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**Annual  
Report**



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Copies of this Annual Report are available from the office of the CEO by contacting (03) 5564 8920 or downloading from [swtafe.edu.au/about-us/publications](https://www.swtafe.edu.au/about-us/publications)

**Acknowledgement of Country**

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

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# CEO and Chair Report 2025



# The year in review

## Students are at the heart of everything we do at South West TAFE and our record in 2025 speaks for itself.

We were number one in five of the six categories in the annual Victorian Student Satisfaction Survey - and second in the other category – a mighty reflection of our success in engaging and supporting students.

By focussing on the needs of our students, which led to the highest course completion rates in the state, we also recognise the importance of creating a positive working environment and this was reflected in our Staff Satisfaction Survey results which were well above state average.

The successes extended into the community and industry and we again topped many categories in the Victorian Employer Satisfaction Survey.

These outcomes can only be achieved by having harmonious and enthusiastic staff led by a progressive and committed management team and Board that encourage a culture that embraces success and innovation.

South West TAFE has retained its status as the region's peak vocational education and training provider and we look forward to continuing to enrich the lives of our students, address the needs of our regional industries, and contribute to our community.

## Governance

South West TAFE is fortunate to be governed by a Board that provides meticulous oversight and strategic direction.

During 2025 there were notable changes at Board level but the commitment to strong governance remained untouched.

After being appointed as Managing Director of Wannon Water in July 2025, Steven Waterhouse's term on the Board expired and he did not seek reappointment. This ended his eight-year connection with the Board, including six years as Board Chair.

Steven helped to build a solid foundation for South West TAFE to continue its growth to meet the needs of our community and we thank him for his contribution. His financial acumen is second to none and his dedication and support of the executive was of tremendous benefit.

Brian Crook was elected as the new Chair. Brian joined the Board in 2017 and brings a wealth of experience in education and local government. His teaching experiences involved primary schools in Melbourne, an alternative school program in Colac and introducing VCAL into Colac secondary schools. Brian served on Colac Otway Shire for more than 15 years, including two terms as Mayor.

We also welcomed a new Board director, Martin Cutter, an experienced CEO with a vast commercial, operational and

finance background. A former CEO of the City of Geelong and acting CEO and Director of City Operations at the City of Melbourne, Martin is now retired and living in the Barwon South West region. He has served on numerous boards and committees over his working career and has skills which will be of great benefit to the organisation.

Chris Holloway ended his second three-year term as the staff-elected director and will be replaced by teaching education manager Jade Muller in 2026. We thank Chris for his outstanding contribution to the Board.

The Board Observership Program continued with Regional Arts Victoria south west regional manager Stacey Barnes gaining experience in the inner workings of our governing body.

The executive management team was boosted by the appointment of Kathy Hall as Executive Manager – Education. Kathy has been with South West TAFE since 2008. She joined the organisation as a teacher and program coordinator, before moving into leadership roles including Senior Educator, Head of Department for Business Design and Personal Services, and most recently as the Director of Education.

## Awards

Three South West TAFE students won awards at Australia's peak competition for trainees and apprentices, the WorldSkills Australian National Championships and Skills Show in Brisbane.

## The year in review cont.

Jacob Sanderson, a VDSS Metals & Engineering student from Portland, took out gold, Warrnambool student Zemma Wright won a certificate of excellence in VDSS Makeup Services and Lachlan King bronze for carpentry.

Lachlan was later selected for the WorldSkills Australia national training squad — the first step toward selection for Team Australia at the 48<sup>th</sup> WorldSkills competition in Shanghai, China on September 22-27, 2026.

Three other students reached the national finals: Warrnambool's Maisie Rentsch in beauty therapy and Chloe Graham in cookery, and Portland's Claire Bullock in VDSS hairdressing.

One of our staff members, hair and beauty teacher Kate McBain, was given the honour of being appointed Team Leader for Victoria.

At a local level, we acknowledged the achievements of several outstanding students:

- Trade Apprentice of the Year: Darcy Hobbs
- Apprentice of the Year: Kasey Smith
- Trainee of the Year: Indyana Sparrow
- Vocational Student of the Year: Bryan Barrerra
- Koorie Student of the Year: Josephine Chivers
- Deakin University Pathways Award: Bree Davis
- PURE Student of the Year: Hayley Ampt

South West TAFE was also a finalist for the Victorian Aboriginal Education Association Wurreker Awards for the Innovative Koorie Learner Pathways category. We were shortlisted to the final three, a strong vindication of our commitment to supporting Indigenous students and our partnerships with local Indigenous organisations.

### Facilities

The Colac Trade Training Centre was officially opened in April by Victoria's Minister for Skills & TAFE, Gayle Tierney. This followed South West TAFE being approved by the Victorian Government as the preferred provider for Vocational Education and Training in Colac from 2025.

Student numbers continued to grow throughout the year and the centre has been well received in the community.

Construction of the new South West Tech School began in October, marking the start of a major project that will benefit more than 7,500 students from 26 secondary schools across the region.

Set to open in September 2026 with South West TAFE as the tertiary partner, South West Tech School will provide free high-tech, hands-on science, technology, engineering, and mathematics (STEM) programs to local secondary school students.

The Tech School will be centrally located at South West TAFE's Warrnambool campus. The project is progressing well and is expected to continue our reputation for completing major projects on time and on budget.

As an extension to the Tech school project a further \$12.65 million has been provided by the Victorian Government to relocate our automotive studies to South West TAFE's Sherwood Park campus. Plans for the Sherwood Park redevelopment are being finalised and in the interim automotive courses have been relocated to a retrofitted site in Scott Street, Warrnambool.

The Hamilton campus received \$3.1 million Victorian Government funding to improve student facilities and open opportunities to expand course offerings. Facilities set for improvements include classrooms, student and staff amenities, toilets and general infrastructure.

The Hamilton campus will also benefit from the Country Universities Centre study hub moving on site. This hub, set to open in early 2026, will provide face-to-face services from local staff for students studying remotely. This will complement what South West TAFE offers from the campus and hopefully inspire more students to look at further study.

The redevelopment of the Portland campus continued after it was badly impacted by floods, with the focus on improving facilities for students. These included a basketball court, a new hothouse – reflecting the massive growth in interest in horticulture programs not only in Portland but across the region – and rebranding and refitting the library into a study hub.

We also looked to a more sustainable future with participation in the Greener Government Buildings Program. This led to the introduction of a series of clean energy initiatives such as replacing lights, implementing solar and reviewing use of boilers to achieve savings of heating, cooling, lighting and water costs.

### Operational

A new Acknowledgement of Country video focussing on regional Indigenous communities was enthusiastically welcomed. The video is played at the start of community events where there isn't an official Welcome to Country. This has been an outstanding project that reflects South West TAFE's commitment to recognising and acknowledging our First Nations people.

We continued to take steps in the right direction in regional clean energy education, working with TAFEs across Victoria and the State Electricity Commission in setting up courses that are relevant to the future of clean energy, whether that be with wind towers and off-shore wind farms. We expect to see clean energy programs running in this region in the near future.

We established a Student Voice program, giving students a direct method for providing feedback and helping to enrich the overall student experience. Student Voice and the student wellbeing team joined forces to host a series of events across the year.

A positive and up-lifting culture remains an important focus for the organisation and events such as Munch and Mingle is an opportunity to acknowledge staff, with a monthly Values award leading to the overall announcement of a staff member of the year.

Students also got to put their skills on display with a commercial cookery dinner and horticulture sale.

Throughout the year, our staff and students showed their commitment to their community by raising more than \$15,000 for various charities. These included a fundraiser named in honour of former teacher Jenny Best McCosh, STEPTember, department and staff morning teas and the Murray to Moynes cycling team, Tailgators.

## Networking

There is a growing emphasis in the TAFE sector to be better coordinated and more collaborative, with the ultimate aim of improving outcomes for students in line with the TAFE Network Statement of Priorities.

To this end, South West TAFE entered a Memorandum of Understanding with The Gordon and SuniTAFE to look at ways to work more closely together to improve outcomes and efficiencies.

During the year, we continued to develop our networks across the sector and took the opportunity to learn and share areas of best practice.

## Training

Maritime courses were reintroduced during 2025, reflecting the growth in the sector. The maritime training boat has been based at Portland, Warrnambool

and Port Fairy with the Certificate II in Maritime Operations preparing people with the skills to operate boats up to 12 metres in length in inshore waters and to work on smaller support vessels.

We are one of only two providers in Victoria offering these courses which have been very popular, particularly with Indigenous communities.

Agricultural students are now learning from the ground up with a new industry seed demonstration site at the Glenormiston campus. As part of a partnership with AGF Seeds, 25 different varieties of grasses are being trialled on the old football oval.

Students will play an active role in maintaining the site, applying what they've learned in the classroom as they monitor and support the growth of each seed variety.

South West TAFE has more than 70 agricultural students at Glenormiston, ranging from Certificate II through to a Diploma of Agriculture.

We have also taken agricultural skills to the community with a new Agriculture Skills Lab. The lab, which has visited schools, shows and events locally and in Melbourne, is fitted out with state-of-the-art technology including tractor simulators, model cows, and a lamb birthing simulator.

Thousands of students visited the lab during a school expo in Melbourne, introducing them to potential careers in agriculture.

A Vocational Experience Taster Program designed to get students interested in potential training opportunities was introduced, attracting strong interest across the region. South West TAFE was one of only two regional TAFEs to pilot this program which will continue in 2026.

A \$900,000 Federal Government Building Women's Careers Program grant was received for a three-year project to

increase access for women and gender diverse people to flexible, safe and inclusive training and work opportunities.

The program designed to address regional skills shortages includes a series of free trade passport course offers to give women a solid start to their trade careers, offering savings of up to \$5000.

The Building Women's Careers in Construction/Clean Energy project is gaining momentum, with the introduction of the Women in Construction & Clean Energy Scholarships, supported by the AL Lane Foundation.

Short course training in industry-based courses such as Construction Induction Card, First Aid, Fork Life and Elevated Work Platforms has been undertaken by women in recent months; while a new Certificate II level Trades Taster will be offered in early 2026. Work has also started on an employer Gender Equity Toolkit.

South West TAFE offered many other programs funded by the Department of Education, including heavy vehicle fuel cell operations, State-wide Indigenous Rangers, Meat Processing Industry Leadership, Plumbers and Gas Fitters Upskilling, Health Services Assistance, *garinga djimbayang* Junior Ranger program, Vocational Taster Experiences Pilot, Mobile Battery Electric Vehicle Charging Station project, Clean Energy Trades and Research Hub, Skills Solution Partnership and Skills for Employment and Education – First Nations.

## Student Demand

After a massive increase of 12 per cent in student numbers from 2023 to 2024, we were pleased to largely maintain those numbers into 2025.

In 2025 SWTAFE delivered training to 7,034 individual students across accredited and non-accredited programs, which equated to 1,329,444 enrolled student contact hours.

Most courses maintained their strong enrolments, including high-demand occupations such as aged care and nursing. There was strong growth in demand for horticultural courses and our agricultural programs at Glenormiston continue to thrive.

We retained our market share across the region, a positive outcome in a competitive environment.

### Survey Success

While we have been in the upper echelons of student survey responses for many years, 2025 was a particular standout.

South West TAFE was number one in the state in five of the six categories, a magnificent outcome that is a credit to all our staff and management.

Student survey results included:

- Improved employment status after training – 63.6% first in the TAFE Network
- Achieved main reason for training – 83.4% first in the TAFE Network
- Positive perception of teaching – 78.8% first in the TAFE Network
- Satisfied with training – 85.6% second in the TAFE Network
- Would recommend the RTO – 85.5% first in the TAFE Network

We also excelled in the Employer Satisfaction Survey.

- Satisfied with training – 86.1% compared to the TAFE Network average 73.4%
- Would recommend South West TAFE – 83.7% compared to the TAFE Network average 69%
- Employers who reported improvement in technical/job specific skills of apprentices and trainees – 82.8% compared to state average 74%.

Results of the annual Staff Satisfaction survey was also impressive at 73% up by 4% from 2024 and 5% points higher than the TAFE average.

### Financial Performance

The organisation worked as one to ensure we successfully managed our finances, leading to a balanced budget. This is an excellent outcome in a tight fiscal environment.

Credit goes to CEO Mark Fidge and the executive team for the way they involved other managers and staff to embrace the journey and take ownership not only of supporting students but supporting the best interests of the organisation.

There are challenges ahead for the sector but we believe we are well positioned to meet these demands.

The audited result shows we recorded a \$9.935m surplus compared to a budgeted surplus of \$1.659m.

### Conclusion

This has been a year where we focussed on student experience and engagement and did what we do best – preparing the next generation of workers for our local community.

This starts from when potential students initially engage with South West TAFE. We have created a journey that makes it easy for them to enrol and complete their reason for study, reducing the average enrolment time from about 50 days to less than 10 days with the introduction of the Customer Centric Enrolment Project.

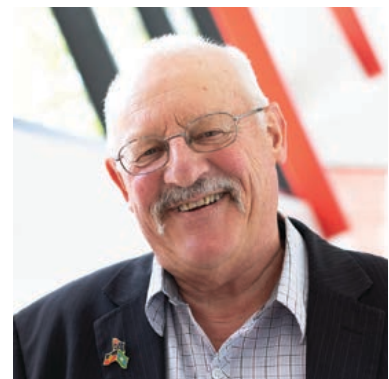
This is a significant achievement that benefits everybody. At the end of 2025 we have already completed a large portion of the 2026 enrolments which gives us certainty in regards to programs and staffing for the year ahead.

Our facilities ensure the student experience is first class and the addition of South West Tech School in 2026 will add to our status as the region's number one provider of education and training.

The Board thanks and recognises the work of CEO Mark Fidge, the executive team and all staff for their contributions to a successful 2025 and we look forward to an exciting 2026 with the opening of the South West Tech School and other advancements to support our great region.



**Mark Fidge**  
Chief Executive Officer  
17/03/2026



**Brian Crook**  
Chair  
17/03/2026



## Performance



**South West Institute of TAFE**  
**STATEMENT OF PERFORMANCE**  
**FOR THE YEAR ENDED 31 DECEMBER 2025**

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

In our opinion, the accompanying Statement of Performance of the South West Institute of TAFE, in respect of the year ended 31 December 2025, is presented fairly.

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

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

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Brian Crook, Board Chair

Date 17/03/2026

Warrnambool

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Mark Fidge, Chief Executive Officer

Date 17/03/2026

Warrnambool

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Joshua Keilar, Chief Finance and Accounting Officer

Date 17/03/2026

Warrnambool

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# Independent Auditor’s Report

## To the Board of South West Institute of TAFE

<b>Opinion</b>	<p>I have audited the financial report of South West Institute of TAFE (the institute) which comprises the:</p> <ul style="list-style-type: none"> <li>• balance sheet as at 31 December 2025</li> <li>• comprehensive operating statement for the year then ended</li> <li>• statement of changes in equity for the year then ended</li> <li>• cash flow statement for the year then ended</li> <li>• notes to the financial statements, including material accounting policy information</li> <li>• declaration by Board Chair, Chief Executive Officer and Chief Finance and Accounting Officer.</li> </ul> <p>In my opinion the financial report is in accordance with Part 7 of the <i>Financial Management Act 1994</i> and Division 60 of the <i>Australian Charities and Not-for-profits Commission Act 2012</i>, including:</p> <ul style="list-style-type: none"> <li>• presents fairly the financial position of the institute as at 31 December 2025 and its financial performance and cash flows for the year then ended</li> <li>• complying with Australian Accounting Standards – Simplified Disclosures and Division 60 of the <i>Australian Charities and Not-for-profits Commission Regulations 2022</i>.</li> </ul>
<b>Basis for Opinion</b>	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the <i>Auditor’s Responsibilities for the Audit of the Financial Report</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the institute in accordance with the auditor independence requirements of the <i>Australian Charities and Not-for-profits Commission Act 2012</i> and the ethical requirements of the Accounting Professional and Ethical Standards Board’s APES 110 <i>Code of Ethics for Professional Accountants (including Independence Standards)</i> (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.</p>
<b>Board’s responsibilities for the financial report</b>	<p>The Board of the institute is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards – Simplified Disclosures, the <i>Financial Management Act 1994</i> and the <i>Australian Charities and Not-for-profits Commission Act 2012</i>, and for such internal control as the Board determines is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error.</p> <p>In preparing the financial report, the Board is responsible for assessing the institute’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.</p>

**Auditor's responsibilities for the audit of the financial report**

As required by the *Audit Act 1994*, my responsibility is to express an opinion on the financial report based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

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

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

**Auditor's responsibilities for the audit of the financial report (continued)**

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

I also provide the Board with a statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, related safeguards.



Kevin Chan

as delegate for the Auditor-General of Victoria

MELBOURNE  
24 March 2026



## Statement of performance

The Statement of Performance below shows the organisation's performance levels against 2025 Strategic Plan targets (page 20). The Statement of Performance complements the financial audit and provides an opportunity for stakeholders to assess the Board and the Executive Management Group's performance in achieving their defined targets in 2025.

Indicator title	Description and methodology	Measure	2025 Target	2025 Actual	Explanation of variances	Prior year result
Training revenue diversity	<b>Breakdown of training revenue by:</b>				Overall, South West TAFE's training revenue was below budget by \$256 thousand, driven by decreased training activity. This decline contributed to the negative variances in the diversity of training revenue percentages.	
	• Government Funded (GF)	%	82.4%	85.5%		82.9%
	• Fee for Service (FFS)	%	8.7%	7.7%		8.0%
	• Student Fees and Charges	%	8.8%	6.8%		9.1%
Employment costs as a proportion of training revenue	Employment and third party training delivery costs as a proportion of training revenue <i>(Employment costs – Workforce reduction expenses + 3rd party training delivery costs) / Training revenue</i>	%	147.3%	144.3%	Training revenue was slightly below budget, while employment costs were also below budget. The lower employment costs has contributed to the current positive variance.	130.8%
Training revenue per teaching FTE*	Training revenue (excl. revenue delivered by third parties) per Teaching FTE* <i>Training revenue (excl. revenue delivered by 3rd parties) / Teaching FTEs*</i>	\$	\$180,788.00	\$173,111.00	As noted above, training revenue was below budget, although this was partially offset by a slight decrease in teaching FTE.	\$173,229.00
Operating margin percentage	Operating margin % <i>EBIT (excl. capital contributions) / Total revenue (excl. capital contributions)</i>	%	(13.8%)	11.6%	In 2025, South West TAFE received \$9.683 million as early payment of 2026 TAFE Services Fund, this resulted in a favorable outcome compared to the target.	(3.3%)

## Capital Works

Significant capital works initiatives conducted in 2025 included:

- Portland drainage upgrades and minor landscaping;
- Commercial Cookery facilities upgrades;
- Hamilton Campus reception relocation and refurbishment;
- Sherwood Park campus masterplan;
- Colac campus masterplan;
- Fit out of temporary Automotive training facility to enable the South West Tech School to commence construction;
- Design of the replacement Warrnambool F Building HVAC system;
- Design of the South West Tech School and appointment of Head Contractor;
- Design of the Building Innovation & Design Centre and appointment of Head Contractor;
- Design of the Hamilton Campus Multipurpose Training Facility.

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

- *Building Act 1993*
- *Building Regulations Act 2018*
- *Occupational Health and Safety Act 2004*

## Projects

Significant projects in 2025 included:

- **South West Tech School (SWTS)** – completion of all design phases and tendering for head contractor for the new South West Tech School facility (\$8.8m) to be located on the Warrnambool Campus.
- **Building Innovation & Design Centre (BIDC)** – completion of all design phases and tendering for head contractor for the new Building

Innovation & Design Centre (\$11.35m) to be located on the Sherwood Park Campus.

- **Campus Master Planning** – completion of campus masterplans for both the Sherwood Park and Colac campuses. Revision of the Hamilton masterplan was also undertaken, to be finalised and endorsed in early 2026.
- **Automotive Relocation** – relocation of the Automotive department to a temporary lease location to enable construction of the South West Tech School to commence.
- **Hamilton Campus Refurbishment** – initial feasibility, design and preliminary costing phases for a new refurbishment project (\$3.1m) being undertaken on the Hamilton Campus throughout 2026-2027.
- **Asset Maintenance Fund (AMF)** – 21 separate improvement initiatives with multiple works items within each, totalling \$1.33m.

## Environmental Sustainability

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

### Transportation

SWTAFE's motor vehicle fleet consists of 51 pool and executive vehicles, including 24 hybrids and 1 electric vehicle (EV). In 2025, the total distance travelled remained steady at 1,006,860 km, representing a slight 3.04% increase from the previous year.

Notably, 56.75% of all kilometres were completed using hybrid or EV technology, contributing to a 1.17% reduction in total fleet greenhouse gas emissions. This transition will accelerate in 2026 as continue to have a hybrid fleet where possible and more EVs are introduced through the Greener Government Buildings Project.

In alignment with our motor vehicle guidelines, staff are encouraged to utilise carpooling, train travel, and video conferencing to further reduce transport-related impacts.

### Paper

Our organisation continues to prioritize sustainable procurement, endeavouring to purchase 100% carbon-neutral paper for all campus operations

### Energy Use

While SWTAFE's total energy consumption increased by 4.24% in 2025, our greenhouse gas (GHG) profile has been significantly mitigated. Through our partnership with the State Electricity Commission (SEC), we utilise renewable energy sources and purchase carbon credits to offset remaining emissions.

We remain focused on reducing absolute energy demand through:

- Transitioning to LED lighting across all campuses.
- Expanding solar PV installations.
- Implementing smart building automation.
- Systematic asset replacement with high-efficiency alternatives.

### Waste Management

In 2025, SWTAFE saw a significant shift in waste diversion. While total waste sent to landfill increased by 2.17%, our diversion streams showed massive growth: Recycling increased by 99.89% and Green Waste increased by 37.45%. Due to the increased volume of total managed waste, there was a 32.24% increase in associated GHG emissions for this sector.

### Water Usage

SWTAFE achieved a significant 131.29% reduction in net water consumption impact. While regional sites in Hamilton, Glenormiston, and Colac experienced slight increases in usage, substantial reductions at the Warrnambool and Portland campuses drove the overall downward trend, marking a major success in our water conservation efforts.



## Environmental Data

INDICATORS							
	Wbool City	Sherwood Park	Hamilton Brat Rd	Hamilton Ham St	Portland	Colac	Total
<b>Gross Useable Floor Area</b>	17,849	4,819	2,260	2,285	4,081	560	31,854
<b>FTE</b>							330.35
GAS & ELECTRICITY							
<b>E1</b>	Total energy usage segmented by primary sources (including green power)					Megajoules - Gas	7,264,577
						Kwh - Electricity	1,604,923
<b>E2</b>	Greenhouse gas emissions associated with energy use, segmented by primary source					Tonnes CO2-e Gas	403
						Tonnes CO2-e Electricity	1268
<b>E3</b>	Percentage of electricity purchased by Green Power					%	0%
<b>E4</b>	Units of energy per FTE					Megajoules/FTE	26,848.80
<b>E5</b>	Units of energy per unit office/ teaching space					Megajoules/m2	278.44
WASTE PRODUCTION							
<b>Ws1</b>	Total units disposed of by destination					Landfill (kg)	76,097
						Recycled (kg)	38,250
						Greenwaste (kg)	4,870
<b>Ws2</b>	Units disposed per FTE by destination					Landfill (kg/FTE)	230
						Recycled (kg/FTE)	116
<b>Ws3</b>	Recycling rate (% of total waste by weight)					%	33%
<b>Ws4</b>	Greenhouse gas emissions associated with waste disposal					Tonnes CO2-e	121.98
PAPER USE							
<b>P1</b>	Total units of A4 equivalent carbon neutral copy paper used (reams)					Reams	2,700
<b>P3</b>	Percentage of recycled content in copy paper purchased (%)					%	0%

## WATER CONSUMPTION

	Wbool City	Portland	Hamilton	Glenormiston	Colac	TOTAL
Total units of metered water consumed (kilolitres)	2041	254	701	571.5	66	3633.5
Units of metered water consumed per FTE (kilolitres/FTE)						11.0
Units of metered water consumed per Office area (GFA)						0.11
<b>W1</b>	Total units of metered Water consumed by water source				Kilolitres	12,306
<b>W2</b>	Units of metered Water consumed in offices per FTE				Kilolitres/FTE	37
<b>W3</b>	Units of metered Water consumed in offices per area				Kilolitres per m2	0.39

## TRANSPORTATION

		EV	ULP	Diesel	Hybrid	Total	
<b>T1</b>	Total energy consumption by operational vehicles	GJ					
<b>T2</b>	Total vehicle travel associated with entity operations	km	12,852	113,584	321,839	558,585	1,006,860
<b>T3</b>	Greenhouse gas emissions associated with operational vehicle fleet	Tonnes CO <sub>2</sub> -e	2	18	68	59	147
<b>T4</b>	Greenhouse gas emissions from vehicle fleet per 1,000kms	Tonnes CO <sub>2</sub> -e	0.14	0.16	0.21	0.11	0.15
<b>T5</b>	Total distance travelled by air	km					34,320
<b>T6</b>	Employees regularly using public transport, cycling, walking to and from work (%)						10

## GREENHOUSE GAS EMISSIONS

<b>G1</b>	Total Greenhouse gas emissions associated with energy use	Tonnes CO <sub>2</sub> -e	1,671
<b>G2</b>	Total Greenhouse gas emissions associated with vehicle fleet	Tonnes CO <sub>2</sub> -e	147
<b>G3</b>	Total Greenhouse gas emissions associated with air travel	Tonnes CO <sub>2</sub> -e	5,244
<b>G4</b>	Total Greenhouse gas emissions associated with waste disposal	Tonnes CO <sub>2</sub> -e	122
<b>G5</b>	Greenhouse gas emissions offsets purchased	Tonnes CO <sub>2</sub> -e	-
<b>G6</b>	Total Greenhouse gas emissions: energy, waste, vehicle	Tonnes CO <sub>2</sub> -e	7,184



# Business and financial performance

## Summary of Operating Results

In 2025 South West TAFE returned a surplus of \$9.9 million (comprehensive result). Total government operating grants increased by \$15.9 million, these grants incorporated additional funds received for projects and the early payment of the 2026 TAFE services fund (public provider service delivery funding). Overall Institute expenditure increased by \$5 million, with non salary expenditure increasing by \$1.3 million and salary expenditure increasing by \$3.7 million.

COMPARATIVE RESULTS 2019– 2023	2020	2021	2022	2023	2024	2025
ITEM	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
TOTAL INCOME FROM TRANSACTIONS	29,573	43,917	64,655	48,784	50,923	64,926
TOTAL EXPENDITURE FROM TRANSACTIONS	35,850	37,463	40,413	45,797	49,878	54,979
NET RESULTS FROM TRANSACTIONS	-6,277	6,454	24,242	2,987	1,045	9,947
TOTAL OTHER ECONOMIC FLOWS	-435	-542	-175	231	-8	-12
NET RESULT	-6,712	5,912	24,067	3,218	1,037	9,935
CURRENT ASSETS	9,943	13,795	14,053	15,669	19,905	41,241
NON CURRENT ASSETS	50,728	62,406	85,336	86,284	95,029	95,012
CURRENT LIABILITIES	6,295	10,277	7,491	7,733	13,141	19,256
NON CURRENT LIABILITIES	4,241	4,409	4,704	3,808	3,118	4,148
NET ASSETS	50,135	61,515	87,194	90,412	98,675	112,849
WORKING CAPITAL RATIO	1.58	1.34	1.88	2.83	1.51	2.14
<b>Net result</b>	<b>-22.70%</b>	<b>13.46%</b>	<b>37.22%</b>	<b>6.60%</b>	<b>2.04%</b>	<b>15.3%</b>
<b>Liquidity</b>	<b>1.58</b>	<b>1.34</b>	<b>1.88</b>	<b>2.03</b>	<b>1.51</b>	<b>2.14</b>
<b>Capital replacement</b>	<b>0.19</b>	<b>1.80</b>	<b>2.78</b>	<b>1.14</b>	<b>1.32</b>	<b>0.96</b>
<i>depreciation</i>	2,276	2,341	2,298	3,970	2,951	4,006
<i>cash outflows for PP&amp;E</i>	426	4,219	6,387	4,526	3,901	3,859
<b>Internal financing</b>	<b>-660%</b>	<b>208%</b>	<b>35%</b>	<b>140%</b>	<b>189%</b>	<b>546%</b>
<i>purchase of assets</i>	426	4,219	6,387	4,526	3,901	3,859
<i>net operating cash flow</i>	-2,811	8,759	2,226	6,348	7,387	21,086



## Business and Financial Performance cont.

### Movement in Net Assets and Working Capital Ratio

South West TAFE had an increase in its net asset base from \$98.7million to \$112.8 million over the past year. Current assets increased by \$21.3 million, this was predominately due to an increase in cash deposits held of \$21.4 million. Total Institute liabilities increased by \$7.1 million this largely driven by an increase in deferred capital grants of \$4.7 million. This, along with higher payables and leases, contributed to a \$6.1 million increase in current liabilities. Further repayments of borrowings have reduced non current liabilities by \$0.8 million this reduction was offset but the new loan of \$1.9 million (Greener Government Buildings). These movements have positively affected the working capital ratio with an increase from 1.51:1 in 2024 to 2.14:1 in 2025.

### Consultancies

In 2025, thirty consultancies were used with fees payable to each of \$10,000 or more. The combined amount for these services in 2025 was \$1,799,699 (ex. GST). Consultancy details are made available on the Institute's website: <https://swtafe.edu.au/about-us/corporate-information/consultancies>. Forty two other consultancy services were utilised during the year with respective fees payable of under \$10,000, with the combined total of \$160,551 (ex. GST).

### (ICT) Expenditure

For the 2025 reporting period, SWTAFE had total ICT expenditure of \$4,622,121 made up of the following:

Business As Usual (BAU) ICT expenditure (Total)	Non-Business As Usual (BAU) ICT expenditure (Total = Operational Expenditure and Capital Expenditure)	Operational Expenditure	Capital Expenditure
\$4,352,299	\$269,822	\$101,653	\$168,169

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



 SOUTH  
WEST  
TAPE  
**MARITIME**

## Overview

## 2025 AT A GLANCE

- **7,034** students
- **457** total number of staff employed across South West Victoria
- **1,384** graduates (Certificate I to Diploma level)
- **131** accredited training products delivered
- **#1** for Employer Satisfaction in Victoria
- **#1** for Student Satisfaction in Victoria
- **#2** for Staff Satisfaction in Victoria

### Who We Are

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

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

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

### What We Do

In 2025, South West TAFE delivered over 100 different accredited training products and short courses (to more than 7000 students), using various delivery models including on-campus, off-campus, online, workplace, VET Delivered to School Students (VDSS), traineeships and apprenticeships.

TAFEs are at the heart of Victoria's training system and the engine room for Victorian jobs. At SWTAFE we have worked hard to support the government implement its programs with a range of targeted initiatives in the health, tourism/hospitality, and building and construction sectors, as well as delivering or supporting a number of Jobs Victoria services.

SWTAFE has continued to strive to be an employer of choice and expand and modernise its delivery options to enable our students the option of virtual and/or face to face training to continue their studies throughout 2025. We have sought to better understand and meet our students and clients' needs, and have monitored this through student, staff and industry surveys.

Our 2025 program delivery was based around four key strategic pillars: Our Students, Our People, Our Partners, and Sustainability. Employment opportunities are changing rapidly in response to market forces, new technologies, changing demographics and emerging industries, so it is pleasing to report that 83.4% of our students believe that they achieve their main reason for training at SWTAFE and our role is vital to them securing a job.

SWTAFE has responded quickly to the region's challenges and opportunities by investing in industry engagement,

identifying gaps between jobs and a skilled workforce, and evolving ways of effective, applied learning.

Financial sustainability is critical for us to maintain our role as the leading public provider in the region and to meet government and local community expectations. In 2025 we continued to look for new ways to achieve greater sustainability, and developed new opportunities that led to collaborative arrangements with key stakeholders across our region and other regional TAFEs. We believe that collaboration and partnering are essential if we are to establish best practice, provide public value, and implement improved systems and practices that enhance our long-term sustainability.

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

SWTAFE aims to create a learning environment that will stimulate our



## Our Campuses

creative thinkers, inspire or future generations, embed a love of learning, as well as support our students, industry and community partners.

### Our History

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

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

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

The TAFE section separated from WIAE in 1984 and became the Warrnambool College of Technical and Further Education (TAFE). The establishment

of campuses at Hamilton and Portland prompted a name change in 1992 to South West College of TAFE, updated in 1995 to the current title South West TAFE. Since then, training facilities were opened at Sherwood Park in east Warrnambool in 2007 and Colac in 2016.



# 2025 strategic plan

## Our Vision, Role, Approach + Values

### OUR VISION

A lifetime of opportunity for all.

### OUR ROLE

to provide education and training that enables students and our region to thrive

### OUR APPROACH

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

- **Strategic Plan** every 3 years
- **Business Plans** annually
- **Department Plans** annually
- **Individual Work Plans** every 6 months

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

- **Our People Plan**
- **Our Student Plan**
- **Education + Training Plan**
- **Asset Management Plan**
- **Financial Plan**

### OUR VALUES



#### Integrity + Impartiality

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



#### Respect + Human Rights

We demonstrate trust, understanding and embrace diversity



#### Leadership

We will be forward thinking, collaborative and inspirational



#### Accountability

We take ownership of our actions and deliver on our promises



#### Responsiveness

We will deliver and respond with care

## Governance



# South West TAFE Board

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

The Board is established in accordance with an Order in Council made under section 3.111(2)(c) of the Education and Training Reform Act 2006, to oversee and govern SWTAFE.

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

In line with SWTAFE's contract with the Department of Training, Jobs, Skills, Industry and Regions, the Board also ensures that:

- appropriate compliance frameworks and controls are established
- risks are identified and managed
- reporting systems are in place
- key policies are operating and reviewed regularly
- an appropriate corporate culture is developed and maintained
- the Board's performance is monitored and evaluated
- the CEO's performance is evaluated against predetermined criteria.

## Major Achievements of the Board

Key priorities and major actions during 2025 included:

- Development of the 2025-2029 Strategic Plan (2026 update).
- Oversight of key capital works and significant projects, including upgrade of key ICT infrastructure, upgrades at the Portland, Sherwood Park, Hamilton and Colac Campuses and the relocation of the Automotive training facility.
- Development of capital works Business Cases for the Clean Energy & Trades Hub & the Colac Education and Community Precinct.
- Awarding of the head contractors for the Building Innovation and Design Centre project at Sherwood Park campus and the South West Tech School at the Warrnambool campus.
- Welcomed the Member for Western Victoria, Jacinta Ermacora, Department of Education, builder and architects to the Commencement of Construction of the South West Tech School.
- Welcomed the Minister for Skills and TAFE, Gayle Tierney, to the Colac campus for the opening of the Colac Trade Training Centre.
- Approval to commence the Greener Government Building Program for SWTAFE's journey on its Net Zero greenhouse gas emissions.
- Closely monitoring the organisation's financial performance and cash flow requirements.
- Attested to compliance with the Minister of Finance's Standing Directions.
- Participation in the 2025 Observership Program which provided training and practical experience in board leadership for an 'Observer' paired with SWTAFE.
- Oversight of the progress of the Gender Equality Action Plan.
- Oversight of SWTAFE's Reflect Reconciliation Action Plan 2024-2026.
- Collaboration with the TAFE Network, working on efficiencies and shared services.
- Appointment of a new Board Chair, approved by the Minister.
- Approval of the TAFE Network and South West TAFE Statement of Priorities for 2025.
- Comprehensive review of the organisation's Risk Register, including prioritisation and reporting of strategic risks.
- Inquiry and learnings around Artificial Intelligence for integration into the organisation, with oversight by the Audit, Risk & Compliance Committee.

## Review of Annual Financial Statements

The Board reviewed and approved the organisation's Annual 2024 Financial Statements at their meeting on the 26 February 2025.





## Board Committee Structure

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

### Audit, Risk and Compliance Committee

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

- Address issues relating to the Vocational, Education and Training (VET) Quality Framework;
- Endorse and seek approval from the Board for the appointment of Internal Auditors;
- Independently review and assess the effectiveness of the South West TAFE's (SWTAFE) systems and controls for financial management, information and communication technology, performance and sustainability, including risk management review and approve the internal audit charter;
- Review and approve the strategic internal audit plan;
- Review and approve the annual audit work program prepared by the internal auditors;
- Review the effectiveness and efficiency of the internal auditors;
- Review external audit reports,

responses from management and related matters from all external auditors;

- Review annual financial statements and make a recommendation to the Board for approval;
- Oversee the implementation of the SWTAFE's compliance plan and receive reports of the effectiveness of the plan from management;
- Review reports on corporate governance matters, at the Board's request;
- Review and monitor compliance with the Financial Management Act 1994, 2018 Standing Directors and Instructions, and advise the Board on the level of compliance attained;
- Review and monitor remedial actions taken to address compliance deficiencies;
- Oversee the process to appoint an independent person as a member of this Committee, when required;
- Other matters referred to the Committee by the Board or by the Chief Executive Officer (the CEO).

**Committee Chair:** Eva Tsahuridu

**Committee members:** Eva Tsahuridu, Roland Freyer, Kirsten Diprose, Martin Cutter, James Downing (Independent external member ceased 31 July 2025) and Craig Nisbet (Independent external member) Steven Waterhouse (ceased 30 June 2025).

### Infrastructure Committee

The main responsibilities of the Infrastructure Committee are to:

- Oversee the development of an Asset Management Plan(s) prior to recommending it to the Board for approval, based on the current Asset Management Strategy;
- Oversee the implementation of the Asset Management Plan approved by the Board;
- Oversee SWTAFE's compliance against the Asset Management Accountability Framework on an annual basis;
- Review and provide recommendations to the Board, in line with the Asset Management Strategy;
- Oversee the management and monitor progress of approved Capital Works (building) programs for all projects of value greater than \$500,000, unless otherwise directed by the Board;
- Review and provide recommendations to the Board for significant ICT projects, within the financial guidelines agreed by the Board;
- Oversee the management and monitor progress of approved significant ICT projects of value greater than \$500,000;
- Review the findings and recommendations of any examinations by external agencies and regulatory bodies that fall within the scope of the Committee's

Terms of Reference, and which are not the responsibility of another Board Committee, and monitor management's implementation of any recommendations made;

- Consider any other matters referred to the Committee by the Board or by the CEO;
- Monitor budgets related to asset management, maintenance and development;
- Oversee the process to appoint an independent person as a member of the Committee, when required.

**Committee Chair:** Brian Crook / Tiana Richardson.

**Committee members:** Brian Crook, Chris Holloway, Tiana Richardson, Mark Fidge, Katina Mullet-Walsh.

### Nominations and Remuneration Committee

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

- Oversee the implementation of remuneration principles and procedures in line with Ministerial Direction and the Victorian Government's Public Entity Executive Remuneration Policy administered by the Victorian Independent Remuneration Tribunal;
- Provide advice and make recommendations to the Board regarding CEO employment, remuneration and related employment benefits, based

on available policy, guidelines, directions from the Board, the Minister, and relevant bodies;

- Ensure appropriate regulatory approval of CEO remuneration and related employment benefits is achieved;
- Monitor and measure CEO performance, including consulting with the Board, to undertake an annual performance review;
- Oversee the continuous development and implementation of a Succession Plan for the CEO;
- Oversee the recruitment process for the appointment of co-opted directors to the Board;
- Oversee the recruitment process for the election of a staff member as an elected director to the Board;
- Oversee the process to appoint an independent person as a member of the Nominations and Remuneration Committee, as required;
- Oversee the process to appoint a Board Observer.

**Committee Chair:** Steven Waterhouse / Brian Crook.

**Committee members:** Brian Crook, Kirsten Diprose, Kerry Nelson, Roland Freyer, Steven Waterhouse (ceased 30 June 2025).

### Strategic Issues and Innovation Committee

The main responsibilities of the Strategic Issues & Innovation Committee are to:

- Raise, explore and receive briefings on matters of strategic nature relevant to SWTAFE's operating environment, in particular matters relating directly or indirectly to education and training;
- Review and provide strategic guidance for preparation of the Strategic Plan;
- Engage with, and/or monitor relationships and perceptions of, stakeholders, including the government, industry, education sector, the community and staff;
- Enable an environment that encourages Director professional development;
- Assist the Board to discharge its duties in respect to good governance and other matters as requested;
- Offer and consider insights regarding strategic innovations and emerging trends consistent with the Board's approved strategic intent.

**Committee Chair:** Steven Waterhouse / Kirsten Diprose.

**Committee members:** Steven Waterhouse (ceased 30 June 2025), Brian Crook, Martin Cutter, Kirsten Diprose, Roland Freyer, Chris Holloway, Mark Fidge, Kerry Nelson, Eva Tsahuridu, Tiana Richardson, Katina Mullet-Walsh.

# South West TAFE Board Members



## Brian Crook BOARD CHAIR

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

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

Brian has been Chair of the Board since 30 June 2025 and is also Chair of the Nominations and Remuneration Committee. Brian is a member of the Strategic Issues and Innovation Committee and Infrastructure Committee.

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



## Steven Waterhouse BOARD CHAIR

**Commenced as a Ministerial appointment on the South West TAFE Board in February 2017 and ceased on 30 June 2025**

*Bachelor of Commerce, Member  
Institute of Chartered Accountants  
(Grad Dip. ICAA)*

Steven was Chair of the Board from July 2019 to 30 June 2025. He was Chair of the Nominations and Remuneration Committee and Strategic Issues and Innovation Committee and a member of the Audit, Risk and Compliance Committee.

Steven is an experienced director with over 15 years governance experience including Chair, Deputy Chair, Treasurer and Committee Chair roles. He has served on the Committee of the Warrnambool Racing Club, on the Board of the South West Academy of Sport and as a member of the Warrnambool Library and Learning Centre Project Control Group.

Steven has professional qualifications in finance, information systems and commercial law. He has over 20 years senior experience in financial management, corporate services and governance. Steven is currently the Managing Director at Wannan Water.



## Mark Fidge DIRECTOR

**Commenced on the South West TAFE Board in July 2016**

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

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

Mark is on the South West TAFE Board and is a member of the Infrastructure Committee and the Strategic Issues & Innovation Committee.

Mark represents South West TAFE on several other like-minded community Boards and local leadership networks, including the Great South Coast Regional Partnership.

## South West TAFE Board Members cont.



**Kirsten Diprose**  
DEPUTY CHAIR

**Commenced on the South West TAFE Board in January 2021**

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

Kirsten was appointed to the Deputy Chair position in 2023 and is currently Chair of the Strategic Issues and Innovation Committee and a member of the Nominations & Remuneration Committee and the Audit, Risk and Compliance Committee.

Kirsten brings nearly 20 years of experience in communication, having previously worked as a journalist for the Australian Broadcasting Corporation as well as in marketing, content creation and public relations for various companies and organisations.

Kirsten has founded a podcasting company, "The Rural Podcasting Co," where she helps organisations and individuals to create strategic and engaging podcasts to serve rural and agricultural audiences. She has also created two podcasts specifically for rural audiences "Ducks on the Pond" and "Town Criers".

Kirsten lives on a mixed farm in south-west Victoria. She is also currently undertaking a PhD at Deakin University on local news sustainability in rural and regional areas.



**Christopher Holloway**  
DIRECTOR

**Commenced on the South West TAFE Board in April 2023 and ceased on 31 December 2025**

*Diploma of Vocational Education and Training, Certificate IV in Building & Construction*

*Certificate III in Carpentry, Trade certificates and licences.*

Chris commenced on the South West TAFE Board on 3 April 2023 as the elected staff member and ceased on 31 December 2025. He was a member of the Infrastructure Committee and Strategic Issues & Innovation Committee.

Chris is a Trainer and Assessor in the Building department in Pre-apprenticeship, Apprentice & Certificate IV in Building & Construction courses. Chris also has an Auspice Co-ordinator role across several secondary schools in the region for VDSS in Building and Construction.



**Eva Tshuridu**  
DIRECTOR

**Commenced on the South West TAFE Board in January 2021**

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

Eva is Chair of the Audit, Risk and Compliance Committee and a member of the Strategic Issues & Innovation Committee.

Eva is currently also the Deputy President of the Professional Standards Division of the Police Registration and Services Board, the independent Chair of the Audit, Risk Management and Finance Committee of the Victorian Institute of Teaching, and an organisational integrity advisor.

Eva has executive experience in public, private and not for profit organisations in Australia and abroad, including extensive higher education leadership experience, as well as ethics, governance, policy and stakeholder engagement expertise. She was previously Associate Professor and Industry Fellow at RMIT University.



**Kerry Nelson**  
DIRECTOR

**Commenced on the South West TAFE Board in July 2022**

*Post Graduate Diploma in Aged Services Management, Diploma Welfare and Graduate of the Australian Institute of Company Directors (GAICD)*

Kerry Nelson is a member of the Strategic Issues and Innovation Committee and Nominations and Remuneration Committee.

Kerry brings executive and director experience in the community sector in the south west including local government, health, disability, aged care and not for profit organisations. Kerry was a Victorian state committee member for the National Disability Services peak body and chair and member of Lyndoch Living.

Kerry was a member of the Skills Commissioners Round Table on skills demand in the southwest prior to joining the South West TAFE Board and chaired local project groups which coordinated the collaboration of several agencies including South West TAFE and Deakin University.

For 20 years, Kerry was the CEO of Mpower, a local not for profit organisation providing disability, family and carer services.



**Roland Freyer**  
DIRECTOR

**Commenced on the South West TAFE Board in January 2023**

*Post Graduate Diploma of Business Administration, Certificate IV in Process Manufacturing  
South Africa - National Diploma Forestry, Australasia - Certificate III in Public Participation - IAP2®*

Roland is a member of the Audit, Risk and Compliance Committee, Nominations and Remuneration Committee and Strategic Issues and Innovation Committee.

Roland brings 25 years of experience in forestry, commercial business management and stakeholder engagement. He is the General Manager at South West Fibre responsible for the strategic and operational management of the business. Roland is an Executive member of the Committee for Portland since 2014 and an active committee member of the Green Triangle Timber Industry Awards.



**Tiana Richardson**  
DIRECTOR

**Commenced on the South West TAFE Board in October 2023**

*Partnership Broker (Partnership Brokers Association of Australia), Cadetship and Post-Cadetship in Community Journalism (Victorian Country Press Association and Deakin University)*

Tiana is the Chair of the Infrastructure Committee and a member of the Strategic Issues and Innovation Committee.

Tiana has a range of experience working in education and youth services as well previously working in community journalism. Tiana is the Executive Officer for the Glenelg and Southern Grampians Local Learning and Employment Network which works with secondary students across the region to explore career opportunities and build aspirations for post-secondary employment and training.

Tiana brings expertise from the youth and community sector, where she also volunteers with Live4Life Glenelg as Youth Mental Health First Aid licensed facilitator.

# South West TAFE Board Members cont.



**Katina Mullet-Walsh**  
DIRECTOR

**Commenced on the South West TAFE Board in November 2024**

*Aboriginal Mental Health First Aid, First Aid*

Katina is a member of the Infrastructure Committee and a member of the Strategic Issues and Innovation Committee.

Katina is a Board Member Chair of the Gunditjmara Aboriginal Cooperative Limited and the Worn Gundidj Aboriginal Co-Operative Ltd where she previously held the position of Board Secretary. Katina has over 20 years of experience in Indigenous community services and health education around Australia.



**Martin Cutter**  
DIRECTOR

**Commenced on the South West TAFE Board in September 2025**

*Bachelor of Economics. Chartered Accountant, Diploma Securities Institute*

Martin is a member of the Audit, Risk & Compliance Committee and the Strategic Issues and Innovation Committee.

Martin is an experienced CEO and consultant who has a strong background in Local Government, Government Business Enterprise, Finance and Professional services. Martin has held positions as CEO of the City of Greater Geelong, various General Manager roles across a wide portfolio of services at City of Melbourne, senior finance roles at ANL Limited and audit roles at KPMG.

Martin has served on numerous Boards and Committees over his working career including the G21 Geelong Regional Alliance Ltd.

Martin has critical skill sets across political crises management, finance and due diligence, governance and audit, economic development, major capital projects, commercial negotiation advice, community engagement and complex stakeholder management.

# Board and Committee Membership

The SWTAFE Board met 10 times during the year. Committees met 16 times to review and monitor various aspects of operations.

COMMITTEE MEMBERSHIP AND MEETINGS ATTENDED								
BOARD DIRECTOR	POSITION	TERM	B	ARC	SI&I	N&R	INF	
Steven Waterhouse	Director	1 July 2019 – 30 June 2025 *	5	2	2	2		
Brian Crook	Director	1 August 2020 – 30 June 2026 *	9		4	4	4	
Martin Cutter	Director	1 September 2025 – 30 June 2028	4	1	1			
Kirsten Diprose	Director	1 January 2021 – 31 December 2026 *	9	3	3	4		
Roland Freyer	Director	1 January 2023 – 31 December 2028 *	7	4	3	1		
Chris Holloway	Director	3 April 2023 to 31 December 2025	9		2			3
Kerry Nelson	Director	1 July 2022 – 30 June 2028	8		4	3		
Tiana Richardson	Director	1 October 2023 – 30 June 2026	8		4			3
Eva Tsahuridu	Director	1 January 2021 – 31 December 2026 *	9	4	3			
Katina Mullet-Walsh	Director	11 November 2024 – 30 June 2027	9		3			2
Mark Fidge	Director	1 July 2016 (ex officio)	9		4			4
<b>TOTAL NUMBER OF MEETINGS FOR 2024</b>			<b>10</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

\* Reappointments occurred during the period

- B – SWTAFE Board
- ARC – Audit, Risk and Compliance Committee
- SI&I – Strategic Issues & Innovation Committee
- N&R – Nominations and Remuneration Committee
- INF – Infrastructure Committee

## Board Remuneration

Director's fees paid in 2025 - \$ 226,408





## Executive Management Group

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



**Mark Fidge**  
CHIEF EXECUTIVE OFFICER

**Commenced 2015**

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

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

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



**Shannyn Martin**  
EXECUTIVE MANAGER  
CORPORATE SERVICES

**Commenced November 2019**

*Bachelor of Management (Human Resources, Commercial Law, Accounting), Certified Practising Accountant (CPA), Graduate of the Australian Institute of Company Directors (GAICD), Diploma of Government Investigation, Diploma of Occupational Health and Safety.*

Shannyn commenced in the role of Executive Manager, Corporate Services in November 2019.

Prior to that Shannyn began her career at South West TAFE in 2014 as the Audit and Compliance Officer.

Shannyn is responsible for the leadership of the Corporate Services portfolio that includes digital innovation and information technology, facilities management and master planning, occupational health and safety, audit and risk management, RTO Governance and Business Analytics.

Shannyn is also the Executive Sponsor for the South West Tech School, to be established at the organisation's main campus in Warrnambool in 2026.



**Susan Pettigrew**  
EXECUTIVE MANAGER  
STUDENT EXPERIENCE

**Commenced December 2022**

*Masters of Education, Bachelor of Education, Diploma of Teaching*

Susan commenced with South West TAFE in 1998 and is currently the Executive Manager of Student Experience. Susan began her career at SWTAFE as a teacher and has held a Management position for the past 10 years including the Schools, Jobs and Pathways portfolio. Susan has experience managing large industry projects and is passionate about providing educational opportunities for her local community.

Susan's portfolio includes the management of the Portland, Hamilton and Colac campuses and is responsible for staff and student internal communications and the teams within Student Administration, Student Engagement and Support, Reconnect, Apprenticeship support, First Nations, and Accessibility. The portfolio is accountable for the end-to-end student lifecycle from student recruitment, school engagement, enrolment and pathway to employment. It has a strong student focus that aligns with industry needs and community expectations.



**Kathy Hall**  
EXECUTIVE MANAGER -  
EDUCATION

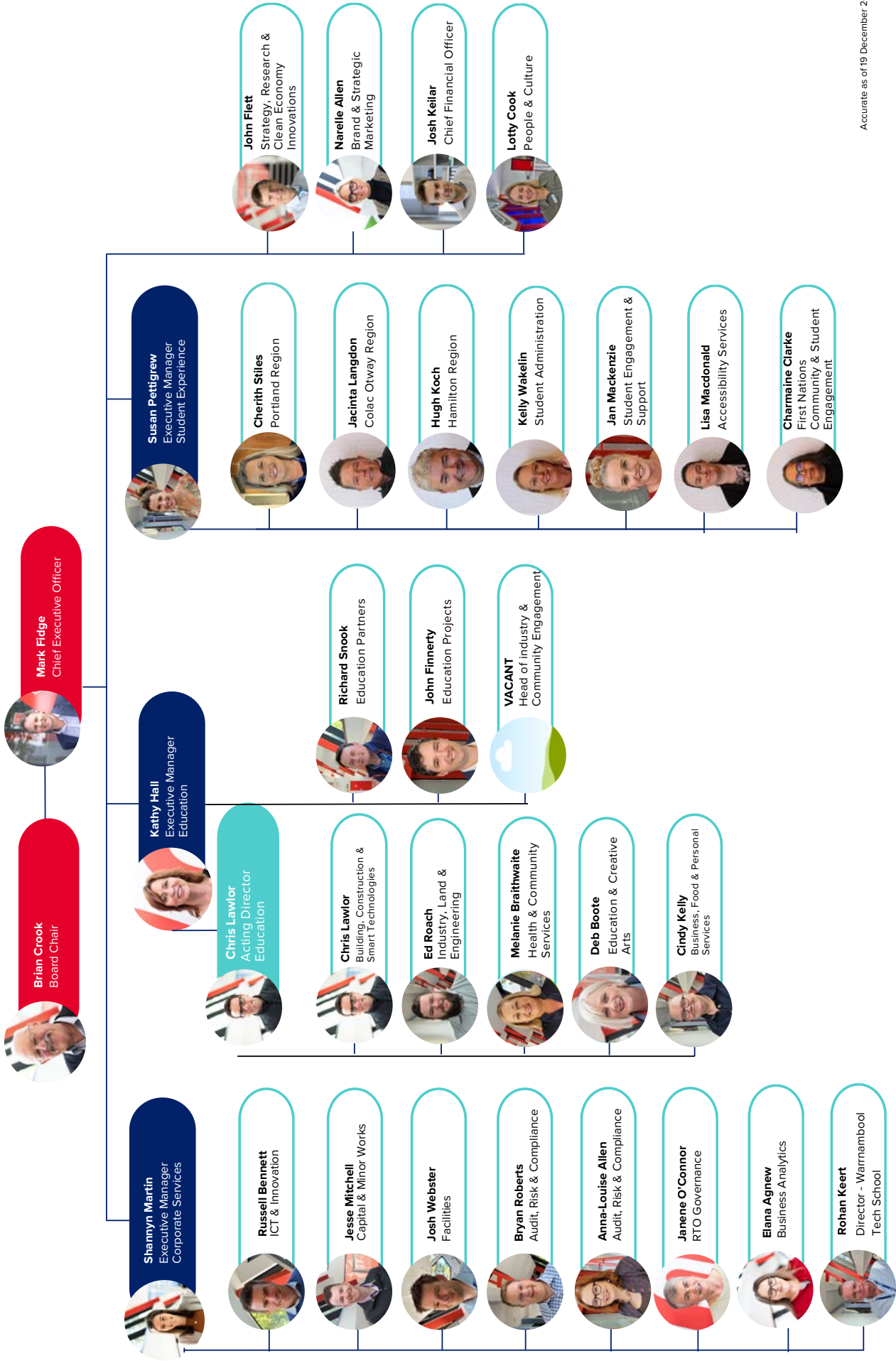
**Commenced January 2025**

*Associate Degree in Vocational Education and Training, Diploma of Vocational Education and Training, Diploma of Salon Management, Certificate IV in Training and Assessment, Certificate IV in Human Resource Management.*

Kathy joined South West TAFE in 2008 as a teacher and program coordinator. Since that time, she has progressed through a range of senior leadership roles, including Senior Educator, Head of Department for Business Design and Personal Services, and Director of Education. As Executive Manager – Education, Kathy brings extensive experience across teaching, educational leadership and workforce development, demonstrating a strong commitment to educational quality, innovation and industry engagement.

Kathy leads a diverse portfolio encompassing the five teaching divisions: Building Construction and Smart Technology; Education and Creative Arts; Health Community and Personal Services; Business Industry and Schools Engagement; and Industry Land and Food. Her portfolio also includes the Education Projects and Education Partners teams. Together, these areas are responsible for the design and delivery of innovative, flexible and customer-focused education and training services, and for leading the development of industry-driven training solutions that respond to workforce and community needs.

# Organisational Structure



Accurate as of 19 December 2025



**Innovation  
and quality  
in education**

# Teaching and Learning Strategy

**The key focus for South West TAFE (SWTAFE) is to support and collaborate with industry to expand education programs, meet student and employers' expectations, and provide work-ready graduates to meet our region's skill needs.**

At South West TAFE, teaching and learning is central to our purpose of enabling students, industries, and communities to thrive. Our strategic focus is on delivering high-quality, industry-aligned education and training that supports workforce development, regional growth, and lifelong learning. In 2025, we continued to design and deliver programs that respond to current and emerging industry needs, while also preparing learners for the skills of the future.

Our approach is underpinned by strong partnerships with industry, schools, community organisations, and government, and by a commitment to innovation, continuous improvement, and student success.

Throughout 2025, SWTAFE leveraged Free TAFE pathways to support employers to upskill their workforce and address critical skill shortages across the region. Particular focus was placed on priority sectors including building and construction, land-based industries, early childhood education and care, and health services. These pathways enabled more accessible training opportunities, strengthened workforce participation, and supported regional economic resilience.

By aligning course design and delivery with workforce demand, SWTAFE continued to position itself as a trusted partner for industry, contributing to sustainable skills development across South West Victoria.

Building and maintaining strong relationships with industry, schools, and community partners remained a key priority in 2025. SWTAFE facilitated more than 38 Industry Connect events, providing valuable opportunities to engage with employers, education stakeholders, and community partners. These events supported collaborative planning, enhanced industry input into training design, and strengthened pathways for learners.

In addition, SWTAFE provided support to over 80 industry and community organisations and events, increasing access to vocational education and strengthening the visibility and impact of public TAFE across the region. These partnerships play a vital role in ensuring training remains relevant, responsive, and aligned with local needs.

SWTAFE worked closely with industry partners, key stakeholders, and the broader TAFE network to contribute to Victoria's economic growth and social inclusion. By promoting the value of public education and showcasing the unique opportunities available through SWTAFE, we continued to support learners to achieve their main reason for study. A strong focus was placed on continuously improving learner outcomes, ensuring students were supported to complete their qualifications and transition successfully into employment or further study. This collaborative approach strengthens outcomes not only for learners, but also for employers and communities.

Developing the capability of our teaching workforce remains a strategic priority and in 2025 SWTAFE invested in mentor programs, collaboration with other TAFEs, and targeted personal and professional development opportunities for educators.

Professional learning focused on enhancing digital capability, understanding and applying emerging technologies such as artificial intelligence, improving resource development, and strengthening contemporary teaching practice. These initiatives support high-quality delivery, foster innovation, and ensure our educators are well equipped to meet the evolving needs of learners and industry.

In 2025, SWTAFE initiated the Literacy and Numeracy Support Program to provide tailored assistance for students enrolled in vocational education and training programs. The program focuses on strengthening foundational literacy, numeracy, and digital skills in ways that are embedded, contextualised, and directly linked to vocational learning. This targeted support enhances students' capacity to engage effectively with their training, build confidence, and successfully complete their qualifications, contributing to improved educational outcomes and workforce readiness.

The Division of Education and Creative Arts experienced a year of consolidation and renewal in 2025, following its transition from the former School of Education. A key achievement during the year was the successful reinstatement of maritime training. The Division delivered the Certificate II in Maritime Operations for Eastern Maar staff, supporting workforce capability building in the region. This was complemented by





the renewed Australian Maritime Safety Authority (AMSA) accreditation of vessel Aqua Jack, reaffirming compliance and quality in maritime training delivery. Planning is underway to expand maritime training offerings in 2026, with a focus on increasing accessibility and meeting emerging skills demand.

The Division also broadened its foundation education provision with the introduction of the Certificate II in General Education for Adults. This program has created valuable pathways for learners to strengthen literacy and numeracy skills and transition into further study or employment. The inaugural cohort is progressing well and nearing completion, with strong learner interest underpinning plans for additional intakes in 2026.

Consistently strong enrolments across Early Childhood Education, Training and Assessment, Literacy and Numeracy Support, and Creative Arts continued throughout the year. These results reflect the Division's ongoing impact, high quality delivery, and strong alignment with learner, community, and industry needs across the region.

The Building, Construction and Smart Technologies Teaching Division recorded a productive year in 2025, delivering a broad portfolio of new and continuing training initiatives developed in close collaboration with industry partners.

Strong and purposeful engagement with industry supported the expansion of specialised and emerging training offerings aligned to regional workforce priorities. Key activity throughout the year included both the delivery and

further development of training in gas servicing, electric vehicle servicing, hydrogen heavy vehicle technologies, and renewable energy systems. These initiatives position the Division at the forefront of future-focused skills development and reinforce its role in supporting Victoria's clean energy transition. Progress also continued under the Women in Trades initiative, with targeted strategies promoting increased participation and retention of women across trade programs. This work contributes to building a more diverse and inclusive trades workforce while responding to ongoing skills shortages across the sector. A significant milestone in 2025 was the expansion of the Division's regional footprint into Colac. The successful transition of the Colac Trade Training Centre marked an important step in strengthening regional access to vocational education. Delivery of the Certificate IV in Plumbing commenced at the centre for the first time, achieving strong enrolment outcomes and positive early engagement. Planning is well underway to further broaden program delivery in Colac in 2026, with automotive and building programs identified as priority growth areas. Despite the challenges associated with temporary relocation during construction works at Sherwood Park, automotive training delivery continued uninterrupted. Students and industry partners provided positive feedback on training quality, adaptability and continuity during this period.

Overall demand across the Division's programs remained strong throughout the year. The Division retained 100% market share in several key trade training areas, supported by high-quality facilities,

skilled teaching staff and strong industry relationships. These outcomes reflect the Division's ongoing commitment to workforce responsiveness, training excellence, and sustainable growth.

In 2025, the Health and Community Services Division delivered exceptional outcomes, recording strong growth and significant achievements across training delivery, industry engagement and workforce development. The Division exceeded its budgeted Individual Support target by 50 per cent, reflecting sustained demand for health and community services training and the effectiveness of its program portfolio.

The Mobile Skills Lab played a vital role in expanding access and participation, particularly for trainee and workplace-based students. Its state-wide deployment strengthened engagement with secondary schools and employers across Victoria, supporting clearer vocational pathways and responsive workforce development.

To meet growing demand, the Support Lab at the Colac campus was upgraded and successfully re-launched to industry, providing contemporary facilities aligned with workforce needs. In a major quality milestone, the Nursing Department achieved five-year ANMAC re-accreditation with a low-risk rating, confirming the ongoing strength and compliance of the Diploma of Nursing and the high quality of teaching and clinical practice.

The Division also expanded its course offerings, introducing the Certificate IV in Leisure and Health, and delivering a bespoke Diploma of Community

Services in partnership with Winda-Mara Aboriginal Corporation, along with providing targeted short-course training to over 200 support workers. These initiatives reflect a strong commitment to co-designed training solutions, community partnerships and addressing critical workforce shortages across the health and community services sector.

2025 was marked by innovation, strategic growth and sustained industry engagement across The Business, Food and Personal Services Division. A significant achievement for the year was the introduction of the Certificate IV in Massage as a traineeship, positioning SWTAFE as the only TAFE provider in Victoria to offer this innovative delivery model. This initiative strengthened industry pathways and expanded access to high-quality training for learners and employers alike. Complementing this achievement, the PURE spa capsule became fully operational, providing beauty and personal services students with contemporary, industry-aligned learning environments. This facility now plays a critical role in developing practical skills and enhancing student readiness for employment, with benefits that will extend well into the future.

Within the Business portfolio, substantial progress was made in planning new delivery options scheduled to commence in 2026. Key developments included preparation for the Certificate IV in Human Resources and the Certificate IV in Legal Services, both designed to respond to evolving workforce needs and employer demand. Information Technology programs continued to perform strongly during the year, supported by healthy enrolments and positive student outcomes. Work also progressed to expand training opportunities in emerging areas, particularly artificial intelligence, positioning the division to remain responsive to technological change.

The Food department advanced several major initiatives throughout 2025 with significant investment made in new training resources, alongside major upgrades to kitchens and food laboratories delivered through the Commercial Cookery project. These improvements enhanced learning environments and strengthened the

quality of training delivery. In response to growing industry demand, delivery of the Certificate IV in Meat Processing (Leadership) expanded across multiple Victorian facilities.

Industry engagement remained a central focus of the division's work. Strong partnerships were sustained through a range of successful events, including Working in Finance, the PURE Awards, and the Apprentice Dinner. These events provided valuable opportunities to connect students, staff and industry partners, strengthening collaboration and ensuring training remained aligned with current and emerging industry needs.

Overall, 2025 was a year of growth and innovation for the Business, Food and Personal Services Division, laying a solid foundation for continued expansion and impact in 2026 and beyond.

The Industry, Land and Engineering Division delivered strong results across agriculture, conservation, horticulture, civil/high-risk, and engineering throughout the reporting year, reinforcing South West TAFE's commitment to meaningful industry engagement and high-quality learner outcomes. In the agriculture and high-risk training programs, the division achieved notable success through the AGF Seeds trials at Glenormiston, which matured into an ongoing industry partnership that supports authentic learning experiences and applied research outcomes. The agriculture truck continued to be a highly influential engagement tool, strengthening SWTAFE's presence at major regional events and enhancing visibility with prospective learners and industry stakeholders. The successful launch of telehandler training further expanded the division's practical training capacity, ensuring students are job-ready and well aligned with employer expectations.

Conservation and ecosystem management programs also demonstrated strong impact and recognition. The Ranger Program was shortlisted for the 2025 Wurreker Awards – Learner Pathways Award, highlighting the quality of its delivery model and its contribution to workforce development. In addition, the inaugural delivery of the Certificate III in Conservation and

Ecosystem Management in Colac was well received, confirming strong regional demand and reinforcing SWTAFE's role in supporting local environmental and land management priorities. Engineering programs delivered accredited welding training, enabling students to achieve Weld Australia certification, enhancing employability and workforce readiness. Further innovation was demonstrated through progress on the community led Portland tram project, which showcased applied engineering and sustainability principles through the transition from diesel to battery-electric technology.

The Education portfolio continues to play a pivotal role in aligning education and training with current and emerging industry needs. Through a strong commitment to innovation, meaningful community engagement, and excellence in training delivery, South West TAFE remains well positioned to respond to workforce demands and regional priorities. These efforts reinforce South West TAFE's reputation as a trusted partner and leader in responsive, industry-driven vocational education, creating lasting value for learners, employers, and the broader community.

## Education Partners

In 2025, Education Partners (EDP) continued to strengthen the Education Portfolio by delivering comprehensive quality assurance across Training and Assessment Strategies (TAS) and assessment and teaching resources. The team supported educators through structured teacher inductions, mentoring programs, and the provision of print materials and copyright oversight. EDP also led the management, support, training, and ongoing development of the online learning platform (Moodle). This included a full review of SWTAFE Online, the implementation of several key improvements, and the commencement of a major transition to a cloud-based Moodle solution to enhance platform stability and reliability. In addition, EDP introduced the use of Artificial Intelligence (AI) to support teaching preparation and practice.

During the year, the Directed Educator Engagement Program (DEEP) was implemented to strengthen induction, mentoring, and accountability for teachers

in their first year. The program included in-class observations, targeted professional development, structured monitoring and feedback, and ongoing tracking of educator progress. Professional development activities focused on the use of AI, enhancement of digital capability, improvements in teaching and learning delivery, and strengthening assessment quality processes.

The team managed and facilitated Training and Assessment Strategy Panels, reviewing and approving 343 TAS documents. In 2025, EDP expanded its oversight to include the Assessment Panel process, introducing new pre-panel approval procedures and improving assessment quality assurance through detailed reviews, constructive feedback, and practical support to teaching departments.

Throughout the year, Education Partners continued to champion continuous improvement across the Institute. The team collaborated closely with RTO Governance and the Audit, Risk and Compliance teams to streamline processes, align the Education Portfolio with new ASQA standards, and support the implementation of the Victorian TAFE Teaching Staff Agreement 2024.

## Business Development and Industry Connect

South West TAFE (SWTAFE) plays a vital role in supporting the South West Victorian community by ensuring education and training remain closely aligned with industry needs. The organisation is committed to actively listening to employers and stakeholders and responding proactively to both current and emerging workforce priorities. Through continuous engagement and strong partnerships, SWTAFE ensures its training programs, community initiatives, and industry support contribute meaningfully to regional economic and social development.

This work is a whole of organisation effort with the Teaching Divisions, Regional Managers, Industry Connect

and Business Development team, the Skills and Jobs Centre, Executive, and the Board all contributing to identifying, addressing, and nurturing industry and community requirements. This collaborative approach strengthens SWTAFE's capacity to deliver relevant, high-quality training across all campuses and disciplines.

During 2025, SWTAFE engaged with a broad and diverse range of stakeholders, including Industry bodies, Apprentice Connect Australia providers, Local Learning Networks, Federal and State education and industry representatives, local councils, and hundreds of businesses and commercial organisations across the region. These partnerships supported shared objectives around workforce development, skills growth, and long term regional sustainability.

Industry needs were identified and addressed through multiple engagement channels, including advisory groups, industry forums, consultation days, career events, industry field days, agricultural shows, workshops, business meetings, workplace visits, student placements, and collaborative projects. These activities spanned all areas and campuses, reinforcing SWTAFE's strong connection to industry and its responsiveness to local and regional needs.

Key achievements during 2025 included:

- Organising and hosting 38 Industry Connect events, including advisory group meetings, industry forums, consultation days, career days, and industry workshops.
- Hosting more than 100 events for 22 commercial and community partners at the SWTAFE Warrnambool campus.
- Providing event support for over 80 internal events and meetings, supporting collaboration, planning, and organisational effectiveness.
- Establishing new partnerships and strengthening existing collaborations with key industry bodies and equipment suppliers to support course delivery and ensure access to contemporary materials and equipment for students.

- Visiting hundreds of regional organisations, from small employers to major industry participants, to discuss workforce challenges and training needs across all sectors throughout the South West region of Victoria.

Together, these activities demonstrate SWTAFE's ongoing commitment to industry engagement, regional partnerships, and the delivery of high quality, industry informed education and training that supports learners, employers, and communities now and into the future.

## RTO Governance

ASQA is the National Regulator of Registered Training Organisation's (RTO'S). In line with the National Vocational Education and Training Regulator Act 2011, ASQA has established Standards for RTO's which provide a compliance Framework for operation. As such, South West TAFE has an obligation to align to the Standards for RTOs. On 1 July 2025, the new Standards for RTO's come into effect directing RTO's towards a fully implemented model of self-assurance.

Our self-assurance model is underpinned by several quality assurance pillars. Our identified pillars include Scope of Registration management, Training and Assessment (TAS) Panel, Assessment Review Panel, validation monitoring, Teacher credentials and currency, Continuous Improvement including survey and feedback, internal audit charter and Annual Fit and Proper Person checks for key governing roles. Improvements made through our Customer Centric Enrolment Project contribute to aligning us to the revised Standards as well as significantly improving the student experience.

We continue to be committed to providing a learning environment that is passionate about the safety and wellbeing of all members of the SWTAFE community especially children and/or vulnerable people. During 2025, we focussed on improving awareness of obligations by educating our people and encouraging them to be responsible for supporting the safety of children in



our organisation, and the community in general. All staff participated in an online education and training module focusing on child safety awareness and reporting of incidents. Child safety is also a conversation topic encouraged amongst our student body with activities and provision of information improving awareness. Child Safe Contact Officers are in place to listen and respond to concerns about child abuse.

My eEquals - the online portal for issuance of qualification and Award artefacts - has been operational for over a year and been well received by students. The portal has enabled timely and efficient distribution and receipt of qualification documents as well as enabling stronger management controls, verification processes and contributes to the mitigation of fraudulent qualification documents.

Records management including information privacy, protection and destruction continues to be a focus of continuous improvement. In addition to the scoping of design for a new records management system, significant work has been undertaken to preserve vulnerable

paper based Permanent and Vital records through a digitalisation process. This work will continue into 2026.

The following Accreditations and Registrations were achieved

- Registration of Colac Trade Training and Brauer Trade Training centres as approved delivery sites as an extension of our VRQA Registration as a non-School Secondary School Provider (NSSSP).
- WorkSafe Telehandler Accreditation to enable delivery of WorkSafe approved training using telehandler equipment
- Australian Nursing and Midwifery Accreditation Council (ANMAC) accreditation to enable delivery of the Diploma of Nursing until April 2030.
- Australian Maritime Safety Authority (AMSA) accreditation to allow delivery of Maritime related qualifications. This also included Certificate of Operation for AquaJack, allowing the use of the vessel as a training resource.

## Business Data Analytics

In 2025, SWTAFE's continued to utilise TimeEdit timetabling platform. This provides live timetable information for students, industry employers, prospective students and our student support teams, bolstering the student experience. The platform also manages our LNSupport class engagement and helps provide tailored timetabling of support. Throughout 2025, we commenced the development of our TAS Central and TEAM Central platforms using TimeEdit curriculum modules to help manage our Training and Assessment Strategies and staff currency. The team continued to support our Customer Centric Enrolment Project, providing an Institute-wide approach to planning, and supporting the development of the new short course Salesforce environment. The team also refreshed Salesforce course market share dashboards, continued enhancing our Course SCH Summary dashboard that incorporates pipeline application vs conversion rates, evaluation reports for five Regional and Specialist Training Fund

(RSTF), Workforce Training & Innovation Fund (WTIF) and Tafe Equipment & Facilities Fund (TEFF) projects, and continued to refresh and maintain existing dashboards. We also develop new retention/completion insight dashboards to provide further insight into our retention and completion rates. These innovative solutions allow South West TAFE to streamline processes and builds valuable data to help inform our business better. We continue to be a part of the OTCD's Data Governance Taskforce group, and continue to lead a TAFE Data and Analytics Network group working collaboratively with other TAFE's.

## Digital Innovation

In 2025, the ICT & Innovation department delivered key improvements in communication systems, cybersecurity, governance, and digital capability, ensuring SWTAFE continues to modernise and strengthen its technology environment.

### Communications & Infrastructure

- Completed the implementation of Microsoft Teams Calling and the new Contact Centre solution, replacing an ageing telephony platform and improving reliability, reporting and customer experience.
- Upgraded all staff endpoints to Windows 11 following the end-of-life of Windows 10.

### Cybersecurity

- Completed the implementation of a new Security Operations Centre (SOC) service to enhance real-time monitoring and incident response.
- Conducted the annual Cyber Incident Simulation Exercise to test and refine readiness.
- Delivered increased maturity across several Essential Eight cyber security categories.

### Artificial Intelligence (AI) Adoption

- Established a robust AI governance framework, including a Steering Committee, endorsed AI Strategy, and Guidelines for staff and students.
- Endorsed Microsoft Copilot as the organisation's supported AI tool, with Copilot Chat rolled out to all staff.
- Continued sector collaboration to learn and share best-practice approaches to responsible AI adoption.

### Governance & Strategic Direction

- Finalised and endorsed the ICT & Innovation Strategic Plan, providing a clear roadmap for future technology investment and capability uplift.
- Continued to strengthen change and data governance processes across the organisation.

### Digital Transformation & Records Management

- Completed significant design work for a new Records Management System, with a pilot planned for early 2026 and full rollout scheduled across 2026–2027.
- Ongoing system enhancements and improved documentation practices supported more streamlined processes and better user experience.

## Summary

In 2025, ICT & Innovation delivered major strategic initiatives including the completion of unified communications upgrades, rollout of a new SOC service, uplift of cyber maturity, advancement of AI capability, and finalisation of the ICT Strategic Plan. These achievements position SWTAFE for continued digital transformation, operational resilience, and enhanced outcomes for staff and students.

## Education Projects

Over the course of 2025 there was work done on 17 externally funded education projects valued at more than \$7million. Six individual projects were completed in 2025 with a value of \$1,426,307 and the remaining projects will continue into 2026 with some almost complete and some continuing to 2027 and 2028.

The projects that reached completion in 2025 include:

The \$388k Workforce Skills Set Fund (WSSF) Hydrogen Bus project, which developed a Course in Fuel Cell Electric Heavy Vehicle Operations and supporting learning and assessment resource. This proactive approach to cleaner economy training was strongly supported by local industry partners and Deakin University; and will assist in the transition to alternative fuels in freight and public transport. A new accredited course is registered, and a full set of interactive learning resources has been developed.

The \$247k WSSF grant for the Plumbers and Gas Fitters Upskilling Project developed resources to support mandatory connect and disconnect skills for type A gas appliances and associated short courses and teacher training. The project was identified in collaboration with industry to address a workforce skills gap that was a barrier to the transition from old gas appliances to newer and more energy-efficient appliances. The project included a significant upgrade the gas training facilities and equipment.

The TAFE Victorian Pathway Certificate (VPC) students and teachers benefited from a \$122k VPC Enrichment Project funded by the Department of Education as part of its Capacity and Network Building Grants Initiative. The enrichment program commenced in 2024 and has focussed on building engagement and confidence in students.

The Department of Education has also provided funding for the \$90k VET Delivered to Secondary Schools (VDSS) Health Services Assistance Project which commenced in 2024. This project developed a new intergenerational program to bridge the gap in interactions and understanding between young people and the elderly. The program pilot was delivered in a blended model for the Certificate III in Health Services Assistance with excellent outcomes for students and residents at the participating aged care facilities.

A \$24k grant from the Victorian Skills Authority to deliver the Digital Skill Essentials for VET Industry Specialists Project to improve teachers' digital skills commenced late in 2024. A suite of resources covering IT basics through to learning management systems use, AR/VR technologies and Artificial Intelligence applications, was developed, piloted and improved. This program was a valuable catalyst to a series of improvements in the training and supports offered to both specialist staff and teachers.

As part of the Department of Education equitable funding for Non School Senior Secondary Providers, SWTAFE was able to invest over \$500,000 in improvements to the Senior Secondary Programs. These improvements included additional education services,

including additional student wellbeing support for students, and improved student and parent communications and engagement. The funding was also used to redevelop course curriculum with a focus on project-based learning, career development and embedding First Nations perspectives.

## Ongoing Projects

Almost complete is the \$553k RSTF Commercial Cookery project that has included the refurbishment of the commercial kitchen with improved facilities, technology and equipment. A set of new courseware resources and a refresh of the Food Lab was also undertaken.

The \$688k RSTF Meat Industry Leadership Project is developing a new course to assist the meat industry to upskill existing staff to take on leadership roles. The pilot course has commenced in Stawell will be delivered using newly improved learning resources and an underpinning foundational and cultural skills short course.

The \$1.12M Statewide Indigenous Rangers Project that is supported by a Workforce Training and Innovation Fund grant will be completed in 2026. First Nations organisations Gunditj Mirring,

Winda-Mara and Eastern Marr, have been in collaboration with SWTAFE, Bendigo Kangan Institute, SuniTAFE and TAFE Gippsland. The project has provided teacher indigenous cultural awareness training and a redeveloped Certificate III in Conservation and Ecosystem Management program. The pilot program has been an incredible success thanks to the amazing support of First Nation partner organisations, five students had already completed the course as of the end of 2025 with more students due to complete early in 2026.

Extending on the success of the Indigenous Rangers Project, the *garinga djimbayang* funded \$619k Future Land Guardians project will see the redevelopment of the Certificate II in Conservation and Ecosystem Management. Courses will be offered in several different delivery modes across multiple campuses. The VDSS mode program will be the first to commence in February 2026.

The \$900k Construction Careers for Women project commenced in 2025 and will progress for another two years, this federally funded project will see the development of a new multi trade taster course for women of all ages to get a feel for a potential new career in the trades. Other initiatives include a package of short courses for women to



upskill and obtain licences like forklift and working at heights and a range of additional support programs to address the challenges faced by women in construction industry.

The \$650k Vocational Taster Experiences Pilot is another program funded by the Department of Education (Schools) to run a range of VET taster programs for over 630 Year 9 and 10 students in 2025 and 2026. The taster experiences are designed to help them make important decisions about their future careers and the best training to get there. Several programs were successfully delivered in 2025 and will be adjusted and upscaled in 2026.

A partnership between BKL, Holmesglen and SWTAFE will upskill electricians with the skills required to install and maintain EV charging infrastructure under 22kw. The Victorian Skills Authority has provided \$132,000 in funding to take the course to the next level with improved courseware and the incorporation of new technologies.

### Tech School – Warrnambool Campus

Construction of the South West Tech School progressed strongly throughout 2025, supporting SWTAFE's strategic goal to expand innovative, future focused learning pathways across the region.

The project remains on schedule, with practical completion due 20 July 2026 and an official planned opening day (17 September 2026) has been suggested to the Office of the Minister for Education and is in the process of being confirmed. The construction contract was finalised under budget, enabling an increased contingency and the incorporation of several quality enhancements.

The Tech School will provide high impact, place-based STEM learning to 7,500 students from 26 partner schools across Warrnambool, Corangamite, Glenelg, Moyne and Southern Grampians. Engagement throughout 2025 focused on strengthening school partnerships, with the Director and Head of Programs visiting most partner schools and hosting campus tours to support program codesign and future participation.

The Pilot Programs Guide was completed in 2025, outlining eight one day programs aligned to growth industries including AgriFutures, Sustainable Solutions, Digital Creatives and Advanced Technologies. These programs will build regional workforce capability and inspire aspiration for STEM study and careers, in line with SWTAFE's strategic commitment to future ready skills and regional innovation.

Significant progress was also made in operational readiness. More than

1,200 items of advanced equipment are being procured through the Specialist Equipment Funding Agreement, establishing a state of the art environment that includes robotics, drones, renewable energy systems, VR technologies, intelligent kitchen systems, fabrication and prototyping equipment. This investment ensures the Tech School will deliver contemporary, applied learning experiences aligned to industry needs.

The Tech School remains on track to welcome its first students in Term 4, 2026.

### Building Innovation and Design Centre (BIDC) – Sherwood Park Campus

Throughout 2025, significant progress was made on the development of the Building Innovation and Design Centre (BIDC) at Sherwood Park, a cornerstone capital project designed to expand South West TAFE's capability in future focused building and construction technologies. The project is supported by a \$5 million investment through the TAFE Clean Energy Fund and forms part of a broader \$12 million State Government commitment to establish a Clean Energy and Trades Hub at Sherwood Park.

Construction is due to commence in early 2026, with the building structure





expected to be in place by midyear. The BIDC remains on track for activation at the beginning of 2027. This development directly supports SWTAFE’s strategic direction by expanding training capacity in construction, design and clean energy technologies, ensuring learners have access to contemporary facilities aligned with industry expectations.

The BIDC is delivered in tandem with the relocation of Automotive training from the Warrnambool campus to Sherwood Park, an essential enabler of the forthcoming Tech School. The automotive relocation (Stage 1B) is under way with \$3.85 million from the Department of Education and a further \$2.5 million from the Office of TAFE Coordination and Delivery. Together, the BIDC and new Automotive facilities represent the first phase of the emerging Clean Energy and Trades Hub, enhancing SWTAFE’s ability to deliver highly skilled graduates for a transitioning workforce.

Once completed, the BIDC will provide modern, flexible, and technology enabled teaching spaces that support innovation across construction trades. It positions SWTAFE to meet regional employer demand, strengthen partnerships, and deliver on the Strategic Plan’s priorities, including an investment in future ready infrastructure, supporting industry transition through training in

new energy technologies, and improving student access to highquality learning environments.

The BIDC represents a long term investment in the prosperity of South West Victoria, ensuring the region’s workforce is equipped with the skills needed for emerging industries and sustainable economic growth.

## LOCAL JOBS FIRST ACT 2003

The total value of Local Jobs First Projects within the 2025 reporting period was \$15.33m. This consisted of the South West Tech School (\$5.90m), Building Innovation & Design Centre (\$9.36m) and F Building Mechanical Upgrade (\$0.07m), all of which are forecast to be completed in 2026.





## Students

## Training Outcomes

South West TAFE (SWTAFE) delivered a total of 1,329,444 Student Contact Hours (SCH) in 2025. The table below provides a detailed breakdown of SCH delivery in 2025.

### Student Contact Hours Delivered

OUTCOMES	SCH
SKILLS FIRST NON APPRENTICESHIP/ TRAINEESHIP	703,597
SKILLS FIRST APPRENTICESHIP/ TRAINEESHIPS	448,352
FULL FEE PAYING	14,435
FEE FOR SERVICE (includes TAFE in Schools, Overseas Students, Interstate Apprenticeships, Adult Migrant English Program and Short Courses)	161,551
<b>TOTAL DELIVERY</b>	<b>1,329,444</b>

MOVEMENT IN STUDENT CONTACT HOURS OVER THE PAST FIVE YEARS				
2021	2022	2023	2024	2025
1,255,683	1,132,630	1,174,649	1,351,250	1,329,444

### Student Outcomes

The teaching departments achieved outstanding results during 2025, delivering training to 7,034 individual student enrolments (which includes accredited and non-accredited programs) which equated to 1,329,444 enrolled student contact hours (SCH). Free TAFE enrolments grew by 8%, with a total of 1,480 students benefiting from these course offerings.

The Department of Jobs, Skills, Industry and Regions, along with individual student tuition fee contributions, funded 87% of SCH delivered, with the remainder funded by individuals, industry and non-Victorian governments under User Choice Agreements. Free TAFE enrolments were highest in Aged Care, Professional Education, Nursing, Community Services, Early Childhood, Education Support, Accounting, and Horticulture.

This SCH figure supports the Government training priority for training Victorians for the Jobs of the Future, as well as SWTAFE's dedication to delivering high-quality training programs in a year of complex changes to the vocational education and training industry. Also reflecting the organisation's strategic intent to continue to grow in line with regional demand, 43% of our students are studying outside of Warrnambool.

In 2025, there were a total of 1,105 apprentices and 506 trainees studying at TAFE in building and construction, engineering, electrical, plumbing, agriculture, sport and recreation, tourism, automotive, IT, engineering, horticulture, commercial cookery, bakery, meat processing, business/business administration, retail cosmetics, hair and beauty services, beauty therapy, early childhood education and care, and education support. There was a total of 448,348 Student Contact Hours delivered across these programs.

### Student Contact Hours Results

BY FUNDING SOURCE	SCH
Government Profile Excludes Trainees/ Apprentices	703,597
Government Contracted Apprenticeships/ Traineeships	448,352
Full Fee Paying	14,435
Fee for Service (includes short courses)	30,314
TAFE in Schools	117,927
Adult Migrant English Program	9,210
Other (incl. Interstate Apprenticeships, Motorcycle Training)	5,609
<b>TOTAL</b>	<b>1,329,444</b>
BY CAMPUS	SCH
Colac	75,416
Hamilton	100,190
Portland	113,492
Warrnambool	834,089
Sherwood Park Training Facility	148,309
Glenormiston Training Facility	49,315
Industry Skills Centre	8,633
<b>TOTAL</b>	<b>1,329,444</b>
BY DEPARTMENT/CENTRE	SCH
Division of Business, Food and Personal Services	245,132
Division of Building, Construction and Smart Technologies	243,468
Division of Industry, Land and Engineering	236,816
Division of Health and Community Services	286,042
Division of Education and Creative Arts	317,986
<b>TOTAL</b>	<b>1,329,444</b>

## Student Feedback

SWTAFE encourages feedback from students, staff and SWTAFE industry clients and provides several feedback channels for online feedback, suggestions, complaints and compliments throughout the year. Students are also surveyed at the end of short courses and throughout the year for other courses. On an annual basis, SWTAFE students and employers are surveyed through the Victorian Skills Authority’s Student Satisfaction Survey and Employer Satisfaction Survey. This year’s results continued to show strong results. Of note to our education delivery, SWTAFE students ranked #1 in:

- the positive perception of teaching (78.8%).
- achieved main reason for study (83.4%)

SWTAFE also participates in a national benchmarking survey of students sent and collated by the National Centre for Vocational Education Research (NCVER) with the outcomes being published in the National VET Student Outcomes Report.

During 2025, Survey Monkey was used to provide students the opportunity to help shape their learning experience. Each term, students were encouraged to participate in the feedback survey so that we could work together to create a vibrant and inclusive community for our students. These surveys enable us to gauge whether students feel on-track and supported in their studies. The education departments meet once a term to review the survey responses and identify and implement any new strategies to help enhance address student concerns, thus creating a better learning environment.

In 2025, students told us that:

STUDENT MEASURE	AVERAGE TERM RESULT
They enjoyed their term of study	71%
They felt on track in their course	75%
They felt supported by SWTAFE in their studies	78%
They were satisfied with the quality of their teacher	79%
They felt connected to their class mates	74%
They were satisfied with their enrolment experience	82%
They were satisfied with the speed of the enrolment process	81%
They were satisfied with the customer service received throughout their enrolment	78%

## VET Delivered to School Students (VDSS)

2025 was an exciting and productive year in VET Delivered to School Students (VDSS) with SWTAFE delivering 47 different programs across SWTAFE’s Warrnambool, Sherwood Park, Glenormiston, Hamilton, Colac, and Portland campuses, as well as the Colac Trade Training Centre and our Auspiced school partners, providing secondary students with valuable vocational learning opportunities.

Over 670 secondary school students participated in VDSS programs, gaining units of competency to support their VCE or VCE VM studies. Additionally, 80% of VDSS classes reached capacity across the Warrnambool, Sherwood Park, Portland, and Hamilton campuses. 2025 saw strong enrolments in Early Childhood Education and Care, Electrotechnology, and Agriculture, with further growth anticipated in 2026.

New Programs for 2025 included Certificate II in Automotive Preparation at Brauer College, Certificate II in Automotive Preparation, and Certificate II in Building and Construction at Colac Trade Training Centre, and Certificate III in Health Services Assistance at the Hamilton Campus. The Colac Otway, Corangamite, Glenelg, and Hamilton District Skills Centre VDSS Clusters operated at near full capacity under Auspiced contracts.

A major highlight for 2025 was the ‘Try a Career Day’ events held at Sherwood Park, Portland, and Hamilton campuses from May through August, engaging over 2,000 Year 9 students in hands-on vocational activities.

In early 2025, SWTAFE introduced the VET Experiences Pilot Initiative, enabling Year 9 Warrnambool College students to attend SWTAFE for a VET Explorer program, including an industry tour, and the delivery of Year 10 Multi-Taster programs across the Warrnambool, Sherwood Park, Colac campuses, and the Colac Trade Training Centre, engaging over 70 students. This VET Experiences Pilot Initiative will continue in 2026, with plans to engage over 600 Year 9 and 10 students from across the region.

With strong enrolments, innovative program offerings, and expanded career exploration initiatives, SWTAFE is well-positioned for continued growth in 2026. We remain committed to delivering high-quality vocational education pathways that empower students to succeed in their future careers and further study.



## Senior Secondary Programs (VPC & VCE VM)

In 2025, South West TAFE's Senior Secondary Programs continued to consolidate across the region, delivering VCE Vocational Major programs for Years 11 and 12 at Portland and Hamilton, and VCE Vocational Major and Victorian Pathways Certificate (VPC) programs at the Warrnambool campus.

The year marked the first rollout of the Department of Education's Non-School Provider Initiative, which resulted in a significant funding uplift and enabled the strengthening of South West TAFE's role as an alternative senior secondary provider for students who have struggled to engage in traditional school settings. This additional funding supported program consolidation and growth across all campuses, including the appointment of new teaching staff. It also enabled a range of enriched learning experiences, including industry and cultural excursions such as visits to the Geelong Port Authority, Budj Bim cultural landscape and Aradale Asylum in Ararat. Our program continues to involve our students engaging with community through project-based learning initiatives including students raising funds to support local wildlife shelters, and organising and supplying hygiene packs to support people suffering from homelessness.

Investment in curriculum leadership further supported the development of engaging, applied learning programs

aligned with the intent of the Non-School Provider Initiative. Importantly, funding also allowed South West TAFE to maintain high levels of education support and retain a dedicated Wellbeing Officer, ensuring students are supported academically, socially, and emotionally.

The Senior Secondary Programs continue to be underpinned by an ethos best described as safe, calm and supported, reflecting a deliberate focus on creating environments where disengaged young people can successfully re-engage with education. Looking ahead to 2026, the program will place a stronger emphasis on the teaching and learning, while further strengthening careers education, work experience, and work placement opportunities to support positive post-school pathways for students.

## South West TAFE Skills and Jobs Centre

2025 was a year of growth, collaboration, and impact for the South West Skills and Jobs Centre (SW SJC). Through strategic partnerships and innovative programs, we strengthened our presence across the region and delivered services that exceeded expectations.

Our co-hosted initiatives played a pivotal role in connecting students and job seekers with meaningful pathways. The Year 10 VET Multi-Taster Pilot Program introduced students to diverse industries

through 17 career linkage sessions across SWTAFE campuses, covering areas such as hair and beauty, early childhood, construction, horticulture, hospitality, health, automotive, and land management. This hands-on approach helped students explore vocational options and informed their future choices.

The VELCI CAS program, delivered in partnership with SJC's in South West and Wimmera, provided tailored career support to TAFE non-school provider students. Activities included school tours, resume and cover letter workshops, mock interviews, and career expos. Students benefited from one-on-one consultations with qualified Career Development Specialists, personalised career action plans, and practical resources, all underpinned by a student-centred approach aligned with individual goals.

Our collaboration with Reconnect continued to make a significant difference for vulnerable and disengaged regional Victorians. By enabling a circular referral process, we improved access to education and employment opportunities, helping participants gain the skills needed to thrive. Reconnect successfully achieved its 2025 milestone, and we look forward to building on this success in 2026.

The Apprenticeship Support Officer (ASO) worked closely with our team to promote apprenticeship pathways

through expos, “Try a Career” days, and engagement with trade classes and secondary schools. A strong connection was established with VELCI CAS late in the year, paving the way for enhanced support for apprentices in 2026.

Operationally, SW SJC delivered a strong year of service, exceeding key performance indicators across all areas. Event participation was greatly increased, driven by major career expos, TIS sessions, and industry events. One-on-one counselling sessions exceeded targets supported by increased outreach and practitioner availability following strategic recruitment in late 2024. Employer engagement also surpassed expectations, achieving 15.5% above target through proactive partnerships and vacancy promotion. Expanded outreach in communities such as Portland, Colac, and Hamilton strengthened visibility and drove higher referrals.

Our team continued to invest in professional development, with one member completing the Graduate Certificate in Career Development Practice, another completing Certificate IV in Career Development, and four attending the ACCE Biennial Conference. All staff are now registered with ACCE and actively participate in ongoing training and best practice initiatives. Collaboration with Reconnect during staff shortages ensured continuity of service and provided valuable cross-skilling opportunities.

Enhancements to our CRM improved data accuracy and reporting, positioning us to meet new reporting requirements in 2026. Consistent participation in TIS events, Career Teacher meetings, and Communities of Practice reinforced our visibility and strengthened program promotion. Additionally, our involvement in the Workforce Australia Taskforce opened new opportunities to support CALD communities.

2025 was a year defined by collaboration, innovation, and impact. As we move into 2026, we remain committed to expanding our reach, strengthening partnerships, and delivering services that empower individuals and communities across the region.

## Accessibility Services Department (formerly Disability Services)

The Accessibility Services Department comprises South West Disability Services (SWDS), a subsidiary of SWTAFE, and the Accessibility Support team. SWDS provides services to participants through the National Disability Insurance Scheme (NDIS), while the Accessibility Support division assists students who identify as having a disability, mental health condition, and/or medical condition. Collectively, the department is committed to promoting equity and inclusion throughout each participants and students educational experience at SWTAFE.

Throughout 2024, staff and students provided valuable feedback indicating a preference for a departmental name that more accurately reflects support for individuals with medical conditions or mental health diagnoses, not solely those who identify as having a disability. Following extensive consultation with staff, participants, students, and external service providers, the name Accessibility Services was selected. This name is deliberately inclusive and strengths focused, representing the diverse abilities and needs of all participants and students. The name change was finalised in 2025 and has since supported SWTAFE’s organisational values by fostering a welcoming environment and providing a clearer representation of the full scope of services delivered within the department.

Looking ahead, the team will continue implementing the Accessibility Action Plan into 2026. This ongoing work will identify priority areas, objectives, and strategies designed to embed access and inclusion across all areas of SWTAFE’s operations.

## South West Disability Services (SWDS)

South West Disability Services (SWDS) and South West TAFE (SWTAFE) recognise the important role that mainstream services play within the disability sector and the need for enhanced support to promote access, inclusion, and meaningful participation. As a mainstream organisation, SWTAFE is

a registered NDIS provider and equipped to deliver support to individuals with disabilities and mental health conditions through the National Disability Insurance Scheme (NDIS).

The NDIS provides individualised funding to eligible participants based on their unique needs and goals. Each participant has an individualised plan that outlines their personal goals and the funding allocated to help achieve them. Goals vary from person to person and may include building/developing social connections, increasing independence, or participating in community activities.

SWDS continues to prioritise engagement through both NDIS Programs of Support and individual supports, creating opportunities for community members across the region. In 2025, the SWDS team delivered a total of 7,668.25 hours of individual support (a decrease of 2,790 hours from the previous year) and 61,468.75 hours of group-based support (an increase of 6,201.51 hours compared with the previous year).

Participant outcomes in 2025 included the development of new cooking skills, increased participation in broader community activities, and a steady rise in participant engagement levels with SWDS services.

Looking ahead to 2026, SWDS will continue to deliver high-quality programs and introduce new group offerings, alongside the return of several popular programs. The SWDS building has undergone significant accessibility upgrades throughout 2025, with further improvements planned for 2026 to enhance the safety, comfort, and accessibility of program spaces for both participants and staff.

## Accessibility Support

The Accessibility Support team consists of the Accessibility Liaison Officers (ALOs) and the Disability Transition Officer (DTO), who work collaboratively to support students with disabilities, mental health conditions, or medical conditions at SWTAFE. The team partners with each student to develop a personalised support plan tailored to individual needs and specific course requirements.



Examples of supports include physical access adjustments, Auslan interpreting services, and referrals to internal or external support providers. Support may be delivered in person or virtually to ensure flexibility and timely access.

Throughout 2025, the team trialled increased virtual support to regional campuses, ensuring services were available when and where students needed them. This initiative has proven highly successful, resulting in greater engagement from students at these locations. Expanding virtual support options will remain a key focus for 2026 to ensure equitable access and assist as many students as possible in achieving their educational goals.

In late 2024, the Disability Transition Officer role was introduced at SWTAFE as part of a state-wide program across Victorian TAFEs supported by Victorian Government funding. The DTO provides targeted support to students, schools, and care networks to strengthen the transition from secondary school to SWTAFE over a 90day period. This role assists with exploring individual pathways, identifying person-centred adjustments, understanding course requirements, and navigating enrolment processes. The DTO collaborates closely with stakeholders to enhance the transition experience and ensure students feel supported from the outset.

The Accessibility Support team engaged with 540 SWTAFE students in 2025, representing a 170% increase compared with 2024.

During the same period, the ALOs and DTO delivered a total of 10,039.68 hours of facetoface support. This is a reduction from 12,687.50 hours in 2024, reflecting a strategic shift towards building student independence through increased use of assistive technologies — made available through the Accessibility Support team — greater awareness of available supports, and the introduction of tools such as

*Recite Me*, which is accessible to all SWTAFE students. As students develop stronger independent learning skills, they have demonstrated greater confidence in seeking assistance, enabling support to be delivered more discreetly and efficiently.

### Learning Support

The Learning Support Unit (LSU) delivers free and confidential services that equip students with the skills needed to achieve success at SW TAFE. Staffed by teacher-qualified professionals, the LSU partners closely with teaching departments, responding to teacher referrals as well as outcomes from language, literacy, and numeracy (LLN) assessments. Guided by individual student needs, teacher input, and pre-training review findings, the LSU identifies and provides appropriate learning support.

In 2025, the LSU made a significant contribution to student retention and course completion across all campuses. Support was delivered through one-on-one appointments, drop-in services at Student Central, and in-class learning assistance. The team also facilitated targeted study workshops for small groups and classes, including specialised sessions such as medication mathematics for Nursing students, alongside broader academic support for students enrolled in a range of programs and short courses.

The LSU delivered 7,681 hours of student contact throughout 2025, representing a 12% increase from 2024, and supported 1,903 unique students. This growth was driven by increased staffing, continued recruitment, expanded out-of-hours services, enhanced regional campus coverage, and additional remote support options.

Recent staffing changes have contributed to a refreshed direction for the LSU, with increased emphasis on supporting short course delivery and ensuring facilitators bring strong subject expertise. There has also been a strengthened commitment

to providing consistent and responsive support across regional campuses for both students and teaching teams.

### Wellbeing

Throughout 2025, the Wellbeing team delivered a wide range of initiatives across all campuses to promote student health, safety, and connection.

RUOK? Day was marked across campuses with food, conversation spaces, and opportunities for students to engage in supportive discussions about mental health. Major activities throughout the year also included the Health Expo, support for the Colac VDSS Taster Program, and a variety of campus-based events such as the TTC and Auto Brauer lunches. Morning Munchies continued at both Cobden Tech and Sherwood Park, providing regular touchpoints for student engagement.

The team addressed a broad spectrum of wellbeing and safety themes, including bullying prevention, employment readiness, suicide prevention, sleep health, financial wellbeing, gambling harm, family violence, and support related to Intervention Orders (IVOs).

Additional activities delivered across the year included: Support for VET Taster students, End-of-year celebrations, Loud TShirt Morning, World Mental Health Day events and Women's health events.

At the Warrnambool campus, a new program of small, targeted minievents was introduced to better connect with specific student cohorts. These tailored gatherings have strengthened engagement and early feedback has been highly positive.

Key wellbeing themes identified in June focused on men's health, bullying and peer conflict, drug use and safety concerns, family violence, mental health, and healthy relationship management. The team supported multiple student events linked to these themes, including

the Men's Health casserole lunch and the Winter Solstice Soup lunch. Food truck visits to Pound Road and the TTC in Colac, along with "Lunch Orders" in Hamilton, were also introduced and received strong student uptake.

A major focus across the year was strengthening Child Safe compliance. This work led to the establishment of a Child Safe and Wellbeing Reference Group to enhance collaboration and ensure consistent adherence to Child Safe requirements across all areas of the organisation.

## Student Voice

Across 2025, the Student Voice had 15 members – eight in Warrnambool (from Individual Support, Pure, and VCE VM), two in Portland (from Horticulture and Individual Support), two in Hamilton (from Horticulture and Individual Support), three in Colac (from Dairy Production and Individual Support). We also held Student Voice events at Sherwood Park and Glenormiston to gather feedback and suggestions for those campuses.

Most 2025 members have completed their courses during 2025, so recruitment is ongoing. This year, we met with students informally at a local level, with our Wellbeing teams stepping in to help with the Regional Campuses. It worked very well. We continue to receive valuable suggestions and contributions through campus suggestion boxes, Student Voice events, and feedback channels.

Key achievements in 2025 included:

- The development of a Hamilton-specific Welcome/Orientation brochure that will be rolled out to all our regional campuses.
- New equipment purchased for most campuses' student lounges including microwaves, sandwich makers, and coffee pod machines.
- Feedback provided to McMahons (cafeteria) after a Student Voice-

led survey was conducted for Warrnambool students.

- Feedback provided to our vendor who stocks the vending machines.
- Student Voice-led events promoting health and wellness held at Portland and Warrnambool campuses.
- Better-quality nail polish for Pure Academy students, plus cool-toned globes for the lamps to be purchased for 2026.
- Lockable cabinet for Horticulture students at Portland to store their gardening equipment.

The Student Voice remains committed to acting on student feedback, implementing changes that range from small-scale improvements to larger initiatives, all of which benefit both SWTAFE and the student community.

## Apprenticeship Support Officer

Throughout 2025, the Apprenticeship Support Officer (ASO) Program continued to engage actively with internal and external stakeholders, schools, community organisations, and training providers to strengthen support for apprentices across the region. The program delivered a wide range of classroom talks, including sessions at Monivae College in Hamilton on industry expectations, bullying and harassment, Fair Work obligations, WorkSafe requirements, wages, entitlements, and clarification around ASBATs not supported by Head Start. Multiple presentations were also delivered to Landscaping and Agriculture students at Sherwood Park, Automotive Australian Apprentices at the Warrnambool and Central campuses, Building apprentices at the Colac campus, and the Pre-Apprenticeship Automotive group in Warrnambool. Similar support was provided across the Portland campus, where the ASO contributed to class talks and participated in student wellbeing activities, along with ongoing

engagement with Electrical and pre-apprenticeship groups in Warrnambool.

The program also worked closely with Trinity College Colac and Heywood Secondary College in relation to SBAT arrangements outside the Head Start model. Strong community presence was maintained through involvement with the Neil Porter Legacy (NPL), including participation in the NPL Careers Expo and Careers Information Evening, as well as ongoing contribution as an NPL Board Member. Further relationship building occurred through meetings with MELI Youth Link and Brophy Youth Services to enhance referral pathways for apprentices needing additional support. The ASO also attended the SWTAFE Services Trade Show to connect with teaching departments and promote the range of services available.

Across the year, the ASO Program achieved strong collaboration with key internal partners, including SW Skills and Jobs, the SWTAFE Student Wellbeing team, and Accessibility Support Services, ensuring apprentices received timely and coordinated assistance. Positive partnerships were also maintained with external RTOs such as Murray Mallee Training Co. Ltd, SuniTAFE, The Gordon, and the Building Skills Centre Warrnambool. Professional growth was supported through the completion of Mental Health First Aid Training, strengthening the program's ability to respond effectively to wellbeing concerns.

While 2025 saw significant achievements, some challenges remained, including slow response times from certain external agencies and ongoing difficulties in securing returned calls from some apprentices, which at times affected the pace of resolution and followup.

# Student awards and achievements

**Trade Apprentice of the Year:**  
Darcy Hobbs



**Deakin University Pathways Award:** Bree Davis



**PURE Student of the Year:**  
Hayley Ampt



## Trades Awards:

**Automotive Apprentice of The Year:**  
Marcus Flook

**Cabinet Making Apprentice of The Year:**  
Sonny Bell

**Carpentry Apprentice of the Year:**  
Chester Willder

**Plumbing Apprentice of the Year:**  
Jack Goodall

**Electrical Apprentice of the Year:**  
Darcy Hobbs

**Engineering Fabrication Apprentice of the Year:** Todd Wiseman

**Engineering Mechanical Apprentice of the Year:** Toby Pride

## Outstanding Student Awards:

**Apprentice of the Year:** Kasey Smith

**Trainee of the Year:** Indyana Sparrow

**School-Based Trainee of the Year:**  
Abbey Munro

**Vocational Student of the Year:** Bryan Barrera

**Koorie Student of the Year:** Josephine Chivers

## Pure Awards:

**Hairdressing Student of the Year:**  
Katherine Rentsch

**Hairdressing Apprentice of the Year:**  
Bronwyn Frost

**Certificate III in Beauty Services Student of the Year:** Angelique Trotter

**Beauty Trainee of the Year:** Bridgette Garfoot

**Certificate IV in Beauty Therapy Student of the Year:** Taya Irving

**Nail Technology Student of the Year:**  
Hayley Ampt

**Massage Therapy Student of the Year:**  
Charlotte Farley

**Diploma of Beauty Therapy Student of the Year:** Teghan Boag



## Our People

# Workforce Statistics

Employee figures for 2025, including an analysis by employment status, age and classifications are represented in the tables provided. The organisation believes employees have been correctly classified in the workforce data collections.

	Year ending 31 December 2024 FTE							Year ending 31 December 2025 FTE						
	Full Time		Part Time		Casual		Total	Full Time		Part Time		Casual		Total
	Ongoing	Fixed Term	Ongoing	Fixed Term	Teacher	Other		Ongoing	Fixed Term	Ongoing	Fixed Term	Teacher	Other	
<b>PACCT Staff</b>	102	21	33.85	5.63	0	8.88	171.36	97	15	39.7	6.5	0	8.19	166.39
<b>Executive</b>	0	3	0	0	0	0	3	0	4	0	0	0	0	4
<b>Other</b>	4	0	1	0	0	0	5	6	1	0.8	0	0	0	7.8
<b>Teacher</b>	78	12.20	26.80	13.00	18.24	0	148.24	88	7	32.5	6.3	18.36	0	152.16
<b>Total</b>	<b>184</b>	<b>33.20</b>	<b>61.65</b>	<b>21.63</b>	<b>18.24</b>	<b>8.88</b>	<b>327.60</b>	<b>191</b>	<b>27</b>	<b>73</b>	<b>12.8</b>	<b>18.36</b>	<b>8.19</b>	<b>330.35</b>

	December 2024							December 2025						
	All employees		Ongoing		Fixed term and casual		All employees		Ongoing		Fixed term and casual			
	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE
<b>Gender</b>														
Women Executives	2	2	0	0	0	2	2	3	3	0	0	0	3	3
Women (total staff)	281	201.77	109	79	158.85	93	42.92	285	201.17	105	93	165.5	87	34.7
Men Executives	1	1	0	0	0	1	1	1	1	0	0	0	0	0
Men (total staff)	157	124.22	78	17	89	62	35.22	164	123.99	86	16	96.5	62	27.49
Self-described	3	1.61	1	0	1	2	0.61	4	2.183	0	3	2	1	0.183
<b>Age</b>														
15-24	26	18.71	11	3	12.78	12	5.93	24	16.18	9	5	12.9	10	3.28
25-34	76	58.23	31	13	37.77	32	20.46	75	56.14	36	17	46.41	22	9.73
35-44	86	61.81	38	23	51.1	25	10.71	97	70.42	41	25	55.9	31	14.52
45-54	104	79.49	43	25	59.57	36	19.92	108	76.52	40	31	60.12	37	16.40
55-64	113	89.2	57	24	74.51	32	14.69	118	90.12	57	25	75.03	36	15.09
Over 64	36	20.14	8	8	13.12	20	7.02	35	20.97	8	9	13.62	18	7.35
<b>Total employees</b>	<b>441</b>	<b>327.58</b>	<b>188</b>	<b>96</b>	<b>248.85</b>	<b>157</b>	<b>78.73</b>	<b>457</b>	<b>330.35</b>	<b>191</b>	<b>112</b>	<b>263.98</b>	<b>154</b>	<b>66.37</b>

**Notes:** Our workforce data is measured in two ways: FTE (the number of individuals who worked hours considered equivalent to full-time in the period) and Headcount (all individuals who were employed in any capacity - full-time, part-time or casual at a point in time snapshot or an annualised view for the period).

Our workforce FTE increased marginally during 2025. Casual FTE remained consistent due to required leave coverage and as an interim measure whilst recruiting. We are pleased to have maintained employment continuity, to deliver as much stability for our students as possible.

A number of the roles included in the PACCT figures are positions addressing funded projects, including NDIS Disability Support services workers, Apprenticeship support, and some fulfilling the quality requirements for compliance and industry engagement. There has also been an increase in Education projects.



Commonwealth Bank

# COLAC & DISTRICT BUSINESS AWARDS



# People and Culture

The Human Resource Information Management System (HRIMS) remains the authoritative source for all employee-related reporting. Regular workforce statistics are provided to relevant internal committees to support strategic decision-making and the continuous improvement of services to students and other clients of SWTAFE. Reports are also submitted to external authorities in line with statutory and regulatory requirements.

Employee data for 2025 - including analysis by employment status and classification - are presented in the following tables. SWTAFE confirms that all employees have been accurately classified within the workforce data collections.

## OTHER DISCLOSURES

SWTAFE made \$75,585.77 ex-gratia payments during 2025.

## Our Values

The People & Culture Team are responsible for leading Organisational Values and Organisational Development Initiatives to support SWTAFE to achieve its strategic objectives, with a specific focus on the Our People pillar.

There has been a decrease in annual turnover, from 18% to 12%, potentially as a result of labour market factors, the newly operational MEA, as well as Our People strategy working on the one team approach and visible progress on safety, quality, and communication listening to employee feedback. There was a slight increase in employee numbers (0.84%), with an overall 33% decrease in employee turnover over the past 12 months.

# our values

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



## People Matter Survey

SWTAFE has participated in the Victorian Public Sector Commission Annual People Matter Survey since 2013, and makes up one of twelve organisations in our comparator group (other Victorian TAFEs).

In 2025, the survey ran from April 28 to May 16, with SWTAFE achieving a response rate of 76%, comprising of 313 individual responses.

SWTAFE continues to perform strongly, with a Staff Satisfaction Score of 73.2%, which is a 3% increase from 2024 and an Employee Engagement Score of 71, which was the highest score achieved in our comparator group.

In 2025, SWTAFE held eight People Matter Survey Action Planning Workshops across all SWTAFE campuses and online. These workshops allowed SWTAFE team members the opportunity to provide valuable feedback to help shape the 2025 People Matter Survey Action Plan. In 2025 we continued our new approach of a two-year Action Plan to provide sufficient time to introduce valuable initiatives. In 2025, our Action Plan was also informed by our quarterly Pulse Check Survey, which allows us to monitor employee sentiment in real time.

## Workforce Development

2025 highlights were as follows:

- Monthly Professional Development and Leadership Forums continued for our Executive Leadership and Managers, focusing on enhancing management skills, strengthening connections within the leadership team and providing updates and relevant information. In 2025 we saw a new format introduced for these sessions, encompassing three topics, Professional Development, Compliance and a 'Spotlight on' different departments and key projects being worked on.
- The SWTAFE 2025 Annual Conference took place in January, with all ongoing part time and full-time team members invited to attend. Held at the Wannan Rooms, the 2025 Annual Conference provided team members the opportunity to come together for the day to celebrate our long serving team members, Employee of the Year Winners, as well as to set the tone for 2025 by discussing the operational and strategic goals. The conference also featured an external guest speaker, Jason Clarke from Minds at Work.
- Occupational Health and Safety Training remained a priority, with a particular emphasis on First Aid Training to equip as many of our team members as possible with these

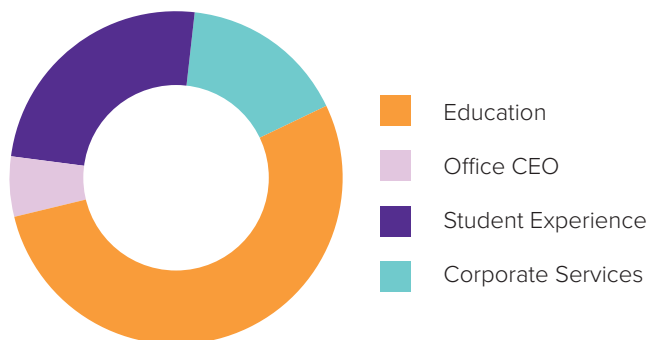
skills, in particular within the Building and Construction departments.

- 2025 saw the introduction of our new Learning Management System (LMS) ELMO for internal training. This new LMS has had a positive impact in relation to team member, with an increase in completion rates for mandatory training. This enabled us to also meet our compliance obligations, but releasing courses such as Child Safety, Privacy and Data Protection Awareness and OHS Awareness.
- A new digital application process was introduced in 2025, streamlining the Professional Development application process for team member, while also improving tracking and reporting obligations.
- Emphasis was placed capturing new starters who were yet to complete Bystander to Upstander Training, with sessions being held throughout the year.

## Training and Professional Development

2025 saw SWTAFE team members continuing to take advantage of professional development opportunities with over 500 professional development applications received by Workforce Development, with a total spend of \$166,509.30 in 2025.

Activities funded by Workforce Development include the 2025 Annual Conference, monthly Managers' Professional Development and Leadership Forums, the 2025 Institute Leadership Team Planning Day, 2025 Sue McKenzie Leadership Training for middle management and applications submitted via the HR040 Professional Development Application.



*Note\* Chart above does not include additional in-house training, workshops, annual conference, and projected funded professional development.*



### Traineeships 2025

SWTAFE remains committed to offering meaningful traineeship opportunities each year. In 2025, SWTAFE hosted four trainees enrolled in the Certificate III in Business Administration. These trainees were placed across five departments: Facilities, Student Administration, Industry, Land & Engineering, Education & Creative Arts, and Education Partners. Three trainees successfully completed their qualification by the end of their contract, while one transitioned early into ongoing employment with SWTAFE.

The progress and achievements of all four trainees reflect the continued strength of SWTAFE's Traineeship Program, which has been a cornerstone of our workforce development approach for more than a decade. The program provides individuals with valuable career pathways while supporting a strong talent pipeline as part of SWTAFE's broader recruitment strategy. Throughout the year, trainees gained practical skills, industry knowledge, and professional experience, contributing meaningfully across the organisation.

### Wellbeing, Wellness & Connection

Supporting the wellbeing of our people and fostering strong organisational connections continued to be key

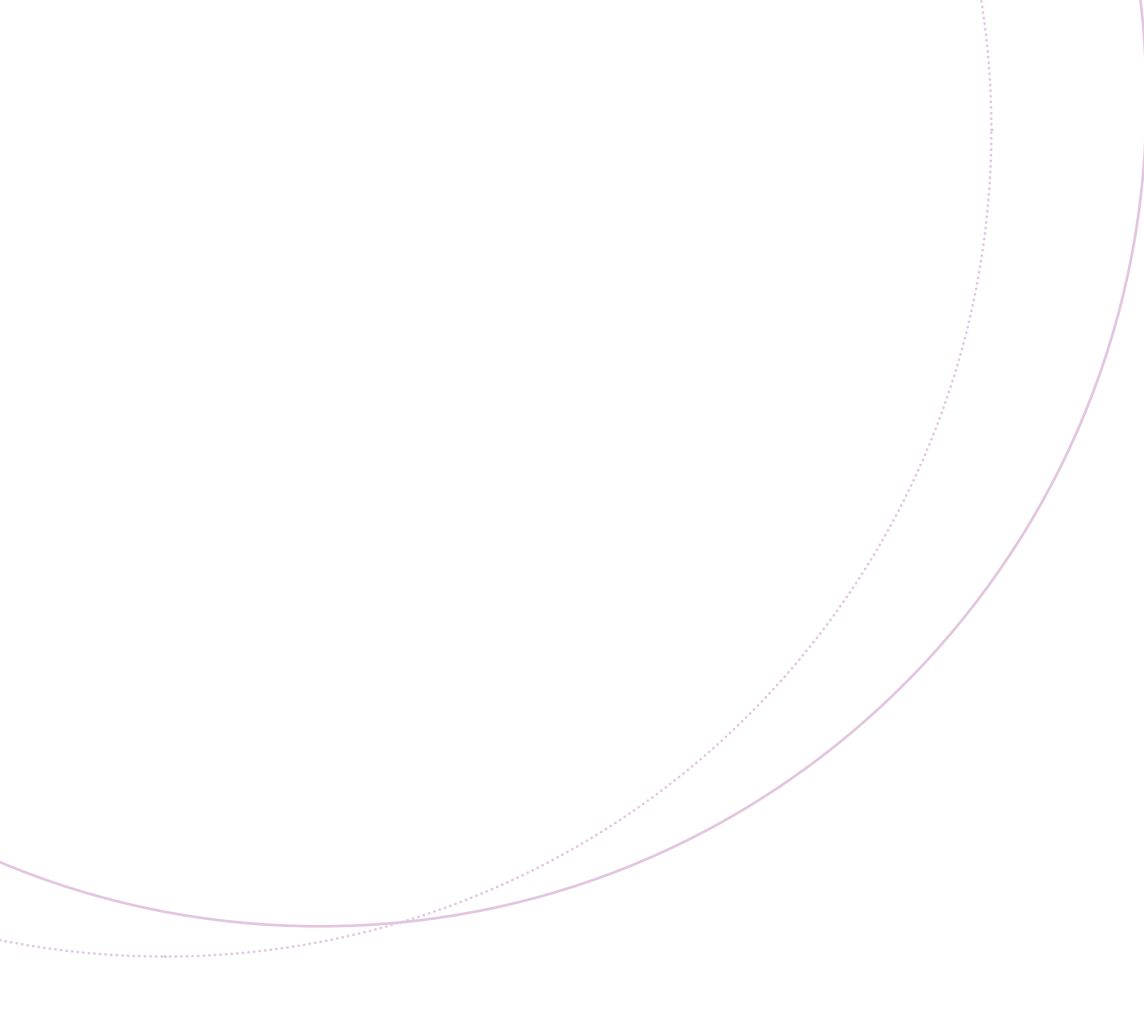
priorities for SWTAFE throughout the year.

All team members and their immediate families maintained access to the external Employee Assistance Program (EAP) delivered by Converge International, providing both proactive and responsive support across a range of wellbeing needs. Engagement with the Fitness Passport program also remained strong, with team members continuing to take advantage of its broad health and fitness benefits.

People & Culture coordinated a wide range of initiatives designed to bring our people, acknowledge important events, and contribute to community causes. Highlights included International Women's Day and STEPtember, with STEPtember participation increasing significantly on previous years and raising \$4,300 for Cerebral Palsy.

Several much-loved connection activities returned, including Department Morning Teas, which were extremely well received and raised a further \$1,200 for the Community Chest. The Coffee Roulette initiative also resumed, encouraging employees to pause, connect, and build relationships with colleagues across the organisation.

A major new initiative this year was the introduction of the Mid-Year Pause



— a dedicated wellbeing program delivered across all campuses. Activities included mindfulness colouring stations, Bring Your Pet to Work Day, Amazing Race-style challenges, fresh fruit deliveries, and a sunrise photography competition. The Mid-Year Pause attracted high participation and received overwhelmingly positive feedback from team members.

Morale-boosting activities such as Social Club events, breakfasts, employee forums and festive celebrations — including the Christmas decorating competition and Christmas Quiz — also remained popular. Bring Your Pet to Work Day continued to be a particular favourite and one of the most anticipated opportunities for employee connection.

## Gender Equality Action Plan and equity initiatives

In 2025, SWTAFE strengthened its commitment to Diversity, Equity and Inclusion (DEI) through several key initiatives and organisational developments. The year commenced with the appointment of a DEI Advisor and the return of the Diversity and Inclusion Project Lead. A new DEI Strategic Working Group was established, bringing together representatives from key operational and strategic areas. In addition, the Our People Forum was launched to provide

employees with a dedicated space to share feedback, raise issues, and engage with DEI initiatives across the organisation.

Online Aboriginal Cultural Awareness refresher training was rolled out to all employees, supporting SWTAFE's ongoing commitment to cultural safety and understanding.

Collaboration with the local Respect 2040 group continued, including participation in the annual conference. This engagement strengthened connections with other education providers and contributed to shared learning and the exploration of innovative approaches to community engagement and positive cultural change.

Gender Impact Assessments were progressed throughout 2025, with recommendations provided across several significant projects and operational areas.

DEI events were celebrated across all campuses, including Transgender Day of Visibility, IDAHOBIT, Wear It Purple, Pride Month and International Pronouns Day. International Pronouns Day was a standout, with more than 250 rainbow bead packs distributed to employees and students. Each pack included pronoun information and a factsheet, helping to promote visibility, inclusion,

and safe environments for the LGBTIQ+ community. In partnership with the VTA and Pride in Diversity, 10 training sessions were delivered throughout the year to support employee and student learning in this space.

In July and August 2025, the DEI Strategic Working Group undertook a Respect and Equality at TAFE (RET) audit and participated in workshops to inform the development of a RET Action Plan. This plan has been finalised and submitted to IET for endorsement and will also guide the development of the 2026 Gender Equality Action Plan (GEAP).

In December 2025, South West TAFE submitted its final Data Report to the Gender Equality Commissioner and is awaiting review and approval. Work has commenced on SWTAFE's second GEAP, which will be finalised in 2026.

## Industrial Relations

This year has seen significant progress in the industrial relations space at SWTAFE. In collaboration with the Australian Education Union (AEU), we successfully negotiated the new Victorian TAFE Teaching Staff Agreement 2024. The agreement introduces more supportive clauses, clearer role definitions aligned with qualification levels, and enhanced provisions for teaching workplans.



In addition, a landmark reform was achieved with the endorsement of the Victorian TAFE PACCT Staff Agreement 2025. Voted in favour by all 12 Victorian TAFEs in December and endorsed by the National Tertiary Education Union (NTEU), this agreement is expected to come into effect in February 2026. Looking ahead, the harmonisation of wages policy by 2029 will deliver equity across all Victorian TAFEs, reinforcing our commitment to fairness and consistency in employment conditions.

### Recruitment

South West TAFE is committed to the recruitment, selection, support and retention of high-quality team members who strengthen our capability to achieve strategic and organisational goals. Recruitment and selection for employment is based on merit and guided by principles which promote fair and equitable practice and enhance the organisation’s ability to attract the best possible candidates.

In 2025, the approval of the Victorian TAFE Teaching Staff Agreement 2024, strengthened our salary offerings for teaching team members. This improvement has enhanced our ability to attract high-quality educators, supporting our commitment to delivering exceptional learning experiences for students.

The number of positions advertised in 2025 was 102, a reduction of 30 roles from 2024. In 2025, career and development opportunities for many of our existing team members remained a strong focus with 45 internal appointments. There were 91 new team members (inclusive of casuals) across management, teaching and non-teaching positions inducted to SWTAFE in 2025, a decrease of 38 from 2024.

SWTAFE remains an employer of choice in South West Victoria. We leverage the strength of our brand to attract and recruit talented individuals who share our commitment to relevant, hands-on and flexible training. We remain focused on delivering an outstanding employee experience, supported by ongoing evaluation and enhancement of our Employee Value Proposition, so every team member feels valued, respected, and empowered to thrive.

### Value Champion Award Nominations 2025

‘Munch & Mingle’, our monthly employee recognition event, acknowledges the amazing work our team members do right across the year. These monthly lunches provide the opportunity to connect with colleagues while celebrating each of the nominees and ‘Values Champions’, who best demonstrate the SWTAFE organisational values that month.

In 2025, 178 nominations were received in total; with Specialist staff receiving 84.27% and Teaching staff receiving 15.73%. Of our five values, Responsiveness & Leadership were the most nominated, receiving 30.90% & and 31.46% respectively of the overall nominations.

20 team members were selected by the Executive Team as ‘Value Champions’ with each receiving a \$100 gift voucher of their choice. A winner from each of the Specialist and Teacher categories is then determined and awarded \$2,000 to put towards professional development. These winners will be announced at our employee conference on 30 January, 2026.

### Staff Values Award Nominations by Specialists/Teachers

Award	Nominations	Award Winners
Specialist (incl. Trainees)	150	11
Teacher	28	09
<b>Total</b>	<b>178</b>	<b>20</b>



## Student and community experience

At South West TAFE, we are focused on nurturing people's desire for lifelong learning. We believe that education changes lives, and should be accessible to everyone. We empower our students, and challenge them to think differently through student-centred learning experiences that ensure high-quality outcomes for our students, employers and the community. We believe that vocational pathways delivered in a culturally safe, supported environment provides everyone an opportunity to change their life.

Continuous work is being done to improve our customer service standards and experiences. We understand that every student is different, and requires a personalised approach to their educational journey. SWTAFE understands that education plays a crucial role in empowering individuals to be the best they can be. SWTAFE aims to produce graduates that can give back and add value to their communities, both personally and professionally.



“The support from the team came at the moment I needed it most — it gave me direction, stability, and the confidence to start again. I thank the SWTAFE community... for helping me restore my confidence and being part of my success story.”

Cristobal – SWTAFE Student

## Snapshot

**In 2025, South West TAFE strengthened its commitment to front-end engagement and early support, recognising that the best outcomes occur when students are connected to the right people, at the right time, with genuine care. This shift toward a whole-of-organisation approach emphasised retention, completion and a culture where every student feels supported and heard in from the outset.**

The impact of this care-centred model was reflected in student and industry feedback, where SWTAFE performed top of the comparator group in 6/7 measures.

Of our **7,034 learners** in 2025:

- **85.6%** were satisfied with their training
- **85.5%** would recommend SWTAFE
- **83.4%** achieved their main reason for study
- **63.6%** reported improved employment outcomes after training

Across South West Victoria, demand remained strong in key sectors including health, community services, early childhood, engineering, agriculture and trades. Free TAFE continued to broaden access, with 1,480 students supported to undertake training aligned with regional workforce needs.

Equity of access continued to be a hallmark of the organisation’s mission. With 43% of students studying from the outer regions of the Warrnambool, Colac, Hamilton and Portland campuses. These campuses are vital community anchors, supported by delivery through Sherwood Park, Glenormiston and the Industry Skills Centre. This regionally embedded model ensures learners can rise within their own communities, supported by local relationships and local opportunities.

During the year, SWTAFE strengthened the upfront early stages of the student journey. Improvements to enrolment and administrative processes reduced manual handling and made it easier for students to access information, seek support and connect with services sooner. These changes align with the organisation’s shift from being simply welcoming to genuinely caring — embedding early engagement, clarity and targeted support from the moment a student expresses interest.

Together, these achievements reflect strong progress against the Strategic Plan 2025–2029, ensuring SWTAFE is responsive, student-centred and deeply connected to the communities it serves.

## Student Experience

SWTAFE's student experience in 2025 was defined by a deliberate shift toward early connection, whole-of-organisation support and a culture where caring is embedded into every interaction. Students responded positively, with SWTAFE ranked #1 in Victoria for positive perception of teaching (78.8%) and 83.4% of students achieving their main reason for study.

Surveys throughout the year reinforced that belief in students, combined with early, coordinated support, drives successful outcomes. On average, 79% of students were satisfied with their teachers, 78% felt supported, and 82% were satisfied with their enrolment experience — demonstrating the value of connecting early and responding as one team.

This experience was supported by a network of student services that work together to provide both holistic and individualised care. The Wellbeing Team supported mental health, safety and belonging; the Learning Support Unit helped students build confidence and capability; and the Accessibility Services Team supported 540 learners, ensuring equitable access and tailored adjustments. These services reflect the principles of the new Student Support Framework: early engagement, continuity of support, and collaboration across all areas of the organisation.

Cultural safety remained central to the student experience. Indigenous design elements, strengthened First Nations engagement and alignment with the Reflect Reconciliation Action Plan contributed to creating learning environments where First Nations students feel seen, respected and supported.

Regional campuses continued to enhance the experience of learners through strong community partnerships, improved facilities and engagement approaches tailored to the needs of local students. SWTAFE's commitment extended beyond the main regional hubs to smaller towns and communities, ensuring that students — whether living in a population of 30,000 or 300 — receive consistent care, access and opportunity.

Insights gathered throughout 2025 shaped the finalisation of SWTAFE's new Student Support Framework, a coordinated model designed to ensure students are engaged early, supported throughout their journey and empowered to complete successfully. This framework strengthens the organisation's one-team approach and reinforces the belief that when we connect early, care deeply and work together, our students rise.

## Regional Campuses

Our regional campuses provide accessible, industry-aligned education and training programs that support local employment opportunities and strengthen community connections. Beyond delivering education, these campuses contribute to their regions through local sponsorships and employment investment, creating tangible benefits at a community level.

Regional Managers at the Colac, Hamilton, and Portland campuses maintain strong engagement with local government, schools, health services, aged and disability support providers, industry, and community groups. Their active involvement in committees, Chambers of Commerce, business associations, and community organisations — along with close connections to Indigenous organisations — ensures SWTAFE remains responsive to regional needs and challenges.

As partnership brokers, Regional Managers play a critical role in fostering collaboration within SWTAFE and between external organisations, helping to build networks that support education, workforce development, and community growth.

## Colac Campus

The Colac Campus experienced a period of significant transformation, marked by growth in student participation and an expansion of training capability across multiple sites. The acquisition of the Colac Trade Training Centre created new momentum by enabling strong uptake in trades training, including plumbing licensing programs that attracted learners from across the region. Apprenticeship enrolments continued to strengthen SWTAFE's reputation as a trusted provider for the construction and automotive sectors.

Across the campus footprint, each site evolved to meet distinct community needs. Pound Road consolidated its position in agriculture, dairy and short-course delivery, while Bromfield Street enhanced its focus on the care industries with new practical training spaces that supported growing demand in aged care, disability and early childhood. This included targeted upgrades to Early Childhood and Individual Support training environments, providing contemporary simulation spaces and modern equipment designed to better mirror realworld care settings. These improvements supported more immersive, practice-based learning and helped meet the rising regional workforce requirements in care professions.

The introduction of the Certificate IV in Meat Processing, delivered in partnership with Minerva Foods, further demonstrated the campus's capacity to respond to emerging industry needs and established a foundation for future microcredentials and tailored shortcourse programs.

Community sponsorships played an increasingly important role in strengthening SWTAFE's presence and connection with the Colac region. Support for local events, sporting organisations and schools helped raise awareness of vocational pathways, reinforced the campus's commitment to community wellbeing and contributed to broader regional participation in training. These sponsorships aligned with SWTAFE's commitment to regional prosperity by promoting participation, improving access to training and reinforcing the organisation's role as a contributor to community wellbeing.

This period of change positioned Colac as a campus undergoing genuine renewal, shaped by stronger industry partnerships, expanded training options and flexible learning pathways that reflect the realities of students balancing work and study. Colac enters the year ahead with a clear focus on expanding practical, future-oriented training that supports local employment, responds to shifting workforce needs and contributes to the longterm resilience of the region.



### Hamilton Campus

Throughout 2025, planning and preparation for the reinvigoration of Hamilton’s Ballarat Road campus has been a key focus. Following a successful budget announcement of \$3.1 million, extensive planning commenced for major upgrades, including:

- Construction of a multipurpose shed to support high-risk training and introductory-level trades.
- Refurbishment of amenities and creation of a new student lounge.
- Renewal of several spaces to deliver new programs.
- Replacement of essential fire services.

Additional capital projects completed during the year include the new Hot House to enhance horticultural training, a basketball court to improve student amenity, and a new Ballarat Road entry sign.

The campus is hosting the new Country Universities Study Hub – Southern Grampians, on the Hamilton Campus site. With a manager now appointed and an anticipated opening in January 2026, all tertiary students will have a place to study and be a significant drawcard for the region.

Industry and community partnerships have driven growth in short course delivery, with additional programs scheduled to meet demand. Health, childcare, and agriculture remain strong influencers of on-campus delivery, while interest in horticulture training

continues to rise. Programs enabling secondary school students to access vocational training or complete their VCE at an alternative location are gaining momentum, with strong interest already registered for 2026.

In response to student feedback, a Hamilton Campus Welcome Pack has been developed to better communicate campus-specific information. This resource will support student orientation and enhance the overall study experience.

### Portland Campus

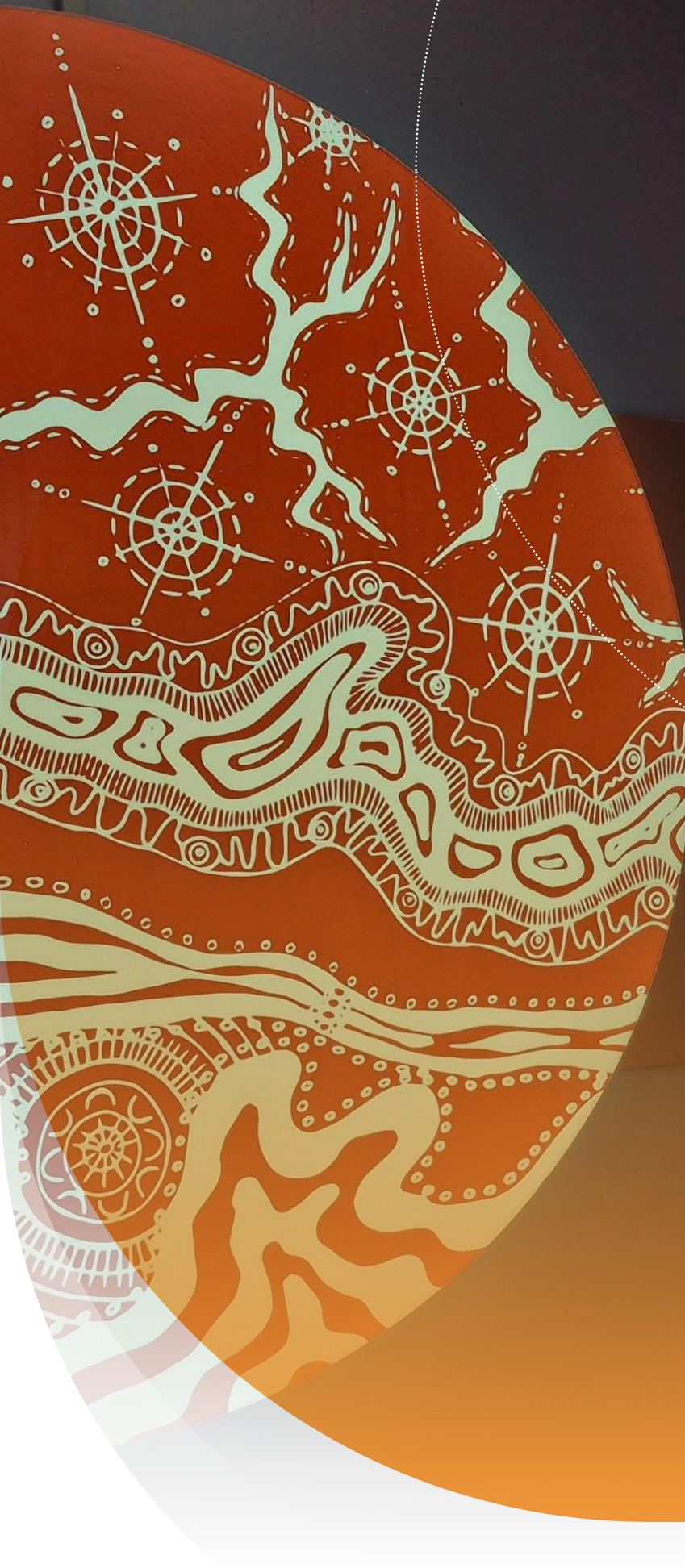
The Portland Campus continued to build on the strong foundations laid in previous years, exceeding the student contact hours target set for 2025. The campus remained focused on improving student experience, expanding training offerings, and aligning learning pathways with emerging workforce opportunities driven by the region’s evolving industry landscape.

A significant milestone for the year was the addition of a new quiet space, supporting student well-being and providing a dedicated environment for study, reflection, and personal reset. This, combined with a strong focus on engagement and student connection, helped ensure the campus maintained excellent student contact hours, with positive participation levels and an enhanced sense of student belonging. The Study Hub underwent a full rebrand and near-complete revitalisation, incorporating modern, future-focused design elements to better meet learner needs and support flexible based study.

2025 also saw the successful reintroduction of Certificate II in Pre-Apprenticeship Engineering, achieving an impressive 95% student retention rate, a testament to both strong delivery and learner interest in trades and industry-focused pathways. In addition, Introduction to Welding was reinstated, providing an accessible entry point into manufacturing and engineering skill development and helping supply industry with job-ready candidates.

High-risk offerings continued to grow, despite challenges and changes within teaching capacity. The commitment to meeting industry training demand remained strong, supported by the establishment of a new Dogging and Rigging Working Group, aimed at strengthening capability, increasing delivery consistency, and planning future expansion of specialised skills training.

The campus maintained momentum in renewable energy alignment, continuing to position itself at the forefront of the region’s transformation. With ongoing interest from offshore renewable proponents and related industries, Portland Campus remains focused on future workforce development — ensuring students are equipped with skills relevant to green industry growth, local industry partnerships, and the next generation of skilled trades and technical professionals.



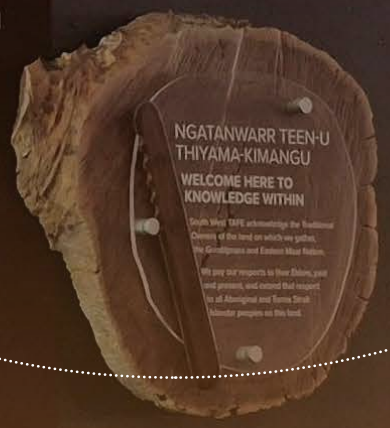
## WALLAWAR

Wallawar means **Glow** in our local Peek Whurrong language.

The story Wallawar was based on the thoughts of local Elders, reflecting on what our ancestors would have seen glow before colonisation.

The use of stars for navigation is represented in the top half of the design, the volcanic lava flow from Macarthur to Killarney is represented through the middle, and the glow from all the campfires amongst the wetlands is represented in the bottom half of the design.

Artist: Sherry Johnstone  
Kirrae Whurrong/Yorta Yorta



# Community

## Engagement with First Nations Communities

**South West TAFE continues to strengthen its relationships with First Nations communities across South West Victoria through sustained, place-based engagement that supports self-determination, cultural safety and shared decision making. These partnerships underpin the organisation's approach to education and training for First Nations learners and inform the design and delivery of pathways aligned to community aspirations and regional workforce needs.**

A significant milestone during the year was the endorsement of South West TAFE's 2024 - 2026 Reconciliation Action Plan by Reconciliation Australia. The Reflect RAP provides a structured framework for strengthening respectful relationships, building cultural capability and increasing opportunities for First Nations students and staff. Delivery of the RAP is supported by the annual Wurreker Plan, with progress monitored through established governance arrangements, including endorsement by the Victorian Aboriginal Education Association Inc. and reporting to the South West TAFE Board.

Ongoing consultation with First Nations stakeholders remains central to SWTAFE's engagement approach. The Indigenous Advisory Committee continued to provide strategic advice on policy, program development, student engagement and reconciliation initiatives. The First Nations team maintained a strong presence within local communities, working closely with Aboriginal Community Controlled Organisations, Traditional Owner groups and Local Aboriginal Education Consultative Groups to ensure training delivery reflects local priorities.

In partnership with community organisations, SWTAFE delivered a number of culturally grounded, On Country programs in 2025. The Certificate III in Conservation and Ecosystem Management continued as a place-based pilot delivered with Eastern Maar Aboriginal Corporation, Gunditj Mirring Traditional Owners Aboriginal Corporation and Winda-Mara Aboriginal Corporation. Thirty seven First Nations students participated in the program, which integrates caring for Country with vocational skills development. Dedicated support provided on-country contributed to strong engagement, retention and positive completion rates, with the promotion of pathway opportunities.

SWTAFE also responded to community-identified needs through the commencement of a First Nations cohort in the Certificate II in Maritime Operations, establishing an initial Sea Country pathway. The organisation also collaborated with First Nations partners to develop the *garinga djimbayang* Junior Rangers initiative, strengthening pathways from school-based programs into further vocational education. SWTAFE also partnered with DWTECH to implement a Skills for Education &

Employment (SEE) program for First Nations learners. The three year project will allow up to 144 eligible participants to undertake a "Life Hacks" program that will build foundational LLND and life skills, complemented by accredited training in hospitality, health and horticulture.

Workforce development also progressed through the establishment of a revised First Nations staffing structure, including the appointment of a Manager, First Nations Community and Student Engagement, supported by First Nations Student Support Officers. This structure strengthens leadership capacity, embeds accountability at a senior level and supports sustainable pathways for First Nations employment within the vocational education sector, consistent with the Victorian public sector's *Barring Djinang* framework.

First Nations student support continued to be delivered through a holistic, culturally safe model. In 2025, the team supported 236 individual students and contributed to a significant improvement in modular completion rates compared to the previous year, where 165 individual students were supported. SWTAFE



remains committed to delivering on our Strategic Plan objective of supporting more than 300 First Nations students by 2029. First Nations learners were further supported by SWTAFE in 2025, with a 100% uptake of the available First Nations Scholarships.

During 2025, SWTAFE continued to expand staff cultural capability through a combination of online and face to face learning, supported by active participation in NAIDOC Week, Reconciliation Week and other significant community events across all campuses. Building a culturally safe learning and working environment remained a key focus during 2025, with a marked increase in staff participation in cultural safety and awareness training across the organisation. Completion of First Nations cultural awareness training more than doubled compared with the previous year, reflecting sustained leadership emphasis and growing staff engagement.

In mid-December 2025, a group of SWTAFE team members, accompanied by the First Nations team, journeyed to the UNESCO World Heritage Budj Bim Cultural Landscape for a half-day On

Country tour. Guided by an expert First Nations guide, the group walked through Kurtonitj Indigenous Protected Area (IPA), a place sacred to the Gunditjmara people with enormous cultural, archaeological and environmental significance.

First Nations Student Support Officer, Skye Henry-Litster, said that experiences like this are important for SWTAFE team members. “They encourage reflection, strengthen cultural awareness, and support us to work with greater respect and intention,” said Skye. “Being On Country and learning about the Gunditjmara people’s history and knowledge systems deepens our understanding of the cultural context in which we live and work.”

During the year, SWTAFE also introduced a refreshed First Nations brand and cultural guide, inspired by the endorsed artwork *Wallawar* by Sherry Johnstone, and commenced planning for a dedicated Cultural Hub at the Warrnambool campus. Across infrastructure projects and campuses, Indigenous design elements continue to signal SWTAFE’s commitment to culturally safe learning environments.

South West TAFE continues to demonstrate its commitment to reconciliation and to improving education, training and employment outcomes for First Nations learners across the region. Future focus will centre on strengthening and enabling self-determination, and be ‘deadly’ about maintaining a strong and deliberate commitment to implementing the Treaty-related education recommendations.

### Community Partners

South West TAFE ensures to remain very active in supporting and being a part of our regional community, providing supported education to students with special needs. Our youth programs offer young people the chance to reconnect and engage. Campuses are located in Warrnambool, Portland, Hamilton, and Colac with facilities and services set to expand as the region grows.

As an education provider and a custodian of major public assets, social responsibility continued to play a vital role in our business. South West TAFE empowers its employees to serve their communities by supporting them to take part



in fundraising activities, public events, forums and steering committees.

Our strong community involvement enables teachers to secure a wide variety of practical work experience opportunities for students. Working closely with our various community partners ensures student learning is developed through organised programs, and partner organisation requirements are met. Student opportunities range from work placements to volunteering at world-renowned festivals and small community events or activities.

We actively strive to strengthen partnerships across the regional community, through staff activities; South West TAFE is currently represented on more than 200 forums, reference groups and committees in the region.

### Community-based Scholarships Program

Each year South West TAFE awards a significant number of scholarships to students who are excelling in their chosen vocation or who aspire to be future leaders in our community and in industries across South West Victoria.

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

Community partners and philanthropic organisations such as the DemoDAIRY Foundation, have provided generous scholarships up to \$5,000 in value to students studying dairy, agriculture or horticultural programs, while industry partners such as Acciona Australia and Portland Aluminium have supported our Mt Gellibrand and Women in Trades scholarships.

SWTAFE funds Open Scholarships up to a value of \$1,000 each which are available to students studying at SWTAFE. We also fund regional scholarships that acknowledge outstanding students at each of the Sherwood Park, Portland, Hamilton and Colac campuses. These campus specific scholarships recognise the additional challenges faced by students in our more rural and remote communities.

In 2025 SWTAFE was pleased to be able to offer community-based scholarships to students across the region. These students received financial support to be used on any fees and course

consumables, or funds towards meeting the needs of a student completing training in a modern education setting, such as ICT equipment and tools required to effectively participate in industry, or any travel requirements as a part of their studies.

In 2025, 7 First Nations students were recognised as future leaders in their communities and industries, and awarded Scholarships through the SWTAFE Community Scholarship Program. These students received over \$8,000 in total support to assist their studies and future careers in industry.

In 2025 SWTAFE allocated 26 Scholarships to students from a variety of study areas, with scholarship recipients being recognised from all campuses. These students were financially supported with \$41,000 in acquitted funding, with support being provided in an expedited manner to ensure each student had the best opportunity to set themselves up for success in their 2025 studies, and in their future careers.



# Compliance

## Occupational Health and Safety (OHS)

In 2025, SWTAFE continued to maintain a proactive, preventive, and systematic approach to fulfilling its obligations to provide a safe and healthy working and learning environment for students, participants, employees, contractors, and visitors.

Our Health and Safety Management System (HSMS) is built on five continuous improvement elements: planning, implementation, monitoring, and review, all driven by strong consultation between employees and management. The HSMS underpins our commitment to preventing hazards, incidents, and illness, while mitigating OHS risks through robust policies, safe work procedures, and comprehensive employee training. This framework ensures compliance with the Occupational Health and Safety Act (2004) and other relevant legislation, compliance codes, and industry standards.

### Significant Outcomes for 2025

- Psychosocial Regulations Implementation with fortnightly working group meetings and risk assessments.
- Key OHS documentation was reviewed and embedded throughout SWTAFE including updated policies, procedures and emergency management plans.
- Development of OHS Strategic Plan

### Other notable health, safety and wellbeing initiatives implemented in 2025:

- Employees with OHS roles were provided with relevant training, including First Aid Officers, Emergency Wardens, Chief Wardens and elected Health and Safety Representatives. Emergency responder training was delivered across all campuses.
- Code White Emergency Drills conducted across campuses to strengthen response to unreasonable behaviour.
- Occupational Violence & Aggression (OVA) procedure review and consultation.
- ChemWatch rollout for hazardous substances and dangerous goods compliance.
- Grinding booth and dust extraction improvements following WorkSafe inspection.

- Duress alarm review and updates to improve emergency response.
- Enhanced hazard reporting via CAMMS risk management system.
- Incident Investigations: 202 incident investigations have been completed for 2025, ensuring compliance with organisational and legislative requirements.
- A total of 38 ergonomic assessments was completed for SWTAFE employees in 2025.

### Occupational Health, Safety and Emergency Planning (OHS & EP) Committee

The OHS & EP Committee met four times during 2025, focusing on psychosocial regulations, hazard reporting improvements, emergency exercises, and proactive OHS measures. Membership includes the CEO, management representatives, Chief Emergency Warden, OHS Officers, Disability Services Manager, People and Culture Advisor and Health and Safety Representatives representing 18 Designated Work Groups (DWGs).

### A total of 207 OHS incident reports were received during 2025, summarised as follows

The number of incidents reported across 18 designated work groups at the 6 campuses reflected a decrease of 32 on 2024. 112 of the 207 total incidents were reported by South West Accessibility Services. The highest number of incidents reported were categorised as 'behavioural' (78), followed by 'near miss' (25), with 'fall of a person/slip/trip' (22) accounting for the third highest category of incident reported for 2025. 'Strike by or against an object' (15) was reduced from the previous year (25), and 'strain/over exertion' (9) injuries were comparable to 2024.

- Incident reports were grouped as follows:
  - 54% NDIS participants
  - 15% students
  - 29% employees
  - 1% members of the public
  - 1% contractor
- OHS incident investigations were conducted and corrective/ preventive actions implemented, involving relevant Managers, Health & Safety Representatives and Worksafe Inspectors where applicable.



## Performance Indicators

Statistics for reported hazards and incidents are listed below:

HAZARDS AND INCIDENTS	2025	2024	2023
Total full-time equivalent staff numbers at the last pay in December	330.35	327.6	308.66
Hazards/ Incidents per 100 full-time equivalent staff numbers	71	95	75
Number of time lost standard claims per 100 full-time equivalent staff numbers	0.3	1.22	1.62
Average cost per claim total paid for the year	\$19,263	\$51,402	\$16,554

### Freedom of Information

South West TAFE was subject to the provisions of the Freedom of Information Act 1982 and employed a Freedom of Information Officer to ensure that the information it provided complied with the Act, and was provided in a timely and effective manner. There were no requests for release of information under the Act, during the 2025 reporting period.

### Public Interest Disclosure

South West TAFE retained its policy in relation to the Public Interest Disclosure Act 2013, which covered the procedures staff may use to disclose any concerns in relation to the Act. The organisation provided staff with a contact officer to assist with confidential disclosures. No disclosures were made under the Act during the 2025 reporting period.

**Building and Construction** South West TAFE, through its Facilities Department, continued to provide and maintain high-quality facilities that:

Complied with the Building Act (Vic) 1993, Building Regulations (Vic) 2018 and the Disability Discrimination Act (Fed) 1992.

Met the applicable Occupational Health and Safety Standards.

Exceeded the expectations of students, staff, conference & events clients and tenants.

Respected the heritage of occupied sites in accordance with Local and State heritage laws.

Met requirements for all relevant Planning Authorities, Local Authorities, Australian Standards, Regulations and Codes including the Building Code of Australia; NPWC3 Australian Cost Management Manual Vol.1(AIQS);

[Ministerial Directions and Instructions for Public Construction Procurement in Victoria](#) (effective 1 July 2018);

[Guidance for Public Construction Procurement in Victoria](#) (effective 1 July 2018);

[Practitioners Toolkit - Standard form contracts;](#)

[Practitioners Toolkit - Fact sheets for public construction procurement;](#)

Occupation Health and Safety legislation, and

Victorian Industry Participation Policy (Victorian Government Purchasing Board).

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

The SWTAFE Facilities Department continued to engage consultants Stokes Safety to conduct quarterly audits of the

ESM maintenance contractors and produce the mandatory annual ESM reports for all buildings.

## National Competition Policy

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

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

The organisation pricing regime continued to meet the requirements of;

National Competition Policy

Victorian Government policies on competitive neutrality  
Ministerial Directions on Fees and Charges

Legislation and guidelines relating to the Goods and Services Tax (GST)

Guidelines, rulings and interpretations made by the Australian Competition and Consumer Commission (ACCC) on the National Competition Policy, fair trading and the implementation of GST.

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

## Compliance with Victorian Carers Recognition Act 2012

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

## Activity Table

For the year ended 31 December 2025

		2025	2024
	Note	\$'000	\$'000
<b>NOTE A1 - OPERATING STATEMENT</b>			
<b>Total Operating Expenses</b>			
Delivery provision and support activity	A2	30,553	28,591
Administration and general services activity	A3	11,762	10,525
Property plant and equipment services activity	A4	10,591	8,796
Student and other services activity	A5	2,073	1,966
<b>Total Operating Expenses</b>		<b>54,979</b>	<b>49,878</b>
<b>NOTE A2 - DELIVERY PROVISION AND SUPPORT ACTIVITY</b>			
Salaries, wages, overtime & allowances		22,276	20,026
Superannuation		2,922	2,536
Payroll Tax		474	422
Other salary related costs		192	153
Consumables		1,755	1,786
Fees		1,018	849
Travel and motor vehicle expenses		452	375
Depreciation		744	548
Other direct delivery expenses		720	1,896
<b>Total expenses from transactions</b>		<b>30,553</b>	<b>28,591</b>
<b>NOTE A3 - ADMINISTRATION AND GENERAL SERVICES ACTIVITY</b>			
Salaries, wages, overtime & allowances		7,392	7,031
Superannuation		980	904
Payroll Tax		158	147
Other salary related costs		18	42
Consumables		548	419
Communication expenses		572	719
Fees		1,164	1,015
Travel and motor vehicle expenses		74	78
Depreciation		37	27
Other expenses		819	143
<b>Total expenses from transactions</b>		<b>11,762</b>	<b>10,525</b>

		2025	2024
	Note	\$'000	\$'000
<b>NOTE A4 - PROPERTY PLANT AND EQUIPMENT SERVICES ACTIVITY</b>			
Salaries, wages, overtime & allowances		2,091	1,721
Superannuation		280	221
Payroll Tax		45	37
Consumables		121	72
Equipment		186	198
Energy costs		573	491
Contract Services		1,386	1,241
Rent / leasing charges		55	40
Repairs & maintenance		1,057	1,047
Depreciation		3,225	2,370
Other expenses		1,572	1,358
<b>Total expenses from transactions</b>		<b>10,591</b>	<b>8,796</b>
<b>NOTE A5 - STUDENT AND OTHER SERVICES ACTIVITY</b>			
Salaries, wages, overtime & allowances		1,339	1,221
Superannuation		181	165
Payroll Tax		28	25
Consumables		32	19
Contract Services		402	390
Travel and motor vehicle expenses		1	2
Other expenses		90	144
<b>Total expenses from transactions</b>		<b>2,073</b>	<b>1,966</b>

**FINANCIAL MANAGEMENT COMPLIANCE ATTESTATION STATEMENT**

1 January - 31st December 2025

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



Brian Crook  
Board Chair  
12th of March 2026



## Financial Position

**FINANCIAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2025**

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

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

We further state that, in our opinion, the information set out in the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes to and forming part of the financial report, presents fairly the financial transactions during the year ended 31 December 2025 and financial position of the Institute as at 31 December 2025.

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

As delegates of the Board of South West Institute of TAFE, and pursuant to a resolution passed by the Board, we—the Board Chair, Chief Executive Officer, and Chief Finance and Accounting Officer—hereby sign this declaration and authorise the attached financial statements for issue on 17 March 2026. We have the power to amend and reissue the financial statements.



\_\_\_\_\_  
Brian Crook, Board Chair

Date 17/03/2026

Warrnambool



\_\_\_\_\_  
Mark Fidge, Chief Executive Officer

Date 17/03/2026

Warrnambool



\_\_\_\_\_  
Joshua Keilar, Chief Finance and Accounting Officer

Date 17/03/2026

Warrnambool

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# Independent Auditor’s Report

## To the Board of South West Institute of TAFE

<p><b>Opinion</b></p>	<p>I have audited the financial report of South West Institute of TAFE (the institute) which comprises the:</p> <ul style="list-style-type: none"> <li>balance sheet as at 31 December 2025</li> <li>comprehensive operating statement for the year then ended</li> <li>statement of changes in equity for the year then ended</li> <li>cash flow statement for the year then ended</li> <li>notes to the financial statements, including material accounting policy information</li> <li>declaration by Board Chair, Chief Executive Officer and Chief Finance and Accounting Officer.</li> </ul> <p>In my opinion the financial report is in accordance with Part 7 of the <i>Financial Management Act 1994</i> and Division 60 of the <i>Australian Charities and Not-for-profits Commission Act 2012</i>, including:</p> <ul style="list-style-type: none"> <li>presents fairly the financial position of the institute as at 31 December 2025 and its financial performance and cash flows for the year then ended</li> <li>complying with Australian Accounting Standards – Simplified Disclosures and Division 60 of the <i>Australian Charities and Not-for-profits Commission Regulations 2022</i>.</li> </ul>
<p><b>Basis for Opinion</b></p>	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the <i>Auditor’s Responsibilities for the Audit of the Financial Report</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the institute in accordance with the auditor independence requirements of the <i>Australian Charities and Not-for-profits Commission Act 2012</i> and the ethical requirements of the Accounting Professional and Ethical Standards Board’s APES 110 <i>Code of Ethics for Professional Accountants (including Independence Standards)</i> (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.</p>
<p><b>Board’s responsibilities for the financial report</b></p>	<p>The Board of the institute is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards – Simplified Disclosures, the <i>Financial Management Act 1994</i> and the <i>Australian Charities and Not-for-profits Commission Act 2012</i>, and for such internal control as the Board determines is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error.</p> <p>In preparing the financial report, the Board is responsible for assessing the institute’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.</p>

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

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

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

---

MELBOURNE  
24 March 2026



Kevin Chan  
*as delegate for the Auditor-General of Victoria*

## Auditor-General's Independence Declaration

### To the Board, South West Institute of TAFE

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

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

### *Independence Declaration*

As auditor for South West Institute of TAFE for the year ended 31 December 2025, I declare that, to the best of my knowledge and belief, there have been:

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



Kevin Chan

*as delegate for the Auditor-General of Victoria*

MELBOURNE  
24 March 2026

## South West TAFE - FINANCIAL STATEMENTS

### How this report is structured

South West TAFE has presented its audited general purpose financial statements for the financial year ended 31 December 2025 in the following structure to provide users with the information about South West TAFE stewardship of resources entrusted to it.

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## FINANCIAL STATEMENTS

### COMPREHENSIVE OPERATING STATEMENT

For the year ended 31 December 2025

		2025	2024
	Note	\$'000	\$'000
<b>Continuing operations</b>			
<b>Revenue and income from transactions</b>			
Government grants			
Operating grants - revenue	2.1.1	22,530	21,278
Operating grants - income	2.1.1	35,195	21,773
Capital grants - income	2.1.2	1,919	1,861
Revenue from fees, charges and sales	2.2	4,146	4,749
Interest income		889	796
Other income		247	466
<b>Total revenue and income from transactions</b>		<b>64,926</b>	<b>50,923</b>
<b>Expenses from transactions</b>			
Employee benefits	3.1.1	38,166	34,455
Depreciation	3.5	4,006	2,951
Supplies and services	3.3	9,964	9,683
Finance costs		57	28
Other operating expenses	3.4	2,786	2,761
<b>Total expenses from transactions</b>		<b>54,979</b>	<b>49,878</b>
<b>Net result from transactions</b>		<b>9,947</b>	<b>1,045</b>
<b>Other economic flows included in net result</b>			
Net gain on non-financial assets		29	49
Other gains/(losses) from other economic flows		(41)	(57)
<b>Total other economic flows included in net result</b>		<b>(12)</b>	<b>(8)</b>
<b>Net result from continuing operations</b>		<b>9,935</b>	<b>1,037</b>
<b>Other economic flows - other comprehensive income</b>			
<b>Items that will not be reclassified to net result</b>			
Changes in physical asset revaluation surplus	9.1	-	7,225
<b>Comprehensive result</b>		<b>9,935</b>	<b>8,262</b>

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

## FINANCIAL STATEMENTS

### BALANCE SHEET

As at 31 December 2025

		2025	2024
	Note	\$'000	\$'000
<b>Assets</b>			
<b>Financial assets</b>			
Cash and cash equivalents	6.1	37,098	15,722
Receivables	5.1	2,436	2,228
<b>Total financial assets</b>		<b>39,534</b>	<b>17,950</b>
<b>Non-financial assets</b>			
Inventories		3	3
Prepayments		1,704	1,952
Property, plant and equipment	4.1	94,193	94,159
Right of use asset		819	869
<b>Total non-financial assets</b>		<b>96,719</b>	<b>96,983</b>
<b>Total assets</b>		<b>136,253</b>	<b>114,933</b>
<b>Liabilities</b>			
Payables	5.3	4,445	3,897
Contract liabilities	5.4	10,458	5,728
Employee provisions	5.5	4,877	4,354
Lease liabilities		1,088	1,020
Borrowings	6.2	2,536	1,260
<b>Total liabilities</b>		<b>23,404</b>	<b>16,259</b>
<b>Net assets</b>		<b>112,849</b>	<b>98,674</b>
<b>Equity</b>			
Contributed capital	6.3	13,601	9,361
Accumulated surplus		60,950	51,015
Physical assets revaluation surplus	9.1	38,298	38,298
<b>Net worth</b>		<b>112,849</b>	<b>98,674</b>

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

## FINANCIAL STATEMENTS

### STATEMENT OF CHANGES IN EQUITY

#### For the year ended 31 December 2025

	Physical assets revaluation surplus \$'000	Accumulated surplus \$'000	Contributed Capital \$'000	Total \$'000
<b>At 1 January 2024</b>	31,073	49,978	9,361	90,412
Net result for the year	-	1,037	-	1,037
Other economic flows - other comprehensive income	7,225	-	-	7,225
<b>Year ended 31 December 2024</b>	<b>38,298</b>	<b>51,015</b>	<b>9,361</b>	<b>98,674</b>
Net result for the year	-	9,935	-	9,935
Other economic flows - other comprehensive income	-	-	-	-
Contributions by owners	-	-	4,240	4,240
<b>Year ended 31 December 2025</b>	<b>38,298</b>	<b>60,950</b>	<b>13,601</b>	<b>112,849</b>

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

Contributions by owners - refer to policy changes in note 1.1.

### CASH FLOW STATEMENT

#### For the year ended 31 December 2025

	Note	2025 \$'000	2024 \$'000
<b>Cash flows from operating activities</b>			
<b>Receipts</b>			
Government grants		66,563	51,410
Receipts from Customers - fees, charges and sales		4,159	4,515
Goods and services tax recovered from the ATO		1,642	1,594
Interest received		889	796
Other receipts		255	465
<b>Total receipts from operating activities</b>		<b>73,508</b>	<b>58,780</b>
<b>Payments</b>			
Payments to employees		(37,409)	(34,349)
Payments to suppliers		(13,631)	(14,639)
Other payments		-	(52)
Short term and low value leases		(113)	(81)
Goods and services tax paid to the ATO		(2,452)	(2,244)
Interest paid - lease liability		(57)	(28)
<b>Total payments</b>		<b>(53,662)</b>	<b>(51,393)</b>
<b>Net cash flows provided by operating activities</b>		<b>19,846</b>	<b>7,387</b>
<b>Cash flows from investing activities</b>			
Payments for property, plant and equipment		(3,859)	(3,901)
Proceeds from sales of non-financial assets		240	172
<b>Net cash used in investing activities</b>		<b>(3,619)</b>	<b>(3,729)</b>
<b>Cash flows from financing activities</b>			
Proceeds from borrowings		1,906	-
Contribution by owners		4,240	-
Repayment of borrowings		(630)	(630)
Payment of lease liabilities		(367)	(240)
<b>Net cash flows from (used in) financing activities</b>		<b>5,149</b>	<b>(870)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>21,376</b>	<b>2,788</b>
<b>Cash and cash equivalents at the beginning of financial year</b>		<b>15,722</b>	<b>12,934</b>
<b>Cash and cash equivalents at the end of the financial year</b>	6.1	<b>37,098</b>	<b>15,722</b>

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

Contribution by owners - refer to policy changes in note 1.1

## 1. ABOUT THIS REPORT

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

South West TAFE is a Technical and Further Education (TAFE) provider, based predominantly in south west Victoria.

Its registered office and principal address is:

South West TAFE  
197 - 205 Timor Street,  
Warrnambool, Victoria 3280  
Australia.

### 1.1 Basis of preparation

These financial statements are Tier 2 general purpose financial statements prepared in accordance with AASB 1060 *General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities* (AASB 1060) and Financial Reporting Direction 101 *Application of Tiers of Australian Accounting Standards* (FRD 101).

South West TAFE is a Tier 2 entity in accordance with FRD 101. These financial statements are the first general purpose financial statements prepared in accordance with Australian Accounting Standards – Simplified Disclosures. South West Institute of TAFE prior year financial statements were general purpose financial statements prepared in accordance with Australian Accounting Standards (Tier 1). As South West TAFE is not a 'significant entity' as defined in FRD 101, it was required to change from Tier 1 to Tier 2 reporting effective from 1 January 2025.

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

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

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

Capital grants which have been designated as contributions by owners are recognised as contributed capital. Other transfers that are in the nature of distributions to or contributions by owners have also been designated as contributions by owners.

Effective 1 January 2025, the Department of Jobs, Skills, Industry and Regions (DJSIR), South West TAFE's portfolio department, designates capital grants to South West TAFE as Additions to the Net Assets Base (ATNAB) and, in accordance with FRD 119 *Transfers through contributed capital*, is required to transfer this funding to its portfolio agencies via contributed capital. This is a change as South West TAFE's previous portfolio department designated capital grants to South West TAFE as capital grant expense through the comprehensive operating statement, which South West TAFE recognised as grant income.

South West TAFE continues to record capital grants received from any other Victorian Government Departments, Commonwealth Government, and Other States and Territories and Local Governments as capital grant income, which is recognised in the comprehensive operating statement.

Judgements, estimates and assumptions are required to be made about the financial information being presented. The estimates and associated assumptions are based on professional judgements derived from historical experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates.

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

- determining whether government contributions received should be recognised as revenue under AASB 15 or income under AASB 1058 depending on whether the performance obligations within the contract are assessed as sufficiently specific and measuring South West Institute of TAFE's satisfaction of a performance obligation (refer to Note 2.1);
- whether AASB 1059 *Service Concession Arrangements: Grantors* is applicable - specifically, in determining whether an asset provides public services and in determining whether the operator manages at least some of the public services and not acting merely as an agent on behalf of the grantor.

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

- actuarial assumptions for employee benefit provisions based on likely tenure of existing staff, patterns of leave claims, future salary movements and future discount rates (refer to Note 5.5);
- the loss rate used in calculating the allowance for expected credit losses (refer to Note 5.1);
- the fair value of land, buildings and plant and equipment (refer to Note 7.3); and
- the fair value of assets measured at current replacement cost as a result of rising costs of construction and inflation.

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

These financial statements cover South West TAFE as an individual reporting entity. South West TAFE had no controlled entities for the year ended 31 December 2025.

#### **Goods and Services Tax (GST)**

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

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

#### **Funding risk**

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

South West TAFE has substantial economic dependency on Government operating and capital contributions in particular, the Department of Jobs, Skills, Industry and Regions and Training. The financial statements have been prepared on a going concern basis.

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

## 1. ABOUT THIS REPORT

### 1.2 Compliance information

These general purpose financial statements have been prepared in accordance with the *Financial Management Act 1994* (FMA), Division 60 of the *Australian Charities and Not-for-profits Act 2012* and applicable AAS, which include Interpretations, issued by the Australian Accounting Standards Board (AASB). In particular, they are presented in a manner consistent with the requirements of AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

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

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

## 2. HOW WE EARNED OUR FUNDS

### 2.1 Government grants

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

#### 2.1.1 Revenue and income from government grants

	2025	2024
	\$'000	\$'000
<b>Grants and other transfers</b>		
<b>Government grants – operating revenue</b>		
<b>Government – contestable</b>		
Department of Education/Department of Jobs, Skills, Industry and Regions (DE/DJSIR)	22,530	21,278
<b>Total government grants - operating revenue</b>	<b>22,530</b>	<b>21,278</b>
<b>Government grants – operating income</b>		
DE/DJSIR	33,399	19,472
Other Vic. Government Departments	-	897
<b>Commonwealth government - other grants</b>		
Commonwealth government	1,796	1,404
<b>Total government grants - operating income</b>	<b>35,195</b>	<b>21,773</b>
<b>Total government grants – operating</b>	<b>57,725</b>	<b>43,051</b>

#### Revenue and Income from government grants

The South West TAFE is first required to determine whether the government grants received should be accounted for as Revenue per AASB 15 or Income per AASB 1058. Significant judgement is applied to assess if a government grant or contract contains sufficiently specific performance obligations.

#### Revenue from government grants

The South West TAFE's revenue streams are predominately for transactions relating to the delivery of courses to students and education services to clients. In all cases, the total transaction price for these services is allocated amongst the various performance obligations based on the consideration specified in the contract with the customer. The transaction price for a contract excludes any amounts collected on behalf of third parties. Revenue is recognised either at a point in time or over time as the Institute satisfies the performance obligations by transferring the promised goods or services to its customers. Where government grants have been received for services to be delivered in the following year, these amounts are deferred as a contract liability (Note 5.4).

Revenue is measured at the amount of consideration to which South West TAFE expects to be entitled in exchange for transferring promised goods or services to a customer.

#### Income from government grants

Income from government grants without any sufficiently specific performance obligations, or that are not enforceable, is recognised when South West TAFE has an unconditional right to receive cash which usually coincides with receipt of cash. On initial recognition of the asset, South West TAFE recognises any related grants by owners, increases in liabilities and decreases in assets ('related amounts') in accordance with other Australian Accounting Standards. Related amounts may take the form of:

- contributions by owners, in accordance with AASB 1004
- a lease liability in accordance with AASB 16
- a financial instrument, in accordance with AASB 9
- a provision, in accordance with AASB 137

In December 2025, \$9,683,354 was received in relation to the Victorian Common Funding Agreement for the 2026 TAFE Services Fund which covers the delivery of Asset maintenance, Student Services, Workforce Funding, Governance and Priority Access Course Funding for the period from January 2026 to March 2027. In accordance with AASB 1058 *Income of Not-for-Profit Entities*, the funding was recognised as income upon receipt and has been recorded in 2025.

## 2. HOW WE EARNED OUR FUNDS

### 2.1 Government grants (continued)

Specific criteria in relation to determining whether government grants are accounted for as revenue per AASB 15 or income per AASB 1058 are set out below.

Source of funding	Nature	Performance obligation	Timing of satisfaction
State government – contestable	Refers to Victorian state government funding for which the Institute must compete with other registered training providers. Funding is allocated primarily through a ‘User Choice’ system for all providers and a competitive tendering process for private providers.	The funding agreement for these grants outlines the performance obligations to provide education services to eligible students and relevant terms and conditions. These grants are recognised as revenue from contracts with customers in line with the requirements of AASB15.	Revenue is recognised over time, on the basis of the number of units of training delivered to eligible students over the life of the agreement.
State government – other grants	Refers to funding that is not recognised as contestable and includes specific purpose grants.	In general, funding agreements for these grants do not contain sufficiently specific performance obligations and are therefore recognised as income under AASB 1058. South West TAFE recognises income immediately in the comprehensive operating statement when control is achieved over the funds which occurs on execution of the relevant contract.	
		Where <b>performance obligations are sufficiently specific</b> in accordance with AASB15.	Revenue is recognised <b>over time</b> in the comprehensive operating statement as the performance obligations are delivered.

#### 2.1.2 Capital grants

##### Government grants - capital

DJSIR State government – Capital (i)

Other State government – Capital

**Total government grants - Capital**

**Total government grants**

	2025 \$'000	2024 \$'000
DJSIR State government – Capital (i)	1,919	1,861
<b>Total government grants - Capital</b>	<b>1,919</b>	<b>1,861</b>
<b>Total government grants</b>	<b>59,644</b>	<b>44,912</b>

(i) Refer to Note 1.1 for recording of capital grants received from DJSIR the Portfolio Department.

Income Type	Nature	Performance obligation	Timing of satisfaction
State government – capital - New Policy	Where South West TAFE receives a financial asset to construct or acquire a non-financial asset which is to be retained and used by South West TAFE.	Whilst South West TAFE has an obligation acquire or construct a non-financial asset, such transactions are accounted for following specific guidance under AASB interpretation 1038 <i>Contributions by Owners made to Wholly-owned public sector entities</i> .	When the capital contributions are made from DJSIR to South West TAFE.
State government – capital - Previous Policy	Where South West TAFE receives a financial asset to construct or acquire a non-financial asset which is to be retained and used by South West TAFE.	Whilst South West TAFE has an obligation acquire or construct a non-financial asset, such transactions are accounted for following specific guidance under AASB 1058.	When the asset is acquired. Or Over time, as the building or facility is constructed. Income is recognised to the extent of costs incurred-to-date because the costs of construction are the best measure of the stage of completion of the building.

## 2. HOW WE EARNED OUR FUNDS

### 2.2 Revenue from fees, charges and sales

	2025	2024
	\$'000	\$'000
Student fees and charges	1,780	2,350
Fee for service - government	1,309	1,090
Fee for service - other	721	961
<b>Other non-course fees and charges</b>		
Sale of goods	336	348
<b>Total revenue from fees, charges and sales</b>	<b>4,146</b>	<b>4,749</b>

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

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

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

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

Revenue Type	Nature	Performance obligation	Timing of satisfaction
Student fees and charges	South West TAFE provides educational services to eligible domestic students.  Student fees and charges revenue includes student tuition fees and course materials received or to be received from eligible students for the provision of these services.	Provision of education services.	Student fees and charges are recognised in accordance with the relevant enrolment terms and conditions and over the period that the education and training services are provided.  Any fee waivers are recognised as a reduction in the amount of revenue recognised. Where revenue has been received for programs or services to be delivered in the following year, these amounts are deferred as a contract liability.

## 2. HOW WE EARNED OUR FUNDS

### 2.2 Revenue from fees, charges and sales (continued)

#### Payment terms

The payment terms for student fees are as follows:

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

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

### 3. HOW WE EXPENDED OUR FUNDS

#### 3.1 Employee benefits

All assumptions are reviewed at each reporting date.

##### 3.1.1 Employee benefits in the comprehensive operating statement

Expense	2025 \$'000	2024 \$'000
Salaries, wages, overtime and allowances	32,329	29,403
Superannuation	3,744	3,271
Payroll tax	705	631
Worker's compensation	590	523
Long service leave	140	(160)
Annual leave	211	-
Termination benefits	417	754
Other	30	33
<b>Total employee benefits</b>	<b>38,166</b>	<b>34,455</b>

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

Termination benefits are payable when employment is terminated before the normal retirement date, or when an employee accepts voluntary redundancy in exchange for these benefits. South West TAFE recognises termination benefits when it is demonstrably committed to either terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal or providing termination benefits as a result of an offer made to encourage voluntary redundancy. Benefits which are expected to be wholly-settled more than 12 months after balance sheet date are discounted to present value.

#### 3.2 Superannuation

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

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

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

### 3. HOW WE EXPENDED OUR FUNDS

#### 3.2 Superannuation (continued)

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

	2025	2024
	\$'000	\$'000
<b>Paid contribution for the year</b>		
<b>Accumulation contribution plans:</b>		
Aware Super	1,226	1,120
Other	2,452	2,114
<b>Total accumulation contribution plans</b>	<b>3,678</b>	<b>3,234</b>
<b>Total paid contribution for the year</b>	<b>3,678</b>	<b>3,234</b>

	2025	2024
	\$'000	\$'000
<b>Contribution outstanding at year end</b>		
<b>Accumulation contribution plans:</b>		
Aware Super	101	83
Other	196	172
<b>Total accumulation contribution plans</b>	<b>297</b>	<b>255</b>
<b>Total contribution outstanding at year end</b>	<b>297</b>	<b>255</b>

#### Accumulation contribution plans

Contributions are expensed when they become payable.

The bases for contributions are determined by the various schemes.

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

#### 3.3 Supplies and services

	2025	2024
	\$'000	\$'000
Purchase of supplies and consumables	2,456	2,295
Communication expenses	278	323
Contract and other services	1,975	1,758
Building repairs and maintenance	1,127	1,347
General consultancy	1,981	1,634
Minor equipment	527	863
Legal expenses	43	38
Fees and charges	1,577	1,425
<b>Total supplies and services</b>	<b>9,964</b>	<b>9,683</b>

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

### 3. HOW WE EXPENDED OUR FUNDS

#### 3.3 Supplies and services (continued)

##### 3.3.1 Other expenditure commitments

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

	2025	2024
	\$'000	\$'000
<b>Payable:</b>		
Within one year	791	979
Later than one year but not later than five years	2,085	2,085
<b>Total other expenditure commitments</b>	<b>2,876</b>	<b>3,064</b>
GST payable on the above	261	278
<b>Net other expenditure commitments</b>	<b>2,615</b>	<b>2,786</b>

#### 3.4 Other operating expenses

	2025	2024
	\$'000	\$'000
Marketing and promotional expenses	489	650
Insurance	429	339
Utilities	574	494
Audit fees and services	150	136
Staff development	211	197
Travel and motor vehicle expenses	583	493
Bad debts from student and sundry debtors	38	54
Grants and subsidies	91	133
Short term and low value leases	113	81
Other expenses	108	184
<b>Total other operating expenses</b>	<b>2,786</b>	<b>2,761</b>

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

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

#### 3.5 Depreciation

	2025	2024
	\$'000	\$'000
<b>Depreciation</b>		
Buildings	2,400	1,547
Leasehold Improvements	180	180
Plant and equipment	808	749
Motor vehicles	331	263
Right of use assets	287	212
<b>Total depreciation</b>	<b>4,006</b>	<b>2,951</b>

## 4. THE ASSETS WE INVESTED IN

### 4.1 Property, plant and equipment

#### Fair value measurement

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

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

	2025 \$'000	2024 \$'000	2025 \$'000	2024 \$'000	2025 \$'000	2024 \$'000
	Gross carrying amount		Accumulated depreciation		Net carrying amount	
Land	11,055	11,055	-	-	11,055	11,055
Buildings	76,267	75,067	(2,495)	(94)	73,772	74,973
Construction in Progress	1,932	598	-	-	1,932	598
Plant and equipment	13,941	14,612	(9,914)	(10,357)	4,027	4,255
Motor vehicles	2,705	2,204	(805)	(613)	1,900	1,591
Leasehold improvements	2,164	2,164	(657)	(477)	1,507	1,687
<b>Total carrying amount</b>	<b>108,064</b>	<b>105,700</b>	<b>(13,871)</b>	<b>(11,541)</b>	<b>94,193</b>	<b>94,159</b>

Refer to 4.1.1 for reconciliation of movements in carrying amount of property, plant and equipment.

#### Initial recognition

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

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

The cost of leasehold improvements is capitalised and depreciated over the shorter of the remaining term of the lease or their estimated useful lives.

#### Subsequent measurement

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

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

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

The CSO adjustment is a reflection of the valuer's assessment of the impact of restrictions associated with an asset to the extent that is also equally applicable to market participants.

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

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

The last formal revaluation of land and building assets (including land improvements) were conducted for the year ended 31 December 2022 by Preston Rowe Paterson who were appointed by the Valuer-General Victoria. This is reflected in the revaluation increment noted in 4.1.1. For the year ended 31 December 2025, an assessment was conducted using indices provided by the Office of the Victorian Valuer-General. No revaluation was required as a result of this assessment.

#### Revaluations of non-financial physical assets

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

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

## 4. THE ASSETS WE INVESTED IN

### 4.1 Property, plant and equipment (continued)

#### 4.1.1 Reconciliation of movements in carrying amount of property, plant and equipment

	Land \$'000	Buildings \$'000	Construction in Progress \$'000	Plant and equipment \$'000	Motor vehicles \$'000	Leasehold improvements \$'000	Total \$'000
<b>2025</b>							
<b>Opening balance</b>	11,055	74,973	598	4,255	1,591	1,687	94,159
Additions	-	-	2,552	579	851	-	3,982
Revaluations	-	-	-	-	-	-	-
Disposals	-	(18)	-	-	(211)	-	(229)
Transfers	-	1,218	(1,218)	-	-	-	-
Depreciation	-	(2,400)	-	(808)	(331)	(180)	(3,719)
<b>Closing Balance</b>	<b>11,055</b>	<b>73,773</b>	<b>1,932</b>	<b>4,026</b>	<b>1,900</b>	<b>1,507</b>	<b>94,159</b>
<b>2024</b>							
<b>Opening balance</b>	11,055	66,950	255	4,282	1,342	1,866	85,750
Additions	-	2,346	2,538	739	618	-	6,241
Revaluations	-	7,225	-	-	-	-	7,225
Disposals	-	-	-	(17)	(106)	-	(123)
Transfers	-	-	(2,195)	-	-	-	(2,195)
Depreciation	-	(1,548)	-	(749)	(263)	(179)	(2,739)
<b>Closing Balance</b>	<b>11,055</b>	<b>74,973</b>	<b>598</b>	<b>4,255</b>	<b>1,591</b>	<b>1,687</b>	<b>94,159</b>

#### 4.1.2. Capital commitments

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

	2025 \$'000	2024 \$'000
Total capital expenditure commitments	14,627	5,595
GST payable on the above	1,330	509
<b>Net capital expenditure commitments</b>	<b>13,297</b>	<b>5,086</b>

## 4. THE ASSETS WE INVESTED IN

### 4.2 Depreciation

Depreciation is provided on property, plant and equipment, freehold buildings, right-of-use assets and motor vehicles.

Depreciation is generally calculated on a straight-line basis, at rates that allocate the asset's value, less any estimated residual value, over its estimated useful life. Right-of-use assets and leasehold improvements are depreciated over the period of the lease or estimated useful life, whichever is shorter, using the straight-line method.

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

<b>Class of assets</b>	<b>Useful Life</b>	<b>Method</b>
Buildings	5 – 69 years (2024: 8 – 69 years)	Straight Line
Plant and equipment	3 – 25 years (2024: 2 – 20 years)	Straight Line
Motor vehicles	5 – 15 years (2024: 5 – 15 years)	Straight Line
Leasehold improvements	Lease term	Straight Line
Right of use asset	Lease term	Straight Line

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

## 5. BALANCES FROM OPERATIONS

### 5.1 Receivables

	2025	2024
	\$'000	\$'000
<b>Current contractual at amortised cost</b>		
Accounts receivable	1,289	1,276
Loss allowance on accounts receivable	(87)	(77)
Amounts receivable from Victorian Government	975	884
Other receivables	113	52
<b>Total receivables from contracts with customers</b>	<b>2,290</b>	<b>2,135</b>
<b>Current statutory</b>		
GST input tax credit recoverable	146	93
<b>Total current receivables</b>	<b>2,436</b>	<b>2,228</b>

**Receivables** consist of:

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

Receivables other than sale of goods and services are stated exclusive of the amount of GST receivable. Receivables that are contractual are classified as financial instruments. Statutory receivables are recognised and measured similarly to contractual receivables, but are not classified as financial instruments and are not included in the category of financial assets at amortised cost, because they do not arise from a contract.

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

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

Due to the short-term nature of current receivables, their carrying amount approximates the fair value.

#### **Impairment**

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

## 5. BALANCES FROM OPERATIONS

### 5.3 Payables

	2025	2024
	\$'000	\$'000
<b>Current contractual at amortised cost</b>		
Supplies and services	2,033	1,033
Other payables	2,095	2,439
<b>Total contractual payables</b>	<b>4,128</b>	<b>3,472</b>
<b>Statutory</b>		
GST payable	255	369
FBT Payable	7	8
Other taxes payable	55	48
<b>Total statutory payables</b>	<b>317</b>	<b>425</b>
<b>Total current payables</b>	<b>4,445</b>	<b>3,897</b>

**Payables** consist of:

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

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

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

#### **Other payable**

Other payables includes a balance repayable to Government of \$1m. The remaining balance consists of Employee Salary Accruals, including oncosts.

## 5. BALANCES FROM OPERATIONS

### 5.4 Contract and other liabilities

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

	2025	2024
	\$'000	\$'000
<b>Contract liabilities</b>		
Student fees	701	642
<b>Total contract liabilities</b>	<b>701</b>	<b>642</b>

#### Contract liabilities

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

	2025	2024
	\$'000	\$'000
<b>Other liabilities</b>		
Deferred capital grants (i)	9,757	5,086
<b>Total other liabilities</b>	<b>9,757</b>	<b>5,086</b>
<b>Total contract liabilities and other liabilities</b>	<b>10,458</b>	<b>5,728</b>

#### Deferred capital grants

Grant consideration was received from the state government to support the construction of the Tech School and the Sherwood Park project. Grant consideration is recognised as income following specific guidance under AASB 1058 as the asset is constructed. Income is recognised to the extent of costs incurred-to-date because the costs of construction are most closely reflect the stage of completion of the refurbishment projects. As such, South West TAFE has deferred recognition of a portion of the grant consideration received as a liability for outstanding obligations.

(i) Refer to Note 1.1 for recording of capital grants received from DJISIR the Portfolio Department.

	2025	2024
	\$'000	\$'000
<b>Contractual</b>		
Deferred capital grants at beginning of the year	5,086	473
Grant consideration for capital works received during the year	6,590	6,474
Grant consideration recognised as income under AASB 1058	(1,919)	(1,861)
<b>Closing balance of deferred capital grants</b>	<b>9,757</b>	<b>5,086</b>

## 5. BALANCES FROM OPERATIONS

### 5.5 Employee benefits in the balance sheet

	2025	2024
	\$'000	\$'000
<b>Current provisions Employee benefits</b>		
Annual leave	1,580	1,340
Long service leave	2,042	1,833
Annual leave - on costs	248	204
Long service leave - on costs	330	286
<b>Total current provisions</b>	<b>4,200</b>	<b>3,663</b>
<b>Non-current provisions</b>		
Long service leave	583	598
Long service leave - on costs	94	93
<b>Total non-current provisions</b>	<b>677</b>	<b>691</b>
<b>Total employee provisions</b>	<b>4,877</b>	<b>4,354</b>

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

The current portion of this liability includes all of the accrued annual leave, the unconditional entitlements to long service leave where employees have completed the required period of service and also for those employees that are entitled to pro-rata payments in certain circumstances. The entire amount of the provision of \$4.200m (2024: \$3.663m) is presented as current, since South West TAFE does not have an unconditional right to defer settlement for any of these obligations. However, based on past experience, South West TAFE does not expect all employees to take the full amount of accrued leave or require payment within the next 12 months.

## 6. HOW WE FINANCED OUR OPERATIONS

### 6.1 Cash and cash equivalents

	2025	2024
	\$'000	\$'000
Cash at bank and on hand	37,098	15,722
<b>Total cash and cash equivalents</b>	<b>37,098</b>	<b>15,722</b>

Cash and deposits, including cash equivalents, comprise cash on hand and cash at bank.

## 6. HOW WE FINANCED OUR OPERATIONS

### 6.2 Borrowings

	2025	2024
	\$'000	\$'000
<b>Current</b>		
Advances from government	630	630
<b>Non-Current</b>		
Advances from government	1,906	630
<b>Total borrowings</b>	<b>2,536</b>	<b>1,260</b>

#### Advances from government

Advances from Government are initially measured at fair value, being the cost of the interest bearing liabilities, and where applicable, adjusted for transaction costs unless South West TAFE designated a financial liability at fair value through profit or loss.

In 2025, South West TAFE received an advance of \$1.906m from the Victorian Government under the Greener Government Buildings (GGB) Program. The program is designed to support initiatives that reduce greenhouse gas emissions, energy costs and water consumption across government facilities.

The advance is repayable, with repayments scheduled to commence in 2028.

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

For advances at amortised cost, any difference between the initial recognised amount and the redemption value is recognised in net result over the period of the borrowing using the effective interest method.

For advances at fair value through profit or loss, any changes in its fair value and if applicable, any interest related charges are reported in profit or loss.

## 6. HOW WE FINANCED OUR OPERATIONS

### 6.3 Contributed capital

	2025	2024
	\$'000	\$'000
<b>Contributed capital</b>		
Balance at 1 January	9,361	9,361
Contributions received	4,240	-
<b>Balance at 31 December</b>	<b>13,601</b>	<b>9,361</b>

#### **Contributed capital**

Funding that is in the nature of contributions by the Victorian State Government are treated as contributed capital in accordance with the requirements of AASB 1004 *Contributions*. Capital funds provided by the Commonwealth Government are treated as income.

## 7. MANAGING RISKS AND UNCERTAINTIES

### 7.1 Financial instruments

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

#### Categories of financial instruments

<b>Contractual financial assets</b>	<b>2025</b>	<b>2024</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>Financial Assets measured at amortised cost</b>		
Cash and cash equivalents	37,098	15,722
Accounts receivables	2,177	2,083
Other receivables	113	52
<b>Total contractual financial assets</b>	<b>39,388</b>	<b>17,857</b>
<b>Contractual financial liabilities</b>	<b>2025</b>	<b>2024</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>Payables</b>		
Supplies and services	2,033	1,033
Other payables	2,095	2,439
<b>At amortised cost</b>		
Advances from Government	2,536	1,260
Lease liability	1,088	1,020
<b>Total contractual financial liabilities</b>	<b>7,752</b>	<b>5,752</b>

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

#### Categories of financial instruments

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

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

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

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

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

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

West TAFE recognises the following liabilities in this category:

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

## 7. MANAGING RISKS AND UNCERTAINTIES

### 7.2 Contingent assets and contingent liabilities

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

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

There were no contingent assets or contingent liabilities as at 31 December 2025 (31 December 2024: nil) that may have a material effect on the financial operations of South West TAFE.

### 7.3 Fair value determination

#### Significant judgement: Fair value measurements of assets and liabilities

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

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

The following assets and liabilities are carried at fair value:

- land, buildings, vehicles, leasehold improvements, right-of-use assets, plant and equipment.

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

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

#### Fair value estimation

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

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

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

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

#### (a) Fair value determination of non-financial assets including right of use assets

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

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

Right of use assets that arose from below market value leases, were measured at cost in accordance with FRD 104 *Leases*.

## 7. MANAGING RISKS AND UNCERTAINTIES

### 7.3 Fair value determination (continued)

#### Impairment

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

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

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

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

#### Valuations of property, plant and equipment

Non-financial physical assets are measured at fair value on a cyclical basis, in accordance with Financial Reporting Direction (FRD) 103 *Non-financial Physical Assets* issued by the Minister for Finance. A full revaluation of education assets normally occurs every five years, but may occur more frequently if fair value assessments indicate material changes in values. Independent valuers are generally used to conduct these scheduled revaluations with interim revaluations determined in accordance with the requirements of the FRD. Revaluation increases and decreases arise from differences between an asset's carrying value and the fair value. Consistent with all government education assets, an independent valuation of all land and buildings was performed by the Valuer-General Victoria with an effective date of 31 December 2022.

AASB 2022-10 Amendments to Australian Accounting Standards – *Fair Value Measurement of Non-Financial Assets of Not-for-Profit Public Sector Entities* amended AASB 13 *Fair Value Measurement* by adding Appendix F Australian implementation guidance for not-for-profit public sector entities. Appendix F explains and illustrates the application of the principles in AASB 13 on developing unobservable inputs and the application of the cost approach. These clarifications are mandatorily applicable annual reporting periods beginning on or after 1 January 2024. FRD 103 requires Victorian public sector entities to apply Appendix F of AASB 13 in their next scheduled formal asset revaluation or interim revaluation process (whichever is earlier).

For the year ending 31 December 2025 a South West TAFE conducted a managerial revaluation. As part of the managerial revaluation, the following inputs and assumptions were included:

- (a) assumptions made about the future
- (b) source of estimation uncertainty
- (c) the nature or class of assets impacted
- (d) the carrying amount of the assets subject to the significant uncertainty
- (e) sensitivity of the carrying amounts to methods, assumptions and estimates including the reasons for their sensitivity; and
- (f) expected resolution of the uncertainty and the range of reasonably possible outcomes within the next financial year in respect of the carrying amounts.

## 7. MANAGING RISKS AND UNCERTAINTIES

### 7.3 Fair value determination (continued)

Further, rising costs of construction and inflation creates estimation uncertainty for assets measured at current replacement cost.

#### Non-specialised land

Non-specialised land is valued using the market approach. Under this valuation method, the assets are compared to recent comparable sales or sales of comparable assets which are considered to have nominal or no added improvement value.

For non-specialised land, an independent valuation was performed by the Valuer General Victoria with an effective date of 31 December 2022. Valuation of the assets was determined by analysing comparable sales and allowing for share, size, topography, location and other relevant factors specific to the asset being valued. From the sales analysed, an appropriate rate per square metre has been applied to the subject asset.

To the extent that non-specialised land do not contain significant, unobservable adjustments, these assets are classified as Level 2 under the market approach.

#### Specialised land and specialised buildings

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

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

For South West TAFE's majority of specialised buildings, the current replacement cost method is used. The replacement cost of specialised buildings is based on comparing the existing building with a modern equivalent, then adjusting for associated depreciation. As depreciation adjustments are considered as significant, unobservable inputs in nature, specialised buildings are classified as Level 3 fair value measurements.

An independent valuation of South West TAFE's specialised land and specialised buildings was performed by the Valuer General Victoria. The valuation was performed using the market approach adjusted for CSO. The effective date of the valuation is 31 December 2022.

**Construction in progress assets** are held at cost. South West TAFE transfers the assets out of construction in progress and into the relevant asset category when they are ready for use.

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

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

**Leasehold improvements** are held at fair value being current replacement cost. As there is no evidence of a reliable market-based fair value (or other relevant fair value indicators) for leasehold improvements, depreciated cost is the fair value for these types of assets. The valuation of leasehold improvements is based on significant unobservable inputs and accordingly is classified as a Level 3 asset.

There were no changes in valuation techniques throughout the period to 31 December 2025.

For all assets measured at fair value, the current use is considered the highest and best use.

## 7. MANAGING RISKS AND UNCERTAINTIES

### 7.3 Fair value determination (continued)

#### Description of significant assumptions applied to fair value measurement

2025 and 2024	Valuation technique	Significant unobservable inputs	Range
Specialised land including	Market approach	Community service obligation (CSO) adjustment	15%.
Specialised buildings	Current replacement cost	Useful life of buildings and cost per square metre	5-69 years. \$100-\$8,500.
Motor Vehicles	Current replacement cost	Useful life of vehicles	5-15 years.
Plant and equipment	Current replacement cost	Useful life of plant and equipment	3-25 years.
Leasehold improvements	Current replacement cost	Useful life of lease	5-15 years.

## 8. GOVERNANCE DISCLOSURES

### 8.1 Responsible persons

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

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

Position	Name	Relevant Period
Minister for Skills and TAFE & Minister for water	The Hon. Gayle Tierney MLC	1 January 2025 – 31 December 2025
Director and Chief Executive Officer (Accountable Officer)	Mark Fidge	1 January 2025 – 31 December 2025
Board Chair	Brian Crook	1 January 2025 – 31 December 2025
Board Member	Steven Waterhouse	1 January 2025 – 30 June 2025
Board Member	Christopher Holloway	1 January 2025 – 31 December 2025
Board Member	Kirsten Diprose	1 January 2025 – 31 December 2025
Board Member	Eva Tsahuridu	1 January 2025 – 31 December 2025
Board Member	Kerry Nelson	1 January 2025 – 31 December 2025
Board Member	Roland Freyer	1 January 2025 – 31 December 2025
Board Member	Tiana Richardson	1 January 2025 – 31 December 2025
Board Member	Katina Walsh	1 January 2025 – 31 December 2025
Board Member	Martin Cutter	1 September 2025 – 31 December 2025

#### Remuneration

Remuneration received or receivable by the Accountable Officer in connection with the management of South West TAFE during the reporting period was in the range: \$380,000 – \$389,000 ( \$370,000 – \$379,000 in 2024).

#### Income Range - Responsible persons

Remuneration received or receivable by the Responsible Persons, excluding the Accountable Officer, during the reporting period was in the range:

	Total remuneration	
	2025	2024
Less than \$10,000	2	2
\$10,000 - \$19,999	-	-
\$20,000 - \$29,999	7	6
\$40,000 - \$49,000	1	1
<b>Total number of members</b>	<b>10</b>	<b>9</b>
<b>Total remuneration of responsible persons (\$'000)</b>	<b>222</b>	<b>186</b>

The compensation detailed below excludes the salaries and benefits the Portfolio Minister receives. The Minister's remuneration and allowances is set by the *Parliamentary Salaries and Superannuation Act 1968* and is reported within the State's Annual Financial Report

## 8. GOVERNANCE DISCLOSURES

### 8.2 Remuneration of executives

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

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

Remuneration	Total remuneration	
	2025 \$'000	2024 \$'000
Total remuneration	926	1,012
Total number of executives (i)	3	5
Total annualised employee equivalents (ii)	3.00	3.37

(i) The total number of executive officers includes persons who meet the definition of Key Management Personnel (KMP) of the entity under AASB 124 *Related Party Disclosures* and are also reported within the related parties note disclosure (Note 8.3).

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

## 8. GOVERNANCE DISCLOSURES

### 8.3 Related parties

South West TAFE is a wholly owned and controlled entity of the State of Victoria.

Related parties of South West TAFE include:

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

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

Key management personnel of South West TAFE includes the Board Members, the CEO Mark Fidge, and members of the Executive Team, which includes:

- Executive Manager, Corporate Services, Shannyn Martin;
- Executive Manager, Education, Kathy Hall;
- Executive Manager, Student Experience, Susan Pettigrew.

#### Compensation of Key Management personnel

#### Total remuneration

	2025	2024
	\$'000	\$'000
	1,536	1,572

#### Transactions and balances with key management personnel and other related parties

South West TAFE had no related party transactions for the period ending 31 December 2025.

### 8.4 Remuneration of auditors

#### Remuneration of the Victorian Auditor-Generals Office for:

Audit of the financial statements

#### Remuneration of Internal Auditors

Internal audit services

#### Total remuneration of auditors

	2025	2024
	\$'000	\$'000
	82	79
	68	57
	150	136

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

## 9. OTHER DISCLOSURES

### 9.1 Other equity reserves

	2025 \$'000	2024 \$'000
<b>Physical asset revaluation surplus</b>		
Balance at 1 January	38,298	31,073
Revaluation decrement on non-current assets	-	7,225
<b>Balance at 31 December</b>	<b>38,298</b>	<b>38,298</b>

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

### 9.2 Ex-gratia expenses

	2025 \$'000	2024 \$'000
<b>Ex-gratia payments</b>		
In-Lieu-of-notice and gratuity payments	76	119
<b>Total ex-gratia payments</b>	<b>76</b>	<b>119</b>

All ex-gratia payments made during 2025 related to departing employees.

### 9.3 Joint venture

South West TAFE and Warrnambool City Council entered into a joint venture deed in June 1997 to purchase 27-47 Kepler Street, Warrnambool, currently known as Florence Collins Childcare Centre. Each party owns a 50% share in the Land and Buildings. This is reflected in the balance sheet of both entities. On an annual basis the Warrnambool City Council (Operator) pay South West TAFE (Manager) a fee for exclusive use of the facility. South West TAFE pay all out goings, utilities and maintain the facility. The contribution paid by Warrnambool City Council is used to offset the expenses. The balance of the funds are then apportioned 50%. South West TAFE proportion is recorded in the Profit Loss for the year. South West TAFE's share of the loss of the joint venture amounted to \$4,884 for the year ended 31 December 2025 (2024: \$5,625 profit). The Warrnambool City Council component is allocated to the Balance Sheet and a cumulative balance is held as a liability. The value of the transactions and share of results are insignificant for South West TAFE and therefore the summarised financial information has not been disclosed.

### 9.4 Events after reporting date

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

### 9.5 New or amended accounting standards and interpretations adopted

There are no new Australian Accounting Standards and interpretations that have an impact on South West TAFE that are mandatory for the 31 December 2025 reporting period.

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18.	FRD 22	Application and operation of the <i>Public Interest Disclosures Act 2012</i>	71
19.	FRD 22	Application and operation of the <i>Carers Recognition Act 2012</i> (Carers Act)	72
20.	FRD 22	Details of consultancies over \$10 000 Total number of consultancies individually valued at \$10,000 or greater (ex GST) and the total expenditure (ex GST) on these engagements for the reporting period. Location (e.g., website link) where the schedule with the below details of the consultancies over \$10,000 has been made publicly available: <ul style="list-style-type: none"> <li>• Consultant engaged</li> <li>• Brief summary of project</li> <li>• Total project fees approved (ex GST)</li> <li>• Expenditure for reporting period (ex GST)</li> <li>• Any future expenditure committed to the consultant for the project</li> </ul>	18
21.	FRD 22	Details of consultancies under \$10,000	18
22.	FRD 22	Disclosure of government advertising expenditure	NA

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23.	FRD 22	Disclosure of ICT expenditure	18
24.	FRD 22	Asset Management Accountability Framework (AMAF) maturity assessment	NA
25.	FRD 22	Summary of Environmental Performance	15-16
26.	FRD 22	Statement of availability of other information	117
27.	FRD 25	Local Jobs First	44
28.	SD 5.2	Specific requirements under Standing Direction 5.2	77
29.	CG 10 Clause 27	Summary of Major Commercial Activities	NA
30.	CG 12 Clause 33	TAFE Institute Controlled Entities	NA
<b>COMPLIANCE ATTESTATION AND DECLARATION</b>			
31.	SD 5.1.4	Financial Management Compliance Attestation Statement	75
32.	SD 5.2.3	Declaration in report of operations	5-8
<b>FINANCIAL STATEMENTS</b>			
<b>DECLARATION</b>			
33.	SD 5.2.2	Declaration in financial statements	10
<b>OTHER REQUIREMENTS UNDER STANDING DIRECTIONS 5.2</b>			
34.	SD 5.2.1(a)	Compliance with Australian accounting standards and other authoritative pronouncements	85-86
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<b>OTHER DISCLOSURES AS REQUIRED BY FINANCIAL REPORTING DIRECTIONS IN NOTES TO THE FINANCIAL STATEMENTS</b>			
36.	FRD 11	Disclosure of ex-gratia expenses	56, 113
37.	FRD 21	Disclosures of Responsible Persons, Executive Officer and Other Personnel (contractors with significant management responsibilities) in the Financial Report	110-112
38.	FRD 103	Non-financial physical assets	83, 95-97
39.	FRD 110	Cash flow statements	84
40.	FRD 112	Defined benefit superannuation obligations	92-93

Item No.	Source	Summary Of Reporting Requirement	Page Number
<b>COMPLIANCE WITH OTHER LEGISLATION, SUBORDINATE INSTRUMENTS AND POLICIES</b>			
41.	Legislation	<p>Compliance statement</p> <p>The Annual Report must contain a statement of compliance with all relevant legislation, and subordinate instruments, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• <i>Education and Training Reform Act 2006</i> (ETRA)</li> <li>• TAFE Institute Constitution</li> <li>• Directions of the Minister for Skills and TAFE (or predecessors)</li> <li>• TAFE Institute Commercial Guidelines</li> <li>• TAFE Institute Strategic Planning Guidelines</li> <li>• <i>Public Administration Act 2004</i></li> <li>• <i>Financial Management Act 1994</i></li> <li>• <i>Freedom of Information Act 1982</i></li> <li>• <i>Building Act 1993</i></li> <li>• <i>Public Interest Disclosure Act 2012</i></li> <li>• <i>Carers Recognition Act 2012</i></li> <li>• <i>Local Jobs First Act 2003</i></li> <li>• <i>Gender Equality Act 2020</i></li> <li>• <i>Disability Act 2006</i></li> </ul> <p>Institutes that are enforcement agencies which issue infringements must also include the following legislation in the statement of compliance:</p> <ul style="list-style-type: none"> <li>• <i>Infringements Act 2006</i></li> <li>• <i>Public Records Act 1973</i></li> </ul>	117
42.	ETRA s3.2.8	Statement about compulsory non-academic fees, subscriptions and charges payable in 2023	NA
43.	Policy	Statement of compliance with the <u>Victorian Public Service Travel Policy</u>	117
44.	KPIs	<p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Employment costs as a proportion of training revenue</li> <li>• Training revenue per teaching FTE</li> <li>• Operating margin percentage</li> <li>• Training revenue diversity</li> </ul>	13
45.	PAEC and VAGO	<p>Overseas operations:</p> <ul style="list-style-type: none"> <li>• Financial and other information on initiatives taken or strategies relating to the Institute's overseas operations</li> <li>• Nature of strategic and operational risks for overseas operations</li> <li>• Strategies established to manage such risks of overseas operations</li> <li>• Performance measures and targets formulated for overseas operations</li> <li>• The extent to which expected outcomes for overseas operations have been achieved</li> </ul>	NA

## Compliance with Other legislation and subordinate instruments and policies

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

- *Education and Training Reform Act 2006* (ETRA)
- TAFE Institute Constitution
- Directions of the Minister for Skills and TAFE (or predecessors)
- TAFE Institute Commercial Guidelines
- TAFE Institute Strategic Planning Guidelines
- *Public Administration Act 2004*
- *Financial Management Act 1994*
- *Freedom of Information Act 1982*
- *Building Act 1993*
- *Public Interest Disclosure Act 2012*
- *Carers Recognition Act 2012*
- *Local Jobs First Act 2003*
- *Gender Equality Act 2020*
- *Disability Act 2006*
- *Public Records Act 1973*
- Victorian Public Service Travel Policy

## Further information

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

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

## **SWTAFE CAMPUS LOCATIONS**

### **Warrnambool**

197-205 Timor Street  
WARRNAMBOOL VIC 3280

### **Hamilton**

200 Ballarat Road  
HAMILTON VIC 3300

### **Portland**

154 Hurd Street  
PORTLAND VIC 3305

### **Colac**

89 Bromfield Street  
COLAC VIC 3250

## **SWTAFE TRAINING FACILITIES**

### **Sherwood Park**

Princes Highway (Deakin University)  
WARRNAMBOOL VIC 3280

### **Industry Skills Centre**

8 Robson Street  
WARRNAMBOOL VIC 3280

### **Glenormiston**

333 Glenormiston Road  
Glenormiston South VIC 3265

### **Trade Training Centre**

173 Queen Street  
Colac VIC 3250



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**TAFE VICTORIA**