

Strategic Plan 2019-2021



GROWTH. QUALITY. INNOVATION.

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Chair and CEO Foreword

We are pleased to present South West Institute of TAFE's, Skills First 2019-2021 Strategic Plan.

Our Board and Executive team have undertaken a comprehensive review of South West TAFE's strategic direction to ensure our organisation continues to exemplify the best qualities of a public TAFE and meet the Minister's objectives. The Board, as well as staff and external stakeholders, were all crucial participants in the review and as a result we have developed a clear and forward-looking plan that will lead South West TAFE in growth, quality and innovation.

The foundation for our refreshed strategic direction are our new organisational purpose and values. **These values align with the Victorian Public sector values, and include responsiveness, respect, integrity, leadership, impartiality, accountability, and human rights** and form the basis upon which we will achieve our statement of expectations for 2019.

Growth

Victoria as the "Education State" is aspiring to become a knowledge society, where our citizens have a lifelong engagement in education and training, are agile, nimble and adaptable to the changing face of employment opportunities. **We have a vision that sees all students reach their potential regardless of circumstance, background, place or abilities.** The Victorian Governments "Skills First – A Vision for TAFE" recognises the distinct role that South West TAFE has as a public provider and recognises the importance of partnering with industry and Government on key economic priorities, leading the training system in excellence and innovation, providing essential life skills and support services and helping disadvantaged students and communities. Our Institute understands the critical role that we play in developing strong relationships with primary and secondary schools, Deakin University and other higher education providers, the LLEN's and ACFE providers to create pathway opportunities for every student in our region. These relationships will enable us to address local issues such as youth unemployment, low levels of year 12 and equivalent attainment rates and provide opportunities to retain our next generation in our region where we have a stagnant population and an aging workforce.

Quality

South West TAFE operates in a challenging, competitive environment both locally and globally, with students and employers having greater control and choice in a diverse education and training marketplace. Employment opportunities are changing rapidly in response to market forces, new technologies, changing demographic and emerging industries. **SWTAFE is responding to these challenges and opportunities by investing in industry engagement, identifying gaps between jobs and a skilled workforce, and evolving ways of effective, applied learning.** It is critical that our organisation moves quickly to accommodate these major changes and through the continued engagement of our Skills and Jobs Centre we will deliver high quality, relevant education and training that is aligned with current and emerging skills needs and positions our students and industry for future success.

Chair and CEO Foreword (cont.)

Innovation

As a forward thinking organisation, we are committed to addressing the social and economic needs of the region by collaborating with many like-minded organisations. **Through the development of an Educational, Cultural and Arts precinct master plan we are encouraging co-location and the sharing of expertise, knowledge and resources that will result in a culture of collective impact.** South West TAFE is committed to creating an environment of life-long learning and the precinct will support our creative thinkers, inspire our future generations and support our students and industry partners.

In collaboration with the TAFE network, South West TAFE is well placed to provide expert advice to achieve stronger accountability and integrity that creates service improvement and achieves a higher level of quality training. **In response to the recent IBAC recommendations, the Board is committed to strengthening our integrity and developing and implementing appropriate systems and controls oversighting third party agreements.** SWTAFE promotes a culture of accountability that provides a transparent line of sight on organisation, team and individual performance, in line with our organisation's values.

South West TAFE is driven to deliver on the Victorian Government's commitment to provide a stable, high quality and trusted training and TAFE system under Skills First, in line with the Education State vision to ensure outcomes that are more equitable for all Victorians. We will work in partnership with the TAFE network to deliver on TAFE's distinct role to lead our system in excellence, quality and innovation to ensure better outcomes for all learners and employers.

Our region remains our focus, and our Institute will continue to focus on delivering against the following key priorities specific to our local regional needs:

- **Provide high quality training and employment advice through our Skills and Job Centre** in Warrnambool, in support of local communities, and continue strengthening partnerships with industry and employers seeking to connect with the skilled workforce and provide development opportunities for their employees.
- **Work in partnership with Deakin University, local industries, employers, and the Department** to strengthen pathways to higher education through our guaranteed entry programs with Deakin University.
- **Continue to support disengaged learners** to access training and employment, including by strengthening partnerships with local schools and using Reconnect funding to improve access, where appropriate.

Chair and CEO Foreword (cont.)

- **Expanding training delivery at Glenormiston**, partnering with key industries to meet the workforce skill needs of Victoria's racing and agriculture sectors.
- **Deliver the 'New Work Mindset' Workforce Training and Innovation Fund project** in South West Victoria with healthcare, social assistance and NDIS partners, to help students develop key portable skills and to meet the region's future workforce needs.
- **Ensure appropriate strategies are in place to strengthen the integrity of South West TAFE** in response to recommendations from the 2017 'Operation Lansdowne' Independent Broad-Based Anti-Corruption Commission (IBAC) investigation.

The Board and Executive team appreciate the continued contribution that staff and stakeholders make to our organisation. South West Institute of TAFE is proudly the sum of our students, staff, community and partner organisations and as part of the broader Victorian Government's vision of "The Education State", we look forward to providing bright and exciting future focused education that creates a lifetime of opportunity for all.



Felicity Melican
Board Chair



Mark Fidge
Chief Executive Officer



**We have fresh
ambitions, purpose
and values.**

Growth

Quality

Innovation

our ambition

**EDUCATION THAT
CREATES A LIFETIME OF
OPPORTUNITY FOR ALL.**

GROWTH. QUALITY. INNOVATION.

our purpose

WHAT WE DO

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

WHO WE DO IT FOR

For the communities and industries of South West Victoria and beyond... in new and emerging markets.

HOW WE DO IT

- Collaboratively
- Cleverly
- Creatively
- Courageously

GROWTH. QUALITY. INNOVATION.

our focus

OBJECTIVE 1: Growth

We will lead in professional, vocational education and training through focus, student attraction and employability outcomes.

Our strategies are:

FUTURE FOCUSED + VISIONARY

We build and maintain a compact and competitive product portfolio in line with future workforce needs and government priorities.

SUSTAINABLE GROWTH + OUTCOMES

We provide relevant and financially sustainable programs that deliver positive student and employer outcomes and result in social and economic prosperity for the region.

OBJECTIVE 2: Quality

We provide excellence and equity through our education design, student experience and engagement with industry and community.

Our strategies are:

EXCELLENCE

We aim for excellence in everything we do.

EQUITY

We will provide an educational opportunity for all.

EXPERIENCE

We provide an individualised fun learning experience for our community.

OBJECTIVE 3: Innovation

We work innovatively to drive industry, student and economic solutions through partnerships and new work mindsets.

Our strategies are:

PARTNERSHIPS

We collaborate and partner with industry, alumni, community, educators and local government.

NEW WORK MINDSET

We encourage "return to learn", innovative teaching and life long learning.

THINKING

We structure our work practices to be simpler and efficient by using data and technology.

GROWTH. QUALITY. INNOVATION.

our values

Integrity & Impartiality

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

I WILL

- > be trustworthy and transparent
- > insist on high standards and be my best
- > be impartial in my decision making

I WILL NOT

- > keep quiet when I should speak up
- > be negative about my work place, colleagues or customers
- > play favourites or be influenced improperly

Respect & Human Rights

We demonstrate trust, understanding and embrace diversity

I WILL

- > treat others with dignity, empathy and kindness
- > be open to all opinions and contributions
- > be approachable and understanding

I WILL NOT

- > jump to conclusions or be judgmental
- > think I'm better or more important than others
- > exclude people or engage in rumours

Leadership

We will be forward thinking, collaborative and inspirational

I WILL

- > lead by example and cultivate team spirit
- > empower others and encourage them to step up
- > take a clever and creative approach

I WILL NOT

- > think 'me' rather than 'we'
- > abuse my authority or disempower others
- > settle for mediocrity

Accountability

We take ownership of our actions and deliver on our promises

I WILL

- > take responsibility for my actions
- > make things happen, deliver results and strive for quality
- > help to achieve our common goals

I WILL NOT

- > shift my responsibility or blame others
- > impede progress or fail to contribute to solutions
- > walk away from a challenge or leave it to others

Responsiveness

We will deliver and respond with care

I WILL

- > listen and respond as quickly as possible (with a smile)
- > adapt to change and new ways of working
- > always start with the customer and work from there

I WILL NOT

- > slow things down or put up barriers
- > be critical and problem focused
- > forget the value of every customer

Operating Context

As the leading provider of vocational education and training across the Great South Coast, South West Institute of TAFE has worked hard to establish positive community, industry and employer relationships resulting in improved student outcomes. Our organisation's engagement with industry has also further enhanced our reputation in the delivery of food and fibre, health, tourism, hospitality hairdressing and beauty, general education, meat training and trades.

There are a range of internal and external strategic and operational factors that affect South West TAFE's capacity to change and thrive in our operating environment. **Our organisation recognises the importance of not just engaging and collaborating with our key stakeholders such as students, community, industry and staff, but acting on their current and emerging training needs and celebrating in their success as we lead them on their journey from being good to great.**

South West TAFE is focused on being the provider of choice, the employer of choice and the leader in our region in collaborating with community partners to address economic and social issues. **We are committed to offering shared services to our public and private partners with the shared view to achieve long term financial and operational sustainability.** The opportunity to make a positive difference to our communities and achieve a common purpose through a collective approach is what drives our organisation to succeed.

Our vision extends to engaging and creating positive relationships with our local Primary and Secondary schools and Higher Education partners, with the objective of providing a clear view of future educational pathways and career options that ensure students are being trained in areas where there are skills shortages and emerging skills needs. **Our Industry engagement program ensures we remain connected to the needs of Industry and the matching of these two initiatives provide real opportunities that lead to real positive outcomes for every student that completes their studies at South West TAFE.**

By setting an expectation that all staff are incorporated into our educational and industry engagement programs we believe that we have industry specific staff that are able to deliver relevant theoretical and practical programs that position us as the preferred provider across our region. **This not only attracts students to our Institute but ensures they are retained and complete their courses and are well placed to move on to further education or employment.**

Our stakeholder analysis is separated into four key areas and is outlined below:

1 | Students

Students remain our greatest focus with our emphasis on ensuring every student goes on to further education or employment and that South West TAFE remains the provider of choice around our region. Our potential student cohort incorporates areas with high youth unemployment (14-15%), coupled with low levels of year 12 and equivalent attainment rates (56-65% across the Great South Coast) and the desire for many of our youth looking to leave the region (approximately 25%) we strive to implement programs that will attract, retain and ensure completion of our programs.

In order to address these social issues we have partnered with many specialist agencies to assist South West TAFE to attract those most vulnerable and give every student every opportunity to complete their studies and pathway into further education or employment. These support agencies have embraced this collaborative approach and recognise the importance of collective impact to achieve positive outcomes.

Operating Context (cont.)

2 | Industry

In order to co-ordinate the needs of industry with the aspirations of students and those not yet engaged in employment or learning South West TAFE's Skills and Jobs Centre is well positioned to understand skills and employment gaps and connect those that are looking to up-skill, re-skill or enter the workforce.

South West TAFE is instrumental in co-ordinating over 40 industry engagement events each year enabling us to understand the current and emerging skills needs of our industry partners and then tailor our programs accordingly. **The organisation also explores initiatives to support industry partners where thin markets exist and is prepared to collaborate with other reputable and registered training organisations to ensure that at all times our industry partners are being supported in their training needs.**

The organisation also recognises the importance of education and training occurring in industry specific best practice facilities and through our engagement with industry we aim to understand the current infrastructure and equipment that will make our students work ready.

3 | Staff

A comprehensive approach to ensuring that our staff are equipped with up-to-date training and industry experience is critical and exists through an updated Workforce Development Plan.

Successful transformation of our Institute requires an 'unlocking' of discretionary effort across the organisation by activating the energy of employees and sparking their curiosity. This is essentially about building and mobilising all employees and translating the change into something meaningful for them. This effort will ensure our organisation becomes an employer of choice.

A culture of accountability demands a transparent line of sight on organisation, team and individual performance. In doing so, employees understand how they contribute to the success of the organisation and know they will be held accountable for their contribution. Consequently, well-developed KPIs and performance management processes are critical, combined with the opportunity to recognise positive achievements in innovation.

4 | Community

Our Institute remains committed to engaging with community through the use of shared services and resources. We provide access to our infrastructure, expertise and networks to further strengthen relationship and believe that by creating an environment that fosters collaboration that we will contribute to achieving social and economic prosperity across our region.

This innovative and unique approach of opening our doors to our community has seen like-minded organisations partnering with our communities creating a greater understanding of the issues today and our areas of focus for tomorrow. **With over 200 community-based relationships across our region, the Institute strives to maintain a high level of 'public value'.**

Market Analysis + Performance

South West TAFE whilst broad in its offerings specialises in health, tourism hospitality and beauty, food and fibre, general education and trade related courses. Our ability to understand the current and emerging training needs of industry and accommodate the ever-changing career aspirations of students has enabled South West TAFE to create a highly skilled, educated workforce that is well placed to seize new opportunities and contribute to the success of our regional partners in a changing global economy.

Our Institute is committed to working with our community and industry partners to address the economic and social needs of the region through the sharing of public assets and resources (Educational and Cultural precinct plan). **This innovative collaborative approach continues to strengthen existing and proposed relationships resulting in positive student outcomes and an increase in market share and commercial activity.**

In a competitive and increasingly commercial market, it is our intention to maintain our status as the provider of choice across our region. We aim to increase our market share by engaging with all stakeholders and placing our customers first making sure that every learner is successful and that we exceed the expectations of every employer. We provide quality and excellence in everything we do and strive to be innovative in the regions current and emerging training needs.

Through our Skills and Jobs Centre, we engage with employers and match potential students with industry demands through education and training. **Our role extends to creating clear pathways engaging with primary schools and demonstrating to secondary school students their career options and pathways on to higher education or employment.** We aim to broaden the options of students and by engaging with schools, we believe we will provide a positive contribution to the social needs of our region.

Whilst South West TAFE remains committed to the Great South Coast (the region comprises the local government areas of Colac Otway Shire, Corangamite Shire, Glenelg Shire, Moyne Shire, Southern Grampians Shire and Warrnambool City Council), learnings and expert offerings will transcend beyond these traditional boundaries. **There is a range of forces shaping the training market in the south west region of Victoria and guide our organisation in determining where to focus our resources, including:**

1 | Economic

All industries are becoming more capital intensive meaning industry output is not flowing through to employment and industries are becoming increasingly subject to global competition.

Market Analysis + Performance (cont.)

2 | Demographic

Anticipated population growth is likely to decline across the region with only a minor increase expected in Warrnambool. Our focus is therefore on the existing worker market to up skill and reskill as workers transition from one employer to another. The region has an aging population and as a result of this, the service and health industries are expected to benefit. Year 12 and equivalent attainment rates average between 56-65% across the region approximately 17% below the Victorian metropolitan average. Youth unemployment averages at a high 19-21% and approximately 1 in 4 young people (15-24 year olds) leave the region¹.

In more recent times there has been a greater focus on considering opportunities to bring skilled and unskilled migrants into the region to meet current and future workforce shortages. Support by local government and industry leaders from State and Federal Government will be a focus for 2019 and beyond.

3 | Technological

Several years ago the sector moved towards online delivery, however in recent times this trend has moved towards blended delivery as the preferred delivery method in regional areas. Social media is increasingly used as a channel for marketing and customer service delivery and in more recent times, our organisation has started to explore innovative new technologies to prepare our industry partners and students for the global economy.

4 | Industry

Some more notable industry development across the region include abundant renewable energy assets that provide an identified opportunity for growth subject to government policy. The Great South Coast is one of the most visited regional tourism destinations and growth in this industry is expected to continue.

Agriculture, forestry and fishing is the largest employer in the region with 19% followed by health care and social assistance at 13%, manufacturing (10%), education and training (9%) retail trade and accommodation and food services (8%) public administration and safety (7%) and construction (5%). In the past ten years employment in agriculture, forestry and fishing has declined from 22% to 19% whilst at the same time healthcare and social assistance has risen from 11% to 13%. Retail trade has slipped from the second largest employer to now the 5th across the region. As a region with an aging population, more than half the workforce across the great south coast are over the age of 45².

In 2018/19 South West TAFE will focus on increasing enrolments in Certificate IV and above and in areas that are demonstrating skills shortages or employment growth. Particular focus on apprenticeships and high value traineeships is an important part of our future direction. Our traditional boundaries across the Great South Coast are being broadened to cater for the needs of regions currently underserved and in collaboration with industry and the Victorian Government, we will continue to seek financial support for industries in emerging and thin markets.

¹ South West TAFE 2018/19 Compact Department of Education and Training

² South West TAFE 2018/19 Compact Department of Education and Training

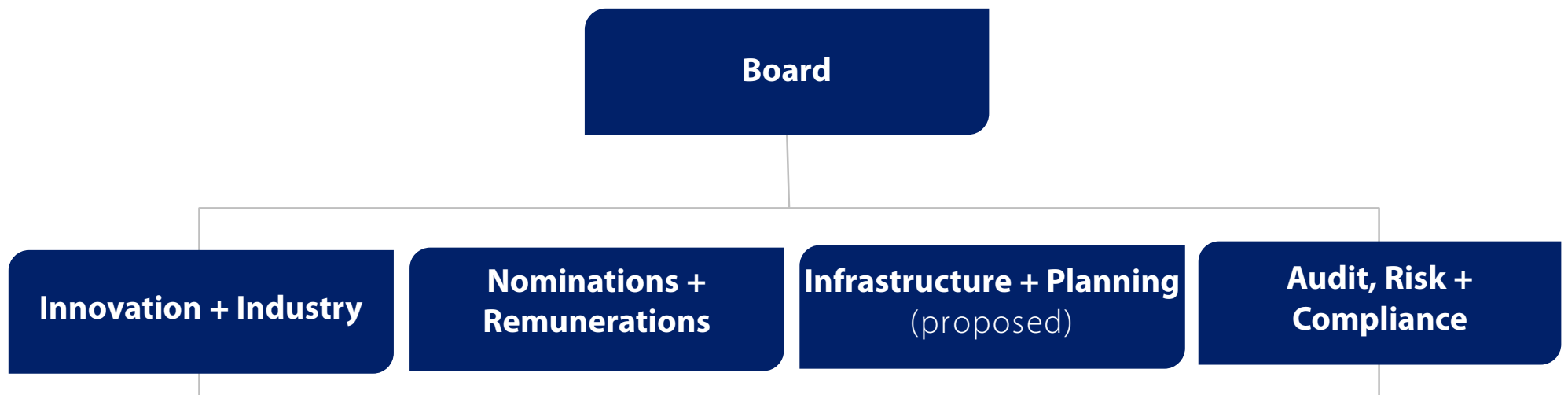


**We Will Work Hard
to Bring Our Strategy
to Life**

GROWTH. QUALITY. INNOVATION.

Board Structure

South West TAFE's Board has established a governance structure that ensures we remain focused on achieving our Strategic Plan whilst supporting the organisation's key focus areas: **Growth. Quality. Innovation.**



We Will Work Hard to Bring our Strategy to Life

Detailed Plans

We will provide a simple, clear and coordinated set of plans to expand on our strategic priorities.

These plans will meet the objectives of growth, quality and innovation.

Business plan (covering corporate, industry and training plan)

Workforce development plan

Brand and marketing plan

The Cascade

We will smartly cascade our strategic plan into everyone's work plans.

The cascade is:

STRATEGIC PLAN
(for 3 years)

BUSINESS PLAN
(for 1 year)

DEPARTMENTAL PLAN
(for 1 year)

INDIVIDUAL WORK PLANS (PRD's)
(for 6 – 12 months)

Visual Staff Engagement

We will use visual and interactive technology to communicate our strategic priorities and provide ongoing feedback about progress.

This will include:

- A strategy portal
- Strategy ambassadors
- Use of digital media
- Regularly publishing performance

2019-2021 Strategic Internal + External Risks

South West TAFE's Board has established an appropriate risk register identifying and managing risks through mitigation strategies and have incorporate these as part of the organisation's overall Strategic Plan.

Risk category	Description	Mitigation
Market	<ul style="list-style-type: none"> Unanticipated market changes and adverse impacts <i>For example:</i> Federal and State Government changes to policy, competitive price wars, changes in demand for courses, new market entrants 	<ul style="list-style-type: none"> Advocate for stronger VET sector Monitor key market variables Be flexible and proactive Assess and plan for impacts of competitive change scenarios
Government	<ul style="list-style-type: none"> Unanticipated regulatory changes and adverse impacts <i>For example:</i> funding, legislation, education, TAFE sector reforms 	<ul style="list-style-type: none"> Communicator regularly with the decision-makers Assess and plan for impacts of regulatory change scenarios
Funding	<ul style="list-style-type: none"> Insufficient funding to enable implementation of a sustainable business model 	<ul style="list-style-type: none"> Identifying diverse streams of incomes Expand current delivery locations Focus on areas of delivery strength to generate profitability
Capacity to change	<ul style="list-style-type: none"> Insufficient time and resource to effect necessary changes <i>For example:</i> Lack of financial or physical resources to enter a market opportunity. 	<ul style="list-style-type: none"> Commit to the strategy at all levels of the organisation Provide adequate resources where needed Set priorities that act to guide the selection and response to change opportunities
Willingness to change	<ul style="list-style-type: none"> Active internal resistance or lack of willingness to embrace change Local regional resistance to change <i>For example:</i> Influential stakeholders actively undermine necessary changes to entrench their power or position 	<ul style="list-style-type: none"> Promote the strategy visibly within the organisation and the South West region Engage stakeholders in strategy development, inform them on progress and share success Underscore management support for the strategy
Delivery	<ul style="list-style-type: none"> Individuals are distracted from the strategy by day-to-day challenges Individuals fail to embrace the strategy and return to previous 'business as usual' thinking <i>For example:</i> Teaching staff become overloaded and stop engaging new industry clients 	<ul style="list-style-type: none"> Establish strong program management led from leadership and creating ownership at all levels Create a comprehensive set of key performance indicators to monitor implementation and measure impact Communicate progress and wins regularly with reference to the strategy



2019-2021 Education + Training Plan

GROWTH. QUALITY. INNOVATION.

2019-2021 Education + Training Plan

South West TAFE's Education and Learning Strategy has been divided into four sections that align with key objectives set by the Board – Growth, Quality and Innovation; the Compact the organisation has with the Department of Education; and regional skills initiatives that address government priority sectors.

1 | Growth

Expand our educational programs – as a result of the Free TAFE campaign and the organisation's own business development investment South West TAFE expects significant growth in Skills First enrolments in the following key areas: Nursing, Health and Community services, Tourism, Early Childhood Development, Business, Renewable energies, Electro-technology, Building and Construction, Food processing, Agriculture and Horticulture, Hospitality, Civil Construction and Training and Assessment.

The growth in Skills First training revenue will also be accompanied by a renewed effort in the delivery of fee for service programs for industry, business and community. These programs will include existing short courses but also new skills sets and future micro-credentials that target specific workplace learning needs – especially in the renewable energy and civil construction sectors.

2 | Innovation and Quality

Creating best practice learning environments – with the establishment of an Entrepreneurial Innovation Hub, opening of the Centre for Teaching Innovation, greater use of SMART classrooms across campuses, and the newly announced \$16m Learning and Library Hub, SWTAFE is committed to deliver a range of innovative learning spaces.

In particular, the new Entrepreneurial Innovation Hub and Learning and Library Hub will create a new learning spaces that are experiential, immersive and can facilitate greater peer learning opportunities. They will better equip current and future workers with the skills, networks and knowledge required for the future of work supporting the development of an entrepreneurial ecosystem in South West Victoria.

An Enhanced Student Experience is one of the teaching Divisions key priorities for 2019-2021 and will encompass a range of initiatives and projects that include:

- **Strategies and plans for student attraction**, engagement, completion, and future pathways.
- **Blended and student-centred learning models** and strategies.

2019-2021 Education + Training Plan (cont.)

- New Work Mindset Workforce Training and Innovation Funding project (WTIF) **linking young Australians to careers in the health and social assistance sectors.**
- **Centre for Sustainable Energy Technologies** (potential future WTIF project), an initiative to address training and workforces needs across a range of renewable energy sectors – including solar and wind initiatives.
- **Maximising the MEA features for student accessibility** to allow for night and weekend delivery.

Grow teacher capability and capacity through projects and initiatives such as the Professional Educator College project, Professional Profiling tool and rich and meaningful professional development opportunities to ensure teachers are leaders in their industry sectors.

3 | Regional Skills Initiatives

In response to Department of Education and Victorian Skills Commission (VSC) education and training priorities for the region, South West TAFE is actively involved in delivering a number of Regional Specialist Training Fund (RSTF) projects that target thin markets or niche areas. Engineering, Automotive, Cabinet Making, Agriculture, Horticulture, Horse Racing, Tourism, Business Management, Aged Care and Individual Support are among those currently underway. RSTF and VSC Projects planned to commence during 2019 include Baking, Maritime studies, Aquaculture, Surface Coating and Preparation, and non-destructive Testing.

It is envisaged that new RSTF projects will address training needs related to the Professional Services sector in areas such as Human Resource Management, Leadership and Management, Finance and Bookkeeping; and Information and Communications Technologies will be established in conjunction with industry partners in 2019.

4 | Compact initiatives

NDIS Disability and community services initiatives will see the continued roll out of the Introduction to NDIS course, and other relevant accredited pathway qualifications (Certificate IV in Disability, Certificate III in Individual Support) to develop the skills of workers supporting NDIS programs.

Glenormiston will continue to be a key site for SWTAFE's programs supporting dairy, agriculture, horticulture and horse training industries. In addition to further developing current programs an expanded range of educational uses for the site is the organisation's priority.

2019-2021 Education + Training Plan (cont.)

International Education projects – the Institute will continue to build its expertise and capacity to enable it to become a CRICOS registered organisation in the future. For 2019 South West TAFE will develop and offer opportunities in internationalisation to build revenue to support further engagement. South West TAFE will expand upon current relationships with colleges and source new opportunities for study tours, student exchanges and other initiatives. As part of a new internationalisation strategic plan, South West TAFE will formalise pathways and use of services with Deakin University.

In 2019-2021, the organisation will continue to play a key role in developing shared learning and assessment resources as part of the Regional TAFE alliance project, and related Victorian TAFE Association Education and Leadership Network initiatives. These projects ensure the development and use of quality resources, and minimise duplication of effort across the TAFE sector.

South West TAFE's Skills and Jobs Centre is recognised within the TAFE sector as a leader in its field, and with the introduction of Free TAFE its referral services have been expanded with targeted careers consultations in specific courses, and more job ready workshops. **The pre-training review process has been strengthened in all courses to include one-on-one interviews with careers advisors to ensure placement in the most appropriate course aligned to career aspirations.**



2019-2021 Financial Plans

GROWTH. QUALITY. INNOVATION.

2019-2021 Financial Plans

Overview

- The 2019-2021 Strategic Plan and 2018-2019 Compact have been considered as part of the planning process as we work towards an Institute that is **STRONGER. BETTER. INNOVATIVE.**
- The 2019-2021 Financial Budget have been prepared on the basis that South West TAFE must continue to become more financially resilient, improve our profitability through growth and diversification; and improve our operating position year on year.
- The 2019 Budget reflects an Underlying Deficit of \$8.99m from Normal Operations before Government Contributions; and is negatively impacted by \$3.44m of Project Funding being recorded as Income in 2018 with expenditure to be incurred in 2019; resulting in a Total Underlying Deficit of \$12.4m. This deficit is budgeted to reduce in 2020 and 2021 to \$8.8m and \$8.65m respectively.

Assumptions

- Growth in Skills First student commencements of 10% and growth in student contact hours of 20% for the 2019 year with a resultant increase in Skills First funding.
- Fee for Service has been projected to increase by 40% to \$2.6m. This reflects a focused and strategic approach to business development, commercial and short course delivery through the increased investment in the Stakeholder Engagement portfolio.
- Continued focus other government grants and funding opportunities (including WTIF and RSTF).
- Government Funding that has not been confirmed has been excluded from the budget, Community Support Funding and Stronger TAFE funding for 2019-2021 are not yet confirmed.
- Salary expenditure + staffing levels reflect all teaching staff having a teaching load of 800 hours, MEA increase of 5.4% and a continued focus on staffing efficiencies across all aspects of SWTAFE.
- Non-salary expenditure will continue to be closely managed to ensure similar expenditure levels to 2018 are achieved in 2019, while servicing additional revenue growth.

2019-2021 Financial Plans

- The budget makes allowances for: coverage of staff on extended personal leave \$50,000 and an increase in leave provisions of \$150,000.
- Capital expenditure budget for 2019 includes \$397,000 for the Entrepreneurial Innovation Hub development, \$196,000 RSTF-funded items and \$190,000 for motor vehicle changeovers.
- **The budget does not include funding for the Learning and Library Hub** or the Glenormiston Heads of Agreement.
- Cash flow report includes the repayment of the advance for the Trade Training Centre and the repayment of the VTG IBAC repayment.

For the 2020 and 2021 years the following factors have been applied:

- Student commencements 2% increase and student contact hours 4% increase.
- Fee For Service and Other Income items 8% increase.
- Salary Expenditure, average pay increases of 4% year on year.
- Non Salary expenditure 1.5% increase.
- No allowance for additional WTIF, RSTF, Organisation Capability funding or unconfirmed government funding.

2019-2021 Statement of Financial Performance

	Operating \$'000's	Projects \$'000's	Total \$'000's
Revenue			
Government Grants	13,112	912	14,023
Fee For Service - Government	545	0	545
Fee For Service - Other	1,999	0	1,999
International Onshore	100	0	100
Student Fees & Charges	4,162	14	4,176
Other Income	298	40	338
TOTAL Revenue	20,216	966	21,182
Expenses			
Salaries & Wages	21,342	1,624	22,966
Consumables	1,815	734	2,549
Communications Expenses	506	108	614
Utilities	580	0	580
Equipment	344	164	509
Fees & Charges	506	1,303	1,809
Contract & Other Services	1,877	0	1,877
Travel & Motor Vehicles	479	87	565
Rent/Leasing Charges	226	116	342
Building Repairs & Maintenance	404	0	404
Staff Development	177	108	285
Other Expenses	948	162	1,109
TOTAL Expenses	29,204	4,406	33,610
Underlying EBITDA	(8,989)	(3,440)	(12,428)
(Less) Depreciation	2,273	0	2,273
Additional Government Contributions	5,330	0	5,330
(add) Operating items to be Capitalised	0	0	0
EBIT	(5,931)	(3,440)	(9,371)

2019-2021 Statement of Financial Performance

	2019 Budget \$'000's	2020 Budget \$'000's	2021 Budget \$'000's
Revenue			
Government Grants - VTG	12,118	12,603	13,107
Government Grants - Other	1,905	1,325	1,431
Fee for Service	2,645	2,856	3,085
Student Fees & Charges	4,176	4,510	4,871
Other Income	338	325	351
TOTAL REVENUE	21,182	21,619	22,844
Expenses			
Salaries & Wages	22,966	22,008	22,897
Consumables	2,549	1,854	1,881
Communications Expenses	614	516	523
Utilities	580	589	598
Equipment	509	352	358
Fees & Charges	1,809	533	541
Contract & Other Services	1,877	1,905	1,934
Travel & Motor Vehicles	565	487	494
Rent/Leasing Charges	342	231	234
Building Repairs & Maintenance	404	410	416
Staff Development	285	181	184
Other Expenses	1,109	964	978
TOTAL EXPENSES	33,610	30,029	31,039
Underlying EBITDA	(12,428)	(8,410)	(8,195)
Additional Government Contributions	5,330	-	-
EBITDA	(7,098)	(8,410)	(8,195)
(Less) Depreciation	(2,273)	(2,307)	(2,341)
EBIT	(9,371)	(10,717)	(10,536)
	<i>2019</i>	<i>2020</i>	<i>2021</i>
<i>Student Contact Hours - Government Funded</i>	<i>1,163,585</i>	<i>1,210,128</i>	<i>1,258,534</i>
<i>New Commencements - Number of Students</i>	<i>1,850</i>	<i>1,325</i>	<i>2,000</i>

2019-2021 Statement of Financial Position

	2019 \$'000's	2020 \$'000's	2021 \$'000's
Current Assets			
Cash	7,852	(1,812)	(10,585)
Receivables	2,723	2,810	2,820
Inventories	122	122	122
Other Current Assets	85	62	63
TOTAL CURRENT ASSETS	10,781	1,181	(7,580)
Non-Current Assets			
Property Plant & Equipment	50,630	48,575	46,484
TOTAL NON-CURRENT ASSETS	50,630	48,575	46,484
TOTAL ASSETS	61,411	49,756	38,904
Current Liabilities			
Payables	2,332	2,074	2,208
Loans	862	630	630
Provisions LSL < 12 Months	1,820	1,920	2,020
Provisions Annual Leave < 12 Months	1,256	1,236	1,216
TOTAL CURRENT LIABILITIES	6,269	5,860	6,073
Non Current Liabilities			
Loans	1,890	1,260	630
Provision LSL	422	523	624
TOTAL NON-CURRENT LIABILITIES	2,312	1,783	1,254
TOTAL LIABILITIES	8,581	7,643	7,327
NET ASSETS	52,830	42,112	31,576
Equity			
Funded Surplus/(Deficit)	(9,371)	(10,717)	(10,536)
Bfwd Accumulated Surplus	28,790	19,419	8,702
Accumulated Surplus/(Deficit)	19,419	8,702	(1,834)
Contributed Capital	9,361	9,361	9,361
Reserves	24,050	24,050	24,050
TOTAL EQUITY	52,830	42,112	31,576

2019 Cashflow Projections

	Jan-19 Target \$'000's	Feb-19 Target \$'000's	Mar-19 Target \$'000's	Apr-19 Target \$'000's	May-19 Target \$'000's	Jun-19 Target \$'000's	Jul-19 Target \$'000's	Aug-19 Target \$'000's	Sep-19 Target \$'000's	Oct-19 Target \$'000's	Nov-19 Target \$'000's	Dec-19 Target \$'000's	Total Target \$'000's
Income													
Government Grants	846	265	400	662	6,140	1,052	1,371	1,355	1,576	1,665	1,945	1,995	19,273
Project Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
Fee for Service	44	80	256	193	200	336	200	233	336	200	200	330	2,609
Student Fees & Charges	182	22	1,044	418	418	376	376	376	376	209	209	209	4,213
Other Revenue	28	28	28	28	28	28	28	28	28	28	28	28	338
GST on Income	70	13	28	55	71	96	127	126	148	157	185	189	1,266
TOTAL CASH INFLOW	1,171	408	1,757	1,356	6,858	1,888	2,102	2,118	2,464	2,259	2,567	2,750	27,699
Expenditure													
Salaries, Wages & On Costs	2,394	1,759	1,748	1,782	1,764	1,772	1,774	2,532	1,772	1,774	1,772	1,878	22,720
Operating Costs	843	1,021	1,172	1,129	717	728	642	1,284	918	728	722	790	10,695
Capital Costs / Loan Repayment	28	52	516	52	52	747	52	52	516	52	52	516	2,690
GST on Expenses	88	108	123	119	78	79	70	135	98	79	78	85	1,140
BAS Payment	80	(17)	(95)	(95)	(64)	(6)	17	57	(9)	50	78	107	103
TOTAL CASH OUTFLOW	3,433	2,924	3,464	2,987	2,547	3,320	2,555	4,060	3,295	2,684	2,703	3,375	37,347
MOVEMENT	(2,262)	(2,515)	(1,707)	(1,630)	4,311	(1,433)	(453)	(1,942)	(830)	(424)	(135)	(625)	(9,648)
Bank Balances													
OPENING BALANCE	17,500	15,237	12,722	11,015	9,385	13,695	12,262	11,809	9,867	9,037	8,612	8,477	17,500
MOVEMENT	(2,262)	(2,515)	(1,707)	(1,630)	4,311	(1,433)	(453)	(1,942)	(830)	(424)	(135)	(625)	(9,648)
CLOSING BALANCE	15,237	12,722	11,015	9,385	13,695	12,262	11,809	9,867	9,037	8,612	8,477	7,852	7,852

A photograph of the South West TAFE Portland Campus building. The building has a modern design with a grey concrete base and a blue and white corrugated metal upper section. A large tree with yellow flowers stands to the left of the entrance. Two students are walking up a set of concrete steps with blue-painted edges. A sign on the wall reads 'SOUTH WEST TAFE' and 'PORTLAND CAMPUS'. A red circular sign in the window says 'PLACES NOW AVAILABLE FOR 2018 COURSES'.

2019-2021 Asset Management Strategy

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2019-21 Capital Works

South West Institute of TAFE's (SWTAFE) strategy for asset management over the next five to ten years under the auspices of the state government's Asset Management Framework includes:

A detailed **service strategy** within the context of the Victorian Government's reforms, providing an overview of:

- SWTAFE's existing service delivery needs, and
- The Institute's projected service needs over the coming years including predicted areas of growth across industry, training location, delivery model and student cohort.

A detailed **asset strategy**, which includes:

- A summary of the current financial profile of SWTAFE, to identify capacity for accessing alternative finance streams
- An analysis of the current state of SWTAFE's assets (including the current size, condition, replacement value and maintenance costs of each asset)
- The identification of future possibilities for asset enhancement (including opportunities for asset consolidation and rationalisation), and
- A description of the broad asset management strategy for each campus of the Institute.


The Institute's proposed **Asset Investment Program**, including:

- The Institute's maintenance strategy and existing maintenance costs
- A summary of the Institute's Capital Investment Program (a multi-year strategy) over the next four years (up to 2023), informed by the Service and Asset strategies
- Detailed descriptions of the specific projects identified for funding over the next five years, including estimated project costs and timeframes, and identifying alternative funding sources where appropriate, and
- An analysis of the expected impact of the proposed projects on training delivery and overall condition of the Institute's asset base.

2019-2021 Four Year Budget Capital Priorities

The South West Institute of TAFE Asset Management Plan will be reviewed annually by SWTAFE and will be used to inform Higher Education and Skills Group of the Integrated Asset Management Plan for the TAFE sector on a rolling basis.

Project Title	Type	Campus	Estimated Capital Cost (\$M)	Estimated Year	Project Descriptions
Learning and Library Hub (included as part of the organisation's Education and Cultural precinct master plan).	Enhance	Warrnambool	\$20.25M \$16.3m of State Government funding confirmed, co-contribution from WCC Living Libraries Infrastructure Fund	2019-2021	<ul style="list-style-type: none"> A partnership between South West TAFE and Warrnambool City Council to build an innovative library facility, purpose built for learning and discovery for Warrnambool and the broader regional community. The Learning and Library Hub will promote a 'life of learning' culture building skills for employment. A vibrant space where people come together to learn, create and work. A place for exploration, connection and enterprise growing community skills and confidence ensuring our region can participate as engaged and connected digital citizens.
Great South Coast TECH School – in line with the Victorian Governments' commitment to the Education State (included as part of SWAFE Education and Cultural precinct master plan).	Refurbishment	Warrnambool	\$10M	2019-2020	<ul style="list-style-type: none"> This initiative will use leading edge technology, discovery and innovation to deliver the skills and training that local school students will need to flourish in a rapidly changing global economy. It will also focus on improving local Year 12 and equivalent attainment rates, retention of youth in the region and create pathways from secondary schools into TAFE and on to University.
Regional TAFE Smart Classroom – Building Resilient Regional TAFEs	Enhance	Warrnambool Portland Hamilton Colac	\$2.89M (Included as a broader regional TAFE network submission totalling \$20m)	2019	<ul style="list-style-type: none"> The regional TAFE Smart Classroom proposal outlined in this document is a direct response to the unique disadvantages experienced by regional institutions. The Smart Classroom proposal is about much more than video conferencing and technology. It is about creating new opportunities for students and industry, creating new business and operating models for regional TAFEs and future-proofing regional TAFEs from a dynamic economy and labour market.
South West TAFE – Hamilton Education Precinct	Relocation and Enhance	Hamilton	\$1.60M	2019-2020	<ul style="list-style-type: none"> South West TAFE and Regional Development Victoria have been involved in a consortium that developed a submission to the Victorian Regional Partnership Facilitation Fund (RPFF) for the development of an Education Precinct in Hamilton, which also incorporates higher education organisations. From these initial discussions, the concept of purchasing the RMIT site on Ballarat Road is progressing and endorsed by the Board incorporating the latest smart classroom technology to retain and introduce relevant educational courses that meets local demand. SWTAFE is also committed to providing a Hamilton Education Precinct in the CBD.
Implementation of an Entrepreneurial Innovation Hub to support local start ups (included as part of SWTAFE Education and Cultural precinct master plan).	Enhance	Warrnambool	\$400k (funding confirmed as part of WTIF New Work Mindset Project)	2019	<ul style="list-style-type: none"> The Entrepreneurial Innovation Hub will create a new learning environment that is experiential, immersive and can facilitate greater peer learning opportunities to equip current and future workers with the skills, networks and knowledge required for the future of work, specifically targeting skills necessary for industry needs of the region, whilst also supporting the development of an entrepreneurial ecosystem in South West Victoria.
Glenormiston Campus Upgrade	New and Enhance	Glenormiston	TBD	2019-2020	<ul style="list-style-type: none"> In 2019 South West Institute of TAFE is looking to establish a special centre in Agriculture excellence at Glenormiston; and the establishment of it as a mixed-use training, learning and development centre. The facility is in need of investment for capital improvement, maintenance and new technologies in order to position it as the preferred training provider. This improvement includes upgrades of accommodation and educational facilities to ensure they are fit for purpose.



2019-2021 Performance + Accountability Framework

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2019-2021 Performance + Accountability Framework

The Government has a clear vision for TAFEs and it is through the Annual Statement of Expectations that South West Institute of TAFE has set ambitious but achievable targets for 2019-2021. Our TAFE network role is to:

- Actively and regularly engage with HESG, local communities, industry, staff and students;
- Work closely with the Victorian Skills Commissioner to respond to emerging industry needs;
- Strengthen collaboration and sharing of expertise across the TAFE network;
- Improve effectiveness and responsiveness to ensure training and services meet local regional needs, resulting in improved outcomes for learners and employers;
- Foster strong and lasting partnerships with local secondary schools, Tech Schools, Learn Local providers, other TAFEs, universities and industry to ensure learners have access to pathways into further education or employment;
- Increase market share in the primary region, and improve profitability through revenue diversification to ensure longer term sustainability; and
- Improve operating position year on year (EBITDA excluding capital contributions).

South West Institute of TAFE has a robust framework that specifies reporting requirements, mandates a core suite of relevant and appropriate key performance indicators, guides the organisation in establishing suitable targets and effectively analyses performance.

South West TAFE's role in 2019-2021 is:

- Provide high quality training and employment advice through the Skills and Job Centre in Warrnambool, in support of local communities, and continue strengthening partnerships with industry and employers seeking to connect with the skilled workforce and provide development opportunities for their employees.
- Work in partnership with Deakin University, local industries, employers and departments to strengthen pathways to higher education through guaranteed entry programs with Deakin University.



2019-2021 KPIs

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Our Key Performance Indicators are derived from expectations of:

The Board

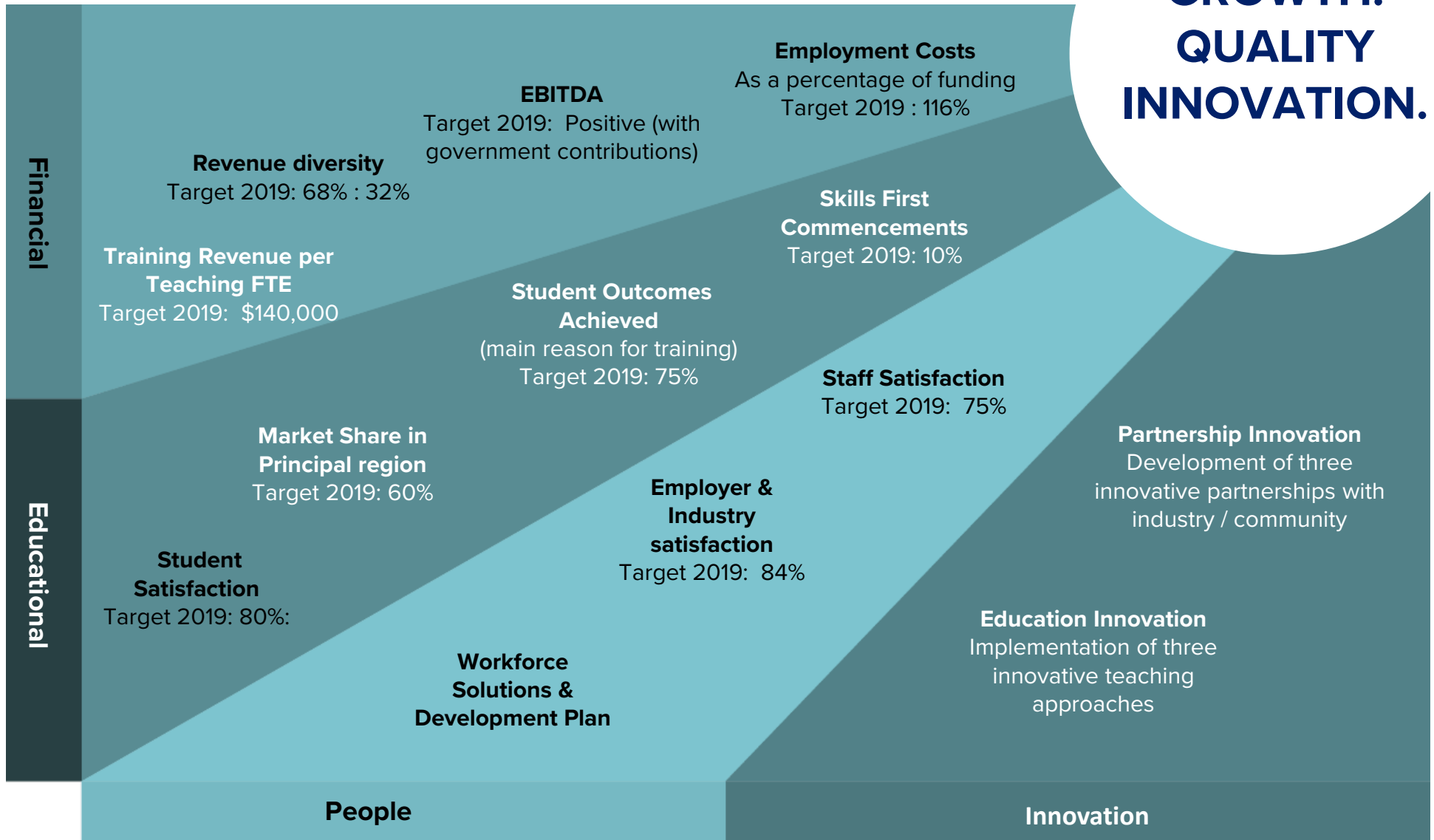
HESG

VAGO

TAFE Performance and Accountability framework

2019-2021 KPIs

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Data received from individual surveys and statistics from HSEG, NCVER, VET statistical reports and People Matters Survey.

A person in a dark suit stands in the foreground, slightly to the right, with their hands clasped. The background is a wall covered in numerous whiteboard sketches and diagrams, including flowcharts, circular diagrams, and various handwritten notes, all in a light color against a dark background.

2019-2021 Strategic Direction

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In 2019-2021, South West TAFE will contribute to:

The achievement of Government's commitments under *Skills First* and achieve our Strategic Directions as part of our TAFE Compact.

2019-2021 Compact Strategic Directions

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1. Office of the CEO

Partner with education providers and local government organisations to establish an education and cultural precincts. (Strategic Direction 2)

Improve TAFE Network integrity by sharing information and practices in fraud awareness and reporting and appropriate recruitment and induction practices (Strategic Direction 7)

Establish training delivery at Glenormiston that focuses on innovative training models in the agriculture and equine industries (Strategic Direction 4)

2. Teaching and Learning

Partner with healthcare, social assistance and NDIS sectors to develop and pilot a new skills model to address changing workforce needs (Strategic Direction 3)

Further develop International Programs and partnerships (Strategic Direction 5)

Expand the South West TAFE Pathfinders (Skills and Jobs Centre) services to maximise access to education and employment (Strategic Direction 1 & 6)

Work with regional TAFE network providers to provide sustainable quality education and support services (Strategic Direction 8)

3. Stakeholder Engagement

4. Corporate Services

The background is a detailed architectural blueprint of a building complex, rendered in white lines on a blue background. The blueprint shows various rooms, corridors, and structural elements with dimensions and labels. Notable labels include '24M²', '8M²', '1000', '1100', '1400', '1500', '1600', '1800', '2000', '2500', '2600', '3000', '3500', '4000', '4500', '5000', '5500', '6000', '6500', '7000', '7500', '8000', '8500', '9000', '9500', '10000', '10500', '11000', '11500', '12000', '12500', '13000', '13500', '14000', '14500', '15000', '15500', '16000', '16500', '17000', '17500', '18000', '18500', '19000', '19500', '20000', '20500', '21000', '21500', '22000', '22500', '23000', '23500', '24000', '24500', '25000', '25500', '26000', '26500', '27000', '27500', '28000', '28500', '29000', '29500', '30000', '30500', '31000', '31500', '32000', '32500', '33000', '33500', '34000', '34500', '35000', '35500', '36000', '36500', '37000', '37500', '38000', '38500', '39000', '39500', '40000', '40500', '41000', '41500', '42000', '42500', '43000', '43500', '44000', '44500', '45000', '45500', '46000', '46500', '47000', '47500', '48000', '48500', '49000', '49500', '50000', '50500', '51000', '51500', '52000', '52500', '53000', '53500', '54000', '54500', '55000', '55500', '56000', '56500', '57000', '57500', '58000', '58500', '59000', '59500', '60000', '60500', '61000', '61500', '62000', '62500', '63000', '63500', '64000', '64500', '65000', '65500', '66000', '66500', '67000', '67500', '68000', '68500', '69000', '69500', '70000', '70500', '71000', '71500', '72000', '72500', '73000', '73500', '74000', '74500', '75000', '75500', '76000', '76500', '77000', '77500', '78000', '78500', '79000', '79500', '80000', '80500', '81000', '81500', '82000', '82500', '83000', '83500', '84000', '84500', '85000', '85500', '86000', '86500', '87000', '87500', '88000', '88500', '89000', '89500', '90000', '90500', '91000', '91500', '92000', '92500', '93000', '93500', '94000', '94500', '95000', '95500', '96000', '96500', '97000', '97500', '98000', '98500', '99000', '99500', '100000'.

2019-2021 Strategic Projects

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2019-2021 Strategic Projects

The following key projects will ensure Institute staff remain focused on achieving the task at hand.

2019-2021 Operational Projects



2019-2021 Strategic Plan Conclusion

South West Victoria needs a strong TAFE to help people gain the skills they need to get the jobs they want.

The Victorian Government's "Skills First" plan aims to create a stable and trusted training and TAFE system, built on quality and integrity with TAFEs at the engine room for jobs, partnering with Industry and retraining workers with new skills for the jobs of today and tomorrow.

South West Institute of TAFE plays a crucial role in delivering quality training and advancing Victoria as the Education State.

It is essential that South West Institute of TAFE remains a strong public TAFE to ensure our Institute can respond effectively to Industry and community needs.

With a fresh new approach from our Institute to deliver on its vision to become **Stronger. Better. Smarter.** and the Victorian Government's commitment to providing necessary support to help South West Institute of TAFE grow and prosper through the Skills First initiative, the financial and operational sustainability of our Institute is promising.

Over the next 3 years (2019-21) South West Institute of TAFE is projecting an improved financial position and growth in market share. The combined effort with the Victorian Government will enable our Institute to:

- Improve our financial sustainability
- Increase our Institute's capacity to meet student, industry and community needs
- To improve our competitiveness in a demand driven market by efficiently meeting the needs of students, industry, and community.

Glossary

- ACFE** The Adult, Community and Further Education Board is a statutory authority under the Education and Training Reform Act 2006. Through the Board, the Victorian Government provides funding to community-based organisations, for delivery of education and training programs to a broad range of Victorians over compulsory school-leaving age.
- Centre for Sustainable Energy Technologies** A potential future WTIF project, will focus on the education of sustainable technologies such as solar power, photovoltaic energy and wind power. The centre will accommodate research laboratories and classrooms for South West TAFE students.
- Centre for Teaching Innovation** South West TAFE has partnered with Caroline Chiscolm School deliver STEM education for students and teachers.
- CRICOS** Commonwealth Register of Institutions and Courses for Overseas Students.
- CSF** The Community Support Fund is a trust fund governed by the Gambling Regulation Act 2003 to direct a portion of gaming revenues back into the community.
- Compact** In support of the Government's reform agenda, the Compact articulates the respective roles and responsibilities associated with the changing context of the Victorian education system, particularly in relation to professional trust, autonomy and accountability and support.
- Educator Passport Program** The Educator Passport program has been developed to assist educators to continually engage in reflective practices and professional development to become the best educators they can be and to continue to create engaging learning experiences for our students. It is part of the Centre for Teaching Innovation.
- Educational, Cultural & Arts Precinct Master Plan** The precinct is the SWTAFE master plan to create a state-of-the-art learning facility that provides courses in all STEAM disciplines, commercial enterprise and entrepreneurial program, a joint-use library, cutting edge technology and Tech Training Centre.
- Education State Vision** The Victorian Government has invested \$8.5 billion to make Victoria the Education State, improving outcomes for every student, in every classroom, in every school, and for all communities. The Education State is building a system that provides every student with the knowledge, capabilities and attributes that will see them thrive throughout their lives, to have the skills that industry needs, and that employers expect.
- Entrepreneurial Innovation Hub** The Hub is part of the WTIF project, Applying The New Work Mindset in South West Victoria. The project takes into account the changing nature of the workforce in South West Victoria. As part of the funding is the development of a new learning space that is experiential, immersive and can facilitate greater peer learning opportunities.
- Great South Coast** The region comprises the local government areas of Colac Otway Shire, Corangamite Shire, Glenelg Shire, Moyne Shire, Southern Grampians Shire and Warrnambool City Council.
- HESG** Higher Education & Skills Group is one of the six groups that comprise the Victorian Department of Education and Training (DET). Through its operations the Group facilitates participation and achievement in senior secondary and tertiary education and training in Victoria.
- IBAC** Independent Broad-Based Anti-Corruption Commission.
- LLEN** Local Learning and Employment Networks. There are 31 local learning and employment networks in Victoria. The goal of each network is to support young people, 10-19 years old.
- Learning and Library Hub** The Victorian State Labour Government has committed to invest \$16.3m to develop a learning and library hub in partnership with Warrnambool City Council and South West TAFE. The start of the art training and community facilities will be built on the South West TAFE Warrnambool campus and will be developed over the next three years.
- MEA** Multi-Enterprise Agreement (South West TAFE's teacher's award).

Glossary (cont.)

- NDIS** The National Disability Insurance Scheme provides 460,000 Australians aged under 65 who have permanent and significant disability with funding for supports and services.
- New Work Mindset Project** Dubbed officially as Applying The New Work Mindset in South West Victoria, the New Work Mindset project is an 18-month project funded by the Victorian Government Workforce Training Innovation Fund (WTIF) that will take into account the changing nature of the workforce in South West Victoria. The project aims to shift the mindset of employers and students from job specific training to a focus on building a portfolio of technical, enterprising and career management skills that increases the long-term employability of TAFE graduates and meets the immediate need of employers. The project will focus and pilot on the Carers cluster in South West Victoria and will work with the aged care industry.
- Professional Educator College** See Centre for Teaching Innovation.
- Professional Profiling Tool** See Centre for Teaching Innovation.
- Reconnect** The Reconnect grants program is part of the \$20m Reconnect initiative which halso provides an additional \$6m in subsidy loadings of 10% for early school leaves ages 15-19 in any VCAL course.
- RSTF** Regional Specialist Training Fund helps set up training for specific skills in regional and specialist areas that are not being met by the current training market.
- Skills and Job Centre** Based in TAFES across Victoria, Skills and Jobs Centres provide expert advice on training and employment opportunities and engage with a broad range of local industries, ensuring that centres are tailored to meet the needs of their local communities and industries.
- Skills First** A set of reforms for the training and TAFE sector. They are the Victorian State Government's commitment to provide high-quality training that leads learners to real jobs. The reforms also ensure Victoria's training and TAFE system is better managed to deliver training.
- SMART Classrooms** The Victorian Department of Education and Early Childhood Development has introduced smart classrooms in Victorian government schools as part of its reform agenda which is focused on the needs and interests of children, and aims to improve students' learning outcomes.
- STEAM** Science, Technology, Engineering, Arts, Mathematics
- SOE** The Statement of Expectations Framework is designed to promote greater efficiency and effectiveness in the administration and enforcement of regulation. It also aims to improve regulator performance in the context of facilitating increased business investment and economic activity in Victoria.
- Stronger TAFE Funding** Part of Skills First which allows TAFEs to focus on what they do best – train students.
- VCAL** Victorian Certificate of Applied Learning is a hands-on option for students in Year 11 and 12. VCAL you gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.
- VSC Projects** Victorian Skills Commissioner works with employers, unions and government to better align training with the needs of the Victorian industry and economy. This will ensure the training requirements of students and employers are met, and that skills outcomes support the Government's economic objectives for productivity and growth.
- WTIF** The Workforce Training and Innovation Fund is part of the Victorian Government Skills First training reform for the training and TAFE sector. It provides grant funding for industry and training provider partnerships to develop and deliver innovative strategies for improving training outcomes and the relevance of training to industry. A key focus of the fund is to strengthen partnerships between industry and the Victorian training and TAFE system to better respond to the skills needs for existing, new and emerging industries and the Victorian Government's priority sectors.
- Workforce Development Plan** has been developed by South West TAFE in response to the need for a planned and strategic workforce development approach for employees of the organisation.