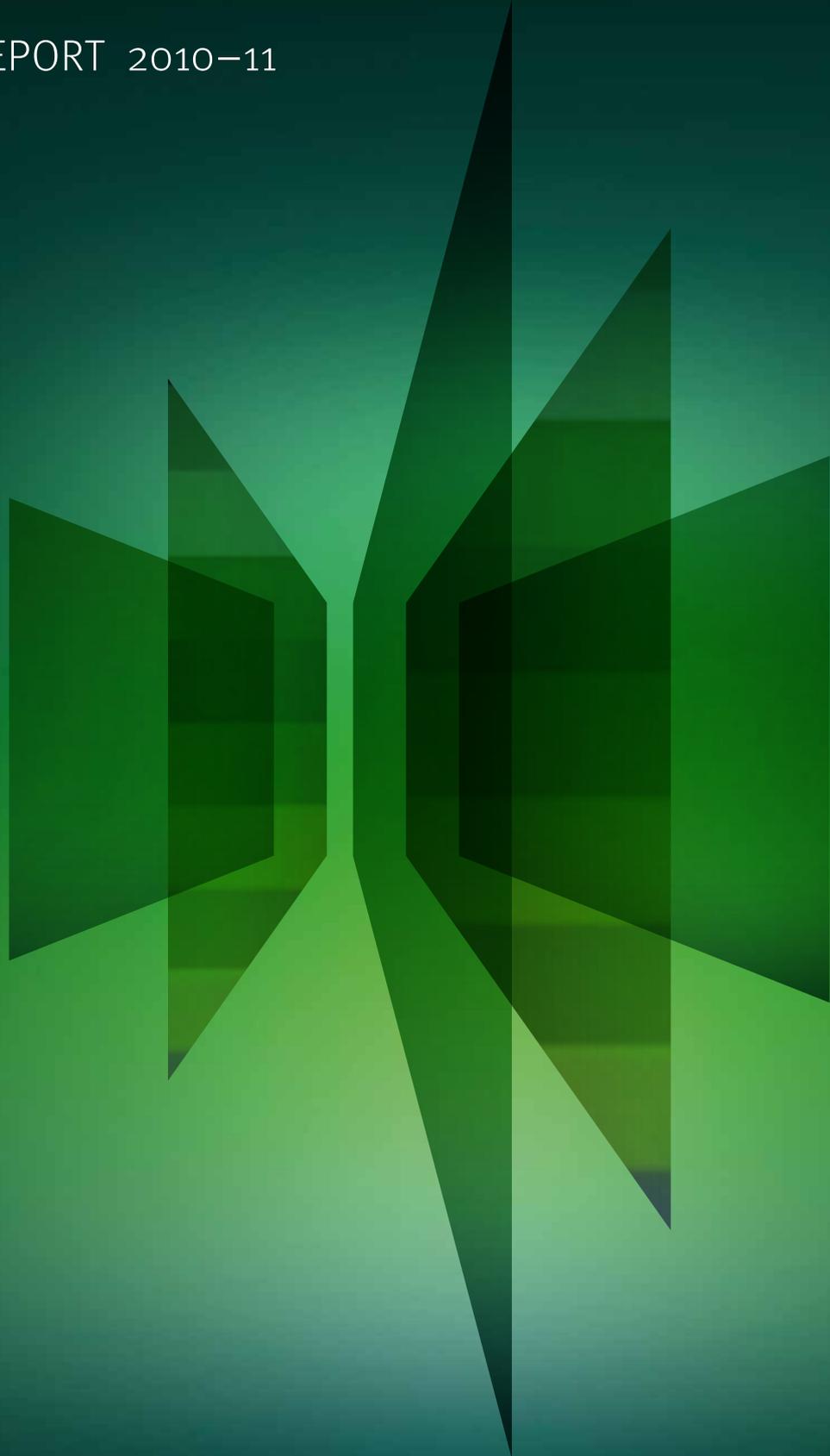




Southbank
Institute of Technology
Education for aspiring minds

CRICOS No. 03020E

ANNUAL REPORT 2010–11



ANNUAL REPORT 2010–11



Interpreter

INTERPRETER SERVICE STATEMENT

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This report can be viewed on our website at:
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Hard copies of the annual report are available on request.

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31 August 2011

The Honourable Stirling Hinchliffe MP
Minister for Employment, Skills and Mining

Level 18, Mineral House
41 George Street
Brisbane QLD 4000

Dear Minister Hinchliffe

I am pleased to present the Annual Report 2010–2011 for Southbank Institute of Technology.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, and
- the detailed requirements set out in the Annual report requirements for Queensland Government agencies.

A checklist outlining the annual reporting requirements can be accessed at www.southbank.edu.au/annualreport/.

Yours sincerely



Warren Tapp
Chair of the Board
Southbank Institute of Technology

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Southbank Institute of Technology has a proven record as Queensland's leading provider of high-level vocational education and training (VET) – delivering high-quality, industry ready graduates. Our core business is to provide education and training services in accordance with the *Vocational Education, Training and Employment Act 2000*. Our vision is to empower our VET and higher education students for rewarding careers in the global community.

Established as the South Brisbane Mechanical Institute in 1863, we have been at the leading edge of innovative and progressive high-level vocational and technical education for almost 150 years. Southbank Institute of Technology became a statutory authority on 1 April 2008, leading the Queensland Government's policy initiative to drive better outcomes for students, employers and industry by positioning the Institute to deliver more training places, particularly at the higher qualifications levels.

As a statutory TAFE institute, Southbank Institute of Technology is subject to state government policy. Accordingly, we integrate whole-of-government targets and strategic frameworks into our strategic direction and daily activities including:

- *Toward Q2: Tomorrow's Queensland*
- *Queensland Skills Plan*
- DET strategic priorities.

Our vibrant campus is situated in the heart of Brisbane, Queensland, with easy access to the city centre, a variety of cultural and entertainment facilities, and sophisticated student accommodation. We have 12 schools of study offering a wide variety of courses across highly sought after disciplines including health sciences, biotechnology, engineering, multimedia, hospitality and tourism, creative industries, and business and community services.

In 2008, we completed a multimillion dollar redevelopment of the campus to create a world-class facility where students learn and develop skills using state-of-the-art training facilities. Our facilities include cutting-edge scientific and IT teaching laboratories, professional gig and recording studios, industrial kitchens, and simulated learning environments in nursing, child care, beauty and fitness – positioning Southbank Institute at the forefront of technology-assisted learning.

Flexibility is a high priority at Southbank Institute – we offer a wide range of study options to support student endeavours including starting a new career, building skills, increasing further study opportunities or gaining practical hands-on skills to support existing university qualifications.

Courses can be undertaken part-time, full-time, postgraduate and online, with study options across a range of vocations and nationally recognised qualifications including apprenticeships, certificates, diplomas, advanced diplomas, associate degrees and post-degree qualifications.

Southbank Institute holds a unique position in the marketplace. While we remain focused on staying at the forefront of technology-assisted and vocational learning, we are also driven to provide a broader range of qualifications and create pathways from Southbank Institute to further study at university, giving our students more options for their future education choices. Also, our dual sector qualified graduates are valuable additions to the labour market as they have the mix of practical and theoretical skills that employers need.

We offer 160 formal pathway opportunities to universities across our programs – bridging the gap between technical education and university training to ensure graduates are job-ready. Our pathways programs often provide unique opportunities for students who may never have progressed to university without their Southbank Institute qualification.

Southbank Institute will continue to provide, as part of our core business, high-level vocational and technical education and address significant skills shortages in this area, as identified in the *Queensland Skills Plan*.



From left

Robyn Tyler
Institute Director and Acting CEO
(from 31 January 2011)

Warren Tapp
Chair of the Board
(from 1 May 2011)

THE INSTITUTE'S PROFILE AS A PROGRESSIVE AND TECHNOLOGY-LED VOCATIONAL EDUCATION AND TRAINING (VET) INSTITUTION WAS REINFORCED WHEN WE BECAME A STATUTORY BODY IN 2008.

Southbank Institute of Technology has continued its commitment to delivering quality educational outcomes to empower our vocational education and training (VET) and higher education students for rewarding careers in the global community.

The Institute's profile as a progressive and technology-led VET institution was reinforced when we became a statutory body in 2008, with new world-class facilities and a focus on the provision of a broader range of qualifications and pathways for our students to go on to further study.

The Board and the Executive Leadership Team have supported the Institute's journey of evolution to become an established statutory authority which underpins our raison d'être – to help our students achieve great results and become talented job-ready graduates for industry, in turn supporting the government's *Toward Q2: Tomorrow's Queensland* 'Smart' ambition and the economy.

Throughout 2010–11, our Board and Executive Leadership Team underwent a number of changes. The Chair of the Board since 1 May 2008, Mr John Puttick, retired on 30 September 2010 after three and a half years involvement with the Board. This role was preceded by many years as Chair of the Southbank Institute Business Council. Following John's retirement, Board member Chris Burgess took on the role of Acting Chair until the appointment of a new Board on 1 May 2011. In January 2011, the Institute's Director and CEO, Mr Craig Sherrin, moved on from this role after leading the Institute for over 10 years. We would like to thank John and Craig for their significant contribution to the development of Southbank Institute as a leading vocational and education provider, and also thank Chris for his leadership during this period of transition.

When the Board's term concluded on 30 April 2011, a new Board was appointed on 1 May 2011, with a new Chair and nine non-executive members, including two reappointed members. We, the new Board and Executive Leadership Team, look forward to working with the broader Institute community to achieve two key objectives – to be the lead institute for technological and high-level skills education and training in Queensland, and to diversify our programs.

Another important development in May 2011 was the release of the *Skills for Prosperity Report*, which recommends a sweeping overhaul of Australia's VET system. We plan to integrate these reforms into our strategic direction to help raise productivity and address skills challenges, leveraging off the federal government's 2011 funding initiatives to boost skilled workers in Australia.

We look forward to refining our 2011–12 strategic direction as we reflect on a challenging year due to increasing competition in the VET and higher education sectors, and a declining international student market in Australia. Despite these challenges, we are meeting our objectives and remain focused on the delivery of quality educational outcomes for our students.

Industry engagement is one of the pillars of Southbank Institute's *Strategic Plan 2011–15*. Our industry partnerships in the business, health, design, arts and hospitality sectors continue to grow and add immeasurably to Southbank Institute's student experience, and give our students unique opportunities to help build their job-readiness for the workforce. Some highlights include:

- service training agreements with numerous health care providers to offer vocational placements for our health services students
- partnership with a major hotel organisation to offer life-changing overseas opportunities to our apprentice chefs
- events such as *Creative Southbank* – an exhibition created by our students to showcase their outstanding design skills and talent to the industry and public
- partnerships with universities to offer dual award and pathways scholarships
- partnerships with universities, through the Adult Learner Social Inclusion Project, to create educational pathways for second chance learners
- partnerships with schools to deliver our Science in Industry program to fast-track high achieving school students through our science programs.

While our overall student numbers decreased in 2010–11, we have a higher percentage of our student body enrolling in our higher level qualifications, which aligns with the *Toward Q2 Smart* ambition target that three out of four Queenslanders will hold a trade, training or tertiary qualification by 2020. In 2010–11, we had 10 050 students enrolled in a Certificate IV or higher qualification course, with a large number of students articulating into university courses. Our students are recognising the benefits of graduating with a qualification from Southbank Institute. According to the 2010 National Centre for Vocational Education Research Student Outcome Survey, 87.5 per cent of our graduates go on to further study or get a job within three to six months of graduating.

We continued to negotiate with prestigious Australian universities to offer more than 160 pathway or dual award opportunities to universities across many of our courses – 133 per cent more pathways than the previous year. Southbank Institute has had a 1000 per cent increase in enrolments in dual award QTAC offerings over the past seven years.



THIS YEAR WE CONTINUED TAKING OUR VOCATIONAL EDUCATION AND TRAINING EXPERTISE TO A GLOBAL AUDIENCE THROUGH INTERNATIONAL PARTNERSHIPS IN OFFSHORE MARKETS AND TO INTERNATIONAL STUDENTS STUDYING ONSHORE.

In Semester 1 2011, 701 enrolments in Southbank Institute dual award QTAC offerings represented 20.5 per cent of the total TAFE Queensland enrolments through QTAC.

We've also created pathways from secondary school with our unique and innovative Southbank Tertiary Education Program (STEP). This enables senior secondary school students to study and experience tertiary level education and receive credit for a diploma qualification, while continuing their secondary education. Since its inception in 2009, STEP has gone from strength to strength, with 1154 students enrolled in the STEP program.

This year we continued taking our VET expertise to a global audience through international partnerships in offshore markets, and to international students studying onshore. We actively pursued transnational education offshore opportunities with increased vigour in 2010–11 as a result of a declining international onshore student market. In June 2011, we renewed our agreement with Qilu Normal University for the delivery of the Diploma of Children's Services. The first cohort of students who started three years ago graduated on 15 June 2011.

Our international onshore student market remains a core part of our business. Although the Australian education industry is facing considerable challenges in this market, we were able to minimise the loss of international revenue in a declining market. In 2010–11, we had almost 2900 international students from more than 90 countries studying in Australia and offshore through our partner networks.

In addition to our core courses, we tailor bespoke training programs for a wide range of clients in the corporate and community sector. In 2011, we entered a new partnership with the Department of Health and Ageing to deliver training across the state aimed at improving the skills of the aged care workforce.

Southbank Institute aims to offer services to make education as accessible and as easy as possible. One way we do this is with our VET-FEE HELP and FEE-HELP choices, allowing students to study now and pay later. We were Queensland's first registered public provider to offer VET-FEE HELP – a federal government loan scheme to assist with the payment of tuition fees. The FEE-HELP scheme assists with payment on higher education. These schemes helped over 1 500 students in 2010–11.

Crucial to enabling our progress have been our staff members. Our staff continue to demonstrate the extraordinary talent that resides within Southbank Institute. Many work offshore in foreign environments, speak at national and international conferences, and are frequent winners of awards recognising outstanding achievements in their field of expertise.

In 2010–11, we've focused on supporting the professional development of our educational staff with new initiatives including Professional Conversations. Professional Conversations aims to provide teachers, tutors and workplace trainers with a designated student-free timeslot each week for the specific purpose of attending activities focused on excellence in education.

Southbank Institute of Technology has undergone a significant transformation in the past four years. We would like to thank our shareholding Minister, the Honourable Stirling Hinchliffe MP, Minister for Employment, Skills and Mining, and the Department of Education and Training for their continued support of the Institute.

We would like to acknowledge and thank Ann Garms for her significant contribution to the Institute over the past 25 years as she completed her tenure on the Board on 30 April 2011. Since 1984, Ann has been involved with the Institute through various boards and advisory councils including the School of Tourism and Hospitality Community Council, the Southbank Institute Business Council and the current Board. Ann personally funded the establishment of the Southbank Institute School of Nursing, the Literacy Learning School and the International Scholarship in Hospitality and Tourism program. We are grateful for Ann's commitment and passion for the continued growth and success of the Institute.

We would like to applaud the efforts of our staff and service providers during the Queensland floods in January 2011. The floods affected many parts of the campus and our staff and service providers worked tirelessly to restore services to ensure the academic year got underway with minimal delay and disruptions.

We also thank our staff for their continued commitment to our students to ensure they go on to carve out successful careers, and that Southbank Institute gives them the best grounding possible to make their dreams become a reality.

Warren Tapp
Chair of the Board
Southbank Institute of Technology

Robyn Tyler
Institute Director and Acting CEO
Southbank Institute of Technology



Southbank Institute of Technology continues to deliver on a key ambition of the state's *Toward Q2: Tomorrow's Queensland* vision.

The Smart ambition sets a clear target of three out of four Queenslanders will hold a trade, training or tertiary qualification by 2020. We contribute to this Smart ambition by delivering world-class education and training, providing educational development pathways and enhanced skills for a global market. Our industry partnerships deliver skilling solutions that increase workforce participation and build organisational capability through our high-level vocational education and technical training.

We have made significant strides towards this endeavour, including the development of a five year strategic plan that was ratified by Southbank Institute of Technology's Board in May 2011. This strategic plan addresses our key critical issues, including:

- delivering, in a tight fiscal environment, training services to a diverse and growing population
- ensuring that the increasing numbers of Queenslanders have training qualifications that meet the needs of industry
- growing the level of industry investment in skills development of existing and future workforces
- providing globally competitive educational services and equipping educators to deliver confidently in a dynamic learning environment.

In support of this *Toward Q2* Smart ambition, and to address our key critical issues, Southbank Institute of Technology is currently executing a *Strategic Plan 2011–15*. The plan details our vision, purpose, competencies and values.

OUR VISION

Southbank Institute of Technology empowers vocational education and training (VET) and higher education students for rewarding careers in the global community.

OUR PURPOSE

Southbank Institute of Technology delivers high-quality, industry ready graduates and associate professionals. We are leaders in:

- nursing and allied health
- engineering and built environment
- music and performing arts
- hospitality
- IT and digital media.

Southbank Institute of Technology provides educational development pathways and enhanced skills for a global market. Our industry partnerships deliver skilling solutions that increase workforce participation and build organisational capability.

OUR COMPETENCIES

Southbank Institute of Technology's core organisational competencies, vital to achieving our purpose are:

- educational expertise and industry currency
- strong industry partnerships
- customer service and marketing capability to build reputation
- strategic product development and speed to market
- internal efficiency and effectiveness
- customer service culture of continuous improvement, quality and performance.



OUR VALUES

COLLABORATION

client focus
respect
partnership
teamwork

ACCOUNTABILITY

quality
integrity
ownership
commitment

INNOVATION

learning
creativity
entrepreneurship
diversity



OUR STRATEGIC GOALS

Southbank Institute of Technology identified seven strategic goals and a number of associated strategies in its Strategic Plan.

Strategic Goal	Strategies
INDUSTRY ENGAGEMENT	Develop industry partnerships by having relevant products which produce work-ready graduates
	Implement Southbank Institute of Technology's Industry Engagement Strategy
STUDENT EXPERIENCE	Develop a student experience to match our students' expectations and needs
	Maximise quality learning experiences and outcomes for each student
TEACHING AND LEARNING QUALITY	Publish Southbank Institute of Technology's Framework for Education to staff and students
	Implement Southbank Institute of Technology's Teaching and Learning Framework
PRODUCTIVE PARTNERSHIPS	Grow existing, and identify new, commercial partnerships
OUR PEOPLE	Attract, develop and retain highly qualified professional staff
SUSTAINABLE PRODUCTS	Focus on innovative products and learning modes for the future
	Implement a scholarship of teaching expectations
FUTURE TERTIARY MODELS	Continually ensure the optimal business and organisational model for the Institute in the tertiary sector
	Continually improve operational effectiveness within the Institute



PERFORMANCE SUMMARY

Southbank Institute of Technology performed solidly against our targets set for 2010–11 while operating in a challenging domestic and international market.

Measures	2009–10 Actual	2010–11 Target	2010–11 Actual
TOTAL QUALIFICATIONS – COMPLETED SOUTHBANK INSTITUTE OF TECHNOLOGY	8662	8700	7920
TOTAL NUMBER OF STUDENTS			
• Certificate IV and above	10 936	13 440	10 050
• Certificate III and above	18 585	25 280	15 406
EMPLOYMENT/FURTHER STUDY OUTCOME	88%	90%	87.5%
NUMBER OF FULL FEE PAYING INTERNATIONAL STUDENTS	4127	5000	2889
PERCENTAGE OF SUCCESSFUL COMPETENCIES AS A PROPORTION OF ALL ATTEMPTED COMPETENCIES	83%	84%	83%
SATISFACTION RATING			
• Business client satisfaction rating	80%	78%	80%
• Student satisfaction rating	85%	82%	89%
NUMBER OF ARTICULATION PATHWAYS	119	130	160



SNAPSHOT 2010–11

With a contracting market and a continued focus on Certificate IV and above qualifications, we have seen a decrease in expected students in 2010–11. However, our students are studying longer periods and achieving higher qualifications which supports the *Toward Q2 Smart* ambition that three out of four Queenslanders will hold a trade, training or tertiary qualification by 2020.

We can report that a higher percentage of our student body were enrolled in our higher level qualifications in 2010–11 than in 2009–10. We also maintained the percentage of students successfully completing competencies with last year's result of 83 percent. This outcome aligns with our increased focus on the provision of a broader range of higher level qualifications and pathway programs for our students to go on to further study. In 2010–11, the number of our pathway programs increased from 119 to 160.

Our student satisfaction rating on the quality and delivery of our education increased markedly from last year. We scored a rating of 89 per cent, representing a 5 per cent increase. We also continue to perform well with our business clients, who rate the quality and delivery of our education at 80 per cent.

In 2010–11, our international student numbers were impacted significantly in a declining international student market. The Australian education industry has come under increasing pressure due to various adverse factors, including changes to the Australian Skilled Migration program, the rising value of the Australian dollar, and increased competition locally and internationally.

Further information on our international student strategies are outlined in the Productive Partnerships section (page 40).



FINANCIAL SUMMARY

Southbank Institute of Technology finished its third full financial year returning a surplus of \$2.584 million and continued to have a healthy cash flow position.

This is a strong financial result for Southbank Institute despite experiencing a challenging financial year. The Institute has displayed resilience in the face of challenges such as a contracting international student market, and the disruption and ongoing economic impact of the Queensland floods in January 2011. The Institute worked hard to mitigate the loss of some 9 per cent in international student revenue such that our year on year decline in total revenue was limited to 3 per cent. Furthermore, we continued to manage costs in line with our revenue profile achieving a further 1.5 per cent savings in expenses from the previous year.

As a statutory authority, the Institute's business model is focused on driving commercial outcomes with a continued shift away from a reliance on government grants and contributions to increased user charges which now represents 60 per cent of our total revenue.

With 2011-12 shaping up to be an equally challenging economic time, the Institute is developing strategies to continue to strengthen our financial position such as leveraging off the federal government's 2011 funding initiatives, exploring new markets, and developing a more variable cost model.

OPERATING PERFORMANCE

Southbank Institute's campus is located at the Southbank Education and Training Precinct (SETP). SETP was the first Public Private Partnership in Queensland. The SETP arrangements involved the construction and refurbishment of buildings as well as the provision of facilities management services which spans almost 30 years.

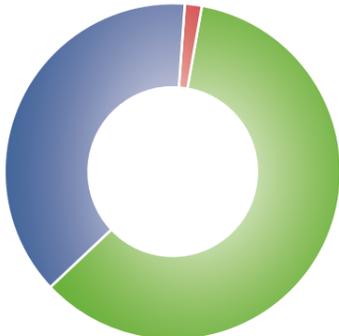
The funding of the SETP is shared between the Department of Education and Training (DET) and Southbank Institute of Technology. In 2009-10, the income and expenses included \$15.508 million representing DET's share of the funding arrangements. This was a direct flow through of funds, however AASB 101 *Presentation of Financial Statements* does not allow for offsetting of revenue and expenses.

This presentation did not affect the operating surplus of Southbank Institute. However, it impacts on comparative analysis between years as a similar flow through of funds did not occur in 2010-11. With the exclusion of the \$15.508 million flow through transaction, the year on year decrease in revenue was 3 per cent and 1.5 per cent in expenses.

	2010-11	2009-10
	\$'000	\$'000
INCOME	96,494	115,164
EXPENSES	93,910	110,853
OPERATING SURPLUS	2,584	4,311
CASH & CASH EQUIVALENTS	28,986	14,911
TOTAL ASSETS	63,708	50,044
TOTAL EQUITY	27,504	24,920
OPERATING MARGIN	2.7%	3.7%
CURRENT RATIO	1.18	1.13
USER CHARGES / TOTAL REVENUE	60%	47%

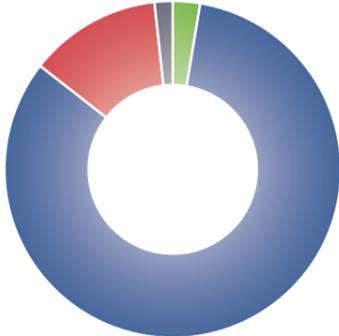
Income by user charges, grants and contributions and other

- User Charges
- Grants and Contributions
- Other



Expenditure by employee expenses, facilities and other

- Employee expenses
- Supplies and services
- Facilities
- Other



Through continued delivery of quality teaching and learning, and the ongoing development of a diverse range of qualifications and education pathways, Southbank Institute of Technology is empowering vocational education and training (VET) and higher education students for rewarding careers in the global community.

INCREASED our student satisfaction rating on the quality and delivery of our education – we scored a rating of 89 per cent, representing a 4 percent increase on last year’s satisfaction rating

CONTINUED to reduce reliance on government grants with 60 per cent of revenue being derived by user charges, and VET-FEE HELP was provided to over 1500 students in 2010–11 allowing students to study now and pay later

COMMENCED a new initiative called Professional Conversations to support the professional development of our educational staff and to drive excellence in education

DELIVERED a broad range of VET and higher education qualifications, with a large number of our students articulating into university courses – in 2010–11, we had more students studying our diploma level qualifications and above (41 per cent), closely followed by our certificate III (29 per cent), which aligns with *Toward Q2* targets

INCREASED the number of our pathway or dual award programs to universities across many of our courses – we now offer 160 pathways to universities – 133 per cent more pathways than the previous year

COMPLETED the installation and rollout of wireless network functionality across the campus for staff and students to access network resources, including the internet, anywhere on campus

MAINTAINED our strong position in employment outcomes for our students – the 2010 National Centre for Vocational Education Research Student Outcomes Survey reported that 87.5 per cent of our graduates go on to further study or get a job within three to six months of graduating

RENEWED a number of our international partnership agreements, including our agreement with Qilu Normal University for the delivery of the Diploma of Children’s Services in China – the first cohort of students who started three years ago graduated on 15 June 2011

DEVELOPED an Industry Engagement Strategy to influence our future direction in industry engagement, and continued to grow our industry partnerships to integrate real-world learning experiences for our students

Southbank Institute continues to be a leading public provider of quality vocational education and training (VET) in Queensland.



Southbank Institute services local, state, national and international demand for VET and higher education training, and specialises in the associate or paraprofessional market. It has a broad client base, catering to local and international students, as well as corporate and community clients.

THE MARKETPLACE

Southbank Institute works hard to ensure its courses are relevant and meet industry, government and student needs. Our outcomes in the areas of civil engineering, accounting, science, nursing, community services and aged care are consistent with job growth in these areas. In the past five years, health care and social assistance, and professional, scientific and technical services were two of the three sectors in Queensland with the largest growth in job numbers. The employment growth in these two sectors is forecast to continue to 2015–16. As a result, in 2010–11, our Faculty of Health Sciences reported high demand for our health services courses.

At a national level, the largest growth over the next five years is expected to be in highly skilled occupations which require diploma and above qualifications. Southbank Institute is ideally placed to provide qualifications and outcomes to support this expected growth. For example, we have increased our offerings in management and supervisory skills courses to meet demand in the growing construction and resources sector.

Southbank Institute’s programs are aligned to meet these industry and student needs, and support the government’s *Toward Q2: Tomorrow’s Queensland* Smart ambition that three out of four Queenslanders will hold a trade, training or tertiary qualification by 2020. Our programs also support Commonwealth Training Obligations. A key Council of Australian Governments (COAG) target is to halve the proportion of 20–64 year olds without qualifications

at certificate III level or above by 2020. In June 2011, we initiated a comprehensive Industry Engagement Strategy to increase our responsiveness to workforce demand. We also integrated key national frameworks into our strategic planning to ensure our responsiveness to workforce demands and delivery of quality teaching and learning. These frameworks include:

- *Skills for Prosperity Report* – an exciting roadmap for the VET sector
- Health Workforce Australia – a COAG initiative providing a health workforce that responds to the needs of the Australian community
- Australian Quality Teaching Framework – a national framework for professional standards for teaching.

The trend towards vocational education or work-ready skills continues, and expectations in relation to delivery methods and flexibility are changing rapidly with an increasing technology adoption rate by students. Southbank Institute continues to respond to those changes with more options and delivery methods for our students. We recognise the need to grow our virtual learning platforms and continually reassess our products and how we provide them.

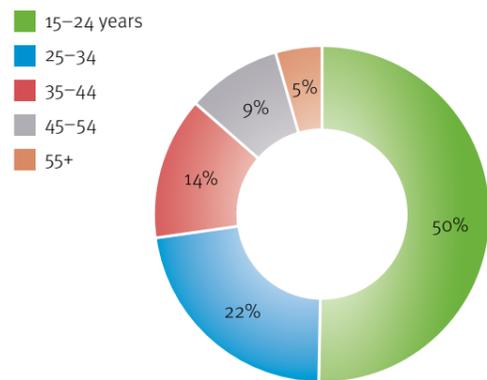
The global economic crisis continues to impact on overall demand for education and training, combined with local economic pressures. In January 2011, Queensland experienced a significant natural disaster, placing financial pressures on the state. There has also been a decline in the Australian international student market. The Australian education industry has come under increasing pressure due to various adverse factors, including changes to the Australian Skilled Migration program, the rising value of the Australian dollar, and increased competition locally and internationally.

OUR STUDENT MARKET

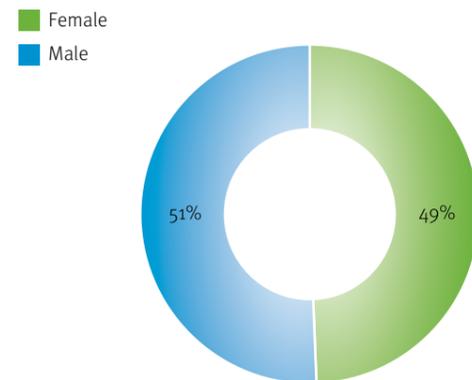
Southbank Institute's student market comes from varied demographic groups. As outlined in the diagrams below, the majority of our students fall into the 15–24 age group, with an equal proportion of female and male students. Most of our students are Australian born, and live and commute from Brisbane, closely followed by Brisbane's satellite cities of Ipswich, the Gold Coast and Sunshine Coast.

The largest contingent of our international student body (studying in Australia and offshore through our partner networks) comes from China, followed by Korea and Saudi Arabia. Our international students come from more than 90 countries.

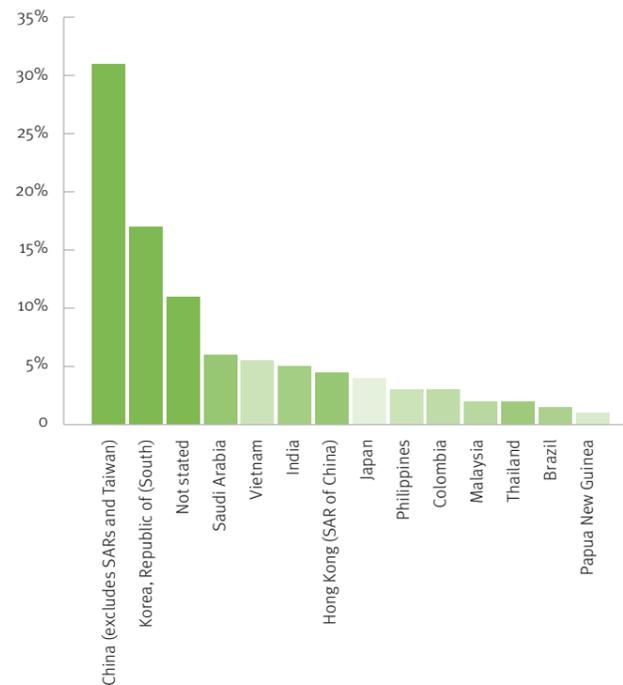
Students by age



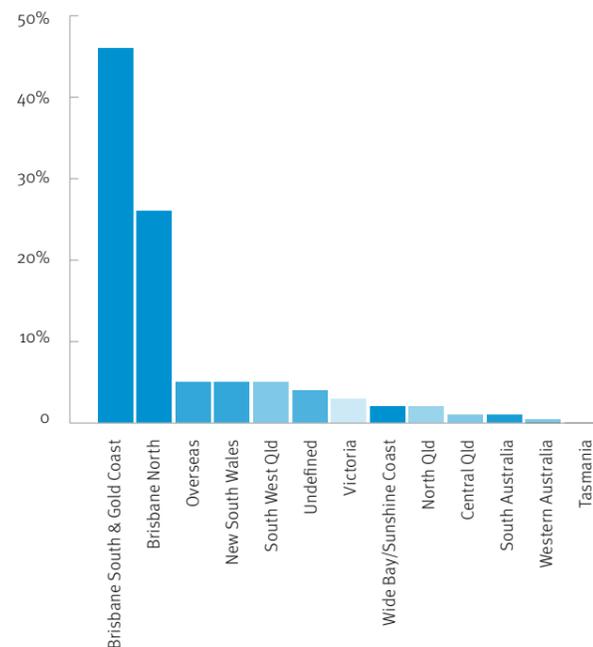
Students by gender



International students by nationality



Students by region



WHY STUDENTS CHOOSE SOUTHBANK INSTITUTE

In 2010–11, Southbank Institute had 7920 students who graduated in their chosen educational pursuits. On graduation, 87 per cent of graduates reported that they achieved, or partly achieved, their main reason for undertaking training. The 2010 National Centre for Vocational Education Research (NCVER) Student Outcomes Survey indicates the majority of students undertook study at Southbank Institute for employment-related outcomes, followed by further study and personal development outcomes. The 2011 TAFE Queensland Student and Business Satisfaction Survey found the availability of courses, our location and reputation, and the quality of training are the other main reasons students choose to study here.

When studying at Southbank Institute, students have a range of course and program alternatives to choose from. The variety of offerings is constantly evolving as students seek further delivery flexibility in order to meet their work and study obligations. In 2010–11, we had an increasing number of students studying our diploma level qualifications and above, closely followed by our certificate III. This supports Southbank Institute's continued increased focus on the provision of a broader range of higher level qualifications and pathways for our students to go on to further study.

Students by qualification studied

- Diplomas and above – 41%
- Certification IV – 17%
- Certification III – 29%
- Certification II – 11%
- Certification 1 – 2%

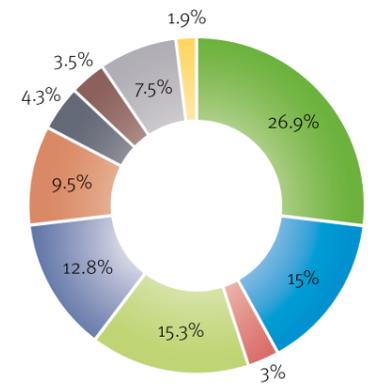
After graduating from Southbank Institute, 87.5 per cent of students are employed or enrolled for further study within three to six months of graduating.

The occupational categories graduates are most often employed in after completing their training in 2011 were:

- community and personal service workers (29.10%)
- technicians and trades workers (17.30%)
- professionals (11.90%).

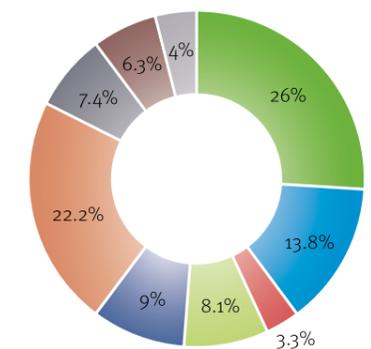
Students by reasons for choosing to study at Southbank Institute

- Availability of programs or courses
- Location close to home
- No other choice in the area
- Has a good reputation
- Quality of the training
- Affordable costs
- Arrangements with work
- Arrangements with school
- Availability of flexible study options
- Other



Students by motivation to study

- To get a job
- To change my career
- To get a promotion
- To get a qualification or licence for my current job
- To get extra skills for my current job
- As a pathway to another course of study
- As a hobby or leisure pursuit
- To start or improve my own business
- Other (please specify)



BOARD OF DIRECTORS

BRIEF SUMMARY OF OUR NEW BOARD MEMBERS

Southbank Institute of Technology has an experienced Board that is actively involved in the Institute and keeps well informed of Institute matters, ensuring it is able to make the best decisions for Southbank Institute's direction.

The Chair and CEO meet regularly to discuss major operational and policy matters and ensure the Board receives regular updates between official Board meetings (held monthly) as required.

A number of Board subcommittees have been established to undertake specific tasks and subsequently advise the Board on activities in these areas. The Board subcommittees are:

- Audit Finance and Risk Committee (AFRC)
- Facilities Committee
- Remuneration and Nominations Committee
- Staff, Student and Community Voice Committee

Further information on these is outlined in the Risk Management section (page 55).

For the most part during 2010–11, our Board comprised the chair and five non-executive members, all of whom were appointed in May 2008 by the then Minister for Education and Training, the Honourable Rod Welford, with the conclusion of the Board's term on 30 April 2011.

On 21 April 2011, on the recommendation of the Minister for Employment, Skills and Mining, the Honourable Stirling Hinchliffe, the Governor in Council approved the appointment of a new Chair and nine non-executive members for the Southbank Institute of Technology Board, with a term of appointment from 1 May 2011 until 30 April 2014.

The new Chair of the Board is Mr Warren Tapp, and new members appointed to the Board are Ms Helen Brodie, Dr Mary Corbett, Ms Sandra Deane, Dr Stephen Clark, Mr David Withers, Ms Susan Stephenson and Mr Charles Jia. Reappointed members are Mr Ray Heffernan and Mr Chris Burgess. Our new Board provides a diverse mix of qualifications, skills and experience that will ensure the Institute's ongoing success.

The powers of the Board are established under Chapter 6A of the *Vocational Education, Training and Employment and other Legislation Amendment Act 2007*.



Warren Tapp (Chair) brings a wealth of experience to the Board, having chaired seven commercial boards and undertaken governance work with many Australian and overseas organisations, including a number of TAFE institutes in Queensland. He has been a director of the consulting divisions of major accounting firms across a wide range of industries, and was a facilitator on the AICD Company Directors course for 10 years. He is a Fellow of the Australian Institute of Company Directors. His qualifications include an MBA and Master of Laws, as well as a Graduate Diploma of Applied Corporate Governance.



Helen Brodie has broad experience both as a senior executive and as a non-executive director. Helen's particular area of expertise is sales and marketing, with extensive experience and knowledge of the communications, retail and services industries. With over 25 years experience with Australia Post, Helen held the most senior role in Queensland, leading an extensive sales and retail network. Helen currently holds board positions with a number of organisations in Queensland. Helen is a Fellow of both the Australian Institute of Company Directors and the Australian Institute of Management. Helen also holds qualifications including a Bachelor of Business, Graduate Diploma of Business Administration and an Advanced Company Director Diploma.

Sandra Deane's professional expertise includes contract management and negotiation, dispute resolution and compliance. Sandra is an experienced senior executive and former chair of a statutory authority, with a background in both corporate and professional (legal) sectors. Sandra has had 18 years legal practice. She is a director of a private company, holds the role of vice president on a not-for-profit board, and has held numerous previous roles with not-for-profit student and community boards.



Dr Mary Corbett (Deputy Chair), has significant board and corporate governance experience, serving on five boards over 10 years, and is also currently Deputy Chair of the Australian Agriculture College Corporation and a Board member of the Cotton RDC. Mary is Managing Director of an executive leadership training company and is the only Master Practitioner outside of the USA, in the ESSI Systems Resiliency, EQ and Stress Mapping metrics. She has worked extensively with TAFE institutes over the past 10 years. Mary is a Fellow of the AICD and holds a PhD and BSc.



Dr Stephen Clark has over 25 years senior leadership experience, with 14 years as chief executive. He has been a company director for 11 companies since the mid-1990s, and chair of national organisations such as the National Rural Health Alliance. Stephen has also chaired finance and audit committees for biotech companies. He is a member of the council for the International Accreditation Program of the International Society for Quality in Health Care. He is also a Fellow of both the Australian Institute of Management and the Australian Institute of Company Directors. He holds qualifications in teaching, psychology, counselling and special education, as well as holding a Doctorate in Philosophy.



Susan Stephenson has significant experience on boards and advisory councils. She has been a Board member of The University of Queensland's Social Work Department and the Queensland Council of Social Services, and she is President of the Queensland Community Employers Association. Susan is currently a Board member of the Global Learning Centre. Susan has a Bachelor of Arts First Class Honours in the areas of sociolinguistics literature, psychology, history and geography, as well as a Masters in the Arts. Susan's governance experience includes strategic planning, complemented by experience in the vocational education and training sector.



David Withers is an experienced executive and company advisor, with broad experience and academic qualifications in governance, risk management, strategy development, finance, economics and engineering. David is the former CEO of Boeing Australia and Asia-Pacific Managing Director of Smiths Aerospace. David currently sits on two private boards and chairs the Aviation Industry Leadership Council. David also co-chaired the Gateway Schools Project between 2006 and 2008, and played a key role in the development and governance of Aviation Australia, the Gateway Schools Project and Aviation High.



Charles Jia is a self-employed consultant with broad experience in education, training and employment services, and re-entering the workplace, and community and economic development. Charles currently holds a number of advisory positions with the state government, Brisbane City Council and Indigenous community and business organisations. Charles established the South East Queensland Indigenous Chamber of Commerce in 2006. He is a Board member of the Indigenous Business Council of Australia. Charles holds qualifications in Aboriginal community development, training and assessment, and coaching. He is a former Southbank Institute teacher and Indigenous consultant, and is representative of culturally and linguistically diverse communities.

BOARD MEMBERS RETAINED DURING THE REPORTING PERIOD



John Puttick was the Chair from 1 May 2008 until 30 September 2010. He brought to the Board a wealth of experience from his multifaceted career in education, community service and information technology. As founder and Chairman of Global Banking and Securities Transactions provider GBST Holdings Ltd, John guided this innovative leader in IT to become a global company. He is committed to student and industry development and serves on the Council of Queensland University of Technology and as Adjunct Professor for the University of Queensland. He is Chair of Software Queensland, Fellow of the Australian Computer Society and a member of the Pearcey Hall of Fame. He was also the Founding Chair of the Royal Blind Foundation in Queensland and the Past-president of the Rotary Club of Brisbane.



Ray Heffernan is a continuing member of the Southbank Institute Board of Directors. Ray Heffernan provides invaluable industry experience and business and market development expertise to Southbank Institute. He has a 15 year involvement in the vocational education sector. Ray holds a Bachelor of Business in Accounting from the Queensland Institute of Technology. His career includes a senior executive role with Telstra Queensland, membership of educational committees and contracting roles to the governments, commercial companies and not-for-profit organisations. He has sales, marketing, management and contract management experience and has written a number of submissions on government policies and programs. Ray currently operates a contracting business with a focus on assisting organisations to prepare for the digital economy environs.



Chris Burgess, as the past Acting Chair and continuing Board member, brings extensive experience to the Board with a background in education and expertise as a director, gained from his many years as a professional company director. He is currently a non-executive director of Allen & Buckeridge Venture Fund Co Pty Ltd (venture capitalists), and until the end of 2009 was a Director of GPpartners Pty Ltd. His career has included roles such as Pro-Vice Chancellor at the Australian National University, and senior management roles at the University of Sydney and Griffith University as well as several senior positions in the Universities Council, Commonwealth Tertiary Education Commission. He has extensive directorship experience and has been a member of several ministerial advisory councils in education and technology commercialisation, and was a member of the Commonwealth Review of Accounting Discipline in Higher Education and the Commonwealth Committee for Quality Assurance in Higher Education. Chris holds a Bachelor of Arts (Honours) from the University of Tasmania.



Ann Garms was a Board member from 1 May 2008 to 30 April 2011. She has been intricately involved in the tourism and hospitality sector for over 30 years and is an internationally regarded industry expert – making her an invaluable member of the Board. Ann manages her business responsibilities concurrently with her work as a consultant to the tourism and hospitality sector, in addition to her interior design and furnishing business. Ann has demonstrated a long commitment to the community and held a variety of executive and non-executive positions on boards and advisory councils including Southbank Institute's School of Tourism and Hospitality Community Council and the Institute's Business Council since 1984. Ann was awarded the Order of Australia in 1991 and the Advance Australia Award in 1993 and personally funded the establishment of the Southbank Institute School of Nursing, the Literacy Learning School and the International Scholarship in Hospitality and Tourism program. Ann was appointed a member of Harvard University Board, John F Kennedy School of Government and Women's Leadership Board in November 2001; and was appointed as a Fellow of the Australian Institute of Management in 2003.



Peter Sullivan was a Board member from 1 May 2008 to 30 April 2011. He brought to the Board considerable financial and industry expertise in the higher education sector, which includes the integration of planning, budgeting, performance management and risk management frameworks in support of strategic planning and strategic financial management.

Currently, Peter is the Pro Vice-Chancellor (Corporate Services) and Chief Financial Officer at the University of the Sunshine Coast, where he oversees the university's planning, budgeting, financial and information technology services, as well as implementing internal controls and risk management systems. He also serves on a wide range of university committees.

Prior to 2007, Peter was the Executive Director, Finance and Resource Planning at the Queensland University of Technology.



Cheryl Macnaught was a Board member from 1 May 2008 to 30 April 2011. She is the former Joint Managing Director and co-founder of Whittaker Macnaught. She brought to Southbank Institute great insight and valuable expertise as a non-executive director. Whittaker Macnaught was sold to the Commonwealth Bank in 2007. Cheryl has practised as an investment consultant and financial adviser in Brisbane for over 27 years, and regularly appeared on finance programs for both ABC and 4BC radio stations and regularly on television for financial comments. Cheryl has always been fully committed to promoting education on money management, making her a perfect fit as a Board member of Southbank Institute of Technology. She also continues to be actively involved with community affairs, being a member of, or serving on, the boards of various professional and government bodies, investment industry associations and other community groups.

EXECUTIVE LEADERSHIP TEAM

OUR STRUCTURE

It has been a year of significant change for the Executive Leadership Team with Craig Sherrin moving on from the role of Institute Director and CEO at the end of January 2011, Jodi Schmidt, Chief Operating Officer taking a secondment to the Department of Education and Training at the end of March 2011, and Sandra Stuckey, Director of Strategic Governance leaving at the end of March 2011.

The Executive Leadership Team has managed well through this transition and has settled into the revised management structure which now comprises three educational faculties, each with four schools of study, and two corporate and administrative divisions.

As at 30 June 2011, our structure included:

- Faculty of Business and Community Education
- Faculty of Design, the Arts and Hospitality
- Faculty of Health Sciences
- Corporate Services
- Market and Business Development.



Robyn Tyler
Institute Director and Acting CEO

Robyn Tyler is the Institute Director and Acting CEO of Southbank Institute. Prior to her acting appointment in 2011, Robyn led the Directorate of Product Innovation and the Faculty of Business and Community Education, ensuring strong effective leadership and clear direction within the Institute in relation to quality education delivery, industry engagement, higher education, product design and development, product technology and student services.

With over 21 years experience in the vocational education and training (VET) sector, Robyn has developed a strong corporate direction, increased alliances with industry and communities, and developed a more innovative approach to student services.

Robyn chairs the Institute's VET Academic Board. Robyn has led the rationalisation of Institute programs, and the continued development of new programs incorporating dedication to research and development and dissemination of educational innovation through the strategic use of technology.



Sue Whidborne
Director Corporate Services and CFO

Sue Whidborne joined Southbank Institute of Technology in March 2011, bringing over 20 years of experience in the areas of finance and accounting, both in commerce and public practice.

As a chartered accountant, Sue worked with PwC for 12 years, both in Brisbane and in the UK, advising across a wide range of industries including the software industry, construction and infrastructure, government and financial services.

For the last decade, Sue has worked in the software industry, predominantly with Mincom. At Mincom, Sue held a variety of finance roles covering treasury and debt management, taxation, acquisition structuring, transfer pricing, budgeting and system reviews, culminating in her taking the position of Chief Finance Officer (CFO). Prior to joining Southbank Institute, Sue was the CFO at RMSS, a risk management software company.



Mary Martin
Director of Market and Business Development

Mary has held senior executive roles within the media and telecommunications industries for over 20 years. Mary has worked with multinational and global companies, and has developed strong commercial experience in marketing, business development and strategy development, and has proven successful tactical engagement expertise. The wealth of experience gained with companies like Fairfax, Foxtel and Telstra brings a depth of knowledge and leadership skills to the role of Director Market and Business Development. Prior to joining Southbank Institute, Mary was General Manager for Fairfax Digital Queensland, where she worked on the rapidly changing digital media platform.

Mary's role prior to this was General Manager Business Sales with Foxtel, and prior to this, Sales Director for the Olympics with Telstra. In addition to Mary's strengths in business development, she has vast experience in project and event management on a large scale. Mary's previous roles include responsibilities for corporate marketing, brand management, and communications.



Brett Kapernick
Director of Design, Arts and Hospitality

Brett Kapernick joined Southbank Institute of Technology in 2008 as Director of Design, Arts and Hospitality Faculty.

Brett has worked in leadership and management roles across a diverse range of high profile commercial and human service businesses for the past 20 years. Most recently, he worked as Area Manager for the Endeavour Foundation, managing a staffing contingent of up to 350 people across a diverse range of disciplines, including professional staff, before moving to Qantas in 2005, where he held a management role at executive level.

Brett holds a postgraduate Executive Masters in Business and Administration from Mt Eliza Business School and The University of Queensland. It is his extensive experience in strategic leadership, organisational and cultural change, and enterprise growth that was instrumental in him being named Australian Institute of Management's (QLD) Regional Professional Manager of the Year in 2004.

John Martin
Director of Business and Community Education

John Martin has been in the role of Director of Business and Community Education since February 2011 following Robyn Tyler's move to the role of Institute Director and Acting CEO. John has extensive experience in leadership roles at senior levels of public and private sectors. His experience spans operational and strategic leadership responsibilities with small, medium, national and multinational organisations. He led human capital strategies for the Department of the Prime Minister and Cabinet, and was a significant contributor to policy development and government relations from within and outside the public sector. He has been an active leader and practitioner in corporate adult learning for over 25 years. He holds qualifications in organisation dynamics, and lectured in this specialty at Swinburne University at undergraduate and Masters levels.

John chaired the largest industry training advisory body in Victoria – Business Skills Victoria – where he articulated industry skills requirements to government and integrated government VET policies into practical workforce capabilities. He was appointed by the Governor to Victoria's Training and Further Education Recognition Council. John led the NSW Group Training Association, representing more than 10 000 apprentices and 6000 employers. He was an active member of the NSW VET Advisory Forum and the Sydney Area Consultative Committee's Indigenous Reference Council. John successfully managed a prominent private registered training organisation in Brisbane, returning it to a compliant and financially successful enterprise.

Dr Lynette Stockhausen
Director of Health Sciences

Dr Lynette Stockhausen joined the Southbank Institute of Technology in February 2011 as Director of Health Sciences, relieving Ian Findlay who had been acting in the position since March 2010. Lynette has 30 years experience as an academic in a number of universities throughout Australia, including QUT, Griffith, Charles Sturt and Ballarat. She has held professorial and leadership positions in these organisations. Her present appointment at Southbank Institute of Technology acknowledges her leadership, academic knowledge and experience to assist the Institute to further pursue its higher education aspirations, and ensure best practices and continuous improvement in teaching and learning.

Lynette has a national and international profile in health. In particular, she has worked extensively in clinical education and curriculum development. Lynette has undertaken nursing and education consultancies in the UK, Singapore, Vietnam, New Zealand and Japan. In 2002, she was a WHO official to Vietnam, where she assisted in the development and writing of the Vietnamese Nursing Standards in line with the International Council of Nurses Guidelines. She also conducted clinical teaching workshops for health and education departments.

Lynette has a strong research and publication record in nursing and education. She is a reviewer for a number of national and international nursing and health journals. Lynette's research has concentrated on educational technologies and exploration of the unique learning that occurs in workplace settings.

'My course taught me the vast amount of skills I now have, including some good life experiences, but it's also given me the opportunity to actually work with members of the industry, Briz31 for example, and affiliate myself with all kinds of people both inside and outside of my faculty.'

Katrina graduated in 2011 with a Diploma of Screen and Media.

INDUSTRY ENGAGEMENT

GOALS

- › To develop industry partnerships by having relevant products which produce work-ready graduates
- › To implement Southbank Institute's Industry Engagement Strategy

Industry engagement is one of the pillars of the Southbank Institute of Technology Strategic Plan. To ensure successful and ongoing partnerships with a wide range of industry stakeholders, the Institute has developed an Industry Engagement Strategy to influence our future direction. The framework recognises the essential role that industry plays within the vocational education and training (VET) sector. It incorporates strategies for determining the demand for new skills and integrating real-world learning experiences for our students.

Southbank Institute's Industry Engagement Strategy encompasses students, industry, government, staff, schools and the broader global community. The strategy is an exciting roadmap for exploring the opportunities for partnerships between the Institute and industry, and developing an organisational culture to contribute to the future viability and integrity of our products.

Throughout 2010–11, Southbank Institute established and reaffirmed important industry partnerships to give our students unique opportunities and experiences to help build their job-readiness for the workforce. It's one of the reasons Southbank Institute graduates are highly sought after by industry.

DELIVERING TALENTED INDIVIDUALS FOR THE ARTS, DESIGN AND HOSPITALITY SECTORS

Southbank Institute's Faculty of Design, Arts and Hospitality oversees a wide range of programs that provide students with the necessary skills for a career in the diverse and challenging industries of hospitality, the creative arts, built environment and digital media.

The faculty's programs are taught across four schools of study.

- The School of Tourism and Hospitality continues to be the training provider of choice for those studying hospitality management, tourism, events management and professional cookery.
- The School of Industry and Trades encompasses the Queensland School of Printing and Graphic Arts, specialising in screen-printing, sign-writing, graphic prepress and print machining.
- The School of Engineering and Design delivers courses and qualifications in animation, games design, architectural and computer aided design, civil engineering and interior technology.
- The School of Creative Industries provides students with study options in the fields of contemporary music, graphic design, performing arts, photography and visual arts.

Highlights

- Developed a new relationship with Accor Group Australia to offer life-changing opportunities to our apprentice chefs. Southbank Institute's 2010 Apprentice Chef of the Year travelled to Bangkok to be hosted at the 5 star Pullman Bangkok King Power Hotel. Also, our professional cookery teaching staff worked with Accor Hospitality in judging Accor's annual Golden Plate Award competition.
- Continued our five-year partnership with Avery Graphics and Graphic Art Mart to involve our sign-writing course students in our vinyl car wrapping initiative. Over the five-year period, more than 150 students have benefited from the vinyl wrapping workshops, which complement the theory side to their sign-writing course.
- Established a relationship with the Apple University Consortium and obtained licences for our students to create games for Apple iPods, iPads and iPhones. Through the relationship, our teachers were invited to provide a keynote address at their national conference to present the students' games.



- Established an excellent relationship with Brisbane's community digital television station 31-Digital, to give our students access to live broadcasting of their work in visual effects.
- Partnered with Tall Trees for 'Tasty Training' to enable our apprentice chefs to serve professional quality meals in the kitchen at Tall Trees for both residents and locals, as part of a practical approach to their training.
- Signed a memorandum of understanding with A Raptis & Sons for the supply of seafood to international student classes for research and development of recipes. Recipes selected by Raptis & Sons will be produced and sold through Coles outlets, with dual badging acknowledging Southbank Institute.
- Continued for the third year our sponsorship arrangement with St George Bank to present the St George Green Dragon Art Prize – an annual competition for students enrolled in our design courses. The 2010 Grand Winner received \$2500, and their artwork was hung in St George's Brisbane corporate office.
- Continued our ongoing association with La Boite Theatre Company as a vocational training partner, providing a Student Ambassador program, internship and auditioning opportunities for our students, and an association with NIDA as a venue partner.
- Formed partnerships with Woolworths as a major training provider for apprentice bakers and butchery apprentices.
- Established a relationship with Sven Swenson for his play *The Truth About Kookaburras*, which is now being reproduced to use our facilities and students in the production. The play will tour nationally in 2011.





DELIVERING SKILLED WORKERS FOR THE HEALTH SECTOR

The Faculty of Health Sciences addresses the significant skills shortages across the health and community services sectors by providing high-quality education and training, creating new health sector workers and up-skilling and re-skilling existing workers. The faculty's programs are taught across four schools of study.

- The School of Community Services and Dental produces graduates in child care, community development and dental practice (assisting, technologies and prosthetics).
- The School of Health Services provides training and education in nursing, aged care, paramedical science (anaesthesia) and sterilising services.
- The School of Beauty and Recreation delivers training to those working in the sport and fitness, beauty therapy and spa sectors.
- The School of Health Sciences offers skills to those pursuing a career in laboratory science, including biotechnology, environment, forensics and pathology.

Highlights

- Continued expanding our Science in Industry Program (SIP) which fast-tracks high achieving students through Southbank Institute's science programs while at school. In 2010–11, over 180 SIP students graduated, and the program has now expanded to four schools.
- Continued our partnership with Genesee College in New York, USA, designed to deliver a bilateral exchange program with, the first exchange taking place in 2010 and plans for the next exchange program in 2012.
- Developed a memoranda of understanding with Queensland Health and other private hospitals and nursing facilities for nursing vocational placements for around 400 nursing students.
- Secured service training agreements with public and private hospitals for vocational placement in training for Diploma of Paramedical Science (Anaesthesia) and students studying in the Certificate III in Sterilisation Services.
- Formed an industry reference group for dental prosthetics to support educational and industry responsive outcomes in dental technology.
- Secured service training agreements for aged care vocational placement in aged care facilities.
- Signed a memorandum of understanding with Queensland Health to provide prosthetics services.

- Arranged industry placement for dental assisting students, resulting in 40 per cent of graduates being offered immediate employment.
- Created partnerships with the community services sector including the Inala Youth Service Project to deliver valuable workplace learning, training and experience for our Community Services students in all aspects of community services work.
- Reaffirmed our partnership with Sullivan Nicolaides continuing Southbank Institute's position as a major provider of pathology training in Queensland.
- Developed partnerships with Queensland Cricket, Queensland AFL and Queensland Swimming to enable our Diploma of Sports Development students to train with these associations.
- Arranged a series of partnerships for our fitness students to gain real-world experience such as:
 - student-led fitness sessions at St Josephs Primary for a variety of year levels
 - vocational placements with leading fitness organisations such as Fitness First and Goodlife
 - development of an industry speakers program to advise fitness students of employment opportunities.
- Organised a total of 200 hours of vocational placements for our Dual Diploma of Management/ Diploma of Sport and Recreation students in Semesters 2 and 3. Placements involved state or national sporting associations, community groups, event organisations and businesses.
- Organised work experience for beauty therapy students in a variety of salons across Brisbane, and conducted the training for all Stefan hairdressing apprentices throughout Queensland.

EDUCATING STUDENTS FOR SUCCESS IN A CHANGING WORLD

The Faculty of Business and Community Education works constantly with industry and community bodies, updating existing programs in line with business trends and developing new programs. Its diverse focus incorporates business and IT, Indigenous business, arts and community programs, adult tertiary preparation, and language and literary programs. The faculty's programs are taught across four schools of study:

- The School of Business and IT provides training in business and information technology, including accounting, website development, IT networking and project management.
- The School of Indigenous Australian People provides a wide range of business, arts and community programs.

'It is my objective to further my career into management. I decided to study business management to gain further skills in order to achieve this goal. I think Southbank Institute graduates have the edge on others, because the course I participated in was delivered by teachers who have real-life experience, we were able to draw on their experience.'

Tania graduated in 2010 with an Advanced Diploma of Business Management.

- The School of Communication and General Education provides programs for adult tertiary preparation, literacy, numeracy and learning support.
- The School of Language and Literacy provides English language development for new migrants, international students, interpreters and students with disabilities.

Highlights

- Expanded our Adult Migrant English Program to provide settlement skills and employability skills to migrants. Many of our students have entered programs immediately following their discharge from refugee camps having experienced suffering and trauma as they try to integrate into our culture. The programs support this settlement with expertise, compassion and professionalism.
- Joined the federally funded Adult Learner Social Inclusion Project, jointly run by Griffith University and QUT, through our Adult Tertiary Preparation program. The project is providing invaluable input into the design of sustainable strategies which create pathways through the vocational sector for second chance learners to re-engage in formal education and, eventually, tertiary study.

- Continued our WELL program – a program to help Queensland employers to enhance the skills of their workforce by using the extensive talent of our literacy and language facilitators. The WELL program has drawn widespread acclaim from employers for the quality of improvements the program has created in workplaces – and in the lives of the participants.
- Continued to offer CISCO accreditation which ensures networking graduates are not only job-ready, but also are accredited to operate the major networking protocols and hardware in industry.
- Launched our Reconciliation Action Plan (RAP) in July 2011 – the RAP embodies the Institute's commitment to reconciliation and engagement with Indigenous people and is among the first enacted by VET providers in Australia.
- Designed literacy and numeracy programs to integrate employability skills and settlement skills for recent arrivals so they can move from disengagement to labour force participation – this approach aligns with macro policy settings.

'There are so many options that are available when we complete our qualifications – whether you are interested in working in youth and family violence, out of school hours care, social work, youth work, child protection, community workers, and more.'

'I received job offers at all of the practical work placement jobs I have completed. I feel this is because we (Southbank Institute graduates) are very well prepared for the sector when we do work experience, and our expertise is recognised and valued.'

Sarah graduated in 2010 with dual qualifications – a Bachelor in Child and Family Studies from Griffith University and a Diploma of Children's Services from Southbank Institute.



Queensland Education and Training Industry (QETI) 2010 Alumnus of the Year VET category awarded to Jack Quan Liu



Georgia Corowa performing at Southbank Institute 2011 NAIDOC celebrations

STUDENT INDUSTRY AWARDS IN 2010–11 SHOWCASING SOME OF OUR BEST AND BRIGHTEST

Southbank Institute students are highly recognised for their skills and experience. We had many students win a number of awards and achieve recognition in 2010–11. We congratulate all these students on their outstanding achievements.

Student highlights

- Queensland Education and Training Industry (QETI) 2010 Alumnus of the Year VET category awarded to Jack Quan Liu
- Inaugural Indigenous Leadership Scholarship from QUT and Southbank Institute awarded to Tania Carlos
- Ann Garms Award for Excellence in Hospitality awarded to Benjamin Cook – this award includes a full-time, paid work placement position for nine to 12 months at London's famous Sofitel St James Hotel, UK
- 2010 Apprentice Chef of the Year awarded to Lyndon Brazier – this award includes a residency in Bangkok to work at the Pullman Bangkok King Power Hotel
- Deiter Dizon and Mayra Carbone won the Briz31 Your Stories short film competition
- Scheree Reeves won an international online art contest, the Red vs Blue Revelation: Digital Art Category
- Cassandra Vanderkop accepted to attend the Gobelins Animation School in Paris for its summer school
- Kim Clifford won a national design competition for Twinings
- 2010 Queensland Overseas Foundation Scholarship awarded to butchery apprentice Geordan Bauer
- Screen composition student Tim Bosschieter selected to attend the Screen Producers of Australia conference in Sydney
- Floristry student Emma Blaikie won the Carnival of Flowers Student Competition in Toowoomba
- Chloe Douglas won the Government House Cadetship – this cadetship includes six weeks working across all areas of Government House to enhance hospitality related skills and knowledge
- Animation course graduate Ryan Spargo student film Usher included on a DVD compilation of Australian student work screened at the 2010 International Animation Day. The sound effects and musical score are by Southbank Institute sound graduate Stuart McNair
- Floristry students won 1st and 3rd prizes of Interflora Designz competition
- First year apprentice Chia-an Cheng won the Australian Jewellery Apprentice of the Year 2010 at the Jewellers Association Australia Jewellery Awards.

EVENTS AND EXHIBITIONS

Southbank Institute students exhibited their skills at a number of forums throughout 2010 and 2011. Through these forums, our students and staff continue to build their hands-on experience in their chosen fields.

Highlights

- *Creative Southbank* – an exhibition developed by students to showcase their outstanding skills and talent
- Byron Bay Blues Fest – Diploma of Sound Production students assisted with the sound production for the event
- Optus Music Muster – Diploma of Sound Production students assisted with the sound production for the event
- School of Indigenous Australian People Art Exhibitions – six exhibitions, featuring student and visiting artists, were held in Southbank Institute's Kurilpa Gallery throughout 2010–11
- Diploma of Screen and Media students short film premiere – *The bounty*, *Door knock* and *Foreclosure and fine print*
- Advanced Diploma of Arts (Acting) performances – *Bootcamp Royale No 5*, *Like I care* and *The crucible*
- Diploma of Visual Arts Exhibition – *The works*, a one-off exhibition of the students' final assessment in drawing, ceramics, print and sculptures
- The Rockscool Challenge – a music performance competition held at Southbank Institute for external school bands, run by Southbank Institute students
- Diploma of Interactive Digital Media Games exhibition – an exhibition showcasing a variety of student-built games
- Wellness Clinic – a clinic managed by students to improve the health status of staff and students
- Stefan Hair Awards – our hairdressing apprentices showcased their creative talents and were among the successful winners at the Stefan Hair Awards
- Students worked alongside industry supervisors on real-world projects such as a golf workshop for PGA.



WE ALSO STRIVE TO INCREASE OPPORTUNITIES FOR STUDENT SUCCESS THROUGH A SOCIALISED LEARNING ENVIRONMENT, AND PARTICIPATION AND ENGAGEMENT LEADERSHIP – THIS IS KNOWN AS THE SOUTHBANK EXPERIENCE.

STUDENT EXPERIENCE

GOAL

› To develop a student experience to match our students' expectations and needs

Southbank Institute aims to provide a welcoming, supportive and inclusive campus culture. We also strive to increase opportunities for student success through a socialised learning environment, and participation and engagement leadership – this is known as the Southbank Experience.

We provide and promote opportunities for student career progression and development through:

- scholarships
- pathways
- postgraduate programs
- employment services.

SATISFACTION AND GRADUATES WITH HIGHER LEVEL QUALIFICATIONS ON THE INCREASE

- At Southbank Institute, we're continuing to meet the increasingly diverse needs of industry and students with a wide range of qualifications. Courses can be undertaken part-time, full-time and postgraduate, with online study options across a range of vocations and nationally recognised qualifications including apprenticeships, certificates, diplomas, advanced diplomas, associate degrees and post-degree qualifications.
- While our overall student numbers decreased in 2010–11, we have a higher percentage of our student body enrolling in our higher level qualifications. Of the 21 451 students enrolled at Southbank Institute throughout 2010–11, 10 050 of these students were enrolled in a certificate IV or higher qualification course, with many students articulating into university courses.
- In 2010, Southbank Institute had almost 8000 students who graduated in their chosen educational pursuits. On graduation, 87 per cent of students reported that they achieved, or partly achieved, their main reason for undertaking training.
- Students are recognising the benefits of graduating with a qualification from Southbank Institute. The 2010 National Centre for Vocational Education Research (NCVER) survey indicates 87.5 per cent of our graduates go on to further study or get a job within three to six months of graduating from here.
- According to the 2011 TAFE Queensland Student and Business Client Survey Report, our student satisfaction rating on the quality and delivery of our education increased on 2009–10 levels. We scored a rating of 89 per cent in 2010–11 – an increase of 4 per cent on last year. We also continue to perform well with our business clients, who rate the quality and delivery of our education at 80 per cent.

- As at February 2011, QTAC statistics for Semester 1 2011 show the Institute attracted 50 per cent of all TAFE first preferences, and had a 51 per cent share of preferences within the Queensland TAFE sector.
- In 2010–11, we continued to negotiate with prestigious Australian universities to offer more than 160 pathway or dual award opportunities to universities across many of our courses – 133 per cent more pathways than the previous year.
- Some programs also enjoyed significant growth in student numbers. We had our largest ever intake into the Advanced Diploma Laboratory Technology program in Semester 1 2011. Students have been attracted to the program for a range of reasons, including the increased number of diploma specialisations, the Institute's excellent reputation with industry in this sector, and the large number of highly qualified teaching staff. Our business and information technology course enrolments have also grown, particularly our Diplomas in Business, Management and Marketing.

MAKING EDUCATION ACCESSIBLE

Southbank Institute offers services to make education as accessible and as easy as possible. One way we do this is with our VET-FEE HELP and FEE-HELP choices, allowing students to study now and pay later.

Southbank Institute was Queensland's first registered public provider to offer VET-FEE HELP – a federal government loan scheme to assist with the payment of tuition fees on vocational graduate certificates, vocational graduate diplomas, diplomas and advanced diplomas. The FEE-HELP scheme assists with payment on higher education.

Both schemes have been highly successful at Southbank Institute, with over 1500 students using either FEE-HELP or VET FEE-HELP in 2010–11, which represents over \$6 million in Commonwealth Government higher education loans for the year.

BUILDING THE SOUTHBANK EXPERIENCE

Southbank Institute's Student Services provides an integrated delivery of services to enhance both the quality and scope of services available to existing and prospective students, staff and clients of Southbank Institute. We continued working towards creating seamless academic and administrative processes to support and enhance the Southbank Student Experience.

Student Services looks after student enquiries, enrolments and general administration work. It also provides a comprehensive range of speciality support services to ensure students get the support they need to be successful in their studies, including educational, career and cross-cultural counselling, referrals to other services, career and welfare information, and program information. In 2010–11, Student Services undertook the following activities:

- Delivered online application and enrolment for payment plans, rolled out our program offerings associated with FEE-HELP and VET FEE HELP, and developed a FEE-HELP/VET FEE-HELP network to improve our processes and services in the delivery of government funding schemes for students.
- Offered advocacy and support services for students affected by natural disasters, including emotional and financial support.
- Increased knowledge and access to the Institute's extensive library services through our Liaison Librarians, library tours and information literacy classes, and held student events to improve knowledge and use of facilities and create greater student–teacher interaction and cultural awareness.
- Provided student employment services through Southbank Institute's CareerHub and our online website. Over 1050 students registered on CareerHub in 2010, and 205 employers lodged 278 positions. Also organised and facilitated employment-based workshops and information sessions for students to improve job searching skills.

WORLD-CLASS EDUCATION AND TRAINING FACILITIES

Our world-class facilities are widely acknowledged by industry to be among the best in Australia. They include a fully functioning nursing ward and science laboratories, a playgroup that's open to the public, several commercial cookery kitchens, a training restaurant and bistro, a spa and beauty centre, state-of-the-art performing arts areas, acting and visual arts gallery spaces, and a professional music recording studio.

Throughout 2010–11, Southbank Institute completed the installation and rollout of wireless network functionality across the campus. This infrastructure provides both staff and students with access to a number of network resources, including the internet, to improve accessibility to teaching resources anywhere on campus.

In November 2010, the Southbank Green Print Centre opened on campus. This state-of-the-art digital print and copy centre completes the integration of Southbank Institute's convenience and bulk printing services, started in October 2009. Staff and students now benefit from a single point of contact, a document management solution that incorporates 84 multifunctional devices and printers, as well as a full service digital print and copy centre.

RECOGNISING AND REWARDING GRADUATES

In 2010, Southbank Institute held graduation ceremonies in July and December, and graduate awards were given to students in recognition of academic excellence and creative talent in their chosen fields.

At the 2010 December graduations, the inaugural Griffith University Awards for Academic Excellence were presented to:

- Anna-Maria Musumeci – Diploma of Management
- Lynda Ballantyne – Diploma of Nursing
- Daisy Pui Yan Yau Yeng – Diploma of Events Management.

SOUTHBANK INSTITUTE STUDENT SCHOLARSHIPS

As a commitment to providing accessible pathways to learning for all students, Southbank Institute offers 12 scholarships aimed at supporting both new and continuing domestic students in their educational pursuits. All scholarships are offered once a year and range in value depending on the student's chosen course of study. Scholarships are Institute-wide, but are awarded for programs of diploma level or higher. The 2010 Scholarship recipients are listed below.

Study Support Scholarships

- Lucy-Anne Langkilde – Advanced Diploma Arts (Acting)
- Emma Hillman – Diploma Dental Technology
- Cindy Stephens – Diploma of Graphic Design
- Charles Thomas – Diploma of Graphic Design

Director's Academic Scholarships

- Cameron Roberts – Diploma of Sound Production
- Tealita Bergen – Diploma of Beauty Therapy
- Lauren Smart – Associate Degree in Civil Engineering
- Rebecca Day – Advanced Diploma Arts (Acting)

Equity Scholarships

- Sean Jackson – Diploma of Music Business
- William Myers – Diploma of Dental Technology (External)
- Lyticia Mitchell – Diploma of Beauty Therapy
- Madeline Clark – Diploma of Beauty Therapy

Southbank Institute – University Partnership Scholarships

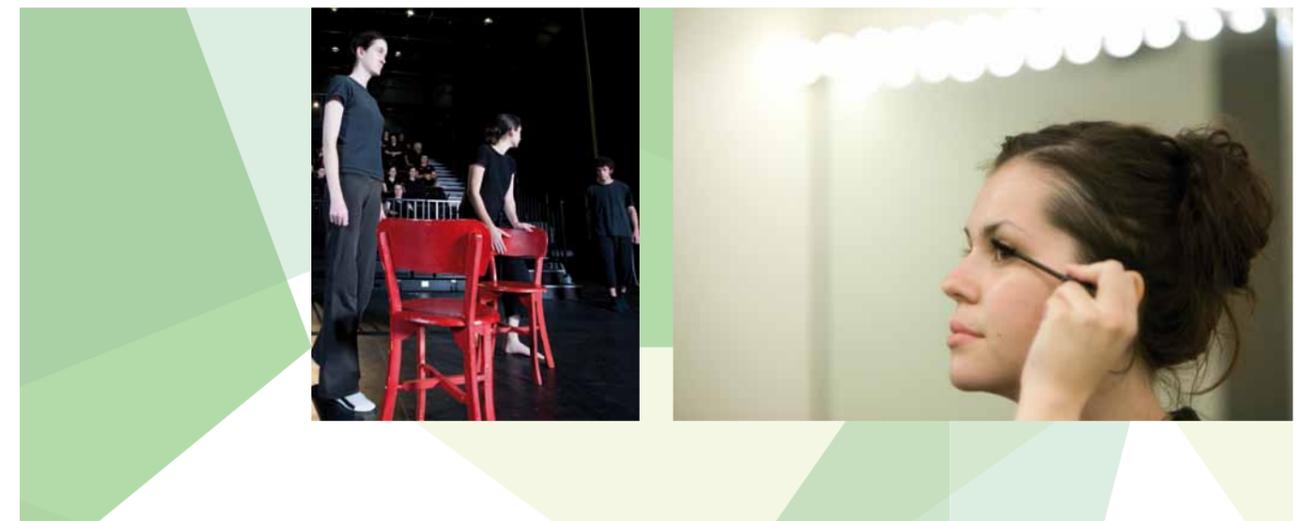
Offerings available through our pathways programs allow us to collaborate with our valued university partners to offer additional scholarships to our students.

Griffith University Partnerships Scholarships

- Lauren Howe – Southbank Institute of Technology Creative Industries Graduate Award for the graduate with the highest GPA in one of the creative industries (Interior Technology) pathways from Southbank Institute to Griffith University
- Emma Wright – Southbank Institute of Technology Graduate Award for the graduate with the highest GPA in the triple award program co-delivered by Southbank Institute and Griffith University – Diploma/Advanced Diploma of Hospitality/Bachelor of Business (Tourism and Hospitality Management)

Southbank Institute – QUT Pathways to Engineering Scholarships

- 12 Southbank Institute civil engineering graduates received the QUT Pathways to Engineering scholarships. QUT provided scholarships of \$1000 for up to 12 students on the Southbank Institute pathways program to study engineering at QUT
- Scholarship recipients are eligible to apply for admission into the QUT Bachelor of Engineering following the successful completion of their Associate Degree in Civil Engineering course at the Southbank Institute of Technology. The program also provides extra support for Southbank Institute students through additional tutorial assistance.





TEACHING AND LEARNING QUALITY

GOALS

- › To maximise quality learning experiences and outcomes for each student
- › To publish Southbank Institute's Framework for Education to staff and students
- › To implement Southbank Institute's Teaching and Learning Framework

Southbank Institute's Framework for Education (2011–2015) was endorsed by the Board in May 2011. It aims to support the transformation of our organisation into a vibrant learning environment; one which consistently engages and encourages students, and provides inspiring, meaningful, challenging and inclusive learning experiences so our graduates are highly skilled, motivated and well prepared to enter the workforce.

The Framework for Education builds on Southbank Institute's Strategic Plan and core values and refers to, and links with, other key documents including frameworks for student and industry engagement, and our workforce development plan. The framework will inform and guide annual and operational plans for education.

The framework's underlying principles include:

- student engagement
- scholarship and educational excellence
- industry engagement
- community engagement
- social connectedness
- lifelong learning and ongoing connections with Southbank Institute.

The framework will be implemented in 2011–12.

LEARNING OUTCOMES FOR STUDENTS

In 2010–11, we can report that a higher percentage of our student body enrolled in our higher level qualifications than in 2010–11 compared to 2009–10. We also maintained the percentage of students successfully completing competencies with last year's level. This outcome aligns with our increased focus on the provision of a broader range of higher level qualifications and pathways for our students to go on to further study.

DEVELOPING THE SKILLS OF OUR TEACHING STAFF

The Educational Induction Program, piloted in Semester 1 2010, was rolled out throughout 2010–11 to continue developing the skills of our delivery staff. This 15 week program involves participants in accessing online materials, attending workshops and working closely with mentors on an ongoing basis.

In Semester 1 2011, the Institute implemented a program of Professional Conversations for delivery staff. These one hour weekly sessions provide each faculty with the opportunity to have student free time to allow teaching staff to focus on excellence in education, providing ideas and strategies to prompt reflection and innovation. The sessions are designed to be interactive and encourage knowledge sharing and collaboration.

Chris finds his passion for design at Southbank Institute

By studying a Vocational Graduate Certificate (VGC) in Architectural and Digital Illustration, Chris found his passion for digital design and landed the role of graphic illustrator at CORE Architecture.

'I am enjoying working as a graphic illustrator at CORE in Brisbane, and working on smaller architectural illustration projects as part of my own business from home.'

Chris started at Southbank Institute in 2007 in the Diploma of Building Design. He then changed over to the VGC in Architectural

and Digital Illustration, with the guidance of his teacher, who had spotted his creative talent for digital illustration.

Chris chose to study at Southbank Institute because of its location and accessibility, and because it had a reputation of being the biggest and the best in Queensland.

'The teachers were amazing – they were the main influencers during my time at Southbank Institute and helped me find my passion for digital design.'

'When I started at Southbank Institute, I couldn't use a computer – literally. Over the course of my studies, I learnt to master and excel in many programs.

'A lot of the technical skills you learn are exactly what you use in the workforce. The resources and facilities are cutting-edge, especially the computers and design programs we use for training.'

'Also, having access to teachers in a small classroom environment is a big plus for Southbank Institute. Because we work closely with our lecturers, they can recognise your strengths and weaknesses – and give you support and guidance.'

At the time this report went to press, Chris indicated he would like to study a Masters in Digital Design at Griffith University and move towards working in advertising, motion graphics and special effects.

PRODUCTIVE PARTNERSHIPS

GOALS

- › To grow existing, and identify new commercial partnerships

TAKING SOUTHBANK INSTITUTE TO THE WORLD

Southbank Institute of Technology is taking its VET expertise to a global audience through international partnerships and international student recruitment.

While both onshore and offshore international strategies are extremely important to securing increased revenue, the Institute has actively pursued transnational offshore education opportunities with increased vigour in 2010–11. This approach is the result of a declining international onshore student market, and the need to seize new opportunities in international partnerships.

Southbank Institute's international team is focused on positioning the Institute as a leading provider of transnational education for the Australian offshore vocational training sector. Throughout the year, the Institute streamlined its international business model by increasing the integration between its international sales team and international partnerships team. With combined resources and an increased focus on transnational educational partnerships, we are well on track to meet our 2011–12 target of achieving a 30 per cent increase in our market share of international partnerships.

Our international partnerships are highly effective for longer term growth for the Institute, and for the broader VET and higher education sector. The courses we deliver in offshore markets

can serve as the foundation for international students wanting to study for higher level qualifications in Australia. The transnational programs also raise our international academic profile and strengthen our reputation for providing quality educational outcomes, while allowing the Institute the opportunity to contribute to building local capacity in targeted developing countries, which underpins economic growth and sustainability.

Highlights

- Hosted delegations at Southbank Institute of Technology that were given exclusive access to substantial industry and sector intelligence, and enabled to assess their business models against global benchmarks. Of the 14 delegations that attended Southbank Institute in the 2010–11, two have now partnered with the Institute in the delivery of transnational education.
- Renewed our partnership with Qilu Normal University until 2014 to continue our educational offering of the Diploma of Children's Services.
- In 2010, we further extended the agreement for the delivery of TESOL courses in Korea.
- Hosted over 2800 international students on campus – the international cohort consisted of students from over 90 countries delivering richness in culture and diversity to the Institute.



FORGING PRODUCTIVE COMMERCIAL PARTNERSHIPS

Southbank Institute of Technology tailors bespoke training programs for the corporate and community sector. Our Corporate Solutions team focuses on understanding domestic industry needs and delivering tailored business solutions. The Corporate Solutions team works specifically to address skills shortages within corporations throughout Queensland on a customised and contextualised basis.

In 2010–2011, we enhanced our approach in order to creatively respond to client needs and increased our market offer to include a broader variety of end-to-end, on-site training solutions. This approach matches Southbank Institute's expertise with organisational client training division knowledge and enables training solutions to be seamlessly embedded in the day-to-day function of our clients' businesses. In addition to producing quality training outcomes that positively impacts on bottom line results for the client.

The 2011–2012 financial year will also see a continued expansion of our market offer and a focus on enhanced delivery modes that are highly responsive to client environments and training outcomes.

Highlights

- Partnership established with the Royal Flying Doctor Service to deliver the Certificate IV in Community Development to 18 Indigenous students from remote communities in Far North Queensland. This project was funded through VET Initiatives, Abstudy and Centrelink, with the aim to empower students with the skills they need to effect change in their own communities.
- Secured \$1.86 million funding from the Department of Health and Ageing for 211 training places. This funding is aimed at improving the skills of the aged care workforce and building a career path for workers in aged care. Southbank Institute is working with four aged care providers and delivering to facilities as far north as Cairns, down the east coast to Northern NSW, and west to Toowoomba and the Darling Downs.

- Delivered the WELL program to one of Australia's largest privately owned aged care providers, across 14 facilities, located from Northern NSW to Central Queensland. The project trained over 588 staff, and was aimed at improving the literacy and numeracy skills of the staff to the minimum education standard of the Australian Core Skills Framework (ACSF) 3. These aims align with the federal government's agenda to improve the literacy and numeracy standards of Australians.
- Delivered another WELL program to the Queensland based Division of a publicly listed Australian Top 100 Company operating in the resources, energy and infrastructure sectors. Training is being delivered at five key sites across south-east and Central Queensland, with the project due for completion in August 2011. On completion, over 350 staff will have received literacy and numeracy training to improve their skills to meet ACSF guidelines and achieve tangible communication outcomes and associated operational improvements across the business.
- Secured Public Private Partnership (PPP) funding to deliver training in the Diploma of Tourism to 51 existing employees at Queensland Rail. This project was delivered using a project based training solution that embedded all training activity in the day-to-day operation of the business. This resulted in achievement of improved business outcomes for the respective divisions within Queensland Rail, as well as enhancing employee retention through educational investment and the provision of formally recognised national qualifications for the staff.
- Continued to support the ongoing certificate III level training requirements of one of Australia's leading retail organisations as it moves through a period of significant organisational change and acquisition-based growth. This project continues to deliver outcomes both in Queensland and throughout Australia, using a fully integrated and business-embedded training approach, with over 100 trainees completing their training in 2010–2011.



Above:

Institute Director and CEO Robyn Tyler with graduates of Southbank Institute's Diploma of Children's Services offered through Qilu Normal University in China

OUR PEOPLE

GOALS

› To attract, develop and retain highly qualified professional staff

OUR STAFF – LEADING THE WAY

Crucial to enabling our progress have been our staff members. Our staff continue to demonstrate the extraordinary talent that resides within Southbank Institute. Many work offshore in foreign environments, speak at national and international conferences, and are frequent winners of awards recognising outstanding achievements in their field of expertise. Congratulations to these and all our staff who work hard to deliver quality education and services to our students.

Each year, Southbank Institute recognises the outstanding achievements of its staff at its annual staff awards celebration. In 2010, for the first time the contenders were determined through a nomination process, with the finalists selected by the Executive Leadership Team, and final winners selected through a voting process open to all staff.

Major sponsors for the awards included Merlo Coffee, The English Speaking Union, Southbank Green Print Centre, PricewaterhouseCoopers and Spotless. Around 300 staff attended the event held at The Strand at Rugby Quay.

2010 STAFF AWARD WINNERS

Outstanding Achiever (Hall of Fame)

Maria Thompson, Accreditation Registration and Research Officer

Maria has been Southbank Institute's custodian of provider and course registrations since certificates were issued in clay tablet form. There is nothing about the certification and registration processes which Maria doesn't know. Her support for the Institute springs from 30 years of hard work in the sector. During that time, she has come to be recognised as an expert. The Institute's continued ability to operate as an accredited training organisation and to deliver the programs for which we are registered is due, in a substantial measure, to Maria, her skills and her dedication to Southbank Institute's mission.

Best Innovation Award

Robyn Cooper, Strategic HR Project Officer

Robyn Cooper is an innovative employee who makes a positive contribution to the Southbank Experience. The educational capability development initiatives she identifies and implements support and enhance the skills and knowledge of our educators. With her advanced academic knowledge, understanding of pedagogical practices and appreciation for the Institute's vision and strategic direction, she implements projects that achieve results such as the Educational Induction Program and technical skills enhancement for the Laptop for Teachers project.

Best Delivery (Classroom Award)

Mark Stevenson, Sport and Recreation Teacher

Mark continually strives to do the best for his students, who have the upmost respect for him – this is testament to the time, energy and devotion he shows towards them. After 13 years at Southbank Institute, his hard work to build and foster industry links benefits his students greatly as they get the opportunity to see first hand how coaches work at all levels of competition.



From top:
Maria Thompson
Robyn Cooper
Mark Stevenson



From top:
Jody Nicholls
Student Administration
Sandra Johanson

Best Delivery (Business Services Award)

Jody Nicholls, Educational Planning Manager and Program Coordinator for the Health Faculty

In her role as Educational Planning Manager and Program Coordinator for the Health Faculty, Jody consistently delivers exceptional levels of quality service, with a focus on customers and business outcomes. She has a strong student experience focus, and as this experience often begins with student enrolment, Jody works hard with her peers to ensure that students are able to enrol online without difficulty. Jody's persistence in searching for better ways to approach processes results in many positive changes for the Health Faculty.

Best Team Performance Award

Student Administration (Domestic)

The Student Administration (Domestic) team has outstanding collaborative abilities, and throughout 2010, has worked as one to continue to produce the quality results and outcomes that have come to be associated with this team. The definition of synergy can certainly be applied to this team: that is, the sum of the team's combined efforts is far greater than the sum of each individual effort. Student Administration (Domestic) aims for excellence in customer service, and time after time has delivered results above and beyond expectations.

Individual Excellence Award

Sandra Johanson
Head of School – Community Services and Dental

Sandra is an exemplar of the Southbank Institute values, and an inspirational and committed leader who is not only well liked, but also well respected. Stepping into the role as Acting Head of School, Sandra has approached this opportunity with professionalism, integrity, a complete lack of ego and a commitment to securing both educational quality and commercial outcomes for the Institute. She is collaborative, open and honest, and displays exceptionally high levels of integrity.

'We wanted to investigate what opportunities are here and we are quite amazed. The STEP program is valuable for us to know so we are empowered to inform students about things like pathways and the articulation process of those courses.'

Linda Dallas and Karla Reid, Guidance Officers from Varsity College on the Gold Coast, on attending the 2011 GO Experience event.



Audio Engineer Lecturer, Ian Taylor

LEADING THE WAY IN THE VET SECTOR:

In 2010–11, Southbank Institute hosted the following events on campus:

- 2011 TAFE Queensland Recognition of Prior Learning (RPL) Assessor Summit
- 2011 GO (Guidance Officer) Experience – an event for guidance officers to learn about Southbank Institute courses
- Drama Qld State Conference (as in past years)
- TAFE Queensland submission to NCVET for the revision of the AVETMISS standards.

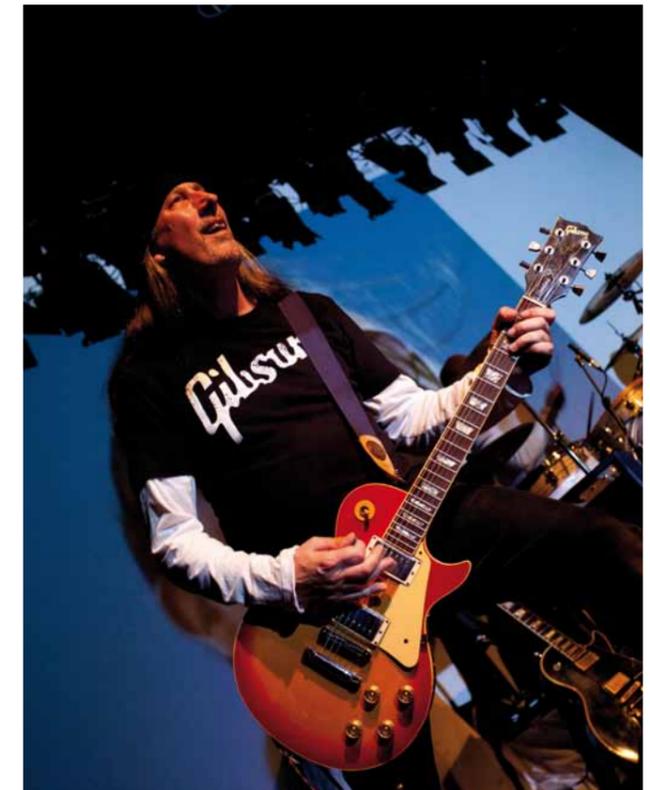
Ian Taylor, Audio Engineer Lecturer

Southbank Institute's audio engineer lecturer, Ian Taylor, epitomises our dedicated and passionate teaching staff – highly skilled professionals with extensive industry experience.

Ian has been with Southbank Institute for almost 20 years teaching sound production. His graduates are touring the world with bands doing anything from tour managing to sound, lights and stage, and working for major production companies in Australia.

As well as teaching studio and live sound subjects, Ian Taylor designed the layout of Southbank Institute's professional Gig Studio and recording suite. Drawing from a background including tour manager and FOH engineer for The Angels; live sound engineer for The Baby Animals, The Divinyls and Keith Urban; and recording engineer on Powderfinger's Blue EP in his co-owned Broken Toys studio – the studios are the envy of other learning providers. In the 90s, Ian toured America with The Angels and got to mix a gig at the Whiskey A Go Go in LA with The Angels, Angry Anderson, and Gun Et Roses featuring Axel Rose and Slash.

To ensure his students are industry ready at the end of their studies, he's been taking students to gigs for many years including the Gympie Country Muster and Byron Bay Blues Fest where students worked on stages with Bob Dylan and BB King. He believes Southbank Institute of Technology has helped put Brisbane on the map as far as production crews and working musicians go and will do so for many years to come.



SUSTAINABLE PRODUCTS

GOALS

- › To focus on innovative products and learning modes for the future
- › To implement a scholarship of teaching expectations

Since transitioning from the Southbank Institute of TAFE to the Southbank Institute of Technology, we have focused on positioning ourselves as a ‘high technology’ campus, and an Institute focused on delivering courses and training programs which specifically address the state’s current and emerging skills shortages – this includes the associate or paraprofessional market. Uniquely, Southbank Institute specialises in this field.

Southbank Institute offers the higher education qualification of an Associate Degree in Civil Engineering. A separate process to manage quality assurance and conferral of these awards is required, including a Higher Education Academic Board, specific polices and an accreditation regime. Our Associate Degree in Civil Engineering was recommended for re-registration by the Office of Higher Education’s Assessment Panel in June 2011. The re-registration process provided an opportunity to undertake extensive improvements to the higher education curriculum and delivery model, which will have benefits for students and employers in the near future in a sector with strong growth.

In 2010–11, our range of vocations and nationally recognised qualifications included apprenticeships, certificates, diplomas, advanced diplomas, associate degrees and post-degree qualifications. Our focus on the provision of a broader range of qualifications, specialisations and pathways for our students to go on to further study will continue in 2011–12. We plan to continue expanding our pathway programs from Southbank Institute to further study at university to give students more options for their future education choices.

Going forward in 2011–12, the Institute will continue to focus on innovation in course delivery technology to ensure our administration and teaching teams have the support they need to deliver quality education and service. The Institute annually reviews its product offering, and has established policies and procedures to ensure educational compliance.

Highlights

- Offered more than 160 pathway opportunities to universities across many of our courses in 2010–11 – 133 per cent more pathways than the previous year. The majority of these are dual award arrangements which guarantee diploma graduates a place in a university degree, along with significant academic credits based on their Southbank Institute qualification.
- Maintained our 100 per cent pathway record in the Associate Degree of Civil Engineering when all our civil engineering students passed their prerequisite subject at QUT as part of our pathway program with QUT in Semester 2 2010. In 2011, QUT offered 12 \$1000 scholarships to Southbank Institute civil engineering students going to QUT.
- Saw demand for our innovative health science courses continue to grow. In Semester 1 2011, we had our largest ever intake into the Advanced Diploma Laboratory Technology program. Students have been attracted to the program for a range of reasons, including the increased number of diploma specialisations, the Institute’s excellent reputation with industry in this sector, and the large number of highly qualified teaching staff.
- Saw demand for our innovative Southbank Tertiary Education Program (STEP) for secondary school students continue to grow with a total of 1154 students enrolled in STEP since its inception 2009. Of this total, 684 students have graduated senior schooling and completed STEP, and 350 students have transitioned to become full-time students at Southbank Institute. The Institute is leading the way with its STEP model, and mentoring other providers around Australia.
- Continued expanding our Science in Industry (SIP) program, which fast-tracks high achieving students through Southbank Institute science programs while at school. In 2010–11, over 180 SIP students graduated. SIP has now expanded to four schools.
- Licensed multiple vocational graduate qualifications to interstate public provider partners in 2010–11.



Flexible courses set Sara on her way to becoming a successful designer

Associate Degree of Civil Engineering student, Sara Russell, found the flexibility to study part-time at Southbank Institute was invaluable in helping to further her career.

At the time this report went to press, Sara was in her fourth year of part-time study in the Associate Degree of Civil Engineering at Southbank Institute, and had already completed her Diploma of CAD. She was also working as a trainee structural designer for leading engineering firm Hatch.

Sara said the part-time course met her need as a full-time worker and a mum of two small children.

‘It enabled me to further my career by becoming fully qualified while still providing for my family,’ she said.

‘The course is structured around the industry, providing the students with relevant information and skills required for the job, covering everything from CAD programs to surveying and construction, and the design and production of drawings for public facilities such as roads, pipelines, dams, bridges, steel and concrete structures.

‘The course provides practical up-to-date material which enables you to succeed in the working world. The lecturers are extremely knowledgeable and take the time to ensure you fully understand the content of the subject.

‘With the practical material provided in each individual subject and a lot of hard work, I’m well on my way to becoming a successful designer.’

FUTURE TERTIARY MODELS

GOALS

- › To continually ensure the optimal business and organisational model of Southbank Institute in the tertiary sector
- › To continually improve operational effectiveness within the Institute

A new Higher Education Strategic Plan was approved by the Southbank Institute Board in April 2011. This plan will support the Institute as it transitions to a more integrated tertiary education environment in the post-Bradley Review era. Southbank Institute is well-positioned to operate in the more closely aligned VET and higher education sectors under a revised Australian Qualifications Framework and new national quality assurance arrangements.

MORE PATHWAYS

Developing pathways from Southbank Institute to further study at university gives students more options for their future education choices. Not only that, but dual sector qualified graduates are valuable additions to the labour market as they have the mix of practical and theoretical skills that employers say they require.

Throughout 2010–11, we continued to negotiate with eight prestigious Australian universities to offer more than 160 pathway opportunities to universities across many of our courses – 133 per cent more pathways than the previous year. The majority of these are dual award arrangements, which guarantee diploma graduates a place in a university degree along with significant academic credits based on their Southbank Institute qualification.

New pathway arrangements have been established with Bond University in the area of hospitality and tourism management, and with Southern Cross University in the area of community services work.

Southbank Institute has had a 1000 per cent increase in enrolments in dual award QTAC offerings over the past seven years. In Semester 1 2011, the 701 enrolments in Southbank Institute dual award QTAC offerings represented 20.5 per cent of the total TAFE Queensland enrolments through QTAC.

STEP

We've also created pathways from secondary school with our unique and innovative STEP. This enables senior secondary school students the opportunity to study here, experience tertiary level education and receive credit for a diploma qualification, while continuing their secondary education.

Since its inception in 2009, STEP has gone from strength to strength, with a total of 1154 students enrolled. Of this total, 684 students have graduated senior schooling and completed STEP, and 350 students have transitioned to become full-time students at Southbank Institute. In less than three years, we have our first STEP graduate undertaking a pathway to university. Southbank Institute is leading the way with its STEP model, and mentoring other providers around Australia.

RECOGNITION OF PRIOR LEARNING

Here at Southbank Institute, we are actively engaged in recognition of prior learning (RPL) endeavours. RPL has grown by over 45 per cent at Southbank Institute in the last two years – an increase spread across all our faculties, with a growing number of teaching teams involved in promoting RPL as a part of their delivery strategy. This has included developing partnerships with a number of industry groups, where RPL has played a significant part of providing quality training outcomes for existing workers.

An area of significant growth for us is using the RPL process to assist students in gaining credits for programs with articulated pathways into tertiary studies, and thereby helping students substantially reduce the length of time it takes to gain a degree in higher education. Areas at Southbank Institute where this has occurred have been in diplomas offered in areas of hospitality, events, community services and government.

Advancing the sector is vital, as RPL plays a strong part in achieving the Queensland Government's *Toward Q2* target of three out of four Queenslanders will hold trade, training or tertiary qualification by 2020 by creating faster pathways to the attainment of a VET qualification, and providing educational access to a larger client base through the recognition of existing skills.

'As a mature aged student and being out of the classroom for a long time, I didn't know if I could successfully complete tertiary education. The Institute system provided a great starting point. I knew that if I could successfully complete my course, the automatic transfer into university was the way to go. The pathways to university meant I immediately went on to study a Bachelor of Business (major in Sports Management) at a nearby university.'

Cindy, Dual Diploma Business Management/Sport & Recreation (graduated 2010)

'I have always been interested in law. I completed legal studies at school and I really enjoyed it, so when my guidance officer at school told me about the STEP program, it was a natural choice for me to study the Diploma of Justice.'

Jade, Diploma of Justice (graduated 2010 Indigenous Australians Program) – Jade is the first graduate from the Diploma of Justice program to be accepted into QUT as an articulated pathway into the Bachelor of Criminal Justice.



OUR WORKFORCE

During 2010–2011, Southbank Institute of Technology has continued the focus on developing our staff and enhancing their ability to deliver quality education and training.

Continued improvement of the Performance, Learning and Innovation (PLI) framework through input from staff and managers has resulted in significantly improved ownership of the process, evidenced by employee satisfaction survey data.

The Educational Induction Program, piloted in Semester 1 2010, was implemented with Executive Leadership Team support as further evidence of the commitment to developing the skills of our educational delivery staff. This 15 week program involves participants in accessing online materials, attending workshops and working closely with mentors on an ongoing basis.

Both participants and mentors have provided positive feedback that will contribute to the continual improvement of the program for future participants. The valuable networking that occurred throughout the program is fostered through the opportunity for graduates and mentors to re-connect with peers through bimonthly learning community meetings.

In addition, the Institute implemented a program of Professional Conversations for educational delivery staff. These one hour weekly sessions provide each faculty with the opportunity to have student free time to allow teaching staff to focus on excellence in education, providing ideas and strategies to prompt reflection and innovation. The sessions are designed to be interactive and encourage knowledge sharing and collaboration. The continuation of this program further demonstrates continued investment in our educators.

A coaching and mentoring program was initiated in response to both requests from staff and an identified need to build positive, productive workplace relationships. Two full-day training workshops were held early in 2011, and six follow-up Learning Community sessions have been scheduled throughout the year, finishing in September. Thirty educators and managers participated in the full-day training, and many are continuing to attend the regular follow-up sessions. Feedback from the one day workshops and the ongoing support sessions has been very positive, with participants reporting both an increased awareness of, and the ability to use, effective coaching and mentoring strategies with colleagues.

The annual Employee Engagement Survey was completed by staff with a completion rate of 61 per cent – an improved rate from last year for Southbank Institute of Technology. The organisational climate profile for Southbank Institute is characterised by strong professional interaction among staff and recognition of the skills and contributions of peers. The organisational context showed communication and senior leadership with positive ratings. The individual attributes showed staff share their knowledge with their co-workers frequently, trust their co-workers, actively participate in teamwork, and focus on customer understanding and delivery of customer service.

Debriefs and action planning with staff and managers will ensure the identified areas for improvement are effectively addressed over the next 12 months, with the aim of improving both participation and results in 2012.

WELLBEING AMBASSADOR NETWORK

Under the *Workplace Health and Safety Act 1995* and the *Prevention of Workplace Harassment – Code of Practice 2004*, the Institute has an obligation to its employees to prevent and control exposure to risk of injury, illness or death created by workplace harassment.

Since 2002, the Institute has had a network of trained staff who offer support for their fellow staff members in matters such as bullying, harassment and discrimination.

During the last 12 months, the network has been revitalised, with nine new ambassadors focussing their attention on the broader aspects of staff wellbeing, including building resilience capabilities in staff to assist in fostering the creation of a professional and more productive workplace.

Wellbeing Ambassador promotions include financial, social, health and community awareness programs, such as public and private financial advisors, resilience building and effective communication workshops, a wellness clinic in the Southbank Institute gym, and encouraging participation in community initiatives (e.g. Walk to Work Day, Brissie to the Bay Fun Run, Mental Health Week).

CODE OF CONDUCT

All members of staff have an obligation to comply with the Code of Conduct and Department of Education and Training Standard of Practice. New staff members receive comprehensive information on the Code of Conduct within their induction program, and staff members are provided with directions and access to the latest version of the Code of Conduct via the Institute intranet.

As part of the performance review process, compliance by staff members with the Code of Conduct is considered annually, and this contributes to ongoing management processes. The Code of Conduct is also used as a basis for performance management issues as appropriate.

OUR WORKFORCE

At 30 June 2011, Southbank Institute employed 858 people in full-time and part-time positions, with a full-time equivalent workforce of 684 staff members. These cover a diverse range of positions in administrative, operational, professional, technical, teaching and tutoring roles.

Our people are highly skilled, experienced and industry-savvy professionals forming a friendly and mobile workforce. We understand the importance of quality teaching, mentoring and collaboration, and how this supports the Institute's vitality. Southbank Institute provides a safe and healthy environment for its staff, and encourages ongoing professional development and training.

WORKFORCE PLANNING, ATTRACTION AND RETENTION

EMPLOYMENT FRAMEWORK

As at 30 June 2011, the Institute employed 858 personnel equating to 684 Full Time Equivalents. Some 98 per cent of staff continue to be employed as public servants by the Department of Education and Training (DET). These staff are managed by the Institute on a daily basis pursuant to our Work Performance Agreement with DET.

The Institute directly employs a small number (14 as at 30 June 2011) of senior management and commercial personnel.



PERMANENT RETENTION RATE

Southbank Institute's permanent retention rate is 83.3 per cent, based on the number of permanent staff employed as at 30 June 2010 who remained permanent employees as at 30 June 2011.

PERMANENT SEPARATION RATE

The Institute's permanent separation rate of 12.04 per cent represents permanent staff terminations expressed as a percentage of the total permanent staff headcount.

INDUSTRIAL RELATIONS

Southbank Institute maintains a strong industrial consultative arrangement through its monthly Local Consultative Committee meetings where issues are discussed openly and resolved.

WORKPLACE, HEALTH AND SAFETY

Southbank Institute maintains a rigorous focus on workplace health and safety through its network of WH&S committees and a steering committee, operated in conjunction with primary facility service provider Spotless.

VOLUNTARY REDUNDANCIES

Southbank Institute provided 22 voluntary redundancies during 2010–2011. The total severance benefit paid was \$1 279 867.

INITIATIVES FOR WOMEN

Southbank Institute's Board comprises four females and six males, while the Executive Leadership Team includes four females and two males. This balance is consistent with the overall workforce profile, which is 67 per cent female and 33 per cent male. Southbank Institute deploys flexible work practices to support our women in the workplace, such as part-time employment, support for family responsibilities and flexible leave arrangements.



While Southbank Institute has a focus on growth and delivering high-quality educational outcomes, it has also worked to develop a sustainable campus environment.

WORKFORCE PLANNING

To contribute to the further development of our workforce, the Strategic HR Unit has initiated work with three key delivery teams (civil engineering, nursing and information technology) to produce a strategic workforce plan with a three to five year focus.

These plans will inform planning and decision-making in relation to staff attraction and retention, skills development and succession planning.

ANNUAL STAFF CONFERENCE

The Institute held a highly successful conference for staff – The Southbank Experience – an interactive event with an innovative program that provided for enthusiastic participation from all staff.

Informative and entertaining presentations coupled with open space discussions that provided opportunities for staff engagement provided executive management with suggested actions for implementation. The Executive Leadership Team has taken these suggestions on board and used them as a basis for decision-making regarding future initiatives.

SOUTHBANK INSTITUTE LEADERSHIP ACADEMY

The Southbank Institute Leadership Academy was implemented in May 2011. Deloitte customised a ‘blended development program’ specifically for the Institute, which identified emerging future leaders to participate in the program, catering for individual and group development needs.

This is a structured 12 month program, including two 360 surveys (beginning and end), offering an individual learning curriculum to participants, webinars and face-to-face workshops – connecting leaders through collaborative discussions addressing specific leadership issues and customised learning through an online portal offering convenient access to leadership content from Harvard, Stanford, IMD etc.

CARERS (RECOGNITION) ACT 2008

Southbank Institute recognises the important contribution carers make to the people they care for and to the community more generally. This includes our staff who are carers and our students who maybe carers while pursuing their educational goals with Southbank Institute.

To support staff who are carers, the Institute actively communicates to all new staff through our Corporate Induction Program on the flexible arrangements available to them to achieve a balance between work and their personal life, including raising awareness and understanding of the Carers Charter. The Institute also provides to existing staff our policies that include access to strategies such as work/life balance and special leave to support them with their caring responsibilities. These policies are available to staff on the Institute’s intranet.

Southbank Institute staff are also informed about the importance of students who are carers while studying with us. To ensure carers are supported during their studies, we provide a comprehensive range of support and advocacy services through our AccessAbility Unit and the Student Counselling Unit.

Southbank Institute also supports students with a disability. Our disability policy aims to provide students with a disability the opportunity to access, participate and succeed in training programs on the same basis as students without a disability. Southbank Institute undertakes to remove barriers to ensure a dignified and positive learning experience that is free from discrimination. The AccessAbility Unit provides advice, guidance and support services to students with disabilities such as Auslan interpreters, readers/scribes, disability study support, assistive technologies and alternative assessment arrangements.

Southbank Institute also offers Equity Scholarships that are available to identified equity and diversity groups including carers and people with a disability.

To support these goals, a Sustainability Committee continued in 2010–11 to oversee sustainable practices across campus and ensure environmentally friendly practices are adopted wherever possible. The committee’s objectives are:

1. to aim to make a positive difference through:
 - promoting and communicating concepts to live and work sustainably
 - creating an awareness of sustainable actions, current and future
2. to work towards establishing Southbank Institute as a leading tertiary institution in environmentally sustainable practices.

The committee’s outcomes are:

- to engage staff, students and partners in sustainable practices
- to communicate for a better understanding of sustainable practices at home and work
- to increase visibility as a leader in environmental practices within the tertiary education sector.

ECOLOGICALLY SUSTAINABLE DEVELOPMENT

Southbank Institute places considerable emphasis on ecologically sustainable development principles. These are outlined in our output specifications which are outlined below:

- energy conservation
- water conservation
- minimisation of fossil fuel use
- preservation of natural features
- building materials conservation
- minimisation of waste
- enhancement of indoor environment quality
- provision of appropriate landscaping.

WASTE MANAGEMENT AT SOUTHBANK INSTITUTE – TI TREE BIOENERGY

Ti Tree is licensed by the Queensland EPA as a state-of-the-art waste management facility. The bioreactor technology used at Southbank Institute is a process which significantly reduces the time required for the decomposition of waste. This process is environmentally sustainable waste management in practice. This is achieved through:

- maximising gas capture to produce electrical power
- minimising greenhouse gas emissions by offsetting fossil-fuelled power generation – this allows qualification for carbon credits under the federal greenhouse program
- using the moisture, nutrient and bacterial value from within waste streams to enhance energy production
- using engineered containment and accelerated stabilisation of waste streams to achieve a status of equilibrium within engineered Bioreactor cells.

Over the next 10 years, green power generation is expected to increase to 10 MWh, equivalent to powering over 12 000 homes, removing 90 000 cars from the roads, or planting 1.4 million trees.

UTILITIES

- Total energy use for 2010/11 – 9330 MWh
- Greenhouse gas equivalent emissions = 9330 x 0.89 = 8304 tonnes
- Student FTE = 9863
- GHG/FTE = 842 kg CO₂-e/FTE student

WASTE MANAGEMENT

Total waste generated for the year was 256.63 tonnes. This is a decrease on the previous year of 261.88 tonne, and a direct result of lower student numbers across the campus for the second semester.

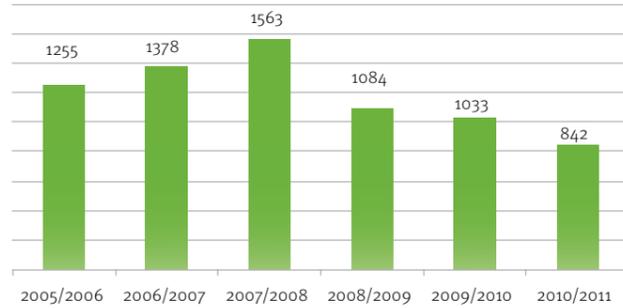
WATER CONSUMPTION

Southbank Institute’s daily water consumption is still well below the target of 220 L per person (QWC). While this current period saw an increase in consumption from the previous period, the additional water used to clean up after the flood disaster is a significant contributing factor. Total water consumed is 42.17 ML – that’s up from 38.67 ML for 2009–10. Recycled water purchased to supplement rainwater irrigation was 360 000 litres in 2010–11.

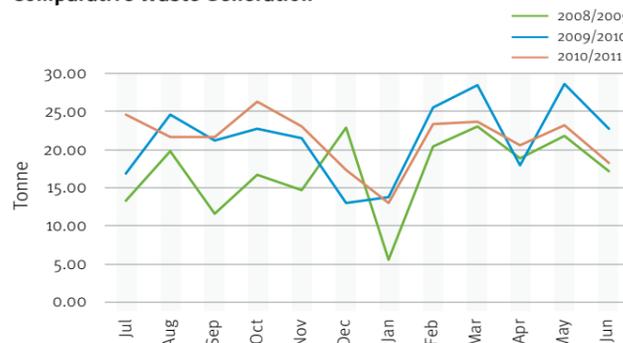
ENERGY (GAS)

LPG consumed for 2010–11 was 756 L – on par with 758 L in 2009–10. Natural gas consumption increased for the full period, from 902 GJ to 1526 GJ. This is due to the rectification of a meter reading issue with the retail provider for non-discretionary supply.

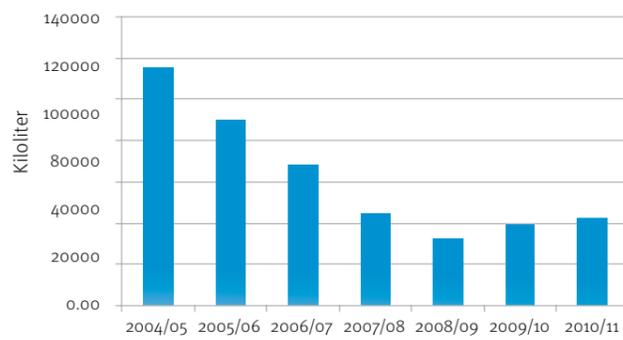
SBIT kg CO₂-e/FTE student



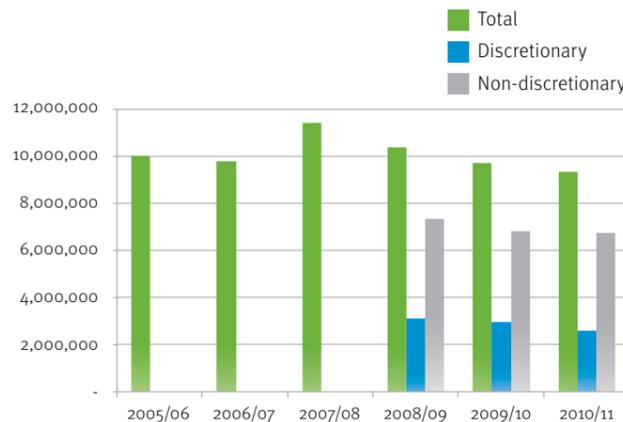
Comparative Waste Generation



Water Consumption



Annual Electricity Consumption (kWh)



ELECTRICITY

Total electricity consumed is 9330 MWh, and is a significant reduction on total consumption for 2009–10 of 10105.5 MWh. Significant reductions are attributed to the building management systems and the introduction of new IT fleet and education programs for student and teaching consumers.

Discretionary consumption has reduced from 2998.5 MWh to 2390.8 MWh, and is a result of newly installed IT equipment (more efficient) and a concerted education program across the Institute to reduce electricity waste.

RICOH INTEGRATED FLEET AND BULK PRINTING SOLUTION

Southbank Institute of Technology's strong relationship with Ricoh Australia entered a new phase in November 2010 with the opening of the Southbank Green Print Centre. This state-of-the-art digital print and copy centre completes the integration of Southbank Institute's convenience and bulk printing services started in October 2009.

Staff and students now benefit from a single point of contact, a document management solution that incorporates 84 multifunctional devices (MFDs) and printers, as well as a full service digital print and copy centre. Service delivery, maintenance and support are all managed on site by Ricoh Managed Services. Southbank Institute of Technology's relationship with Ricoh Australia has resulted in greater internal efficiencies and proactive environmental management through reduced paper and power consumption.

SOUTHBANK GREEN PRINT CENTRE

Southbank Green Print Centre (SGPC) commenced operation on 15 November, 2010. The new on-site print facility is responsible for producing of all Southbank Institute's course related bulk printing.

The services and benefits offered to Southbank Institute of Technology by SGPC include:

- online ordering, including real-time quoting
- greater governance and transparency, with all jobs automatically sent for expenditure approval prior to printing
- a broader offering of services to Southbank Institute staff and students
- on-site, on-demand printing, copying and finishing, resulting in faster job completion and the ability to produce quality documentation at short notice
- the transfer of binding and finishing services from the library environment, freeing staff resources and offering students greater convenience and more choice
- on-site learning and work experience opportunities for Queensland School of Print and Graphics Arts students
- on-site support and assistance for staff in bulk print submission, document creation and specialty print requests

Since the commencement of services through until May 2011, SGPC has completed over 1700 staff orders comprising more than 7500 individual print jobs.

Southbank Institute of Technology recognises that risk management is an integral part of good governance and management practice, and is committed to its application at all management levels within an Institute-wide framework.

The Board oversees the risk management systems within Southbank Institute and monitors the ongoing effectiveness of these systems.

Southbank Institute has developed and implemented an Integrated Risk Management Framework and Policy in accordance with the international standard for risk management (AS/NZS ISO 31000:2009), and continues to review work practices and management techniques to ensure alignment with the standard.

Southbank Institute's Executive Leadership Team has a central monitoring and reporting role in risk management, with all staff taking on the responsibility of understanding and managing the key risks in their area of the business. Managers take responsibility for ensuring risks are identified and mitigation actions are assigned to responsible officers for rectification.

Southbank Institute's Risk Management Framework encourages a culture of risk management that assists the implementation of best practice principles across the organisation; in turn contributing to effective corporate governance through identification and mitigation of threats and maximisation of opportunities.

Specific risk management activities include:

- business continuity planning
- workplace health and safety management
- insurance management
- fraud and corruption prevention and control
- compliance management.

Southbank Institute of Technology's appointment of PricewaterhouseCoopers (PwC), to undertake an internal audit function includes a key responsibility to monitor and review the risk management framework.

OUR COMMITTEES

Southbank Institute has a number of committees set up to ensure proper consideration is given to the matters before each committee and recommendations made on all pertinent matters. Southbank Institute has four committees:

- Audit Finance and Risk Committee (AFRC)
- Facilities committee
- Remuneration and Nominations Committee
- Staff, Student and Community Voice Committee.

Due to the reduced size of the Board, from October 2010 to May 2011, the Audit Finance and Risk Committee and Facilities Committee were combined to form the Audit Finance Risk and Facilities Committee. The functions and purposes remained unchanged.

As stipulated by the *Vocational Education, Training and Employment Act 2000*, members of the Audit Finance and Risk Committee are paid the fees and expenses decided by the Governor in Council.

Duration	Daily meeting fees (\$)		Daily special assignment fees (\$)	
	Greater than 4 hours a day	4 hours or less a day	Greater than 4 hours a day	4 hours or less a day
Members	543	272	453	227

AUDIT FINANCE AND RISK COMMITTEE

The purpose of the Audit Finance and Risk Committee (AFRC) was to oversee and monitor the effectiveness of Southbank Institute's internal and external audit function, as well as oversee financial management and reporting. Three members of the Board of Directors made up the membership of the Audit Finance and Risk Committee:

- Chris Burgess (Chair)
- Peter Sullivan
- Ray Heffernan.

Key 2010–11 achievements included:

- endorsing the contracting arrangements for the Institute's internal auditor
- monitoring the performance and effectiveness of both internal and external audit
- monitoring the financial position and performance of Southbank Institute, including reviewing forward estimates and cash flows
- keeping under review the provision of timely and accurate financial, student and staff data and the provision of computerised administrative systems
- reviewing 2009–10 and 2010–11 financial reporting mechanism.

FACILITIES COMMITTEE

The purpose of the Facilities Committee was to oversee and monitor key facilities projects, such as the Public Private Partnership (PPP) project, refurbishments and major IT infrastructure projects. It was also the role of this committee to review capital asset acquisition, disposal and upgrade plans, approve asset management policies, and monitor use, quality, security, safety and effectiveness of facilities.

Members of the Board of Directors that made up the membership of the Facilities Committee include:

- From July 2010 to October 2010
 - Ray Heffernan (Chair)
 - Peter Sullivan
- From November 2010 to June 2011
 - Chris Burgess (Chair)
 - Peter Sullivan
 - Ray Heffernan

Key 2010–11 achievements included:

- approving the Business Plan and registration of the name 66 on Ernest for the Institute's training restaurant
- implementing facilities usage reporting
- initiating the preliminary phases and continuing overseeing the divestment of the Institute's Morningside campus
- investigating subleasing options for the Institute
- continuing to oversee the contract management of the Southbank Education and Training Precinct project, including overseeing and review PPP project reporting such as Spotless monthly reporting, and workplace health and safety reporting.
- reviewed the impacts on facilities and operations of the January 2011 floods, including implementing quarterly reports on broader risk mitigation strategies
- overseeing the continued implementation of the Institute's Annual Desktop Renewal Project.

REMUNERATION AND NOMINATIONS COMMITTEE

The purpose of the Remunerations and Nominations Committee is to advise on Board appointments, retirements, evaluations and removal of Board members. It also advises on the appointment and remuneration of the CEO and senior management; and oversees general policies relating to appointment and remuneration of the CEO and Senior Management.

Members of the Board of Directors that made up the membership of the Remuneration and Nominations Committee included:

- From July 2010 to October 2010
 - Cheryl Macnaught (Chair)
 - Ann Garms
 - John Puttick
- From October 2010 to June 2011
 - Cheryl Macnaught (Chair)
 - Ann Garms
 - Chris Burgess

Key 2010–11 achievements included:

- initiating the process for the appointment of the new Board membership, which occurred on 1 May 2011
- reviewing CEO and senior executive performance against Institute goals and objectives and individual performance targets
- investigating realignment of the Executive Incentive Scheme to ensure appropriate reward and recognition for achievement of business outcomes
- commencing review of the recruitment and selection processes associated with directly engaged staff
- reviewing the development of Human Resource policies to be established for the Institute's directly engaged staff.

STAFF, STUDENT AND COMMUNITY VOICE COMMITTEE (SSCV)

The purpose of the Staff, Student and Community Voice (SSCV) Committee is to undertake appropriate engagement with industry, community and students to ensure community, industry and students needs are considered in the development of the Institute's strategic direction.

Members of the Board of Directors and industry that made up the membership of the Staff, Student and Community Voice Committee included:

- Ann Garms, Board Representative (Chair)
- Ray Heffernan, Board Representative
- Jodi Schmidt, Acting Institute Director and CEO
- Bob O'Keeffe, Industry Representative
- Jenny Trebilcock, Industry Representative
- Sean Mullen, Staff Representative
- Janelle Chapman, Staff Representative
- Russell Tighe, Faculty of Business and Community Education, Student Representative
- Lena Bencker, Faculty of Design, Arts and Hospitality Student Representative
- Liz Im, Faculty of Health Sciences Student Representative

INTERNAL AUDIT

Southbank Institute's management system complies with the requirements of AS/NZS ISO 9001:2008 *Quality management systems – Requirements* as certified by NCS International on 7 February 2011.

The overall mission of the internal audit activity is to provide independent, objective assurance to add value and improve operations. It assists Southbank Institute to accomplish its objectives by bringing a systematic, disciplined approach to evaluating and improving the effectiveness of risk management, systems of internal control and governance processes in an independent and professional manner.

The general scope of work of the internal audit is to determine whether Southbank Institute's network of risk management, control and governance processes, as designed and represented by management, is adequate and functioning appropriately.

In accordance with the Institute's Internal Audit Charter, Southbank Institute has retained the services of an external firm, PwC, to provide internal audit services.

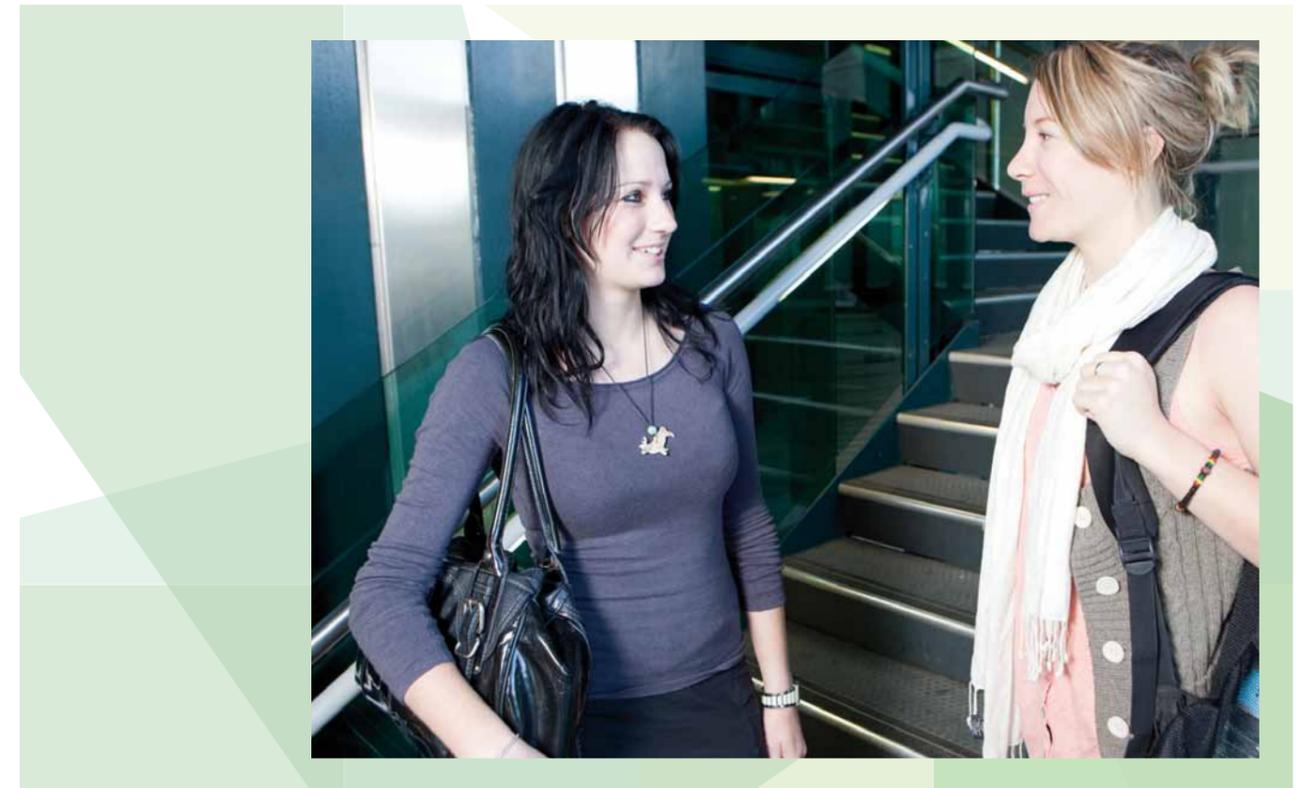
The 2010–11 year saw delivery of internal audits programmed for the third year of Southbank Institute's three-year *Internal Audit Plan*. Audit work was performed in the following areas:

- organisational Performance Management Framework
- student refunds
- fraud exposure
- educational planning
- budget development
- core financial processes – sales to receivables
- core financial processes – receipting and banking
- staff Performance Management Framework.

These areas were identified through a risk assessment undertaken on the internal controls system of the Institute. Work undertaken by PwC confirmed the continuing maturity of the Institute's system of internal control.

POLICIES AND PLANNING

Southbank Institute uses a comprehensive process framework that strives to achieve the highest quality and reliability of services for our customers and stakeholders. Southbank Institute is certified as an AS/NZS ISO9001:2008 *Quality Management Systems – Requirements* organisation and is committed to continuously improving its service delivery to its clients.



OTHER REPORTING REQUIREMENTS

INFORMATION SYSTEMS AND RECORD KEEPING

Southbank Institute of Technology is working towards a planned and systematic approach to the creation, capture, maintenance, use and preservation of public records.

The Institute's strategic plan supports our compliance with record keeping requirement of the *Public Records Act 2002*, IS40 and IS31, with the intent to respond to specific business requirements.

OFF-SITE STORAGE MANAGEMENT SOLUTION

The short-term offsite management solution implemented with Grace Records Management Storage in 2009 has proven in 2010–2011 to be an effective, secure and streamlined method of storing, lodging, retrieving and disposing of the Institute's archive records.

ELECTRONIC RECORDS MANAGEMENT – LONG-TERM SOLUTION

Southbank Institute has determined that a comprehensive set of functional requirements needs to be developed with critical stakeholders in electronic records management before digital options can be implemented. A working party was formed in May 2011 to review current practices with business units and faculties.

STRATEGIC RECORDKEEPING IMPLEMENTATION PLAN

The development of a Strategic Recordkeeping Implementation Plan is in progress. The options reviewed to date include the AAA Thesaurus and Total Records and Information Management (TRIM) system.

The Institute is currently in the information gathering phase, with planned analysis to inform the strategic decision-making process.

The aim is to establish a comprehensive understanding of the scope, business functions and current record keeping systems and processes used within the Institute.

INFORMATION SYSTEMS AND RECORD KEEPING

Key ICT support services are delivered by UNISYS under the DET/UNISYS ICT Support Agreement, which covers the desktop, network and server environments, as well providing project services. UNISYS coordinates connectivity between the Institute and the departmental network. Internal ICT staff respond to Institute contract administration requirements, and interact with the departmental contract management group.

CONSULTANCY USE

The table below details work provided by consultants, the consultancy engaged and cost.

Category	With whom	Amount	Purpose
Professional	Roger Henshaw Consultancy Services	\$19 520.00	Review of Library Services
Total		\$19 520.00	

TRAVEL AND CONSULTANCY COSTS

Southbank Institute undertakes overseas travel where appropriate to conduct due diligence investigations in universities where Southbank Institute has signed memoranda of understanding, and to explore the possibilities of developing commercial business and contractual negotiations. Travel for 2010–11 is outlined below.

Name of officer and position	Destination	Reason for travel	Agency cost	Other sources
Robyn Tyler, Institute Director and Acting CEO	Delhi	Speaking at a vocational training workshop in Delhi	\$8 281.00	Nil
Graham Coglan, International Partnerships Teacher	China	Offshore delivery	\$6 214.00	Nil
John Walker, International Partnerships	China	Offshore delivery	\$6 214.00	Nil
Beverley Egan, International Partnerships Teacher	China	Offshore delivery	\$7 824.00	Nil
Peter Soper, International Partnerships Teacher	China	Offshore delivery	\$5 880.00	Nil
Barbara Carloss, International Partnerships Teacher	China	Offshore delivery	\$4 846.00	Nil
Kathryn Marr, International Partnerships Teacher	China	Offshore delivery	\$3 095.00	Nil
De-anne Richards, Manager International Partnerships	China, Vietnam, India	Development of new transnational training costs	\$12 303.00	Nil
Christine Cook, International Partnerships Teacher	China	Offshore delivery	\$7 051.00	Nil
Graham Coglan, International Partnerships Teacher	China	Offshore delivery	\$7 364.72	Nil
Kathryn Marr, International Partnerships Teacher	China	Offshore delivery	\$4 594.53	Nil
De-anne Richards, A/Manager International Sales	Sri Lanka, India, Vietnam	Promotions and marketing	\$13 765.98	Nil
Mary Martin, Director Market & Business Development	UAE, Qatar, Turkey	Promotions and marketing	\$10 856.89	Nil
Robyn Tyler, Institute Director and Acting CEO	China	Promotions and marketing	\$13 566.21	Nil
Kelvin Teoh, International Sales team member	Vietnam, Hong Kong	Promotion and marketing, Austrade exhibition	\$9 479.00	Nil
Vivian Ip, International Sales team member	South Korea	Promotion and marketing, agent seminars	\$5 255.00	Nil
Kelvin Teoh, International Sales team member	Taiwan, Malaysia	Promotions and marketing	\$5 767.00	Nil
Vivian Ip, International Sales team member	China, Hong Kong	Promotions and marketing	\$9 498.00	Nil
Izo Lourival, International Sales team member	Philippines	Promotions and marketing	\$2 735.00	Nil
Binh Nguyen, International Sales team member	Hong Kong	Promotions and marketing	\$2 813.24	Nil
Daryl Blumel, Academic Manager ELICOS	South Korea	Promotions and marketing	\$4 739.00	Nil
Mary Martin, Director Market & Business Development	Da Nang, Ho Chi Minh, Singapore & Bangalore	Exploring international partnership opportunities in Vietnam, Singapore and India	\$14 289.00	Nil
Daryl Blumel, Academic Manager ELICOS	South Korea, Taiwan	Promotions and marketing	\$4 446.00	Nil
Binh Nguyen, International Sales team member	Vietnam, Thailand	Promotions and marketing	\$6 191.00	Nil
Total			\$177 068.57	

ACSF	Australian Core Skills Framework
AMEP	Adult Migrant English Program
AUSLAN	Australian Sign Language
CAD	Computer Aided Design
COAG	Council of Australian Governments
CRICOS	Register of Institutes and Courses for Overseas Students
ELICOS	English Language Intensive Courses for Overseas Students
LLNP	Language Literacy and Numeracy Program
NCVER	National Centre for Vocational Education Research
NIDA	National Institute of Dramatic Arts
PPP	Public Private Partnership
PwC	PricewaterhouseCoopers
QTAC	Queensland Tertiary Admission Centre
RAP	Reconciliation Action Plan
RPL	Recognition of Prior Learning
SETP	Southbank Education and Training Precinct
SIP	Science in Industry Program
STEP	Southbank Tertiary Entrance Program
TAFE	Technical and Further Education
TESOL	Teachers of English to Speakers of Other Languages
VET	Vocational Education and Training
VGC	Vocational Graduate Certificate
WELL	Workplace English Language and Literacy

FINANCIAL STATEMENTS

FOR THE FINANCIAL YEAR ENDED 30 JUNE 2011

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GENERAL INFORMATION

These financial statements cover the Southbank Institute of Technology.

The Southbank Institute of Technology (the Institute) was established on the 1st April 2008 as a statutory TAFE institute under the *Vocational Education, Training and Employment and Other Legislation Amendment Regulation (No. 1) 2008*.

The Institute is controlled by the State of Queensland which is the ultimate parent.

The head office and principal place of business of the Institute is:
66 Ernest St
South Brisbane QLD 4101

A description of the nature of the Institute's operations and its principal activities is included in the notes to the financial statements.

For information in relation to the Institute's financial statement please visit the Institute's Internet Site www.southbank.edu.au

Amounts shown in these financial statements may not add to the correct sub-totals or totals due to rounding.

STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 30 JUNE 2011

	Notes	2011	2010
		\$'000	\$'000
Income from Continuing Operations			
Revenue			
User charges	2	58,082	54,132
Grants and other contributions	3	36,840	59,339
Other revenue	4	1,572	1,211
Total Revenue		96,494	114,682
Gains	5	-	482
Total Income from Continuing Operations		96,494	115,164
Expenses from Continuing Operations			
Employee expenses	6, 7	2,462	2,706
Supplies and services	8	89,816	106,487
Grants and subsidies	9	34	23
Depreciation and amortisation	10	1,402	1,131
Impairment losses/(reversals)	11	(94)	181
Other expenses	12	290	325
Total Expenses from Continuing Operations		93,910	110,853
Operating Result from Continuing Operations		2,584	4,311
Total Comprehensive Income		2,584	4,311

The accompanying notes form part of these statements.

STATEMENT OF FINANCIAL POSITION
AS AT 30 JUNE 2011

	Notes	2011	2010
		\$'000	\$'000
Current Assets			
Cash and cash equivalents	13	28,986	14,911
Receivables	14	13,481	13,211
Inventories	15	18	22
Other	16	193	113
		42,678	28,257
Total Current Assets		42,678	28,257
Non Current Assets			
Intangible assets	17	470	401
Property, plant and equipment	18	20,560	21,386
Total Non Current Assets		21,030	21,787
Total Assets		63,708	50,044
Current Liabilities			
Payables	19	21,881	10,945
Accrued employee benefits	20	394	411
Provisions	21	23	-
Unearned revenue and other	22	13,786	13,553
Total Current Liabilities		36,084	24,909
Non Current Liabilities			
Provisions	21	120	215
Total Non Current Liabilities		120	215
Total Liabilities		36,204	25,124
Net Assets		27,504	24,920
Equity			
Contributed equity		43,199	43,199
Accumulated surplus/(deficit)		(15,695)	(18,279)
Total Equity		27,504	24,920

The accompanying notes form part of these statements.

STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 30 JUNE 2011

	Contributed Equity	Accumulated Surplus/(Deficit)	Total
	\$'000	\$'000	\$'000
Balance as at 1 July 2009	43,199	(22,590)	20,609
Operating Result from Continuing Operations	-	4,311	4,311
Balance as at 30 June 2010	43,199	(18,279)	24,920
Balance as at 1 July 2010	43,199	(18,279)	24,920
Operating Result from Continuing Operations	-	2,584	2,584
Balance as at 30 June 2011	43,199	(15,695)	27,504

The accompanying notes form part of these statements.

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 30 JUNE 2011

	Notes	2011	2010
		\$'000	\$'000
Cash flows from operating activities			
Inflows			
User charges		62,129	54,182
Grants and other contributions		32,734	63,766
GST input tax credits from ATO		1,548	2,389
GST collected from customers		1,921	1,809
Interest received		1,053	737
Other		524	450
Outflows			
Employee expenses		(2,545)	(2,607)
Supplies and services		(79,009)	(118,451)
Grants and subsidies		(35)	(23)
GST paid to suppliers		(1,564)	(2,269)
GST remitted to ATO		(1,958)	(1,787)
Other		(246)	(272)
Net cash provided by (used in) operating activities	23	14,552	(2,076)
Cash flows from investing activities			
Inflows			
Sales of property, plant and equipment		-	482
Outflows			
Payments for property, plant and equipment		(214)	(989)
Payments for intangibles		(263)	(219)
Net cash provided by (used in) investing activities		(477)	(726)
Net increase (decrease) in cash and cash equivalents		14,075	(2,802)
Cash and cash equivalents at beginning of financial year		14,911	17,713
Cash and cash equivalents at end of financial year	13	28,986	14,911

The accompanying notes form part of these statements.

Objectives and Principal Activities of the Institute

- Note 1: Summary of Significant Accounting Policies
- Note 2: User Charges
- Note 3: Grants and Other Contributions
- Note 4: Other Revenues
- Note 5: Gains
- Note 6: Employee Expenses
- Note 7: Key Executive Management Personnel and Remuneration
- Note 8: Supplies and Services
- Note 9: Grants and Subsidies
- Note 10: Depreciation and Amortisation
- Note 11: Impairment Losses
- Note 12: Other Expenses
- Note 13: Cash and Cash Equivalents
- Note 14: Receivables
- Note 15: Inventories
- Note 16: Other Current Assets
- Note 17: Intangible Assets
- Note 18: Property, Plant and Equipment
- Note 19: Payables
- Note 20: Accrued Employee Benefits
- Note 21: Provisions
- Note 22: Unearned Revenue and Other Liabilities
- Note 23: Reconciliation of Operating Result to Net Cash from Operating Activities
- Note 24: Commitments for Expenditure
- Note 25: Economic Dependency
- Note 26: Events Occurring after Balance Date
- Note 27: Financial Instruments
- Note 28: Contingencies

OBJECTIVES AND PRINCIPAL ACTIVITIES OF THE INSTITUTE

The Institute was established as a statutory TAFE institute on 1 April 2008 under the *Vocational Education, Training and Employment and Other Legislation Amendment Regulation (No.1) 2008*. The Institute is a not-for-profit entity with a mission to 'empower people for rewarding careers in the global community' as Queensland's leading vocational education and training provider of high-level skills training.

The Institute is located in the Southbank Education and Training Precinct (SETP), Queensland's first Public Private Partnership (PPP).

The Institute offers a range of high-level vocational qualifications, associate degrees, university pathways and articulation arrangements in key industries.

At the end of 2010–11, it is estimated that the Institute will utilise over 631 full-time equivalent Department of Education and Training's staff and 14 full-time equivalent staff directly engaged by the Institute.

The Institute also manages delivery across TAFE Queensland Institutes of two Commonwealth programs – Adult Migrant English Program (AMEP) and Language, Literacy and Numeracy Program (LLNP).

The Institute is an approved FEE-HELP Provider of Higher Education and Vocational Education Training (VET). Due to the Institute's Statutory Authority approval, the Institute will also act as a broker for VET FEE-HELP to all TAFE Institutes in Queensland.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Statement of Compliance

The Institute has prepared these financial statements in compliance with section 43 of the *Financial and Performance Management Standard 2009*.

These financial statements are general purpose financial statements, and have been prepared on an accrual basis in accordance with Australian Accounting Standards and Interpretations. In addition, the financial statements comply with the Treasurer's Minimum Reporting Requirements for the year ending 30 June 2011 and other authoritative pronouncements.

With respect to compliance with Australian Accounting Standards and Interpretations, the Institute has applied those requirements applicable to not-for-profit entities, as the Institute is a not-for-profit institute. Except where stated, the historical cost convention is used.

(b) The Reporting Entity

The financial statements include the value of all revenues, expenses, assets, liabilities and equity of the Institute.

(c) User Charges

User charges and fees controlled by the Institute are recognised as revenues when the revenue has been earned and can be measured reliably with a sufficient degree of certainty. This involves either invoicing for related goods/services and/or the recognition of accrued revenue. User charges and fees are controlled by the Institute where they can be deployed for the achievement of Institute objectives. Revenue is recognised when the following recognition criteria are met:

(i) Sale of goods

Revenue is recognised when the significant risks and rewards of ownership of goods have passed to the buyer and can be measured reliably. Risks and rewards are considered to have passed to the buyer at the time of delivery of the goods to the customer.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(c) User Charges (Cont'd)****(ii) Student fees and sale of services**

Full value of student fees and fees for training services less any fee waivers are recognised as revenue when the Institute has the right to be compensated, it is probable that compensation will be received, and the amount of revenue and the stage of completion of a transaction can be reliably measured.

(d) Grants and Contributions

Grants, contributions, donations and gifts that are non-reciprocal in nature are recognised as revenue in the year in which the Institute obtains control over them. Where grants are received that are reciprocal in nature, revenue is recognised over the term of the funding arrangements.

Contributed assets are recognised at their fair value. Contributions of services are recognised only when a fair value can be determined reliably and the services would be purchased if they had not been donated.

(e) Cash and Cash Equivalents

For the purposes of the Statement of Financial Position and the Statement of Cash Flows, cash and cash equivalents include all cash and cheques receipted but not banked at 30 June.

(f) Receivables

Trade debtors are recognised at the amounts due at the time of sale or service delivery i.e. the agreed purchase/contract price. Settlement of these amounts is required within 30 days from invoice date.

The collectability of receivables is assessed periodically with adequate allowance made for impairment. All known bad debts were written-off as at 30 June.

(g) Inventories

Inventories are valued at the lower of cost and net realisable value.

Cost is assigned on a weighted average basis and includes expenditure incurred in acquiring the inventories and bringing them to their existing condition.

(h) Acquisitions of Assets

Actual cost is used for the initial recording of all non-current physical and intangible asset acquisitions. Cost is determined as the value given as consideration plus costs incidental to the acquisition, including all other costs incurred in getting the assets ready for use, including architects' fees and engineering design fees. However, any training costs are expensed as incurred.

Assets acquired at no cost or for nominal consideration, other than from an involuntary transfer from another Queensland Government entity, are recognised at their fair value at date of acquisition in accordance with AASB 116 *Property, Plant and Equipment*.

(i) Property, Plant and Equipment

Items of property, plant and equipment with a cost or other value equal to or in excess of the following thresholds are recognised for financial reporting purposes in the year of acquisition:

Land	\$1
Plant and Equipment	\$5,000

Items with a lesser value are expensed in the year of acquisition.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(j) Revaluations of Non-Current Physical and Intangible Assets**

Land and buildings are measured at fair value in accordance with AASB 116 *Property, Plant and Equipment* and Queensland Treasury's *Non-Current Asset Policies for the Queensland Public Sector*.

Where intangible assets have an active market, they are measured at fair value, otherwise they are measured at cost.

Plant and equipment is measured at cost in accordance with Treasury's *Non-Current Asset Policies*.

Non-current physical assets measured at fair value are comprehensively revalued at least once every five years with interim valuations, using appropriate indices, being otherwise performed on an annual basis where there has been a material variation in the index.

Any revaluation increment arising on the revaluation of an asset is credited to the asset revaluation surplus of the appropriate class, except to the extent it reverses a revaluation decrement for the class previously recognised as an expense. A decrease in the carrying amount on revaluation is charged as an expense, to the extent it exceeds the balance, if any, in the revaluation surplus relating to that asset class.

On revaluation, accumulated depreciation is restated proportionately with the change in the carrying amount of the asset and any change in the estimate of remaining useful life.

Materiality concepts under AASB 1031 are considered in determining whether the difference between the carrying amount and the fair value of an asset is material.

Separately identified components of assets are measured on the same basis as the assets to which they relate.

(k) Intangibles

Intangible assets with a cost or other value equal to or greater than \$100,000 are recognised in the financial statements, items with a lesser value being expensed. Each intangible asset, less any anticipated residual value, is amortised over its estimated useful life to the Institute. The residual value is zero for all the Institute's intangible assets.

It has been determined that there is not an active market for any of the Institute's intangible assets. As such, the assets are recognised and carried at cost less accumulated amortisation and accumulated impairment losses.

Purchased Software

The purchase cost of software exceeding \$100,000 is capitalised and amortised on a straight-line basis over the period of the each asset's expected benefit to the Institute, namely 5 years.

(l) Amortisation and Depreciation of Intangibles and Property, Plant and Equipment

Land is not depreciated as it has an unlimited useful life.

All intangible assets of the Institute have finite useful lives and are amortised on a straight-line basis.

Property, plant and equipment is depreciated on a straight-line basis so as to allocate the net cost or revalued amount of each asset, less its estimated residual value, progressively over its estimated useful life to the Institute.

Assets under construction (work-in-progress) are not depreciated until they reach service delivery capacity. Service delivery capacity relates to when construction is complete and the asset is first put to use or is installed ready for use in accordance with its intended application. These assets are then reclassified to the relevant classes with property, plant and equipment.

Where assets have separately identifiable components that are subject to regular replacement, these components are assigned useful lives distinct from the asset to which they relate and are depreciated accordingly.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(l) Amortisation and Depreciation of Intangibles and Property, Plant and Equipment (Cont'd)**

Any expenditure that increases the originally assessed capacity or service potential of an asset is capitalised and the new depreciable amount is depreciated over the remaining useful life of the asset to the Institute.

For each class of depreciable asset the following depreciation and amortisation rates are used:

Class	Rate %
Plant and Equipment	
Computer Equipment	20.00
Plant and Machinery	5.00–20.00
Office Equipment	5.00–20.00
Intangible Assets	
Software Purchased	20.00

(m) Impairment of Non-Current Assets

All non-current physical and intangible assets are assessed for indicators of impairment on an annual basis. If an indicator of possible impairment exists, the Institute determines the asset's recoverable amount. Any amount by which the asset's carrying amount exceeds the recoverable amount is recorded as an impairment loss.

The asset's recoverable amount is determined as the higher of the asset's fair value less costs to sell and depreciated replacement cost.

An impairment loss is recognised immediately in the Statement of Comprehensive Income, unless the asset is carried at a revalued amount. When the asset is measured at a revalued amount, the impairment loss is offset against the asset revaluation surplus of the relevant class to the extent available.

Where an impairment loss subsequently reverses, the carrying amount of the asset is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior years. A reversal of an impairment loss is recognised as income, unless the asset is carried at a revalued amount, in which case the reversal of the impairment loss is treated as a revaluation increase. Refer also to Note 1(j).

(n) Payables

Trade creditors are recognised upon receipt of the goods or services ordered and are measured at the agreed purchase/contract price, gross of applicable trade and other discounts. Amounts owing are unsecured and are generally settled on 30 day terms.

(o) Financial Instruments**Recognition**

Financial assets and financial liabilities are recognised in the Statement of Financial Position when the Institute becomes party to the contractual provisions of the financial instrument.

Classification

Financial instruments are classified and measured as follows:

- Cash and cash equivalents – held at fair value through profit or loss
- Receivables – held at amortised cost
- Payables – held at amortised cost

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(o) Financial Instruments (cont'd)**

The Institute does not enter transactions for speculative purposes, nor for hedging. Apart from cash and cash equivalents, the Institute holds no financial assets classified at fair value through profit or loss.

All other disclosures relating to the measurement and financial risk management of financial instruments held by the Institute are included in Note 27.

(p) Employee Benefits**(i) Department of Education and Training employees engaged as contractors**

Pursuant to s.218G of the *Vocational Education, Training and Employment Act 2000*, the Institute may enter into, and give effect to, a work performance arrangement with the chief executive of the Department of Education and Training (DET).

The Institute and DET have entered into a work performance arrangement under which employees of DET will perform work for the Institute to enable the Institute to perform functions and exercise powers and to ensure the delivery of its operational plan.

Under this work performance arrangement:

- DET will provide DET employees to perform work for the Institute and DET acknowledges and accepts its obligations as the employer of these DET employees.
- The Institute will be responsible for the day to day management of these DET employees.
- The Institute will reimburse DET for the salaries and on-costs of these DET employees.

As a result of this arrangement, the Institute treats the reimbursements to DET for DET employees in these financial statements as contractors. These reimbursements are shown under Note 8 – Supplies and Services (consultants and contractors).

In addition to the employees contracted from DET, the Institute has engaged employees directly. The information detailed below relates specifically to the directly engaged employees.

(ii) Institute directly engaged employees**Salaries, Performance Bonus, Annual Leave, Long Service Leave and Sick Leave**

Salaries, annual leave and long service leave due but unpaid at reporting date are recognised in the Statement of Financial Position at the remuneration rates expected to apply at time of settlement. Payroll tax and workers' compensation are a consequence of employing employees, but are not counted in an employee's total remuneration package. They are not employee benefits and are recognised separately as employee related expenses. Performance bonus, employer superannuation contributions, annual leave and long service leave expenses are regarded as employee benefits.

For unpaid entitlements expected to be paid within 12 months, the liabilities are recognised at their undiscounted values. For those entitlements not expected to be paid within 12 months, the liabilities are classified as non-current liabilities and recognised at their present value, calculated using 'shorthand' measurement techniques. The calculation using 'shorthand' measurement techniques indicates that the Institute's long service leave liability, based on remuneration rates current as at the reporting date for all directly engaged employees with five or more years of service, provides an estimate of long service leave liability that is not materially different from the estimate determined by using the present value method of measurement.

Sick leave taken in this reporting period is less than the entitlement accrued. This is expected to continue in future periods. Accordingly, it is unlikely that existing accumulated entitlements will be used by employees and no liability for unused sick leave entitlements is recognised.

As sick leave is non-vesting, an expense is recognised for this leave as it is taken.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(p) Employee Benefits (cont'd)****Superannuation**

The Institute complies with *The Superannuation Guarantee (Administration) Act 1992* (Superannuation Guarantee) which requires the Institute to provide a minimum superannuation cover for all eligible employees. The minimum level of superannuation cover under the Superannuation Guarantee is 9% of each eligible employee's earnings base.

The Institute offers a choice of superannuation funds and pays superannuation contributions into a complying superannuation fund.

Contributions are expensed in the period in which they are paid or payable. The Institute's obligation is limited to its contribution to the superannuation fund.

Therefore, no liability is recognised for accruing superannuation benefits in the Institute's financial statements.

Key Executive Management Personnel and Remuneration

Key executive management personnel and remuneration disclosures are made in accordance with section 5 Addendum (issued in May 2011) to the Financial Reporting Requirements for Queensland Government Agencies issued by Queensland Treasury. Refer to Note 7 for disclosures on key executive management personnel and remuneration.

(q) Provisions

Provisions are recorded when the Institute has a present obligation, either legal or constructive as a result of a past event. They are at the amount expected at reporting date for which the obligation will be settled in a future period. Where the settlement of the obligation is expected after 12 or more months, the obligation is discounted to the present value using an appropriate discount rate.

(r) Insurance

The Institute's non-current physical assets and other risks are insured through the Queensland Government Insurance Fund (QGIF), premiums being paid on a risk assessment basis. In addition, the Institute pays premiums to WorkCover Queensland in respect of its obligations for employee compensation.

(s) Services Received Free of Charge or for Nominal Value

Contributions of services are recognised only if the services would have been purchased if they had not been donated and their fair value can be measured reliably. Where this is the case, an equal amount is recognised as revenue and an expense.

(t) Taxation

The Institute is a State body as defined under the *Income Tax Assessment Act 1936* and is exempt from Commonwealth taxation with the exception of Fringe Benefits Tax (FBT) and Goods and Services Tax (GST). FBT and GST are the only taxes accounted for by the Institute. GST credits receivable from, and GST payable to the ATO, are recognised (refer to Note 14).

(u) Issuance of Financial Statements

The financial statements are authorised for issue by the Chairman of Institute Board, the Institute Director & Chief Executive Officer and Director Corporate Services & CFO at the date of signing the Statement of Certification.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(v) Judgements**

The preparation of financial statements necessarily requires the determination and use of certain critical accounting estimates, assumptions, and management judgements that have that potential to cause a material adjustment to the carrying amounts of assets and liabilities within the next financial year. Such estimates, judgements and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in future periods as relevant.

Estimates and assumptions that have a potential significant effect are outlined in the following financial statement notes:

Valuation of Property, Plant and Equipment – Note 18.

(w) Rounding and Comparatives

Amounts included in the financial statements are in Australian dollars and have been rounded to the nearest \$1,000 or, where that amount is \$500 or less, to zero, unless disclosure of the full amount is specifically required.

Comparative information has been restated where necessary to be consistent with disclosures in the current reporting period.

(x) New and Revised Accounting Standards

The Institute did not voluntarily change any of its accounting policies during 2010–11.

The Institute is not permitted to early adopt a new or amended accounting standard ahead of the specified commencement date unless approval is obtained from the Treasury Department. Consequently, the Institute has not applied any Australian accounting standards and interpretations that have been issued but are not yet effective. The Institute applies these standards and interpretations in accordance with their respective commencement dates.

At the date of authorisation of the financial report, the only significant impacts of new or amended Australian accounting standards with future commencement dates are as set out below:

AASB 2010-4 *Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 1, AASB 7, AASB 101 & AASB 134 and Interpretation 13]* becomes effective from reporting periods beginning on or after 1 January 2011. The Institute will then need to make changes to its disclosures about credit risk on financial instruments in Note 27(c). No longer will the Institute need to disclose amounts that best represent an entity's maximum exposure to credit risk where the carrying amount of the instruments reflects this. If the institute holds collateral or other credit enhancements in respect of any financial instrument, it will need to disclose – by class of instrument - the financial extent to which those arrangements mitigate the credit risk. There will be no need to disclose the carrying amount of financial assets for which the terms have been renegotiated, which would otherwise be past due or impaired.

Also, for those financial assets that are either past due but not impaired, or have been individually impaired, there will be no need to separately disclose details about any associated collateral or other credit enhancements held by the Institute.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(x) New and Revised Accounting Standards (cont'd)**

AASB 9 *Financial Instruments* (December 2010) and AASB 2009–11 *Amendments to Australian Accounting Standards arising from AASB 9 (December 2010)* [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 121, 127, 128, 131, 132, 136, 139, 1023 & 1038 and Interpretations 2, 5, 10, 12, 19 & 127] become effective from reporting periods beginning on or after 1 January 2013. The main impacts of these standards on the Institute are that they will change the requirements for the classification, measurement and disclosures associated with financial assets. Under the new requirements, financial assets will be more simply classified according to whether they are measured at either amortised cost or fair value. Pursuant to AASB 9, financial assets can only be measured at amortised cost if two conditions are met. One of these conditions is that the asset must be held within a business model whose objective is to hold assets in order to collect contractual cash flows. The other condition is that the contractual terms of the asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

On initial application of AASB 9, the Institute will need to re-assess the measurement of its financial assets against the new classification and measurement requirements, based on the facts and circumstances that exist at that date. Assuming no change in the types of transactions the Institute enters into, it is not expected that any of the Institute's financial assets will meet the criteria in AASB 9 to be measured at amortised cost. Therefore, as from the 2013-14 financial statements, all of the Institute's financial assets will be required to be classified as "financial assets required to be measured at fair value through profit or loss" (instead of the measurement classifications presently used in Notes 1(o) and 27). The same classification will be used for net gains/losses recognised in the Statement of Comprehensive Income in respect of those financial assets. In the case of the Institute's receivables, the carrying amount is considered to be a reasonable approximation of fair value.

AASB 1053 *Application of Tiers of Australian Accounting Standards* and AASB 2010-2 *Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements* [AASB 1, 2, 3, 5, 7, 8, 101, 102, 107, 108, 110, 111, 112, 116, 117, 119, 121, 123, 124, 127, 128, 131, 133, 134, 136, 137, 138, 140, 141, 1050 & 1052 and Interpretations 2, 4, 5, 15, 17, 127, 129, & 1052] apply to reporting periods beginning on or after 1 July 2013. AASB 1053 establishes a differential reporting framework for those entities that prepare general purpose financial statements, consisting of two tiers of reporting requirements – Australian Accounting Standards (commonly referred to as "tier 1"), and Australian Accounting Standards – Reduced Disclosure Requirements (commonly referred to as "tier 2").

Tier 1 requirements comprise the full range of AASB recognition, measurement, presentation and disclosure requirements that are currently applicable to reporting entities in Australia. The only difference between the tier 1 and tier 2 requirements is that tier 2 requires fewer disclosures than tier 1. AASB 2010-2 sets out the details of which disclosures in standards and interpretations are not required under tier 2 reporting.

Pursuant to AASB 1053, statutory bodies like the Institute may adopt tier 2 requirements for their general purpose financial statements. However, AASB 1053 acknowledges the power of a regulator to require application of the tier 1 requirements. In the case of the Institute, the Treasury Department is the regulator. Treasury Department has advised that its policy decision is to require all statutory bodies captured for whole-of-Government reporting purposes to adopt tier 1 reporting requirements. In compliance with Treasury's policy which prohibits the early adoption of new or revised accounting standards unless Treasury approval is granted, the Institute has not early adopted AASB 1053.

All other Australian accounting standards and interpretations with future commencement dates are either not applicable to the Institute's activities, or have no material impact on the Institute.

2. USER CHARGES

	2011	2010
	\$'000	\$'000
Sale of services	37,162	30,980
Sale of goods	1,193	1,011
Student fees	19,727	22,141
Total	58,082	54,132

3. GRANTS AND OTHER CONTRIBUTIONS

	2011	2010
	\$'000	\$'000
Government grants*	36,163	58,131
Other grant	16	8
Government contributions	447	387
Donations and sponsorships	214	813
Total	36,840	59,339

* There is no grant funding in relation to the Southbank Education and Training Precinct (SETP) Public Private Partnership (PPP) for 2011 (2010: \$15,508m) as a result of change in SETP arrangement in June 2010.

4. OTHER REVENUES

	2011	2010
	\$'000	\$'000
Interest received	1,047	758
Bad debts recovered	6	3
Sale of portable & attractive items	131	-
Student administration fees	219	226
Miscellaneous receipts by faculties	23	87
Commissions and rebate received	62	34
Insurance compensation from loss of property	34	-
Other	50	103
Total	1,572	1,211

5. GAINS

	2011	2010
	\$'000	\$'000
Gain on Sale of Property, Plant and Equipment		
Plant and equipment	-	482
Total	-	482

6. EMPLOYEE EXPENSES

	2011	2010
	\$'000	\$'000
Employee Benefits		
Wages and salaries	1,731	1,472
Annual leave expense *	190	114
Employer superannuation contributions *	193	171
Long service leave expense *	17	(8)
Other employee benefits	38	23
Employee Related Expenses		
Workers' compensation premium **	14	285
Payroll tax **	108	84
Staff training ***	21	305
Other employee related expenses ****	150	260
Total	2,462	2,706

* The annual leave expense, employer superannuation contributions and long service leave expense are regarded as employee benefits.

** Cost of workers' compensation insurance and payroll tax are a consequence of employing employees, but are not counted in employees' total remuneration package. They are not employee benefits, but rather employee related expenses. Cost of workers' compensation in 2010 included those for DET employees who perform work for the Institute under the work performance arrangement. In 2011, worker's compensation of \$0.305 million for DET employees was reclassified to contractor expenses. Refer to Note 1(p)(i) and Note 8.

*** Staff training and development costs are for employees directly engaged by the Institute. Cost of staff training and development in 2010 included those for DET employees. In 2011, staff training and development expense of \$0.347 million for DET employees was reclassified to contractor expenses. Refer to Note 1(p)(i) and Note 8.

**** Other employee related expenses include the costs of fringe benefits tax and recruitment fees employees directly engaged by the Institute. Cost of recruitment fees in 2010 included those for DET employees. In 2011, recruitment expense of \$0.141 million for DET employees was reclassified to contractor expenses. Refer to Note 1(p)(i) and Note 8.

The number of employees measured on a full-time equivalent basis is:

	2011	2010
Number of Employees#	14	9

#Refer to Note 1(p)(ii)

7. KEY EXECUTIVE MANAGEMENT PERSONNEL AND REMUNERATION

(a) Key Executive Management Personnel

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the agency during 2010-11. Further information on these positions can be found in the body of the Annual Report under the section relating to Executive Management.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to Position (Date resigned from Position)
Acting Chief Executive Officer	The Acting Chief Executive Officer is responsible for the efficient, effective and economic operation and management of the Institute.	Vocational Education, Training and Employment Act 2000 (Section 220H)	31 January 2011
Former CEO	The former Chief Executive Officer is responsible for the efficient, effective and economic operation and management of the Institute.	Vocational Education, Training and Employment Act 2000 (Section 220D)	18 February 2009 (31 January 2011)
Chief Operating Officer	To identify significant commercial activities and potential key alliances for the Institute.	Contract	21 September 2010 (25 March 2011 on secondment)
Director Strategic Governance & CFO	To provide strategic leadership to ensure the Institute's reputation and direction is maintained and enhanced via risk management, business quality and continuous improvement while establishing, maintaining and developing the Institute's frameworks for strategic and business planning, governance, strategic human resources and corporate finance.	Currently vacant	26 October 2009 (31 March 2011)
Director Market and Business Development	To support the Institute's ongoing viability and success by driving sales with Business Development for local corporate, national and international clients. The Director also ensures Strategic Marketing continues to develop strategies and deliver tools and tactics to increase market awareness and the Institute's profile in the marketplace.	Contract	29 June 2009
Director Corporate Services & CFO	To provide operational and strategic leadership to the Institute in the areas of finance, information and communications technology, facilities management and human resources as well as a broad range of professional and support services.	Contract	25 March 2011
Director – Legal & Commercial	To assist with special commercial and legal projects for the growth and development of the Institute.	Contract	9 May 2011
Faculty Director – Design, Arts & Hospitality	The Faculty Director is responsible for the effective, efficient and economic operation and management of the Faculty of Design, Arts & Hospitality in conjunction with ensuring the Faculty provides quality educational outcomes for its students across a diverse range of programs.	Contract	7 July 2008
Faculty Director – Health Sciences	The Faculty Director is responsible for the effective, efficient and economic operation and management of the Faculty of Health Sciences in conjunction with ensuring the Faculty provides quality educational outcomes for its students across a diverse range of programs.	Contract	24 January 2011
Faculty Director – Business & Community Education	The Faculty Director is responsible for the effective, efficient and economic operation and management of the Faculty of Business and Community Education in conjunction with ensuring the Faculty provides quality educational outcomes for its students across a diverse range of programs.	Contract	13 June 2011

7. KEY EXECUTIVE MANAGEMENT PERSONNEL AND REMUNERATION (CONT'D)

(b) Remuneration

Remuneration policy for the Institute's key executive management personnel is set by direct engagement common law employment contracts. The remuneration and other terms of employment for the key executive management personnel are also addressed by these common law employment contracts. The contracts provide for the provision of performance-based incentives and other benefits, such as motor vehicle allowance.

Remunerations packages for key executive management personnel comprise the following components:

- Short term employee benefits which include:
 - Base – consisting of base salary, allowance and leave entitlements paid and provided for the entire year or for that part of the year during which employee occupied the specified position. Amounts disclosed are included in the amount expensed in the Statement of Comprehensive Income.
 - Non-monetary benefits – consisting of provision of vehicle together with fringe benefits tax applicable to the benefits.
- Long Term employee benefits include long service leave accrued for the entire year or for that part of the year during which the employee occupied the specified position, regardless of which the employee has become eligible to receive the entitlement.
- Post employment benefits include superannuation contributions.
- Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.
- Performance bonuses may be paid or payable annually based on individual performance.

1 July 2010–30 June 2011

Position (date resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base	Non-Monetary Benefits				
	\$'000	\$'000				
Acting Chief Executive Officer	184	1	32	21	-	238
Former CEO	119	2	-	23	-	144
Chief Operating Officer (previous role & title: Director Commercial Strategy)	120	1	2	16	-	139
Director Strategic Governance & CFO (resigned 31/03/2011)	66	-	-	15	37	118
Director Market & Business Development	181	-	5	15	-	201
Director Corporate Services & CFO	47	-	1	4	-	52
Director – Legal & Commercial	28	-	1	1	-	30
Faculty Director, Design, Arts & Hospitality	164	-	7	19	-	190
Faculty Director, Health Sciences	76	-	2	8	-	86
Faculty Director, Business & Community Education	21	-	7	1	-	29
Total Remuneration	1,006	4	57	123	37	1,227

1 July 2009–30 June 2010

Position (date resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base	Non-Monetary Benefits				
	\$'000	\$'000				
Chief Executive Officer	216	6	4	23	-	249
Director Commercial Strategy	180	2	4	22	-	208
Director Strategy & Governance	100	-	9	12	-	121
Director Market & Business Development	170	-	4	15	-	189
Director Corporate Services (resigned 26/02/2010)	100	2	-	13	6	121
Director Product Innovation	145	4	7	18	-	174
Faculty Director, Design, Arts & Hospitality	146	-	3	18	-	167
Faculty Director, Health Sciences (resigned 25/09/2009)	35	2	-	4	5	46
Faculty Director, Business & Community Education (resigned 25/06/2010)	151	1	-	13	5	170
Total Remuneration	1,243	17	31	138	16	1,445

7. KEY EXECUTIVE MANAGEMENT PERSONNEL AND REMUNERATION (CONT'D)**(c) Performance Payments**

The basis for performance bonuses paid or payable in the 2010-11 and the 2009-10 financial year were made pursuant to the Institute's Incentive Payment Scheme, which employees are entitled to under the terms of their contract of employment. The amount of performance bonus was determined by reference to the achievement of agreed targets for the previous financial year.

The performance bonuses paid (relating to the previous financial year's performance) to all key executive management personnel as follows:

Position	Performance Bonus Paid on	Performance Bonus Paid on
	27 August 2010 in respect of 2009–10	23 October 2009 in respect of 2008–09
	\$'000	\$'000
Acting Chief Executive Officer	20	-
Former CEO	45	17
Chief Operating Officer (previous role and title: Director Commercial Strategy)	28	9
Director Strategic Governance & CFO (resigned 31/03/2011)	21	-
Director Market & Business Development	22	-
Director Corporate Services	-	4
Director Product Innovation	-	7
Faculty Director, Design, Arts & Hospitality	20	7
Faculty Director, Health Sciences (resigned 25/09/2009)	-	2
Faculty Director, Business and Community Education (resigned 25/06/2010)	22	7
Total Performance Bonuses Paid	178	53

The aggregate performance bonuses accrued in the financial year payable in the next financial year to all key executive management personnel as follows:

	2011	2010
	\$'000	\$'000
Key Executive Management Personnel	107	218

8. SUPPLIES AND SERVICES

	2011	2010
	\$'000	\$'000
Consultants and contractors**	59,433	66,197
Supplies and consumables#	16,548	27,015
Travel	548	475
Agents commissions	3,600	3,703
Advertising and promotions	1,195	1,199
Course supplies	1,482	1,613
Printing and stationery	1,178	1,484
Portable and attractive equipment	1,326	1,089
Subscription, books and publications	773	696
Shared service provider	1,636	1,636
Other **	2,097	1,380
Total	89,816	106,487

Due to change in SETP arrangement in June 2010, the Institute is now only required to pay DET an agreed SETP rental payments instead of the full service payment. The rental amount paid by the Institute to DET in 2011 was \$11.940 million. In 2010, the Institute was required to make payments of \$6.250 million to the contractor under facilities management and \$21.977 million service payment to DET.

* Refer to Note 1(p)(i).

** Includes total fees paid to board members.

The number of board members who received or were due to receive a total fee of:

	2011	2010
\$0–\$9,999	8	7
\$10,000–\$19,999	1	-
Total	9	7

	2011	2010
	\$'000	\$'000
Total fee paid to board members shown above	41	24

9. GRANTS AND SUBSIDIES

	2011	2010
	\$'000	\$'000
Sponsorships	34	23
Total	34	23

10. DEPRECIATION AND AMORTISATION

	2011	2010
	\$'000	\$'000
<i>Depreciation and amortisation were incurred in respect of:</i>		
Plant and equipment	1,208	952
Software purchased	194	179
Total	1,402	1,131

11. IMPAIRMENT LOSSES

	2011	2010
	\$'000	\$'000
Bad debts written off	1	9
Impairment losses/(reversals) on trade receivables**	(95)	172
Total	(94)	181

**Refer to Note 14 for details of the recognised impairment losses and impairment reversals.

12. OTHER EXPENSES

	2011	2010
	\$'000	\$'000
Insurance premiums – QGIF	153	166
External audit fees*	110	93
Losses from disposal of property, plant and equipment	-	63
Loss of property**	16	-
Other	11	3
Total	290	325

* Total external audit fees relating to the 2010-11 financial year are estimated to be \$91,650 (2010: \$103,720). There are no non-audit services included in this amount.

** Included write off of plant and equipment, \$0.015 million damaged in the flooding in January 2011.

13. CASH AND CASH EQUIVALENTS

	2011	2010
	\$'000	\$'000
Imprest accounts	4	4
Cash at bank	18,358	14,907
Queensland Treasury Corporation cash fund account	10,624	-
Total*	28,986	14,911

Interest earned on cash held with the Commonwealth Bank earned between 4.35% and 4.60% in 2011. (2010: between 2.85% and 4.35%).

Interest earned from Queensland Treasury Corporation at an annual effective rate of 5.58%.

* Increase in cash balance due to SETP rental payment for 2010–11 of \$11.940 million has not yet paid to DET. Also refer to Note 19.

14. RECEIVABLES

	2011	2010
	\$'000	\$'000
Trade debtors	11,338	12,165
Less: Allowance for impairment	(121)	(347)
	11,217	11,818
GST net receivable/(payable)	176	122
	176	122
Grants receivable	2,088	1,271
Total	13,481	13,211
<i>Movements in the allowance for impairment</i>		
Balance at beginning of the year	347	348
Amount written off during the year	(131)	(173)
Increase/(Decrease) in allowance recognised in the operating result	(95)	172
Balance at the end of the year	121	347

15. INVENTORIES

	2011	2010
	\$'000	\$'000
Supplies and consumables – at cost	18	22
Total	18	22

16. OTHER CURRENT ASSETS

	2011	2010
	\$'000	\$'000
Prepayments	193	113
Total	193	113

17. INTANGIBLE ASSETS

	2011	2010
	\$'000	\$'000
Software Purchased		
At cost	966	966
Less: Accumulated amortisation	(759)	(565)
Work In Progress		
At cost	263	-
Total	470	401

Intangibles Reconciliation

	Software Purchased	Work In Progress	Total
	2011	2011	2011
	\$'000	\$'000	\$'000
Carrying amount at 1 July 2010	401	-	401
Acquisitions*	-	263	263
Amortisation	(194)	-	(194)
Carrying amount at 30 June 2011	207	263	470
	2010	2010	2010
	\$'000	\$'000	\$'000
Carrying amount at 1 July 2009	361	-	361
Acquisitions	219	-	219
Amortisation	(179)	-	(179)
Carrying amount at 30 June 2010	401	-	401

* Acquisition of contract management system to monitor material contracts engaged by the Institute including the SETP contract arrangement on behalf of SETP Contract Management Project Steering Committee.

Amortisation of intangibles is included in the line item 'Depreciation and Amortisation' in the Statement of Comprehensive Income.

All intangible assets of the Institute have finite useful lives and are amortised on a straight line basis. Refer to Note 1(l).

No intangible assets have been classified as held for sale or form part of a disposal group held for sale.

18. PROPERTY, PLANT AND EQUIPMENT

	2011	2010
	\$'000	\$'000
Land		
At fair value	17,234	17,234
	17,234	17,234
Plant and equipment		
At cost	14,777	16,053
Less: Accumulated depreciation	(11,451)	(11,901)
	3,326	4,152
Total	20,560	21,386

Land at Morningside campus was last comprehensively revalued as at 30 June 2009 by State Valuation Services using 'fair value' principle based on market value. Its carrying value has not been adjusted by interim indexation as there is no material variation in the index at June 2011.

The buildings on the Morningside campus are predominantly idle and have no future economic benefit, and their carrying amounts have been written down to zero in 2009 on the basis that they have no future economic value.

Plant and equipment is valued at cost in accordance with Queensland Treasury's *Non-Current Asset Policies for the Queensland Public Sector*.

The Institute has plant and equipment with an original cost of \$2.981 million (2010: \$4.276 million) and a written down value of zero. \$2.972 million (2010: \$3.717 million) of this plant and equipment is still being used in the provision of services. The remainder has been identified as surplus and it is planned to dispose of this plant and equipment in the next reporting period.

18. PROPERTY, PLANT AND EQUIPMENT (CONT'D)

Property, Plant and Equipment Reconciliation

	Land	Plant and Equipment	Work In Progress	Total
	2011	2011	2011	2011
	\$'000	\$'000	\$'000	\$'000
Carrying amount at 1 July 2010	17,234	4,152	-	21,386
Acquisitions	-	214	-	214
Assets donated	-	183	-	183
Disposals	-	(15)	-	(15)
Depreciation	-	(1,208)	-	(1,208)
Carrying amount at 30 June 2011	17,234	3,326	-	20,560

	2010	2010	2010	2010
	\$'000	\$'000	\$'000	\$'000
Carrying amount at 1 July 2009	9,145	2,778	604	12,527
Acquisitions	-	623	366	989
Assets donated	-	795	-	795
Disposals	-	(65)	-	(65)
Transfers between classes	8,089	970	(970)	8,089
Post-capitalisation	-	3	-	3
Depreciation	-	(952)	-	(952)
Carrying amount at 30 June 2010	17,234	4,152	-	21,386

19. PAYABLES

	2011	2010
	\$'000	\$'000
Trade creditors*	21,397	10,776
Other	484	169
Total	21,881	10,945

* Included in 2011 an accrued SETP rental payment for 2010-11 of \$11.940 million owed to DET.

20. ACCRUED EMPLOYEE BENEFITS

Wages outstanding	195	264
Accrued annual leave	199	147
Total	394	411

21. PROVISIONS

Current		
Long service leave provision	23	-
Total	23	-
Non-Current		
Long service leave provision	120	215
Total	120	215
Movement in long service leave provision:		
Balance at beginning of the year	215	230
Long service leave entitlement arising	23	57
Long service entitlement extinguished	(22)	(72)
Long service entitlement paid	(73)	-
Balance at the end of the year	143	215

22. UNEARNED REVENUE AND OTHER LIABILITIES

Unearned user charges revenue	13,477	13,106
Other	309	447
Total	13,786	13,553

**23. RECONCILIATION OF OPERATING RESULT TO NET CASH FROM
OPERATING ACTIVITIES**

	2011	2010
	\$'000	\$'000
Operating Result from continuing operations	2,584	4,311
Depreciation and amortisation expense	1,402	1,131
Donated assets received	(189)	(795)
Asset donated expensed	10	2
Post capitalised assets	-	(3)
Loss on property	15	-
Loss on sale of property, plant and equipment	-	63
Gain on sale of property, plant and equipment	-	(482)
Impairment losses	(94)	181
Change in assets and liabilities		
(Increase)/decrease in receivables	(126)	10,878
(Increase)/decrease in GST input tax credits receivable	(54)	120
Increase/(decrease) in GST payable	-	23
(Increase)/decrease in inventories	4	(5)
(Increase)/decrease in prepayments	(80)	(10)
Increase/(decrease) in accounts payable	10,936	(16,272)
Increase/(decrease) in accrued employee benefits	(17)	109
Increase/(decrease) in provisions	(72)	(15)
Increase/(decrease) in other liabilities	(138)	430
Increase/(decrease) in unearned revenue	371	(1,742)
Net cash from (used in) operating activities	14,552	(2,076)

24. COMMITMENT FOR EXPENDITURE**(a) Non-capital Expenditure**

The following commitment represents an arrangement with Department of Education and Training for the Institute's use of the facilities at the Southbank Education and Training Precinct.

The commitment disclosed for 2011 excludes variation costs as they are yet to be determined, subject to the outcome of a CBRC submission.

The commitment in 2010 included variation costs of \$45.8 million. If excluding these variation costs, the 2010 commitment would be \$269.8 million.

	2011	2010
	\$'000	\$'000
Not later than one year	14,211	13,607
Later than one year and not later than five years	51,944	56,628
Later than five years	210,611	245,340
Total	276,766	315,575

(b) Capital Expenditure

Material classes of capital expenditure commitments inclusive of anticipated GST, contracted for at reporting date but not recognised in the accounts are payable as follows:

	Plant & Equipment	Plant & Equipment
	\$'000	\$'000
Payable		
Not later than one year	73	138
Total	73	138

The Institute does not have any financial lease liabilities or non cancellable operating lease commitments at the date of these financial statements.

25. ECONOMIC DEPENDENCY

The Institute will be dependent on State contributions of \$35.706 million during the 2011–12 financial year.

26. EVENTS OCCURRING AFTER BALANCE DATE

The Institute has re-negotiated the occupation arrangements for the Southbank Education and Training Precinct (SETP) with the Department of Education and Training. An in-principle agreement has been reached with the department in relation to the lease and SETP contributions subsequent to 30 June 2011. The commitment disclosed in Note 24 reflects this new arrangement. Cash at bank in Note 13 and payables disclosed in Note 19 reflect the accrual of SETP payments due to the department, pending the new arrangement.

27. FINANCIAL INSTRUMENTS

(a) Categorisation of Financial Instruments

The Institute has the following categories of financial assets and financial liabilities:

Category	Notes	2011	2010
		\$'000	\$'000
Financial Assets			
Cash and cash equivalents	13	28,986	14,911
Receivables	14	13,481	13,211
Total		42,467	28,122
Financial Liabilities			
Financial liabilities measured at amortised cost:			
Payables	19	21,881	10,945
Total		21,881	10,945

(b) Financial Risk Management

The Institute's activities expose it to a variety of financial risks - interest rate risk, credit risk, liquidity risk and market risk.

Financial risk management is implemented pursuant to Government and the Institute's policy. These policies focus on the unpredictability of financial markets and seek to minimise potential adverse effects on the financial performance of the Institute.

The Institute measures risk exposure using a variety of methods as follows:

Risk Exposure	Measurement method
Credit risk	Ageing analysis, earnings at risk
Liquidity risk	Sensitivity analysis
Market risk	Interest rate sensitivity analysis

(c) Credit Risk Exposure

Credit risk exposure refers to the situation where the Institute may incur financial loss as a result of another party to a financial instrument failing to discharge their obligation.

The maximum exposure to credit risk at balance date in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any allowance for impairment.

The following table represents the Institute's maximum exposure to credit risk based on contractual amounts net of any allowances:

27. FINANCIAL INSTRUMENTS (CONT'D)

(c) Credit Risk Exposure (cont'd)

Maximum Exposure to Credit Risk

Category	Notes	2011	2010
		\$'000	\$'000
Financial Assets			
Cash and cash equivalents	13	28,986	14,911
Receivables	14	13,481	13,211
Total		42,467	28,122

No collateral is held as security and no credit enhancements relate to financial assets held by the Institute.

The Institute manages credit risk through the use of a credit management strategy. This strategy aims to reduce the exposure to credit default by ensuring that the Institute monitors all funds owed on a timely basis. Exposure to credit risk is monitored on an ongoing basis.

No financial assets and financial liabilities have been offset and presented net in the Statement of Financial Position.

The method for calculating any allowance for impairment is based on past experience, current and expected changes in economic conditions and changes in client credit ratings.

No financial assets have had their terms renegotiated so as to prevent them from being past due or impaired, and are stated at the carrying amounts as indicated.

Ageing of past due but not impaired as well as impaired financial assets are disclosed in the following tables:

2011 Financial Assets Past Due But Not Impaired

	Overdue				
	Less than 30 Days	30–60 Days	61–90 Days	More than 90 Days	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets					
Receivables	4,168	2,364	271	-	6,803
Total	4,168	2,364	271	-	6,803

2010 Financial Assets Past Due But Not Impaired

	Overdue				
	Less than 30 Days	30–60 Days	61–90 Days	More than 90 Days	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets					
Receivables	3,881	240	53	-	4,174
Total	3,881	240	53	-	4,174

27. FINANCIAL INSTRUMENTS (CONT'D)

(c) Credit Risk Exposure (cont'd)

2011 Individually Impaired Financial Assets

	Overdue				Total \$'000
	Less than 30 Days	30–60 Days	61–90 Days	More than 90 Days	
	\$'000	\$'000	\$'000	\$'000	
Financial Assets					
Receivables (gross)	-	-	-	426	426
Allowance for impairment	-	-	-	(121)	(121)
Carrying amount	-	-	-	305	305

2010 Individually Impaired Financial Assets

	Overdue				Total \$'000
	Less than 30 Days	30–60 Days	61–90 Days	More than 90 Days	
	\$'000	\$'000	\$'000	\$'000	
Financial Assets					
Receivables (gross)	-	-	-	502	502
Allowance for impairment	-	-	-	(347)	(347)
Carrying amount	-	-	-	155	155

(d) Liquidity Risk

Liquidity risk refers to the situation where the Institute may encounter difficulty in meeting obligations associated with financial liabilities that are settled by delivering cash or another financial assets.

The Institute is exposed to liquidity risk in respect of its payables.

The Institute manages liquidity risk through the use of a liquidity management strategy. This strategy aims to reduce the exposure to liquidity risk by ensuring the Institute has sufficient funds available to meet employee and supplier obligations as they fall due. This is achieved by ensuring that minimum levels of cash are held within the bank account so as to match the expected duration of the various employee and supplier liabilities.

The following table sets out the liquidity risk of financial liabilities held by the Institute. It represents the contractual maturity of financial liabilities at reporting date.

27. FINANCIAL INSTRUMENTS (CONT'D)

(d) Liquidity Risk (cont'd)

	Notes	2011 Payable in			Total \$'000
		< 1 year	1–5 years	> 5 years	
		\$'000	\$'000	\$'000	
Financial Liabilities					
Payables	19	21,881	-	-	21,881
Total		21,881	-	-	21,881

	Notes	2010 Payable in			Total \$'000
		< 1 year	1–5 years	> 5 years	
		\$'000	\$'000	\$'000	
Financial Liabilities					
Payables	19	10,945	-	-	10,945
Total		10,945	-	-	10,945

(e) Market Risk

The Institute does not trade in foreign currency and is not materially exposed to commodity price changes. The Institute is exposed to interest rate risk through cash deposited in interest bearing accounts. The Institute does not undertake any hedging in relation to interest risk and manages its risk as per the liquidity risk management strategy.

(f) Interest Rate Sensitivity Analysis

The following interest rate sensitivity analysis is based on a report similar to that which would be provided to management, depicting the outcome on net income if interest rates would change by +/-1% from the year-end rates applicable to the Institute's financial assets and liabilities. With all other variables held constant, the Institute would have a surplus and equity increase/(decrease) of \$290,000 (2010: \$149,000). This is mainly attributable to the Institute's exposure to variable interest rates on its cash deposit with Commonwealth Bank and Queensland Treasury Corporation.

Financial Instruments	Carrying Amount	2011 Interest rate risk			
		-1%		1%	
		Profit	Equity	Profit	Equity
Cash	28,986	(290)	(290)	290	290
Potential Impact		(290)	(290)	290	290

Financial Instruments	Carrying Amount	2010 Interest rate risk			
		-1%		1%	
		Profit	Equity	Profit	Equity
Cash	14,911	(149)	(149)	149	149
Potential Impact		(149)	(149)	149	149

27. FINANCIAL INSTRUMENTS (CONT'D)

(g) Fair Value

The Institute does not recognise any financial assets or liabilities at fair value.

The carrying value of trade receivables and payables which is at the value of the original transaction, less any allowance for impairment, is considered to be a reasonable approximation of fair value.

28. CONTINGENCIES

The Institute was not aware of any contingent assets or contingent liabilities as at 30 June 2011.

These general purpose financial statements have been prepared pursuant to section 62(1) of the *Financial Accountability Act 2009* (the Act), relevant sections of the *Financial and Performance Management Standard 2009* and other prescribed requirements. In accordance with section 62(1)(b) of the Act we certify that in our opinion:

- (a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and
- (b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Southbank Institute of Technology for the financial year ended 30 June 2011 and of the financial position of the Institute at the end of that year.



Robyn Tyler
Acting Institute Director and CEO
Date: 31 August 2011



Warren Tapp
Chairperson, Institute Board
Date: 31 August 2011



Sue Whidborne
Director Corporate Services and CFO
Date: 31 August 2011

To the Board of Southbank Institute of Technology

REPORT ON THE FINANCIAL REPORT

I have audited the accompanying financial report of Southbank Institute of Technology, which comprises the statement of financial position as at 30 June 2011, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and certificates given by the Chairperson, the Acting Institute Director & Chief Executive Officer, and the Director, Corporate Services.

The Board's Responsibility for the Financial Report

The Board is responsible for the preparation of the financial report that gives a true and fair view in accordance with prescribed accounting requirements identified in the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, including compliance with Australian Accounting Standards. The Board's responsibility also includes such internal control as the Board determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. Those standards require compliance with relevant ethical requirements relating to audit engagements and that the audit is planned and performed to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view 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 entity's internal control, other than in expressing an opinion on compliance with prescribed requirements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial report including any mandatory financial reporting requirements approved by the Treasurer for application in Queensland.

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

Independence

The *Auditor-General Act 2009* promotes the independence of the Auditor General and all authorised auditors. The Auditor-General is the auditor of all Queensland public sector entities and can only be removed by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

Opinion

In accordance with s.40 of the *Auditor-General Act 2009* –

- (a) I have received all the information and explanations which I have required; and
 (b) in my opinion –
- (i) the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects; and
 - (ii) the financial report presents a true and fair view, in accordance with the prescribed accounting standards, of the transactions of the Southbank Institute of Technology for the financial year 1 July 2010 to 30 June 2011 and of the financial position as at the end of that year.

Other Matters – Electronic Presentation of the Audited Financial Report

This auditor's report relates to the financial report of Southbank Institute of Technology for the year ended 30 June 2011. Where the financial report is included on Southbank Institute of Technology's website the Board is responsible for the integrity of Southbank Institute of Technology's website and I have not been engaged to report on the integrity of Southbank Institute of Technology's website. The auditor's report refers only to the subject matter described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements or otherwise included with the financial report. If users of the financial report are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial report to confirm the information contained in this website version of the financial report.

These matters also relate to the presentation of the audited financial report in other electronic media including CD Rom.




D J Olive CPA
 as Delegate of the Auditor General of Queensland
 Queensland Audit Office
 Brisbane





Southbank
Institute of Technology

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