport	296	153
Advertising and public relations	306	226
Staff professional development activities	96	105
Software licence expense	520	372
Insurance expense	261	255
Supplies and services - other	146	112
<b>Total supplies and services expenses</b>	<b>13,806</b>	<b>12,661</b>

<b>Other expenditure</b>		
Audit fees	167	162
Building maintenance	899	919
Employment on-costs	3,058	2,714
Donations	-	3
Student prizes and awards	20	24
Losses and write-offs	98	68
Other	2	1
<b>Total other expenses</b>	<b>4,244</b>	<b>3,891</b>
<b>Total other expenditure</b>	<b>18,050</b>	<b>16,552</b>

**Supplies and services expenses** are recognised as an expense in the reporting period in which they are incurred.

**Rental expenses include:**

- i) Short-term leases with a lease term of 12 months or less;
- ii) Low-value leases with an underlying value of \$5,000 or less; and
- iii) Variable lease payments, recognised in the period in which the event or condition that triggers those payments occurs.

**Repairs, maintenance and minor works** are recognised as expenses as incurred, except where they relate to the replacement of a significant component of an asset. In that case, the costs are capitalised and depreciated.

**Other operating expenses** generally represent the day-to-day running costs incurred in normal operations.

**Expected credit losses** is an allowance of trade receivables and is measured at the lifetime expected credit losses at each reporting date. SR TAFE has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment. Please refer to note 5.1. Movement in the allowance for impairment of trade receivables.

**Employment on-costs** includes workers' compensation insurance and other employment on-costs. The on-costs liability associated with the recognition of annual and long service leave liabilities is included at Note 2.1(b) Employee related provisions. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.

### 3 Our funding sources

#### How we obtain our funding

This section provides additional information about how SR TAFE obtains its funding and the relevant accounting policy notes that govern the recognition and measurement of this funding. The primary income received by SR TAFE and the relevant notes are:

	Notes
Income from State Government	3.1
User charges and fees	3.2
Trading profit	3.3
Interest revenue	3.4
Other revenue	3.5
Gains/(Losses)	3.6

#### 3.1 Income from State Government

	2021	2020
	\$000	\$000
Grants and subsidies received during the period:		
Grants and subsidies		
Delivery and Performance Agreement (DPA)	50,025	46,376
Non-DPA Grants from Department of Training and Workforce Development (DTWD)	516	832
Fee for service - Government (other than DTWD)	77	104
International Division Fees - State Government	236	310
	<b>50,854</b>	<b>47,622</b>
Resources received free of charge from other State Government agencies during the period:		
Department of Training and Workforce Development		
- Corporate systems support	1,930	1,957
- Human resources and industrial relations support	82	88
	<b>2,012</b>	<b>2,045</b>
Income from other public sector entities	114	70
<b>Total income from State Government</b>	<b>52,980</b>	<b>49,737</b>

**Grants and subsidies** is recognised as income when the performance obligations are satisfied

Grants and subsidies fund the net cost of services delivered. Appropriate revenue comprises the following

- Cash component; and
- A receivable (asset).

**Resources received** free of charge or for nominal cost are recognised as income (and assets or expenses) equivalent to the fair value of the assets, or the fair value of those services that can be reliably determined and which would have been purchased if not donated.

**Income from other public sector** entities is recognised as income when the agency has satisfied its performance obligations under the funding agreement. If there is no performance obligation, income will be recognised when the Agency receives the funds.

### 3.2 User charges and fees

	2021	2020
	\$'000	\$'000
<b>Fee for service</b>		
Fee for service - general	585	576
Fee for service - Government	1,104	720
International fees	31	40
<b>Total fee for service</b>	<b>1,720</b>	<b>1,336</b>
<b>Student fees and charges</b>		
Tuition fees	3,234	3,894
Enrolment and Resource fees	1,326	1,239
Recognition of prior learning (RPL) fees	84	156
Other College fees	7	8
<b>Total student fees and charges</b>	<b>4,651</b>	<b>5,297</b>
<b>Ancillary trading</b>		
Liveworks (not a trading activity)	293	206
Other Ancillary Revenue	123	65
<b>Total ancillary trading</b>	<b>416</b>	<b>271</b>
<b>Total user charges and fees</b>	<b>6,787</b>	<b>6,904</b>

Revenue is recognised and measured at the fair value of consideration received or receivable. Student fees and charges are recognised over time as and when the course is delivered to students. Revenue from fee for service is recognised over time as and when the service is provided. Revenue from ancillary trading is recognised when the service or goods are provided

### 3.3 Trading profit

	2021	2020
	\$'000	\$'000
<b>Bookshop</b>		
Sales	122	130
Cost of Sales:		
Opening Inventory	(63)	(63)
Purchases	(135)	(142)
	(198)	(205)
Closing Inventory	78	63
Cost of Goods Sold	(120)	(142)
<b>Total trading profit/(loss) - Bookshop</b>	<b>2</b>	<b>(12)</b>
<b>Other trading</b>		
Sales	18	3
<b>Total trading profit/(loss) - Other trading</b>	<b>18</b>	<b>3</b>
<b>Total Trading profit/(loss)</b>	<b>20</b>	<b>(9)</b>
<b>Closing Inventory comprises:</b>		
<b>Current Inventories</b>		
At cost	78	63
Total current inventory trading activities	78	63
<b>Total current inventories</b>	<b>78</b>	<b>63</b>

#### Sales

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.

**Inventories**

Inventories are measured at the lower of cost and net realisable value. Costs are assigned by the method most appropriate for 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.

**3.4 Interest revenue**

	2021	2020
	\$'000	\$'000
Interest revenue	57	91

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

**3.5 Other revenue**

	2021	2020
	\$'000	\$'000
Rental and facilities fees	188	149
Sponsorship and donations revenue	15	18
Miscellaneous revenue	113	187
<b>Total other revenue</b>	<b>316</b>	<b>354</b>

Revenue is recognised and measured at the fair value of consideration received or receivable. Revenue is recognised when the services or goods are provided.

**3.6 Gains/(Losses)**

	2021	2020
	\$000	\$000
<u>Net proceeds from disposal of non-current assets</u>		
Plant, furniture and general equipment	-	5
<b>Total proceeds from disposal of non-current assets</b>	<b>-</b>	<b>5</b>
<u>Carrying amount of non-current assets disposed</u>		
Buildings	(10)	-
Plant, furniture and general equipment	(6)	-
<b>Net gains/(losses)</b>	<b>(16)</b>	<b>5</b>
<u>Other gains/(loss)</u>		
Gain/(loss) arising from lease arrangements	-	12
Gain/(loss) arising from changes in fair value - buildings	-	482
<b>Other gains/(losses)</b>	<b>-</b>	<b>494</b>
<b>Total gains/(losses)</b>	<b>(16)</b>	<b>499</b>

**Realised and unrealised gains** are usually recognised on a net basis.

Gains and losses on the disposal of non-current assets are presented by deducting from the proceeds on disposal the carrying amount of the asset and related selling expenses. Gains and losses are recognised in profit or loss in the statement of comprehensive income (from the proceeds of sale).

**4 Key assets****Assets utilised for economic benefit or service potential**

This section includes information regarding the key assets SR TAFE utilised to gain economic benefits or provide service potential. The section sets out both the key accounting policies and financial information about the performance of these assets:

	Notes
Property, plant and equipment	4.1
Right-of-use assets	4.2
Total key assets	



**4.1 Property, plant and equipment**

	Land	Buildings	Assets under construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Works of art	Total
Year ended 31 December 2021	\$	\$	\$	\$	\$	\$	\$	\$
<b>1 January 2021</b>								
Gross carrying amount	3,645	84,120	-	642	2,666	511	-	91,583
Accumulated depreciation	-	(2)	-	(260)	(1,074)	(467)	-	(1,803)
Accumulated impairment losses	-	-	-	-	-	-	-	-
<b>Carrying amount at start of period</b>	<b>3,645</b>	<b>84,118</b>	<b>-</b>	<b>382</b>	<b>1,592</b>	<b>44</b>	<b>-</b>	<b>89,781</b>
Additions	-	19,529	249	96	191	38	91	20,194
Transfers (a)	-	(54)	-	-	-	-	-	(54)
Other disposals	-	(11)	-	-	(6)	-	-	(17)
Revaluation increments/(decrements)	-	9,758	-	-	-	-	-	9,758
Impairment losses (b)	-	-	-	-	-	-	-	-
Impairment losses reversed (b)	-	-	-	-	-	-	-	-
Depreciation	-	(3,309)	-	(87)	(298)	(18)	-	(3,712)
<b>Carrying amount 31 December 2021</b>	<b>3,645</b>	<b>110,031</b>	<b>249</b>	<b>391</b>	<b>1,479</b>	<b>64</b>	<b>91</b>	<b>115,950</b>
Gross carrying amount	3,645	110,092	249	746	2,831	549	91	118,202
Accumulated depreciation	-	(61)	-	(354)	(1,352)	(486)	-	(2,253)

(a) SR TAFE transferred buildings to the Department of Education at Fair Value during the year.

(b) Impairment losses are recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in profit or loss.

**Initial recognition**

Items of property, plant and equipment, costing \$5,000 or more are measured initially at cost. Where an asset is acquired for no or nominal cost, the cost is valued at its fair value at the date of acquisition. 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).

The cost of a leasehold improvement is capitalised and depreciated over the shorter of the remaining term of the lease or the estimated useful life of the leasehold improvement.

**Subsequent measurement**

Subsequent to initial recognition of an asset, the revaluation model is used for the measurement of land and buildings

Land is carried at fair value.

Buildings are carried at fair value less accumulated depreciation and accumulated impairment losses.

All other property, plant and equipment are stated at historical cost less accumulated depreciation and accumulated impairment losses.

**Land and buildings** are independently valued annually by the Western Australian Land Information Authority (Landgate) 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.

Land and buildings were revalued as at 30 June 2021 by the Western Australian Land Information Authority (Landgate). The valuations were performed during the year ended 31 December 2021 and recognised at 31 December 2021. All land and buildings are measured at current use, not market value.

Western Australian Land Information Authority values:

Land	\$3,645,000	(2020 \$3,645,000)
Buildings	\$90,225,160	(2020 \$82,840,490)

Revaluation model:

a) Fair Value 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.

b) Fair value in the absence of market-based evidence:

**Buildings are specialised or where land is restricted:** Fair value of land and buildings is determined on the basis of existing use.

**Existing use buildings:** Fair value 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 is adjusted in a manner that is consistent with the revaluation of the carrying amount of the asset and the accumulated depreciation is adjusted to equal the difference between the gross carrying amount and the carrying amount of the asset.

**Restricted use land:** Fair value 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).

**Significant assumptions and judgements:** 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 economic 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.

Buildings with a value of \$19,806,705 acquired during the year were not subject to valuation by Landgate due to the timing of acquisition. The estimated change in value from acquisition date to reporting date is not considered to have a material impact on the financial statements.

#### 4.1.1 Depreciation and impairment Charge for the period

	2021	2020
	\$000	\$000
<u>Depreciation</u>		
Buildings	3,309	3,128
Motor vehicles, caravans and trailers	87	72
Plant, furniture and general equipment	298	207
Computers and communication network	18	54
Right-of-use assets	294	334
<b>Total depreciation for the period</b>	<b>4,006</b>	<b>3,795</b>

**Finite useful lives**

All property, plant and equipment 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. The exception to this rule includes items under operating leases.

Depreciation is generally calculated on a straight line basis, at rates that allocate the asset's value, less any estimated residual value, over its estimated useful life. Typical estimated useful lives for the different asset classes for current and prior years are included in the table below:

Asset	Useful life: years
Building	25 to 40 years
Motor vehicles, caravans and trailers	4 to 23 years
Plant, furniture and general equipment	4 to 28 years
Computer and communication equipment	1 to 15 years

The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period, and adjustments should be made where appropriate.

Leasehold improvements are depreciated over the shorter of the lease term and their useful lives.

Land and works of art, which are considered to have an indefinite life, are not depreciated. Depreciation is not recognised in respect of these assets because their service potential has not, in any material sense, been consumed during the reporting period.

Under the College capitalisation policy, the library collection is recognised as a grouped asset at year end in accordance with Treasurer's Instruction 1101, and depreciated under a rolling depreciation methodology. Purchases in a given year are 100% depreciated in the fifth year following purchase and derecognised in the seventh year following purchase.

Under the College capitalisation policy, like Computer equipment items, less than the capitalisation threshold is recognised as a grouped asset at year end in accordance with Treasurer's Instruction 1101. Purchases in a given year are depreciated over future years in line with standard college depreciation rates.

**Impairment**

Non-financial assets, including items of property, plant and equipment, are tested for impairment whenever there is an indication that the asset may be impaired. 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 its recoverable amount, an impairment loss is recognised through profit or loss.

Where a previously revalued asset is written down to its recoverable amount, the loss is recognised as a revaluation decrement through other comprehensive income.

As SR TAFE is a not-for-profit entity, the recoverable amount of regularly revalued specialised assets is anticipated to be materially the same as fair value.

If there is an indication that there has been a reversal in impairment, the carrying amount shall be increased to its recoverable amount. However this reversal should not increase the asset's carrying amount above what would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised in prior years

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 future consumption or expiration of the asset's economic benefits and to evaluate any impairment risk from declining replacement costs.

**4.2 Right-of-use assets**

	2021	2020
	\$000	\$000
Buildings	3,126	3,248
Vehicles	374	354
<b>Net Carrying Amount:</b>	<b>3,500</b>	<b>3,602</b>

Additions to right-of-use assets during the 2021 financial year were nil (2020: \$1,082,726)

**Initial recognition**

Right-of-use assets are measured at cost including the following:

- the amount of the initial measurement of lease liability
- any lease payments made at or before the commencement date less any lease incentives received
- any initial direct costs, and
- restoration costs, including dismantling and removing the underlying asset.

This includes all leased assets other than investment property ROU assets, which are measured in accordance with AASB 140 'Investment Property'.

SR TAFE has elected not to recognise right-of-use assets and lease liabilities for short-term leases (with a lease term of 12 months or less) and low value leases (with an underlying value of \$5,000 or less). Lease payments associated with these leases are expensed over a straight-line basis over the lease term.

**Subsequent measurement**

The cost model is applied for subsequent measurement of right-of-use assets, requiring the asset to be carried at cost less any accumulated depreciation and accumulated impairment losses and adjusted for any re-measurement of lease liability.

**Depreciation and impairment of right-of-use assets**

Right-of-use assets are depreciated on a straight-line basis over the shorter of the lease term and the estimated useful lives of the underlying assets.

If ownership of the leased asset transfers to SR TAFE at the end of the lease term or the cost reflects the exercise of a purchase option, depreciation is calculated using the estimated useful life of the asset.

Right-of-use assets are tested for impairment when an indication of impairment is identified. The policy in connection with testing for impairment is outlined in note 4.1.1

The following amounts relating to leases have been recognised in the statement of comprehensive income

	2021	2020
	\$000	\$000
Buildings	121	139
Vehicles	173	195
<b>Total right-of-use asset depreciation</b>	<b>294</b>	<b>334</b>
Lease interest expense	117	112
Short term lease payments	47	40

The total cash outflow for lease in 2021 was \$350,125 (2020: \$438,601)

SR TAFE's leasing activities and how these are accounted for:

SR TAFE has leases for vehicles and office accommodation.

SR TAFE has also entered into a Memorandum of Understanding Agreements (MOU) with the Department of Finance for the leasing of office accommodation. These are not recognised under AASB 16 because of substitution rights held by the Department of Finance and are accounted for as an expense as incurred.

SR TAFE recognises leases as right-of-use assets and associated lease liabilities in the Statement of Financial Position.

The corresponding lease liabilities in relation to these right-of-use assets have been disclosed in note 6.2

**5 Other assets and liabilities**

This section sets out those assets and liabilities that arose from SR TAFE's controlled operations and includes other assets utilised for economic benefits and liabilities incurred during normal operations:

	Notes
Receivables	5.1
Other assets	5.2
Payables	5.3
Other liabilities	5.4

**5.1 Receivables**

	2021	2020
	\$000	\$000
<b>Current</b>		
Receivables - Trade	186	206
Receivables - Students	246	201
Allowance for impairment of receivables	(99)	(141)
Accrued revenue	354	90
GST receivable	163	120
	<b>850</b>	<b>476</b>
<b>Total current</b>	<b>850</b>	<b>476</b>
<b>Total Receivables</b>	<b>850</b>	<b>476</b>

Receivables are recognised at original invoice amount less any allowances for uncollectible amounts (i.e. impairment)  
The carrying amount of net receivables is equivalent to fair value as it is due for settlement within 30 days.

**5.2 Other assets**

	2021	2020
	\$000	\$000
<b>Current</b>		
Prepayments	441	427
<b>Total current</b>	<b>441</b>	<b>427</b>
<b>Balance at end of period</b>	<b>441</b>	<b>427</b>

Other non-financial assets include prepayments which represent payments in advance of receipt of goods or services or that part of expenditure made in one accounting period covering a term extending beyond that period

**5.3 Payables**

	2021	2020
	\$000	\$000
<b>Current</b>		
Trade payables	4	5
Accrued expenses	708	441
Accrued salaries and related costs	716	575
Paid parental leave payable	4	3
	<b>1,432</b>	<b>1,024</b>
<b>Total current</b>	<b>1,432</b>	<b>1,024</b>
<b>Balance at end of period</b>	<b>1,432</b>	<b>1,024</b>

Payables are recognised at the amounts payable when SR TAFE 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.

**Accrued salaries** represent the amount due to staff but unpaid at the end of the reporting period. Accrued salaries are settled within a fortnight of the reporting period end. SR TAFE considers the carrying amount of accrued salaries to be equivalent to its fair value.

The accrued salaries suspense account (see Note 6.1 Cash and cash equivalents) consists of amounts paid annually from SR TAFE appropriations for salaries expense, into a Treasury suspense account to meet the additional cash outflow for employee salary payments in reporting periods with 27 pay days instead of the normal 26 pay days. No interest is received on this account.

**5.4 Other liabilities**

	2021	2020
	\$000	\$000
<b>Current</b>		
Income received in advance <sup>(a)</sup>	319	125
Monies/deposits held in trust	35	30
Other current liabilities	551	-
	<b>905</b>	<b>155</b>
<b>Total current</b>	<b>905</b>	<b>155</b>
<b>Balance at end of period</b>	<b>905</b>	<b>155</b>

<sup>(a)</sup> Includes unspent funds provided under the VET Student Loan arrangements not yet allocated to student enrolments and income received in advance from students.

## 6 Financing

This section sets out the material balances and disclosures associated with the financing and cashflows of SR TAFE.

	Notes
Cash and cash equivalents	6.1
Lease liabilities	6.2
Finance costs	6.3
Commitments	6.4

### 6.1 Cash and cash equivalents

	2021	2020
	\$000	\$000
<b>Current</b>		
Cash and cash equivalents		
Cash On Hand	6	7
Cash At Bank	7,377	10,044
<b>Total cash and cash equivalents</b>	<b>7,383</b>	<b>10,051</b>
Restricted cash and cash equivalents current		
DPA funds due to DTWD <sup>(a)</sup>	552	-
Specific donations <sup>(b)</sup>	35	30
Allowance for deferred salaries <sup>(c)</sup>	351	283
Allowance for income received in advance of service delivery <sup>(d)</sup>	319	124
	1,257	437
<b>Total current</b>	<b>8,640</b>	<b>10,488</b>
<b>Non-current</b>		
Restricted cash and cash equivalents non-current <sup>(e)</sup>	993	857
<b>Total non-current</b>	<b>993</b>	<b>857</b>
Balance at end of period	<b>9,633</b>	<b>11,345</b>

<sup>(a)</sup> An amount is held as fees payable to DTWD for a shortfall in student curriculum hours delivered.

<sup>(b)</sup> Specific donations comprise:

	2021	2020
	\$000	\$000
Funds for Denmark Music Foundation	2	2
Jack Family Trust	3	-
Sue Abe	19	19
Southern Aboriginal Corporation	4	5
Western Power Corporation	-	1
COA Fast Track Hospitality	-	1
Newmont Corporation	7	2
	35	30

<sup>(c)</sup> Amount held to meet salaries due to staff, who have elected to defer payment to purchase additional leave at a later time.

<sup>(d)</sup> Amount held as payment for training services that had not been delivered as at 31st December 2021.

<sup>(e)</sup> An amount was held in 2021 to meet 27 pays in 2024 being one additional pay period to the normal 26 pays per annum

For the purpose of the statement of cash flows, cash and cash equivalent (and restricted cash and cash equivalent) assets 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.

### 6.2 Lease liabilities

	2021	2020
	\$000	\$000
Current	209	195
Non-current	3,474	3,528
Balance at end of period	<b>3,683</b>	<b>3,723</b>

#### Initial measurement

SR TAFE measures a lease liability, at the commencement date, at the present value of the lease payments that are not paid at that date. The lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, SR TAFE uses the incremental borrowing rate provided by Western Australia Treasury Corporation.

Lease payments included by SR TAFE as part of the present value calculation of lease liability include:

- fixed payments (including in-substance fixed payments), less any lease incentives receivable;
- variable lease payments that depend on an index or a rate initially measured using the index or rate as at the commencement date;
- amounts expected to be payable by the lessee under residual value guarantees;
- the exercise price of purchase options (where these are reasonably certain to be exercised);
- payments for penalties for terminating a lease, where the lease term reflects the Agency exercising an option to terminate the lease.

The interest on the lease liability is recognised in profit or loss over the lease term so as to produce a constant periodic rate of interest on the remaining balance of the liability for each period. Lease liabilities do not include any future changes in variable lease payments (that depend on an index or rate) until they take effect, in which case the lease liability is reassessed and adjusted against the right-of-use asset.

Periods covered by extension or termination options are only included in the lease term by SR TAFE if the lease is reasonably certain to be extended (or not terminated).

Variable lease payments, not included in the measurement of lease liability, that are dependent on sales, are recognised by SR TAFE in profit or loss in the period in which the condition that triggers those payments occurs.

This section should be read in conjunction with note 4.2 Right-of-use assets.

### Subsequent measurement

Lease liabilities are measured by increasing the carrying amount to reflect interest on the lease liabilities; reducing the carrying amount to reflect the lease payments made; and remeasuring the carrying amount at amortised cost, subject to adjustments to reflect any reassessment or lease modifications.

### 6.3 Finance costs

Finance costs	2021	2020
	\$000	\$000
Lease interest expense	117	112
<b>Finance costs expensed</b>	<b>117</b>	<b>112</b>

'Finance cost' includes the interest component of lease liability repayments, and the increase in financial liabilities and non-employee provisions due to the unwinding of discounts to reflect the passage of time.

### 6.4 Commitments

#### 6.4.1 Capital commitments

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

Within 1 year

**Balance at end of period**

The totals presented for capital commitments are GST inclusive.

2021	2020
\$000	\$000
153	108
<b>153</b>	<b>108</b>

#### 6.4.2 Other expenditure commitments

Other expenditure commitments relating to communications, minor office equipment, ongoing maintenance contracts and minor works that have been contracted for at the end of the reporting period but not recognised as liabilities are payable as follows:

Within 1 year

**Balance at end of period**

The totals presented for capital commitments are GST inclusive.

2021	2020
\$000	\$000
189	198
<b>189</b>	<b>198</b>

## 7 Financial Instruments and Contingencies

This note sets out the key risk management policies and measurement techniques of SR TAFE.

	Notes
Financial Instruments	7.1
Contingent assets	7.2.1
Contingent liabilities	7.2.2
Contaminated Sites	7.2.3

### 7.1 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:

	2021	2020
	\$000	\$000
<b>Financial assets</b>		
Cash and cash equivalents	7,383	10,051
Restricted cash and cash equivalents	2,250	1,294
Receivables <sup>(a)</sup>	687	356
<b>Total financial assets</b>	<b>10,320</b>	<b>11,701</b>
<b>Financial liabilities</b>		
Financial liabilities measured at amortised cost <sup>(b)</sup>	5,071	4,747
<b>Total financial liabilities</b>	<b>5,071</b>	<b>4,747</b>

<sup>(a)</sup> The amount excludes GST recoverable from the ATO (statutory receivable).

<sup>(b)</sup> The amount of Financial liabilities at amortised cost excludes GST payable to the ATO (statutory payable)

### 7.2 Contingent assets and liabilities

Contingent assets and contingent liabilities are not recognised in the statement of financial position but are disclosed and, if quantifiable, are measured at the best estimate.

Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

#### 7.2.1 Contingent assets

SR TAFE has no contingent assets.

#### 7.2.2 Contingent liabilities

SR TAFE has no contingent liabilities.

#### 7.2.3 Contaminated Sites

Under the Contaminated Sites Act 2003, SR TAFE is required to report known and suspected contaminated sites to the Department of Water and Environmental Regulation (DWER). In accordance with the Act, DWER classifies these sites on the basis of the risk to human health, the environment and environmental values. Where sites are classified as *contaminated - remediation required or possibly contaminated - investigation required*, SR TAFE may have a liability in respect of investigation or remediation expense.

The Governing Council is not aware of any contaminated sites on any of the properties under its control as at reporting date.

## 8 Other disclosures

This section includes additional material disclosures required by accounting standards or other pronouncements, for the understanding of this financial report.

	Notes
Events occurring after the end of the reporting period	8.1
Correction of period errors/changes in accounting policies	8.2
Key management personnel	8.3
Related parties	8.4
Related bodies	8.5
Affiliated bodies	8.6
Remuneration of auditors	8.7
Non-current assets classified as held for transfer	8.8
Equity	8.9
Supplementary financial information	8.10
Explanatory statement (Controlled Operations)	8.11

### 8.1 Events occurring after the end of the reporting period

There are no other significant events occurring after the reporting period up until the date of this report which are likely to materially affect the SR TAFE's financial position.

### 8.2 Correction of period errors/changes in accounting policies

There were no corrections or changes in accounting policies during the year ended 31 December 2021.



### 8.3 Key management personnel

SR TAFE has determined key management personnel to include the Managing Director, senior officers of SR TAFE and the Minister that SR TAFE assists. SR TAFE does not incur expenditures to compensate Ministers and those disclosures may be found in the Annual Report on State Finances.

The total fees, salaries, superannuation, non-monetary benefits and other benefits for senior officers of SR TAFE for the reporting period are presented within the following bands:

Compensation of the accountable authority (\$)	<b>2021</b>	<b>2020</b>
Compensation Band (\$)		
240,001 - 250,000	1	1
20,001 - 30,000	-	1
10,001 - 20,000	1	1
0 - 10,000	12	10
Compensation of the senior officers (\$)	<b>2021</b>	<b>2020</b>
Compensation Band (\$)		
180,001 - 190,000	-	1
170,001 - 180,000	3	1
160,001 - 170,000	-	1
150,001 - 160,000	1	1
80,001 - 90,000	1	-
70,001 - 80,000	2	-
60,001 - 70,000	1	-
	<b>2021</b>	<b>2020</b>
	<b>\$000</b>	<b>\$000</b>
Total compensation of accountable authority	294	316
Total compensation of senior officers	986	683
<b>Total compensation of key management personnel</b>	<b>1,280</b>	<b>999</b>

Total compensation includes the superannuation expense incurred by SR TAFE in respect of key management personnel.

### 8.4 Related parties

SR TAFE is a wholly owned public sector entity that is controlled by the State of Western Australia.

Related parties of SR TAFE include:

- all cabinet ministers and their close family members, and their controlled or jointly controlled entities;
- all senior officers and their close family members, and their controlled or jointly controlled entities;
- other departments and statutory authorities, including related bodies included in the whole of government consolidated financial statements (i.e. wholly-owned public sector entities);
- associates and joint ventures of a wholly-owned public sector entity; and
- the Government Employees Superannuation Board (GESB).

### Material transactions with other related parties

Outside of normal citizen type transactions with SR TAFE, there were no other related party transactions that involved key management personnel and/or their close family members and/or their controlled (or jointly controlled) entities.

### 8.5 Related bodies

SR TAFE has no related bodies.

### 8.6 Affiliated bodies

SR TAFE has no affiliated bodies.

### 8.7 Remuneration of auditors

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

	<b>2021</b>	<b>2020</b>
	<b>\$000</b>	<b>\$000</b>
Auditing the accounts, financial statements, controls and key performance indicators	160	162

### 8.8 Non-current assets classified as held for transfer

SR TAFE has no non-current assets classified as held for transfer.

**8.9 Equity**

	2021	2020
	\$000	\$000
<b>Contributed equity</b>		
Balance at start of period	111,224	107,764
<i>Contributions by owners</i>		
Capital appropriation	400	-
<i>Transfer of net assets from other agencies</i>		
Transfer of assets from DTWD	19,816	3,460
<b>Total contributions by owners</b>	<b>131,440</b>	<b>111,224</b>
<i>Distributions to owners</i>		
Buildings transferred to Department of Education	(54)	-
<b>Total distributions to owners</b>	<b>(54)</b>	<b>-</b>
<b>Balance at the end of period</b>	<b>131,386</b>	<b>111,224</b>
<b>Asset revaluation surplus</b>		
Balance at start of period	1,789	-
Net revaluation increments / (decrements)		
Buildings	9,758	1,789
<b>Balance at end of period</b>	<b>11,547</b>	<b>1,789</b>

**8.10 Supplementary financial information****(a) Write-offs**

During the financial year, \$138,794 (2020: \$106,214) of debts due to SR TAFE were written off and nil (2020: nil) was written off the asset register under the authority of:

	2021	2020
	\$000	\$000
Executive Council	139	106
	139	106

**(b) Losses through theft, defaults and other causes**

	2021	2020
	\$000	\$000
Losses of public money and public and other property through theft or defaults		
Amounts recovered	1	-
	1	-

**(c) Gifts of public property**

	2021	2020
	\$000	\$000
Gifts of public property provided by SR TAFE	-	-
	-	-

**8.11 Explanatory statement (Controlled Operations)**

All variances between estimates (original budget) and actual results for 2021, and between the actual results for 2021 and 2020 are shown below. Narratives are provided for key major variances, which are generally greater than: 10% and 1% of Total Cost of Services for the Statement of Comprehensive Income and Statement of Cash flows, and are greater than 10% and 1% of Total Assets for the Statement of Financial Position.

## 8.11.1 Statement of Comprehensive Income Variances

	Variance Note	Estimate 2021	Actual 2021	Actual 2020	Variance between estimate and actual	Variance between actual results for 2021 and 2020
		\$'000	\$'000	\$'000	\$'000	\$'000
<b>Expenses</b>						
Employee benefits expense		44,771	44,294	42,712	(477)	1,582
Finance cost		98	117	112	19	5
Supplies and services		13,230	13,806	12,661	576	1,145
Asset revaluation decrement		-	-	-	-	-
Other expenses	1.	2,912	4,244	3,891	1,332	353
Cost of sales		105	120	142	15	(22)
Loss on disposal of non-current assets		-	16	-	16	16
Depreciation and amortisation expense		3,789	4,006	3,795	217	211
<b>Total cost of services</b>		<b>64,905</b>	<b>66,603</b>	<b>63,313</b>	<b>1,698</b>	<b>3,290</b>
<b>Income</b>						
Fee for service		2,072	1,720	1,336	(352)	384
Student fees and charges		4,957	4,651	5,297	(306)	(646)
Ancillary trading		312	416	271	104	145
Sales		145	140	133	(5)	7
Interest revenue		253	57	91	(196)	(34)
Other revenue		324	316	354	(8)	(38)
<b>Total revenue</b>		<b>8,063</b>	<b>7,300</b>	<b>7,482</b>	<b>(763)</b>	<b>(182)</b>
<i>Gains</i>						
Gain on disposal of non-current assets		-	-	5	-	(5)
Other gains		-	-	482	-	(482)
Gain on disposal of lease arrangements		-	-	12	-	(12)
<b>Total gains</b>		<b>-</b>	<b>-</b>	<b>499</b>	<b>-</b>	<b>(499)</b>
<b>Total income other than income from State Government</b>		<b>8,063</b>	<b>7,300</b>	<b>7,981</b>	<b>(763)</b>	<b>(681)</b>
<b>NET COST OF SERVICES</b>		<b>56,842</b>	<b>59,303</b>	<b>55,332</b>	<b>2,461</b>	<b>3,971</b>
<b>Income from State Government</b>						
Grants and subsidies		51,832	50,854	47,622	(978)	3,232
Resource Received		1,674	2,012	2,045	338	(33)
Income from other public sector entities		-	114	70	114	44
<b>Total income from State Government</b>		<b>53,506</b>	<b>52,980</b>	<b>49,737</b>	<b>(526)</b>	<b>3,243</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(3,336)</b>	<b>(6,323)</b>	<b>(5,595)</b>	<b>(2,987)</b>	<b>(728)</b>
<b>OTHER COMPREHENSIVE INCOME</b>						
<b>Items not reclassified subsequently to profit or loss</b>						
Changes in asset revaluation surplus		-	9,758	1,789	9,758	7,969
<b>Total other comprehensive income</b>		<b>-</b>	<b>9,758</b>	<b>1,789</b>	<b>9,758</b>	<b>7,969</b>
<b>TOTAL COMPREHENSIVE DEFICIT FOR THE PERIOD</b>		<b>(3,336)</b>	<b>3,435</b>	<b>(3,806)</b>	<b>6,771</b>	<b>7,241</b>

## Major Estimate and Actual (2021) Variance Narratives

1. Other Expenses: The Actual expenses for 2021 were \$1,332,000 greater than the Estimated amount. This is mainly due to maintenance and repairs for the year being \$642,410 greater than the Estimated amount, an underestimation of payroll tax expenses by \$421,204, increases in insurance premiums of \$136,359 over the estimated amount and debts written off being \$61,529 greater than the estimated amount.

## Major Actual 2021 and Comparative (2020) Variance Narratives

No major variances like items do not meet quantitative or qualitative threshold.

## 8.11.2 Statement of Financial Position Variances

	Variance Note	Estimate 2021	Actual 2021	Actual 2020	Variance between estimate and actual	Variance between actual results for 2021 and 2020
		\$'000	\$'000	\$'000	\$'000	\$'000
<b>ASSETS</b>						
<b>Current Assets</b>						
Cash and cash equivalents		7,520	7,383	10,051	(137)	(2,668)
Restricted cash and cash equivalents		1,641	1,257	437	(384)	820
Receivables		970	850	476	(120)	374
Inventories		63	78	63	15	15
Other current assets		282	441	427	159	14
<b>Total Current Assets</b>		<b>10,476</b>	<b>10,009</b>	<b>11,454</b>	<b>(467)</b>	<b>(1,445)</b>
<b>Non-Current Assets</b>						
Restricted cash and cash equivalents		787	993	857	206	136
Property, plant and equipment	1., a)	102,634	115,950	89,781	13,316	26,169
Right of Use Assets		2,798	3,500	3,602	702	(102)
<b>Total Non-Current Assets</b>		<b>106,219</b>	<b>120,443</b>	<b>94,239</b>	<b>14,224</b>	<b>26,204</b>
<b>TOTAL ASSETS</b>		<b>116,695</b>	<b>130,452</b>	<b>105,694</b>	<b>13,757</b>	<b>24,758</b>
<b>LIABILITIES</b>						
<b>Current Liabilities</b>						
Payables		712	1,432	1,024	720	408
Lease Liabilities		228	209	195	(19)	14
Employee related provisions	2.	7,050	9,050	8,933	2,000	117
Other current liabilities		281	905	155	624	750
<b>Total Current Liabilities</b>		<b>8,271</b>	<b>11,596</b>	<b>10,306</b>	<b>3,325</b>	<b>1,290</b>
<b>Non-Current Liabilities</b>						
Lease liabilities		2,644	3,474	3,528	830	(54)
Employee related provisions		594	646	721	52	(75)
<b>Total Non-Current Liabilities</b>		<b>3,238</b>	<b>4,120</b>	<b>4,248</b>	<b>882</b>	<b>(128)</b>
<b>TOTAL LIABILITIES</b>		<b>11,509</b>	<b>15,716</b>	<b>14,555</b>	<b>4,207</b>	<b>1,161</b>
<b>NET ASSETS</b>		<b>105,186</b>	<b>114,736</b>	<b>91,139</b>	<b>9,550</b>	<b>23,597</b>
<b>EQUITY</b>						
Contributed equity		129,591	131,386	111,225	1,795	20,161
Reserves		-	11,547	1,789	11,547	9,758
Accumulated surplus / (deficit)		(24,405)	(28,197)	(21,874)	(3,792)	(6,323)
<b>TOTAL EQUITY</b>		<b>105,186</b>	<b>114,736</b>	<b>91,139</b>	<b>9,550</b>	<b>23,597</b>

**Major Estimate and Actual (2021) Variance Narratives**

- Property, plant and equipment increased by \$13,316,000 over the estimated value. This was mainly due to increases in the actual values above the estimated values in new campus at Esperance Bunbury campus and improvements at the Collie campus. The revaluation of buildings was greater than estimated.
- Employee related provisions for 2021 were \$2,000,344 higher than the amount estimated. This consists of provisions for Annual Leave (\$808,191), Long Service Leave (\$960,506), Deferred Salaries (90,752) and On-costs for Leave (\$136,337). Leave provisions have increased due to less leave being taken during the COVID-19 pandemic.

**Major Actual 2021 and Comparative (2020) Variance Narratives**

- Property, plant and equipment increased by \$26,169,000 over the preceding year during 2021 year. This was mainly due to the commissioning of a new campus at Esperance with a value of \$17,762,299, refurbishment of the Bunbury campus of \$1,307,066 and improvements at the Collie campus of \$737,554. Buildings were revalued during the year resulting in an increase of the recorded value of \$9,758,098.

## 8.11.3 Statement of Cash Flows Variances

	Variance Note	Estimate 2021	Actual 2021	Actual 2020	Variance between estimate and actual	Variance between actual results for 2021 and 2020
		\$'000	\$'000	\$'000	\$'000	\$'000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>						
Grants and subsidies - DTWD	a)	51,832	51,519	46,646	(313)	4,873
<b>Total Net cash provided by State Government</b>		<b>51,832</b>	<b>51,519</b>	<b>46,646</b>	<b>(313)</b>	<b>4,873</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>						
<b>Payments</b>						
Employee benefits expense		(44,771)	(44,115)	(40,444)	656	(3,671)
Supplies and services		(11,556)	(11,646)	(10,962)	(90)	(684)
Finance Cost		(98)	(117)	(112)	(19)	(5)
GST payments on purchases		(935)	(1,316)	(1,144)	(381)	(172)
Other payments	1.	(3,017)	(4,244)	(3,590)	(1,227)	(654)
<b>Receipts</b>						
Fee for service		2,072	1,494	1,924	(578)	(430)
Student fees and charges		4,956	4,737	5,474	(219)	(737)
Ancillary trading		312	416	271	104	145
Interest received		253	60	121	(193)	(61)
GST receipts on sales		42	110	221	68	(111)
GST receipts from taxation authority		893	1,164	1,063	271	101
Other receipts		469	441	499	(28)	(58)
<b>Net cash used in operating activities</b>		<b>(51,380)</b>	<b>(53,016)</b>	<b>(46,679)</b>	<b>(1,636)</b>	<b>(6,337)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>						
<b>Payments</b>						
Purchase of non-current physical assets		(480)	(386)	(368)	94	(18)
<b>Receipts</b>						
Proceeds from sale of non-current physical assets		-	5	5	5	-
Capital Contribution		-	400	-	400	400
<b>Net cash provided by investing activities</b>		<b>(480)</b>	<b>19</b>	<b>(363)</b>	<b>499</b>	<b>382</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>						
<b>Payments</b>						
Principal elements of lease		-	(233)	(226)	(233)	(7)
<b>Net cash provided by/(used in) financing activities</b>		<b>-</b>	<b>(233)</b>	<b>(226)</b>	<b>(233)</b>	<b>(7)</b>
Net increase (decrease) in cash and cash equivalents		(28)	(1,711)	(622)	(1,683)	(1,089)
Cash and cash equivalents at the beginning of period		9,976	11,345	11,967	1,369	(622)
<b>CASH AND CASH EQUIVALENTS AT THE END OF PERIOD</b>		<b>9,948</b>	<b>9,634</b>	<b>11,345</b>	<b>(314)</b>	<b>(1,711)</b>

**Major Estimate and Actual (2021) Variance Narratives**

1. Other Payments: The Actual payments for 2021 were \$1,227,000 greater than the Estimated amount. This is mainly due to maintenance and repairs for the year being \$642,410 greater than the Estimated amount, an underestimation of payroll tax expenses by \$421,204 and increases in insurance premiums of \$136,359 over the estimated amount.

**Major Actual 2021 and Comparative (2020) Variance Narratives**

- a) Grants and subsidies: Grants and subsidies received from DTWD during the year were \$4,873,000 greater than in the preceding year. This is mainly due to an increase in Student Curriculum Hours (SCH) delivered during the period when compared to the preceding year. During the prior year the SCH delivered was 2,452,698 which increased to 2,566,061 in the current year.

## 2022 FORWARD FINANCIAL ESTIMATES

### ANNUAL ESTIMATES

In accordance with Treasurer's Instruction 953, the annual estimates for the 2022 year are hereby included in the 2021 Annual Report. These estimates do not form part of the 2021 financial statements and are not subject to audit.

#### South Regional TAFE

#### STATEMENT OF COMPREHENSIVE INCOME

Annual estimate for the year ended 31 December 2022

	<b>\$'000</b>
<b>COST OF SERVICES</b>	
<b>Expenses</b>	
Employee benefits expense	43,469
Supplies and services	13,158
Finance costs	121
Other expenses	3,976
Cost of sales	128
Depreciation and amortisation expense	4,667
<b>Total cost of services</b>	<b>65,519</b>
<b>Income</b>	
Fee for service	1,963
Student fees and charges	3,167
Ancillary trading	397
Sales	139
Interest revenue	63
Other revenue	329
<b>Total revenue</b>	<b>6,058</b>
<i>Gains</i>	
Gain on disposal of non-current assets	-
Other gains	-
<b>Total gains</b>	<b>-</b>
<b>Total income other than income from State Government</b>	<b>6,058</b>
<b>NET COST OF SERVICES</b>	<b>(59,461)</b>
<b>Income from State Government</b>	
State funds	53,400
Resource Received	1,674
<b>Total income from State Government</b>	<b>55,074</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>	<b>(4,387)</b>
<b>OTHER COMPREHENSIVE INCOME</b>	
<b>Items not reclassified subsequently to profit or loss</b>	
Changes in asset revaluation surplus	-
<b>Total other comprehensive income</b>	<b>-</b>
<b>TOTAL COMPREHENSIVE DEFICIT FOR THE PERIOD</b>	<b>(4,387)</b>

South Regional TAFE  
**STATEMENT OF FINANCIAL POSITION**  
Annual estimate as at 31 December 2022

\$'000

<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and cash equivalents	8,361
Restricted cash and cash equivalents	312
Receivables	476
Inventories	63
Other current assets	427
<b>Total Current Assets</b>	<b>9,639</b>
<b>Non-Current Assets</b>	
Restricted cash and cash equivalents	857
Property, plant and equipment	106,037
Right of Use Assets	3,602
<b>Total Non-Current Assets</b>	<b>110,496</b>
<b>TOTAL ASSETS</b>	<b>120,135</b>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Payables	1,024
Lease Liabilities	195
Employee related provisions	8,933
Other current liabilities	155
<b>Total Current Liabilities</b>	<b>10,307</b>
<b>Non-Current Liabilities</b>	
Lease liabilities	3,403
Employee related provisions	720
<b>Total Non-Current Liabilities</b>	<b>4,123</b>
<b>TOTAL LIABILITIES</b>	<b>14,430</b>
<b>NET ASSETS</b>	<b>105,705</b>
<b>EQUITY</b>	
Contributed equity	135,159
Reserves	1,789
Accumulated surplus / (deficit)	(31,243)
<b>TOTAL EQUITY</b>	<b>105,705</b>

**South Regional TAFE**  
**STATEMENT OF CASH FLOWS**  
**Annual estimate for the year ended 31 December 2022**

	\$'000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>	
Grants and subsidies - Department of Training and Workforce Development	53,400
Capital appropriation - Department of Training and Workforce Development	-
<b>Total Net cash provided by State Government</b>	<b>53,400</b>
Utilised as follows:	
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
<b>Payments</b>	
Employee benefits expense	(43,469)
Supplies and services	(11,484)
Finance Cost	(121)
Grants and subsidies	-
GST payments on purchases	(935)
GST payments to taxation authority	
Other payments	(4,104)
<b>Receipts</b>	
Fee for service	1,963
Student fees and charges	3,167
Ancillary trading	397
Interest received	63
GST receipts on sales	42
GST receipts from taxation authority	893
Other receipts	468
<b>Net cash used in operating activities</b>	<b>(53,120)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
<b>Payments</b>	
Purchase of non-current physical assets	(481)
<b>Receipts</b>	
Proceeds from sale of non-current physical assets	-
<b>Net cash provided by investing activities</b>	<b>(481)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>	
<b>Payments</b>	
Principal elements of lease payments	(64)
<b>Receipts</b>	
Other proceeds	-
<b>Net cash provided by/(used in) financing activities</b>	<b>(64)</b>
Net increase in cash and cash equivalents	(265)
Cash and cash equivalents at the beginning of period	9,795
<b>CASH AND CASH EQUIVALENTS AT THE END OF PERIOD</b>	<b>9,530</b>



# Feedback form

All feedback on South regional TAFE's 2021 Annual Report will be used to improve the overall presentation and information in future reports. Thank you for your valued input.

- **The report helped you understand the agency, its purpose, services, and performance?**

Strongly disagree | Disagree | Somewhat | Agree | Strongly agree

- **The layout, design and presentation was functional and effective?**

Strongly disagree | Disagree | Somewhat | Agree | Strongly agree

- **The report was clear, concise, and easy to read?**

Strongly disagree | Disagree | Somewhat | Agree | Strongly agree

- **The layout of the report was simple, logical, and made sense?**

Strongly disagree | Disagree | Somewhat | Agree | Strongly agree

Please return completed feedback forms by June 30, 2022 to:

Marketing and Communications

[marketing@srtafe.wa.edu.au](mailto:marketing@srtafe.wa.edu.au)

or

South Regional TAFE

PO Box 1224, Bunbury WA 6231

# Acronyms

Term	Definition
AASN	Australian Apprenticeship Support Network
AMEP	Adult Migrant Education Program
CE/CX	Customer Experience and Customer Engagement
DAIP	Disability Access and Inclusion Plan
FTE	Full Time Equivalent
GST	Goods and Services Tax
ICT	Information Communication and Technology
JSC	Jobs and Skills Centre
KPIs	Key Performance Indicators
LFLS	Lower Fees, Local Skills
MoU	Memorandum of Understanding
MOIR	Minimum Obligatory Information Requirements
NAIDOC	National Aborigines and Islanders Day
	Observance Committee
OAG	Office of the Auditor General
OSH	Occupational Safety and Health
PID	Public Interest Disclosure
PPE	Personal Protective Equipment
PSC	Public Sector Commission
SCH	Student Contact Hours
SWESP	South West Employment, Skills and Participation Roundtable
STEM	Science, Technology Engineering, and Mathematics
TAFE	Technical and Further Education
TI	Treasurer's Instruction
TSEP	TAFE Specialist Employment Partnership
VET	Vocational Education Training
VETDSS	VET Delivered to Secondary Students
WA	Western Australia
WACE	Western Australian Certificate of Education

# Glossary

## Audit

A formal examination, investigation, examination, inspection or review of an organisation's accounts.

## College

An institution established to provide VET functions according to the Vocational Education and Training Act 1996.

## Department

A public sector department which has been established according to the Public Sector Management Act 1994.

## Government Goal

An expression of high level policies and/or priorities that support the government's vision. Government desired outcomes contribute to these goals.

## Key performance indicator

KPI's provide overview of critical or material aspects of outcome achievements or service provision.

## Effectiveness indicators

A Key Performance indicator that provides information on the extent of, or progress in a reporting period towards, achievements of an agency level government desired outcome through the delivery of a service or services.

## Efficiency indicator

A Key Performance Indicator that relates a service to the level of resource input required to deliver it.

## Financial statements

Financial information that includes explanatory notes from accounting records that communicate financial performance for a defined period of time.

## Outcome

Means the effect, impact, result on or consequences for the community, environment, or target clients of governmental services.

## Service

Means the supply of an activity or goods to a user external to the agency providing the service. Services comprise programs and outputs.

## Treasurer's instruction

Address operational issues such as the custody and control of public money and public property, and general accounting and reporting requirements that must be observed by agencies that are subject to the Financial Management Act 2006 (FMA).



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**South  
Regional**

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