



*We're working for
Western Australia.*



Annual Report

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ABOUT THIS ANNUAL REPORT

This Annual Report presents easy to read information on the operational, financial and service performance of Central Regional TAFE for the period 1 January 2020 to 31 December 2020.

As part of our continuous improvement approach we welcome any feedback on this report or suggestions on how we can enhance the information we provide. This Annual Report is also available in alternative formats upon request.

Enquiries and feedback may be directed to:

Manager Planning and Quality
Locked Bag 103
GERALDTON WA 6531

Telephone: (08) 9956 2700
Email: quality@crtafe.wa.edu.au

Campuses

Batavia Coast Maritime Institute Geraldton

133 Separation Point Close
Beachlands WA 6530

Geraldton

173 - 175 Fitzgerald Street
Geraldton WA 6530

Moora

242 Berkshire Valley Road
Moora WA 6510

Carnarvon

14 Camel Lane
Carnarvon WA 6701

Kalgoorlie

34 Cheetham Street
Kalgoorlie WA 6430

Northam

LOT 1 Hutt Street
Northam WA 6401

Exmouth

Ningaloo Centre
Cnr Murat Rd & Truscott Cres
Exmouth WA 6707

Merredin

42 Throssell Road
Merredin WA 6415

Technology Park Geraldton

Cnr Deepdale Road & Arthur Road
Deepdale WA 6532



STATEMENT OF COMPLIANCE

Hon Sue Ellery, MLC
Minister for Education and Training
13th Floor, Dumas House
2 Havelock Street
WEST PERTH WA 6005

In accordance with Section 54 of the *Vocational Education and Training Act 1996* and Section 61 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament, the Annual Report for Central Regional TAFE for the year ended 31 December 2020.



Mary Woodford
Governing Council Chair
Central Regional TAFE
22 March 2021



Bill Swetman
Managing Director
Central Regional TAFE
22 March 2021

AGENCY OVERVIEW

EXECUTIVE SUMMARY

MESSAGE FROM THE GOVERNING COUNCIL CHAIR AND MANAGING DIRECTOR

On behalf of Central Regional TAFE (CRT) we are pleased to present the 2020 Annual Report.

As for all Western Australian businesses and WA TAFE Colleges, the impact of the COVID-19 pandemic was significant for Central Regional TAFE in 2020. Across all campuses, training delivery was impacted to some extent, particularly between April and July and consequently overall delivery did not reach the planned target for 2020. Courses reliant on work placement or live works activities (such as nursing, a number of traditional trades programs, hairdressing and beauty therapy) were interrupted for some months but were largely back on track by the end of the year. COVID-19 also impacted the availability of staff for training at a number of locations as additional staff were required to cater for additional classes in line with social distancing protocols and to manage access to specialised equipment.

CRT's Strategic Plan was refreshed to emphasise strategies to emerge from the COVID-19 pandemic. The Plan has three pillars; Provide Industry Relevant and Quality Assured Training, Enhance Strategic Relationships, and Be a Sustainable Business Ready, Can Do Organisation. In particular, the Plan was refreshed to ensure inclusion of the WA Government's State Science Technology Engineering and Mathematics (STEM) Skills Strategy *Future Jobs, Future Skills*.

In the second half of 2020 we saw training delivery increase in many areas, particularly in response to the introduction of additional courses to the *Lower Fees, Local Skills* ("half price courses") initiative launched in July. We expect stronger enrolments across many courses in 2021 as the *Lower Fees, Local Skills* initiative is expanded.

There was also some disruption to the training delivery for apprentices and trainees at some CRT delivery locations, however the College liaised with employers where this was the case. The impact of this was largely confined to the Goldfields and the Wheatbelt, and most delivery to apprentices was completed as originally planned in 2020.

In response to the pandemic and government initiatives to minimise the impact on training, CRT also adapted training so that it could continue through a "blended delivery" model. This model worked well for most students; however, some students did disengage or were unable to continue their programs. Delivery to remote locations was affected, as well as delivery for Aboriginal clients and organisations in regional and remote locations. CRT will continue to work with partner organisations to re-establish training in remote locations in 2021.

The continued support of the State Government to offer financial support for students enrolling in COVID Skillsets, Recovery Skillsets and *Lower Fees, Local Skills* is valued as an important strategy to boost workforce skills across the State and in regional WA.

Enrolments in Health, Social Assistance such as Individual Support (Aged Care), and Community Services were strong in most CRT locations. This reflects the focus on these

industry areas as key to addressing the requirement for workforce skills needs of the Health and Social Assistance sectors.

Programs servicing the mining and resources sector remain strong in the Midwest and Goldfields regions and this is expected to continue in 2021 as this sector maintains prominence in the WA economy.

Apprentice numbers in training with CRT were generally high across most trades areas particularly in Kalgoorlie, again reflecting the strength of the resources sector. Indications for 2021 is that this trend will continue.

Delivery in Conservation and Land Management in the Midwest and Gascoyne region reflected a number of partnerships for the delivery of Aboriginal ranger programs and a variety of programs delivered with a strong focus on working with partners on real life, “in the field” learning experiences for students.

CRT continues to rate highly in Student Satisfaction Surveys and Employer Destination Surveys, with stakeholder engagement an ongoing priority.

Recognising our students is an important part of CRT’s year and in 2020 the following students were finalists in the State Training Awards:

- Cassandra Rowan - Geraldton - WA Trainee of the Year - Certificate III in Resources Processing
- Georgia Potts - Kalgoorlie - WA Vocational Student of the Year - Certificate IV in Education Support
- Jesse Booker - Northam - WA School-based Apprentice of the Year - Certificate II in Construction Pathways

With government support, CRT welcomed the appointment of two Manager positions - Manager Industry Engagement and Manager Jobs and Skills Centre, one of each based at Geraldton and Kalgoorlie campuses. The two roles are jointly responsible for proactive and effective industry and employer engagement, and in supporting job seekers and employers to access jobs and training information. The positions enable the College to be more responsive to the training needs of industry, particularly in relation to regional contexts. In the latter half of 2020 we began to see the benefits of each of the roles and expect significant gains in 2021.

The Western Australian (WA) Pipeline of Work is a comprehensive listing of future infrastructure projects funded by the State Government. Significantly, in 2020, Nursing and Aged Care training facilities were upgraded at Kalgoorlie campus; a significant benefit to these industries and the community. In 2020 CRT was awarded some \$17 million to progress the following significant capital works projects that will commence in 2021. Each project will provide upgraded state of the art facilities and equipment:

- Visual Arts redevelopment, Geraldton campus
- Training vessel refurbishment, Geraldton campus
- Agricultural machinery workshop, Moora campus
- Heavy duty plant and engineering workshop, Kalgoorlie campus
- Workshop refurbishments, Northam campus

Online business systems that were implemented in 2020, including a bandwidth upgrade across all campuses, will add to our customer service experience. The College also implemented up-grades to the website, our phone system, monitoring and reporting systems for Student Management System (SMS), resource support systems for lecturers, and the Quality Academic System.

Other achievements in 2020 include:

- The College was successful in being awarded Destination Australia (DTA) Scholarships, to an amount of \$56,000 which will be available for students in 2021.
- Aboriginal Organisational Development and Multicultural Plans were formulated.
- In response to the COVID-19 pandemic, CRT significantly increased its range of blended delivery course offerings.
- Student Graduation ceremonies were conducted online.
- A marketing and branding project was completed, that provides iconic graphic representation of Aboriginal people in each of CRT's regions.
- STEM immersion programs were conducted with secondary schools across all regions.
- A range of industry forums and events were conducted in each region, including Business After Hours functions at CRT.

Finally, we extend our thanks to our many industry partners for support with providing contextualised training through work-integrated learning, and through assistance with access to industry-standard equipment. Their support is essential to our ability to provide work-ready graduates for the state.

We would also like to acknowledge all College staff who make vocational training and the pathway to employment a reality for people that live and work in the regions we service; and our thanks to the members of our Governing Council for their valued support and oversight throughout 2020.



Mary Woodford
Governing Council Chair
Central Regional TAFE



Bill Swetman
Managing Director
Central Regional TAFE

ABOUT US

Central Regional TAFE



ESTABLISHED
APRIL 2016



A TOTAL OF NINE CAMPUSES
LOCATED IN CARNARVON,
EXMOUTH, KALGOORLIE,
MERREDIN, MOORA,
NORTHAM & THREE IN
GERALDTON



SERVICES A GEOGRAPHIC
AREA OF **1,427,397** KM²
WITH A POPULATION OF
150,000 PEOPLE

ENROLS APPROX. **10,000**
STUDENTS EACH YEAR



X 10000

STRONG EMPHASIS
ON CONSULTATION
WITH INDUSTRY &
THE COMMUNITY



OVER
300
COURSES

NATIONALLY RECOGNISED
TRAINING PROVIDER



3 STUDENT
FINALISTS IN THE
2020 WA TRAINING
AWARDS

OFFER AN EXTENSIVE RANGE OF QUALIFICATIONS



STRATEGIC PLAN 2020 - 2022

Our Strategic Plan was originally developed in 2019 for 2020 - 2022 through extensive consultation with the Governing Council, staff, students, industry, regional communities, Government agencies, secondary schools, community groups, and access and equity groups. The outcomes and key strategic initiatives from this consultation process were included in the plan.

The 2020 - 2022 Strategic Plan was reviewed in October 2020 and amended to incorporate relevant Government priorities.

The Strategic Plan 2020 – 2022 has three Strategic Goals as its pillars, with each of the goals underpinned by a number of key activities that CRT will pursue over the next three (3) years.



2020 - 2022
STRATEGIC PLAN

Strategic Goal 1: Provide Industry Relevant and Quality Assured Training

- Address priorities for training to support the WA Recovery Plan
- Ensure that training priorities reflect the current and emerging needs of industry, employers and Government
- Provide training to assist individuals gain the skills needed to enter or re-engage in employment
- Build, promote and grow areas of specialisation
- Embed STEM skills within VET qualifications
- Boost digital capability and modes of delivery to improve accessibility and training efficiency
- Provide a high-quality student experience from enquiry to completion
- Enhance training opportunities for Aboriginal people and under-represented groups, focussing on work readiness and employability
- Investigate and implement contemporary modes of Employment Based Training (EBT) in conjunction with key stakeholders

Strategic Goal 2: Enhance Strategic Relationships and Partnerships

- Employ a contemporary stakeholder engagement model to inform and support current and emerging regional training needs
- Grow the business of the Jobs and Skills Centres and ensure they are effective and efficient in supporting jobseekers and regional workforce development needs
- Foster and promote training and education pathways within TAFE, and for high schools, regional university centres and universities
- Partner with industry for “in-kind” support for equipment, staff upskilling and expertise
- Provide support services for improved student outcomes
- Identify and partner with other agencies in the region to increase capacity and provide services in a “joined-up” way

Strategic Goal 3: Be a Sustainable, Business Ready, Can Do Organisation

- Embrace best practice in:
 - Workforce development, including cultural competence and diversity, digital capability, and support for under-represented groups
 - Quality assurance
 - Providing a safe working environment
 - Transparency and accountability
 - Governance
 - Risk management
 - Budget and resource management
 - Business processes
- Foster an organisational culture that reflects our values
- Demonstrate contemporary leadership
- Build information technology and infrastructure management capacity
- Implement an Aboriginal Organisational Development Plan

OUR VISION

Training and skills for jobs and future opportunities

OUR MISSION

To provide quality assured training that responds to industry needs and builds communities and regions

OUR VALUES



Customer Service

We strive to provide excellence in customer service provision



Quality

We embrace continuous improvement



Integrity

We are honest, respectful and apply high ethical standards



Collaboration

We work together as a team and communicate openly and honestly with each other



Innovation

We seek solutions that are imaginative and champion flexible thinking and approaches



Diversity

We recognise the differences between people and acknowledge that these differences are a valued asset to our organisation

OPERATIONAL STRUCTURE

Enabling Legislation

Central Regional TAFE is a Statutory Authority established through Western Australian legislation - section 35 of the *Vocational Education and Training Act 1996*.

Responsible Minister

Hon Sue Ellery, MLC
Minister for Education and Training

Accountable Authorities

The Accountable Authority for Central Regional TAFE is the Governing Council. The Managing Director is the Chief Executive Officer who is supported by a Corporate Executive.

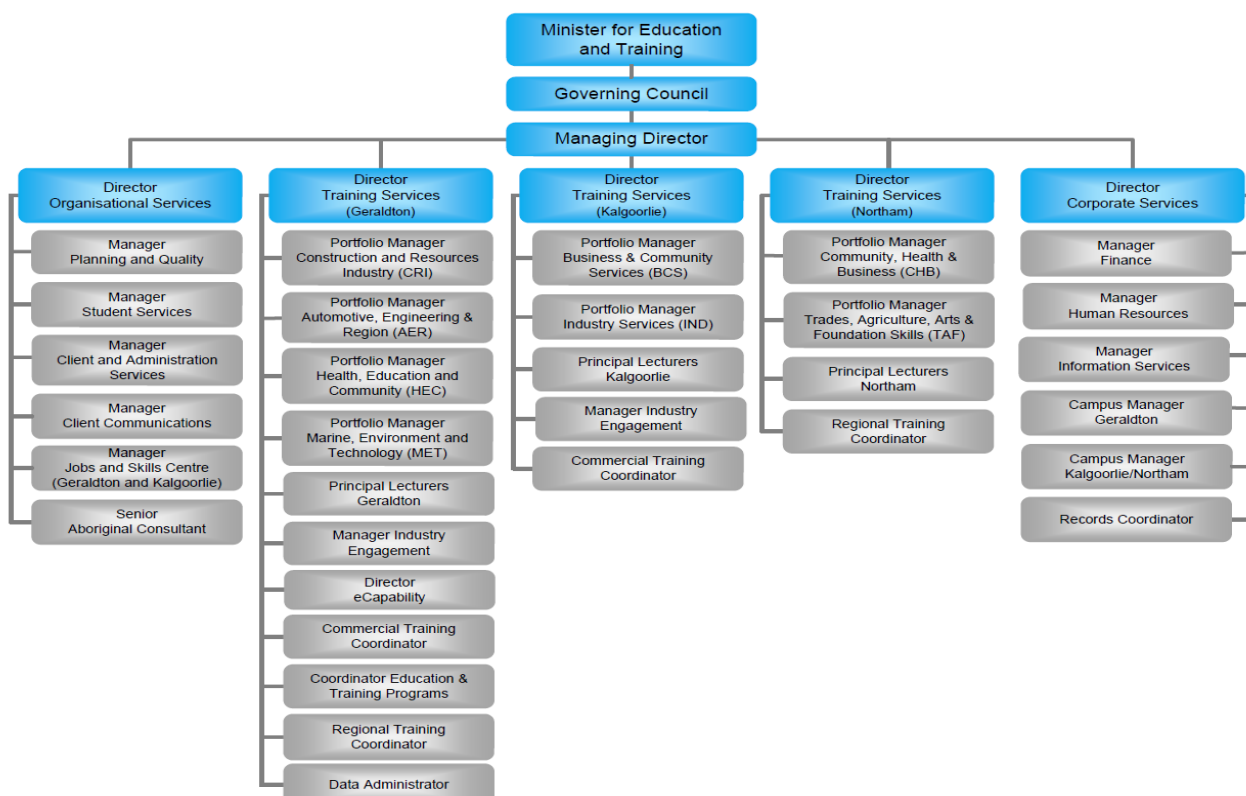
Organisational Structure

Central Regional TAFE is comprised of three Directorates:

- Corporate Services
- Organisational Services
- Training Services

The organisational chart below illustrates Central Regional TAFE’s directorates and subsequent functional areas in 2020.

Organisational Structure as at December 2020



Governing Council

The Governing Council has the highest level of decision making at Central Regional TAFE and oversees the organisation's strategic operations and business affairs, in accordance with the *Vocational Education and Training Act 1996* – Section 42. The Council is provided advice by Corporate Executive, the Finance, Audit and Risk Management Committee and the Nominations Committee, which are sub-committees of the Governing Council.

Membership of the Governing Council is by ministerial appointment, as a result of the members' expertise in a range of industries and specialties, oftentimes gained in the private sector. As members of public sector boards and committees it is imperative that the Governing Council members ensure that business decisions are made in the public's best interest. Governing Council members as at 31 December 2020 were:



Mary Woodford
(Chair)
LLB, MPH,
BA (Hons)
FAICD FGIA



Graeme Wilmot
(Deputy Chair)
MBA; Grad Dip
Management



Bill Swetman
Managing Director
Central Regional
TAFE



Christine Rafanelli
Grad Cert
Management; BEd



Yvonne Messina, JP
BArts; BEd; Dip Bus
(Legal)
GAICD



Eileen O'Connell
MAICD



Kylie Le Lievre
Dip Aboriginal
Primary Health
Care Practice



Jeffrey Gunningham
BSc (Hons);
Mechanical
Engineering; Grad
Dip in Management;
MBA



Anthony Evans
B Bus, Dip Ed,
FCPA, FCIS, FGIA,
FAICD



Colin Murphy
BCom; FCPA;
FCA; FIPAA;
GAICD



Rebecca Davidson
BA (Hons); MSc
(Econ); GAICD



Gloria Moyle
Dip Counselling;
Dip Business
Management; Dip
Business

(NB: Eileen O'Connell ceased membership of Governing Council on 30 June 2020)

Corporate Executive

Central Regional TAFE's Corporate Executive consists of the Managing Director and five Directors. Corporate Executive has overall responsibility for the day-to-day effective and efficient operations of the College.

Corporate Executive consisted of the following members as at 31 December 2020:



Bill Swetman, Managing Director

Based at the Geraldton campus and exercises the functions of a chief executive officer under the *Public Sector Management Act 1994*. The Managing Director contributes to the development and achievement of high-level strategic goals for the government. The Managing Director has overall responsibility for the effective and efficient running of Central Regional TAFE. This requires understanding of the policy objectives across the whole of government.



Chelsie Grace, Director Training Services Kalgoorlie

Based at the Kalgoorlie campus and responsible for managing the development and delivery of training and assessment programs designed to meet the needs of clients and workforce development of the Goldfields region.



Delia Pascua-McGlew, Director Training Services Northam

Based at the Northam campus and responsible for managing the development and delivery of training and assessment programs designed to meet the needs of clients and workforce development of the Wheatbelt region.



Joanne Payne, Director Training Services Geraldton

Based at the Geraldton campus and responsible for managing the development and delivery of training and assessment programs designed to meet the needs of clients and workforce development of the Midwest and Gascoyne regions.



David Cohen, Director Corporate Services

Based at the Geraldton campus and responsible for managing the development and implementation of systems and processes that support the business and administrative environment of the College, ensuring the organisation fulfils its statutory requirements.



Steve Cooper, Director Organisational Services

Based at the Geraldton campus and responsible for managing the College's organisational development through a range of strategic planning, quality assurance and performance management services. Provides a range of services that engage and support students, industry and the community.

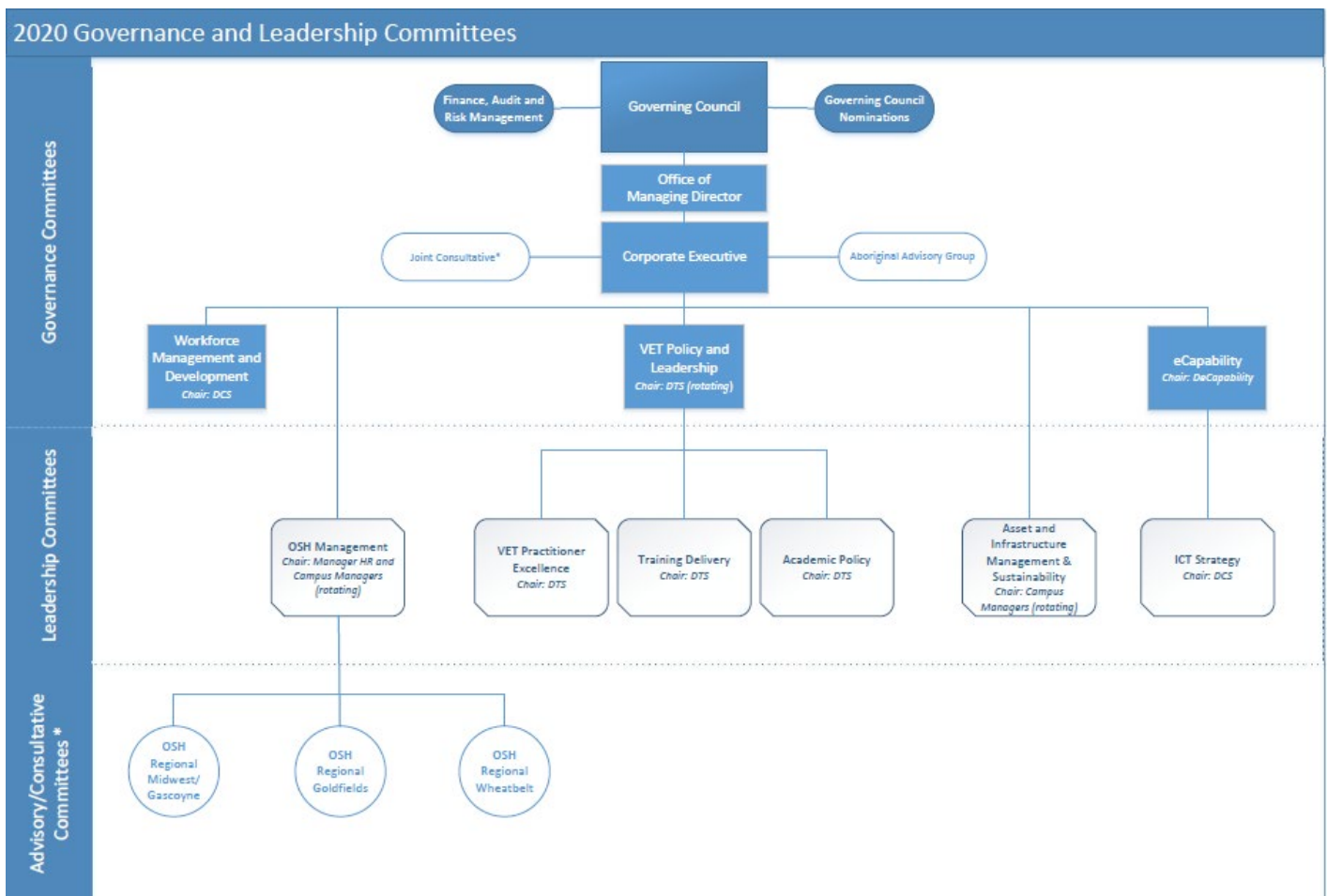
Governance Structure

Initially created in 2016, CRT's Governance and Leadership Framework consists of committees categorised as either Governance, Leadership or Advisory.

It includes the Governing Council as the accountable authority and Corporate Executive assuming overall strategic and operational management responsibility to acquire and share key strategic information and advice from other Governance and Leadership Committees. Collectively, they contribute to the operation of the College.

Membership of the committees comprises a mixture of staffing appointments to ensure there is an appropriate spread of expertise, responsibilities and representative staff. This provides for decisions and recommendations based on sound advice and aligned to the distinct role and purpose of the committee.

The structure ensures CRT has in place an effective corporate governance framework that focuses on achieving our Strategic Directions. The governance framework is reviewed annually.



Risk Management

Risks are inherent in all business activities and apply to the CRT's strategic, operational and project objectives.

Good management practice requires that staff understand the nature of the risks that relate to their areas and systematically identify, analyse, assess, treat, monitor and review those risks using practical, simple risk management processes that all staff are able to use. CRT's Risk Management Framework comprises a Risk Management Policy and Procedure, Risk Guidelines, Risk Assessment Tool and Risk Treatment Action Plan.

All risks and treatment action plans are reviewed annually by the Risk Owner and Corporate Executive to ensure risks are being managed in a timely manner.

The Finance, Audit and Risk Management (FARM) Committee reviews the strategic risks of the College and provides reports to Governing Council ensuring Governing Council remains informed of progress towards required outcomes and any issues that may arise.

Administered Legislation

The Minister for Education and Training administers the *Vocational Education and Training Act 1996* (the Act).

Other Key Legislation

In the performance of its functions, Central Regional TAFE complies with the following relevant legislation:

State Legislation	
<ul style="list-style-type: none"> • Auditor General Act 2006 • Building Act 2011 • Corruption, Crime and Misconduct Act 2003 • Disability Services Act 1993 • Electoral Act 1907 • Equal Opportunity Act 1984 • Financial Management Act 2006 • Freedom of Information Act 1992 • Higher Education Act 2004 • Industrial Relations Act 1979 • Legal Deposit Act 2012 	<ul style="list-style-type: none"> • Minimum Conditions of Employment Act 1993 • Occupational Safety and Health Act 1984 • Public Interest Disclosure Act 2003 • Public Sector Management Act 1994 • State Records Act 2000 • State Supply Commission Act 1991 • Workers' Compensation and Injury Management Act 1981 • Working with Children (Criminal Record Checking) Act 2004
Commonwealth Legislation	
<ul style="list-style-type: none"> • Copyright Act 1968 • A New Tax System (Goods and Services Tax) Act 1999 • Fair Work Act 2009 • Fringe Benefits Tax Act 1986 	<ul style="list-style-type: none"> • Privacy Act 1988 • Standards for Registered Training Organisations (RTOs) 2015 • Student Identifiers Act 2014 • VET Student Loans Act 2016

PERFORMANCE MANAGEMENT FRAMEWORK

Outcome Based Management Framework

Government goals are supported at agency level by specific planned outcomes. Agencies deliver services to achieve these outcomes, which ultimately contribute to meeting the higher-level government goals. The following illustrates the relationship between Central Regional TAFE's outcomes and the most appropriate government goal:

Government Goal	Desired Outcome	Central Regional TAFE Services (agency level)
Future Jobs and Skills Grow and diversify the economy, create jobs and support skills development	The provision of vocational education and training services to meet the community and industry training needs.	<ul style="list-style-type: none"> • Deliver nationally recognised qualification training programs • Provide apprenticeship and traineeship training • Deliver flexible training in a variety of settings and provide a range of delivery modes • Provide learning pathways that offer opportunities for achievement at higher AQF levels • Provide Commercial training - customised training and short courses

Changes to Outcome Based Management Framework

Central Regional TAFE's Outcome Based Management Framework did not change during 2020.

Shared Responsibilities with Other Agencies

Central Regional TAFE receives an annual funding allocation from the State Government through a resource agreement (Delivery and Performance Agreement) with the Department of Training and Workforce Development. CRT reports to the Department on outcomes under that agreement. Outcomes also align to the State Training priorities and Government Goals.

AGENCY PERFORMANCE

REPORT ON OPERATIONS

Training Delivery

Central Regional TAFE delivered a total of 1,823,102 student curriculum hours (SCH) to over 9,288 students in the 2020 academic year.

SCH delivery includes both State Government subsidised training (profile funded training) and non-profile training, including domestic and international fee-for-service delivery, and Commonwealth Government funded activity.

State Government subsidised training saw 1,753,856 SCH delivery. It is evident that COVID-19 has impacted upon the finalisation of some training activity in 2020.

Training Priority

The table below shows the achievement of the College in terms of performance against the original contract targets of SCH in the 2020 Delivery and Performance Agreement (DPA):

Training Priority	Original Target SCH	Actual SCH	%
Apprenticeship	204,940	217,885	106.3%
Traineeship	67,407	80,468	119.4%
Employment Based Training (EBT) sub-total	272,347	298,353	109.5%
Pre-Apprenticeship	49,350	48,420	98.1%
Priority Industry Training	676,343	806,643	119.3%
Age 15-24	873,708	773,723	88.6%

Student enrolments were strong in the following industry areas:

- Courses associated with the Mining and Civil Construction industries showed increases in both the Midwest and Kalgoorlie regions.
- Enrolments in Nursing, including Preparation for Health and Nursing Studies, and allied health areas such as Mental Health remained consistently strong across most CRT locations.
- Early Childhood Education and Care; and Education Support also showed a consistently high level of enrolments with growth in some locations.
- Maritime Operations across several levels of Marine Engine Driving remained an important area of delivery during 2020 in Geraldton, Carnarvon and Exmouth.
- A number of trade qualifications such as Automotive, including Agricultural Mechanical Technology; Engineering including Mechanical Trade and Fabrication streams; and Electrotechnology showed strong levels of enrolments in 2020.

A highlight of 2020 was the achievement of an increased target in Employment Based Training (over 2019), seen across CRT's regions.

Qualification Completions

Priority Areas	Benchmark	Actual	%
Qualification Completions			
Certificate III and above	1,545	1,029	66.6%
Aboriginal Certificate II and above	202	180	89.1%
People with Disabilities Certificate II and above	126	99	78.6%

Student Demographic Response Rates

Students are asked to answer two demographic questions:

- Are you of Aboriginal or Torres Strait Islander origin?
- Do you consider yourself to have a disability, impairment, or long-term condition?

The table below shows the response rate to these questions:

Demographic	Benchmark	Actual	%
Aboriginal Question	90%	91.0%	101.1%
Disability Question	90%	95.1%	105.7%



Geraldton Campus Creative Industries

Actual Results versus Budget Targets

Summary of Financial Targets

Indicators	2020 Target	2020 Actual	Variation
Total cost of services (Source: Statement of Comprehensive Income)	54,910,768	59,644,677	4,733,909
Reason for Significant Variation: Additional expenditure between target and actual as a result of: - additional COVID-19 employee expense commitments and severances - non-cash right-of-use lease depreciation - repairs and maintenance, contracted services, targeted fee relief advertising, software licensing			
Net cost of services (Source: Statement of Comprehensive Income)	46,865,478	49,650,996	2,785,518
Reason for Significant Variation: Additional net cost of services between target and actual as a result of: - total cost of services reduced by gains in asset revaluation increment from Landgate, lease arrangements and disposal of assets.			
Total equity (Source: Statement of Financial Position)	107,555,830	105,132,433	(2,423,397)
Reason for Significant Variation: Reduction of total equity between target and actual as a result of: - reduction in total assets and additional total liabilities (lease liabilities and COVID-19 delayed leave provisions)			
Net increase/(decrease) in cash held (Source: Statement of Cash Flows)	(282,892)	(2,242,791)	(1,959,899)
Reason for Significant Variation: Net decrease in cash held between target and actual as a result of: - combination of COVID-19 revenue shortfall and recurrent expenditure (lease payments, severances, repairs and maintenance)			

Further details are provided in the Financial Statements commencing on [page 57](#)

Summary of Key Performance Indicators

Key Effectiveness Indicators	2020 Target	2020 Actual	Variation
Student Satisfaction			
Overall Student Satisfaction (Source: WA Student Satisfaction Survey)	93.5%	91.6%	1.9% ↓
Reason for Significant Variation: No significant variation. CRT exceeded the WA state average of 87.5%.			
Graduate Achievement Rate			
Achieved main reason for doing course. Overall quality of training. (Source: Student Outcomes Survey NCVER)	91.0%	84.4%	6.6% ↓
	N/A	92.0%	
Reason for Significant Variation: The 2020 actual for the graduate achievement rate was lower than expected, however it exceeded the 2020 actuals for TAFE Australia (81.8%) and all VET Providers in Australia (83.6%).			
Graduate Destination Rate			
Employed	85.0%	75.0%	10.0% ↓
Unemployed	N/A	13.3%	
Not in Labour Force	N/A	11.8%	
(Source: Student Outcomes Survey NCVER)			
Reason for Significant Variation: The 2020 actual for the graduate destination rate was lower than expected, however it exceeded the 2020 actuals for TAFE Australia (65.7%) and all VET Providers in Australia (68.6%).			
Achievement of Profile Delivery			
	1,920,978	1,753,856	167,122 ↓
	SCH	SCH	SCH
% of Profile Achieved		91.3%	
Reason for Significant Variation: Due to COVID-19 there was lower SCH hours achieved in 2020 than compared to the prior year and the target. COVID-19 factors impacting delivery (SCH) in 2020 included disruptions to training in some industry areas, which caused some courses to be delayed or in a few cases cancelled. Consistent with several sectors in Western Australia, availability of staff in some locations was also a contributing factor to the achievement of SCH targets, however the college continues to explore options to ameliorate this issue.			

Further details are provided in the Key Performance Indicators commencing on [page 90](#).

Achievement against Strategic Directions

Central Regional TAFE focusses on the priorities in the College's Strategic Plan. The following examples highlight the achievements in accordance with its strategic directions defined in the Strategic Plan 2020 – 2022, and in conjunction with the WA Labor Plan for Jobs.

Provide Industry Relevant and Quality Assured Training

- CRT introduced delivery of a range of micro-credentials in line with recommendations in the *Review of Skills, Training and Workforce Development* that identified industry's demand for short, targeted training to address specific skills needs during the recovery stage of the pandemic. The College offered COVID-19 Skillsets designed to provide workers with essential skills to work in a COVID safe manner in a range of industries. Recovery Skillsets are designed to address the training needs of the workforce, across a range of key industry areas, during the State's recovery phase. The fee-free status of these Skillsets for eligible clients is aimed at assisting individuals who need to re-skill or gain entry level skills to access employment.
- The College responded to the introduction of a further range of courses supported through the *Lower Fees, Local Skills* initiative. These courses provide discounted fees for students and cap fees for eligible clients including young people, jobseekers and concession holders. The uptake of these courses was healthy across CRT and the *Lower Fees, Local Skills* programs will continue to be a focus in 2021 as a key strategy to encourage Western Australians to gain the necessary skills to fill the jobs needed to support businesses through the recovery stage.
- Employment based training (apprenticeships and traineeships) remains a core training responsibility for CRT with a range of apprentice qualifications delivered at six of CRT's campuses across the regions. In 2020 apprentice numbers at Kalgoorlie campus in particular were strong and the announcement of funding to enhance apprentice training facilities at the campus was welcome in the context of strong training demand. Traineeship numbers improved in 2020 with the increases primarily in the mining and resources sectors.
- In line with state priorities for training and evident workforce skills demand CRT delivered a high proportion of hours in Health, Allied Health, Social Services (including Aged Care and Disability Support), and Childrens Services. The Certificate IV in Mental Health was introduced for delivery at Kalgoorlie in 2020 and progressively rolled out to the other major locations through the year.
- Delivery of training for Aboriginal students in regional and remote locations was disrupted in 2020 with limited access to the client group due to COVID-19 concerns. Some training was re-commenced later in the year, examples of successful programs include:
 - land management program run in conjunction with Yanget Farm, a property approx. 30 kms from Geraldton.
 - plant operator and traffic management training in Wiluna with graduates gaining employment on local main roads projects.
- The Certificate I Leadership, Aboriginal School Based Training (ASBT) program was delivered in Geraldton involving students from across both local public high schools. Twenty Year 10 students commenced with nineteen graduating. The focus of the program was positive engagement, self-confidence and communication skills. The

program was centred around a project to create individual 'family nests' to design and produce a 3D 'family tree' which told the story of four (4) generations. Students conducted interviews with family members and conducted online research through the new WA State Library 'Storylines' program, uncovering history and influences that they were not previously aware of. These stories were then brought to life on their family nest figurines through artistic images and symbols.

- The College conducted a STEM Immersion program for Year 10 students in November 2020. This involved students from a number of high schools in the CRT region engaged in a short program designed to introduce them to the delivery of STEM skills through vocational education and training. The program differed between campuses according to the needs of schools but in each location the program was based around a project with students able to choose an industry stream related to their interests.
- The College has an ongoing focus on the development and utilisation of the Student Management System (SMS) and associated processes to improve the quality and effectiveness of systems by which clients interact with CRT. This included a focus on training for lecturers in key processes that assist in setting up training within the SMS; improvements to business processes including enrolment and resulting; and the establishment of stronger data management and auditing processes to improve the quality of data underpinning planning and decision making.

Enhance strategic relationships and partnerships

- A partnership with BHP to deliver traineeships to its entry level workers continued in 2020. This has contributed to an increase in the number of traineeships being delivered by CRT particularly related to the resources sector.
- The College continued delivery of programs for Aboriginal Rangers in the Midwest/Gascoyne. Highlights were:
 - Malgana Rangers in Shark Bay – This program has been running for several years with the rangers starting in Certificate I in Conservation and Land Management (CALM), progressing to the Certificate II in CALM and are currently working towards the Certificate III in CALM. They will also be looking at doing their Coxswains Certificate in 2021 to be able to help look after sea country as well as land country. The Malgana Ranger program is delivered in partnership with the Yamatji Marlpa Aboriginal Corporation and the Malgana Aboriginal Corporation.
 - Budadee Rangers in the Pilbara - This program is conducted in partnership with Terra Rosa. It has been ongoing for a few years now, with most of the rangers now completing the Certificate III in CALM.
 - Badimia Rangers in the Mid-West – The Badimia Rangers program is relatively new and is delivered in partnership with the Badimia Bandi Barna Aboriginal Corporation (BBBAC), Australian Wildlife Conservancy and Bush Heritage. The rangers have now completed Certificate I in Leadership and it is planned that they will continue with Certificate II in CALM in 2021.
- The Managers Industry Engagement have established links with a number of businesses and organisations across the region that will be built upon in 2021. These include:
 - Discussions with the Midwest Chamber of Commerce and Industry to improve processes for apprentice management.

- Establishment of industry advisory forums specifically to address future directions in training at the Technology Park campus in 2021 and the new trades training at the Kalgoorlie campus.
- Discussions with businesses about their training requirements in line with the Regional Recovery Plans for the Midwest, Gascoyne, Goldfields and the Wheatbelt.
- Meetings with stakeholders in Carnarvon to identify key priorities for training in 2021 including working with local aged care providers to deliver Individual Support training; offering selected Skillsets to assist local people gain employment; and increasing delivery of agriculture and horticulture training to support this important industry sector in the region.
- The College has undertaken a Regional Partnership project with DPRID in Carnarvon for the delivery of VET for Secondary Students in Horticulture/Rural Skills utilising a plot of land provided by DPRID.
- A partnership with the Shire of Coolgardie and Kambalda West District High School has created opportunity for local students to complete their schooling in their community with the school now taking enrolments for Years 11 and 12. CRT will offer a variety of VETDSS pathway options for these students to enable them to remain at their school, improve engagement and make direct links to job opportunities in their communities.
- CRT has expanded our partnership with Curtin University of Kalgoorlie to create pathways for high school students in Nursing.
- CRT continued to work closely with schools to provide pathways from school to VET. Of note were:
 - The STEM Immersion and ASBT programs mentioned above.
 - The Certificate IV in Preparation for Health and Nursing Studies that provides a stepping off point for further study in a range of areas as well as preparation for the Diploma of Enrolled Nursing.
 - A range of Pre-apprenticeship in Schools (PAIS) courses across Building and Construction; Automotive; Engineering; and Kitchen Operations, providing pathways to apprenticeships.
 - Areas such as Business, Finance and Information Technology all of which provide pathways to further VET qualifications or potential entry to employment.
- Partnerships with Muresk and the Multicultural Services Centre enabled the delivery of the Agriculture skill sets to migrants. This project assists the Agriculture industry to provide workers in a skill shortage area.
- CRT is a member of:
 - TAFE Sector DCS network.
 - Training Sector procurement network
 - Training Sector ICT Steering Committee
 - Training sector Records Management Network
 - Jobs Technology Science and Innovation procurement network

Be a sustainable, business ready, can do organisation

- CRT continued to focus on professional development for lecturers particularly to assist in the move to blended delivery. Support was provided to assist lecturers to move content online when required and training was provided in the use of online learning platforms and communication tools such as MS Teams and Zoom.
- The induction and mentoring program for new lecturers was comprehensively reviewed and a new program implemented in readiness for an anticipated increase in new lecturers at the start of 2021.
- Establishing foundation for STEM skills awareness and development by embedding STEM skills in 'hands-on' projects across several learning areas.
- Online Professional Development for staff continues in the areas of Accountable and Ethical Decision Making, OSH, Records Management, Information Management Security and Cultural Awareness.
- Extensive implementation program for MS Teams across the College both for enhanced communication and training delivery.
- ICT bandwidth upgrade undertaken which allows for more reliable online access for staff and students across the regions.
- Leave Management continues in accordance with Government guidelines – there was some relaxation of this activity during 2020 as a result of COVID-19.
- Organisational values are promoted and recognised through a “Values Champion” award process.
- Working from Home policy reviewed with greater implementation during the year.

Other noteworthy achievements in 2020

WA Training Awards Finalists



Three students were successful in becoming finalists at the 2020 WA Training Awards.

- Jesse Booker (Mukinbudin) – WA School-based Apprentice of the Year (*Left*)
- Georgia Potts (Kalgoorlie) – WA Vocational Student of the Year (*Centre*)
- Cassandra Rowan (Geraldton) – WA Trainee of the Year (*Right*)

Online College Events

Due to COVID-19 several CRT events were held online including:

National Reconciliation Week - Community Services students and staff from various campuses showcased a variety of projects throughout the week from pre-recorded interviews with members of the community, Q&A panels, videos, puzzles, 'Did you know' facts, and more.

Student Graduations and Awards Evenings – A video compilation was premiered online which included messages from the Managing Director and Regional Training Directors, a list of graduating students. Major Award sponsors also announced their category winners. The events also featured pre-recorded interviews with each winner.



Screenshots from the Reconciliation Week schedule of online events.

Nanna's Op shop opens in Carnarvon

Nanna Evelyn Ronan from Jindi Jindi Grandmothers Aboriginal Corporation (JJGAC) approached the College with a vision of starting up a small shop which could create new opportunities for training in Carnarvon.

After careful planning with local stakeholders, Nanna's Op Shop was opened. The shop provides a way for new students to complete their Certificate II in Retail and provides the perfect environment for them to put theory into practice. The new venture has been well received and supported by the local community.



Carnarvon students at Nanna's Op Shop

First intake of Automotive Sales students at the Moora Campus



The Moora campus welcomed the first intake of Certificate III Automotive Sales Trainees. The students are part of the AGFRI Training Program and were a welcome addition to the student community on campus. Following a year of theory, practical training and work placement it was wonderful to see the first group successfully complete their training.

Automotive Sales students at the Moora Campus

Classrooms on Country

Lecturer and Nyungar Elder Clint Hansen commenced a program combining Aboriginal conservation methods with western agriculture when teaching.

The program is a first of its kind and has received fantastic feedback from both the students and farm owners. Taught as part of the Certificate II in Conservation and Land Management qualification, through our BCMI Campus, students undertake hands-on training at Yanget Farm, working alongside the owners to help regenerate the property.



Photo: Courtesy of ABC Midwest & Wheatbelt.

WA Centre for Rural Health Community Garden Project

Participants from *Workskil Australia* in Geraldton completed a 12-week program constructing a community garden behind the Mitchell Street Community Centre in Spalding. A collaborative initiative with the WA Centre for Rural Health and community volunteers, the program saw the students complete an entry level certificate whilst learning about horticulture, leadership and teamwork.

The garden consists of a custom built greenhouse, the installation of reticulated garden beds, fruit trees and a thriving vegetable garden. It is now available for local individuals, families, and community groups to enjoy.



Photo: Courtesy of Rural Health WA

Meekatharra Road Project

2020 saw the success of the first stage of sealing the Goldfields Highway between Wiluna and Meekatharra. This part of the pilot program to seal five kilometres of the road, sought to increase employment opportunities for the local Martu Aboriginal community in Wiluna and involve them and local businesses in the project.

Fourteen CRT graduates who completed their training in the Martu-Ku Yiwarra Training Centre were employed as part of the project. Students had completed several qualifications delivered in Wiluna, such as traffic management and operator skill sets, and were ready to start work when the project commenced.

The next phase of the program is due to continue in 2021. The partnership between CRT, the training centre and the local Martu community Elders, continues to provide a successful model for Aboriginal training and employment opportunities.



Photo: Courtesy of ABC Goldfields-Esperance. Students at the Meekatharra Road Project.

Ngaanyatjarra Lands School visit to Kalgoorlie Campus

Nine Aboriginal and Islander Education Officers from the Ngaanyatjarra Lands School attended training at the Kalgoorlie Campus as part of their Certificate II in Leadership.

They came from different campuses of the Lands School including Wingellina, Warburton, Wanarn and Kiwirrkurra, some travelling over 20 hours by bus to attend class.

In 2019 several of the students completed a Certificate I in Leadership when one of the lecturers visited Warakurna. In early 2020 she again visited to observe them working with students and teachers in their communities. They are now completing final units in the qualification.



Kath Davis Nursing Group



In keeping with a long standing tradition, Nursing students in the Wheatbelt affectionately named the 2020 intake, the *Kath Davis Nursing Group* to acknowledge local Noongar Elder and nurse, Kath Davis (*Centre*).

Students in the group come from all over the Wheatbelt including Dowerin, Moora, Cunderdin and Goomalling. Kath Davis attended their first day on campus, along with previous students, staff and lecturers to welcome the new group.

Aboriginal Art on campus

As part of our NAIDOC week celebrations at our Kalgoorlie campus Gavin from the Cumba Collection with the participation of students created a beautiful mural on campus called 'Kawaku' (pronounced ga-wa-goo).

The words '*Rawa Ngurra*' and '*Rawa Nyinaku*', are painted on the mural. They are the closest local Wongi translation of the 2020 NAIDOC theme, '*Always was, Always will be*' and translate to mean '*always my home, always going to be sitting here*'.



Kalgoorlie's Student Services team with artist Gavin Cumba

Aboriginal placemaking on campus



A *Yarning Circle* was installed at the Geraldton campus Aboriginal Learning Centre. The initiative is part of the CRT's Aboriginal Engagement Strategy which includes creating culturally meaningful areas on our campuses for Aboriginal students to gather together, with student mentors and staff. It has been a popular area on campus since it's installation with great feedback from students, visitors and guests.

Geraldton campus Yarning Circle during NAIDOC Week

Students participate in Gascoyne Food Festival's Long Table Dinner

Our Carnarvon campus Hospitality students had the opportunity to participate in the Long Table Dinner as part of the 2020 Gascoyne Food Council's - *Gascoyne Food Festival*

In partnership with the Carnarvon Community College the students have been part of the event since 2005 which provides a one-of-kind experience and forms part of their annual assessment.

The initiative provides an opportunity for students to work alongside some of Perth's top chefs as they put Gascoyne ingredients in the spotlight in a tapas-style menu. In 2020, the group welcomed back some former students who assisted as front of house staff.



Agriculture training for migrants



Photo: Courtesy of ABC Rural

In partnership with the Multicultural Services Centre of WA and Muresk Institute, our Northam campus provided a tailored Agricultural training program for migrants and refugees. The program focussed on providing entry level qualifications in order to position students well for the increasing job opportunities in the sector.

More than 30 students participated in the first round of the program, which is double what was originally anticipated. As part of their training students learnt about work health and safety procedures, tractor operations, basic chemical safety rules and application, and operational maintenance.

STEM Immersion Program

Year 10 students from local regional high schools participated in our two and three day STEM Immersion Programs at the Geraldton, Northam and Kalgoorlie campuses.

The students were able to take part in hands-on activities, helping them gain a better understanding of what careers are available through STEM related learning, as well as getting a glimpse into what it's like training at TAFE.

Wheatbelt schools who visited the Northam campus, were given a scientific investigation and tasked to reporting their findings.

A Northam ranger spoke to them about the White Swan Breeding program and some of the issues they have faced with keeping the swans safe and healthy. The day concluded with a visit to the Avon River foreshore to investigate the bird diversity and numbers. As part of their investigations students were given exclusive access to the swan breeding area where they were able to see the nesting site and swans up close.

On the following days students worked on a webpage construction project and helped put together bird perches for the Kanyana Wildlife Rehabilitation Centre. They also conducted a cost analysis of the building materials and generated a breakdown of the total cost for each perch.

Opening of the Health and Community Care Training Centre at the Kalgoorlie campus

The \$1.1 million project was officially opened by Hon Sue Ellery Minister for Education and Training on 24 July 2020. The Centre provides students in the Goldfields with a state-of-the-art training facility and equipment, which is current with industry standards and simulates a real-world workplace environment.

The facility also houses a simulated bedroom ensuite and aged care fully functioning bathroom and pan-room, to enable efficient training in individual support, disability, aged care and allied health.

This Centre allows for the continuation of existing Nursing qualifications and supports further expansion into other health related disciplines such as Allied Health, Individual Support, Disability, Aged Care and Mental Health.

Work is also been undertaken to improve pathways into Registered Nursing and other health sector disciplines at various universities.



Minister Ellery with Kalgoorlie Nursing Lecturers



Kalgoorlie campus Diploma of Nursing students

Facility and Equipment Upgrades

To support Central Regional TAFE's commitment in providing quality training, a number of ageing facilities were revitalised, and training equipment updated to ensure students learn in a practical and industry related environment:

- Kalgoorlie's Health and Community Care Training Centre was opened by Minister Ellery in July 2020. The centre will allow regional students to have access to the same high standard of learning facilities as those in metro areas.
- Classes began in Term 4 at Kalgoorlie's newly completed Business Excellence Training Centre.
- Architects have commenced design work for the refurbishment of an old trades workshop at Geraldton campus to create new learning spaces for creative industries.

The refurbished facility will include three art studios and three classrooms for student artists, fashion designers and media specialists.

- Kalgoorlie works update – refurbishments are continuing in the practice firm and identified classrooms. The Heavy Plant and Engineering workshop design plans have been finalised and demolition commenced in January 2021.
- Construction of the new Moora Agricultural Machinery workshop should commence April/May 2021 and refurbishment to the Trades facilities in Northam has commenced with works scheduled for 2021-2022 financial year.
- Upgrades to the Maritime Training Vessel (Masterclass) - Naval Architect will be appointed, to scope up required works. Works planned for end of 2021 through to March/April 2022.

Aboriginal Training Plan Outcomes

The Aboriginal Services Capability Plan (ASCP) incorporates CRTs Aboriginal Training Plan and aligns to the goals outlined in our 2020-2022 Strategic Plan and 2020 Business Plan, the WA State Training Plan 2018-2021 and the State Governments '*Planning for Jobs*' agenda.

Services were provided through three (3) pillars of delivery focusing on Training Delivery, Student Support and Organisational Capability to implement new initiatives, enhance existing initiatives and support measures aimed at improving the number of Aboriginal student enrolments, retention and completion rates.

Our Mission

Central Regional TAFE aims to provide Aboriginal students with quality assured training that responds to industry needs that builds communities and regions.

Training Delivery objectives

1. Identify and implement successful strategies to encourage and retain Aboriginal student participation in formal training.
2. Create strategies that increase access to and the participation of Aboriginal people in AQF Certificate III and above industry-recognised training in metropolitan, regional and remote locations.
3. Create pathways that lead to an increase in the number of Aboriginal apprentices and trainees.

Student Support objectives

1. Increase the likelihood of Aboriginal students completing their existing course of study and transitioning into further training, education or employment (e.g. mentoring, case management, information on career pathways).
2. Identify successful strategies that engage and support Aboriginal students and disseminate that knowledge.
3. Ensure clear articulation and accessibility of services to attract the Aboriginal target population.
4. Address underlying issues that affect young people at risk, such as family dysfunction, substance abuse and mental health.

5. Ensure appropriate referrals are made to streamline support offered to Aboriginal students.

Organisational Capability objectives

1. Develop a cultural awareness-training package to ensure staff are culturally competent.
2. Develop an engagement strategy that leads to the creation of partnerships and collaboration with the Aboriginal community, local government and non-government service providers.

The following is a summary of key activities the College undertook against the 2020 Aboriginal Training Plan:

- In 2020, a total of 1,119 students enrolled at CRT who identified as Aboriginal and/or Torres Strait Islander, accounting for 12.5% of total College enrolments. This is an 8.4% increase compared to 2019.
- Achievement of 86.5% of the 2020 Delivery and Performance Agreement benchmark for Aboriginal students completing a Certificate II or above.
- The number of Aboriginal students in VETDSS programs increased by 14% in 2020.
- CAVSS and USIQ hours delivered to Aboriginal students increased by 30.2% in 2020 compared to 2019.
- Seven (7) scholarships were offered to Aboriginal Students in 2020.
- A Marketing and Branding strategy to identify each main campus as a significant Learning Site for Aboriginal people commenced in late 2020.
- Tutors, mentors and Aboriginal support staff were provided in 2020 across all main campuses.
- An Aboriginal Advisory Group was refreshed to provide cultural and strategic advice on Vocational Education and Training for Aboriginal people.
- Partnership with Ngaanyatjarra Lands Schools in the Goldfields region continued in 2020, providing training in Certificate II in Leadership for the Aboriginal and Islander Education Officers (AIEO).
- Certificate I in Leadership was delivered to the Aboriginal and Islander Education Officers (AIEO) at Wiluna Remote Community School.
- The Certificate I Leadership, Aboriginal School Based Training (ASBT) program was run in Geraldton involving students from across both local public high schools.
- Bayalgu Work Readiness program was delivered in partnership with mining company EMR, providing young Aboriginal people including graduates of the Midwest Football Academy a pathway to employment.
- National Reconciliation Week was celebrated in a different way in 2020 due to COVID-19 restrictions. Facebook and Website events were held where students prepared a series of interviews with local Aboriginal Elders and mentors as well as question and answer sessions with community members about what Reconciliation means to them. There was also a reading of *Poems for our Mayus*, a children's book written by CRT Geraldton students in the Wajarri language, and interviews with CRT students in Wiluna. Students also put together some online resources about inspirational Aboriginal people, daily facts and links to podcasts, websites and videos relating to Aboriginal culture and the meaning of Reconciliation in Australia today.

- NAIDOC Week was jointly celebrated across our four regions – the Midwest, Gascoyne, Wheatbelt and the Goldfields. The theme for NAIDOC in 2020 was ‘Always Was, Always Will Be’. Our Aboriginal Student Support Coordinator in Geraldton presented an online Cultural PD session to staff during NAIDOC Week.
- Cultural Awareness training delivered to staff and facilitated by the College’s Aboriginal Training Services staff.

Disability Access and Inclusion Plan Outcomes

Central Regional TAFE is dedicated to creating a space that is accessible, supportive and responsive to all of our students and staff. This commitment is embedded not only in our policies and procedures, but in our corporate values which are at the heart of our organisation. We ensure appropriate access to our products, services and facilities coupled with the support and encouragement of our dedicated staff to assist our students in their training journey.

The Student Services team, including Access and Equity Officers in all our major regional campuses, provide support both in person and virtually to our face-to-face and external students.

During this unprecedented year, Student Services staff maintained support and advise to our students with both study and personal issues. Our flexibility and availability ensured seamless support was continued throughout the changing learning environments.

Our team also provided assistance to staff with appropriate strategies including reasonable adjustment and assistive technologies to support students with disability.

We liaised and shared information with our stakeholders, helping us keep abreast of trends and opportunities. The team continued to provide a point of contact for students, families and carers, disability service agencies, disability employment providers and community organisations to discuss options and available support.

Specific initiatives and programs to support the Disability Access and Inclusion Plan (DAIP) outcomes are listed on the following pages.



Students receiving their certificates for their chainsaw training in Kalgoorlie

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

- International Day of People with Disability was celebrated at CRT's main campuses.
 - Geraldton conducted an all of campus event by setting up displays, community information stalls and highlighted by a musical performance by the Stepping Stones class co-ordinated jointly by the Lecturer and Access and Equity Officer.
 - Kalgoorlie celebrations included attendance and participation of local community organisations underlined by the awarding of training Certificates to Activ Foundation participants.
 - Northam focused on the benefits of employing people with disability identifying that many people may not disclose disability because of stigma. Local businesses and general community members attended this event, which created many conversations and networking opportunities.
- WA Mental Health week is acknowledged at our College through awareness raising, mindfulness, healthy strategies and self-care promoted to staff and students.
- Students with disability can access customised supports to engage in training in qualifications or tailored programs such as Stepping Stones and Living Well.
- The Student Services team is available to students with disability throughout their training and educational journey, from the first inquiry to graduation encompassing enrolment, participation in classes and general assistance.
- Reasonable adjustments and accommodations are made on a case by case basis to ensure a customised fit for each student with disability to provide them with the best opportunity to access a variety of courses.
- Pastoral care is offered to students during their learning journey, with referrals to appropriate agencies organised when appropriate. CRT works collaboratively with students, their families and agencies to create individualised, wraparound supports.
- Geraldton campus, in conjunction with the National Disability Coordination Officer (NDCO) program, continues to participate in the community based Passport 2 Employment (P2E) program, assisting school leavers navigate transition to further education and employment.
- Statistical information to support students is gathered through the enrolment process, client needs analysis and case management plans.



Stepping Stone students helping to run IDPwD event in Geraldton

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

- The College makes continual improvements to building and facilities, which included the installation of a lift at our Kalgoorlie campus.
- CRT continues to use flexible, moveable furnishings that allows more choice and control for students to create environments that work best for them, particularly during breaks and individual study time.
- CRT's Access and Equity staff continue to work with the Jobs and Skills Centre to ensure equitable provision and access to services.
- The Occupational Safety and Health Committee continues to address access issues in accordance with their terms of reference in relation to access and safety of all people on campus.

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

- CRT utilises the 'not about us without us' philosophy, utilising focus groups, including people with disability, to ensure clients accessing our products and services have the opportunity to provide comment in regards to their interactions with all aspects of our organisation.
- The Student Information Pack contains information on the College and includes links to the Disability Access and Inclusion Plan, feedback forms and information on support available to people with disability.

- Information is available to clients in alternative formats upon request, including digital, audio, large print, etc.
- Lecturing staff, with the support of the Student Services team (when required), continue to modify training resources, materials and assessments to suit the learning styles of the varied student cohort.
- At the commencement of courses, students attend a Student Induction conducted by members of the Student Services Team. This can be conducted any time during the year, as needed.

4 People with disability receive the same level and quality of service from staff of Central Regional TAFE as other people receive from the staff of Central Regional TAFE

- Student Services staff offer extra support to students, including meeting lecturing staff, assistance with forms, enrolling, payments and campus orientation.
- Students, throughout their training journey, are encouraged to communicate with lecturing staff and Student Services to ensure clarity of expectations, progression and outcomes are transparent to all parties.
- CRT is committed to continuous improvement in the area of disability and create ongoing professional development opportunities for staff.
- Individualised support, including the use of assistive technologies and other resources, were made available to students with disability.
- Communication and collaboration with our community and industry networks continue, with the exchange of information allowing all to understand processes, services and supports. This allows the Students Services team to convey appropriate and relevant information to our students to assist them in making informed choices and create their own pathways.

5 People with disability have the same opportunities as other people to make complaints to Central Regional TAFE

- Information on the feedback process, including how to lodge a complaint, is part of the Student Induction program. This information also available on CRT's website.
- The Student Services team is available to assist students with the complaints process, from start to finish, when requested, along with the emotional support that is sometimes required.
- Information on lodging a complaint or appealing a result is provided to prospective students in the course pre-enrolment pack.

6 People with disability have the same opportunities as other people to participate in any public consultation by Central Regional TAFE

- A forum on the impacts of COVID-19 was held with students with cognitive disability at our Northam campus, to better assist them in their return to study, as well as feed back into the Northam Disability Community of Practice Committee to help agencies understand gaps in service and effects of isolation on this cohort.
- CRT's strong partnerships with local service providers and stakeholders continues to create open, transparent, and honest communication for those who advocate for people with disability.
- People with disability are provided with opportunities throughout the year to participate in feedback in a way that is most accessible to them. This may include assistance from Student Services staff, hard copies, access to computers, interpreters or submitting the feedback verbally.
- CRT encourages students and community to provide feedback and be part of the consultative process, including focus groups, advocacy groups, surveys and individual communication with College staff.

These interactions and feedback inform the College's decision making on such things as training, campus layout, equipment and resources.

7 People with disability have the same opportunities as other people to obtain and maintain employment with Central Regional TAFE

Central Regional TAFE encourages people with disability to obtain employment by removing barriers to engagement, including:

- encouraging people with disability to apply for positions
- systems and processes that are inclusive and supportive
- education and training for those involved in the process to support applicants with a disability

The College identifies strategies to support people with disability to maintain their employment including:

- education and training for all staff to be inclusive and aware
- embedding support and diversity within the organisational culture
- identifying and accessing guidance and support from external agencies, as required and appropriate, including Job Access
- Employee Assistance Program is available to all staff
- making necessary modifications in order to accommodate staff needs

AWARDS AND RECOGNITIONS

Student Achievements and Awards

Our organisation's success is measured by the success of our students. CRT takes pride in the significant achievements by our students in 2020.

Semi Finalist WA Vocational Student of the Year

Georgia Potts, Certificate IV in Education Support

Semi-Finalist/Finalist WA Trainee of the Year

Cassandra Rowan, Certificate III in Resources Processing

Semi Finalist/Finalist WA School-based Apprentice of the Year

Jesse Booker, Certificate II in Construction Pathways



Photo: Courtesy of The Geraldton Guardian.

WA Trainee of the Year finalist Cassandra Rowan completed a Certificate III in Resources Processing at CRT Geraldton as part of her onboard training with Iluka Resources Narngulu plant. After working in mineral processing for around seven years, Cassandra is working as hard as she can to see how far the industry can take her. Due to COVID-19 the WA Training Awards were delayed until October 2020.

Central Regional TAFE Major Awards

Central Regional TAFE normally hold Student Graduation and Awards Nights at our three major campuses in Geraldton, Kalgoorlie and Northam, as well as in Carnarvon and Exmouth. At these events outstanding students are presented with a Major Award, sponsored by local businesses and CRT, at their respective campus ceremonies. In 2020 Student Graduation and Award events across all of our campuses were cancelled due to COVID-19. Instead, the achievements of graduating students and award recipients was acknowledged via a live video announcement and winners and sponsors were honoured on our social media and website.

Aboriginal and Torres Strait Islander Student of the Year

Nathan Redmond, Certificate II in Rural Operations (Goldfields), sponsored by BHP

Suzannah Moore, Diploma of Nursing (Midwest), sponsored by Rio Tinto

Michael Toby Henry, Certificate II in Automotive Vocational Preparation (Wheatbelt), sponsored by Bendigo Bank

Apprentice of the Year

Rheece Bartel, Certificate II in Automotive Electrical Technology (Goldfields), sponsored by Northern Star Resources

Levi Quinton, Certificate III in Heavy Commercial Vehicle Mechanical Technology (Midwest), sponsored by NuFab Industries

Bradley McConkey, Certificate III in Engineering – Fabrication Trade (Heavy/Welding YH) (Wheatbelt), sponsored by AGImplements

Culturally and Linguistically Diverse Student of the Year

Mary Grace Esler, Certificate III in Individual Support (Wheatbelt), sponsored by Central Regional TAFE

Trainee of the Year

MacKenzie Plackett, Certificate III in Business (Goldfields), sponsored by Norton Goldfields Ltd

Cassandra Rowan, Certificate III in Resource Processing (Midwest), sponsored by Humphrey Land Developments

Emylee Morrison, Certificate III in Business Administration (Wheatbelt), sponsored by Shire of Northam

Vocational Student of the Year

Georgia Potts, Certificate IV in Education Support (Goldfields), sponsored by Lynas Corporation Ltd

Suzannah Moore, Diploma of Nursing (Midwest), sponsored by Mid West Chamber of Commerce and Industry

Liam Cleak, Certificate III in Community Services (Wheatbelt), sponsored by Laurie Graham MLC and Darren West, Members for Agricultural Region

James Dawson Award

Julie Valentine, Diploma of Nursing (Wheatbelt), sponsored by Senses Australia

Outstanding Achievement Award

Chantal Vanderwal, Certificate III in Individual Support (Carnarvon), sponsored by Real Futures

Maritime Student of the Year

Jordan Wyda, Certificate III in Maritime Operations (Master up to 24 Metres Near Coastal), Certificate III in Maritime Operations (Marine Engine Driver 2) (Exmouth), sponsored by MG Kailis Seafood

Secondary Student of the Year

Edan McWilliam, Certificate III in Business Administration (Exmouth), sponsored by Exmouth IGA

Staff Achievements

Central Regional TAFE appreciates the importance of a highly skilled and professional workforce and is proud to recognise the many outstanding achievements of our staff. Our staff recognition program celebrates the individual members of staff who demonstrated exceptional contribution to CRT in support of achieving the outcomes of the strategic plan and organisational values. The selection criteria for these awards is closely aligned with our values.

Winners of each category received a monetary allocation to put towards professional development activities and formal acknowledgement during CRT's Professional Development Week held in April 2020.

Lecturing Excellence

Sean Taylor, Lecturer Automotive

Rising Star Lecturing

Louise Coote, Lecturer Business Administration

Values Champion (Goldfields)

Carlo Munez, Facilities Officer, Kalgoorlie

Values Champion (Midwest)

Tony Mao Cheia, Service Desk Support Officer, Geraldton

Values Champion (Wheatbelt)

Michelle Natkanski, Portfolio Assistant CHB, Northam

Other Achievements

WorldSkills Australia

Every two years, more than 500 Regional Competitions are held in 34 regions across Australia to test the skills and knowledge of apprentices, trainees and students. Regional winners then have the chance to compete at a national level. Due to COVID-19 the 2020 Worldskills Australia National Championship was postponed and will now be held in August 2021.

Goldfields Offroad Apprentice mechanic Ethan Wallace has been selected to take part in the rescheduled Worldskills trades competition in Perth in 2021.



Photo: Courtesy of The Kalgoorlie Miner.

WorldSkills Regional Competition 2019 (2020 National competition postponed to 2021)

- Bailey O'Donnell**, Open Plumbing – Gold Medal
- Cody Bell**, Open Plumbing – Silver Medal
- Tom Collins**, Open Plumbing – Bronze Medal
- Ethan Wallace**, Automotive Mechanics – Gold Medal
- Sean French**, Automotive Mechanics – Silver Medal
- Aimee-Lee Vince**, Hairdressing – Gold Medal
- Demi Ennis**, Hairdressing – Silver Medal
- Hazel Hobbs**, Hairdressing – Bronze Medal
- Mitchell Schutze**, Automotive Mechanics – Bronze Medal
- Sophie Stribley**, VETiS Hairdressing – Gold Medal
- Bohdi Thackray**, VETiS Hairdressing – Silver Medal
- Brianna James**, VETiS Hairdressing – Bronze Medal
- Christian Cockburn**, VETiS Automotive – Gold Medal
- Connor Moore**, VETiS Automotive – Silver Medal
- Dueul Carpio**, VETiS Automotive – Bronze Medal



Kalgoorlie campus Heavy Plant Classroom

SIGNIFICANT ISSUES IMPACTING THE AGENCY

CURRENT AND EMERGING ISSUES AND TRENDS

Key Challenges in 2020

- Achieving training targets, particularly because of the impact of COVID-19 on some areas of delivery. Regional and remote delivery was challenging including in the Gascoyne, remote areas of the Goldfields and Wheatbelt.
- Restrictions and suspensions of work placement in the areas of Aged Care, Nursing, Education Support and Children's Services qualifications have impacted on the completion of these courses. Rescheduling assessments and extensions of enrolments were used to support the students.
- Staff working from home and students studying online because of COVID-19. This provided both a challenge and an opportunity.
- Attracting and retaining lecturing staff, particularly in the Mining, Heavy Duty Automotive and Engineering and Hospitality industries.
- Providing training across a very large geographic footprint, maintaining industry standard equipment and facilities for training and provision of quality support services, within a tight budgetary framework, and an increase in the cost of goods and services.
- Apprenticeships and traineeships were impacted by COVID-19 in the Wheatbelt region because these programs are traditionally delivered via face to face mode through the blocks. Lecturers adapted as quickly as possible to blended delivery training, however not all training areas could be appropriately adopted. Employers also temporarily suspended their operations in the early stage of the pandemic.
- Meeting financial targets/ratios.

Key Influences in 2020

- Report into the *Review of Skills, Training and Workforce Development*.
- Launch of Skills Ready skillsets and expansion of the *Lower Fees, Local Skills* initiative
- State Recovery Plan and Regional Recovery Plans (Midwest, Gascoyne, Wheatbelt and Goldfields).
- *WA Plan for Jobs Initiative*.
- *WA State Training Plan 2018 - 2021*.
- WA Minister for Education and Training, *Statement of Expectations*.
- The *State's Science, Technology, Engineering and Mathematics (STEM) Skills Strategy*.
- *Lower fees, local skills* initiative

Key Activities in 2020

- Delivering training in COVID Skillsets, Recovery Skillsets and *Lower fees, local skills* programs.
- Ensuring apprenticeship and traineeship training continued.
- As a consequence of COVID-19, careful management of programs reliant on work placement or live works activities on campus to ensure minimal disruption to student progress.
- Increasing course offerings in flexible, blended delivery modes.

SIGNIFICANT ISSUES IMPACTING THE AGENCY

- Establishing an Aboriginal Organisational Development Plan and Multicultural Plan.
- Recruiting Industry Engagement Managers to consult closely with industry about their training needs.
- Preparation for significant infrastructure projects to commence in 2021.
- Ongoing development of the capability of the Student Management System and associated business processes, including a review of CRT Resource Fees.
- Piloting STEM projects with District and Senior High Schools across the Wheatbelt.
- Training in Agriculture skill sets to migrants to support the skill shortage in this industry.
- Upgraded ICT infrastructure to meet training/organisational needs.
- Worked in partnership with DPIRD/Fisheries to establish Fish Hatchery at the BCMI campus.

Key Influences for 2021

- Continuing to implement the recommendations of the *Review into Skills, Training and Workforce Development* and to respond to the training needs of businesses during the recovery phase.
- State Government's continued assistance in providing financial incentives for TAFE students to access training in *Lower Fees, Local Skills, COVID Skillsets, and Recovery Skillsets*.
- Increased dialogue with industry and businesses to identify training needs, particularly new and emerging training in the regions.
- An injection of \$17 million for infrastructure projects at CRTAFE, to commence in 2021.
- The key role that Jobs and Skills Centres have in providing information and assistance on training and employment to employers and job seekers.
- Financial assistance from the Department of Training and Workforce Development, in recognition of additional, base level funding needed for CRT operations and sustainability.

Key Activities for 2021

- Attracting and retaining lecturing staff in skills shortage areas.
- Increasing the number of students enrolled in CRT courses, as a key component of economic recovery from COVID-19.
- Identifying new courses, particularly in the growing Health, Aged Care, Community Services and Disabilities Services sectors.
- Continue to support apprenticeships and traineeships, improve processes around the administration of apprentices, and continue dialogue with employers about training delivery, equipment and potential partnerships.
- Focus on professional development for lecturers to enhance delivery of STEM skills in VET courses. Work with secondary schools to further develop the Immersion program and build awareness of STEM skills in VET.
- Commencement of key infrastructure projects at Geraldton, Northam, Moora, and Kalgoorlie campuses, as part of the Government's WA Recovery Plan and Pipeline of Work.
- Growing the positive impact that Jobs and Skills Centre's can provide for employers, job seekers and TAFE students.
- Implementing a new website for CRT in early 2021, together with other TAFE Colleges.
- Ongoing systems development to improve customer relationship management processes and facilitate clients' interaction with the College to gain information about training, enrolment and available delivery modes.

SIGNIFICANT ISSUES IMPACTING THE AGENCY

- Enhance our Blended Delivery Framework to assist and support lecturers in transitioning to blended delivery strategies.
- Ongoing ICT improvements and upgrades in line with GovNext strategy.
- Ongoing partnerships with DPIRD and Muresk to meet common goals.

CHANGES IN WRITTEN LAW

There were no changes in any written law in 2020 that affected Central Regional TAFE.



Northam campus Reception

DISCLOSURES AND LEGAL COMPLIANCE

MINISTERIAL DIRECTIVES

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

No such directives were issued to Central Regional TAFE.

OTHER FINANCIAL DISCLOSURES

Pricing Policy

Central Regional TAFE adheres to the Department of Training and Workforce Development's Fee Policy for all non-commercial enrolments. All commercial enrolments are charged out after the College completes a full costing, utilising the costing template in accordance with *Costing and Pricing Government Services: Seventh edition May 2020* published by Treasury.

Capital Works

Capital Projects Incomplete

Project details	Expected Completion	Est. Cost to Complete ('000)	Est. Total Cost of Project ('000)	Significant Cost Variation Comment
Department of Training and Workforce Development funded				
Agricultural Workshop (Moora)	28/05/2021	\$1,600	\$1,600	NA
Visual Arts Redevelopment (I Block – Geraldton)	05/03/2022	\$3,000	\$3,000	NA
Masterclass Training Vessel Refurbishment (Geraldton)	01/03/2022	\$2,000	\$2,000	NA
Workshop Refurbishment (Northam)	30/06/2022	\$2,000	\$2,000	NA
Toilet Refurbishments (Kalgoorlie)	01/04/21	\$1,000	\$1,000	NA
Heavy Plant & Engineering Trades Development Project (Kalgoorlie)	06/2023	\$10,000	\$10,000	NA
Classroom Expansion Building 721 (Kalgoorlie)	12/2021	\$100	\$100	NA

DISCLOSURES AND LEGAL COMPLIANCE

CibaTek Centre (Kalgoorlie)	12/2021	\$100	\$100	Na
Fitting and Machining Equipment Replacement (Kalgoorlie)	01/07/2021	\$600	\$600	NA
Own source funded				
Nil				

Capital Projects Completed

Project details	Campus Location	Completion Date	Total Cost ('000)	Significant Cost Variation Comment
Department of Training and Workforce Development Funded				
Nursing Refurbishment	Kalgoorlie	22/12/2020	\$804	NA
Bin Storage	Exmouth	31/07/2020	\$35	NA
Air Con Replacements	Kalgoorlie	04/2020	\$1,000	NA
Own Source funded				
Nil				

Facility and Equipment Upgrades - Incomplete

Project details	Expected Completion	Est. Cost to Complete ('000)	Est. Total Cost of Project ('000)	Significant Cost Variation Comment
Department of Training and Workforce Development Funded				
Airconditioning and Refrigeration Replacement (U Block - Geraldton)	1/03/2021	\$126	\$126	NA
BCMI Administration Building Painting (Geraldton)	1/03/21	\$33	\$33	NA
A Block Reception Refurbishment (Geraldton)	1/03/21	\$25	\$25	NA
Disability access doors (A Block, X Block male toilet, J Block UAT Toilet, Gallery door – Geraldton)	31/3/21	\$22	\$22	NA
J Block Refurbishments (Geraldton)	22/2/21	\$23	\$23	NA
Tilt Tray Truck (Kalgoorlie)	29/01/21	\$117	\$117	NA
Own Source funded				
Nil				

Facility and Equipment Upgrades - Complete

Project details	Campus Location	Completion Date	Total Cost ('000)	Significant Cost Variation Comment
Department of Training and Workforce Development Funded				
Nil				
Own Source funded				
BCMI Horticultural Area re-development	Geraldton	20/12/20	\$49	NA
Carnarvon Campus Minor Refurbishment	Carnarvon	15/12/20	\$35	NA

Employment and Industrial Relations

Staff Profile

Central Regional TAFE employs a diverse range of staff in lecturing, administration and support roles to deliver a wide range of Vocational and Educational Training programs to local businesses and the community across a broad geographical area. The composition of the workforce is as follows:

FTE and Headcount – Quarter June 2020		
FTE	Average FTE	Head Count
321	333	399

Note: FTE and Headcount are a snapshot of employees as at the last pay period of the quarter, and includes all permanent, fixed term and paid casual employees during that pay period.

Appointment Type	2019	2020
Permanent Full Time	48.6%	51.9%
Permanent Part Time	12.8%	15.8%
Fixed Term Full Time	18.0%	15.0%
Fixed Term Part Time	6.4%	6.0%
Casual	14.2%	11.3%

Employee Work Location	FTE	Head Count
Gascoyne	11	16
Goldfields	70	83
Midwest	170	221
Wheatbelt	70	79
Total	321	399

Diversity Group Equity Index	CRT	WA Public Sector
Women in management	76.0	76.9
Aboriginal Australians	43.1	42.3
People from culturally and linguistically diverse backgrounds	94.4	101.2
People with disability	52.0	97.8

Note: The information above is based on the June Quarter 2020, Minimum Obligatory Reporting Requirements.

Industrial Relations

No major industrial relations claims are reportable for 2020 and there were no matters referred to the Industrial Relations Commission or similar jurisdictions.

GOVERNANCE DISCLOSURES

Declaration of Interests

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

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

Public Liability Insurance

Central Regional TAFE has paid \$14,083.10 (incl GST) for the period 1 January to 31 December 2020 for Directors' and Officers' Liability Insurance to indemnify any Director (as defined in Part 3 of the *Statutory Corporations (Liability of Directors Act, 1996)* against a liability incurred under Sections 13 or 14 of the *Statutory Corporations (Liability of Directors) Act, 1996*.

Board and Committee Remuneration

The individual and aggregate cost of remunerating Governing Council members for attendance at Governing Council meetings at Central Regional TAFE in 2020 was as follows:

Position	Name	Governing Council Eligibility to attend *	Attended	Finance, Audit and Risk Management Eligibility to attend	Attended	Governing Council Nominations Eligibility to attend	Attended	Type of remuneration **	Period of membership	Gross/actual remuneration ***
Chairperson	Mary Woodford	6	6	0	0	3	3	Annual	12 months	\$24,819
Deputy Chair	Graeme Wilmot	6	6	3	3	3	3	Per meeting	12 months	\$4,790
Managing Director	Bill Swetman**	6	6	6	6	0	0	Not eligible	12 months	0
Member	Yvonne Messina	6	6	6	6	0	0	Per meeting	12 months	\$5,499
Member	Christine Rafanelli	6	6	6	6	3	3	Per meeting	12 months	\$5,663
Member	Anthony Evans	6	4	6	6	0	0	Per meeting	12 months	\$5,272
Member	Kylie Le Lievre**	6	5	0	0	0	0	Not eligible	12 months	0
Member	Rebecca Davidson**	6	6	0	0	0	0	Not eligible	12 months	0
Member	Colin Murphy	6	6	3	2	1	0	Per meeting	12 months	\$5,952
Member	Jeffrey Gunningham	3	3	3	3	0	0	Per meeting	6 months	\$2,970
Member	Gloria Moyle	3	3	0	0	0	0	Per meeting	6 months	\$1,488
Ex-Member	Eileen O'Connell	3	3	3	3	1	1	Per meeting	6 months	\$2,688
Total										\$59,141

*additional Strategic Planning Workshop held (Not held in 2020 due to COVID-19)

**Not eligible as Government Employee

***includes any out-of-pocket expenses (ie motor vehicle allowance, parking fees etc)

Public Interest Disclosures

The Public Interest Disclosure Act 2003 (PID Act) enables people to make disclosures about wrongdoing within the WA public sector, local government and public universities and offers protection for doing so.

The College recognises the value and importance of contributions of staff to enhance administrative and management practices and strongly supports disclosures being made about corrupt or improper conduct.

In accordance with the Act, Central Regional TAFE has an appointed Public Interest Disclosure Officer. No public interest disclosures were received in 2020.

OTHER LEGAL REQUIREMENTS

Advertising Expenditure

In accordance with s175ZE of the *Electoral Act 1907*, the College incurred the following expenditure in advertising, market research, polling, direct mail and media advertising:

1. Total expenditure for 2020 was \$386,282.
2. Expenditure was incurred in the following areas:

Area of Expenditure	Organisation	Amount
Advertising Agencies		0
Market Research		0
Polling		0
Direct Mail		0
Media Advertising	Carroll & Richardson Flagworld Pty Ltd	3,305
	Casey Jane Creations	380
	DTWD	100,000
	Facebook	14,817
	Goldfields Printing	430
	Guardian Print	12,855
	Initiative Media Australia Pty Ltd	196,950
	Kalgoorlie Boulder CCI	2,711
	Kick Solutions	8,789
	Lions Cancer Institute	545
	Marsh Agencies	995
	Merredin Resource Centre	427
	Norlap	25,450
	Orana Cinemas	1,309
	Snap Printing Kalgoorlie	1,665
	Vanguard Press	12,290
	VISSIGN Australia	3,363
Total		386,282

Compliance with Public Sector Standards and Code of Ethics

Central Regional TAFE is committed to ensuring compliance and best practice in all aspects of the Commissioner's Instructions, Public Sector Standard in Human Resource Management, the Public Sector Code of Ethics and the College's Code of Conduct. Policies, procedures, guidelines, training and awareness raising are in place to ensure all staff meet these obligations. This includes:

- Easy access and promotion of policies, procedures and guidelines through the College's intranet.
- Guidance provided from supervisors and Human Resources.
- Comprehensive online induction for new staff.
- Discussions between current and new staff at team meetings and open forums.
- Staff participation in Accountable and Ethical Decision Making training, Cultural Awareness training and staff professional development.
- Regular review of policies, procedures, and guidelines in consultation with managers and staff with updated policies promoted throughout the College.

In accordance with section 31(1) of the Public Sector Management Act 1994, Central Regional TAFE provides the following statistics regarding compliance with the Public Sector Standards, the Public Sector Code of Ethics and the Central Regional TAFE Code of Conduct; all breaches indicated below have been appropriately resolved.

Compliance Category	Upheld Breaches
Public Sector Standards in Human Resource Management	1
Public Sector Code of Ethics	4
Central Regional TAFE Code of Conduct	4

Recordkeeping Plans

Central Regional TAFE is committed to the management of Business Records in a manner that is compliant with relevant legislation. The College continues to monitor and review the Records Business Plan, to ensure effective and efficient recordkeeping is maintained.

The TAFE sector continues to work on the standardised electronic record keeping system, which was implemented across Western Australia in January 2019. Many issues have been resolved and changes are still being made by all Records Managers to make processes easier and more efficient. The system now consists of five separate datasets, one for each of the TAFE Colleges, and another for DTWD. TAFE Human Resources and Finance Teams now share files with DTWD, which means all records are stored in one place. The local Administrators in the Colleges are able to add or remove staff from the system and make minor changes locally in individual datasets to suite each College. The TAFE Sector Records Managers Network updated the Business Classification Scheme, and the Consolidated Retention and Disposal Schedule has been finalised and is ready to be submitted to the State Records Office of WA for review and endorsement.

Records induction program

Records Awareness Training is an overview of Records Management and is part of the College's formal induction program for new staff. It addresses the importance of maintaining records of business transactions and recordkeeping compliance.

Staff are notified of Records Management policies through the provision of regular induction and training and information sheets are also available on CRT's intranet.

Recordkeeping training program

Records Awareness Training (Induction) is provided via the College's eLearning system, ELMO. Further training specific to the Records Management system, is then provided by the Records Management Coordinator. This training is a mandatory requirement prior to gaining access to the College electronic records management system.

A high number of staff received training and refresher training in 2020 and the majority of these were as a result of the Finance Purchasing Card workflow/action procedure. Training in Records Archiving is provided to staff as needed and information sheets are available. Training is delivered to staff at all campuses, using video conferencing and through individual one-on-one sessions. Monthly lunchtime sessions are also delivered for Administration and Academic staff. This has created an overall improvement in the registering of records, information sharing and correct usage of the records system.

Records staff provide ongoing advice and support on records management to College staff and the information on the College Intranet is updated on a regular basis.

Unauthorised Use of Credit Cards

In accordance with the requirements of the Treasurer's Instruction 321 'Credit Cards – Authorised Use', the following transactions occurred for the reporting period 1 January to 31 December 2020.

Details of Transaction	
Number of instances of personal use expenditure	4
Aggregate amount of personal use expenditure	\$64.50
Aggregate amount of personal use expenditure settled by the due date	\$32.50
Aggregate amount of personal use expenditure settled after the period due date	\$32.00
Aggregate amount of personal use expenditure outstanding at the end of the reporting period	0
Number of referrals for disciplinary action instigated by the notifiable authority during the reporting period	0

GOVERNMENT POLICY REQUIREMENTS

Occupational Safety, Health and Injury Management

Statement of commitment to occupational safety and health, and injury management

Central Regional TAFE recognises and accepts its statutory obligations under the *Western Australian Occupational Safety and Health Act 1984*. The College is committed to providing a safe and healthy environment for all employees, students, volunteers, visitors, and contractors, ensuring they are not exposed to hazards which may result in injury or harm to their health. The College is committed to maximising opportunities for continuous improvement and reviewing its safety performance.

Central Regional TAFE managers are responsible for the implementation of the Occupational Safety and Health (OSH) Policy within their workplace and organisational area. This responsibility includes:

- Integrating OSH into all aspects of work practices.
- Planning, developing, implementing, and monitoring safe systems of work to maximise opportunities for continuous improvement in safety performance.
- Managing risks as far as practicable within the working environment.
- Providing adequate information, training and supervision for all staff, contractors, students, and visitors to ensure they can work in a safe and healthy environment.

Formal mechanism for consultation with employees on occupational safety and health matters

Central Regional TAFE actively consults with employees on occupational safety and health matters through the following framework and systems:

- The OSH Policy Statement outlines management and staff commitment to consult and cooperate on OSH matters and support and promote OSH in the workplace. This policy statement includes first aid support for all staff, students, visitors, and contractors; and injury management support with return to work programs. This policy is reviewed annually.
- OSH Management Committee membership representation consists of management and Safety and Health Representatives from a large cross section of the College and includes participation by Corporate Executive. The Committee takes a consultative and collaborative approach to meeting OSH outcomes and objectives by making recommendations to the Managing Director. Four Management Committee meetings and eight Regional Committee meetings are held per year. The responsibilities for these committees are outlined in the OSH Management Committee Terms of Reference.
- Safety and Health Representatives provide advice and support for workplace safety concerns. Representation covers every work area, including the regional campuses.
- Management conduct regular workplace inspections with the relevant Safety and Health Representative to identify hazards and ensure OSH compliance. These are

completed a minimum of four times per annum with additional inspections carried out as required in high risk areas.

- Incident and hazard reporting processes are available to all staff, students, visitors, and contractors. Each incident report is investigated by management and Safety and Health Representative/s; then tabled at the OSH Committee meetings where outcomes are reviewed and communicated.
- OSH Working Groups are formed when necessary to research, examine and recommend new or alternative systems and procedures.
- A range of OSH training opportunities are provided for staff throughout the year.

Statement of compliance with injury management requirements of the *Workers’ Compensation and Injury Management Act 1981*

The College is committed to injury management support to all workers who sustain a work-related injury or illness, including a safe return to meaningful work.

The Policy for Injury Management and Workers’ Compensation is supported by an injury management system that aims to assist the injured worker. In consultation with the treating medical practitioner/s, the College, the insurer and vocational rehabilitation providers, a Return to Work Plan is developed to support the injured worker to:

- Return to the same position, or modified position/role;
- Deploy to another position within the organisation where unable to return to the same position, or;
- Re-train for a position within another organisation.

Central Regional TAFE has four active workers’ compensation claims:

Claim Year	2018	2019	2020
Number of Active Claims	1	1	2

Assessment of Occupational Safety and Health Management System

The College OSH system is documented and includes policies, procedures and plans that are available to all employees through the College intranet. These documents provide employees and managers guidance and resources which clearly identify OSH responsibilities and how these responsibilities are implemented and managed.

DISCLOSURES AND LEGAL COMPLIANCE

The following table summarises CRT's OSH and Injury Management Performance:

Indicator	2018 Actual	2019 Actual	Results against Target		
			2020 Actual	Target	Comment on results
Number of fatalities	0	0	0	0	
Lost time injury/disease (LTI/D) incidence rate	0.95	0.30	0	0 or 10% reduction	No Lost Time Injuries in 2020
Lost time injury/disease severity rate	66.6%	100%	0%	0 or 10% reduction	Decrease from 1 LTIs in 2019 to 0 LTIs in 2020
% of injured workers returned to work within:					
(i) 13 weeks	0%	100%	100%		
(ii) 26 weeks	33.3%	0%	0%		
% of managers trained in OSH and injury management responsibilities	88%	90%	97%	Greater than or equal to 80%	OSH for Managers and Supervisors managed through an online training system. Performance is continuing to improve.

Source: RiskCover Workers' Compensation Class Report and Public Sector Commission Quarterly Entity Profile Report

FINANCIAL STATEMENTS



Auditor General

INDEPENDENT AUDITOR'S REPORT

To the Parliament of Western Australia

CENTRAL REGIONAL TAFE

Report on the financial statements

Opinion

I have audited the financial statements of Central Regional TAFE which comprise the Statement of Financial Position as at 31 December 2020, the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows for the year then ended, as well as 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 Central Regional TAFE for the year ended 31 December 2020 and the financial position at the end of that period. They are in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions.

Basis for Opinion

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

The Governing Council's Responsibilities for the Financial Statements

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

In preparing the financial statements, the Governing Council is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and 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 at https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf. This description forms part of my auditor's report.

Report on Controls

Opinion

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

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

In my opinion, in all material respects, the controls exercised by Central Regional TAFE are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions during the year ended 31 December 2020.

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

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

Limitations of Controls

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

Report on the key Performance Indicators

Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of Central Regional TAFE for the year ended 31 December 2020. 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 Central 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 2020.

The Governing Council's Responsibility for the Key Performance Indicators

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

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

Auditor General's Responsibility

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

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

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

My independence and quality control relating to the reports on controls and key performance indicators

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

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 Central Regional TAFE for the year ended 31 December 2020 included on the TAFE's website. The TAFE's management is responsible for the integrity of the TAFE's website. This audit does not provide assurance on the integrity of the TAFE's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version of the financial statements and key performance indicators.



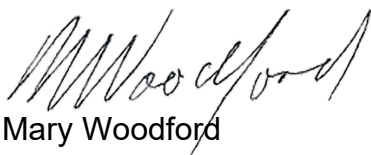
SANDRA LABUSCHAGNE
DEPUTY AUDITOR GENERAL
Delegate of the Auditor General for Western Australia
Perth, Western Australia
19 March 2021

Certification of Financial Statements

For the reporting period ended 31 December 2020.

The accompanying financial statements of Central 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 2020 and the financial position as at 31 December 2020.

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



Mary Woodford

Governing Council Chair

Central Regional TAFE

9 March 2021



Bill Swetman

Managing Director

(Member of Governing Council)

Central Regional TAFE

9 March 2021



Serena Cruickshank

Chief Financial Officer

Central Regional TAFE

9 March 2021

DISCLOSURES AND LEGAL COMPLIANCE

Central Regional TAFE STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2020		2020	2019
	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	2.1	38,638,267	37,001,948
Supplies and services	2.3	12,232,172	11,923,957
Finance Cost	6.4	54,974	78,065
Asset revaluation decrement	2.3	20,000	518,000
Other expenses	2.3	3,735,629	3,940,896
Cost of sales	3.3	456,967	434,463
Loss on disposal of non-current assets	3.7	-	22,577
Loss on disposal of lease arrangements	3.7	-	135
Depreciation and amortisation expense	4.1.1, 4.2	4,506,668	4,612,315
Total cost of services		59,644,677	58,532,356
Income			
Fee for service	3.2	995,141	1,297,362
Student fees and charges	3.2	3,921,279	4,984,806
Ancillary trading	3.2	384,252	344,321
Sales	3.3	699,006	614,630
Interest revenue	3.5	52,272	195,003
Other revenue	3.6	1,333,016	1,727,076
Total revenue		7,384,964	9,163,198
Gains			
Gain on disposal of non-current assets	3.7	5,711	-
Gain arising from changes in fair value - buildings	3.7	2,602,565	1,848,859
Gain on disposal of lease arrangements	3.7	441	-
Total gains		2,608,716	1,848,859
Total income other than income from State Government		9,993,681	11,012,058
NET COST OF SERVICES		49,650,996	47,520,299
Income from State Government			
Grants and subsidies	3.1	45,545,261	41,152,311
Resource Received	3.1	1,555,883	1,328,210
Total income from State Government	3.1	47,101,144	42,480,521
TOTAL COMPREHENSIVE DEFICIT FOR THE PERIOD		(2,549,852)	(5,039,778)

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

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

DISCLOSURES AND LEGAL COMPLIANCE

Central Regional TAFE STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2020		2020	2019
	Notes	\$	\$
ASSETS			
Current Assets			
Cash and cash equivalents	6.1	2,503,537	4,866,958
Receivables	5.1	1,091,917	1,244,327
Inventories	3.3	38,655	47,028
Other current assets	5.2	572,434	651,251
Total Current Assets		4,206,543	6,809,564
Non-Current Assets			
Restricted cash and cash equivalents	6.1	722,202	601,571
Property, plant and equipment	4.1	110,441,288	109,023,528
Right-of-use assets	4.2	1,654,659	2,078,153
Total Non-Current Assets		112,818,148	111,703,253
TOTAL ASSETS		117,024,690	118,512,817
LIABILITIES			
Current Liabilities			
Payables	5.3	1,364,085	1,252,850
Lease liabilities	6.2	487,122	540,489
Employee related provisions	2.1	5,353,030	4,713,311
Other current liabilities	5.5	848,988	2,016,806
Total Current Liabilities		8,053,226	8,523,456
Non-Current Liabilities			
Lease liabilities	6.2	1,226,606	1,580,321
Employee related provisions	2.1	2,612,425	2,403,409
Total Non-Current Liabilities		3,839,031	3,983,730
TOTAL LIABILITIES		11,892,257	12,507,186
NET ASSETS		105,132,433	106,005,631
EQUITY			
Contributed equity	8.9	136,177,987	134,501,333
Accumulated surplus / (deficit)		(31,045,554)	(28,495,702)
TOTAL EQUITY		105,132,433	106,005,631

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

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

DISCLOSURES AND LEGAL COMPLIANCE

Central Regional TAFE			
STATEMENT OF CASH FLOWS			
FOR THE YEAR ENDED 31 DECEMBER 2020		2020	2019
	Notes	\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Grants and subsidies - Department of Training and Workforce Development		44,134,342	42,013,465
Total Net cash provided by State Government		44,134,342	42,013,465
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits expense		(37,627,982)	(36,816,381)
Supplies and services		(10,682,661)	(10,960,556)
Finance Cost		(54,974)	(78,065)
GST payments on purchases		(1,295,569)	(1,325,533)
Other payments		(4,082,373)	(4,125,565)
Receipts			
Fee for service		1,000,888	1,268,817
Student fees and charges		4,157,308	5,419,938
Ancillary trading		384,252	344,321
Interest received		71,824	243,149
GST receipts on sales		244,804	284,029
GST receipts from taxation authority		977,309	1,015,844
Other receipts		2,172,685	2,576,330
Net cash used in operating activities	6.1	(44,734,489)	(42,153,672)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments			
Purchase of non-current physical assets		(1,004,786)	(1,212,238)
Receipts			
Proceeds from sale of non-current physical assets		11,818	
Net cash provided by investing activities		(992,968)	(1,212,238)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payments			
Principal elements of lease payments		(649,676)	(706,912)
Net cash provided by/(used in) financing activities		(649,676)	(706,912)
Net increase/(decrease) in cash and cash equivalents		(2,242,791)	(2,059,357)
Cash and cash equivalents at the beginning of period		5,468,530	7,527,887
CASH AND CASH EQUIVALENTS AT THE END OF PERIOD	6.1	3,225,739	5,468,530

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

DISCLOSURES AND LEGAL COMPLIANCE

Central Regional TAFE					
STATEMENT OF CHANGES IN EQUITY					
FOR THE YEAR ENDED 31 DECEMBER 2020					
	Notes	Contributed Equity	Reserves	Accumulated Surplus / (Deficit)	Total Equity
		\$	\$		\$
Balance at 1 January 2019		134,325,754	-	(23,455,925)	110,869,829
Surplus/(deficit)				(5,039,778)	(5,039,778)
Total comprehensive income for the period		-	-	(5,039,778)	(5,039,778)
Transactions with owners in their capacity as owners:	8.9				
Capital appropriations		175,579	-		175,579
Total		175,579	-	-	175,579
Balance at 31 December 2019		134,501,333	-	(28,495,702)	106,005,631
Balance at 1 January 2020		134,501,333	-	(28,495,702)	106,005,631
Surplus/(deficit)				(2,549,852)	(2,549,852)
Total comprehensive income for the period		-	-	(2,549,852)	(2,549,852)
Transactions with owners in their capacity as owners:	8.9				-
Capital appropriations		1,676,654	-		1,676,654
Total		1,676,654	-	-	1,676,654
Balance at 31 December 2020		136,177,987	-	(31,045,554)	105,132,433

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

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

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**
1 Basis of preparation

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

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

These annual financial statements were authorised for issue by the Managing Director of CR TAFE on 05 March 2021.

Statement of compliance

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

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

The *Financial Management Act 2006* and the Treasurer's Instructions (the Instructions) take precedence over AAS. Several AASs are modified by the Instructions to vary application, disclosure format and wording. Where modification is required and has had a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

Basis of preparation

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

Judgements and estimates

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

Contributed equity

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

2 Use of our funding
Expenses incurred in the delivery of services

This section provides additional information about how CR 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 CR TAFE in achieving its objectives and the relevant notes are:

	Notes	2020	2019
Employee benefits expenses	2.1(a)	38,638,267	37,001,948
Employee related provisions	2.1(b)	7,965,455	7,116,720
Other expenditure	2.3	15,987,801	16,382,853

DISCLOSURES AND LEGAL COMPLIANCE

2.1(a) Employee benefits expenses

	2020	2019
Employee benefits	34,808,974	33,672,845
Termination benefits	548,028	116,320
Superannuation - defined contribution plans	3,281,265	3,212,783
Total employee benefits expenses	38,638,267	37,001,948
Add: AASB 16 Non-monetary benefits		
Provision of housing benefits	381,749	358,443
Less: Employee Contributions - right-of-use lease arrangements	(171,847)	(162,175)
Less: Employee Contributions - other, periodic leases	(55,667)	(53,280)
Net employee benefits expenses	38,792,501	37,144,935

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

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

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

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

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

2.1(b) Employee related provisions

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

	2020	2019
Current		
<u>Employee benefits provision</u>		
Annual leave	2,309,266	1,877,854
Long service leave	2,715,955	2,480,412
Deferred salary scheme	9,156	75,570
Purchased leave	1,182	13,408
	5,035,559	4,447,244
<u>Other provisions</u>		
Employment on-costs	317,471	266,067
Total current employee related provisions	5,353,030	4,713,311
Non-current		
<u>Employee benefits provision</u>		
Long service leave	2,499,283	2,304,100
	2,499,283	2,304,100
<u>Other provisions</u>		
Employment on-costs	113,142	99,309
Total non-current employee related provisions	2,612,425	2,403,409
Total employee related provisions	7,965,455	7,116,720

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

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

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

DISCLOSURES AND LEGAL COMPLIANCE

Long service leave liabilities: Unconditional long service leave provisions are classified as current liabilities as CR TAFE does not have an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period.

Pre-conditional and conditional long service leave provisions are classified as non-current liabilities because CR 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 CR TAFE does not expect to wholly settle the amounts within 12 months. The present value is measured taking into account the present value of expected future payments to be made in relation to services provided by employees up to the reporting date. These payments are estimated using the remuneration rate expected to apply at the time of settlement, and discounted using market yields at the end of the reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

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

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

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

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of Note 2.3 Other expenditure (apart from the unwinding of the discount (finance cost)) and are not included as part of CR TAFE's 'employee benefits expense'. The related liability is included in 'Employment on-costs provision'.

Employment on-costs provisions	2020	2019
Carrying amount at start of period	365,376	321,401
Additional / (reversals of) provisions recognised	65,237	43,975
Total Carrying amount at end of period	430,613	365,376

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 CR 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 Grants and subsidies

CR TAFE had no grants and subsidies as at 31 December 2020.

DISCLOSURES AND LEGAL COMPLIANCE

2.3 Other expenditure

	2020	2019
Supplies and services		
Consumables and minor equipment	2,685,511	2,863,333
Communication expenses	357,310	348,535
Utilities expenses	1,204,775	1,316,606
Consultancies and contracted services	5,211,304	4,945,267
Minor works	189,205	89,831
Repairs and maintenance	795,426	552,136
Rental Cost	92,366	159,628
Travel and passenger transport	310,872	654,305
Advertising and public relations	396,759	225,461
Staff professional development activities	56,972	81,276
Supplies and services - other	931,671	687,579
Total supplies and services expenses	12,232,172	11,923,957
Other expenditure		
Audit fees	162,000	162,000
Building maintenance	1,213,005	1,233,931
Expected credit losses expense	-	66,743
Employment on-costs	2,221,650	2,302,616
Student prizes and awards	29,242	41,947
Losses and write-offs	28,322	133,641
Other	81,410	17
Total other expenses	3,735,629	3,940,896
Asset revaluation decrement		
Asset revaluation decrement	20,000	518,000
Total asset revaluation decrement	20,000	518,000
Total other expenditure	15,987,801	16,382,853

Supplies and services expenses are recognised as an expense in the reporting period in which they are incurred. The carrying amounts of any materials held for distribution are expensed when the materials are distributed.

Rental expenses include:

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

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

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

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

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

Asset Revaluation:

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

DISCLOSURES AND LEGAL COMPLIANCE

3 Our funding sources

How we obtain our funding

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

	Notes	2020	2019
Income from State Government	3.1	47,101,144	42,480,521
User charges and fees	3.2	5,300,671	6,626,488
Trading profit	3.3	242,039	180,167
Commonwealth grants and contributions	3.4	-	-
Interest revenue	3.5	52,272	195,003
Other revenue	3.6	1,333,016	1,727,076
Gains/(Losses)	3.7G	5,711	(22,577)

3.1 Income from State Government

	2020	2019
Grants and subsidies received during the period:		
Grants and subsidies		
Delivery and Performance Agreement (DPA)	43,088,934	38,365,305
Non-DPA Grants from Department of Training and Workforce Development (DTWD)	2,456,326	2,787,006
	45,545,261	41,152,311
Resources received free of charge from other State Government agencies during the period:		
Department of Training and Workforce Development		
- Corporate systems support	1,082,393	1,057,451
- Marketing and publications	17,571	18,917
- Human resources and industrial relations support	87,742	79,033
- Other	368,178	172,810
	1,555,883	1,328,210
Total income from State Government	47,101,144	42,480,521

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

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

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

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

3.2 User charges and fees

	2020	2019
Fee for service		
Fee for service - general	841,506	1,035,698
Fee for service - Department of Training and Workforce Development (DTWD)	59,899	-
Fee for service - Government (other than DTWD)	26,985	22,427
International fees	52,352	70,779
Higher education	14,398	168,458
Total fee for service	995,141	1,297,362
Student fees and charges		
Tuition fees	2,796,840	3,601,165
Enrolment and Resource fees	984,386	987,370
Recognition of prior learning (RPL) fees	109,688	336,473
Incidental fees	2,754	2,225
Other College fees	27,609	57,573
Total student fees and charges	3,921,279	4,984,806
Ancillary trading		
Liveworks (not a trading activity)	372,079	334,139
Other Ancillary Revenue	12,172	10,182
Total ancillary trading	384,252	344,321
Total User charges and fees	5,300,671	6,626,488

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.

DISCLOSURES AND LEGAL COMPLIANCE

3.3 Trading profit

	2020	2019
Bookshop		
Sales	53,382	50,962
Cost of Sales:		
Opening Inventory	(39,657)	(61,994)
Purchases	(98,744)	(75,048)
	<u>(138,401)</u>	<u>(137,042)</u>
Closing Inventory	30,108	39,657
Cost of Goods Sold	<u>(108,293)</u>	<u>(97,384)</u>
Total trading profit/(loss) - Bookshop	<u>(54,911)</u>	<u>(46,423)</u>
Cafeteria (non-training related)		
Sales	589,114	561,978
Cost of Sales:		
Opening Inventory	(7,370)	(5,571)
Purchases	(349,850)	(338,878)
	<u>(357,220)</u>	<u>(344,449)</u>
Closing Inventory	8,547	7,370
Cost of Goods Sold	<u>(348,673)</u>	<u>(337,079)</u>
Total trading profit/(loss) - Cafeteria (non-training related)	<u>240,440</u>	<u>224,899</u>
Other trading		
Sales	56,510	1,690
Total trading profit/(loss) - Other trading	<u>56,510</u>	<u>1,690</u>
Total Trading profit/(loss)	<u>242,039</u>	<u>180,167</u>
Closing Inventory comprises:		
Current Inventories		
Finished goods		
At cost	(38,655)	(47,028)
Total current inventory trading activities	<u>(38,655)</u>	<u>(47,028)</u>
Total current inventories	<u>(38,655)</u>	<u>(47,028)</u>

Sales

Revenue is recognised at the transaction price when the CR TAFE 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 Commonwealth grants and contributions

CR TAFE has no grants as at 31 December 2020.

For non-reciprocal grants, CR 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.

3.5 Interest revenue

	2020	2019
Interest revenue	52,272	195,003

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

3.6 Other revenue

	2020	2019
Employee contributions	227,515	215,455
Rental and facilities fees	811,406	966,153
Sponsorship and donations revenue	22,875	234,336
Miscellaneous revenue	271,220	311,132
Total other revenue	<u>1,333,016</u>	<u>1,727,076</u>

DISCLOSURES AND LEGAL COMPLIANCE

Revenue is recognised and measured at the fair value of consideration received or receivable. Revenue is recognised for the major business activities as follows:

- Sponsorship and donations - including awards night sponsorship, cash donations, asset donations.
- Miscellaneous - including insurance and expense recoveries, fuel tax credits, revenue from prior years.

3.7 Gains/(Losses)

	2020	2019
<u>Net proceeds from disposal of non-current assets</u>		
Motor vehicles, caravans and trailers	11,818	-
Total proceeds from disposal of non-current assets	11,818	-
<u>Carrying amount of non-current assets disposed</u>		
Buildings	-	(21,750)
Motor vehicles, caravans and trailers	(3,642)	-
Plant, furniture and general equipment	(2,466)	(827)
Net gains/(losses)	5,711	(22,577)
<u>Other gains/(loss)</u>		
Gain/(loss) arising from lease arrangements	441	(135)
Gain/(loss) arising from changes in fair value - buildings	2,602,565	1,848,859
Other gains/(loss)	2,603,006	1,848,724
Total gains/(loss)	2,608,716	1,826,147

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 CR 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	2020	2019
Property, plant and equipment	4.1	110,441,288	109,023,528
Right-of-use assets	4.2	1,654,659	2,078,153
Total key assets		112,095,946	111,101,681

Initial recognition

Items of property, plant and equipment, costing \$5,000 or more are measured initially at cost. Where an asset is acquired for no or nominal cost, the cost is valued at its fair value at the date of acquisition. Items of property, plant and equipment costing less than \$5,000 are immediately expensed direct to the Statement of Comprehensive Income (other than where they form part of a group of similar items which are significant in total).

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

Subsequent measurement

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

Land is carried at fair value.

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

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

Land and buildings are independently valued annually by the Western Australian Land Information Authority (Valuations and Property Analytics) 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 are valued by the Western Australian Land Information Authority (Valuations and Property Analytics). The valuations were performed during the year ended 31 December 2020 and recognised at 31 December 2020. In undertaking the revaluation, fair value was determined by reference to market values for land: \$8,978,500 (2019: \$8,998,500) and buildings: \$99,453,660 (2019: \$97,641,980). For the remaining balance, fair value of buildings was determined on the basis of comparison with market evidence for land with low level utility (high restricted use land).

Revaluation model:

a) Fair Value where market-based evidence is available:

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

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

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

Existing use buildings: Fair value is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Where the fair value of buildings is determined on the depreciated replacement cost basis, the gross carrying amount is adjusted in a manner that is consistent with the revaluation of the carrying amount of the asset and the accumulated depreciation is adjusted to equal the difference between the gross carrying amount and the carrying amount of the asset.

Restricted use land: Fair value is determined by comparison with market evidence for land with similar approximate utility (high restricted use land) or market value of comparable unrestricted land (low restricted use land).

Significant assumptions and judgements: The most significant assumptions and judgements in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated economic life. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets.

DISCLOSURES AND LEGAL COMPLIANCE

4.1 Property, plant and equipment

	Land	Buildings	Buildings under construction	Motor vehicles, caravans and trailers	Plant, furniture and general equipment	Computer equipment, communica- tion network	Total
	\$	\$	\$	\$	\$	\$	\$
Year ended 31 December 2020							
1 January 2020							
Gross carrying amount	8,998,500	97,641,980	69,440	559,054	4,316,831	219,504	111,805,308
Accumulated depreciation	-	-	-	(492,552)	(2,085,573)	(203,654)	(2,781,780)
Carrying amount at start of period	8,998,500	97,641,980	69,440	66,501	2,231,258	15,849	109,023,528
Additions		2,463,792	(69,440)	40,258	246,830		2,681,440
Transfers (a)							-
Other disposals				(3,641)	(2,466)		(6,107)
Revaluation increments/(decrements)	(20,000)	2,602,565					2,582,565
Depreciation	-	(3,254,677)	-	(50,116)	(530,078)	(5,267)	(3,840,138)
Carrying amount 31 December 2020	8,978,500	99,453,660	-	53,002	1,945,544	10,582	110,441,288
Gross carrying amount	8,978,500	99,453,660	-	563,831	4,557,049	219,504	113,772,544
Accumulated depreciation	-	-	-	(510,830)	(2,611,505)	(208,921)	(3,331,256)

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

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

4.1.1 Depreciation and impairment

Charge for the period

	2020	2019
<u>Depreciation</u>		
Buildings	3,254,677	3,156,824
Motor vehicles, caravans and trailers	50,116	103,999
Plant, furniture and general equipment	530,078	581,434
Computers and communication network	5,267	20,623
Total depreciation for the period	3,840,138	3,862,881

As at 31 December 2020 there were no indications of impairment to property, plant and equipment.

Please refer to Note 4.3 Intangible assets for guidance in relation to the impairment assessment that has been performed for intangible assets.

Finite useful lives

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

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

Asset	Useful life: years
Building	40 years
Motor vehicles, caravans and trailers	3 to 23 years
Plant, furniture and general equipment	3 to 28 years
Computer and communication equipment	1 to 15 years
Marine craft	7 to 10 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 the College capitalisation policy, like Computer equipment items, less than the capitalisation threshold is recognised as a grouped asset at year end in accordance with Treasurer’s Instruction 1101. Purchases in a given year are depreciated over future years in line with standard college depreciation rates.

Impairment

Non-financial assets, including items of property, plant and equipment, are tested for impairment whenever there is an indication that the asset may be impaired. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered impaired and is written down to the recoverable amount and an impairment loss is recognised.

Where an asset measured at cost is written down to its recoverable amount, an impairment loss is recognised through profit or loss.

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

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

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

The risk of impairment is generally limited to circumstances where an asset’s depreciation is materially understated, where the replacement cost is falling or where there is a significant change in useful life. Each relevant class of assets is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of future consumption or expiration of the asset’s economic benefits and to evaluate any impairment risk from declining replacement costs.

DISCLOSURES AND LEGAL COMPLIANCE

4.2 Right-of-use assets

	2020	2019
Buildings	699,225	1,361,173
Government Regional Officers' Housing	604,030	485,131
Vehicles	351,404	231,849
Net Carrying Amount:	1,654,659	2,078,153

Additions to right-of-use assets during the 2020 financial year were \$697,694 (2019: \$170,959)

Initial recognition

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

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

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

CR 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 CR TAFE at the end of the lease term or the cost reflects the exercise of a purchase option, depreciation is calculated using the estimated useful life of the asset.

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

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

	2020	2019
Buildings	145,941	229,251
Government Regional Officers' Housing	371,116	345,865
Vehicles	149,473	174,318
Total right-of-use asset depreciation	666,530	749,434
Lease interest expense	54,974	78,065
Expenses relating to variable lease payments not included in lease liabilities (included in administrative expenses)	13,107	64,593
Short-term leases (included in 2.3 Other Expenditure)	35,456	34,476
Low-value leases (included in 2.3 Other Expenditure)	1,271	2,453

The total cash outflow for lease in 2020 was \$754,484 (2019: \$886,499)

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

CR TAFE has leases for vehicles, office and residential accommodations.

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

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

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

4.3 Intangible assets

The College held no goodwill or intangible assets with an indefinite useful life during the reporting period.

DISCLOSURES AND LEGAL COMPLIANCE

5 Other assets and liabilities

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

	Notes	2020	2019
Receivables	5.1	1,091,917	1,244,327
Other assets	5.2	572,434	651,251
Payables	5.3	1,364,085	1,252,850
Contract liabilities	5.4	-	-
Other liabilities	5.5	848,988	2,016,806

5.1 Receivables

	2020	2019
Current		
Receivables - Trade	268,673	486,861
Receivables - Students	833,356	798,891
Allowance for impairment of receivables	(541,123)	(596,374)
Accrued revenue	329,593	393,089
GST receivable	201,418	161,860
Total current	1,091,917	1,244,327
Total receivables	1,091,917	1,244,327

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

5.2 Other assets

	2020	2019
Current		
Prepayments	572,309	650,921
Other	124	331
Total current	572,434	651,251
Balance at end of period	572,434	651,251

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

	2020	2019
Current		
Trade payables	3,054	16,337
Accrued expenses	737,691	813,588
Accrued salaries and related costs	624,848	418,020
Paid parental leave payable	(1,508)	4,905
Total current	1,364,085	1,252,850
Balance at end of period	1,364,085	1,252,850

Payables are recognised at the amounts payable when CR TAFE becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as settlement is generally within 30 days.

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

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

5.4 Contract liabilities

Contract liabilities, classified as amounts due to customers for services yet to be provided, primarily relate to when CR TAFE has received consideration in advance of satisfying the performance obligation. Refer to Notes 3.2 for details of the revenue recognition policy.

DISCLOSURES AND LEGAL COMPLIANCE

5.5 Other liabilities

	2020	2019
Current		
Income received in advance	696,307	447,982
Grants and advances (provision for under-delivery in Government funded courses)	141,761	1,554,265
Monies/deposits held in trust	10,920	14,560
Total current	848,988	2,016,806
Balance at end of period	848,988	2,016,806

6 Financing

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

	Notes
Cash and cash equivalents	6.1
Lease liabilities	6.2
Assets pledged as security	6.3
Finance costs	6.4
Commitments	6.5

6.1 Cash and cash equivalents

	2020	2019
Current		
Cash and cash equivalents		
Cash On Hand	5,162	4,762
Cash At Bank	2,498,375	4,862,196
Total cash and cash equivalents	2,503,537	4,866,958
Total current	2,503,537	4,866,958
Non-current		
Restricted cash and cash equivalents non-current ^(a)	722,202	601,571
Total non-current	722,202	601,571
Balance at end of period	3,225,739	5,468,530

^(a) Includes a 27th pay provision. When there are 27 fortnightly pay periods in a financial year, a provision is required to ensure there are sufficient funds to cover the pay period; usually accumulated over 11 years, to occur in the 2025 financial year.

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

	2020	2019
Current	487,122	540,489
Non-current	1,226,606	1,580,321
Balance at end of period	1,713,728	2,120,810

Initial measurement

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

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

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

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

DISCLOSURES AND LEGAL COMPLIANCE

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

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

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

Subsequent measurement

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

6.3 Assets pledged as security

	2020	2019
Assets pledged as security		
The carrying amounts of non-current assets pledged as security are:		
Right-of use asset buildings	699,225	1,361,173
Right-of use asset Government Regional Officers' Housing	604,030	485,131
Right-of use asset vehicles	351,404	231,849
Total assets pledged as security	1,654,659	2,078,153

CR TAFE has secured the right-of-use assets against the related lease liabilities. In the event of default, the rights to the leased assets will revert to the lessor.

6.4 Finance costs

	2020	2019
Finance costs		
Lease interest expense	54,974	78,065
Finance costs expensed	54,974	78,065

'Finance cost' includes the interest component of lease liability repayments

6.5 Commitments

6.5.1 Other operating lease commitments

	2020	2019
Other expenditure commitments, (Carnarvon airport) contracted for at the end of the reporting period but not recognised as liabilities are payable as follows:		
Within 1 year	106	106
Later than 1 year and not later than 5 years	213	319
Balance at end of period	319	425

The totals presented for operating lease commitments are GST inclusive.

7 Risks and Contingencies

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

	Notes
Financial Instruments	7.1
Contingent assets	7.2.1
Contingent liabilities	7.2.2

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:

	2020	2019
<u>Financial assets</u>		
Cash and cash equivalents	2,503,537	4,866,958
Restricted cash and cash equivalents	722,202	601,571
Receivables ^(a)	890,499	1,082,467
Total financial assets	4,116,237	6,550,996

DISCLOSURES AND LEGAL COMPLIANCE

Financial liabilities

Financial liabilities measured at amortised cost ^(b)	1,364,085	1,252,850
Lease liabilities	1,713,728	2,120,810
Total financial liabilities	3,077,814	3,373,660

^(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

CR TAFE has no contingent assets.

7.2.2 Contingent liabilities

CR TAFE has no contingent liabilities.

Contaminated Sites

Under the Contaminated Sites Act 2003, the CR TAFE is required to report known and suspected contaminated sites to the Department of Water and Environmental Regulations (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, CR TAFE may have a liability in respect of investigation or remediation expenses.

During the period ended 31 December 2012 the former CY O'Connor Institute, which is now part of CR TAFE, reported a suspected contaminated site (the Northam Campus) to DWER. The site was subsequently classified by DWER as 'Possibly contaminated and required further investigation'. As at the date of this report, in conjunction with the Department of Training and Workforce Development (DTWD), DWER and Building Management and Works (BMW), the remediation and routine maintenance has involved the removal of a building containing asbestos and an annual burn off in October 2019 of the surrounding land to reduce fuel and identification of any Asbestos Contained Material (ACM). CR TAFE actively manage fire prevention with routine burn offs. If any further asbestos is noted during these, they will be referred to DWER.

8 Other disclosures

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

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

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 CR TAFE financial position.

8.2 Correction of period errors/changes in accounting policies

There are no significant corrections of period errors/changes in accounting policies that require retrospective adjustment.

8.3 Key management personnel

CR TAFE has determined key management personnel to include the Managing Director, senior officers of CR TAFE and the Minister that CR TAFE assists. CR 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 CR TAFE for the reporting period are presented within the following bands:

DISCLOSURES AND LEGAL COMPLIANCE

	2020	2019
Compensation of the accountable authority (\$)		
290,001 - 300,000	1	
280,001 - 290,000		1
20,001 - 30,000	1	1
0 - 10,000	10	10
Compensation of the senior officers (\$)		
180,001 - 190,000	2	2
170,001 - 180,000	2	1
160,001 - 170,000	1	1
50,001 - 60,000		1
20,001 - 30,000		2
Accountable Authority	350,783	347,901
Senior Officers	883,861	808,525
Total compensation of key management personnel	1,234,644	1,156,426

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

8.4 Related parties

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

Related parties of CR TAFE include:

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

Material transactions with other related parties

Outside of normal citizen type transactions with CR 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

CR TAFE has no related bodies.

8.6 Affiliated bodies

CR 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:

	2020	2019
Auditing the accounts, financial statements, controls and key performance indicators	162,000	162,000

8.8 Non-current assets classified as held for transfer

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

8.9 Equity

Contributed equity

	2020	2019
Balance at start of period	134,501,333	134,325,754
<i>Contributions by owners</i>		
Capital appropriation	1,676,654	175,579
Total contributions by owners	136,177,987	134,501,333
Balance at the end of period	136,177,987	134,501,333

DISCLOSURES AND LEGAL COMPLIANCE

8.10 Supplementary financial information

(a) Write-offs

During the financial year, \$24,608 (2019: \$128,467) of debts due to the College were written off and \$0 (2019: \$0) was written off the asset register and \$3,714 (2019: \$5,174) of obsolete inventory under the authority of:

	2020	2019
The accountable authority	28,322	133,641
	28,322	133,641

DISCLOSURES AND LEGAL COMPLIANCE

8.11 Explanatory statement (Controlled Operations)

All variances between estimates (original budget) and actual results for 2020, and between the actual results for 2020 and 2019 are shown below. Narratives are provided for key major variances, which are generally greater than: 10% and 1 million for the Statement of Comprehensive Income, Cash flows and Statement of Financial Position.

8.11.1 Statement of Comprehensive

Income Variances

Variance Note	Estimate 2020 \$	Actual 2020 \$	Actual 2019 \$	Variance between estimate and actual \$	Variance between actual results for 2020 and 2019 \$
Expenses					
Employee benefits expense	35,713,764	38,638,267	37,001,948	2,924,503	1,636,319
Finance cost	-	54,974	78,065	54,974	(23,091)
Supplies and services	11,766,332	12,232,172	11,923,957	465,840	308,215
Asset revaluation decrement	-	20,000	518,000	20,000	(498,000)
Other expenses	3,477,500	3,735,629	3,940,896	258,129	(205,267)
Cost of sales	398,397	456,967	434,463	58,570	22,503
Loss on disposal of non-current assets	-	-	22,577	-	(22,577)
Loss on disposal of lease arrangements	-	-	135	-	(135)
Depreciation and amortisation expense	3,554,775	4,506,668	4,612,315	951,893	(105,647)
Total cost of services	54,910,768	59,644,677	58,532,356	4,733,909	1,112,320
Income					
Fee for service	945,186	995,141	1,297,362	49,955	(302,221)
Student fees and charges	4,467,739	3,921,279	4,984,806	(546,460)	(1,063,527)
Ancillary trading	305,313	384,252	344,321	78,939	39,931
Sales	550,215	699,006	614,630	148,791	84,375
Interest revenue	296,604	52,272	195,003	(244,332)	(142,732)
Other revenue	1,480,233	1,333,016	1,727,076	(147,217)	(394,061)
Total revenue	8,045,290	7,384,964	9,163,198	(660,326)	(1,778,234)
Gains					
Gain on disposal of non-current assets	-	5,711	-	5,711	5,711
Other gains	-	2,602,565	1,848,859	2,602,565	753,705
Gain on disposal of lease arrangements	-	441	-	441	441
Total gains	-	2,608,716	1,848,859	2,608,716	759,857
Total income other than income from State Government	8,045,290	9,993,681	11,012,058	1,948,391	(1,018,377)
NET COST OF SERVICES	46,865,478	49,650,996	47,520,299	2,785,518	2,130,697
Income from State Government					
Grants and subsidies	42,125,255	45,545,261	41,152,311	3,420,006	4,392,950
Resource Received	1,202,556	1,555,883	1,328,210	353,327	227,673
Total income from State Government	43,327,811	47,101,144	42,480,521	3,773,333	4,620,623
TOTAL COMPREHENSIVE DEFICIT FOR THE PERIOD	(3,537,667)	(2,549,852)	(5,039,778)	987,815	2,489,925

Major Estimate and Actual (2020) Variance Narratives

1. Other gains variance of \$2.6m due to Landgate land and building asset revaluations unknown at the time of preparing the 2020 Estimates. In 2020 net land decrement of \$20k (2019: \$518k net decrement) and net buildings increment of \$2.6m (2019: \$1.8m net increment).

Major Actual 2020 and Comparative (2019) Variance Narratives

A. Student fees and charges decreased by \$1.1m or 21% predominantly due to the Department of Training and Workforce Development's targeted fee relief; resulting in lower student fee revenue offset by an increase in grants from State Government. The COVID-19 pandemic also impacted student fee revenue, shortfall in training delivery and fee waivers.

B. Grants and subsidies increased by \$4.4m or 11% predominantly due to the Department of Training and Workforce Development's targeted fee relief; resulting in lower student fee revenue offset by an increase in grants from State Government.

DISCLOSURES AND LEGAL COMPLIANCE

8.11.2 Statement of Financial Position Variances

Variance Note	Estimate 2020 \$	Actual 2020 \$	Actual 2019 \$	Variance between estimate and actual \$	Variance between actual results for 2020 and 2019 \$	
ASSETS						
Current Assets						
Cash and cash equivalents	2,C	6,545,219	2,503,537	4,866,958	(4,041,682)	(2,363,421)
Receivables		1,996,564	1,091,917	1,244,327	(904,647)	(152,410)
Inventories		47,565	38,655	47,028	(8,910)	(8,373)
Other current assets		480,781	572,434	651,251	91,653	(78,818)
Total Current Assets		9,070,129	4,206,543	6,809,564	(4,863,586)	(2,603,022)
Non-Current Assets						
Restricted cash and cash equivalents		665,037	722,202	601,571	57,165	120,630
Property, plant and equipment		107,627,040	110,441,288	109,023,528	2,814,248	1,417,759
Right of Use Assets	3	-	1,654,659	2,078,153	1,654,659	(423,494)
Total Non-Current Assets		108,292,077	112,818,148	111,703,253	4,526,071	1,114,895
TOTAL ASSETS		117,362,206	117,024,690	118,512,817	(337,516)	(1,488,126)
LIABILITIES						
Current Liabilities						
Payables		1,955,078	1,364,085	1,252,850	(590,993)	111,235
Lease Liabilities		-	487,122	540,489	487,122	(53,367)
Employee related provisions		4,973,326	5,353,030	4,713,311	379,704	639,720
Other current liabilities	D	860,922	848,988	2,016,806	(11,934)	(1,167,818)
Total Current Liabilities		7,789,326	8,053,226	8,523,456	263,900	(470,230)
Non-Current Liabilities						
Lease liabilities	3	-	1,226,606	1,580,321	1,226,606	(353,714)
Employee related provisions		2,017,050	2,612,425	2,403,409	595,375	209,016
Total Non-Current Liabilities		2,017,050	3,839,031	3,983,730	1,821,981	(144,698)
TOTAL LIABILITIES		9,806,376	11,892,257	12,507,186	2,085,881	(614,928)
NET ASSETS		107,555,830	105,132,433	106,005,631	(2,423,397)	(873,198)
EQUITY						
Contributed equity		136,961,586	136,177,987	134,501,333	(783,599)	1,676,654
Accumulated surplus / (deficit)		(29,405,756)	(31,045,554)	(28,495,702)	(1,639,798)	(2,549,852)
TOTAL EQUITY		107,555,830	105,132,433	106,005,631	(2,423,397)	(873,198)

Major Estimate and Actual (2020) Variance Narratives

2. Cash and cash equivalents variance of \$4m due to the timing of the 2020 Estimates. Prepared in August 2019, the December 2019 year-end cash balance was estimated to be \$7.5m, however the actual 2019 year-end cash balance was \$5.4m; being \$2m less than estimated. This drawdown on cash reserves was to cover recurrent operating expenditure plus additional pressures such as:

- additional employee expenses on oncots for lecturing staff impacted by COVID-19
- additional repairs and maintenance
- lower student fees and fee for service revenue - shortfall in training and delivery enrolments, fee waivers, COVID-19 impact on reduced training delivery
- lower interest revenue due to a decline in cash reserves and lower interest rates

3. Right of use assets and lease liabilities variances due to right of use assets and lease liabilities unknown at the time of preparing the 2020 Estimates, however are consistent with prior year actuals.

Major Actual 2020 and Comparative (2019) Variance Narratives

C. Cash and cash equivalents decreased by \$2m or 49% due in part to COVID-19 revenue shortfall in both profile and commercial training delivery and other own-sourced revenue (bookshop, cafés, residential, rent relief, interest revenue, live work sales). However, a decrease in cash is a combination of recurrent operating expenditure, a decrease in revenue and need for asset investment; to ensure OSH compliance, maintain industry standard equipment and replace assets as required.

D. Other current liabilities decreased by \$1.2m or 58% due to delivery shortfall provision required in 2019 but not for 2020.

DISCLOSURES AND LEGAL COMPLIANCE

8.11.3 Statement of Cash Flows Variances

Variance Note	Estimate 2020 \$	Actual 2020 \$	Actual 2019 \$	Variance between estimate and actual \$	Variance between actual results for 2020 and 2019 \$
CASH FLOWS FROM STATE GOVERNMENT					
Grants and subsidies - DTWD	42,114,254	44,134,342	42,013,465	2,020,088	2,120,877
Total Net cash provided by State Government	42,114,254	44,134,342	42,013,465	2,020,088	2,120,877
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments					
Employee benefits expense	(35,612,764)	(37,627,982)	(36,816,381)	(2,015,218)	(811,601)
Supplies and services	(10,273,775)	(10,682,661)	(10,960,556)	(408,886)	277,895
Finance Cost	-	(54,974)	(78,065)	(54,974)	23,091
GST payments on purchases	(1,356,566)	(1,295,569)	(1,325,533)	60,997	29,964
Other payments	(3,642,340)	(4,082,373)	(4,125,565)	(440,033)	43,192
Receipts					
Fee for service	1,313,374	1,000,888	1,268,817	(312,486)	(267,929)
Student fees and charges	4,324,620	4,157,308	5,419,938	(167,312)	(1,262,630)
Ancillary trading	305,313	384,252	344,321	78,939	39,931
Interest received	296,604	71,824	243,149	(224,780)	(171,325)
GST receipts on sales	607,786	244,804	284,029	(362,982)	(39,225)
GST receipts from taxation authority	748,780	977,309	1,015,844	228,529	(38,535)
Other receipts	1,891,822	2,172,685	2,576,330	280,863	(403,645)
Net cash used in operating activities	(41,397,146)	(44,734,489)	(42,153,672)	(3,337,343)	(2,580,817)
CASH FLOWS FROM INVESTING ACTIVITIES					
Payments					
Purchase of non-current physical assets	(1,000,000)	(1,004,786)	(1,212,238)	(4,786)	207,452
Receipts					
Proceeds from sale of non-current physical as	-	11,818	-	11,818	11,818
Net cash provided by investing activities	(1,000,000)	(992,968)	(1,212,238)	7,032	219,270
CASH FLOWS FROM FINANCING ACTIVITIES					
Payments					
Principal elements of lease	-	(649,676)	(706,912)	(649,676)	57,236
Net cash provided by/(used in) financing activities	-	(649,676)	(706,912)	(649,676)	57,236
Net increase/(decrease) in cash and cash equivalents	(282,892)	(2,242,791)	(2,059,357)	(1,959,899)	(183,434)
Cash and cash equivalents at the beginning of period	7,493,148	5,468,530	7,527,887	(2,024,618)	(2,059,357)
CASH AND CASH EQUIVALENTS AT THE END OF PERIOD	7,210,256	3,225,739	5,468,530	(3,984,517)	(2,242,791)

Major Estimate and Actual (2020) Variance Narratives

Nil

Major Actual 2020 and Comparative (2019) Variance Narratives

E. Student fees and charges decreased by \$1.3m or 23% predominantly due to the Department of Training and Workforce Development's targeted fee relief; resulting in lower student fee receipts offset by an increase in grants from State Government. The COVID-19 pandemic also impacted student fee receipts, shortfall in training delivery and fee waivers.

ANNUAL ESTIMATES

**Central Regional TAFE
2021 S40 SUBMISSION
Statement of Comprehensive Income**

	2021 Budget Estimate \$
COST OF SERVICES	
Expenses	
Employee benefits expense	39,519,938
Supplies and services	12,378,503
Depreciation and amortisation expense	4,553,501
Finance costs	78,065
Cost of sales	418,976
Other expenses	3,429,901
Total Cost of Services	60,378,884
Income	
Revenue	
Fee for service	1,113,370
Student charges and fees	3,510,000
Ancillary trading	348,578
Sales	604,519
Interest revenue	105,000
Other revenue	1,491,092
Total Revenue	7,172,559
NET COST OF SERVICES	(53,206,325)
INCOME FROM STATE GOVERNMENT	
State funds	47,424,213
Resources received free of charge	1,221,797
Total income from State Government	48,646,010
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	(4,560,315)

**Central Regional TAFE
2021 S40 SUBMISSION
STATEMENT OF FINANCIAL POSITION**

	2021 Budget Estimate \$
ASSETS	
Current Assets	
Cash and cash equivalents	2,383,362
Inventories	27,028
Receivables	1,094,327
Other current assets	651,251
Total Current Assets	4,155,968
Non-Current Assets	
Restricted cash and cash equivalents	792,456
Property, plant and equipment	105,303,565
Right of Use Assets	2,078,153
Total Non-Current Assets	108,174,174
TOTAL ASSETS	112,330,142
LIABILITIES	
Current Liabilities	
Payables	1,252,852
Lease Liabilities	540,489
Provisions	4,713,311
Other current liabilities	462,541
Total Current Liabilities	6,969,193
Non-Current Liabilities	
Borrowings	1,580,321
Provisions	2,403,409
Total Non-Current Liabilities	3,983,730
TOTAL LIABILITIES	10,952,923
NET ASSETS	101,377,219
EQUITY	
Contributed Equity	138,484,332
Accumulated surplus/(deficiency)	(37,107,113)
TOTAL EQUITY	101,377,219

**Central Regional TAFE
2021 S40 SUBMISSION
STATEMENT OF CASH FLOWS**

	2021 Budget Estimate \$
CASH FLOWS FROM STATE GOVERNMENT	
State funds	47,324,215
Net cash provided by State Government	47,324,215
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Operating Payments	
Employee benefits	(39,469,939)
Supplies and services	(11,006,706)
Finance costs	(78,065)
GST payments on purchases	(1,460,873)
Cost of goods sold	(81,929)
Other payments	(3,552,004)
Operating Receipts	
Fee for service	1,481,557
Student fees and charges	3,166,881
Ancillary trading	348,578
Interest received	105,000
GST receipts on sales	654,519
GST receipts from taxation authority	806,355
Sale of Goods	144,937
Other receipts	1,810,662
Net cash provided by/(used in) operating activities	(47,131,027)
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of non-current physical assets	(600,000)
Net cash provided by/(used in) investing activities	(600,000)
Net increase/(decrease) in cash held and cash equivalents	(406,812)
Cash and cash equivalents at the beginning of the period	3,582,630
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	3,175,818

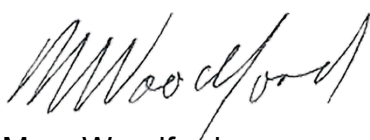
**Central Regional TAFE
2021 S40 SUBMISSION
STATEMENT OF CHANGES IN EQUITY**

	2021 Budget Estimate \$
Balance of equity at start of period	110,879,962
CONTRIBUTED EQUITY	
Balance at start of period	136,434,332
Capital contribution	2,050,000
Balance at end of period	138,484,332
ACCUMULATED SURPLUS (RETAINED EARNINGS)	
Balance at start of period	(32,546,798)
Restated balance at start of period	(32,546,798)
Surplus/(deficit) or profit/(loss) for the period	(4,560,315)
Balance at end of period	(37,107,113)
Balance of equity at end of period	101,377,219
Total income and expense for the period	(4,560,315)

KEY PERFORMANCE INDICATORS

Certification of Key Performance Indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Central Regional TAFE's performance, and fairly represent the performance of the Central Regional TAFE for the year ended 31 December 2020.



Mary Woodford
Governing Council Chair
Central Regional TAFE

11 March 2021



Bill Swetman
Managing Director
Member of Governing Council
Central Regional TAFE

11 March 2021

Government Goals

Future Jobs and Skills: Grow and diversify the economy, create jobs and support skills and development.

Desired Outcome

The provision of Vocational Education and Training services to meet community and industry training needs.

Central Regional TAFE has developed key performance indicators to report performance relating to the effectiveness and efficiency with which the above outcome has been achieved. The College uses these indicators in reviewing its performance and in its ongoing commitment to improve its programs and services.

Effectiveness Indicators

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

Key Effectiveness Indicator 1.1: Overall Student Satisfaction

To determine performance against Key Performance Indicator 1.1 (Student Satisfaction), the College has used the WA Student Satisfaction Survey 2020, conducted by EY Sweeney on behalf of the Western Australian Department of Training and Workforce Development (DTWD).

The aim of the survey is to gain an understanding of students' training requirements and to measure the quality of the delivery of training and services provided by Central Regional TAFE.

The overall student satisfaction rating calculates the number of 'satisfied' and 'very satisfied' respondents. The results provide an overall expression of how satisfied students are with various services provided by the College. Students were asked to respond to the question 'Overall, how satisfied were you with your course?' on a five point scale where one is 'very satisfied' and five is 'very dissatisfied'. Table One shows the proportion of respondents who were either very satisfied or satisfied overall with their course(s).

Table One: Overall Student Satisfaction Rate

	2018 Actual	2019 Actual	2020 Target	2020 Actual
Central Regional TAFE	92.0%	92.6%	93.5%	91.6%
Western Australia	88.2%	87.5%	NA	87.6%

Source: EY Sweeney, Student Satisfaction Survey 2020

Derivation:

The total population for Central Regional TAFE was 3,614 students and 768 responses were received. This represents a response rate of 21.3%. The College's relative confidence interval was $\pm 1.7\%$ at the 95% confidence level.

The total population for the whole of Western Australia (excluding private training providers) was 43,397 students and 10,089 responses were received. This represents a response rate of 23.2%. The whole of Western Australia's relative confidence interval was $\pm 0.6\%$ at the 95% confidence level.

Notes: These figures are representative for the whole of 2020.

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

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

Key Effectiveness Indicator 1.2: Graduate Achievement Rate

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

Graduate achievement is a question in the Student Outcomes Survey and measures the extent to which the College graduates have wholly or partly achieved their main reason for undertaking their course. The measure shows the proportion of graduates who indicated they had fully achieved or partly achieved their main reason for doing the training. The question has four response options 'Yes', 'No', 'Partly' or 'Don't know yet'.

Table Two: Graduate Achievement

	2018 Actual	2019 Actual	2020 Target	2020 Actual
Central Regional TAFE	87.2%	87.7%	91.0%	84.4%
TAFE Australia	82.1%	81.9%	N/A	81.8%
All VET Providers Australia	84.2%	83.9%	N/A	83.6%

Source: 2020 Student Outcomes Survey, National Centre for Vocational Education Research (NCVER)

Derivation: The total population of Central Regional TAFE graduates is 1,657 and 518 responses were received. The College's relative confidence interval was $\pm 2.6\%$ at the 95% confidence level.

Key Effectiveness Indicator 1.3: Graduate Destination Rate

Graduation destination data is also taken from the Student Outcome Survey and measures the proportion of graduates in employment. This measure shows the extent to which the organisation is providing relevant, quality training that enhances student employability. Graduate employment status measures who was employed, unemployed or not in the labour force.

Table Three: Graduate Employment Outcomes

	2018 Actual	2019 Actual	2020 Target	2020 Actual
Graduates Employed				
Central Regional TAFE	78.9%	79.3%	85.0%	75.0%
TAFE Australia	72.4%	71.3%	N/A	65.7%
All VET providers Australia	77.3%	76.6%	N/A	68.6%
Graduates Unemployed				
Central Regional TAFE	12.3%	11.4%	N/A	13.3%
TAFE Australia	16.5%	17.1%	N/A	17.5%
All VET providers Australia	14.2%	14.6%	N/A	16.4%
Graduates Not in Labour Force				
Central Regional TAFE	8.8%	9.2%	N/A	11.8%
TAFE Australia	11.0%	11.6%	N/A	16.6%
All VET providers Australia	8.5%	8.7%	N/A	14.8%

Source: 2020 Student Outcomes Survey, National Centre for Vocational Education Research (NCVER)

Derivation:

The total population of Central Regional TAFE graduates was 1,657 and 518 responses were received.

The total population of TAFE Australia graduates was 156,817 and 55,794 responses were received.

The total population of All VET providers Australia graduates was 490,060 and 165,761 responses were received.

Key Effectiveness Indicator 1.4: Achievement of Profile Delivery

This performance indicator reports the effectiveness of Central Regional TAFE in meeting targets in the Delivery and Performance Agreement (DPA), through which the College is resourced to deliver training purchased by Government. Purchased delivery takes into consideration the needs of the local community, individuals and the workforce development requirements of industry. Through this delivery the College is able to assist clients to achieve their desired training outcomes.

Table Four: Achievement of 2020 Profile, Estimated Vs Achieved SCH

	Target SCH	Achieved SCH	% Achieved
2018	1,915,978	1,857,162	96.9%
2019	1,915,978	1,890,188	98.7%
2020	1,920,978	1,753,856	91.3%

Source: Central Regional TAFE Delivery and Performance Agreement (DPA) for the target SCH and TECH One Student Management System for achieved SCH

Notes:

- i The % Profile Achievement is obtained by dividing the actual DPA SCH achieved by the Target SCH contained within the DPA

Overall Achievement of Profile Delivery

This performance indicator shows the overall percentage of Student Curriculum Hours (SCH) achieved for training purchased by the Department of Training and Workforce Development and summarises the data in Table Five.

Achievement of Profile Delivery by ANZSCO Group

This measure indicates the estimate (i.e. amount purchased) and actual achievement of Student Curriculum Hours (SCH) by the State Australian and New Zealand Standard Classification of Occupation (ANZSCO) Groups. The classification of these Groups is based on the occupation or outcome the course is intended to serve and highlights the College's performance in achieving delivery targets.

Table Five: Achievement of 2020 Profile by the State Australian and New Zealand Standard Classification of Occupation Groups

ANZSCO Group		2020 Target SCH	2020 Actual SCH
1	MANAGERS	40,000	30,376
11	Chief Executives, General Managers and Legislators	9,000	7,940
12	Farmers and Farm Managers	4,400	355
13	Specialist Managers	10,600	11,910
14	Hospitality, Retail and Service Managers	16,000	10,171
2	PROFESSIONALS	123,820	90,751
21	Arts and Media Professionals	29,500	22,000
22	Business, Human Resource and Marketing Professionals	3,520	2,960
23	Design, Engineering, Science and Transport Professionals	59,300	47,951
24	Education Professionals	21,500	7,760
26	ICT Professionals	10,000	8,950
27	Legal, Social and Welfare Professionals	0	1,130
3	TECHNICIANS AND TRADES WORKERS	380,587	326,065
31	Engineering, ICT and Science Technicians	48,278	33,672
32	Automotive and Engineering Trades Workers	179,497	152,913
33	Construction Trades Workers	39,230	31,625
34	Electrotechnology and Telecommunications Trades Workers	37,900	36,920
35	Food Trades Workers	29,000	20,210
36	Skilled Animal and Horticultural Workers	37,382	41,545
39	Other Technicians and Trades Workers	9,300	9,180
4	COMMUNITY AND PERSONAL SERVICE WORKERS	446,748	416,378
41	Health and Welfare Support Workers	149,851	146,245
42	Carers and Aides	212,405	217,167
43	Hospitality Workers	12,872	10,615
44	Protective Service Workers	5,000	0
45	Sports and Personal Service Workers	66,620	42,351
5	CLERICAL AND ADMINISTRATIVE WORKERS	146,340	128,613
51	Office Managers and Program Administrators	16,000	12,925
53	General Clerical Workers	70,440	62,443
54	Inquiry Clerks and Receptionists	0	4,330
55	Numerical Clerks	29,100	30,105
59	Other Clerical and Administrative Workers	30,800	18,810
6	SALES WORKERS	26,808	6,418
61	Sales Representatives and Agents	12,000	0
62	Sales Assistants and Salespersons	14,808	6,418

ANZSCO Group		2020 Target SCH	2020 Actual SCH
7	MACHINERY OPERATORS AND DRIVERS	263,400	322,930
71	Machine and Stationary Plant Operators	105,400	70,583
72	Mobile Plant Operators	151,000	251,862
73	Road and Rail Drivers	7,000	485
8	LABOURERS	246,275	230,289
82	Construction and Mining Labourers	39,296	36,445
83	Factory Process Workers	25,412	34,022
84	Farm, Forestry and Garden Workers	95,476	84,066
85	Food Preparation Assistants	13,000	11,325
89	Other Labourers	73,091	64,431
G	GENERAL EDUCATION	247,000	202,036
GB	Adult Literacy	127,300	149,605
GE	Targeted Courses	119,700	52,431
Total SCH		1,920,978	1,753,856

Source: Central Regional TAFE Delivery and Performance Agreement (DPA) for the target SCH and TECH One Student Management System for achieved SCH

Note:

Due to COVID-19 there was lower SCH hours in 2020 than compared to the prior year and the target.

COVID-19 Factors impacting delivery (SCH) in 2020 included disruptions to training in some industry areas, which caused some courses to be delayed or in a few cases cancelled. Difficulties attracting and retaining lecturers in key areas, and the unforeseen departure of lecturers in several areas also impacted the college's delivery, particularly in the second half of 2020 as training portfolios attempted to catch up on COVID related delays from Semester 1.

Efficiency Indicator

The efficiency indicator is a measure that shows the average cost of training delivery per student curriculum hour (SCH).

Key Efficiency Indicator 1.1: Overall cost per SCH

The overall cost per SCH demonstrates the efficiency with which the College manages its resources to enable the provision of vocational education and training services to meet community and industry needs.

The aggregate unit cost is calculated by determining the total cost of services, as reported in the College's 2020 Financial Statements, and dividing by the actual SCH delivered for profile and non-profile, excluding credit transfers, exam only and continuing students.

Table Six: Cost per Student Curriculum Hours (\$/SCH)

	2018 Actual	2019 Actual	2020 Target	2020 Actual
\$ per SCH	\$30.42	\$28.77	\$27.17	\$32.68

Source: Financial Statements and TECH One Student Management System.

Notes:

- i The total cost of services used to calculate the Cost per SCH includes non-cash items such as depreciation, asset revaluation decrements and resources received free of charge. A variance of non-cash expenses of \$1.3m between estimates \$4.7m and actuals \$6m, predominately the lease depreciation estimate.

DISCLOSURES AND LEGAL COMPLIANCE

- ii The 2020 actual Cost per SCH is \$5.51 more than the target. The reason for the variance is a combination of a shortfall of 167k student curriculum hours in training delivery, represented by an increase of \$4.6m in total cost of services compared with the Section 40 Estimates. \$1.3m is attributed to non-cash items. \$2.8m is attributed to increase in salaries including severances and additional staffing required or committed to as result of COVID-19 and the remaining \$500k across other expenditure.