



South
Regional



2023

South Regional TAFE
Annual Report

About this report

Inside you will find a description of our performance in providing services and products during 2023 and information to Parliament regarding our public sector accountability and performance.

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

Representing the second year of the Strategic Plan 2022-2024, the college continues to address our strategic themes, focusing 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

Produced by South Regional TAFE

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Accessibility statement

South Regional TAFE strives to achieve online accessibility, to be inclusive of everyone, including people with a disability. This report and previous annual reports are available in PDF format on our website.

Alternative formats are available on request.

Please contact South Regional TAFE Disability Services
Email: DisabilityServices@srtafe.wa.edu.au

Feedback

To support the continuous improvement of our annual reports we welcome all feedback. Contact us at:

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PO Box 1224, Bunbury WA 6231
enquiry@srtafe.wa.edu.au
08 6371 3000 or 1800 621 445
southregionaltafe.wa.edu.au

Cover image - James Principe studying Certificate III in Heavy Fabrication and Emily Robertson - Lecturer metal fabrication

Right and throughout: South Regional TAFE's Reconciliation Action Plan artwork is Learning Journey by Visual Arts student Kim Kiosses. Kim had entered her artwork into the Jobs and Skills Centre Aboriginal Art competition held in late 2022, an initiative by the Department of Training and Workforce Development.

Learning Journey reflects her learning from Elders, family, history, environment, and experiences. Kim said she learns so much in every lesson from her lecturers and fellow students and always feels supported to express herself through her art.



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 and present.

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Statement of Compliance

To the Hon Hannah Beazley MLA, Minister for Local Government; Youth; Minister Assisting the Minister for Training and Workforce Development

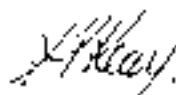
In accordance with Section 63 of the Financial Management Act 2006 and Section 54 of the Vocational Education and Training Act 1996, we hereby submit for your information and presentation to Parliament the annual report of South Regional TAFE for the reporting period ending 31 December 2023.

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

The financial statements comply with Australian Accounting Standards – Simplified Disclosures issued by the Australian Accounting Standards Board.



Susan Barrera
Governing Council Chair
15 March 2024



Kathy Keay
A/Managing Director
15 March 2024



Overview

Overview



Message from the Chair and A/Managing Director

Welcome to South Regional TAFE's 2023 Annual Report

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

For the third year in a row, our training and delivery has grown, supported by the State Government's ongoing investment in training. Through the lower fees, local skills and FREE IN 23 courses, more students were able to engage in training and reach their employment goals.

South Regional TAFE continues to identify opportunities and solutions to regional workforce development issues, and to support new and emerging industries. The college has a lead role in the Regional Coordinating Committees established by the Department of Training and Workforce Development (DTWD) in Great Southern,

South West, and Esperance, fostering new training and workforce development initiatives and addressing critical skills shortages.

This year saw an increase in delivery options and engagement of high school students. The Year 9 Career Taster Program giving hands on experience for curious students has become a very popular and successful program attracting more than 3500 students.

Our student satisfaction, at 92.1% in 2023, remains among the highest in the state. This highlights our focus on quality and inclusive training.

Providing quality training continues to be a key priority. In 2023 South Regional TAFE passed its Training and Accreditation Council audit and gained its registered training organisation Renewal of Registration. Achieving these regulatory milestones is only possible with significant commitment and input from many staff members.

South Regional TAFE is a key stakeholder in the Collie Just Transition Plan. College staff work with employers and training organisations to provide training support and practical assistance to affected employees and their employers. This has been supported by the establishment of the new Collie Jobs and Skills Centre.

The wellbeing of our staff continues to be a priority with significant investment in support for staff and increased professional development and wellbeing opportunities.

The skills and dedication to training of many students and their industries were recognised at national and state level. We congratulated our top students at our awards ceremonies and three became WA Training Awards finalists.

The college was well represented by thirteen student finalists at the national WorldSkills competition held in Melbourne in October. Of these, seven students were awarded medals and one earned international selection.

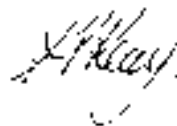
The South Regional TAFE Innovate Reconciliation Action Plan (RAP) 2023-25 incorporates extensive staff and community consultation, and was officially launched across the college during National Reconciliation Week. The RAP represents our commitment to embedding reconciliation into our everyday practices and guides our reconciliation journey.

In 2023 we farewelled Pina Versace and Janice Davidson from the Governing Council. We would like to thank them for their service and contribution to the governance of the college.

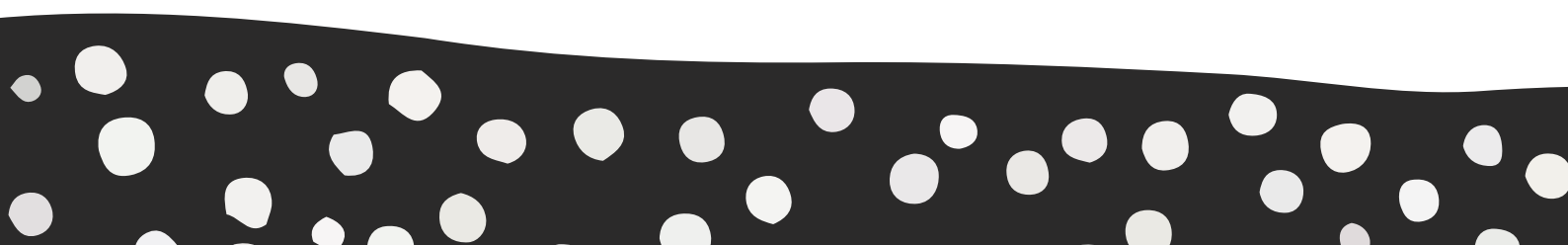
We also said goodbye to our former Managing Director Darshi Ganeson who has moved to South Metropolitan TAFE. We thank Darshi for her three years of service and wish her all the best in the future.



Susan Barrera
Governing Council Chair
15 March 2024



Kathy Keay
A/Managing Director
15 March 2024



2023 Key Highlights



Provided training to
10,504
students

Delivered skills to
1,484
students in Lower fees
local skill courses

Delivered skills to
1,603
students in Free in 23 courses

Delivered VETDSS skills
1,292
students

Engaged
2,442
apprentices and trainees

Delivered
2,516,204
Government funded student
curriculum hours

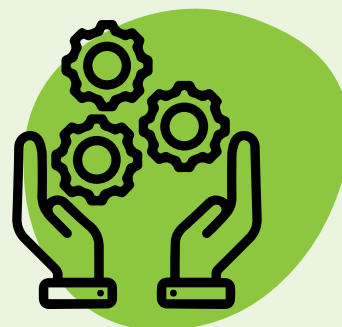
Opened the Collie Jobs and Skills Centre
Launched our new web-based Intranet
Developed a new Reconciliation Action Plan

Delivered
85
career taster experiences

Provided
982
services to southwest jobseekers,
upskillers and career changers
from Job and Skills

Provided
1,595
services to employers,
organisations and industry

417 staff participated in PD opportunities



Staff and student highlights



Esther Wong

Matthew Piercey

Riely Stammers-Hozier

WA Training Awards Finalists

Three exceptional students from South Regional TAFE were finalists in the Western Australian (WA) State Training Awards.

Esther (Po Yan) Wong, Riely Stammers-Hozier, and Matthew Piercey demonstrated outstanding talent and dedication in their respective fields and showcased the excellence of VET in the regions.

WA International Student of the Year 2023 finalist

Esther (Po Yan) Wong – Margaret River

Esther pursued a Diploma of Hospitality Management (Cookery) at South Regional TAFE, after studying business in Hong Kong and working in the hospitality industry for many years.

Esther’s studies allowed her to refine her industry skills after completing her Certificates III and IV in Commercial Cookery.

Now calling Margaret River home, Esther’s commitment and flair in the hospitality industry has been exemplary, and she continues to succeed since winning the South Regional TAFE International Student of the Year in 2022.

WA Apprentice of the Year 2023 finalists

Riely Stammers-Hozier – Margaret River

Riely’s fascination with cars and machines ignited a passion for automotive electrical technology.

Enrolling in the Certificate III program at South Regional TAFE, he set out on an apprenticeship journey after a two week period of work experience. Riely is enthusiastic about sharing his experience as a member of the LGBTQIA+ community to increase inclusion in the profession. He also wants to increase awareness about mental health issues and the value of diversity, particularly in rural and remote areas.

No stranger to success, Riely recently won two awards: the Trades, Paraprofessionals and Service Industries Student of the Year in 2022, and The John Coote Memorial Motor Trades Award as the top final year apprentice in 2023.

Matthew Piercey – Eaton

Matthew has discovered his calling in heavy machinery and mobile plant technology. As a mature-aged apprentice, Matthew is keen to promote an apprenticeship as a pathway that anyone can begin at any time in their life.

He pursued a Certificate III in Mobile Plant Technology, and his hard work and dedication were recognised, as he was hired by BHP (formerly Bunbury Machinery), testimony to his competence and potential.

Matthew’s selection as a finalist in the WA Training Awards honours his outstanding accomplishments and demonstrates the high quality of training delivered by South Regional TAFE.

South Regional TAFE Awards

In March 2023, South Regional celebrated its highest achieving students through two distinguished ceremonies held in Albany and Bunbury for our South Regional TAFE Student Awards. The events were a momentous occasions, with 77 students being recognised and receiving Certificates of Excellence.

Additionally, outstanding individuals were acknowledged with awards in categories such as the Construction Training Fund awards, Campus Student of the Year and major awards specific to the Great Southern and South West regions.

Among the recipients of the major awards for the college were:

Apprentice of the Year

Lachlan Brennan - Certificate III in Commercial Cookery

Aboriginal and Torres Strait Islander Student of the Year

Mariah Dennison - Certificate II in Automotive Servicing Technology

International Student of the Year

Esther Wong - Diploma in Hospitality Management

Trainee of the Year

Sarah Stutley - Certificate III in Tourism

Cultural Diversity Training Award

Indah Soelistyawati - Certificate III in Early Childhood Education and Care

Vocational Student of the Year

Chloe Gault - Diploma of Nursing

This showcase of excellence underscores the diverse achievements and contributions of our outstanding students across various disciplines, reaffirming South Regional TAFE's commitment to fostering excellence in education.



WorldSkills

WorldSkills competitions are Australia's vocational education sector platform to provide young people with an opportunity to showcase and benchmark their extraordinary vocational skills.

WorldSkills is held every two years and orchestrates over 500 Regional Competitions across 34 regions in Australia. This grand event involves more than 4,000 apprentices, trainees, and students, providing them with a platform to showcase their talents and skills.

Those who excel can progress to both national and international levels, embodying the essence of excellence in vocational education.

South Regional TAFE takes pride in the accomplishments of its students on this esteemed stage, reaffirming our commitment to nurturing talent and fostering excellence in vocational skills.

Thirteen participants from our college competed in Melbourne in 2023, returning home adorned with an impressive tally of seven medals.

Lewis Italiano's exemplary performance has further qualified him for the International World Skills competition to be held in Lyon, France in 2024, a testament to his exceptional skills and dedication.

Gold Medallists

Lewis Italiano - Cabinetmaking

Logan Turner - VETiS Electrotechnology

Mercedes Mathews - VETiS Food & Beverage

Silver Medallist

Dayan Francis - Restaurant Service

Bronze Medallists

Chloe Hodgkinson - VETiS Commercial Cookery

Jordan Murphy - Cookery

Taj Fowler - Heavy Vehicle Mechanics



About Us

South Regional TAFE is the largest vocational training provider in WA's Great Southern and South West regions.

Our focus is on delivering high-quality, accredited education and training that is flexible enough to meet clients' workplace and lifestyle commitments.

With campuses based across our regions, our extensive facilities and workshops allow us to offer responsive and relevant training to local industry and community needs.

We foster professional relationships with stakeholders across commercial sectors to ensure that training is benchmarked to industry standards.

As an established training provider, the college is a leader in delivering accredited training with highly qualified and dedicated professional lecturing staff.

Working with industry, we build the capacity of current and future employees through training and skills recognition that lead to formal qualifications, economic empowerment, and prosperity in our regions.

Key Statistics

10,504

Total students

638

Aboriginal and Torres Strait
Islander students

21

International students

14,257

Total course enrolments

2,442

Apprentices and Trainees

750

Students with a disability

354

VET Qualifications

478

Full-time equivalent staff
(as of September 2023)

Delivery levels

3.66%

Diploma and above

15.18%

Certificate IV

44.66%

Certificate III

19.59%

Certificate II

2.95%

Certificate I

13.96%

Non-accredited

2022 – 2024 Strategic Plan



Themes

- 

Student Centred
– Right skills at the right time
Deliver skills to meet current workforce needs and emerging jobs
- 

Demand Driven
Support local industry, community and government priorities
- 

Sustainable Performance
Support a strong economy for Western Australians through transparent and sustainable management
- 

Value Our People
Foster an environment of inclusivity, innovation and collaboration

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.

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

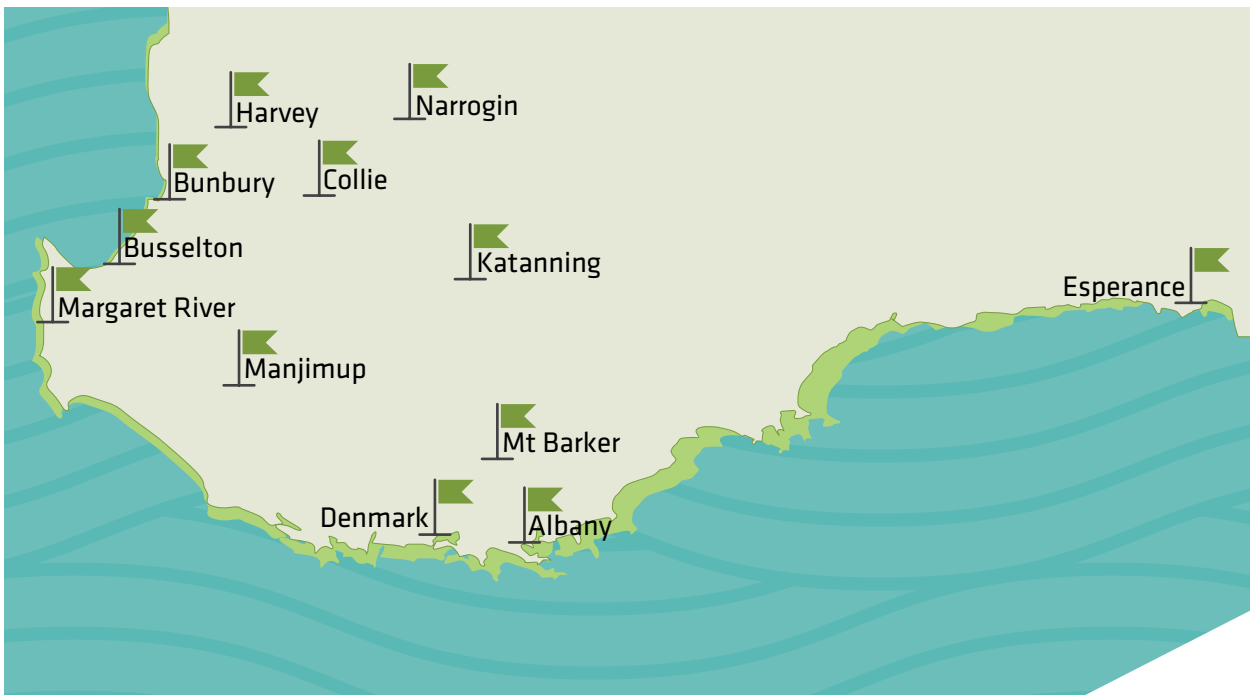
Embedding our core **VALUES** in all we do will enable us to meet our strategic direction.

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, international students, 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.

Campus locations

Providing quality education and training to students throughout southern regional Western Australia, with 12 campuses located in Albany, Bunbury, Busselton, Collie, Denmark, Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker and Narrogin, the college provides education and training support for local communities in the Great Southern, South West, Esperance and Wheatbelt regions of Western Australia.



12 campuses across
196,600 sq km

Operational structure

The TAFE system in WA operates with five State Government funded TAFE colleges.

Each TAFE college has a Governing Council that provides governance and strategic overview.

At South Regional TAFE our operational management is led by the Managing Director and Executive Leadership Team.

The operational structure is divided into five directorates incorporating:

- training services directorates which cover six campuses each; and
- corporate, organisational, and strategic partnership support

Responsible Minister

In 2023 South Regional TAFE was responsible to the Hon Simone McGurk MLA, Minister for Training; Water; Youth.



Governing Council



Susan Barrera Chair

Susan is an experienced senior manager with broad experience on boards and governing councils.

During her 30 year career in the State public sector, Susan held several Senior Executive Service positions.

As a consultant, Susan specialises in change management, strategic planning, organisational design, leadership training 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 is a retired partner of the 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 has a proven track record in corporate governance, strategy development, risk management, strategic human resource management, organisational development, cultural change, and executive leadership. Nadine is a Fellow and Graduate of the Australian Institute of Company Directors (AICD).



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, including a strong safety and sustainability focus. He is a keen industry advocate and strives to see continuous improvement throughout the industry, particularly developing skills and education for future careers.



Dr Helen Grzyb Member

A strategic thinker with a research doctorate in business and community partnerships, Helen Grzyb is an Australian Institute of Company Directors graduate, Fellow and award winner. She has more than 30 years of governance experience as a board member of professional, government, business and community organisations.



Noelle Jones Member

Noelle retired after a long term career with the Australian Medical Association (WA) and joined the Governing Council in 2021 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.



Ken Kelly Member

Ken has worked in social services roles for over 30 years in State and Federal Government departments in health, justice, child protection, and oversight of Aboriginal cultural heritage and built heritage matters. He considers it a privilege to be the acting Senior Heritage Officer in the Department of Planning, Lands and Heritage Albany Office and be auditing and checking Aboriginal cultural sites he has a personal and connection with.



Dr Mairead Dempsey Member

Mairead has more than 30 years of experience contributing to quality vocational education and training, providing high-level advice to State and Federal Government Agencies, and Western Australia Government Ministers on training regulation policy and strategic matters. She has provided governance, held multiple ministerial-appointed VET regulatory roles, and provided VET regulatory services across diverse organisations and industry sectors.



Kathy Keay A/Managing Director

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

Departures

In 2023 the Governing Council farewelled Pina Versace and Janice Davidson. South Regional TAFE thanks them for their contribution.

Executive Leadership Team

As of December 2023



Kathy Keay A/Managing Director

Kathy has worked in the college for almost 30 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 had been Director Strategic Partnerships since 2021 which is focused on Collie and Native Forest Transitions, emerging technologies, and future training needs. In April 2023 she became Executive Director of Training Services and has been acting Managing Director since September 2023.



Michael Burgess A/Director Training Services South West

Michael was previously Training Manager – Resources and Environment at Bunbury Campus. Prior to this, Michael had been the Busselton Regional Campus Manager for 15 months.

Michael also spent 12 years in community education and engagement with the Department of Fisheries, and 5 years as a CEO for a not-for-profit recreational fishing peak body in Victoria.



Lee-Anne Smith Director Training Services Great Southern

Lee-Anne Smith has worked in the VET sector since 2004 as a Business Development Officer, Lecturer, Training Manager, Training Transition Consultant and now the Director of Training Great Southern.

Lee-Anne is passionate about ensuring that students in regional WA have access to outstanding training programs and facilities that support strong employment and personal development outcomes.



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 focused 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, Student Support, Aboriginal Programs, and Marketing.



Mark Seaward A/Director Corporate Services

Mark Seaward has been with the college since November 2020 when he began as a Manager Industry Engagement. He moved to the Chief Information Officer position in December 2021, and then to the Director role in December 2022.

Mark's career has spanned many sectors including Technical Education, Health, Telecommunications, and Information Technology. Mark was appointed CEO of the Bunbury Chamber of Commerce for three years and worked in WA Health for 15 years.



Tiana Spencer Associate Director People and Culture

Since joining South Regional TAFE in 2015, Tiana has worked as Busselton Regional Campus Manager, Bunbury Campus Training Manager in Health, Commerce & Environmental Sciences, and Human Resources Manager.

She became the Associate Director of People and Culture in early 2023. She has a passion for training excellence and providing exceptional education for students and opportunities for the community. Tiana has a focus on valuing our people, and enriching the organisational fabric.



Steph Tchan Associate Director Strategic Projects

Steph has worked in the VET sector for over 25 years in metropolitan and regional TAFE's as a campus coordinator, project officer, marketing manager and academic delivery director. She began with South Regional TAFE as Director Training Service Great Southern and responsibilities include the digital transformation of educational technologies.

Sara Venuto Associate Director Academic Quality

Sara has made a career in education and training that includes more than 20 years with South Regional TAFE. Her previous roles with the college include training and assessment of a range of language courses, co-ordinator of the Adult Migrant English Program, Principal Lecturer, and Academic Quality Manager. In 2023 Sara was the college lead for our Renewal of Registration activities.

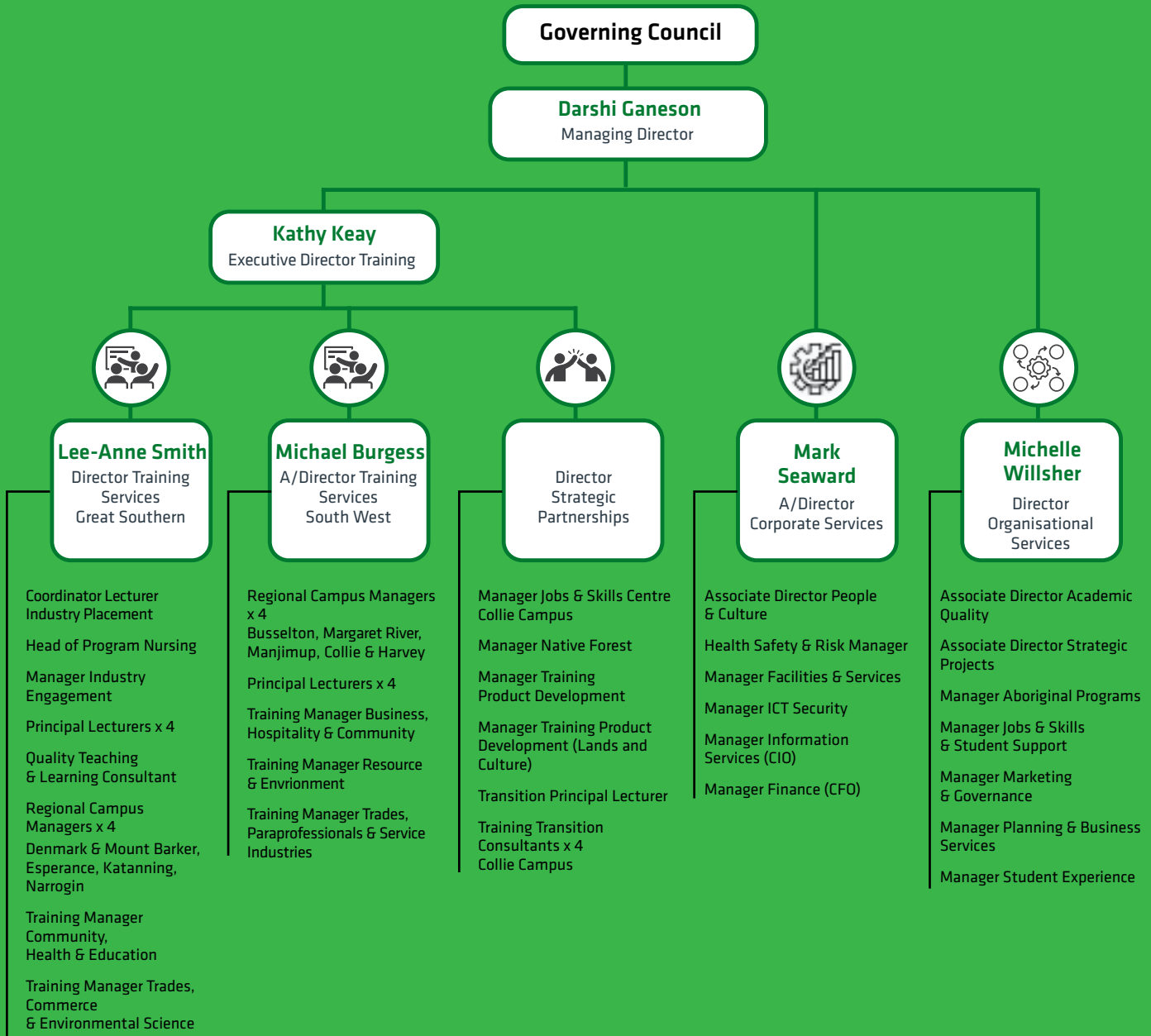
Departures

Darshi Ganeson - Managing Director

Darshi was South Regional TAFE Managing Director from January 2020 to September 2023.

Organisational chart

Correct as of Sep 2023



Enabling legislation

South Regional TAFE is a Statutory Authority established through section 35 of the Vocational Education and Training Act 1996.

The college was established on 11 April 2016 as a result of the State Government's Training Sector Reform Project and 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 and Workforce Development 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
- COVID-19 Response and Economic Recover Omnibus Act 2020
- Disability Services Act 1993
- Education Service Providers (Full Fee Overseas Students) Registration Act 1991
- Electoral Act 1907
- Electronic Transactions Act 2011
- Equal Opportunity Act 1984
- Evidence Act 1906
- Financial Management Act 2006
- Freedom of Information Act 1992
- Industrial Relations Act 1979
- Library Board of Western Australia Act 1951
- Limitation Act 2005

- Minimum Conditions of Employment Act 1993
- Procurement Act 2020
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Salaries and Allowances Act 1975
- School Education Act 1999
- State Records Act 2000
- State Superannuation Act 2000
- Statutory Corporations (Liability of Directors) Act 1996
- Vocational Education and Training Act 1996
- Work Health and Safety Act 2020
- Workers' Compensation and Injury Management Act 1981
- Working with Childrens (Criminal Record Checking) Amendment Act 2022

Commonwealth legislation

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

Committees

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 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: 6

Executive Leadership Team

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, Director Organisational Services, Associate Director People and Culture, Associate Director Academic Quality, and Associate Director Strategic Projects. Convened: 11

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 comprises 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 affecting college employees' health, safety, and welfare. 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 the 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, Manager Student Services, and Manager Client and Administration Services. Convened: 4

Quality and Compliance Working Group

This is the principal academic governance body for maintaining the highest academic standards across the college. The AQCC 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 Director Organisational Services (Chair), Directors of Training Services Associate Director Academic Quality, Training Managers, Planning Business Services, and all Principal Lecturers. Convened: 4

RAP Working Group

The South Regional TAFE RAP Working Group has been established to identify issues and topics of importance surrounding the development and implementation of our RAP and to assist in the promotion, reporting, and monitoring of college initiatives.

Comprising of a cross section of staff members from the college, including four Aboriginal and Torres Strait Islander staff members, the Working Group has an important role to play in supporting our reconciliation journey.



Performance management framework

Government Goals		Services provided
Government Goal 1 Future Jobs and Skills	Government Goal 2 Sustainable finances	Vocational Education and Training

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

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

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 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.

Other government priorities

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

- 2020 Review of Skills, Training and Workforce Development report recommendations;
- State Training Plan 2023-2024 strategic priorities;
- State Government election commitments;
- Diversify WA;
- WA and regional Skills Summits outcomes; and
- Department of Training Workforce Development Strategic Plan 2023-2028
- Diversification and Inclusion Strategy for WA Public Sector Employment 2020 – 2025.
- WA TAFE Digital Roadmap

The college’s performance in meeting these initiatives is detailed in Section 2.

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 2023 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 2023.

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.

2023 KPI Snapshot

92.1%

2023 student satisfaction

87.8%

2023 Graduate achievement

100.6%

2023 profile achievement

\$30.83

2023 delivery cost



Agency
performance

Agency performance

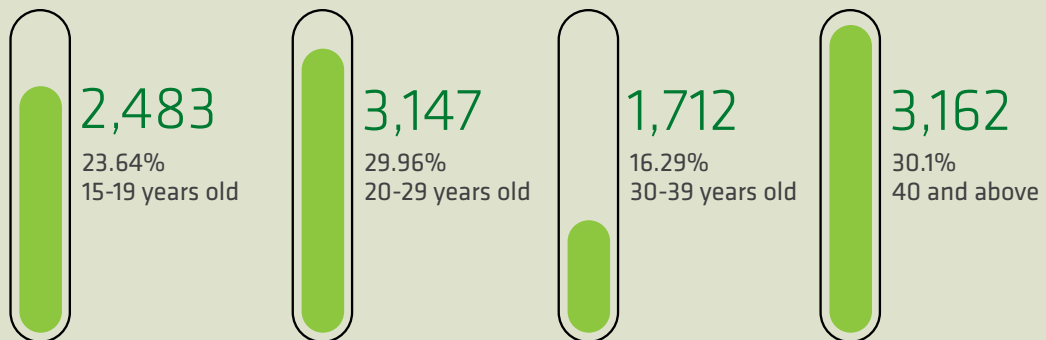
Our year in review



10,504
Total students

21
International Students

Student age group breakdown



Student population by campus location

2,885 Albany	3,658 Bunbury	417 Busselton	393 Collie	95 Denmark	769 Esperance
89 Harvey	490 Katanning	465 Manjimup	475 Margaret River	73 Mount Barker	522 Narrogin



Employment based training



264

Pre-Apprenticeship

1,733

Apprenticeship

669

Traineeship

Student curriculum hours (SCH)

2,516,204	Government profile
41,603	Commercially funded
507,482	Lower Fees, Local Skills
491,572	Apprenticeships
186,879	Traineeship
79,312	Pre-Apprenticeships

Student curriculum hours (SCH) activity breakdown

2,516,204	Profile
62,202	Commonwealth funded delivery
43,326	State funded delivery
41,603	Domestic fee for service
13,806	International onshore fee for service

Student qualification level

263

Certificate I

1,347

Certificate IV

1,746

Certificate II

325

Diploma

3,995

Certificate III

1,239

Other





Training in priority areas



Employment based training

For the third year in a row, the college experienced an increase in demand for employment based training (EBT) with a 6.82% increase in student contact hours (SCH) delivered.

EBT is training for paid employees within a work setting, related to their role and provided or supported by employers. This is most commonly represented through an apprenticeship or traineeship.

The college offers apprenticeship and traineeships across a wide range of industries including:

- Automotive;
- Engineering;
- Mining and resources;
- Building and Construction;
- Science;
- Business;
- Civil construction;
- Commercial cookery and hospitality;
- Community services;
- Hairdressing;
- Beauty therapy;

- Early childhood;
- Aged care;
- Disability services;
- Horticulture;
- Conservation and ecosystem management; and
- Arboriculture.

The need for skilled workers in mining, aged care, building and construction, agriculture, and childcare industries has seen the demand for apprenticeships and traineeships increase dramatically, with the following qualifications being the most highly sought after by both students and employers in 2023.

Apprenticeships

- Certificate III in Electrotechnology;
- Certificate III in Engineering - Fabrication Trade;
- Certificate III in Carpentry;
- Certificate III in Light Vehicle Mechanical Technology; and
- Certificate III in Mobile Plant Technology

Traineeships

- Certificate III in Early Childhood Education and Care;
- Diploma in ECEC;
- Certificate III in Individual Support (Aging);
- Certificate III in Business; and
- Certificate III in Process Plant Operations.



The Premier was in town

On August 25 2023, Premier Roger Cook and Rebecca Stephens MLA visited the Albany Campus to check out the new trades workshops currently under construction.

This project, valued at \$22.17 million, will provide modern spaces for top-notch training in automotive, metals and engineering, electrical, and plumbing trades.

Over 200 workers, including talented apprentices and trainees, are hard at work to bring this vision to life.

Project completion is scheduled for 2024.



Plumbing industry trade days

In October 2023 the Albany and Bunbury campuses were the respective host venues for trade days held by their local Master Plumbers and Gasfitters Association of WA.

The events provided a forum for industry members to be informed of latest technologies available from manufacturers and suppliers.

They were also given a tour around the training facilities the campuses have to offer, and heard from the panel's keynote speakers.

Women in trades

Fierce skills for women

In Semester 2, 2023 a new innovative program designed to assist women in learning trade-based skills was introduced at our Albany campus.

Currently women make up less than 25% of apprentices or workers in a non-traditional trade.

When many women consider what type of job they want to pursue, trades, technical or operational fields are often regarded as out of the question. The Fierce Skills for Women series encouraged women to push through any perceived barriers and 'have a go' at training that aligns with more traditionally male dominated skills and trades related professions.

The short course series undertaken in 2023 saw women from various backgrounds successfully complete training in operating a forklift, tractor and chainsaw. The level of camaraderie and support evident across the groups resulted in everyone 'having a go' and many successfully completions of the course.

Women in non-traditional trades scholarship

The new Women in Non-traditional Trade and Technical occupations (WNTT) scholarship initiative was announced in November 2023. Scholarships of \$5,000 per person for women enrolling in eligible apprenticeships, traineeships or institutional qualifications to be made available from Semester 1 2024.

The college has been funded to award scholarships to 20 eligible applicants each year to address the underrepresentation of women in male dominated industries.

The funding is aimed to improve women's economic participation and equality in the workforce by increasing female participation in traditionally male dominated roles such as building and construction and science, technology, engineering and maths (STEM).

Scholarship recipients will receive a one-off payment following successful enrolment and continuation of training past the withdrawal/census period stipulated by the College. The payment will cover training costs and other associated training expenses.



Looking forward

- Based on the interest and success of the inaugural Fierce skills for women short course, expansion of the program is planned for 2024.
- Innovative assessment collection software and the use of artificial intelligence (AI) to increase interactive and contemporary EBT delivery models will be undertaken in 2024.
- To assist in meeting skills shortage areas and training demand, an increase in online delivery strategies will be made available to students to access real-time training options to increase student engagement and course completions.



Priority industry training



Lower fees, local skills courses & Fee Free in 2023

The WA State Government funded lower fees, local skills program, FREE IN 23, and Job Ready skill sets facilitated the growth and expansion of our delivery options throughout the year.

Access to free training places continue to increase enrolments in skill shortage areas which offers cost of living relief for students, while also growing the recruitment pool for businesses which assist in meeting our skill shortages needs. The provision of affordable, accessible training increases student enrolments into qualifications in skill shortage areas, which benefits our local employers and communities.

Specifically, FREE IN 2023 qualifications drove high enrolment numbers across individual support, cookery, resources, community services, nursing, information technology, school based education support and early childhood education and care across the South West. Similarly, a strong focus on improving industry engagement particularly in the nursing, aged and disability support, community services, allied health and dental therapy resulted in strong growth in the Great Southern.

South Regional TAFE Job Ready Programs

Future Chef Ready Program

The Future Chef Ready Program was delivered at the Margaret River Campus for budding chefs.

Students' skills and confidence was able to be rapidly developed over a short period of time and local employers embraced the workplace component of the skillset with students offered ongoing employment and continuing their training in commercial cookery.

Infrastructure Ready (Civil Construction) Program

South Regional TAFE has continued its strong relationship with the South West Gateway Alliance by delivering the Infrastructure Ready Skill Set to three groups of Yaka Dandjoo participants to support the workforce for the Bunbury Outer Ring Road.

The Yaka Dandjoo program offers free training and work placements to disadvantaged jobseekers, preparing them for work in the construction industry. The students were also trained students in additional machine 'tickets' and provided upskilling to enhance their ongoing employability skills.

Customised short courses and skill sets

The Great Southern, South West, and Esperance 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 to address our regions' specific training needs through the following:

- Continuing delivery of Infrastructure Ready skill set to Yaka Dandjoo participants. Graduates from Yaka Dandjoo have been upskilled to operate moxy dump trucks for bulk earthwork activities and the continue delivery of machine tickets and verification of competencies undertaken;
- Successful pilot of Fierce Skills for Women short course;
- Development and implementation of the Radiography skill set to support the dental services industry;
- Strong growth in the delivery of First Aid training;
- Skill set delivery at the Manjimup campus in confined spaces, working at heights, confined spaces, chainsaw, operate tractors, AusChem and 'White Card' to support workers affected by the Native Forest Transition and give better access to industry ready skills for jobseekers and existing workers; and
 - Development of targeted skill sets in:
 - WHS Supervisor;
 - Wine Operations;
 - Food Safety Supervisor;
 - Introduction to Cyber Security;
 - Bricklaying Job Ready Program; and
 - Operate Small Business.

Autonomous operations

South Regional TAFE continues to work collaboratively with Rio Tinto to create additional career options in the regions in emerging fields of drone aviation and autonomous operations.

Throughout the year the college delivered 354 courses to 10,504 students

Senior management from Rio Tinto's Brockman 4 site visited students studying the Certificate II Autonomous Workplace Operations at Albany Campus to provide an overview of their operations and see how the course is being delivered before the students' site visit.

Rio Tinto's fly-in fly-out career opportunities from Albany regional airport is regarded as an incentive for a locally trained workforce to seek employment with the company, with the aim being to increase the workforce in this emerging skill need.

Heavy vehicle training

In a fresh initiative, 10 students from various backgrounds in Albany embarked on a transformative journey to enter the world of transport and logistics with the Heavy Vehicle Driver Operations Skill Set being delivered at our Albany campus for the first time in 2023.

Building on the successful delivery of this course at the Pardelup Prison Farm (pre-release facility), the Heavy Vehicle Driving Operations Skill Set is designed to equip them with the skills and experience necessary to thrive in the industry.

In this three-week program, students delved into essential aspects of the transport and logistics industry, which included mastering the art of truck and trailer inspection, as well as honing their skills in cargo handling, ensuring the secure loading, and unloading of goods for safe transport.

They also tackled the critical issue of work fatigue management, learning effective strategies to combat fatigue, particularly vital for long-haul driving. These diverse components of the program will equip them with a well-rounded skill set to thrive in the industry.

Further delivery of the course at the Albany campus is planned with the course set to run again in 2024 with a large waitlist already in place for this exciting course and further expansion to Esperance.

New training products

Over the twelve month period, the college has introduced a number of new training products to meet growing industry and community needs.

- The Certificate III in Barbering delivered for the first time at Albany campus.
- Courses in cyber security and integrated technologies have been delivered in Bunbury to support students to articulate into careers in information technology (IT), system programming and design, and application support engineers.
- Certificate I in Developing Independence was developed in preparation for delivery in 2024. This qualification is designed to help young people who are homeless or in housing need to stabilise their lives and achieve the transition to independence. In conjunction with Albany Youth Support Association, we are excited to be the first RTO in the state to deliver this program.
- Beekeeping has been delivered at the Bunbury campus and Bunbury Regional Prison.
- The demand for drone training across a wide range of occupations continues to grow, particularly in the building and construction, agriculture, surveying and civil construction industry areas. Resource development has taken place. In 2023 to enable the delivery of the Certificate III in Aviation (Remote Pilot) at Collie campus from Semester 1, 2024.

- College staff have been working collaboratively with the brewing industry to develop the Certificate III in Food Processing (Brewing) for delivery in the South West and Great Southern regions.
- Currently, the training is unavailable in WA to support this rapidly expanding industry area. In response, the college has developed resources to deliver workplace training to trainees within the brewing industry and the qualification has been successfully added to the college scope of delivery and will commence next year through a traineeship based at Margaret River Campus.

Looking forward

- › Under the State and Federal government commitment Fee-Free TAFE partnership an additional 22,200 and VET places will be available for Western Australians from January 2024.
- › High demand in Heavy Vehicle Driver Operations skill set will see the program continue in 2024, with delivery to be expanded to Esperance.
- › Delivery of the Certificate III in Aviation (Remote Pilot) at Collie campus from Semester 1, 2024.
- › Implementation of the new Diploma of School Aged Education and Care is planned to take place in 2024, with work already underway to develop the resources to enable this qualification to be added to our scope of delivery.



Aboriginal and Torres Strait Islander students



Aboriginal school based training program

Increased training and employment pathways for Aboriginal and Torres Strait Islander peoples was a priority area for our college in 2023.

Access to pathways in secondary school continues to be an effective strategy to increase students participation in VET as well as providing a pathway to critical industries and employment opportunities. The 2023 Aboriginal School Based Training Program provided students with access to a wide range of qualifications to encourage them to obtain a vocational qualification in their chosen field, through key courses delivered.

- **Certificate I in Gaining Access to Training and Employment (GATE).** Delivered one day per week to Year 10 students in Albany, this course assisted the students to gain their First Aid Certificate as well as receiving an overview of a barista course, while also providing career guidance and support, culturally inclusive and safe activities and hosted excursions.

- **Certificate I in Tourism (Australian Indigenous Culture).** Developed for Year 10 and 11 students, the course had a strong learning foundation built around Aboriginal Indigenous culture. Delivered at our Albany campus, students undertook multiple excursions and were taught how to interpret different aspects of art into their own styles.
- **Certificate II in Leadership.** Delivered at our Narrogin campus, the course provided students from Narrogin Senior High School with skills in leadership.

Mentoring / tutoring support

To assist students to complete their qualifications, the Aboriginal Programs staff provided mentoring and tutoring support to 29 students throughout the year at Albany, Bunbury and Esperance, through a total of over 64 hours of tutoring support and 484 hours of mentoring support provided.

Advisory committees

Advisory committees play an important part in guiding our educational support and training

delivery. Working in collaboration with key stakeholders across our regions we meet regularly to discuss our training scope and to identify and rectify unmet training and support needs.

- **Albany Aboriginal Advisory Committee.**

Albany's Aboriginal Advisory Committee held three meetings in 2023 with members from a diverse range of industries, including WA Country Health Service, Albany Community Legal Centre, Clontarf Foundation, Department of Education, Department of Communities, South West Aboriginal Land and Sea Council (SWALSC), Regional Aboriginal Corporations and Aboriginal School Based Programs. Topics covered in this year's meetings included on the job training, cultural awareness training, update on Aboriginal community programs, NAIDOC Events, Department of Planning, Lands and Heritage grants from SWALSC and local committee networking.

- **Bunbury Aboriginal Advisory Committee.**

The Bunbury Aboriginal Advisory Committee provides advice on Aboriginal and Torres Strait Islander programs and services strategies and current and future student needs. Three meetings were held in 2023, with participation from local Community Elders and representatives from South West Aboriginal Medical Services (SWAMS), Harvey Aboriginal Corporation, WA Country Health Services, Roelands Village, Breakaway Aboriginal Corporation, Legal Aid WA, Australian Bureau of Statistics and Indigenous Workabout Collie. Topics covered in this year's meetings included: supporting the Bunbury Outer Ring Road Project and students from Yaka Dandjoo working toward getting them qualified and work ready to join the resource and infrastructure and civil construction industry; developing new projects in conjunction with the Department of Planning, Lands and Heritage to deliver training with preliminary planning for new Ranger programs; Year 9 Career Taster Program provided hands on experience and future training pathways;

support of Breakaway Aboriginal Corporation who mentor and guide students as an alternate to traditional schooling and Newmont scholarships opportunities for Aboriginal students promoted in the community.

Follow The Dream Program Operations Committee

The Follow the Dream program supports the aspirations of Aboriginal students to successfully complete their secondary schooling. Attended by representatives from Department of Education, Southern Aboriginal Corporation, City of Albany, Albany Senior High School, and North Albany Senior High School, we work together to help to prepare Aboriginal students to embark on successful career pathways and to identify as leaders and role models amongst their peers, families and communities.

NAIDOC celebrations

In celebration and recognition of the history, culture and achievements of Aboriginal and Torres Strait Islander peoples across our regions, annual NAIDOC Week celebrations are held across our college.

NAIDOC Week is an opportunity for our staff and students to learn about First Nations cultures and histories and participate in celebrations of the oldest, continuous living cultures on earth.

- **NAIDOC Day in collaboration with the Certificate II in Tourism Students and Hospitality VETDSS students.** In June Aboriginal Programs staff, in collaboration with the Certificate II in Tourism students and the Certificate II in Hospitality VETDSS students held a NAIDOC event at the Albany campus for all staff and students to attend. The tourism students displayed posters and created a community canvas for everyone who attended to add their own artwork. The hospitality students produced delicious food for the event made with local bushtucker ingredients.

- **Albany Senior High School NAIDOC expo.** Aboriginal Programs staff attended the Albany Senior High School NAIDOC Expo in August 2023. They promoted the college and the courses and support on offer.
- **Bunbury Campus Reconciliation Walk, flag raising and morning tea.** Ten Bunbury Campus staff were fortunate to join thousands of people at the Reconciliation Walk from Wardandi Boodja sculpture at Koombana Bay, over Koombana Bridge, finishing at the Graham Bricknell Music Shell. Staff enjoyed a flag raising ceremony, listened to stories shared by local Aboriginal people, heard about the reconciliation journeys of others, shared in some singing as a group and participated in a delicious morning tea of damper and native teas. Staff and students made Aboriginal and Torres Strait Islander flag badges and placed their handprints on the canvas to represent reconciliation.

Pit stops (breakfast club)

Building on the initiative established in 2022, Pit Stops were held at least twice a week at Albany, Bunbury, and Esperance campuses.

The aim of the Pit Stops is to provide students with a safe space to sit down and have a yarn with Aboriginal Programs and JSC staff to help increase student engagement with education and training.

Students who attend are able to make a hot drink, enjoy some breakfast, and take a snack with them for later, with an aim to promote healthy eating habits.

The Esperance Breakfast Club has been very successful with helping students become more comfortable to be on campus and has built stronger relationships with staff.

It is now a regular part of the students' routine, and provides a casual common place for students to gather before class and interact.

Aboriginal ranger programs

South Regional TAFE continues to support Aboriginal corporations to manage country and protect the environment across the state through the provision of training in conservation and ecosystem management to the Southern Aboriginal Corporation Rangers, Binalup Rangers, Gnowangerup Aboriginal Corporation Rangers, and the Ngadju Rangers (in Norseman).

Looking forward

- › Increased training and employment pathways for Aboriginal and Torres Strait Islander peoples is a priority area for our college in 2024.
- › Aboriginal Programs road shows will continue with regional visits scheduled during Semester 1 and 2, 2024.
- › Closing the Gap - Guided by the knowledge and collaboration from our Aboriginal Programs team, the Great Southern and South West Aboriginal Advisory Committees, local Aboriginal Elders and community members, South Regional TAFE will continue to provide Aboriginal and Torres Strait Islander students with a culturally safe and inclusive training environment, to support job seekers.



Students with a disability

Disability Access and Inclusion Plan (DAIP) 2021 – 2026

South Regional TAFE's Disability Access and Inclusion Plan (DAIP) ensures access and inclusion for people with a disability and medical and mental health conditions across the college's services, events, training, facilities, and employment opportunities.

Disability, Access, and Inclusion Operational Plan initiatives for 2022 - 2023 were completed by the college to support the strategies outlined in the DAIP.

Campus access

Campus access improvements continued including widening doors in K Block at our Bunbury campus; installing an automatic door opener at Collie, and remodelling the pathway and corridor from the easy access parking bay through the building to the Harvey campus reception. Easy access parking bays were re-asphalted, and line marked at the Margaret River campus and re-lined at the Bunbury campus.

Inclusive practices and universal design

Inclusive practices and universal design have been promoted and used by college staff to increase access and participation, not only for students with disability but for all students.

Universal Design for Learning, an online PD module, was embedded in the staff Blackboard learning management system as recommended training and is now also included in the lecturer induction requirements. Inclusive learning tools such as Microsoft Dictate, Read Aloud, Immersive Reader and Translate have been promoted to staff and students to use as needed.

Supporting students with mental health issues

The college continues to assist staff in better supporting the increasing numbers of students with mental health issues. Mental Health First Aid; Youth Mental Health First Aid; Managing Challenging Behaviours; Keeping Sane - Supporting students through tricky times and psychosocial training has been delivered to staff online and face to face across Bunbury, Albany, Esperance and Narrogin campuses.

In 2023, Student Counsellors were based at Bunbury and Albany campuses three days per week for in-person, online, phone or email assistance, ensuring counsellor coverage for students across the week.

Looking forward

- We will continue providing additional wrap-around support to students with an expanded disability support team. This higher level of support will also apply to diverse cohorts of students.
- Launch of the centrally located Student Hub will better service student needs in a central location.



Regional and remote servicing

Rural and Remote Education Advisory Council (RREAC) forum and tour

The Rural and Remote Education Advisory Council (RREAC) provides advice to the Minister for Education on issues impacting students in the regions. The Council is led by two current sitting Members of Parliament.

In 2023 a focus of the RREAC is on secondary and post-secondary transitions, (including Year 10-11 and secondary schooling) into workforce or training. This focus sits alongside the broader aim of providing increased training opportunities for regional students.

Each year the RREAC seeks to undertake a regional visit to provide advice to the Minister for Education on issues impacting students in the regions.

South Regional TAFE participated in the Regional Forum on Tuesday 1 August, with other local representatives, to discuss the distinct circumstances and needs of our 15 to 19-years-old students involved in high school years. College staff welcomed the committee with a tour around the Albany campus training areas including heavy automotive, horticulture nursery and gardens and various trades centres.

Delivery of the Certificate II in Conservation and Ecosystem Management in partnership the Harvey Aboriginal Corporation.

The Certificate II in Conservation and Ecosystem Management was delivered at the Harvey campus.

The leadership development program has been developed in partnership with the Shire of Harvey and the Harvey Aboriginal Corporation. Designed as part of an Aboriginal Leadership Hiking Program (ALHP), the course is tailored for Aboriginal people who are looking to access tourism and employment opportunities.

Beekeeping

The new Certificate III in Beekeeping and the Beekeeping skill set was developed and delivered at the Bunbury campus and the Bunbury Regional Prison (respectively).

As the only TAFE provider of this training in WA, we are working to support regional beekeeping commercial operations in addition to local interest from boutique and cottage beekeepers.

Adult Migrant English Program (AMEP)

The Adult Migrant English Program (AMEP), through the Department of Home Affairs, funds South Regional TAFE to provide migrants with English language training.

Numbers in the AMEP grew during 2023 with English language tuition to eligible migrants and humanitarian entrants across six campuses in the South West and Great Southern with particular growth in the Hazara community in Mt Barker and Ukrainian communities in both regions.

Community consultation has improved results across the network with improved attendance figures because of responsive timetabling customised to meet community needs.

The college was successful in winning an Innovation Grant through AMEP to deliver English for Swimming, in partnership with Royal Surf Life Saving Australia which commenced in Term 3.

Busselton Campus also successfully delivered the Settlement Language Pathways Employment and Training (SLPET) pilot program, where students could incorporate their studies in the Certificate III Spoken and Written English, with business studies and work experience in hospitality and business. The College will bid for the new AMEP tender due to be released in 2024.

Regional Early Education and Development Inc (REED) Narrogin

College staff continued to work closely with the Regional Early Education and Development Inc (REED) throughout 2023.

REED was established in response to challenges identified by early childhood education and care services in regional communities across the Wheatbelt. In 2023 they increased their locations by 2 to 24.

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

Learning English and learning to swim

Students from the AMEP in Busselton completed a program that combined English classes with a learn-to-swim program.

It aimed at assisting migrants and refugees to gain a new skill and preventing drowning deaths for people born overseas.

Enrolling in a water safety program supported by TAFE classroom learning helped students' progress through their English certificate and classroom learning was contextualised to what they were learning at the pool.

As well as water safety skills, students learnt essential skills and vocabulary for reading signs and using spoken language to ask for information and follow instructions. This in turn was designed to increase students' confidence and hopefully lead to greater access to community facilities such as recreation centres and libraries in the future.

Looking forward

- › Expansion of delivery of beekeeping qualifications to our Albany campus and Pardelup Prison Farm, adding skills and knowledge to the current horticulture, conservation, and ecosystem management programs.
- › The college will look to apply for the new AMEP tender to continue delivery of this important program in future years.





Jobs and Skills Centres

South Regional TAFE's Jobs and Skills Centres (JSC) provide one-stop shops for careers, training and employment advice and assistance and are free and accessible to all members of the community.

JSC Collie

To support the just transition of Collie, a new JSC has been established.

The Collie JSC is staffed by college employees directly appointed to the centre and has been operational for 15 months.

Key highlights

- Opening of the first stage of the shopfront on April 6, 2023, after which we had 945 client contacts.
- Opening of the second stage of the shopfront on July 21, 2023.
- Achievement of one staff member completing the Graduate Certificate in Career Development and partial completion by two others (due to be completed early 2024).
- Engagement of workplace learning student in conjunction with Collie Senior High School.
- Meetings with Griffin Coal, Synergy, Collie Power Station and Bluewaters to explain the services of the JSC and find ways to work with affected workers.
- Mentored the winning team of the UWA/Young United Nations Students Doing Good (SDG Challenge 2023) with an idea for sustainable agri-tourism in Collie to incorporate the youth.
- Hosting the first Business Connection evening for Collie Chamber of Commerce and Industry and Workforce Australia.
- Development of relationships with the Just Transition Working Group, local affected industries, new and emerging industries, and local small business to provide wrap around service to whole of community.
- Attendance at career expos in Collie, Bunbury, and Boddington to increase foot traffic and knowledge of the JSC services, particularly to young job seekers, school leavers and those seeking apprenticeships.
- Developing seamless relationships with Training Transition Coordinators (TTC) to provide a clear pathway for affected workers in coal-based industries.
- Strategic Partnerships developing as a team in order to support the town of Collie, through well-developed reciprocal relationships between TTC, Collie Campus and the JSC.
- Working with South32 to develop a series of Career Exposure sessions for local high schools, based on the Career Taster Model.
- Well-developed relationship with Collie Senior High School to provide career counselling, resume and interview support to students in Career Education classes.
- Working with the Child and Parent Centre to create a bespoke program for mums returning to the workforce, with the program due to begin in February 2024.
- Working with Workforce Australia to expand support for people who are disengaged from the workforce, beginning with an Embrace Employment Expo, that will also incorporate the Engagement and Participation team at the Department of Education.

- Representation of the JSC at Career Conversations evenings, Collie Chamber of Commerce and Industry, Collie Education Training Alliance, Collie Senior High School Board, South West Employment Participation Round Table and at the New Industry Community Forum.

JSC Bunbury campus

The Bunbury JSC services the southwest providing free professional and practical advice on training and employment opportunities, including careers advice and apprenticeship, and training information and assistance, with job searching and direct links into work.

The staff participated in a wide range of interagency meetings with stakeholders across the region to increase training and employment opportunities. Meetings held included:

- Cape to Cape youth meeting;
- Collie interagency meeting;
- Local Jobs and employment taskforce;
- South west employment skills and participation meetings;
- Narrogin Local jobs and training stakeholders meeting;
- Gnaala Karla Booja Aboriginal Corporation meeting;
- Aboriginal Islander Education worker' meeting; and
- Department of Education Forum to identify why students are dropping out of school early.

The JSC staff participated in a range of expos to promote the services on offer and included:

- Aboriginal Youth Career Expo at Busselton Senior High School;
- Reconciliation Week Celebrations;
- NAIDOC Week Celebrations;
- Multicultural Day Celebrations;

- Newmont Career Expo Boddington; and
- Re Connect Expo Bunbury Prison.

Staff provided assistance to employers in the form of jobs board and vacancy advertising, assisted with recruitment, Aboriginal and Torres Strait Islander engagement, information about apprenticeships and traineeships and referral to subsidy entitlements.

Similarly, services to job seekers, students and youth were provided throughout the year and focused on the following:

- referral for resumes and career counselling.
- job search assistance;
- assistance with setting up apprenticeship and traineeships;
- referral to other providers;
- providing industry information and job vacancies;
- referral to Aboriginal Programs/work in partnership to be job ready and gain work placements for students; and
- providing advice to employers on culturally and welcoming workplaces.

Stakeholder engagement throughout the South West, is a key component of the services on offer from the JSC staff. Throughout 2023, a number of key projects were undertaken with a focus on improving education, training and employment transitions and engagements, with highlights including:

- Assisting an Aboriginal employer to develop/ set up a driver training program in the South West;
- South West Aboriginal Medical Service workforce development for delivery of services expansion and the continued support for traineeship pathways with South Regional TAFE as delivery partner for various health positions;

- WA Country Health Aboriginal VET programs future partnership discussions (training pathways into employment);
- Engaged with high schools, education participation team, group training providers and employers to advise and assist with ASBT, VET programs and transition from school; and
- Engagement with the Bunbury Geographe Chamber of Commerce and their Working together Program planning information sessions for their employer client base.

JSC Albany campus

The Albany JSC had another successful year working with jobseekers and employers across the Great Southern.

The Department of Training and Workforce Development contracts service providers Impact Services and Worklink to provide the JSC service with South Regional TAFE managing and coordinating the service delivery.

The JSC was involved in a number of innovative projects throughout the year, with one of the key highlights being the development of the Career Connections joint project between Impact Services, Worklink, the City of Albany and the Albany Chamber of Commerce and Industry.

Career Connection events were held to highlight the careers within industries seeking employees in the area. The first event held for the construction industry in Albany was well attended by both employers and employees. Further events for health care and hospitality are being planned for 2024, with several employers already expressing an interest in participating, based upon the success of the first event.

In addition, the annual Deadly Jobs Expo, led by Impact Services and heavily supported by the JSC and Worklink was undertaken in June 2023. Many connections were made with local Aboriginal and Torres Strait Islander people who investigated training and employment options in and around Albany.

Plans for the Expo are in fully swing for 2024, and again will involve a cooperative effort between providers and the college.

In terms of reaching out to communities both in and around Albany, JSC career advisors made powerful inroads into local high schools and smaller regional centres such as Esperance, Mt Barker, Katanning, and Gnowangerup. As always, this includes working with businesses and industry, including networks such as Local Jobs and the Albany Small Business Centre. The links that the JSC is making with the broader community are helping to grow the number of clients we can assist.

This increased awareness and use of the JSC services, both on campus and in the community, is another highlight of 2023 and a great launching pad for increased performance in 2024.

Looking forward

- › The college will continue to position the JSC based at Albany, Bunbury and Collie to provide an integrated, customer-focused service positioned to respond to community and business needs. This priority is embedded in our service provision and drives our future planning approach.
- › The JSC staff will engage with local community groups and extend our partnerships with Aboriginal and Torres Strait Islander organisations, disability service providers and multicultural support agencies to develop strategies and opportunities to support people to access career, training, and employment pathways.
- › Specific planned activities for 2024 include:
 - Busselton NAIDOC Aboriginal Youth Expo;
 - Albany Deadly Careers Expo;
 - employer information forums;
 - hosting and participation at career expos;
 - high school student workshops; and
 - attendance at the regional industry events.

Student success

Student: **Ethan Bennell**

Course: **Certificate III in Heavy Commercial Vehicle Mechanical Technology at South Regional TAFE Bunbury campus**

Completing an apprenticeship with employer Wren Oil.

Ethan stated his journey at South Regional TAFE as an Automotive Pre-apprentice completing a Certificate II in Automotive Servicing Technology (Heavy Vehicle Servicing Pre-apprenticeship). During his apprenticeship Ethan needed to complete a work placement.

JSC staff supported Ethan by putting him in contact with Wren Oil. Ethan secured a work placement with Wren Oil and at the end of his placement he was offered a Heavy Vehicle Automotive apprenticeship.

Ethan is currently completing his Certificate III in Mobile Plant Technology with South Regional TAFE as part of his apprenticeship.

Ethan said:

“The JSC were really supportive. I felt like I could ask them for help when I needed it.”

“Cis at JSC put me in contact with Wren Oil.

“I was also able to use the computers at the JSC to apply for apprenticeships when I was looking for work and if I had a question I could ask [them] straight away.”



Ethan said he is enjoying his apprenticeship, his time at TAFE and the opportunity to work and train locally. Ethan is considering further career opportunities when he finishes his apprenticeship which will open up a world of opportunities in the automotive, transport and logistics as well as the mining and resources sectors.



International student strategy

International student advertisement promotes the best of studying at Albany and Bunbury

Albany and Bunbury campuses and their surrounding natural beauty and lifestyle attractions have been showcased in an international advertising campaign to promote regional WA as a studying option and unique life experience.

The WA Regional TAFE International Student Bursary 2023–2024 gives international students a unique life experience in regional WA, while receiving high quality training.

Students starting in February or July 2023 may be eligible for AUD\$5,000 to study, work and live in regional Western Australia (WA).

Our training areas open to international students were videoed on campus in March this year to provide an example of campus and regional life and the support that they will receive from our dedicated staff.

South West visit for international TAFE agents

In June 2023, the Bunbury campus welcomed ten TAFE International WA (TIWA) agents. The purpose of the visit was to provide the agents with the experience and knowledge necessary to help international students find appropriate course pathways at South Regional TAFE.

This tour gave South Regional TAFE an opportunity to collaborate with TIWA to attract international students to the region and contribute to the rebuilding of WA's international student market.

South Regional TAFE provides delegates to sister-state education forum

South Regional TAFE's Acting Managing Director and Organisational Services Director were among the delegates who attended an education forum for the 9th Western Australia-Zhejiang Exchange Committee Meeting on 10 November 2023.

The biennial meeting serves to facilitate high-level discussions about the sister-state relationship. It was opened by The Hon. Roger Cook MLA, Premier of Western Australia, and Mr Xu Wenguang, Executive Vice Governor.

This year the meeting included an education forum that facilitated discussions between WA and Zhejiang universities and TAFE colleges.

The forum had a break out session for VET providers to discuss opportunities for further collaboration.



Cookery students volunteer at Truffle Kerfuffle

In June 2023, our international culinary students and apprentices were given an incredible opportunity to volunteer at Truffle Kerfuffle, the annual weekend-long celebration of the truffle season in Manjimup.

The students worked alongside legendary chefs such as Colin Fassnidge, Paul 'Yoda' Iskov, Analiese Gregory, Melissa Palinkas, Jake Kellie and the support crew from Supper Road to provide amazing dishes to over 200 guests.

Looking forward

- To support the State Government's \$41.2 million investment into rebuilding the international education sector and diversifying the WA economy, South Regional TAFE will provide courses designed to build the pipeline of future onshore international education students. Working collaboratively with TIWA, courses will be delivered in skills shortage areas to assist in attracting international students to study in the South West or Great Southern.
- A \$5,000 bursary will be provided for up to 200 students in selected courses across the regional colleges as well as support to find part-time work and accommodation. College staff will work with local businesses and industry partners to connect students to employers for access to work placements and/or paid employment.





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 has submitted its 2023 progress to the Office of Multicultural Interests, with the following highlighted achievements.

Policy priority 1—Harmonious and inclusive communities.

- Ten articles published throughout the year about positive multiculturalism engagement on the college website and social media.
- Events celebrating multiculturalism including A Multicultural Day Lunch at Bunbury campus, and Harmony Day celebrations at Albany Campus.
- Completion of the Office of Multicultural Interests Diverse WA online training by Student Services and Customer Service staff at Albany and Bunbury.

Policy priority 2—Culturally responsive policies, programs and services.

- Positions advertised enabling people from culturally and linguistically diverse backgrounds to access the necessary information and assistance if required.
- How to incorporate cultural and linguistic diversity considerations for accessibility of College policies and other controlled documents reviewed and improved for implementation in 2024.

Policy priority 3—Economic, social, cultural, civic and political participation.

- A TIWA international agent tour of the Bunbury campus was completed in June 2023, showing the training, services, and support available to international students.
- Ten TIWA Bursary payments offered to students to assist with training fees and costs.
- TIWA video promoting Albany and Bunbury recorded and advertised to international audiences in the second half of the year, highlighting our welcoming training environment and the enjoyable lifestyle that is on offer for international and multicultural students who choose to study at South Regional TAFE.

Looking forward

- › In 2024 the college will further undertake staff consultation and a self-assessment process to review its Multicultural Plan to better meet the needs of our diverse community.



Reconciliation Action Plan

The South Regional TAFE Innovate RAP 2023-25 was officially launched to staff with events across the college during National Reconciliation Week, 27 May to 3 June 2023.

Almost every campus featured a lovely morning or afternoon tea with a Welcome to Country and a cultural engagement, highlighting the connection between our campuses and the local Aboriginal and Torres Strait Islander peoples.

The local events created an engaging and meaningful way to share the new RAP. Some staff volunteered their personal insights into what Reconciliation means to them and how they would help contribute to the RAP's goals.

The RAP was written from extensive staff and community consultation. It outlines the college's actions to strengthen relationships between Aboriginal and Torres Strait Islander peoples and non-Aboriginal Australians.

All staff were emailed a copy of the RAP and are encouraged to read and discuss with their managers and colleagues how it related to them and how they can contribute to its goals.

Our RAP artwork was created by Visual Arts student Kim Kiosses. It is now featured at Bunbury campus customer service alongside joint prize winner Meeka Rees's artwork Kaatadjin Wongi. Kaatadjin meaning knowledge and Wongi meaning talking, is about the connections we make from sharing our stories.

A similar competition was held in the Great Southern, with artwork now featured on the walls of the Albany Campus customer service.

Learning Journey was also featured in a new staff polo shirt that was unveiled during the RAP launch and has become very popular.

Looking forward

- ▶ We will continue to support reconciliation for Aboriginal and Torres Strait Islander peoples within our college and across the wider community through the implementation of our new Innovate RAP. Based upon the actions and deliverables in the four core areas of relationships, respect, opportunities and governance, the college will continue to implement targeted strategies to take meaningful action to advance reconciliation both within our organisation and across our regions.





Opportunities for lecturers

College Lecturer Industry Placement program (CLIP)

The college continues to support WA TAFE Lecturers in maintaining current industry knowledge and skills by providing meaningful engagements with industry standards and practice.

The CLIP program has been incredibly well received and despite challenges around skills shortages and the re-registration audit, lecturers were still able to return to industry and participate in the program.

Successful strategies to support lecturing staff from each campus to take part in the program are being developed with planning playing a key role. Scheduling CLIP placement opportunities into timetables remains a priority and growth in participation is expected in 2024.

Flying high after recent CLIP placement

David McKenzie used his existing industry connections to secure a CLIP placement with 35 Degrees South Advanced Surveying. As the DRONE space and automation area of industry are experiencing tremendous change, it's vital to check in with what is happening right now as we need to remain relevant and up to date if we are to assist industry in providing a suitable workforce.

“Witnessing a demonstration of flight plan development and deployment for the survey industry from an experienced operator was invaluable. I would definitely recommend other lecturers participate in the CLIP program.” David said.

New lecturer induction program

A new pilot Induction program was rolled out at the beginning of 2023 to support our new staff.

New lecturers from across the college all came together for two days in January for their lecturer induction at Albany and Bunbury campuses or online.

They were introduced to the Executive Leadership Team, the Training Managers and key staff who all gave important information about support services available for lecturers and their students. In addition, weekly sessions were held throughout the semester to ensure that the new staff were fully supported in their lecturing journey.

Looking forward

- › Our commitment to assisting TAFE lecturers to undertake PD and maintain their current industry knowledge will be a key priority for the college again in 2024. Lecturing staff will continue to return to industry to increase their currency. Up to date technologies, access to inductions and refresher courses, and information on our policies and procedures will be provided. We will encourage, promote, and seek additional industry placements for our lecturing staff, specifically in areas where new trends and industry changes have taken place. Furthermore, we will support lecturing staff undertaking their industry placements, through lecturer replacements, to ensure the industry expertise and currency of our lecturing staff increases.
- › The lecturer induction program will be expanded in 2024.



Strategic partnerships and skills for the future

Collie Just Transition

The Collie Just Transition Working Group (JTWG) is the group of key stakeholders (unions, industry, State Government, Local Government, Federal Government, small business and training organisations) who are directing the just transition process.

The JTWG meets every six weeks and is supported by two subgroups – the Maximising Opportunities for Affected Workers subgroup and the Diversifying the Economy subgroup.

The development and promotion of the JSC services is a key strategy of both of these plans and is one of the most visible outcomes to have been realised in the ongoing transition process.

Specialised training provision

In the same way we are enticing people back to training with micro credentials, the college is using the same technique to engage affected workers. Upskilling in practical, transferable skill sets such as Microsoft Word and Excel, using email and how to function online has been powerful.

Skill sets such as forklift training, heavy vehicle and first aid have given several workers the confidence to then look more deeply at training options to secure their future. The flexibility to provide these in two or three hour timeslots has met both employee and employer needs and has been highly appreciated.

Support provided

- **Recruitment Support** – listing jobs, matching potential employees to employers, sitting on selection panels, offering interview process advice, reading resumes and shortlisting for employers.
- **Stakeholder engagement** – getting the word out to affected workers, the unemployed, employers and other support providers about our services and encouraging community participation.
- **Workforce development assistance** – linking employers to training for their staff, helping link TAFE students with employers after they've trained, increasing the skills of the community to make workforces more highly skilled.
- **Workshop services** – providing information and skills to the general community on resume writing, job readiness, cover letter and selection criteria writing, and getting your first job.
- **School based workshops** – working with high school students on career choices, interview skills and online application processes for their first job.
- **Career guidance** – career counselling, matching training to goals in the workforce, diversifying thinking around what people would like to do for work.
- **Job search and application assistance** – resumes, cover letters, Seek profile development, online applications, job readiness forms (for example, working with children, police check support).
- **Mentoring support** – encouraging use of support services at work, encouraging young people to train or stay in work, helping people navigate career changes, provision of support for people exiting the justice system.
- **Training, skills recognition and course information** – referral to TAFE and other RTOs to upskill and retrain people, including the encouragement of 'bite size' and micro credentials to help people transition back into training who may have been out of formal learning for a long time.

Native forest transition

South Regional TAFE has continued supporting workers, businesses, and communities as part of the Forestry Just Transition.

In the second year of its involvement in the Workforce Transition Program, South Regional TAFE has helped expand outreach efforts to assist affected workers understand training options available to them and reach their chosen training goals and transition to alternative employment.

The South Regional TAFE Transition Training Consultant representative in the program has undertaken 27 outreach sessions at Community Resource Centres, located in Bridgetown, Albany, Busselton, Donnybrook, Manjimup and Nannup, along with the other program organisations Department of Jobs, Tourism, Science and Innovation, and Jobs South West. They have also attended three sessions targeted at businesses.

These sessions provide an opportunity for individuals to build a connection with the supporting organisations responsible for the transition process.

Furthermore, South Regional TAFE has engaged with employees impacted by the Native Forest Transition announcement on 8 September 2021. The most common courses are related to safety or high risk industry skill sets.

Country management training

South Regional TAFE, in conjunction with the Department of Planning Lands and Heritage, has developed resources and delivered training programs for the revised Heritage Act 2018.

Through consultation, the Certificate III in On Country Management has been chosen as the qualification to be developed to enhance the workforce's skills in this industry area.

A specialised skill set for explaining the revised Heritage Act has also been developed in consultation with key stakeholders and other TAFE colleges across the state.

Product development for both the Skill Set and the full qualification has been undertaken with the skill set to be funded in the FREE IN 23 funding initiative.

Looking forward

- › In 2024, the Certificate III in Food Processing (Brewing) will be offered as a traineeship to businesses in the Margaret River and Dunsborough regions where there has been the strongest interest, with the development and delivery of this training being a state first.
- › A country management skill set will be piloted in Semester 1, 2024.



VET Delivered to Secondary Students

VET delivered to secondary students (VETDSS) continues to be a priority program for the college to provide high school students with access to alternative learning modes and pathways into VET courses and careers.

With over 59 courses being delivered to 1,292 high school students, the depth and breadth of qualifications on offer continues to grow each year, with examples of the following. To encourage students to undertake a VET course while completing their secondary studies, a new college-wide 2024 VETDSS Prospectus was developed to enhance engagement.

2023 highlighted courses

- Certificate III in Fitness delivered for the first time at the Bunbury and Albany campuses.
- Expanded delivery of the Certificate II in Civil Construction program in Busselton to Bunbury.
- Certificate III in Agriculture delivered to students for the first time at the Manjimup Campus.
- The Certificate II in Community Services was introduced at Albany campus. This qualification can be used as a pathway for workforce entry as community service workers who provide a first point of contact and assist individuals in meeting their immediate needs.
- Certificate II in Community Services Bunbury campus students collaborated with Nearer to Nature program, run by the Department of Biodiversity, Conservations and Attractions.



Information evenings

An information evening was held at Albany and Bunbury campuses, to promote and explain the VETDSS program, with approximately 200 people in attendance. Parents and prospective students attended the sessions from schools all over the Great Southern and South West.

Looking forward

- › Certificate II in Sampling and Measurement scoped for delivery to VETDSS in 2024.
- › In partnership with Bunbury Regional Trade Training Centre, the college will deliver the Certificate II in Electrotechnology (Pre-apprenticeship) and Certificate IV Preparation for Nursing and Health Studies at Trade Training Centres in 2024.
- › Planning is underway for the delivery of the Electric and Hybrid Vehicle skill set in 2024.



Year 9 Career Taster Program

The Year 9 Career Taster Program is designed to challenge students' thinking and make connections between education and post-school opportunities.

The aim of the program is to provide Year 9 students with the opportunity to explore career and study pathways and help them to make more informed decisions about their subject selections in Years 10, 11 and 12.

Student exploration and experiences

A range of excursions, incursions, events, conferences, and workshops were provided throughout the year to enable students to see and explore various career options with a focus on practical experiences to engage with the world of work in a practical way.

Supported by over 130 high schools and attended by over 3,500 students in the South West, Great Southern and Esperance, a wide range of career taster experiences were offered, including:

- A day in the life at a plant nursery;
- Are you the 'next hospo super star?';
- Behind the scenes of art and culture;
- Behind the scenes of civil construction;
- High school career taster days and career expos;
- Exploring careers in horticulture and environmental sustainability;
- Girls in construction;
- Jobs at the jetty;
- Mindflight7 virtual roadshows;
- Smith Family - exploring educational pathways;
- Sport and the Stephen Micheal Foundation;
- Yalagan mining and construction training trailer;
- Boat handling and marine science;
- Discovery wool handling;
- Drones - shaping the future;
- Hospitality, tourism, career mixer and events;
- How does our city work;
- Automotive taster;
- Nursing - do you have what it takes; and
- TAFE, Edith Cowan University and workplace tours and visits.

Region	Experiences delivered	Students booked to attend	Students delivered to	Schools delivered to
South West	46	2485	1376	70
Great Southern & Esperance	39	2815	2161	67
TOTAL	85	5300	3537	137



Mine site induction

FQML Ravensthorpe hosted a mine site induction day with Ravensthorpe District High School and Wongatha Caps. The students were introduced to some critical support staff, biologists, engineers and apprentices, viewed the nickel smelter area of operation and the mine site. 46 students attended and the event will take place again with 4 tours planned for 2024

Drones

Pro Drone Solutions delivered a number of experiences to regional schools in the Great Southern including Mt Barker Community College, Esperance Senior High School, North Albany Senior High School, and Australian Christian College. The presentation included a talk by owner Brad Harkup about his journey and where the drones take him, including working for Rio Tinto and National Geographic and students were able to watch and interact with a flight of the large drones.

Looking forward

› A range of exciting career taster opportunities will be provided in 2024 and will be supported by new industry providers including:

- REED Narrogin;
- Southern Ports Esperance;
- Clarence Estate Albany;
- Svitzer Australia;
- FQML;
- Rio Tinto;
- Grande Foods;
- CBH Esperance and Katanning;
- Baking Industry Australia;
- University of Western Australia;
- Museum of the Great Southern; and
- Rural Clinical School WA.



Health and community care sector



- successful Australian Nursing and Midwifery Accreditation Council (ANMAC) accreditation and approval obtained by the Nursing and Midwifery Board of Australia; and
- investment in new high tech manikins for nursing programs on offer.

ASEAN Business Investment Summit 2023

A/Managing Director Kathy Keay travelled to Indonesia to represent South Regional TAFE at the 2023 ASEAN Business Investment Summit in September.

The WA representatives were from five priority sectors—energy transition, international education, primary industries, tourism, and the creative industries and digital economy.

This event is a major highlight of the WA Government’s Indonesia Connect Roadshow and gathers over 2,000 global leaders to discuss economic and regional affairs.

The summit provided a great opportunity to strengthen the relationships between Indonesia and WA, while discussing new opportunities for trade and investment collaboration.

Representing one of the largest delivery areas for the college, over 2,043 students completed a health and community care qualification.

To assist the industry to grow the pipeline of highly trained employees, the college engaged in a number of priority projects to further expand our delivery options, including:

- an increase in the number of individual support trainees at Bunbury, Busselton and Manjimup;
- growth in training linked to FREE IN 2023 courses in individual support and community service;
- expansion of qualifications on offer with the delivery of the first intake of Certificate III in Allied Health in Semester 1, 2023 at our Bunbury campus;

Looking forward

- › Demand for care sector workers is anticipated to continue in the South West and Great Southern regions. To address this need, South Regional TAFE will continue to offer qualifications and traineeships in these areas of high demand.



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 service, 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 Executive Leadership Team. 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 2023 there were 21 compliments, 6 suggestions, 79 complaints and 1 academic appeal 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.

Learner questionnaire

Our 2023 student overall satisfaction rate has again remained high with our college receiving a 97.6% student satisfaction rate from 446 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 several business improvements which are being addressed through local area action plans.



Investment in staff, facilities and organisational processes

Developing our leaders

Over the past twelve months the college has increased its investment in our staff through a number of successful initiatives including:

- PD opportunities with a focus on leadership;
- Introduction of learning breaks for leaders;
- Emerging Leaders workshop;
- Developing leaders twelve month pilot program;
- College Lecturer Industry Placement Program;
- Commencement of our college Values and Behaviour workshops, with three completed and a plan to expand to regional campuses in 2024; and
- Health, safety and wellness:
 - initial stages of fitness passport program provided to staff;
 - introduction of free Employee Assistance Program App; and
 - increased promotion of wellbeing; and support initiatives utilising intranet.

Building Leadership Impact and Leadership Expectations

To support our staff, in 2023 the college implemented the WA Public Sector Commission's Building Leadership Impact Framework.

Building Leadership Impact and Leadership Expectations is an exciting new program developed as part of a sector-wide commitment to building the impact of public sector leadership.

For South Regional TAFE, it is about building our leadership capability today, for tomorrow. Our values of collaboration, integrity, inclusion, and innovation are a solid foundation to create the right environment for good leadership to flourish.

To ensure the project's success, the Public Sector Commission has recommended six behavioural change conditions, which will be the foundational pillars for college implementation:

- clear expectations in context;
- robust self-reflection;
- personal responsibility for growth;
- understanding what "good" leadership looks like;
- productive feedback; and
- opportunities for development and extension.

South Regional TAFE is committed to Building Leadership Impact by considering our approach to leadership and putting in place conditions to best support staff to embark on a journey of positive improvement.

The project aims to empower and assist all staff to make deliberate, incremental, positive changes to aspects of their leadership behaviours, bringing about significant gains in the overall impact of leadership capability for the college.

South Regional TAFE's implementation approach will be collaborative. Early 2024, will see the establishment of a range of working groups to identify and develop innovative solutions for implementing Business Leadership Impact. Prioritising the employee experience and continuing to enhance existing college processes.

The plan details how South Regional TAFE will embed Building Leadership Impact, defining what issues, it will begin to solve, the benefits, the deliverables and how we will measure our success.

Professional Development (PD)

Throughout the year, the college offered a range of PD opportunities for staff through access to the following programs:

- Learner needs, class engagement and facilitation skills – delivered to 122 staff across 22 sessions. Topics included:
 - Establishing and keeping learner engagement;
 - How to create a safe and inclusive learning environment for LGBTIA+ students;
 - Learners are unique
 - Leaving no students behind;
 - Accidental counsellor;
 - Create powerful learning environments;
 - Managing learner challenging behaviour;
 - Learner digital literacy;
 - What you can and cannot deliver online;
 - Emotional resourcefulness; and
 - Advanced facilitation skills.
- Quality and compliance- delivered to 138 staff across 20 sessions. Topics included:
 - Trainer and Assessor Competency Matrixes;
 - Training and assessment strategy and plans;
 - VET knowledge – key information for new lecturers;
 - Lecturer currency and competency;
 - Assessment in the workplace;
 - Trainer and assessor regulatory requirements;
 - Validation; and
 - Third party arrangements – schools and enterprise.

- Audit - delivered to 78 staff across 7 sessions. Topics included:
 - Audit explained and mock audit
- Technology - delivered to 102 staff across 8 sessions. Topics included:
 - Microsoft 365 – Teams, SharePoint and Outlook; and
 - Introduction to artificial intelligence
- CLIP - delivered to 17 staff across 5 sessions. Topics included:
 - CLIP program information session.
- Learning breaks - delivered to 142 staff across 8 sessions. Topics included:
 - Understanding Government priorities and initiatives;
 - Introduction to WHS;
 - Human Resources overview; and
 - Student focussed processes.

Governance strategies

To meet our strategic theme of creating an organisation that fosters a '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 Framework;
- Audit Recommendations Progress reports;
- Executive Reporting Schedule refresh;
- Digital Now Roadmap; and
- Reporting Capability refresh.

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 the K Block refurbishment at the Bunbury campus;
- Stage two of the Albany trades workshop project progressing;
- Funding committed for stage three of the Albany trades workshop project;
- Stage two of the Bunbury walkway project commenced;
- Funding committed to establish the new Collie Training Centre; and
- Ongoing investment in the purchasing of training equipment via the State government's \$25M Modern TAFE Equipment program.

Student experience

Scholarships

Through collaborative partnerships South Regional TAFE was able to offer 67 scholarships to students, helping with the financial burden of study, including:

- Jack Family Charitable Trust - 20 x \$500 to assist Great Southern region students with financial hardship;
- Western Power – course fees paid for successful applicants in Bunbury and Albany;
- Soroptimist International of Albany;
- Albany Halfway House Association;
- Denmark Music Foundation; and
- Federally funded Destination Australia Scholarships.

Student support and life events

To celebrate the diversity of our community and to bring together students at our campuses, the college supported the following activities and events:

- Provision of food at the student hub to support disadvantaged students at the Albany, Bunbury, Collie, and Katanning campuses.
- IDAHOBIT Day - The International Day Against Homophobia, Biphobia and Transphobia that raises awareness of LGBT rights violations and stimulate interest in LGBT rights work worldwide;
- Mental Health Awareness Week – providing an opportunity to raise community awareness and understanding of mental health and wellbeing and reduce the stigma and discrimination associated with mental health conditions;
- Community services display day at the Busselton and Bunbury campus; and
- Welcome to campus sausage sizzle.



Albany Trades Workshops Concept

Looking forward

- › The People and Culture team will continue to build on the work undertaken in 2023 to embed the Building Leadership Impact projects at all stages of the South Regional TAFE employee life cycle.
- › In 2024 the Heads of Programs will be consolidated and reviewed for future possibilities to further enhance the program and support for training staff.
- › Key projects in 2024 will improve accessibility to academic storage resources, and automation of academic quality monitoring systems to better support lecturers with consistent, contemporary delivery and assessment materials.
- › The launch of a new 24 & Under Young Leaders Program will support development of our up-and-coming public servants. It will have a mentoring component, investigate potential uses of AI, and improve participants' digital literacy.
- › Expanding our lecturing expertise, increasing our Advanced Skills Lecturer (ASL) staff development opportunities, will also take place in 2024. We will grow our staff expertise through ASL Level 1 and Level 2 and train them to undertake a champion role across the college. They will be empowered to mentor and support others across the college and given projects, KPIs and pathways with clear accountabilities and duties.



GOVERNMENT OF
WESTERN AUSTRALIA



South
Regional

Customer Service Centre

Significant
issues
impacting
the agency

Significant issues impacting the agency



Current and emerging issues and trends

South Regional TAFE is committed to embrace and adjust to respond to current and emerging issues and trends that impact our region, the workforce, and VET delivery.

This supports us in our ability to be both demand driven and future focused to better meet the needs of our local industry, community and government priorities.

Equipment upgrades and infrastructure investment

CNC water jet cutter for the Bunbury campus

In late July, the new Omax Maxiem 1515 computer numerical control (CNC) water jet cutter was delivered to Bunbury campus. The machine uses highly pressurised water and garnet to cut through various materials like metal, wood, plastic, and glass, based on information found in a CAD drawing (computer aided drawing).

This waterjet process was chosen as it does not create any fumes, unlike traditional heat-based (plasma/laser) cutters. This lack of fumes means less environmental impact, as well as creating minimal noise, making it a safer workplace for staff and students.

Furthermore, this cutter aligns with the technology found in industry and allows for a high level of accuracy, cut quality and consistency with an improved production rate and a safer working environment for fabricators.

This is a first for South Regional TAFE and the addition of the waterjet and its programming will introduce new technology leading to improvements in our course content and delivery, to be better aligned with industry.

New surveying equipment for the Bunbury campus.

Our Bunbury campus surveying team have been collaborating with Main Roads WA to bring our students the real deal experience when it comes to working in the surveying industry.

As part of their training, students conducted a survey of the site located between Preston River and Boyanup Picton Road to assist Main Roads WA in planning the drainage prior to revegetation works.

To support this delivery, the college invested in new, industry-current equipment to better meet industry training needs and provide students with the future skills that they will need. New equipment purchased included:

- one Trimble X7 3D Scanner & T10x tablet;
- two Trimble S5 Total Stations & TSC5 controllers; and
- six Trimble R12 GNSS receivers & TDC600 handheld controllers.

Surveying is an industry always at the forefront of technology advances, so this new equipment ensures our students are receiving training with the exact products they can expect to use when they head out to work in industry.

Main Roads WA is providing opportunities for our students to come on to their sites to complete surveys in similar environments that they will be faced with once they head off into industry.

In return, the data collected by South Regional TAFE students is being provided to Main Roads WA, which they are using to gauge material allocation in real projects they are delivering throughout WA.

Innovative instructional design

White Card Blackboard

South Regional TAFE staff developed a new innovative interactive module to support learners to complete their White Card construction induction course.

An interactive on-line module was developed for inclusion in an electronic learning management system to assist students to complete the content using an engaging and user-friendly design.

This design allows for students to complete the training using a blended approach, enabling students to complete the knowledge-based components on-line and the observable skills in a face-to-face approach. This interactive module has been shared with other TAFE colleges across WA to increase the innovative ways that we engage with our students.

Supporting industries to upskill workforce for the future

A priority for our college is to work collaborative with industry to address both their current and future workforce needs.

Our dedicated staff engage with local industry and employers to obtain an understanding of the skills required to support their continued growth.

An example of this is the work that was undertaken with WesTrac to upskill staff who work on heavy automotive or mobile machine technology to obtain an additional trade qualification and the transferable skills required to support them as the technology in this area rapidly advances.

This model is used to support industries to upskill their workforce in both new technologies and alternative energy sources. Furthermore, a future priority area for our college is to support offshore wind farm and alternative energy providers to equip their staff with the transferable skills needed to work in clean energy as the demand, technology and industry capabilities grow.

Looking forward

- To support the State Government's commitment to affordable local training, South Regional TAFE will prioritise resource requirements under the Modern TAFE Equipment Program.
- Key equipment to be purchased in 2024 includes:
 - CNC Plasma Cutter;
 - electric vehicles;
 - 7.5 tonne Excavator;
 - Electrical Festo Board;
 - manikins;
 - industrial skills trailers;
 - EWP (Elevating Work Platform);
 - Tag Trailer; plus
 - additional items to the value of \$1.24 Million.
- Additional equipment to support emerging technologies, including Virtual Reality headsets, will be needed to ensure the college can train students to meet contemporary industry requirements.
- Funding will be allocated for support for training delivery and transition to digital strategies.



Economic and social trends in 2023

Government priorities

Regional Coordinating Committees

- Albany, Bunbury & Esperance

The college is a key stakeholder on three Regional Coordinating Committees (RCC) established to drive implementation of their Regional Action Plans. This was an outcome of the WA Government Regional Skills Summits held across the state in 2021.

As the Chair of the RCCs in the Great Southern, South West and Esperance regions, the college's Managing Director held quarterly meetings with local stakeholders including the Regional Development Commissions, Regional Chambers of Commerce and Industry, community and industry representatives.

These regional partnerships have enabled new training and workforce development initiatives to be identified that are relevant to local requirements and priority areas, with the aim to help address critical skills shortages across WA.

National Skills Agreement

A historic five-year National Skills Agreement was developed between the Federal and State governments to begin in January 2024.

This agreement aims to embed national cooperation and strategic investment in the vocational sector to assist in providing skills to grow the economy.

Totalling \$1.34 billion, the new agreement will expand and transform access to the VET sector to deliver skills for critical and emerging industries, including:

- clean energy and net zero transformation of the economy;
- Australia's sovereign capability, including advanced manufacturing skills, national security, food security and construction;
- care and support services; and

- ensuring Australia's digital and technology capability.

South Regional TAFE will work collaboratively with the State Government and other WA TAFE colleges to implement priorities of the agreement over the next five years.

Gender equality initiatives

South Regional TAFE makes annual progress reports about key initiatives to support women in WA as part of the Department of Communities' Stronger Together: WA's Plan for Gender Equality.

In 2023 the College pursued three initiatives:

- **Women in Non-Traditional Trades:**
The aim of this initiative is to work collaboratively with trade industries to assist with improving their workforce diversity and inclusion of women;
- **Women in Trades Promotions:**
This initiative involves the ongoing marketing, promotion and advertising of traditionally male dominated trades to women; and
- **Albany Skill Sets program Fierce Skills for Women:**
A pilot program that encouraged women to push through any perceived barriers and 'have a go' at training generally considered to have traditionally male dominated skills or professions.

Action against homophobia

The International Day Against Homophobia, Biphobia and Transphobia was celebrated on May 17, 2023, at Albany and Bunbury campuses with displays for staff and students. Staff were given the opportunity to learn more about the day and how to help create more welcoming campuses for staff and students.

To foster an environment of inclusivity for staff and students the college is continuing to implement strategies to provide gender neutral environments, including gender neutral bathroom facilities.

Free period products available on campuses

In January 2023, the State Government announced that free period products were to be made available across WA TAFE colleges. This initiative challenges long standing stigma and removes barriers to education for young women and girls.

Dignity dispenser machines were installed across all South Regional TAFE campuses. The adoption of this initiative serves to further highlight our commitment to creating a culture that is inclusive and supportive for both students and staff.



Changes in written law

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



Likely developments and 2024 projections

Growth predications

Meeting the growing demand for increased skills and knowledge to work with the advancing technologies, training delivery in renewables and new technologies including electric vehicles and artificial intelligence will continue to be a focus for our college moving forward.

The demand for skilled workers in the health and community services areas will also be a priority in our college delivery and we will work with our local employers and industry partners to identify more flexible delivery modes to increase student participation and completion rates in related courses.

Similarly, our VETDSS programs will continue to be expanded to provide school students with pathways into TAFE so that they can increase their skills to engage into the workforce.

A particular focus in 2024 is to increase our third party agreements and our partnerships with organisations to provide onsite training for students enabling them to obtain first hand, real life experience in industry while they are completing their qualifications.

Expansion of digital capabilities

The college will continue to strengthen our digital training solutions to be more student centric, accessible, and flexible in 2024.

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 continue to implement our college-wide Information and Communication Technology Transformation Strategy.

2024 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.

Looking forward

- › South Regional TAFE will continue to move forward with its endeavors to create a digital ecosystem. This is how we envisage individual systems and applications are linked to perform cohesive functions that streamline processes and give clarity to students and staff.
- › We will continue our development and deployment of College applications onto Azure SharePoint, in 2024 these will include our Quality Document Management System, Risk Management System, Incident Management System, and Teams Telephony. We will also implement our Cloud Service Desk system across the college to streamline our internal operations and continue to invest in BI Reporting to ensure timely and accurate reporting of our KPI's.
- › We continue to invest in our ICT systems to ensure we meet Essential 8 Maturity level 1 in 2024 on top of a significant investment in 2023 of \$3 million in upgrading our LAN and WLAN network infrastructure.
- › The college will continue to invest in additional equipment to support emerging technologies, including Virtual Reality headsets, to ensure the college can train students to meet contemporary industry requirements.
- › Increased short courses, skillsets, and micro-credentials in emerging industries, such as cyber security, are planned, with an emphasis on course mobility, increased digital literacy and the development of a range of products to support WHS compliance across multiple industries.



Disclosures and
legal requirements

Disclosures and legal requirements

Ministerial disclosures and legal requirements

Ministerial directives

South Regional TAFE did not receive any ministerial directives during 2023.

Other financial disclosures

Pricing policy of services provided

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

Equipment upgrades and infrastructure investment

The first floor of K Block, Bunbury campus has been refurbished with new windows, ceilings, floor covering, window treatments, furniture and the widening of doorways to ensure disabled compliancy.

Minor works were completed at the Harvey campus administration area and include the installation of an automated door and new reception counter installed to assist with disabled access. A new 96 square metres greenhouse has been installed at the Manjimup campus to assist with horticulture delivery.

An on-line pool car booking system was installed to allow for real-time availability of college vehicles.

Training equipment:

As part of the State Government's \$25 million Modern TAFE Equipment Program, the following items were procured in 2023:

- Albany campus:
 - Skid steer loader for industrial skills training;
 - Mobile brake tester and dynamometer for heavy automotive training delivery;
- Bunbury campus:
 - Centre lathes for engineering training;
 - Surveying equipment; and
 - Water jet cutter;
- Manjimup campus:
 - 40hp tractor; and
 - Side by side;
- Collie campus:
 - Transportable skid; and
 - Three phase grid system.

Employment and industrial relations

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.

Industrial relations

South Regional TAFE did not have any significant industrial matters during the twelve-month reporting period.

A new consultation mechanism was introduced through the college intranet.

Staff profile

		FTE 2021	FTE 2022	FTE 2023
Lecturing Staff	Permanent	172.46	188.46	218.58
	Contract	48.25	37.49	44.06
	Casual	11.95	7.50	10.72
	LECTURING TOTAL	232.66	233.45	273.36
Support Staff	Permanent	157.27	148.59	161.45
	Contract	14.76	28.86	39.99
	Casual	4.03	2.35	3.34
	SUPPORT TOTAL	176.06	179.8	204.78
	GRAND TOTAL	408.72	413.25	478.14

Note: Taken from data assembled for HR MOIR September Quarterly FTE reports

Staff development

The college has continued its commitment to the training and development of its staff with an increase in professional development opportunities focusing on progression, leadership and college values.

Workers compensation

Our concerted efforts in fostering a culture of safety and implementing rigorous health and safety measures have yielded remarkable results. Our dedication to proactive risk management, worker training and a continuous improvement mindset has played a pivotal role in achieving a substantial reduction in workers' compensation claims.

As we reflect on our achievements, it is pertinent to note that we anticipate the Insurance Commission of WA to lead the way in guiding our adherence to the upcoming changes in the Workers Compensation and Injury Management Act set to come into effect in June 2024.

Equal employment opportunity

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 achievement of diversity targets is monitored through the quarterly Public Sector Commission Diversity Dashboard. Development of the college's Equal Employment Opportunity plan has been completed and will be implemented in 2024.

Substantive equality

South Regional TAFE has integrated substantive equality and equal employment opportunity into its policies, workplace practices and education, including the refreshed lecturer induction program, and the services it provides. Again in 2023 the college has articulated its commitments within its Substantive Equality Policy, DAIP, RAP, Recruitment Selection and Appointment Policy, recruitment selection and appointment training material, Staff Code of Conduct and the staff corporate induction program.

Coordination of labour relations

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

Governance disclosures

Directors liability insurance

South Regional TAFE paid \$21,047.73 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 a dedicated Public Interest Disclosure Officer and has reviewed internal policies and procedures related to obligations under the Act.

No public interest disclosures were received during 2023.

Other legal requirements

Act of grace payments

There were no act of grace payments made during 2023.

Unauthorised use of credit cards

Private use of corporate card during 1 January 2023 to 31 December 2023	
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	\$433
The aggregate amount of personal use expenditure settled by the due date	\$403
The aggregate amount of personal use expenditure settled after the period required	\$30
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 Number of employees misusing their cards	Nil
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	Base Salary/Sitting Fees	Other Benefits/Allowances Travel	Gross/Actual Remuneration for the Calendar Year
Chair	Susan Barrera	Annual	12 months	\$23,057.34	\$5,275.99	\$28,333.33
Deputy Chair	Wendy Giles	Sessional, per meeting ½ day	12 months	\$2,792.00	\$846.54	\$3,638.54
Member	Jan Davidson	Sessional, per meeting ½ day	6 months	\$1,536.00	\$729.30	\$2,265.30
Member	Nadine Carter	Sessional, per meeting ½ day	12 Months	\$2,362.00	\$1,097.36	\$3,459.36
Member	Helen Grzyb	Sessional, per meeting ½ day	12 months	\$2,804.00	\$608.68	\$3,412.68
Member	David Dhu	Sessional, per meeting ½ day	12 months	\$1,536.00	\$165.12	\$1,701.12
Member	Noelle Jones	Sessional, per meeting ½ day	12 months	\$2,804.00	\$541.60	\$3,345.60
Member	Garry Green	Sessional, per meeting ½ day	12 months	\$2,420.00	\$262.36	\$2,682.36
Member	Kenneth Kelly	Sessional, per meeting ½ day	6 months	\$884.00	\$97.24	\$981.24
Member	Michael Ansell	Sessional, per meeting ½ day	12 months	\$2,362.00	\$343.16	\$2,705.16
						\$52,524.69

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.

Expenditure	Total \$	Organisations	Amount \$ ex GST
Media Advertising Organisations	\$50,932.00	Carat	\$50,658.00
		WA Newspapers	\$274.00
Direct Advertsing	\$ 32,289.00	Facebook	\$19,649.00
		Google	\$10,421.00
		Denmark Bulletin	\$636.00
		Williams News Paper	\$160.00
		The Windmill Community News	\$50.00
		Esperance Weekender	\$353.00
		Brookton Telegraph	\$136.00
		Beverly Blarney	\$165.00
		Watershed News	\$60.00
		Wagin Wool Press	\$109.00
		Denmark Community Radio	\$550.00
Directories	\$3,088.00	West Aurthur Community Resource Centre	\$109.00
		Lake Grace Community Resource Centre	\$227.00
		Albany Chamber of Commerce	\$899.00
		Collie Chamber of Commerce	\$509.00
		Hyden Community Resource Centre	\$154.00
		Margaret River Directory	\$1,150.00
		Dumbleyung Community Resource Centre	\$40.00
			\$86,309.00

Government policy requirements

Public sector ethics, integrity and corruption 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 onboarding 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;
- WHS Induction; and
- Records Awareness Training.

Staff are also required to familiarise themselves with as well as sign to acknowledge the current Staff Code of Conduct. Completion of these requirements is regularly reported to the college Executive Leadership Team.

Integrity and conduct matters are a standing item on all team meeting agendas, to encourage ongoing conversations and sharing. 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 2023.

One disciplinary matter took place in 2023 resulting in a warning and training and development.

Work health and safety (WHS)

Statement of commitment to WHS

South Regional TAFE is dedicated to safeguarding the health, safety, and welfare of workers and visitors. Our commitment to WHS is outlined in the WHS Policy, which articulates the guiding principles and the college's strategy for the ongoing enhancement of health and safety standards within the workplace.

Statement of commitment injury management

South Regional TAFE is committed to the effective management of all injuries physical and psychological sustained by our workers. We prioritise the health and well-being of our workforce and provide comprehensive injury management support.

Our commitment extends to ensuring a swift and safe return to meaningful work for workers who experience work-related injuries or illnesses. We adhere to the guidelines outlined in the Workers' Compensation and Injury Management Act 1981.

Health, Safety and Wellness Plan

The college adopted a smooth transition to the new WHS legislation. Staff provided comprehensive information and training across all management areas integrating health, safety and wellness into operations while reducing duplication, simplifying processes, and automating systems for efficient reporting.

Our leadership demonstrated a robust commitment and has also consistently made their presence felt throughout the implementation of WHS initiatives. Our visibility was evident through regular communication channels, safety meetings, and on-the-ground presence, reinforcing the importance of health and safety across all levels of the organisation.

Our Risk Management framework has been refined for a better end-user experience using a digital application to record and action risks across all areas. We promote a culture of genuine care, providing more resources and services to enhance both physical and mental well-being.

The wellbeing committee embraced the challenges and opportunities and met regularly to enhance the college's mental health and wellbeing culture by delivering and promoting several all-staff activities during the last year. Mental Health Week, R U OK and Safe Work Week are only a few.

In line with the Australian Work Health and Safety Strategy 2012–2022, we continue to implement safety and wellness solutions. Work processes are designed to eliminate or minimise hazards and risks.

WHS projects

During 2023, a series of minor works projects were initiated to proactively address WHS concerns prevalent across all campuses and facilities.

Some noteworthy projects include:

- developed a tailor-made health and safety, incident, and hazard reporting application;
- the implementation of a pool car fleet management system, along with the installation of car key safety cabinets, aims to guarantee that our staff possess the necessary licence and competence for driving. This comprehensive system also facilitates the seamless booking of vehicles, enhancing overall operational efficiency;
- designing of a new campus emergency evacuation management system for the Bunbury campus;
- upgrades to the Margaret River drainage system have been initiated to proactively address persistent flooding concerns and associated WHS issues;
- a reception counter in Bunbury has been redesigned to meet ergonomic standards and accommodate individuals with disabilities, ensuring a more inclusive administrative environment;
- hazard identification reports have detailed remedial measures for addressing and rectifying concerns at the Katanning campus, incorporating pest control measures as a key component of the comprehensive solution;
- the SafeTCard portable duress system has been implemented for workers working alone or remotely, ensuring enhanced safety and security measures are in place;
- a safety-focused roof access system has been successfully installed at the Narrogin campus to ensure secure and controlled access to elevated areas;
- a dedicated secure roof access system has been established, tailored specifically for student training purposes; and
- numerous classrooms have undergone transformation and redesign with a focus on improving classroom safety management.

Recordkeeping plan

During 2023 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 2023.

The college's Recordkeeping Policy is compliant with the TAFE- sector consolidated Record keeping Plan.

South Regional TAFE continued delivering recordkeeping training sessions in 2023.

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

Policy framework

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

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

In 2023 we reviewed 32 policies, developed and added 6 new policies, updated 22 polices and removed 5 policies.

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

Performance data report

Indicator	YTD results				Target	Target
	2020	2021	2022	2023		
Number of fatalities		0	0	0	0	Achieved
Lost time injury/disease incidence rate	1.45	0.45	0.45	0.40	Zero (0) or 10% reduction on previous 3 years	Achieved
Lost time injury severity rate	16.6	50	50	33.33	Zero (0) or 10% reduction on previous 3 years	Achieved
Percentage of injured workers returned to work	80%	50%	100%	100%	Actual percentage greater than or equal to 80% return to work within 26 weeks	Achieved
(i) within 13 weeks						
(ii) within 26 weeks	80%	50%	100%	100%		
Percentage of managers and supervisors trained in occupational safety and health and injury management responsibilities	65%	73%	80%	80%	Greater than or equal to 80%	Achieved



Financial statements
and KPIs

Financial statements and KPIs



Auditor General

INDEPENDENT AUDITOR'S REPORT

2023

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 as at 31 December 2023, 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 2023 and the financial position as 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.

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 2023.

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 2023. 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 2023.

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

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

Auditor General's responsibilities

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

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

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

My independence and quality management 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 2023, 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 and 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 2023 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.



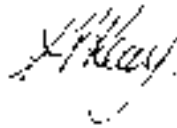
Grant Robinson
Assistant Auditor General Financial Audit
Delegate of the Auditor General for Western Australia
Perth, Western Australia
14 March 2024

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 2023.



Susan Barrera
Governing Council Chair
13 March 2024



Kathy Keay
A/Managing Director
15 March 2024

Key performance indicators

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.

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

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

Services provided
Vocational Education and Training

Key Effectiveness Indicators			
1.1 Overall Student Satisfaction	1.2 Graduate Achievement	1.3 Graduate Destination	1.4 Profile Achievement

Key Efficiency Indicator
2.1 Overall Cost per Student Curriculum Hour

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

Key Effectiveness Indicator

1.1 Overall Student Satisfaction Rate

In 2023, the Student Satisfaction Survey was conducted by Wallis Group, a third-party research agency, on behalf of the Department of Training and Workforce Development. The survey's key focus was to measure student satisfaction with the training they received.

Students enrolled in 2023 were invited to complete the WA Student Satisfaction Survey online. Additionally, students could complete a hard copy questionnaire provided by staff at each campus.

The Student Satisfaction Survey fieldwork was conducted between September and November 2023.

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

Of the 6,118 students eligible to complete the survey, 1,604 responded, resulting in a response rate of 26.2%. The results found that the 2023 student satisfaction target of 90% overall student satisfaction with the college (as measured by a response of either "satisfied" or "very satisfied") was exceeded by 2.1%, with overall student satisfaction at 92.1%.

Table 1: Overall Student Satisfaction Rate

	2021 Actual	2022 Actual	2023 Target	2023 Actual	Target Variance
South Regional TAFE	91.8%	90.3%	90%	92.1%	+2.1%
Western Australia	87.3%	85.7%	n/a	87.3%	n/a

Notes

1. Department of Training and Workforce Development, 2023 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, conducted on behalf of the National Centre for Vocational Education Research (NCVER), aims to assess vocational education and training students' employment, further study outcomes, and training opinions.

Based on the survey's feedback, the following indicators are calculated:

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

Key Effectiveness Indicator

1.2 Graduate Achievement Rate

The “Graduate Achievement” question within the Student Outcomes Survey gauges the extent to which graduates “Achieved their main reason for doing the training.” This metric reflects the percentage of graduates who reported fully or partially achieving their primary training objective.

The question offered four answer choices: “Yes,” “No,” “Partly,” and “Don’t know yet.”

In 2023, 788 of 2,158 graduates (36.5%) participated in the survey, yielding a relative sampling error of +/- 2% at the 95% confidence level. South Regional TAFE surpassed the 2023 target of 87% for graduate achievement by 0.8%.

Table 2: Graduate Achievement Rate

	2021 Actual	2022 Actual	2023 Target	2023 Actual	Target Variance
South Regional TAFE	86.6%	87.2%	87.0%	87.8%	+0.8%
TAFE Western Australia	83.7%	86.3%	n/a	85.6%	n/a
TAFE Australia	83.8%	85.7%	n/a	86.6%	n/a
All VET providers Australia	85.0%	87.2%	n/a	88.1%	n/a

Key Effectiveness Indicator

1.3 Graduate Destination Rate

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

In 2023, 788 of 2,158 graduates (36.5%) participated in the survey, resulting in a relative sampling error of +/- 2.4% at the 95% confidence level. Notably, South Regional TAFE outperformed the 2023 target for graduate destination by an impressive 6.5%, exceeding the 75% benchmark.

Table 3: Graduate Destination Rate

	2021 Actual	2022 Actual	2023 Target	2023 Actual	Target Variance
South Regional TAFE	73.7%	79.7%	75%	81.5%	+6.5%
TAFE Western Australia	68.5%	76%	n/a	77.4%	n/a
TAFE Australia	70.3%	75.6%	n/a	77.7%	n/a
All VET providers Australia	72.1%	77.4%	n/a	79.5%	n/a

Notes

1. Source: National Centre for Vocational Education Research (NCVER) on behalf of the Australian Government, state and territory governments, 2023 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 2022, with data collected mid-2023. Not in the scope of this survey are international students, students from correctional facilities, short course delivery and students under 15 years of age.

Achievement of college profile delivery

The “achievement of profile delivery indicator” gauges South Regional TAFE’s success in meeting its targets outlined in the Department of Training and Workforce Development’s (DTWD) negotiated DPA (Delivery Performance Agreement).

This indicator is primarily informed by the distribution of Student Curriculum Hours (SCH), reflecting the extent to which the college fulfills its contractual obligations.

The delivery profile takes into account government priorities, individual needs, industry demands, and the local community.

Translated through courses that represent occupational classifications, the college’s SCH delivery reflects its responsiveness to these diverse needs.

The table below compares planned DPA activity against actual delivery in 2023. While the planning process involves forecasting training demand based on government priorities, individual needs, and industry trends, variations between planned and actual SCH delivered highlight the college’s agility and ability to adapt to market changes.

Key Effectiveness Indicator

1.4 Achievement of Profile Delivery

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.

Table 4: Profile Achievement

2021 Actual	2022 Actual	2023 Target	2023 Actual	2023 %
89.9%	85.4%	2,500,000	2,516,204	100.6%

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 original DPA.

Table 5: Profile achievement by major ANZSCO Groups

ANZCO Major Group	Target	Actual	Achieved %
Clerical and administrative workers	202,852	169,043	83.3%
Community and personal service workers	750,945	828,309	110.3%
General education	194,290	91,120	46.9%
Labourers	361,287	359,149	99.4%
Machinery operators and drivers	107,238	120,683	112.5%
Managers	37,370	30,726	82.2%
Professionals	166,075	165,765	99.8%
Sales workers	1,790	5,190	289.9%
Technicians and trades workers	678,153	746,219	110.0%
Total	2,500,000	2,516,204	100.6%

Profile analysis – classification of occupations

SR TAFE’s profile training delivered by major ANZSCO (Australia and New Zealand Standard Classification of Occupations) levels for 2023 is provided on the next page.

Table 6: Profile Achievement by ANZSCO Sub-Groups

ANZSCO Major	ANZSCO Groups	Target	Actual	Achieved
CLERICAL AND ADMINISTRATIVE WORKERS	Total	202,852	169,043	83.3%
	General Clerical Workers	104,025	78,228	75.2%
	Numerical Clerks	59,248	63,305	106.8%
	Office Managers and Program Administrators	26,770	14,735	55.0%
	Personal Assistants and Secretaries	12,809	12,775	99.7%
COMMUNITY AND PERSONAL SERVICE WORKERS	Total	750,945	828,309	110.3%
	Carers and Aides	467,257	535,049	114.5%
	Health and Welfare Support Workers	171,650	174,813	101.8%
	Hospitality Workers	32,322	20,927	64.7%
	Sports and Personal Service Workers	79,716	97,520	122.3%
GENERAL EDUCATION	Total	194,290	91,120	46.9%
	Adult Literacy/ESL	75,485	40,905	54.2%
	Targeted Courses	118,805	50,215	42.3%
LABOURERS	Total	361,287	359,149	99.4%
	Construction and Mining Labourers	56,471	56,064	99.3%
	Factory Process Workers	25,380	22,293	87.8%
	Farm, Forestry and Garden Workers	188,692	206,735	109.6%
	Food Preparation Assistants	9,106	12,455	136.8%
	Other Labourers	81,638	61,602	75.5%
MACHINERY OPERATORS AND DRIVERS	Total	107,238	120,683	112.5%
	Machine and Stationary Plant Operators	61,348	66,282	108.0%
	Mobile Plant Operators	28,960	46,311	159.9%
	Road and Rail Drivers	16,930	8,090	47.8%
MANAGERS	Total	37,370	30,726	82.2%
	Chief Executives, General Managers and Legislators	2,065	3,490	169.0%
	Farmers and Farm Managers	7,500	11,060	147.5%
	Hospitality, Retail and Service Managers	23,805	14,046	59.0%
	Specialist Managers	4,000	2,130	53.3%
PROFESSIONALS	Total	166,075	165,765	99.8%
	Arts and Media Professionals	44,461	31,969	71.9%
	Design, Engineering, Science and Transport Professionals	68,210	64,201	94.1%
	Education Professionals	32,044	42,615	133.0%
	ICT Professionals	21,360	26,980	126.3%
SALES WORKERS	Total	1,790	5,190	289.9%
	Sales Assistants and Salespersons	1,790	5,190	289.9%
TECHNICIANS AND TRADES WORKERS	Total	678,153	746,219	110.0%
	Automotive and Engineering Trades Workers	218,188	242,275	111.0%
	Construction Trades Workers	102,453	132,287	129.1%
	Electrotechnology and Telecommunications Trades Workers	48,500	58,976	121.6%
	Engineering, ICT and Science Technicians	114,186	107,770	94.4%
	Food Trades Workers	44,672	38,104	85.3%
	Other Technicians and Trades Workers	90,125	116,194	128.9%
	Skilled Animal and Horticultural Workers	60,029	50,613	84.3%
Total	2,500,000	2,516,204	100.6%	

Notes: Source: SR TAFE, NAT files. * Comparative figures based on 2023 original DPA figures

Key performance efficiency indicators

The efficiency indicator demonstrates responsible financial management and better service delivery by measuring the efficiency with which South Regional TAFE manages its resources to provide VET programs.

Key Efficiency Indicator

2.1 Overall cost per student curriculum hour

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.

Overall cost per SCH was \$6.53 higher than target mostly due to new wage agreements for all staff which had not been finalised at the time of target setting and higher than anticipated staffing costs to administer the delivery of government initiatives such as the Collie Transition Plan.

Table 7: Overall Cost per SCH

	2021 Actual	2022 Actual	2023 Target	2023 Actual
\$ per SCH	\$24.14	\$29.83	\$24.30	\$30.83

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. Non-profile delivery of 150,937 SCH was achieved against the targets of 280,000 SCH.
2. The 2023 Target is based on the 2023 Section 40 Budget Estimates Total Cost of Services divided by the forecast profile and non-profile SCH.

Certification of financial statements

Disclosures and Legal Compliance

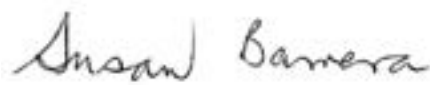
Financial Statements

Certification of Financial Statements

For the reporting period ended 31 December 2023

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 2023 and the financial position as at 31 December 2023.

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 2024



Kathy Keay
Managing Director
13 March 2024



Neil Lattimer
Chief Financial Officer
13 March 2024

OFFICIAL

South Regional TAFE		2023	2022
STATEMENT OF COMPREHENSIVE INCOME			
FOR THE YEAR ENDED 31 DECEMBER 2023			
	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expenses	2.1 (a)	55,359,500	50,044,100
Supplies and services	2.2	15,499,703	14,334,495
Finance Cost	6.3	190,590	102,564
Grants and subsidies	2.2	461,100	210,000
Other expenses	2.2	5,629,224	4,960,412
Cost of sales	3.3	150,526	133,479
Loss on disposal of non-current assets	3.6	85,723	54,962
Depreciation and amortisation expense	4.1.1	5,485,284	4,932,494
Total cost of services		82,861,649	74,772,506
Income			
Fee for service	3.2	1,631,305	1,583,606
Student fees and charges	3.2	3,434,921	3,980,250
Ancillary trading	3.2	295,699	279,982
Commonwealth grants and contributions	3.2	13,931	-
Sales	3.3	174,267	126,193
Interest revenue	3.4	476,280	205,865
Other revenue	3.5	212,577	262,344
Total revenue		6,238,982	6,438,240
Gains			
Gain arising from changes in fair value - land	3.6	-	6,000
Gain on disposal of lease arrangements	3.6	44,410	-
Total gains		44,410	6,000
Total income other than income from State Government		6,283,391	6,444,240
NET COST OF SERVICES		76,578,257	68,328,266
Income from State Government			
Grants and subsidies	3.1	64,768,803	57,770,440
Resource Received	3.1	2,776,900	2,283,631
Total income from State Government	3.1	67,545,703	60,054,071
DEFICIT FOR THE PERIOD		(9,032,554)	(8,274,195)
OTHER COMPREHENSIVE INCOME			
Items not reclassified subsequently to profit or loss			
Changes in asset revaluation surplus	4.1	5,194,490	8,985,212
Total other comprehensive income		5,194,490	8,985,212
TOTAL COMPREHENSIVE SURPLUS/(DEFICIT) FOR THE PERIOD		(3,838,065)	711,017

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

OFFICIAL

South Regional TAFE STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2023		2023	2022
	Notes	\$	\$
ASSETS			
Current Assets			
Cash and cash equivalents	6.1	3,374,594	8,123,726
Restricted cash and cash equivalents	6.1	102,395	203,468
Receivables	5.1	1,104,274	1,259,315
Inventories	3.3	98,009	82,208
Other current assets	5.2	286,579	304,831
Total Current Assets		4,965,851	9,973,547
Non-Current Assets			
Restricted cash and cash equivalents	6.1	1,543,000	1,200,000
Property, plant and equipment	4.1	123,899,387	122,628,867
Right-of-use assets	4.2	4,657,753	3,443,746
Total Non-Current Assets		130,100,139	127,272,613
TOTAL ASSETS		135,065,990	137,246,160
LIABILITIES			
Current Liabilities			
Payables	5.3	1,463,729	3,629,304
Lease liabilities	6.2	244,596	206,012
Employee related provisions	2.1 (b)	8,261,473	10,051,207
Other current liabilities	5.4	852,930	385,667
Total Current Liabilities		10,822,728	14,272,189
Non-Current Liabilities			
Lease liabilities	6.2	4,669,250	3,464,680
Employee related provisions	2.1 (b)	3,959,305	716,269
Total Non-Current Liabilities		8,628,555	4,180,949
TOTAL LIABILITIES		19,451,283	18,453,138
NET ASSETS		115,614,707	118,793,022
EQUITY			
Contributed equity		135,391,875	134,732,125
Reserves		25,726,362	20,531,873
Accumulated surplus / (deficit)		(45,503,530)	(36,470,976)
TOTAL EQUITY		115,614,707	118,793,022

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

OFFICIAL

South Regional TAFE			
STATEMENT OF CASH FLOWS			
FOR THE YEAR ENDED 31 DECEMBER 2023			
	Notes	2023 \$	2022 \$
CASH FLOWS FROM STATE GOVERNMENT			
Grants and subsidies		65,039,315	56,722,419
Total Net cash provided by State Government		65,039,315	56,722,419
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits expenses		(55,664,305)	(47,045,532)
Supplies and services		(13,217,315)	(11,810,263)
Finance Cost		(190,590)	(102,564)
Grants and subsidies		(461,100)	(210,000)
GST payments on purchases		(1,598,733)	(1,472,294)
GST payments to taxation authority		(691)	-
Other payments		(5,622,050)	(4,961,067)
Receipts			
Fee for service		2,190,515	1,700,889
Student fees and charges		3,396,518	3,927,922
Ancillary trading		295,699	279,982
Commonwealth grants and contributions		13,931	-
Interest received		426,087	139,046
GST receipts on sales		186,448	137,717
GST receipts from taxation authority		1,375,707	1,318,560
Other receipts		415,453	384,563
Net cash provided by/(used in) operating activities		(68,454,426)	(57,713,041)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments			
Purchase of non-current physical assets		(1,141,537)	(697,895)
Receipts			
Proceeds from sale of non-current physical assets		6,272	-
Capital Contribution		410,000	1,672,921
Net cash provided by/(used in) investing activities		(725,265)	975,026
CASH FLOWS FROM FINANCING ACTIVITIES			
Payments			
Principal elements of lease payments		(265,789)	(258,999)
Other repayments		(101,040)	-
Receipts			
Other proceeds		-	168,520
Net cash provided by/(used in) financing activities		(366,829)	(90,479)
Net increase (decrease) in cash and cash equivalents		(4,507,205)	(106,075)
Cash and cash equivalents at the beginning of period		9,527,194	9,633,272
CASH AND CASH EQUIVALENTS AT THE END OF PERIOD	6.1	5,019,989	9,527,194

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

OFFICIAL

South Regional TAFE				
STATEMENT OF CHANGES IN EQUITY				
FOR THE YEAR ENDED 31 DECEMBER 2023				
Notes	Contributed Equity	Reserves	Accumulated Surplus / (Deficit)	Total Equity
	\$	\$	\$	\$
Balance at 1 January 2022	131,386,407	11,546,661	(28,196,781)	114,736,287
Deficit			(8,274,195)	(8,274,195)
Other comprehensive income		8,985,212	-	8,985,212
Total comprehensive income for the period	-	8,985,212	(8,274,195)	711,017
Transactions with owners in their capacity as owners:				
Capital appropriations	1,672,921	-	-	1,672,921
Other contributions by owners	1,818,297	-	-	1,818,297
Distributions to owners	(145,500)	-	-	(145,500)
Total	3,345,718	-	-	3,345,718
Balance at 31 December 2022	134,732,125	20,531,873	(36,470,976)	118,793,022
Balance at 1 January 2023	134,732,125	20,531,873	(36,470,976)	118,793,022
Surplus/(deficit)			(9,032,554)	(9,032,554)
Other comprehensive income		5,194,490	-	5,194,490
Total comprehensive income for the period	-	5,194,490	(9,032,554)	(3,838,065)
Transactions with owners in their capacity as owners:				-
Capital appropriations	410,000	-	-	410,000
Other contributions by owners	249,750	-	-	249,750
Total	659,750	-	-	659,750
Balance at 31 December 2023	135,391,875	25,726,362	(45,503,530)	115,614,707

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 2023****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 Governing Council of SR TAFE on 13 March 2024.

Statement of compliance

The financial statements constitute general purpose financial statements that have been prepared in accordance with Australian Accounting Standards, the Framework, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board as applied by Treasurer's instructions. Several of these are modified by Treasurer's instructions to vary application, disclosure, format and wording.

The Act and Treasurer's instructions are legislative provisions governing the preparation of financial statements and take precedence over Australian Accounting Standards, the Framework, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board. 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. 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 Australian Accounting Standard 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:

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

2.1(a) Employee benefits expenses

	2023	2022
	\$	\$
Employee benefits	50,162,755	44,878,510
Termination benefits	-	689,000
Superannuation - defined contribution plans	5,196,745	4,476,590
Employee benefits expenses	55,359,500	50,044,100
Add: AASB 16 Non-monetary benefits (not included in employee benefits expense)		
Provision of vehicle benefits	197,702	171,667
Less: Employee contributions	(174,616)	(152,824)
Provision of housing benefits	57,655	28,606
Less: Employee contributions	(48,752)	(15,288)
Total employee benefits provided	55,391,490	50,076,261

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

Termination benefits 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 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

	2023	2022
	\$	\$
Current		
<u>Employee benefits provision</u>		
Annual leave	3,237,889	3,072,146
Long service leave	4,203,262	6,062,253
Deferred salary scheme	192,112	348,002
Purchased leave	(5,303)	4,550
	7,627,960	9,486,951
<u>Other provisions</u>		
Employment on-costs	633,512	564,256
Total current employee related provisions	8,261,472	10,051,207
Non-current		
<u>Employee benefits provision</u>		
Long service leave	3,492,124	673,744
	3,492,124	673,744
<u>Other provisions</u>		
Employment on-costs	467,181	42,525
Total non-current employee related provisions	3,959,305	716,269
Total employee related provisions	12,220,778	10,767,476

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: Are classified as current as there is no right at the end of the reporting period 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 the right at the end of the reporting period to defer settlement of the liability for at least 12 months after 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: Are classified as current where there is no right at the end of the reporting period to defer settlement for at least 12 months after the reporting period.

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

Employment on-costs: The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including workers' compensation insurance. The provision is the present value of expected future payments.

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of Note 2.2 Other expenditure (apart from the unwinding of the discount (finance cost)) and are not included as part of SR TAFE's 'employee benefits expense'. The related liability is included in 'Employment on-costs provision'.

Employment on-costs provisions

Carrying amount at start of period
 Additional / (reversals of) provisions recognised
Total Carrying amount at end of period

	2023	2022
	\$	\$
	606,868	571,868
	493,825	35,000
Total	1,100,693	606,868

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

Supplies and services

Consumables and minor equipment
 Communication expenses
 Utilities expenses
 Consultancies and contracted services
 Minor works
 Rental Cost
 Travel and passenger transport
 Advertising and public relations
 Staff professional development activities
 Software licence expense
 Insurance expense
 Other supplies and services expenses
Total supplies and services expenses

	2023	2022
	\$	\$
	4,187,363	3,825,282
	194,696	232,901
	1,252,860	1,115,385
	7,176,159	6,863,008
	416,861	348,641
	196,485	190,502
	452,760	338,775
	162,153	202,470
	313,914	197,849
	592,769	551,412
	327,001	289,306
	226,681	178,963
Total	15,499,703	14,334,495

Grants and subsidies

Workplace training cost subsidies
Total grants and subsidies

	461,100	210,000
Total	461,100	210,000

Other expenditure

Audit fees
 Building maintenance
 Expected credit losses expense
 Employment on-costs
 Repairs and maintenance - Equipment & Other
 Student prizes and awards
 Losses and write-offs
 Other
Total other expenses

	184,300	199,960
	958,745	878,871
	-	(19,000)
	3,659,559	3,308,216
	780,256	502,861
	30,104	20,498
	12,951	26,792
	3,309	42,213
Total	5,629,224	4,960,412

Total other expenditure

Total	22,051,126	19,504,907
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Supplies and services expenses are recognised as an expense in the reporting period in which they are incurred.

Rental expenses include:

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

Repairs, maintenance and minor works are recognised as expenses as incurred.

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:

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

3.1 Income from State Government

Grants and subsidies received during the period:

Delivery and Performance Agreement (DPA)	62,366,304	56,106,355
Non-DPA Grants from Department of Training and Workforce Development (DTWD)	1,243,507	1,429,279
Fee for service - Government (other than DTWD)	79,656	86,850
International Division Fees (DTWD)	170,245	147,956
Local Aboriginal Cultural Heritage Services training program from Department of Planning, Land and Heritage (DPLH)	909,091	-
	64,768,803	57,770,440

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

Department of Training and Workforce Development		
- Corporate systems support (a)	2,081,699	1,717,578
- Marketing and publications (a)	336,408	108,002
- Human resources and industrial relations support (a)	78,425	86,021
- Other	280,368	372,030
	2,776,900	2,283,631

Total income from State Government

67,545,703	60,054,071
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Grants and subsidies is recognised as income when the performance obligations are satisfied.

If there is no performance obligation, income will be recognised when SR TAFE receive the funds.

Grants and subsidies from the DPA fund the net cost of services delivered.

Appropriate revenue comprises a cash component less the refund due to DTWD (a liability).

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.

(a) 2022 comparatives have been restated to reflect a correction in the presentation of the nature of resources received free of charge. The net impact to the Statement of Comprehensive income is nil.

3.2 User charges and fees

Fee for service

Fee for service - general	
Fee for service - Commonwealth Government	
International fees	
Total fee for service	

Student fees and charges

Tuition fees	
Enrolment and Resource fees	
Recognition of prior learning (RPL) fees	
Other College fees	
Total student fees and charges	

Ancillary trading

Liveworks (not a trading activity)	
Other Ancillary Revenue	
Total ancillary trading	
Total user charges and fees	

Commonwealth Grants and Contributions

Commonwealth specific purpose grants and contributions	
Total Commonwealth grants and contributions	

	2023	2022
	\$	\$
	637,691	618,514
	957,189	936,832
	36,425	28,260
Total fee for service	1,631,305	1,583,606
	2,009,219	2,622,907
	1,380,997	1,262,468
	36,003	81,828
	8,703	13,047
Total student fees and charges	3,434,921	3,980,250
	237,972	216,585
	57,728	63,397
Total ancillary trading	295,699	279,982
Total user charges and fees	5,361,926	5,843,838
	13,931	-
Total Commonwealth grants and contributions	13,931	-

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.

For non-reciprocal grants, SR TAFE recognises revenue when the grant is receivable at its fair value as and when its fair value can be reliably measured.

Contributions of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated.

3.3 Trading profit

Bookshop

Sales	
Cost of Sales:	
Opening Inventory	
Purchases	
Closing Inventory	
Cost of Sales	
Total trading profit/(loss) - Bookshop	

Other trading

Total trading profit/(loss) - Other trading

Total Trading profit/(loss)

Closing Inventory comprises:

Current Inventories	
At cost	
Total current inventories	

	2023	2022
	\$	\$
	145,815	124,456
	(82,208)	(78,234)
	(166,327)	(137,453)
	(248,535)	(215,687)
	98,009	82,208
	(150,526)	(133,479)
Total trading profit/(loss) - Bookshop	(4,710)	(9,024)
	28,451	1,737
Total trading profit/(loss) - Other trading	28,451	1,737
Total Trading profit/(loss)	23,741	(7,286)
	(98,009)	(82,208)
Total current inventories	(98,009)	(82,208)

Sales

Revenue from the sale of goods is recognised at the transaction price when the College transfers control of the goods to customers

Inventories

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

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

3.4 Interest revenue

Interest revenue

2023	2022
\$	\$
476,280	205,865

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
 Grant & Subsidy Revenue
 Sponsorship and donations revenue
 Miscellaneous revenue
Total other revenue

2023	2022
\$	\$
142,101	135,525
-	52,500
13,427	15,155
57,049	59,164
212,577	262,344

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

3.6 Gains/(Losses)

Net proceeds from disposal of non-current assets
 Motor vehicles, caravans and trailers
Total proceeds from disposal of non-current assets

2023	2022
\$	\$
6,273	-
6,273	-

Carrying amount of non-current assets disposed
 Buildings
 Motor vehicles, caravans and trailers
 Plant, furniture and general equipment
Net losses

(88,114)	(54,962)
(2,220)	-
(1,662)	-
(85,723)	(54,962)

Other gains/(loss)
 Gain on disposal of lease arrangements
 Gain arising from changes in fair value - land
Other gains
Total losses

44,410	-
-	6,000
44,410	6,000
(41,314)	(48,962)

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

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

4 Key assets
Assets utilised for economic benefit or service potential

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

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

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4.1 Property, plant and equipment

	Land	Buildings	Assets under construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communication network	Works of art	Total \$
Year ended 31 December 2023	\$	\$	\$	\$	\$	\$	\$	
1 January 2023								
Gross carrying amount	3,651,000	114,997,010	1,650,322	761,809	3,444,701	587,403	91,385	125,183,629
Accumulated depreciation	-	-	-	(448,327)	(1,696,873)	(409,563)	-	(2,554,763)
Carrying amount at start of period	3,651,000	114,997,010	1,650,322	313,482	1,747,829	177,840	91,385	122,628,867
Additions		17,496	104,499	75,500	1,130,517	63,276		1,391,288
Transfers		1,101,677	(1,650,322)		548,645			(0)
Other disposals		(88,114)		(2,220)	(1,662)			(91,996)
Revaluation increments		5,194,490						5,194,490
Depreciation	-	(4,598,158)	-	(90,432)	(490,505)	(44,166)	-	(5,223,262)
Carrying amount 31 December 2023	3,651,000	116,624,400	104,499	296,330	2,934,823	196,950	91,385	123,899,387
Gross carrying amount	3,651,000	116,624,400	104,499	830,650	5,116,681	650,679	91,385	127,069,295
Accumulated depreciation	-	-	-	(534,321)	(2,181,858)	(453,730)	-	(3,169,908)

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 2023 by Landgate.

The valuations were performed during the year ended 31 December 2023 and recognised at 31 December 2023.

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

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

As at 31 December 2023, there were no indications of impairment to property, plant and equipment.

Unobservable (level 3) inputs used to determine fair values of Infrastructure, property, plant and equipment 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

Depreciation

Buildings
Motor vehicles, caravans and trailers
Plant, furniture and general equipment
Computers and communication network
Right-of-use assets
Total depreciation for the period

	2023	2022
	\$	\$
Buildings	4,598,158	4,153,400
Motor vehicles, caravans and trailers	90,432	94,013
Plant, furniture and general equipment	490,505	345,148
Computers and communication network	44,166	35,961
Right-of-use assets	262,022	303,971
Total depreciation for the period	5,485,284	4,932,493

Finite useful lives

All property, plant and equipment having a limited useful life are systematically depreciated over their estimated useful lives in a manner that reflects the consumption of their future economic benefits. The exception to this rule includes land.

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 should be 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 SR TAFE's 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 SR TAFE 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 2023

Carrying amount at start of period
 Additions
 Disposals
 Depreciation
Net Carrying Amount as at end of period

	Buildings	Vehicles	Total
	\$	\$	\$
Carrying amount at start of period	3,005,894	437,852	3,443,746
Additions	2,233,637	246,146	2,479,783
Disposals	(911,470)	(92,284)	(1,003,754)
Depreciation	(135,639)	(126,383)	(262,022)
Net Carrying Amount as at end of period	4,192,422	465,331	4,657,754

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:

	Notes
Receivables	5.1
Other assets	5.2
Payables	5.3
Other liabilities	5.4

5.1 Receivables
Current

Receivables - Current
 Receivables - Trade
 Receivables - Students
 Allowance for impairment of receivables
 Accrued revenue
 Other Receivables
 GST receivable
Total current

	2023	2022
	\$	\$
Receivables - Current	88,751	211,000
Receivables - Trade	414,191	154,417
Receivables - Students	(48,792)	(80,752)
Allowance for impairment of receivables	421,654	789,104
Accrued revenue	12,461	3,547
Other Receivables	216,008	182,000
Total current	1,104,274	1,259,316
Total receivables at end of period	1,104,274	1,259,316

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 5 for the amount of ECLs expensed in this financial year.

5.2 Other assets

Current

Prepayments

Other

Total current

Total other assets at end of period

	2023	2022
	\$	\$
Prepayments	416,986	478,546
Other	(130,406)	(173,715)
Total current	286,579	304,831
Total other assets at end of period	286,579	304,831

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

5.3 Payables

Current

Trade payables

Accrued expenses

Accrued salaries and related costs

Paid parental leave payable

Total current

Total payables at end of period

	2023	2022
	\$	\$
Trade payables	3,925	26,900
Accrued expenses	546,008	946,467
Accrued salaries and related costs	909,559	2,655,938
Paid parental leave payable	4,237	-
Total current	1,463,729	3,629,304
Total payables at end of period	1,463,729	3,629,304

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.

5.4 Other liabilities

Current

Income received in advance ^(a)

Monies/deposits held in trust

Other current liabilities

Total current

Balance at end of period

	2023	2022
	\$	\$
Income received in advance ^(a)	479,833	182,042
Monies/deposits held in trust	102,585	203,625
Other current liabilities	270,512	-
Total current	852,930	385,667
Balance at end of period	852,930	385,667

^(a) Includes income received in advance from students.

6 Financing

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

Cash and cash equivalents

Lease liabilities

Finance Costs

Commitments

Notes

6.1

6.2

6.3

6.4

OFFICIAL

NOTES TO THE FINANCIAL STATEMENTS

6.1 Cash and cash equivalents
Current

Cash and cash equivalents

Cash On Hand

Cash At Bank

Total cash and cash equivalents

Restricted cash and cash equivalents current

 Destinations Australia scholarships ^(a)

 Specific donations ^(b)
Total current
Non-current

 Restricted cash and cash equivalents non-current ^(c)
Total non-current

Balance at end of period

	2023	2022
	\$	\$
	6,130	6,030
	3,368,464	8,117,696
	3,374,594	8,123,726
	48,247	160,500
	54,148	42,968
	102,395	203,468
	3,476,989	8,327,194
	1,543,000	1,200,000
	1,543,000	1,200,000
	5,019,989	9,527,194

^(a) Scholarships to be paid to qualifying students under the Destination Australia scheme.

^(b) Specific donations comprise:

Funds for Denmark Music Foundation

Jack Family Trust

Sue Abe

Southern Aboriginal Corporation

Kojinup Childcare

Newmont Corporation

	2023	2022
	\$	\$
	1,593	1,593
	10,252	10,252
	17,600	18,400
	4,217	4,217
	1,300	1,320
	19,186	7,186
	54,148	42,968

^(c) An amount was held in 2023 to meet 27 pays in 2025 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

Not later than one year

Later than one year and not later than five years

Later than five years

	2023	2022
	\$	\$
	244,596	206,012
	761,209	681,660
	3,908,041	2,783,020
	4,913,846	3,670,692

Current

Non-current

	2023	2022
	244,596	206,012
	4,669,250	3,464,680
	4,913,846	3,670,692

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 SR TAFE exercising an option to terminate the lease.
- periods covered by extension or termination options are only included in the lease term by SR TAFE if the lease is reasonably certain to be extended (or not terminated).

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

Lease interest expense
 Short-term leases
 Low-value leases
Total lease expense

2023	2022
\$	\$
190,590	102,564
-	29,000
1,710	5,000
192,300	136,564

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.

Variable lease payments that are not included in the measurement of the lease liability recognised in the period in which the event or condition that triggers those payments occurs.

6.3 Finance costs

Finance costs

Interest expense on lease liabilities
Total interest expense
Total finance costs expensed

2023	2022
\$	\$
190,590	102,564
190,590	102,564
190,590	102,564

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:

Later than 5 years
Balance at end of period

2023	2022
\$	\$
35,831	715,564
35,831	715,564

The totals presented for capital commitments are GST inclusive.

6.4.2 Other expenditure commitments

Within 1 year
Balance at end of period

2023	2022
\$	\$
172,919	157,984
172,919	157,984

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.

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

7.1 Financial Instruments

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

	<u>2023</u>	<u>2022</u>
	\$	\$
Financial assets		
Cash and cash equivalents	3,374,594	8,123,726
Restricted cash and cash equivalents	1,645,395	1,403,468
Receivables ^(a)	888,266	1,076,494
Total financial assets	5,908,255	10,603,688
Financial liabilities		
Financial liabilities measured at amortised cost ^(b)	6,377,575	7,295,912
Total financial liabilities	6,377,575	7,295,912

^(a) The amount excludes GST recoverable from the ATO (statutory receivable).

^(b) The amount of Financial liabilities at amortised cost excludes GST payable to the ATO (statutory payable)

7.2 Contingent assets and liabilities

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

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

7.2.1 Contingent assets

SR TAFE has no contingent assets.

7.2.2 Contingent liabilities

SR TAFE has no contingent liabilities.

7.2.3 Contaminated Sites

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

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

8 Other disclosures

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

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

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 2023.

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 (\$)	2023	2022
Compensation Band (\$)		
250,001 - 260,000	-	1
220,001 - 230,000	1	-
20,001 - 30,000	1	1
0 - 10,000	11	10
Compensation of the senior officers (\$)	2023	2022
Compensation Band (\$)		
190,001 - 200,000	-	1
180,001 - 190,000	-	1
170,001 - 180,000	-	1
160,001 - 170,000	-	1
150,001 - 160,000	3	-
120,001 - 130,000	1	-
110,001 - 120,000	-	1
90,001 - 100,000	1	-
70,001 - 80,000	1	1
50,001 - 60,000	-	1
20,001 - 30,000	1	-
	2023	2022
	\$	\$
Total compensation of accountable authority	274,638	303,668
Total compensation of senior officers	767,753	962,351
Total compensation of key management personnel	1,042,390	1,266,018

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:

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

	2023	2022
	\$	\$
	184,300	184,000

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, \$44,839 (2022: \$26,571) of debts due to SR TAFE were written off and \$nil (2022: \$nil) was written off the asset register under the authority of:

Executive Council
Managing Director

	2023	2022
	\$	\$
	43,093	26,571
	1,746	-
	44,839	26,571

(b) Losses through theft, defaults and other causes

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

	2023	2022
	\$	\$
	196	-
	196	-

9 Explanatory statement

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 2023, and between the actual results for 2023 and 2022 are shown below. Narratives are provided for key major variances which vary more than 10% from their comparative and that the variation is also more than 1% of the comparative of the following (as appropriate):

1. Estimate and actual results for the current year
 - Total Cost of Services of the annual estimates for the Statement of comprehensive income and Statement of cash flows, and
 - Total Assets of the annual estimates for the Statement of financial position
2. Actual results for the current year and the prior year actual:
 - Total Cost of Services of the previous year for the Statements of comprehensive income and Statement of cash flows; and
 - Total Assets of the previous year for the Statement of financial position

9.1 Statement of Comprehensive Income Variances

	Variance Note	Estimate 2023	Actual 2023	Actual 2022	Variance between estimate and actual	Variance between actual results for 2023 and 2022
		\$	\$	\$	\$	\$
Expenses						
Employee benefits expense	(1) (a)	44,406,000	55,359,500	50,044,100	10,953,500	5,315,401
Grants and subsidies		-	461,100	210,000	461,100	251,100
Finance cost		121,000	190,590	102,564	69,590	88,025
Supplies and services	(2)	13,466,000	15,499,703	14,334,495	2,033,703	1,165,208
Other expenses	(3)	4,750,269	5,629,224	4,960,412	878,955	668,812
Cost of sales		90,000	150,526	133,479	60,526	17,046
Loss on disposal of non-current assets		-	85,723	54,962	85,723	30,762
Depreciation and amortisation expense	(4)	4,713,384	5,485,284	4,932,494	771,900	552,790
Total cost of services		67,546,653	82,861,649	74,772,506	15,314,996	8,089,143
Income						
Fee for service		1,663,845	1,631,305	1,583,606	(32,540)	47,700
Student fees and charges	(5)	2,759,105	3,434,921	3,980,250	675,816	(545,329)
Ancillary trading		321,877	295,699	279,982	(26,178)	15,717
Sales		150,000	174,267	126,193	24,267	48,074
Commonwealth grants and contributions		-	13,931	-	13,931	13,931
Interest revenue		100,000	476,280	205,865	376,280	270,415
Other revenue		334,695	212,577	262,344	(122,118)	(49,766)
Total revenue		5,329,522	6,238,982	6,438,240	909,460	(199,258)
Gains						
Gains arising from changes in fair value - land		-	-	6,000	-	(6,000)
Gain on disposal of lease arrangements		-	44,410	-	44,410	44,410
Total gains		-	44,410	6,000	44,410	38,410
Total income other than income from State Government		5,329,522	6,283,391	6,444,240	953,869	(160,848)
NET COST OF SERVICES		62,217,131	76,578,258	68,328,266	14,361,127	8,249,992
Income from State Government						
Grants and subsidies	(6) (b)	53,425,000	64,768,803	57,770,440	11,343,803	6,998,363
Resource Received	(7)	1,700,464	2,776,900	2,283,631	1,076,436	493,269
Total income from State Government		55,125,464	67,545,703	60,054,071	12,420,239	7,491,632
DEFICIT FOR THE PERIOD		(7,091,667)	(9,032,554)	(8,274,195)	(1,940,888)	(758,360)
OTHER COMPREHENSIVE INCOME						
Items not reclassified subsequently to profit or loss						
Changes in asset revaluation surplus		-	5,194,490	8,985,212	5,194,490	(3,790,722)
Total other comprehensive income		-	5,194,490	8,985,212	5,194,490	(3,790,722)
TOTAL COMPREHENSIVE SURPLUS/(DEFICIT) FOR THE PERIOD		(7,091,667)	(3,838,065)	711,017	3,253,602	(4,549,082)

Major Estimate and Actual (2023) Variance Narratives

- Employee Benefits Expense is \$11 million higher than the 2023 Estimate, largely reflecting higher than anticipated staffing costs to administer the delivery of government initiatives such as the Collie Transition Plan and new wage agreements for all staff which had not been finalised at the time of the Estimates.
- Supplies and Services expenses are \$2 million higher than the 2023 Estimate, largely due to increased domestic training demand, and increased utilities, contracted services and travel expenses.
- Other Expenses are \$0.9 million higher than the 2023 Estimate, largely due to new wage agreements for all staff resulting in additional payroll tax expenses and higher than anticipated repairs and maintenance expenses.
- Depreciation and Amortisation Expense is \$0.8 million higher than the 2023 Estimate, largely due to the revaluation of buildings, not included in the 2023 Estimates.
- Student Fees and Charges are \$0.7 million higher than the 2023 Estimate, largely due to changes in the student course mix, increased training demand and higher than anticipated student fee revenues overall.
- Grants and Subsidies are \$11.3 million higher than the 2023 Estimate due to factors noted in total cost of service variances above.
- Resources Received from Government are \$1.1 million higher than the 2023 Estimate, largely reflecting higher than expected value placed on the services provided to SR TAFE by the Department of Training and Workforce Development. The increase reflects the general environment of rising costs.

Major Actual 2023 and Comparative (2022) Variance Narratives

- Employee Benefits Expenses are \$5.3 million higher than the 2022 Actual, largely reflecting higher staffing costs to administer the delivery of government initiatives such as the Collie Transition Plan and new wage agreements for all staff.
- Grants and subsidies from Government are \$7 million higher than the 2022 actual, largely reflecting higher than anticipated staffing costs to administer the delivery of government initiatives such as the Collie Transition Plan and new wage agreements for all staff.

9.2 Statement of Financial Position Variances

Variance Note	Estimate 2023	Actual 2023	Actual 2022	Variance between estimate and actual	Variance between actual results for 2023 and 2022
	\$	\$	\$	\$	\$
ASSETS					
Current Assets					
Cash and cash equivalents	3,094,807	3,374,594	8,123,726	279,787	(4,749,132)
Restricted cash and cash equivalents	1,257,000	102,395	203,468	(1,154,605)	(101,073)
Receivables	850,000	1,104,274	1,259,315	254,274	(155,041)
Inventories	78,000	98,009	82,208	20,009	15,802
Other current assets	441,000	286,579	304,831	(154,421)	(18,251)
Total Current Assets	5,720,807	4,965,851	9,973,547	(754,956)	(5,007,696)
Non-Current Assets					
Restricted cash and cash equivalents	993,000	1,543,000	1,200,000	550,000	343,000
Property, plant and equipment	(1)	110,241,087	123,899,387	13,658,300	1,270,520
Right of Use Assets	3,500,000	4,657,753	3,443,746	1,157,753	1,214,007
Total Non-Current Assets	114,734,087	130,100,139	127,272,613	15,366,052	2,827,527
TOTAL ASSETS	120,454,894	135,065,990	137,246,160	14,611,097	(2,180,169)
LIABILITIES					
Current Liabilities					
Payables	1,432,000	1,463,729	3,629,304	31,729	(2,165,575)
Lease Liabilities	209,000	244,596	206,012	35,596	38,584
Employee related provisions	(2) (a)	9,050,000	8,261,472	10,051,207	(788,528)
Other current liabilities	905,000	852,930	385,667	(52,070)	467,263
Total Current Liabilities	11,596,000	10,822,728	14,272,189	(773,272)	(3,449,462)
Non-Current Liabilities					
Lease liabilities	(3)	3,343,000	4,669,250	3,464,680	1,326,250
Employee related provisions	(2) (a)	646,000	3,959,305	716,269	3,313,305
Total Non-Current Liabilities	3,989,000	8,628,555	4,180,949	4,639,555	4,447,606
TOTAL LIABILITIES	15,585,000	19,451,283	18,453,138	3,866,283	998,145
NET ASSETS	104,869,894	115,614,707	118,793,022	10,744,814	(3,178,314)
EQUITY					
Contributed equity	134,278,405	135,391,875	134,732,125	1,113,470	659,750
Reserves	11,547,000	25,726,362	20,531,873	14,179,362	5,194,489
Accumulated surplus / (deficit)	(40,955,511)	(45,503,530)	(36,470,976)	(4,548,019)	(9,032,554)
TOTAL EQUITY	104,869,894	115,614,707	118,793,022	10,744,813	(3,178,315)

Major Estimate and Actual (2023) Variance Narratives

- (1) Property Plant and Equipment is \$13.7 million higher than the 2023 Estimate, largely due to new equipment added through the Investing in Modern Equipment for TAFE and for changes in the value of land and buildings not included in the forecasts.
- (2) Current Liabilities: Employee Related Provisions and Non-Current Liabilities: Employee Related Provisions are \$0.8 million lower and \$3.3 million higher than the 2023 Estimate, largely due to the final classification of provisions between Current and Non-Current Liabilities and the impact of new wage agreements for all staff.
- (3) Non-current Lease Liabilities is \$1.3 million higher than the 2023 Estimate, due to adjustments made to assumptions within the building lease models.

Major Actual 2023 and Comparative (2022) Variance Narratives

- (a) Current Liabilities: Employee Related Provisions and Non-Current Liabilities: Employee Related Provisions are \$1.7 million lower and \$3.2 million higher than the 2022 Actual, largely reflecting the final classification of provisions between Current and Non-Current Liabilities, and the impact of new wage agreements for all staff.

9.3 Statement of Cash Flows Variances

Variance Note	Estimate 2023	Actual 2023	Actual 2022	Variance between estimate and actual	Variance between actual results for 2023 and 2022
	\$	\$	\$	\$	\$
CASH FLOWS FROM STATE GOVERNMENT					
Grants and subsidies	53,425,000	65,039,315	56,722,419	11,614,315	8,316,896
Total Net cash provided by State Government	53,425,000	65,039,315	56,722,419	11,614,315	8,316,896
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments					
Employee benefits expense	(44,406,000)	(55,664,305)	(47,045,532)	(11,258,305)	(8,618,773)
Supplies and services	(11,765,537)	(13,217,315)	(11,810,263)	(1,451,778)	(1,407,052)
Finance Cost	(121,000)	(190,590)	(102,564)	(69,590)	(88,026)
Grants and subsidies	-	(461,100)	(210,000)	(461,100)	(251,100)
GST payments on purchases	(934,900)	(1,598,733)	(1,472,294)	(663,833)	(126,439)
GST payments to taxation authority	-	(691)	-	(691)	(691)
Other payments	(4,840,269)	(5,622,050)	(4,961,067)	(781,781)	(660,983)
Receipts					
Fee for service	1,663,845	2,190,515	1,700,889	526,670	489,626
Student fees and charges	2,759,105	3,396,518	3,927,922	637,413	(531,404)
Ancillary trading	321,877	295,699	279,982	(26,178)	15,717
Commonwealth grants and contributions	-	13,931	-	13,931	13,931
Interest received	100,000	426,087	139,046	326,087	287,041
GST receipts on sales	42,300	186,448	137,717	144,148	48,731
GST receipts from taxation authority	892,600	1,375,707	1,318,560	483,107	57,147
Other receipts	484,696	415,453	384,563	(69,243)	30,890
Net cash used in operating activities	(55,803,283)	(68,454,426)	(57,713,041)	(12,651,143)	(10,741,385)
CASH FLOWS FROM INVESTING ACTIVITIES					
Payments					
Purchase of non-current physical assets	(480,500)	(1,141,537)	(697,895)	(661,037)	(443,642)
Receipts					
Proceeds from sale of non-current physical assets	-	6,272	-	6,272	6,272
Capital Contribution	-	410,000	1,672,921	410,000	(1,262,921)
Net cash provided by investing activities	(480,500)	(725,265)	975,026	(244,765)	(1,700,291)
CASH FLOWS FROM FINANCING ACTIVITIES					
Payments					
Principal elements of lease	(67,000)	(265,789)	(258,999)	(198,789)	(6,790)
Other repayments	-	(101,040)	-	(101,040)	(101,040)
Receipts					
Other proceeds	-	-	168,520	-	(168,520)
Net cash provided by/(used in) financing activities	(67,000)	(366,829)	(90,479)	(299,829)	(276,350)
Net increase (decrease) in cash and cash equivalents	(2,925,783)	(4,507,205)	(106,075)	(1,581,422)	(4,401,130)
Cash and cash equivalents at the beginning of period	8,270,590	9,527,194	9,633,272	1,256,604	(106,078)
CASH AND CASH EQUIVALENTS AT THE END OF PERIOD	5,344,807	5,019,989	9,527,194	(324,818)	(4,507,205)

Major Estimate and Actual (2023) Variance Narratives

- (1) Refer to variance explanation under (6) within the Statement of Comprehensive income above.
- (2) Refer to variance explanation under (1) within the Statement of Comprehensive income above.
- (3) Refer to variance explanation under (2) within the Statement of Comprehensive income above.
- (4) Refer to variance explanation under (3) within the Statement of Comprehensive income above.

Major Actual 2023 and Comparative (2022) Variance Narratives

- (a) Refer to variance explanation under (b) within the Statement of Comprehensive income above.
- (b) Refer to variance explanation under (a) within the Statement of Comprehensive income above.
- (c) Supplies and Services are \$1.4 million higher than the 2022 Actual, largely due to increased domestic training demand, and increased utilities, contracted services and travel expenses.

2024 FORWARD FINANCIAL ESTIMATES

ANNUAL ESTIMATES

In accordance with Treasurer’s Instruction 953, the annual estimates for the 2024 year are hereby included in the 2023 Annual Report. These estimates do not form part of the 2024 financial statements and are not subject to audit

South Regional TAFE

STATEMENT OF COMPREHENSIVE INCOME

Annual estimate for the year ended 31 December 2024

	\$'000
COST OF SERVICES	
Expenses	
Employee benefits expense	49,034
Supplies and services	15,870
Depreciation and amortisation expense	4,954
Finance costs	115
Cost of sales	133
Other expenses	4,869
Total Cost of Services	74,975
Income	
Revenue	
Fee for service	1,505
Student charges and fees	3,273
Ancillary trading	322
Sales	145
Interest revenue	225
Other revenue	335
Total Revenue	5,804
Total income other than income from State Government	5,804
NET COST OF SERVICES	(69,172)
INCOME FROM STATE GOVERNMENT	
State funds	61,217
Resources received free of charge	1,728
Total income from State Government	62,945
SURPLUS (DEFICIT) FOR THE PERIOD	(6,227)
OTHER COMPREHENSIVE INCOME	
Changes in asset revaluation reserve	-
Gains/(losses) recognised directly in equity	-
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	(6,227)

South Regional TAFE
STATEMENT OF FINANCIAL POSITION
Annual estimate as at 31 December 2024

	\$'000
ASSETS	
Current Assets	
Cash and cash equivalents	5,120
Restricted cash and cash equivalents	204
Inventories	82
Receivables	1,259
Other current assets	305
Total Current Assets	6,970
Non-Current Assets	
Restricted cash and cash equivalents	1,200
Property, plant and equipment	138,895
ROU Assets	3,444
Total Non-Current Assets	143,539
TOTAL ASSETS	150,509
LIABILITIES	
Current Liabilities	
Payables	3,629
Provisions	10,051
Other current liabilities	386
Lease liabilities	206
Total Current Liabilities	14,272
Non-Current Liabilities	
Borrowings	3,327
Provisions	716
Total Non-Current Liabilities	4,043
TOTAL LIABILITIES	18,315
NET ASSETS	132,194
EQUITY	
Contributed Equity	159,467
Reserves	20,532
Accumulated surplus/(deficiency)	(47,805)
TOTAL EQUITY	132,194

South Regional TAFE
STATEMENT OF CASH FLOWS
 Annual estimate for the year ended 31 December 2024

\$'000

State funds	61,217
Net cash provided by State Government	61,217
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Operating Payments	
Employee benefits	(49,034)
Supplies and services	(14,142)
Finance costs	(115)
GST payments on purchases	(934)
Cost of goods sold	(133)
Other payments	(4,869)
Operating Receipts	
Fee for service	1,505
Student fees and charges	3,273
Ancillary trading	322
Interest received	225
GST receipts on sales	42
GST receipts from taxation authority	893
Sale of Goods	145
Other receipts	335
Net cash provided by/(used in) operating activities	(62,489)
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of non-current physical assets	(959)
Net cash provided by/(used in) investing activities	(959)
CASH FLOWS FROM FINANCING ACTIVITIES	
Finance lease repayment of principal	(71)
Net cash provided by/(used in) financing activities	(71)
Net increase/(decrease) in cash held and cash equivalents	(2,302)
Cash and cash equivalents at the beginning of the period	8,826
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	6,524

Acronyms

Term Definition

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