



Community
College
Gippsland

Strategic Plan 2015-2018

Background

Community College Gippsland has a 40 year history in delivering adult and community based vocational education and training to the Gippsland community. Originally based in Warragul it now has three locations across Gippsland and Cardinia Shire.

Community College Gippsland is a not-for-profit ASIC registered company governed by a skills based Board of non remunerated directors drawn from the community with relevant skills in Finance, Governance, Education, Strategy, Stakeholder Management, Legal and Government. The Board is supported by a Chief Executive Officer who leads a senior management team. CCG is a registered charity holding DGR status.

It is Community College Gippsland's Mission

To help build resourceful communities through skills and knowledge development that enable individuals to access the benefits of employment, social inclusion and enrich personal development.

Vision

To be a recognised innovator in skill and knowledge development benefiting individuals, communities, local enterprises and industries in constantly changing environments.

Values

In achieving the mission and vision, CCG will work within a set of values that establish the culture of the College and its community.

1. **Commitment to Learning:** We commit ourselves to a community of learning and to the teaching and learning relationship wherever it is found. We value partnerships with business, industry, government, education providers, and our communities in support of those teaching and learning relationships.
2. **The College is its People:** It is people who create the value in the learning relationship and in the services that support and sustain it. We value an educational environment that attracts, nurtures, and supports a diverse student and staff community.
3. **Continuous Improvement:** We value continuous improvement of our programs, services and processes through employee empowerment and professional development in a team-based culture.
4. **Integrity:** We value responsible, accountable, ethical behaviour in an atmosphere of honest, open communication with mutual respect and caring for each other.
5. **Innovation:** We value creativity, responsible risk-taking, and enthusiastic pursuit of new ideas.
6. **Sustainability:** We commit to the educational, environmental, and financial sustainability of the College and its communities. We value the responsible use of resources to achieve balance among social, economic, and environmental practices.
7. **Community Owned:** We are proud of the legacy of the Community ownership and governance of this organisation and seek to build on its 40 years of service to the community it operates within.

Value proposition:

CCG has a proud legacy of providing the communities we serve with access, opportunity and support to achieve their goals through education and training. We achieve this through:

- providing a supportive learning environment
- valuing individuals and their individuality
- valuing the knowledge and wisdom students bring with them

Our mission and values will be achieved by the following strategic imperatives.

Strategic Imperative One:

Meeting the Needs of Our Community

Community College Gippsland currently provides training to a regional and rural community that has some challenges:

- There is a state youth unemployment rate of 12.4% but in Gippsland _Latrobe region this is 10.1% and in Melbourne's South East region this is 11.9%
- There is a State unemployment rate of 6.1%,
- Regional statistics show that there has been a decline in subsidised VET enrolments and in student numbers that continued in 2014
- The regional demographics are difficult with generally small to very small regional towns geographically separated and, apart from the main rail service, poor public transport.
- In 2014 there were 114 RTO delivering in Gippsland

In general the CCG student mix, particularly at the foundation course levels and within ECG College, fit the accepted definition for 'second chance learners.

In order to meet the needs of our diverse and somewhat challenging community there are four actions identified:

Actions related to the meeting community needs imperative are:

1.1	<p>Data for Reporting:</p> <ul style="list-style-type: none"> • Progress integrated reports that contain all the required information to enable CCG effective understanding of the community needs to provide better governance and management. Including:
1.2	<p>Excellent Courses for the Community:</p> <ul style="list-style-type: none"> • Undertake a portfolio review to ensure 'right sizing' of courses that includes funding data • Use technology to improve access and efficiencies
1.3	<p>Effective Community Alliances</p> <ul style="list-style-type: none"> • Build and strengthen strategic alliances including: <ul style="list-style-type: none"> • Local schools • JSAS • Learn Locals • Community Colleges • Health service providers • Strengthen relationships with key industry partners : including: <ul style="list-style-type: none"> • Development and strengthening of industry advisory groups for all training industry areas • Maintain effective relationships with Govt departments and regulatory bodies

Strategic Imperative Two:

Enhancing the Learning Experience

Community College Gippsland has a widely varying mix of:

- Courses – hobby and interest, non-accredited, pre-accredited and accredited.
- Students – old, young, differently able,
- Training delivery modes – full-time, part time, workplace and traineeship; on campus, off-campus, and workplace; face-to-face, blended.
- Facilities – ex-school buildings, ex-University, commercial rental and room hire
- Infrastructure – from fully wired and wireless to minimal, modern to run-down ex-Departmental, centre of town to out of town, with on-site café to barely adequate student support.

that ensure there is no simple ‘one size fits all’ answer to providing a rich and valued learning experience for all of our students.

Part of the provision of good learning experiences also involves managing the expectations of and tensions between:

- Government with their desire for higher qualifications completions at ever reducing funding subsidies and increased compliance, measurement, and accountability.
- Business/Industry with their desire for work ready graduates with just enough training for the immediate job-tasks and unwillingness/inability to pay for training.
- Individuals with their desire for high quality qualifications at low cost to them that provide employment options delivered at or close to their residence.

It is difficult if not impossible to meet all the expectations and therefore care has to be taken to identify the most highly valued learning experiences that enrich each student’s engagement with CCG.

Actions related to the enhance learning experience imperative are:

2.1	<p>Improve Accessibility</p> <ul style="list-style-type: none">● Maintain affordability through cost effective delivery● Strive for accessibility through flexible delivery modes at times and locations which suit student learning needs● Continue to develop workplace learning opportunities with local employers and industry.
2.2	<p>Improve Educational Performance Indicators</p> <ul style="list-style-type: none">● Identify, analyse and respond to quality indicators.● Develop student surveys to monitor student services satisfaction and act upon findings● Identify, analyse and address factors contributing to student withdrawal.
2.3	<p>Improve accessibility to those that are differently able</p> <ul style="list-style-type: none">● Review Disability Discrimination Action Plan (DDAP)

Strategic Imperative Three:

Innovation in Teaching and Learning

There is likely to be a heightened requirement for general digital literacy from our staff and in the delivery of training to students over the next period. These demands will arise from three key change drivers:

- Governments are increasingly turning to digital delivery of information and services to reduce costs and improve service that puts pressure on the higher needs students of our community and CCG as an organisation.
- The digital revolution that is occurring at all levels of society but especially in the youth will mean that their expectations on CCG as an educational provider will be much higher but with probably lower overall learning capability.
- The advent of Web 2.0 with its increased demand for just-in-time and just-in-place service provision may challenge the old modalities of whole qualification based training.
- There is now some demand for 'skills-set' based training from some industry bodies that may fundamentally change what and how we deliver.

Increased use of technology may improve the efficiencies associated with delivery of education and training but will bring attendant costs in physical and human resource required to support these new requirements. The cost of developing high, or even average quality resource must not be underestimated and new partnerships may be required to support these new innovations in teaching and learning.

Staff professional development will become increasingly critical to ensure that we are operating at the best possible level with regards use of technology and innovation in delivery for maximum efficiency in terms of cost of delivery and effectiveness in terms of outcomes.

Actions related to the teaching and learning imperative are:

3.1	Digital Literacy: <ul style="list-style-type: none">● Ensure staff are skilled in the use of digital technology and provide opportunities for upgrading skills where appropriate● Positively support staff in the integration of digital literacy into all courses● Leverage social media for all aspects of the business
3.2	Provide engaging work environment for staff <ul style="list-style-type: none">● Identify and use mentors and champions for good practice.● Provide facilities that meet staff and student expectations within resource limitations.● Provide opportunities for staff to maintain industry and VET currency.● Promote and celebrate staff achievements.

Strategic Imperative Four:

Be a Sustainable Business

Community College Gippsland is a multi-faceted medium size 'service' business with a wide range of income and expenditure. It carries some 80 full-time equivalent staff and over 140 headcount staff.

It operates from a mix of low cost Government buildings to commercial rate buildings leased for periods up to 30 years. There is significant complexity brought about by compliance requirements associated with being a Registered Training Organisation and Registered School.

Actions related to the sustainable business imperative are:

4.1	Improve Returns on the Business <ul style="list-style-type: none">● Build diversification of funding streams.● Identify and grow existing high value areas of current business.
4.2	Build Capital Reserves <ul style="list-style-type: none">● Reduce debt by paying off the ACFE loan.● Manage CCG assets to improve operating surpluses.● Build capital reserves to ensure sustainability● Develop medium term CAPEX plan for building stock improvements.
4.3	Maintain Effective Business Systems: <ul style="list-style-type: none">● Strive to benchmark against other community college providers when appropriate● Analyse and monitor all data systems including Student Management, HR, Financial, Intranet and IT systems. Monitor for efficiencies, effectiveness, security, cost, integration and backup support
4.4	Ensure Environmental Sustainability: <ul style="list-style-type: none">● Implement CCG wide recycling.● Identify potential environmentally sustainable opportunities for implementation.● Empower staff to identify environmental changes.
4.5	Governance structure <ul style="list-style-type: none">● Maintain a strong and diversely skilled board● Develop succession planning into board, management and staff structures
4.6	Employer of choice <ul style="list-style-type: none">● Offer flexible and effective work arrangements● Provide competitive remuneration● Provide career pathways● Support staff training and development

Appendix:

Statistical data :

In 2014, there were 117 training providers delivering government subsidised vocational training in the Gippsland region. TAFE Institutes delivered 50 per cent of VET training in the region (8,236 enrolments), relatively higher than the Victorian average (25 per cent). Private training providers comprised 30 per cent (4,885 enrolments) and Learn Locals 21 per cent (3,399 enrolments) in 2014.

Source: Department of Education and Training (2015) SVTS

Numbers of students' access Government subsidised training .

Gippsland	2011	2012	2013	2014
Government subsidised	20,467	19,668	17,961	16,520
Year-on-year % change	-9%	-4%	-9%	-8%
Year-on-year % change (Victoria)	29%	22%	-4%	-14%

Source: Department of Education and Training (2015) SVTS

Student Characteristics, Government Subsidised Vocational Training, 2012.

Region	CALD	Students with a disability	Indigenous	Female	Unemployed	Youth (15-19)	Mature age (45+)
Gippsland	4%	9%	2%	49%	19%	28%	18%
Southern Metro	29%	6%	1%	50%	24%	25%	18%
Regional	5%	9%	2%	46%	19%	28%	20%
Metro	32%	6%	1%	49%	25%	23%	18%

Source: ACFE Data pack 2012