



> APPENDICES

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TAFE NSW STUDENT DATA

The enrolment, outcome and completion data provided in this report is for the calendar year.

This appendix uses final TAFE NSW vocational education and training data as published or available from the National Centre for Vocational Education Research.

COURSE DELIVERY (ENROLMENTS)	2010	2011	2012	2013	2014	CHANGE 2010-2014 %
All students	538,386	534,735	565,857	556,158	534,737	-0.7
Interstate ¹⁹	26,995	35,134	46,909	54,826	62,783	132.6
Enrolments at AQF Certificate II and III	189,366	196,874	208,842	211,672	194,426	2.7
Enrolments at AQF Certificate III and above	250,499	266,773	290,128	305,571	308,628	23.2
Enrolments at AQF Certificate IV to Advanced Diploma	126,823	138,240	154,795	162,142	176,975	38.8
Enrolments at AQF Diploma and above	58,477	64,178	73,426	84,401	103,245	76.6
Enrolments at AQF Certificate III and above (%)	46.5	49.9	51.3	54.9	57.7	11.2pp
Enrolments at AQF Diploma and above (%)	10.9	12.0	13.0	15.2	19.3	8.4pp

Source: NCVER VOCSTATS

19. There is a break-in-series for reporting the number of interstate enrolments in 2011-14 compared to previous years due to changes in the Australian Bureau of Statistics Statistical Area 2 (SA2) of the student's usual place of residence.

STUDENT GROUP (ENROLMENTS)	2010	2011	2012	2013	2014	CHANGE 2010-2014 %
Aboriginal students	34,597	34,098	36,262	36,963	37,505	8.4
Aboriginal Students at AQF Certificate II and III	13,314	14,471	15,269	15,904	16,374	23.0
Aboriginal Students at AQF Certificate III and above	10,123	11,551	12,617	14,361	15,943	57.5
Aboriginal Students at AQF Certificate IV to Advanced Diploma	3,886	4,463	5,357	6,082	7,389	90.1
Aboriginal students at Diploma and above	1,215	1,480	1,940	2,405	3,603	196.5
Students with a disability	52,957	54,896	57,810	55,359	52,128	-1.6
Students with a disability at AQF Certificate II and III	17,348	19,005	20,396	20,507	20,677	19.2
Students with a disability at AQF Certificate IV to Advanced Diploma	8,017	9,040	9,788	10,129	11,263	40.5
Female students	270,269	272,668	291,350	287,648	279,252	3.3
Students with a Language Background Other than English	120,261	118,051	121,617	120,324	110,817	-7.9
Students from regional and remote areas ²⁰	221,511	198,248	210,893	199,824	194,631	-12.1
15-19 year olds	134,052	131,706	134,139	130,630	123,828	-7.6
18-30 year olds	224,396	227,162	237,977	238,899	233,871	4.2
20-24 year olds	89,877	91,149	95,687	97,079	96,546	7.4
Mature age students (45 years and over)	116,004	109,497	117,936	111,946	103,971	-10.4
Unemployed students	130,555	131,166	138,405	141,263	137,680	5.5
Unemployed students at AQF Certificate II and III	50,127	53,194	57,515	58,735	55,532	10.8
Unemployed students at AQF Certificate IV to Advanced Diploma	28,142	30,330	33,304	36,214	42,166	49.8

Source: NCVER VOCSTATS

20. There is a break in series for reporting the number of regional and remote enrolments in 2011-2014 compared to previous years due to changes in the Australian Bureau of Statistics Accessibility/Remoteness Index of Australia (ARIA) 2011. Data for previous years are mapped according to ARIA 2006.

STUDENT OUTCOMES (%)	2010 %	2011 %	2012 %	2013 %	2014 %	CHANGE 2010-2014 PP
Graduates satisfied with training	89.1	89.9	90.1	88.9	89.1	0.0
Module completers satisfied with training	84.7	81.4	81.4	86.7	85.7	1.0
Graduates employed 6 months after training	71.9	74.2	73.7	71.5	74.0	2.1
Module completers employed after 6 months	66.3	69.1	64.5	71.3	71.9	5.6
Graduates in further study after training	38.1	38.8	40.6	38.0	39.3	1.2
Module completers employed or in further study after training	68.3	70.8	65.7	73.3	73.7	5.4
Graduates employed or in further training after training	86.2	87.8	87.7	86.2	87.5	1.3

Source: NCVER VOCSTATS

COMPLETIONS BY QUALIFICATION LEVEL <i>NOTE: LATEST AVAILABLE NCVER DATA IS 2013</i>	2009	2010	2011	2012	2013	CHANGE 2009-2013 %
Graduate Diploma	12	26	22	12	13	8.3
Graduate Certificate	53	38	68	114	98	84.9
Bachelor	0	0	6	13	16	-
Associate Degree	0	0	0	11	0	-
AQF Diploma and Advanced Diploma	15,429	17,253	18,910	18,329	17,064	10.6
AQF Certificate IV and equivalent	22,412	24,093	24,930	29,108	26,012	16.1
AQF Certificate III and equivalent	39,335	40,695	40,042	42,667	41,956	6.7
AQF Certificate II and equivalent	16,336	17,962	18,192	19,462	17,831	9.2
AQF Certificate I and equivalent	5,881	5,187	5,241	8,391	6,535	11.1
All TAFE NSW completions (graduates) including non-AQF courses	99,505	105,356	107,435	119,964	110,396	10.9

Source: NCVER VOCSTATS

COMPLETIONS BY QUALIFICATION LEVEL <i>NOTE: LATEST AVAILABLE NCVER DATA IS 2013</i>	2009	2010	2011	2012	2013	CHANGE 2009- 2013 %
AQF Diploma and above	15,494	17,317	19,006	18,479	17,191	11.0
AQF Certificate III and above	77,241	82,105	83,978	90,254	85,159	10.3
AQF Certificate II and above	93,577	100,067	102,170	109,716	102,990	10.1
Total AQF Enrolments	99,458	105,254	107,411	118,107	109,525	10.1
Total Non AQF Enrolments	47	102	24	1,857	871	1753.2

Source: NCVER VOCSTATS

COMPLETIONS BY QUALIFICATION LEVEL AS A % OF TOTAL <i>NOTE: LATEST AVAILABLE NCVER DATA IS 2013</i>	2009 %	2010 %	2011 %	2012 %	2013 %	CHANGE 2009- 2013 %
Enrolments at AQF Diploma and above	15.6	16.4	17.7	15.4	15.6	0.0
Enrolments at AQF Certificate III and above	77.6	77.9	78.2	75.2	77.1	-0.5
Enrolments at AQF Certificate II and above	94.0	95.0	95.1	91.5	93.3	-0.7
Total AQF Enrolments	100.0	99.9	100.0	98.5	99.2	-0.8
Total Non AQF Enrolments	0.0	0.1	0.0	1.5	0.8	0.8

Source: NCVER VOCSTATS

Detailed performance data is published in the TAFE NSW Statistical Compendium, available from <https://www.tafensw.edu.au/about-tafensw>.

DATA SOURCES AND DEFINITIONS

Data sources

Unless otherwise stated, enrolment data was originally sourced from the National Centre for Vocational Education Research (NCVER) VOCSTATS, extracted between 20 August and 16 September, 2015.

The NCVER derivation of course enrolments changed to a count by client, course and institute. 2014 data has been based on the new count, and previous year data have been recast back to 2003.

Student outcomes (%) data is sourced from NCVER's Student Outcomes Survey.

TAFE NSW data is used where NCVER data is not available.

Apprenticeship commencement and completion data is sourced from Skills and Industry Policy (formerly known as State Training Services).

Data definitions

'AQF Diploma and above' includes AQF Diploma, Advanced Diploma, Associate Degree, Bachelor Degree, Graduate Certificate and Graduate Diploma qualifications.

'AQF Certificate III and above' includes AQF Certificate III, Certificate IV, Diploma, Advanced Diploma, Associate Degree, Bachelor Degree, Graduate Certificate and Graduate Diploma qualifications.

'Aboriginal students' data uses the VOCSTATS Client Attribute 'Indigenous status'. Aboriginal students' are students who self-identified as Aboriginal, Torres Strait Islander, or both, on their enrolment form.

'Students with a disability' data uses the VOCSTATS Client Attribute 'Disability (including impairment or long term condition)'. 'Students with a disability' are students who self-identified as having a disability, impairment or long term condition on their enrolment form.

'Language Background Other than English students' data uses the VOCSTATS Client Attribute 'English (Main language spoken at home)'. Data selected are enrolments identified as Non-English as the main language spoken at home.

'Unemployed students' data uses the VOSTATS Client Attribute 'Labour Force Status'. 'Unemployed students' are students who self-identified as being unemployed and seeking part time or full time work on their enrolment form.

Completions data up to 2013 do not represent the actual total number of course completions achieved by TAFE NSW students. VOCSTATS data exclude the qualifications categories '999 Education not elsewhere classified' and '912 Other non-Award courses'. These categories include some Graduate Certificate and Advanced Diploma, and Associate Diploma, Advanced Certificate, Attendance Statement, College Statement, Certificate, TAFE PLUS Certificate, and Statement of Attainment.

MANAGEMENT

TAFE NSW's management structure is determined by sections 11-14 of the *Technical and Further Education Commission Act 1990*.

NSW TAFE COMMISSION BOARD

The NSW TAFE Commission Board has a Ministerial advisory role. Its functions, set out in section 12 of the Act, are to review and make recommendations to the Minister on:

- > policies related to the services provided by the TAFE Commission
- > the efficiency and effectiveness of the TAFE Commission's operation and management
- > the setting of priorities for the TAFE Commission's commercial operations and the utilisation of commercial funds
- > the corporate plans prepared by the TAFE Commission
- > the relationship between the TAFE Commission and other education sectors, including schools, higher education and adult and community education.

Members of the Board are appointed by the Minister under section 11 of the Act.

Member qualifications and terms of appointment

BOARD MEMBER	CURRENT TERMS OF APPOINTMENT	CURRENT POSITIONS HELD	QUALIFICATIONS
Mr Terry Charlton (Chair)	5 June 2015 to 31 May 2018	Chair, Greater Sydney Local Land Services Board Chair, Water NSW Board Member, Monaro Early Intervention Service Board	Master of Science (Psych) Bachelor of Commerce (Economics and Accounting)
Ms Carolyn Burlew	1 January 2014 to 31 December 2015	Director, Carolyn Burlew Consulting	Master of Public Administration Bachelor of Arts Diploma of Applied Science Fellow, Australian Institute of Company Directors
Ms Pam Christie	Ex officio member: 4 April 2011 to present	Managing Director, TAFE NSW Member of the TAFE NSW Higher Education Governing Council Member of the TAFE NSW Higher Education Academic Board	Bachelor of Arts Diploma of Education Graduate Diploma of Special Education Graduate Member of the Australian Institute of Company Directors
Mr Mark McKenzie	11 December 2014 to 31 December 2015	Chief Executive Officer, NSW Irrigators Council	Diploma of Applied Science in Agriculture
Ms Melanie O'Connor	1 January 2014 to 31 December 2015	Managing Director, The Academy Network	Bachelor of Arts Diploma of Education Master of Business Administration

BOARD MEMBER	CURRENT TERMS OF APPOINTMENT	CURRENT POSITIONS HELD	QUALIFICATIONS
Mr Craig Pudig	1 January 2014 to 31 December 2015	Head of Litigation, Macquarie Group Ltd	Bachelor of Laws
Mr Christopher Toohar	1 January 2014 to 31 December 2015	Executive Director, Sydney Festival	Bachelor of Economics Associate Diploma in Accounting - TAFE NSW
Ms Justine Turnbull	11 December 2014 to 31 December 2015	Partner, Seyfarth Shaw Australia	Bachelor of Laws (Hons) Bachelor of Economics
Professor Andrew Vann	1 January 2014 to 31 December 2015	Vice-Chancellor, Charles Sturt University	PhD in Civil Engineering Systems Bachelor of Engineering (Hons) Graduate Certificate in Business Administration Fellow, Australian Institute of Management Fellow, Australian Institute of Company Directors Fellow, Institution of Engineers Australia
Mr Doug Wright AM	1 January 2014 to 31 December 2015	Australian Industry Group employee Member, TAFE NSW Higher Education Governing Council Director, WorldSkills Inc.	Bachelor of Arts Bachelor of Economics

Former members' qualifications and terms of appointment

BOARD MEMBER	TERMS OF APPOINTMENT	CURRENT POSITIONS HELD	QUALIFICATIONS
Ms Margy Osmond (Former Chair)	28 May 2012 to 27 May 2015	Chief Executive Officer of the Tourism and Transport Forum	Former Chief Executive Officer of the Australian Retailers Association Former head of the NSW and Sydney Chamber of Commerce
Mr Warren Grimshaw AM (Former Deputy Chair)	28 May 2012 to 27 May 2015	Member, TAFE NSW Higher Education Governing Council Chair, TAFE NSW North Coast TAFE Advisory Council	Bachelor of Business
Mr Ron Woodham PSM	1 July 2012 to 30 June 2015	Consultant	46 years of experience in the criminal justice system including 11 years as Commissioner for Corrective Services NSW.
Ms Dail McGilchrist	1 Jan 2014 to 31 December 2014 (resigned)	Executive Director, Learning, High Performance and Accountability, NSW Public Schools, Department of Education and Communities	Diploma of Teaching

Meeting attendance

The TAFE Board held eight formal meetings between 1 July 2014 and 30 June 2015. Meeting attendance was as follows:

MEMBERS	ELIGIBLE TO ATTEND	ATTENDED
Ms Margy Osmond (Chair from July 2014 to May 2015)	7	6
Mr Terry Charlton (Chair from June 2015)	1	1
Ms Pam Christie (ex officio as Managing Director)	8	8
Mr Warren Grimshaw AM	7	7
Mr Mark McKenzie	4	3
Ms Melanie O'Connor	8	7
Mr Craig Pudig	8	7
Mr Christopher Tooher	8	7
Ms Justine Turnbull	4	3
Professor Andrew Vann	8	6
Mr Doug Wright AM	8	6
Ms Carolyn Burlew	8	7
Mr Ron Woodham PSM	8	8
Ms Dail McGilchrist	4	1

The quorum for a meeting is seven members. The Managing Director attends all meetings to report on the Commission's operations. Meeting papers are circulated one week before the meeting to allow members sufficient time to review agenda items and seek further information.

The Board also undertook an Institute visit.

DISCLOSURE OF CONTROLLED ENTITIES

The TAFE Commission (Senior Executives) Staff Agency is a controlled entity of TAFE NSW.

SENIOR EXECUTIVES

Senior executive personnel services for TAFE NSW were provided by the TAFE Commission (Senior Executives) Staff Agency, which commenced on 12 December 2014.

Prior to this date, the executive employees were Department of Education and Communities employees and were accounted for in the Department's annual report.

By band and by gender

BAND	TAFE AS AT JUNE 2015	
	FEMALE	MALE
Band 4 (Secretary)	-	-
Band 3 (Deputy Secretary)	1	-
Band 2 (Executive Director)	9	6
Band 1 (Director)	1	1
Totals	11	7
GRAND TOTAL	18	

Remuneration

2014-15 FINANCIAL YEAR	AVERAGE REMUNERATION	
BAND	RANGE \$	2015 \$
Band 4 (Secretary)	430,451 - 497,300	-
Band 3 (Deputy Secretary)	305,401 - 430,450	419,913
Band 2 (Executive Director)	242,801 - 305,400	276,187
Band 1 (Director)	170,250 - 242,800	218,884

Employee-related and senior executive expenditure

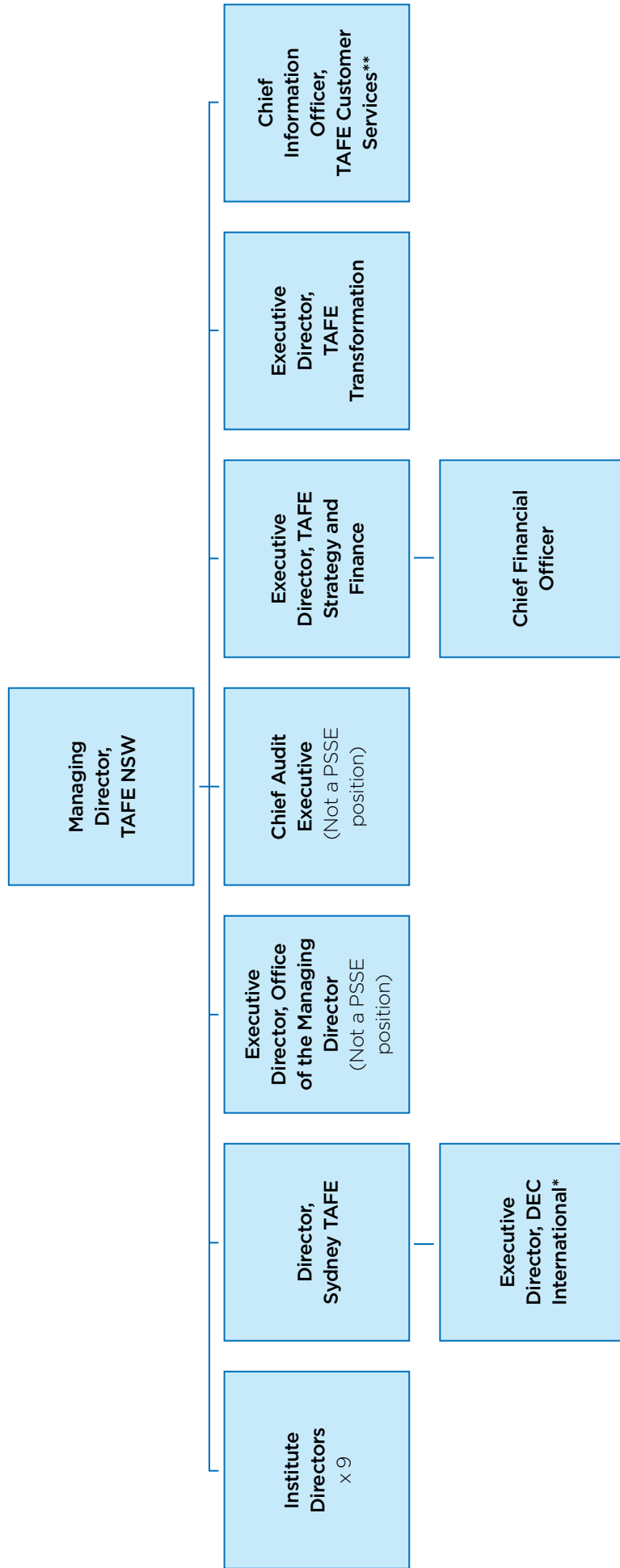
The percentage of the total employee-related expenditure that relates to senior executives is 0.46 per cent.

Senior officer qualifications

NAME	POSITION TITLE	QUALIFICATIONS
Pam Christie	Managing Director, TAFE NSW	Bachelor of Arts Diploma of Education Graduate Diploma of Special Education Graduate Member of the Australian Institute of Company Directors
Christine Warrington	A/Director, Hunter TAFE	Bachelor of Education (Technical) Diploma of Teaching (Technical)
Philip Cox	Director, Hunter TAFE (until 13 February 2015)	Bachelor of Business (Accounting) Commerce Certificate
Dianne Murray	Director, TAFE Illawarra	Master of Education Bachelor of Arts Diploma of Education (Vocational) Member of Australian Institute Company Directors
Peter Heilbuth	Director, TAFE New England	Master of Philosophy (Education) Bachelor of Social Science, Politics (Honours) Bachelor of Arts Diploma Project Management Diploma in Frontline Management Graduate Certificate in Innovation and Entrepreneurship Cert IV Assessment and Workplace Training
Elizabeth McGregor	Director, North Coast TAFE	Bachelor of Arts Grad Dip of Education Cert IV Training and Assessment; Graduate of the Australian Institute of Company Directors
Terri Connellan	R/Director, TAFE NSW - Riverina Institute	Master of Arts in Language and Literacy Graduate Diploma in Adult (Basic) Education Bachelor of Arts (Honours) Diploma of Education Certificate IV Teaching and Assessment
Kerry Penton	Director, TAFE NSW - Riverina Institute	Bachelor of Education (VET) Graduate Certificate Leadership, Australian Institute of Company Directors Diploma of Teaching (VET)
David Riordan	Director, Sydney TAFE	Master of Education Bachelor of Arts Diploma of Teaching Graduate Certificate in Management
Alison Wood	Director, TAFE NSW - Northern Sydney Institute	Master of Arts Education (TESOL) Bachelor of Science

NAME	POSITION TITLE	QUALIFICATIONS
Peter Roberts	Director, TAFE NSW – South Western Sydney Institute	Master of Education (Adult Education) Bachelor of Arts Diploma of Diploma Teaching (Technical)
Robin Shreeve	Director, TAFE NSW – Western Sydney Institute (from 20 October 2014)	Master of Arts Bachelor of Arts (Hons)
Susan Hartigan	Director, TAFE NSW – Western Sydney Institute (until 8 January 2015)	Bachelor of Arts Graduate Certificate in Frontline Management Graduate Certificate in Total Quality Management Diploma of Education
Kate Baxter	Director, TAFE Western	Masters of Education Masters of Social Administration Bachelor Social Work (Hons) Grad Dip Counselling Grad Dip Vocational Education and Training
Philip Clarke	Executive Director, TAFE Strategy and Finance (from 1 December 2014)	Master of Arts Bachelor of Social Science
Catherine Burrows	Executive Director, TAFE Strategy and Finance (until 2 July 2014)	Doctor of Philosophy (PhD), Applied Linguistics Master of Arts (Teaching English to Speakers of Other Languages) Diploma in Education Bachelor of Arts Graduate, Australian Institute of Company Directors Hogan Assessment Certification - HPI, HDS, MVPI PBC - Hogan
Barry O'Loughlin	Chief Financial Officer	Bachelor of Financial Administration Fellow, Certified Practising Accountants Australia
Olga Popovic	Executive Director, TAFE Transformation	Bachelor of Business Certified Practising Accountant
Alison Taylor	A/Executive Director, DEC International and TAFE National Business	Masters of Commerce Bachelor of Business Bachelor of Arts Graduate of the Australian Institute of Company Directors
Peter Bourke	Chief Information Officer, TAFE Customer Services (from 20 April 2015)	Bachelor of Arts (Economics/Computing) Fellow, Australian Institute of Chartered Accountants Australian Institute of Company Directors, Member
Jai Waters	Executive Director, TAFE Customer Services (until 6 February 2015)	Executive Master of Business Administration Master of Clinical Psychology, Health Graduate Certificate in Change Management Bachelor of Arts Honours

ORGANISATION CHART



* The position of Executive Director, DEC International commenced reporting to the Director of Sydney TAFE in September 2014.

** The duties of the Executive Director, TAFE Customer Services transferred to the Chief Information Officer in April 2015.

Functional Responsibilities

Managing Director

It is the statutory responsibility of the Managing Director to manage and control the affairs of TAFE NSW subject to the direction of the Minister who is allocated responsibility for administering the *Technical and Further Education Commission Act 1990* (the Minister for Education until 2 April 2015 and the Minister for Skills thereafter).

The Managing Director leads, drives and shapes TAFE NSW's strategic directions to ensure the effective delivery of the government's strategic objectives, including implementation of government policy and strategic agenda on vocational education and training in NSW.

The Managing Director leads the TAFE Executive team and manages diverse interests and priorities across TAFE NSW Institutes and central support business units. The position is a member of the TAFE NSW Board and works closely with the Chair of the Board to shape the strategic focus and directions of the Board and its advice to the Minister.

Institute Directors

TAFE NSW has ten Institute Directors. Institute Directors are members of the TAFE NSW Executive team and lead a unique and dynamic vocational education and training provider delivering services essential to the economic and social success of their region.

Executive Director, DEC International (DECI)

In the first three months of 2014-15, this position reported directly to the Managing Director of TAFE NSW and was responsible for marketing TAFE NSW and NSW public schools to students overseas, as well as DECI recruitment and compliance management. From September 2014, the position's reporting lines changed to report to the Director of Sydney TAFE. During the remainder of 2014-15, the position oversaw the devolution of the core functions of DECI's TAFE NSW operations to Institutes and the transfer of the schools program to the Department of Education and Communities, in readiness for the DECI being wound down in 2015.

Executive Director, TAFE Strategy and Finance

The role supports the Managing Director, the TAFE NSW Board and TAFE NSW Institutes in setting strategic directions for TAFE NSW, in resourcing these directions and in monitoring and reporting on the performance of the its ten Institutes.

The role provides effective leadership and management of TAFE NSW's financial resources, strategic positioning and development, planning and resourcing, business analytics and accountability and strategic policies. The role ensures that all systems and processes are aligned to the corporate objectives and internal and external policy constraints.

Chief Financial Officer

The role manages the provision of accounting services and financial management reporting to TAFE NSW. The role also leads the management accounting, corporate reporting, the strategic planning and the delivery of financial services to TAFE NSW, and reviews and develops procedures and financial systems relating to the financial accounting performance of TAFE NSW.

Executive Director, TAFE Transformation

The role leads, drives and shapes TAFE NSW's governance, workforce and business reforms so that TAFE NSW can grow as a contemporary public sector education business and be successful in a more contestable market under Smart and Skilled reforms, while fulfilling its role as the public vocational education and training provider. The role also provides leadership for the TAFE NSW website design, brand and marketing.

Chief Information Officer, TAFE Customer Services

The Chief Information Officer leads the development and implementation of ICT strategy and initiatives that enable TAFE NSW to operate successfully as an efficient and effective, commercially focussed and socially responsible network. The Chief Information Officer builds collaborative partnerships with diverse stakeholders in order to reliably and effectively deliver ICT capability and related services that enable the achievement of TAFE NSW's strategic and operational goals.

Chief Audit Executive

The position of Chief Audit Executive is a TAFE senior officer position. The Chief Audit Executive provides leadership and direction of the audit and risk function for TAFE NSW to ensure the interests of stakeholders are protected and oversees the organisation's performance auditing.

The Chief Audit Executive also provides a risk based independent, systematic review and appraisal of all TAFE NSW operations to: certify that Government legislation and TAFE NSW policies and procedures are observed; ensure financial management performance is of the highest standard and that internal controls are appropriate and effective.

WORKFORCE

HUMAN RESOURCES

Number of employees (Full time equivalent)

SERVICE GROUP	JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015
TEACHERS	10,234	9,642	8,853	6,624
EDUCATION SUPPORT STAFF	4,599	4,205	3,978	3,578
CORPORATE SERVICES STAFF (INCLUDING INSTITUTE AND CENTRAL SUPPORT)	990	1,029	1,034	975
TOTAL	15,822	14,876	13,866	11,177

* Source: NSW Public Sector Workforce Profile as at June each year.

Notes:

- > Full time equivalent includes all permanent, temporary and casual employees active on census date, which occurs on the last payday in the financial year, as prescribed by the Public Service Commission. Due to rounding, the figures may not add up to the totals shown.
- > The number of teachers fluctuates from one year to the next, as part-time and casual teachers may not have been working on the census date which falls towards the end of the semester. For example, the number of full time equivalent TAFE NSW teachers on 12 March 2015 (a mid-semester date) was 7,202.
- > The total employees reported above varies from the budget papers. The budget figure is calculated based on an average rate of pay, while the annual report figure is based on workforce data collected on the census date.
- > The numbers of TAFE NSW educational support staff listed above for June 2012 – 2014 appear higher than those reported in recent Department of Education and Communities Annual Reports. This is because a number of TAFE NSW education support staff were captured in the Department's 'state and regional office' service group numbers. These have been transferred to and are now reported in the TAFE NSW 'education support staff' service group.

Realigning our courses and service delivery to meet changed demand levels and reduce costs, and offering programs and services through more flexible delivery options, including online, has seen a change in the TAFE NSW staffing profile. The data above show that the numbers of TAFE NSW teachers and educational support staff declined in 2014-15, continuing a trend in recent years.

TAFE NSW continues to identify ways to operate within new pricing models, including Smart and Skilled. This has meant redefining our services and systems to become more nimble, more capable and better placed to partner with industry to realise new opportunities.

EMPLOYEE RELATIONS

Consultation mechanisms

The TAFE NSW Peak Consultative Group, which comprises TAFE and union representatives, continued to meet regularly during 2014-15 to discuss strategic issues affecting TAFE NSW staff. The main function of the TAFE Peak Consultative Group is to provide high level advice and informed stakeholder input in relation to the implementation of workplace reform.

TAFE Institutes continued to have regular meetings with relevant unions through their Institute Consultative Committee to deal with matters of a local nature.

TAFE NSW commenced enterprise bargaining for the four enterprise agreements that apply to its employees: *the TAFE Commission of NSW Teachers and Related Employees Enterprise Agreement 2013*; *TAFE Commission of NSW Institute Managers Enterprise Agreement 2013*; *TAFE Commission of NSW Teachers in TAFE Children's Centres Enterprise Agreement 2013*; and *TAFE Commission of NSW Administrative, Support and Related Employees Enterprise Agreement 2013*.

More information on TAFE NSW enterprise bargaining is available from the website: <https://www.tafensw.edu.au/enterprise-bargaining>.

Conditions of employment

The employment practices of TAFE NSW are in accordance with industrial relations policies and practices established under NSW and Commonwealth legislation, policies and industrial instruments.

WORKFORCE DIVERSITY

The [Department of Education and Communities Workforce Diversity Plan 2012-2017](#) applied to TAFE NSW during 2014-15.

The *Workforce Diversity Plan* provides a strategic framework for building a workforce that reflects the diversity of our students and communities. The vision of the Plan is to create an organisation free from all discrimination, where staff are recruited and promoted on merit and are representative of the wider NSW community.

Equal employment opportunity groups as a proportion of the total number of TAFE NSW staff

WORKFORCE DIVERSITY GROUP	BENCHMARK / TARGET	2013-14	2014-15
Women	50.0%	58.3%	60.7%
Aboriginal and Torres Strait Islander people ²¹	2.6%	2.6%	2.7%
People whose first language spoken as a child was not English ²¹	19.0%	17.7%	17.4%
People with a disability ²¹	N/A	3.8%	3.6%
People with a disability requiring work-related adjustment	1.5%	1.0%	1.1%

Source: NSW Public Sector Workforce Profile as at 30 June each year.

Notes: Representation of EEO groups is calculated as the estimated number of staff in each group divided by the total number of staff. These statistics, except those for women, have been weighted to estimate the representation of EEO groups in the workforce, where EEO survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Index of distribution of equal employment opportunity groups across salary levels

WORKFORCE DIVERSITY GROUP	BENCHMARK / TARGET	2013-14	2014-15
Women	100	97	96
Aboriginal and Torres Strait Islander people ²¹	100	99	101
People whose first language spoken as a child was not English ²¹	100	95	94
People with a disability ²¹	100	96	94
People with a disability requiring work-related adjustment	100	102	100

Source: NSW Public Sector Workforce Profile as at 30 June each year.

Notes: A distribution index of 100 indicates that the centre of the distribution of the EEO groups across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels.

21. Data on the actual number of staff who are Aboriginal, from a language background other than English or have a disability are by self-disclosure, therefore may be an underrepresentation of the actual number.

Workforce diversity achievements

The *Government Sector Employment Act 2013 (GSEA)* commenced on 24 February 2014, replacing the *Public Sector Employment and Management Act 2002*. The GSEA provides an enhanced focus on workforce diversity across the NSW public sector and ensures that workforce diversity is integrated into broader workforce planning processes.

Women

The NSW TAFE Commission Board sponsored nine female staff from central units and TAFE Institutes to participate in the 2014 TAFE NSW *Building our Future Leadership* program.

The Board also hosted two tables for TAFE NSW female staff at the United Nations for Women Australia – International Women’s Day Breakfast on 6 March 2015. This is an annual event held to raise funds for programs to provide assistance for women at risk around the world.

Aboriginal staff

TAFE NSW celebrated and recognised the achievements of Aboriginal staff through the TAFE NSW Gili Awards. These awards, which are held annually, acknowledge the outstanding achievements, contributions and dedication of Aboriginal TAFE NSW staff and students.

The 2014 Awards ceremony, held in August 2014, celebrated the achievements of Aboriginal staff and their programs which had contributed positively to Aboriginal communities through vocational education and training.

Staff with Language Backgrounds Other Than English

TAFE NSW Institutes used local demographic data and student enrolment profiles to plan the recruitment of teachers, educational support staff and counsellors to support programs and services for their diverse student populations. Institutes employed bilingual teachers, counsellors and student support officers and maintained registers of volunteer bilingual staff to provide interpreting assistance for students.

TAFE NSW Institutes supported many professional learning opportunities for staff from culturally diverse backgrounds, including interviewing skills training and leadership and capability development forums.

Staff with a disability

TAFE NSW ensures it provides staff who have an identified disability with access to appropriate resources and facilities, including provision and training in the use of assistive technologies. Staff and job applicants with an identified disability are provided with accessible rooms, and adjustments are made to ensure a safe and inclusive workplace.

Staff with disabilities are trained in and provided with assistive technologies and specialised software such as Dragon Dictate.

Equity and diversity awareness activities

TAFE NSW promoted and celebrated a number of events, including Reconciliation Week, National Aborigines and Islanders Day Observance Committee Week, World Refugee Week, Multicultural Day, Harmony Day and International Women’s Day, to raise diversity awareness and to encourage inclusive practices. TAFE NSW campuses involved students and community members in the celebrations to raise awareness of equity and diversity.

TAFE NSW supports and promotes an inclusive and respectful workplace through its professional development programs for staff, including Aboriginal Cultural Awareness.

Workforce diversity strategies proposed for next year

In 2015-2016, TAFE NSW will continue the commitment to create a workplace that is fair and inclusive and to promote a workforce that reflects the diversity of our students and the NSW community.

WORK HEALTH AND SAFETY

TAFE NSW has a memorandum of understanding with the NSW Department of Education and Communities to provide work, health and safety services. The Department's *Work Health and Safety Policy* applied to TAFE NSW in 2014-15.

During 2014-15, TAFE NSW continued to provide effective and efficient health and safety services to staff across the state. The overall number of injuries reported reduced, compared to the previous year.

Number of workers compensation claims, lost time and claims costs

	2010-11	2011-12	2012-13	2013-14	2014-15
TOTAL CLAIMS	865	861	651	515	415
TOTAL HOURS PAID	48,193	61,353	32,898	20,932	11,655
NO. CLAIMS WITH LOST TIME	330	352	242	190	110
NO. REHABILITATION CASES	100	91	59	64	93
INSURER COSTS	\$324,242	\$316,245	\$236,385	\$251,933	\$326,486
AVERAGE COST PER CASE	\$5,452	\$7,872	\$4,933	\$5,643	\$5,631

Source: NSW Department of Education and Communities, Corporate Services.

Notes: Excludes incident-only claims. Claim numbers reflect those reported within the financial year where a financial cost was incurred. Data provided for 2011 was impacted on by delays from the department's fund manager in processing claims for lost time reimbursement. Data provided for 2014-15 is incomplete due to changes in WorkCover definitions and system updates affecting claims for lost time reimbursement.

No prosecution action was taken against TAFE NSW in 2014-15 under the *Work Health and Safety Act 2011*.

INCLUSIVE STRATEGIES

TAFE NSW, as the State's public vocational education and training provider, assists people experiencing disadvantage to access education and skills development services they need to join the workforce and participate fully in the community and economy.

TAFE NSW has a framework in place to meet these social obligations that sets out the types of services available to eligible individuals experiencing disadvantage. The *Framework for Community Service Obligation Funding* also outlines accountability and reporting requirements to ensure service provision aligns with the TAFE NSW *Statement of Owner Expectations* and the Smart and Skilled Policy.

DISABILITY INCLUSION ACTION PLAN

TAFE NSW aims to meet the needs of students with disabilities in tertiary education and vocational training, so they have equal access to the opportunities provided by skills training. In 2014, TAFE NSW had over 52,000 enrolments by students with a disability.

Information about TAFE NSW offerings prior to enrolment is also being made increasingly accessible. TAFE NSW launched its new corporate website in May 2015 and the site will fully comply with World Wide Web Consortium and Web Content Accessibility Guidelines 2.0 by the end of 2015. Institutes also maintain their websites to meet mandatory accessibility requirements for government agencies.

TAFE NSW conducted accessibility testing on the new student enrolment system used by students. The testing identified that the key portals met the accessibility requirements.

TAFE New England specialist disabilities staff are physically located close to Customer Services teams at each campus to provide a streamlined and responsive service at the point of enrolment for students requiring disability support.

The [Department of Education and Communities Disability Action Plan 2011-15](#) covered TAFE NSW's delivery of vocational education and training and higher education services to students with disabilities during 2014-15, with provision to enrolled students in line with the *Disability Discrimination Act Standards for Education*.

Examples of the services TAFE NSW provided for students with disabilities are:

- > accessible online course, which have received a triple A rating for their accessibility
- > individual learning support for students with physical, intellectual, hearing impairment, vision impairment and psychiatric disabilities
- > reasonable adjustment including specialised software and equipment
- > adaptive and assistive learning technology, equipment and advice, including large print materials, text in accessible formats, digital, audio, software on computers
- > provision of Auslan Sign Language Interpreters and note takers where appropriate for deaf or hearing impaired students
- > guidance and support in qualifying for the Disabled Australian Apprenticeship Wage System
- > liaison with other service providers to support the transition to employment, such as career support services, direct referrals to job service providers, disability employment providers and community support agencies
- > specialist staff to assist students with disabilities.

North Coast TAFE focused on digitising resources for students with a disability so they can easily use them on iPads and similar devices. Students also used Google classroom to access resources and communicate with one another about their studies.

TAFE South Western Sydney Institute established a system for students with a disability to make online requests for access to reasonable adjustment to assist course completion. Over 300 claims were approved in semester 1, 2015. This new system increases staff members' awareness of the challenges faced by students with disabilities and encourages teachers to engage directly with students and find positive solutions to their learning needs. It also reduces barriers to accessing support for students and provides an open platform where students can better engage with teachers on their individual needs, to assist course completions.

TAFE Riverina Institute worked in partnership with the Lifetime Care and Support Authority, which supports people severely injured in motor accidents, to improve community participation and quality of life for students undertaking pre-vocational and vocational pathways courses.

TAFE NSW services are continually updated in line with community expectations, with staff attending relevant conferences and forums.

TAFE Northern Sydney Institute invited current students registered with Disability Services and government and community based agencies to attend meetings to discuss and provide feedback on the Institute's proposed changes to disability services.

Accessible buildings and facilities

All new and refurbished TAFE NSW buildings, facilities and resources work in line with the disability standards policy and building codes to ensure access is provided to people with a disability.

Institutes provided accessible parking and campus travel plans to facilitate travel for students and staff with a disability. Institutes also assessed and modified venues for formal functions such as the Student Excellence Awards and employed Auslan interpreters, to ensure that people with disabilities could participate. Emergency evacuation plans are also developed, reviewed and modified to accommodate staff and students with disabilities.

Existing buildings are modified where necessary to ensure they are accessible to and meet the needs of students with disabilities.

The TAFE Western Office at Orange and the Allied Health Services Building being constructed at Kingswood in TAFE Western Sydney Institute, are designed in line with building codes and specialist advice to allow access and use by staff and students with disabilities.

MULTICULTURAL POLICIES AND SERVICES PROGRAM

In 2014, TAFE NSW had almost 111,000 enrolments by students from a language background other than English.

The [Department of Education and Communities Multicultural Plan 2012-15](#) guides TAFE NSW's delivery of vocational education and training and higher education to students from culturally, linguistically and religiously diverse backgrounds.

TAFE NSW aims to support and meet the education and training needs of a culturally, linguistically and religiously diverse society, and promote community harmony and social inclusion through programs which counter racism, intolerance and discrimination. Specific activities include:

- > the delivery of high quality English language programs and resources, including the Adult Migrant English Program, to refugee and humanitarian entrant students, English for Speakers of Other Languages and Skills for Education and Employment
- > the continuation of the *Aboriginal Learning Circle*, an alliance of five TAFE NSW Institutes that collaborate in the achievement of culturally appropriate solutions for Aboriginal people, communities, organisations and employers
- > learner support that includes specialist language, literacy and numeracy teaching
- > promotion of tertiary pathways through overseas qualification recognition
- > interpreter services to support communication
- > provision of key documents in languages other than English and information campaigns in the ethnic press and radio
- > employment of specialist staff to enhance engagement including Institute Multicultural Education Coordinators, specialist bilingual counselling staff, and community engagement coordinators
- > training staff in cross-cultural awareness and cultural competencies including through internet based tools such as *Globesmart*
- > community partnerships and consultation with relevant community organisations to promote intercultural understanding and community relations
- > antiracism activities, teaching resources and consultations forums with culturally and linguistically diverse communities
- > research into effective educational strategies for diverse client groups.

English language programs and resources

TAFE NSW Institutes delivered high quality English language programs to students with language backgrounds other than English. The programs range from beginner to vocational level to participate in employment, or further engage with education via higher levels of English language study and TAFE NSW's Tertiary Preparation Certificate.

The programs delivered include:

- > Adult Migrant English Program
- > Skills for Education and Employment which provides contextualised language training with embedded employability skills
- > NSW Adult Migrant English Service Skillmax jobseeker courses
- > English for Vocational Purposes
- > Settlement Language Pathways for Employment and Training.

TAFE Illawarra delivered the Adult Migrant English Program to over 300 students from diverse language backgrounds including Arabic, Chinese languages, Farsi and Macedonian. A youth specific program was delivered for students in partnership with youth workers from the Wollongong City Council.

Support for students from refugee and humanitarian backgrounds

TAFE NSW Institutes worked with diverse agencies to support students from refugee and humanitarian backgrounds.

TAFE Illawarra delivered two Settlement Language Pathways to employment and training courses focussing on hospitality skills and asset maintenance (cleaning) with a 100 per cent completion rate. More than 75 per cent of graduates went on to employment or further education. Overseas qualification recognition interviews were provided.

Sydney TAFE developed education training programs in partnership with social enterprises that support training for students from refugee and humanitarian backgrounds including the Social Outfit (which provides education, training and employment opportunities in clothing production, retail, design and marketing) and the Bread and Butter Project (which provides training and employment opportunities such as a 12 month paid traineeship in baking). Sydney TAFE's Memorandum of Understanding with the Social Outfit covers delivery of the Certificate III in Clothing Production and student support via counselling and career development.

Pathways to employment and further study

TAFE NSW Institutes have many tertiary pathway arrangements in place that they promote to students from culturally and linguistically diverse backgrounds.

The TAFE New England Armidale campus has a pathway arrangement in place with the University of New England to allow students to transition from TAFE New England's Adult Migrant English Program into the University of New England after completing TAFE NSW's Tertiary Preparation Certificate.

TAFE Western Sydney Institute negotiated with Engineers Australia to deliver the Professional Year - Skilled Migrant internship program through the Open Training Education Network, following the success of this program for Accountants.

Social cohesion strategies

TAFE NSW promoted and celebrated a number of corporate events to raise diversity awareness and to encourage inclusive practices in 2014-15, including:

- > Reconciliation Week
- > National Aborigines and Islanders Day Observance Committee Week
- > World Refugee Week
- > Multicultural Day
- > Harmony Day
- > local community events.

Hunter TAFE's Cultural Connections initiative promoted social harmony and tolerance by bringing together students from diverse backgrounds, staff and other students via activities that celebrate cultural diversity through art, food and performances and promoting anti-racism messages. The Institute was actively involved in national events such as Harmony Day and Refugee Week and sponsored a multicultural soccer program.

Quality teaching and leadership

TAFE NSW is committed to ensuring that teachers and leaders have the knowledge and skills to deliver high-quality teaching programs and services that meet the needs of students and clients from culturally diverse backgrounds. Racism, harassment prevention and cross cultural awareness sessions were part of staff inductions.

TAFE Illawarra Adult Migrant English Program and English for Speakers of Other Languages staff attended specialised counsellor training conducted by the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors.

Hunter TAFE provided professional learning that assisted teachers delivering the Adult Migrant English Program to better understand the barriers to learning in the refugee and migrant context. Hunter TAFE's induction of new staff included viewing the *Harassment Free* video which highlights that racism, and discrimination are not acceptable on campus.

Employment of specialist staff

TAFE NSW Institutes employed Institute multicultural education coordinators, community engagement staff, student support counsellors, specialist teacher consultants and education support officers, bilingual teaching and administration staff and maintained registers of bilingual staff to provide interpreting services.

Teaching and learning resources

TAFE NSW Institutes conducted professional development activities to support teaching and administration staff to meet the needs of students and clients from communities from culturally and linguistically diverse backgrounds.

Liaison with the community

Institutes regularly liaise with the following to deliver appropriate training to culturally diverse clients:

- > migrant resource centres
- > multicultural community groups
- > refugee settlement staff
- > translator and interpreter boards
- > local *jobactive* employment service providers
- > Centrelink
- > local councils
- > government departments.

TAFE South Western Sydney Institute delivered a nationally recognised course in vocational and community engagement off-campus to support members of the South Sudanese community prepare for their Australian citizenship test. The course was presented in partnership with the local area health service. The Institute also has strong partnerships with the University of Western Sydney and offered English Language Intensive Courses for Overseas Students to the university's international students.

Data collection and research

TAFE NSW Institutes access and analyse data and conduct research to identify potential improvements in delivery, assessment and provision of services to culturally and linguistically diverse students, such as:

- > labour market reports
- > data on migration patterns
- > emerging training demands, including monthly enrolment and completions data
- > student and client satisfaction surveys conducted in English and community languages
- > student outcomes and learner engagement surveys.

TAFE Western Sydney Institute collected data on culturally and linguistically diverse students and analysed them by ethnicity and relevant sub groups, such as refugees, to identify under-represented groups. These groups were the subject of targeted marketing strategies and teaching support initiatives.

NSW CARERS (RECOGNITION) ACT 2010

The *NSW Carers (Recognition) Act 2010* requires agencies to:

- > ensure that staff and agents have an awareness and understanding of the NSW Carers' Charter
- > ensure that staff reflect the NSW Carers' Charter principles in their daily work
- > consult with bodies representing carers when developing policies that impact upon carers
- > develop internal human resources policies with due regard to the NSW Carers Charter.

Carers are defined as providing ongoing help to someone who needs it because of their disability, long term or life-limiting illness, mental illness, dementia or ageing.

Implementation of the Carers' Charter

TAFE NSW provides flexible delivery and assessment options to allow students to study and be assessed at a time and place to suit their personal circumstances.

TAFE NSW Institutes make personal, career and study counselling services available to students, including those with carers, or who are carers. Institutes also employ specialist staff, trained to identify the needs of students and recommend additional internal and inter-agency services and resources.

TAFE NSW offers a number of flexible work arrangements to help staff balance work and carer responsibilities. Flexible work options include permanent and temporary part-time work, job sharing, leave without pay, flexible working hours, personal carer's leave and short-term leave to attend to family and community responsibilities. Information is provided to potential carers in response to inquiries about flexible arrangements available.

The Department of Education and Communities' *Workforce Diversity Policy* applied to TAFE NSW during 2014-15. The policy is published on the Department's intranet site and is accessible to all TAFE NSW staff.

TAFE NSW staff also had access to a dedicated page on the Department's intranet site providing information, online resources and useful links for staff who are carers, or who work with people who have carer responsibilities.

Consultation and liaison with carers

In 2014-15, the NSW Department of Education and Communities (the Department) provided human resources services and policies, and access to the Employee Assistance Program, to TAFE NSW through a Memorandum of Understanding.

The Department's *Workforce Diversity Policy*, which applies to TAFE NSW, is consistent with the *NSW Carers (Recognition) Act 2010*. TAFE NSW Institutes work within the parameters of the Department's *Workforce Diversity Plan 2012-2014* and the *NSW Carers' Charter*.

During 2014 - 2015, consultation on human resources policies was centrally managed by the Department. The department is represented on the NSW Carers Strategy project management group and established partnerships with NSW agencies and other organisations, to network and consult on policy and program development, including on behalf of TAFE NSW.

Human resources policies supporting carers

During 2014-15, up to 4,627 TAFE NSW staff (67.5 per cent of whom were women) accessed flexible work options. These include up to 3,004 staff taking short term absences to meet family and community responsibilities.

Staff with carer responsibilities were able to access the Department's Employee Assistance Program, an independent, confidential and free professional counselling service to support the health and wellbeing of employees.

BUSINESS RESOURCES

LAND DISPOSAL

In 2014-15, the net proceeds from the disposal of one TAFE NSW property amounted to \$24.80 million.

Ownership of the Crows Nest site was transferred from TAFE NSW to the NSW Department of Education and Communities to establish a senior high school. The site was surplus to TAFE NSW's requirements. The proceeds from the sale will be reinvested into improving Information and Communications Technology and upgrading services at other TAFE NSW campuses.

An application for access to documents concerning details of the property disposed of during the reporting year may be made in accordance with the *Government Information (Public Access) Act 2009*.

MAJOR WORKS

The tables below list new, continuing and completed major works, including their cost to date and estimated dates of completion. It also includes details of any significant delays, cancellations, or cost overruns.

New major works in 2014-15

PROJECT DESCRIPTION AND LOCATION	TOTAL EXPEND. TO 30 JUNE 2015 ('000)	ESTIMATED ('000)	COMPLETION DATE (ACTUAL OR ESTIMATED)	SIGNIFICANT DELAYS, CANCELLATIONS OR COST OVERRUNS
Hunter TAFE, Newcastle - Block D Refurbishment	\$360	Commercial in Confidence	30 June 2019	Completion date amended to meet local decision making.
TAFE New England - Country NSW Connected Learning - Stage 1	\$97	Commercial in Confidence	30 June 2018	NA
TAFE Western - TAFE Western Connect - Stage 1	\$358	Commercial in Confidence	30 June 2017	NA
TAFE Customer Billing - Stage 2 (<i>now known as TAFE Revenue Management Project</i>)	\$ 4,387 (Stage 2)	Commercial in Confidence	Release 1 of stage 2 Dec 2015. Release 2 in 2016, date to be det.	NA

Continuing major works

PROJECT DESCRIPTION AND LOCATION	TOTAL EXPEND. TO 30 JUNE 2015 ('000)	ESTIMATED TOTAL COST ('000)	COMPLETION DATE (ACTUAL OR ESTIMATED)	SIGNIFICANT DELAYS, CANCELLATIONS OR COST OVERRUNS
TAFE Handbook on Web External (HOWEX) System Redevelopment (<i>now known as the TAFE Online Marketing System</i>)	\$3,005	\$3,365	TOMS Iteration 1 22 May 2015	Delayed 6 months from December 2014 to May 2015 due to integration and data migration issues
North Coast TAFE, Taree - Facilities Upgrade	\$1,933	Commercial in Confidence	30 June 2016	NA
Sydney TAFE, Ultimo - New Fashion Design Studio	\$1,269	Commercial in Confidence	30 June 2016	NA
Sydney TAFE, Ultimo - Relocation of Building U	\$1,699	Commercial in Confidence	30 June 2016	NA
TAFE New England, Tamworth - Community Services, Health, Plumbing and Disabilities Facilities	\$10,926	\$11,115	6 October 2015	Major works completed 30 June 2015 External works to be completed by 6 October 2015
TAFE NSW - Northern Sydney Institute, Northern Sydney - Dunbar Building Refurbishment - Stage 2	\$5,932	\$6,432	30 September 2015	Major works completed 11 June 2015 External works to be completed by 30 September 2015
TAFE NSW - Riverina Institute, Young - New Facilities	\$785	Commercial in Confidence	2 February 2017	NA
TAFE NSW - South Western Sydney Institute, Wetherill Park - New Transport Engineering Technology Centre	\$3,070	\$8,953	25 January 2016	NA
TAFE NSW - Western Sydney Institute, Nepean College Kingswood - Health and Support Services Facilities	\$10,524	\$10,974	30 September 2015	NA
TAFE NSW - Western Sydney Institute, Nepean College Kingswood - Stage 5	\$12,292	\$15,437	30 September 2015	NA
TAFE Western, Mudgee - Consolidation	\$1,697	\$6,214	30 June 2016	NA

Completed works

PROJECT DESCRIPTION AND LOCATION	TOTAL EXPEND. TO 30 JUNE 2015 ('000)	ESTIMATED TOTAL COST ('000)	COMPLETION DATE (ACTUAL OR ESTIMATED)	SIGNIFICANT DELAYS, CANCELLATIONS OR COST OVERRUNS
Hunter TAFE, Kurri Kurri – Plant and Heavy Vehicle Training Centre	\$11,969	\$12,010	19 June 2015	Completed ²²
North Coast TAFE, Wollongbar – Student Services Centre	\$96	\$96	26 June 2014	Completed
Sydney TAFE, Ultimo – Client Services, Tertiary Pathways and Building W Upgrade	\$5,823	Commercial in Confidence	25 May 2015	Completed ²²
TAFE Illawarra, Cooma – Carpentry and Joinery Workshop and Student Support Facilities	\$5,195	\$5,195	3 December 2014	Completed
TAFE NSW – South Western Sydney Institute, Granville – Meat and Allied Trades Upgrade	\$3,967	\$3,967	19 December 2014	Completed
TAFE NSW – Western Sydney Institute, Nirimba – Refurbishment	\$9,382	\$9,426	16 December 2014	Completed ²²

22. Outstanding payments will be made in 2015/16..

CONSULTANTS

During 2014-15, TAFE NSW did not engage any consultants

OVERSEAS VISITS

The following overseas visits were undertaken by TAFE NSW personnel in 2014-15. The table below outlines the main purposes of the visits and funding sources.

PURPOSE OF VISIT	DESCRIPTION	NO. EXTERNALLY/COMMERCIALY FUNDED VISITS	NO. SELF OR COMMUNITY FUNDED	NO. TAFE/DECI ²³ FUNDED	TOTAL NO. VISITS
Conferences and professional development	Staff members who travel overseas to attend and/or present at conferences or participate in study tours.	27	0	7	34
Educational exports	Staff members who travel overseas to manage partnerships, contracts, programs, quality assurance or assessment of students.	40	0	1	41
Exchange programs	Staff members who travel overseas on a professional or teacher exchange program	0	0	0	0
International student recruitment	Staff members who travel overseas to recruit inbound full-fee-paying international students to the NSW school sector or TAFE NSW.	22	0	4	26
Market development and client engagement	Staff members who travel overseas for international marketing purposes, development of business relationships, engagement with clients and contract management.	9	0	3	12
Professional scholarship programs	Staff members awarded scholarships to further their professional skills and knowledge.	0	0	0	0
Student excursions	Staff members who accompany students on excursions overseas to increase cultural understanding or attend commemoration ceremonies.	32	0	0	32

23. DEC International (DECI) was established within the NSW Department of Education and Communities to manage TAFE NSW and NSW schools' international education exports business. TAFE NSW International Business separated from the NSW Department of Education and Communities on 1 July 2015.

OTHER REQUIREMENTS

MATTERS ARISING FROM THE 2014-15 AUDIT

The auditor's opinion on the TAFE NSW 2014-15 financial report was qualified due to limitations of the new Student Administration and Learning Management system. These limitations prevented the Auditor-General from obtaining sufficient and appropriate audit evidence to support amounts recorded for revenue and related transactions. TAFE NSW is taking action to address the limitations and will continue to liaise with the Audit Office of NSW and NSW Treasury as it undertakes this work.

CHANGES IN LEGISLATION AND SIGNIFICANT JUDICIAL DECISIONS

Legislation

The TAFE Commission is established under the *Technical and Further Education Commission Act 1990*. From 1 July 2014, the Technical and Further Education Commission (TAFE NSW) became a government agency separate from the Department of Education and Communities. It is therefore required to provide its own annual report (as a statutory body under Schedule 2 of the *Public Finance and Audit Act 1983*).

The following legislative changes were made to give effect to and recognise the separation:

- *Public Finance and Audit Amendment (Technical and Further Education Commission) Proclamation 2014*. This Proclamation provided for the Technical and Further Education Commission ('the TAFE Commission') to become a separate statutory body from the Department of Education and Communities, for the purposes of the *Public Finance and Audit Act 1983*. It came into effect on 1 July 2014
- *Public Finance and Audit Amendment (TAFE Commission) Regulation 2014*. This Regulation removed all references to the TAFE Commission in the list of Departments in the *Public Finance and Audit Act 1983*. It also came into effect on 1 July 2014.

The employment arrangements of senior TAFE NSW staff were changed in line with the *Government Sector Employment Act 2013*. The following legislative changes were made to enact these changes:

- *Statute Law (Miscellaneous Provisions) Act 2014* which amended the *Technical and Further Education Commission Act 1990* to clarify the employment arrangements of the Managing Director of TAFE NSW, with effect from 4 July 2014
- *Administrative Arrangements (Administrative Changes—TAFE Senior Executives and Other Matters) Order 2014*. This Order established the TAFE Commission (Senior Executives) Staff Agency as a NSW Public Service agency responsible to the Minister. The Order came into effect on 12 December 2014

Judicial decisions

- *WorkCover (Inspector Calvez) v TAFE Commission [2014] NSWDC 108* (14 July 2014). In this matter TAFE was prosecuted for breaches of the *Occupational Health and Safety Act 2000* following the death of a student while horse riding in 2008. This matter, and previous prosecutions and reports relating to this case, have led to significant changes in TAFE NSW's operations around training related to horses, and all steps to minimise the possibility of any further such occurrences have been taken
- *Urigwe v TAFE NSW, Sydney Institute [2014] FWC 9169* (18 December 2014) in which the Fair Work Commission upheld TAFE's objection to it dealing with a redundancy. Mr Urigwe was made redundant by Sydney TAFE in 2014 and lodged an unfair dismissal application with the Fair Work Commission. This was significant because Senior Deputy Commissioner Drake found that this application was beyond the jurisdiction of the Fair Work Commission due to the implied constitutional limitation on Commonwealth laws restricting or controlling a State in the exercise of its executive authority.

PRIVACY AND PERSONAL INFORMATION PROTECTION ACT 1998

TAFE NSW ensures a confidentiality agreement is part of all contracts with service providers and consultants to protect any private and personal information related to data.

One request for alteration of information under section 15 of the *Privacy and Personal Information Protection Act 1998* was received. The request was refused because it was determined that compliance may be detrimental to the proper exercise of TAFE NSW's complaint handling functions. The applicant requested an internal review into the decision. The review will be finalised in 2015-16.

An internal review of a decision to deny access to documents under section 14 of the Act was completed. No breach was found to have occurred because the request had already been considered and refused under the *Government Information (Public Access) Act 2009*.

GOVERNMENT INFORMATION (PUBLIC ACCESS) ACT 2009

Proactive release of government information

TAFE NSW reviews its program for the proactive release of information annually in accordance with section 7(3) of the *GIPA Act*. Information is made publically available except where there is an overriding public interest against disclosure or where doing so imposes unreasonable additional costs on TAFE NSW. There was one new matter added to the disclosure log in the financial year 2014-15.

During the reporting year 2014-15, TAFE NSW launched a new more accessible website that features a responsive display across desktop and mobile devices. It contains an advanced and more intuitive search capability, improving access to information for site visitors.

The website also facilitated greater use of video and digital content, allowing TAFE Corporate to communicate better with its staff, enabling a greater level of interaction with staff during the enterprise bargaining process. Emails and presentation packs from the Managing Director to TAFE staff as well as correspondence to the different unions have all been released proactively.

In addition, the ten TAFE NSW Institutes proactively released new and updated information, including but not limited to student and industry case studies, surveys and other policy documents. The type of information provided varying between Institutes. Each Institute provides access through its Institute webpage.

Access applications received and completed

Statistical data about completed access applications received by TAFE NSW during the reporting period 2014-15 is provided in the tables below. Provision of this information complies with clause 7(d) and Schedule 2 of the *Government Information (Public Access) Regulation 2009*.

Table A: Number of access applications by type of applicant and outcome* (completed and discontinued valid applications)

	ACCESS GRANTED IN FULL	ACCESS GRANTED IN PART	ACCESS REFUSED IN FULL	INFORMATION NOT HELD	INFORMATION ALREADY AVAILABLE	REFUSE TO DEAL WITH APPLICATION	REFUSE TO CONFIRM OR DENY WHETHER INFORMATION IS HELD	APPLICATION WITHDRAWN (EXCLUDING INVALID APPLICATIONS)	INVALID APPLICATION WITHDRAWN	INVALID NEVER VALIDATED	TRANSFERRED TO OTHER AGENCY	TOTAL
Media	0	1	1	0	0	0	0	0	0	1	0	3
Members of Parliament	0	1	0	0	0	0	0	1	0	0	0	2
Private Sector business	0	0	0	0	0	0	0	1	0	0	0	1
Not for profit organisations or community groups	0	0	0	0	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	4	3	1	0	0	0	0	0	1	0	0	9
Members of the public (other)	5	5	0	2	0	0	0	1	0	0	0	13
TOTAL	9	10	2	2	0	0	0	3	1	1	0	28

*Includes four applications received in 2013-14 reporting year and completed in 2014-15.

*More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision.

There were 26 Access applications completed in the 2014-15 reporting period, including those Withdrawn, but not those which were invalid, and four received the previous reporting period and completed in 2014-15. Two matters received in the 2014-15 period and not completed are being carried forward to the next reporting year.

Of the 26 applications completed, access was granted in full nine times, refused in part ten times, and refused in full twice. Information was not held in two matters and three applications were withdrawn.

Table B: Number of access applications by type of application and outcome*

	ACCESS GRANTED IN FULL	ACCESS GRANTED IN PART	ACCESS REFUSED IN FULL	INFORMATION NOT HELD	INFORMATION ALREADY AVAILABLE	REFUSE TO DEAL WITH APPLICATION	REFUSE TO CONFIRM OR DENY WHETHER INFORMATION IS HELD	APPLICATION WITHDRAWN (EXCLUDING INVALID APPLICATIONS)	INVALID APPLICATION WITHDRAWN	INVALID NEVER VALIDATED	TRANSFERRED TO OTHER AGENCY	TOTAL
Personal information applications*	7	8	1	2	0	0	0	1	1	0	0	20
Access applications (other than personal information applications)	2	2	1	0	0	0	0	2	0	1	0	8
Access applications that are partly personal information applications and partly other	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	9	10	2	2	0	0	0	3	1	1	0	28

*A personal information application is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

*More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision.

Table C: Invalid applications

REASON FOR INVALIDITY	NO. OF APPLICATIONS
Application does not comply with formal requirements (section 41 of the Act)	5
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	5
Invalid applications that subsequently became valid applications	3

Table D: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the Act

There were three access applications completed in the 2014-15 reporting period that were refused, either wholly or partly, because the application was for the disclosure of information referred to in Schedule 1 to the *GIPA Act* (information to which there is conclusive presumption of overriding public interest against disclosure). TAFE NSW refused access to information in full twice, and in part once under Schedule 1. Table D indicates that all were refused under the category of legal professional privilege.

	NO. OF TIMES CONSIDERATION USED*
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	3
Excluded information	0
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

* More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application).

Table E: Other public interest considerations against disclosure: matters listed in table to section 14 of the Act

Access was refused in part 13 times and in full once for one or more public interest reasons listed in section 14 of the *GIPA Act* because, on balance, there was an overriding balance of public interest against disclosing the information.

	NO. OF OCCASIONS APPLICANT NOT SUCCESSFUL
Responsible and effective government	4
Law enforcement and security	0
Individual rights, judicial processes and natural justice	9
Business interests of agencies and other persons	1
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate Freedom of Information legislation	0

* More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application).

Table F: Timeliness*

	NO. OF APPLICATIONS
Decided within the statutory timeframe (20 days plus any extensions)	24
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
TOTAL	24

*Does not include withdrawn applications but includes invalid matters never validated.

Table G: Number of applications reviewed under part 5 of the Act (by type of review and outcome)

	DECISION VARIED	DECISION UPHELD	TOTAL
Internal Review	1	0	1
Review by Information Commissioner*	1	1	2
Internal review following recommendation under section 93 of Act	0	1	1
Review by NSW Civil and Administrative Tribunal	0	0	0
TOTAL	2	2	4

* The Information Commissioner does not have the authority to vary decisions, but can make recommendations to the original decision-maker. The data in this case indicates that a recommendation to vary or uphold the original decision was made by the Information Commissioner.

Table H: Applications for review under Part 5 of the Act (by type of applicant)*

	NO. OF APPLICATIONS FOR REVIEW
Applications by access applicants	4
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

* Review applications received in the reporting year

Table I: Applications transferred to other agencies under Division 2 of Part 4 of the Act (by type of transfer)

	NO. OF APPLICATIONS TRANSFERRED
Agency-initiated transfers	0
Applicant-initiated transfers	0

PUBLIC INTEREST DISCLOSURES

Under TAFE NSW *Public Interest Disclosures Internal Reporting Policy* and the *Guidelines for the Management of Public Interest Disclosures*, all staff have a responsibility to report suspected unlawful, corrupt, negligent or improper conduct, serious maladministration or serious and substantial waste of public money. These TAFE policy documents establish our commitment to support and protect staff who report wrongdoing.

The Policy sets out the manner in which TAFE NSW meets its obligations under the *Public Interest Disclosures Act 1994*, and the Guidelines set out the roles and responsibilities of staff in making and receiving public interest disclosures. Both the Policy and Guidelines are available to all staff via TAFE NSW intranet site.

During the reporting period, TAFE NSW met the NSW Ombudsman's reporting requirements via its online reporting tool.

The table shows the total number of employees who made a public interest disclosure and the total number of public interest disclosures received by TAFE NSW for the period 1 July 2014 to 30 June 2015.

All disclosures were made by public officials in performing their functions as public officials.

GOVERNMENT RESOURCE EFFICIENCY POLICY

As of July 2014, the Government Resource Efficiency Policy (GREP) replaced the NSW Government Sustainability Policy and superseded the Waste Reduction and Purchasing Policy.

In 2014-15, TAFE NSW Institutes commenced implementing the Government Resource Efficiency Policy. Individual Institutes will submit their first GREP reports to the NSW Office of Environment and Heritage on 30 September 2015. Annual GREP data will be published on individual TAFE NSW Institutes' websites in compliance with the policy.

	CORRUPT CONDUCT	MALADMINISTRATION	SERIOUS WASTE	GIPA CONTRAVENTION	LOCAL GOVERNMENT CONTRAVENTION	TOTAL
Disclosures	5	0	0	0	0	5
Employees making a disclosure	5	0	0	0	0	5
Disclosures finalised	5	0	0	0	0	5

RISK MANAGEMENT, INSURANCE AND INTERNAL AUDIT

TAFE NSW is committed to ethical and transparent practices, continuous improvement, quality assurance and risk management in its delivery of services to the people of NSW.

Internal Audit

Following its separation from the Department of Education and Communities (the Department) on 1 July 2014, TAFE NSW created an Audit and Risk Unit for oversight of assurance services and corruption prevention. Between 1 July and 31 December 2014 the Department's Internal Audit Directorate was contracted to assist the Audit and Risk Unit in the conduct of audit functions. In January 2015 TAFE NSW, following a competitive tender process, outsourced its internal audit function.

The current Audit Plan is based on a three year risk assessment, covering the period 2015 to 2017. The Audit Plan and regular reports on the progress of audits and the implementation of audit recommendations are included on the agenda of the Audit and Risk Committee.

Since July 2014, the following audits have been conducted:

- > three Institute audits to assess the adequacy and appropriateness of operational systems and controls
- > examination of credit cards for compliance with existing policies and guidelines
- > analyses of abnormal and/or unusual relationships in the accounts payable and personnel/payroll databases
- > a review of Participant Safety in High Risk Courses.
- > international programs and activities to assess the design and operating effectiveness of key controls
- > commercial programs and activities to assess the design and operating effectiveness of key controls
- > procurement reviews
- > customer services (Testamurs and Transcripts Production).

Enterprise risk management

In TAFE NSW, risk is managed at both the Corporate and Institute levels, including through the use of the TAFE NSW Risk Register which is reviewed regularly by the TAFE NSW Executive and also by the TAFE NSW Audit and Risk Committee. Additionally policies and procedures are in place for high risk areas such as the gifts and benefits register and pecuniary interest registers.

Audit and Risk Committee

The TAFE NSW Audit and Risk Committee is comprised of an independent chair, one independent member and one NSW TAFE Commission Board appointed member. The Committee oversees and monitors the TAFE NSW governance, risk and control frameworks and external accountability requirements. Between July 2014 and June 2015, the Audit and Risk Committee undertook its duties and responsibilities as prescribed by Treasury Policy Paper TPP09-05 *Internal Audit and Risk Management Policy for the NSW Public Sector*.

Audit and Risk Committee meetings during 2014-15 were held on:

- > 7 October 2014
- > 9 December 2014
- > 24 February 2015
- > 21 April 2015
- > 23 June 2015.

Committee member attendance was as follows:

NAME	TITLE	MEETINGS ATTENDED
Warren Grimshaw	Independent Chair	5
Christopher Tooher	Independent Member	4
Carolyn Burlew	Board Appointed Member	5

Insurance

The Treasury Managed Fund is the self-insurance scheme that provides funding for government agencies to assist with meeting the cost of the contributions. This includes comprehensive cover for TAFE NSW employees through worker's compensation and cover for stakeholders through public liability insurance. The scheme also covers all physical assets such as buildings and equipment as well as motor vehicles and other miscellaneous matters.

The premium amount is calculated based on historical performances. The total premium for 2014-15 was \$18,656,045, of which workers compensation premium was \$12,572,995.

Internal audit and risk management policy attestation

TAB B
Version 1.1 May 2013

Template E1: No Exceptions

Internal Audit and Risk Management Statement for the 2014-2015 Financial Year for Technical and Further Education (TAFE NSW) Commission.

In the case of compliance with no exceptions use the following:

I, Managing Director of TAFE NSW am of the opinion that TAFE NSW has internal audit and risk management processes in operation that are, excluding the exceptions described below, compliant with the core requirements set out in Treasury Circular NSW TC 09/08 *Internal Audit and Risk Management Policy*.

I, Managing Director of TAFE NSW, am of the opinion that the Audit and Risk Committee for TAFE NSW is constituted and operates in accordance with the independence and governance requirements of Treasury Circular NSW TC 09/08. The Chair and Members of the Audit and Risk Committee are:

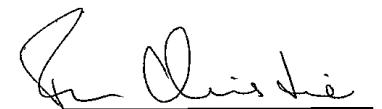
	Independent Chair	Independent Member	Board Appointed Member
Name:	Warren Grimshaw	Christopher Tooher	Carolyn Burlew
Start Term Date:	29/09/2014	29/09/2014	29/09/2014
Finish Term Date:	29/09/2017	29/09/2016	29/09/2018

TAFE NSW utilises an outsourced service delivery model for the Internal Audit function. This model was chosen because of the flexibility and adaptability it provides to meet the changing environment in which TAFE NSW currently operates.

I, the Managing Director of TAFE NSW declare that this Internal Audit and Risk Management Statement is also made on behalf of the following controlled entities *TAFE Commission (Senior Executives) Staff Agency*.

These processes provide a level of assurance that enables the senior management of TAFE NSW to understand, manage and satisfactorily control risk exposures.

As required by the policy, I have submitted an Attestation Statement outlining compliance with the policy to Treasury on behalf of the Treasurer.

 11/8/15

Managing Director (Sign and Date)

COMPLAINTS AND IMPROVEMENTS

CATEGORY OF COMPLAINT	RECEIVED	RESOLVED	CARRIED OVER BEYOND 30/6/15
General complaints (Category 1) Remedy and System Improvement (delays, inefficiencies)	955	825	130
Serious complaints (Category 2) Negotiation (unreasonable or unfair behaviour)	219	190	29
Investigation (Category 3) Alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	66	39	27

This reporting period saw a rise in the number of complaints. This can be explained by:

- > the upgrading and modernising of TAFE NSW's business systems, resulting in implementation issues around enrolment and the issuing of transcripts
- > implementation of the NSW Government's new Smart and Skilled fees and eligibility requirements applying from January 2015 for government subsidised training
- > fee increases for other qualifications
- > allegations from students and staff about bullying and harassment
- > one Institute receiving a large number of complaints about car parking fees.

Complaints were addressed and resolved as quickly as possible.

In response to these complaints, Institutes have made improvements to their processes to improve the customer experience such as:

- > the introduction of fee instalment plans
- > workarounds to speed up enquiry and enrolment processes
- > staff training, e.g. customer engagement training, Smart and Skilled implementation workshops and Student Administration and Learning Management training to ensure all staff have a thorough understanding and ability to support customers throughout the changes
- > one on one and group/class meetings to explain the changes
- > Hunter TAFE developed the *Dignity and Respect in the Workplace Charter* to address bullying and harassment
- > undertaking a review regarding the introduction of and rise in fees for car parking.

An improvement was made in the North Coast Institute as a result of a complaint from a patron at a training restaurant. The complainant had an allergic reaction to the food and claimed to have alerted the students and staff to her allergy. In response, a poster was developed and circulated to all tourism and hospitality teaching sections within the Institute, highlighting the requirement for staff and students to ask patrons about their allergies and provide clear advice about food ingredients and preparation.

DIGITAL INFORMATION SECURITY POLICY ATTESTATION

ATTESTATION STATEMENT

Digital Information Security Annual Attestation Statement For 2014-2015 Financial Year for TAFE NSW

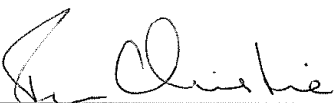
I, Pam Christie, am of the opinion that TAFE NSW had an Information Security Management System in place, through the Department of Education and Communities, during the 2014-2015 financial year that is consistent with the Core Requirements set out in the *NSW Government Digital Information Security Policy*.

The controls in place to mitigate identified risks to the digital information and digital information systems of TAFE NSW are adequate.

- A There is no agency under the control of TAFE NSW which is required to develop an independent Information Security Management System (ISMS) in accordance with the NSW Government Digital information Security policy.

- B TAFE NSW has maintained compliance with *ISO 27001 Information Technology – Security Techniques –information security management systems –Requirements* as independently reviewed by bsi (British Standards Institute) during the 2014-2015 financial year.

Pam Christie
MANAGING DIRECTOR TAFE NSW



3 September 2015

Department of Education and Communities (DEC) Contact Officer:

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Information Technology Directorate
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BUSINESS AND SERVICE HOURS

TAFE NSW and Institute business and service hours are generally 8.30 am to 5.00 pm. In addition, Institute customer service centres and college libraries are open in the evenings during semester.



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