



Central West TAFE has a participative strategic planning process that recognises the value of input from a range of internal and external stakeholders. Industry, enterprises, community groups, government and College staff have all played an important role in the identification of the Strategic Directions that form the basis of the College's plan *Partnerships with the Region: building capacity through education and training*.

The College has a vital role to play in the development of the region. Through the provision of quality training the College ensures the availability of a skilled workforce to meet the changing needs of regional industry. A range of programs is available to foster the lifelong learning skills essential for individuals to fulfil their study and career aspirations.

The College's vision is founded on a culture of quality, responsiveness and flexibility. *Partnerships with the Region* outlines the organisation's strategic aims and the priorities it will focus on in order to meet this vision.

BERT BEEVERS Managing Director



Vision

We will provide life long learning opportunities that contribute to the development of individuals, enterprises and communities of the Central West region.



Strategic Planning Process

The College strategic planning process is based around input from key stakeholders including clients, industry and the community and a process of continuous monitoring and review of strategic aims. The College also incorporates national and state priorities into the planning process, for example addressing the challenge of skill shortages in key areas of the economy.

The development of *Partnerships with the Region* represents the next stage in the organisation's evolving strategic planning process. It's worth reviewing where this process has come from:

Geraldton Regional College Strategic Plan 1995 – 1997 was developed to move the organisation to Statutory Authority status under the Autonomous Colleges Network. The emphasis was on establishing sound corporate management processes, introducing a quality culture to the organisation and establishing good educational practices.

Planning Today, for Tomorrow 1998 – 2001 recognised the vital role of external stakeholders in the strategic planning process and sought ways to incorporate more external input. The Strategic Plan positioned the College to move into the competitive training market and to meet the challenges of a very new training environment. The emphasis was on building the College's training delivery capacity, meeting industry training needs, facilitating User Choice and developing the College's learning environments.

Partnerships with the Region 2003 – 2005 is about identifying broad strategic directions that define the organisation's vision for the education and training future for the region. The emphasis is on the College's role in contributing to a sustainable region, engaging with a diverse range of clients to best identify and meet their training needs and building the skills of our staff so that they can operate as the VET practitioners of the future. As the title suggests this plan is about building partnerships that will contribute to the development of the region and its people. The plan is underpinned by a continuing commitment to the provision of industry relevant training delivery and assessment services that prepare clients for the future world of work.

Partnerships in the Region 2006 – 2010 recognises that the organisation has come a long way since 1995. The strategic directions identified in this plan will enable staff to develop objectives that build on the work of the past and position the College to meet the changing needs of the Central West region.

During 2007 Central West TAFE undertook a review of its progress against *Partnerships in the Region 2006 – 2010* and reviewed the directions to ensure they were enabling the College to respond to changes in government priorities and the changing needs of local industries, communities and individuals within the booming local economy. This review prompted a change from six broad directions to five to reflect the combined needs of industry and the community. In addition new focus areas within the directions were set for the 2008 – 2010 period and performance indicators refined.

Five broad strategic directions have been identified through a process of consultation and environmental analysis. Each strategic direction is supported by a statement of intent with a number of priorities being established for each. Through the organisation's governance structure and operational planning process professional and delivery teams will establish objectives relevant to their area of service delivery and client groups to further progress these priorities. Progress will be measured through regular reviews and obtaining ongoing feedback and input from a range of stakeholders in order to adjust organisational priorities to meet the challenges of the changing Vocational Education and Training environment.

STRATEGIC DIRECTION 1

Meeting the Training and Skills Development Needs of the Central West



Statement of Intent

Through consultation and partnership with businesses and employers (broadly referred to as industry) and communities the College will provide contemporary training assessment services that meet the needs of the Central West and ensures an appropriately skilled and job ready workforce.

Priorities

- 1.1 Develop stronger links and undertake meaningful consultation with industry to better understand their training requirements.
- 1.2 Consult and partner with industry to provide relevant training and assessment that services skills shortages, the skills needs of existing workers, and the skills needs of emerging industries.
- 1.3 Investigate and develop new course offerings to meet changing industry and community needs.
- 1.4 Create a greater industry and community awareness of the benefits of training and assessment.
- 1.5 Create and maintain a learning environment that encourages participation by all clients and facilitates positive learning outcomes.
- 1.6 Maintain a culture of continuous improvement to ensure provision of high quality products and services.

Focus for 2008 to 2010

- ⇒ Strategies to address skills shortages in the trades and other industry areas (1.2)
- ⇒ Development of delivery and assessment methodology that facilitates workplace training and assessment, including a focus on Recognition of Prior Learning (RPL) (1.1, 1.2, 1.3)
- ⇒ Servicing of apprenticeships, particularly in terms of growth in the numbers of apprentices and in terms of changes to the structure of apprenticeships arising from the Skills Formation Taskforce Review.(1.1, 1.2)
- ⇒ Development and delivery of new courses in industry areas that meet community and industry needs, particularly in skills shortages, employment based, Indigenous and higher level AQF courses and qualifications (1.2, 1.3).
- ⇒ Research and development of models to facilitate industry engagement and feedback (1.1, 1.6).

Key Performance Indicators

- ⇒ Level of overall profile delivery against set targets.
- ⇒ Increase level of delivery in skills shortage areas in traditional trades and other areas of delivery.
- ⇒ Increase Apprenticeships and Traineeships.
- ⇒ Benchmarks identified and outcomes assessed for the student population as a whole, and for targeted access groups (youth, mature age women, Indigenous, people with disabilities).
- ⇒ Increased delivery of Recognition of Prior Learning.
- ⇒ Module load completion rates.
- ⇒ Improved student satisfaction with teaching and the relevance of the course.
- ⇒ Number of new qualifications / courses added to scope of registration.
- ⇒ Level of commercial delivery and revenue against planned targets.

STRATEGIC DIRECTION 2

Development of Sustainable Regional Communities



Statement of Intent

Education and training plays an invaluable role in providing individuals, enterprises and communities with skills to become economically, socially and environmentally sustainable. The College also recognises the links between regional industry development and community sustainability. Through effective consultation processes the College will identify and implement training programs that enable individuals to fulfil their VET aspirations and communities to build capacity and capability.

Priorities

- 2.1 Consult widely and conduct research into industry and community needs to ensure the provision of training services that build more skilled communities and that increase the capacity of regional communities to plan and manage their future.
- 2.2 Identify and act on opportunities to collaborate with other government agencies in the provision of better coordinated and integrated services to regional communities.
- 2.3 Develop a stronger understanding of linkages between training and employment in regional areas to maximise job outcomes for students.
- 2.4 Identify and develop innovative and flexible options for delivery and assessment to meet the needs of clients in remote and isolated communities.
- 2.5 Identify innovative ways to ensure suitable delivery and assessment facilities are available in regional and remote areas.
- 2.6 Promote and model sustainable business practices as the norm within the organisation.
- 2.7 Look for opportunities to incorporate the principles of sustainability into training delivery and where possible provide opportunities for nationally recognised outcomes for clients in sustainability principles or practice.

Focus for 2008 & 2009

- ⇒ Further develop the College's mobile training facilities, including the Mobile Indigenous Trades Training Units (MITTU's) (2.4 and 2.5);
- ⇒ Further research into the skills and training needs of the Gascoyne region (2.1);
- ⇒ Develop Wiluna Skills Training Centre (2.2, 2.3, 2.4 and 2.5)
- ⇒ Investigate re-skilling required for workers in the farming/agriculture sectors as a result of the prolonged drought (2.1 and 2.3);
- ⇒ Continue to collaborate with regional schools and the District Education Office to development VETSS options, including the "school cluster model" (2.2, 2.4 and 2.5).
- ⇒ Continue to investigate and implement additional online delivery services as a means of servicing regional clients (2.4) Collaborate with other government agencies to better integrate and delivering government services, especially to remote communities for example through the Midwest Gascoyne Regional Human Services Managers Group (2.2).
- ⇒ Promote sustainable business practices particularly (but not only) meeting energy targets; implementing water wise practices; and staff awareness raising (2.6 and 2.7).

Key Performance Indicators

- ⇒ Identify benchmarks and assess outcomes for the level and range of regional delivery;
- ⇒ Number of programs in regional areas using existing Trades Trailers;
- ⇒ MITTU operational, in conjunction with the Department of Education and Training (second half of 2008)
- ⇒ Number of new programs identified for delivery in the Gascoyne region;
- ⇒ Wiluna Skills Training Centre completed by end 2008.
- ⇒ Establish sustainable business practice measures for the College and;
- ⇒ Skills requirements identified or TNA undertaken by workers in farming/agriculture sector.



STRATEGIC DIRECTION 3

Significant Partner in the Empowerment of Australian Indigenous People



Statement of Intent

The College is committed to providing culturally appropriate training to improve the standard of living and quality of life for Australian Indigenous peoples through empowerment with knowledge and skills to enable self-determination. The College seeks to be recognised as a best practice provider of Indigenous training and will work with Australian Indigenous peoples to build a learning environment that achieves relevant outcomes and provides life long learning opportunities.

Priorities

- 3.1 Consultation and partnerships with Indigenous communities to ensure training is identified and developed that meets the needs of communities and that is delivered in culturally appropriate ways.
- 3.2 Participation and successful outcomes for Indigenous people in vocational education and training are improved through effective support and the provision of learning pathways
- 3.3 Where possible, training is linked to employment opportunities for people within their own communities.
- 3.4 Maximise opportunities for Indigenous people arising from the resources sector boom in the region.
- 3.5 Develop and implement strategies to increase participation by Indigenous peoples in the higher level qualifications of the AQF.
- 3.6 Increase participation in and successful outcomes in employment based training for Indigenous people.
- 3.7 Develop strategies to increase the number of Indigenous staff working in the College in all areas of operation (lecturing, support services and management).

Focus for 2008 & 2009

- ⇒ Training that leads to employment opportunities for Indigenous people, particularly in the resources and health sectors, and related industries. (3.1, 3.2, 3.3, 3.4 and 3.5),
- ⇒ Develop strategies to support increasing numbers of Indigenous people in employment based training (3.6).
- ⇒ Increasing participation of Indigenous people at the higher level qualifications of the AQF (3.5).
- ⇒ Involvement in the Yamaji Training and Employment Plan (ICC's Regional Partnership Agreement) (3.1, 3.2, 3.3, 3.4 and 3.6)
- ⇒ Secure capital works funding for the construction of the Indigenous Learning Centre (3.1).
- ⇒ Implement Aboriginal Education, Training and Employment Officer (AETEO) program (3.1 and 3.3)
- ⇒ Increase number of Indigenous lecturers (3.7)

Key Performance Indicators

- ⇒ Overall level of training delivery for Indigenous people is increased.
- ⇒ Number of Indigenous people studying in Certificate III and above.
- ⇒ Complete Innovations and TAFEWA Development projects relating to Indigenous training for the resources sector
- ⇒ Capital works funding for Indigenous Learning Centre secured.
- ⇒ Increase number of Indigenous students enrolled in employment based qualifications.
- ⇒ Number of Indigenous lecturers employed.



STRATEGIC DIRECTION 4

Excellence in Support Services



Statement of Intent

Excellence in learning and assessment is underpinned by excellence in business practices and client services. Central West TAFE will optimise the quality and opportunities of its delivery and assessment services through effective and efficient provision of corporate and client support services.

Priorities

- 4.1 Foster a service culture at all levels of the organisation ensuring the provision of high quality support to both internal and external clients.
- 4.2 Continuous improvement and streamlining of administrative processes that allow staff to focus on servicing client needs.
- 4.3 Continue to improve the types of support services provided to students.
- 4.4 Develop and maintain sustainable organisational systems and processes that enable staff to deliver high quality products and services whilst ensuring compliance requirements are met.
- 4.5 Ensure the organisation is appropriately resourced to meet client needs.
- 4.6 Improve staff knowledge of the range of services available enabling staff at all levels to communicate the image of Central West TAFE as a provider of a diverse range of industry relevant training.
- 4.7 Develop and implement enhanced approaches to measuring and analysing organisational performance across a broad range of indicators.

Focus for 2008 & 2009

- ⇒ Implement outcomes of the review of standing committees (4.2, 4.4);
- ⇒ Develop the service culture through professional development, mentoring and customer service champions (4.1, 4.2, 4.3);
- ⇒ Improve internal and external client satisfaction data collection and use (4.4, 4.7);
- ⇒ Review and improve upon organisational performance review mechanisms (4.7) ;
- ⇒ Develop improved support services for clients studying via flexible learning (4.3);
- ⇒ Develop improved communication channels to encourage across team collaboration and interaction (4.6);
- ⇒ Act on identified areas for improvement highlighted through audits and self assessment (4.2, 4.4, 4.5).

Key Performance Indicators

- ⇒ Outcomes of audits.
- ⇒ Proportion of invalid enrolments.
- ⇒ Improved student satisfaction with support services.
- ⇒ Improved staff satisfaction with support services.



STRATEGIC DIRECTION 5

Valuing and Investing in our People



Statement of Intent

Through an interlocking teams based organisational culture the College seeks to further develop its capacity to respond to the challenges of the changing VET market through the development of a flexible, skilled workforce and an effective working environment that encourages innovation and excellence.

Priorities

- 5.1 Attract and retain quality staff through employing innovative practices which characterise the College as an employer of choice across the region and within the VET sector.
- 5.2 Develop a workforce that has the diverse range of transferable skills and knowledge required to meet existing and future client needs and the requirements of the changing VET sector.
- 5.3 Build the diversity of the workforce to ensure the needs of clients from diverse backgrounds are met.
- 5.4 Continuously improve structures and work practices to make more effective use of resources in meeting staff and organisational needs.
- 5.5 Create an environment of high performance that empowers staff to be innovative and responsive to client needs and expectations.

Focus for 2008 & 2009

- ⇒ Implement a College Workforce Management Plan focusing on (5.1, 5.2, 5.3, 5.4, 5.5):
 - ⇒ Innovative attraction and selection processes
 - ⇒ Induction and mentoring
 - ⇒ Performance appraisal and development
 - ⇒ Leave management / succession planning
 - ⇒ Staff recognition and development
 - ⇒ Staff wellbeing program
- ⇒ Support staff to complete appropriate qualifications and skills sets including the Certificate IV and Diploma in Training and Assessment (5.2).
- ⇒ Identify and investigate ways to build flexibility into policies and procedures allowing for innovative practices to occur (5.4, 5.5).

Key Performance Indicators

- ⇒ Implementation of a Workforce Management Plan and achievement of incorporated performance measures.
- ⇒ Meet State Government equity and diversity benchmarks
- ⇒ Improved results of employee satisfaction surveys.
- ⇒ More stable and skilled workforce/staff turnover rate
- ⇒ Number of staff completing qualifications and skills sets



Strategic Directions

2006—2010



**Construction &
Rural Industries**

**Health,
Education &
Community
Services**



**Hospitality,
Business &
Computing**

**Metals,
Engineering,
Transport & Art**



**Batavia Coast
Maritime
Institute**



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