Wodonga TAFE’s campuses

Main campus
87 McKoy Street
West Wodonga Vic 3690
PO Box 963
Wodonga Vic 3689
Telephone 02 6055 6600
Facsimile 02 6055 6611
Web www.wodongatafe.edu.au

Motorsports Training Australia
2A Romet Road
West Wodonga Vic 3690
Telephone 02 6055 6769
Facsimile 02 6056 9752

National Industrial Skills Training Centre
Moorefield Park Drive
West Wodonga Vic 3690
Telephone 02 6055 6672
Facsimile 02 6055 6666
Email nistc@wodongatafe.edu.au

Timber Studies
3 Michael Drive
Wodonga Vic 3690
Telephone 02 6055 6767

Corryong Vocational Training Centre
39 Hanson Street
Corryong Vic 3707
Telephone 02 6076 2176
Facsimile 02 6076 2175

Mt Beauty Vocational Training Centre
Tennis Court Avenue
Mt Beauty Vic 3699
Telephone 03 5754 1419
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Our vision

Our vision is to be a strong and vibrant TAFE, building success through learning.

Our goals

We:

• are an organisation with which learners, industry, community, and staff are proud to be associated → connected people
• continuously improve the way we produce and deliver products and services, and continuously adapt to changing industry and learner needs → reputable products and services
• have a strong quality focus on learning and outcomes for clients → our success as an organisation
• are an organisation whose success comes from being linked with and meeting the needs of industry and the community → our competitive advantage.

Our guiding principles

A set of eight guiding principles was developed in conjunction with the Strategic Plan 2006-2012. These principles provide the framework of conduct for all staff of Wodonga TAFE.

We:

• lead with passion and commitment to actively promote, support, and implement our vision
• are responsive and accessible to our communities, customers, learners, and staff, seeking and acting on their feedback to improve performance
• show respect in our interactions, with an inclusive attitude towards diversity and difference
• act with integrity, treating all with honesty, fairness, and discretion
• are accountable, with open and transparent decision-making and performance of duties
• act responsibly and sustainably towards our biophysical, social, and economic environments
• recognise and value our staff, supporting them to pursue excellence, innovation, and continuous improvement
• share knowledge and opportunities through collaboration, teamwork, and partnerships with those who are committed to our vision.

Learning and teaching goals

Our educational strategies, ethos, and values drive delivery of the highest-quality learning and teaching experience and practice to develop our learners’ knowledge and understanding in their chosen fields and vocations.

Our fundamental goals are to encourage learners and teachers to:

• be innovative in their practice
• inspire and enable lifelong learning
• become adaptive and reflective practitioners.

Learners and teachers all have a responsibility to achieve these goals.

Our specific learning and teaching goals are as follows.

• Our learners, at all levels, will display a deep knowledge and understanding of their chosen vocational fields and be in a position to apply that knowledge and understanding in ways that benefit their employers and the development of their own careers.
• Our industry and community partners will engage fully in forming the material content and outcomes of learning activities.
• Our teaching and support staff will make sure that they keep their own knowledge, skills, and resources up-to-date to meet the needs of industry and learners, and that they display the highest standards of professional practice.
• We will continuously improve our delivery methodologies and loci of learning to meet the developing needs of learners and their employers.
• We will make sure that all learners have access to support and services of the best quality, and that we will be genuinely inclusive of all learners in the ways that we operate.
• We will make sure that learners at all levels have career pathways and options available to them.

Establishment

Established in 1986 by the Victorian State Government, Wodonga Institute of Technical and Further Education is administered by the Minister for Skills, Education Services and Employment, the Hon. Jacinta Allan, MP.
Our teachers - their passion is to support our learners' success.
Our position in this region and beyond

Located in Albury Wodonga, one of Australia’s largest and fastest growing regional centres, Wodonga TAFE plays a vital role in working with its many communities, enterprises, and individuals to ensure their success through learning. The diverse regional population of around 160,000 is involved in a wide variety of occupations and there is a particularly strong and expanding industry base.

An integral part of the north-east region of Victoria, Wodonga TAFE serves the local government areas of Wodonga City and the shires of Alpine, Indigo, and Towong, and the local government areas of Albury, Greater Hume, and Corowa in New South Wales. However, Wodonga TAFE’s reach goes much further in that it has delivered training in every mainland state and territory of Australia.

Around 14,000 people from the region and beyond engage in study through on-campus, off-campus, and workplace learning. Wodonga TAFE’s main campus is in Wodonga. Regional outreach centres in Corryong and Mount Beauty, and study centres in Beechworth, Rutherglen, and Tallangatta ensure that our smaller regional communities have access to premium vocational education and training programs and services.

Our services

Wodonga TAFE is committed to the provision of relevant programs and services to the diverse and discerning learners and clients in its region and across Australia. We provide a broad range of vocational education and training programs, products, and services including VET in schools, entry-level training, career enhancement, and training and educational services in workplaces to improve productivity and career-advancement opportunities.

Wodonga TAFE carries out training and education under its registered business names which include:

- Wodonga Institute of TAFE
- Motorsports Training Australia
- Kids on Campus
- National Industrial Skills Training Centre
- Australian Regional Education
- Valleys Restaurant.

Wodonga TAFE provides programs and services through its delivery departments outlined in the table below.

**Partnerships**

We have established partnerships and/or memorandums of understanding with the following organisations.

- Charles Sturt University
- La Trobe University
- Wodonga Chamber of Commerce (major committee sponsored)

---

### Business, Communications, and Service Industries

- Business studies
- Hospitality and tourism
- Information technology
- Management and communications
- Media

### Community Services and Health

- Community services
- Fitness and recreation
- Children’s services
- Health
- Massage
- Occupational health and safety
- Aged care services

### Learner Services

- General education
- Learner support
- Youth programs
- Aboriginal or Torres Strait Islander art programs
- Victorian Certificate of Applied Learning (VCAL)

### Manufacturing and Design

- Architecture
- Interior design
- Building and timber studies
- Art and design
- Electrotechnology
- Engineering
- Metal fabrication
- Welding

### Motorsports Training Australia (MTA)

- Motorsport

### National Industrial Skills Training Centre (NISTC)

- Civil construction
- Forestry
- Industrial training and licensing
- Transport
- Storage and materials handling
- Driver education
- Specific logistics
- Driver education programs for the Department of Defence

### Water, Land, and Food

- Agriculture
- Horticulture

### Consultancies and other services

- Educational research
- Design and development of learning resources
- Traineeship and employment services
- Training and instructional design
On behalf of my fellow Board Directors, it is with great pleasure that I submit the Annual Report 2009 of Wodonga Institute of TAFE. Wodonga TAFE has continued to exceed its targets for student contact hours, thereby providing responsive training options for young and mature age learners in our region and in every mainland state of Australia. This is an extraordinary achievement for a small, regional Institute of TAFE.

Our continued success is due to the contributions of many people. I acknowledge the outstanding effort of all staff in continuing to meet key stakeholder and community interests by making skills and training accessible to people of all ages, regardless of their situations, for the economic and social benefits of this region.

In 2008, I welcomed the appointment of a new student representative, Ms Nikita Rogalski, to the Board. This report acknowledges the contribution of this year’s Board Directors to the governance of the Institute, well supported by the Board’s Executive Secretary, Chris Van Sebille. I thank them all for the time and assistance that they have selflessly provided.

During 2009, the Board has worked closely with Michael O’Loughlin, who commenced his first full year as Chief Executive Officer of the Institute, and his Executive team to continue our progress towards meeting the six key strategic directions that have underpinned our six-year strategic plan since 2006.

I acknowledge, in particular, the Minister for Regional and Rural Development, Skills and Workforce Participation, the Hon. Jacinta Allan, MP, for her support of the Institute. Ms Allan visited the Institute in May to talk with students and staff about the Victorian Government’s new policy – ‘Jobs for your future’. This session provided valuable information that related to the government’s policy position and how it will affect our students. Kaye Darveniza, the Minister’s representative, visited the Institute in August to officially open our new art gallery. The gallery has been named the Eddie ‘Kookaburra’ Kneebone Gallery, in honour of the contribution that Eddie made to this Institute’s art program and to the wider community through his commitment and passion for his people. Special guests included the Member for Benambra, Bill Tilley MP, along with community and industry guests who witnessed the unveiling of the gallery’s plaque. A posthumous portrait of Eddie, painted by Rosyn Patterson Elliot, was also unveiled by Eddie’s daughter, Leanda. Robyn very kindly donated the portrait to the Institute for permanent display in the gallery.

The Institute enjoys an open and productive relationship with Skills Victoria, and I appreciate the way in which personnel from Skills Victoria and the Executive team of the Institute have worked together to implement the Performance Agreement 2009. The Board has also greatly valued the ongoing support of the Victorian TAFE Association.

Our strategic plan articulates six strategic directions and a range of business objectives that provide a blueprint for meeting the needs of our target markets and ways to achieve future growth. This report provides a summary of achievements against each of these directions and an account of the activities of each teaching department. This information demonstrates the diversity of our operations and our dedication to our role in supporting the economic, social, and cultural development of our region.

The Institute has long recognised the importance of aligning the delivery of vocational education and training to the demands of community and business in order to positively affect the outcomes of training in terms of workforce development. Through a mix of government-funded and fee-for-service deliveries, the Institute delivered more than 2.8 million reportable student contact hours between January 2009 and December 2009. This figure represented a 26 per cent growth from the previous year, which was supported by funding from the Victorian Government and continued growth in commercial income from fee-for-service training provision.

The Institute’s operating revenue rose by three per cent to $31.3 million, while our operating expenditure rose by five per cent or a total of $30.5 million. The Institute’s net operating margin was $764,000 which is 2.44 per cent of operating revenue.

The working capital ratio (adjusted for long service leave payable after 12 months) was further adjusted for a capital works fund received in advance, as this has been recognised in both receivables and payables. The capital works ratio is therefore 1.95:1, which is well above the State Government’s benchmark of 1:1. The ratio is a decrease from 2008 due to a strategic decision to invest in equipment and infrastructure. Overall, the Institute invested a further three million dollars into its capital base. Its working capital position remained stable.

Our student feedback continues to reflect the enthusiastic commitment of all staff of the Institute to our students. Student satisfaction rates, which are a very important performance measure for the Institute, have continued to remain high.

Wodonga Institute of TAFE comprises committed people, and it is through their efforts that the excellent results of 2009 have been achieved. I congratulate all staff of the Institute on the outstanding level of training delivery achieved.

From the information provided through the comprehensive ‘balanced score card’ reporting, the Board has great confidence in the Institute’s ability to deliver to its strategic and operational objectives, and to continue to achieve outstanding results. I acknowledge the outstanding leadership of our Chief Executive Officer, Michael O’Loughlin, and his commitment to steer the Institute towards achieving its targets.

The Institute’s Executive team of Bryan Blake, Les Burr, Donna Guille and Paul Sutcliffe, has provided outstanding service to the Board and the Institute as they continued the work of taking the Institute forward. I congratulate Board Directors, the Chief Executive Officer, the Executive team, management teams, and all the staff of the Institute on delivering exceptional results in 2009.

Anthony Brandt
President
Board of Wodonga Institute of TAFE
15 March 2010
During my first full year as CEO of Wodonga Institute of TAFE, I have been highly impressed by the commitment and diligence that teaching and corporate services staff have shown in coming to terms with the new systems and funding environment that has been established through the Skills Victoria policy, ‘Jobs for your future’. The process imposed additional tasks and activities on our already-stretched staff. In spite of being one of Victoria’s smaller Institutes of TAFE, Wodonga TAFE excelled on a state-wide basis, according to Skills Victoria, in the efficiency and attention to detail that we provided to establish this process.

We are over half-way in rolling out the Strategic Plan 2006-2012 and have continued to mark achievements towards the goals that are detailed in that plan. However, the environment of today’s Victorian VET sector, in the wider context of the Bradley review, has meant that we have had to make some adjustments. Increased attention has been paid to establishing innovative, mutually-beneficial partnerships with other like-minded organisations in the sector, in industry, and in the wider community. The Institute has established a relationship with Charles Sturt University that goes beyond articulated pathways. This means that the door is now open for us to build highly-flexible solutions to enhance workforce capability in this region and beyond.

Our ability to extend our reach and to engage more learners continues to be made possible by a range of partnerships. The ‘Skills for Growth’ program has been an opportunity to enhance our relationship with the Wodonga Chamber of Commerce and the Murray Hume Business Enterprise Centre. These partnerships offer the Institute an opportunity to lead the dialogue in this region regarding workforce capacity building.

The Network for Sustainable Skills comprising the City of Wodonga, the Wodonga Chamber of Commerce, the Murray Hume Business Enterprise Centre, the North East Greenhouse Alliance, and Wodonga Institute of TAFE has been involved in the development of the new Centre for Sustainable Skills in the central business district of Wodonga. This new facility has been made possible through the Australian Government’s Teaching and Learning Capital Fund (TLCF) for Vocational Education and Training (VET) – Training Infrastructure Investment for Tomorrow (TIIFT), funded by the Department of Education, Employment, and Workplace Relations (DEEWR). Building has begun and is due to be completed in June 2010.

Strong collaborative arrangements continue to thrive, with a range of government agencies and community groups keen to further regional social and economic development through education and learning with Wodonga TAFE. These include Gateway Community Health, Upper Murray Family Care, VIC SERV (the peak body for psychiatric disability rehabilitation and support services in Victoria), and ‘superclinic’ initiatives.

A number of community-based initiatives continue to cement Wodonga TAFE’s position in this region as a community-building organisation. The Wodonga branch of the Country Fire Authority (CFA) has established this region’s incident control centre in our technology space (the LIRNspace), which is under-utilised during the summer months and ideally suits the CFA’s high-speed connectivity and communication needs during fire emergencies. This partnership is an example of the state government’s philosophy of linked operations in action. Wodonga TAFE is now meeting the emerging training needs of the CFA and the State Emergency Services (SES). Four-wheel-drive training has been highly successful and has been rolled out statewide by Wodonga TAFE to volunteers in the SES.

I have been involved in the overseas volunteers’ network for some years and am pleased that a number of our staff have been able to participate in the network’s highly worthwhile projects during the past year. A number of our broadcasting teachers and one student spent several fulfilling months in Fiji, assisting with the training required to set up and operate a new community radio station in Nandi.

While implementing the change agenda, the Institute managed to successfully achieve all its performance agreement and internal growth targets. Performance was particularly strong for the second year in relation to youth, and student contact hours also increased for mature age learners. The mix of qualifications that was delivered shifted from lower levels to higher numbers of qualifications at Certificate IV and diploma levels, in line with the priorities of the Victorian Government to raise the educational attainment levels of Victorians.

Our staff have been intensely focused on engaging with industry clients to directly ensure that the training we offer matches the needs of their employees. A compelling example of this is the work that the National Industrial Skills Training Centre has been doing with Aware Industries in the provision of warehousing training that is tailored to their supported employees with a disability.

We have continued to work towards developing partnerships with vocational education colleges in China. After a visit to China in September during which I was accompanied by our Board President, Anthony Brandt, an agreement with the Yellow River Conservancy Technical Institute to enable joint delivery of our warehousing and logistics program in China was signed.

Our student feedback continues to be an important measure of our successful relationships with our learners. The latest NCVER student outcomes survey has demonstrated the high
regard in which our students hold our teachers. Students used words such as ‘energising’, ‘knowledgeable’, ‘experienced’, ‘encouraging’, and ‘supportive’ to describe their teachers. Once again, the percentage of respondents who indicated that they would recommend Wodonga TAFE to others was, at 97 per cent, well above the Victorian TAFE average. In addition, 98 per cent of graduates indicated that they personally benefited from their training experience.

I recognise the contribution made by all staff, past and present, of the Institute to our many achievements. I also acknowledge the contribution made by the Executive and management teams in 2009. They often work above and beyond expectations. The Executive Team included two new members this year who have each contributed to significant strategic development in their own areas that has included the introduction of a new teaching philosophy and a performance structure.

I also express my appreciation of the guidance and support provided by Anthony Brandt, the President of the Wodonga TAFE Board, and all Board Directors who provide diligent attention to governance requirements and outstanding support for all that we do at Wodonga TAFE.

Wodonga TAFE contributes proudly to the community and economy of the region. Our provision of vocational education and training makes a difference in the lives of our learners, no matter their ages or situations. The result is a stronger business environment and community.

Michael O’Loughlin
Chief Executive Officer
Wodonga Institute of TAFE
16 February 2010

Board President, Anthony Brandt (centre), with previous Board Presidents, Jim Sawyer (left) and Ralph Clarke (right), at the inaugural Presidents’ Dinner held in September 2009.
Our strategic directions and performance

The Institute is guided by six strategic directions, which have been in place since 2006. Each strategic direction is underpinned by a set of key objectives used to inform corporate and subsequent departmental planning.

1 Engage individuals for work
Assist individual learners to successfully develop skills and negotiate their initial transition to productive, successful, and satisfying employment.

1.1 Develop sustainable relationships with individual learners that enable them to identify and achieve their learning, employment, and career goals.

1.2 Implement an inclusive Wodonga TAFE-wide approach to diversity that assists learners who face barriers to workforce participation achieve employment outcomes.

1.3 Support individuals’ entry into workforce participation with strong transition and learning programs.

1.4 In partnership with the individual and the employer, expand current apprenticeship and traineeship programs by developing responsive approaches that meet their requirements.

1.5 Develop and implement programs that lead to improved employment outcomes for Aboriginal or Torres Strait Islander learners.

2 Build individual capability
Support individual learners in, or re-entering, the workforce to maintain the currency of their skills, to attain higher skill levels, and to successfully manage the transitions in their contemporary working and community lives.

2.1 Create learning opportunities for individuals to develop and maintain the relevance and currency of their skills for employment transferability, security, and advancement.

2.2 Strengthen capability and responsiveness to increase learner access to skills recognition systems and outcomes.

2.3 Support individual re-entry into workforce participation with relevant, personalised, and flexible learning programs.

2.4 Develop and improve our responses to the impact of learner diversity on workforce participation and advancement.

3 Grow industry and enterprise capability
Build successful partnerships with enterprises - regionally, nationally, and internationally - by providing relevant and innovative workforce development solutions.

3.1 Actively engage with employers to increase the effectiveness and relevance of workforce development programs that build business sustainability.

3.2 Negotiate industry and enterprise contributions to workforce development solutions that reflect equitable public and private investments.

3.3 Implement a market-oriented approach to client management and relationships, and strategic industry partnerships.

3.4 Become a recognised national leader in key areas of industry specialisation.

4 Strengthen community capacity
Support economic, social, and cultural sustainability through the provision of vocational education and training resources to the region and beyond.

4.1 Develop, in partnership with community organisations and others across the region, access to flexible and relevant vocational education and training services.

4.2 Promote the role of vocational education and training as integral to regional economic and community development and sustainability.

4.3 Actively collaborate with secondary schools in the region, building sustained partnerships to ensure that young people have access to a range of vocational education and training pathways.

4.4 Strengthen community capacity through strong collaborative arrangements with key public and private providers of post-compulsory education.

5 Increase Wodonga TAFE’s capability, performance, and reputation
Build organisational strength and effectiveness through our people and systems.

5.1 Develop and strengthen Wodonga TAFE’s knowledge management systems to improve our understanding and responsiveness to our customer base.

5.2 Establish and implement learning and development pathways that effectively build the capability of our staff to excel and innovate in their current and future roles.
5.3 Continue to build our collaborative workplace environment to foster maximum engagement, satisfaction, and performance of all staff members.

5.4 Demonstrate leadership as an environmentally responsible organisation, committed to a range of exemplary sustainability practices.

5.5 Seek public recognition for our responsive and innovative programs, services, and people.

5.6 Strengthen Wodonga TAFE’s infrastructure, business systems, and processes in a continuous improvement framework, to enable achievement of our educational goals.

6 Improve Wodonga TAFE’s commercial performance to strengthen its independence

Diversify revenue and create a surplus to reinvest, in order to achieve Wodonga TAFE’s vision.

6.1 Identify and invest in market-oriented services, products, and delivery strategies, building industry and sector partnerships to strengthen our capacity.

6.2 Strengthen our business capability and impact, ensuring our sustainable business future in line with community needs and expectations.

6.3 Diversify and increase revenue and independent income to enable continued re-investment and growth of Wodonga TAFE.

Performance against objectives

Primary operational and budgetary objectives are set each year in the corporate plan to implement the Institute’s longer-term strategic plan. In 2009, our business development plan was to ‘grow the business’ by increasing training delivery across all sectors but particularly those identified by the government as being of high priority, namely youth, mature age learners, and learners from the health and community services sector.

This plan was highly successful, and resulted in a substantial increase of 37 per cent in government-funded delivery and 26 per cent in delivery across all funding sources. However, not all of this over-performance was able to be funded through the performance agreement with Skills Victoria or other sources. Therefore, the Institute bore the costs of this delivery itself in a strategy that was designed to prepare us for the introduction of full contestability in 2011.

Although the level of fee-for-service delivery increased by six per cent from 2008 to 2009, revenue as a proportion of total revenue and the absolute level of revenue declined. This was due in part to the fact that total Institute revenues increased at a greater rate than did fee-for-service revenues and to the reluctance of enterprises to invest in training because of the global financial crisis. International income increased steadily.

Financial objectives are set to ensure that compliance with the Financial Management Compliance Framework and Ministerial Directions is achieved. The targets as set in the performance agreement, where predetermined, were substantially met. The Institute’s working capital ratio is still strong at 1.95:1 even though the decision was made to invest Institute reserves in teaching equipment and infrastructure. The net operating margin was slightly down on target due to the effect of an abnormal item in commercial contract performance reported as a contingent liability in 2008. Assets increased by $3.3 million to $45.53 million, largely due to increased capital works funding.

Financial operating results summary

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<tr>
<td>Revenue from operations</td>
<td>31,301</td>
<td>30,392</td>
<td>28,178</td>
<td>25,608</td>
<td>23,024</td>
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<tr>
<td>Expenditure from operations</td>
<td>30,537</td>
<td>29,042</td>
<td>26,877</td>
<td>24,237</td>
<td>22,535</td>
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<td><strong>Net operating result</strong></td>
<td><strong>764</strong></td>
<td><strong>1,350</strong></td>
<td><strong>1,301</strong></td>
<td><strong>1,371</strong></td>
<td><strong>489</strong></td>
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<td>Government capital contributions</td>
<td>2,477</td>
<td>1,796</td>
<td>3,294</td>
<td>1,670</td>
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<td>Depreciation and amortisation</td>
<td>(2,019)</td>
<td>(2,224)</td>
<td>(1,919)</td>
<td>(2,381)</td>
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<td>Expenditure from government contributions</td>
<td>(173)</td>
<td>(205)</td>
<td>(286)</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Gains (losses) on disposal of assets</td>
<td>(402)</td>
<td>207</td>
<td>32</td>
<td>5</td>
<td>84</td>
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<tr>
<td><strong>Net result</strong></td>
<td><strong>647</strong></td>
<td><strong>924</strong></td>
<td><strong>2,422</strong></td>
<td><strong>665</strong></td>
<td><strong>(187)</strong></td>
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<tr>
<td>Liabilities</td>
<td>6,967</td>
<td>4,249</td>
<td>3,892</td>
<td>4,008</td>
<td>4,969</td>
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<td><strong>Total equity</strong></td>
<td><strong>38,506</strong></td>
<td><strong>37,859</strong></td>
<td><strong>36,935</strong></td>
<td><strong>31,356</strong></td>
<td><strong>30,291</strong></td>
</tr>
</tbody>
</table>
1 Engage individuals for work

Assist individual learners to successfully develop skills and negotiate their initial transitions to productive, successful, and satisfying employment.

- The number of student contact hours delivered under the contract with the state government increased by 37 per cent.
- 91 per cent of students were very satisfied or satisfied with their experiences of Wodonga TAFE.
- The number of Aboriginal or Torres Strait Islander students increased by five per cent and the number of students with a disability increased by 14 per cent.
- The module load completion rate for Wodonga TAFE has remained constant at 83 per cent.
- Bryce Johnstone, apprentice baker, was awarded a gold medal at the regional competition of World Skills Australia held in Albury Wodonga in September. Bryce will compete in the national competition to be held in Brisbane in 2010.

Who will be Wodonga’s master chef?

In June, it was crunch time for 10 of Wodonga TAFE’s apprentice chefs who left a culinary impression on the state and national stages of the AUS-TAFE Culinary Trophy for 2009 by competing in a ‘cook-off’ in a regional final.

First-year, second-year, and third-year apprentices battled it out in the kitchen, using the same main ingredients and racing against the clock in the kitchen of our Valleys Restaurant.

Each student was required to set up, prepare, cook, and serve two plates of each dish within a set budget, and then clean up in the two hours that they were allocated.

The first-year apprentices had to use pork fillets as part of their set criteria. Second-year apprentices had to bone a whole chicken and use part of that in their dishes. Third-year apprentices had to use maryland portions of duck for their main courses and make desserts using apple as the feature ingredient.

However, it was not all about taste! The final dishes were judged against several criteria, including methods and techniques used, productivity and timing, hygiene, and presentation.

A number of students successfully moved on to the state finals that were held at the Moorabbin campus of Holmesglen TAFE in September. Rachael Crofts and Dylan Egan won silver medals there and Christian Cole won a bronze medal.

2 Build individual ability

Support individual learners in, or re-entering, the workforce to maintain the currency of their skills, to attain higher skill levels, and to successfully manage the transitions in their contemporary working and community lives.

- Government-funded and fee-for-service apprenticeship and traineeship delivery increased by 47 per cent.
- Transition and pre-employment programs were delivered in adult communities and further education settings, as well as in the hospitality, building and construction, engineering, retail, community services and health, and agricultural and horticultural industries.
Connecting farm skills to jobs

Employers in regional areas face ongoing and persistent labour and skills shortages. Farmers who have been affected by the ongoing drought are looking for short-term and long-term work away from their farms to supplement farm income. These farmers have untapped skills in areas of skills shortages, such as civil construction and welding, that they have developed over years of simply working day to day on their farms. However, these skills are often informal and not matched by the relevant certificates that employers require as a condition of employment.

The Rural Skills Connect program has been developed to connect these farmers to employers through formal training programs and other support initiatives. The program aims to match suitably-qualified and job-ready candidates with existing job vacancies.

Wodonga TAFE’s National Industrial Skills Training Centre (NISTC) took part in the program by providing certificate courses to farmers in Moira and Indigo Shires.

The five-day earthmoving course was flexibly designed so that farmers were able to fit attendance at classes each day around their farm duties.

The outcome for each of these farmers was that they became formally accredited in the operation of an excavator and a front-end loader. This certificate provided proof of competence and has opened up new off-farm employment opportunities for the farmers.

Skills recognised at graduation during National Volunteers Week

In May, eleven volunteers from the Destination Albury Wodonga Visitor Information Centre graduated with a Certificate III in Tourism (Visitor Information Services) during National Volunteers Week 2009.

National Volunteers Week is the largest celebration of volunteers and volunteering in Australia. It provides an opportunity to highlight the role of volunteers in our communities and to say ‘thank you’ to the more than five million Australians who volunteer.

The group, aged 46 to 77 years, was part of a skills recognition project which acknowledges that people learn and acquire skills in a variety of ways, including through on-the-job experiences.

Wodonga TAFE’s project leader, Andrea Weppner, spent many hours observing and questioning the volunteers while they conducted their day-to-day activities, to match their existing skills against the requirements of the national qualification.
‘These volunteers have been giving their time for a number of years now and while none of them do it for the recognition, it is nice for people to realise the value they bring to Destination Albury Wodonga,’ said Andrea.

Lorraine McAloney, who has a vision impairment and a passion for travelling, has been a volunteer with Destination Albury Wodonga for seven years.

‘Travelling to Europe and America in the 1990s made me realise the important role that tourism plays in the world today. Volunteering at Destination Albury Wodonga provides me with an avenue to pass on my passion for the wonderful region we live in,’ reflected Lorraine.

‘Being vision impaired has not been a restriction for me as you don’t need eyes to talk to people and be passionate. Destination Albury Wodonga supported me to perform duties around my existing abilities, and worked to build my confidence to undertake tasks outside those abilities.’

3 Grow industry and enterprise capability

Build successful partnerships with enterprises - regionally, nationally, and internationally - by providing relevant and innovative workforce development solutions.

- Fee-for-service revenue represents 19.35 per cent of total operating revenue.
- The Skills for Growth program was launched in Albury Wodonga in partnership with the Murray Hume Business Enterprise Centre and the Wodonga Chamber of Commerce. Fifteen specialists from the three organisations were trained (and another 13 are currently in the process of being trained) to work with small to medium-sized businesses on their business plans, identifying training needs that are relative to their business goals.

The New Enterprise Incentive Scheme - a helping hand for new small businesses

Wodonga TAFE was appointed as a provider of the New Enterprise Incentive Scheme (NEIS) in this region. NEIS is run jointly by Wodonga TAFE and the Murray Hume Business Enterprise Centre, which services the program’s mentoring aspect.

The first group of successful NEIS participants graduated in September. Nine businesses, ranging from those in the building construction industry to those in professional résumé writing, submitted their business ideas through the comprehensive business feasibility and planning process that underpins NEIS.

Ms Karen Meyer, a graduate of NEIS said, ‘The joint support from Wodonga TAFE and the Murray Hume Business Enterprise Centre has been invaluable as we each move towards establishing our businesses. This factor, partnered with fantastic teachers and business mentors, has proven to be the greatest asset of the program.’

Participants’ business plans are tested for their viability by an independent panel and when these have been recommended and accepted, NEIS will support the new business financially for up to 52 weeks. Participants are matched with mentors from the Murray Hume Business Enterprise Centre for that period of time. This is an invaluable opportunity to obtain ongoing information and practical support.

Wodonga TAFE’s involvement in NEIS benefits the local business community as it fosters innovation, promotes employment opportunities, and contributes to the region’s local economic performance.

Regional training gone national

From its home in Wodonga, the Institute is providing national training solutions for a number of organisations. Two examples of this are our relationships with KFC Wright Group and Retail Adventures. These two partnerships provide access to training in the workplace, and offer national career opportunities.

Through Wodonga TAFE, the KFC Wright Group provides places to school students to undertake a training qualification while they are employed part-time in local KFC restaurants. According to Ms Petrea Pollock, operations manager for the KFC Wright Group, over 50 per cent of the people who have completed retail traineeships since 2006 are now employed in managerial positions.

Retail Adventures is a privately-owned national organisation that employs over 7,000 staff. Wodonga TAFE provides retail qualifications for staff, recognising current knowledge through the processes of recognised prior learning, and provides on-the-job training at various locations across Australia. Retail Adventures provides training to staff as a reward, recognition, and retention strategy, and is committed to providing all staff with a structured career path that enables them to advance in the organisation. The program covers staff from those in school-based entry programs to those in management.

4 Strengthen community capacity

Support economic, social, and cultural sustainability through the provision of vocational education and training resources to the region and beyond.

Incident Control Centre at Wodonga TAFE

The Country Fire Authority (CFA) and the Department of Sustainability and Environment (DSE) have established a new Level 3 Incident Control Centre (ICC) in Wodonga TAFE’s high-tech LIRNspace.

The project represents a unique community partnership between the CFA, the DSE, and Wodonga TAFE, enabling our facilities to be fully utilised under a linked government philosophy of operation.

The ICC operates in a readiness and response mode over the critical summer months when traditional educational demands on the Institute’s space are low. The ICC is staffed by pre-position incident management staff and volunteers from the CFA and the DSE during days of high fire danger to ensure rapid escalation of support to fire fighters and information to the community should fires occur.
Paul King, the CFA’s operations manager for the Wodonga region said, ‘Wodonga TAFE has offered us a well-equipped space that enables us to fill a gap in our capabilities. Before the establishment of this ICC, we had no appropriate location from which to manage incidents. In a high-risk environment such as the greater Wodonga area, to have access to a high-tech facility like this means that our incident management capability will be more efficient. Messages, warnings, fire behaviour, and weather patterns will be disseminated more quickly to staff and the community, helping to reduce incident reaction times.’

The Institute’s premises easily meet the ICC requirements of the CFA and the DSE to accommodate 40 incident management staff. The LIRNspace also provides high-speed IT connectivity that is conducive to optimal and timely information flow between the fire front and the community.

**Brekkies and buns for charity**

A number of student groups have managed functions to raise funds during the year. The annual ‘Brekkie in your bra’ event was again successfully hosted by the hospitality and events management students to raise funds for the McGrath Foundation.

The hospitality and events management students also ran a morning tea to raise funds for the Red Cross bushfire appeal. They provided coffee and muffins for the event as part of their coffee-making assessment. Wodonga TAFE donated the cost of goods for the event so that all proceeds were donated to the charity.

A team of 11 students from the Building Bridges program presented a cheque to the Red Cross Bushfire Appeal. The students decided that they wanted to see the community benefit from their major team-work project. They decided to give to the Victorian Bushfire Appeal because they understand what it means to face challenges and to have to work hard to overcome them.

Gathering recipes from some of Wodonga’s favourite eateries, including Eddie’s Tavern, Hollywood’s Café, Elgin’s Tavern, and Wodonga TAFE’s own Valleys Restaurant, students compiled a recipe book to sell, in order to raise money. The books were sold on campus for $8 each and raised a total of $450.

Building Bridges is a transition course for people who may face barriers to continuing their education, gaining employment, and/or exploring vocational opportunities. It works to develop general skills which enable people to engage successfully with their chosen paths.
5 Increase Wodonga TAFE’s capability, performance, and reputation

Build organisational strength and effectiveness through our people and systems.

- Excluding casual staff members, 74 per cent of staff participated in accredited study. In addition, each staff member participated in an average of at least seven instances of non-accredited training.
- Student contact hours per effective, full-time staff member increased by 32 per cent.
- At the National Community Services and Health Conference, Jenny Gordon, manager of Community Services and Health, provided a joint presentation with industry partners, VICSERV, about how to create and maintain effective partnerships.

Website launched

After a year’s work, Wodonga TAFE’s new website was launched on the last day of the working year. The team from Market Research, Strategy, and Services worked tirelessly in the last three months of the year with the website builder, to produce a new public online environment that is designed to meet the information needs of prospective clients.

The site has been built around a new course search engine that provides a ready information source for prospective students and for customer service staff.

MTA off to the USA

Bayden Clissold, team leader with Motorsports Training Australia (MTA) at Wodonga TAFE, visited the United States of America on a study tour, in a bid to identify emerging trends in the world’s largest motorsport economy - an industry that is worth billions of dollars annually.

Bayden won an international specialised skills (ISS) fellowship which made it possible for him to conduct a study tour of the motorsport industry in America and of its premier training providers. One of the aims of the tour was to better enable MTA to prepare Australia’s motorsport technicians for the industry’s future.

The tour was an opportunity for Bayden to gain a greater awareness of current practices in the larger motorsport industry. We will potentially be able to extend our competitive advantage which will give us greater flexibility when we tender for training opportunities in the future. Longer term, the tour will help us to establish relationships with international companies. This will allow us to open more options to our students, enabling them to further their studies or even seek employment overseas.

6 Improve Wodonga TAFE’s commercial performance to strengthen its independence

Diversify revenue and create a surplus to reinvest, in order to achieve Wodonga TAFE’s vision.

- More than 2.8 million student contact hours were delivered from all funding sources.
- An operating surplus of 2.44 per cent was achieved, resulting in an operating surplus of $764,000 to re-invest in facilities and infrastructure for future operations.

Flexible funding solutions

Delivery departments, supported by the Enterprise Development Unit, are working with our industry clients to provide flexible training solutions to meet the needs of enterprise. The diversification of funding sources for training has been achieved by:

- tapping into inter-state funding programs
- expanding partnership-type sub-contracts to increase our clientele
- registering for new government-funded programs such as Skills for Growth.

The Institute trained fifteen specialists to deliver training needs analyses for businesses under the Skills for Growth program. This revenue stream supports other work that is targeted at small to medium-sized businesses.

Wodonga TAFE has a close working alliance with the Wodonga Chamber of Commerce and the Murray Hume Business Enterprise Centre, and has conducted training and assessment activities with clients from both organisations. Diversifying into the small business sector through the New Enterprise Initiative Scheme has been well received by the community. The working relationship has served the retail sector well and feedback from traders has encouraged the Institute to expand the program.

We have expanded delivery into many states through strong commercial contracts with national businesses. In this arrangement, trainers are embedded into industry, often employed by the companies themselves, and fully supported by the staff and resources of the Institute.

Although full commercial income reduced in 2009 for a variety of reasons, the breadth and depth of contracted arrangements have expanded and are expected to bear fruit in coming years.

Wodonga continues to experience greater demand for its training products. We are growing our capability and services to meet this demand through a broader range of products.
Achievements by teaching departments

Business, Communications, and Service Industries (BCSI)

Key achievements

• Ashleigh Kay and Jesse Barber, two of our broadcasting students, were guest presenters at the Victorian Training Awards.

• Broadcasting teachers, Luisa Pelizzari and Stephen McDonald, and Michael Langlands, a broadcasting student, travelled to Fiji to help set up and provide training for a local radio station.

• In conjunction with Bakers Delight, Birallee, we hosted the Regional World Skills competition for north-east Victoria. One of our baking students won a gold medal and will proceed to the national competition in May 2010, which is being held in Brisbane.

• The charity event, ‘Brekkie in your bra’, was hosted by the hospitality and events management students for the second year, raising $4000 for the McGrath Foundation.

• A partnership was established between Wodonga West Primary School and the Stephanie Alexander program. This provided an opportunity for bakery teacher, Bruce Simpson, and his apprentices to spend time working with students from Wodonga West and their wood-fired oven to promote positive food habits.

• Our events management students held a bushfire appeal fundraiser as a learning experience.

• We were successful in our tender to deliver the responsible service of alcohol (RSA) and responsible service of gaming (RSG) courses in New South Wales.

• Rachel Crofts and Dylan Egan, two of our cookery students, each won a silver medal at the TAFE cookery challenge that was held at the Moorabbin campus of Holmesglen Institute of TAFE. Christine Cole won a bronze medal at the same event.

• Melanie Simpson, a student in our Diploma of Events, won the Meeting and Events Australia (MEA) scholarship.

• Alison Ryan, a student in our Certificate IV in Photo Imaging, won a competition to design a logo for a local organisation. Her logo for Albury Wodonga Health is now being used commercially.

• We won the contract to deliver training to Retail Adventures. Retail Adventures is Australia’s largest discount variety trader, employing more than 8,000 people in over 330 stores, and generating sales revenue of around $1 billion annually.

• We began providing training to Crown Casino Melbourne and the Australian Wheat Board.

• Cookery and photography students worked on a project with Rivalea Australia, to develop promotional materials for the marketing of pork products.

• We successfully won the tender to run the Retro Youth Café in Albury as a training venue.

• We were awarded the tender to provide the New Enterprise Incentive Scheme (NEIS) program for small businesses in this region.

New initiatives

• Students and staff of design, photography, and media collaborated to display work in the highly successful Merge exhibition, which was provided by the Manufacturing and Design department of Wodonga TAFE at the end of the year.

• The fast-track bakery apprentice project was fully implemented.

• We participated in the Victorian Government’s Industry Experts program by providing training in the Certificate IV in Training and Assessment for two groups of industry experts.

• An innovation fund project, ‘Engaging with small business’, was successfully completed.

• Certificate IV in Training and Assessment was provided on site at Mount Beauty in partnership with a local community centre. This provided local residents with an opportunity to become qualified teachers of vocational and educational training.

Significant industry development

• This year saw an increase in commercial business with more of our industry clients requiring workplace and tailored skills sets training in management.
Community Services and Health (CSH)

Key achievements

• Two community-based playgroups were run by students of children’s services.
• Accredited training was delivered to ‘young mums’ in partnership with Gateway Community Health, offering support and training to encourage their return to education. It is planned to take this model to the Aboriginal or Torres Strait Islander (ATSI) community.
• The team has put appropriate preparation in place for the introduction of the revised community services training package, which is the largest package in Australia’s training system.
• A partnership was established with Charles Sturt University (CSU) and the City of Wodonga to run the Early Years Conference in November.
• We won the state award for our industry-based innovation in training and assessment models for the:
  » Certificate IV in Allied Health Assistance which is a new qualification in the health sector and represents a key strategic push from the Victorian Government’s Department of Human Services
  » community development and community education program delivered in partnership with Mt Beauty Neighbourhood House, which is a member of the adult, community, and further education (ACFE) sector.
• Jing Xuan (or Rick Shang) won the ‘Student of the year’ award in the Association of Massage Therapists’ (AMT) recognition awards. The AMT is the peak body for massage therapists.
• We successfully gained re-accreditation from WorkSafe for our courses, even though the re-accreditation process has proven to be difficult for many registered training organisations.
• Approximately 120 students from six different class groups based in Cobram, Yarrawonga, and Wodonga, and aged between 16 and 60 years, graduated as practising nurses. This is a great boost to a nationally-identified industry workforce shortage, particularly in regionally remote areas.
• We successfully hosted the third annual conference for division 2 nurses.
• Consistent and positive feedback has been received from industry regarding our graduates and training. We collect this feedback from our surveys and informally from the people in our industry with whom we work.
• Training for people who want to work in the aged care and home and community care (HACC) industries was provided through the Federal Government’s productivity places program (PPP).
• A partnership has been established with the Wodonga City Council and CSU to provide training for home and community care (HACC) workers. This involved our students participating in workshops with the Wodonga Seniors at the Willows in Wodonga.
• Training in the Certificate III in Aged Care was completed at Tallangatta Health Service. This is another example of training occurring in industry and supporting regional towns as a result.
• In December, aged-care staff presented at the regional conference for HACC workers held at Lake Hume on key topics that included duty of care, stress management, and the personal carer’s learning journey.

New initiatives

• Planning is in place to deliver our state-award-winning (won in 2008) family day care model in Cobram and Shepparton. This model is based on recognising skills up-front and following with gap training.
• A rolling enrolment model has been developed for the Certificate III in Children’s Services.
• Software programs for the English to Chinese translation of fitness and recreation programs have been developed.
• The Certificate IV in Service Coordination was introduced and delivered in industry in response to industry demand.
• We are developing a clinic for allied health assistants. This vocation is currently being encouraged by government as a way to help with shortages in health skills.
• We introduced anaphylaxis training as a short course in our occupational health and safety program.
• The Advanced Diploma of Disability has been introduced into the community services and disability program.
• The Certificate II in Community Services and Disability is being delivered to VET in schools students at Beechworth Secondary College.

Significant industry developments

• There has been a significant growth in the demand for allied health assistants in the fitness and recreation industry.
• The Department of Human Services (DHS) and the Department of Health have deployed a state initiative to introduce placement strategies for all nursing and allied health assistants across Victoria.
• A national registration for health professionals was developed in July 2009, which has brought us closer to delivering the Diploma of Nursing. A bridging course will be developed early in 2010 and has required considerable preparatory planning in 2009.
Learner Services

Key achievements

- We achieved growth in the delivery of youth hours, especially in the numbers of students undertaking the Victorian Certificate of Applied Learning (VCAL) with 80 students enrolled in VCAL in 2009 compared to 60 students in 2008.

- The English language intensive course for overseas students (ELICOS) was delivered to international students in preparation for semester two.

- We delivered the eight-week Building Bridges program to Rutherglen High School and other groups, thereby meeting the needs of a variety of cohorts including Aboriginal or Torres Strait Islanders and youth, and those with mental health issues and learning disabilities.

- Facilitator training for the Building Bridges program was delivered to staff of South West Institute of TAFE.

- Riding the Rapids, a youth behaviour management program, was delivered to staff of Victoria University.

- A partnership was established with Wodonga Middle Years College to auspice the Certificate in General Education (CGEA) to students who have literacy and numeracy needs.

- The Eddie ‘Kookaburra’ Kneebone Gallery was officially opened in September and was operational for sales of art work by Aboriginal or Torres Strait Islander students in October.

- An Aboriginal or Torres Strait Islander mentoring grant of $40,000 from Skills Victoria was used to deliver a ‘work-ready’ program to students of the ATSI cultural arts program. The Eddie ‘Kookaburra’ Kneebone Gallery was used as a simulated work environment.

New initiatives

- VCAL was offered to ATSI students as part of the timber studies program.

- A new contemporary art program was successfully introduced. It was featured at this year’s Open Day with an inventive recycled clothing fashion parade.

- The Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts was offered for the first time.

- Plans were developed to base a VCAL program in the Retro Youth Café in Albury.

- A partnership was established with Charles Sturt University to develop a university foundation program which guarantees program graduates entry into a number of courses at Charles Sturt University.

- We established links with the Thathangatay Foundation to deliver ATSI VCAL to youth from Wadeye in Bright in 2010.

- We established a strong promotional campaign for VCAL that incorporated a very successful information evening.
Manufacturing and Design

Key achievements

- We delivered the hose-doctor courses with Parker Hannifin and BAE Systems Australia, with a push to increase trainee numbers.
- An articulated pathway agreement was formally developed with RMIT University for our graduates from the Diploma of Engineering Technology.
- Special training needs courses have been developed for BAE and NSW Water.
- We purchased a SimWelder™ (welding simulator) which is being used for promotion and training in schools and to assess our students on site.
- An occupational health and safety course was delivered to secondary school students, which has elicited a positive response from teachers and is contributing to fostering constructive relations with schools.
- We ran a successful industry trade night for prospective students of timber studies.
- Students’ work was again exhibited in the highly successful Merge exhibition, held over three days in November. This exhibition was organised by our design staff and included work from other departments for the first time, for example, photography and digital media work from BCSI.
- Some of our design students participated in workshops during Design Week which was held in Melbourne. One student successfully secured work experience in Sydney with the designer of the year for 2008.
- Students of visual merchandising had the opportunity to install bedroom displays at the Wodonga branch of Bev Marks Australia. The students received extremely positive feedback and some took up work experience opportunities.
- As part of the City of Wodonga’s Lounging on High program, each design student worked with a business owner to help design the business’s shop window.
- One of our design graduates received a first-round offer into architecture at Deakin University.

New initiatives

- We have been working with Ardmona to develop a training system for mechanical and electrical fitters that prepares people to progress according to the specified roles and responsibilities of Ardmona’s organisational structure.
- Work is being undertaken towards developing more post-trade courses in order to create better pathways for tradespeople after they complete their apprenticeships.
- We are working with individual industries to develop skills sets that will enhance production efficiencies in the workplace.
- We have developed learning and teaching resources and assessment tools to support the new cabinet making training package. The training package now covers cabinet making for kitchens and bathrooms.
- We created an alumni for past design students as a way to continue mentoring them, now that they are working in industry. It is also a chance for former students to continue their studies through programs such as recognised prior learning that encourage them to consolidate the skills that they are now learning in the workforce.

Significant industry developments

- The department is monitoring the rapid change in the design of hydraulic and pneumatic equipment that is being applied in industry, with a view to keeping pace with developments.
- Fabrication and welding businesses in our region are increasing their reliance on out-sourcing labour and on computer numerical control (CNC) equipment to stay competitive. The department will be monitoring this trend to keep up with industry requirements and training needs.
- The new interior design training package will be released in 2010.
- Greater emphasis on sustainable environmental practices in the design industry has led to a better appreciation and understanding of design as a rewarding and interesting career.
- There is a general shortage of qualified labour, and industry is seeking ‘narrower’, more ‘targeted’ training that accelerates the employee’s attainment of competence. Industry is also generally becoming more inclined to engage with workplace-based learning.

The Merge exhibition displayed the work of design, building design, photography, and digital media students.
Motorsports Training Australia (MTA)

Key achievements

• A formal agreement was reached with Wodonga Senior Secondary College to auspice its Certificate II in Automotive Technology pre-apprenticeship course.

• The Confederation of Australian Motor Sports (CAMS) has contracted MTA to provide training and assessment for the CAMS Safety First program.

• A standard design has been established for the vehicle fleet to improve the professional image of MTA when we are on display at events and in the workshop. The new design and colour scheme are now on two of MTA’s vehicles.

• MTA received sponsorship in the form of product from Pedders Suspension (suspension components), Crow Cams (cams), PPG Paints (auto paint), and MRP Smash Repairs (spray booth time).

• We established and consolidated industry relationships by providing apprenticeships, recognition of prior learning services, and work placement of students in the following race teams.
  » Ford Performance Racing (V8 Supercar team)
  » Garry Rogers Racing (V8 Supercar team)
  » Brad Jones Racing (V8 Supercar team)
  » Pavteck (Top Fuel Drag Racing)
  » Michael Navybox (West Racing Cars)

• We provided 123 individual student work experience placements across 12 different race teams.

New initiatives

• We delivered our first course in basic fibreglass techniques and will add a more technically advanced course in the coming year.

• The new short course in building performance engines is a popular addition to MTA’s repertoire.

• MTA entered the mainstream automotive apprenticeship market with workplace-based apprenticeship programs.

• We delivered our first Certificate II in Automotive Technology pre-apprenticeship course.

• We will soon complete preparations on a stock car which will allow us to participate at speedway events. This race vehicle will provide yet another track-side opportunity for students and will market MTA to another sector of the motorsport industry.

Significant industry development

• Manufacturing Skills Australia took carriage of the AUR training package from Automotive Training Australia.
National Industrial Skills Training Centre (NISTC)

Key achievements

• The VCAL Certificate II in Warehousing, launched in 2008, continued into 2009 with well over 50 per cent of learners enrolled completing the course and gaining the qualification.

• The Diploma of Logistics, first delivered in 2008, has continued with increased enrolments, including several students from China.

• A significant relationship has been developed with SP Ausnet to deliver four-wheel-drive training in north-east Victoria (Seymour, Benalla, Wangaratta, and Wodonga) and south-east Victoria (Traralgon, Sale, Bairnsdale, Leongatha, and Warragul).

• We delivered approximately twenty-five traffic management courses to personnel from the Victorian State Emergency Services at various centres around the state.

• We engaged in a relationship with Pacific National to undertake safety audits in Perth, Sydney, Melbourne, and Adelaide.

• Steven Lillis and Allan Skinner, two of our teachers, participated as judges at the forklift competition held by the Gypsum Board Manufacturers’ Association Australasia in New Zealand.

• Forklift refresher courses were provided across Australia for a range of organisations in the plasterboard industry including CSR, BGC, Boral, and Lafarge. What began as a single company relationship has grown into a whole-of-industry relationship.

• A combination of traineeships and on-the-job training in courses at Certificate III and Certificate IV levels was delivered to staff from Parmalat in Rowville, Melbourne.

• We successfully tendered for and were appointed to a position on the Defence Materiel Organisation Support Services (DMOSS) panel for the delivery and evaluation of training.

New initiatives

• A new training facility was established at Seymour which will ensure the provision of training in a range of disciplines including warehousing, heavy vehicle driver training and licensing, pilot escort vehicle training, traffic control, and dangerous goods.

• We successfully collaborated with VicRoads in developing the new pilot escort vehicle course to meet the requirements of new regulations introduced by VicRoads. It is estimated that 1200 to 1500 drivers across Victoria will be trained over the coming year.

Significant industry development

• The new, high-risk work licensing requirement has been implemented nationally. The National Industrial Skills Training Centre has achieved agreements with WorkCover in New South Wales and Victoria to deliver and assess for national licences, in accordance with the requirements of the new policy.
**Water, Land, and Food**

**Key achievements**
- We have concentrated on growing the agricultural side of the department by employing qualified and experienced trainers who have large industry networks in dairy, beef, and sheep.
- Auspice arrangements have been formalised with Top End Training to provide recognition of prior learning services to farmers, enabling them to have their existing skills recognised and to find off-farm employment.
- We attended the Henty Machinery Field Days and the Home and Garden Expo, both of which were successful in terms of exposure for the department and creating interest in our agricultural programs in particular.
- The local University of the Third Age (U3A) participated in horticultural training programs.
- We participated in revegetating the fire-damaged areas at Mudgegonga with assistance from U3A which grew the stock for the plantings.

**New initiatives**
- A series of new short courses has been developed that targets sustainable gardening techniques, outdoor rooms, and the use of infrastructure around gardens.
- We are offering skills sets in agriculture to secondary school students through an after-school program on school premises. All students who are over sixteen years of age are able to complete units in the operation of tractors and quad bikes.

**Significant industry development**
- Skills shortages in the areas of landscaping and horticulture have been highlighted on the list of international skills needs for overseas tradespeople. This provides potential opportunities for us to increase our delivery hours and recognition of prior learning services for this industry as a workforce capability building strategy.

*Members of the University of the Third Age participate in a plant identification workshop with well-known horticulturalist, Alistair Rhook.*
National Disability Coordination Officer (NDCO)

Wodonga TAFE has undertaken host responsibilities to the National Disability Coordination Officer (NDCO) project, funded by the Department of Education, Employment, and Workplace Relations since its inception in 2007. The NDCO has worked strategically across the Wodonga, Gippsland, and outer south-east Melbourne regions during 2009. Some of the key achievements of the NDCO include:

- coordinating the ‘Indigenous students with disabilities in tertiary education’ forum
- working with the Aboriginal Disability Network to develop regional networks across the state

These networks focus on improving the participation and transitions of Aboriginal or Torres Strait Islander students with a disability and the linkages between aboriginal liaison officers (ALOs) and disability liaison officers (DLOs).

- creating resources including the ‘Transition information for students with a disability or chronic medical condition’ poster which was distributed across the state, and the ‘Preparation for TAFE: A guide for students with a disability in Victoria’ booklet to be distributed in 2010
- coordinating the establishment of the Cross-Border Post-School Transition Committee, the first of its kind, which focuses on improving the participation and transition of students with a disability in the Albury Wodonga area
- participating in two transition reference groups in the Hume and Gippsland regions, and maintaining contact with the TAFE Disability Network and the Victorian Higher Education Disability Network
- coordinating professional development including
  - effective note-taking for people who are hearing impaired - one workshop in partnership with region 15
  - working with people who hear voices - two workshops
  - introduction to EduApps - three workshops
  - a workshop presentation at the Queensland Department of Education and Training’s U-Learn conference entitled ‘Aide, advocate, or adversary – the role of disability support workers in tertiary education’
  - a workshop presentation at the national conference for workers in the community services industry - ‘Career opportunities for disability support staff in tertiary education’
  - NDCO sponsorship (national network) and the provision of an information booth for the National Disability Services Conference
  - sponsored attendance at the National Interpreter Conference for one interpreter from region 17
- developing and delivering nationally-accredited training in the Certificate I in Disability Support, which is an induction program for disability support workers and disability liaison officers, at 11 universities and Institutes of TAFE across Australia.

Other services

The forum for ATSI students with disability was attended by aboriginal liaison officers and disability liaison officers from 21 Institutes of TAFE and universities across Victoria. The key outcome of the forum was an agreement that DLOs and ALOs must begin to work collaboratively to improve opportunities and outcomes in education for ATSI students with disability.
Skills Stores

The number of clients accessing Wodonga Skills Stores has grown along with the number of clients who are achieving recognition of prior learning (RPL) from a registered training organisation (see table that follows).

<table>
<thead>
<tr>
<th></th>
<th>Enquiries</th>
<th>RPL completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>1024</td>
<td>252</td>
</tr>
<tr>
<td>2009</td>
<td>1623</td>
<td>848</td>
</tr>
</tbody>
</table>

Staff from Wodonga Skills Stores attended a number of events during the year including:

- a networking event for the local chamber of commerce held in April
- two sessions with eligible visa holders during which the skills recognition process and the training system were explained (the groups were sponsored by Wodonga City Council and organised by 100 Monkeys)
- attendance at Wodonga TAFE’s open day on 23 August
- attendance at an information day at Corryong which was requested by Corryong Neighbourhood House in conjunction with Corryong Community Education Centre, and during which information was given to the community about Skills Stores and the RPL process in general.

Wodonga Skills Stores’ services were offered to regional clients through strong working relationships with Mt Beauty Neighbourhood Centre, YNH Services in Yarrawonga, and Corryong Continuing Education Centre. Through these agents, clients are able to access Skills Stores’ services from rural locations.

Staff also attended a range of meetings with key employers or major industries from the region including the following.

- We developed a close working relationship with Rom Reilly, the local worker for Rural Skills Connect, and have attended several meetings with Rom to look at agriculture, horticulture, earth moving, and transport and logistics.
- We discussed the Skills Stores concept with the CEO and managers of Beechworth Health Service, subsequently spending six days at the health service interviewing staff for Skills Stores.
- We held a meeting in Beechworth with representatives from Indigo Shire Council to discuss the benefits of Skills Stores for their workers.
- We attended an evening information session with three other speakers from Wodonga TAFE and Rural Skills Connect at the request of TAFCO, a farming organisation and cooperative based in Myrtleford. Following this, several farmers engaged with Skills Stores’ services.
- Our staff interviewed staff from PNR Home Nursing and Health Care Services in Wodonga, and referred them as clients to Wodonga TAFE.
- We presented information about Skills Stores to Board members of Upper Murray Family Care, several of whom were subsequently interviewed by staff of Skills Stores and referred for the Certificate IV in Governance.
- We formed a close relationship to mutual benefit with ATEL in Wangaratta. ATEL now provides a room in Wangaratta for the consultant from Wodonga Skills Stores to use.
- Hume Employment is an employment service that provides venues in Wangaratta and Myrtleford where the consultants from Skills Stores can see their clients.
- We interviewed the coordinators of regional neighbourhood houses and community centres and referred them to a special RPL project that focuses on community development and community education qualifications.

The marketing campaign was extended to include a television commercial which was accessed free-of-charge from Sunraysia Skills Stores.

Of the 1,293 Skills Stores clients surveyed about the service they received from Wodonga Skills Stores, only one client stated dissatisfaction with the service. The reason stated was ‘slow internet’. Twelve clients did not complete the survey. All other clients were either satisfied or very satisfied with the service offered by Wodonga Skills Stores.

An independent financial report was conducted by RSM Bird Cameron July 2009.
**Corporate services activities**

**Workforce Planning and Development**

The team from Workforce Planning and Development embedded several human resource management processes and practices in the Institute during 2009. A number of workplace strategies were improved or implemented in practice as a result of the People Matter Survey 2008, for example, staff reward and recognition, workforce diversity, equal opportunity awareness, the recruitment and selection processes, and being an employer of choice.

The People Matter Survey was conducted again in 2009 with results that saw the greatest changes in the areas of:

- reward and recognition which increased by 17 per cent to 71 per cent
- recruitment and selection which increased by 16 per cent to 86 per cent
- employer of choice statistics such as staff
  - viewing the Institute as an employer of choice which increased by 15 per cent to 86 per cent
  - recommending employment at the Institute to others which increased by 12 per cent to 87 per cent.

The top ten results featured staff regarding the Institute as providing equal opportunity, respecting human rights, and regarding gender or cultural background not to be a barrier. The strategies from the survey conducted in 2009 will be formulated and implemented in 2010.

A new recruitment and selection procedure was developed during 2009 through consultation with management, staff, and unions. Extensive training of staff who are involved in recruitment practices at the Institute will follow in 2010.

A casual teaching staff recruitment drive was held across October and November, resulting in an overwhelming attendance by interested members of the community to the information night that was held on 26 October 2009. From the media campaign and the information night, over 200 people submitted applications which resulted in over 450 expressions of interest in the various industry areas. Teaching departments will assess the expressions of interest early in 2010 to determine suitable appointments to casual teaching positions.

An audit of the payroll function occurred during April and May 2009. This resulted in 13 findings, 10 of which have been rectified and three of which are currently in progress of resolution. The outstanding items include the formalisation of the contingency plan from the hosting agreement specification to an Institute procedure, further investigation of exception reporting, and a review of the casual engagement process.

A complaint was made to the Fair Work Ombudsman in June 2009 by two ex-staff members and was finalised with the office of the Fair Work Ombudsman in December 2009. Penalties and litigation were not pursued by the Fair Work Ombudsman.

Further implementation of the human resource management information system remained a focus. This included projects such as upgrading the system to Version 11, negotiating and implementing a hosting arrangement with Talent2 (the system provider), increasing leave functionality, recording staff qualifications, and further developing management reports. The training and development module was not implemented as originally planned and current systems will be maintained until further notice.

**Enterprise bargaining and union negotiations**

The Victorian TAFE Teaching Staff Multi-Business Agreement 2009 (MBA) was finalised in June 2009. The new agreement includes the TAFE Teachers’ Conditions of Employment (Victoria) Award 2002 along with other new provisions such as an increase in paid maternity leave and access to long service leave after seven years of continuous service. The MBA will nominally expire on 30 September 2012. There was no further industrial action by teaching staff during 2009 in relation to the negotiations of the MBA.

The Wodonga Institute of TAFE PACCT Staff Certified Agreement 2005 was finalised in July 2009. The agreement was a variation to the existing agreement, which included variations to rates of pay, an increase in paid maternity and adoption leave, access to long service leave after seven years of continuous service, and the payment of superannuation to all employees including those over 70 years of age. The agreement will nominally expire on 16 April 2011.

The AEU - Institute Consultative Committee and the NTEU - Workplace Consultative Committee continued to work towards improving the procedures around staff discipline and accrued days off (NTEU only), as well as enterprise agreement issues and other matters concerning conditions of employment.

**Occupational health and safety (OHS)**

During 2009, the health and wellbeing strategy and program were implemented, and featured the following outcomes.

- Influenza immunisations were made available to staff members in April 2009.
- A health and wellbeing expo was held for staff and students in September 2009, which included information sessions about drugs and alcohol, the prevention of musculoskeletal injuries and ergonomics, and the prevention of cardiovascular disease. Health checks were conducted for...
participants, with approximately 100 diabetes and blood pressure checks undertaken. Students from BCSI provided samples of healthy food to the expo participants.

- Stress management training was provided in November 2009 for staff members. Training in leadership for better workplaces was provided in July 2009 for the Institute’s leadership team to help leaders better manage staff who may experience stress in the workplace.

- Smoking on campuses of Wodonga TAFE has been reduced to three nominated areas on the main campus at McKoy Street, one area at the National Industrial Skills Training Centre, and one area on the campus at Romet Road. Smoking is not permitted at all on the campus at Michael Drive.

- A medical provider agreement was reached with Regional Occupational Medicine Albury Wodonga. The arrangement has seen an improvement in the time that it takes a staff member who is injured in the workplace to gain access to medical treatment from a locally-based doctor. The centre employs occupational practitioners who may also be utilised for the treatment of injured staff.

- The Employee Assistance Program (EAP), which includes new promotional material that explains the program, was continued.

- Planning for future free staff health checks via the Health Safe (WorkSafe) initiative is in place for 2010.

OHS training with a focus on emergency management and response led to critical incident training, and to the training of 20 staff as fire wardens. In addition, from the Institute’s first aid staff, 11 were trained to a Workplace Level Two qualification. Fourteen first aid staff were engaged in cardiopulmonary resuscitation training or refresher courses.

Other staff opportunities in OHS training included online OHS induction, risk management, and working with people with mental illness.

**Workforce development**

We delivered a comprehensive calendar of strategically-aligned staff learning and development (SLD) opportunities to an increased number of staff during 2009. In total, over 1,700 attendances were recorded against a range of activities in the areas of leadership skills, learning and teaching skills, technology skills, work and people skills, and orientation and induction programs. Although many of these events were internally facilitated workshops, 70 staff undertook additional vocational education and training or higher education qualifications. Another 150 staff attended industry and sector-relevant conferences and seminars. The leadership development program that incorporates the Chair Academy, which is linked to accredited training, is into its third consecutive year and delivered seven staff as graduates in 2008/2009. The program continued with three staff members enrolling for 2009/2010.

In 2009, our partnership with the TAFE Development Centre (TDC) continued to grow. Funding for staff development from the TDC this year was the highest yet received. Funding through the TDC led to commitments in a range of development projects such as:

- the Industry Skills Scheme
- the Leadership Scheme
- the Capability Building in the TAFE Teaching Workforce program
- the Workforce Capability and Innovation Research program
- the Teaching and Learning Excellence Program
- three specialist scholarships
- two TAFE teaching fellowships.
The TDC also introduced the Industry Experts as TAFE Teachers program in 2009 which enabled the Institute to deliver 43 Certificate IV in Training and Assessment qualifications to people who wanted to become TAFE teachers. The sponsorship grant targeted those areas in business that are difficult to fill, enabling access to key prospects in our rural job market.

The Institute also secured its first scholarship through the International Specialised Skills Institute (ISSI) which provided funding for a teacher from Motorsports Training Australia to conduct a study tour to key motorsport destinations in the United States of America. Our continued participation in the TDC’s professional learning series of events facilitated access to a number of developmental tools for our teachers, leaders, and specialist staff.

**Quality improvement**

Our main quality focus in 2009 was on preparing for the re-registration of the three key aspects of the organisation’s activities, these being:

- re-registration as a registered training organisation (RTO)
- the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
- the Victorian Certificate of Applied Learning (VCAL).

The Institute was also engaged in registration to deliver high-risk work licence units in New South Wales and Victoria.

Re-registering as a provider of an accredited senior secondary qualification was required in the second half of 2009. The Victorian Registrations and Qualification Authority (VRQA) is responsible for the facilitation of this process and, as such, a new minimum standard was released which must be met by providers.

A review of these standards identified a number of opportunities for improvement, most notably the inclusion of the need for a mandatory reporting process within the Institute’s quality management system.

An objective for 2010 will be a review of our mandatory reporting policy and procedure to ensure that the required awareness and understanding of the new/modified system is evident, and that the activities associated with the delivery of VCAL will continue to meet the standards defined by the VRQA.

Our registrations as an RTO and a CRICOS provider are both due for renewal in 2010. To prepare for the RTO re-registration audit in March 2010, an extensive internal audit program was initiated which involved two rounds of self-assessment audits by teaching departments and the internal AQTF-focused auditing of at least two programs in each teaching department.

To support the re-registration process, a project plan was prepared with regular progress reports provided to an executive sub-committee. A project team was established, with representation from all teaching departments, to review the core QMS procedures associated with the requirements of the 2007 AQTF standard. All changes to procedures were submitted to Wodonga TAFE’s Teaching and Learning Committee for endorsement and final approval.

As a result of this process, a significant improvement has been made in staff awareness of internal procedures and an understanding of the need for a well-documented delivery capability plan, as is evidenced in the completion of a DF013 Qualification/Course/Program Delivery and Assessment Capability Plan. This plan is now required whenever the request for an addition to the scope of registration or changes to the content of the qualification is made.
To date, preparation for the CRICOS re-registration has involved a comprehensive desktop audit against the requirements of the National Code 2007 and internal audits of associated QMS procedures. Other than a weakness in staff awareness of requirements, no major gaps were identified by either activity.

We have established a network group whose membership comprises representatives from departments that are involved in the delivery of services to international students. This network has improved staff awareness of the requirements of international students, and has provided the opportunity for teaching departments to share ideas and experiences, which will ultimately enhance the services provided to international students.

A request to confirm the re-registration process and audit dates has been submitted to the VRQA. However, this information had not been provided by the end of 2009.

The introduction of high-risk work licence competencies and a national approach to licensing resulted in the need for the Institute (NISTC in particular) to be registered to assess these competencies. Registration was arranged with the relevant regulatory authorities in New South Wales and Victoria, the endorsement by WorkSafe Victoria being one of the first for an RTO in Victoria.

In 2009, there were 56 internal audits and two ISO9001 surveillance audits (by SAI Global) performed on the quality management system.

Embedding a culture of continuous improvement will remain an ongoing challenge for Wodonga TAFE in 2010, particularly after the focus of the RTO and CRICOS re-registration audits has waned.

In summary, 2009 was a challenging year with significant effort and resources required to prepare for the re-registration audits, and to introduce the VET FEE-HELP funding model and the Skills Reform agenda. Despite these often conflicting priorities, the focus on learners and stakeholders has remained at the forefront of activity.

Public relations and marketing

Market Research, Strategy, and Services (MRSS) produces the Institute’s publications such as the annual report and various course guides, maintains the internal and external online communications environments, prepares media releases and manages contact with media outlets for public relations opportunities, engages in various market and industry research activities, and provides graphic design capability for the Institute.

In 2009, we coordinated a range of events including the annual student achievement awards and the ministerial launch of the new Eddie ‘Kookaburra’ Kneebone Gallery. MRSS engaged with La Trobe University to jointly host the Wodonga Sustainability Fair which was held on the same day as our open days in August. Our guests and visitors on the day had the opportunity to talk to teaching and student support staff and to participate in a range of activities. Staff from BCSI provided lunch and coffee in the restaurant and children enjoyed activities such as decorating cupcakes.

We completed a research project that was funded by Skills Victoria and which investigated the barriers that mature age workers face in taking up vocational education and training in the health industry and in the transport and logistics industry. Key findings have been reported to Skills Victoria which is due for release to industry in 2010.

We participated in the annual tertiary information visits to each school in our footprint, in partnership with La Trobe University, Charles Sturt University (CSU), and Riverina TAFE. We also hosted a number of schools at the Wodonga campus during the year.

Promotional products had a strategic focus on careers and on pathways to further education. This emphasis reflected the Institute’s strategic shift in response to the need to actively compete in the new contestable funding environment, particularly for higher qualifications, which was launched by the Victorian Government in July 2009.

While press and radio advertising remains an important means of communication with target markets, the team has concentrated on developing more direct marketing initiatives and using social networking websites to greater effect. The monthly short course guide, for example, is now being sent electronically to a growing database of subscribers.

Public relations media activity through local outlets continues to be strong, particularly through the Border Mail, Mid Week Express, the new community newspaper Albury Wodonga News Weekly, and WIN and Prime television stations.

Wodonga TAFE participated in the development of the state-wide Regional TAFE Victoria advertising campaign that was enabled with the support of the Victorian TAFE Association. The aim of this campaign is to identify and differentiate Institutes of TAFE that are public providers by emphasising the unique positions that they have in their communities and the strength of their commitment to quality outcomes for students.
The marketing year culminated in the launch of our new public website. The website was planned and designed during the year to provide an audience-centred experience for visitors. Consumer market research indicates that people are looking for information that is easily accessible, particularly about courses, and that the internet is a key source of that information. A new course database that is linked to a custom-designed search engine will make course information more intuitively available to prospective clients.

Facilities, plant, and equipment
Wodonga TAFE has implemented procedures to ensure that all building works which require approval have certified plans, and incorporate work-in-progress inspections and occupancy permits that are issued by independent building surveyors. The organisation ensures that all plans are lodged with the relevant local authorities through accredited building surveyors. Wodonga TAFE maintains a register of works.

Risk management and business continuity planning
Our work in quality systems during 2009 included the continued development of our risk management strategy.

Disaster recovery strategy
Building on the risk minimisation strategies identified through business continuity planning, Wodonga TAFE has continued to implement the disaster recovery strategy. Planning has been completed. A purpose-built, IT disaster recovery room is now complete. Part of this strategy includes the upgrade of Wodonga TAFE’s outdated SAN (mass data storage server) and the installation of hardware and infrastructure to support the disaster recovery site. The completion of this project has been pushed back to February 2010 due to the implementation of the wireless strategy.

Environmental performance
Wodonga TAFE is committed to environmental performance improvement, and to meeting and exceeding government targets for environmental performance. During 2009, Wodonga TAFE continued to implement various environmental performance improvement strategies.

Achievements in 2009 against environmental performance objectives
Establish an environment sustainability plan for 2009 that aims to reduce energy consumption by 15 per cent (using 1999 as the base year) by the end of 2009

- The actual reduction in total energy use was 3.63 per cent over the period from 1999/2000 to the present (this only includes buildings that existed in 1999/2000).
- The overall decrease in energy consumption over the period from 1999/2000 to the present was 1.23 per cent.
- The construction of Buildings G and Z, the new Eddie ‘Kookaburra’ Kneebone Gallery, new buildings at Romet Road, Michael Drive, and in Mount Beauty, and the installation of a recycled water pump station since 1999/2000 have increased the demand for electricity for the Institute. However, despite the significant expansion of buildings and services, the Institute still consumes less electricity than it did in 1999/2000.
- The environmental sustainability plan has been developed and is now incorporated into the Institute’s operational plan for 2010. The Environmental Sustainability Group has been formed to monitor and support the implementation of the action plan.
- All sites have been converted to 20 per cent green power.
- The Institute received a grant from the Better TAFE Facilities (BTF) fund to replace all lighting with energy-efficient fittings on campus. Work began in September 2009 and has an estimated completion date of February 2010.
- An audit of all existing mechanical plant including air conditioning and heating was completed. As an outcome of the audit, it was recommended that, as a priority, existing technology be replaced with energy-efficient technology.
- Our objective to reduce our use of fresh water to 19,000 kilolitres per annum has been realised. In 2009, the Institute used 12,624 kilolitres of potable water.

New rainwater tanks have been installed beside Building B to reduce the need for toilets to draw on potable water supplies.
• In another grant from the BTF fund, rainwater tanks were installed to all buildings that are connected to flush toilets. As a result, all toilets in the Institute will flush using rainwater. We expect a reduction of 51 per cent in the use of potable water as a result. This project commenced in October 2009 and has an expected completion date of February 2010.

Sustainable energy innovation in educational facilities

• Terms of reference for the Environmental Sustainability Group were developed. Monthly meetings were held during the year.
• The Institute took part in the City of Wodonga’s ‘Green travel-to-work program’.

Use environmentally sustainable design principles in the design of new buildings

• The Institute received funds from the BTF fund to purchase and install weighing equipment to measure the Institute’s waste paper in order to implement a waste-paper reduction strategy.

Wodonga Student Association

The Wodonga Student Association Inc is the combined student body for Wodonga Institute of TAFE and La Trobe University, Albury Wodonga campus. The association is supported by student amenities fees and provides services, facilities, and activities for the students. The student building (the Hangar) provides a large multi-purpose space for functions, recreation, and student support activities. Facilities include a café, bar, and gym. The Wodonga Student Association is managed by a Student Executive Committee and employs a number of staff. Election of the ten-member Student Executive Committee occurs early in the teaching year. Staff include a full-time student liaison officer, a food and beverage manager, and a full-time finance and administration officer. Casual staff are employed to operate the Midway Café.

During 2009, the Wodonga Student Association provided a range of services including:
• the provision of funds for the Student Loan Fund
• placement experience for students as part of their course requirements
• a range of student discounts for on- and off-campus purchases
• assistance with academic appeals
• equipment loans
• student publications including the student diary, wall planner, and student activities information
• student accident insurance
• the operation of the Hangar Café which serves meals and refreshments in the Hangar
• operation of the Hangar bar which can be used for student functions
• operation of the Hangar gym
• orientation activities including ‘O-week’ entertainment
• a range of social, recreational, and sporting activities.

Expenditure of student amenities fee

During 2009, the Wodonga TAFE Board collected $155,236 in compulsory student amenities fees. This was expended as follows.

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/entertainment/services</td>
<td>20,115</td>
</tr>
<tr>
<td>Administration</td>
<td>23,849</td>
</tr>
<tr>
<td>Student liaison officer</td>
<td>64,186</td>
</tr>
<tr>
<td>Facilities</td>
<td>24,773</td>
</tr>
<tr>
<td>On-campus support</td>
<td>22,313</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>155,236</strong></td>
</tr>
</tbody>
</table>
Wodonga TAFE’s teachers are energising, supportive, and knowledgeable.
(NCVER Student Outcomes Survey 2009)
Establishment and objectives

The Board of Wodonga Institute of TAFE is entrusted with the governance of the Institute on behalf of the State of Victoria. The primary role of the Board is to provide authoritative, broad-based strategic advice to the CEO of Wodonga TAFE that will place the Institute in the most advantageous position with regard to trends in local, national, and international training. Wodonga TAFE Board members are drawn from business, industry, and the communities served by the Institute.

Board secretary

Wodonga TAFE Board

Committees

Audit and Risk Committee
The purpose of the Audit and Risk Committee is to assist the Board to exercise due diligence in its responsibilities towards compliance monitoring, risk identification, and management strategy of the Institute.

Anthony Brandt – Board President
Kym Shreeve – Board Director
Ulf Ericson – Board Director
Michael O’Loughlin – Chief Executive Officer
Donna Guille – General Manager, Finance and Resources

Employment Remuneration Committee
The Employment Remuneration Committee assists the Wodonga TAFE Board in the effective and appropriate employment, remuneration, and terms of service of the Chief Executive Officer, and determines the appropriate level of remuneration/sitting fees of Wodonga TAFE Board members.

Anthony Brandt – Board President
Fiona Smith – Board Director
Mark Cox – Board Director
Michael O’Loughlin – Chief Executive Officer

Finance and Infrastructure Committee
The Finance and Infrastructure Committee advises the Wodonga TAFE Board on the financial and infrastructure implications of the organisation’s strategic plan. It monitors the financial performance of the Institute and provides authoritative advice to the Wodonga TAFE Board on the current year and on any future financial and infrastructure plans.

Anthony Brandt – Board President
Angela Avery – Board Deputy President
Dianne Thomas – Board Director
Michael O’Loughlin – Chief Executive Officer
Donna Guille – General Manager, Finance and Resources
Anna Farley – Secretariat
The Wodonga Institute of TAFE Board is bound by the Victorian Public Sector Standards Commissioner’s code of conduct.

**Anthony Brandt**  
President  

**Barrister and Solicitor**  
Ministerial appointee (general) from 20 February 2003 to 19 February 2006  
Interim appointment from 20 February 2006 to 19 May 2006  
Interim appointment from 20 May 2006 to 19 August 2006  
Interim appointment from 20 August 2006 to 13 October 2006  
Ministerial appointee (industry) from 16 October 2006  
Co-opted appointee from 2 December 2009  
Appointed President of the Board 1999  
- Australian Lawyer (NSW)  
- Australian Legal Practitioner (Vic)  
- Notary Public  
- Diploma of Law (SAB) (Sydney University)  
- Fellow of the Australia and New Zealand College of Notaries  

Anthony has practised law for over 37 years. His experience in legal practice includes finance, commercial conveyancing, probate, and estate planning. He has been involved in a wide range of community groups and boards of management and is an experienced member of boards and industry bodies. He has an extensive knowledge of education provision, the region, its community and industries. He is a former president of the Victorian TAFE Association.

**Angela Avery**  
Deputy President  

**Research Director, Agriculture Resources, Department of Primary Industries**  
Co-opted member from 30 July 2003 to 29 July 2006  
Ministerial appointee (industry) from 8 May 2006  
- Bachelor of Applied Science  
- Graduate Diploma of Business  

Angela’s current role as research director involves the statewide management of research and development teams relating to sustainable agriculture and climate change. Angela also manages the national EverGraze Research Program that aims to increase farm production and involves natural resource management. In the past, she has been a project manager with Victoria’s Specialised Rural Industries Research and Development Program, managed a commercial beef feedlot, and has undertaken plant breeders’ rights contracts for national and international clients.

Angela is a member of the AWARE Industries Board and the Wodonga Livestock Exchange.

**Michael O’Loughlin**  
Chief Executive Officer  

Appointed on 17 November 2008  
- Master of Applied Science with Distinction (by thesis)  
- Bachelor of Applied Science (Chemistry)  

Michael commenced as Chief Executive Officer with Wodonga TAFE on 17 November 2008. Michael is an experienced senior manager and educator in Western Australia, where he has built an impressive reputation in the educational and commercial sectors. Some of his previous positions have included senior roles with Challenger TAFE (Acting Managing Director and General Manager, Training, Research and Development) and Pilbara TAFE (Managing Director), as well as important community relations roles with Rio Tinto Iron Ore. Michael has also filled a number of senior roles with the Western Australian Department of Training and Employment.
Mark Cox

Director

Head of Employee Relations, BAE Systems Australia Logistics Pty Ltd

Ministerial appointee (industry) from 8 May 2006

- Bachelor of Business (Business Administration)
- Human Resource Management

Mark brings to the Wodonga TAFE Board vast experience in manufacturing and the logistics industry as a senior human resources manager. He demonstrates a genuine commitment to the region, and has experience in vocational education and training through his prior employment at Wodonga TAFE and Charles Sturt University. Mark is a chartered member of the Australian Human Resources Institute.

Ulf Ericson

Director

Partner, Huon Partners Financial Services Pty Ltd (Chartered Accountants)

Ministerial appointee (industry) from 16 October 2006

- Bachelor of Economics
- Bachelor of Commerce
- Graduate Diploma of Advanced Taxation
- Diploma of Law (Barristers’ Admission Board)
- Barrister of the NSW Supreme Court and of the High Court of Australia

Ulf brings high levels of skills in accounting and financial management to the Wodonga TAFE Board. He is a Fellow of the Institute of Chartered Accountants, a Fellow of the Taxation Institute of Australia, and a Member of the Institute of Company Directors. He has demonstrated a longstanding commitment to vocational education and training in general, and to Wodonga TAFE in particular, through his participation on the Audit and Risk Committee.

Ulf currently chairs the Board of the Hume Building Society Ltd, and is the inaugural chairperson of Albury Wodonga Health which is an integration of health services in Albury and Wodonga.

Through his involvement on a number of committees and boards at a local level, Ulf brings a sound understanding of governance issues in the private and public sectors to this position.

Fiona Smith

Director

Executive Manager, North East Water

Ministerial appointee from 23 February 2009

- Bachelor of Science (Resource and Environmental Management)
- Master of Business Administration (Technology Management)

Fiona is currently the executive manager for North East Water. Her role includes the management of bulk water supplies, water treatment plants, water and wastewater distribution systems, wastewater treatment plants, and reuse farms. Prior to her current role, Fiona spent 15 years working in the utility sector with roles in water, wastewater, and commercial management. Fiona is a member of the Australian Water Association and a graduate of the Australian Institute of Company Directors.

Kym Shreeve

Co-opted director

Manager, Risk and Human Resource Operations – Greater Southern Area Health Service, NSW Department of Health

Co-opted director from 29 August 2007 to 28 August 2010

- Bachelor of Business (Human Resource Management, Industrial Relations)
- Certificate IV in Workplace Training and Assessment

Kym has had 20 years experience in public and private sectors, in the areas of risk management, occupational health and safety, injury management and worker’s compensation, and strategic and operational management.

Kym’s areas of expertise include:

- business management
- risk and liability management
- worker’s compensation and injury management
- training and development
- human/capital resource management
- organisational development.
Dianne Thomas
Co-opted director
Deputy Editor, The Border Mail Albury Wodonga
Co-opted director from 26 March 2008 to 25 March 2011
- Bachelor of Arts – majors in English literature and journalism
- Studying law part-time at Sydney University with the Legal Practitioners Admission Board

Dianne was appointed deputy editor at the Border Mail newspaper in August 2008. She has served as chief of staff, senior reporter, and editor of the Country Mail newspaper during the 10 years she has been with the company. Dianne has extensive reporting experience in the local government, health, and education rounds and writes feature stories as they arise, as well as a weekly opinion column.

Dianne has won a number of awards including the TH Mott Journalist of the Year Award – the Border Mail, the Royal Agricultural Society of NSW’s Media Award, the Royal Agricultural Society of Victoria’s Media Award, and was the Australian recipient of the Commonwealth Press Union’s Harry Brittain Memorial Fellowship in 1993 which took her on an eight-week study tour of Britain including Northern Ireland.

Melissa Wise
Staff representative
Appointed 30 July 2008 to 29 July 2009
- Certificate IV in Frontline Management
- Certificate IV in Training and Assessment
- Certificate III in Business Administration

Melissa holds the position of team leader in the Continuous Improvement and Administration Services department at Wodonga TAFE. Melissa has been with Wodonga TAFE for eight years in administrative and financial roles.

Joyce Ransley
Student representative
Appointed from 1 April 2008 to 31 March 2009
- Certificate IV in Disability Services (completed at Wodonga Institute of TAFE)

Nikita Rogalski
Student representative
Appointed on 30 September 2009
- Diploma of Logistics (currently being completed at Wodonga Institute of TAFE)

## Director Training/forums Meetings attended

<table>
<thead>
<tr>
<th>Director</th>
<th>Training/forums</th>
<th>Meetings attended</th>
</tr>
</thead>
</table>
| Anthony Brandt    | • 20 May 2009 - Australian Institute of Company Directors – ‘2009 federal budget and economic outcomes’  
|                   | • 7-8 May 2009 - VTA state conference                                          | 9 out of 10      |
|                   | • 15 September 2009 - Australian Institute of Company Directors – ‘Change in industrial relations laws’ |                  |
| Angela Avery      | • 7-8 May 2009 - VTA state conference                                          | 7 out of 10      |
| Michael O’Loughlin| • 20 May 2009 - Australian Institute of Company Directors – ‘2009 federal budget and economic outcomes’  
|                   | • 7-8 May 2009 - VTA state conference                                          | 9 out of 10      |
|                   | • 15 September 2009 - Australian Institute of Company Directors – ‘Change in industrial relations laws’ |                  |
| Mark Cox          | Nil                                                                              | 4 out of 10      |
| Ulf Ericson       | Nil                                                                              | 6 out of 10      |
| Fiona Smith       | • 8 April 2009 - Australian Institute of Company Directors – ‘Impact of climate change on business’  
|                   | • 20 May 2009 - Australian Institute of Company Directors - ‘2009 federal budget and economic outcomes’  
|                   | • 15 September 2009 - Australian Institute of Company Directors - ‘Change in industrial relations laws’  
|                   | • 26 November 2009 - Australian Institute of Company Directors - ‘Impacts of drought in the Albury Wodonga region’ | 8 out of 10      |
| Kym Shreeve       | Nil                                                                              | 6 out of 10      |
| Dianne Thomas     | Nil                                                                              | 7 out of 10      |
| Melissa Wise      | Nil                                                                              | 7 out of 10      |
| Joyce Ransley     | Nil                                                                              | 2 (term exp 31/3/2009) |
| Nikita Rogalski   | Nil                                                                              | 3 (app 30/9/2009) |
Chief Executive Officer

Michael O’Loughlin

The Chief Executive Officer (CEO) provides leadership and advice to the Wodonga TAFE Board on establishing objectives, policies, priorities, and plans for the Institute. The position manages the operations of the Institute to achieve the services and targets negotiated by the Wodonga TAFE Board, Skills Victoria, and other relevant bodies.

The CEO ensures that the strategic objectives of the Institute are achieved in a manner that best serves the greater Albury Wodonga community and the north-east region of Victoria. The CEO supervises all key executive appointees and ensures that their performances meet the established goals of Wodonga TAFE.

General Manager - Enterprise Training and Development

Bryan Blake

The General Manager - Enterprise Training and Development leads the division that provides strategic business development advice and supports new commercial opportunities for Wodonga TAFE through growth and diversification of product delivery and capability. In 2009, this division comprised the National Industrial Skills Training Centre, Motorsports Training Australia, and the Enterprise Development Unit.

General Manager - Finance and Resources

Donna Guille

The General Manager - Finance and Resources has the responsibility to lead, manage, and report on the financial performance of the Institute. The role also provides financial, risk management, and business strategy advice to the CEO, Executive team, and managers of the Institute to achieve the Institute’s strategic plan in the context of legislative frameworks, financial impacts, and constraints.

The General Manager - Finance and Resources represents the Institute regarding financial and related matters in government, the TAFE sector, the Institute, and community forums. The role has a primary responsibility to meet the Institute’s strategic directions by being a key driver in leading operational systems to manage risk and improve financial performance as well as undertaking facilities management.

General Manager - Learning Innovation and Organisational Development

Les Burr

The General Manager - Learning Innovation and Organisational Development has overall responsibility for ensuring that Wodonga TAFE achieves its business objectives and targets through the development of its people and systems. This includes fostering the innovation, effectiveness, and growth of the Institute by ensuring that its workforce has the skills, knowledge, tools, and confidence to deliver outstanding services to its students, clients, community, industry, staff, and all other stakeholders. Responsibility for overseeing and managing quality control of Wodonga TAFE’s records management system, administration, and customer service also resides with this division. In 2009, this division comprised:

- Workforce Planning and Development
- Continuous Improvement and Administration Services
- Market Research, Strategy and Services
- Learning Innovation.

General Manager - Technical and Vocational Education and Training

Paul Sutcliffe

The General Manager – Technical and Vocational Education and Training has the responsibility to provide strategic advice in the areas of education and training, to manage the performance agreement with Skills Victoria, and to oversee educational quality in the Institute.

The General Manager - Technical and Vocational Education and Training chairs the Institute’s Teaching and Learning Committee which includes the access and equity portfolio and social inclusion strategies.
Organisational structure
Statement of employment and conduct principles

The Institute operates under its code of conduct, which is modelled on the Victorian public sector’s code of conduct. The code of conduct provides guidance for addressing ethical issues such as conflicts of interest.

The Institute has developed quality control procedures to deal with its operations and research activities.

The Institute promotes the personal and professional development of its people in order to achieve and maintain ongoing improvements in service delivery and to create satisfying career paths for staff members. We actively promote safe work practices, career development, and a friendly non-discriminatory working environment.

During 2008/2009, the Institute offered a wide range of programs in order to ensure staff are equipped with the knowledge and skills required in the current dynamic working environment, as outlined below.

The Institute’s policies, procedures, and processes comply with the public sector employment principles in the Public Administration Act 2004 as follows.

• Employment decisions are based on merit.
• Employees are treated fairly and reasonably.
• Equal employment opportunity is provided.
• Employees have a reasonable avenue of redress against any unfair and unreasonable treatment.

All employees have access to documents and are made aware of their accountabilities during induction and through professional development workshops.

The Institute’s employment policies and procedures are based on the principles of merit, relevant awards and certified agreements, statutory requirements, and best-practice public sector approaches.

The Institute is committed to equal opportunity and fair processes in all its human resource management procedures and conducts formal induction sessions for new staff.

Fees and charges

Wodonga TAFE’s fees and charges were calculated as follows.

Training commenced on or after 1 July 2009

<table>
<thead>
<tr>
<th>Tuition fee category</th>
<th>Award</th>
<th>Fee/ SCH** up to</th>
<th>Minimum fee</th>
<th>Maximum fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation skills</td>
<td>Various (as per approved list)</td>
<td>$1.08</td>
<td>$50</td>
<td>$250*</td>
</tr>
<tr>
<td>Skills creation</td>
<td>Certificate I and Certificate II</td>
<td>$1.37</td>
<td>$105</td>
<td>$438*</td>
</tr>
<tr>
<td>Apprenticeships and traineeships</td>
<td>Various</td>
<td>$1.37</td>
<td>$57</td>
<td>$452*</td>
</tr>
<tr>
<td>Skills building</td>
<td>Certificate III and Certificate IV</td>
<td>$1.41</td>
<td>$120</td>
<td>$500*</td>
</tr>
<tr>
<td>Skills deepening</td>
<td>Diploma and advanced diploma</td>
<td>$2.71</td>
<td>$225</td>
<td>$750*</td>
</tr>
</tbody>
</table>

*Note that as this initiative was implemented mid-year, the maximum figures for individual categories apply on a pro-rata basis

**SCH = student contact hour

A compulsory service and amenities fee was charged for students who enrolled in government-funded courses, to provide student services and amenities. This fee is based on 28 cents per SCH enrolled, with a minimum fee of $34 and a maximum fee of $150 charged.
Compliance with Building Act 1993

Wodonga TAFE ensures that all works requiring building approval are approved and certified by an independent building surveyor. All new building works in 2009 received the mandatory inspections and occupancy permits or final certificates. Wodonga TAFE requires all building practitioners who are engaged to carry out major works to show their current registrations before commencement. All buildings are maintained to a level of acceptable performance by way of mandatory periodical checks and tests with records of these inspections kept under the requirements and provisions of the Building Act 1993.

The table below indicates our compliance with the Building Act 1993, for the year ended 31 December 2009.

<table>
<thead>
<tr>
<th>Compliance with Building Act 1993</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building works</td>
<td>1</td>
</tr>
<tr>
<td>Buildings certified for approval</td>
<td>1</td>
</tr>
<tr>
<td>Works-in-progress subject to mandatory inspections</td>
<td>0</td>
</tr>
<tr>
<td>Occupancy permits issued</td>
<td>1</td>
</tr>
</tbody>
</table>

Maintenance

- Notices issued for sub-standard reporting: 0
- Other notices issued involving major expenditure and attention: 0

Conformance

- Number of buildings conforming to standards as at 31 December 2009: 15
- Number of non-conforming buildings vacated during the year ended 2009: 0
- Number of buildings not conforming to standards: 0

Risk assessment

Attestation on risk compliance

I, Anthony Brandt, certify that the Wodonga Institute of TAFE has risk management processes in place consistent with the Australian/New Zealand Risk Management Standard and an internal control system is in place that enables the Executive team to understand, manage, and satisfactorily control risk exposures. The Audit and Risk committee verifies this assurance and that the risk profile of Wodonga Institute of TAFE has been critically reviewed within the last 12 months.

Anthony Brandt
President
Board of Wodonga Institute of TAFE
27 March 2010

Whistleblowers Protection Act 2001

Wodonga TAFE endeavours to ensure that it complies with the provisions of the Whistleblowers Protection Act 2001 and that its processes are transparent with appropriate accountabilities. The organisation also aims to support the making of disclosures that reveal corrupt conduct, mismanagement of public resources, or risks to public health and safety for the environment.

Wodonga TAFE’s quality procedures include a system for reporting improper conduct or action by the organisation or its employees. This system refers matters to management, the Wodonga TAFE Board, or independent third parties as required. For the year ended 31 December 2009, there were no matters raised with Wodonga TAFE under the Whistleblowers Protection Act 2001.

Consultancies

During 2009, 29 consultancies costing a total of $132,083 were undertaken. There were no consultancies undertaken in 2009 which were in excess of $100,000. The total expenditure on all consultancies was $132,083.

Major changes and subsequent events

There were no major changes that affected the achievement of Wodonga TAFE’s operational objectives for the year 2009. There were no events subsequent to balance date that will have a major influence on the operations of Wodonga TAFE in future years.

National competition policy

Under the national competition policy, the guiding legislative principle is that legislation, including future legislative proposals, should not restrict competition unless it can be demonstrated the:

- benefits of the restriction to the community as a whole outweigh the costs
- objectives of the legislation can only be achieved by restricting competition.

The Institute has implemented procedures including costing and pricing tools that ensure full compliance with national competition policy including the requirements of the government policy statement, ‘Competitive neutrality: statement of Victorian Government policy’, and any subsequent reforms. The Institute’s implementation of its policy also addresses the particular requirements of ministerial directions on fees and charges, legislation on the goods and services tax and guidelines, rulings, and interpretations made by the Australian Competition and Consumer Commission (ACCC).

The Institute complies with the principles of competitive neutrality pricing. Consideration has been given to the Victorian Government’s handbook, ‘Competitive neutrality: statement of Victorian Government policy’.
• Rateable values and rating levels, where relevant information has been obtained from the relevant municipal council, have been used in establishing property charges for premises occupied by the Institute. These costs cover rental, council rates, and land.

• A cost of capital return on equity charge calculation, based on the Institute’s net assets and recommended rate of return, is applied.

• FID and debit tax are based on forecast revenue and by applying the recommended rate.

• The impact of superannuation costs is taken into account, with a significant proportion of Institute staff being members of the VicSuper defined benefit scheme.

The Institute has a clearly established policy on competitive neutrality that helps to ensure compliance with the national competition policy and the Victorian Government’s competitive neutrality principles. The Institute has implemented measures to ensure that the policy is applicable to commercial activity and to the pricing of bids for government-funded education and training that are advertised for competitive tender.

The Institute has also developed a pricing model that ensures charges for business activity reflect all costs applicable and all advantages and disadvantages of government ownership are included in pricing calculations.

Freedom of Information Act 1982
Wodonga TAFE has implemented procedures that, subject to privacy provisions, facilitate all reasonable requests for information from students, staff, and the general public without recourse to the Freedom of Information Act 1982. During the year ended 31 December 2009, Wodonga TAFE received no requests for information.

Pecuniary interests
Information about declarations of pecuniary interests by all relevant officers can be obtained by contacting Wodonga TAFE.

External reviews
Wodonga TAFE was not subject to any major external reviews in 2009.

Major research and development activities
There were no major research and development activities undertaken by the Institute in 2009.

Shares held
Senior officers of the Institute do not hold any shares in a statutory authority or subsidiary of the Institute.

Overseas visits

China
The visit to China was undertaken by the Board President and the Chief Executive Officer from 16 to 25 September 2009.

Purpose
The purpose of the visit was to finalise contracts with Yellow River Conservancy Technical Institute and to further develop relationships with selected partner institutes.

Outcomes
• Yellow River Conservancy Technical Institute – contract for joint delivery in China was signed and details of delivery largely finalised
• Tai-an Nursing College proposal being considered whereby nursing students come to Australia to study - MoU for cooperation signed
• Increased number of international students coming to Wodonga TAFE in 2010 from Weihai province following the visit in 2009

United Kingdom (UK)
The visit to the UK was undertaken by the Chief Executive Officer from 7 to 22 November 2009 as a member of the TAFE Directors Australia (TDA) mission to colleges in the UK.

Purpose
The visit was designed as a strategic benchmark review of practices in the vocational education system in that country. Including briefings from senior UK government officials, industry, and VET representatives from the European Union, the visit was informed by last year’s OECD benchmark review. The trip included attendance at the Association of Colleges’ annual conference and exhibition for 2009.

Outcomes
• Contributed to the publication of the TDA Occasional Paper, ‘Appreciating what you have’, by Michael O’Loughlin

International operations
There was $64,791 earned in revenue from international students attending Wodonga TAFE in 2009. These students are protected under Wodonga TAFE’s risk management program and strategy. Wodonga TAFE does not operate any off-shore operations.

Committees served by the Executive team

Bryan Blake
• Personnel Employment - Board of Management
• Regional VECCI - Board/Committee

Les Burr
• Wodonga Middle Years College - Council President
• eWorks Advisory Group

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Donna Guille
- Victorian Association of TAFE Business Managers

Mike O’Loughlin
- Albury Wodonga Post-secondary Education Providers Liaison Group
- TAFE Directors Australia
- VTA CEO Council VTA Funding Standing Committee
- VTA Regional TAFEs Standing Committee

Paul Sutcliffe
- La Trobe University Albury Wodonga - Regional Advisory Board
- North East Local Learning and Employment Network - Board of Management
- Wodonga Integrated Primary Care Limited (WIPC) - Board
- Regional Food Share Project - Committee

Additional material
Consistent with the requirements of the Financial Management Act 1994, Wodonga TAFE has additional material available about the following items, details of which are available on request and include:
- shares held beneficially by senior officers as nominees of a statutory authority or subsidiary
- publications, including where they are located and how they can be obtained
- changes in prices, fees, charges, rates, and levies
- major research and development activities
- major promotional, public relations, and marketing activities
- assessments and measures undertaken to improve the health and safety of employees
- industrial relations issues
- major committees sponsored by Wodonga TAFE
- ex-gratia payments.

Wodonga TAFE has no companies, trusts, or subsidiaries.

Enquiries about details of any of the items mentioned above should be made in writing and addressed to:

Donna Guille
General Manager, Finance and Resources
Wodonga TAFE
PO Box 963
Wodonga Victoria 3689
Telephone  02 6055 6600
Fax  02 6055 6611
Email  dguille@wodongatafe.edu.au