



2021 ANNUAL REPORT



*We're working for
Western Australia.*

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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 2021 to 31 December 2021.

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

Acknowledgment of Country

Central Regional TAFE acknowledges the Traditional Custodians of Country throughout the Midwest, Gascoyne, Wheatbelt and Goldfields regions and their connections to land, sea and community.

We pay our respects to their Elders past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander Peoples today.



Gascoyne - Goldfields - Wheatbelt - Midwest

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
12th 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 2021.



Graeme Wilmot
Governing Council Chair
Central Regional TAFE

17 March 2022



Joanne Payne
Acting Managing Director
Central Regional TAFE

17 March 2022



AGENCY OVERVIEW

EXECUTIVE SUMMARY

MESSAGE FROM THE GOVERNING COUNCIL CHAIR AND MANAGING DIRECTOR

Welcome to the 2021 Central Regional TAFE (CR TAFE) Annual Report. The year saw the College achieve significant growth in training, reaching 96% of planned publicly funded delivery against a target of 2,174,678 student curriculum hours (SCH). This is an increase of 327,723 SCH on the level achieved in 2020, with the College contributing strongly to Government's priority to increase access to training places for Western Australians. Early in the year the College Executive implemented a strategy to re-focus on improving the student journey, developing the capacity of our people, and meeting our planned training targets. This strategy has paid off with many initiatives launched in 2021 that will contribute to the ongoing achievements of the College in 2022.

The year was also marked by change with the departure of Managing Director, Bill Swetman, in May. COVID-19 continued to present challenges with effects felt in some of the College's locations, including the Wheatbelt campuses. The focus in 2021 remained on adhering to the advice of public health authorities, measures to safeguard the health and wellbeing of students and staff, and on enhancing our ability to offer technology supported learning when needed. Cyclone Seroja cut a path of destruction through the Gascoyne and Midwest regions in April, damaging properties and livelihoods in many of the communities in our region. The College played its part in the relief response by assisting in whatever capacity was needed, including making available accommodation in the student Residential Village for emergency workers. Geraldton campus lost power for an extended period as continuity of College operations was maintained from the Northam and Kalgoorlie campuses.

The College aims for excellence in training delivery, and this was acknowledged when Maryke Gray, Lecturer in Conservation and Land Management, was awarded WA Trainer of the Year and later named as runner up in the Trainer of the Year Award at the Australian Training Awards. Our students also experienced success as semi-finalists and finalists in the WA Training Awards and at the prestigious World Skills event held in Perth.

In response to the demand for skilled workers the College increased Apprentice and Trainee training in 2021 by leveraging a range of financial support for employers and streamlining some apprentice programs. In line with state priorities for training and local workforce skills demand CR TAFE also delivered a high proportion of hours in Health, Social Services, Children's Services, Maritime Operations, Civil Construction and Heavy Vehicle Driving Operations. These programs sit within the Priority Industry Qualifications training category and reflect a large proportion of *Lower fees, local skills* and *Skills Ready* programs.

The College continued to support the State's training priorities with more programs offered under the *Lower fees, local skills* initiative, and the COVID-19 and *Skills Ready* skill sets. These programs offer greatly reduced fees or fee-free access to training for eligible students. The announcement during 2021 that the current fee settings will continue until 2025 is welcome news for prospective TAFE students. Training opportunities for younger students, concession holders and job seekers taking up a range of half-price or fee-free skill sets has enhanced their job opportunities with employers seeking skilled workers.





Chef Don Hancey doing a demonstration to the Hospitality Job Connect students.



Chefs Tony Howell (left) and Don Hancey (right) who is also a WA Food Ambassador.

The Hospitality Job Connect Program in partnership with Tourism WA, the Midwest Development Commission, Jobs and Skills Centre and Tourism Geraldton Midwest provided students with hands-on training by celebrity chefs, industry mentoring and job application support that resulted in employment outcomes.

Working in partnership with industry and the community continues to be a key strategic goal and in 2021 the College was successful in gaining funding through the Commonwealth Cyber Security Skills Partnership Innovation Fund to develop regional capacity in this growing skills demand area. The College will partner initially with the City of Greater Geraldton, City of Kalgoorlie-Boulder and Iluka Resources over a three-year project to upskill workers and develop training programs for new entrants into cybersecurity occupations.

In 2021 the College received significant infrastructure investment as part of the State Government's Rebuilding TAFE program. Commencement of work on the new heavy trades workshop at Kalgoorlie Campus, a total refurbishment of the creative arts building at the Geraldton Campus, and a major refurbishment of the metals and construction trades workshop at the Northam Campus will greatly enhance CR TAFE's training facilities. The College was also provided with \$2m to overhaul the *MasterClass* training vessel, with this project to commence in 2022. A new workshop at Moora campus was delivered as part the Commonwealth's *Revitalising TAFE campuses Across Australia Initiative*, with matched funding from the State Government.

In 2021 the College launched its Blended Delivery Strategy which will be further developed in 2022 with the appointment of an Online Training Leader and the implementation of a range of technology-based projects to support innovative approaches to training and assessment. The Technology Enhanced Training (TET) project, and a project to purchase online training products will provide lecturers with increased access to equipment, digital tools and products and flexible, innovative learning environments, ensuring the College is well placed to deliver using blended delivery methods into the future.

Delivery of training for Aboriginal students remained a key focus in 2021 with a 17% increase in participation. The College provides a wide range of student support services including specialised Aboriginal Support positions, student mentoring, designated places in identified programs, nutrition programs and a number of scholarships to encourage retention and successful outcomes for Aboriginal students. In 2021 the College was proud to launch its Aboriginal Branding project. This is the culmination of an extensive consultation process across all the regions serviced by CR TAFE, to commission local



artists to create visual images representative of the diversity of the Aboriginal communities we work with. The stunning visual images are displayed prominently in the College and are used in College publications and signage. The branding connects CR TAFE with the Aboriginal communities we engage with and its prominence in the College is representative of the value we place in this engagement.

The College values of Quality; Integrity; Collaboration; Diversity; Innovation and Customer Service remain core to the way we work. In 2021, in sometimes challenging circumstances, the College continued to work closely with industry, employers, agencies and our communities to understand their training needs and to deliver quality training solutions. Drawing on the talent and commitment of our staff, the College achieved significant results in 2021. We assisted more than 10,000 students in their learning journey over nine campuses across 1.52 million square kilometres of Western Australia.

We extend our sincere thanks to all our industry and community partners for working with us and for their support with providing contextualised training through work-integrated learning and through assistance with access to industry-standard equipment. Your support is essential to our ability to provide skilled, work-ready graduates for the State's workforce. We would also like to acknowledge the ongoing support of the Department of Training and Workforce Development in furthering training in the regions.

Thank you to the amazing staff of CR TAFE, who make vocational training and the pathway to employment a reality for people that live and work in the regions we service.

We thank Governing Council members for their commitment, valued support and oversight throughout 2021. We also extend our thanks to Mary Woodford, who for the past six years (2015-2021) chaired the Governing Council through various challenges and acknowledge the contributions of Colin Murphy; Kylie Le Lievre and Di Granger who left governing Council in 2021.

Central Regional TAFE looks forward to another successful year of working collaboratively with our partners throughout the regions to ensure the needs of the local workforce, and the aspirations of individuals are met.



Graeme Wilmot
Governing Council Chair
Central Regional TAFE



Joanne Payne
A/Managing Director
Central Regional TAFE




ABOUT US

Agency Overview 2021



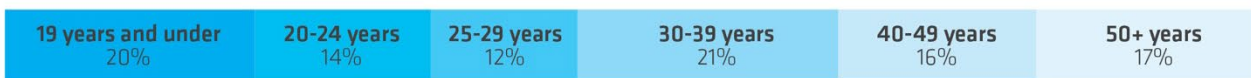
10,795
Enrolments



56.4% Male
43.5% Female
0.1% Non-binary



Servicing four regions:
Nine campuses spanning **58%** or **1.52million km²** of Western Australia: Northam, Kalgoorlie, Exmouth, Carnarvon, Merredin and Moora, with three in Geraldton



DELIVERED
+18.7% more
STUDENT CURRICULUM HOURS (SCH) THAN 2020



2021 WINNER
TRAINER OF THE YEAR
WA TRAINING AWARDS
2021 RUNNER-UP
TRAINER OF THE YEAR
AUSTRALIAN TRAINING AWARDS

Student satisfaction = **89%**
+1.7% above state average



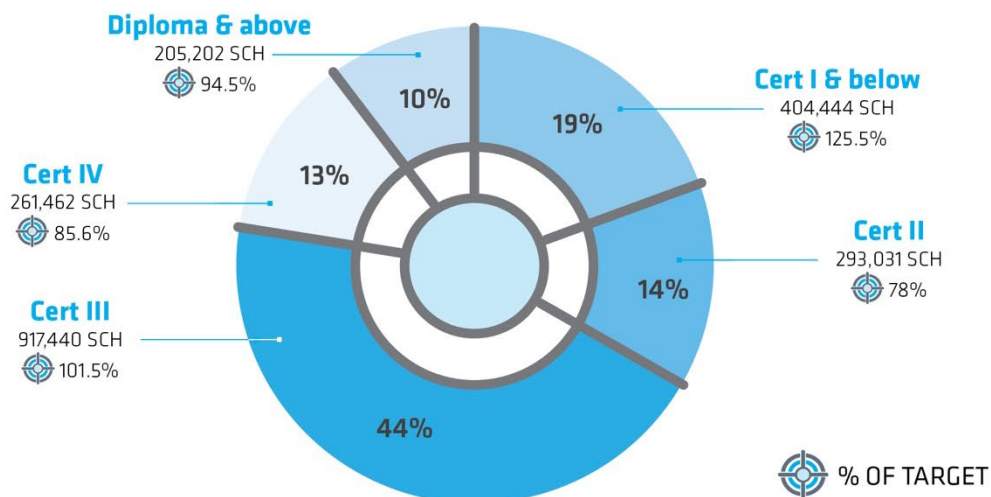
OVER
185
QUALS

2,081,579
SCH
+327,723 MORE
THAN 2020

LOWER FEES
LOCAL SKILLS
959,789
Student Curriculum Hours delivered across **4,909** enrolments
98.8%

ACHIEVED
108%
OF PLANNED
APPRENTICESHIP &
TRAINEESHIP TRAINING

DELIVERY AT QUALIFICATION LEVEL



STRATEGIC PLAN 2020 - 2022

The Strategic Plan was 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 2021 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 CR TAFE is pursuing.



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
- Further 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.

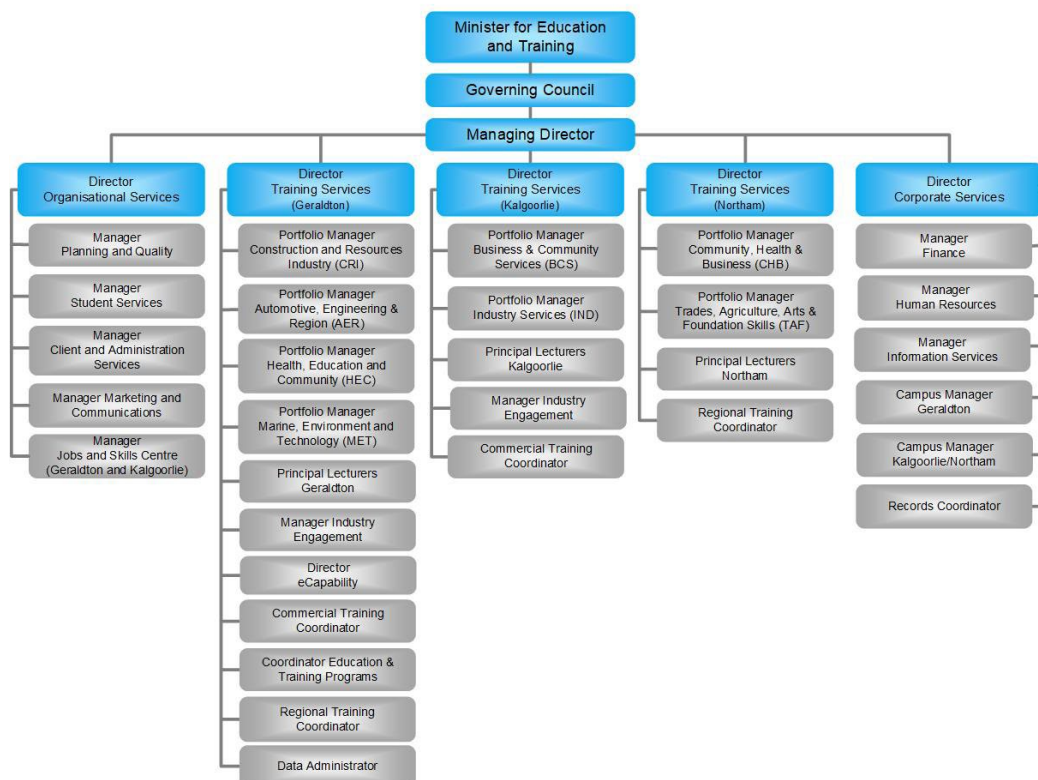
Organisational Structure

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 2021.

Organisational Structure as at December 2021



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 the Governing Council members ensure that business decisions are made in the public's best interest. Governing Council members as at 31 December 2021 were:



Graeme Wilmot
(Chairperson)

MBA, Grad Dip
Management



Christine Rafanelli
(Deputy Chair)

Grad Cert
Management, BEd



Anthony Evans

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



Yvonne Messina JP

BArts, BEd,
Dip Bus (Legal),
GAICD



Rebecca Davidson

BA (Hons),
MSc (Econ),
GAICD



Jeffrey Gunningham

BSc (Hons),
Mechanical Engineering,
Grad Dip in Management,
MBA



Gloria Moyle

Dip Counselling,
Dip Business Management,
Dip Business



Marcelle Watson

BASc (Hons)
Cert IV Training and Assessment



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 2021:



Joanne Payne, A/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.



Tim McLachlan, Director Organisational Services

Based at the Northam 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.



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.



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.



Kelly Edwards, A/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.



Dave Curby, Director Goldfields

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.



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

- Auditor General Act 2006
- Building Act 2011
- Commercial Tenancy (Retail Shops) Agreements Act 1985
- 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
- Industrial Relations Act 1979
- Library Board of Western Australia Act 1951
- Minimum Conditions of Employment Act 1993
- Occupational Safety and Health Act 1984
- Procurement Act 2020
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Salaries and Allowances Act 1975
- School Education Act 1999
- State Records Act 2000
- State Superannuation Act 2000
- State Superannuation Regulations 2001
- Vocational Education and Training (Colleges) Regulations 1996
- Vocational Education and Training (General) Regulations 2009
- Workers' Compensation and Injury Management Act 1981
- Working with Children (Criminal Record Checking) Act 2004
- Workplace Reform Act 2014

Commonwealth Legislation

- Archive Act 1983
- Competition and Consumer Act 2010
- Copyright Act 1968
- Disability Discrimination Act 1992
- Education Services for Overseas Students Act 2000
- Fair Work Act 2009
- Fringe Benefits Tax Act 1986
- Goods and Services Tax Act 1999
- Higher Education Support Act 2003
- National Vocational Education and Training Regulator Act 2011
- Privacy Act 1988
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Spam Act 2003
- 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)
<p>Future Jobs and Skills</p> <p>Grow and diversify the economy, create jobs and support skills development</p>	<p>The provision of vocational education and training services to meet the community and industry training needs.</p>	<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

The CR TAFE Outcome Based Management Framework did not change during 2021.

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. CR TAFE 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 2,148,932 student curriculum hours (SCH) to over 9,668 students in the 2021 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 2,081,579 SCH delivery.

Agriculture, Animals, Science
& Environment

Automotive

Building & Construction

Business & Finance

Creative Industries

Education & Community Services

Engineering & Mining

English, Languages &
Foundation Studies

Health, Beauty & Fitness

Hospitality, Tourism & Events

Information Technology & Digital

Maritime & Logistics



Training Priority

The tables below show the achievement of the College in terms of performance against original contract targets of SCH in the 2021 Delivery and Performance Agreement (DPA):

Training Priority	Original Target SCH	Actual SCH	%
Apprenticeship	260,695	281,374	107.9
Traineeship	74,773	80,337	107.5
Employment Based Training (EBT) sub-total	335,468	361,711	107.8
Pre-Apprenticeship	68,276	54,076	79.2
“Lower fees, local skills”	971,776	959,789	98.8
“Critical COVID-19” Skill Sets	25,860	24,010	92.8
“WA Recovery” Skill Sets	108,400	91,221	84.2
Priority Industry Training	1,216,512	1,184,466	97.4
Age 15-24	966,356	899,835	93.1

Qualification Completions

Priority Areas	Benchmark	Actual	%
Qualification Completions			
Certificate III and above	1,708	1,245	72.9
Aboriginal and Torres Strait Islanders Certificate II and above	230	206	89.6
People with Disabilities Certificate II and above	140	115	82.1

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%	94.9%	105.4%
Disability Question	90%	93.2%	103.5%



Actual Results versus Budget Targets

Summary of Financial Targets

Indicators	2021 Target	2021 Actual	Variation
Total cost of services (Source: Statement of Comprehensive Income)	60,378,884	62,262,934	1,884,050
Reason for Significant Variation:			
Additional expenditure between target and actual as a result of:			
<ul style="list-style-type: none"> - additional contracted services for assessing heavy vehicle driver training program - computer replacement and LAN upgrades - student materials due to increase in student curriculum hours (SCH) 			
Net cost of services (Source: Statement of Comprehensive Income)	53,881,325	54,694,064	812,739
Reason for Significant Variation:			
Additional net cost of services between target and actual as a result of:			
<ul style="list-style-type: none"> - total cost of services reduced by own-sourced revenue and gains in asset revaluation increment from Landgate and lease arrangements 			
Total equity (Source: Statement of Financial Position)	101,377,219	115,606,803	14,229,584
Reason for Significant Variation:			
Increase of total equity between target and actual as a result of:			
<ul style="list-style-type: none"> - net increase of Landgate asset revaluation reserves offset by an increase in provision for shortfall in achieved student curriculum hours (SCH) 			
Net increase/(decrease) in cash held (Source: Statement of Cash Flows)	(406,812)	2,117,774	2,524,586
Reason for Significant Variation:			
Net increase in cash held between target and actual as a result of:			
<ul style="list-style-type: none"> - combination of unspent funds resulting from a shortfall in achieved student curriculum hours (SCH), as well as an increase in accrued expenses 			

Further details are provided in the Financial Statements commencing on [page 50](#)



Summary of Key Performance Indicators

Key Effectiveness Indicators	2021 Target	2021 Actual	Variation
Student Satisfaction			
Overall Student Satisfaction (Source: WA Student Satisfaction Survey)	93.5%	89.0%	4.5% ↓
Reason for Significant Variation: The 2021 actual for the student satisfaction rate was lower than expected, however it exceeded the 2021 actuals for All TAFEs and WAAPA (87.3%)			
Graduate Achievement Rate			
Achieved main reason for doing course.	91.0%	88.1%	2.9% ↓
Overall quality of training. (Source: Student Outcomes Survey NCVET)	N/A	91.8%	
Reason for Significant Variation: The 2021 actual for the graduate achievement rate was lower than expected, however it exceeded the 2021 actuals for TAFE Australia (83.8%) and all VET Providers in Australia (85.0%)			
Graduate Destination Rate			
Employed	85.0%	75.0%	10.0% ↓
Unemployed	N/A	11.3%	
Not in Labour Force (Source: Student Outcomes Survey NCVET)	N/A	13.5%	
Reason for Significant Variation: The 2021 actual for the graduate destination rate was lower than expected, however it exceeded the 2021 actuals for TAFE Australia (70.3%) and all VET Providers in Australia (72.1%)			
Achievement of Profile Delivery			
% of Profile Achieved	2,124,678 SCH	2,081,579 SCH 97.9%	43,099 SCH ↓
Reason for Significant Variation: No significant variation			

Further details are provided in the Key Performance Indicators commencing on [page 86](#).



Achievement against Strategic Directions

In 2021 Central Regional TAFE reviewed the strategic goals in the College's Strategic Plan to focus on State Government priorities for training and workforce development as the WA economy experiences growth and worker shortages. The following examples highlight achievements in accordance with its strategic goals defined in the Strategic Plan 2020 – 2022, and in conjunction with relevant government and training sector plans. These include the *WA Recovery Plan*, recommendations from the *Review of Skills, Training and Workforce Development*, and the *State Training Board, Strategic Plan*.

Provide Industry Relevant and Quality Assured Training

- CR TAFE continued to implement *Skills Ready* and COVID-19 skill sets in line with recommendations in the *Review of Skills, Training and Workforce Development* that identified industry demand for short, targeted training addressing specific skills needs during the COVID-19 pandemic's recovery stage. The College introduced additional skill sets as these were endorsed by industry and along with the COVID-19 critical skill sets, delivered essential training and skills development to workers requiring entry level skills or up-skilling to meet the growing demand for workers in the vibrant WA economy. The fee-free status of these skill sets for eligible students enabled increased participation and access to essential training for people throughout the region.
- The College continued to offer an increasing number of courses supported through the *Lower fees, local skills* initiative as further courses were added in 2021, and in readiness for January 2022. These courses provide significantly discounted fees for students and fee caps for eligible students including young people, jobseekers, and concession holders. The uptake of these courses continued to increase across CR TAFE and the *Lower fees, local skills* programs will remain a focus in 2022 as a key strategy to encourage Western Australians to gain the necessary skills to meet the workforce demands of WA's businesses.
- Employment based training (apprenticeships and traineeships) remains a core training responsibility for CR TAFE with a range of apprentice qualifications delivered at six of CR TAFE's campuses across the regions. In 2021 apprentice enrolments at the three major campuses increased in line with strong apprentice training numbers across the state.

Demand for skilled workers, the availability of a range of financial support for employers and streamlining of some apprentice programs have contributed to the increase in apprentice numbers. Areas such as heavy duty automotive, electrical trades and metal fabrication have experienced strong apprentice numbers in 2021.

Completion of a new workshop at the Moora Campus; commencement of work on the new heavy trades workshop at Kalgoorlie Campus; and the near completion in 2021 of a major refurbishment of the metals and construction trades workshop at the Northam Campus have greatly enhanced CR TAFE's apprentice training facilities.

The College continues to consult with employers to improve and streamline apprentice management processes and to utilise more on-the-job opportunities to collect assessment evidence.

- In line with state priorities for training and local workforce skills demand CR TAFE delivered a high proportion of hours in Health (Nursing, Preparation for Health Studies, Remedial Massage and Mental Health), Social Services (Aged Care and Disability Support), Children's Services, Maritime Operations, Civil Construction and Heavy



Vehicle Driving Operations. These programs sit within the Priority Industry Qualifications training category, and reflect a large proportion of *Lower fees, local skills* and *Skills Ready* programs.

- Delivery of training for Aboriginal students remains a key focus area of CR TAFE's training and in 2021 programs resumed in most regional locations following some disruption in 2020 due to COVID-19. Strong participation by Aboriginal students in training in Civil Construction, Conservation and Land Management, Construction, and the Resources Sector is leading to qualifications and skills development in industry areas with very good employment opportunities.

The College also provides a wide range of student support services including specialised Aboriginal Support positions, student mentoring, designated places in identified programs, nutrition programs and a number of scholarships to encourage retention and successful outcomes for Aboriginal students.

- A STEM Immersion program for Year 10 students in Geraldton and Northam was once again conducted. This involved students from a number of high schools in the regions who 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 school needs in each location, the program was based around a project with students able to choose an industry stream related to their interests.

The College was also successful in gaining funding through the Commonwealth *Cyber Security Skills Partnership Innovation Fund* to develop regional capacity in this growing skills demand area. The College will partner initially with the City of Greater Geraldton, City of Kalgoorlie-Boulder and Iluka Resources over a three-year project to upskill workers and develop training programs for new entrants into cybersecurity occupations.

- In 2021 significant advances were made in the utilisation of the Student Management System (SMS) and associated processes to improve the quality and effectiveness of systems by which clients interact with CR TAFE.

Actions to further develop and maintain a high-quality student experience, regardless of how and where students interact with the College, were identified in 2021 and form part of a series of ongoing projects aimed at enhancing the Student Journey.

- The College has progressively developed greater capacity to deliver training through a blended delivery mode. In 2021 CR TAFE launched its *Blended Delivery Strategy* after a wide-ranging project to consult with lecturers about how best to support blended and online learning modes. This will be further developed in 2022 with the appointment of an Online Training Leader, to directly support lecturers and progress the Strategy, and full realisation of the Technology Enhanced Training (TET) project that will provide increased access to equipment, digital tools and learning environment.

Enhance strategic relationships and partnerships

- CR TAFE participated in three Regional Skills Summits (RSS) in the Midwest, Goldfields and Wheatbelt in the second half of 2021. The RSS provided an opportunity to hear first-hand from industry about issues impacting on the availability of a skilled workforce in the regions and to propose actionable and practical strategies to address these. The College will take a lead role in the implementation plans for each of the regions in 2022, with work already commenced within the RSS Coordination Committees.



- Partnerships with key employers including BHP, Iluka and Northern Star have contributed to an increase in the number of traineeships being delivered by CR TAFE 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 they completed Certificate III in CALM in 2021. They are continuing with their training in 2022 with additional rangers starting at Certificate I in Conservation and Ecosystem Management. A number of rangers are continuing on with Certificate IV in Conservation and Ecosystem Management. Discussions are also underway to identify which rangers will be looking at doing their Coxswains Certificate in 2022 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 – A program conducted in partnership with Terra Rosa, most of the rangers are now completing the Certificate III in Conservation and Land Management. New rangers have enrolled, and they will continue with Certificate III in Conservation and Ecosystem Management in 2022.
- Jidi Rangers in the upper Murchison and Gascoyne - This program is conducted in partnership with Terra Rosa and the Jidi Aboriginal Corporation, with rangers starting the Certificate III in Conservation and Land Management.
- Meekatharra Rangers Program - This program is relatively new and is delivered in partnership with the Bundundea Aboriginal Corporation. The Meekatharra Rangers have started Certificate II in Conservation and Land Management which they will complete by June 2022.
- The Managers Industry Engagement continue to establish links with a number of businesses and organisations across the region and to be CR TAFE’s first point of contact in the industry engagement model.
- In 2021 the College established a multi-partner program to deliver a heavy vehicle driver training skill set, under the Certificate III in Driving Operations. The program aims to address a critical shortage of qualified and experienced truck drivers, as identified by the industry in WA. The training is supported by a major contribution from the State Government, with key involvement from industry through the Western Roads Federation.

The College partners with Driver Risk Management (DRM) to deliver and assess the skill set, with additional components including the forklift license and practice hours in a truck leading to the participant sitting their license test for either Heavy Rigid (HR) or Multi-combination (MC) licenses.

- The College finalised a Regional Partnership project with Department of Primary Industries and Regional Development (DPIRD) in Carnarvon for the delivery of a range of training including VET for Secondary Students in Horticulture/Rural Skills utilising a plot of land provided by DPIRD at their Carnarvon Research Station. The partnership will enable local people to gain skills in industry areas aligned to local employment opportunities and will support the vital horticulture/agriculture sector in the Gascoyne region.



- A partnership with the Shire of Coolgardie and Kambalda West District High School continues to create opportunities for local students to complete their schooling in their community. CR TAFE has had a positive response to offering 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.
- CR TAFE continued to work closely with schools to provide pathways from school to Vocational Education and Training (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.
- CR TAFE is a member of the following networks:
 - TAFE Sector DCS
 - TAFE Sector HR Managers
 - TAFE Sector Finance Managers
 - Training Sector Procurement
 - Training Sector ICT Steering Committee
 - Training sector Records Management
 - Jobs Technology Science and Innovation Procurement

Be a sustainable, business ready, can do organisation

- CR TAFE continued to focus on professional development for lecturers particularly setting up appropriate support positions and structures to prepare for the re-registration audit and a number of Training Package transitions in 2022. The College continued to support lecturers in the move to blended delivery, with the Technology Enhanced Training project and a sector wide project to purchase online training products both progressing in 2021.
- The induction and mentoring program for new lecturers which was comprehensively reviewed was implemented at the beginning of 2021 and provided a much-improved platform for on-boarding new lecturers including a structured and support approach to gaining the Certificate IV in Training and Assessment (TAE).
- 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.
- Whole of College Professional Development Program was conducted in March which included both online streaming and face to face sessions.



- ICT bandwidth upgrade undertaken which allows for more reliable online access for staff and students across the regions.
- Extensive implementation program for MS Teams across the College both for enhanced communication and training delivery.
- Leave Management continues in accordance with Government guidelines – there was some relaxation of this activity during 2021 as a result of COVID-19.
- Organisational values are promoted and recognised through a “Values Champion” award process.
- Working from Home policy was reviewed with greater implementation during the year to ensure continuity of learning where required.

Other activities in 2021

Aboriginal Branding Project

Cultural Collaboration and First Nation Voice

As part of CR TAFE’s ongoing improvement and following consultation with the Aboriginal communities in the Goldfields, Wheatbelt, Midwest and Gascoyne regions, a review of the marketing strategy was conducted to better engage with Aboriginal communities.

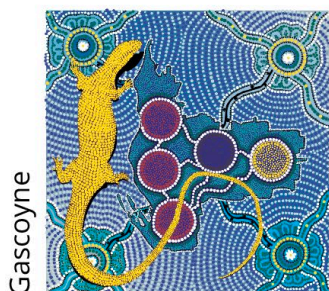
The primary objective was to improve the existing strong relationships with local stakeholders and Aboriginal service providers by ensuring marketing collateral and efforts were effective in encouraging Aboriginal people to enrol and study at TAFE.

A primary objective was to develop a sub-brand which speaks to and connects with the local Aboriginal community, resulting in a measurable increase in engagement and enrolments across each region.

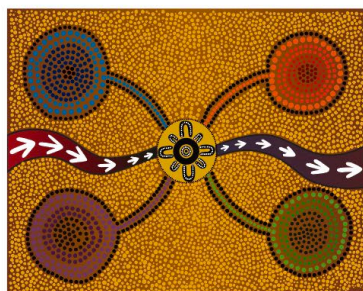
Additionally, the project aimed to position CR TAFE as an inclusive organisation, supportive of Aboriginal people throughout their education and training journey.



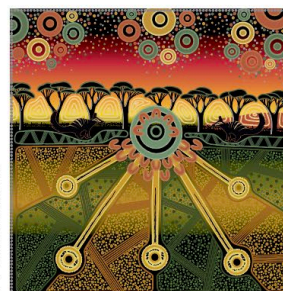
An artist was engaged from each region, resulting in four works reflecting that artist’s interpretative impression of an Aboriginal learning journey throughout education, training and employment, relevant to each region. They were to display pathway links and symbolism to demonstrate the broader college and Aboriginal diversity, as each region is made up of several languages.



Gascoyne



Goldfields



Wheatbelt



Midwest



The artwork was dissected into visual elements and developed to be used collectively or by region across a variety of marketing collateral, including (for example): brochures, Course Guides, signage,

Acknowledgement of Country artworks, floor graphics to link areas and create yarning circles, stationery and business cards, classroom signage, car decals and display banners.

Aged Care training excels in Carnarvon

Student interest in Aged Care studies grew in Carnarvon, with an increase in enrolments in the Individual Support qualification.

Lecturers reported students being more engaged in the program than ever before, particularly during their practical assessments at the Carnarvon Regional Hospital.

Consultation and feedback from Aboriginal staff and CR TAFE's Aboriginal Advisory Group, made up of local stakeholders, took place with an overwhelming support for the concept collateral and planned launch and applications.

The project was launched during CR TAFE NAIDOC Week, September 2021. Staff were given a branded polo shirt, proudly worn as acknowledgement of inclusion and support of Aboriginal people across our regions.



Individual Support students from left: Lynley Barron, Joyce Barron, Damien Eaton, Pamela Mingo, Debbie Dodd, Michelle Graham. Front row: Stephanie Pickett, Michelle Winmar, Aggie Uia.

Trades Event



In September, Geraldton students were treated to the inspiration and expertise of two of WA's most experienced chefs; Tony Howell and [Don Hancey](#) (WA Food Ambassador) as part the Hospitality Job Connect Program.

Tourism WA developed the initiative to connect local people to local jobs.

The free 5-day program (aimed at fast-tracking opportunities to get a job in the hospitality

industry) included masterclasses by the two celebrity chefs and a combination of customer service, barista, safe food handling, RSA training and more.

Students received resume preparation support and work readiness tips and met with local hospitality employers to discuss potential job opportunities following the program.

The chefs shone a light on the fantastic array of local produce in the Midwest Region and taught participants about the distinguishing flavours of food and how they are used within the hospitality and commercial cookery industries.

Thanks to Tourism Western Australia, Geraldton Jobs & Skills Centre, Central Regional Mid-West Development Commission and Tourism Geraldton Midwest for their support in this headline event.



Inaugural Geraldton Trade and Construction Show

In November, Geraldton Campus hosted its first Trade Construction Show. Carpentry Lecturer Nathan Van Tiel enthusiastically pulled the show together to give students and community the opportunity to come together in an engaging, learning environment.

Over 40 trade and construction suppliers exhibited products and gave product demonstrations. The event showcased how CR TAFE engages with the Construction industry, suppliers and community to deliver first-class apprenticeship and VET Delivered to Secondary Students (VETDSS) training.

VETDSS student Denver Maher played the Didgeridoo in a Welcome to Country Opening ceremony.

The event raised funds for local charity HeadSpace, with a charity auction courtesy of the generous donations of many trade suppliers.



Future Leaders Program

This exciting new program launched in September 2021 to support aspiring leaders in the Goldfields region. The College proudly partnered with Regional Development Australia Goldfields-Esperance and the Kalgoorlie-Boulder Chamber of Commerce and Industry, in designing the program from start to finish.

The aim is to provide the next generation of leaders with opportunities to learn and develop leadership and management skills which will in turn benefit the local region.

The program saw 20 participants, with the assistance of local mentors complete their Certificate IV in Leadership and Management. They also attended monthly leadership meetings and business workshops.

The success of the program was later evidenced by a large number of participants or mentors recognised as nominees, finalists or award winners at the annual KBCCI Business Awards



Photo thanks to the KBCCI – Participants and mentors of the program.



Floating Champions

The streets of Northam were buzzing in August with the annual Community Float Parade marking the start of the Avon Descent. The event began on campus with the float decoration, finishing in the streets of Northam flanked by hundreds of well-wishing community members.

Celebrating art and animal studies, the float was also decorated with an Aboriginal theme. The lively TAFE float won not only the applause of watchers-on but took out first prize.

Director Training Services for the Northam campus, Delia Pascua-McGlew, said of the parade, 'It's a time to get together with staff



and students, involve their families and be part of the community and have fun. We are grateful that the Shire of Northam gives us this opportunity. We will be sure to be back next year!

Aboriginal Training

The College developed the 2021-2022 Aboriginal Organisational Development Plan to replace the former Aboriginal Training Plan. Twelve key areas requiring planning, awareness, education, and implementation formed the cornerstone of the Plan:

- 1 Increase the level of commitment by senior staff towards reconciliation and RAP implementation
- 2 Establish partnerships with Aboriginal and Torres Strait Islander organisations
- 3 Progress Cultural Competency training for all staff
- 4 Establish an Aboriginal Torres Strait Islander procurement strategy
- 5 Procure two percent of services from Aboriginal businesses
- 6 Increase training to regional and remote locations
- 7 Achieve Aboriginal training targets in the Delivery and Performance Agreement
- 8 Provide professional development opportunities to our Aboriginal staff
- 9 Increase Aboriginal staff employed at the College
- 10 Increase the AVETMISS reporting data on Aboriginal people engaging in training
- 11 Develop the Aboriginal Advisory Group to be a valued contributor to CR TAFE's operations
- 12 Develop Aboriginal Learning Hubs at Northam and Kalgoorlie campuses.

Below is a summary of key activities the College undertook in 2021:

- In 2021, a total of 1,311 students enrolled at CR TAFE who identified as Aboriginal and/or Torres Strait Islander, accounting for 12.7% of total College enrolments. This count is a 17% increase compared to 2020.



- Achievement of 86.92% of the 2021 Delivery and Performance Agreement benchmark for Aboriginal students completing a Certificate II or above.
- The number of Aboriginal students in VETDSS programs increased by 25% in 2021.
- CAVSS and USIQ hours delivered to Aboriginal students increased by 17.5% in 2021 compared to 2020.
- Fifteen (15) scholarships were offered to Aboriginal Students in 2021.
- A Marketing and Branding strategy to identify each main campus as a significant Learning Site for Aboriginal people has been completed and marketing collateral is being updated with commissioned artwork:
 - Staff polo shirts
 - Email signature banners
 - Business cards and name badges
 - Banners
 - Acknowledgement of Country card
 - Campus signage is planned for 2022
- Additional tutors, mentors and Aboriginal support staff were provided on all main campuses in 2021.
- CR TAFE utilises the Aboriginal Procurement Policy developed by the Government of WA and Administered by the Department of Finance. Appropriate Aboriginal business directories are referenced and contacted during the procurement process such as Supply Nation, Aboriginal Business Directory.
- The Aboriginal Advisory Group which provides cultural and strategic advice on Vocational Education and Training for Aboriginal people has been unable to meet in 2021 due to COVID-19 public health restrictions.
- Partnership with Ngaanyatjarra Lands Schools in the Goldfields region continued in 2021, providing training in Certificate II in Leadership for the Aboriginal and Islander Education Officers (AIEO).
- Ongoing delivery of the Health and Community Services continued with 2021 mid-year intake of Cert IV Community Services and Youth Work training additional Community Service Workers as potential workforce for current and emerging job opportunities (eg Geraldton Aboriginal Short Stay Accommodation due to open in 2023). Participants include Aboriginal students.
- National Reconciliation Week was celebrated across our four regions during the week 24th to 28th May 2021. The theme was 'more than a word, reconciliation takes action'. Lunchtime staff and student PD sessions were held at the various campuses. Daily emails focusing on the history of Reconciliation were sent to all staff.
- NAIDOC Week was jointly celebrated across our four regions. The theme for NAIDOC in 2021 was 'Heal Country'. In Geraldton the College celebrated NAIDOC on 9th September 2021 with a lunchtime event which included cultural displays, cultural learning, bush tucker tasters, entertainment activities and formalities. This event was also the soft launch of the College's new Aboriginal Branding Project.



- Information sessions on engaging with Aboriginal students were held with staff and facilitated by the College's Aboriginal Training Services staff.
- In November 2021 a large group of staff volunteers began work to develop an Innovate RAP for 2022 following a successful report to Reconciliation Australia for the previous Reflect RAP.
- In 2021 a Calendar of Aboriginal Cultural events was developed with two historically significant dates highlighted in each month.
- The Aboriginal Healthy Tucker program supported students with meal vouchers for healthy options at the College canteen.
- The bank of computers available for Aboriginal student use in the Learning Centre was augmented with student laptop loan computers in the Library.
- The designated placement program to encourage Aboriginal student participation was conducted in 2021.
- A Hall of fame program was included to the Geraldton based Aboriginal Training Champions Club. A total of twelve non-Aboriginal staff members were inducted to the Aboriginal Champions Club in 2021.
- The Aboriginal Tutorial and Mentoring Assistance program (ATMAP) ran in 2021 with the provision of three (3) mentors and one (1) tutor. The program offers homework, tutoring and mentoring support to Aboriginal students.

Disability Access and Inclusion Plan Outcomes

Central Regional TAFE demonstrates a strong customer focus on delivery and assessment to students with disability. The College is dedicated to creating a space that is accessible, supportive and responsive to our students and staff.

Our commitment is reflected in our policies, procedures and in our corporate values which drive our organisation. We identify and implement appropriate strategies which allows accessibility to our products and services within our College. Our staff remain dedicated to assisting and supporting our students throughout their training journey.

Whilst the College provide a dedicated Student Services team supporting all students, Access and Equity Officers specifically offer support to our disability cohort either in person on campus or through external communications.

Throughout the year, the College met the many challenges created by the COVID-19 pandemic. Staff maintained support of our students and continued to assist them with both study and personal issues. Our ongoing flexibility and availability ensured seamless support was prioritised as a result of the changing learning environments.

Our team also aided staff by discussing and implementing strategies including reasonable adjustment and assistive technologies to support students with disability.

Industry engagement continued to be a strong focus of the College. We liaised and shared information with our stakeholders, seeking feedback, communicating current and relevance of changes, trends and opportunities.

We continued to be a point of contact for students, families and carers, disability service agencies, disability employment providers and community organisations discussing options and available support.



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

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 CR TAFE's main campuses.
 - This event was acknowledged on the same day by all main campuses. The day was celebrated earlier than the worldwide event (Friday 3 December) to include students across our three regions. It was a concurrent event held on Thursday 18 November.
 - Geraldton campus invited industry representatives to set up information stalls. Local musicians performed for all students during a lunchtime event catered for by Hospitality students.
 - Kalgoorlie staff provided cooking for a BBQ, community services students coordinated various interactive activities, local disability providers set up information stalls, the event was open to students, staff and wider community.
 - Northam received catering support from a local retail outlet (Spud Shed), further catering was provided for students, staff and community attendees. The Living Well class (students with disability) conducted interactive activities including bead making, hat decorating and angel wings. Industry representatives also attended the campus in support of this event.
- Community Services class groups coordinated CR TAFE's acknowledgment of WA Mental Health week.
- Students with disability were provided with appropriate support to participate in mainstream training.
- Customised programs were also provided at Geraldton (Stepping Stones) and Northam (Living Well).
- Course (CR TAFE) and career advice (through the Jobs and Skills Centre) are provided to students with disability prior to and throughout their training and educational journey.
- Reasonable adjustments and accommodations are made available to all students based on their individual needs.
- CR TAFE works collaboratively with students, their families and agencies to build individualised, wraparound supports.
- CR TAFE utilise the expertise and skills of other agencies and community groups to jointly support students with disability. This may include referrals to these organisations.
- Geraldton campus continues to play a leading role in the community-based Passport 2 Employment (P2E) program, assisting high school students to navigate transition to further education and employment.
- Through the enrolment process, CR TAFE gather statistical information identifying support requirements needed for individual students. The College



also uses a 'Clients Needs Analysis' and 'Case Management Plans' to formulate support strategies.

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

- The College installed automatic doors for toilet facilities, administration building, and a classroom used for customised training for people with disability at the Geraldton campus.
- The College purchased furniture to cater for specific student needs (for example ergonomic sit/stand desks, C-Pens and padded seating).
- The College provides wide-ranging areas that allows students to utilise outside of classroom facilities. These areas are safe, quiet and easily accessible.
- The Jobs and Skills Centre is centrally located on all main campuses and accessible to people with disability, whilst providing discretion for users of this service.
- The College continues to follow legislation that provides campus access to people with disability. For example, CR TAFE have an Occupational Safety and Health Committee who address any issues raised.

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.**

- CR TAFE information is provided to industry partners and disability agencies for dissemination and discussion with clients.
- Potential students accessing our products and services have the opportunity to provide comment regarding their interactions with all aspects of our organisation.
- CR TAFE conduct student inductions across our main campuses promoting information relevant to our various cohorts including people with disability. CR TAFE's Student Handbook, which is available on the website, also 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 apply reasonable adjustment, which may include modifying training resources, materials and assessments to suit the learning styles of the students.

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**

- College staff offer support to students which includes course information, meeting with lecturing staff, Student Services staff, assistance with enrolling, repayments and campus familiarisation.
- Students are encouraged to communicate with lecturing and Student Services staff to ensure students have ownership of their training journey, clarity of expectations, progression and outcomes are transparent to all parties.



- CR TAFE is committed to upskilling and increasing staff knowledge and awareness around disability, accessibility issues and attitudinal barriers, creating ongoing professional development opportunities for staff.
- Individualised support which may be arranged by the student or provided by CR TAFE, use of assistive technologies and other resources, are made available to students with disability.
- CR TAFE continue to work closely with relevant industry stakeholders, disability organisations and people with disability, assisting College staff to stay informed of current trends relating to accessibility and inclusion. The College utilises affiliates such as Jobs and Skills Centre, to collaboratively work with mutual industry partners.

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

- Information on the feedback process is visible and accessible and includes how to lodge a complaint. This information is provided as part of the course Pre-Enrolment Pack, Student Induction program and available on CR TAFE's website. Feedback stations are also available on campus for students to submit continuous improvement suggestions and/or complaints which may be done anonymously.
- The Student Services team members and College staff are available to assist students with the complaints process and provide the necessary 'pastoral' support that is occasionally required.
- CR TAFE ensures staff receiving and managing complaints have a sound knowledge of social sensitivity principles and feedback is viewed in a compassionate and flexible manner, including responses.

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

- CR TAFE continue to maintain strong partnerships with local service providers and stakeholders. These business relationships continue to create open, transparent, relevant and honest communication between those who advocate for people with disability.
- The College actively encourage people with disability to provide feedback and participate in consultation processes. This includes presentations and communications with interagency members, schools, family and disability and community organisations. A variety of strategies to provide feedback include verbal, hardcopy and online is available.
- CR TAFE conducts on campus forums which include students, staff and community members, allowing easier access and opportunity to participate in public consultation. These interactions and feedback assist 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, education and training for those involved in the process to support applicants with a disability.

- Systems (remote access- work from home) and processes (making necessary modifications in order to accommodate staff duties) are inclusive and supportive.
- The College identifies strategies to support people with disability to maintain their employment including Professional Development for all staff, Employee Assistance Programs, links with external agencies to assist with work area modifications, Access and Equity staff and Human Resources to discuss referral, support and guidance relevant to employees of CR TAFE.

AWARDS AND RECOGNITIONS

2021 Australian and WA Training Awards

Maryke Gray (Geraldton)

- Runner-Up Trainer of the Year – *Australian Training Awards*
- Winner Trainer of the Year – *WA Training Awards*



Maryke works hard to ensure students receive quality training no matter where they live. Her passion for conservation and dedication shines through in all she undertakes.

The results of numerous live work projects, some of which involve working at remote Aboriginal Communities, can be seen throughout the Mid-West and Gascoyne regions.

Taj Morris (Geraldton)

- Finalist School-Based Apprentice of the Year – *WA Training Awards*

Working as a waiter in his Nan and Pop's family restaurant gave Taj his first taste of the hospitality industry. With his mother and two uncles all chefs, cooking is in his blood, so it was an easy choice for Taj to do a school-based apprenticeship, taking on a Certificate III in Commercial Cookery.



Student Awards

Central Regional TAFE Major Awards

Each year we take pride in recognising and acknowledging student excellence and in doing so host a series of Major Awards across each of our regions. These are presented at our annual Student Graduation and Awards evenings. In 2021, Kalgoorlie and Northam campuses held a morning tea event in lieu of a larger evening event.

Local business and industry across the regions provide sponsorship support for each award and their representatives attend the events to meet recipients and present their Award.



Goldfields Award recipients (L-R) – Donnelle Whitby, Abbey Thomson, Kimberley Sartori and Victoria Putter

Goldfields Region

Vocational Student of the Year

Kimberley Sartori, Diploma of Nursing, sponsored by Lynas Rare Earths

Apprentice of the Year

Victoria Putter, Certificate III in Electrotechnology Electrician and Certificate IV in Engineering (Instrumentation), sponsored by Northern Star Mining

Trainee of the Year

Abbey Thomson, Diploma in Early Childhood Education and Care, sponsored by Norton Gold Fields Pty Ltd

Aboriginal Student of the Year

Donnelle Whitby, Certificate III in Early Childhood Education and Care, sponsored by BHP

Midwest Region

Vocational Student of the Year

Kama FitzGerald, Diploma of Community Services, Diploma of Counselling and Diploma of Youth Work sponsored by MWCCI

Apprentice of the Year

Daniel Stewart, Certificate III in Engineering (Mechanical Trade), sponsored by Nufab Industries

Trainee of the Year

Adrienne Beel, Certificate II in Surface Extraction Operations, sponsored by Humfrey Land Developments

Aboriginal Student of the Year

Ashlee Corbett, Certificate III in Tourism, Certificate III in Business and Certificate IV in Business, sponsored by Rio Tinto



Wheatbelt Region

Vocational Student of the Year

Suzanne Dutton, Certificate IV in Community Services, sponsored by Hon Darren West MLC and Hon Laurie Graham MLC

Apprentice of the Year

Ken Pryer, Certificate III in Engineering- Fabrication Trade, sponsored by Central Regional TAFE

Trainee of the Year

Georgia Field, Certificate III in Business Administration, sponsored by Shire of Northam

Aboriginal Student of the Year

Natasha Ball, Certificate III in Education Support, sponsored by Bendigo Bank (Toodyay and Districts)

Culturally and Linguistically Diverse Student of the Year

Dyna Gow, Course in Initial General Education for Adults, sponsored by Central Regional TAFE

James Dawson Memorial Award

Makalia Scott, Certificate I in Gaining Access to Training and Employment, sponsored by Senses Australia

Gascoyne Region

Carnarvon

Vocational Student of the Year

Traezehl Kelly, Certificate II in Rural Operations, sponsored by Shire of Carnarvon

Aboriginal Student of the Year

Traezehl Kelly, Certificate II in Rural Operations, sponsored by Real Futures

Outstanding Achievement Awards

- **Matisse Delpino**, Certificate II in Rural Operations
 - **Profitza Miller**, Certificate III in Individual Support
- Sponsored by Ngala.

Outstanding Achievement Group Award

Jacqueline Cameron, Daphne Cook, Faye Nelson, Gail Randall, Vicki Ryder, Certificate II in Individual Support (Ageing), sponsored by Joblink Midwest

Exmouth

Best Overall Performance by a CR TAFE Exmouth Student

Kat Murphy, Certificate III in Maritime Operations (Master up to 24 Metres Near Coastal) and Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal), sponsored by Shire of Exmouth

Best Overall Performance by a Maritime Exmouth Student

Sarah Irvin, Certificate III in Maritime Operations (Master up to 24 Metres Near Coastal) and Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal), sponsored by MG Kailis

Best Overall Performance by an Exmouth Secondary Student

- **Jaxon Murray**, Certificate II in Sampling and Measurement
 - **Joel Meredith**, Certificate II in Sampling and Measurement
- Sponsored by Exmouth IGA

Most Dedicated Exmouth CR TAFE Student

Ryley Cladingboel, Certificate III in Tourism, sponsored by IGA Ningaloo Harvest

Staff Awards

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 CR TAFE in support of achieving the outcomes of the strategic plan and organisational values. The selection criteria for these awards are closely aligned with our values.

Winners of each category received a monetary allocation to put towards professional development activities and formal acknowledgement during CR TAFE's Professional Development Week.



Former CR TAFE Managing Director Bill Swetman with (Midwest) Rising Star Lecturing Award recipient Rheann Van Tiel

Lecturing Excellence

Maryke Gray, Lecturer Conservation and Land Management

Rising Star Lecturing (Goldfields)

Pania Harris, Lecturer Mining Operations

Rising Star Lecturing (Midwest)

Rheann Van Tiel, Lecturer Business

Values Champion (Goldfields)

Jacinta Dimer, Lecturer Mine Management, Kalgoorlie

Values Champion (Midwest)

Ashton Ryder, Training & Campus Administration Coordinator, Exmouth

Values Champion (Wheatbelt)

Louise Wooding, Training Support Officer, Northam

Other Achievements

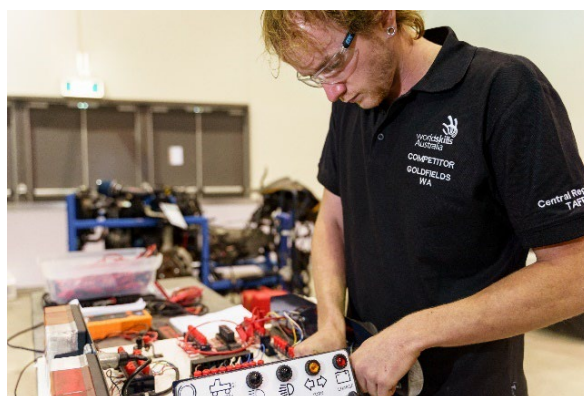
WorldSkills Australia National Championships & Skill Show

WorldSkills Australia competitions give young people an opportunity to showcase their talents, benchmark industry excellence, and champion skills pathways – both at home and around the globe. Due to COVID-19, the 2020 Worldskills Australia National Championship was postponed and held at the Perth Convention and Exhibition Centre in Perth on the 26-28 August 2021.

Central Regional TAFE proudly had three students compete and one staff member asked to judge at the National Championships.



Jack Pentingill (Goldfields) won gold in the VETIS Automotive Services Competition



Ethan Wallace (Goldfields) competed in the Automotive Mechanics Competition



Aimee-Lee Vince (Midwest) received a Certificate of Excellence in the Hairdressing Competition.



Adrian Gooneratne (pictured right) Automotive lecturer – (Goldfields) was once again invited to be a judge at the National Competition.



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.

VOCATIONAL EDUCATION AND TRAINING ACT 1996

COLLEGES DIRECTION 2021

Given by the Minister for Education and Training under section 11 of the Vocational Education and Training Act 1996.

Citation

This direction may be cited as the Colleges Direction 2021.

Employment

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

Co-ordination of labour relations

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

Fees and charges

1. The Vocational Education and Training (Colleges) Regulations 1996 make provision for a college to determine fees or charges that are payable for any particular vocational education or training, or related service supplied by a college not being a service for which a fee is prescribed by the regulations.
2. A fee or charge imposed under that regulation:
 - is to conform with the "VET Fees and Charges Policy" issued each year by the Department;
 - if it relates to materials supplied, is to not to exceed the cost of the materials; and
 - any determination fixing the fees or charges is to be published on the college's website.



OTHER FINANCIAL DISCLOSURES

Pricing Policy

Central Regional TAFE adheres to the Department of Training and Workforce Development's *VET Fees and Charges Policy* for all non-commercial enrolments. All commercial enrolments are charged out after the College completes a full costing, utilising the Commercial Costing template in accordance with the Department of Treasury's *Costing and Pricing Government Services*.

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)	07/2022	\$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)	07/2022	\$1,000	\$850	NA
Heavy Plant & Engineering Trades Development Project (Kalgoorlie)	06/2023	\$10,000	\$10,000	NA
CibaTek Centre (Kalgoorlie)	07/2022	\$100	\$100	NA
Fitting and Machining Equipment Replacement (Kalgoorlie)	07/2022	\$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				
Nil				
Own Source funded				
Nil				

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 September 2021		
FTE	Average FTE	Head Count
341	347	419

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	2020	2021
Permanent Full Time	51.9%	56.1%
Permanent Part Time	15.8%	16.5%
Fixed Term Full Time	15.0%	12.9%
Fixed Term Part Time	6.0%	5.7%
Casual	11.3%	8.8%

Employee Work Location	FTE	Head Count
Gascoyne	11	14
Goldfields	70	81
Midwest	186	243
Wheatbelt	74	81
Total	321	419



Diversity Group Equity Index	CR TAFE	WA Public Sector
Women in management	86.8	77.2
Aboriginal Australians	97.8	44.9
People from culturally and linguistically diverse backgrounds	88.2	97.4
People with disability	54.4	95.4

Note: The information above is based on the September Quarter 2021, Minimum Obligatory Reporting Requirements.

Industrial Relations

No major industrial relations claims are reportable for 2021 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 \$14,751.96 (incl GST) for the period 1 January to 31 December 2021 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 2021 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	Graeme Wilmot	7	7	3	3	2	2	Annual	12 months	\$ 15,206
A/Managing Director	Joanne Payne**	5	5	4	4	1	1	Not eligible	7 months	-
Deputy Chairperson	Christine Rafanelli	7	7	6	6	2	2	Per meeting	12 months	\$ 6,692
Member	Yvonne Messina	7	7	6	6	0	0	Per meeting	12 months	\$ 6,197
Member	Anthony Evans	7	5	6	6	0	0	Per meeting	12 months	\$ 4,898
Member	Rebecca Davidson**	7	7	3	3	0	0	Not eligible	12 months	-
Member	Jeffrey Gunningham	7	7	6	6	0	0	Per meeting	6 months	\$ 5,741
Member	Gloria Moyle	7	6	0	0	1	1	Per meeting	6 months	\$ 3,018
Member	Marcelle Watson	4	3	0	0	1	1	Per Meeting	6 months	\$ 1,300
Ex-Chair	Mary Woodford	3	1	0	0	2	2	Annual	6 months	\$ 12,793
Ex-Managing Director	Bill Swetman**	3	2	3	2	0	0	Not eligible	6 months	-
Ex-Member	Kylie Le Lievre**	3	3	0	0	0	0	Not eligible	6 months	-
Ex-Member	Colin Murphy	3	1	3	3	0	0	Per meeting	6 months	\$ 1,261
Ex-Member	Diane Granger	4	3	3	3	0	0	Per meeting	6 months	\$ 2,848
Total										\$ 59,954

*additional Strategic Planning Workshop held

**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 2021.

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 2021 was \$ 244,147.
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	A.R.M Marketing	995.00
	Blazon Displays	2,971.86
	Browning Media	1,227.27
	Canvas Factory	784.97
	Dyynamic Sublimation	12,880.00
	Facebook	10,107.75
	Flashbay	18,110.00
	Goldfields Printing	360.00
	Green Man Media Productions	780.00
	Guardian Print & Graphics	31,610.46
	Initiative Media	112,641.15
	Kick Solutions	1,400.00
	Messages on hold	3,164.33
	Mingenew Lions Club	2,225.45
	Norlap Creative	28,905.00
	Orana Cinemas	1,963.65
	Rsea Pty Ltd	379.18
	Stokes Website Development	1,718.18
	Vanguard Press	4,915.00
	National Pen Promotional Products	2,170.00
	L'Amore Photography	300.00
	Remote Digital Imagery	1,318.19
	Barrett Exhibition Group	3,220.00
Total		244,147.44



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	0
Public Sector Code of Ethics	0
Central Regional TAFE Code of Conduct	0

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 activate staff in the system and make minor changes locally in individual datasets to suit each College. The TAFE Sector Agencies Disposal Authority has been submitted with all amendments requested by the State Records Office addressed and will be reviewed on February 17 by the State Records Advisory committee (SRAC) for 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 CR TAFE'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 2021 and the majority of these were new staff. The Records Management Co-ordinator visited sites and delivered one-on-one training to staff that required upskilling. 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.

An upgrade to Content Manager 10 will be implemented in the first quarter of 2022. The TAFE Sector Records Managers Network will be alternating meetings between discussing the upgrade and working on the Records Management Plan for submission. The Records Management Plan is replacing the Record Keeping Plan, and this will be the version that will be put together for 2023.

The SRAC (State Records Advisory Committee) will be meeting to discuss **Disposal Authority (DA No. 2020-010) Ad Hoc Disposal Authority – COVID-19 Health and Vaccination Information** for all TAFE Colleges. This is addressing vaccination status records of employees, volunteers, visitors and third-party contractors.

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 2021.

Details of Transaction	
Number of instances of personal use expenditure	7
Aggregate amount of personal use expenditure	\$225.09
Aggregate amount of personal use expenditure settled by the due date	\$155.09
Aggregate amount of personal use expenditure settled after the period due date	\$70.00
Aggregate amount of personal use expenditure outstanding at the end of the reporting period	\$0.00



Number of referrals for disciplinary action instigated by the notifiable authority during the reporting period	0
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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 conducts 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	2019	2020	2021
Number of Active Claims	1	2	4

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.



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

Indicator	2019 Actual	2020 Actual	Results against Target		
			2021 Actual	Target	Comment on results
Number of fatalities	0	0	0	0	
Lost time injury/disease (LTI/D) incidence rate	0.30	0	0.30	0 or 10% reduction	One LTI in 2021
Lost time injury/disease severity rate	100%	0%	0%	0 or 10% reduction	
% of injured workers returned to work within:					One LTI in 2021 on a Return-to-Work Plan
(i) 13 weeks	100%	100%	0%		
(ii) 26 weeks	0%	0%	0%		
% of managers trained in OSH and injury management responsibilities	90%	97%	78%	Greater than or equal to 80%	8 of 40 managers are yet to re complete 3-year Refresher Training as at 31/12/2021.

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

WA Multicultural Policy Framework

The Western Australian Multicultural Policy Framework (WAMPF) was launched in March 2020. This framework requires public sector agencies to develop Multicultural Plans and to report on implementation via their annual reports. The Multicultural Plans were to be submitted by 31 January 2021.

Central Regional TAFE submitted their Multicultural Plan (2021-2023) within the required timeframe.



FINANCIAL STATEMENTS



Auditor General

INDEPENDENT AUDITOR'S REPORT 2021 CENTRAL REGIONAL TAFE

To the Parliament of Western Australia

Report on the audit of the financial statements

Opinion

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

- the Statement of Financial Position at 31 December 2021, and the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended
- Notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements are:

- based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the Central Regional Tafe for the year ended 31 December 2021 and the financial position at the end of that period
- in accordance with Australian Accounting Standards - Reduced Disclosure Requirements, the *Financial Management Act 2006* and the Treasurer's Instructions.

Basis for opinion

I conducted my audit in accordance with the Australian Auditing Standards. My responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of my report.

I am independent of the TAFE in accordance with the *Auditor General Act 2006* and the relevant ethical requirements of the Accounting Professional & Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to my audit of the financial statements. I have also fulfilled my other ethical responsibilities in accordance with the Code.

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



Responsibilities of the Governing Council for the financial statements

The Governing Council is responsible for:

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

In preparing the financial statements, the Governing Council is responsible for:

- assessing the entity's ability to continue as a going concern
- disclosing, as applicable, matters related to going concern
- using the going concern basis of accounting unless the Western Australian Government has made policy or funding decisions affecting the continued existence of the TAFE.

Auditor's responsibilities for the audit of the financial statements

As required by the *Auditor General Act 2006*, my responsibility is to express an opinion on the financial statements. The objectives of my audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.

A further description of my responsibilities for the audit of the financial statements is located on the Auditing and Assurance Standards Board website. This description forms part of my auditor's report and can be found at

https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf.



Report on the audit of controls

Opinion

I have undertaken a reasonable assurance engagement on the design and implementation of controls exercised by the 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 the 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 2021.

The Governing Council's responsibilities

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

Auditor General's responsibilities

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the suitability of the design of the controls to achieve the overall control objectives and the implementation of the controls as designed. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3150 *Assurance Engagements on Controls* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements and plan and perform my procedures to obtain reasonable assurance about whether, in all material respects, the controls are suitably designed to achieve the overall control objectives and were implemented as designed.

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

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

Limitations of controls

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



Report on the audit of the key performance indicators

Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of the Central Regional Tafe for the year ended 31 December 2021. The key performance indicators are the Under Treasurer-approved key effectiveness indicators and key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators of the 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 2021.

The Governing Council's responsibilities for the key performance indicators

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

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

Auditor General's responsibilities

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

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

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



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

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

Other information

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

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

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

This auditor's report relates to the financial statements, controls and key performance indicators of the Central Regional Tafe for the year ended 31 December 2021 included on the TAFE's website. The TAFE's management is responsible for the integrity of the TAFE's website. This audit does not provide assurance on the integrity of the TAFE's website. The auditor's report refers only to the financial statements, controls and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements, controls or key performance indicators. If users of the financial statements, controls and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version of the financial statements, controls and key performance indicators.



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



Certification of Financial Statements

For the reporting period ended 31 December 2021.

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 2021 and the financial position as at 31 December 2021.

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



Graeme Wilmot
Governing Council Chair
Central Regional TAFE
14 March 2022



Joanne Payne
Acting Managing Director
(Member of Governing Council)
Central Regional TAFE
14 March 2022



Serena Cruickshank
Chief Financial Officer
Central Regional TAFE
14 March 2022



DISCLOSURES AND LEGAL COMPLIANCE

Central Regional TAFE STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2021		2021	2020
	Notes	\$	\$
COST OF SERVICES			
Expenses			
Employee benefits expense	2.1	39,390,453	38,638,267
Supplies and services	2.3	13,529,342	12,232,172
Finance cost	6.4	56,144	54,974
Asset revaluation decrement	2.3	-	20,000
Other expenses	2.3	3,961,477	3,735,629
Cost of sales	3.3	484,980	456,967
Loss on disposal of non-current assets	3.7	219,627	-
Depreciation and amortisation expense	4.1.1, 4.2	4,620,912	4,506,668
Total cost of services		62,262,934	59,644,677
Income			
Fee for service	3.2	654,811	809,636
Student fees and charges	3.2	3,624,291	3,921,279
Ancillary trading	3.2	397,545	384,252
Sales	3.3	747,813	699,006
Interest revenue	3.5	32,424	52,272
Other revenue	3.6	1,385,199	688,450
Total revenue		6,842,083	6,554,894
Gains			
Gain on disposal of non-current assets	3.7	-	5,711
Gain arising from revaluation of buildings	3.7	726,010	2,602,565
Gain on disposal of lease arrangements	3.7	777	441
Total gains		726,787	2,608,716
Total income other than income from State Government		7,568,870	9,163,611
NET COST OF SERVICES		54,694,064	50,481,066
Income from State Government			
Grants and subsidies	3.1	49,257,362	45,730,765
Resource received	3.1	1,751,621	1,555,883
Income from other public sector entities	3.1	673,698	644,566
Total income from State Government	3.1	51,682,680	47,931,214
DEFICIT FOR THE PERIOD		(3,011,384)	(2,549,852)
OTHER COMPREHENSIVE INCOME			
Items not reclassified subsequently to profit or loss			
Changes in asset revaluation surplus	8.8	10,553,448	-
Total other comprehensive income		10,553,448	-
TOTAL COMPREHENSIVE DEFICIT FOR THE PERIOD		7,542,064	(2,549,852)

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 components.



DISCLOSURES AND LEGAL COMPLIANCE

Central Regional TAFE STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2021		2021	2020
	Notes	\$	\$
ASSETS			
Current Assets			
Cash and cash equivalents	6.1	2,950,523	2,352,620
Restricted cash and cash equivalents	6.1	1,466,908	150,917
Receivables	5.1	1,377,365	1,091,917
Inventories	3.3	54,541	38,655
Other current assets	5.2	650,517	572,434
Total Current Assets		6,499,854	4,206,543
Non-Current Assets			
Restricted cash and cash equivalents	6.1	926,082	722,202
Property, plant and equipment	4.1	120,530,338	110,441,288
Right-of-use assets	4.2	1,805,686	1,654,659
Total Non-Current Assets		123,262,106	112,818,148
TOTAL ASSETS		129,761,959	117,024,690
LIABILITIES			
Current Liabilities			
Payables	5.3	2,153,751	1,364,085
Lease liabilities	6.2	571,360	487,122
Employee related provisions	2.1	5,473,354	5,353,030
Other current liabilities	5.4	1,989,230	848,988
Total Current Liabilities		10,187,695	8,053,226
Non-Current Liabilities			
Lease liabilities	6.2	1,326,327	1,226,606
Employee related provisions	2.1	2,641,134	2,612,425
Total Non-Current Liabilities		3,967,461	3,839,031
TOTAL LIABILITIES		14,155,156	11,892,257
NET ASSETS		115,606,803	105,132,433
EQUITY			
Contributed equity	8.9	139,110,294	136,177,987
Reserves	8.9	10,553,448	-
Accumulated deficit		(34,056,938)	(31,045,554)
TOTAL EQUITY		115,606,803	105,132,433

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



DISCLOSURES AND LEGAL COMPLIANCE

Central Regional TAFE STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2021		2021	2020
	Notes	\$	\$
CASH FLOWS FROM STATE GOVERNMENT			
Grants and subsidies - Department of Training and Workforce Development		50,816,547	44,134,342
Funds from other public sector entities		673,698	644,566
Total Net cash provided by State Government		51,490,245	44,778,908
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(39,037,912)	(37,627,982)
Supplies and services		(11,289,852)	(10,682,661)
Finance cost		(56,144)	(54,974)
GST payments on purchases		(1,331,757)	(1,295,569)
Other payments		(4,282,525)	(4,082,373)
Receipts			
Fee for service		652,682	1,000,888
Student fees and charges		3,541,566	4,157,308
Ancillary trading		397,545	384,252
Interest received		32,666	71,824
GST receipts on sales		276,587	244,804
GST receipts from taxation authority		1,016,156	977,309
Other receipts		1,792,633	1,528,119
Net cash used in operating activities		(48,288,355)	(45,379,055)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments			
Purchase of non-current physical assets		(426,677)	(1,004,786)
Receipts			
Proceeds from sale of non-current physical assets		-	11,818
Net cash used in investing activities		(426,677)	(992,968)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payments			
Principal elements of lease payments		(657,439)	(649,676)
Net cash used in financing activities		(657,439)	(649,676)
Net increase / (decrease) in cash and cash equivalents		2,117,774	(2,242,791)
Cash and cash equivalents at the beginning of period		3,225,739	5,468,530
CASH AND CASH EQUIVALENTS AT THE END OF PERIOD	6.1	5,343,513	3,225,739

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 2021					
	Notes	Contributed Equity \$	Reserves \$	Accumulated Deficit	Total Equity \$
Balance at 1 January 2020		134,501,333	-	(28,495,702)	106,005,631
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:					
Capital appropriations	8.9	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
Balance at 1 January 2021		136,177,987	-	(31,045,554)	105,132,433
Deficit				(3,011,384)	(3,011,384)
Other comprehensive income	8.9		10,553,448	-	10,553,448
Total comprehensive income for the period		-	10,553,448	(3,011,384)	7,542,064
Transactions with owners in their capacity as owners:					
Capital appropriations	8.9	2,932,307	-	-	2,932,307
Total		2,932,307	-	-	2,932,307
Balance at 31 December 2021		139,110,294	10,553,448	(34,056,938)	115,606,803

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



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 14 March 2022.

Statement of compliance

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

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

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

Basis of preparation

These financial statements are presented in Australian dollars applying the accrual basis of accounting and using the historical cost convention. Certain balances will apply a different measurement basis (such as fair value basis). Where this is the case the different measurement basis is disclosed in the associated note. The balances and movements detailed are rounded which may result in discrepancies between totals and the sum of components.

Going concern basis of preparation

CR TAFE's financial position has not been materially impacted by the COVID-19 pandemic during 2021 and nor it is anticipated to in 2022.

Judgements and estimates

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

Contributed equity

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

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

This section provides additional information about how 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
Employee benefits expenses	2.1(a)
Employee related provisions	2.1(b)
Other expenditure	2.3



DISCLOSURES AND LEGAL COMPLIANCE

2.1(a) Employee benefits expenses

	2021	2020
Employee benefits	35,932,371	34,808,974
Termination benefits	-	548,028
Superannuation - defined contribution plans	3,458,082	3,281,265
Total employee benefits expenses	39,390,453	38,638,267
Add: AASB 16 Non-monetary benefits		
Less: Employee contributions	(1,891)	-
Provision of housing benefits	395,512	381,749
Less: Employee contributions - right-of-use lease arrangement	(200,270)	(171,847)
Less: Employee contributions - other, periodic leases	(55,016)	(55,667)
Net employee benefits expenses	39,528,787	38,792,501

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

	2021	2020
Current		
<u>Employee benefits provision</u>		
Annual leave	2,229,652	2,309,266
Long service leave	2,880,387	2,715,955
Deferred salary scheme	41,952	9,156
Purchased leave	4,494	1,182
	5,156,485	5,035,559
<u>Other provisions</u>		
Employment on-costs	316,869	317,471
Total current employee related provisions	5,473,354	5,353,030
Non-current		
<u>Employee benefits provision</u>		
Long service leave	2,530,783	2,499,283
	2,530,783	2,499,283
<u>Other provisions</u>		
Employment on-costs	110,351	113,142
Total non-current employee related provisions	2,641,134	2,612,425
Total employee related provisions	8,114,488	7,965,455

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

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

	2021	2020
Carrying amount at start of period	430,613	365,376
Additional / (reversals of) provisions recognised	(3,394)	65,237
Total Carrying amount at end of period	427,220	430,613

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 2021.



DISCLOSURES AND LEGAL COMPLIANCE

2.3 Other expenditure

	2021	2020
Supplies and services		
Consumables and minor equipment	3,161,382	2,685,511
Communication expenses	176,691	357,310
Utilities expenses	1,154,303	1,204,775
Consultancies and contracted services	6,457,806	5,211,304
Minor works	154,173	189,205
Repairs and maintenance	556,502	795,426
Rental cost	163,437	92,366
Travel and passenger transport	496,475	310,872
Advertising and public relations	245,281	396,759
Staff professional development activities	49,536	56,972
Software licence expense	358,161	389,155
Insurance expense	275,978	270,004
Supplies and services - other	279,618	272,512
Total supplies and services expenses	13,529,342	12,232,172
Other expenditure		
Audit fees	165,200	162,000
Building maintenance	1,267,618	1,213,005
Expected credit losses expense	21,584	-
Employment on-costs	2,335,785	2,221,650
Student prizes and awards	20,079	29,242
Losses and write-offs	151,012	28,322
Other	199	81,410
Total other expenses	3,961,477	3,735,629
Asset revaluation decrement		
Asset revaluation decrement	-	20,000
Total asset revaluation decrement	-	20,000
Total other expenditure	17,490,818	15,987,801

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.



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
Income from State Government	3.1
User charges and fees	3.2
Trading profit	3.3
Interest revenue	3.5
Other revenue	3.6
Gains/(Losses)	3.7

3.1 Income from State Government

	2021	2020
Grants and subsidies received during the period:		
Grants and subsidies		
Delivery and Performance Agreement (DPA)	48,392,472	43,088,934
Non-DPA Grants from Department of Training and Workforce Development (DTWD)	740,960	2,456,326
Fee for service - Department of Training and Workforce Development (DTWD)	12,838	59,899
Fee for service - Government (other than DTWD)	54,724	81,563
International Division Fees - State Govt	56,368	44,042
	<u>49,257,362</u>	<u>45,730,765</u>
Services received free of charge from other State Government agencies during the period:		
Department of Training and Workforce Development		
- Corporate systems support	1,334,707	1,082,393
- Marketing and publications	19,204	17,571
- Human resources and industrial relations support	82,446	87,742
- Other	315,263	368,178
	<u>1,751,621</u>	<u>1,555,883</u>
Income from other public sector entities	673,698	644,566
Total income from State Government	<u>51,682,680</u>	<u>47,931,214</u>

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).

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

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



DISCLOSURES AND LEGAL COMPLIANCE

3.2 User charges and fees

	2021	2020
Fee for service		
Fee for service - general	614,451	786,928
Fee for service - Government (CW Government from 2021)	38,725	-
International fees	1,636	8,310
Higher education	-	14,398
Total fee for service	654,811	809,636
Student fees and charges		
Tuition fees	2,423,208	2,796,840
Enrolment and Resource fees	832,535	984,386
Recognition of prior learning (RPL) fees	116,411	109,688
Incidental fees	221,088	2,754
Other College fees	31,049	27,609
Total student fees and charges	3,624,291	3,921,279
Ancillary trading		
Liveworks (not a trading activity)	394,474	372,079
Other Ancillary Revenue	3,070	12,172
Total ancillary trading	397,545	384,252
Total user charges and fees	4,676,647	5,115,167

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

3.3 Trading profit

	2021	2020
Bookshop		
Sales	60,201	53,382
Cost of Sales:		
Opening Inventory	(30,108)	(39,657)
Purchases	(108,203)	(98,744)
	(138,311)	(138,401)
Closing Inventory	44,150	30,108
Cost of Goods Sold	(94,161)	(108,293)
Total trading loss - Bookshop	(33,960)	(54,911)
Cafeteria (non-training related)		
Sales	684,335	589,114
Cost of Sales:		
Opening Inventory	(8,547)	(7,370)
Purchases	(392,662)	(349,850)
	(401,209)	(357,220)
Closing Inventory	10,390	8,547
Cost of Goods Sold	(390,819)	(348,673)
Total trading profit - Cafeteria (non-training related)	293,516	240,440
Other trading		
Sales	3,276	56,510
Total trading profit - Other trading	3,276	56,510
Total Trading profit	262,833	242,039
Closing Inventory comprises:		
Current Inventories		
Finished goods		
At cost	(54,541)	(38,655)
Total current inventory trading activities	(54,541)	(38,655)
Total current inventories	(54,541)	(38,655)

Sales

Revenue is recognised at the transaction price when 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 had no grants as at 31 December 2021.

3.5 Interest revenue

	2021	2020
Interest revenue	32,424	52,272

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

	Note	2021	2020
Employee contributions	2.1(a)	257,177	227,515
Rental and facilities fees		295,706	166,840
Sponsorship and donations revenue		32,877	22,875
Miscellaneous revenue		799,440	271,220
Total other revenue		1,385,199	688,450

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

- 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)

	2021	2020
<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	(206,032)	-
Motor vehicles, caravans and trailers	-	(3,642)
Plant, furniture and general equipment	(13,596)	(2,466)
Net gains/(losses)	(219,627)	5,711
<u>Other gains/(loss)</u>		
Gain arising from lease arrangements	777	441
Gain arising from changes in fair value - buildings	726,010	2,602,565
Other gains	726,787	2,603,006
Total gains	507,160	2,608,716

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 from 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
Property, plant and equipment	4.1
Right-of-use assets	4.2
Intangible assets	4.3



DISCLOSURES AND LEGAL COMPLIANCE

4.1 Property, plant and equipment

Year ended 31 December 2021	Land \$	Buildings \$	Motor vehicles, caravans and trailers \$	Plant, furniture and general equipment \$	Computer equipment, communica- tion network \$	Total \$
1 January 2021						
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)
Carrying amount at start of period	8,978,500	99,453,660	53,002	1,945,544	10,582	110,441,288
Additions		2,551,503	162,693	244,789		2,958,984
Other disposals		(206,032)		(13,596)		(219,627)
Revaluation increments/(decrements)		11,279,458				11,279,458
Depreciation	-	(3,403,219)	(34,284)	(487,020)	(5,241)	(3,929,764)
Carrying amount 31 December 2021	8,978,500	109,675,370	181,411	1,689,717	5,341	120,530,338
Gross carrying amount	8,978,500	109,675,370	726,524	4,760,442	219,504	124,360,340
Accumulated depreciation	-	-	(545,113)	(3,070,726)	(214,163)	(3,830,002)

(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.



Initial recognition

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

Subsequent measurement

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

Land is carried at fair value.

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

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

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

Land and buildings are valued by the Western Australian Land Information Authority (Landgate). The valuations were performed during the year ended 31 December 2021 and recognised at 31 December 2021. In undertaking the revaluation, fair value was determined by reference to market values for land: \$8,978,500 (2020: \$8,978,500) and buildings: \$109,675,370 (2020: \$99,453,660). 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.

4.1.1 Depreciation and impairment

Charge for the period

Depreciation

	2021	2020
Buildings	3,403,219	3,254,677
Motor vehicles, caravans and trailers	34,284	50,116
Plant, furniture and general equipment	487,020	530,078
Computers and communication network	5,241	5,267
Total depreciation for the period	3,929,764	3,840,138

As at 31 December 2021 there were no indications of impairment to property, plant and equipment.



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	up to 40 years
Motor vehicles, caravans and trailers	1 to 7 years
Plant, furniture and general equipment	1 to 20 years
Computer and communication equipment	1 to 5 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 is considered to have an indefinite life, and is 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, items less than the capitalisation threshold, like Computer equipment items, are 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.

4.2 Right-of-use assets

	2021	2020
Buildings	955,367	699,225
Government Regional Officers' Housing	449,260	604,030
Vehicles	401,059	351,404
Net Carrying Amount:	1,805,686	1,654,659

Additions to right-of-use assets during the 2021 financial year were \$1,260,589 (2020: \$697,694)

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.



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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:

	2021	2020
Buildings	153,580	145,941
Government Regional Officers' Housing	387,090	371,116
Vehicles	150,478	149,473
Total right-of-use asset depreciation	691,148	666,530
Lease interest expense	56,144	54,974
Expenses relating to variable lease payments not included in lease liabilities	106,545	13,107
Short-term leases (included in 2.3 Other Expenditure)	51,874	35,456
Low-value leases (included in 2.3 Other Expenditure)	-	1,271
Gains or losses arising from sale and leaseback transactions	(777)	441

The total cash outflow for lease in 2021 was \$871,225 (2020: \$754,925)

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.

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
Receivables	5.1
Other assets	5.2
Payables	5.3
Other liabilities	5.4



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5.1 Receivables

	2021	2020
Current		
Receivables - Trade	260,745	268,673
Receivables - Students	612,564	833,356
Allowance for impairment of receivables	(205,651)	(541,123)
Accrued revenue	440,897	329,593
GST receivable	268,809	201,418
Total current	1,377,365	1,091,917
Total receivables	1,377,365	1,091,917

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

5.2 Other assets

	2021	2020
Current		
Prepayments	649,887	572,309
Other	630	124
Total current	650,517	572,434
Balance at end of period	650,517	572,434

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

5.3 Payables

	2021	2020
Current		
Trade payables	97,546	3,054
Accrued expenses	1,272,723	737,691
Accrued salaries and related costs	778,883	624,848
Paid parental leave payable	4,599	(1,508)
Total current	2,153,751	1,364,085
Balance at end of period	2,153,751	1,364,085

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 Other liabilities

	2021	2020
Current		
Income received in advance	544,894	696,307
Grants and advances (provision for under-delivery in Government funded courses)	1,424,956	141,761
Monies/deposits held in trust	19,380	10,920
Total current	1,989,230	848,988
Balance at end of period	1,989,230	848,988



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

	2021	2020
Current		
Cash and cash equivalents		
Cash on Hand	5,162	5,162
Cash at Bank	2,945,361	2,347,458
Total cash and cash equivalents	2,950,523	2,352,620
Restricted cash and cash equivalents current		
DPA funds due to DTWD ^(a)	1,424,956	141,761
Other ^(b)	41,952	9,156
	1,466,908	150,917
Total current	4,417,431	2,503,537
Non-current		
Restricted cash and cash equivalents non-current ^(c)	926,082	722,202
Total non-current	926,082	722,202
Balance at end of period	5,343,513	3,225,739

^(a) Includes provision for shortfall in student curriculum hours (SCH) training delivery and other unspent state funds (ie: government regional officers housing and work placement).

^(b) Includes provision for accrued salary deferment, being an amount held to meet salaries due to staff who have elected to defer their salary payment to purchase additional leave at a later time.

^(c) 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

	2021	2020
Current	571,360	487,122
Non-current	1,326,327	1,226,606
Balance at end of period	1,897,688	1,713,728

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.



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

Periods covered by extension or termination options are only included in the lease term by 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

Assets pledged as security

The carrying amounts of non-current assets pledged as security are:

Right-of use asset buildings

Right-of use asset Government Regional Officers' Housing

Right-of use asset vehicles

Total assets pledged as security

	2021	2020
Right-of use asset buildings	955,367	699,225
Right-of use asset Government Regional Officers' Housing	449,260	604,030
Right-of use asset vehicles	401,059	351,404
Total assets pledged as security	1,805,686	1,654,659

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

Finance costs

Lease interest expense

Finance costs expensed

	2021	2020
Lease interest expense	56,144	54,974
Finance costs expensed	56,144	54,974

Finance cost includes the interest component of lease liability repayments.

6.5 Commitments

CR TAFE had no capital commitments at year-end and only \$212 of lease commitments that were not required to be considered under AASB 16.

7 Financial instruments 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:

	2021	2020
Financial assets		
Cash and cash equivalents	2,950,523	2,352,620
Restricted cash and cash equivalents	2,392,990	873,119
Receivables ^(a)	1,108,556	890,499
Total financial assets	6,452,069	4,116,237
Financial liabilities		
Financial liabilities measured at amortised cost ^(b)	2,153,751	1,364,085
Lease liabilities	1,897,688	1,713,728
Total financial liabilities	4,051,438	3,077,814

^(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:

Compensation of the accountable authority (\$)	2021	2020
290,001 - 300,000	-	1
160,001 - 170,000	1	-
130,001 - 140,000	1	-
20,001 - 30,000	-	1
10,001 - 20,000	2	-
0 - 10,000	10	10
Compensation of the senior officers (\$)	2021	2020
180,001 - 190,000	-	2
170,001 - 180,000	2	2
160,001 - 170,000	1	1
110,001 - 120,000	1	-
80,001 - 90,000	1	-
70,001 - 80,000	1	-
60,001 - 70,000	1	-
10,001 - 20,000	1	-
Accountable Authority	356,571	350,783
Senior Officers	869,230	883,861
Total compensation of key management personnel	1,225,801	1,234,644

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);



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- 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:

	2021	2020
Auditing the accounts, financial statements, controls and key performance indicators	165,200	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

	2021	2020
Contributed equity		
Balance at start of period	136,177,987	134,501,333
<i>Contributions by owners</i>		
Capital appropriation	2,932,307	1,676,654
Total contributions by owners	139,110,294	136,177,987
Balance at the end of period	139,110,294	136,177,987
Asset revaluation surplus		
Balance at start of period	-	-
Net revaluation increments		
Buildings	10,553,448	-
Balance at end of period	10,553,448	-

8.10 Supplementary financial information

(a) Write-offs

During the financial year, \$150,493 (2020: \$24,608) of debts due to CR TAFE were written off and \$518 (2020: \$3,714) of obsolete inventory under the authority of:

	2021	2020
The accountable authority	151,012	28,322
	151,012	28,322



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8.11 Explanatory statement

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

8.11.1 Statement of Comprehensive Income Variances

Variance Note	Estimate 2021	Actual 2021	Actual 2020	Variance between estimate and actual	Variance between actual results for 2021 and 2020
	\$	\$	\$	\$	\$
Expenses					
Employee benefits expense	39,519,938	39,390,453	38,638,267	(129,485)	752,186
Finance cost	78,065	56,144	54,974	(21,921)	1,171
Supplies and services	12,378,503	13,529,342	12,232,172	1,150,839	1,297,170
Asset revaluation decrement	-	-	20,000	-	(20,000)
Other expenses	3,429,901	3,961,477	3,735,629	531,576	225,847
Cost of sales	418,976	484,980	456,967	66,004	28,013
Loss on disposal of non-current assets	-	219,627	-	219,627	219,627
Depreciation and amortisation expense	4,553,501	4,620,912	4,506,668	67,411	114,244
Total cost of services	60,378,884	62,262,934	59,644,677	1,884,050	2,618,258
Income					
Fee for service	1,113,370	654,811	809,636	(458,559)	(154,825)
Student fees and charges	3,510,000	3,624,291	3,921,279	114,291	(296,988)
Ancillary trading	348,578	397,545	384,252	48,967	13,293
Sales	604,519	747,813	699,006	143,294	48,807
Interest revenue	105,000	32,424	52,272	(72,576)	(19,847)
Other revenue	816,092	1,385,199	688,450	569,107	696,749
Total revenue	6,497,559	6,842,083	6,554,894	344,524	287,189
Gains					
Gain on disposal of non-current assets	-	-	5,711	-	(5,711)
Other gains	-	726,010	2,602,565	726,010	(1,876,554)
Gain on disposal of lease arrangements	-	777	441	777	336
Total gains	-	726,787	2,608,716	726,787	(1,881,929)
Total income other than income from State Government	6,497,559	7,568,870	9,163,611	1,071,311	(1,594,740)
NET COST OF SERVICES	53,881,325	54,694,064	50,481,066	812,739	4,212,998
Income from State Government					
Grants and subsidies	47,424,213	49,257,362	45,730,765	1,833,149	3,526,597
Resource Received	1,221,797	1,751,621	1,555,883	529,824	195,738
Income from other public sector entities	675,000	673,698	644,566	(1,302)	29,132
Total income from State Government	49,321,010	51,682,680	47,931,214	2,361,670	3,751,466
SURPLUS/(DEFICIT) FOR THE PERIOD	(4,560,315)	(3,011,384)	(2,549,852)	1,548,931	(461,532)
OTHER COMPREHENSIVE INCOME					
Items not reclassified subsequently to profit or loss					
Changes in asset revaluation surplus	-	10,553,448	-	10,553,448	10,553,448
Total other comprehensive income	-	10,553,448	-	10,553,448	10,553,448
TOTAL COMPREHENSIVE DEFICIT FOR THE PERIOD	(4,560,315)	7,542,064	(2,549,852)	12,102,379	10,091,916

Major Estimate and Actual (2021) Variance Narratives

- Other gains increased by \$726k or 100% due to Landgate revaluation gain not estimated or foreseen.

Major Actual 2021 and Comparative (2020) Variance Narratives

- Supplies and services fees and charges increased by \$1.3m or 11% due to increases in computer replacement (2021: \$427k), local area network (LAN) ICT upgrade across all campuses (2021: \$356k), additional student materials (2021: \$1m) and sub-contracting assessing (2021: \$1.9m; of which \$1m for heavy vehicle driver training program).



DISCLOSURES AND LEGAL COMPLIANCE

B. Other revenue increased by \$697k or 101% due to decrease in bad debt provision (2021: \$357k), favourable student accommodation occupancy (2021: \$131k; emergency workers utilised College facilities during Cyclone Seroja), asset donations (2021: \$12k) for automotive training delivery portfolio, insurance recoveries (2021: \$99k), the COVID-19 6 month commercial rent waiver did not apply in 2021 which saw the child care centre rent revenue return to expected levels (2021: \$77k).

C. Other gains decreased by \$1.88m or 72% due to Landgate land and building asset revaluations recorded in the Statement of Financial Position as an asset reserve in 2021. The change to the treatment of the asset revaluations is due to current asset increments being sufficient to cover prior year revaluation decrements.



DISCLOSURES AND LEGAL COMPLIANCE

8.11.2 Statement of Financial Position Variances

Variance Note	Estimate 2021	Actual 2021	Actual 2020	Variance between estimate and actual	Variance between actual results for 2021 and 2020
	\$	\$	\$	\$	\$
ASSETS					
Current Assets					
Cash and cash equivalents	2,383,362	2,950,523	2,352,620	567,161	597,903
Restricted cash and cash equivalents	-	1,466,908	150,917	1,466,908	1,315,991
Receivables	1,094,327	1,377,365	1,091,917	283,038	285,448
Inventories	27,028	54,541	38,655	27,513	15,886
Other current assets	651,251	650,517	572,434	(734)	78,083
Total Current Assets	4,155,968	6,499,854	4,206,543	2,343,886	2,293,311
Non-Current Assets					
Restricted cash and cash equivalents	792,456	926,082	722,202	133,626	203,880
Property, plant and equipment	105,303,565	120,530,338	110,441,288	15,226,773	10,089,051
Right of Use Assets	2,078,153	1,805,686	1,654,659	(272,467)	151,027
Total Non-Current Assets	108,174,174	123,262,106	112,818,148	15,087,932	10,443,958
TOTAL ASSETS	112,330,142	129,761,959	117,024,690	17,431,817	12,737,269
LIABILITIES					
Current Liabilities					
Payables	1,252,852	2,153,751	1,364,085	900,899	789,665
Lease Liabilities	540,489	571,360	487,122	30,871	84,238
Employee related provisions	4,713,311	5,473,354	5,353,030	760,043	120,324
Other current liabilities	462,541	1,989,230	848,988	1,526,689	1,140,241
Total Current Liabilities	6,969,193	10,187,695	8,053,226	3,218,502	2,134,469
Non-Current Liabilities					
Lease liabilities	1,580,321	1,326,327	1,226,606	(253,994)	99,721
Employee related provisions	2,403,409	2,641,134	2,612,425	237,725	28,709
Total Non-Current Liabilities	3,983,730	3,967,461	3,839,031	(16,269)	128,430
TOTAL LIABILITIES	10,952,923	14,155,156	11,892,257	3,202,233	2,262,899
NET ASSETS	101,377,219	115,606,803	105,132,433	14,229,584	10,474,370
EQUITY					
Contributed equity	138,484,332	139,110,294	136,177,987	625,962	2,932,307
Reserves	-	10,553,448	-	10,553,448	10,553,448
Accumulated surplus / (deficit)	(37,107,113)	(34,056,938)	(31,045,554)	3,050,175	(3,011,384)
TOTAL EQUITY	101,377,219	115,606,803	105,132,433	14,229,584	10,474,370

Major Estimate and Actual (2021) Variance Narratives

2. Property, plant and equipment increased by \$15.2m or 14% due to Landgate land and building asset revaluations of \$11m and further \$2.5m capital works building improvements funded by the Department of Training and Workforce Development.

3. Other current liabilities increased by \$1.5m or 330% due to provision for shortfall in achieved student curriculum hours (SCH) training delivery and other unspent state funds (ie: government regional officers housing and work placement).

Major Actual 2021 and Comparative (2020) Variance Narratives

D. Other current liabilities increased by \$1.1m or 134% due to provision for shortfall in achieved student curriculum hours (SCH) training delivery and other unspent state funds (ie: government regional officers housing and work placement).



DISCLOSURES AND LEGAL COMPLIANCE

8.11.3 Statement of Cash Flows Variances

Variance Note	Estimate 2021	Actual 2021	Actual 2020	Variance between estimate and actual	Variance between actual results for 2021 and 2020
	\$	\$	\$	\$	\$
CASH FLOWS FROM STATE GOVERNMENT					
Grants and subsidies - DTWD	47,324,215	50,816,547	44,134,342	3,492,332	6,682,205
Funds from other public sector entities	675,000	673,698	644,566	(1,302)	29,132
Total Net cash provided by State Government	47,999,215	51,490,245	44,778,908	3,491,030	6,711,337
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments					
Employee benefits expense	(39,469,939)	(39,037,912)	(37,627,982)	432,027	(1,409,930)
Supplies and services	(11,006,706)	(11,289,852)	(10,682,661)	(283,146)	(607,191)
Finance Cost	(78,065)	(56,144)	(54,974)	21,921	(1,170)
GST payments on purchases	(1,460,873)	(1,331,757)	(1,295,569)	129,116	(36,188)
Other payments	(3,633,933)	(4,282,525)	(4,082,373)	(648,592)	(200,152)
Receipts					
Fee for service	1,481,557	652,682	1,000,888	(828,875)	(348,206)
Student fees and charges	3,166,881	3,541,566	4,157,308	374,685	(615,742)
Ancillary trading	348,578	397,545	384,252	48,967	13,293
Interest received	105,000	32,666	71,824	(72,334)	(39,158)
GST receipts on sales	654,519	276,587	244,804	(377,932)	31,783
GST receipts from taxation authority	806,355	1,016,156	977,309	209,801	38,847
Other receipts	1,280,599	1,792,633	1,528,119	512,034	264,514
Net cash used in operating activities	(47,806,027)	(48,288,355)	(45,379,055)	(482,328)	(2,909,300)
CASH FLOWS FROM INVESTING ACTIVITIES					
Payments					
Purchase of non-current physical assets	(600,000)	(426,677)	(1,004,786)	173,323	578,109
Receipts					
Proceeds from sale of non-current physical assets	-	-	11,818	-	(11,818)
Net cash provided by investing activities	(600,000)	(426,677)	(992,968)	173,323	566,291
CASH FLOWS FROM FINANCING ACTIVITIES					
Payments					
Principal elements of lease	-	(657,439)	(649,676)	(657,439)	(7,763)
Net cash provided by/(used in) financing activities	-	(657,439)	(649,676)	(657,439)	(7,763)
Net increase (decrease) in cash and cash equivalents	(406,812)	2,117,774	(2,242,791)	2,524,586	4,360,565
Cash and cash equivalents at the beginning of period	3,582,630	3,225,739	5,468,530	(356,891)	(2,242,791)
CASH AND CASH EQUIVALENTS AT THE END OF PERIOD	3,175,818	5,343,513	3,225,739	2,167,695	2,117,774

Major Estimate and Actual (2021) Variance Narratives

4. Other payments increased by \$648k or 18% due to an increase in bookshop and café expenditure as a result of an increase in students on campus and engaged in training, also an increase in bad debts written off (2021: \$150k) and an increase in payroll tax (2021: \$2.3m) due to an increase in lecturing and training delivery.

5. Fee for service decreased by \$829k or 56% due to limited return of commercial clients for customised courses, after the 2020 COVID disruption of training delivery.

6. Principal elements of lease increased by \$657k.5m or 100% due to estimate included in supplies and services.

Major Actual 2021 and Comparative (2020) Variance Narratives

E. Grants and subsidies - DTWD increased by \$6.68m or 15% due to state funding priorities for the WA COVID recovery training delivery (ie: targeted fee relief, fee free and half price courses) and an increase in target student curriculum hours. State funding increased to offset the reduction in student fees and charges.



DISCLOSURES AND LEGAL COMPLIANCE

F. Student fees and charges decreased by \$615k or 15% due to state funding priorities for the WA COVID recovery training delivery (ie: targeted fee relief, fee free and half price courses). The reduction in student fees and charges were offset by an increase in state funding.



ANNUAL ESTIMATES

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

**Central Regional TAFE
2022 S40 SUBMISSION
Statement of Comprehensive Income**

	2022 Budget Estimate \$
COST OF SERVICES	
Expenses	
Employee benefits expense	41,496,436
Supplies and services	13,057,803
Depreciation and amortisation expense	4,721,417
Finance costs	54,974
Cost of sales	512,171
Other expenses	3,716,678
Total Cost of Services	63,559,479
Income	
Revenue	
Fee for service	1,081,145
Student charges and fees	3,859,000
Ancillary trading	406,424
Sales	814,382
Commonwealth grants and contributions	103,266
Interest revenue	28,086
Other revenue	1,643,360
Total Revenue	7,935,663
NET COST OF SERVICES	(55,623,816)
INCOME FROM STATE GOVERNMENT	
State funds	50,055,213
Resources received free of charge	1,241,346
Total income from State Government	51,296,559
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	(4,327,257)



**Central Regional TAFE
2022 S40 SUBMISSION
STATEMENT OF FINANCIAL POSITION**

	2022 Budget Estimate \$
ASSETS	
Current Assets	
Cash and cash equivalents	1,926,669
Restricted cash and cash equivalents	800,000
Inventories	38,655
Receivables	1,091,917
Other current assets	572,434
Total Current Assets	4,429,675
Non-Current Assets	
Restricted cash and cash equivalents	913,088
Property, plant and equipment	113,890,379
Right of Use Assets	1,620,949
Total Non-Current Assets	116,424,416
TOTAL ASSETS	120,854,091
LIABILITIES	
Current Liabilities	
Payables	1,514,088
Lease Liabilities	520,830
Provisions	5,353,030
Other current liabilities	848,988
Total Current Liabilities	8,236,936
Non-Current Liabilities	
Lease Liabilities	1,192,898
Provisions	2,612,425
Total Non-Current Liabilities	3,805,323
TOTAL LIABILITIES	12,042,259
NET ASSETS	108,811,832
EQUITY	
Contributed Equity	146,342,190
Accumulated surplus/(deficiency)	(37,530,358)
TOTAL EQUITY	108,811,832



Central Regional TAFE
2022 S40 SUBMISSION
STATEMENT OF CASH FLOWS

	2022 Budget Estimate \$
CASH FLOWS FROM STATE GOVERNMENT	
State funds	49,955,215
Net cash provided by State Government	49,955,215
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Operating Payments	
Employee benefits	(41,446,437)
Supplies and services	(11,666,457)
Finance costs	(54,974)
GST payments on purchases	(1,460,873)
Cost of goods sold	(175,124)
Other payments	(3,838,780)
Operating Receipts	
Fee for service	1,449,332
Student fees and charges	3,515,881
Ancillary trading	406,424
Commonwealth grants and contributions	103,266
Interest received	28,085
GST receipts on sales	654,519
GST receipts from taxation authority	806,355
Sale of Goods	354,800
Other receipts	1,962,930
Net cash provided by/(used in) operating activities	(49,361,053)
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of non-current physical assets	(600,000)
Net cash provided by/(used in) investing activities	(600,000)
CASH FLOWS FROM FINANCING ACTIVITIES	
Repayment of borrowings	(649,676)
Net cash provided by/(used in) financing activities	(649,676)
Net increase/(decrease) in cash held and cash equivalents	(655,514)
Cash and cash equivalents at the beginning of the period	4,295,271
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	3,639,757



**Central Regional TAFE
2022 S40 SUBMISSION
STATEMENT OF CHANGES IN EQUITY**

	2022 Budget Estimate \$
Balance of equity at start of period	106,688,410
CONTRIBUTED EQUITY	
Balance at start of period	139,891,511
Capital contribution	6,450,679
Balance at end of period	146,342,190
ACCUMULATED SURPLUS (RETAINED EARNINGS)	
Balance at start of period	(33,203,101)
Restated balance at start of period	(33,203,101)
Surplus/(deficit) or profit/(loss) for the period	(4,327,257)
Balance at end of period	(37,530,358)
Balance of equity at end of period	108,811,832
Total income and expense for the period	(4,327,257)




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 2021.



Graeme Wilmot
Governing Council Chair
Central Regional TAFE
14 March 2022



Joanne Payne
Acting Managing Director
Central Regional TAFE
14 March 2022



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 2021, 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 Actual	2021 Target	2021 Actual
Central Regional TAFE	92.0%	92.6%	91.6%	93.5%	89.0%
Western Australia	88.2%	87.5%	87.6%	NA	87.3%

Source: EY Sweeney, Student Satisfaction Survey 2021

Derivation:

The total population for Central Regional TAFE was 4,213 students and 942 responses were received. This represents a response rate of 22.4%. The College's relative confidence interval was $\pm 1.8\%$ at the 95% confidence level.

The total population for the whole of Western Australia (excluding private training providers) was 49,290 students and 11,569 responses were received. This represents a response rate of 23.5%. The whole of Western Australia's relative confidence interval was $\pm 0.5\%$ at the 95% confidence level.



Notes: These figures are representative for the whole of 2021. The College notes that the 2021 Actual result is somewhat lower than the 2021 Target and previous years actuals and therefore will instigate an exploration as to the reason this has occurred.

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, Adult community education (ACE) 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. Weighted 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.

Table Two: Graduate Achievement

	2018 Actual	2019 Actual	2020 Actual	2021 Target	2021 Actual
Central Regional TAFE	87.2%	87.7%	84.4%	91.0%	88.1
TAFE Australia	82.1%	81.9%	81.8%	N/A	83.8
All VET Providers Australia	84.2%	83.9%	83.6%	N/A	85.0

Source: 2021 Student Outcomes Survey, National Centre for Vocational Education Research (NCVER)

Notes: 479 graduates responded to the survey, giving a response rate of 33.8% and a confidence level of 95%

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 Actual	2021 Target	2021 Actual
Graduates Employed					
Central Regional TAFE	78.9%	79.3%	75.0%	85.0%	75.0%
TAFE Australia	72.4%	71.3%	65.7%	N/A	70.3%
All VET providers Australia	77.3%	76.6%	68.6%	N/A	72.1%
Graduates Unemployed					
Central Regional TAFE	12.3%	11.4%	13.3%	N/A	11.3%
TAFE Australia	16.5%	17.1%	17.5%	N/A	16.1%
All VET providers Australia	14.2%	14.6%	16.4%	N/A	14.9%
Graduates Not in Labour Force					
Central Regional TAFE	8.8%	9.2%	11.8%	N/A	13.5%
TAFE Australia	11.0%	11.6%	16.6%	N/A	13.5%
All VET providers Australia	8.5%	8.7%	14.8%	N/A	12.9%

Source: 2021 Student Outcomes Survey, National Centre for Vocational Education Research (NCVER)

Notes: 479 graduates responded to the survey, giving a response rate of 33.8% and a confidence level of 95%.

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.

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.

Table Four: Achievement of 2021 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%
2021	2,124,678	2,081,579	97.9%

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

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



Achievement of Profile Delivery by ANZSCO Group

This measure indicates the estimate (ie 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 2021 Profile by the State Australian and New Zealand Standard Classification of Occupation Groups

ANZSCO Group		2021 Target SCH	2021 Actual SCH
1	MANAGERS	32,928	39,622
11	Chief Executives, General Managers and Legislators	5,228	12,620
12	Farmers and Farm Managers	1,000	985
13	Specialist Managers	11,200	15,530
14	Hospitality, Retail and Service Managers	15,500	10,487
2	PROFESSIONALS	115,700	116,664
21	Arts and Media Professionals	23,000	32,575
22	Business, Human Resource and Marketing Professionals	4,000	70
23	Design, Engineering, Science and Transport Professionals	61,200	56,419
24	Education Professionals	15,500	12,860
26	ICT Professionals	12,000	12,000
27	Legal, Social and Welfare Professionals	0	2,740
3	TECHNICIANS AND TRADES WORKERS	426,535	408,716
31	Engineering, ICT and Science Technicians	43,678	43,572
32	Automotive and Engineering Trades Workers	193,797	200,142
33	Construction Trades Workers	70,400	41,944
34	Electrotechnology and Telecommunications Trades Workers	39,500	44,670
35	Food Trades Workers	24,500	20,922
36	Skilled Animal and Horticultural Workers	43,860	47,321
39	Other Technicians and Trades Workers	10,800	10,145
4	COMMUNITY AND PERSONAL SERVICE WORKERS	555,705	494,108
41	Health and Welfare Support Workers	219,174	185,132
42	Carers and Aides	257,515	253,859
43	Hospitality Workers	19,876	14,040
45	Sports and Personal Service Workers	59,140	41,077
5	CLERICAL AND ADMINISTRATIVE WORKERS	165,360	134,330
51	Office Managers and Program Administrators	14,900	15,205
53	General Clerical Workers	88,640	77,065
55	Numerical Clerks	29,820	26,670
59	Other Clerical and Administrative Workers	32,000	15,390
6	SALES WORKERS	20,138	4,750
61	Sales Representatives and Agents	12,000	0
62	Sales Assistants and Salespersons	8,138	4,750
7	MACHINERY OPERATORS AND DRIVERS	268,400	346,264
71	Machine and Stationary Plant Operators	115,400	61,197
72	Mobile Plant Operators	151,000	209,227
73	Road and Rail Drivers	2,000	75,840
8	LABOURERS	314,132	304,974
82	Construction and Mining Labourers	68,964	54,284



ANZSCO Group		2021 Target SCH	2021 Actual SCH
83	Factory Process Workers	33,000	40,169
84	Farm, Forestry and Garden Workers	115,065	112,833
85	Food Preparation Assistants	23,500	10,878
89	Other Labourers	73,603	86,810
G	GENERAL EDUCATION	225,780	232,151
GB	Adult Literacy	118,600	106,420
GE	Targeted Courses	107,180	125,731
Total SCH		2,124,678	2,081,579

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

Note: Even though the College delivered 327,723 SCH more than in 2020, it experienced difficulties attracting and retaining lecturers in key areas which impacted the college's capacity to meet some delivery targets.

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 2021 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 Actual	2021 Target	2021 Actual
\$ per SCH	\$30.42	\$28.77	\$32.68	\$27.14	\$28.97

Source: Financial Statements and TECH One Student Management System.

Notes:

- i The total cost of services (\$62m) used to calculate the Cost per SCH (profile SCH: 2m, non-profile SCH: 67k) includes non-cash items such as depreciation, asset revaluation decrements, loss on disposal of non-current assets, loss on lease arrangements and resources received free of charge. The additional \$816k of non-cash items (Section 40 Estimates (\$5.8m) versus Actuals (\$6.6m)) has contributed to the increase in cost per SCH.
- ii The 2021 actual Cost per SCH is \$1.83 more than the target. The reason for the variance is predominantly due to an increase in supplies and services (sub-contracting assessing (2021: \$1.9m; of which \$1m for heavy vehicle driver training program), local area network (LAN) ICT upgrade across all campuses (2021: \$354k)).





CAMPUSES

Geraldton
Batavia Coast Maritime Institute
Technology Park
Carnarvon

Exmouth
Northam
Merredin
Moora
Kalgoorlie

1800 672 700 | centralregionaltafe.wa.edu.au

RTO:52789

