



2021 Annual Report



education that creates a lifetime of opportunity for all.

Acknowledgement of Country

SWTAFE respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures and First Peoples.

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the year in review

While 2021 was a year of continued hardship due to the pandemic, at South West TAFE there was much to celebrate.

On the back of being announced as Australia's Large Training Provider of the Year at the Australian Training Awards in November 2020, SWTAFE had a tremendously successful 2021 with excellent student numbers and outcomes, strong industry and government relationships, exemplary support from our staff and Board Directors, and significant improvements to our facilities.

Being named Australia's best Large Training Provider consolidated years of hard work and set the base for a bright future.

We delivered education and training to more than 6000 students during 2021, a fantastic result and a significant increase from about 4500 on the previous year.

Our reputation as an award-winning educator with a great culture helped us to meet the challenges of teaching more students during a prolonged and unpredictable pandemic.

Student and staff retention was strong and we were bolstered by the recruitment of new staff to meet the increased demand, including a significant number of metropolitan people looking for opportunities in regional areas.

The majority of our students completed their studies and practical placements, with many achieving excellent outcomes and taking up new job opportunities despite the difficult COVID-19 climate. This is testimony to the dedication of our teachers and support staff in keeping students engaged and providing them every opportunity to achieve their career ambitions. It has been a collective success story.

GROWTH AREAS

Growth in the trades program was beyond our expectations. We were hugely successful in the area of civil construction after the introduction of a construction skills sets program for licensed certificate training. Accredited shorter courses in areas such as forklift training and elevated workforce platforms saw us deliver to more than 600 students as part of that Victorian Government initiative.

That level of uptake has been a great outcome for our region and supported trades that are experiencing an enormous demand for workers.

South West TAFE provided services to more than **6,000** students

Nearly all of our trade areas experienced increased demand during 2021, including building and construction, electro-technology, engineering and plumbing, which was about 25 per cent up on 2020.

Another area of significant growth was the Land, Food and Fibre division where agricultural training doubled expectations and was delivered to more than 230 students. There was also strong growth in bakery, meat training and horticulture, all of which were a direct response to local industry demands during COVID-19.

It has been terrific to be able to respond in a proactive way to this increased demand as we pride ourselves on being able to support the future of our regional industries.

There was a slight downturn in enrolments in health, including nursing and aged care. While the gloom of the pandemic has impacted on student demand for health places, there are very good prospects for employment in these fields and student numbers are expected to rebound.

STRONG OUTCOMES

During a challenging year, our students continued to shine with 86.8 per cent finding jobs after training, including 26 per cent who went on to jobs at a higher skill level.

These figures demonstrate a regional success story. We worked closely with industry partners to ensure our students could complete their studies in a timely manner and we thank everyone who opened their doors for apprentices and student placements.

Our student satisfaction rating topped 81 per cent, well above the state average. The proportion of students who achieved their main reason for training reflected our success compared to other providers.

Nearly 90 per cent of employers were satisfied with the training provided by SWTAFE, one of the best outcomes in the overall TAFE network.

Our staff also responded positively with the employee engagement ranking improving in 2021 and continuing to outrank the general public sector. An impressive 84 per cent of staff said they were proud to work at SWTAFE, the best outcome in the state compared to all other TAFEs.

REVIEWS AND FACILITIES

A review in the way we deliver VCAL and other School of Education programs and a revamp of their training facilities has revitalised these programs for 2022.

During the year, the Victorian Government announced changes to the overall VCAL program and in response we took the opportunity to review what we do at the local level.

We believe this will lead to even better outcomes for students.

F Building, located on the Warrnambool Campus, which houses VCAL and educational programs underwent a \$5 million upgrade in the second half of 2021. This is significant for SWTAFE and the region, creating a welcoming environment that is conducive to an applied style of learning. This project will be completed in early 2022.

We thank the Victorian Government for their continued support to provide first-class learning environments that replicate industry standards.

There has been continued growth in hair, beauty and massage courses and the Pure Academy facilities were refurbished during the year, ensuring they are also aligned with industry best practice.

The Learning and Library Hub is on schedule to be completed in August 2022. During 2021, the design was finalised, with Nicholson Construction appointed to complete the build and construction.

This will be an innovative asset for our region that will increase educational aspirations and provide an exceptional gathering place for local people of all ages.

We continued to refurbish the Glenormiston campus to prepare for an increase in delivery at the site. This is a big part of our future delivery plans for agriculture and horticulture.

Masterplans are being developed for the Colac, Hamilton and Portland sites to ensure we have “fit for purpose” infrastructure that is meeting local current and future industry employment needs.

COVID-19

Sadly, COVID-19 continued to dominate the world but our staff ensured SWTAFE remained open for business for most of the year, albeit in a different capacity.

Students were encouraged to study from home if possible which meant we did not have big numbers on campus for most of the year. However, face to face delivery continued where necessary with apprentices being onsite and supported by teachers and specialist staff to ensure they finished their courses.

Our excellent student numbers and retention rates are a good reflection of the way we handled the pandemic and kept apprentices going through the system. We commend our teaching and support staff for the way they adapted to COVID-19 and continued to provide support to students and organise placements.



Steven Waterhouse

Chair

17 March 2022

Mark Fidge

Chief Executive Officer

17 March 2022

COVID-19 has been challenging for everyone in the community and the continual need to support students during this difficult period takes its toll on everyone. We thank everyone for their contribution across the organisation during this difficult time.

GOVERNANCE

The Board *Observership Program* continued in 2021, with the appointment of successful candidate, Shelley Bourke. The Program is an excellent initiative that provides training and practical experience to the role of the board and facilitates candidates with the skills required to be a Board Director. It is an initiative that will have lasting benefits for our organisation and south-west Victoria as we continue to promote the Observer Program in the region.

A former participant of the program, Kirsten Diprose, joined the Board as a Director during the year and a new observer will be appointed in 2022.

In addition to welcoming Kirsten to the Board, we were delighted to welcome Dr Eva Tsahuridu.

During 2021, the Board refreshed the Strategic Plan to maintain SWTAFE's focus on our students, community, industry partners, quality education and training, and our staff. We also achieved our budget expectations in 2021.

The Net result from continuing operations was a surplus of \$5.9m.

FORMAL STATUS

The organisation is governed by a Board of Management (Board). The Board comprises of ten members (including the Board Chair) with diverse skills, knowledge and experience. The membership of the Board comprises of five ministerial appointed Directors, three co-opted Directors, one elected staff member and the organisation's Chief Executive Officer.

We are meeting the expectations of government, making sure our students have access to education that creates a lifetime of opportunity for all.

OUTLOOK FOR 2022

With hopes that the pandemic will move to a less disruptive state during 2022, SWTAFE looks forward to an exciting year.

Our major capital works projects will come to fruition in 2022. The refurbished F-building will provide an excellent training location and the Learning and Library Hub will add to the organisation's broader strategic master plan to provide a one-stop shop that provides the community with educational, employment and lifelong learning opportunities.

The plan we have for this location is revolutionary and will add to the economic and social fabric of the region, creating a model that has the potential to be adopted across the state. The Learning and Library Hub sets us apart from other providers and it is exciting to be leading this development on behalf of our community.

The Board and executive team would like to thank the Victorian Government, our industry partners, staff and students who have helped SWTAFE achieve great outcomes in 2021 and set the scene for a fantastic 2022.

The objectives, powers and functions of the Board are set out in the revised Constitution of the Board (2016).

The organisation and its Board was established under the *Education and Training Report Act 2006*.

The relevant Minister is The Hon. Gayle Tierney MP, Minister for Training and Skills and Minister for Higher Education.



performance

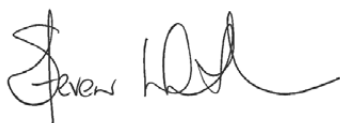
**STATEMENT OF PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER 2021**

**DECLARATION BY BOARD CHAIR
CHIEF EXECUTIVE OFFICER
AND CHIEF FINANCE AND ACCOUNTING OFFICER**

In our opinion, the accompanying Statement of Performance of the South West Institute of TAFE, in respect of the year ended 31 December 2021, is presented fairly.

The Statement outlines the performance indicators as determined by the responsible Minister, pre-determined targets where applicable, the actual results for the year against these indicators, and an explanation of any significant variance between the actual results and performance targets.

As at the date of signing, we are not aware of any circumstance which would render any particulars in the Statement to be misleading or inaccurate.



Steven Waterhouse
Board Chair
17 March 2022



Mark Fidge
Chief Executive Officer
17 March 2022



Robert Van Duynhoven
Chief Finance and Accounting Officer
17 March 2022

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Independent Auditor's Report

To the Board of South West Institute of TAFE

Opinion	<p>I have audited the accompanying performance statement of South West Institute of TAFE (the institute) which comprises the:</p> <ul style="list-style-type: none"> statement of performance for the year ended 31 December 2021 declaration by Board Chair, Chief Executive Officer and Chief Finance and Accounting Officer <p>In my opinion, the statement of performance of South West Institute of TAFE in respect of the year ended 31 December 2021 presents fairly, in all material respects.</p>
Basis for Opinion	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Standards on Assurance Engagements. I further describe my responsibilities under that Act and those standards in the <i>Auditor's Responsibilities for the Audit of the performance statement</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. I and my staff are independent of the institute in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 <i>Code of Ethics for Professional Accountants</i> (the Code) that are relevant to my audit of the performance statement in Victoria and have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.</p>
Board's responsibilities for the performance statement	<p>The Board is responsible for the preparation and fair presentation of the performance statement and for such internal control as the Board determines is necessary to enable the preparation and fair presentation of the performance statement that is free from material misstatement, whether due to fraud or error.</p>
Auditor's responsibilities for the audit of the performance statement	<p>As required by the <i>Audit Act 1994</i>, my responsibility is to express an opinion on the performance statement based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the performance statement as a whole is 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 the Australian Standards on Assurance Engagements 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 decisions of users taken on the basis of this performance statement.</p>

As part of an audit in accordance with the Australian Standards on Assurance Engagements, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the performance statement, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. 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.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the institute's internal control
- evaluate the overall presentation, structure and content of the performance statement, including the disclosures, and whether the performance statement represents the underlying events and results in a manner that achieves fair presentation.

I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

MELBOURNE
24 March 2022



Charlotte Jeffries
as delegate for the Auditor-General of Victoria

statement of performance

The Statement of Performance below shows the Institute's performance levels against 2021 Strategic Plan targets. The Statement of Performance complements the financial audit and provides an opportunity for stakeholders to assess the Board and the Executive Management Group's performance in achieving their defined targets in 2021.

Indicator title	Description and methodology	Measure	2021 Target	2021 Actual	Explanation of variances	Prior year result
Training revenue diversity	Breakdown of training revenue by:				Consistent with the prior year, COVID-19 continued to have a material impact on the operations of the South West TAFE and as a consequence has resulted in lower than budgeted levels of activity in the fee for service area. It has also had a direct impact on the way classes have been conducted by South West TAFE and as a consequence affected student enrolments and completions in various courses.	
	• Government Funded (GF)	%	81.8%	83.5%		84.6%
	• Fee for Service (FFS)	%	8.3%	7.1%		6.9%
	• Student Fees and Charges	%	9.9%	9.4%		8.5%
Employment costs as a proportion of training revenue	Employment and third party training delivery costs as a proportion of training revenue <i>(Employment costs – Workforce reduction expenses + 3rd party training delivery costs) / Training revenue</i>	%	129.4%	137.6%	As mentioned above, COVID-19 continued to have an impact on levels of training activity which resulted in less than budgeted training revenue. In 2020 the Institute received \$1.95 million in COVID-19 business continuity support grants, these grants were recognised as training revenue. In 2021 the Institute received support funding in the form of TAFE transitional sustainability funding which were recognised as non-training revenue. As a result, in 2021 training revenue decreased by \$1.8 million compared to 2020. In 2021 employment costs rose by \$1.0 million (3.9%), a contributing factor was due to COVID-19 restrictions staff were unable to take planned leave. The combination of reduced training revenue and increased employment costs has resulted in the current variance.	122.0%
Training revenue per teaching FTE*	Training revenue (excl. revenue delivered by third parties) per Teaching FTE* <i>Training revenue (excl. revenue delivered by 3rd parties) / Teaching FTEs*</i>	\$	\$167,436.00	\$175,608.00	Increased performance due to a slight reduction in teaching FTE.	\$173,963.00
Operating margin percentage	Operating margin % <i>EBIT (excl. capital contributions) / Total revenue (excl. capital contributions)</i>	%	(31.9%)	(8.0%)	In 2021, South West TAFE received \$9.1 million in TAFE transitional sustainability funding and recognised a government contribution of \$4.7million which related to the title transfer of Glenormiston College. This resulted in a favourable result compared to target.	(21.2%)

Capital Works

Significant capital works conducted in 2021 included:

- Sherwood Park – relocation of portable building to the campus.
- Significant volume of painting both internal and external at all campuses.
- Air conditioning improvements and maintenance at all campuses.
- Lighting improvements and upgrades at all campuses.
- Essential Safety Measures (ESM) requirements and audits delivered
- Replacement of a significant area of floor coverings and surfaces no longer fit for purpose.

SWTAFE continued to fulfil its obligations regarding the maintenance of ESM, and the process continues to be supported by the OHS & Emergency Planning Committee and consultant Stokes Safety. These works were part of the organisation's legal and community obligations under the following regulations:

- *Building Act 1993*
- *Building Regulations Act 2006 and the Interim Act 2017*
- *Building Code of Australia Essential Safety Measures*
- *Occupational Health and Safety Act 2004*

Projects

Significant Projects in 2021 included:

- Learning and Library Hub Project \$20M+ – progressed through to construction phase.
- Asset Maintenance \$5M – F Building Refurbishment Project has progressed well into the construction phase and is due to be completed end of Q1 2022.
- Glenormiston Site Reactivation Project \$2M – refurbishment works and significant ESM installation at site in preparation for 2022 course delivery.
- Stronger TAFE \$1.4M – 23 separate improvement project items.
- Decanting of F Building courses and staff within refurbishment construction areas to alternative locations.

Environmental Sustainability

SWTAFE remains committed to reducing its impact on the environment. We ensure that staff and students work together to reduce the organisation's environmental impacts, develop proactive responses to environmental best practices and achieve innovative solutions in line with our strategic objective to be a leader in our approach to environmental sustainability.

The number of new initiatives was limited by resources being predominantly focused on our pandemic response this year. The following energy performance initiatives and savings were achieved in 2021:

- Replacement of old halogen and mercury lighting across campuses under the VEET Scheme (installation received a 60% rebate meaning cost of installation return estimated at 0.7 years) saving an average of 172 Watts per fitting.
- A total of 435 lights were replaced with LEDs, with a projected carbon emission reduction of 30.07 tonnes annually.

Further campuses are scheduled for environmental sustainability measures during 2022 including SWTAFE's waste disposal tender to incorporate comprehensive environmental sustainability assessment criteria.

TRANSPORTATION

SWTAFE has a motor vehicle fleet of 40 vehicles. Total kilometres travelled for the year increased to 641,166km due to increased travel activities from more stringent lockdown restrictions in 2020. This was a reduction though from a standard year's activities outside pandemic restrictions.

The vehicle fleet continues to incorporate three Hybrids which are energy-efficient vehicles. Using the organisation's Transport and Motor Vehicle guidelines, staff are encouraged to participate in alternative methods of transport, including car pooling and train travel, and to consider greater utilisation of video conferencing and other online technologies.

PAPER

Our organisation endeavours to purchase 100% carbon neutral paper.

ENERGY USE

SWTAFE's energy use was higher in 2021 compared to 2020 due to greater usage and presence on site from the previous year following gradual easing of working from home restrictions. 10% of all SWTAFE's energy usage is sourced from Green Power.

The programmed replacement of high energy use light fittings with LED under the VEET energy scheme will start to deliver energy efficiencies and cost savings from 2022 onward with most having been replaced at the end of 2021.

WASTE MANAGEMENT

We continue to take all opportunities to explore alternative recycling options regarding waste material and waste contracts. Green waste was successfully implemented in 2021 across SWTAFE sites delivering Horticulture courses, diverting 1.4 tonnes of green waste from landfill.

WATER REDUCTION

In refurbishment and new building works, SWTAFE continues to investigate the use of water harvesting initiatives and sustainable practices.

PROCUREMENT

SWTAFE aims to achieve procurement activities that are environmentally friendly and support the objectives of the Government's Environmental Procurement Policy.

The organisation aims to integrate environmental considerations into procurement decision-making and negotiate, where possible, sustainability clauses.



Environmental Data

INDICATORS							
		Wbool City Campus	Sherwood Park Campus	Hamilton Campus	Portland Campus	Colac Campus	Total
Gross Useable Floor Area		15,938	7,069	2,250	3,860	572	29,689
FTE							278
GAS AND ELECTRICITY							
E1	Total energy useage segmented by primary sources (including green power)				Megajoules - Gas		8,994,784
					Megajoules - Electricity		1,582,444
E2	Greenhouse gas emissions associated with energy use, segmented by primary source				Tonnes CO ² -e Gas		492
					Tonnes CO ² -e Electricity		1589
E3	Percentage of electricity purchased by Green Power				%		10%
E4	Units of energy per FTE				Megajoules/FTE		38,020
E5	Units of energy per unit office/teaching space				Megajoules/m ²		356
WASTE PRODUCTION							
Ws1	Total units disposed of by destination				Landfill (kg)		82,228
					Recycled (kg)		12,464
					Greenwaste (kg)		1,429
Ws2	Units disposed per FTE by destination				Landfill (kg/FTE)		296
					Recycled (kg/FTE)		45
Ws3	Recycling rate (% of total waste by weight)				%		13%
Ws4	Greenhouse gas emissions associated with waste disposal				Tonnes CO ² -e		98.67



WATER CONSUMPTION

	Wbool City Campus	Portland Campus	Colac Campus	Total
Total units of metered water consumed (kilolitres)	3,877	199	49	4,125
Units of metered water consumed per FTE (kilolitres/FTE)				14.8
Units of metered water consumed per office area (GFA)				0.14

PAPER USE

P1	Total units of A4 equivalent carbon neutral copy paper used		Reams	5,020
P2	Reams of A4 equivalent carbon neutral copy paper used per FTE		Reams/FTE	18
P3	Percentage of recycled content in copy paper purchased		%	10%

WATER

W1	Total units of metered water consumed by water source		Kilolitres	3,251
W2	Units of metered water consumed in offices per FTE		Kilolitres/FTE	12
W3	Units of metered water consumed in offices per area		Kilolitres per m ²	0.11

TRANSPORTATION

			ULP	Diesel	Hybrid	Total
T1	Total energy consumption by operational vehicles	GJ				not recorded
T2	Total vehicle travel associated with entity operations	km	413,553	177,059	50,554	641,166
T3	Greenhouse gas emissions associated with operational vehicle fleet	Tonnes CO ² -e	67	29	6	103
T4	Greenhouse gas emissions from vehicle fleet per 1,000kms	Tonnes CO ² -e	0.16	0.17	0.12	0.16
T5	Total distance travelled by air	km				-
T6	Employees regularly using public transport, cycling, walking to and from work (%)					10

GREENHOUSE GAS EMISSIONS

G1	Total Greenhouse gas emissions associated with energy use	Tonnes CO ² -e	2,081
G2	Total Greenhouse gas emissions associated with vehicle fleet	Tonnes CO ² -e	103
G3	Total Greenhouse gas emissions associated with air travel	Tonnes CO ² -e	-
G4	Total Greenhouse gas emissions associated with waste disposal	Tonnes CO ² -e	99
G5	Greenhouse gas emissions offsets purchased	Tonnes CO ² -e	-
G6	Total Greenhouse gas emissions: energy, waste, vehicle	Tonnes CO ² -e	2,283



business and financial performance

Summary of Operating Results

In 2021 the Institute returned a surplus of \$11.4 million. Total government contributions increased by \$14.5 million to \$40.1 million in 2021, these grants incorporated additional funds received for capital projects and transition sustainability funding. They also included the title transfer of Glenormiston College. Overall Institute expenditure increased by \$1.6 million, with non salary expenditure increasing by \$0.6 million and salary expenditure increasing by \$1 million.

Comparative Results 2017-2021

ITEM	2017	2018	2019	2020	2021
	\$'000	\$'000	\$'000	\$'000	\$'000
Total Income From Transactions	33,192	37,493	33,530	29,573	43,917
Total Expenditure From Transactions	32,660	33,361	38,628	35,850	37,463
Net Results From Transactions	532	4,132	-5,098	-6,277	6,454
Total Other Economic Flows	2	-42	147	-435	-542
Net Result	534	4,090	-4,951	-6,712	5,912
Current Assets	16,388	19,041	13,046	9,943	13,795
Non Current Assets	54,139	52,629	52,993	50,728	62,406
Current Liabilities	6,611	6,822	5,308	6,295	10,277
Non Current Liabilities	6,150	2,992	3,827	4,241	4,409
Net Assets	57,766	61,855	56,904	50,135	61,515
Working Capital Ratio	2.48	2.79	2.46	1.58	1.34
Net result	1.61%	10.92%	-14.77%	-22.70%	13.46%
Liquidity	2.48	2.79	2.46	1.58	1.34
Capital replacement	0.48	0.47	1.27	0.19	1.80
Depreciation	2,490	2,188	2,293	2,276	2,341
Cash outflows for PP&E	1,203	1,026	2,911	426	4,219
Internal financing	591%	380%	-132%	-660%	208%
Purchase of assets	1,203	1,026	2,911	426	4,219
Net operating cash flow	7,115	3,901	-3,835	-2,811	8,759



#1 in organisational integrity

MOVEMENT IN NET ASSETS AND WORKING CAPITAL RATIO

The Institute had an increase in its net asset base from \$50.1 million to \$61.6 million over the past year. This was predominately due to an increase in the carrying value of property, plant & equipment. The movement was a result of a managerial revaluation on land & buildings being required to be completed in 2021. In addition to a number of capital projects commencing and the title transfer of Glenormiston College being finalised in 2021. Cash deposits held increased from \$6.9 million to \$11.5 million which resulted in an increase in current assets of \$3.9 million. Funds being held to finalise capital projects of \$3.3 million and an increase payables led to an increase in current liabilities of \$4.0 million. These movements have negatively affected the working capital ratio with a decrease from 1.58:1 in 2020 to 1.34:1 in 2021.

CONSULTANCIES

In 2021, twenty one consultancies were used with fees payable to each of \$10,000 or more. The combined amount for these services in 2021 was \$1,116,375 (ex. GST). Consultancy details are made available on the Institute's website: <https://swtafe.edu.au/about-us/corporate-information/consultancies>. Twenty other consultancy services were utilised during the year with respective fees payable of under \$10,000, with the combined total of \$89,322 (ex. GST).

INFORMATION COMMUNICATION TECHNOLOGY (ICT) EXPENDITURE

For the 2021 reporting period, SWTAFE had total ICT expenditure of \$4,145,891 made up of the following:

Business As Usual (BAU) ICT Expenditure (Total)	Non-Business As Usual (non-BAU) ICT Expenditure (Total = Operational Expenditure and Capital Expenditure)	Operational Expenditure	Capital Expenditure
\$ 3,388,049	\$ 757,842	-	\$ 757,842

ICT expenditure refers to the costs in providing business-enabling ICT services. It comprises Business As Usual (BAU) ICT expenditure and Non-Business As Usual (Non-BAU) ICT expenditure. Non-BAU ICT expenditure relates to extending or enhancing current ICT capabilities. BAU ICT expenditure is all remaining ICT expenditure which primarily relates to ongoing activities to operate and maintain the current ICT capability.

overview



2021 at a glance

6623 students

378 total number of
staff employed across
southwest Victoria

1054 graduates
(Certificate 1 to Diploma)

128 accredited training
products delivered

#1 for Employer
Satisfaction in Victoria

#1 for Staff
Satisfaction in Victoria

9/10 occupations predicted
to have the most job growth
in the next five years are in
TAFE-trained fields

WHO WE ARE

As the largest provider of education and training in south-west Victoria, and recognised as one of Australia's best large training providers, South West TAFE plays a crucial role in our region's future. Our focus is on providing accessible and equitable training for individuals, communities and industry partners and delivering quality learning experiences that equip students with the skills needed for the jobs of today and tomorrow.

In keeping with the State and Commonwealth Governments' long-term vision for improved educational standards for those living in regional and outer-regional areas, we have been committed to providing improved learning options to isolated, vulnerable and disadvantaged persons, as well as supporting the needs of the region's major industry sectors.

SWTAFE is governed by a Board of Management and is underpinned by the *Education and Training Reform Act 2006*.

WHAT WE DO

In 2021, SWTAFE delivered 128 different accredited training products and short courses (to more than 6000 students), using various delivery models including on-campus, off-campus, online, workplace, VET in Schools, traineeships and apprenticeships.

In response to the COVID-19 pandemic and other economic priorities, job creation has been at the heart of the Victorian Government's "Skills First" and "Jobs Victoria" policies, which is in turn dependent on the quality training provided by TAFE. At SWTAFE we have worked hard to support the government implement its "Working for Victoria" program with a range of targeted initiatives in the health, tourism/hospitality, and building and construction sectors, as well as delivering or supporting a number of new Jobs Victoria services.

SWTAFE has continued to strive to be an employer of choice and expand and modernise its delivery options to enable our students the option of virtual and/or face to face training to continue their studies throughout 2021. We have sought to better understand and meet our students and clients' needs, and have monitored this through student, staff and industry surveys.

Our 2021 program delivery was based around three key pillars: Quality Education and Training, Financial Security, and Community and Industry Partners. Employment opportunities are changing rapidly in response to market forces, new technologies, changing demographics and emerging industries, so it is pleasing to report that 77% of our young people believe that training at SWTAFE is vital to them securing a job, and that they see us as a key education provider.

SWTAFE has responded quickly to the region's challenges and opportunities by investing in industry engagement, identifying gaps between jobs and a skilled workforce, and evolving ways of effective, applied learning.

Financial security is critical for us to maintain our role as the leading public provider in the region and to meet government and local community expectations. In 2021 we continued to look for new ways to achieve greater financial security, and developed new opportunities that led to collaborative arrangements with key stakeholders across our region and other regional TAFEs. We believe that collaboration and partnering are essential if we are to establish best practice, provide public value, and implement improved systems and practices that enhance our long-term sustainability.

SWTAFE has made a strong and genuine commitment to the south west region by collaborating in community group projects, supporting local events, and opening our learning spaces and expertise to the community. We worked closely with the region's primary and secondary schools, Deakin University, Federation University and other training providers, the Skills and Jobs Centre, and our region's two Local Learning and Employment Networks (LLENs), to build new and stronger pathways for all people in the region.

With State Government support three major infrastructure projects commenced in 2021. The new \$20M+ Learning and Library Hub was started, a \$5M refurbishment of F-Block began, and a \$2M upgrade of Glenormiston College was undertaken. These projects demonstrate the State Government's and region's confidence in SWTAFE being able to create learning environments that will stimulate our creative thinkers, inspire our future generations, embed a love of learning, as well as support our students, industry and community partners. These projects will be followed by a number of new and exciting projects to further improve our students learning experiences.

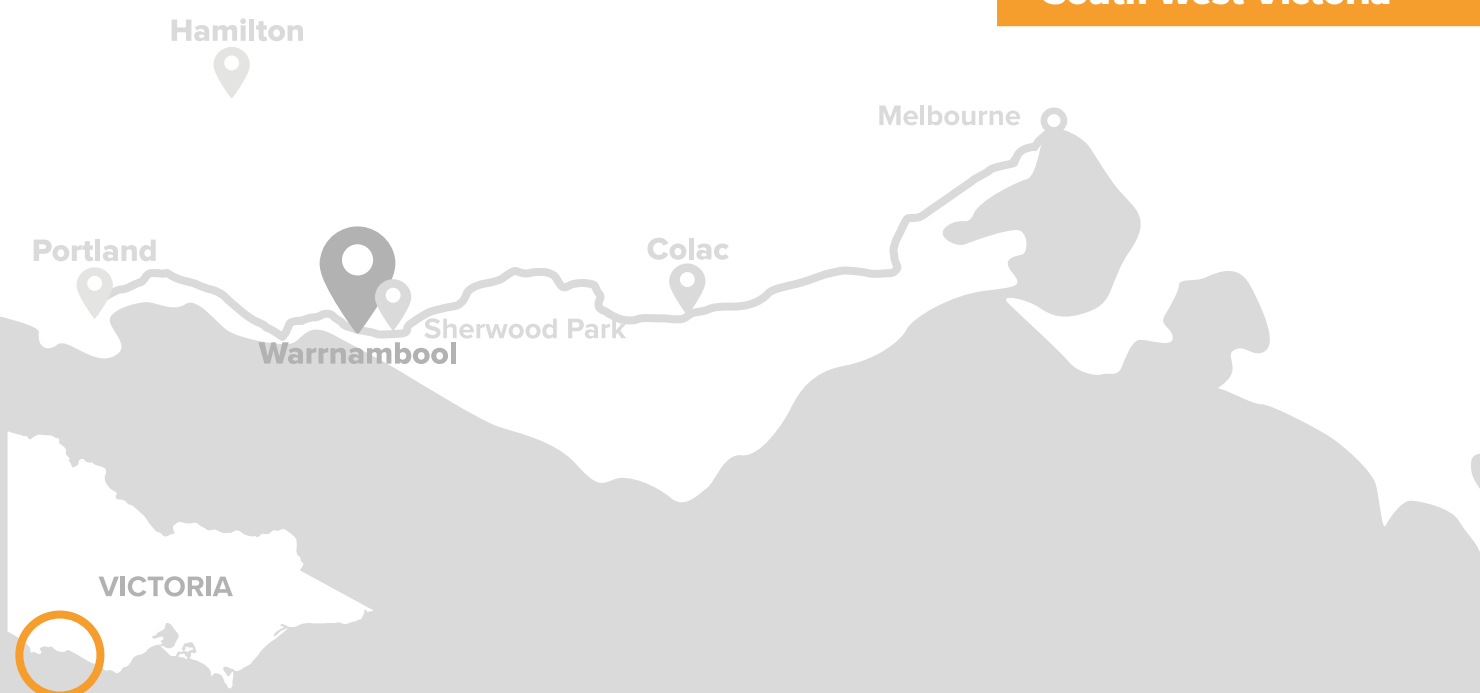
OUR HISTORY

Our predecessors have been providing technical and specialist education since 1863, with links back to the formation of the Mechanic's Institute in 1853.

In 1913, the Warrnambool Technical School was established on our current site and operated within the state education system. It became the Warrnambool Technical College in 1958, providing full diploma courses.

In 1969, the tertiary section of the Warrnambool Technical College became affiliated with the Victorian Institute of Colleges and became the Warrnambool Institute of Advanced Education (WIAE).

The TAFE section separated from WIAE in 1984 and became the Warrnambool College of Technical and Further Education (TAFE). The establishment of campuses at Hamilton and Portland prompted a name change in 1992 to South West College of TAFE, updated in 1995 to the current title South West TAFE. Since then, training facilities were opened at Sherwood Park in east Warrnambool in 2007 and Colac in 2016.



2021 strategic plan

Our Ambition, Purpose, Values + Approach

OUR AMBITION

Education that
creates a lifetime of
opportunity for all.

OUR PURPOSE

We deliver a modern and fresh
approach to helping generations
develop the skills they need for the
futures they aspire to.

We do it for the communities and
industries of south-west Victoria and
beyond.

We do it collaboratively, cleverly,
creatively and courageously.

OUR APPROACH

South West TAFE's Board has established a governance
structure that ensures we deliver a Strategic Plan that
supports our key focus areas. Our Strategic Plan cascades
into everyone's work plans:

Strategic Plan every 3 years

Business Plans annually

Department Plans annually

Individual Work Plans every 6 months

A simple, clear and coordinated set of business plans
expand our strategic priorities and include, but are not
limited to:

Education + Training Plan

Financial Plan

Asset Management Plan

Our People Plan

OUR VALUES



Integrity + Impartiality

We are transparent + ethical
in all that we do, every day



Respect + Human Rights

We demonstrate trust,
understanding and embrace
diversity



Leadership

We will be forward
thinking, collaborative and
inspirational



Accountability

We take ownership of our
actions and deliver on our
promises



Responsiveness

We will deliver and
respond with care

governance

 **SOUTH WEST TAFE**



**Join our
job seekers
getting ahead.**

9 out of 10 careers
predicted to offer
the greatest growth
in new jobs can be
studied here!



**Don't miss out.
Apply now.**

swtafe.edu.au

South West TAFE is governed by a Board of Directors. The Board is responsible for overseeing and governing SWTAFE's strategic direction and associated corporate plans.

The Board is established in accordance with an Order in Council made under section 3.11(2)(c) of the *Education and Training Reform Act 2006*, to oversee and govern SWTAFE.

The Board is guided by a Code of Conduct and consists of a number of committees which provide specialised guidance for different areas of organisational activity. The CEO and the Executive Team operate under a reporting and accountability framework. This framework monitors progress against targets established in the Board's strategic plans.

In line with our contract with the Higher Education and Skills Group, the Board also ensures that:

- appropriate compliance frameworks and controls are established
- risks are identified and managed
- reporting systems are in place
- key policies are operating and reviewed regularly
- an appropriate corporate culture is developed and maintained

- the Board's performance is monitored and evaluated
- the CEO's performance is evaluated against predetermined criteria.

MAJOR ACHIEVEMENTS OF THE BOARD

Key priorities and major actions during 2021 included:

- Development of the 2022 Strategic Plan
- Completion of milestones for the Learning and Library Hub major project
- Re-development of F Building project to be completed by March-April 2022
- Oversight of key infrastructure projects, including the upgrade of the ICT infrastructure.
- Closely monitoring the organisation's financial performance and cash flow requirements
- Continued oversight of COVID-19 risk mitigation strategies and safety plans
- Attested to compliance with the

Minister of Finance's Standing Directions

- Completion of major upgrade to the Glenormiston training facility
- Completion of sale purchase of the RMIT site, Hamilton Campus
- Participation in the 2021 Observership Program which provided training and practical experience in board leadership for an 'Observer' paired with SWTAFE
- Work towards the registration renewal of SWTAFE.

REVIEW OF ANNUAL FINANCIAL STATEMENTS

The Board reviewed and approved the organisation's Annual 2021 Financial Statements at their meeting on the 23 February 2022.

board committee structure

In accordance with its powers, the Board has a number of committees, which draw on the skills, knowledge and experience of Board members and other specialist advisors. These committees assist the Board to meet its legal responsibilities to manage SWTAFE via sound corporate governance practices.

AUDIT, RISK AND COMPLIANCE COMMITTEE

The main responsibilities of the Audit, Risk and Compliance Committee are to:

- Assist the CEO and the Board to monitor the effectiveness of various internal controls such as general operations, financial reporting and legal compliance.
- Determine the scope of the internal audit function, and ensure that it is adequately resourced and effectively used, including coordination with external auditors.
- Oversee the effective operation of SWTAFE's risk management framework.
- Review management processes associated with identifying business risks and exposures, and review and assess the adequacy of management information and internal control structures.

- Review the integrity of SWTAFE's financial and external reporting mechanisms.
- Assist the Board to comply with SWTAFE's statutory and fiduciary duties in relation to financial and other requirements.
- Monitor SWTAFE's financial compliance, corporate image, legal contracts, other contractual arrangements and legislative compliance.
- Review annual financial statements and make a recommendation to the Board for approval.

Committee Chair: Brian Crook

Committee members: Brian Crook, Steven Waterhouse, Jacinta Ermacora, Eva Tsahuridu, James Downing (Independent external member).

INNOVATION AND INDUSTRY COMMITTEE

The main responsibilities of the Innovation and Industry Committee are to:

- Provide information and strategic direction to the Board on how it is able to meet the organisation's strategic goals and directions on innovation, industry and community partnerships.
- Suggest suitable strategies and directions that the organisation should consider to ensure courses and subject areas remain professionally relevant, state-of-the-art, and best able to meet the present and future needs of industry and the community.
- Offer suggestions for new areas to be explored through informed consideration of new initiatives, potential markets, business development strategies and program promotion.
- Provide opportunities for discussion regarding possible co-operative training and/or research.
- Review and endorse major innovation projects for Board approval.

Committee Chair: Susan Brumby

Committee members: Susan Brumby, Denise Lovett, Kirsten Diprose, Mark Fidge.

INFRASTRUCTURE COMMITTEE

The main responsibilities of the Infrastructure Committee are to:

- Oversee the development of an Asset Management Plan prior to recommending it to the Board for approval, based on the current Asset Management Strategy.
- Oversee the implementation of the Asset Management Plan approved by the Board including:
 - For all projects of value greater than \$500,000, oversee the management and monitor progress of approved Capital Works (building) programs, unless otherwise directed by the Board.
 - For all projects of value greater than \$500,000, oversee the management and monitor progress of approved significant ICT projects.
 - Review the findings and recommendations of any examinations by external agencies and regulatory bodies and monitor management's implementation of any recommendations made.
 - Oversee SWTAFE's compliance against the Asset Management Accountability Framework (AMAF) on an annual basis.

South West TAFE completed the Asset Management Accountability Framework (AMAF) maturity assessment and no material non – compliance matters were reported. South West TAFE's target rating is 'competence', meaning systems and processes in place, consistently applied and systematically meeting the AMAF requirements, including a continuous improvement process to expand system performance above AMAF minimum requirements.

The Asset Management Accountability Framework (AMAF) maturity assessment is reported on page 121

Committee Chair: Sandy Burgoyne

Committee members: Sandy Burgoyne, Brian Crook, Chris Holloway, Mark Fidge

NOMINATIONS AND REMUNERATION COMMITTEE

The main responsibilities of the Nominations and Remuneration Committee are to:

- Oversee and implement remuneration principles and procedures in line with the Ministerial Direction and the Victorian Government's Public Entity Executive Remuneration Policy administered by the Victorian Independent Remuneration Tribunal.
- Determine the remuneration and related employment benefits to be offered to the CEO, based on available policy, guidelines, directions from the Board and the Minister, and comparative market data.
- Seek appropriate regulatory approval of the remuneration and related employment benefits to be offered to the CEO.
- Provide recommendations to the Board regarding remuneration and related benefits to be included in the contract of the CEO.
- Monitor and measure CEO performance including undertaking an annual performance review, and provide recommendations to the Board.
- Oversee the recruitment process for the appointment of co-opted directors to the Board.
- Oversee the recruitment process for the election of a staff member as an elected director to the Board.
- Oversee the process to appoint an independent person as a member of a Committee.
- Oversee the process to appoint a Board Observer.

Committee Chair: Steven Waterhouse

Committee members: Steven Waterhouse, Susan Brumby, Jacinta Ermacora, Kirsten Diprose (joined November 2021)

south west tafe board members



Steven Waterhouse
BOARD CHAIR

Commenced as a Ministerial appointment on the South West TAFE Board in February 2017

Bachelor of Commerce (Accounting, Commercial Law and Information Management Systems), Member Institute of Chartered Accountants

Steven commenced on the Board as a Director in February 2017 and as Chair of the Board in July 2019. He is a member of the Audit, Risk and Compliance Committee and Chair of the Nominations and Remuneration Committee.

With a background in financial management, corporate services and governance, Steven is General Manager People and Business Services at Wannon Water and is an active member of the Corporation's Executive team. Steven is Wannon Water's Chief Financial Officer and is responsible for leading the financial, people, safety, risk and internal audit functions of the Corporation.

Steven is Chair of the Warrnambool Racing Club and was previously a Board Member of South West Academy of Sport.



Mark Fidge
DIRECTOR

Commenced on the South West TAFE Board in July 2016

Bachelor of Business (Accounting), Certified Practising Accountant (CPA), Diploma of Frontline Management, Graduate Australian Institute of Company Directors (GAICD)

Mark is currently the Chief Executive Officer of SWTAFE, a position he has held since 2015 after initially joining the organisation as Finance Manager in 2003. He was appointed to the role of Executive Manager, Corporate Services in 2005, incorporating the role of Chief Finance Officer and appointed as the Institute Board Secretary in 2013. Prior to joining SWTAFE, Mark gained experience as a financial manager in a range of sectors in both Australia and the United Kingdom.

In 2020, Mark was the Chair of the South West Local Learning and Employment Network and represents SWTAFE on several other like-minded community Boards, such as Foodshare.



Susan Brumby
DIRECTOR

Commenced as a Ministerial appointment on the South West TAFE Board in September 2013

PhD, Master of Health Management (MHM), Graduate Cert Higher Education Learning Teaching (GCertHELT), GDip WomensSt, RN, RM, Fellow Australian Rural Leadership (ARLF), Graduate Australian Institute Company Directors (GAICD)

Susan Brumby has been on the SWTAFE Board since September 2013. Susan chairs the Innovation and Industry Committee and is a member of the Nominations and Remuneration Committee.

With extensive experience in nursing, agriculture, research and higher education, Susan is committed to promoting positive educational opportunities and economic growth in the south west.

Susan was the founding Director of the National Centre for Farmer Health and an executive staff member of Western District Health Service. She holds a PhD, Master of Health Management and a Graduate Diploma of Women's Studies. Susan is a Graduate of the Australian Institute of Company Directors, Life Fellow of the Australian Rural Leadership Program and Director of the Western Victoria Primary Health Network.



Sandy Burgoyne DIRECTOR

Commenced on the South West TAFE Board in October 2016

Graduate Australian Institute Company Directors (GAICD), Master of Sustainable Development, Bachelor of Arts (Geography), Diploma of Education

Sandy Burgoyne has been on the SWTAFE board since October 2016 and is Chair of the Infrastructure Committee.

Sandy brings 25 years of executive education and commercial experience in developing and leading business strategy, marketing, change and business transformation within the telecommunications, information technology, retail and not-for-profit sectors. Based in Portland, Sandy provides management consultancy services, is a member of several advisory boards, a board member at Place Leaders Asia Pacific and is a doctoral studies candidate and researcher at the University of Sydney, Smart Urbanism Lab.



Brian Crook DIRECTOR

Commenced as a Ministerial appointment on the South West TAFE Board in December 2017

Diploma of Teaching (Primary), Certificate A Teaching (4thYear)

Brian was a Ministerial appointment to the SWTAFE board in December 2017. He is currently Chair of the Audit, Risk and Compliance Committee and a member of the Infrastructure Committee.

Brian's career has spanned over 40 years in primary, secondary and alternative education. He retired from teaching commitments at Trinity College Colac in December 2018. Brian was instrumental in opening up TAFE opportunities for all VCAL students through the VET in schools program and was a key player in the delivery of a Trade Training Centre for the Colac Otway Shire. Brian has also had a career in Local Government serving the Colac Otway Shire as Mayor and Councillor for over 15 years between 2002 and 2020.



Jacinta Ermacora DIRECTOR

Commenced as a Ministerial appointment on the South West TAFE Board in July 2018

Master of Social Science (Policy), Bachelor of Social Work, Graduate and Fellow of the Australian Institute of Company Directors, Quality Improvement Performance Assessor.

Jacinta Ermacora has been on the SWTAFE Board since July 2018. She is a member of the Nominations and Remunerations Committee and Audit Risk and Compliance Committee.

With a background in social work and community engagement in the primary health and consumer advocacy sectors, Jacinta brings to the Board 15 years of public sector corporate governance experience. Prior to joining SWTAFE, Jacinta served as Chair and Director for a number of regional entities including Glenelg Hopkins Catchment Management Authority, The Great South Coast Group, Regional Cities Victoria, was the founding Chair of the Victorian Women in Water Directors Network and was Mayor and Councillor of Warrnambool City Council.

Jacinta is currently Chair of Wannon Water Corporation and a Great South Coast Regional Partnerships Board member. She is also the Chair of the Wollaston Campus Committee Merri River School.

south west tafe board members cont.



Denise Lovett
DIRECTOR

Commenced as a Ministerial appointment on the South West TAFE Board in December 2019

Denise is currently employed as the Aboriginal Heritage Compliance Officer at Gunditj Mirring Traditional Owners Aboriginal Corporation and a casual Treaty and Nation Building worker.

Continuing her appointment to the Koorie Courts in Warrnambool, Denise is a respected person for the Children, Magistrate and County Courts, and Budj Bim Council for the cooperative management of the Budj Bim National Park with the State of Victoria.

Denise has recently been appointed to the Victorian Aboriginal Heritage Council, Victoria's Council on traditional owners for the Victorian Aboriginal Heritage Legislation.

Denise's appointment to the SWTAFE Board is an extension of her role as Koorie Liaison Officer and she is a member of the Innovation and Industry Committee.



Eva Tsahuridu
DIRECTOR

Commenced on the South West TAFE Board in January 2021

Doctorate of Philosophy (PhD), Master of Business Administration (MBA), Bachelor of Business (Accounting)

Eva is a board director and advisor who has been researching, educating and advising on governance, culture, ethics and professional standards for over two decades. She has executive experience in public, private and not for profit organisations in Australia and abroad, including academic roles as director of undergraduate and postgraduate programs. She also has extensive accounting policy and professional standards development experience. Her academic bibliography is extensive including edited books, journal articles, book chapters and conference papers and she is a member of academic journal editorial boards.

The Deputy President of the Professional Standards Division of the Police Registration and Services Board, Eva is also a Board Member of VITS Language Loop and a member of academic journal editorial boards.

Eva is also a member of the SWTAFE Audit, Risk and Compliance Committee.





Kirsten Diprose
DIRECTOR

Commenced on the South West TAFE Board in January 2021

Bachelor of Arts (Media and Communications), Honours (Communication)

Kirsten joined the Board as a director in January 2021. She brings 15 years of experience in communication, having previously worked as a journalist for the Australian Broadcasting Corporation as well as in marketing, content creation and public relations for various companies and organisations.

Kirsten is now a Research Fellow at Deakin University and Knowledge Broker at the Victorian Drought Resilience Adoption and Innovation Hub. In this role, Kirsten uses her communication skills in agriculture to help bridge the gap between science, innovation and what's happening on-farm. Kirsten lives on a mixed farm in south-west Victoria and is also involved in a dairy business. She is currently undertaking a PhD at Deakin University on media, communications and agriculture.

Kirsten is a member of the Nominations and Remunerations Committee and Innovation and Industry Committee.



Christopher Holloway
DIRECTOR

Commenced on the South West TAFE Board in July 2019

Diploma of Vocational Education and Training, Certificate IV in Building & Construction Certificate III in Carpentry, Trade certificates and licences

Chris commenced on the SWTAFE Board on 1st July 2019 as the elected staff member for the organisation. He is a member of the Infrastructure Committee.

Chris is a co-ordinator, trainer and assessor to several secondary schools in the region for VET DSS in building and construction, pre-apprentices, apprentices and qualified tradespeople completing the Certificate IV to become registered builders.



board and committee membership

The SWTAFE Board met 11 times during the year. Committees met 14 times to review and monitor various aspects of the organisation's operations. During 2021, no Board Directors declared a potential pecuniary interest in an issue discussed during Board or committee meetings.

COMMITTEE MEMBERSHIP AND MEETINGS ATTENDED							
Board Director	Position	Term	IB	ARC	I&I	N&R	INF
Steven Waterhouse	Director	1 July 2019 – 30 June 2022	11	4		4	
Susan Brumby	Director	1 July 2019 – 30 June 2022	10		1	3	
Kirsten Diprose	Director	1 January 2021 – 31 December 2023	11		1	1	
Sandy Burgoyne	Director	1 January 2019 – 31 December 2022	9				5
Brian Crook	Director	1 August 2020 – 31 July 2023	10	4			5
Eva Tsahuridu	Director	1 January 2021 – 31 December 2023	11	4			
Jacinta Ermacora	Director	1 July 2018 – 31 August 2024	10	4		4	
Chris Holloway	Director	1 July 2019 – 30 June 2022	11				5
Denise Lovett	Director	3 December 2019 – 2 December 2022	8		1		
Mark Fidge	Director	1 July 2016 (ex officio)	11	4	1	3	5
Total number of meetings for 2021			11	4	1	4	5

IB Institute Board

ARC Audit, Risk and Compliance Committee

I&I Innovation and Industry Committee

N&R Nominations and Remuneration Committee

INF Infrastructure Committee

BOARD REMUNERATION

Director's fees paid in 2021 - \$191,395.

executive management group

Day-to-day management of the organisation continued to be delegated to the CEO and Executive Management Group. The CEO and Executive Management Group operate under a reporting and accountability framework.



Mark Fidge
CHIEF EXECUTIVE OFFICER

Commenced 2015

Bachelor of Business (Accounting), Certified Practising Accountant (CPA), Graduate of the Australian Institute of Company Directors (GAICD), Diploma of Frontline Management.

Mark has been Chief Executive Officer (CEO) since early 2015. Prior to becoming the CEO, Mark was the Executive Manager, Corporate Services incorporating the role of Board Secretary and Chief Financial Officer.

As CEO, Mark is responsible for implementing the strategic direction of the organisation, as determined by the Board, and ensuring efficiency across the Institute to meet the requirements of Government, enterprises and individuals.



Shannyn Martin
EXECUTIVE MANAGER
CORPORATE SERVICES

**Commenced November 2019
(Maternity Leave July 2021)**

Bachelor of Management (Human Resources, Commercial Law, Accounting), Certified Practising Accountant (CPA), Diploma of Government Investigation, Diploma of Occupational, Health and Safety.

Shannyn commenced in the role of Executive Manager, Corporate Services in November 2019. Prior to that Shannyn began her career at SWTAFE in 2014 as the Audit and Compliance Officer.

Shannyn was responsible for the leadership of the Corporate Services portfolio that includes digital innovation and information technology, facilities management and master planning, occupational health and safety, student support services, disability support and is the Executive Sponsor for the \$20M Learning and Library Hub Project, in partnership with the Warrnambool City Council.

executive management group cont.



Andrew Long
EXECUTIVE MANAGER CORPORATE SERVICES

Commenced June 2021

FCIS (Fellow The Chartered Governance Institute), CSA (Member The Chartered Governance Institute), Certified Practising Accountant (CPA), Member Australian Institute of Company Directors (AICD), Bachelor of Commerce (Accounting, Law).

Andrew commenced in the role of Executive Manager, Corporate Services in June 2021. Prior to joining SWTAFE he was the Chief Financial Officer at the Royal Children's Hospital Foundation. Andrew brings a wide range of experience including finance, corporate services, reporting, governance, strategic planning, financial and investment management, project, and policy areas. Andrew is passionate and committed to the service sector and being part of organisations that make a difference to the lives of young people.

Andrew is responsible for the leadership of the Corporate Services portfolio that includes digital innovation and information technology, facilities management, master planning, projects, procurement and contracts and disability support services. He is also the Executive Sponsor for the \$20M Learning and Library Hub Project, in partnership with the Warrnambool City Council.



Louise Cameron
EXECUTIVE MANAGER EDUCATION

Commenced June 2019

Bachelor of Training and Development, Program, Diploma of Management, Diploma of VET, Certificate IV in TAE, Graduate of the Australian Women's Business Program, Masters Business Administration, Masters Human Resource Management and Graduate of the Australian Institute of Company Directors (GAICD).

Louise commenced as Executive Manager for Education in June 2019, bringing 16 years of experience from the VET-sector and Higher Education. Louise is very passionate about providing pathways of opportunities for young people through Vocational Training to gain employment outcomes.

Louise oversees the management of the Educational portfolio including short courses, business development and industry engagement.



Jodie Hill EXECUTIVE MANAGER STUDENT EXPERIENCE

Commenced in July 2021

Masters Degree, Business Administration (Conflict Management and Resolution), Graduate Diploma, Education Studies, Graduate Certificate, Conflict Management and Resolution; Graduate of the National Excellence in Education Leadership Initiative (NEELI), Higher Education Advanced Leadership Program, Professional member of ANZSSA and Associate Fellow ATEM.

Jodie commenced in the role of Executive Manager, Student Experience in July 2021. Prior to joining SWTAFE she was the Director of Student Services at James Cook University and brings 10 years of experience in the university sector, as well as a genuine passion for the student experience to her role.

Jodie is responsible for leading the Student Experience portfolio including library and wellbeing services, client service, the enrolment function, the Skills and Job Centre and oversight of the campuses at Portland, Hamilton and Colac. Jodie is committed to a student-first approach to delivering and innovating student-facing administration and support services.

Jodie is a member of the Rotary Club (Warrnambool Daybreak) and a member of Business and Professional Women Australia (South West).



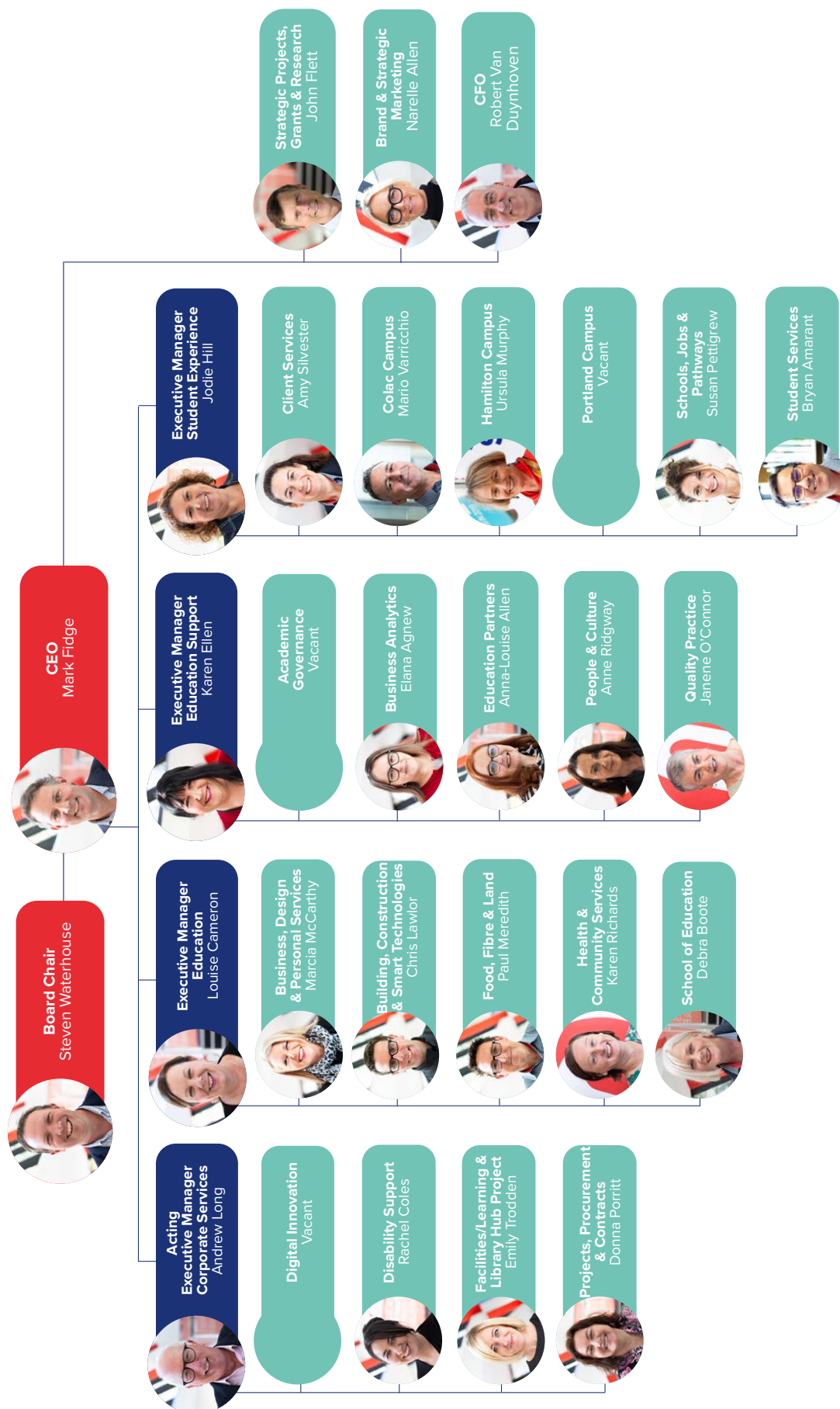
Karen Ellen EXECUTIVE MANAGER EDUCATION SUPPORT

Commenced February 2020

Master of Ed (Adult Education) Hons, Bachelor of Training and Development, Diploma of Quality Auditing, Diploma of Management, Diploma of Business, Diploma of Training and Assessment, Professional Member of AHRI.

Karen commenced with South West TAFE in 2011 as an Educational Manager and has worked across a variety of innovation, quality and large training projects within SWTAFE. Karen was promoted to the People and Culture Manager role, then into the current Executive Manager of Education Support, overseeing People and Culture, Data Analytics, Education and Quality Partner team, Internal Communications and the Registrar's Office.

Professional interests are Aboriginal Education, Workplace Culture, Wellbeing and Quality Training.





**innovation
and quality
in education**

teaching and learning strategy

A key objective for South West TAFE (SWTAFE) is to support and expand training programs that meet industry and community needs through providing job-ready graduates. In 2021 SWTAFE's teaching strategy focused on four key areas.

- Ensuring SWTAFE students have the skills to meet employment and industry expectations through providing the technical and digital skills in a rapidly changing environment
- Building capability within the teaching areas on developing assessments and resources for use in remote and virtual classrooms and support a hybrid delivery model
- Supporting the development of new teaching staff through internal training programs and the introduction of a mentoring program for first year teachers
- Continuing to provide a strategic oversight of teaching programs and new course development through the governance of the Board of Studies, Assessment Panel and the Training and Assessment Strategy (TAS) Panel.

In 2021 the Assessment Panel was implemented to improve the quality of our learning resources through building the capability of teachers and administration staff to develop quality learning and assessment resources across all qualifications. The Assessment Panel has provided ongoing support for new courses being added to our Scope of Registration so as to improve the learner's experience and better compliance against the national RTO Standards. The Institute also accesses teaching and learning resources being collated and prepared under Department of Education and Training's (DET) Victorian Shared Learning Resources project. This initiative allows each TAFE to contribute and have access to learning resources from a large bank of materials.

Government incentives such as the continuing of Free TAFE, Job Trainer, Construction Skill Set training, and the re-introduction of funded skill set training enabled the largest intake of new students in recent years. The new TAFE Teacher Scholarship program has supported the teaching areas to meet the increased demand, and has attracted current industry experts to become teachers. This program has both financial and educational benefits to scholarship holders.

SWTAFE has been very well supported by DET and was given fifteen scholarship placements to attract new teachers in areas that traditionally have been very hard to recruit for. The teaching areas that have benefited from the Scholarship Program have been: plumbing, electrotechnology, building and construction, community services, book-keeping and maritime. The program is an important part of succession planning for an ageing teaching workforce.

In response to the COVID-19 pandemic, the COVID Student Engagement Committee was formed to support students' learning and wellbeing needs. Committee members were drawn from across the organisation and masterminded maintaining student engagement and participation, and worked towards successfully meeting the Institute's SCH targets.

Using feedback from over one thousand 2020 student survey responses the Institute had a great understanding of the student learning experience during the pandemic. The survey also asked for feedback on whether to continue delivering courses online. An overwhelming 86% of students responded that they wanted to continue in a hybrid delivery model that included the option of the theory component of their course being delivered online. The continuation of the hybrid delivery model has resulted in some excellent student outcomes at SWTAFE.

The School of Education was restructured during 2021 to prepare VCAL courses for transitioning into the new VCE program commencing in 2023. The students will be in a transition year in 2022, where students will start the year with individual laptops and a digital resource program supported by the SWTAFE Online Learning Management System. This new model will support the new VCE curriculum and foundation certificate structure and support students learning in the virtual classroom.

Other achievements across the year include:

- Refining the Teaching and Assessment Strategy Panel and the pre-training review processes
- Maintaining on-campus practical activities for apprentices and work placements for health and aged care students
- Improving the connection between the teaching areas and the Skills and Jobs Centre's activities.

Students who were identified as high risk of withdrawing during the pandemic were provided extra support through Student Services and the Skills and Jobs Centre. This ensured they had sufficient support to continue in their chosen course of study.

Education Support

EDUCATION AND QUALITY

A significant restructure was undertaken in 2021 to enhance education quality support across SWTAFE. The focus was on building the skills, capability and quality in the teaching portfolios and teams, as well as better support the Institute prepare for its 2022 ASQA re-accreditation process. Three specialty areas, Education Partners, Academic Governance and Quality Practice, were created to provide better quality assurance, training and governance.

Education Partners are a small team of VET specialists who support existing teacher support services and new initiatives to model and monitor high quality course delivery to students. This area also manages SWTAFE Online which had increased requests for instructional design support in both Education and Corporate areas for in-house training and student course design. Support for both training and assessment review panels and assessment documentation panels were supported in addition to new staff inductions, teacher mentoring and new course design and support.

Quality Practice was created to enhance the quality practices across the whole business in addition to being the project lead for the re-registration of the Institute. The team commenced late in 2021 and have established new software

and data dashboards to assist all key areas to remain abreast of quality and process improvements.

Academic Governance was established to oversee SWTAFE's scope of registration and has responsibility for monitoring and communicating changes in training product status including transitioning training packages.

In 2022 further refinements of these three key areas of support will be enhanced to ensure high quality governance and support is available to the teaching portfolio.

BUSINESS DATA ANALYTICS

During 2021 the data analytics strategy was updated and an additional data analytics specialist was added to the team to support increased data support and training. These systems provide valuable insight into our student application and enrolment journey, as well as monitoring student engagement and retention to support the organisation's COVID-19 training responses. A range of new dashboards were developed to provide a holistic approach to the management of our training and assessment strategies, and to show our progress in reviewing our teaching assessments. A comprehensive suite of dashboards is used to monitor key performance indicators and financial performance. In 2021 the Data Analytics team were winners of the monthly Values Awards.

Our Business Analytics team - Elana Agnew & Adwait Tarudkar. Elana and Addie were named Specialist Values Champions along with Kelly Wakelin for October 2021 for the value of Responsiveness.

Digital Innovation

Digital innovation continued to underpin South West TAFE's strategic approach to education and business solutions throughout 2021. We continued to embed technology platforms into our learning models, and broadening the interactive tools available to teachers and students. Virtual classroom spaces were expanded to include Webex, Zoom and Microsoft Teams.

The online learning model has fostered strong engagement with our students during the 2021 lockdowns. The real-time and asynchronous options have allowed our students to continue their learning, no matter where in Victoria they studied, using the video platform they were most comfortable using.

SWTAFE staff have also used these platforms to stay connected, participating in staff wellbeing initiatives, industry events, digital social gatherings and a number of special interest sessions that were delivered to keep employee morale up during times of limited movement.

SWTAFE has remained agile in its approach to digital transformation and pioneered the creation of a suite of digital tools that were designed and deployed in 2021 to enhance several business solutions across the organisation. Digital timetables, workplans, Professional Profile, and vaccination registers for staff and students have helped the student experience and improved several key business metrics. A number of significant infrastructure and software platform projects were advanced and completed during the year to support the rapid digital transformation of the organisation.





Top: Glenormiston Agriculture and Horticulture Centre
Bottom: Glenormiston Hot House

Government Funded Education Projects

GLENORMISTON TRAINING FACILITY AND HAMILTON CAMPUS

In February 2020 DET formally transferred the Glenormiston College site back to SWTAFE. The organisation subsequently sold the property to a private buyer on the condition that vocational education and training would be delivered on the site until at least November 2027. Other sale conditions included that the proceeds would be used towards a modernised and improved Hamilton Campus, and other Institute projects. A priority for the Hamilton Campus will be an upgrade to its nursing facilities to ensure that they meet the standards required for delivering accreditation by the Australian Nursing & Midwifery Accreditation Council.

Throughout 2021 SWTAFE used the \$2M in funding to restore the outdated and failing emergency services infrastructure, refurbish an accommodation block, the restoration of the artificial breeding centre, a new hothouse, updated classrooms for agriculture, engineering, and horticulture; some minor grounds works; and new specialist agriculture training equipment.

While the construction and maintenance works were undertaken course delivery was transferred to nearby Noorat. Onsite classes at the Glenormiston College site will resume in early February 2022. The upgraded site will become relevant for a much wider range of programs that meet more of the region's workforce training needs in the agriculture and horticulture sectors.



VICTORIAN SKILLS COMMISSION (VSC)

South West TAFE has overseen the production of a set of training and assessment resources for the Certificate III in Aquaculture. The new course materials are to be used in future programs with industry participants such as Yumbah Aquaculture. Engineering initiatives supported by the VSC were also concluded in 2021 with 23 existing workers at Keppel Prince Engineering completing their Certificate III in Surface Coating and Protection. Insights from that project were shared as part of an Australian TAFE presentation at the World Federation of Colleges and Polytechnics 2021 Applied Research Conference in December.

NEW PROJECTS AND INDUSTRY COLLABORATIONS

During the second half of 2021 the organisation was involved in extensive discussions with key government and industry stakeholders, major employers and peak industry organisations looking at new and innovative ways to meet the region's emerging and known training needs. Applications to the Workforce Training Innovation Fund (WTIF) were made in collaboration with Food and Fibre Great South Coast (GSC) for a VET/Secondary school training initiative designed to assist young people take up a career in the food and fibre sector. This has been complemented by SWTAFE's involvement in the establishment of professional development for the Food and Fibre GSS Careers Advisory Panel.

SWTAFE has also worked with Dairy Australia towards a WTIF funded Artificial Insemination Program to address the critical shortage of AI technicians in Australia's dairy and beef cattle industries. The outcomes of these collaborations are expected to be known in early 2022.

Industry collaboration and input has also been critical in funding applications to the TAFE Equipment and Facility Fund (TEFF), and Regional Specialist Training Fund (RSTF). Equipment and facilities worth \$2M have been sought and will allow for purchasing state of the art engineering equipment at Portland, upgraded building and construction resources at Warrnambool, a new civil construction facility and plant at Glenormiston, and agriculture and horticulture equipment for Colac. A \$1.2M RSTF funding for upgrading the nursing laboratories and facilities at Warrnambool and Hamilton has also been prepared in consultation with key health providers in the region.

LEARNING AND LIBRARY HUB

The Learning and Library Hub is a joint project between DET, SWTAFE and Warrnambool City Council (WCC). The Library and Learning Hub will be located in the heart of the Warrnambool SWTAFE precinct. Combining both WCC and SWTAFE libraries, it will provide contemporary library services and facilities for current and future generations of library members, SWTAFE staff, students and members of the public.

This project involves Victorian State Government funding from DET of \$16.3M, Warrnambool City Council contributing \$2.75M and South West TAFE contributing \$830,000 in land value. An additional \$370,000 has been realised through philanthropic and other sources of funding.

The Learning and Library Hub will support the future collection needs, and brings an array of technology and programming features required by a contemporary public library. The new building will provide modern learning spaces that are inclusive of Science, Technology, Engineering and Maths, as well as interactive community spaces to cater for meetings, exhibition, study, play and digital media.

A dedicated children's area, garden, and parent facilities will be both an attraction to the facility for library users, as well as providing unique opportunities for Early Years course delivery. Maker Space, youth zone, a gaming area and sound recording studios will all be additional offerings the new facility will provide. Extensive landscaping to the SWTAFE campus and café will provide a focal point and meeting space for those accessing and using both the campus and the new facility, and will provide a fantastic opportunity for SWTAFE to showcase the benefits and opportunities of a lifetime of learning.

The facility will be operated and maintained by WCC, as part of a new Service Level Agreement with SWTAFE, but will be integrated into the SWTAFE campus and offer combined programs and access. The focus of the new facility is to deliver a lifetime of learning for all.

The project is on budget and expected to open in the latter part of 2022, despite some minor construction delays caused by pandemic restrictions throughout 2021.





F BUILDING REFURBISHMENT

SWTAFE was successful in its application for funding as part of the Victorian Government's 2020 Asset Maintenance Program and was granted almost \$5M to refurbish the F Building at the Warrnambool campus. F Building accommodates the Pure Academy (Hair, Beauty & Massage), School of Education (VCAL, Disability, Reconnect and ESL), Automotive and Plumbing apprenticeship programs. Due to the age of the building it required significant refurbishment to provide accessible and fit-for-purpose facilities that meet compliance requirements for both students, visitors and employees.

The project is well advanced and despite some construction delays due to the COVID-19 pandemic restrictions, will be completed by the end of first term in 2022. The project addresses the increase in demand expected for the School of Education programs, trades and apprenticeships, and will assist in the growth of all of these areas. The new extension of Pure Academy will give it public frontage to the new Learning and Library Hub facility. The expected increased pedestrian traffic should lead to a significant boost for the Pure Academy programs.

This refurbishment project will also address the lack of student meeting spaces within SWTAFE's busiest teaching building, providing a space where students can meet, gather, or use for after-hours study. The upgrades will provide a safe, comfortable and improved space for disadvantaged students too, offering a place where they can eat, as well as having highly accessible student amenities.

Local Jobs First Act 2003

The total value of Local Jobs First projects within the 2021 reporting period is \$4.9m.

A young woman, likely a student, is focused on rolling out a piece of dough on a stainless steel table. She is wearing a white chef's hat, a white short-sleeved shirt, and a dark blue apron with the words "now" and "vision blend" embroidered on it. She is using a large wooden rolling pin. The background shows a busy kitchen environment with other people working, though they are out of focus. A large, semi-transparent yellow circle is overlaid on the right side of the image. The word "students" is written in a bold, yellow, sans-serif font inside a white rectangular box on the left side of the image.

students

training outcomes

83.9% students employed or in further study after training (NCVER 2021)

South West TAFE (SWTAFE) delivered a total of 1,255,683 Student Contact Hours (SCH) in 2021. The table below provides a detailed breakdown of SCH delivery in 2021.

STUDENT CONTACT HOURS DELIVERED

OUTCOMES	SCH
Skills First Non Apprenticeship/Traineeship	698,623
Skills First Apprenticeship/Traineeships	427,307
Full Fee Paying	2,939
Fee For Service (Includes Tafe in Schools, Overseas Students, Interstate Apprenticeships and Short Courses)	126,814
TOTAL DELIVERY	1,255,683

MOVEMENT IN STUDENT CONTACT HOURS OVER THE PAST FIVE YEARS

2017	2018	2019	2020	2021
1,297,549	1,120,473	1,385,914	1,300,657	1,255,683

Student Outcomes

The teaching departments achieved outstanding results considering the conditions teachers and students had to adapt to during the COVID-19 pandemic. The Victorian Government's Construction Skillsets were embraced by our region's industries, and resulted in 633 students benefiting from the initiative, which was a 452% increase in Skills First students accessing construction industry programs.

During 2021, SWTAFE delivered training to 6,623 individual student enrolments (which includes accredited and non-accredited programs) which equated to 1,255,683 enrolled student contact hours (SCH). With the continuation of the Victorian Government's 'Free TAFE' initiative student enrolments in Skills First funded courses decreased by -1.5% in comparison to 2020. Due to the high industry uptake of the Victorian Government's Construction Skillset initiative and General Skill initiative, our Skills First Student numbers grew by 27%.

The Department of Education and Training, along with individual student tuition fee contributions, funded 90% of SCH delivered, with the remainder funded by individuals, industry and non-Victorian governments under User Choice Agreements. Free TAFE enrolments were most noticeable in nursing, community services, aged care, disability, education support and early childhood.

This SCH figure underlines the impact that funding initiatives (Free TAFE, Construction Skillsets, Job Trainer and General Skillsets) had, as well as SWTAFE's dedication to delivering high quality training programs in a year of complex changes to the vocational education and training industry. Also reflecting the organisation's strategic intent to continue to grow in line with regional demand, 38% of our students undertook studies at campuses other than Warrnambool, which is a 2.7% growth in outer-regional Victorians accessing education.

In 2021 there were a total of 950 apprentices and 514 trainees with unit commencements in building and construction, engineering, electrical, plumbing, agriculture, sport and recreation, tourism, automotive, IT, engineering, maritime operations, horticulture, commercial cookery, food processing, meat processing, business/business administration, retail cosmetics, hair and beauty services, beauty therapy, early childhood education and care, and education support. There was a total of 427,307 Student Contact Hours delivered across these programs.

STUDENT CONTACT HOURS RESULTS

BY FUNDING SOURCE	SCH
Government Profile Excludes Trainees/ Apprentices	698,623
Government Contracted Apprenticeships/ Traineeships	427,307
Full Fee Paying	2,939
Fee for Service (includes short courses)	31,237
TAFE in Schools	77,023
Adult Migrant English Program	7,957
Other (incl. Interstate Apprenticeships, Motorcycle Training)	10,597
TOTAL	1,255,683
BY CAMPUS	
Colac	53,365
Hamilton	123,106
Portland	126,748
Warrnambool	773,240
Sherwood Park Training Facility	153,427
Glenormiston Training Facility	25,797
TOTAL	1,255,683
BY DEPARTMENT/CENTRE	
Division of Business Development and Industry Relationships	1,669
Division of Business, Design and Personal Services	159,346
Division of Construction, Engineering and Licensing	333,355
Division of Food, Fibre and Land	250,353
Division of Primary Health Care	262,606
Division of Foundation Further Education	248,354
TOTAL	1,255,683

Student Feedback

All students, staff and SWTAFE industry clients have an opportunity to provide online feedback, complaints and compliments throughout the year. Students are also surveyed at the end of short courses and throughout the year on a course basis. On an annual basis, SWTAFE participates in a national benchmarking survey of students sent and collated by the National Centre for Vocational Education Research (NCVER) with the outcomes being published in the National VET Student Outcomes Report. We also collect quality indicator data via the Department of Education and Training from our students and employers, the outcome of which is published on our website as Learner Engagement and Employer Satisfaction. Unfortunately, due to the pandemic resulting in a series of annual industry engagement workshops being cancelled, the Industry feedback survey data was not completed.

During 2021 Survey Monkey was used to provide students the opportunity to help shape their learning experience. Each term, students were encouraged to participate in the feedback survey, so that we can work together to create a vibrant and inclusive community for our students. The application allows for students to be surveyed at a course level.



x 87.5% students
achieved their main
reason for training
(NCVER 2021)



VET Delivered to Secondary School Students (VET DSS)

Considering the context that '9 out of 10 occupations predicted to have the most jobs growth in the next five years are in TAFE trained jobs', many school students, parents and career advisors are starting to promote and celebrate the achievements of vocational pathways. This has led to an increase in school students across the region choosing a VET DSS program as part of their VCE and VCAL studies.

A change in perception of success is a 'slow burn' when comparing the success of an apprenticeship or Diploma in Nursing to a university pathway, however with industry driving skill demand, a shift is being recognised amongst the youth who are identifying that many jobs that provide good financial outcomes and are in high demand often require vocational skills.

VET DSS in 2021 saw many classes at capacity at the Warrnambool & Sherwood Park campuses. The Portland and Hamilton campuses had strong numbers in Engineering and Community services with increased growth predicted over the next few years. Both the Corangamite cluster and the Hamilton District Skill Centre cluster were at capacity in most program areas being delivered under Auspiced contracts.

550 secondary school students chose a vocational pathway in 2021, one hundred more than last year and 200 more than 2019. Every secondary school across the region partners with SWTAFE for some of their VET DSS delivery. Future planning is now at its critical stage to cater for the new VCE structure that has a strong recommendation of VET inclusion under a 'VCE Vocational Major' stream that will be replacing VCAL in 2023 across all secondary schools in Victoria. 2022 will be the year of transition and change to enable a more flexible approach to students accessing vocational training in the future. Both the TAFE and schools will need to have a collaborative approach to accommodate the growing need of students wanting to study a VET program across the south west.

The pandemic again put VET DSS courses under duress during periods of lockdown in 2021. Students and teachers learnt from 2020 and did their best to keep students engaged and learning through online delivery where possible. Restrictions that were unplanned and went longer than first thought caused critical concerns around the secondary school students being able to complete their enrolled units that contribute towards their VCE and VCAL results. SWTAFE teaching staff worked closely with the schools as restrictions changed and adjustments were being made from the VCAA regarding 'unspecified credit', special considerations and additional time to finalise results. In the end, teachers, schools and families did their best to ensure every VET DSS student had the best chance of completing enrolled units.

The 'Try a Career Day' was fortunate enough to take place at the Sherwood Park Campus with over 800 year 9 students from across the region experiencing their first taste of vocational learning at a TAFE. Unfortunately, after 3 attempts the Portland and Hamilton Try a Career Days were cancelled due to COVID.

It also proved challenging for the SWTAFE Skills & Job Centre (S&JC) to access year 12 school leavers this year with all students and schools putting their energy into completing school at the end of the year. It is still important for these students to have an awareness of the options post school that include a gap year of study or work, university application, TAFE applications, apprenticeship opportunities, or travel. The S&JC worked on alternative options to capture these important conversations that resulted in one to one online chat with the student and parent. Where possible the S&JC engaged with secondary school students across the region delivering 'work ready, gap year, world of work, next steps' workshops to year 10, 11 & 12 students.

The new VET DSS application to enrolment portal was also trialled this year providing greater vision over tracking of student's progress for the school and TAFE staff.



South West TAFE Skills and Jobs Centre

SCHOOL BASED APPRENTICES AND TRAINEES

The SWTAFE Skills and Jobs Centre (S&JC) has now embedded itself amongst the community as a trusted source of independent information for all community members. During 2021 the S&JC accepted referrals from and referred to many of our local community agencies. A sample of the key external agencies for 2021 include: Volunteer Connect, WRAD, Westvic Dairy, Committee for Portland, GForce (MAS NATIONAL), Anglicare, Axis employment Portland, WDEA Portland & Warrnambool, Portland WIB, JVES Program providers, Neil Porter Legacy, Match Works Warrnambool, Axis, OCTEC, Aim Big employment, Brophy, Headspace, Kuna Bim, secondary schools, EGF Employment Solutions, Colac & Warrnambool Neighbourhood House, McKillop Family Services Colac, Barwon Youth Colac, Local Councils, Clontarf Academy, and the Archie Graham Community Centre.

It is widely recognised that employment is a major part of a person's identity and plays a significant role in their health and wellbeing. These organisations have specialty skills in many areas but often lack the expertise around career planning. They value partnering with the Skills & Jobs Centre and leveraging the expertise available. Overall SWTAFE recognises that the holistic approach to community welfare works best when wanting students to succeed in their studies. This combined with TAFE's wellbeing and support services ensures students are given their best chance of succeeding at their studies.

Throughout the year the S&JC has been heavily involved in many community projects including the 'Way Back

Project', SGLLEN Enhanced Work Experience project, Warrnambool City Council Multicultural migrant network, Neighbourhood house projects, National Careers week, Apprenticeship Victoria Big Build project, Youth4Life project in Hamilton, Justice Department, South West Emerging Leaders program and many more.

Two S&JC team members are qualified Teen Mental Health and Youth Mental Health facilitators, working with businesses and schools across the region.

The regional Apprenticeship Support Officer (ASO) has seen a record number of apprentices in this region, demonstrating a strong economy and growth in the South West. Hospitality and Hairdressing were the main two industries affected by the pandemic in this region. In 2021 the ASO network was realigned under Apprenticeship Victoria.

The Local Jobs Task Force is a national government program and was introduced in the South West region in September. The local jobs plan identifies the key priorities for the South Coast of Victoria Employment Region, with a focus on creating employment opportunities, upskilling local job seekers and meeting local employer demands. SWTAFE is a member of this taskforce having input into identifying local job initiatives that can be implemented through a tendering process to access the local jobs recovery funds.

As an in-kind contribution SWTAFE puts forward \$38,000 for students that are experiencing financial hardship to access. In 2021, 64 students benefited from accessing the 'Access & Equity' (A&E) funds to help complete their TAFE studies. The largest allocations were for students studying VCAL, followed by Hairdressing, Beauty and Community Services. The top five reasons for applying for A&E included: single parent/ no job, travel, no concession, illness, and disconnect from family at young age.

This service has changed many students lives providing them with resources to study and develop the skills for a chance at an improved and new life.

SWTAFE is a highly valued member of our community and is seen as a place that offers opportunities for all.

South West Disability Services (SWDS)

South West Disability Services (SWDS) continues to focus on engagement within NDIS group-based programs and individual supports to provide important opportunities for community members in this region.

The team at SWDS provided a total of 7591 hours of individual support and 27,245 hours of group-based support in 2021.

In response to the changing times due to the COVID-19 pandemic, SWDS introduced a variety of new supports to align with current guidelines, while fleeing between our structured group programs. The team reintroduced video-based supports with participants, navigating all the functions and elements available to them as well as targeted individual support to provide opportunities for participants to remain connected and supported during challenging times.

In strengthening our alignment to Program of Supports, the NDIS team adapted a key project investing time into establishing programs with structured lifelong learning, social and recreational objectives for greater outcomes. The programs will be released in 2022.

SWTAFE was successful in the Re-certification Audit with HDAA and endorsed by the NDIS Quality and Safeguards Commission in September of 2021.

88.7% of students would
recommend SWTAFE as
a training provider
(NCVER 2021)

Disability Support

The SWTAFE Disability Support department work holistically with students, carers, families, trainers and the community to promote and enhance access and equity in education across all areas of TAFE.

Throughout the pandemic in 2021, the dedicated team at SWTAFE were firmly committed to adjusting supports and having discussions fundamental to the students' individual requirements. This included the facilitation of supports in a virtual space, via phone and in person which continued throughout the year.

The Disability Support team actively engaged with in excess of 290 students across all learning areas to establish individualised support plans, encompassing reasonable adjustment, course modification, assistive technology, scribes and tutoring sessions as required.

14,972 hours of direct support was provided to students to assist in their engagement at SWTAFE, empowering success in their chosen education pathway.

Likewise, the teaching teams continued in their dedication to reduce any barriers and implemented adjustments in an informal manner to over 360 students.

Learning Support

The Learning Support Unit is responsible for managing the language, numeracy and literacy (LLN) assessments of all students undertaking studies at South West TAFE. The unit then determines appropriate learner support services based on student and teacher requests, or the results of the student's pre-training review and LLN quiz. The Learning Support Unit continued to be an integral component in supporting SWTAFE student retention and course completions across all campuses in 2021.

Teachers evaluate the pre-training review and use the data in conjunction with the learning support unit staff to create personalised and whole class learning support programs related to core skill and study skill needs for students, allowing them to remain engaged and supported in their courses.

In 2021 there were 6,033 students who completed the ACSF Level 3 LLN Online Quiz from 31 January 2021 to 31 October 2021.

Additional literacy and numeracy support was provided to support students with identified low core skills to enable them to successfully undertake their course. Individual, drop-in service support, classroom learning support plan, and learning support referrals overall totalled 1,211 students across all campuses.

Learning Support Unit staff conducted study workshops in small group and class sessions focusing on specific numeracy and literacy course requirements such as medication maths

in Nursing as well as generalist program assistance for students across all divisions of the organisation.

One-to-one support within the class and individual library sessions were provided to students that covered an array of learning skills such as research and referencing and study skills; as well as specific and/or generalist program assistance. The greatest demand for learner support services was in Education for Adult Learners, General Education, Early Childhood Education, Education Support, Community Care, Nursing, Disability, Hair and Beauty, VCAL, Visual Arts and Teacher Education teaching departments. Overall the learning support unit worked with students in over 52 different courses.

Student learning support options included: regular 'drop-in' library support sessions, timetabled small groups, online study support classes and in-class tutor assistance. Support for apprentice blocks including Carpentry, Automotive, Plumbing and Engineering at Sherwood Park, Warrnambool and Portland were also provided.

During COVID-19 the learning support unit continued to offer support services to SWTAFE students in either a virtual capacity, via phone calls, emails or in some cases 1:1 in a COVID-safe manner. The learning support unit secured a contract at .6 over 5 days to ensure the coordination of the program was being fully supported on all campuses and provided a consistent level of support to the staff in the unit.

2020 Outstanding Student Award winners pictured from left: South West TAFE CEO, Mark Fidge, Apprentice of the Year, Stephanie Pemberton, School-based Trainee of the Year, Noah Convey, Vocational Student of the Year, Fiona Madden, and South West TAFE board chair, Steve Waterhouse.



student awards and achievements

Outstanding Student Awards – MARCH 2021

- **Darren Byrne**, Vocational Student of the Year
- **Fiona Madden**, Vocational Student of the Year
- **Jessica Chatfield**, Koorie Student of the Year
- **Meg Reuel**, Trainee of the Year
- **Noah Convey**, School-Based Trainee of the Year
- **Stephanie Pemberton**, Apprentice of the Year

Trades Awards – NOVEMBER 2021

- **Joshua Reynolds**, Outstanding Trade Apprentice of the Year
- **Dylan Campbell**, Automotive Apprentice of the Year
- **Beau Parlour**, Cabinet Making Apprentice of the Year
- **Dalton Pincott**, Carpentry Apprentice of the Year
- **Jeremy Kuyper**, Electrical Apprentice of the Year
- **Mitch Reed**, Plumbing Apprentice of the Year
- **Joshua Reynolds**, Engineering - Mechanical Trade Apprentice of the Year
- **Lillian Hocking**, Engineering - Fabrication Trade Apprentice of the Year

83.9% students
satisfied with support
services (NCVER 2021)



Fiona Madden



Jessica Chatfield



Meg Reuel

2021 Pure Awards – PRESENTED IN FEBRUARY 2022

- **Hayley Stephens**, VET DSS Pure Academy Student of the Year
- **Emily Huismann**, VET DSS Pure Academy Endeavor Award
- **Kirah Turri**, Diploma of Remedial Massage Student of the Year
- **Leanne Cottrill**, Massage Endeavour Award
- **Monique McKay**, Hairdressing and Barbering Student of the Year
- **Sophie Ferriday**, Hairdressing Endeavour Award
- **Mathew Wormald**, Barbering Endeavour Award
- **Tara Davis**, Pure Hair and Barber Outstanding Apprentice Award
- **Monique McKay**, Pure Living Excellence Award Scholarship
- **Rhiannon Glyn-Jones Maxwell**, Pure Living Excellence Award Scholarship
- **Macey Buhlman**, Certificate III in Beauty Services Student of the Year
- **Tanya Mulholland**, Certificate III in Nail Technology Student of the Year
- **Leeah Smalley**, Certificate IV in Beauty Therapy Student of the Year
- **Ashlee Benter**, Diploma of Beauty Therapy Student of the Year
- **Sophie Carlyle**, Pure Beauty Trainee of the Year Award
- **Stacey Cosgrove**, Pure Beauty Student Endeavour Award.



Noah Convey



Stephanie Pemberton



**our
people**

Workforce Statistics

Employee figures for 2021, including an analysis by employment status, age and classifications are represented in the tables provided. The organisation believes employees have been correctly classified in the workforce data collections.

	YEAR ENDING 31 DECEMBER 2020							YEAR ENDING 31 DECEMBER 2021						
	Full Time		Part Time		Casual		Total	Full Time		Part Time		Casual		Total
	Ongoing	Fixed Term	Ongoing	Fixed Term	Teacher	Other		Ongoing	Fixed Term	Ongoing	Fixed Term	Teacher	Other	
PACCT Staff	71	18	24.8	7.5	NA	15.5	136.8	84	23	27.33	6.76	14.77	0	155.86
Executive	1	4	0	0	NA	0	5	0	7	0	0	0	0	7
Other	0	0	0	0	NA	0	0	3	1	0	0	0	0	4
Teacher	64	8	23.9	12.1	14.5	NA	122.5	54	10	21.12	8.7	17.52	0	111.34
Total	136	30	48.7	19.6	14.5	15.5	264.3	141	41	48.45	15.46	17.52	14.77	278.20

		DECEMBER 2020								DECEMBER 2021								
		All employees		Ongoing				Fixed term and casual		All employees		Ongoing				Fixed term and casual		
		Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE			
Demographic data	Gender																	
	Women Executives	3	3	1	0	1	2	2	4	4	0	0	0	4	4			
	Women (total staff)	289	166.2	75	72	119.5	142	46.7	252	179.47	87	68	129.7	97	49.77			
	Men Executives	2	2	0	0	0	2	2	3	3	0	0	0	3	3			
	Men (total staff)	148	98.1	61	8	65.3	79	32.8	126	98.73	54	10	59.75	62	38.98			
	Self-described	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Age																	
	15-24	21	10	4	0	4	17	6	14	8.81	5	0	5	9	3.81			
	25-34	61	42.5	24	7	27.6	30	14.9	63	52.07	27	7	31.6	29	20.47			
	35-44	73	41.9	21	16	30.6	36	11.3	65	45.38	22	20	34.11	23	11.27			
45-54	149	91.2	46	32	65.2	71	26	117	88.83	42	23	55.93	52	32.90				
55-64	109	70	38	20	51.2	51	18.8	90	67.69	42	21	55.21	27	12.48				
Over 64	24	8.7	3	5	6.2	16	2.5	29	15.42	3	7	7.6	19	7.82				
	Total employees	437	264.3	136	80	184.8	221	79.5	378	278.20	141	78	189.45	159	88.75			

Notes: As of the year ending 2021, 7 PACCT were employed as Associate Facilitators classified as teaching, but on PACCT agreement until they graduated with a TAE. Many of the PACCT roles were positions addressing funded projects such as Koorie Liaison Officers Job Victoria Advocate positions, Disability Support services workers, Apprenticeship support, and many fulfilling the quality requirements for compliance.

Our workforce FTE remained relatively stable during 2021 and did not alter significantly from 2020. Headcount dropped slightly but this was due to reducing the casual employment arrangements to concentrate on retaining ongoing and fixed

term staff. We are pleased to have maintained employment continuity for our employees during the pandemic, to deliver as much stability for our students as possible.

The Executive FTE numbers resulted from parental leave and replacement positions, and the filling of the executive manager student experience vacancy in July 2021. Our workforce data is measured in two ways, FTE (the number of individuals who worked hours considered equivalent to full-time in the period) and Headcount (all individuals who were employed in any capacity - full-time, part-time or casual at a point in time snapshot or an annualised view for the period).



Left to right: SMS Team - Jenny Lewis, Anita Beavan, Scott Alderson, Rosalind Holbrook, Jessica Craig

The Human Resource Information Management System is the source of information for all employee reporting requirements. Regular statistics are provided to appropriate internal committees and serve to inform the decision-making process necessary to enhance quality service provision to students and other clients of South West TAFE. Reports, as required, are to provide to relevant external authorities.

Employee figures for 2021, including an analysis by employment status, age and classifications are represented in the tables provided. The organisation believes employees to have been correctly classified in workforce data collections.

OTHER DISCLOSURES

South West TAFE made \$107,000 ex-gratia payments during 2021.

x 95% staff response rate for People Matters (PM)

people and culture

Our Values

The People and Culture team lead the staff values and support organisational development to enable SWTAFE to achieve its strategic objectives. To realise this, People and Culture focus areas undertaken throughout 2021 included the following:

- Ongoing coaching and support to the leadership team that resulted in high staff engagement and increased staff satisfaction in the second year of the global pandemic despite significant disruption to planned staff engagement events and initiatives.
- The whole of SWTAFE workforce strategy and initiatives delivered the highest staff engagement in both the Victorian Public Service People Matter Survey in our comparator group and internally developed pulse checks to ensure our individual staff are engaged and supported.
- We supported our team to be agile, creative and engaged. Attention was given to: developing leadership capability connected to purpose and accountability; igniting the potential of our team to inspire our students; placing the right people with the right skills and qualifications in the right job; being a great place to work with high staff

satisfaction and wellbeing support; and engaging the team to access comprehensive professional development in new formats.

- A deliberate and ongoing focus on staff wellbeing and increased employee assistance support access.
- Development of a new People Plan to be launched in 2022.

People Matters

SWTAFE has participated in the Victorian Public Sector Commission annual survey since 2013 and forms part of a comparator group of 12 Victorian TAFEs. In this challenging year, 92,000 employees from a record 241 organisations took part in the survey. An overall response rate of 38% was achieved across the public sector and the Commission has published results on their website.

The 2021 survey launched on 31 May during a snap lockdown, and closed on 2 July with SWTAFE reaching a record 95% response rate. The Benchmarking Report indicates 76% employee satisfaction – an improvement in our results

Our Values

Integrity & Impartiality	Respect & Human Rights	Leadership	Accountability	Responsiveness
We are transparent and ethical in all that we do, every day	We demonstrate trust, understanding and embrace diversity	We will be forward thinking, collaborative and inspirational	We take ownership of our actions and deliver on our promises	We will deliver and respond with care
I WILL <ul style="list-style-type: none"> > be trustworthy and transparent > insist on high standards and be my best > be impartial in my decision making I WILL NOT <ul style="list-style-type: none"> > keep quiet when I should speak up > be negative about my work place, colleagues or customers > play favourites or be influenced improperly 	I WILL <ul style="list-style-type: none"> > treat others with dignity, empathy and kindness > be open to all opinions and contributions > be approachable and understanding I WILL NOT <ul style="list-style-type: none"> > jump to conclusions or be judgmental > think I'm better or more important than others > exclude people or engage in rumours 	I WILL <ul style="list-style-type: none"> > lead by example and cultivate team spirit > empower others and encourage them to step up > take a clever and creative approach I WILL NOT <ul style="list-style-type: none"> > think 'me' rather than 'we' > abuse my authority or disempower others > settle for mediocrity 	I WILL <ul style="list-style-type: none"> > take responsibility for my actions > make things happen, deliver results and strive for quality > help to achieve our common goals I WILL NOT <ul style="list-style-type: none"> > shift my responsibility or blame others > impede progress or fail to contribute to solutions > walk away from a challenge or leave it to others 	I WILL <ul style="list-style-type: none"> > listen and respond as quickly as possible (with a smile) > adapt to change and new ways of working > always start with the customer and work from there I WILL NOT <ul style="list-style-type: none"> > slow things down or put up barriers > be critical and problem focused > forget the value of every customer

again this year. Both these achievements are an outstanding endorsement of the strategies and initiatives that create our positive culture.

There has been a steady increase in our staff engagement in the survey, results and improved measures of performance through a strategic approach focused on staff engagement activities. For 2021 the survey questions were amended to introduce gender equality, diversity and inclusion questions.

Workforce Development

In 2021 SWTAFE developed and released our new three year workforce plan “Our Team Capability Blueprint 2021-2023”. The plan is underpinned by our organisational values, as a cornerstone to every part of our business decisions, workforce recruitment, staff retention and how we engage our workforce culture.

During 2021 highlights were:

- Executive leadership, managers and team leaders participated in regular monthly forums geared to support and equip our leaders with current information, processes and training relevant to improving management capability, connection and positively supporting their teams throughout the challenges of remote working conditions. This converted to a virtual platform for the majority of 2021, due to pandemic restrictions.
- Continued investment in an annual leadership program offering individual profiling and one-to-one coaching for new leaders.
- Continued investment in our middle management and emerging leaders through participation in the Leadership Great South Coast Program, VET Development Centre projects, key conferences and professional development activities.
- In late 2021 we launched the ‘Ideas Factory’ on Echo, as an intranet-based portal for our staff to submit new ideas, suggestions around employee health, wellbeing, new ideas, innovations and improvements.
- The Wayne Smith Fellowship scholarship was awarded to the Engineering team, providing funds towards innovation and training in state-of-the-art equipment at the forefront of contemporary engineering, showcasing SWTAFE as leaders offering the very best in the engineering field. This aids in the development and delivery of cutting edge pedagogy based around progressive and modern technology, providing incredible future learning experiences for students and industry.

- Occupational health and safety training delivery continued in 2021, according to the OHS Training Plan. Many providers offered blended delivery models for both training and refreshers as online and face to face options, as we adapted to the longer-term pandemic impacts. The focus of 2021 included training in First Aid, Mental Health First Aid, CPR, HSR initial/refreshers, Manual Handling, Asbestos Awareness, Construction Induction, Contractor Supervision, Fire Warden, Chief Warden and fire drills.
- New staff inductions were held fortnightly for all new staff. New teachers were also provided with an additional teacher induction support. The executive team meet and greet all new staff members on their first day as an important onboarding initiative that is highly valued by new team members.
- Lynden Brown was our successful 2021 Leadership Great South Coast Program candidate. Lynden has had a great year with Leadership Great South Coast, having learnt a great deal about the region and the people who live in it, and at the same time improved his leadership toolkit. Lynden reflects:

“I gave myself the learning goal of leaning in - leaning into what I find confronting, difficult and all round uncomfortable. Because I pushed myself and focused on this goal, I feel I gained so much from this program which otherwise I don’t think I would have. I would like to thank South West TAFE for providing me the opportunity to learn and to lean in and be part of this amazing program.”

Lynden Brown, People and Culture Advisor,
(2021 LGSC Final Report)

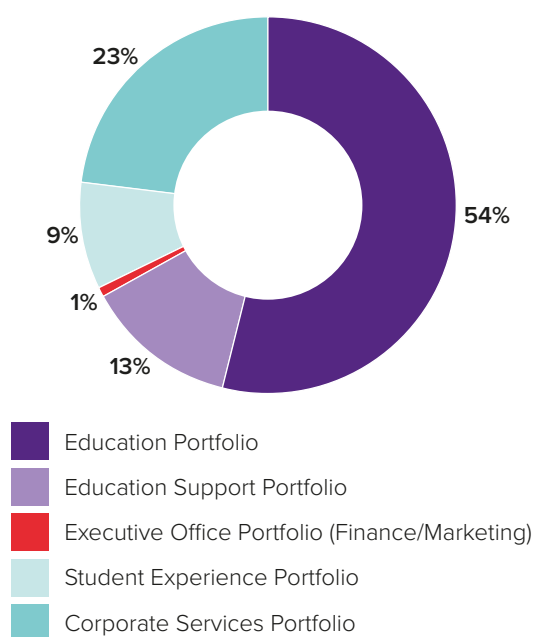
Training and Professional Development

Professional development provided across a range of programs in 2021 initiated a change in delivery formats to enable flexible/ blended delivery with many conversions to online for remote access to training. This has reduced registration and training costs, without the typical travel and accommodation expenses associated with traditional provision of face to face sessions.

In 2021, our professional our training and development cost was \$95,105 for various activities throughout the year. In addition to the portfolio figures shown below, other funded activities provided through workforce development include the annual conference, SWTAFE Online self-paced modules, additional in-house group training activities, occupational health and safety group training delivery and specific funded professional development allocated through projects.

A total of 258 professional development applications were submitted in 2021 across all portfolios, with 244 approvals for workforce development funding support (refer to diagram below).

APPROVED PROFESSIONAL DEVELOPMENT APPLICATIONS



Note: The figures shown above may represent group requests in one application in some instances. Figures do not include additional in-house group training, workshops, annual conference, and project funded professional development.

In addition to individual professional development applications, internal training records indicate that 192 staff attended inhouse training sessions throughout 2021. These included group workshops with both internal subject expert facilitators and externally sourced facilitators as required, providing our own customised skills development workshops, PD week, focus groups, mentoring and support, forums and skills training sessions.

In July 2021, we provided 'Your Ticket to Success' as a three-day professional development program for the Education Portfolio. Due to capacity limits, this enabled up to 150 staff to participate in these face-to-face sessions.

A new software application was reviewed and approved to be used for future achievement and development plans for our staff which will enable the positive workforce culture, key strategic areas of focus and individual goals to be well supported in 2022 and beyond.

Some workforce development activities were impacted by the continued COVID-19 pandemic restrictions, where specific skills-based workshops that required face-to-face delivery had been postponed or cancelled due to these limitations.

TOTAL DISTANCE IN KM TRAVELLED BY AIR

Due to the majority of activities being online or via blended delivery modes, along with the continued impacts of COVID-19 restrictions, there are no statistics to report for air travel/ distance data.





Wellbeing, Wellness and Connection

Creating a positive culture and environment was a key focus for 2021 as the global pandemic continued to change the ways in which we worked. Remote and flexible work created further challenges for regular and meaningful communication and ways to maintain engagement and performance. In response, a series of wellbeing webinars and other forums were introduced, together with frequent communication updates across a range of channels. This important communication work was supported by our Internal Communication Advisor with publications on wellbeing, all staff E-news, teacher E-news and E-cards.

New wellbeing programs were introduced during the year with our Staff Wellbeing and Development Group influencing interactive people and wellbeing activities. Key highlights included: 420 care packages were delivered to the homes of all staff members for R U OK day; engagement of wellbeing coaches to deliver online sessions to all staff; Bring your Pet to Work day; Coffee and Chat card catch up vouchers; Leadership Breakfast sessions; development of a short video featuring our staff to promote the key People Matter Survey results for staff meetings; Take time out with a Kit Kat chocolate to provide us feedback; participation in a variety of fundraising initiatives including StepTember, froctober, movember, Let's Talk, in addition to morale boosters such as Christmas decorating competitions, cooking bake-offs, social breakfasts and forums.

Diversity, Equality and Inclusion initiatives

Our culture in 2021 was further influenced by our Diversity, Equality and Inclusion initiatives including: A Diversity, Equity and Inclusion (DEI) Initiatives site created on our website to provide a 'one stop shop' for staff to access information and resources. The option to include gender pronouns included on email signatures and the commenced development of DEI training and development aim to upskill leadership and staff on the benefits and importance of DEI in achieving organisational success.

Gender Equality Act requirements included draft Gender Equity Action Plan (GEAP) developed following data collection, analysis and broad consultation with staff, board members and leadership team and Gender Impact Assessment (GIA) training rolled out for key stakeholders within SWTAFE.

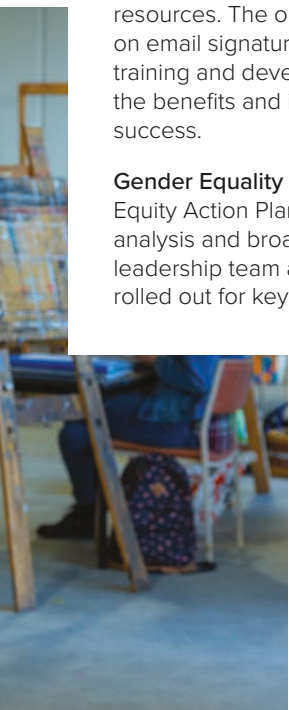
Aboriginal and Torres Strait Islander people focus included the development of a Cultural Awareness module for release in 2022. Future recruitment of Aboriginal and Torres Strait Islander people has been enhanced by participation in a VPSC Aboriginal Cultural Capability in the Workplace (ACCW) program where SWTAFE was successfully selected as one of five organisations to increase their capability in this area of recruitment and the creation of a culturally safe workplace. This initiative resulted in the full review of recruitment, selection, policy review and future support for this important group of our people.

Industrial Relations

SWTAFE is committed to productive relations with our union partners the Australian Education Union and the National Tertiary Education Union regarding Enterprise Agreement negotiation, change management communication and regular communication regarding the adherence to agreements. There were no days lost to industrial action in 2021. The negotiation of a new Specialist staff agreement for two years was reached at the end of 2021 with the NTEU for endorsement by the commission for a future staff vote in 2022.

Recruitment

2021 created new challenges in lock down periods with lower numbers of potential applications. We rapidly transitioned to virtual hiring and onboarding. Career succession resulted in a lot of internal movement and progression through 2021. Our large focus in 2021 was on retaining existing staff. This provided SWTAFE with a stronger succession and financial position through a disruptive 2021. We remain committed to attracting a more diverse workforce in a time of high employment by focussing more on younger generations life experience than work diversifying our applicant profiles. During 2021 we recruited a total of 126 new staff to deliver our organisational focus and commitments.



**✕ 84% employees are
proud to tell others
they work at SWTAFE**

Value Champion Award Nominations 2021

Due to the “work from home” mandate, many of our 2021 all staff monthly forums could not be held in person. We hosted our monthly event in an online format which gave our staff members the opportunity to connect with their fellow colleagues and share their stories of staff members who have gone above and beyond for the month and demonstrated SWTAFE values. 89 peer nominations were received throughout the year. Specialist staff received 66% of the nominations and Teaching staff received 34% of the nominations. The most popular value staff nominated their colleagues for was ‘Responsiveness’ (57% of nominations). Throughout the year, 19 staff selected by the Executive as Values Champions, each received a gift voucher of their choice which came to a total value of \$1900 for 2021. A winner from the Specialist and Teacher category is given a \$2000 professional development voucher to use the following year in any area of personal interest. These winners are announced at our all staff conference in January 2022.

STAFF VALUES AWARD NOMINATIONS BY SPECIALIST/TEACHER

AWARD	NOMINATIONS	AWARD WINNERS
Specialist (incl. Trainees)	59	10
Teacher	30	9
Total	89	19

student and community experience



South West TAFE has demonstrated a strong and genuine commitment to the South West region and continues to do so. We are active in responding to the needs of our regions and the communities within them. SWTAFE has continued to engage and collaborate with community groups, providers and local industry. We continue to extend use of our facilities and expertise to the community wherever possible. In 2021 the COVID-19 pandemic impacted a number of normal activities however engagement and collaboration was still prioritised with and through our local communities.



Community and Industry Partnerships has been a key pillar of South West TAFE's strategic plan, and demonstrates the organisation's commitment to working closely with communities and industries across the region. Much like 2020, during 2021 despite the challenges faced during the pandemic we made significant progress on our goals to build stronger relationships with the community, industry and students. Working collaboratively and being a fundamental part of the community is core to the success of SWTAFE. Similarly, supporting our students in their transition to a blended learning model has assisted rural and remote students to continue their studies in their own homes and communities.

86.1% received
**support from SWTAFE
to transition to online
learning (NCVER 2021)**

Student Experience

Student Experience is an important portfolio for SWTAFE. Implemented during 2021, the newly formed portfolio is structured to ensure the provision of excellent service, personal support and quality outcomes for students. The Student Experience portfolio also plays a pivotal role in engaging with students, community and industry to understand and deliver to the current and emerging needs of our regions.

The Student Experience portfolio is a collective of student and client focused professionals consisting of the Client Service teams, Student Services, Hamilton, Portland and Colac regional management, plus the Schools Jobs and Pathways Division incorporating the Skills and Jobs Centre.

The Student Experience team values the strength that comes from partnerships and collaboration. We work with the training providers, schools, communities and industries of south-west Victoria and beyond, demonstrating the values of Integrity, Impartiality, Respect, Human Rights, Leadership, Accountability and Responsiveness in every interaction.

We aim to build stronger student pathways to support lifelong learning and will work within our regions and communities, and as part of the TAFE Network to move toward this. We are committed to improved engagement, support and outcomes, particularly for those learners facing barriers to education. We maintain focus on already

strong student satisfaction results and continue to improve the experience and outcomes of our students.

The Student Experience portfolio operates with a strong emphasis on the experience of our enrolled students, prospective students and industry clients. The team focusses on the needs of the customer first and endeavours to provide flexible, responsive and innovative solutions.

REGIONAL CAMPUSES

The Student Experience portfolio is deeply embedded into our regions. The connection here addresses and goes beyond meeting the needs of students as customers, rather extending to industry and community groups. Through the Industry and Education Managers at the Colac, Hamilton and Portland campuses, there is an active connection with local government, schools, health, aged and disability support services, industry and community groups. Their involvement on committees, Chamber of Commerce, business associations and community organisations, as well as an active connection with indigenous organisations support SWTAFE to understand the region's challenges and commitment to responsiveness. The Managers play the role of partnership brokers within TAFE and between organisations.

The Hamilton Campus has an advisory committee comprising of industry, education and community members to provide advice, feedback and

recommendations on strategic planning and development relating to the campus.

In 2021 each of the regional campuses undertook extensive analysis of their industry and broader community, exploring the current and emerging challenges and trends influencing skills demand. This analysis was formulated into three regional training plans for Glenelg, Southern Grampians and Colac Otway regions. The regional training plans guide the teaching departments in the early stages of their investigation into courses that need to be made available to the regions.

The plans are valuable in identifying where SWTAFE may have an opportunity for joint exploration with our industries into new ideas and solutions to enhance workplace productivity. If such an opportunity exists, it opens the way for application of grants through the State Government's Workforce Training and Innovation Fund to develop an efficient, flexible and responsive training that meets the needs of these industries.

The regional plans can also be used to identify training for specific skills and specialist areas that are not being met by current training options. If the regions have localised employers with a specific need or there are specialised occupations of economic significance that are not catered for in existing training options, SWTAFE can initiate an application for a grant through Regional and Specialist Training Fund to support the development and delivery of such training.

PATHWAYS

The events of 2020 and 2021 and the ongoing pandemic have prompted many people to contemplate life changes. Many have started to re-think their career options and their approach to work.

Many industries were widely impacted by the spread of COVID-19 and for some employees and job seekers, this meant that they were no longer offered reliable employment. Others took this opportunity to build the skills needed for entry into a new industry or to embrace a career change.

Free TAFE courses and skill-sets, online training opportunities and Job Trainer concessions all contributed and helped community members take the leap to up-skill during 2021 through SWTAFE.

The team of qualified career practitioners at the South West Skills and Jobs Centre (S&JC) provided service to over 1,500 clients during 2021, assisting them into further study or employment using face-to-face and online platforms for engagement. Through new platforms of social engagement such as Facebook, Instagram, LinkedIn the S&JC team were able to stay connected to the community. The team focused on skill transferability and adaptability to meet the changing needs of the workforce. The students of 2021 benefitted from: the closer collaboration between the S&JC staff for pathway advice and career direction; the teaching areas for confirmation; and the customer service team for the administration of enrolment and eligibility; all whilst adhering to the ongoing changing pandemic restrictions.

Through 2021 people skills were in highest demand from employers across the South West. These skill requirements were highlighted on the new S&JC Jobs Board which was launched on its new website at the beginning of 2021. Over the year it hosted over 150 jobs from local employers looking for staff. This is a great service to the hundreds of SWTAFE graduating students and community members. <https://www.swskillsandjobscentre.com.au/local-jobs-board/>

In August 2021 the S&JC network was realigned under the newly formed Victorian Skills Authority. The VSA is the key link between Victoria's industries, training providers, employers and communities.

SWTAFE was successful in tendering to host one of the new Jobs Victoria Advocate positions that is overseen by the Department of Jobs, Precincts and Region until June 2023. The JVA's role is to support people who are looking for work by connecting them to information, advice and the right services. This outreach service was hit hard by the COVID restrictions and is looking forward to an engaging 2022 working within the TAFE's Skills and Jobs Centre.

Like in 2020, the S&JC was also transformed into a 'drop off – pick-up' point for students' work and resources during 2021. It was the link between the TAFE and its students administering over 430 permit applications between 7th July – 3rd November to keep the work flowing.

One of the main reasons students study at SWTAFE is to reach a career goal of employment or a pathway into further education. Students appreciate the stepping stone approach TAFE can provide from a pre-apprenticeship, certificate II program through to the Advanced Diploma, that provides guaranteed entry pathways into Deakin Warrnambool.

Establishing a meaningful, achievable pathway is the first step to having a great TAFE experience.

 **89.1%** students were satisfied with online support from training provider (NCVER 2021)



community



Koorie Engagement

Our indigenous communities play a vital role in the region and within South West TAFE. Through our Aboriginal Advisory Committee, we have a forum to discuss how better to support our Koorie students and share their unique cultural knowledge within their student groups. The Committee has representatives from Gunditj Mirring Aboriginal Traditional Owners Corporation, Winda Mara Aboriginal Corporation, Gunditjmara Aboriginal Co-op and a Department of Education and Training Regional Koorie Education Support Officer.

We were pleased to be able to acknowledge Reconciliation Week in person in 2021, and the event was made more significant with the presentation of Message Sticks to each campus at this open event. NAIDOC week was celebrated virtually across a variety of events in 2021.

SWTAFE successfully recruited and filled two Koorie Student Support Officer (KSSO) positions in 2021, and these team members will prove vital in providing culturally appropriate support to Aboriginal students and increasing course completion rates.

Cultural Safety Training was delivered to teachers in the Early Childhood area to ensure best practice delivery of course content to Koorie learners.

A range of departments across SWTAFE had the opportunity to get on country and take part in enlightening cultural tours with groups from Warrnambool visiting Tower Hill and Worn Gundijmarra, while team members from Hamilton and Portland visited the World Heritage listed Budj Bim.

In 2021 an online Cultural Awareness module was launched for all staff to develop cultural capability across workforce and this module is due for completion in 2022.

SWTAFE has also been part of a pilot project focusing on Aboriginal Cultural Capability in the Workplace, which will further improve cultural capability across SWTAFE.

A trial weekly study group was launched at Heywood library for indigenous students, which saw some positive engagement from the community. SWTAFE's Koorie Liaison Officer and KSSO team have also launched a bi-monthly newsletter to showcase current and past Koorie students.

In 2021 five students were successful in obtaining scholarship support through the Wurreeker initiative, two in Portland and three from Warrnambool. One of these students went on to secure employment at SWTAFE as a Koorie Student Support Officer, demonstrating the value of this program in providing excellent educational and employment outcomes.

We enjoy the privilege of employing Indigenous community leaders in student support roles at SWTAFE and look to further strengthening our engagement with indigenous organisations in the coming year. The Reconciliation Action Plan (RAP) will continue to guide our 2022 activities with new goals and priorities to be developed. As part of the actions in the RAP, a subcommittee has been established at the Hamilton campus to develop a culturally appropriate mural on site.

Left to right: Sharmaine Hopgood (Koorie Liaison Officer), Nichole Walker (Koorie Student Support Officer), Jonathon Campbell (Koorie Liaison Officer), Tanya Logan (Koorie Student Support Officer)



A photograph of two men outdoors. On the left, a man with a beard and glasses is looking towards the right. On the right, a younger man wearing a blue cap and a dark hoodie with a 'SOUTH WEST TAFE' logo is looking down. The background shows green foliage and a blue building.

VCAL Projects and Partnerships

South West TAFE's VCAL (Victorian Certificate of Applied Learning) program has continued to provide an alternate setting for young people to undertake or complete this course at either a Foundation, Intermediate or Senior level. In addition to mainstream VCAL programs, students have also studied in VCAL programs designed for Adults, Young Parents and Visual Arts.

A feature of our VCAL programs is the applied learning approach that uses the design, development and implementation of community-based projects as a vehicle for learning. COVID-19 restrictions have resulted in some regular activities and projects needing to be reviewed or modified, however the creative VCAL teaching team has been able to work with the students and local communities on a number of valuable and engaging community projects.

Some of these projects include:

- Scout Hall renovations
- Home Baking projects
- 200 winter care packages
- Wooden Chisel handles
- Little Book Boxes
- Modesty Bibs for aged care residents
- Warrnambool Food Share food drive

A highlight of our VCAL programs are our community projects which are only possible with the wonderful assistance and support of our schools and careers networks, educational and community partners who support our programs and students.

One of our community partnerships is with Brophy Family and Youth Services. In late 2021, a number of our VCAL teachers attended training provided by the Brotherhood of St Laurence through Brophy. This training will assist in the delivery of our programs that support the enhancement of education and training opportunities for youth in our region.

Community Connection

In 2021 we were able to continue with a number of community connections and activities across the region, sometimes virtually or with smaller groups, including:

- Idahobit Day Rainbow Day
- International Day of People with a Disability
- Anzac Day wreath laying service
- Remembrance Day
- Warrnambool Standing Tall mentoring program – administrative support and mentors
- Warrnambool Foodshare – food donation, administrative support and volunteers.
- Youth Affairs Council Victoria (YACVIC) – advocating for young people and their rights
- Local Support Network meetings

During 2021 we worked with the following key partners in the education

community who have directly or indirectly supported our students and their outcomes:

- Brophy Family and Youth Services
- Glenelg Southern Grampians LLEN
- South West LLEN
- Beyond the Bell Great South Coast
- Southern Grampians Adult Education
- Deakin University Advisory Group
- Warrnambool Special Development School
- Schools and careers networks
- Westvic Staffing Solutions
- Gunditjmarra Aboriginal Co-Operative.
- The Navigator Program – DET program in cooperation with Anglicare to support and re-engage younger people into study
- Volunteer Connect
- Committee for Portland
- Kuna Bim – subsidiary of Wellways with a focus on youth housing in particular for mental health/residential care
- The Foyer
- The Way Back Program – working with SW Healthcare as part of a recovery plan for those who have attempted suicide, providing advice on study or employment opportunities
- Colac Neighborhood House
- Bethany Family Services
- Mackillop Family Services – a partnership with Skills & Jobs Centre with clients coming for course/career advice
- Emma House
- Warrnambool Breastfeeding Clinic
- WRAD
- RSL Active



Community-based Scholarships Program

Each year South West TAFE provides a number of scholarships to students who are excelling in their chosen vocation or who aspire to be future leaders in their industry. Community partners and philanthropic organisations such as the DemoDAIRY Foundation and Glenormiston Foundation have provided generous scholarships up to \$5,000 in value to students studying dairy, agriculture or horticultural programs.

SWTAFE also funds three regional scholarships acknowledging an outstanding student contributor at each of the Portland, Hamilton and Colac campuses. These scholarships recognise the additional challenges faced by students in our more rural and remote communities. We also provide scholarships for an outstanding Warrnambool and Sherwood Park campus student.

SWTAFE takes great pride in its role as a community leader and our community engagement contributions are an integral part of who we are.

In 2021 SWTAFE was pleased to be able to offer nine community-based scholarships to students across the region, to a total value of \$16,500.

Three students were offered the Open Scholarship positions with a value up to \$2,000. One recipient received \$2,000 support as part of the Women in Trades Scholarship program. Additional Scholarships were offered across Colac, Portland and Hamilton to assist learners from across our region gain access to financial support.

INDUSTRY SKILLS CENTRE

TRAINING

- + White
- + Traffic
- + Tren
- + For
- + Spo
- + Ele

8

 SOUTH
WEST
TAFE

compliance

compliance



Occupational Health and Safety (OHS)

Despite the challenges presented by the COVID-19 pandemic and workplace restrictions, SWTAFE maintained a proactive, systematic approach to its OHS legislative compliance and duty of care obligations by providing safe, healthy working and learning environments for our students, employees, contractors and visitors.

The pandemic response was the key OHS focus of the organisation throughout the year, with continual improvement of the COVID Safe plan, organisational policies and procedures and communications in relation to changing guidelines and restrictions. Staff and student welfare were also key considerations for SWTAFE.

The Occupational Health Safety and Emergency Planning Committee (OHS & EP Committee) membership includes the Chief Executive Officer ex officio, four management representatives, Chief Emergency Warden, OHS and Facilities Compliance Officer, Disability Services Coordinator, People and Culture Advisor and 15 Health and Safety Representatives (HSRs) representing 378 employees in 15 Designated Work Groups (DWGs) across SWTAFE's six campuses.

The HSR roles included:

- Assisting the review of Safe Operating Procedures for the organisation's plant and teaching equipment.
- Carrying out workplace OHS inspections and providing reports of issues identified.
- Assisting with investigation of health and safety issues.
- Consulting with management on health and safety matters.
- Assisting with OHS risk assessments.
- Receiving information from the Executive and external sources to assist with their OHS role.
- Attending interviews, when required, between employees and management regarding OHS matters.
- Attending meetings of the OHS & EP Committee.

The OHS & EP Committee met six times during the year with a clear focus on the pandemic response as well as proactive and preventative OHS measures.

The following notable Health, Safety and Wellbeing initiatives were implemented:

- Increased number of hazards proactively identified across all DWGs.
- Improved incident reporting processes to incorporate additional NDIS reporting requirements.
- Improved incident investigation procedures and improved investigation form.
- Improved emergency evacuation procedures, resources and training delivered.
- Completion of OHS Action items including Test and Tagging of Electrical Appliances.
- Review of relevant OHS policies, procedures, guidelines and forms.
- Emergency/Fire evacuation drills conducted despite the pandemic.
- OHS training delivered across the organisation, with some move to remote delivery due to the pandemic. First aid training was managed to be facilitated even through there were changing restrictions to course delivery.
- Office ergonomic assessments and installation of reasonable adjustments for staff relocating or working from home due to COVID-19 restrictions.
- Traffic Management Plans refreshed for all campuses.
- Standard operating procedures (SOPs) updated across campuses.

A total of 129 OHS incident reports were received during 2021, summarised as follows:

- 36% of incidents involved students. Four were reportable to Worksafe and no Improvement Notices issued. This is an increase of two reportable incidents over the course of the year.
- 25% of incidents involved SWTAFE employees, one of which was reportable to Worksafe and five resulted in Workcover claims. In 2020 there was one Worksafe reportable employee incident and six Workcover claims.
- 0 incidents involved members of the public.
- Two contractor incidents (not reportable to Worksafe). This compares with two contractor incidents in 2020 (not reportable).
- The highest number of incidents reported were categorised as 'behavioural incidents', followed by 'near misses', with 'trips and falls' accounting for the third highest category of incident reported for 2021.
- The number of incidents reported across departments was low (ranging between 1-6 persons), with the exceptions being the VCAL (26) and South West Disability Services (53) departments.
- OHS incident investigations were conducted and corrective/preventive actions implemented, involving relevant Health and Safety Representatives where available.
- There were no Worksafe Improvement Notices received.
- There were no Worksafe Prohibition Notices received.
- There were no Worksafe Inspection Reports received.

Performance Indicators

Statistics for reported hazards and incidents are listed below:

HAZARDS AND INCIDENTS	2021	2020	2019
Total full-time equivalent staff numbers at the last pay in December	278	264	268
Total Hazards Reported	40	24	41
Total Incidents Reported	48	74	86
Hazards per 100 full-time equivalent staff numbers	14.4	9.1	15.3
Incidents per 100 full-time equivalent staff numbers	17.3	28	35.5
Number of time lost standard claims per 100 full-time equivalent staff numbers	0.945	2.3	0
Time lost (hours)	266	277.4	0
Number of claims (standard and minor)	6	6	0
Number of fatalities	0	0	0

WORKCOVER CLAIMS	2021	2020	2019
Average cost per claim for the year	\$24,505	\$0	\$17,085
Payments to-date	\$28,171	\$0	\$20,678
Estimate of outstanding claim costs	\$69,850	\$0	\$30,578

activity table

For the year ended 31 December 2021

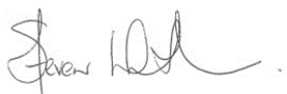
		2021	2020
	Note	\$'000	\$'000
NOTE A1 - OPERATING STATEMENT			
Total Operating Expenses			
Delivery provision and support activity	A2	21,157	20,331
Administration and general services activity	A3	8,374	8,175
Property plant and equipment services activity	A4	6,550	6,055
Student and other services activity	A5	1,382	1,289
Total Operating Expenses		37,463	35,850
NOTE A2 - DELIVERY PROVISION AND SUPPORT ACTIVITY			
Salaries, wages, overtime & allowances		16,641	15,559
Superannuation		1,645	1,695
Payroll Tax		279	284
Other salary related costs		99	37
Consumables		1,182	1,033
Fees		210	520
Travel and motor vehicle expenses		190	122
Depreciation		445	442
Other direct delivery expenses		466	639
Total expenses from transactions		21,157	20,331
NOTE A3 - ADMINISTRATION AND GENERAL SERVICES ACTIVITY			
Salaries, wages, overtime & allowances		5,311	5,302
Superannuation		533	579
Payroll Tax		83	91
Other salary related costs		27	54
Consumables		275	260
Communication expenses		745	767
Fees		490	367
Travel and motor vehicle expenses		18	34
Depreciation		22	22
Other expenses		870	699
Total expenses from transactions		8,374	8,175

		2021	2020
	Note	\$'000	\$'000
NOTE A4 - PROPERTY PLANT AND EQUIPMENT SERVICES ACTIVITY			
Salaries, wages, overtime & allowances		1,216	1,230
Superannuation		122	131
Payroll Tax		20	22
Consumables		35	41
Equipment		269	148
Energy costs		475	474
Contract Services		1,442	1,298
Rent / leasing charges		44	48
Repairs & maintenance		970	554
Depreciation		1,867	1,804
Other expenses		90	305
Total expenses from transactions		6,550	6,055
NOTE A5 - STUDENT AND OTHER SERVICES ACTIVITY			
Salaries, wages, overtime & allowances		1,036	976
Superannuation		108	106
Payroll Tax		17	18
Consumables		32	29
Fees		40	28
Travel and motor vehicle expenses		1	3
Other expenses		148	129
Total expenses from transactions		1,382	1,289



FINANCIAL MANAGEMENT COMPLIANCE ATTESTATION STATEMENT
1 January to 31 December 2021

I, Steven Waterhouse, on behalf of the Responsible Body, certify that the South West Institute of TAFE has no Material Compliance Deficiency with respect to the applicable Standing Directions under the *Financial Management Act 1994* and Instructions.



Steven Waterhouse
Board Chair

23 February 2022

POSTAL ADDRESS:

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VIC 3280
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ABN: 76 750 969 979

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FREEDOM OF INFORMATION

SWTAFE was subject to the provisions of the Freedom of Information Act 1982 and employed a Freedom of Information Officer to ensure that the information it provided complied with the Act, and was provided in a timely and effective manner.

There was one request for release of information under the Act, during the 2021 reporting period.

PUBLIC INTEREST DISCLOSURE

SWTAFE retained its policy in relation to the Public Interest Disclosure Act 2013, which covered the procedures staff may use to disclose any concerns in relation to the Act. The organisation provided staff with a contact officer to assist with confidential disclosures. No disclosures were made under the Act during the 2021 reporting period.

BUILDING AND CONSTRUCTION

SWTAFE, through its Facilities Department, continued to provide and maintain high-quality facilities that:

- Complied with the Building Act (Vic) 1993, Building Regulations (Vic) 2018 and the Disability Discrimination Act (Fed) 1992.
- Met the applicable Occupational Health and Safety standards.
- Exceeded the expectations of students, staff, conference and events clients and tenants.
- Respected the heritage of occupied sites in accordance with Local and State heritage laws.
- Met requirements for all relevant Planning Authorities, Local Authorities, Australian Standards, Regulations and Codes including the Building Code of Australia;
 - NPWC3 Australian Cost Management Manual Vol.1 (AIQS);
 - Ministerial Directions and Instructions for Public Construction Procurement in Victoria (effective 1 July 2018);
 - Guidance for Public Construction Procurement in Victoria (effective 1 July 2018);
 - Practitioners Toolkit - Standard form contracts;
 - Practitioners Toolkit - Fact sheets for public construction procurement;
 - Occupation Health and Safety legislation, and
 - Victorian Industry Participation Policy (Victorian Government Purchasing Board).

The organisation also continued to employ a Compliance Officer to maintain compliance with the Building Act 1993, Building Regulations 2018 and the Building Code of Australia. The Compliance Officer was responsible for compliance issues related to buildings across all SWTAFE campuses, including maintenance of fire protection and evacuation systems in accordance with Essential Safety Measures (ESM) maintenance standards.

The SWTAFE Facilities Department continued to engage consultants Stokes Safety to conduct quarterly audits of the ESM maintenance contractors and produce the mandatory annual ESM reports for all buildings.

Two additional project staff were employed to assist in the coordination and progression of the two large construction projects taking place on the Warrnambool Campus, The Learning and Library Hub Project and the F Building Refurbishment Project. The additional resources ensure project program is met and both site safety and operational effectiveness is not impacted during the extensive works which will take place in a live environment.

NATIONAL COMPETITION POLICY

South West TAFE has adopted the Competitive Neutrality Policy under the guidelines of the Victorian Government's Guide to Implementing Competitive Neutrality and associated documents.

The organisation has also developed and maintained a pricing model that ensures prices charged for business activities reflect all costs incurred, and that all advantages and disadvantages of government ownership are to be taken into account.

The organisation pricing regime continued to meet the requirements of:

- National Competition Policy
- Victorian Government policies on competitive neutrality
- Ministerial Directions on Fees and Charges
- Legislation and guidelines relating to the Goods and Services Tax (GST)
- Guidelines, rulings and interpretations made by the Australian Competition and Consumer Commission (ACCC) on the National Competition Policy, fair trading and the implementation of GST.

We met the Victorian Participation Policy by maintaining a list of suppliers of goods and, where possible, encouraging local businesses to apply for contract work in the organisation.

COMPLIANCE WITH VICTORIAN CARERS RECOGNITION ACT 2012

SWTAFE recognises and values the role and contribution of carers and the importance of people in carer relationships to our community. The organisation ensures that its policies and procedures are in line with the requirements of the Victorian Careers Recognition Act 2012 and National Employment Standards (NES) contained in the Fair Work Act 2009 (including Amendment Acts).



financial position

FINANCIAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2021

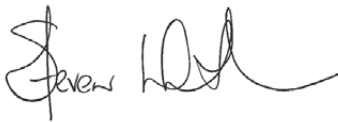
DECLARATION BY BOARD CHAIR CHIEF EXECUTIVE OFFICER AND CHIEF FINANCE AND ACCOUNTING OFFICER

The attached financial statements for the South West Institute of TAFE have been prepared in accordance with Standing Direction 5.2 of the Standing Directions of the Assistant Treasurer under the *Financial Management Act 1994*, applicable Financial Reporting Directions, Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, Australian Accounting Standards including interpretations, and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes to and forming part of the financial report, presents fairly the financial transactions during the year ended 31 December 2021 and financial position of the Institute as at 31 December 2021.

At the date of signing this financial report, we are not aware of any circumstances that would render any particulars included in the financial report to be misleading or inaccurate.

The Board Chair, Chief Executive, and Chief Finance and Accounting Officer sign this declaration as delegates of, and in accordance with a resolution of, the Board of South West Institute of TAFE.



Steven Waterhouse
Board Chair
17 March 2022



Mark Fidge
Chief Executive Officer
17 March 2022



Robert Van Duynhoven
Chief Finance and Accounting Officer
17 March 2022

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Independent Auditor's Report

To the board of South West Institute of TAFE

Opinion	<p>I have audited the financial report of South West Institute of TAFE (the institute) which comprises the:</p> <ul style="list-style-type: none"> • balance sheet as at 31 December 2021 • comprehensive operating statement for the year then ended • statement of changes in equity for the year then ended • cash flow statement for the year then ended • notes to the financial statements, including significant accounting policies • declaration by the Board Chair, Chief Executive Officer and Chief Finance and Accounting Officer. <p>In my opinion the financial report presents fairly, in all material respects, the financial position of the institute as at 31 December 2021 and its financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of Part 7 of the <i>Financial Management Act 1994</i> and applicable Accounting Standards.</p>
Basis for Opinion	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the <i>Auditor's Responsibilities for the Audit of the Financial Report</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the institute in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 <i>Code of Ethics for Professional Accountants</i> (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.</p>
Board's responsibilities for the financial report	<p>The Board of the institute is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the <i>Financial Management Act 1994</i>, and for such internal control as the Board determines is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error.</p> <p>In preparing the financial report, the Board is responsible for assessing the institute's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.</p>

Auditor's responsibilities for the audit of the financial report

As required by the *Audit Act 1994*, my responsibility is to express an opinion on the financial report based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the financial report as a whole is 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 the 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 this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. 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.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the institute's internal control
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board
- conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the institute's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the institute to cease to continue as a going concern.
- evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.
- obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the institute to express an opinion on the financial report. I remain responsible for the direction, supervision and performance of the audit of the institute and the consolidated entity. I remain solely responsible for my audit opinion.

I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

MELBOURNE
24 March 2022



Charlotte Jeffries
as delegate for the Auditor-General of Victoria

Auditor-General's Independence Declaration

To the Board, South West Institute of Tafe

The Auditor-General's independence is established by the *Constitution Act 1975*. The Auditor-General, an independent officer of parliament, is not subject to direction by any person about the way in which his powers and responsibilities are to be exercised.

Under the *Audit Act 1994*, the Auditor-General is the auditor of each public body and for the purposes of conducting an audit has access to all documents and property, and may report to parliament matters which the Auditor-General considers appropriate.

Independence Declaration

As auditor for South West Institute of TAFE for the year ended 31 December 2021, I declare that, to the best of my knowledge and belief, there have been:

- no contraventions of auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* in relation to the audit.
- no contraventions of any applicable code of professional conduct in relation to the audit.

MELBOURNE
24 March 2022


Charlotte Jeffries
as delegate for the Auditor-General of Victoria

South West TAFE - FINANCIAL STATEMENTS

How this report is structured

South West TAFE has presented its audited general purpose financial statements for the financial year ended 31 December 2021 in the following structure to provide users with the information about South West TAFE stewardship of resources entrusted to it.

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FINANCIAL STATEMENTS

COMPREHENSIVE OPERATING STATEMENT

For the year ended 31 December 2021

		2021	2020
	Note	\$'000	\$'000
Continuing operations			
Revenue and income from transactions			
Revenue from government contributions	2.1.1	32,187	25,570
Income from government contributions	2.1.2	7,879	-
Revenue from fees, charges and sales	2.2	3,544	3,642
Interest income		22	43
Other income	2.3	285	318
Total revenue and income from transactions		43,917	29,573
Expenses from transactions			
Employee benefits	3.1.1	27,011	25,994
Depreciation and amortisation	4.1.2	2,341	2,276
Supplies and services	3.3	6,082	5,506
Other operating expenses	3.4	2,029	2,074
Total expenses from transactions		37,463	35,850
Net result from transactions		6,454	(6,277)
Other economic flows included in net result			
Net gain/(loss) on non-financial assets	4.1.1	44	1
Net (loss)/gain on investment property revaluation	4.3	(595)	(341)
Other gains/(losses) from other economic flows	9.1	9	(95)
Total other economic flows included in net result		(542)	(435)
Net result from continuing operations		5,912	(6,712)
Other economic flows - other comprehensive income			
Items that will not be reclassified to net result			
Changes in physical asset revaluation surplus	9.2	5,468	(57)
Comprehensive result		11,380	(6,769)

The comprehensive operating statement should be read in conjunction with the notes to the financial statements.

FINANCIAL STATEMENTS

BALANCE SHEET

As at 31 December 2021

	Note	2021 \$'000	2020 \$'000
Assets			
Financial assets			
Cash and deposits	6.1	11,494	6,944
Receivables	5.1	1,564	2,276
Total financial assets		13,058	9,220
Non-financial assets			
Inventories		39	50
Prepayments	5.2	698	673
Property, plant and equipment	4.1	58,528	46,134
Right of use asset	6.4	312	89
Intangible assets	4.2	1,466	1,810
Investment property	4.3	2,100	2,695
Total non-financial assets		63,143	51,451
Total assets		76,201	60,671
Liabilities			
Payables	5.3	3,299	2,982
Contract liabilities	5.4	3,991	666
Employee provisions	5.5	4,468	4,184
Lease liabilities	6.4	328	110
Borrowings	6.2	2,600	2,594
Total liabilities		14,686	10,536
Net assets		61,515	50,135
Equity			
Contributed capital	6.3	9,361	9,361
Accumulated surplus		22,693	16,781
Physical assets revaluation surplus	9.2	29,461	23,993
Net worth		61,515	50,135

The balance sheet should be read in conjunction with the notes to the financial statements.

FINANCIAL STATEMENTS

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2021

	Physical assets revaluation surplus \$'000	Accumulated surplus \$'000	Contributed Capital \$'000	Total \$'000
At 1 January 2020	24,050	23,493	9,361	56,904
Net result for the year	-	(6,712)	-	(6,712)
Other economic flows - other comprehensive income	(57)	-	-	(57)
Year ended 31 December 2020	23,993	16,781	9,361	50,135
Net result for the year	-	5,912	-	5,912
Other economic flows - other comprehensive income	5,468	-	-	5,468
Year ended 31 December 2021	29,461	22,693	9,361	61,515

The statement of changes in equity should be read in conjunction with the notes to the financial statements.

CASH FLOW STATEMENT

For the year ended 31 December 2021

	Note	2021 \$'000	2020 \$'000
Cash flows from operating activities			
Receipts			
Government contributions		40,541	27,008
Receipts from Customers - fees, charges and sales		3,563	3,533
Goods and services tax recovered from the ATO		1,179	869
Interest received		22	43
Other receipts		1,068	648
Total receipts from operating activities		46,373	32,101
Payments			
Payments to employees		(27,258)	(25,344)
Payments to suppliers		(8,458)	(7,561)
Other payments		(67)	(197)
Short term and low value leases		(138)	(82)
Goods and services tax paid		(1,683)	(1,722)
Interest paid - lease liability		(10)	(6)
Total payments		(37,614)	(34,912)
Net cash flows provided by/(used in) operating activities	6.1.1	8,759	(2,811)
Cash flows from investing activities			
Purchase of non-financial assets		(4,219)	(426)
Proceeds from sales of non-financial assets		140	18
Net cash used in investing activities		(4,079)	(408)
Cash flows from financing activities			
Repayment of borrowings		-	(158)
Repayment of Lease liabilities		(130)	(63)
Net cash flows used in financing activities		(130)	(221)
Net increase/(decrease) in cash and cash equivalents		4,550	(3,440)
Cash and cash equivalents at the beginning of financial year		6,944	10,384
Cash and cash equivalents at the end of the financial year	6.1	11,494	6,944

The above cash flow statement should be read in conjunction with the notes to the financial statements.

1. ABOUT THIS REPORT

South West Institute of TAFE (South West TAFE) is a statutory body corporate, established pursuant to an Act made by the Victorian Government under the *Education and Training Reform Act 2006* Section 3.1.12.

Its registered office and principal address is:

197 - 205 Timor Street,
Warrnambool, Victoria 3280

1.1 Basis of preparation

These financial statements are presented in Australian dollars, the functional and presentation currency of South West TAFE, and have been prepared in accordance with the historical cost convention unless a different measurement basis is specifically disclosed in notes associated with the item measured on that different basis. Amounts in the financial report have been rounded to the nearest thousand dollars, unless otherwise stated.

The accrual basis of accounting has been applied in the preparation of these financial statements whereby assets, liabilities, equity, income and expenses are recognised in the reporting period to which they relate, regardless of when cash is received or paid.

Judgements, estimates and assumptions are required to be made about the financial information being presented. The 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. Actual results may differ from these estimates.

The estimates and associated assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and also in future periods that are affected by the revision.

Judgements made by management in the application of Australian Accounting Standards (AAS) that have significant effects on the financial statements and estimates relate to:

- the fair value of land, buildings, infrastructure, plant and equipment (refer to note 7.3);
- actuarial assumptions for employee benefit provisions based on likely tenure of existing staff, patterns of leave claims, future salary movements and future discount rates (refer to note 5.5);
- determining whether government contributions received should be recognised as revenue under AASB 15 or income under AASB 1058 depending on whether the performance obligations within the contract are assessed as sufficiently specific and measuring South West TAFE's satisfaction of a performance obligation (refer to Note 2.2);
- AASB 16 *Leases* and the requirements to determine the lease term to the extent that extension options are certain (note 6.4); and
- the recognition of revenue in relation to contracts with customers (note 2).

These financial statements cover South West TAFE as an individual reporting entity. South West TAFE had no controlled entities for the year ended 31 December 2021.

Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of associated GST.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the ATO is included with other receivables or payables in the balance sheet.

Funding risk

Funding risk is the risk of over reliance on a particular funding source to the extent that a change in that funding source could impact on the operating results of the current year and future years.

South West TAFE has substantial economic dependency on Government operating and capital contributions.

South West TAFE manages funding risk by aiming to diversify and increase funding from commercial activities domestically.

There has been no significant change in South West TAFE's exposure, or its objectives, policies and processes for managing funding risk or the methods used to measure this risk from the previous reporting period.

1. ABOUT THIS REPORT

1.2 Compliance information

These general purpose financial statements have been prepared in accordance with the *Financial Management Act 1994* (FMA), the *Australian Charities and Not-for-profits Act 2012* and applicable AAS, which include Interpretations, issued by the Australian Accounting Standards Board (AASB). In particular, they are presented in a manner consistent with the requirements of AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

For the purposes of preparing financial statements, South West TAFE is classed as a not-for-profit entity. Where appropriate, those AAS paragraphs applicable to not-for-profit entities have been applied.

Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported. Accounting policies applied are disclosed in sections where the related financial statement line item is disclosed.

1.3 Impact of COVID-19

The coronavirus (COVID-19), which was declared a global pandemic in March 2020, continues to evolve in 2021.

Various restrictions such as lockdowns and closure of the state's borders continue to be enforced and implemented by the government as required to contain the spread of the virus and to prioritise the health and safety of our communities. These actions have in turn, continued to impact the manner in which businesses operate, including South West TAFE.

Consistent with the prior year, COVID-19 continued to have a material impact on the operations of the South West TAFE and as a consequence has resulted in a number of material impacts on the performance of South West TAFE as well as the judgements and estimates used in assessing balances.

South West TAFE continued to conduct classes through remote learning where possible, hold examinations online, place restrictions on non-essential work, perform COVID-19 testing and implement work from home arrangements where appropriate.

The key impacts on the appropriateness of the going concern basis of accounting, performance of the business as well as various accounting treatments and estimates are summarised below and disclosed in subsequent notes where relevant and material.

The key impacts on the performance is summarised as follows:

Basis of preparation

South West TAFE has a strong financial position, with a net asset position of \$61.515m (2020: \$50.135m), a net current asset position of \$3.569m (2020: \$3.647m), net surplus of \$5.912m (2020: loss \$6.712m) and positive operating cash flows of \$8.759m (2020: negative \$2.811m). Considering South West TAFE's financial position, together with the impacts of COVID-19 on the business as discussed below, South West TAFE has concluded it is appropriate to prepare the financial statements on a going concern basis.

Revenue and other income

The Department of Education and Training provided crisis support funding and business continuity grants to South West TAFE. The purpose of this funding being:

- To assist South West TAFE with its immediate response to the pandemic;
- To provide support to retain staff;
- To assist with South West TAFE's transition to online and remote learning; and
- To maintain government funding at pre-pandemic levels.

This is further discussed in Note 2.1.

1. ABOUT THIS REPORT

1.3 Impact of COVID-19 (continued)

COVID-19 has had a direct impact on the way classes have been conducted by South West TAFE and as a consequence has had an impact on student enrolments and completions in various courses. There was a notable impact on enrolments in VCAL, Transition to Work, Beauty and Hairdressing, and Health and Community courses. Many courses were required to transition to online and remote delivery of training. Travel restrictions had a direct impact on staff's ability to attend work sites to finalise units in the meat training and bakery apprenticeship areas. The inability to undertake practical placements in the areas of Individual Support, Community Services, Nursing and Early Childhood Education and Care also led to an increase in the number of units requiring the completion date to be extended. The introduction of mandatory vaccinations in specific aged care and nursing industries early in 2021 also increased course withdrawals in these courses, as students were unsure of the early adoption of vaccines. Other course areas, such as Meat, experienced additional, and unusual student withdrawals, as the vaccination mandates were introduced later in the year. The financial implication of the loss of enrolments and the extension of unit completion dates was approximately \$1.891m.

Expenses

South West TAFE's daily activities were impacted by the pandemic. This resulted in direct and indirect costs being incurred, such as additional staffing costs for new or expanded services, additional supplies and consumables for staff and students. Staffing costs for replacement and maintenance of core staffing. Similarly, cost reductions have occurred such as reductions in building maintenance, minor equipment, staff training and travel.

Employee provisions

COVID-19 forced the cancellation of a number of instances of planned leave by staff. Additionally staff have been unable to take leave during the Victorian state lockdowns. As a result, the leave provisions have increased by \$284k (2020: \$745k). The impact of COVID-19 is further discussed in Note 5.5.

Liquidity risk

The impact of the COVID-19 pandemic on TAFE finances is expected to continue in 2022, which may require TAFEs to draw on their cash reserves to cover their operating costs.

The TAFE's ability to meet its financial obligations has also benefited from the Department of Education and Training deferring quarterly repayments due on its Government loan until 2023.

Credit risk

There is no evidence the COVID-19 pandemic had an impact on South West TAFE's ability to collect its receivables.

The key impacts on accounting treatments and estimates are as follows:

Fair value of non-financial physical assets

Non-financial physical assets are measured at fair value on a cyclical basis, in accordance with Financial Reporting Direction (FRD) 103I. A full revaluation of education assets normally occurs every five years, with this last occurring for the year ended 31 December 2017. Due to COVID-19, there is an increased element of estimation uncertainty with regard to the fair values of South West TAFE's non-financial physical assets. This is further discussed in Note 7.3.

Exceptions to the fair value measurement policy as described above include:

- assets under construction which are measured under cost.

2. HOW WE EARNED OUR FUNDS

2.1 Government contributions

This section presents the sources and amounts of revenue raised by South West TAFE. Contributions are received from both State and Commonwealth Government, and from other fees and charges.

2.1.1 Revenue from government contributions

	2021	2020
	\$'000	\$'000
Grants and other transfers		
Government contributions – operating		
State government - contestable	15,290	17,169
State government - other contributions	16,082	7,639
Commonwealth Government - other contributions	815	762
Total government contributions – operating	32,187	25,570

Significant judgement is applied to assess if a grant or contract is enforceable and contains sufficiently specific performance obligations.

Where grants or contracts are recognised over time, the input method of costs incurred-to-date will be used to measure progress towards satisfaction of the performance obligation. The nature of the service or product and its satisfaction is directly related to the expert knowledge used to provide the service or produce the product. Costs incurred-to-date mainly comprise salaries accordingly, costs incurred-to-date is the best measure of the transfer of control over the service or product. Where government contributions has been received for services to be delivered in the following year, these amounts are deferred as a contract liability (Note 5.4).

Revenue is measured at the amount of consideration to which South West TAFE expects to be entitled in exchange for transferring promised goods or services to a customer. Specific revenue recognition criteria are set out below.

Revenue Type	Nature	Performance obligation	Timing of satisfaction
State government – contestable	Refers to contributions received from a limited pool of government funding for which South West TAFE must compete with other registered training providers. Funding is allocated primarily through a competitive tendering process and a ‘User Choice’ system.	Provision of education services.	Over time, as the student receives and consumes the educational services.
State government – other contributions	Refers to funding such as specific-purpose grants and additional contributions relating to students who are eligible for concession discounts.	These categories meet the criteria to be recognised as a contract with a customer if the below facts and circumstances exist. Otherwise, they are recognised on receipt or when the right to receive payment is established.	
		Provision of a final product. For example, a conceptual framework with measures or an evaluation report containing data and recommendations.	At the point-in-time when the final product is delivered.
		Provision of a specific number of internships with an industry partner.	Where the customer controls the benefit throughout the agreement term, the revenue will be recognised over time as the service is provided. At the point-in-time when each internship is completed. Transaction price is the amount agreed with the customer for each internship.

2. HOW WE EARNED OUR FUNDS

2.1 Government contributions (continued)

Transaction price allocated to remaining performance

Revenue is recognised on a quantitative basis using the time bands that are most appropriate for the duration of the remaining performance obligations.

The following table includes revenue expected to be recognised in the future related to performance obligations that are unsatisfied (or partially satisfied) at the reporting date:

	2022 \$'000	2023 \$'000	2024 \$'000
Revenue expected to be recognised	42	-	-

Note: These are estimates only, based on professional judgement and past experience.

2.1.2 Income from government contributions

	2021 \$'000	2020 \$'000
Government contributions		
State government – capital	3,194	-
Government - transfer of title Glenormiston College	4,685	-
Total government contributions	7,879	-
Total government contributions	40,066	25,570

Income Type	Nature	Performance obligation	Timing of satisfaction
State government – capital	Where South West TAFE receives a financial asset to construct or acquire a non-financial asset which is to be retained and used by South West TAFE.	Whilst South West TAFE has an obligation acquire or construct a non-financial asset, such transactions are accounted for following specific guidance under AASB 1058.	When the asset is acquired. Or Over time, as the building or facility is constructed. Income is recognised to the extent of costs incurred-to-date because the costs of construction are the best measure of the stage of completion of the building. Where government contributions has been received for services to be delivered in the following year, these amounts are deferred as a liability (Note 5.4).
State government – other contributions	Where South West TAFE receives funding which is for the purpose of furthering its objectives and does not contain sufficiently specific performance obligations.	None	These contracts contain termination for convenience clauses or clauses to return unspent funds. On receipt or right to receive payment, the unspent funding is recognised as a financial liability in the form of a refund obligation, with income recognised once the related expenditure has been incurred.
Government - transfer of title Glenormiston College	The transfer of title of Glenormiston College occurred on the 27th of January 2021. The resources have been recognised as property, plant and equipment and have been included in note 4.	None	Upon confirmation that the transfer of title had been executed.

2. HOW WE EARNED OUR FUNDS

2.2 Revenue from fees, charges and sales

	2021 \$'000	2020 \$'000
Student fees and charges	1,827	1,806
Fee for service - government	612	637
Fee for service - other	782	838
Other non-course fees and charges		
Sale of goods	323	361
Total revenue from fees, charges and sales	3,544	3,642

Revenue by timing of revenue recognition

	2021 \$'000	2020 \$'000
Revenue recognised over time	3,221	3,281
Revenue recognised at a point in time	323	361
Total revenue from fees, charges and sales	3,544	3,642

The timing of satisfaction of a sufficiently specific performance obligation and the amount of revenue to be allocated to each performance obligation involves significant judgement. The accounting policy below outlines the material performance obligations and, how and when these are satisfied.

Revenue for student fees and charges is recognised as the course is delivered to the student and is measured as the amount the South West TAFE expects to be entitled to. Any fee waivers are recognised as a reduction in the amount of revenue recognised. Where revenue has been received for programs or services to be delivered in the following year, these amounts are deferred as a contract liability.

Other non-course fees and charges are recognised as the service is delivered to the student or the public. For example, rent revenue is recognised as South West TAFE provides the use of the space to the public.

South West TAFE uses actual student contact hours, performance obligations as set out in project plans to recognise revenue over time in line with AASB 15.

Revenue Type	Nature	Performance obligation	Timing of satisfaction
Student fees and charges	South West TAFE provides educational services to the general public, nationally.	Provision of education services	Course fees and charges revenue is recognised as the course is delivered to the student and is measured as the amount the South West TAFE expects to be entitled to. Any fee waivers are recognised as a reduction in the amount of revenue recognised. Where revenue has been received for programs or services to be delivered in the following year, these amounts are deferred as a contract liability.

2. HOW WE EARNED OUR FUNDS

2.2 Revenue from fees, charges and sales (continued)

Revenue Type	Nature	Performance obligation	Timing of satisfaction
Fee for service – government	Fee for service relates to course fees funded by government.	Provision of services	Revenue is recognised by reference to the percentage completion of each contract, i.e. in the reporting period in which the services are rendered. Where fee for service revenue of a reciprocal nature has been clearly received in respect of programs or services to be delivered in the following year, such amounts are disclosed as a contract liability.
Fee for service – other	Relates to non-course fees and charges.	Provision of services	Other non-course fees and charges are recognised as the service is delivered to the student or the public. For example, rent is recognised as South West TAFE provides the use of space to the public.
Revenue from sale of goods		Delivery of goods	Revenue is recognised when the goods are delivered and have been accepted by customers. Sales are recognised based on the contractual price, net of any discounts (if applicable). Payment of transaction price is due immediately.

Revenue recognised in relation to contract liabilities

The following table shows how much of the revenue recognised in the current reporting period relates to carried-forward contract liabilities and how much relates to performance obligations that were satisfied in a prior year:

Revenue recognised in relation to contract liabilities

	2021 \$'000	2020 \$'000
Other	-	48
Total revenue recognised in relation to contract liabilities	-	48

2. HOW WE EARNED OUR FUNDS

2.2 Revenue from fees, charges and sales (continued)

Transaction price allocated to remaining performance obligations

South West TAFE applies the practical expedient in paragraph 121 of AASB 15 and does not disclose information about remaining performance obligations that have original expected durations of one year or less.

Payment terms

The payment terms for student fees are as follows:

- up-front payment via cash, EFTPOS or credit card prior to course commencement;
- payment plan via a third party (Debit success);
- federal government assistance (VET Student Loan); and/or
- invoice to a third party (e.g. a student's employer or workers' compensation provider), where a credit check has been performed on the party being invoiced (payment terms are 30 days).

Students are generally entitled to a refund (less administration fee) if they withdraw from a course within 28 days of enrolment. Students who withdraw after this time are generally not entitled to a refund.

2.3 Other income

	2021 \$'000	2020 \$'000
Rental income	172	188
Donations, bequests and contributions	6	-
Other revenue	107	130
Total other income	285	318

Other Income Type	Nature	Performance obligation	Timing of satisfaction
Rental income	South West TAFE receives rental income for certain land and buildings leased out to community organisations and the general public. This includes when the buildings are excess to the current requirement.	Provision of services	Rental income is recognised on a time proportional basis and is brought to account when South West TAFE's right to receive the rental is established.
Other income		Other income is recognised when South West TAFE's right to receive payment is established.	

2. HOW WE EARNED OUR FUNDS

2.3 Other income (continued)

Other Income Type	Nature	Performance obligation	Timing of satisfaction
Donations and bequests	From time to time, generous benefactors may provide donations or gifts to further the objectives of the TAFE. Typically, donations and bequests do not contain performance obligations that are sufficiently specific.	None	Recognised on receipt, when there are no sufficiently specific performance obligations or it cannot be identified when the obligation is satisfied. Typically, the stated purpose of the gift is not specific enough for the requirements of the standard. In the rare circumstance where a gift has a sufficiently specific performance obligation revenue will be recognised when or as the obligation is satisfied.

2.3.1 Leases receivable

	2021 \$'000	2020 \$'000
Receivable:		
Within one year	87	215
Later than one year but not later than five years	31	490
Total leases receivable	118	705
GST payable on the above	11	64
Net operating leases receivable	107	641

Rental income from operating leases is recognised on a straight-line basis over the term of the relevant lease.

All incentives for the agreement of a new or renewed operating lease are recognised as an integral part of the net consideration agreed for the use of the leased asset.

3. HOW WE EXPENDED OUR FUNDS

3.1 Employee benefits

The present value of employee benefit obligations including annual leave, long service leave and on-costs are determined using various assumptions that may differ from actual developments in the future. These include future salary growth rate, future discount rates, tenure of existing staff, and patterns of leave claims. Wage inflation rates and discount rates used are those advised by the Assistant Treasurer.

All assumptions are reviewed at each reporting date.

3.1.1 Employee benefits in the comprehensive operating statement

Expense	2021 \$'000	2020 \$'000
Salaries, wages, overtime and allowances	23,282	22,196
Superannuation	2,223	2,314
Payroll tax	399	415
Worker's compensation	148	162
Long service leave	291	288
Annual leave	3	388
Termination benefits	627	197
Other	38	34
Total employee benefits	27,011	25,994

Employee expenses include all costs related to employment, including wages and salaries, fringe benefits tax, leave entitlements, termination payments and WorkCover premiums. Superannuation disclosed above are employer contributions that are paid or payable during the reporting period.

IMPACT OF COVID-19.

The impact of COVID-19 is discussed in Note 1.3.

Termination benefits are payable when employment is terminated before the normal retirement date, or when an employee accepts voluntary redundancy in exchange for these benefits. South West TAFE recognises termination benefits when it is demonstrably committed to either 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 balance sheet date are discounted to present value.

3.2 Superannuation

South West TAFE employees are entitled to receive superannuation benefits and South West TAFE contributes to both defined benefit and defined contribution plans. The defined benefit plan(s) provide benefits based on years of service and final average salary.

South West TAFE does not recognise any defined benefit liability in respect of the plan(s) because the entity has no legal or constructive obligation to pay future benefits relating to its employees; its only obligation is to pay superannuation contributions as they fall due. The Department of Treasury and Finance recognises and discloses the state's defined benefit liabilities in its financial statements.

However, superannuation contributions paid or payable for the reporting period are included as part of employee benefits in the comprehensive income statement.

3. HOW WE EXPENDED OUR FUNDS

3.2 Superannuation (continued)

The name and details of the major employee superannuation funds and contributions made by South West TAFE are as follows:

Paid contribution for the year	2021 \$'000	2020 \$'000
Defined benefit plans:		
State Superannuation Fund – revised and new	47	52
Total defined benefit plans	47	52
Accumulation contribution plans:		
VicSuper	851	828
Other	1,054	894
Total accumulation contribution plans	1,905	1,722
Total paid contribution for the year	1,952	1,774

Contribution outstanding at year end	2021 \$'000	2020 \$'000
Accumulation contribution plans:		
VicSuper	114	107
Other	153	128
Total accumulation contribution plans	267	235
Total contribution outstanding at year end	267	235

Accumulation contribution plans

Contributions are expensed when they become payable.

The bases for contributions are determined by the various schemes.

The above amounts were measured as at 31 December of each year; or in the case of employer contributions, they relate to the years ended 31 December.

3.3 Supplies and services

	2021 \$'000	2020 \$'000
Purchase of supplies and consumables	1,524	1,362
Communication expenses	395	423
Contract and other services	1,866	1,719
Cost of goods sold/distributed (ancillary trading)	133	99
Building repairs and maintenance	999	578
Minor equipment	478	335
Fees and charges	687	990
Total supplies and services	6,082	5,506

IMPACT OF COVID-19.

The impact of COVID-19 is discussed in Note 1.3.

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

3. HOW WE EXPENDED OUR FUNDS

3.3 Supplies and services (continued)

3.3.1 Non-cancellable operating lease commitments - Short-term and low-value leases

Commitments for minimum lease payments for short-term and low-value leases are payable as follows:

	2021 \$'000	2020 \$'000
Payable:		
Within one year	62	60
Later than one year but not later than five years	48	98
Total short-term and low value lease commitments	110	158
GST payable on the above	10	14
Net short-term and low-value lease commitments	100	144

3.3.2 Other expenditure commitments

Commitments for future services in existence at reporting date but not recognised as liabilities are as follows:

	2021 \$'000	2020 \$'000
Payable:		
Within one year	99	196
Later than one year but not later than five years	-	99
Total other expenditure commitments	99	295
GST payable on the above	9	27
Net other expenditure commitments	90	268

3.4 Other operating expenses

	2021 \$'000	2020 \$'000
Marketing and promotional expenses	610	614
Utilities	475	474
Audit fees and services	102	111
Staff development	127	91
Travel and motor vehicle expenses	220	169
Bad debts from student and sundry debtors	-	70
Grants and subsidies	67	197
Interest on lease liabilities	10	6
Short term and low value leases	138	82
Other expenses	280	260
Total other operating expenses	2,029	2,074

IMPACT OF COVID-19.

The impact of COVID-19 is discussed in Note 1.3.

Other operating expenses generally represent the day-to-day running costs incurred in normal operations and are recognised when they are incurred and reported in the financial year to which they relate.

Audit fees and services relate to costs associated with internal audit services, as well as remuneration to the Victorian Auditor-General's Office for the audit of the financial statements.

4. THE ASSETS WE INVESTED IN

4.1 Property, plant and equipment

Fair value measurement

Where the assets included in this section are carried at fair value, additional information is disclosed in Note 7.3 in connection with how those fair values were determined.

In accordance with government purpose classifications (used by the Australian Bureau of Statistics to classify expenses and acquisitions of non-financial assets of the public sector and general government sector), South West TAFE's property, plant and equipment are assets used for the purpose of education. Property, plant and equipment includes all operational assets.

	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000
	Gross carrying amount		Accumulated depreciation		Net carrying amount	
Land	10,446	6,624	-	-	10,446	6,624
Buildings	41,371	37,925	(70)	(2,139)	41,301	35,786
Construction in Progress	3,169	30	-	-	3,169	30
Plant and equipment	13,374	13,013	(10,387)	(9,976)	2,987	3,037
Motor vehicles	1,165	1,177	(540)	(520)	625	657
Net carrying amount	69,525	58,769	(10,997)	(12,635)	58,528	46,134

Refer to 4.1.2 for reconciliation of movements in carrying amount of property, plant and equipment.

Initial recognition

Immediately upon acquisition, items of property, plant and equipment are measured initially at cost and subsequently revalued at fair value less accumulated depreciation and impairment. Where an asset is received for no or nominal consideration, the cost is the asset's fair value at the date of acquisition.

The cost of constructed non-financial physical assets includes the cost of all materials used in construction, direct labour on the project, and an appropriate proportion of variable and fixed overheads.

Subsequent measurement

Where there is an indication that the value of property, plant and equipment has changed, these assets are subsequently measured at fair value less accumulated depreciation and impairment. Fair value is determined with regard to the asset's highest and best use (considering legal or physical restrictions imposed on the asset, public announcements or commitments made in relation to the intended use of the asset) and is summarised by asset category.

Non-specialised land, non-specialised buildings and artworks are valued using the market approach, whereby assets are compared to recent comparable sales or sales of comparable assets that are considered to have nominal value.

Specialised land and specialised buildings: The market approach is also used for specialised land, although is adjusted for the community service obligation (CSO) to reflect the specialised nature of the land being valued.

For the majority of South West TAFE's specialised buildings, the current replacement cost method is used, adjusting for the associated depreciation.

The fair value of plant, equipment and vehicles is normally determined by reference to the asset's current replacement cost.

The last formal revaluation of land and building assets (including land improvements) were conducted for the year ended 31 December 2017. For the year ended 31 December 2021, an assessment was conducted using indices provided by the Office of the Victorian Valuer-General, this resulted in a managerial revaluation on land & buildings being undertaken. The managerial revaluation was based on the Valuer General indices. This is reflected in the revaluation increment noted in 4.1.2.

4. THE ASSETS WE INVESTED IN

4.1 Property, plant and equipment (continued)

Revaluations of non-financial physical assets

Non-current physical assets measured at fair value are revalued in accordance with Financial Reporting Directions (FRDs) issued by the Assistant Treasurer.

Refer to Note 7.3 for additional information on fair value determination of property, plant and equipment.

Depreciation and amortisation

Depreciation and amortisation is provided on software, property, plant and equipment, and freehold buildings.

Depreciation and amortisation 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. Leasehold improvements are depreciated over the period of the lease or estimated useful life, whichever is shorter, using the straight-line method.

Depreciation methods and rates used for each class of depreciable assets are:

Class of assets	Useful Life	Method
Buildings	12 – 100 years (2020: 12 – 100 years)	Straight Line
Plant and equipment	2 – 20 years (2020: 2 – 20 years)	Straight Line
Motor vehicles	5 – 7 years (2020: 5 – 7 years)	Straight Line
Internal use software	5 – 15 years (2020: 5 – 15 years)	Straight Line
Right of use asset	Lease term	Straight Line

The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period, and adjustments made where appropriate. Depreciation method and rates as laid out above remain consistent with prior year.

4.1.1 Gain/loss on property, plant and equipment

	2021 \$'000	2020 \$'000
Net gain/(loss) on disposal of property, plant and equipment	44	1
Net gain/(loss) on non-financial assets	44	1

Net gain/(loss) on non-financial assets and liabilities includes realised and unrealised gains and losses from revaluations, impairments, and disposals of all physical assets and intangible assets.

Any gain or loss on disposal of non-financial assets is recognised at the date control of the asset is passed to the buyer and is determined after deducting from the proceeds, the carrying value of the asset at the time.

4. THE ASSETS WE INVESTED IN

4.1 Property, plant and equipment (continued)

4.1.2 Reconciliation of movements in carrying amount of property, plant and equipment

	Land \$'000	Buildings \$'000	Construction in Progress \$'000	Plant and equipment \$'000	Motor vehicles \$'000	Total \$'000
2021						
Opening balance	6,624	35,786	30	3,037	657	46,134
Additions	2,540	2,145	3,139	840	240	8,904
Revaluations	1,282	4,186	-	-	-	5,468
Disposals	-	-	-	(4)	(92)	(96)
Depreciation	-	(816)	-	(886)	(180)	(1,882)
Closing Balance	10,446	41,301	3,169	2,987	625	58,528
2020						
Opening balance	6,984	36,028	221	3,528	839	47,600
Additions	-	43	30	353	-	426
Revaluations	(360)	303	-	-	-	(57)
Disposals	-	-	-	(17)	-	(17)
Transfers	-	173	(221)	48	-	-
Depreciation	-	(761)	-	(875)	(182)	(1,818)
Closing Balance	6,624	35,786	30	3,037	657	46,134

Depreciation and amortisation

	2021 \$'000	2020 \$'000
Buildings	816	761
Plant and equipment	886	875
Motor vehicles	180	182
Total depreciation	1,882	1,818
Right of use assets	115	64
Software	344	394
Total amortisation	459	458
Total depreciation and amortisation	2,341	2,276

4.1.3. Capital commitments

	2021 \$'000	2020 \$'000
Payable:		
Within one year	2,358	1,317
Total capital expenditure commitments	2,358	1,317
GST payable on the above	214	120
Net capital expenditure commitments	2,144	1,197

These capital commitments are recorded above at their nominal value and inclusive of GST.

4. THE ASSETS WE INVESTED IN

4.2 Intangible assets

	2021 \$'000	2020 \$'000
Software		
Gross carrying amount		
Opening balance	4,794	4,794
Disposals	(1,233)	-
Closing balance	3,561	4,794
Accumulated amortisation and impairment		
Opening balance	2,984	2,590
Amortisation charge	344	394
Amortisation on Disposal	(1,233)	-
Closing balance	2,095	2,984
Net carrying amount at end of the year	1,466	1,810

Initial recognition

Purchased intangible assets are initially recognised at cost. When recognition criteria in accordance with AASB 138 *Intangible Assets* are met, internally generated intangible assets are recognised at cost. Subsequently, intangible assets with finite useful lives are carried at cost less accumulated amortisation and accumulated impairment losses. Amortisation begins when the asset is available for use, that is, when it is in the location and condition necessary for it to be capable of operating in the manner intended by management.

Subsequent measurement

Intangible assets with finite lives are amortised on a straight basis over their useful lives. The amortisation period and the amortisation method for an intangible asset with a finite useful life are reviewed at least at the end of each annual reporting period.

Impairment

Intangible assets with finite useful lives are tested for impairment whenever an indication of impairment is identified.

If there is an indication of impairment, the assets concerned are tested as to whether their carrying value exceeds their possible recoverable amount. Where an asset's carrying value exceeds its recoverable amount, the difference is written off by a charge to the Comprehensive Operating Statement.

Amortisation

Intangible assets are amortised on a straight line basis between 7% - 20%. Amortisation method and rates remain consistent with prior year.

4. THE ASSETS WE INVESTED IN

4.3 Investment properties

	2021 \$'000	2020 \$'000
Opening balance	2,695	3,036
Revaluations	(595)	(341)
Closing balance	2,100	2,695

Investment properties represent properties held to earn rentals or for capital appreciation, or both. Investment properties exclude properties held to meet service delivery objectives. Investment properties are initially recognised at cost. Costs incurred subsequent to initial acquisition are capitalised when it is probable that future economic benefits in excess of the originally assessed performance of the asset will flow to South West TAFE.

Subsequent to initial recognition at cost, investment properties are revalued to fair value with changes in the fair value recognised as other economic flows in the comprehensive operating statement in the period that they arise. Fair values are determined based on a market comparable approach that reflects recent transaction prices for similar properties. These properties are neither depreciated nor tested for impairment. Properties are revalued on an annual basis by a qualified valuer at year end.

5. BALANCES FROM OPERATIONS

5.1 Receivables

	2021 \$'000	2020 \$'000
Current		
Accounts receivable	668	686
Loss allowance on accounts receivable	(39)	(43)
Other receivables	44	64
Total receivables from contracts with customers	673	707
Statutory		
Amounts receivable from Victorian Government	566	1,492
GST input tax credit recoverable	325	77
Total receivables	1,564	2,276
Represented by		
Total Current receivables	1,564	2,276

Receivables consist of:

- statutory receivables, which include predominantly amounts owing from the Victorian Government and GST input tax credits recoverable; and
- contractual receivables, which include mainly debtors in relation to goods and services, loans to third parties and accrued investment income.

Receivables other than sale of goods and services are stated exclusive of the amount of GST receivable. Receivables that are contractual are classified as financial instruments. Statutory receivables are not classified as financial instruments.

Receivables are recognised initially at fair value and subsequently measured at amortised cost, using the effective interest method, less an allowance for credit losses.

Trade receivables are recognised initially at the amount of consideration that is unconditional unless they contain significant financing components, when they are recognised at fair value. South West TAFE holds the trade receivables with the objective to collect the contractual cash flows and therefore measures them subsequently at amortised cost using the effective interest method.

Due to the short-term nature of the current receivables, their carrying amount is considered to be the same as their fair value.

5. BALANCES FROM OPERATIONS

5.1 Receivables (Continued)

Impairment

South West TAFE measures loss allowances at an amount equal to lifetime Expected Credit Losses (ECLs). Lifetime ECLs are the ECLs that result from all possible default events over the expected life of a financial instrument. ECLs are a probability-weighted estimate of credit-losses. Credit losses are measured as the present value of all cash shortfalls.

The movement in the allowance for impairment in respect of trade receivables during the year is shown in the following table.

	2021 \$'000	2020 \$'000
Balance at the beginning of the year	43	21
Reversal of unused loss allowance recognised in net result	(4)	-
Increase in loss allowance recognised in net result	-	22
Balance at the end of the year	39	43

In respect of trade and other receivables, South West TAFE is not exposed to any significant credit risk exposure to any single counterparty or any group of counterparties having similar characteristics. Trade receivables consist of a large number of customers in various industries and predominately from South West Victoria. Based on historical information about customer default rates management consider the credit quality of trade receivables that are not past due or impaired to be good.

Ageing analysis of contractual receivables

	Carrying amount	Not past due and not impaired	Past due but not impaired			
			Less than 1 month	1-3 months	3 months - 1 year	1-5 years
2021	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Contractual receivables	712	286	17	113	296	-
Total	712	286	17	113	296	-
2020						
Contractual receivables	750	350	28	27	345	-
Total	750	350	28	27	345	-

Note: The disclosures above excludes statutory receivables (e.g., amounts arising from Victorian Government and GST taxes receivable).

The average credit period on sales of goods is 31 days. No interest is charged on receivables. There are no financial assets that have their terms renegotiated so as to prevent them from being past due or impaired, and they are stated at the carrying amounts as indicated.

5.2 Prepayments

	2021 \$'000	2020 \$'000
Current		
Prepayments	698	673

Prepayments represent payments in advance of receipt of goods and services or that part of expenditure made in one accounting period covering a term extending beyond that period.

5. BALANCES FROM OPERATIONS

5.3 Payables

	2021 \$'000	2020 \$'000
Contractual payables		
Supplies and services	1,374	452
Other payables	1,635	2,161
Total contractual payables	3,009	2,613
Statutory payables		
GST payable	238	297
FBT Payable	11	9
Other taxes payable	41	63
Total statutory payables	290	369
Total payables	3,299	2,982
Represented by		
Current payables	2,323	1,806
Non-current payables	976	1,176
Total payables	3,299	2,982

Payables consist of:

- contractual payables, such as accounts payable. Accounts payable represent liabilities for goods and services provided to South West TAFE prior to the end of the financial year that are unpaid, and arise when South West TAFE becomes obliged to make future payments in respect of the purchase of those goods and services; and
- statutory payables, such as goods and services tax and fringe benefits tax payables.

Contractual payables are classified as financial instruments and categorised as financial liabilities at amortised cost.

Statutory payables are recognised and measured similarly to contractual payables, but are not classified as financial instruments and not included in the category of financial liabilities at amortised cost, because they do not arise from a contract.

The amounts disclosed in the table are the contractual undiscounted cash flows. Balances due within 12 months equal their carrying balances as the impact of discounting is not significant.

Other payable

Other payables includes a balance repayable to Government of \$1.2m. The remaining balance consists of Employee Salary Accruals, including oncosts.

Maturity analysis of contractual payables

	Carrying amount \$'000	Nominal amount \$'000	Less than 1 month \$'000	1-3 months \$'000	3 months - 1 year \$'000	1-5 years \$'000	5+ years \$'000
2021							
Supplies and services	1,374	1,374	1,374	-	-	-	-
Other payables	1,635	1,635	459	-	200	976	-
Total	3,009	3,009	1,833	-	200	976	-
2020							
Supplies and services	452	452	452	-	-	-	-
Other payables	2,161	2,161	785	-	200	1,176	-
Total	2,613	2,613	1,237	-	200	1,176	-

Note: The disclosures above excludes statutory payables (e.g., amounts arising to Victorian Government and GST taxes payable).

Notes: The average credit period is 30 days. No interest is charged on the other payables. Terms and conditions of amounts payable to other government agencies vary according to a particular agreement with that agency.

The carrying amounts of trade and other payables are considered to be the same as their fair values, due to their short-term nature.

5. BALANCES FROM OPERATIONS

5.4 Contract and other liabilities

Refer to 2.2 for further information around revenue recognised in relation to contract liabilities.

	2021 \$'000	2020 \$'000
Contract liabilities		
Student fees	61	-
Other	470	-
Government contributions - other contributions	160	176
Total contract liabilities	691	176

Contract liabilities

Any fees received by South West TAFE during the current financial year in respect of performance obligations that have not been satisfied are classified as a liability and recognised as a contract liability.

	2021 \$'000	2020 \$'000
Other liabilities		
Deferred capital grants	3,300	490
Total other liabilities	3,300	490
Total contract liabilities	3,991	666

Deferred capital grants

Grant consideration was received from the Department of Education and Training to support the refurbishment of Warrnambool Campus - Building F and the Glenormiston Campus. Grant consideration is recognised as income following specific guidance under AASB 1058 as the asset is constructed. Income is recognised to the extent of costs incurred-to-date because the costs of construction are most closely reflect the stage of completion of the refurbishment projects. As such, South West TAFE has deferred recognition of a portion of the grant consideration received as a liability for outstanding obligations.

	2021 \$'000	2020 \$'000
Contractual		
Deferred capital grants at beginning of the year	490	-
Grant consideration for capital works received during the year	6,010	490
Grant consideration recognised as income under AASB 1058	(3,200)	-
Closing balance of deferred capital grants	3,300	490

5. BALANCES FROM OPERATIONS

5.5 Employee benefits in the balance sheet

	2021 \$'000	2020 \$'000
Annual leave	1,505	1,502
Long service leave	2,050	2,010
Total short-term benefits	3,555	3,512
Long service leave	913	672
Total long-term benefits	913	672
Total employee benefits	4,468	4,184

The leave obligations cover South West TAFE's liabilities for long service leave and annual leave, which are classified as either other long-term benefits or short-term benefits.

The current portion of this liability includes all of the accrued annual leave, the unconditional entitlements to long service leave where employees have completed the required period of service and also for those employees that are entitled to pro-rata payments in certain circumstances. The entire amount of the provision of \$3.555m (2020 - \$3.512m) is presented as current, since South West TAFE does not have an unconditional right to defer settlement for any of these obligations. However, based on past experience, South West TAFE does not expect all employees to take the full amount of accrued leave or require payment within the next 12 months. The following amounts reflect leave that is not expected to be taken or paid within the next 12 months.

COVID-19 forced the cancellation of a number of instances of planned leave by staff. Additionally staff have been unable to take leave during the Victorian state lockdown. As a result, the leave provisions have increased by \$284k (2020: \$745k). The impact of COVID-19 is further discussed in Note 1.3.

The following amounts reflect leave that is not expected to be taken or paid within the next 12 months:

	2021 \$'000	2020 \$'000
Unconditional and expected to wholly settle within 12 months	1,561	1,703
Unconditional and expected to wholly settle after 12 months	1,994	1,809
Total current employee provisions	3,555	3,512

6. HOW WE FINANCED OUR OPERATIONS

6.1 Cash and deposits

Cash at bank and on hand

Total cash and deposits

2021	2020
\$'000	\$'000
11,494	6,944
11,494	6,944

Cash and deposits, including cash equivalents, comprise cash on hand and cash at bank, deposits at call and those highly liquid investments with an original maturity of three months or less, which are held for the purpose of meeting short term cash commitments rather than for investment purposes, and which are readily convertible to known amounts of cash and are subject to an insignificant risk of changes in value.

6.1.1 Reconciliation of operating result to net cash flows from operating activities

	2021	2020
	\$'000	\$'000
Net result for the year	5,912	(6,712)
Non cash movements		
Depreciation & amortisation of non-financial assets	2,341	2,276
Net (gain)/loss on sale of non-financial assets	(44)	(1)
Other (gains)/losses from other economic flows	(9)	95
Net loss/(gain) on invest property revaluation	595	341
(Decrease)/increase in allowance to recoverable amounts	(4)	22
Transfer of title Glenormiston College	(4,685)	-
Write-off of obsolete stock	12	2
Movements in assets and liabilities		
Decrease/(increase) in receivables	729	(647)
Decrease/(increase) in inventories	11	(6)
(Increase)/decrease in prepayments	(25)	202
Increase/(decrease) in payables	317	254
Increase in contract liabilities	3,325	618
Increase in employee provisions	284	745
Net cash flows from/(used in) operating activities	8,759	(2,811)
Per cash flow statement	8,759	(2,811)

Cash flows are included in the cash flow statement on a gross basis. The GST component of cash flows arising from investing and financing activities which is recoverable from, or payable to, the ATO are presented as operating cash flows.

6. HOW WE FINANCED OUR OPERATIONS

6.2 Borrowings

	2021 \$'000	2020 \$'000
Current		
Advances from government	238	232
Non-Current		
Advances from government	2,362	2,362
Total borrowings	2,600	2,594

Advances from government

Advances from Government are initially measured at fair value, being the cost of the interest bearing liabilities, net of transaction costs.

The measurement basis subsequent to initial recognition depends on whether the South West TAFE has categorised its interest-bearing liabilities as either financial liabilities designated at fair value through the profit and loss, or financial liabilities at amortised cost.

Any difference between the initial recognised amount and the redemption value is recognised in net result over the period of the borrowing using the effective interest method.

The classification depends on the nature and purpose of the interest bearing liabilities. The South West TAFE determines the classification of its interest bearing liabilities at initial recognition.

Maturity Analysis of borrowings

	Carrying amount \$'000	Nominal amount \$'000	Less than 1 month \$'000	1-3 months \$'000	3 months – 1 year \$'000	1-5 years \$'000	+5 years \$'000
2021							
Advances from Government	2,600	2,600	-	-	238	2,362	-
Total	2,600	2,600	-	-	238	2,362	-
2020							
Advances from Government	2,594	2,594	-	-	232	1,732	630
Total	2,594	2,594	-	-	232	1,732	630

The fair values are not materially different to their carrying amounts, since interest is not payable.

The fair values of non-current borrowings are based on discounted cash flows using a current borrowing rate. They are classified as level 3 fair values in the fair value hierarchy (see note 7.3) due to the use of unobservable inputs, including own credit risk.

6.3 Contributed capital

	2021 \$'000	2020 \$'000
Contributed capital		
Balance at 1 January	9,361	9,361
Balance at 31 December	9,361	9,361

Contributed capital

Consistent with the requirements of AASB 1004 *Contributions*, contributions by owners (that is, contributed capital and its repayment) are treated as equity transactions and, therefore, do not form part of the income and expenses of South West TAFE.

6. HOW WE FINANCED OUR OPERATIONS

6.4 Leases

Policy

At inception of a contract, all entities will assess whether a contract is, or contains, a lease. A contract is, or contains, a lease if the contract conveys the right to control the use of an identified asset for a period of time in exchange for consideration. To identify whether a contract conveys the right to control the use of an identified asset, it is necessary to assess whether:

- the contract involves the use of an identified asset;
- the customer has the right to obtain substantially all of the economic benefits from use of the asset throughout the period of use; and
- the customer has the right to direct the use of the asset.

This policy is applied to contracts entered into, or changed, on or after 1 January 2019.

As a lessee

South West TAFE recognises a right-of-use asset and a lease liability at the lease commencement date. The right-of-use asset is initially measured at cost which comprises the initial amount of the lease liability adjusted for:

- any lease payments made at or before the commencement date; plus
- any initial direct costs incurred; and
- an estimate of costs to dismantle and remove the underlying asset or to restore the underlying asset or the site on which it is located, less any lease incentive received.

The right-of-use asset is subsequently depreciated using the straight-line method from the commencement date to the earlier of the end of the useful life of the right-of-use asset or the end of the lease term. The estimated useful lives of right-of-use assets are determined on the same basis as those of property, plant and equipment. In addition, the right-of-use asset is periodically reduced by impairment losses, if any, and adjusted for certain measurements of the lease liability.

The lease liability is initially measured at the present value of the lease payments that are not paid at the commencement date, discounted using the interest rate implicit in the lease or, if that rate cannot be readily determined, an appropriate incremental borrowing rate as provided by Treasury Corporation of Victoria (TCV). Generally, South West TAFE uses an appropriate incremental borrowing rate as the discount rate.

Lease payments included in the measurement of the lease liability comprise the following:

- fixed payments;
- 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 under a residual value guarantee; and
- the exercise price under a purchase option that South West TAFE is reasonably certain to exercise, lease payments in an optional renewal period if South West TAFE is reasonably certain to exercise an extension option, and penalties for early termination of a lease unless South West TAFE is reasonably certain not to terminate early.

The lease liability is measured at amortised cost using the effective interest method. It is remeasured:

- when there is a change in future lease payments arising from a change in an index or rate;
- if there is a change in South West TAFE's estimate of the amount expected to be payable under a residual value guarantee; or
- if South West TAFE changes its assessment of whether it will exercise a purchase, extension or termination option.

When the lease liability is remeasured in this way, a corresponding adjustment is made to the carrying amount of the right-of-use asset, or is recorded in profit or loss if the carrying amount of the right-of-use asset has been reduced to zero.

6. HOW WE FINANCED OUR OPERATIONS

6.4 Leases (continued)

Peppercorn leases

South West TAFE has no leases that have significantly below market terms.

Right of use assets	Property \$'000	Other \$'000	Total \$'000
2021			
Balance as at 1 January 2021	68	21	89
Additions	338	-	338
Amortisation	(108)	(7)	(115)
Balance as at 31 December 2021	298	14	312
2020			
Balance as at 1 January 2020	125	28	153
Amortisation	(57)	(7)	(64)
Balance as at 31 December 2020	68	21	89

Lease liabilities	2021 \$'000	2020 \$'000
Maturity analysis – contractual undiscounted cash flows		
Within one year	182	82
Later than one year but not later than five years	161	32
Total undiscounted lease liabilities as at 31 December	343	114
Future finance charges	(15)	(4)
Total discounted lease liabilities as at 31 December	328	110
	2021 \$'000	2020 \$'000
Current	170	79
Non-current	158	31
Total lease liabilities	328	110

Short-term and low value leases

South West TAFE has elected not to recognise right of use assets and lease liabilities for short-term leases of machinery that have a lease term of 12 months or less, and leases of low-value assets (individual assets worth less than \$10,000), including IT equipment. South West TAFE recognises the lease payments associated with these leases as an expense on a straight-line basis over the lease term.

7. MANAGING RISKS AND UNCERTAINTIES

7.1 Financial instruments

Financial instruments arise out of contractual agreements that give rise to a financial asset of one entity and a financial liability or equity instrument of another entity.

Categories of financial instruments

Contractual financial assets	2021	2020
	\$'000	\$'000
Financial Assets at amortised cost		
Cash and deposits	11,494	6,944
Trade receivables	629	643
Other receivables	44	64
Total contractual financial assets	12,167	7,651
Contractual financial liabilities	2021	2020
	\$'000	\$'000
Loans and payables		
Supplies and services	1,374	452
Other payables	1,635	2,161
At amortised cost		
Advances from Government	2,600	2,594
Lease liability	328	110
Total contractual financial liabilities	5,937	5,317

Note: The total amounts disclosed here exclude statutory amounts (e.g. GST input tax credit recoverable and taxes payable).

Categories of financial instruments

South West TAFE classifies its financial assets as at amortised cost only if both of the following criteria are met:

- the asset is held within a business model whose objective is to collect the contractual cash flows; and
- the contractual terms give rise to cash flows that are solely payments of principal and interest.

Financial assets measured at amortised cost are financial instrument assets with fixed and determinable payments that are not quoted on an active market. These assets are initially recognised at fair value plus any directly attributable transaction costs. Subsequent to initial measurement, receivables are measured at amortised cost using the effective interest method (and for assets, less any necessary impairment).

South West TAFE recognises the following financial assets in this category:

- cash and deposits; and
- receivables (excluding statutory receivables).

Financial liabilities at amortised cost are initially recognised on the date they are originated. They are initially measured at fair value plus any directly attributable transaction costs. Subsequent to initial recognition, these financial instruments are measured at amortised cost with any difference between the initial recognised amount and the redemption value being recognised in profit and loss over the period of the interest bearing liability, using the effective interest rate method. South West TAFE recognises the following liabilities in this category:

- payables (excluding statutory payables);
- lease liabilities; and
- advances from government.

7. MANAGING RISKS AND UNCERTAINTIES

7.1 Financial instruments (continued)

7.1.1 Financial risk management objectives and policies

South West TAFE is exposed to a variety of financial risks, market risk, credit risk and liquidity risk.

South West TAFE's financial risk management program seeks to manage these risks and the associated volatility of its financial performance.

South West TAFE's overall risk management program focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the financial performance of South West TAFE. South West TAFE uses different methods to measure different types of risk to which it is exposed. These methods include sensitivity analysis in the case of interest rate, foreign exchange and other price risks and ageing analysis for credit risk.

Risk management is carried out by Financial Services under policies approved by the Board. The Board provides written principles for overall risk management, as well as policies covering specific areas, such as interest rate risk and credit risk. There has been no significant change in South West TAFE's exposure, or its objectives, policies and processes for managing South West TAFE's financial risks or the methods used to measure the risk from the previous reporting period.

7.1.2 Credit risk

Credit risk refers to the possibility that a borrower will default on its financial obligations as and when they fall due. Credit risk arises from the contractual financial assets of South West TAFE, which comprise cash and deposits and non-statutory receivables. South West TAFE's exposure to credit risk arises from the potential default of a counter party on their contractual obligations resulting in financial loss to South West TAFE.

Credit risk is measured at fair value and is monitored on a regular basis. South West TAFE monitors credit risk by actively assessing the rating quality and liquidity of counterparties:

- all potential customers are rated for credit worthiness taking into account their size, market position and financial standing; and
- customers that do not meet South West TAFE's strict credit policies may only purchase in cash or using recognised credit cards.

The trade receivables balance at 31 December 2021 and 31 December 2020 do not include any counterparties with external credit ratings. Customers are assessed for credit worthiness using the criteria detailed above.

South West TAFE does not hold any security on the trade receivables balance. In addition, South West TAFE does not hold collateral relating to other financial assets.

In addition, South West TAFE does not engage in hedging for its contractual financial assets and mainly obtains contractual financial assets that are on fixed interest, except for cash assets, which are mainly cash at bank. South West TAFE's policy is to only deal with banks with high credit ratings.

The carrying amount of contractual financial assets recorded in the financial statements, net of any allowances for losses, represents South West TAFE's maximum exposure to credit risk without taking account of the value of any collateral obtained.

There are no material financial assets which are individually determined to be impaired.

7. MANAGING RISKS AND UNCERTAINTIES

7.1 Financial instruments (continued)

Credit quality of contractual financial assets that are neither past due nor impaired

	Financial Institutions (AA- rating)	Government agencies (AAA rating)	Other counterparty	Total
	\$'000	\$'000	\$'000	\$'000
2021				
Cash and deposits	11,494	-	-	11,494
Receivables	-	-	673	673
Total contractual financial assets	11,494	-	673	12,167
2020				
Cash and deposits	6,944	-	-	6,944
Receivables	-	-	707	707
Total contractual financial assets	6,944	-	707	7,651

Note: The total amounts disclosed here exclude statutory amounts (e.g. amounts owing to/from Victorian Government, GST input tax credit recoverable and taxes payable).

AASB 9 uses an 'expected credit loss' (ECL) model. Under this model, loss allowances are measured on either of the following bases:

- 12-month ECLs: these are ECLs that result from possible default events within the 12 months after the reporting date; and
- lifetime ECLs: these are ECLs that result from all possible default events over the expected life of a financial instrument.

In measuring expected credit losses, trade receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due.

The expected loss rates are based on the payment profile for sales over the past 60 months before 31 December 2021 and the past 48 months before 31 December 2020, as well as the corresponding historical credit losses during that period. The historical rates are adjusted to reflect current and forward-looking macroeconomic factors affecting the customer's ability to settle the amount outstanding. South West TAFE has identified gross domestic product (GDP) and unemployment rates of the countries in which the customers are domiciled to be the most relevant factors and according adjusts historical loss rates for expected changes in these factors. However given the short period exposed to credit risk, the impact of these macroeconomic factors has not been considered significant within the reporting period.

7. MANAGING RISKS AND UNCERTAINTIES

7.1 Financial instruments (continued)

The following table provides information about the estimated exposure to credit risk and ECLs for trade and other receivables as at 31 December 2021:

	Estimated gross carrying amount	Weighted average loss rate	Estimated loss allowance	Credit impaired
	\$'000		\$'000	
31 December 2021				
Current (not past due)	286	0%	1	No
1–30 days past due	17	0%	-	Yes
31–60 days past due	10	2%	-	Yes
61–90 days past due	103	5%	5	Yes
More than 90 days past due	296	11%	33	Yes
	712		39	
1 January 2021				
Current (not past due)	350	1%	1	No
1–30 days past due	28	1%	-	Yes
31–60 days past due	10	6%	1	Yes
61–90 days past due	17	7%	1	Yes
More than 90 days past due	345	11%	40	Yes
	750		43	

Loss rates are based on actual credit loss experience. These rates are multiplied by scalar factors to reflect differences between economic conditions during the period over which the historical data has been collected, current conditions and South West TAFE's view of economic conditions over the expected lives of the receivables.

Trade receivables and contract assets are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include, amongst others, the failure of a debtor to engage in a repayment plan with South West TAFE, and a failure to make contractual payments for a period of greater than 120 days past due.

Impairment losses on trade receivables and contract assets are presented as net impairment losses within operating profit. Subsequent recoveries of amounts previously written off are credited against the same line item.

Of the above impairment losses, \$4k (2020: \$22k) relate to receivables arising from contracts with customers.

7.1.3 Liquidity risk

Liquidity risk is the risk that South West TAFE would be unable to meet its financial obligations as and when they fall due.

South West TAFE operates under a payments policy of settling financial obligations within 30 days and in the event of a dispute, making payments within 30 days from the date of resolution.

South West TAFE's maximum exposure to liquidity risk is the carrying amounts of financial liabilities as disclosed in note 7.1.

South West TAFE manages liquidity risk by:

- maintaining adequate short term reserves and banking facilities that can be drawn at short notice to meet its short-term obligations and
- careful maturity planning of its financial obligations based on forecasts of future cash flows.

South West TAFE's exposure to liquidity risk is deemed to be not material based on prior periods' data and current assessment of risk.

There has been no significant change in South West TAFE's exposure, the Group's objectives, policies and processes for managing liquidity risk, or the methods used to measure this risk from the previous reporting period.

7. MANAGING RISKS AND UNCERTAINTIES

7.2 Contingent assets and contingent liabilities

Contingent assets and contingent liabilities are not recognised in the balance sheet but are disclosed and, if quantifiable, are measured at nominal value.

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

Contingent assets

There were no contingent assets as at 31 December 2021 (31 December 2020: nil) that may have a material effect on the financial operations of South West TAFE.

Contingent liabilities

South West TAFE is currently in discussions with the Department of Education and Training with regards to a historical potential overpayment of training subsidies which were paid to South West TAFE. As at the date of the financial report, these discussions remain ongoing, however may result in repayment of funding of up to \$1,900,000. Any repayment amount and terms of repayment is subject to future ongoing discussions. (31 December 2020: nil)

7.3 Fair value determination

Significant judgement: Fair value measurements of assets and liabilities

Fair value determination requires judgement and the use of assumptions. This section discloses the most significant assumptions used in determining fair values. Changes to assumptions could have a material impact on the results and financial position of South West TAFE.

This section sets out information on how South West TAFE determined fair value for financial reporting purposes. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

The following assets and liabilities are carried at fair value:

- land, buildings, investment property, vehicles, plant and equipment.

In addition, the fair values of other assets and liabilities that are carried at amortised cost also need to be determined for disclosure purposes.

South West TAFE determines the policies and procedures for determining fair values for both financial and non-financial assets and liabilities as required.

Fair value estimation

A number of inputs are used in determining fair values. To increase consistency and comparability in the financial statements, these inputs are categorised into three levels, also known as the fair value hierarchy. The levels are as follows:

- Level 1 – quoted (unadjusted) market prices in active markets for identical assets or liabilities;
- Level 2 – valuation techniques for which the lowest level input that is significant to the fair value measurement is directly or indirectly observable; and
- Level 3 – valuation techniques for which the lowest level input that is significant to the fair value measurement is unobservable.

South West TAFE determines whether transfers have occurred between levels in the hierarchy by reassessing categorisation (based on the lowest level input that is significant to the fair value measurement as a whole) at the end of each reporting period.

A summary of changes between levels can be found in Note 7.3(a).

The Valuer-General Victoria (VGV) is South West TAFE's independent valuation agency.

Fair value determination of financial assets and liabilities

South West TAFE currently holds a range of financial instruments that are recorded in the financial statements where the carrying amounts are a reasonable approximation of fair value, either due to their short-term nature or with the expectation that they will be paid in full.

There is no reportable difference between the carrying amount and fair value for the year ended 31 December 2021.

(a) Fair value determination of non-financial assets

South West TAFE holds property, plant and equipment for which fair values are determined.

7. MANAGING RISKS AND UNCERTAINTIES

7.3 Fair value determination (continued)

South West TAFE, in conjunction with the Valuer-General Victoria (VGV), monitors changes in the fair value of each asset through relevant data sources to determine whether revaluations are required. The recurring fair value measurements of non-financial physical assets, such as land and buildings, are based on Level 2 observable inputs and Level 3 unobservable inputs due to the nature and characteristics of South West TAFE's campus assets. There is little or no observable market evidence of the market selling price of campus assets as they are specialised assets with a Community Service Obligation (CSO) applied.

The table below shows the relevant fair value information relating to those assets.

Fair value measurement hierarchy

	Carrying amount at 31 December	Level 1 Quoted prices	Level 2 Observable price inputs	Level 3 Unobservable inputs
	\$'000	\$'000	\$'000	\$'000
2021				
Specialised land	10,446	-	-	10,446
Specialised land - Investment Property	380	-	-	380
Total land at fair value	10,826	-	-	10,826
Specialised buildings	41,301	-	-	41,301
Specialised buildings - Investment Property	1,720	-	-	1,720
Total buildings at fair value	43,021	-	-	43,021
Plant and equipment	2,987	-	-	2,987
Motor vehicles	625	-	-	625
Total other assets at fair value	3,612	-	-	3,612
2020				
Specialised land	6,624	-	-	6,624
Specialised land - Investment property	181	-	-	181
Total land at fair value	6,805	-	-	6,805
Specialised buildings	35,786	-	-	35,786
Specialised buildings - Investment property	2,514	-	-	2,514
Total buildings at fair value	38,300	-	-	38,300
Plant and equipment	3,037	-	-	3,037
Motor vehicles	657	-	-	657
Total other assets at fair value	3,694	-	-	3,694

Impairment

Non-financial assets, including items of software, property, plant and equipment, are tested for impairment whenever there is an indication that the asset may be impaired.

The assets concerned are tested as to whether their carrying value exceeds their recoverable amount. Where an asset's carrying value exceeds its recoverable amount, the difference is written off as an 'other economic flow', except to the extent that it can be debited to an asset revaluation surplus applicable to that class of asset.

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 recoverable amount for most assets is measured at the higher of current replacement cost and fair value less costs to sell. Recoverable amount for assets held primarily to generate net cash inflows is measured at the higher of the present value of future cash flows expected to be obtained from the asset and fair value less costs to sell.

7. MANAGING RISKS AND UNCERTAINTIES

7.3 Fair value determination (continued)

Valuations of property, plant and equipment

Non-financial physical assets are measured at fair value on a cyclical basis, in accordance with Financial Reporting Direction (FRD) 1031 *Non-financial Physical Assets* issued by the Assistant Treasurer. A full revaluation of education assets normally occurs every five years, but may occur more frequently if fair value assessments indicate material changes in values. Independent valuers are generally used to conduct these scheduled revaluations with interim revaluations determined in accordance with the requirements of the FRD. Revaluation increases and decreases arise from differences between an asset's carrying value and the fair value. Consistent with all government education assets, an independent valuation of all land and buildings was performed by the Valuer-General Victoria with an effective date of 31 December 2017.

For the year ended 31 December 2021, an assessment was conducted using indices provided by the Office of the Victorian Valuer-General, this resulted in a managerial revaluation on land & buildings being undertaken. The managerial revaluation was based on the Valuer-General indices.

COVID-19 has caused an increase to the estimation uncertainty around the fair value of non-physical financial assets. The impact of COVID-19 is further discussed in Note 1.3.

Specialised land and specialised buildings - including Investment Property

The market approach is also used for specialised land, although is adjusted for the community service obligation (CSO) to reflect the specialised nature of the land being valued.

The CSO adjustment is a reflection of the valuer's assessment of the impact of restrictions associated with an asset to the extent that is also equally applicable to market participants. This approach is in light of the highest and best use consideration required for fair value measurement, and takes into account the use of the asset that is physically possible, legally permissible, and financially feasible. As adjustments of CSO are considered as significant unobservable inputs, specialised land would be classified as a Level 3 asset.

Under the market valuation method, the assets are compared to recent comparable sales or sales of comparable assets which are considered to have nominal or no added improvement value. Valuation of the assets was determined by analysing comparable sales and allowing for share, size, topography, location and other relevant factors specific to the asset being valued. From the sales analysed, an appropriate rate per square metre has been applied to the subject asset.

For South West TAFE's majority of specialised buildings, the current replacement cost method is used, adjusting for the associated depreciations. As depreciation adjustments are considered as significant, unobservable inputs in nature, specialised buildings are classified as Level 3 fair value measurements.

An independent valuation of South West TAFE's specialised land and specialised buildings was performed by the Valuer General Victoria. The valuation was performed using the market approach adjusted for CSO. The effective date of the valuation is 31 December 2017.

For the year ended 31 December 2021, an assessment was conducted using indices provided by the Office of the Victorian Valuer-General, this resulted in a managerial revaluation on land & buildings being undertaken. The managerial revaluation was based on the Valuer-General indices.

For investment properties, fair values are determined based on a market comparable approach that reflects recent transaction prices for similar properties. Properties are revalued on an annual basis by a qualified valuer at year end.

Motor vehicles are valued using the current replacement cost method. South West TAFE acquires new vehicles and at times disposes of them before the end of their economic life. The process of acquisition, use and disposal in the market is managed by experienced fleet managers at South West TAFE who set relevant depreciation rates during use to reflect the utilisation of the vehicles.

Plant and equipment is held at fair value. When plant and equipment is specialised in use, such that it is rarely sold other than as part of a going concern, fair value is determined using the current replacement cost method.

There were no changes in valuation techniques throughout the year to 31 December 2021. For all assets measured at fair value, the current use is considered the highest and best use.

7. MANAGING RISKS AND UNCERTAINTIES

7.3 Fair value determination (continued)

Reconciliation of level 3 items for the periods ended 31 December 2020 and 31 December 2021

	Specialised land & buildings \$'000	Specialised land & buildings - Investment property \$'000	Plant and equipment \$'000	Motor vehicles \$'000
Level 3 Fair value measurements 2021				
Opening balance	42,410	2,695	3,037	657
Additions	4,685	-	840	240
Disposals	-	-	(4)	(92)
Depreciation	(816)	-	(886)	(180)
Revaluations	5,468	(595)	-	-
Closing Balance	51,747	2,100	2,987	625
Level 3 Fair value measurements 2020				
Opening balance	43,012	3,036	3,528	839
Additions	216	-	401	-
Disposals	-	-	(17)	-
Depreciation	(761)	-	(875)	(182)
Revaluations	(57)	(341)	-	-
Closing Balance	42,410	2,695	3,037	657

Description of significant unobservable inputs to Level 3 valuations

2021 and 2020	Valuation technique	Significant unobservable inputs	
Specialised land including investment property	Market approach	Community service obligation (CSO) adjustment	A significant increase or decrease in the CSO adjustment would result in a significantly higher or lower fair value
Specialised buildings including investment property	Current replacement cost	Useful life of buildings and cost per square metre	A change in the useful life of the buildings and/or cost per square metre would result in a significantly higher or lower fair value
Motor Vehicles	Current replacement cost	Useful life of vehicles	A change in the useful life may have an impact on the fair value (higher / lower)
Plant and equipment	Current replacement cost	Useful life of plant and equipment	A change in the useful life may have an impact on the fair value (higher / lower)

8. GOVERNANCE DISCLOSURES

8.1 Responsible persons

In accordance with the Ministerial Directions issued by the Assistant Treasurer under the *Financial Management Act 1994*, the following disclosures are made regarding responsible persons and executive officers for the reporting period.

The persons who held the positions of Ministers and Accountable Officers in South West TAFE are as follows:

Position	Name	Dates of appointment
Minister for Training and Skills and Minister for Higher Education	The Hon. Gayle Tierney MP	1 January 2021 – 31 December 2021
Director and Chief Executive Officer (Accountable Officer)	Mark Fidge	1 January 2021 – 31 December 2021
Board Member	Steven Waterhouse	1 January 2021 – 31 December 2021
Board Member	Susan Brumby	1 January 2021 – 31 December 2021
Board Member	Brian Crook	1 January 2021 – 31 December 2021
Board Member	Christopher Holloway	1 January 2021 – 31 December 2021
Board Member	Sandy Burgoyne	1 January 2021 – 31 December 2021
Board Member	Kirsten Diprose	1 January 2021 – 31 December 2021
Board Member	Jacinta Ermacora	1 January 2021 – 31 December 2021
Board Member	Eva Tsahuridu	1 January 2021 – 31 December 2021
Board Member	Denise Lovett	1 January 2021 – 31 December 2021

Remuneration

Remuneration received or receivable by the Accountable Officer in connection with the management of South West TAFE during the reporting period was in the range: \$260,000 – \$269,000 (\$260,000 – \$269,000 in 2020).

Income Range - Responsible persons

Remuneration of the Chief Executive Officer and Board Members in connection with the management of the institute are disclosed below:

	Total remuneration	
	2021	2020
Less than \$10,000	-	1
\$10,000 - \$19,999	5	3
\$20,000 - \$29,999	3	4
\$40,000 - \$49,000	1	1
\$260,000 - \$269,000	1	1
Total number of members	10	10
Total remuneration of responsible persons (\$'000)	455	433

Remuneration of the Responsible Minister is included in the financial statements of the Department of Parliamentary Services.

Compensation of responsible persons

	Total remuneration	
	2021 \$'000	2020 \$'000
Remuneration		
Short-term employee benefits	411	394
Post-employment benefits	38	37
Other long-term benefits	6	2
Total remuneration	455	433

8. GOVERNANCE DISCLOSURES

8.2 Remuneration of executives

The number of executive officers, other than ministers and accountable officers, and their total remuneration during the reporting period are shown in the table below. Total annualised employee equivalents provides a measure of full time equivalent executive officers over the reporting period.

Remuneration comprises employee benefits in all forms of consideration paid, payable or provided by the entity, or on behalf of the entity, in exchange for services rendered, and is disclosed in the following categories.

Short-term employee benefits include amounts such as wages, salaries, annual leave or sick leave that are usually paid or payable on a regular basis, as well as non-monetary benefits such as allowances and free or subsidised goods or services.

Post-employment benefits include pensions and other retirement benefits paid or payable on a discrete basis when employment has ceased.

Other long-term benefits include long service leave, other long service benefits or deferred compensation.

Termination benefits include termination of employment payments, such as severance packages.

	Total remuneration	
	2021 \$'000	2020 \$'000
Remuneration		
Short-term employee benefits	798	747
Post-employment benefits	71	71
Other long-term benefits	28	21
Termination benefits	-	64
Total remuneration	897	903
Total number of executives	6	5
Total annualised employee equivalents	4.88	4.85

Note: Annualised employee equivalent is based on paid working hours of 38 ordinary hours per week over the 52 weeks for a reporting period.

8. GOVERNANCE DISCLOSURES

8.3 Related parties

Related parties of South West TAFE include:

- all key management personnel and their close family members and personal business interests (controlled entities, joint ventures and entities they have significant influence over); and
- all cabinet ministers and their close family members.
- all departments and public sector entities that are controlled and consolidated into the whole-of-state consolidated financial statements.

All related party transactions have been entered into on an arm's length basis. There were no material transactions.

Key management personnel of South West TAFE includes the Minister for Training and Skills and Minister for Higher Education, the Hon. Gayle Tierney MP, Board Members, the CEO Mark Fidge, and members of the Executive Team, which includes:

- Executive Manager, Corporate Services, Shannyn Martin;
- Executive Manager, Corporate Services (acting), Andrew Long;
- Executive Manager, Education, Louise Cameron;
- Executive Manager, Education Support, Karen Ellen;
- Executive Manager, Student Experience, Jodie Hill;
- Strategic Projects, Grants and Research, John Flett;

Compensation of Key Management personnel

Short-term employee benefits
Post-employment benefits
Other long-term benefits
Termination benefits

Total remuneration

	2021 \$'000	2020 \$'000
Short-term employee benefits	1,209	1,141
Post-employment benefits	109	108
Other long-term benefits	34	23
Termination benefits	-	64
Total remuneration	1,352	1,336

8.4 Auditors remuneration

Remuneration of the Victorian Auditor-Generals Office for:

Audit of the financial statements

Remuneration of Internal Auditors

Internal audit services

Total remuneration of auditors

	2021 \$'000	2020 \$'000
Audit of the financial statements	57	70
Internal audit services	45	41
Total remuneration of auditors	102	111

The Victorian Auditor-Generals Office is not allowed to provide non-audit services.

9. OTHER DISCLOSURES

9.1 Other economic flows included in net result

	2021 \$'000	2020 \$'000
Other (losses)/gains from other economic flows		
Net (loss)/gains arising from revaluation of long service leave liability	9	(95)
Total other (losses)/gains from other economic flows	9	(95)

Net (loss)/gains from revaluation of long service leave liability and annual liability are changes arising due to changes in bond rates.

9.2 Other equity reserves

	2021 \$'000	2020 \$'000
Physical asset revaluation surplus		
Balance at 1 January	23,993	24,050
Revaluation decrement on non-current assets	5,468	(57)
Balance at 31 December	29,461	23,993

Note: The physical asset revaluation surplus arises on the revaluation of land and buildings.

9.3 Ex-gratia expenses

	2021 \$'000	2020 \$'000
In-Lieu-of-notice and gratuity payments	107	52
Total ex-gratia payments	107	52

All ex-gratia payments made during 2021 related to departing employees.

9.4 Joint venture

South West TAFE and Warrnambool City Council entered into a joint venture deed in June 1997 to purchase 27-47 Kepler Street, Warrnambool, currently known as Florence Collins Childcare Centre. Each party owns a 50% share in the Land and Buildings. This is reflected in the balance sheet of both entities. On an annual basis the Warrnambool City Council (Operator) pay South West TAFE (Manager) a fee for exclusive use of the facility. South West TAFE pay all out goings, utilities and maintain the facility. The contribution paid by Warrnambool City Council is used to offset the expenses. The balance of the funds are then apportioned 50%. South West TAFE proportion is recorded in the Profit Loss for the year. The Warrnambool City Council component is allocated to the Balance Sheet and a cumulative balance is held as a liability. The value of the transactions and share of results are insignificant for South West TAFE and therefore the summarised financial information has not been disclosed.

9.5 Events after reporting date

No matters or circumstances have occurred subsequent to period end that have significantly affected, or may significantly affect, the operations of South West TAFE, the results of those operations or the state of affairs of South West TAFE in subsequent financial years.

9. OTHER DISCLOSURES

9.6 Application of standards issued but not yet effective

Certain new Australian Accounting Standards and interpretations have been published that are not mandatory for the 31 December 2021 reporting period.

AASB 2020-1 - Amendments to Australian Accounting Standards - Classification of liabilities as current or non-current amends AASB 101 to clarify requirements for the presentation of liabilities in the statement of financial position as current or non-current. It initially applied to annual reporting periods beginning on or after 1 January 2022 with earlier application permitted however the AASB has recently issued 2020-1 Amendments to Australian Accounting Standards - Classification of Liabilities as Current or Non current - Deferral of Effective Date to defer the application by one year to periods beginning on or after 1 January 2023. The amendment is not expected to impact South West TAFE and South West TAFE will not early adopt the standard.

9.7 New or amended Accounting Standards and Interpretations adopted

9.7.1 Conceptual Framework for Financial Reporting (Conceptual Framework)


South West TAFE has adopted the revised Conceptual Framework from 1 January 2021. The Conceptual Framework contains new definition and recognition criteria as well as new guidance on measurement that affects several Accounting Standards, but it has not had a material impact on the consolidated entity's financial statements.

9.7.2 IFRIC Agenda Decision - Configuration or Customisation Costs in a Cloud Computing Arrangement (IAS 38 Intangible Assets)

South West TAFE has adopted the IFRIC Agenda Decision - Configuration or Customisation Costs in a Cloud Computing Arrangement (IAS 38 Intangible Assets) from 1 January 2021. The Agenda Decision clarifies how a customer accounts for costs of configuring or customising a supplier's application software in a Software as a Service (SaaS) arrangement. The Agenda Decision requires management to capitalise elements of expenditure that meet the definition of an Intangible Asset as defined by AASB 138 Intangible Assets and recognise any additional amounts as an expense as the entity benefits from the expenditure either by applying AASB 138 or applying another accounting standard.

Effectively, if a SaaS arrangement does not contain a lease and there is no intangible asset controlled by South West TAFE, then expenditure will be expensed. The pattern of expenditure will depend on whether the configuration or customisation services are distinct. Services which are not distinct are recognised as an expense on the same pattern as the SaaS arrangement. Services which are distinct however, are recognised as the services are delivered.

The Agenda Decision did not have any impact on South West TAFE's consolidated financial statements as all expenditure incurred in relation to Cloud Computing Arrangements were appropriately expensed.



disclosure index

disclosure index

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22.	FRD 22I	Disclosure of government advertising expenditure	NA
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Item No.	Source	Summary of Reporting Requirement	Page Number
29.	CG 10 Clause 27	Summary of Major Commercial Activities Major Commercial Activity means a Commercial Activity that involves a transaction or transactions with a total estimated cost greater than 5 per cent of annual revenues, but does not include: <ul style="list-style-type: none"> the supply of vocational training and higher education that is consistent with the TAFE institute's strategic plan; or the supply of vocational training and higher education that is supplied pursuant to a competitive tender process. 	NA
30.	CG 12 Clause 33	TAFE Institute Controlled Entities	NA

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37.	FRD 21C	Disclosures of Responsible Persons, Executive Officer and Other Personnel (contractors with significant management responsibilities) in the Financial Report	112-114
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39.	FRD 110A	Cash flow statements	78, 100
40.	FRD 112D	Defined benefit superannuation obligations	88-89

Note: References to FRDs have been removed from the Disclosure Index if the specific FRDs do not contain requirements that are in the nature of disclosure.

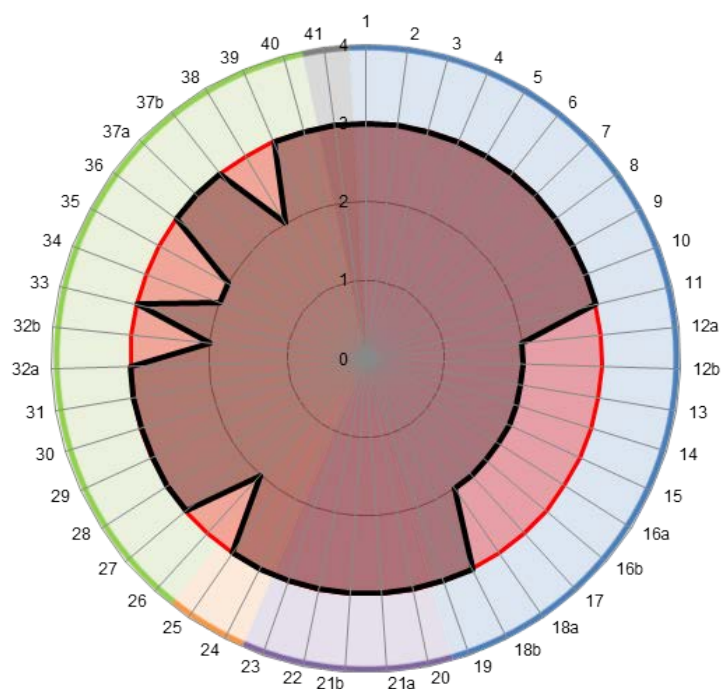
Item No.	Source	Summary of Reporting Requirement	Page Number
COMPLIANCE WITH OTHER LEGISLATION, SUBORDINATE INSTRUMENTS AND POLICIES			
41.	Legislation	<p>Compliance statement</p> <p>The Annual Report must contain a statement of compliance with all relevant legislation, and subordinate instruments, including, but not limited to, the following:</p> <ul style="list-style-type: none"> • <i>Education and Training Reform Act 2006 (ETRA)</i> • TAFE Institute Constitution • Directions of the Minister for Training and Skills (or predecessors) • TAFE Institute Commercial Guidelines • TAFE Institute Strategic Planning Guidelines • <i>Public Administration Act 2004</i> • <i>Financial Management Act 1994</i> • <i>Freedom of Information Act 1982</i> • <i>Building Act 1993</i> • <i>Public Interest Disclosure Act 2012</i> • <i>Carers Recognition Act 2012</i> • <i>Local Jobs First Act 2003</i> 	120, 122
42.	ETRA s3.2.8	Statement about compulsory non-academic fees, subscriptions and charges payable in 2021	NA
43.	Policy	Statement of compliance with the Victorian Public Service Travel Policy	122
44.	KPIs	<p>Key Performance Indicators:</p> <ul style="list-style-type: none"> • Employment costs as a proportion of training revenue • Training revenue per teaching FTE • Operating margin percentage • Training revenue diversity 	11
45.	PAEC and VAGO (June 2003 Special Review – Recommendation 11)	<p>Overseas operations:</p> <ul style="list-style-type: none"> • Financial and other information on initiatives taken or strategies relating to the institute's overseas operations • Nature of strategic and operational risks for overseas operations • Strategies established to manage such risks of overseas operations • Performance measures and targets formulated for overseas operations • The extent to which expected outcomes for overseas operations have been achieved 	NA

ASSET MANAGEMENT ACCOUNTABILITY FRAMEWORK (AMAF) MATURITY ASSESSMENT [FRD 221]

The following sections summarise South West TAFE's assessment of maturity against the requirements of the Asset Management Accountability Framework (AMAF). The AMAF is a non-prescriptive, devolved accountability model of asset management that requires compliance with 41 mandatory requirements. These requirements can be found on the DTF website (<https://www.dtf.vic.gov.au/infrastructure-investment/asset-management-accountability-framework>).

South West TAFE completed Asset Management Accountability Framework (AMAF) maturity assessment and no material non – compliance matters were reported.

South West TAFE's meet most of the target maturity rating in of 'competence' in most category's (meaning systems and processes are fully in place, consistently applied and systematically meeting the AMAF requirement, including a continuous improvement process to expand system performance above AMAF minimum requirements). A plan has been is in place to improve the maturity ratings for asset performance monitoring, asset management systems performance and evaluation of asset performance. South West TAFE is developing a plan for improvement to establish processes to proactively identify potential asset performance failures and identify options for preventative action.



Legend

Status	Scale
Not Applicable	N/A
Innocence	0
Awareness	1
Developing	2
Competence	3
Optimising	4
Unassessed	U/A

Target ■ Overall ■

Leadership and Accountability (requirements 1-19)

South West TAFE has met or exceeded its target maturity level under most requirements within this category and is working on a continuous improvement process in relation to the remaining requirements. There is no material non-compliance reported in this category.

Planning (requirements 20-23)

South West TAFE has met its target maturity level against all requirements within this category.

Acquisition (requirements 24 and 25)

South West TAFE has met its target maturity level against all requirements within this category.

Operation (requirements 26-40)

South West TAFE has met or exceeded its target maturity level under most requirements within this category and is working on a continuous improvement process in relation to the remaining requirements. There is no material non-compliance reported in this category.

Disposal (requirement 41)

South West TAFE has met its target maturity level in relation to this requirement.

Compliance with other legislation and subordinate instruments and policies

South West TAFE complies with all relevant legislation and subordinate instruments, including, but not limited to, the following:

- *Education and Training Reform Act 2006 (ETRA)*
- TAFE institute constitution
- Directions of the Minister for Training and Skills (or predecessors)
- TAFE institute Commercial Guidelines
- TAFE institute Strategic Planning Guidelines
- *Public Administration Act 2004*
- *Financial Management Act 1994*
- *Freedom of Information Act 1982*
- *Building Act 1993*
- *Public Interest Disclosure Act 2012*
- *Local Jobs First Act 2003*
- *Victorian Public Service Travel Policy*

Further information

Consistent with the requirements of the *Financial Management Act 1994*, information is available on request from the Accountable Officer,

- a statement that declarations of pecuniary interests have been duly completed by all relevant officers;
- details of shares held by a senior officer as nominee or held beneficially in a statutory authority or subsidiary;
- details of publications produced by the entity about itself, and how these can be obtained;
- details of changes in prices, fees, charges, rates and levies charged by the entity;
- details of any major external reviews carried out on the entity;
- details of major research and development activities undertaken by the entity;
- details of overseas visits undertaken including a summary of the objectives and outcomes of each visit;
- details of major promotional, public relations and marketing activities undertaken by the entity to develop community awareness of the entity and its services;
- details of assessments and measures undertaken to improve the occupational health and safety of employees;
- a general statement on industrial relations within the entity and details of time lost through industrial accidents and disputes;
- a list of major committees sponsored by the entity, the purposes of each committee and the extent to which the purposes have been achieved; and
- details of all consultancies and contractors including:
 - (vi) consultants/contractors engaged;
 - (vii) services provided; and
 - (viii) expenditure committed to for each engagement.



SWTAFE CAMPUS LOCATIONS

Warrnambool

197-205 Timor Street
WARRNAMBOOL VIC 3280

Hamilton

200 Ballarat Road
HAMILTON VIC 3300

Portland

154 Hurd Street
PORTLAND VIC 3305

Colac

89 Bromfield Street
COLAC VIC 3250

SWTAFE TRAINING FACILITIES

Sherwood Park

Princes Highway (Deakin University)
WARRNAMBOOL VIC 3280

Industry Skills Centre

8 Robson Street
WARRNAMBOOL VIC 3280

Contact Us

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