



South  
Regional



# South Regional TAFE 2022 Annual Report



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TAFE South  
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# Welcome

## To South Regional TAFE's Annual Report 2022

Inside you will find a description of our performance in providing services and products during 2022 and information to Parliament regarding our public sector accountability and performance.

This report outlines our highlights, operations and services as well as presenting our financial statements and key performance indicators (KPIs).

The first year of the Strategic Plan 2022-2024 was defined by meeting our strategic themes with a focus on responsive training and community engagement as represented in these pages.

This report and previous annual reports are available on our website [southregionaltafe.wa.edu.au](https://southregionaltafe.wa.edu.au)

### Accessibility statement

South Regional TAFE strives to achieve online accessibility, to be inclusive, including for people with a disability.

On request we can deliver this publication in another format.

This annual report can be viewed in PDF on our website.

It may be reproduced in whole or part with acknowledgement from South Regional TAFE.

### Feedback

To support the continuous improvement of our annual reports we welcome all feedback. You can use the feedback form on page 127, and contact us at:

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

or PO Box 1224, Bunbury WA 6231



# 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.

An Aboriginal artwork piece created by Bunbury Campus students in the 1990s was recently rediscovered. Having been stored away for almost 30 years, this beautiful piece of artwork was unveiled and shared again with our staff and students and visitors at a ceremony during the 2022 NAIDOC Week celebrations.

Now proudly on display in reception area of the Bunbury campus Customer Service Centre, this superb artwork celebrates the Aboriginal training programs that have taken place at our campuses.

# Statement of Compliance

To the Hon. Simone McGurk MLA, Minister for Training: Water: Youth

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 2022.

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



**Susan Barrera**  
Governing Council Chair  
15 March 2023



**Darshi Ganeson-Oats**  
Managing Director  
15 March 2023

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# 1 Overview of the agency

# Welcome message from the chair and managing director



**Susan Barrera**  
Governing Council Chair



**Darshi Ganeson-Oats**  
Managing Director

We are pleased to present South Regional TAFE's 2022 Annual Report.

2022 was the first year in a new era of leading our college to achieve the purpose of building our community today, for tomorrow.

Through the establishment of a new Strategic Plan 2022 – 2024 we have focused on our vision of creating a learning experience to inspire success for all of our students, staff, industry and community stakeholders.

## **Growth and government investment**

Once again, 2022 continued to see our delivery grow through the State Government's continued investment in regional training through the:

- expansion of the lower fees, local skills affordable training initiative;
- delivery of VET in secondary schools and the Year 9 Career Taster Programs;
- initiatives to rebuild the international student market; and
- investment in infrastructure, facilities and equipment.

## **Challenges**

The demand for skilled workers remained high in 2022, with the college reporting a 16% growth in employment based training including apprenticeships and traineeships.

While the economy drove the skills need and corresponding demand for training across our regions, the low unemployment rate experienced has softened our traditional, institutional based training delivery. Accounting for approximately 73% of our total training delivery in 2022, this decrease in demand for institutional based delivery has resulted in a 11% decline in total student enrolments and a 8.5% reduction in student contact hours (SCH) delivered across the college. This has provided many challenges for our college as we have had to adjust our training delivery, staffing and resource allocation to meet the fluctuation in demand that we have experienced.

### **Priority training and industry engagement**

Our commitment to meeting our regional priority training needs and industry requirements once again drove our delivery in 2022.

Throughout the year we were able to respond to industry needs and the regional job opportunities required, through the development of new training products in emerging and skill shortage areas including:

- automation;
- heavy vehicle driver training;
- food production;
- drones; and
- health care sector.

### **Facilities, equipment and wellbeing**

Our facilities and equipment continue to be upgraded and modernised through the significant investment in infrastructure funding provided through the State Government's WA Recovery Plan.

Stage one of the new \$20.5 million Albany Trade Training Complex was completed in June 2022 and stage two commenced in September 2022. The college was able to upgrade a wide range of much needed equipment through funding received from the State Government's \$25million Training Equipment Refresh Program. Training equipment purchased included nursing beds, demonstration mannequins, diamond microdermabrasion machines, welding machines and a hydraulic pipe bender. In addition, specific investment in automation equipment was made in 2022 to facilitate the delivery of the Certificate II in Autonomous Workplace Operations in Collie and Albany to facilitate the emerging skill needs in the mining and resources industries.

The college continues to provide a safe working and learning environment for all staff and students. A new Our Health, Safety and Wellness Plan 2022 - 2024 was developed in 2022 and is being used to guide our transition to meet the updated legislation to create a positive safety culture by improving our processes, through demonstrating leadership, promoting safety and committing to the wellness of our workers. The plan also includes specific actions designed to increase the physical and psychological wellbeing of our staff to create a healthier and safe workplace.

### **Staff and student achievements**

2022 was a successful year for our college with many staff and students being recognised at national, state and our own college awards.

There were 42 students awarded medals at the WA WorldSkills medal presentation in November. Of these, 10 students were announced in the WA WorldSkills team selected to compete in Melbourne in 2023. The selected team will travel in 2023 to compete in Australia's biggest vocational education competition.

The 2022 WA WorldSkills event also saw Bunbury commercial cookery lecturer Amanda Smith welcomed into the esteemed WorldSkills Hall of Fame for her outstanding contributions over 11 years of volunteering with the prestigious trades competition.

We were also very pleased to have three students and one lecturer announced as finalists in the WA Training Awards. Their shortlisting as finalists highlights the outstanding efforts of these individuals in the vocational education and training (VET) sector.

### Student satisfaction

South Regional TAFE continues to provide a learning environment that supports our students to achieve their training and employment goals. Receiving a student satisfaction rate of 90.3% in 2022, our focus on quality and inclusive training, resources and support once again allows our students to thrive.

It is with great pleasure that we are able to share with you all of the highlights, achievements and challenges experienced over the past 12 months and to thank all of our staff, students and stakeholders for working with us to build our community today, for tomorrow.



**Susan Barrera**  
Governing Council Chair  
15 March 2023



**Darshi Ganeson-Oats**  
Managing Director  
15 March 2023

We congratulate all of  
our students and staff on  
their achievements.

# 2022 Highlights

Developed a whole of college Risk Management Framework



34

Industry areas covered by qualifications and skill-sets



2,348,279

Delivered government funded student curriculum hours



10,663

Provided training to students



423

Jobseekers, up-skillers and career changers received services

Launched new E-Campus landing page



5,173

Students trained in lower fees, local skills courses



2,694

Engaged apprentices and trainees



1,378

Services provided to employers, organisations and industry



967

Secondary school students enrolled in VET

Launched new Pit Stop initiative at the Bunbury and Albany campuses



532

Staff participated professional development opportunities

Implemented a new  
**2022 – 2024**  
Strategic Plan

# Staff and students achievements



## WorldSkills

### Student success

South Regional TAFE was proud to have 10 students named in the WA WorldSkills team which will compete in Melbourne next year as part of the nation's biggest vocational education competition.

The college ran its regional biennial WorldSkills competitions at Bunbury Campus in September and October, 2022, with medals presented at a gala ceremony at the Crown Ballroom in November.

Team WA members included :

#### Open Category

David Hughes	Bricklaying
Lewis Italiano	Cabinetmaking
Rabia Choolun	Carpentry
Taj Fowler	Heavy Vehicle Mechanics
Amber Bakhuizen	Graphic Design

#### Vocational Education Training in Schools

George Fuller	Bricklaying
Chloe Hodgkinson	Commercial Cookery
Jude Ratcliffe	Carpentry
Logan Turner	Electrotechnology
Mercedes Mathews	Food & Beverage

## Australian Culinary Federation Awards

Our cookery students have enjoyed an extended run of recent success in culinary competitions.

Five students excelled at the Australian Culinary Federation competition held in Perth by taking home three silvers and a bronze:

- first-year apprentices Emma Stride from the Happy Wife, Bunbury and Haydn Billington from the Highway Hotel, Bunbury – silver medals
- second-year apprentice Corey Boyd from Two Little Black Birds, Manjimup – bronze medal (trained at the Bunbury campus)
- third-year apprentice Ben Connell from Chow's Table, Margaret River – silver medal; and
- commercial cookery student Siang-Yin Chen (Joyce), Bunbury – silver medal

Former Bunbury campus student Jordan Murphy was also selected for the Australian Culinary Federation team and will get to compete internationally in Luxembourg 2022, Singapore in 2023 and Germany in 2024.

## WA Training Awards finalists

Three students and one lecturer were finalists in the prestigious WA Training Awards 2022.

### **Jye Graham, Certificate III in Plumbing (Bunbury campus) - Aboriginal and Torres Strait Islander Student of the Year.**

Bouncing between industries and trialling FIFO, Jye wanted to return to his home town of Bunbury to support his family.

With a trade in mind, he secured a plumbing apprenticeship through Programmed and South Regional TAFE. Jye has excelled, receiving numerous awards and recognition for his part in educating colleagues on how to effectively communicate with Indigenous employees.

Jye hopes to become an industry mentor to others. He says with a goal and hard work, anything is possible.

### **Dilrukshi (Sandamali) Muthuthanthrige , Certificate III in Early Childhood Education and Care (Albany campus) - Cultural Diversity Training Award.**

After working as a teacher for 10 years in Sri Lanka, Dilrukshi and her family made the move to Walpole. She decided to continue her passion for working with children, completing a Certificate III in Early Childhood Education and Care and is now working towards her Diploma at South Regional TAFE.

Dilrukshi looks forward to making a difference in how a child approaches learning for life and hopes to encourage positive outcomes in children's health, wellbeing and education.



**Christopher Smithall, Certificate IV in Leadership and Management (Bunbury campus) - Vocational Student of the Year**

After gaining a leadership role in the Operational Services team at Synergy's Muja Power Station, Christopher realised there was further opportunity to upskill and improve his technical, leadership and team skills.

He enrolled in a Certificate IV in Leadership and Management at South Regional TAFE and a Diploma in Process Plant Technology at South Metropolitan TAFE, which have provided him with the skills to support Synergy's Workforce Transition, as well as the technical knowledge that will further support his move into a management role.

**Rob Carter, Lecturer (Narrogin campus) - Trainer of the Year**

With 26 years of experience in the agricultural industry, including 22 as an employer, Robert has also been bringing his experience to the VET sector for the past 16 years, with a focus on flexible delivery.

It was the second time as a finalist for Robert. Now an Advanced Skills Lecturer based at the Narrogin campus of South Regional TAFE, Robert delivers wool harvesting qualifications State-wide and has been instrumental in developing training resources for the Australian wool industry, working in close cooperation with peak industry bodies at State and national levels.

**Jye Graham | Aboriginal and Torres Strait Islander Student of the Year**



### Student of the Year

Engineering apprentice Bridgette Milentis was the deserving Student of the Year in the college's annual student awards.

Bridgette is an ambassador for the fitting and machining trade and was recognised for her very high standards of work, attention to detail and leadership in the workplace.

As a testament to Bridgette's talent, dedication and skills she was also the winner of several other awards including:

- Engineering Apprentice of the Year
- Women in Non-Traditional Trades Award
- Trades and Paraprofessionals Student of the Year

### 2022 Australian Government Landcare Farming Award

Conservation and ecological management lecturer Sylvia Leighton and her partner Peter McKenzie were winners of the 2022 Australian Government Landcare Farming Award, presented by not-for-profit organisation WA Landcare Network.

Hailed as being 'landcare champions' with a wealth of scientific knowledge and experience that has revegetated and transformed their Wilyun Pools Farm, a 1214ha property near Wellstead, into a biodiversity haven.

The award highlights the achievements in this field with regenerative agriculture and innovation in sustainable farming practices.



**Bridgette Milentis | Student of the Year with Lecturer Jack McDonnell**



**Amanda Smith** | Bunbury cookery lecturer

Receiving her award from Department of Training and Workforce Development Director General Karen Ho.

### **Staff professional development opportunities**

In 2022, staff were provided with the opportunity to apply for a range of new professional development (PD) courses aimed at increasing their leadership skills, including:

- **Lecturer Return to Industry Program** – with 14 lecturing staff from industries such as Automotive, Pathology, Drones, Residential Drafting undertaking return to industry to maintain their industry currency.
- **South West Leaders Program** – three staff were selected to participate in a range of events including mentoring opportunities and regular monthly leadership PD activities designed to assist in creating future leaders for the college.
- **Propel** – three staff were also selected to participate in the future focused leadership development program to shape managers into leaders. Features include opportunities to explore and embed learning and is delivered by the highly respected University of NSW. This micro credential program provides new leaders with the capabilities and insights needed for a positive start to their leadership journeys.
- **Elev8** – one staff member was chosen to take part in this uniquely tailored leadership development program designed to stretch the minds and actions of high performance at Level 8. Features include options to craft an individual development journey through specialised coaching sessions.

# About us

Employing more than 571 staff and training over 10,663 students, we are the largest Registered Training Organisation located in the Great Southern and South West regions of Western Australia (WA).

South Regional TAFE delivers quality, accredited training aimed at supporting the skilling and workforce needs of the South West and Great Southern regions.

Delivering training from Certificate I through to Diplomas and skill sets, the college provides training that is responsive to local needs and is benchmarked to industry standards.

Working with our local community, industry and schools, our staff aim to build the capacity of current and future employees through training and skills recognition that lead to knowledge and skill attainment, economic empowerment and prosperity in our regions.

We focus on providing students with a great learning experience by combining staff who are passionate about supporting students to achieve their potential and flexible methods of course delivery.



10,663

Total students

13,924

Total course enrolments

7.19%

Identifying as Aboriginal or Torres Strait Islander descent



2,694

Apprentices and trainees



300+

Industry and Community partners

## Delivery Level

3.22% Diploma and above

12.08% Certificate IV

52.53% Certificate III

33.43% Certificate II

2.95% Certificate I

6.37% Non-accredited



6.96%

Identifying as having a disability



313

VET qualifications



413

Full time equivalent staff (as of Sept 2022)



### 2022 - 24 Strategic Plan

Our 2022-24 Strategic Plan provides a road map for the college to achieve our PURPOSE of building our community today, for tomorrow.

Our strategic VISION is focused on creating a learning experience to inspire success.

In order to achieve this, we will strive to provide responsive and sustainable training that builds on innovation and celebrates the diversity of our community.

Embedding our core VALUES in all we do will enable us to meet our strategic direction.

Our four STRATEGIC THEMES drive our operations and position us to address the diverse skill requirements of our regions, through innovative and responsive means, by:

- being student centred – providing the right skills at the right time;
- staying demand driven – supporting local industry, community and government priorities;
- focusing on the college’s sustainable performance – supporting a strong economy for Western Australians through transparent and sustainable management; and
- valuing our people – fostering an environment of inclusivity, innovation and collaboration.

### 2022 changes made

The Strategic Plan was reviewed in August 2022 and minor amendments were made to the wording surrounding our response to the State Government’s establishment of the international education strategy for WA. An additional mechanism for addressing this requirement through the Regional TAFE International Strategy was also added, with our measure of success being defined by our international student enrolment numbers.

# Campus locations

## We deliver training to the South of Western Australia

12 campuses located in Albany, Bunbury, Busselton, Collie, Denmark, Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker and Narrogin.

The college provides vocational education and training support for local communities in the Great Southern, South West and WheatBelt regions of WA.



# Operational structure



Former Minister for Education and Training Sue Ellery MLC (right) visiting Albany campus 2022.

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 Training.

The strategic overview of our college is provided by the Governing Council and the operational management of the college is led by the Managing Director and the Corporate Executive.

Our operational structure is divided into four directorates incorporating:

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

## Responsible minister

In 2022 South Regional TAFE was responsible to the Hon. Sue Ellery MLC, Minister for Education and Training. Following the Cabinet reshuffle on 14 December 2022, the agency is responsible to Hon Simone McGurk MLA, Minister for Training; Water; Youth.

# Governing council members



**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. Susan specialises in management of change, organisational design and building resilient corporate cultures.



**Dr Wendy Giles** (Deputy Chair)

Wendy has a wide range of experience at all levels of education from primary schools to universities. Her research resulted in many publications and conference presentations, both within Australia and internationally. Wendy has mentored many people, including new staff members, students, and aspirational members of remote communities.



**Mike Ansell** - member

Mike Ansell recently retired as a partner of accounting firm RSM. Through his 41 years of working with businesses and organisations he brings a wide range of skills and knowledge to the areas of finance and management and the ability to evolve and adapt to an ever-changing environment.



**Nadine Carter** - member

With 20 years of corporate experience and independent consultancy, Nadine brings a proven track record in corporate governance, strategy development, risk management, strategic human resource management, organisational development, cultural change, and executive leadership development to the Governing Council.



**Janice Davidson** - member

Jan has worked in business development and management roles in the vocational education and training sector for over 30 years. As an advocate for the reduction of regional educational disadvantage, Jan has contributed to rural, regional and remote education reviews, with an emphasis on service provision at the local level.



**David Dhu** - member

David is a proud Banyjima man and passionate about Aboriginal advocacy and advancement. David is strongly guided by respect for heritage, tradition, and Elders.

David's background is in corporate services and project management, overseeing Human Resources, ICT, Client and Stakeholder Engagements, Policy and Process, Communications and Media.



**Garry Green** - member

Garry works for Iluka Resources as the South West Operations Manager and brings with him vast experience and knowledge of the Mining and Power Industries. He is a keen industry advocate and strives to see continuous improvement throughout the industry, including development of skills and education for future careers



**Noelle Jones** - member

Noelle retired after a long term career with the Australian Medical Association (WA) and joins the Governing Council with a wealth of experience on various boards and advisory groups. Noelle has a keen interest in training and was responsible for various vocational education and training sector initiatives during her time with the AMA.



**Dr 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 over 30 years governance experience as a board member of professional, government, business and community organisations.



**Pina Versace** - member

Currently the Membership Manager WA for Housing Industry Australia, Pina has over 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.



**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.



# Executive Leadership Team



**Darshi Ganeson-Oats** - Managing Director

Darshi's career spans strategy and business development in the public and private sectors in Australia, London and as a consultant in Fiji. Prior to being appointed as Managing Director at South Regional TAFE in 2021, she held executive roles within the vocational education sector at Challenger Institute of Technology and South Metropolitan TAFE between 2010-2020. Darshi's goal is to support regional communities to optimise skill enhancement and through workforce development serve as a pillar for economic success in regional WA.



**Steph Tchan** - Director Training Services Great Southern

Steph commenced her VET career at Denmark Campus in 1998, and has held several managerial roles in different iterations of the college, and also worked in training services for several other West Australian colleges including North Regional TAFE. Her Training Services directorate includes the Great Southern Campuses of Albany, Denmark, Esperance, Katanning, Mount Barker, and Narrogin.



**Anita Host** - A/Director Training Services South West

Anita has been a member of the college's training services leadership team for the past 10 years. She began her career as a hairdressing lecturer in 2008 and soon after joined the academic leadership group as a Head of Programs. Anita began her director's role in 2022 to help oversee training services operations in the South West.



**Kathy Keay** - Director Strategic Partnerships

Kathy has worked in the college for 28 years as a lecturer, manager, and spent five years as Training Director Great Southern in her previous role. Her career is also strong in compliance and she was a small business owner in the building industry for 25 years. Kathy began her current role in June 2021 and is focussed on Collie and Native Forest Transitions, emerging technology and industries future training needs.



**Jenny Duncan** - Director Corporate Services

Jenny worked at South Regional TAFE for almost a decade of total service including as Finance Manager for eight years, and as Director since July 2021. She has a strong financial services career including community care and secondary education, and is a fellow of CPA Australia. Her directorate includes Facilities, Finance, Human Resource, and Information Technology.



**Michelle Willsher** - Director Organisational Services

Michelle's career at the college began as a lecturer at Bunbury Campus in 2011, and has held several managerial roles since 2014. She is focussed on enhancing our students' experience and empowering staff leadership. Michelle has been a Director since July 2021. Her directorate encompasses Planning, Academic Quality, Client services and Student Support, Aboriginal Programs, and Marketing.

# Organisational chart

Correct as of January 2023



# 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. South Regional TAFE assists Simone McGurk MLA, Minister for Training in the administration of the Vocational Education and Training Act 1996.

The following legislation enables South Regional 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 A • 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
- Work Health and Safety Act 2020
- Procurement Act 2020
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Salaries and Allowances Act 1975
- School Education Act 1999
- Standards for RTOs 2015
- 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
- COVID 19 Response Legislation Bill 2021
- 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

## Governing Council

The Governing Council is the governing body of South Regional 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 college's performance. **Convened: 6**

## Finance, Audit and Risk Sub-Committee

The Finance, Audit and Risk 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 as appointed by the Governing Council. **Convened: 5**

## Corporate Executive

This committee provides strategic leadership and risk management oversight, identifies business growth, improvements and opportunities and gives expert advice to the Governing Council. Membership is comprised of Managing Director (Chair), Director Corporate Services, Directors Training Services Great Southern and South West, and Director Organisational Services. **Convened: 10**

## Joint Consultative Committee

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

## Work Health and Safety (WHS) Committee Meetings

This is a management committee with representatives from each of the college directorates. It engages in consultation, monitoring and evaluation of WHS management systems, practices, and procedures. The committee also discusses issues that affect the health, safety, and welfare of college employees. **Convened: 5**

## Information Technology Advisory Group

Established to facilitate effective communication on information and communication technology (ICT) issues and support to service delivery. The group oversees development and implementation of the college's strategic ICT Policy, while ensuring management of ICT infrastructure supports current operations and emerging technologies. The group is comprised of the Corporate Executive, Training Managers, Campus Managers South West and Great Southern, Manager Student Services, Manager Client and Administration Services. **Convened: 4**

### 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 the college. The 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 the Corporate Executive, Training and Regional Campus Managers, Managers of Academic Quality, Planning Business Services, and all Principal Lecturers.

**Convened: 6**

### Wellbeing Working Group

South Regional TAFE is committed to continually improving its processes, demonstrating leadership and providing adequate workplace arrangements to support the mental health and wellbeing of our workers. As part of mental health and wellbeing, the college promotes sustainable work, encourages engagement, promotes connectedness and resilience, provides support and enables professional and personal achievement. **Convened: 6**



# Management framework performance

## Outcome based 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 WA 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 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.

The KPIs are part of the OBM designed to measure college performance. In conjunction with the Department of Training and Workforce Development, the college has developed these KPIs 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.

The KPIs are included in the Managing Director’s Performance Agreement, the Annual Business Plan and the annual Delivery and Performance Agreement (DPA) negotiated with the VET (WA) Ministerial Corporation (refer to section 5. Financial Statements and KPIs).

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

Government Goals	
<b>Government Goal 1</b> Future Jobs and Skills	<b>Government Goal 2</b> Sustainable finances

Agency Level Desired Outcomes
<b>Desired Outcome 1</b> Provision of vocational education and training services that are responsive to government priorities and meet the community and industry training needs
<b>Service Delivery 2</b> 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

### Other government priorities

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

- WA Recovery Plan 2020
- 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; and
- 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

### Changes to the outcome-based management framework

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

The college did not change its OBM model in 2022 as desired outcomes, services, and KPIs remain relevant and appropriate.

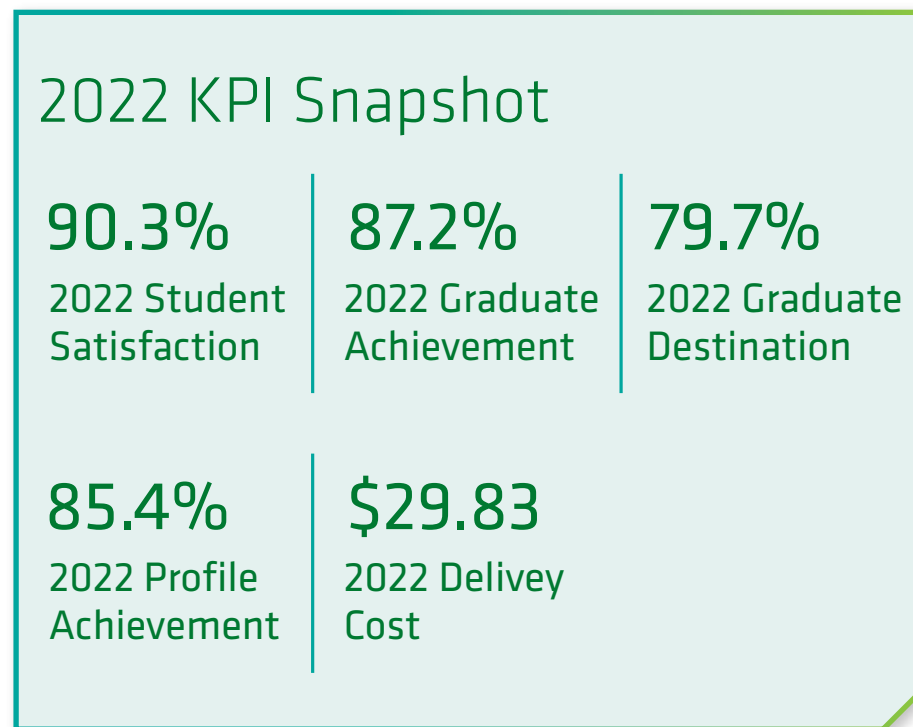
### Shared responsibilities with other agencies

While it is an essential requirement for 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 2022.

### Independent audit opinion

Our KPIs 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.







# Agency Performance

# 2022

Our year in review



10,663

Total  
students

16

International  
students

## Student age group breakdown



3,246 15-19 years old

2,632 20-29 years old

1,837 30-39 years old

2,948 40 and above

## Student population by campus/location



2,774 Albany

3,780 Bunbury

445 Busselton

183 Collie

106 Denmark

969 Esperance

95 Harvey

602 Katanning

407 Manjimup

529 Margaret River

29 Mount Barker

512 Narrogin

## Student qualification level



315	Certificate I
3,565	Certificate II
5,602	Certificate III
1,289	Certificate IV
344	Diploma
1,935	Other

## Student curriculum hours (SCH)



2,348,279	Government profile
151,147	Commercially funded
1,009,837	Lower Fees, Local Skills
463,626	Apprenticeship
164,389	Traineeship
83,754	Pre-Apprenticeships

## Student curriculum hours (SCH) activity breakdown



2,348,279	Profile
56,995	Commonwealth funded delivery
42,676	State funded delivery
39,983	Domestic fee for service
11,493	International onshore fee for service

## Employment based training



326	1711	706
Pre-Apprenticeship	Apprenticeship	Traineeship

# Priority training areas

## Employment based training

Employment based training consists of training that is integrated into a work based environment, which is related to the student's job role and where support is provided by their employer. Most commonly represented through an apprenticeship and traineeship, employment based training is an important training pathway offered to increase our skilled workforce.

For the second year in a row, 2022 saw an increase in the demand for employment based training across our regions as students chose to seek employment rather than undertake institutional based training.

An apprenticeship is defined as 'a structured employment based training program that leads to a person (an apprentice) gaining a nationally recognised qualification. The training program may be delivered through full-time, part-time or school-based arrangements. The term 'apprenticeship' is used as an umbrella term to refer to apprenticeships, traineeships, cadetships and internships'.



## Innovative pilot program upskilling industry apprentices hailed a success

In Semester 1 2022, the college partnered with Westrac to provide a Dual Trade Program with their apprentices completing the Certificate III in Automotive Electrical Technology. This pilot program assists Westrac to upskill their staff to meet current and future industry demands.

Mobile Plant Technicians Christian and Franco said they enjoyed their learning journey and are now working on autonomous trucks and using their newly acquired knowledge and skills.

They praised the facilities and equipment and said lecturers Rod Price and Geoff Cain were very engaging and provided a wealth of knowledge relevant to their industry.

## Women in trades

Women's participation in trade based qualifications have continued to grow, with many female students choosing to undertake an employment based pathway.

Across the campuses, the college saw an increase of approximately 9% of women undertaking a non-traditional trade qualification including

the Rio Tinto Trainees completed in Semester 1 with a new intake planned for Semester 2 2023.

Other trade certificate qualifications include:

- Cert III in Mobile Plant Technology
- Cert III in Heavy Commercial Vehicle Technology
- Cert III in Light Vehicle Technology
- Cert III in Automotive Electrical Technology
- Cert III in Carpentry
- Cert III in Plumbing

Consistent numbers in the Cert III Engineering Qualifications, Fabrication - Boiler Making/Welding and Mechanical Trade, Fitting and Machining.

Specifically, high numbers of female student enrolments were evident in automotive, engineering, carpentry, plumbing, and electrical trades at our Bunbury campus with enrolments for new commencements in 2023 already signifying additional growth for the coming year.

## International students strategy

The college strategy has been re-focussed to support Reconnect WA Strategy. The college is supporting this strategy with TAFE International WA, through steering committee commitments, agent awareness tours and via the ministerial delegation to promote WA as a study destination to WA's second largest export market – India.

- International student agent familiarisation tours were held in November, 2022 and included a trip to the Albany campus.
- To support the Regional TAFE International Strategy new courses aligning to skills shortage areas have been added for international students in the areas of early childhood and care, individual support, community services, hospitality and cookery.
- The college is providing on the ground support for new international students through a dedicated Coordinator Business Partnerships and International role.
- The sector wide marketing plan is developed
- The development of a specific Language Services Policy for the college is in progress and includes a new intranet platform that can be accessed remotely and will showcase multiculturalism with dedicated pages. The intranet project is due for a soft release in early 2023 with content development taking place in 2022.

## International students

A group of 14 international education agents and their hosts from TAFE International Western Australia toured Albany campus, the city, and its surrounding tourist attractions and accommodation options while they visited the State's regional campuses.

They received a very warm welcome of a morning tea in the National Anzac Centre grounds from South Regional TAFE staff, the Mayor of The City of Albany, and the Great Southern Development Commission, to start their two day stay.



# Priority industry training

## Lower fees, local skills courses

The WA State Government funded lower fees, local skills program continued to grow and expand delivery options.

Through the lower fees, local skills program, over 5000 students accessed 82 qualifications and enjoyed half-price fees capped courses. The lower fees, local skills incentive aims to stimulate training in job growth areas and support industry sectors that are important to the diversification of the WA economy.

With courses ranging from cyber security, horticulture, agriculture, painting and decorating, residential drafting, civil construction and process plant technology, delivery focused on priority industry areas to help build WA's skilled workforce, support our employers and businesses and create regional employment and career opportunities.

In November 2022, the Fee-Free Course list was also released by the Department of Training and Workforce Development to operationalise the list of qualifications and Job Ready skill sets with further courses being free for students to undertake from 1 January 2023.

## Skills in high demand

The South West, Great Southern and Wheatbelt regions continued to experience high demand across a range of industry areas. Throughout the year staff worked collaboratively with our industry partners and stakeholders to grow the number of customised short courses and skill sets available to address our region's specific training needs in areas such as:

- Backpack and Boomspray Skill set required to obtain the mandatory Health Department licence expanded across WA;

- a range of targeted skillsets were delivered to address the Hospitality and Cookery skill shortage in Margaret River;
- delivery of the White Card in Term 4 for school leavers in Bunbury and the Infection Control skill set (Pardelup Prison Farm); and
- development of a range of skill sets to support the care sector in areas including palliative care, disability services, dementia awareness, oral hygiene and personal support manual handling.

## Lithium plant operations

South Regional TAFE is assisting in increasing WA lithium minerals capability by supporting lithium plant operations through the provision of Laboratory Skills traineeships pathways and upskilling staff in the Certificate IV in Training and Assessment.

## Truck driver skill shortage

Support to grow the pool of truck drivers has continued to be a priority delivery area for the college, with the Heavy Vehicle Driver Operations skillset again being delivered at Collie Campus.

34 students completing the course throughout the year in truck driving.

Course delivery was expanded to include delivery at the Pardelup Prison Farm (pre-release facility) to support this industry, with two students already securing employment in this industry upon release.

In addition, the college also introduced the delivery of a new pre-apprenticeship Certificate II in Automotive Servicing technology (Heavy Vehicle Servicing) to provide students with the skills required to undertake an apprenticeship in heavy vehicle or plant mechanics.

### **Aquaculture**

Throughout the year college staff supported trainees in the Aquaculture industry through the delivery of the Certificate II in Aquaculture, to meet the growing demand for skilled employees to support Albany's Harvest Road oyster farming project.

Staff also worked with Harvest Road to deliver a range of short courses to upskill their employees and will continue to work with them in 2023 to support their workforce needs.

### **Agriculture**

Interest in courses in agriculture grew throughout 2022. To meet this growth, Bunbury staff worked collaboratively with Western Dairy to establish a third party agreement to deliver traineeships in the Certificate III in Agriculture (Dairy Production) and the Certificate IV in Agriculture.

A new pathway into Certificate III in Agriculture (Dairy Production) was also established for school students through the VET delivered to secondary schools (VETdSS) course offered at the Manjimup campus. Students are able to enter into the certificate II qualification in Year 10 or 11 and once completed can continue into the Certificate III in Agriculture to be completed by end of Year 12.

College staff also delivered a range of training products to support the growing agriculture workforce including the broadacre harvest skill set in Muresk and Esperance and agriculture specific short courses and traineeships.

### **Automotive and Engineering Trades**

To support the demand for automotive and engineering trades a number of dual trade and trade upgrade programs were delivered over 2022.

Highlights include:

- Westrac - 42 current employees completed a dual trade/ trade upgrade program in either the Certificate III in Auto Electrical Technology or the Certificate III in Mobile Plant Technology aimed to address the skilling needs in their workforce; and
- BHP - 14 students completed a trade upgrade program with various automotive trade backgrounds in addition to the Certificate III in Heavy Commercial Vehicle Technology qualification at the Bunbury Campus. Most candidates were residents of Newman and BHP accommodated them in Bunbury for the duration of the practical delivery, which greatly enhanced the local Bunbury community.

### **Mining and resources**

Delivery of the White Card continued to be high in demand in 2022. An additional three courses were run over Term 4 2022 at the Bunbury campus targeted at Year 12 school leavers to assist in entry to mining and construction Industries.



## Arboriculture

To meet industry's need for skilled arborists who are able to manage individual trees in and around places where people live, work and recreate, the Certificate III in Arboriculture was established and delivered for the first time in Term 4, 2022 at Albany Campus with further expansion expected in 2023. With eight students already starting their apprenticeship in this qualification, delivery is already scheduled to increase in 2023.

## Care Sector

In 2022, saw the delivery of HLT33115 Certificate III in Health Services Assistance (Assisting in Nursing Work in Acute Care) for the first time in Semester 2. Preparation to offer the Certificate II in Introduction to Disability Care (Disability Care Pre-traineeship) for VETdSS students for 2023 was also undertaken.

Work was completed to support the offering of the Cert III Allied Health Assistance in 2023 from Bunbury in the response to industry demands.

SR TAFE supported Western Diagnostic Pathology to upskill their current workforce in the area of pathology and lab testing.



# Aboriginal and Torres Strait Islander students

A priority for our college is to increase Aboriginal and Torres Strait Islander student enrolment, progression and support to graduate successfully.

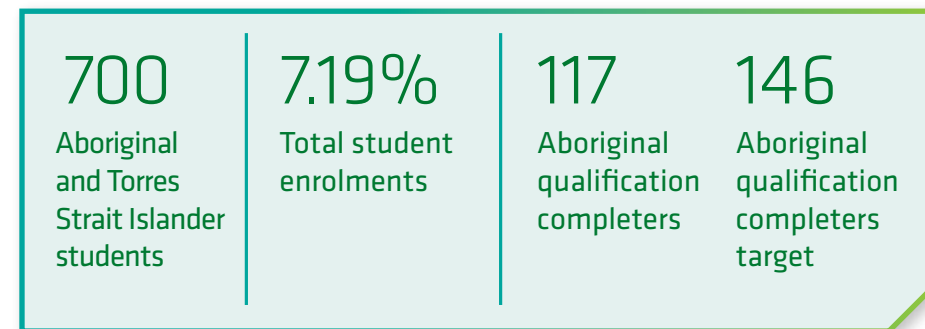
Dedicated Aboriginal Programs staff assist students by providing:

- course information and selection;
- study assistance;
- tutoring support;
- mentoring;
- Abstudy application assistance; and
- fees and payment assistance.

Staff provide confidential services working alongside our students and stakeholders in a professional and culturally sensitive manner to:

- ensure all students commence their classes are well equipped with knowledge and resources to make a positive start;
- speak to lecturers to request additional leave when necessary for family and cultural commitments;
- offer mentoring support, either as a group or on individual basis;
- provide tutorial assistance on request, with hand-picked qualified tutors; and
- work with, and alongside, community groups and businesses to ensure quality outcomes for Aboriginal people.

In 2022, 700 students identifying as Aboriginal and Torres Strait Islander enrolled in training courses across the college. The college also has an Aboriginal qualification completion target which was set at 117 for 2022.



## Aboriginal school based training program

To increase pathways for Aboriginal and Torres Strait Islander students into VET, the 2022 Aboriginal School Based Training Program provided students with access to a wide range of qualifications including:

- Certificate I in Gaining Access to Training and Employment (GATE) in Albany. Aimed at Year 10 students, this course assisted the students to gain their Keys For Life skills set which allowed them to sit the Learner's Driver test for free, gain their First Aid Certificate, build upon their already existing skills, access career guidance/support, culturally inclusive and safe activities and participate in excursions around Albany, including visiting business and Aboriginal Corporations.
- Certificate I in Tourism (Australian Indigenous Culture) in Albany. Developed for both Year 10 and 11 students, the course had a strong learning foundation built around Aboriginal Indigenous Culture.

The students undertook multiple cultural and tourism based excursions throughout the Albany region and are taught how to interpret different aspects of art into their own styles. In November, the students hosted their own Culture Connection event allowing them to exhibit their art work, work on a community canvas, display different types of bush food and medicine, showcase the Aboriginal tools they made and cook a sausage sizzle for those who attended.

- Certificate I in Tourism (Australian Indigenous Culture) in Katanning. Developed by the Department of Training and Workforce Development in partnership with the Department of Education, with Delivery starting in Term 4, 2022, five students have enrolled with the aim to re-engage them with education and training, bringing them back onto country.

### Aboriginal youth careers expos

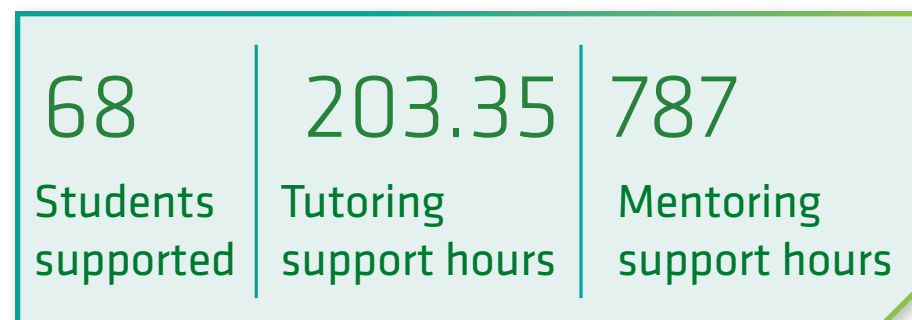
To increase local student and community members undertaking education and training pathways, Aboriginal Programs and JSC staff worked collaboratively to run multiple expos throughout the year, including:

- Hospitality Road Show in Albany;
- Katanning Senior High School Career Expo;
- Participation in the Albany and Bunbury Department of Employment and Workplace Relations Jobs Fair; and
- Engagement with North Albany Senior High School – Clontarf and Deadly Sister Girls program.

### Mentoring and support program

To assist students to complete their qualifications, the Aboriginal Programs staff provided mentoring and tutoring support to 68 students throughout the year. With over 200 hours of tutoring support and 787 mentoring

support provided, Aboriginal Programs staff assisted students across many different qualifications from certificate 1 to certificate IV level courses.



### Deadly jobs and careers expo

The second Great Southern Deadly Jobs and Careers forum was held in 2022 in Albany. The aim of the forum was to support Aboriginal jobseekers and students from the region with businesses, service providers and training organisations.

Attendees included:

- approximately 150 people attended the event;
- seven schools from within the region attended the event with over 70 students ranging in Years 9 – 12;
- 20 employers and service agencies participated and ran information stalls and were able to highlight their businesses and current/upcoming vacancies including apprenticeships and traineeships; and

Interested people received valuable insight and learned experiences from notable and recognised Aboriginal Leaders from diverse backgrounds and create direct links to businesses and networking opportunities.



### **Delivery of the Certificate II in Community Services in Narrogin**

Upon servicing the needs for the Narrogin community and working with the local Aboriginal Corporation - Kaata-Koorliny Employment and Enterprise Aboriginal Corporation (KEEDAC), the first Certificate II in Community Services commenced in 2022 with 14 enrolments and 10 students still attending each session to complete their studies.

For some students this was their first time at TAFE and feedback from the students were very encouraging as they felt staff have been very supportive and they were happy with the additional mentoring support provided.

### **Delivery of the Certificate II in Hospitality in Pingelly**

Established for the very first time in Pingelly, a remote town within our region, the Certificate II in Hospitality in collaboration with industry and community stakeholders to meet training needs. Eight students were enrolled in the course, with five students successfully completing the course.

### **Delivery of the Certificate II in Conservation and Ecosystem Management in Harvey**

The course is a follow on from the Certificate II in Leadership that was delivered to Harvey Aboriginal Corporation in 2021. Forming part of the

Aboriginal Leadership Hiking Program, which is a 12-month Leadership Development Program developed in partnership with the Shire of Harvey, the program aims to provide opportunities for Aboriginal participants to study at TAFE while developing an eco-cultural tour product.

With the support of local partners, the Leadership Development Program is providing the training to help the Harvey Aboriginal Corporation build and develop their own enterprise, to create employment opportunities for its members. Ten students are undertaking the course, which began in Term 3, 2022 and is due for completion at the end of Semester 1, 2023.

On completion, participants will be able to undertake guided hiking tours where both ecological and cultural aspects of the landscape and region are combined to create a site for tourists.

### **Training Product Development For Aboriginal Cultural Heritage Program**

The Aboriginal Cultural Heritage Act 2021 (the Act) became law in December 2021. The Act establishes Local Aboriginal Cultural Heritage Services (LACHS) providing Aboriginal people with a statutory role in decisions that may impact their heritage. LACHS play a key role under the new framework and the Act places a significant onus on LACHS to carry out prescribed functions.

A need was identified to support individuals to build capacity in LACHS to support the Aboriginal Cultural Heritage Training Program (Program). The Program will aim to build capability and capacity for the LACHS. The Department of Planning, Lands and Heritage (DPLH) will be working with SR TAFE to take the lead in the development of training products and programs to meet the Program's needs.

# Disability students

## Disability Access and Inclusion Plan (DAIP) 2021 - 2026 outcomes

South Regional TAFE's Disability Access and Inclusion Plan ensures access and inclusion for people with disability, medical and mental health conditions across the college's services, events, training, facilities, and employment opportunities. A Disability Access and Inclusion Operational Plan 2022 - 2023 was developed to guide the college's implementation of the DAIP and the initiatives the college undertakes to support the strategies specified.

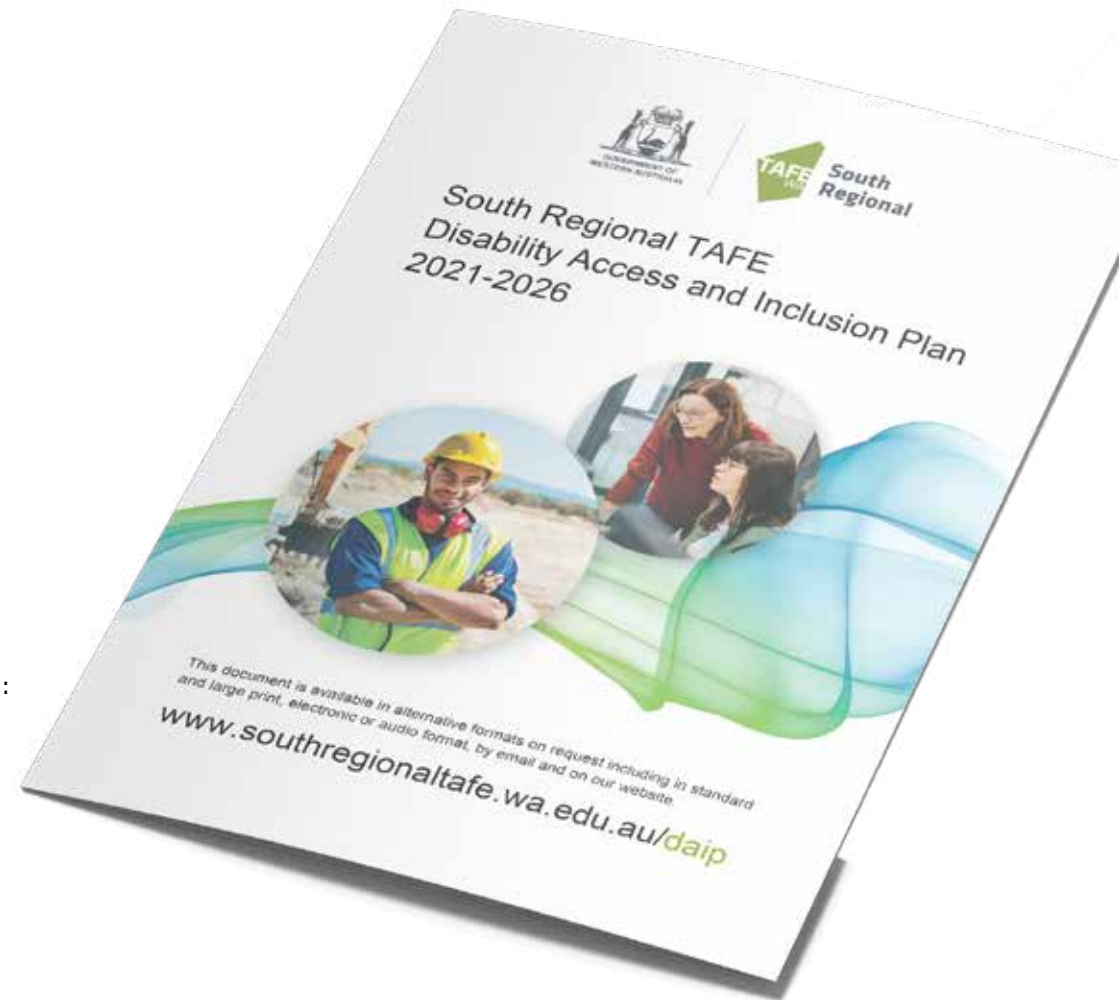
### Support for students

Individualised learning support, resources in alternative formats, assistive technology and ergonomic furniture and equipment were provided to students with disability to ensure their access and inclusion in training courses.

### Campus access

Campus access improvements took place throughout the year and included:

- providing an easy access parking bay at Harvey campus at the rear of building;
- fitting an automatic door opener to the student room at Busselton campus;
- reviewing campus maps to ensure they indicate easy access parking, accessible and unisex toilet facilities and accessible pathways indicating ramps and stairs.



### **Inclusive practices and universal design for learning**

Inclusive practices and universal design have been promoted throughout 2022 to college staff to increase access and participation not only for students with disability but for all our students.

An online module (Universal Design for Learning), was embedded in Blackboard and integrated in the lecturer PD program to further upskill staff on inclusive practices and universal designs.

Inclusive learning tools such as Microsoft Dictate, Read Aloud, Immersive Reader and Translate were promoted to staff and students to use as needed. Lecturers were encouraged to use texts for their training that are available as both printed and digital resources.

### **Supporting students with mental health issues**

The college continued to assist staff to better support the increasing numbers of students identifying with mental health issues.

Youth Mental Health First Aid training and Accidental Counsellor training was provided for staff and counsellors were made available for students three days per week based at the Bunbury and Albany campuses for in-person, online, phone or email assistance.

23

Staff undertook Youth Mental Health First Aid training

66

Staff undertook Accidental Counsellor training

# Youth engagement

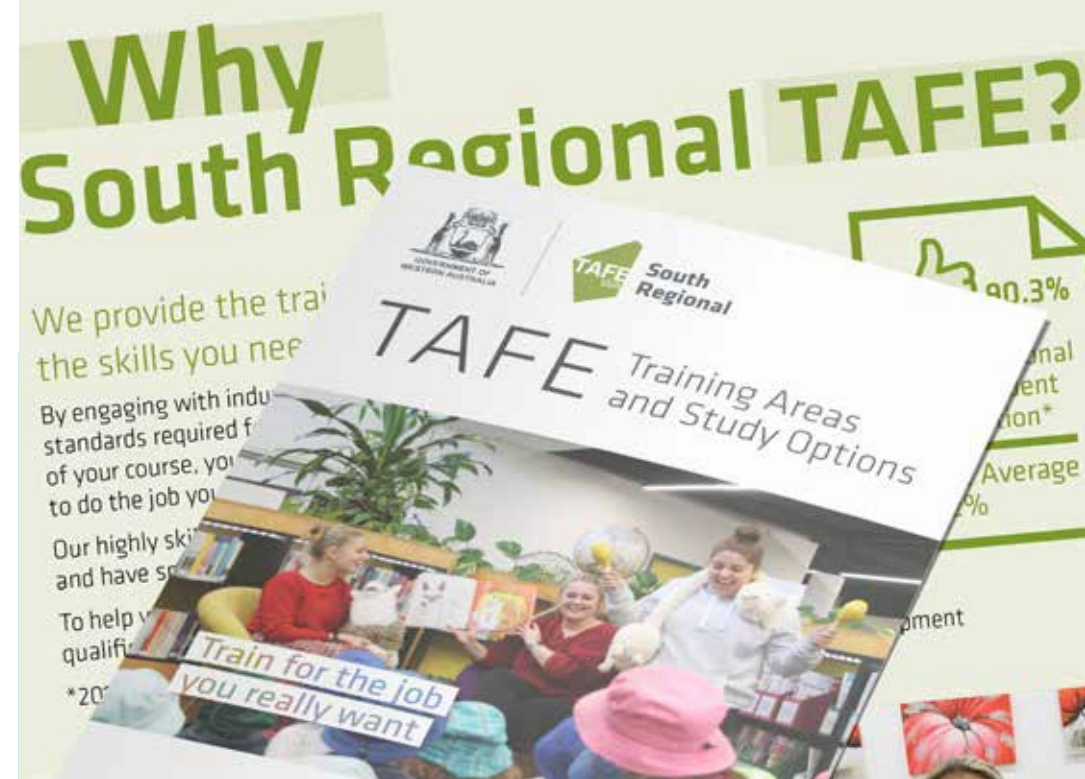
College staff worked collaboratively with local schools and employers to identify and promote educational pathways for school students throughout the year.

Educational sessions were held with local high schools, employers and government agencies to inform Year 10, 11 and 12 students about the wide range of VET qualifications on offer and employment opportunities that may result through the successful completion. Sessions held include:

- VET induction for Year 11 Newton More Senior High School students;
- TAFE, employer expectations and career pathways information sessions for Year 10, 11 and 12 students at Bunbury Senior High School, Cape Naturaliste College, Georgiana Molloy Anglican School, Harvey Senior High School, Australind Senior High School and Dalyellup College; and
- information provided to Year 10 students at the Busselton Senior High School year assembly.

Staff also facilitated and participated in many information sharing and promotional opportunities throughout 2022, including:

- establishment of TAFE tours and information sessions for Year 10 students from Grace Christian, Dalyellup College, Cape Naturaliste College, St Mary MacKillop College, Busselton Senior High School, Donnybrook District High School;
- Youth Outreach Employment Workshop for the Capel Shire;
- Cape to Cape Youth Network meetings;



## Margaret River Senior High School RISE career expo

Held in November 2022, the Margaret River Senior High School RISE Career Expo showcased a wide range of local businesses and niche employment opportunities and created more awareness for students about local career opportunities. Over 400 students were in attendance and included interactive business stalls with lecturer representation from various delivery areas and a 'Q&A Panel' session.

A brainstorming activity with students passing by was also undertaken to discuss types of job roles they can study for at TAFE and what type of intelligence would match the job requirements to show them there is something for everyone and we don't all need to be strong at words and numbers to be considered 'smart enough' to do a job, as it takes all different types.



- career conversations meetings for the Wheatbelt and South West sessions;
- online information careers session for the Smith Family and the School of Isolated and Distance Education (SIDE);
- facilitation of industry visits for carpentry students;
- delivery of resume / interview and application information sessions for Certificate II in General Education for Adults; Certificate I in Gaining Access to Training and Employment and educational assistant TAFE students;
- participation at the Collie Industry Advisory meeting; and
- facilitation of the Margaret River hospitality students industry tour.

### **Alternative education program for critically at risk**

- Certificate I in Leadership for disengaged youth in Narrogin
- SRTAFE Bunbury saw a significant increase in enrolment and engagement of students in the Gaining Access to Training and Employment (GATE). Predominantly, a younger age cohort, SRTAFE worked closely with school in referral and screening process. Students in the course were exposed to a diverse range of further training and employment opportunity while supporting student to develop their foundational skills and competencies in a supportive learning environment.



# Servicing regional and remote areas

## **Regional Early Education and Development Inc Narrogin**

College staff continued to work closely with the Regional Early Education and Development Inc (REED) throughout 2022. REED was established in response to challenges identified by early childhood education and care services in regional communities across the Wheatbelt. Throughout the year REED expanded their coverage through the establishment of four new centres, increasing their locations to 22 throughout the Wheatbelt.

As their provider of choice, we again provided the training support for all of their trainees throughout the year.

25 students completing their Early Childhood Education and Care First Aid training

## **Adult Migrant Education Program (AMEP)**

The Adult Migrant Education Program (AMEP) was again delivered at Bunbury, Albany, Busselton, Margaret River and Katanning campuses. 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.

The Busselton campus is also planning to deliver the Settlement Language Pathways to Employment and Training program in 2023 for students nearing the completion of the Certificate III in Spoken and Written English, a short course specifically designed for AMEP students to prepare them for work and further education and training opportunities.

## **Bookkeeping**

Collaboration between staff at the Esperance Campus, Ravensthorpe Community Resource Centre and young local farmers has helped bring students together while completing the newly developed Bookkeeping skill set. The new course was established to provide training whilst helping students to build a sense of community and mateship among young people. The Farm Bookkeeping skill set saw 11 students commit to a week of workshops and online evening workshops.

# Wool classing brings students to Narrogin to expand industry skills across WA

More than 30 Certificate IV in Wool Classing students came to Narrogin from as far as Northampton and Esperance for three weeks of block delivery and networking in June 2022.

Training altogether in the course allows the students to be immersed in the course work and make regional contacts with their peers in the class.



# Jobs and Skills Centres

## 2022 services provided

423

Services provided to jobseekers

244

Individual client contacts

968

Organisational contacts

1,378

Services provided to employers, organisations and industry

### Inter-agency meetings

Staff once again hosted and/or participated in a number of inter-agency networking meetings throughout the regions to highlight local training and employment issues and share initiatives that are available to the local community. Participants included representatives from local community groups, government agencies and schools. The aim of the meetings were to facilitate information sharing and client referrals between stakeholders, foster collaborative working relationships and referrals and the promotion of JSC services.

Meetings hosted and attended included:

- Katanning stakeholder networking meeting;
- Albany Advisory Committee, bi-monthly networking meeting;
- Albany Chamber of Commerce and Industry – Working Together;
- VET Coordinator meetings;
- Cape to Cape youth meetings;
- Collie interagency meetings; and
- Regional Development Australia Board meetings.

### Pop-up shops

The JSC staff launched the new 'pop-up shop' initiative in 2022. Held in five different locations across the year in Mount Barker, Albany, Denmark and Katanning, the aim of the initiative was to engage with a wider regional audience and meet with community members promote the services on offer and the courses that are available at local campuses.

### Partnership with Water Corporation

The JSC staff continue to have an ongoing partnership with the Water Corporation's Aboriginal Employment and Engagement Officer to assist with recruitment of suitable aboriginal candidates. The JSC staff continue to liaise with jobseekers by offering intensive support to assist them in their application and recruitment process.

Community expos, working groups and event participation

Staff attended a number of community expos to promote JSC services and engage with stakeholders in 2022 including:

- Workforce Australia Jobs fairs;
- Bunbury Geographe Chamber of Commerce and Industry Jobs Fairs;
- Follow the Dream Cultural and Career Expo;
- Busselton Senior High School and JSC Aboriginal Youth Career Expo;
- Reconciliation Week Celebrations;
- NAIDOC Week Celebrations;
- Multicultural Day Celebrations;
- Virtual reality session/alternate learning session;
- Investing in Our Youth – Driving program; and
- Shire of Harvey Youth taskforce.

### **Department of Education, Skills and Employment's Tourism and Hospitality Industry**

The JSC staff have been working collaboratively with the Department of Education, Skills and Employment's Tourism and Hospitality Industry to further inform the training and career support to be provided through participation at the following meeting:

- local jobs and employment taskforce;
- South West employment skills and participation; and
- Narrogin local jobs and training stakeholder meeting.

### **Deadly Jobs and Careers Forum**

This event was held for the second year in support of Aboriginal job seekers and employers.

The event is a one-of-a-kind for the Great Southern and was the result of the collaborative efforts between the JSC, 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.

### **Southwest student careers expo –basketball carnival 2022**

The JSC in partnership with the Busselton Senior High School hosted a NAIDOC Careers Expo on 23 August 2022 to encourage and assist Aboriginal students to value the importance of school and to assist them with setting career goals and pathways.

The aim of the expo was to educate and expose students to the opportunities which are available in the employment Industry and further education, as well as providing an opportunity for employers to assist Aboriginal students and school leavers to transition into the workplace or further education.

The expos was a great success and allowed Aboriginal students opportunity to speak with employers and gain employable skills, while promoting employers to the local community and the importance of education and employment to Aboriginal students. Furthermore, staff were also able to gather information and develop strategies to better engage and further the careers of Aboriginal Students.

# 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

The college's Multicultural Plan 2021-24 outlines initiatives to address the framework's priority areas, including:

- harmonious and inclusive communities;
- culturally responsive policies, programs and services; and
- economic, social cultural, civic, and political participation.

The 2022 - 2024 Strategic Plan has an increased focus on the college as a welcoming and supportive environment that celebrates diversity and inclusion. This is highlighted in the college values and strategic themes of 'Student Centred' and 'Value our People'.

South Regional TAFE's Multicultural Plan is one of our key mechanisms for achieving these goals.



Annalyn Toletino Manjimup Campus,  
Diploma of Early Childhood Education and Care

## Online training modules completed

80

Diverse WA

139

Sharing culture online

332

Aboriginal and Torres Strait Islander cultural awareness

### 2022 highlights

- The Cultural Diversity Student of the Year category was added to the annual student awards. The Cultural Diversity category was expanded in the annual student awards to a college-wide approach. This has increased the college's potential to celebrate the achievements of people from diverse backgrounds and enhanced the prestige of the category. The awards took place in March 2022, with the winner of the 2022 South Regional TAFE award also being a finalist in the WA Training Awards 2022.
- Multicultural events including Harmony Week, Diwali and Chinese New Year were acknowledged and celebrated college-wide.

- The incorporation of cultural and linguistic diversity accessibility requirements within college policies and other controlled documents were reviewed in 2022, with the intent to further embed cultural and linguistic diversity across our existing processes.
- The college complaints and feedback process, student satisfaction and student outcomes surveys were reviewed and it was found that no systemic cultural and linguistic diversity issues were identified
- Dialogue opened with local migrant communities through the migrant resource centres to understand training needs and requirements and to inform improvements to our Adult Migrant Education Programs. Further engagement is also planned to take place with Career Counsellor, JSC - Multicultural Services Centre and local community leaders in 2023.
- The JSC actively promoted substantive equality in its practices and service delivery, ensuring that services are sufficiently tailored to meet the needs of the local diverse community. Translation services were offered, if required, to comply with the current State Government Language Service.
- Hundreds of Bunbury Campus staff and students enjoyed a fabulous variety of international culinary delights served up by Hospitality and Cookery Students at their annual Multicultural Day in November.

# Strategic projects and skills for the future

## Automation

The Certificate II in Autonomous Workplace Operations commenced delivery in 2022 at Albany and Collie and included both a general cohort and VETdSS pathway. Initially supported by Rio Tinto and the WA Government, students learnt about automated processes across a range of industries. Students were able to gain an understanding of how to safely work within an autonomous workplace through interaction with simulated plant operations and robotics. With more and more jobs in the resources sector being partially or fully automated this qualification is helping to skill students for the future.



## Supporting worker transitions

Collie TAFE transition team established

Collie JSC established

Native Forrest Transition unit established

### Collie TAFE transition

In response to the Premier's announcement that WA's State-owned coal power stations will be retired by 2030, and as part of South Regional TAFE's role in the 'Maximising opportunities for affected workers' pillar of Collie's Just Transition Plan 2021-2025, the college provided a coordinated service between employers, TAFEs and private registered training organisations.

The College's transition team will support the transition process over the next four years, to identify the skill requirements for the new industries based in Collie.

SR TAFE has been working with employers and training organisations to provide leadership and practical assistance to enable employees to make individual, tailored transition plans and provide operational support to coordinate and facilitate skills assessment and training outcomes with all stakeholders.

### Collie JSC

A dedicated JSC 'one-stop shop' that supports individuals and businesses to build a skilled workforce was established in Collie in July 2022.

Currently located at the South Regional TAFE Collie campus, the centre will relocate to the middle of the town in early 2023.

The role of the Collie JSC is to provide access to quality career, training and employment services to a diverse range of clients, including school leavers, job seekers, mature-aged career changers, migrants, employers and industry to the whole Collie community.

### Collie campus

To support the community transitioning from their reliance on the coal industry, the campus is expanding the qualifications and products on offer. The TTC identified key training areas requested by industry and affected workers, which included the Certificate IV in Training and Assessment (TAE) upskilling, WHS, leadership and management, along with basic and intermediate digital literacy non accredited industry based training

### Establishment of the Native Forest Transition unit

SR TAFE has been supporting workers, businesses and communities in their transition away from native forest logging. SR TAFE commenced support for workers to transition to new employment or study pathways. Transitioning workers have completed 31 courses with 26 of them being delivered by South Regional TAFE campuses.



SR TAFE has added four new training products to the Manjimup campus for delivery to support transitioning workers.

These include;

- Use hand and power tools;
- Operate small plant & equipment;
- Conduct hydraulic excavator operations; and
- Conduct front-end loader operations.

Three new training products have been developed for delivery at the Manjimup campus to respond to transitioning worker's needs. These are Gas Testing, White Card and Traffic Management for delivery commencing 2023.

Industry support and local connections have contributed to providing agile and flexible training and skilling solutions for workers. The training transition support has been tailored with the one-on-one discussions with workers with the solutions focused on what is best for the worker. The worker's employment experience has contributed to faster acquisitions of accreditations.

To date 31 have engaged with training with 25 having completed tailored training courses.



Minister for Training Sue Ellery met with affected forestry workers Frank Mastaglia and Reece Bunt, with Acting Training Director Lee-Anne Smith at Manjimup Campus to learn about their training progress.

# VET delivered to secondary schools (VETdSS)



Increasing youth access to workforce and training pathways was a priority area for the college.

Building upon the work undertaken in 2021, increased course offerings were made available throughout 2022 to support students to access a training pathway into their career of choice.

To guide and support the delivery of courses for secondary students, a college wide VETdSS Growth Strategy was developed to provide additional pathways for students to access greater opportunities and to be better prepared for the workforce while still at school.

## **Career experience journey with Rio Tinto**

Seven Albany VETdSS students studying the Certificate II in Autonomous Workplace Operations recently participated in an overnight stay at Rio Tinto's Brockman operations. Funded by Rio Tinto, the students took part in a number of site tours to different parts of the plant and were invited to attend both a management and a pre-start meeting to see how operations are coordinated.

Feedback from the students was overwhelming positive, with students saying that they enjoyed the whole experience and it assisted in their learning.

### **New VETdSS Disability Care success**

A new course introduced in the priority pathway development area of disability support has been hailed a success, with the first group of students undertaking the course in Bunbury receiving glowing praise at their work placement.

Four Certificate II in Introduction to Disability Care (Disability Care Pre-traineeship) students completed their placement with the community based charitable organisation HorsePower Busselton-Capel, who provide those living with a disability the opportunity to be involved in riding, education and the care of horses.

Horsepower Busselton-Capel's President Jan Van De Ven told South Regional TAFE lecturers the organisation was ecstatic with the group's commitment, especially their ability to connect with participants and the great deal of respect and kindness they all displayed.



# Career Taster Program Year 9 (CTP)



Delivery of the VETdSS Taster and the Year 9 CTP designed to foster students' engagement in the VET sector was a priority initiative in 2022.

College staff have been engaging with schools, industry and career practitioners to identify and run;

- 63 jobs and skills career taster events;
- 37 TAFE taster days; industry engagement events in the South West;
- 26 TAFE taster days; industry engagement events in the Great Southern; and
- development of resources to support the delivery of the dedicated career development unit of competency. Provided program materials to support career taster events.

## Viticulture

The South West JSC had a great day hosting the first Year 9 CTP experience for viticulture at McHenry Hohnen in June.

Margaret River high school students were kept busy all day on the vineyard, only stopping to hear from the experts before giving it a go to help trim, prune and tie up vines as well as topping up the barrels.

## Hospitality

The JSC South West helped give two groups each a memorable industry day with plenty of practical experiences in June.

They took students from St Mary MacKillop College behind the scenes at Shelter Brewing Co in Busselton for a CTP event and also supported the Margaret River Campus hospitality students with a tour across several hospitality, dining and winery venues.

## Health and care industry

Students from Cape Naturaliste College attended Busselton TAFE campus for a health / care industry taster day in December.

Students worked with community care, disability, aged care and nursing lecturers to see what courses at TAFE are like and how this related to the work place.

They learnt how to put personal protective equipment on, how to maneuver clients and patients, how our first impressions can affect communication, the difference between a virus and bacteria and how to communicate appropriately with people with impaired hearing and sight.

## STEM

With the help of our CTP team, Mindflight7 engaged with nine schools in the South West with further sessions delivered in the Great Southern throughout September and October.

Over 300 students engaged with the technology to experience career options in STEM.

Students were dissecting frogs, shadowing construction workers, driving forklifts and completing heart surgery amongst other great careers ideas.

Teachers and students alike enjoyed the experience and feedback was very positive.



# Health and community care sector

1,033 Students completed a health and community care qualification

27 Community care qualifications on offer

340,713 Student contact hours (SCH) delivered



Representing one of the largest delivery areas for the college and a skill shortage area for employers across our regions.

South Regional TAFE delivered 340,713 SCH in health and community services qualifications in 2022. Focus areas included:

- nursing;
- allied health services assistant acute care;
- early childhood education and care;
- aged care and disability; and
- mental health, family and domestic violence.

Throughout the year the college invested in the development of new qualifications designed to meet the community and employment needs and included:

- delivery of the Certificate II in Disability (pre-Traineeship) to VETdSS students at the Bunbury and Busselton campuses;
- the Bunbury campus delivered its first intake of Certificate III of Health Services Assistance students (Assisting in Nursing Work in Acute Care) in Semester 2, 2022, with plans for the Certificate III in Allied Health to also be available for delivery in Semester 1, 2023; and
- the introduction of the Certificate II in Community Services in Semester 2 at the Narrogin campus. Employers were invited from the community services sector for a 'meet and greet' with the students and work placements were secured to enable students to get first hand experience in the industry;

## Care sector training options promoted to community at Albany festival

Albany campus staff promoted care sector training options at the Great Southern Ability Festival at Albany Entertainment Centre during National Carers Week in October 2022.

The day-long event was held with 41 service and training providers and was organised by the Great Southern Ready to Go Home Working Group, in partnership with the Great Southern Disability Network, Carers WA and WA Primary Health Alliance.

The Training Manager Community, Health and Education Donna Blight said it was an action packed day with stalls, demonstrations, activities and a fantastic opportunity to promote training options with a particular focus on the care sector.



**Miriam Burnie** | A/ Training Operations Coordinator Health and Education

**Pam Cook** | Aged Care Lecturer

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# Feedback and complaints

## Customer service charter

The 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 and what to do should 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

South Regional 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 WA guidelines for effective handling of complaints. The system provides clients with an avenue to deliver feedback about our services, decisions, policies and facilities. The college 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, subsequent actions taken to address the issues raised.

## Responding to feedback

Feedback is received and registered in the college's 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 2022 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 us with both student and employer feedback to inform college business improvements.

**95.14%** students surveyed said they were overall satisfied with our training

## Student questionnaire

Our 2022 student overall satisfaction rate has again remained high with our college receiving a 95.14% student satisfaction rate from 506 responses. Some of the key highlights identified by students included:

- trainers had an excellent knowledge of the subject content;
- training organisation staff respected my background and needs
- the way I was assessed was a fair test of my skills and knowledge; and
- the training focused on relevant skills.

## Employer questionnaire

All employer questionnaire respondents identified as having apprentices or trainees attending the college. Throughout the year, we received responses from employers in agriculture, automotive, beauty, business, building and construction, electrical, engineering/mining, environmental/conservation, health and hospitality.

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



# Investment in staff, facilities and organisational processes

## Staff development

To support our new and existing staff, in 2022 the college implemented a new PD Leadership Model designed to provide our college leaders with the skills to mentor their staff through a dedicated South West Leaders Mentoring Project. In addition to this, the college offered PD opportunities for staff through access to the following programs:

- Elev8 program – the WA Government leadership development program aimed to stretch the minds and actions of level 8 high performers;
- Propel – new development program to shape managers into leaders;
- Integrity roadshows and strategies; and
- training on the newly developed college Risk and Governance Frameworks.

## Industry placements for TAFE lecturers

To support the State Government's 2021 election commitment to assist TAFE lecturers to undertake PD and maintain current industry knowledge, a dedicated staff member was funded and recruited to oversee college lecturers return to industry.

In 2022 staff had placements in automotive, pathology, aviation, agriculture, tourism, fitting and machining industries.

A coordinated approach has been initiated to engage with employers to facilitate the return to industry placements and internal promotion of the program and opportunities available. The requirement for lecturing staff to undertake PD opportunities was included in staff member's annual review process, which will assist in improving the industry expertise and currency of our lecturing staff, particularly in areas that are experiencing rapid or complex changes.

## Governance strategies

To meet our strategic theme of creating an organisation that fosters 'Sustainable Performance – support a strong economy for Western Australians through transparent and sustainable management' significant investment was made into the college's governance processes to optimise operational performance and practices through the development of the following:

- Risk Management Framework and Strategic Risk Management Plan;
- Integrity Strategy;
- Corporate Governance Framework;
- Audit Progress reports;
- Sections 40's;
- Digital Now Roadmap; and
- Reporting Capability refresh.

## Health, safety and wellness

In order to meet the new WHS Act 2020 requirements, the college has developed a new Health, Safety and Wellness Plan 2022 – 2024 to guide our transition to meet the updated legislation to create a positive safety culture by improving our processes, demonstrating leadership, promoting safety and committing to the wellness of our workers.

The plan specifies detailed actions and outcomes designed to embrace the challenges and opportunities that we have to enhance our health, safety and wellness culture by focusing on the following priorities:

- Implementation of our regulatory framework – to ensure a seamless transition to the new legislation;

- active and visible leadership – to support our college leadership team to lead by example, be consultative, accountable and collaborative;
- mutual accountability – to ensure that all workers, contractors and students are aware of their WHS responsibilities and that workers have defined roles and accountabilities;
- implementing our risk-based approach – to support the health, safety and overall wellbeing of our learners, employees and partners through a responsible risk-based approach in the way we work and learn;
- enhanced wellbeing - by encouraging a culture of genuine care and personal commitment by providing our people with the opportunity to enhance their physical and mental wellbeing while at work; and
- ensuring that we have health and safety by design – where risk management processes are streamlined to effectively identify, address and minimise risks in our work and learning spaces.

### Campus and facilities upgrades

As part of the State Government’s significant investment in TAFE facilities and equipment, major works have been undertaken across the college to upgrade our campuses including:

- completion of stage one of the new \$20.496 million Albany Trade Training Complex;
- establishment of the Collie JSC;
- work underway to establish the Collie Industrial Skills Training Facility;
- funding sourced to undertake the Bunbury walkway development and K Block refurbishment in 2023/2024; and
- significant investment in the purchasing of training equipment required including nursing beds, welding machines, skin analysing machines and automation equipment.



Significant issues  
impacting the agency

# Current and emerging issues and trends



## **WA Recovery Plan - reskilling our workforce**

In 2022, the college again supported a number of significant initiatives centred around skilling, training and workforce development to address the requirements specified in the State Government's WA Recovery Plan.

These included the delivery of the Lower Fees, Local Skills courses, apprenticeship and traineeship incentives, extra places for VETDSS students and new CTP for Year 9 students. This increased government investment enabled the college to upskill regional WA workers to Live-Learn-Work in regional WA.

## **Electric Vehicle**

With increasing numbers of electric vehicles being driven on regional roads that will need to be serviced and repaired, a KIA Niro full electric drive vehicle was purchased for delivery at Bunbury campus to complement the Toyota Camry Hybrid that the college already had available.

This new delivery will assist the increased demand for local mechanical and auto-electrical repairers needed to service and repair electric vehicles, now and in the future.

## **Fluctuation in training demand**

In an economic climate which has seen unemployment reduce dramatically over the past two years, the demand for institutional based training reduced again in 2022 as more people accessed employment rather than training pathways. However, while institutional based training is declining, the demand for employment based training has once again increased in 2022.

This fluctuation in training demand and the subsequent impact on operational staffing structures and delivery requirements was a key challenge for the college throughout the year. Having the ability to be agile

in our response is key to ensure that operational requirements can be met. Our ability to accurately predict and plan for fluctuations in demand is a key requirement and one that we have continued to work with our industry stakeholders and community partners throughout 2022 to enable us to be as informed as possible about training demand. This fluctuation in demand and the need to be abreast of regional training needs and priority areas is also predicted to be a key requirement for 2023.

### **Rebuilding the international student market**

To support the State Government's investment in rebuilding the international education sector and diversifying the WA economy following the opening of international borders, a new priority that has emerged in 2022 and which will continue in 2023, is our ability to position our products and services to attract international students.

Leveraging off the State Government's \$41.2 million investment into international education, investment into the establishment of courses designed to build the pipeline of future onshore international education students has been undertaken. Staff will continue to work with TAFE International WA to identify and market the courses to be made available for students to study in 2023 and in future years.

New qualifications will be developed to assist in attracting and recruiting students. To support international students to study and reside in our regions, college staff will also work with local businesses and industry partners to connect students to employers for access to work placements and/or paid employment. The JSCs will be pivotal in supporting this connection, due to their established relationships and networks within the local communities.

A dedicated working group will be established in both the South West and the Great Southern to facilitate the opportunity for home-stay arrangements and other student accommodation options. This holistic approach will assist rebuilding the international market while also assisting to meet the skill needs of our regions.

### **Collie futures curriculum fund**

The State Government has established the Collie Futures Fund, a \$20 million initiative over five years, to drive economic diversity and create jobs in the Collie region. The Collie Futures Curriculum Fund is aimed to support emerging skill needs and worker transition requirements into new industries.

New and emerging industries is a key consideration for future employment opportunities in Collie. Ongoing labour market analysis, skills gap analysis and workforce development planning will continue for Collie and surrounding regions during the transition and through the decommissioning and rehabilitation phases. This work will inform training and employment pathways required to support the workers transition to new industry areas.

Upskilling workers in renewable energy sources, including solar, wind, battery storage, micro-grid/stand-alone power systems and hydrogen is a component of this planning.



Manjimup food bowl

### Emerging training demand areas

#### Food Production (Brewing)

A predicted growth area for our college in 2023 is the delivery of the Certificate III in Food Processing (Brewing). Strong industry involvement, collaboration and co-design in establishing this training is anticipated to drive the demand for enrolments.

The college is working with both local and national employers and the State and National Brewers Association to establish training pathways to produce professional skilled workers, with an aim to increase the status of brewing as a skilled occupation.

Training pathways including traineeships in food processing with a specialist brewing stream skill sets in microbreweries to upskill existing workers will be established with delivery expected to take place at the Margaret River campus in 2023.

#### Drones

##### (Remote Piloting)

A strong and growing industry demand for drone training across a wide range of occupations including building and construction, agriculture, surveying and civil construction has focussed SR TAFE to respond.

Lecturing staff have been provided the mandatory training to deliver the content in remote piloting. The college has also partnered with industry experts Global Drone Solutions to support this training and the CASA licencing component.

A bank of drones has been purchased and staff are in the process of developing the material to deliver the qualification in early 2023.

# Economic and social trends in 2022

## Community engagement

The engagement and connection with local industries across our regions has been fundamental to our success in 2022.

Throughout the year staff have worked collaboratively with our industry, schools, employers and the local community to listen to their needs to develop training and delivery strategies that are informed, timely and meet the needs of our stakeholders. This continued collaboration with the community and our partners will again drive the development of training products and delivery in 2023.

## WA skills summit

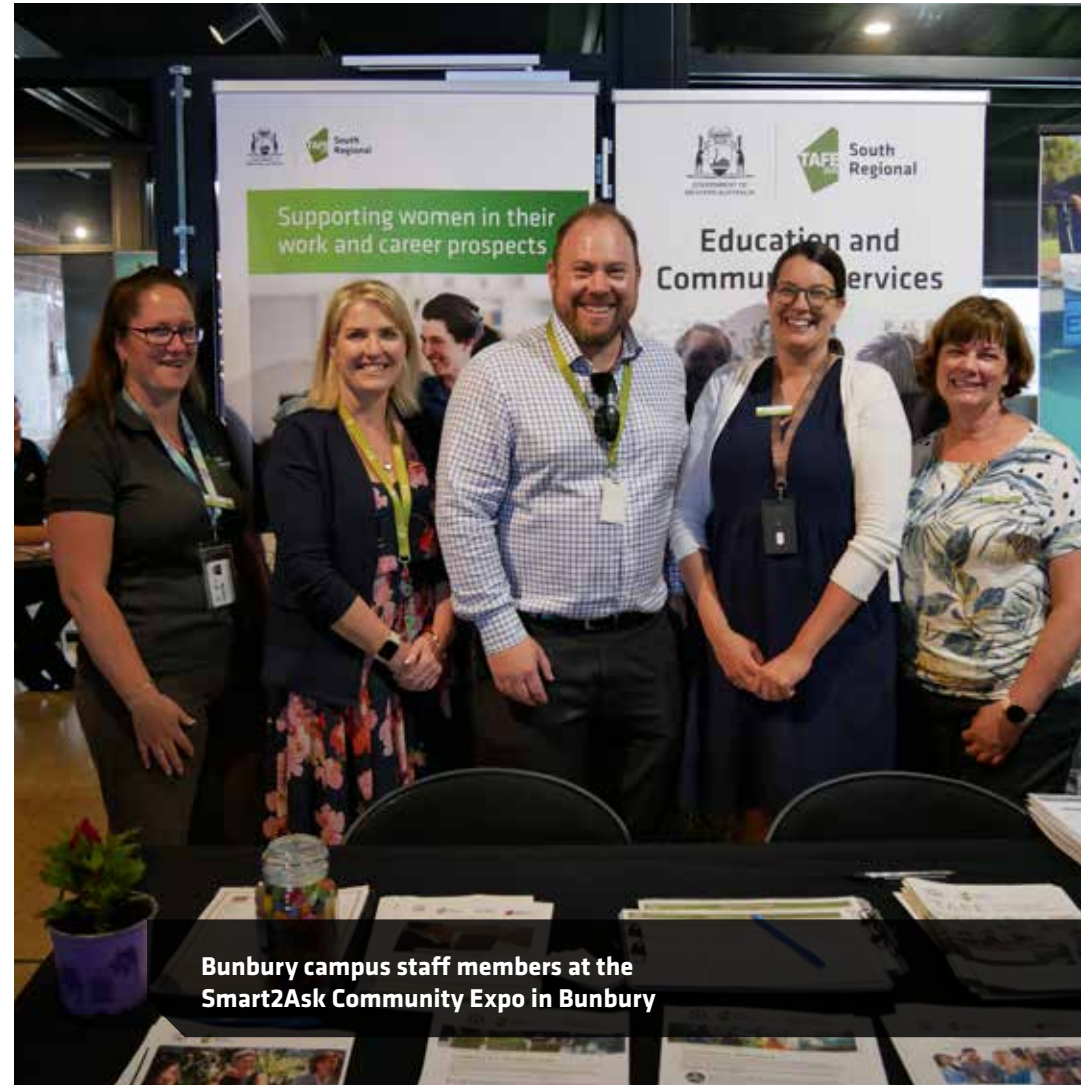
Progression of the practical actions and outcomes generated from the Regional Skills Summits that took place between August and December 2021 was a key focus for 2022.

With the majority of actions already in place for the South West and Great Southern regions, capitalising on these activities and strengthening the collaborations will take priority in 2023.

## Workforce sustainability - staff recruitment and retention

A key challenge for our college has been our ability to sustain the workforce required to meet our training obligations. The current high employment rates have provided a challenge for our college in the recruitment and retention of skilled employees across our campuses.

This ability to sustain our existing workforce, as well as recruiting new staff and upskilling our employees to meet our operational requirements is also anticipated to be a key challenge for our college in 2023.



Bunbury campus staff members at the Smart2Ask Community Expo in Bunbury

# Likely development and 2023 predictions

## Growth predications

As detailed in section 3.1 the fluctuation in training demand has been a challenge for the college in 2022. The demand for institutional based training is anticipated to decline in 2023, while the uptake of apprentices and trainees is expected to increase for the third year in a row. The college's demand for skilled workers to respond to training delivery will continue in 2023.

High demand for skilled workers is also predicted for a number of industry areas including:

- the care sector which includes health and community services, nursing, allied health and health services assistant acute care, early childhood education and care, aged care and disability and mental health and domestic violence and housing;
- agriculture;
- laboratory skills;
- automotive and engineering trades;
- aviation and drone technology;
- transport;
- civil construction and heavy vehicle drivers
- hospitality; and
- mining and resources.

## Expansion of digital capabilities

The college will continue to strengthen our digital training solutions to be more student centric, accessible and flexible in 2023. We aim to do this by increasing our system and staff capabilities.

To meet our strategic theme and create an organisation that promotes 'Sustainable Performance – support a strong economy for Western Australia through transparent and sustainable management', we will implement our college-wide Information and Communication Technology (ICT) Transformation Strategy.

2023 will also include the progression of our Digital Road Map to enhance the capability of our organisation. The aim of the Digital Road Map is to develop and deploy online content and remote learning to students no matter where they live, through the investment in new technologies for remote assessment and delivery. We will concentrate on our move into the One Drive and CE/CX implementation as well as upgrading our Quality Document Management System (QDMS), Cloud Operating Environment; MS Teams and intranet development. These initiatives aim to improve our IT security and student accessibility.



To ensure that our staff have the required knowledge and skills needed to take advantage of our advancing digital capabilities and learning strategies, we will also provide relevant PD through our coordinated PD Enhancement Project and Digital Literacy Plan. Specifically, in 2023 we will implement the new Literacy, Language and Numeracy program, Core Skills Profile for Adults (CSPA) training to upskill lecturing staff in its use and delivery requirements. We will also support our administration staff to increase their general skills with a greater emphasis on internal and external customer service. To support staff to undertake their PD requirements, we will develop clear and concise action plans with dedicated review points.

### Cyber security

The need to ensure the safety and security of our electronic information and to manage and protect our data is an increasing priority for our college. As a result of the State Government's Cyber Security Policy (the Policy) endorsed by Cabinet in December 2021, the Department of Training and Workforce Development and the TAFE colleges are required to implement and manage a Security Information and Event Management system (SIEM) for its own networks. This will continue to be an ongoing requirement for our college in 2023 and beyond.

A priority for our college for 2023 will be the implementation of the Essential 8 Strategy, a list of prioritised strategies and controls recommended by the Australian Cyber Security Centre (ACSC) to mitigate cyber security incidents. The strategy aims to minimise cyber security threats by continuing the long-term integration into the cloud, as well as achieving a baseline cybersecurity posture at a level that prevents the success of high-profile attacks.



# Changes in written law

There were no changes in any written law that affected the college during the reporting period.



# Disclosures and legal requirements

# Ministerial directives and financial disclosures



Bunbury campus beauty skin analysing scanner

## Ministerial directives

South Regional TAFE did not receive any ministerial directives during 2022.

## 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

The new \$20.496 million Albany Trade Training Complex comprising a dedicated teaching and administration block, metal fabrication, plumbing, electrical, light and heavy automotive workshops have been funded as part of the State Government's Rebuilding Our TAFEs Plan.

Stage one was completed in June 2022 and consisted of the relocation of an existing industrial skills shed, additional car parking and internal roads. Stage 2 commenced in September 2022.

The Department of Training and Workforce Development has committed an additional \$2 million from their Remedial Works program to fund Stage 3, which consists of the refurbishment of an existing workshop that is to be upgraded for carpentry and joinery delivery.

## Equipment Upgrades and Infrastructure Investment

### Collie JSC

A dedicated JSC has been established to assist and support the local people of Collie. The centre is funded as part of the Collie Transition Package and the new facility is scheduled to be opened in early 2023.

The site is centrally located in Collie.

### Creation recording studios

State of the art Creation Recording Studios have been established at the Bunbury and Albany campuses to allow lecturers to record presentations and implement live video streams. The studios have been set up to enable ease of use with portable equipment to allow off-site recording.

The project was funded via the Commonwealth Technology Enabled Training program.

### Training equipment

As part of the State Government's \$25 million Training Equipment Refresh Program, the college has been allocated \$3 million over a four year period with the following items being procured in 2022:

- nursing beds and demonstration mannequins for nursing and aged care - Albany campus;
- diamond microdermabrasion machines for beauty - Albany campus;
- portable gantry crane for heavy auto - Albany campus;
- auto engine analyser - Albany campus;

- multi frequency segmental body composition analyser - Albany campus;
- Observe 520 skin analysing system - Albany campus;
- mannequin for aged care -Esperance campus;
- welding machines for metal fabrication - Esperance campus;
- hydraulic pipe bender for metal fabrication - Bunbury campus;
- skin analysing systems for beauty - Albany and Bunbury campuses; and
- TOPCON FC-6000 for surveying - Bunbury campus.

Automation equipment has also been procured for the Collie and Albany campuses that includes:

- robotic track and workshop fit-out;
- Microsoft Surface Go's;
- 3D printers;
- unmanned autonomous vehicles with smart controls;
- drones;
- mobile processing plants; and
- Programmable Logic Control (PLC) systems.

Equipment currently ordered and due for delivery in 2023 includes:

- equipment for the establishment of a water recycling plant - Albany campus;
- equipment for the establishment of a simulated processing plant - Collie campus;
- skid steer loader - Albany campus;
- on-ground mobile brake tester - Albany campus
- dynamometer for heavy auto - Albany campus;
- autoclave for applied science- Bunbury campus;
- surveying equipment - Bunbury campus;
- centre lathes for engineering - Bunbury campus;
- water jet cutter for engineering - Bunbury campus; and
- 40 hp tractor - Manjimup campus.

## Continued investment in infrastructure

### Collie industrial skills training facility

As part of the State Government's Just Transition Plan for Collie, the college is working with the Department of Training and Workforce Development to establish an Industrial Skills training site, due to the scaling down of coal and coal-fired energy production. The new facility will assist with the training of individuals affected by the scale down and others in the region who require assistance in seeking employment. It's anticipated that the new site will be operational in 2023 and it will be used to provide training opportunities in courses such as confined space, working at heights, forklift, Elevate Work Platform, scaffolding and dogging etc.

### Bunbury walkway

The Department of Training and Workforce Development has committed Remedial Works Program funding to complete stage 2 of the Bunbury walkway project in 2023. This is to assist with improving visual amenity, access and shelter for staff and students.

### Bunbury K block refurbishment

The Department of Training and Workforce Development have also committed to providing Remedial Works funding to upgrade the upper floor of K Block. This includes the replacement of ceilings, floor coverings, lighting, windows and window treatments and the painting of all general learning classrooms. It is anticipated that works will commence in October 2023.

### Staff profile

Staff Profile		30 Sept 2020	30 Sept 2021	30 Sept 2022
Lecturing Staff	Permanent	174.15	172.86	188.46
	Contract	30.55	48.40	37.49
	Casual	39.48	11.95	7.50
Support Staff	Permanent	157.18	157.62	148.59
	Contract	11.45	14.76	28.86
	Casual	15.92	4.03	2.35
		<b>428.71</b>	<b>409.62</b>	<b>413.25</b>

Taken from data assembled for HR MOIR Quarterly FTE reports

### **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 2022 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



Bunbury campus civil construction students

## Directors liability insurance

South Regional TAFE paid \$20,043.65 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 2022.



# 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: 2022 Expenditure for Advertising and Media Organisations

Class of organisation	Total \$	Organisation	Amount \$ (GST exclusive)
Media Advertising Organisations	70,841.21	Carat	70,841.21
Direct Advertsing	77,553.42	Facebook	40,903.26
		Google	35,650.16
		Esperance Tide	1,000.00
Directories	4,092.42	Albany Chamber of Commerce	1,692.28
		Augusta Chamber of Commerce	555.00
		Denmark Chamber of Commerce	331.80
		Collie Chamber of Commerce	363.34
		Rotary	1,150.00
		<b>Total</b>	<b>152,487.05</b>

## Breach of purchasing card use

Private use of corporate card during 1 January 2022 to 31 December 2022	
The number of instances the Western Australian Government Purchasing Card has been used for a personal purpose	11
The aggregate amount of personal use expenditure for the reporting period	\$1149
The aggregate amount of personal use expenditure settled by the due date	\$1081
The aggregate amount of personal use expenditure settled after the period required	\$68
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	10

## Remuneration

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

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 Calendar Year \$
Chair	Susan Barrera	Annual	12 months	3 years	22665.24	4,064.16	26,729.40
Deputy Chair	Dr Wendy Giles	Sessional, per meeting ½ day	12 months	6 years	1329	137.34	1,466.34
Member	Janice Davidson	Sessional, per meeting ½ day	6 months	12 months	1743	960.49	2,703.49
Member	Nadine Carter	Sessional, per meeting ½ day	12 months	5 years	2127	1,264.93	3,391.93
Member	Guisseppina Versace	Sessional, per meeting ½ day	12 months	6 years	1359	140.77	1,499.77
Member	Helen Grzyb	Sessional, per meeting ½ day	12 months	5 years	2304	1,111.26	3,415.26
Member	David Dhu	Sessional, per meeting ½ day	12 months	4 years 4 months	2511	259.81	2,770.81
Member	Sally Rowell	Sessional, per meeting ½ day	3 months	1 year 8 months	384	38.40	422.40
Member	Noelle Jones	Sessional, per meeting ½ day	12 months	3 years	2127	699.25	2,826.25
Member	Garry Green	Sessional, per meeting ½ day	12 months	2 years 5 months	2511	917.83	3,428.83
Member	Michael Ansell	Sessional, per meeting ½ day	12 months	1 year 5 months	2511	944.35	3,455.35

## Act of grace payments

There were no act of grace payments made during 2022.

# Government policy requirements

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; and
- 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 2022.

In 2022 there was one disciplinary matter that carried over from 2021. This matter was discontinued due to resignation. There were a further eight disciplinary matters that took place in 2022, with all eight matters resulting in dismissal.

## 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.

South Regional TAFE had one matter of unfair dismissal brought to the Western Australia Industrial Relations Commission (WAIRC). However, the claim was subsequently withdrawn within this reporting period.

## WHS

### Statement of Commitment to WHS

The South Regional TAFE is committed to ensuring the health, safety and wellbeing of its workers and visitors. The Work Health and Safety (WHS) Policy defines the principles of this commitment and the college's approach to the continuous improvement of health and safety in the workplace.

### Statement of Commitment Injury Management

South Regional 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. Management supports the injury management process and recognises that success relies on the active participation and cooperation of the injured worker.

### **Health, Safety and Wellness Plan**

We are committed to the mental and physical health and safety of our learners, employees, and partners.

The plan is to ensure a seamless transition from the OSH to WHS legislation change. SRT is embracing the change with meaningful information and training. Part of the transitional process include simplification and standardisation of WHS processes throughout the College as well as a review of all WHS documentation.

Our leaders have led by example, are consultative, accountable and encourage collaboration to enable our community to be innovative and take control of their health, safety, and wellness at work. A range of WHS training and awareness program opportunities have been provided for staff and management. To support this priority SRT Executive and Leadership training included several detailed WHS legislative overviews, delivered by a legal team.

Mutual accountability is embedded in our workers, contractors, and students to clearly understand their obligations and the benefits of an influential safety culture. We have reviewed induction and orientation to ensure consistency and compliance with the new WHS legislation.

We have reviewed our Risk Management framework and have streamlined processes to enhance the end-user experience. We will continue to encourage applying risk management strategies effectively in our workspaces.

We encourage a culture of genuine care and personal commitment by providing our people with the opportunity to enhance their physical and mental well-being while at work. We have built a more robust set of resources, processes, and services to support the mental health of workers.

In line with the Australian Work Health and Safety Strategy 2012–2022, SRT continue to provide innovative safety by design and wellness solutions. Work processes and systems of work will continue to be designed and managed to eliminate or minimise hazards and risks.

Our WHS Management system is in place and an external audit is planned for 2024. The last audit identified a range of Opportunities for Improvement, with 70 Corrective Actions, issued and currently 92% of those corrective actions have been closed out. The Health, Safety and Wellness Plan continues to address the opportunities for improvement.

### **Workers compensation**

Seven workers compensation claims were received in the 2022 calendar year. This compares with Seven workers compensation claims received in 2021.

### **Staff development**

The college has continued its commitment to the professional development of its staff. In 2022, 532 employees participated in professional development or training in: supporting the needs of students, Work Health and Safety, and mental health and wellbeing initiatives.

Plus, the Corporate Induction, Accountable and Ethical Decision Making, OSH Induction, and Records Awareness training modules required of new staff and informal opportunities for 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.

## WHS Performance data report table

Indicator	Actual Results					Target
	2019	2020	2021	2022	Target	Comment on Results
Number of fatalities	0	0	0	0	0	Achieved
Lost time injury/disease incidence rate	1.47	1.45	0.45	0.45	Zero (0) or 10% reduction on previous 3 years	Achieved
	3 Year Average 1.12					
Lost time injury severity rate	33	16.6	50	50	Zero (0) or 10% reduction on previous 3 years	Not Achieved
	3 Year Average 33.2					
Percentage of injured workers returned to work (i) within 13 weeks	80%	80%	50%	100%	Actual Percentage Greater than or equal to 80% return to work within 26 weeks	Achieved
	(ii) Within 26 weeks	80%	80%	50%		
Percentage of managers and supervisors trained in occupational safety and health and injury management responsibilities	39%	65%	73%	80%	Greater than or equal to 80%	Achieved

## Record keeping plan

During 2022 we 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.

The college 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 the college was procured in 2021 with commencement January 2022.

South Regional TAFE continued delivering recordkeeping training sessions in 2022. 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

In 2022 the College procured an online Quality Document Management System. This solution will manage the Colleges policies, procedures, work instructions and forms in a cloud-based capacity within SharePoint Online. All staff will have the ability to view approved documents. These documents will be viewable with change request workflows, version control, reviewed and auditable functionality.

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 2022 we reviewed 32 policies. There were 41 policies added, 126 updated and 61 removed.

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

## Board and committee remuneration

Agencies are required to report individual and aggregate costs of remunerating members of government boards and committees as defined in Premier's Circular 2021/18: State Government Boards and Committees.

<https://www.wa.gov.au/government/publications/annual-report-guidelines-2021-22>



Financial  
statements and key  
performance indicators



## Auditor General

### INDEPENDENT AUDITOR'S REPORT 2022 SOUTH REGIONAL TAFE

To the Parliament of Western Australia

## Report on the audit of the financial statements

### Opinion

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

- the Statement of Financial Position at 31 December 2022, 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 2022 and the financial position at the end of that period
- in accordance with Australian Accounting Standards (applicable to Tier 2 Entities), 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 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 (applicable to Tier 2 Entities), 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 the State's financial reporting framework (the overall control objectives).

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 the State's financial reporting framework during the year ended 31 December 2022.

### **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 2022. 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 2022.

### 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 the Governing Council determines necessary to enable the preparation of key performance indicators that are free from material misstatement, whether due to fraud or error.

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

## **My independence and quality control relating to the report on financial statements, 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 ASQM 1 *Quality Management for Firms that Perform Audits or Reviews of Financial Reports and Other Financial Information, or Other Assurance or Related Services Engagements*, the Office of the Auditor General maintains a comprehensive system of quality management 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 2022, but not the financial statements, key performance indicators and my auditor's report.

My opinions on the financial statements, controls and key performance indicators do not cover the other information and, accordingly, I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, controls and key performance indicators my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements, key performance indicators, or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I did not receive the other information prior to the date of this auditor's report. When I do receive it, I will read it and if I conclude that there is a material misstatement in this information, I am required to communicate the matter to those charged with governance and request them to correct the misstated information. If the misstated information is not corrected, I may need to retract this auditor's report and re-issue an amended report.

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

This auditor's report relates to the financial statements and key performance indicators of the South Regional TAFE for the year ended 31 December 2022 included in the annual report 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 the annual report. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version.



Grant Robinson  
Assistant Auditor General Financial Audit  
Delegate of the Auditor General for Western Australia  
Perth, Western Australia  
14 March 2023



# Certification of key performance indicators

We hereby certify that the KPIs 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 the Agency for the financial year ended 31 December 2022.



**Susan Barrera**  
Governing Council Chair  
13 March 2023



**Darshi Ganeson-Oats**  
Managing Director  
13 March 2023



# Key performance indicators

Government Goals	
<b>Government Goal 1</b> Future Jobs and Skills	<b>Government Goal 2</b> Sustainable finances

Agency Level Desired Outcomes	
<b>Desired Outcome 1</b> Provision of vocational education and training services that are responsive to government priorities and meet the community and industry training needs	<b>Service Delivery 2</b> Responsible financial management and better service delivery

Services provided
Vocational Education and Training

Key Effectiveness Indicators			
<b>1.1</b> Overall Student Satisfaction	<b>1.2</b> Graduate Achievement	<b>1.3</b> Graduate Destination	<b>1.4</b> Profile Achievement

Key Efficiency Indicator
<b>2.1</b> 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.

We have developed KPIs to report performance relating to the effectiveness and efficiency with which the above outcomes have been achieved. The college uses these indicators in reviewing its performance and in its ongoing commitment to improve its programs and services.

# 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

### Overall student satisfaction

In 2022 the Student Satisfaction Survey was conducted by third-party research agency Wallis Group 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.

Students enrolled in 2022 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 2022.

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 5,666 students eligible to complete the survey 1,271 responded, resulting in a response rate of 22.4%. The results found that the 2022 student satisfaction target of 88% overall student satisfaction with the college (as measured by response of either satisfied or very satisfied) was exceeded by 2.3%.

**Table 7:** Overall Student Satisfaction

(as measured by a response rate of either satisfied or very satisfied)

	2020 Actual	2021 Actual	2022 Target	2022 Actual	Target Variance
South Regional TAFE	92.1%	91.8%	88%	90.3%	+2.3%
Western Australia	87.6%	87.3%	n/a	85.7%	n/a

### Notes

1. Source: Department of Training and Workforce Development, 2022 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)

## Graduate achievement

Graduate achievement is a question in the Student Outcomes Survey and measures the extent to which our 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'.

Table 8: Graduate Achievement

	2020 Actual	2021 Actual	2022 Target	2022 Actual	Target Variance
South Regional TAFE	82.1%	86.6%	87.0%	87.2%	+0.2
TAFE Western Australia	79.5%	83.7%	n/a	86.3%	n/a
TAFE Australia	81.8%	83.8%	n/a	85.7%	n/a
All VET providers Australia	83.6%	85.0%	n/a	87.2%	n/a

In 2022, 2,394 graduates were asked to complete the survey, with 850 responses received, equating to a response rate of 35.5%. The college's relative sampling error for this result was +/- 2% at the 95% level of confidence.

South Regional TAFE exceeded the 2022 target 87% for graduate achievement by 0.2% an increase of 0.6% on the 2021 outcome of 86.6%.

## Graduate destination

Graduate destination data is also taken from the Student Outcomes Survey and measures the percentage of qualification completers in employment after training.

Table 9: Graduate Destination

	2020 Actual	2021 Actual	2022 Target	2022 Actual	Target Variance
South Regional TAFE	65.5%	73.7%	81%	79.7%	-1.3
TAFE Western Australia	60.3%	68.5%	n/a	76%	n/a
TAFE Australia	65.7%	70.3%	n/a	75.6%	n/a
All VET providers Australia	68.6%	72.1%	n/a	77.4%	n/a

### 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 2021, with data collected mid-2022. Not in the scope of this survey are international students, students from correctional facilities, short course delivery and students under 15 years of age.

In 2022, 2,394 graduates were asked to complete the survey, with 850 responses received, equating to a response rate of 35.5%. The college's relative sampling error for this result was +/- 2% at the 95% level of confidence.

SR TAFE did not meet the 2022 graduate destination target of 81% of students engaging in employment after training and fell 1.3% short. On a positive note, the 2022 results reported a 6.0% increase in the achievement of this target compared to 2021, with 88.8% 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 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 South Regional 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 2022. 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.

### 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 2022, the final amended annual profile target was 2,558,143 SCH.

Table 10: Profile Achievement

2020 Actual	2021 Actual	2022 Target	2022 Actual
96.9%	89.9%*	100%	85.4%

#### 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 DPA SCH achieved divided by the target SCH contained in the DPA.

\* 2021 Profile achievement actual percentage has been amended to reflect actual DPA SCH achieved against original 2021 DPA.

We did not meet the 2022 target of 100% for profile achievement. This may be attributed to the high employment rates in the South West and Great Southern during 2022 with potential students electing to obtain employment in a buoyant job market.

Table 12: Profile Achievement by ANZSCO Sub-Groups

ANZSCO Major and Sub Groups	Target	Actual	Achieved
<b>1 - MANAGERS</b>	<b>33,695</b>	<b>31,106</b>	<b>92.3%</b>
11 - Chief Executives, General Managers and Legislators	3,335	1,425	42.7%
12 - Farmers and Farm Managers	2,100	6,609	314.7%
13 - Specialist Managers	0	3,575	100.0%
14 - Hospitality, Retail and Service Managers	28,260	19,497	69.0%
<b>2 - PROFESSIONALS</b>	<b>208,957</b>	<b>153,421</b>	<b>73.4%</b>
21 - Arts and Media Professionals	51,780	41,076	78.9%
22 - Business, Human Resource and Marketing Professionals	1,405	0	0.0%
23 - Design, Engineering, Science and Transport Professionals	87,201	60,795	69.7%
24 - Education Professionals	39,419	31,595	80.2%
26 - ICT Professionals	29,152	19,955	68.5%
<b>3 - TECHNICIANS AND TRADES WORKERS</b>	<b>641,828</b>	<b>744,065</b>	<b>115.9%</b>
31 - Engineering, ICT and Science Technicians	113,543	117,133	103.2%
32 - Automotive and Engineering Trades Workers	200,913	264,189	131.5%
33 - Construction Trades Workers	87,975	101,039	114.8%
34 - Electrotechnology and Telecommunications Trades Workers	43,500	57,446	132.1%
35 - Food Trades Workers	43,260	40,230	93.0%
36 - Skilled Animal and Horticultural Workers	77,019	62,996	81.8%
39 - Other Technicians and Trades Workers	75,618	101,032	133.6%
<b>4 - COMMUNITY AND PERSONAL SERVICE WORKERS</b>	<b>894,824</b>	<b>725,175</b>	<b>81.0%</b>
41 - Health and Welfare Support Workers	197,446	158,070	80.1%
42 - Carers and Aides	562,301	454,120	80.7%
43 - Hospitality Workers	38,942	30,545	78.4%
45 - Sports and Personal Service Workers	96,135	82,440	85.8%
<b>5 - CLERICAL AND ADMINISTRATIVE WORKERS</b>	<b>234,360</b>	<b>155,110</b>	<b>66.0%</b>
51 - Office Managers and Program Administrators	34,535	12,460	36.1%
52 - Personal Assistants and Secretaries	0	13,550	100.0%
53 - General Clerical Workers	129,787	70,905	54.6%
54 - Inquiry Clerks and Receptionists	0	0	0.0%
55 - Numerical Clerks	70,038	58,195	82.6%
<b>6 - SALES WORKERS</b>	<b>1,150</b>	<b>1,955</b>	<b>170.0%</b>
62 - Sales Assistants and Salespersons	1,150	1,955	170.0%
<b>7 - MACHINERY OPERATORS AND DRIVERS</b>	<b>114,904</b>	<b>114,281</b>	<b>97.9%</b>
71 - Machine and Stationary Plant Operators	56,644	58,555	100.2%
72 - Mobile Plant Operators	34,800	43,981	126.4%
73 - Road and Rail Drivers	23,460	11,745	50.1%
<b>8 - LABOURERS</b>	<b>392,584</b>	<b>355,192</b>	<b>90.4%</b>
82 - Construction and Mining Labourers	78,938	54,422	68.7%
83 - Factory Process Workers	32,870	24,195	73.6%
84 - Farm, Forestry and Garden Workers	183,801	202,611	109.6%
85 - Food Preparation Assistants	12,300	5,351	43.5%
89 - Other Labourers	84,675	68,613	81.0%
<b>G - GENERAL EDUCATION</b>	<b>227,698</b>	<b>67,974</b>	<b>29.9%</b>
GB - Adult Literacy/ESL	86,302	37,715	43.7%
GE - Targeted Courses	141,396	30,259	21.4%
<b>Grand Total</b>	<b>2,750,000</b>	<b>2,348,279</b>	<b>85.4%</b>

Notes: Source: SR TAFE, NAT files. \* Comparative figures based on 2022 original DPA figures

## Profile analysis – classification of occupations

SR TAFE’s profile training delivered by major ANZSCO (Australia and New Zealand Standard Classification of Occupations) levels for 2022 is provided below.

Table 11: Profile Achievement by major ANZSCO Groups

Anzsco Major Group	Total
1 - Managers	31,106
2 - Professionals	153,421
3 - Technicians and trades workers	744,065
4 - Community and personal service workers	725,175
5 - Clerical and administrative workers	155,110
6 - Sales workers	1,955
7 - Machinery operators and drivers	114,281
8 - Labourers	355,192
G - General education	67,974
<b>Grand Total</b>	<b>2,348,279</b>

Of the training delivered in 2022 the corresponding ANZSCO occupation categories that achieved more than a 20% increase in the target rate included: farmers and farm managers; automotive and engineering trades workers; electrotechnology and telecommunications trades workers; other technicians and trades workers; sales assistants and salespersons and mobile plant operators.

Alternatively the ANZSCO occupation categories that were significantly below target (more than 20% below the target rate) included: chief executives, general managers and legislators; hospitality, retail and service managers; arts and media professionals; business, human resource and marketing professionals; design, engineering science and transport professionals; ICT professionals; hospitality workers; office managers and program administrators; general clerical workers; road and rail drivers; construction and mining laborer’s; factory process workers; food preparation assistants; adult literacy/ELS and targeted courses.

# Key performance efficiency indicators

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

## Delivery cost per student curriculum hour

The overall cost per SCH demonstrates the efficiency with which SR TAFE 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.

Contributing factors to an increased delivery cost per SCH in 2022 included:

- Increased employee benefits expense from cost-of-living payments and salary increases.
- Increased staffing levels to facilitate state level strategic initiatives.
- The removal of lecturer salary capping.
- Increased depreciation costs related to the acquisition of Esperance campus and improvements to SR TAFE asset base.

Table 13: Delivery Cost per SCH

Year	Target Cost/ SCH	Actual Cost/ SCH	Variance
2020	\$22.00	\$23.94	\$1.94
2021	\$22.00	\$24.14	\$2.14
2022	\$22.00	\$29.83	\$7.83

## 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.

# Certification of financial statements

## Disclosures and Legal Compliance

## Financial Statements

### Certification of Financial Statements

For the reporting period ended 31 December 2022

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 2022 and the financial position as at 31 December 2022.

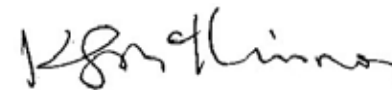
At the date of signing we are not aware of any circumstances which would render the particulars included within the financial statements misleading or inaccurate.



Susan Barrera  
Accountable Authority  
13 March 2023



Darshi Ganeson-Oats  
Managing Director  
13 March 2023



Kenneth McKinnon  
Chief Financial Officer  
13 March 2023

South Regional TAFE  
STATEMENT OF COMPREHENSIVE INCOME  
FOR THE YEAR ENDED 31 DECEMBER 2022

2022

2021

	Notes	\$'000	\$'000
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expenses	2.1(a)	50,044	44,294
Supplies and services	2.2	14,334	13,463
Finance Cost	6.3	103	117
Grants and subsidies	2.2	210	-
Other expenses	2.2	4,960	4,587
Cost of sales	3.3	133	120
Loss on disposal of non-current assets	3.6	55	16
Depreciation	4.1.1	4,932	4,006
<b>Total cost of services</b>		<b>74,771</b>	<b>66,603</b>
<b>Income</b>			
Fee for service	3.2	1,584	1,720
Student fees and charges	3.2	3,980	4,651
Ancillary trading	3.2	280	416
Sales	3.3	126	140
Interest revenue	3.4	206	57
Other revenue	3.5	268	316
<b>Total revenue</b>		<b>6,444</b>	<b>7,300</b>
<b>Total income other than income from State Government</b>		<b>6,444</b>	<b>7,300</b>
<b>NET COST OF SERVICES</b>		<b>68,327</b>	<b>59,303</b>
<b>Income from State Government</b>			
Grants and subsidies	3.1	57,769	50,854
Resource Received	3.1	2,284	2,012
Income from other public sector entities	3.1	-	114
<b>Total income from State Government</b>		<b>60,053</b>	<b>52,980</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(8,274)</b>	<b>(6,323)</b>
<b>OTHER COMPREHENSIVE INCOME</b>			
<b>Items not reclassified subsequently to profit or loss</b>			
Changes in asset revaluation surplus	4.2	8,985	9,758
<b>Total other comprehensive income</b>		<b>8,985</b>	<b>9,758</b>
<b>TOTAL COMPREHENSIVE INCOME / (LOSS) FOR THE PERIOD</b>		<b>711</b>	<b>3,435</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 2022

2022

2021

	Notes	\$'000	\$'000
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	6.1	8,123	8,052
Restricted cash and cash equivalents	6.1	204	588
Receivables	5.1	1,259	850
Inventories	3.3	82	78
Other current assets	5.2	305	441
<b>Total Current Assets</b>		<b>9,974</b>	<b>10,009</b>
<b>Non-Current Assets</b>			
Restricted cash and cash equivalents	6.1	1,200	993
Property, plant and equipment	4.1	122,629	115,950
Right-of-use assets	4.2	3,444	3,500
<b>Total Non-Current Assets</b>		<b>127,273</b>	<b>120,443</b>
<b>TOTAL ASSETS</b>		<b>137,246</b>	<b>130,452</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	5.3	3,629	1,432
Lease liabilities	6.2	206	209
Employee related provisions	2.1(b)	10,051	9,050
Other current liabilities	5.4	386	905
<b>Total Current Liabilities</b>		<b>14,272</b>	<b>11,596</b>
<b>Non-Current Liabilities</b>			
Lease liabilities	6.2	3,465	3,474
Employee related provisions	2.1(b)	716	646
<b>Total Non-Current Liabilities</b>		<b>4,181</b>	<b>4,120</b>
<b>TOTAL LIABILITIES</b>		<b>18,453</b>	<b>15,716</b>
<b>NET ASSETS</b>			
		<b>118,793</b>	<b>114,736</b>
<b>EQUITY</b>			
Contributed equity		134,732	131,386
Reserves		20,532	11,547
Accumulated surplus / (deficit)		(36,471)	(28,197)
<b>TOTAL EQUITY</b>		<b>118,793</b>	<b>114,736</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 2022

2022

2021

Notes \$'000 \$'000

**CASH FLOWS FROM STATE GOVERNMENT**

Grants and subsidies - Department of Training and Workforce Development

**Total Net cash provided by State Government**

Utilised as follows:

**CASH FLOWS FROM OPERATING ACTIVITIES****Payments**

Employee benefits expenses

Supplies and services

Finance Cost

Grants and subsidies

GST payments on purchases

GST payments to taxation authority

Other payments

**Receipts**

Fee for service

Student fees and charges

Ancillary trading

Interest received

GST receipts on sales

GST receipts from taxation authority

Other receipts

**Net cash provided by/(used in) operating activities****CASH FLOWS FROM INVESTING ACTIVITIES****Payments**

Purchase of non-current physical assets

**Receipts**

Proceeds from sale of non-current physical assets

Capital Contribution

**Net cash provided by/(used in) investing activities****CASH FLOWS FROM FINANCING ACTIVITIES****Payments**

Principal elements of lease payments

**Receipts**

Other proceeds

**Net cash provided by/(used in) financing activities**

Net decrease in cash and cash equivalents

Cash and cash equivalents at the beginning of period

**CASH AND CASH EQUIVALENTS AT THE END OF PERIOD**

	2022 \$'000	2021 \$'000
	56,722	51,519
<b>Total Net cash provided by State Government</b>	<b>56,722</b>	<b>51,519</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Payments</b>		
Employee benefits expenses	(47,046)	(44,115)
Supplies and services	(11,810)	(11,646)
Finance Cost	(103)	(117)
Grants and subsidies	(210)	-
GST payments on purchases	(1,472)	(1,316)
GST payments to taxation authority	(4,961)	(4,244)
<b>Receipts</b>		
Fee for service	1,701	1,494
Student fees and charges	3,928	4,737
Ancillary trading	280	416
Interest received	139	60
GST receipts on sales	138	110
GST receipts from taxation authority	1,319	1,164
Other receipts	384	440
<b>Net cash provided by/(used in) operating activities</b>	<b>(57,713)</b>	<b>(53,017)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
<b>Payments</b>		
Purchase of non-current physical assets	(698)	(386)
<b>Receipts</b>		
Proceeds from sale of non-current physical assets	-	5
Capital Contribution	1,673	400
<b>Net cash provided by/(used in) investing activities</b>	<b>975</b>	<b>19</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
<b>Payments</b>		
Principal elements of lease payments	(259)	(233)
<b>Receipts</b>		
Other proceeds	169	-
<b>Net cash provided by/(used in) financing activities</b>	<b>(90)</b>	<b>(233)</b>
Net decrease in cash and cash equivalents	(106)	(1,712)
Cash and cash equivalents at the beginning of period	9,633	11,345
<b>CASH AND CASH EQUIVALENTS AT THE END OF PERIOD</b>	<b>9,527</b>	<b>9,633</b>

6.1

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 2022**

Notes	Contributed Equity \$'000	Reserves \$'000	Accumulated Surplus / (Deficit) \$'000	Total Equity \$'000
<b>Balance at 1 January 2021</b>	111,224	1,789	(21,874)	91,139
Surplus/(deficit)			(6,323)	(6,323)
Other comprehensive income		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:				
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>

**Balance at 1 January 2022**

Surplus/(deficit)	131,386	11,547	(28,197)	114,736
Other comprehensive income	-	8,985	(8,274)	(8,274)
<b>Total comprehensive income for the period</b>	131,386	20,532	(36,471)	115,447
Transactions with owners in their capacity as owners:				
Capital appropriations	1,674	-	-	1,674
Other contributions by owners	1,818	-	-	1,818
Distributions to owners	(146)	-	-	(146)
<b>Total</b>	3,346	-	-	3,346
<b>Balance at 31 December 2022</b>	<b>134,732</b>	<b>20,532</b>	<b>(36,471)</b>	<b>118,793</b>

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

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 13 March 2023.

### **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) Simplified Disclosures
- 4) Where appropriate, those AAS paragraphs applicable for not-for-profit entities have been applied.

The *FMA and TIs* take precedence over AASs.

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

### **Accounting for Goods and Services Tax (GST)**

Income, expenses and assets are recognised net of the amount of goods and services tax (GST), except that the:

- (a) amount of GST incurred by SR TAFE as a purchaser that is not recoverable from the Australian Taxation Office (ATO) is recognised as part of an asset's cost of acquisition or as part of an item of expense; and
- (b) receivables and payables are stated with the amount of GST included.

Cash flows are included in the Statement of cash flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the ATO are classified as operating cash flows.

### **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.

### **Comparative information**

Except when an AAS permits or requires otherwise, comparative information is presented in respect of the period for all amounts reported in the financial statements. AASB 1060 provides relief from presenting comparatives for:

- Property, Plant and Equipment reconciliations;
- Intangible Asset reconciliations; and
- Right-of-Use Asset reconciliations

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:

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

**2.1(a) Employee benefits expenses**

	2022	2021
	\$'000	\$'000
Employee benefits	44,878	40,362
Termination benefits	689	-
Superannuation - defined contribution plans	4,477	3,932
<b>Employee benefits expenses</b>	<b>50,044</b>	<b>44,294</b>
Add: AASB 16 Non-monetary benefits (not included in employee benefits expense)		
Provision of vehicle benefits	172	167
Less: Employee contributions	(153)	(156)
Provision of housing benefits	29	24
Less: Employee contributions	(15)	(5)
<b>Total employee benefits provided</b>	<b>50,077</b>	<b>44,324</b>

**Employee benefits** include wages, salaries and social contributions, accrued and paid leave entitlements and paid sick leave, and non-monetary benefits recognised under accounting standards other than AASB 16 (such as medical care, housing, cars and free or subsidised goods or services) for employees.

**Termination benefits** are 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** is 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** are non-monetary employee benefits, predominantly relating to the provision of vehicle and housing benefits that are recognised under AASB 16 and are excluded from the employee benefits expense.

**Employee Contributions** are 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**

	2022	2021
	\$'000	\$'000
<b>Current</b>		
<u>Employee benefits provision</u>		
Annual leave	3,072	2,746
Long service leave	6,062	5,413
Deferred salary scheme	348	350
Purchased leave	5	8
	9,487	8,517
<u>Other provisions</u>		
Employment on-costs	564	533
<b>Total current employee related provisions</b>	<b>10,051</b>	<b>9,050</b>
<b>Non-current</b>		
<u>Employee benefits provision</u>		
Long service leave	674	608
	674	608
<u>Other provisions</u>		
Employment on-costs	42	38
<b>Total non-current employee related provisions</b>	<b>716</b>	<b>646</b>
<b>Total employee related provisions</b>	<b>10,767</b>	<b>9,696</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:** Are unconditional long service leave provisions and 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'.

	2022	2021
<b>Employment on-costs provisions</b>	<b>\$'000</b>	<b>\$'000</b>
Carrying amount at start of period	572	530
Additional / (reversals of) provisions recognised	35	42
Payments / other sacrifices of economic benefits	-	-
<b>Total carrying amount at end of period</b>	<b>607</b>	<b>572</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

	2022	2021
	<b>\$'000</b>	<b>\$'000</b>
<b>Supplies and services</b>		
Consumables and minor equipment	3,825	3,510
Communication expenses	233	234
Utilities expenses	1,115	1,053
Consultancies and contracted services	6,863	6,393
Minor works	349	488
Rental cost	191	160
Travel and passenger transport	339	296
Advertising and public relations	202	306
Staff professional development activities	198	96
Software licence expense	551	520
Insurance expense	289	261
Other supplies and services expenses	179	146
<b>Total supplies and services expenses</b>	<b>14,334</b>	<b>13,463</b>
<b>Grants and subsidies</b>		
Workplace training cost subsidies	210	-
<b>Total grants and subsidies</b>	<b>210</b>	<b>-</b>

Audit fees	200	167
Building maintenance	879	899
Expected credit losses expense	(19)	-
Employment on-costs	3,308	3,058
Donations	-	-
Student prizes and awards	20	20
Write-down of assets classified as held for sale	-	-
Losses and write-offs	27	98
Repairs and maintenance	503	343
Other	42	2
<b>Total other expenses</b>	<b>4,960</b>	<b>4,587</b>
<b>Total other expenditure</b>	<b>19,504</b>	<b>18,050</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

**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.

**Building and infrastructure maintenance and equipment repairs and maintenance costs** 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

**Expected credit losses** is recognised for movement in allowance for impairment of trade receivables. Please refer to Note 5.1. Receivables for more details.

**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:

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

#### 3.1 Income from State Government

Grants and subsidies received during the period:

	2022 \$'000	2021 \$'000
Delivery and Performance Agreement (DPA)	56,105	50,025
Non-DPA Grants from Department of Training and Workforce Development (DTWD)	1,429	516
Fee for service - Government (other than DTWD)	87	77
International Division Fees - State Govt	148	236
<b>Total granted subsidies</b>	<b>57,769</b>	<b>50,854</b>

Resources received free of charge from other State Government agencies during the period:

Department of Training and Workforce Development	
- Corporate systems support	2,198
- Human resources and industrial relations support	86
<b>Total resources received</b>	<b>2,284</b>

Income from other public sector entities

114

**Total income from State Government**

**60,053**

**52,980**

**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 SR TAFE has satisfied its performance obligations under the funding agreement. If there is no performance obligation, income will be recognised when SR TAFE received the funds.

### 3.2 User charges and fees

	2022 \$'000	2021 \$'000
<b>Fee for service</b>		
Fee for service - general	619	585
Fee for service - Commonwealth Government International fees	937	1,104
	28	31
<b>Total fee for service</b>	<b>1,584</b>	<b>1,720</b>
<b>Student fees and charges</b>		
Tuition fees	2,623	3,234
Enrolment and Resource fees	1,262	1,326
Recognition of prior learning (RPL) fees	82	84
Other College fees	13	7
<b>Total student fees and charges</b>	<b>3,980</b>	<b>4,651</b>
<b>Ancillary trading</b>		
Liveworks (not a trading activity)	217	292
Other Ancillary Revenue	63	123
<b>Total ancillary trading</b>	<b>280</b>	<b>416</b>
<b>Total user charges and fees</b>	<b>5,844</b>	<b>6,787</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

Bookshop	2022 \$'000	2021 \$'000
Sales	124	122
Cost of Sales:		
Opening Inventory	(78)	(63)
Purchases	(137)	(135)
Closing Inventory	(215)	(198)
Cost of Goods Sold	82	78
<b>Total trading profit/(loss) - Bookshop</b>	<b>(133)</b>	<b>(120)</b>
	<b>(9)</b>	<b>2</b>
Other trading		
Sales	2	18
<b>Total trading profit/(loss) - Other trading</b>	<b>2</b>	<b>18</b>
<b>Total Trading profit/(loss)</b>	<b>(7)</b>	<b>20</b>
<b>Closing Inventory comprises:</b>		
<b>Current Inventories</b>		
At cost	82	78
Total current inventory trading activities	82	78
<b>Total current inventories</b>	<b>82</b>	<b>78</b>
<b>Sales</b>		
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.		
<b>Inventories</b>		
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**

Interest revenue	2022	2021
	\$'000	\$'000
	206	57

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**

Rental and facilities fees	2022	2021
Sponsorship and donations revenue	\$'000	\$'000
Miscellaneous revenue	136	188
Gains arising from changes in fair value - land.	15	15
<b>Total other revenue</b>	112	113
	6	
	<b>268</b>	<b>316</b>

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

**3.6 Gains/(Losses)**

<u>Net proceeds from disposal of non-current assets</u>	2022	2021
<b>Total proceeds from disposal of non-current assets</b>	\$'000	\$'000
Carrying amount of non-current assets disposed	-	-
Buildings	(55)	(10)
Plant, furniture and general equipment	-	(6)
<b>Net gains/(losses)</b>	<b>(55)</b>	<b>(16)</b>
<b>Total gains/(losses)</b>	<b>(55)</b>	<b>(16)</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:

Property, plant and equipment  
Right of use assets

Notes

4.1  
4.2

**4.1 Property, Plant and Equipment**

**Year ended 31 December 2022**

**1 January 2022**

	Land \$	Buildings \$	Assets under construction \$	Motor vehicles, caravans and trailers \$	Plant, furniture and general equipment \$	Computer equipment, communica- tion network \$	Works of art \$	Total \$
Gross carrying amount	3,645	110,092	249	746	2,831	549	91	118,203
Accumulated depreciation	-	(61)	-	(354)	(1,352)	(486)	-	(2,253)
Accumulated impairment losses	-	-	-	-	-	-	-	-
<b>Carrying amount at start of period</b>	<b>3,645</b>	<b>110,031</b>	<b>249</b>	<b>392</b>	<b>1,479</b>	<b>63</b>	<b>91</b>	<b>115,950</b>
Additions	-	328	1,650	16	435	143	-	2,572
Transfers (a)	-	(164)	(249)	-	180	7	-	(226)
Other disposals	-	(54)	-	-	-	-	-	(54)
Revaluation increments/(decrements)	6	8,991	-	-	-	-	-	8,997
Depreciation	-	(4,135)	-	(95)	(346)	(34)	-	(4,610)
<b>Carrying amount 31 December 2022</b>	<b>3,651</b>	<b>114,997</b>	<b>1,650</b>	<b>313</b>	<b>1,748</b>	<b>179</b>	<b>91</b>	<b>122,629</b>
Gross carrying amount	3,651	114,997	1,650	762	3,445	589	91	125,185
Accumulated depreciation	-	-	-	(448)	(1,697)	(410)	-	(2,555)
Accumulated impairment losses	-	-	-	-	-	-	-	-

(a) Department of Planning, Lands and Heritage (DPLH) is the only agency with the power to sell Crown land. The land is transferred to DPLH for sale and SR TAFE accounts for the transfer as a distribution to owner.

**Asset Revaluation:**

Revaluation increment is credited directly to an asset revaluation reserve, except to the extent that any increment reverses a revaluation decrement of the same class of assets previously recognised as an expense. Revaluation decrement is recognised as an expense, except to the extent of any balance existing in the asset revaluation reserve in respect of that class of assets.

**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).

**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 1 July 2022 by Landgate.

The valuations were performed during the year ended 31 December 2022 and recognised at 31 December 2022.

All land and buildings are measured at current use, not market value.

Western Australian Land Information Authority values:

Land	\$3,651,000	(2021 \$3,645,000)
Buildings	\$114,997,010	(2021 \$90,225,160)

For the remaining balance, unobservable (level 3) inputs were used to determine the fair value.

As at 31 December 2022, there were no indications of impairment to property, plant and equipment.

**Unobservable (level 3) inputs** used to determine fair values of land and buildings are:

Land:	Fair value for restricted use land is determined by comparison with market evidence for land with low level utility. Relevant comparators of land with low level utility are selected by the Western Australian Land Information Authority (Valuation Services).
Buildings:	<i>Historical cost per square metre floor area (m2)</i> The costs of constructing specialised buildings with similar utility are extracted from financial records of the Model Department, then indexed by movements in CPI. <i>Consumed economic benefit/obsolescence of asset</i> These are estimated by the Western Australian Land Information Authority (Valuation Services).

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 accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

**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.

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

<u>Depreciation</u>	2022	2021
	\$'000	\$'000
Buildings	4,153	3,309
Motor vehicles, caravans and trailers	94	87
Plant, furniture and general equipment	345	298
Computers and communication network	36	18
Right-of-use assets	304	294
<b>Total depreciation for the period</b>	<b>4,932</b>	<b>4,006</b>

#### 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
Building	25 to 40 years
Motor vehicles, caravans and trailers	4 to 23 years
Plant, furniture and general equipment	4 to 28 years
Computer Equipment and Communication Network	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 are made where appropriate.

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 SRTAFE 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 to the extent that the impairment loss does not exceed the amount in the revaluation surplus for the class of asset.

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.

#### 4.2 Right-of-use assets

##### Year ended 31 December 2022

	Buildings	Vehicles	Total
	\$'000	\$'000	\$'000
<b>Carrying amount at start of period</b>			
Additions	3,126	374	3,500
Depreciation	-	248	248
<b>Net Carrying Amount as at end of period</b>	<b>(122)</b>	<b>(182)</b>	<b>(304)</b>
	<b>3,004</b>	<b>440</b>	<b>3,444</b>

**Initial recognition**

At the commencement date of the lease, SR TAFE recognises right-of-use assets and a corresponding lease liability for most leases. The right-of-use assets are measured at cost comprising of:

- 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.

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

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 Depreciation and impairment

**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:

	2022 \$'000	2021 \$'000	Notes
Receivables			5.1
Other assets	211	186	5.2
Payables	154	246	5.3
Other liabilities	(81)	(99)	5.4
<b>5.1 Receivables</b>	789	354	
	4	-	
	182	163	
<b>Current</b>	1,259	850	
Receivables - Trade			
Receivables - Students			
Allowance for impairment of receivables			
Accrued revenue			
Other receivables			
GST receivable			
<b>Total current</b>	1,259	850	
<b>Total receivables at end of period</b>	1,259	850	

Trade receivables are initially recognised at their transaction price or, for those receivables that contain a significant financing component, at fair value. SR TAFE holds the receivables with the objective to collect the contractual cash flows and therefore subsequently measured at amortised cost using the effective interest method, less an allowance for impairment.

SR TAFE recognises a loss allowance for expected credit losses (ECLs) on a receivable not held at fair value through profit or loss. The ECLs based on the difference between the contractual cash flows and the cash flows that the entity expects to receive, discounted at the original effective interest rate. Individual receivables are written off when SR TAFE has no reasonable expectations of recovering the contractual cash flows.

For trade receivables, SR TAFE recognises an allowance for ECLs measured at the lifetime expected credit losses at each reporting date. SR TAFE has established 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 2.2 for the amount of ECLs expensed in this financial year.

**5.2 Other assets**

	2022 \$'000	2021 \$'000
<b>Current</b>	479	441
Prepayments		
Other	(174)	-
<b>Total current</b>	305	441
<b>Balance at end of period</b>	305	441

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.

## NOTES TO THE FINANCIAL STATEMENTS

**5.3 Payables**

	2022	2021
	\$'000	\$'000
<b>Current</b>		
Trade payables	27	4
Accrued expenses	946	708
Accrued salaries and related costs	2,656	716
Paid parental leave payable	-	4
<b>Total current</b>	<b>3,629</b>	<b>1,432</b>
<b>Total payables at end of period</b>	<b>3,629</b>	<b>1,432</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 15-20 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**

	2022	2021
	\$'000	\$'000
<b>Current</b>		
Income received in advance <sup>(a)</sup>	182	319
Monies/deposits held in trust	204	35
Other current liabilities	-	551
<b>Total current</b>	<b>386</b>	<b>905</b>
<b>Balance at end of period</b>	<b>386</b>	<b>905</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.

Other financial liabilities are recognised initially at fair value, net of transaction costs incurred, and are subsequently measured at amortised cost.

**6****Financing**

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

Cash and cash equivalents	6	6	Notes
Lease liabilities	8,117	8,046	6.1
Finance costs	-	-	6.2
Commitments	-	-	6.3
	-	-	6.4

**6.1 Cash and cash equivalents**

	2022	2021
	\$'000	\$'000
<b>Current</b>		
Cash and cash equivalents	6	6
Cash on hand	-	-
Cash at bank	8,117	8,046
<b>Total cash and cash equivalents</b>	<b>8,123</b>	<b>8,052</b>
Restricted cash and cash equivalents current	-	553
DPA funds due to DTWD <sup>(a)</sup>	161	-
Destinations Australia scholarships <sup>(b)</sup>	43	35
Specific donations <sup>(c)</sup>	204	588
<b>Total current</b>	<b>8,327</b>	<b>8,640</b>
<b>Non-current</b>		
Restricted cash and cash equivalents non-current <sup>(d)</sup>	1,200	993
<b>Total non-current</b>	<b>1,200</b>	<b>993</b>
<b>Balance at end of period</b>	<b>9,527</b>	<b>9,633</b>

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

<sup>(b)</sup> Scholarships to be paid to qualifying students under the Destination Australia scheme.

(c) Specific donations comprise:

	2022	2021
	\$'000	\$'000
Funds for Denmark Music Foundation	2	2
Jack Family Trust	10	3
Sue Abe	18	19
Southern Aboriginal Corporation	4	4
Kojinup Childcare	1	-
Newmont Corporation	8	7
	43	35

(d) An amount was held in 2022 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

	2022	2021
	\$'000	\$'000
Not later than one year	206	209
Later than one year and not later than five years	682	624
Later than five years	2,783	2,850
	<b>3,671</b>	<b>3,683</b>
	2022	2021
Current	206	209
Non-current	3,465	3,474
Balance at end of period	<b>3,671</b>	<b>3,683</b>

### Initial measurement

At the commencement date of the lease, SR TAFE recognises lease liabilities measured at the present value of lease payments to be made over the lease term. 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 College exercising an option to terminate the lease;
- periods covered by extension or termination options are only included in the lease term by TAFE if the lease is reasonably certain to be extended (or not terminated).

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.

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.

### 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.

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

### Lease expenses recognised in the Statement of Comprehensive Income

	2022	2021
	\$'000	\$'000
Short-term leases	29	71
Low-value leases	5	5
Lease interest expense	103	117
<b>Total lease expense</b>	<b>137</b>	<b>193</b>

**Short-term leases** are recognised on a straight-line basis with a lease term of 12 months or less.

**Low-value leases** with an underlying value of \$5,000 or less are recognised on a straight-line basis.

**6.3 Finance costs**

<b>Finance costs</b>	<b>2022</b>	<b>2021</b>
Interest expense on lease liabilities	\$'000	\$'000
<b>Total interest expense</b>	103	117
<b>Total finance costs expensed</b>	103	117

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	716	153
<b>Balance at end of period</b>	<b>716</b>	<b>153</b>

The totals presented for capital commitments are GST inclusive.

**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	158	189
<b>Balance at end of period</b>	<b>158</b>	<b>189</b>

The totals presented for capital commitments are GST inclusive.

**7****Financial Instruments and Contingencies**

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

Financial Instruments  
Contingent assets  
Contingent liabilities  
Contaminated Sites

Notes  
7.1  
7.2.1  
7.2.2  
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:

<b>Financial assets</b>	<b>2022</b>	<b>2021</b>
Cash and cash equivalents	\$'000	\$'000
Restricted cash and cash equivalents	8,123	8,052
Receivables <sup>(a)</sup>	1,404	1,581
<b>Total financial assets</b>	<b>10,603</b>	<b>10,320</b>

**Financial liabilities**

Financial liabilities measured at amortised cost<sup>(b)</sup>

**Total financial liabilities**

<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)

	7,296	5,071
<b>Total financial liabilities</b>	<b>7,296</b>	<b>5,071</b>

**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*, the College 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.

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

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

There are no 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 2022.

**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 (\$)	2022	2021
Compensation Band (\$)		
250,001 - 260,000	1	-
240,001 - 250,000	-	1
20,001 - 30,000	1	-
10,001 - 20,000	-	1
0 - 10,000	10	12

**Compensation of the senior officers (\$)**

Compensation Band (\$)	2022	2021
190,001 - 200,000	1	-
180,001 - 190,000	1	-
170,001 - 180,000	1	3
160,001 - 170,000	1	-
150,001 - 160,000	-	1
110,001 - 120,000	1	-
80,001 - 90,000	-	1
70,001 - 80,000	1	2
60,001 - 70,000	-	1
50,001 - 60,000	1	-

Total compensation of accountable authority

Total compensation of senior officers

**Total compensation of key management personnel**

	2022	2021
	\$'000	\$'000
	304	294
	962	986
	<b>1,266</b>	<b>1,280</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). Such transactions include services received free of charge from other State government agencies (note 3.1)
- 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:

	2022	2021
	\$'000	\$'000
	184	160

Auditing the accounts, financial statements, controls and key performance indicators

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

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

**8.9 Supplementary financial information**

**(a) Write-offs**

During the financial year \$26,571 (2021: \$138,794) of debts due to SR TAFE were written off and no amount (2021: \$nil) was written off the asset register under the authority of:

	2022	2021
Executive Council	\$'000	\$'000
	27	139
	27	139

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

Losses of public money and public and other property through theft or defaults

Amounts recovered

	2022	2021
	\$'000	\$'000
	-	1
	-	1

**(c) Forgiveness of debts**

Forgiveness (or waiver) of debts by SR TAFE

	2022	2021
	\$'000	\$'000
	-	-
	-	-

**(d) Gifts of public property**

Gifts of public property provided by SR TAFE

	2022	2021
	\$'000	\$'000
	-	-
	-	-

**8.10 Explanatory statement (Controlled Operations)**

This explanatory section explains variations in the financial performance of SR TAFE undertaking transactions under its own control, as represented by the primary financial statements.

All variances between estimates (original budget) and actual results for 2022, and between the actual results for 2022 and 2021 are shown below. Narratives are provided for key major variances which vary more than 10% from their comparative and that the variation is more than 1% of the dollar aggregate of:

- Total Cost of Services for the Statements of Comprehensive Income and Statement of cash flows; and
- Total Assets for the Statement of financial position.

**8.10.1 Statement of Comprehensive Income Variances**

	Variance Note	Estimate 2022	Actual 2022	Actual 2021	Variance between estimate and actual	Variance between actual results for 2022 and 2021
<b>Expenses</b>		<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>
Employee benefits expense	(1), (a)	43,469	50,044	44,294	6,575	5,750
Grants and subsidies		-	210	-	210	210
Finance cost	(2)	120	103	117	(17)	(14)
Supplies and services	(3), (b)	13,159	14,334	13,806	1,175	528
Other expenses		3,976	4,960	4,244	984	716
Cost of sales		128	133	120	5	13
Loss on disposal of non-current assets		-	55	16	55	39
Depreciation and amortisation expense	(c)	4,667	4,932	4,006	265	926
<b>Total cost of services</b>		<b>65,519</b>	<b>74,771</b>	<b>66,603</b>	<b>9,252</b>	<b>8,168</b>
<b>Income</b>						
Fee for service	(4), (d)	1,963	1,584	1,720	(379)	(136)
Student fees and charges		3,167	3,980	4,651	813	(671)
Ancillary trading		397	280	416	(117)	(136)
Sales		139	126	140	(13)	(14)
Interest revenue		63	206	57	143	149
Other revenue		329	268	316	(61)	(48)
<b>Total revenue</b>		<b>6,058</b>	<b>6,444</b>	<b>7,300</b>	<b>386</b>	<b>(856)</b>
<b>Total income from other than from State Government</b>		<b>6,058</b>	<b>6,444</b>	<b>7,300</b>	<b>386</b>	<b>(856)</b>
<b>NET COST OF SERVICES</b>		<b>59,461</b>	<b>68,327</b>	<b>59,303</b>	<b>8,866</b>	<b>9,024</b>
<b>Income from State Government</b>						
Grants and subsidies	(5), (e)	53,400	57,769	50,854	4,369	6,915
Resource Received	(6)	1,674	2,284	2,012	610	272
Income from other public sector entities		-	-	114	-	(114)
<b>Total income from State Government</b>		<b>55,074</b>	<b>60,053</b>	<b>52,980</b>	<b>4,979</b>	<b>7,073</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(4,387)</b>	<b>(8,274)</b>	<b>(6,323)</b>	<b>(3,887)</b>	<b>(1,951)</b>
<b>OTHER COMPREHENSIVE INCOME</b>						
<b>Items not reclassified subsequently to profit or loss</b>						
Changes in asset revaluation surplus	(7), (f)	-	8,985	9,758	8,985	(773)
<b>Total other comprehensive income</b>		<b>-</b>	<b>8,985</b>	<b>9,758</b>	<b>8,985</b>	<b>(773)</b>
<b>TOTAL COMPREHENSIVE DEFICIT FOR THE PERIOD</b>		<b>(4,387)</b>	<b>711</b>	<b>3,435</b>	<b>5,098</b>	<b>(2,724)</b>

**Major Estimate and Actual (2022) Variance Narratives**

(1) Employment Benefits Expense: The Actual 2022 employment benefits expense was \$6,575,000 greater than the Estimate expense. This is partly attributable to payments to staff for the increased cost of living of \$1,488,600 plus increased salary expenses of \$1,124,906 that were not included in the Estimated expense. Salary increases are due to a 3% increase in award payments, changes to employment conditions relating to pay scale prerequisites and salary level classifications for designated employment positions.

(2) Supplies and services are \$1,175,000 high than the Estimate. There has been significant price increases in the provision of goods and services since the Estimates were compiled. These include the following increases on Estimate: contracted research up \$100,000, outsourced training delivery up \$327,000, cleaning services up \$231,000, childcare services up \$126,000, contracted IT services up \$54,000, and software licences up \$179,000.

(3) Other expenses are \$984,000 above the Estimate. This increase reflects the environment of rising costs for all expenses during 2022. The additional expenditure on employment benefits added \$250,600 to payroll tax and workers compensation insurance expenses.

Repairs and maintenance costs previously disclosed in Supplies and Services category were moved to Other Expenses in 2002 year adding \$502,860 to the total.

(4) Student fees and charges are up \$813,000 on the Estimate. The Estimate was based on projected training outcomes and government policies at that time. The projected impact of fee reductions arising from changes to government policies has been less than anticipated resulting in higher fee revenue than estimated.

(5) Grants and subsidies from Government are up \$4,369,000 on the Estimate values. The Estimate values were based on projected training subsidies that did not reflect changes in the government's training policies and additional funding provided to meet rising operating costs.

(6) Resources received from the government were up \$610,000 on the Estimate. The increase reflects higher value placed on the services provided to SRTAFE by DTWD. The increase reflects the general environment of rising costs.

(7) Asset Revaluation Surplus: Estimate results did not include increments in the value of buildings. The actual results recorded an increment of \$8,985,212 for building values.

**Major Actual 2022 and Comparative (2021) Variance Narratives**

- (a) Employment Benefits Expense: The Actual 2022 employment benefits expense was \$5,751,000 greater than the Actual 2021 expense. This is partly attributable to payments to staff for the increased cost of living of \$1,488,600 plus increased salary expenses of \$1,124,906 that were not included in the Estimated expense. Salary increases are due to a 3% increase in award payments, changes to employment conditions relating to pay scale prerequisites and salary level classifications for designated employment positions.
- (b) Other expenses for 2022 year are \$716,000 above the 2021 total. This increase reflects the environment of rising costs for all expenses during 2022. The additional expenditure on employment benefits added \$250,600 to payroll tax and workers compensation insurance expenses. Repairs and maintenance costs previously disclosed in Supplies and Services category were moved to Other Expenses in 2002 year adding \$502,860 to the total.
- (c) Depreciation and amortisation expense for 2022 Actual is \$927,000 above the 2021 Actual result. The variance is mainly due to building depreciation being \$843,900 greater in 2022 year. This includes \$413,800 for new buildings at the Esperance campus.
- (d) Student fees and charges revenue for 2022 year is \$670,000 less than in the 2021 year. This is due to a reduction in the delivery of training by approximately 217,500 SCH and the government policy of reducing fees on a selection of training courses offered by SRTAFE.
- (e) Grants and subsidies from Government are up \$6,196,000 on the 2021 Actual values. This increase includes \$912,800 of grants from DTWD for special projects and \$6,081,000 in DPA payments. The additional DPA payments consist in part of \$2,522,000 in additional funding for salaries and \$939,000 for specific projects within the DPA.
- (f) Asset revaluation surplus for the 2022 year was \$773,000 less than for the 2021 year. This is attributable to the building revaluation being of a lesser magnitude in the 2022 year than in that in the 2021 year.

## 8.10.2 Statement of Financial Position Variances

	Variance Note	Estimate 2022	Actual 2022	Actual 2021	Variance between estimate and actual	Variance between actual results for 2022 and 2021
		\$'000	\$'000	\$'000	\$'000	\$'000
<b>ASSETS</b>						
<b>Current Assets</b>						
Cash and cash equivalents		8,361	8,123	8,052	(238)	71
Restricted cash and cash equivalents		312	204	588	(108)	(384)
Receivables		63	1,259	850	1,196	409
Inventories		476	82	78	(394)	4
Other current assets		428	305	441	(123)	(136)
<b>Total Current Assets</b>		<b>9,640</b>	<b>9,973</b>	<b>10,009</b>	<b>333</b>	<b>(36)</b>
<b>Non-Current Assets</b>						
Restricted cash and cash equivalents		857	1,200	993	343	207
Property, plant and equipment	(1), (a)	106,036	122,629	115,950	16,593	6,679
Right of Use Assets		3,602	3,444	3,500	(158)	(56)
<b>Total Non-Current Assets</b>		<b>110,495</b>	<b>127,273</b>	<b>120,443</b>	<b>16,778</b>	<b>6,830</b>
<b>TOTAL ASSETS</b>		<b>120,135</b>	<b>137,246</b>	<b>130,452</b>	<b>17,111</b>	<b>6,794</b>
<b>LIABILITIES</b>						
<b>Current Liabilities</b>						
Payables	(2), (b)	1,024	3,629	1,432	2,605	2,197
Lease Liabilities		195	206	209	11	(3)
Employee related provisions		8,933	10,051	9,050	1,118	1,001
Other current liabilities		155	386	905	231	(519)
<b>Total Current Liabilities</b>		<b>10,307</b>	<b>14,272</b>	<b>11,596</b>	<b>3,965</b>	<b>2,676</b>
<b>Non-Current Liabilities</b>						
Lease liabilities		3,403	3,465	3,474	62	(9)
Employee related provisions		720	716	646	(4)	70
<b>Total Non-Current Liabilities</b>		<b>4,123</b>	<b>4,181</b>	<b>4,120</b>	<b>58</b>	<b>61</b>
<b>TOTAL LIABILITIES</b>		<b>14,430</b>	<b>18,453</b>	<b>15,716</b>	<b>4,023</b>	<b>2,737</b>
<b>NET ASSETS</b>		<b>105,705</b>	<b>118,793</b>	<b>114,736</b>	<b>13,088</b>	<b>4,057</b>
<b>EQUITY</b>						
Contributed equity	(c)	135,159	134,732	131,386	(426)	3,346
Reserves	(3), (d)	1,789	20,532	11,547	18,743	8,985
Accumulated surplus / (deficit)		(31,243)	(36,471)	(28,197)	(5,228)	(8,274)
<b>TOTAL EQUITY</b>		<b>105,705</b>	<b>118,793</b>	<b>114,736</b>	<b>13,088</b>	<b>4,057</b>

**Major Estimate and Actual (2022) Variance Narratives**

(1) Property, Plant and Equipment: The Actual 2022 balance includes revaluation of increments of \$20,532,000 that was recorded since the Estimated values were established. Additional buildings to the value of \$5,593,540 were also acquired since the Estimate value was established. Depreciation and disposals of assets have resulted in the Actual 2022 written down value of property, plant and equipment being \$16,592,000 greater than the Estimate balance.

(2) Payables: Actual 2022 balance includes accrued salary expenses of \$1,805,783 arising from award increases that were not in the Estimate. Actual 2022 expenses also included \$221,387 more than in accrued operating expenses at year end that Estimate balance.

(3) Reserves: The Estimated reserves do not include movements arising from the revaluation of land and buildings. During the 2022 year increments in building values of \$8,985,212 were added to the Reserve account balance.

**Major Actual 2022 and Comparative (2021) Variance Narratives**

(a) Property, Plant and Equipment is \$6,679,000 greater than the 2021 balance. Additional buildings to the value of \$5,593,540 were acquired during the 2022 year and buildings were revalued upward by \$4,212,000 net of accumulated depreciation write back.

(b) Current payables were \$2,197,000 greater for Actual 2022 than for Actual 2021. This is due to \$1,805,800 in additional accrued employee benefits expenses and \$221,400 additional operating expense accruals for 2022. The employee benefits expense accruals predominately arise from the salary backpay due on award changes and one off cost of living payments.

(c) Contributed equity increased by \$3,346,000 during the 2022 year. This was made up of \$1,673,000 in cash contributions by DTWD to SRTAFE and net building works transferred to SRTAFE of \$1,672,800.

(d) Reserves: During the 2022 year increments in building values of \$8,985,212 were added to the Reserve account balance.

8.10.3 Statement of Cash Flows Variances

Variance Note	Estimate 2022	Actual 2022	Actual 2021	Variance between estimate and actual	Variance between actual results for 2022 and 2021
	\$'000	\$'000	\$'000	\$'000	\$'000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>					
Grants and subsidies - DTWD	53,400	56,722	51,519	3,322	5,203
<b>Total Net cash provided by State Government</b>	<b>53,400</b>	<b>56,722</b>	<b>51,519</b>	<b>3,322</b>	<b>5,203</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>					
<b>Payments</b>					
Employee benefits expense	(43,469)	(47,046)	(44,115)	(3,577)	(2,931)
Supplies and services	(11,485)	(11,810)	(11,646)	(325)	(164)
Finance Cost	(121)	(103)	(117)	18	14
Grants and subsidies	-	(210)	-	(210)	(210)
GST payments on purchases	(935)	(1,472)	(1,316)	(537)	(156)
GST payments to taxation authority	-	-	-	-	-
Other payments	(4,104)	(4,961)	(4,244)	(857)	(717)
<b>Receipts</b>					
Fee for service	1,963	1,701	1,494	(262)	207
Student fees and charges	3,167	3,928	4,737	761	(809)
Ancillary trading	397	280	416	(117)	(136)
Interest received	63	139	60	76	79
GST receipts on sales	42	138	110	95	28
GST receipts from taxation authority	893	1,319	1,164	426	155
Other receipts	468	384	440	(84)	(56)
<b>Net cash used in operating activities</b>	<b>(53,120)</b>	<b>(57,713)</b>	<b>(53,017)</b>	<b>(4,593)</b>	<b>(4,696)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>					
<b>Payments</b>					
Purchase of non-current physical assets	(481)	(698)	(386)	(217)	(312)
<b>Receipts</b>					
Proceeds from sale of non-current physical assets	-	-	5	-	(5)
Capital Contribution	-	1,673	400	1,673	1,273
<b>Net cash provided by investing activities</b>	<b>(481)</b>	<b>975</b>	<b>19</b>	<b>1,456</b>	<b>956</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>					
<b>Payments</b>					
Principal elements of lease	(64)	(259)	(233)	(195)	(26)
<b>Receipts</b>					
Other proceeds	-	169	-	169	169
<b>Net cash provided by/(used in) financing activities</b>	<b>(64)</b>	<b>(90)</b>	<b>(233)</b>	<b>(26)</b>	<b>143</b>
Net increase (decrease) in cash and cash equivalents	(265)	(106)	(1,712)	158	1,606
Cash and cash equivalents at the beginning of period	9,795	9,633	11,345	(162)	(1,711)
<b>CASH AND CASH EQUIVALENTS AT THE END OF PERIOD</b>	<b>9,530</b>	<b>9,527</b>	<b>9,633</b>	<b>(3)</b>	<b>(106)</b>

Major Estimate and Actual (2022) Variance Narratives

- Grants and subsidies from Government are up \$3,322,000 on the Estimated values. The Estimated values were based on projected training subsidies that did not reflect changes in the government's training policies and additional funding provided to meet rising operating costs.
  - Employment benefits payments for 2022 were \$3,577,000 greater than the Estimate payments. The additional payments include a one off payment to lecturers of \$778,000 to off set cost of living increases. A new directorate for Strategic Partnerships also added \$781,000 in payments for employment benefits. Further increases in payment were due to increases in salary classifications and changes to employment staffing structures.
  - Other payments are \$857,000 above the Estimated total. This increase reflects the environment of rising costs for all expenses during 2022. The additional expenditure on employment benefits added \$250,600 to payroll tax and workers compensation insurance expenses. Repairs and maintenance costs previously disclosed in Supplies and Services category were moved to Other Payments in 2002 year adding \$502,860 to the total.
  - Student fees and charges are up \$761,000 on the Estimate. The Estimate were based on projected training outcomes and government policies at that time. The projected impact of fee reductions arising from changes to government policies has been less than anticipated resulting in higher fee revenue than estimated.
  - Contributed equity increased by \$1,673,000 in cash contributions made by DTWD to SRTAFE. The capital contributions were not known when the Estimate was created.
- Major Actual 2022 and Comparative (2021) Variance Narratives**
- Grants and subsidies from Government are up \$5,203,000 on the 2021 Actual values. This increase includes \$912,800 of grants from DTWD for special projects and \$6,081,000 in DPA payments. The additional DPA payments consist in part of \$2,522,000 in additional funding for salaries and \$939,000 for specific projects within the DPA.
  - Employment benefits payments for 2022 were \$2,931,000 greater than the payments in 2021. The additional payments include a one off payment to lecturers of \$778,000 to off set cost of living increases. A new directorate for Strategic Partnerships also added \$781,000 in payments for employment benefits. Further increases in payment were due to increases in salary classifications and changes to employment staffing structures.

NOTES TO THE FINANCIAL STATEMENTS

(c) Other payments are \$857,000 above the payments in 2021. This increase reflects the environment of rising costs for all expenses during 2022. The additional expenditure on employment benefits added \$250,600 to payroll tax and workers compensation insurance expenses. Repairs and maintenance costs previously disclosed in Supplies and Services category were moved to Other Payments in 2002 year adding \$502,860 to the total.

(d) Student fees and charges are \$809,000 less than receipts during 2021. Changes to government policy reduced student fees and charges on a number of courses offered by SRTAFE. This has reduced receipts from student fees and charges collected by SRTAFE during 2022 year. In addition to the above the delivery of training by SRTAFE was approximately 217,000 SCH less than 2021 year.

(e) Contributed equity increased by \$1,673,000 in cash contributions made by DTWD to SRTAFE this is \$400,000 above capital. Contributions made by DTWD during 2021.

**2023 FORWARD FINANCIAL ESTIMATES  
ANNUAL ESTIMATES**

In accordance with Treasurer's Instruction 953, the annual estimates for the 2023 year are hereby included in the 2022 Annual Report. These estimates do not form part of the 2022 financial statements and are not subject to audit.

**South Regional TAFE  
STATEMENT OF COMPREHENSIVE INCOME  
Annual estimate for the year ended 31 December 2023**

\$'000

<b>COST OF SERVICES</b>	
<b>Expenses</b>	
Employee benefits expense	44,406
Supplies and services	13,466
Depreciation and amortisation expense	4,713
Finance costs	121
Cost of sales	90
Other expenses	4,750
<b>Total Cost of Services</b>	<b>67,547</b>
<b>Income</b>	
<b>Revenue</b>	
Fee for service	1,664
Student charges and fees	2,759
Ancillary trading	322
Sales	150
Interest revenue	100
Other revenue	335
<b>Total Revenue</b>	<b>5,330</b>
<b>Total income other than income from State Government</b>	<b>5,330</b>
<b>NET COST OF SERVICES</b>	<b>(62,217)</b>
<b>INCOME FROM STATE GOVERNMENT</b>	
State funds	53,425
Resources received free of charge	1,700
<b>Total income from State Government</b>	<b>55,125</b>
<b>SURPLUS (DEFICIT) FOR THE PERIOD</b>	<b>(7,092)</b>
<b>OTHER COMPREHENSIVE INCOME</b>	
Changes in asset revaluation reserve	-
Gains/(losses) recognised directly in equity	-
<b>TOTAL COMPREHENSIVE INCOME FOR THE PERIOD</b>	<b>(7,092)</b>



South Regional TAFE  
**STATEMENT OF FINANCIAL POSITION**  
Annual estimate as at 31 December 2023

	\$'000
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and cash equivalents	3,095
Restricted cash and cash equivalents	1,257
Inventories	78
Receivables	850
Other current assets	441
<b>Total Current Assets</b>	<b>5,721</b>
<b>Non-Current Assets</b>	
Restricted cash and cash equivalents	993
Property, plant and equipment	110,241
ROU Assets	3,500
<b>Total Non-Current Assets</b>	<b>114,734</b>
<b>TOTAL ASSETS</b>	<b>120,455</b>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Payables	1,432
Provisions	9,050
Other current liabilities	905
Lease liabilities	209
<b>Total Current Liabilities</b>	<b>11,596</b>
<b>Non-Current Liabilities</b>	
Borrowings	3,343
Provisions	646
<b>Total Non-Current Liabilities</b>	<b>3,989</b>
<b>TOTAL LIABILITIES</b>	<b>15,585</b>
<b>NET ASSETS</b>	<b>104,870</b>
<b>EQUITY</b>	
Contributed Equity	134,278
Reserves	11,547
Accumulated surplus/(deficiency)	(40,956)
<b>TOTAL EQUITY</b>	<b>104,870</b>

South Regional TAFE  
**STATEMENT OF CASH FLOWS**  
Annual estimate for the year ended 31 December 2023

\$'000

State funds	53,425
<b>Net cash provided by State Government</b>	<b>53,425</b>
<b>Utilised as follows:</b>	
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
<b>Operating Payments</b>	
Employee benefits	(44,406)
Supplies and services	(11,766)
Finance costs	(121)
GST payments on purchases	(935)
Cost of goods sold	(90)
Other payments	(4,750)
<b>Operating Receipts</b>	
Fee for service	1,664
Student fees and charges	2,759
Ancillary trading	322
Interest received	100
GST receipts on sales	42
GST receipts from taxation authority	893
Sale of Goods	150
Other receipts	335
<b>Net cash provided by/(used in) operating activities</b>	<b>(55,803)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Purchase of non-current physical assets	(481)
<b>Net cash provided by/(used in) investing activities</b>	<b>(481)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>	
Finance lease repayment of principal	(67)
<b>Net cash provided by/(used in) financing activities</b>	<b>(67)</b>
<b>Net increase/(decrease) in cash held and cash equivalents</b>	<b>(2,926)</b>
Cash and cash equivalents at the beginning of the period	8,271
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	<b>5,345</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, 2023 to:

Marketing and Communications

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

## Term Definition

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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This publication is available in alternative formats on request.

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