Tuart College
expand your horizons

BUSINESS PLAN
2016/2018
(Year 2 of 3 - 2017)

AN INDEPENDENT PUBLIC SCHOOL

Tuart College
expand your horizons

**BUSINESS PLAN
2016/2018**

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TUART COLLEGE BUSINESS PLAN
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VISION

TUART COLLEGE IS COMMITTED TO PROVIDING A CARING AND SUPPORTIVE LEARNING ENVIRONMENT FOR ADULT LEARNERS. THE COLLEGE AIMS TO PROVIDE A RANGE OF PROGRAMS TO MEET STUDENT AND COMMUNITY NEEDS. EACH OF THE PROGRAMS SHOULD CHALLENGE STUDENTS TO ACHIEVE THEIR PERSONAL BEST WHILST DEVELOPING AS ACTIVE CITIZENS WITH A SENSE OF COMMUNITY AND BELONGING.

THE COLLEGE CONTEXT

Tuart College is an Independent Public School delivering a range of WACE, certificate and specialist academic programs to the general public.

The philosophy, organisational structure and the way it meets students' needs make Tuart College a unique educational institution. While a substantial part of the teaching program of the College is similar to general secondary education, the adult student population, the hours of operation and the functioning of the College contribute to its distinctive nature.
The College provides students with academic qualifications to enable them to gain entry to TAFEs, universities and workplace opportunities, while also providing professional learning for adults to build their competencies and understandings. As such, the College operates according to guidelines that are appropriate to the College's special circumstances and the particular needs of its varying student cohorts.

Student Population

The College provides students over the age of 16 with a chance to re-enter general education at a level appropriate to their needs. The College therefore aims to provide a learning environment that supports adults returning to education.

The population of the College consists of both local and international students. Over 95 percent of the student cohorts are local students, exhibiting a wide range of ages and abilities and quite different academic, social and ethnic backgrounds. Our international students represent a small but important cohort who contribute to the diversity of the College environment and experience.

The student population also includes a large percentage of adult learners who enrol in the College short course programs. These programs operate across the academic year and focus on providing adults with an opportunity to engage in learning areas in which they have developed an interest.

Areas of Operation

The College has identified a range of programs that meet the distinctive needs of our student cohorts, taught within an adult educational environment, to engage and encourage students to develop as independent learners. The College provides the following educational programs:

1. An extensive range of WACE (Western Australian Certificate of Education) ATAR Courses which provides students with the opportunity to complete tertiary entrance in one or two years.

2. An educational program which provides the opportunity for students to improve their education up to a level equivalent to Year 11 and to gain an Introductory Certificate or a Certificate I, II or III in General Education for Adults (CGEA).

3. A Certificate IV program in Academic Preparation Studies to prepare students for Year 12 WACE or to enter select programs at Murdoch and Curtin universities.

4. A comprehensive range of short courses which provides opportunities for adult learners and Department of Education (DOE) staff to continue their studies throughout the academic year over three 'trimesters'.

5. A specialist English as a Second Language (ESL) program to assist recent adult migrants and local residents to develop their English language oral, reading, writing and listening skills.

6. Delivery of courses within the Curtin University Enabling Program in Science, Engineering and Health.

Through on-going planning, the College regularly updates its programs and adds others as new demands for general adult education are identified. This includes the delivery of online courses through the Open Learning Program.

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VALUES TUART COLLEGE IS COMMITTED TO:

1. PROVIDING A RANGE OF EDUCATIONAL OPPORTUNITIES FOR STUDENTS TO MAKE CHANGES IN THE DIRECTION OF THEIR LIVES,

2. MAXIMISING STUDENT EDUCATIONAL ACHIEVEMENT,

3. DEVELOPING A SENSE OF COMMUNITY WITH MUTUAL RESPECT,

4. PROVIDING AN INCLUSIVE ADULT LEARNING ENVIRONMENT AND SUPPORT FACILITIES TO ALLOW ADULT LEARNERS TO MAKE THE MOST OF THEIR EDUCATIONAL OPPORTUNITIES AND DEVELOP INTO LIFELONG LEARNERS,

5. VALUING AND DEVELOPING THE COLLEGE STAFF.

College Pedagogy

The teachers at Tuart College are committed to maximising student performance. Teaching and Learning strategies are embraced by staff that:

- provide an engaging and responsive learning environment for their students.
- cater for individual student needs.
- prepare students for university, TAFE and employment,
- use technology as an effective learning tool,
- develop student literacy skills,
- challenge students and promote success,
- include a collaborative team approach to education,
- respond to the requirements of the universities, TAFE and employers,
- assist students to become independent, life-long learners,
- are responsive to feedback from students and the analysis of student performance data.

To support the teaching and learning process, the staff at Tuart College are committed to engaging in professional learning. The professional learning is linked to the College performance management and self-assessment processes.

The teaching and learning environment is acknowledged as a key factor in supporting student achievement. Tuart College is committed to providing a campus that is friendly, inviting and modelled on other tertiary institutions. The teaching facilities are modern and user friendly and integral to the teaching and learning process. Policies and Procedures are maintained to promote collaborative working for students and staff. The library, café and recreation facilities are important to the development of an adult learning environment that promotes the well-being of the whole person.

The College and staff commit to working with the wider community to develop and modify a range of programs that meet community needs.

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COLLEGE PLANNING

College planning is a dynamic process that takes into account the evolving nature of the institution. The process is based on establishing a three-year Business Plan which is reviewed each year, taking into account the student achievement outcomes of the previous year and changing needs and circumstances in the College and in the wider community.

The College Development Committee and College Board have responsibility for the monitoring and development of the College Business Plan. While the College Development Committee manages and annually updates the Business Plan, it does so with a focus on responding to strengths and needs identified through analysis of the student survey and their achievement outcomes, in consultation with all College staff and the College Board.

The College Development Committee is informed of existing and changing student needs by members of the staff with specific areas of responsibility and who monitor policy, regulations, conditions and circumstances of a range of areas and organisations and report to the appropriate individuals, groups or Committees within the College. Organisations that the College interacts with include Department of Education, universities, School Curriculum and Standards Authority, Tertiary Institutions Service Centre, Training Accreditation Council (TAC) and the TAFE sector. The College also gains valuable information about the wider community through the College Board.

Using this information, the College Development Committee and the College Board determine College priorities to ensure new educational programs, student learning requirements and student support services that respond to identified needs of our student cohorts.

College Board
The College Board will monitor the self assessment processes at the College. At the Board meetings, the Board will review:
- the analysis of student achievement data
- the Learning Area plans
- progress towards the targets of the Business Plan
- results of student surveys
- allocation of College resources to priority areas
- financial management processes, and
- monitor the workforce plan.

OVERVIEW OF SELF ASSESSMENT
The College engages in a process of self assessment of the key areas of operation. There are key periods of the College year where self assessments are reviewed and whole of College judgements made. This process is summarised in the following table.

WACE

WHEN	ACTIVITY	WHO	MONITORING TOOL(S)
Term 1 _Week 1	Commence analysis of previous year's WACE results and College results.	HOLA's	SAIS data TISC data SCSA data College results (Marksbooks) Teacher Survey
Term 1 _Week 3	Analysis of student suitability to achieve success.	HOLA's / Teachers	College results (Marksbooks)
Term 2 _Week 4	Staff Self-Assessment of Current Student progress and improvement strategy implementation.	Teachers HOLA's Manager VET	College results (Marksbooks)
Term 2 _Week 7	Semester 1 review of student performance.	HOLA's	College results (Marksbooks) Teacher Survey
Term 3 _Week 1	Predictive ATAR Letters to students.	Deputy Principal	SAIS Data
Term 3 _Week 4	Student opinions.	Deputy Principal	Student Survey
Term 4 _Week 3	Semester 2 review of student performance.	HOLA's	College results (Marksbooks)

VET Certificate Programs

WHEN	ACTIVITY	WHO	MONITORING TOOL(S)
Term 1 _Week 1	Analysis of previous year's results.	HOLA's Manager VET	College results (Marksbooks)
Term 1 _Week 1	Commence process to collect student work for validation.	Deputy Principal Manager VET HOLA's / Teachers	Validation Plan
Term 1 _Week 3	Analysis of student suitability to achieve success in the course.	HOLA's / Teachers Manager VET	College results (Marksbooks)
Term 1 _Week 8	Staff Self Assessment of Current Student progress and improvement strategy implementation.	Teachers HOLA's Manager VET	College results (Marksbooks)
Through Semester 1	Validate course work collected in the previous semester.	VET Validation Team	Validation plan Student work samples
Term 2 _Week 5	Student opinions.	Deputy Principal Manager VET	Certificate IV survey Learning Engagement survey
Term 2 _Week 10	Analysis of student performance.	HOLA's / Teachers Manager VET	College results (Marksbooks)
Term 3 _Week 1	Commence process to collect student work for validation	Deputy Principal Manager VET HOLA's / Teachers	Validation Plan
Term 3 _Week 4	Student opinions.	Deputy Principal Manager VET	Student survey
Term 3 _Week 7	Staff Self Assessment of Current Student progress and improvement strategy implementation.	Teachers HOLA's Manager VET	College results (Mark Sheets)
Through Semester 1	Validate course work collected in the previous semester.	VET Validation Team	Validation plan Student work samples
Term 4 _Week 5	Student opinions.	Deputy Principal	Certificate IV survey Learning Engagement survey
Term 4 _Week 9	Analysis of student performance.	HOLA's	College results (Marksbooks)

eTeaching and eLearning

WHEN	ACTIVITY	MONITORING TOOL(S)
Term 1 _Week 10	Assess Staff Competencies Develop Professional Learning Plan	Survey
Term 2 _Week 9	Review of online Open Learning program Develop next year's offerings	Survey Participation Rates College Results (Marksbooks)
Term 3 _Week 7	Review of online Open Learning program Review of online platform Review of Student emails Review of College ICT infrastructure	Program implementation timeline SAIS data TISC data SCSA data College results (Marksbooks)

New Programs and Courses

WHEN	ACTIVITY	MONITORING TOOL(S)
Term 1 _Week 4 Term 1 _Week 10 Term 2 _Week 8	Develop Operational Plans as a TDS Review of marketing plan Review of plan to implement certificate programs Develop next year's offerings	Survey Enrolment Statistics Survey
Term 4 _Week 6	Review of marketing plan	Survey Enrolment Statistics

From the self assessments, progress towards the stated targets will be measured. A range of planning and review documentation will be used to facilitate this process.

Each learning area, department within the College will produce a plan to address the priorities as described in the Business Plan. These Plans will be submitted by week 5 of term 1 each year. This will include a review of the previous plan and analysis of student data and the generation of strategies to address identified needs. This self assessment process will also contribute to the production of the Annual Report.

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THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY FRAMEWORK

Tuart College Improvement and Accountability Framework
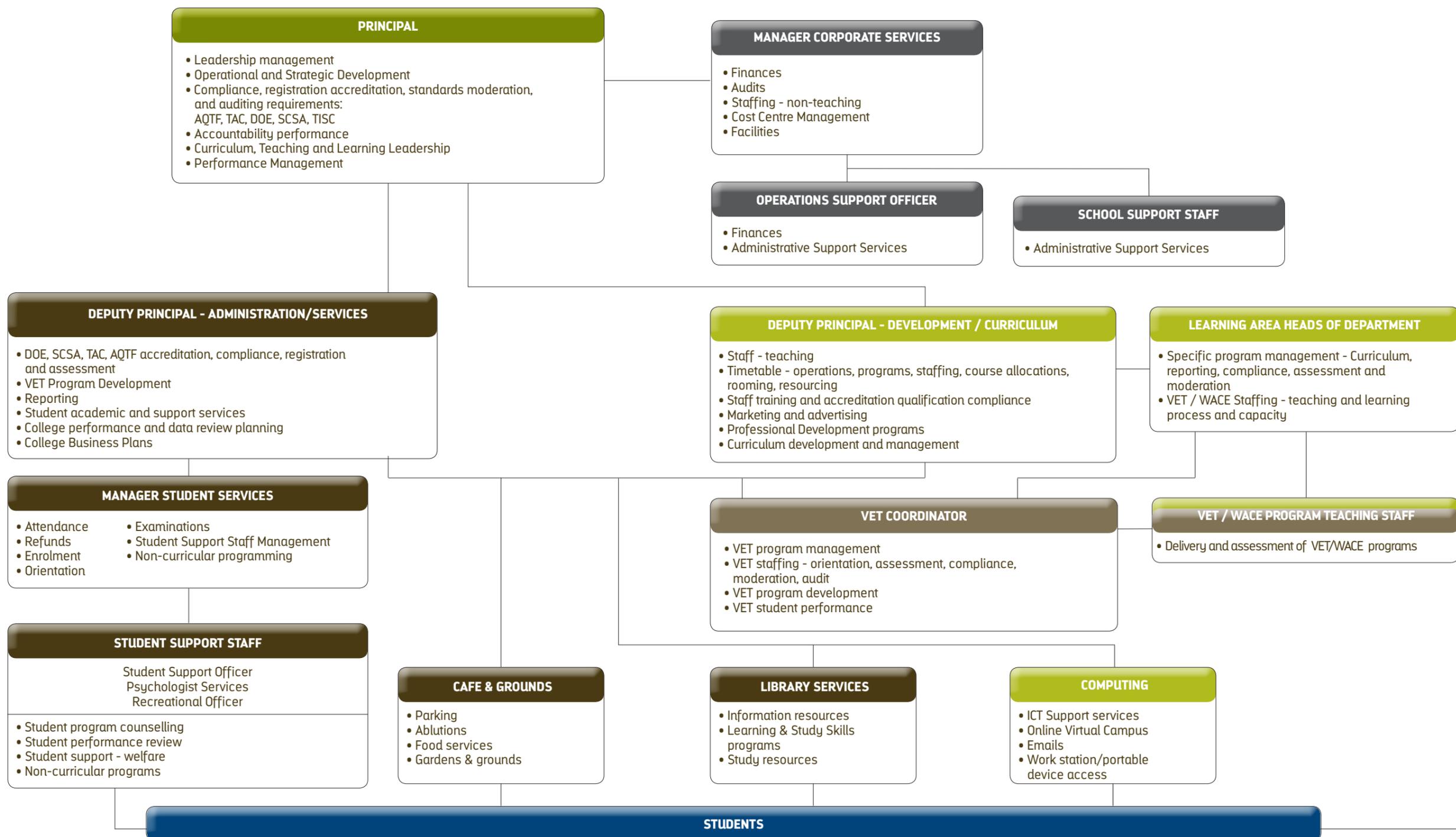The School Improvement and Accountability Framework is structured around the following

School Review

School Reporting

Prerequisites for Successful Students

Enablers of Successful Students

ACHIEVEMENT TARGETS

TARGET AREA	TARGETS 2017	
WACE	60% of courses of study (WACE) are moderated by less than 5%	
	The median ATAR for Tuart College students is 70	
	60% of students gain English competency with an ATAR>70. Aspire to 70% of students gain English competency with an ATAR >70	
	60% (aspire to 70%) of students receive a satisfactory 'C' grade or higher in the proficiency band of WACE literary courses (English, Literature or EALD)	
Fast-Track WAUFP	70% of Foundation students to pass ELACS and >50% average in their three best subjects	
	75% of students achieve >50% in ELACS	
All Programs	90% of students expect to meet their goals whilst studying at Tuart College	
	90% of students would recommend studying at Tuart College to a friend.	
VET Certificate Programs (CGEA)	Increase the percentage of students who meet the Literacy and or Numeracy competencies of the Certificate I, II or III in General Education for Adults	
	Increase the percentage of students receiving units of competency	
VET Certificate Programs (Certficate IV)	Increase the percentage of students that meet the core unit requirement of a Certificate IV - APS (i.e. Tertiary Study Skills and Academic Communication Skills)	
	Increase the percentage of students that meet the elective unit requirement of a Certificate IV - APS	
Short Courses	Maintain Short Course enrolments at 2000 per year	
eTeaching and eLearning	Consolidate the online courses	
	Continue to develop Staff Competencies with the College online learning platform (i,e, Virtual Campus, Moodle, SABA)	
New Programs	Develop and implement the Teacher Development School (TDS) program for Senior Secondary Maths and Physical Science Teachers	
	Identify and implement new courses in current programs	
	Maintain the number of courses delivered online	
Enrolments	WACE	150
	Bridging	200
	Certificate IV	60
	Curtin Enabling	50
Retention	60% retention rate across all College programs	

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TUART COLLEGE - REGISTERED TRAINING ORGANISATION
Organistional Management Chart

PRINCIPAL
- Leadership management
- Operational and Strategic Development
- Compliance, registration accreditation, standards moderation, and auditing requirements:
  AQTF, TAC, DOE, SCSA, TISC
- Accountability performance
- Curriculum, Teaching and Learning Leadership
- Performance Management

MANAGER CORPORATE SERVICES
- Finances
- Audits
- Staffing - non-teaching
- Cost Centre Management
- Facilities

OPERATIONS SUPPORT OFFICER
- Finances
- Administrative Support Services

SCHOOL SUPPORT STAFF
- Administrative Support Services

DEPUTY PRINCIPAL - ADMINISTRATION/SERVICES
- DOE, SCSA, TAC, AQTF accreditation, compliance, registration and assessment
- VET Program Development
- Reporting
- Student academic and support services
- College performance and data review planning
- College Business Plans

DEPUTY PRINCIPAL - DEVELOPMENT / CURRICULUM
- Staff - teaching
- Timetable - operations, programs, staffing, course allocations, rooming, resourcing
- Staff training and accreditation qualification compliance
- Marketing and advertising
- Professional Development programs
- Curriculum development and management

LEARNING AREA HEADS OF DEPARTMENT
- Specific program management - Curriculum, reporting, compliance, assessment and moderation
- VET / WACE Staffing - teaching and learning process and capacity

MANAGER STUDENT SERVICES
- Attendance
- Refunds
- Enrolment
- Orientation
- Examinations
- Student Support Staff Management
- Non-curricular programming

VET COORDINATOR
- VET program management
- VET staffing - orientation, assessment, compliance, moderation, audit
- VET program development
- VET student performance

VET / WACE PROGRAM TEACHING STAFF
- Delivery and assessment of VET/WACE programs

STUDENT SUPPORT STAFF
Student Support Officer
Psychologist Services
Recreational Officer

- Student program counselling
- Student performance review
- Student support - welfare
- Non-curricular programs

CAFE & GROUNDS
- Parking
- Ablutions
- Food services
- Gardens & grounds

LIBRARY SERVICES
- Information resources
- Learning & Study Skills programs
- Study resources

COMPUTING
- ICT Support services
- Online Virtual Campus
- Emails
- Work station/portable device access

STUDENTS

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COLLEGE PRIORITY: Maximising Student Achievement

Develop policies, procedures and programs to promote and support professional excellence in teaching and learning at the College.

Links to DOE Priorities:
Success for all students
High quality teaching
Effective leadership
Strong governance and suppport

FOCUS	TARGETS	MONITORING TOOLS	STRATEGIES
WACE Students:	• 60% of courses of study (WACE) are moderated by less than 5% • The median ATAR for Tuart College students is 70	• SAIS Data • SCSA Data; • College exam results; • College course results • Student Surveys	• Whole of College Plan to address exam and assessment preparation developed • All Learning Areas adopt the relevant College strategies to improve student exam and assessment performance • LAs to work with other schools to share assessments and cross mark • Whole of College Attendance, Participation and Retention Improvement (Student Services) Plan • Whole of College Literacy Plan
WACE Students:	• Improve the percentage of students with an ATAR ›70 gaining University English Competency	• SAIS Data • SCSA Data; • College exam results; • College course results • Student Surveys	• Track student performance to identify students at risk of not gaining university eligibility. • Develop an intervention strategy for these students • All Learning Areas and Programs adopt the relevant College strategies to improve student literacy.
WACE Students:	• 60% (aspire to 70%) of students receive a satisfactory 'C' grade or higher in the proficiency band for WACE literacy courses (English, Literature or EALD)	• SAIS Data • SCSA Data; • College exam results; • College course results • Student Surveys	• Whole of College Attendance, Participation and Retention Improvement (Student Services) Plan • All Learning Areas and Programs adopt the relevant College strategies to improve student literacy • Whole of College Literacy Plan
VET Certificate Students:	• Increase the percentage of students that meet the Literacy and or Numeracy requirements of the Certificate I, II or III in General Education for Adults • Increase the percentage of students achieving CGEA units of competency • Increase the percentage of students, that meet the elective unit requirements of a Certificate IV - APS • Increase the percentage of students to achieve the Certificate IV - APS	• Certificates issued; • Units of competency achieved • Student Surveys	• Whole of College Attendance, Participation and Retention Improvement (Student Services) Plan • Whole of College Literacy Plan • All Programs adopt the relevant College strategies to improve student literacy • Monitor student achievement and progress relevant to course outcomes • Counsel and test students to ensure appropriate placement and enrolment • Refine enrolment procedures to ensure "best placement" for sudents • Implement a "catch-up" model for Certificate programs
Fast Track International Students:	• 70% of Foundation students to pass ELACS and ›50% average in their three best subjects • 75% of students achieve ›50% in ELACS	• WAUFP results; • WACE results; • Certificates issued • Student Surveys • Units of competency achieved	• Whole of College Plan used to address student exam and assessment preparation • All Learning Areas adopt the relevant College strategies to improve student exam and assessment performance • Counsel and test students to ensure appropriate placement and enrolment • Develop standards and resources to assess student performance • All Learning Areas and Programs adopt the relevant College strategies to improve student literacy

Short Courses:	• Maintain current short course program scope and enrolments	• Enrolment Statistics
		• Satisfaction Survey
			• Maintain a contemporary range of courses
			• Investigate areas of potential growth:
			  - Public sector,
			  - DOE staff,
			  - Online opportunities.

All Students:	• 60% retention rate across all College programs.	• Enrolment Statistics • SIS Data • Exit Data	• Track student performance to identify students at risk • Develop intervention support programs • Develop and implement a whole of College Attendance and Engagement Plan • Whole of College Attendance, Participation and Retention Improvement (Student Services) Plan Developed.

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COLLEGE PRIORITY: eTeaching and eLearning

Develop policies, procedures and programs to promote and support professional excellence in teaching and learning at the College.

Links to DOE Priorities:
Success for all students
High quality teaching
Effective leadership
Strong governance and suppport

FOCUS	TARGETS	STRATEGIES
Development of College Virtual Campus and Online Environment	• Consolidate the online WACE courses • Market the range of online courses • Consolidate the online learning platform • Further develop staff competencies in SABA, Connect, Moodle and associated learning technologies	• Marketing plan for the identified online courses • Professional Development in teaching in an online environment, including the establishment of a mentor system to develop and refine teaching and learning strategies • Develop staff competencies in online learning, in particular, Moodle and SABA • Explore other ICT options such as Connect

COLLEGE PRIORITY: Programs and Courses

Develop policies, procedures and programs to promote and support professional excellence in teaching and learning at the College.

Links to DOE Priorities:
Objective 1:   To make every student a successful student
Objective 2:   Distinctive Schools

FOCUS	TARGETS	STRATEGIES
TDS Program	• Consolidate the Teacher Development School (TDS) program for Secondary Mathematics and Physical Science teachers	• Consolidate the TDS program • Engage with DOE Workforce Development, Statewide Services and IPL Directorates
Current College Programs	• Identify and implement new courses in current programs	• Investigate and develop new courses in existing programs • Monitor enrolment trends and student feedback to identify new courses • Monitor the change requirements of RTO Standards, SCSA, Universities and TAFEs.
Open Learning	• Maintain the number of WACE courses delivered online • Explore new online opportunities	• Marketing Plan for Online Courses • Investigate new online courses in Certificate IV, CGEA and Short Courses (Languages)

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WORKFORCE PLAN

Context

For 2016 Tuart College will have a one-line operating budget of over 6 million dollars, of which approximately 5 million dollars is allocated to staff employment. Staff are a valued and most important resource in achieving the targets and milestones that are set out in our business plan.

The Work Force Plan identifies the strategies that will enable appropriate staffing profiles and Professional Development at Tuart College for 2016 and beyond.

In establishing the plan, three key areas are considered:
- The need to staff the College sustainably within the context of the College's annual Student Centred Funding Model (SCFM) allocation,
- The demographic profile of the staff and the potential to affect a sustainable workforce, and
- The College's Business Plan, its priorities, enrolment predictions and attainment of key planning targets and program developments.

TUART COLLEGE WORKFORCE PLAN 2016/2018
Tuart College Enrolment Trends (February Census)

PROGRAM	2013	2014	2015	2016	2017
Individual	168	162	150	132	139
WACE	172	182	126	99	116
Certificate IV	63	77	51	45	10
Certificate I, II and III	114	105	85	94	45
International	28	14	15	23	22
ESL	65	87	81	82	51
Enabling	50	67	64	71	51
Short Course Round 1	990	924	944	939	535
Total	**1650**	**1616**	**1506**	**1485**	**969**

*With the change to the SIS management system in 2012, the student categories were changed to create the individual program. Previously, these students were categorised as WACE students.

- The College has had an average Semester One enrolment of 1606 over the last 5 years. Overall WACE enrolments have had a small and steady decline due to increased competition from University Enabling programs.
- The enrolment figures in Certificate programs have decreased over the 5 year period, in all Certificate programs.
- There had been a significant reduction in International enrolments from 2010 to 2014, but a slight improvement for 2016.
- Since 2011, ESL enrolment figures have increased steadily, but appear to now be stable.
- 2016 enrolments have reduced, particularly in the WACE and Certificate programs, these numbers being affected by greater competition from other providers.

Enrolment Predictions

a) **WACE Programs**
It is anticipated, given the enrolment trend and continued tertiary sector competition, that the traditional WACE enrolment numbers will continue to ebb and flow. On balance, it is anticipated that the overall WACE enrolments will remain stable in the coming years.

b) **ESL Program**
It is anticipated that the ESL enrolment numbers will continue to increase as a result of the introduction of more flexible programs that have improved articulation pathways into the College's certificate programs. An increased marketing focus will broaden community awareness of the College's ESL programs. Further refinement of these programs to accommodate to the new WACE, and identified articulation pathways for ESL students, should support an ongoing enrolment growth.

c) **International Program**
There will be a stabilisation in the enrolment numbers of international students into the College in 2016. With the support of Training International WA (TIWA), international enrolment numbers have potential to grow slowly from 2016/2017.

d) **Certificate Programs**
With the introduction of the new introductory Certificates in 2016 it is anticipated that student enrolment into the Certificate programs at the College will increase slowly over the next two to three years in these programs.

e) **Curtin Enabling Program**
It is anticipated that enrolment figures into this program will remain stable in the foreseeable future. Any change in enrolments would be expected to be reflected as an increase in numbers rather than a decrease.

f) **Short Courses**
It is anticipated enrolment figures into these programs will remain stable, with some enrolment variation between each trimester period. Overall, the yearly enrolment trends have continued at approximately 2000 per annum.

Summary

It is expected that while enrolments in particular programs will vary, total College enrolments will remain stable, with potential for growth in the next two to three years once newly introduced programs have been established and our marketing of these new programs has reached the community.

Staffing Demographics (2016 data, appendix A)

- There were staffing profile variations from 2014/2015 to allow closer alignment between the College staffing needs and priorities and the College salary allocation. 2015 staffing requirements reflected appointments selected from state wide merit selection processes. It is anticipated there will be further staffing contractions between 2016/2017 to accomodate the College's move to the DOE's School Centred Funding Model (SCFM) processes.

Staffing Profiles

- Gender
  - The female to male ratio is approximately 4:3 for both teaching and non-teaching positions.
  - The female to male ratio for promotional positions is approximately 1:1.

- Workforce
  - 70% of all staff are over 55.
  - 21% of all staff are over 65.
  - 77% of teaching staff are over 55.
  - The average age of all staff in 2016 is 58.

- Staff Appointments
  - From 2015 to 2016 there has been a reduction in the number of fixed term teacher appointments with a corresponding stabilisation in permanent teacher positions.
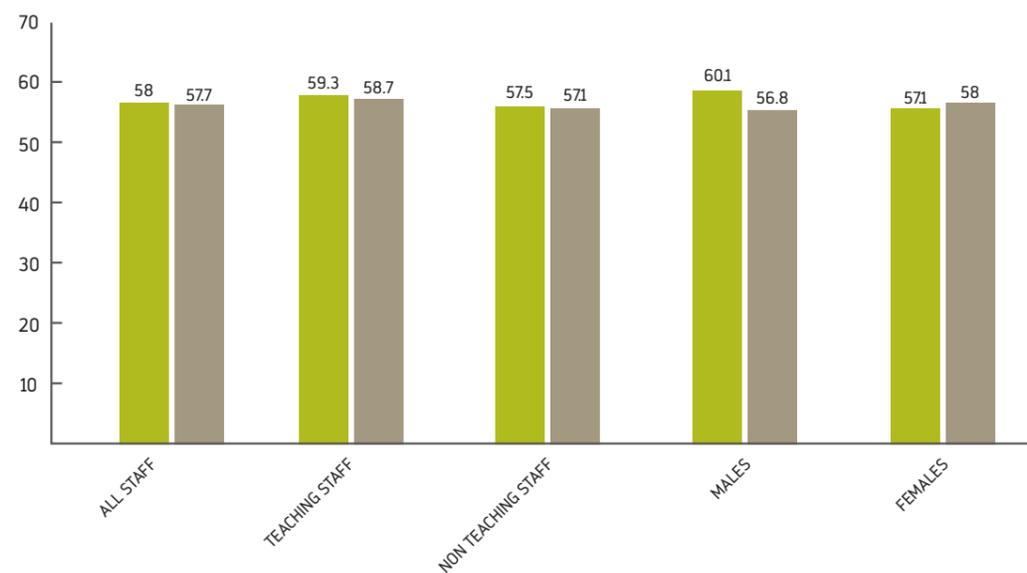 - The majority of Short Course program lecturers continue as fixed-term appointments.

To effect a sustainable Work Force Plan, the above data needs to be considered and addressed during future staff planning processes.
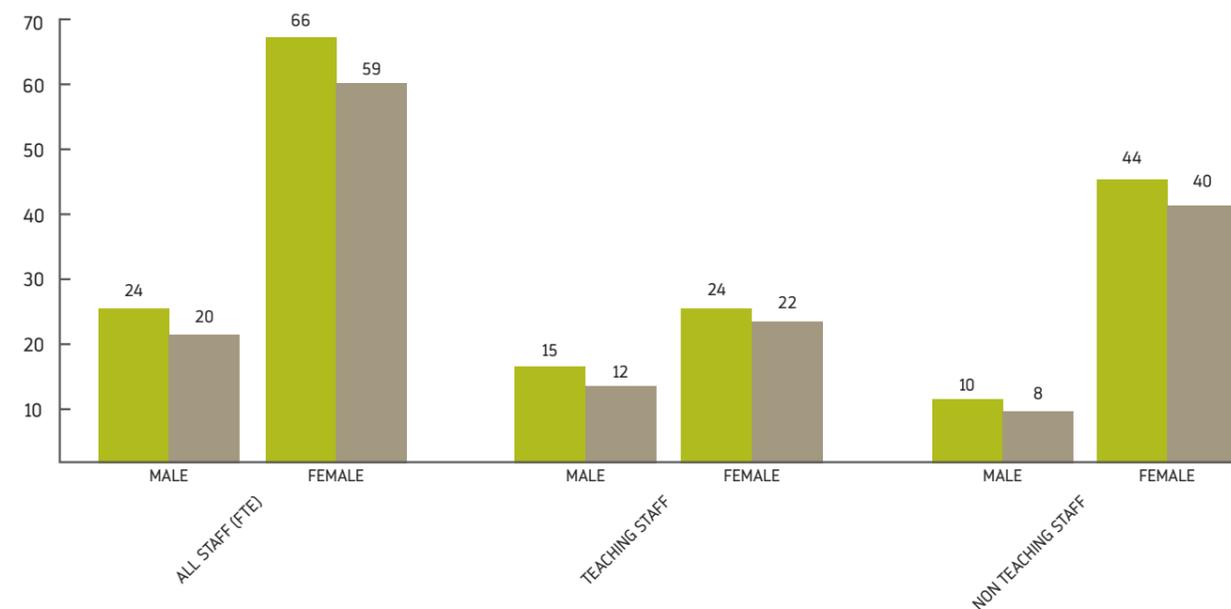
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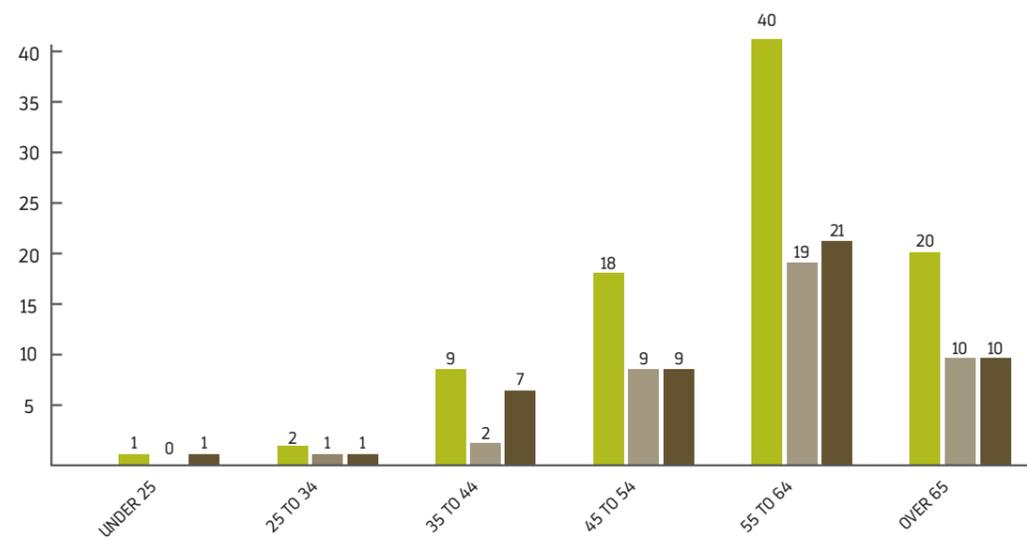## Appendix A: 2017 Staffing Demographic Data

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2016/2017 Average Age — 2016 / 2017

	ALL STAFF	TEACHING STAFF	NON TEACHING STAFF	MALES	FEMALES
2016	58	59.3	57.5	60.1	57.1
2017	57.7	58.7	57.1	56.8	58

Gender Profile — 2016 / 2017

	ALL STAFF (FTE)		TEACHING STAFF		NON TEACHING STAFF	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
2016	24	66	15	24	10	44
2017	20	59	12	22	8	40

2017 Average Age — ALL STAFF / TEACHING STAFF / NON TEACHING STAFF

	UNDER 25	25 TO 34	35 TO 44	45 TO 54	55 TO 64	OVER 65
ALL STAFF	1	2	9	18	40	20
TEACHING STAFF	0	1	2	9	19	10
NON TEACHING STAFF	1	1	7	9	21	10

Potential Retirements - 2017 — ALL STAFF / TEACHING STAFF / NON-TEACHING STAFF

	55 TO 59	60 TO 64	65 AND OVER
ALL STAFF	20	25	17
TEACHING STAFF	12	12	6
NON-TEACHING STAFF	8	13	11
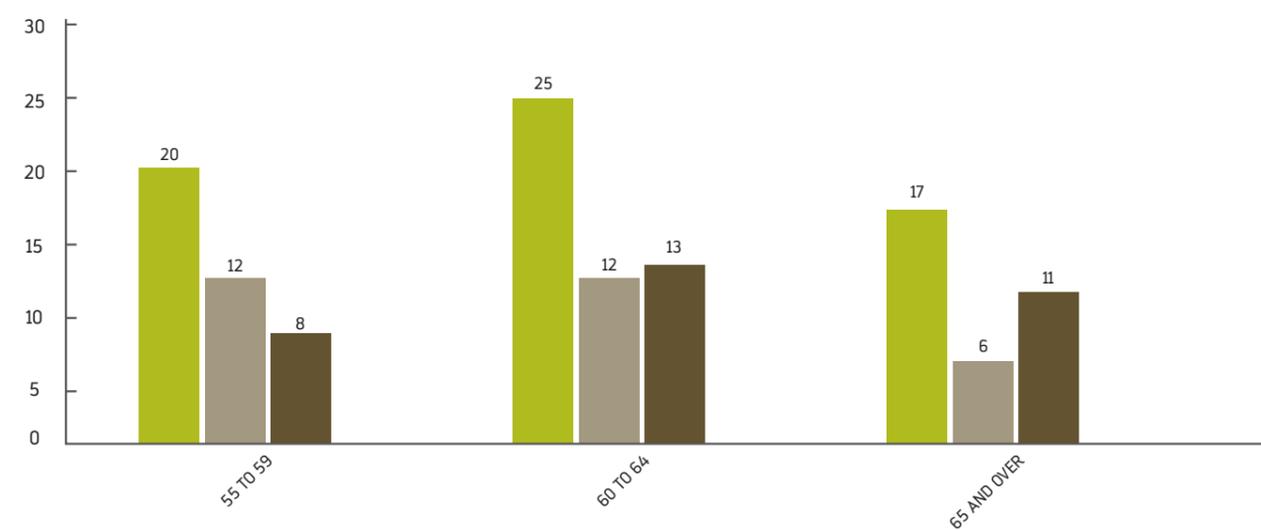
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WORKFORCE PLANNING FOCUS 1:

Workforce Size and Recruitment

Tuart College needs to acknowledge the size of its workforce in relation to the Department of Education allocative staffing methodologies and identify factors affecting our staffing profile in this context. Student enrolment numbers drive the SCFM allocations in the one-line staffing budget.

It is important for successful student outcomes that the College retains suitably qualified and experienced teachers, relevant to the students' needs, across the range of programs offered. The College must identify current and future challenges to ensure sustainable and appropriate staffing levels are maintained.

STRATEGIES	MILESTONES
Endeavour to maintain current enrolment patterns and build these in future years.	Enrolment projections have a balanced spread across existing and new programs.
Use enrolments to inform workforce numbers in teaching and non-teaching positions and the College will manage its workforce within budgetary constraints.	The College's SCFM budget aligns with projections and therefore the College does not face additional workforce costs.
Consider staff recruitment that aligns with College planning needs and new program implementation	Appropriately qualified and experienced teachers are recruited.
Determine likely future staff retention patterns using a succession planning survey. (to be conducted every 3 years).	Learning area, Department and whole of College staffing requirements are met.
Target quality, external teachers when appropriate for permanent appointment.	The average age of the College workforce is reduced.
Ensure appropriate gender balance policy is applied when recruiting new staff. This will not subsume the policy of selecting the best applicant.	The gender balance of the workforce will adjust over time to a more equitable balance.

WORKFORCE PLANNING FOCUS 2:

Improving the Capacity of Teaching and Non-teaching Staff

The quality and effectiveness of staff has a direct influence on the outcomes achieved by our students. The arrangement of staff roles and responsibilities, and the operational structures these are undertaken within, also contribute to workforce capacity and the creation of a work environment that better supports the learning of students.

When reviewing and, where appropriate, re-organising the roles and work arrangements of staff, the College is better able to provide an environment that supports the learning of students. This must be undertaken within the parameters of the College's SCFM budgetary allocation and with attention to the College priorities and planning developments.

STRATEGIES	MILESTONES
• Explore ways to reorganise non-teaching roles to achieve the operational requirements of the College, within the SCFM budgetary allocation. • Ensure teaching and non-teaching allocations reflect the workforce requirements of the College priorities, curriculum programs and student support services.	• Workforce capacity and operational requirements are appropriately balanced across all areas of the College.
• Provide support and appropriate professional learning opportunities to staff to ensure they can effectively carry out their allocated roles and responsibilities. • Provide opportunities to expand the capacities of teaching and non-teaching staff through coordinated professional learning.	• Staff take up of professional learning opportunities provided through a coordinated approach to staff capacity building. • Teachers use PD days and meeting times as effective professional learning occasions in addition to regular professional learning opportunities. • Staff to participate in the DOE Instructional Strategies Professional Learning Program. • Staff to take up professional learning in Vocational programs to ensure they are able to deliver VET courses and attain the relevant VET qualifications.
• Maintain operational structures that encourage staff to participate in the decision making processes of the College.	• Staff participate willingly and feel valued in decision making groups.
• Manage staff leave requests in a supportive and compassionate way that is fair and equitable. • Provide opportunities (mentoring, professional learning, leadership programs) for staff who aspire to promotion and senior DOE positions. • Maintain a productive and healthy work environment for all College staff.	• Staff surveys indicate a high satisfaction with the work environment. • Less than 5% of teaching staff seek a move to another work site in any one year (2015/2017). • An effective Workload Committee is established.

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