TAFE NSW RIVERINA INSTITUTE

STRATEGIC PLAN 2012-2017
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Please note: Information correct at time of printing.
On behalf of the Riverina Institute team I am pleased to present our Strategic Plan for 2012-2017.

Riverina Institute is a vocational education and training provider with a network of 20 campuses across 154,000 square kilometres of the Riverina-Murray region in southern NSW. The region is framed by the Victorian border in the south, the Snowy Mountains in the east and the South Australian border in the west. It encompasses the major regional centres of Albury, Wagga Wagga and Griffith and a large number of medium sized towns including Leeton,Narrandera, Deniliquin, Finley, West Wyalong, Temora, Turnut, Cootamundra and Young, with Coomealla Campus near Wentworth in the far west.

As the largest provider of vocational education and training in the Riverina-Murray region, our focus is to build the skills, qualifications and employability of people within our footprint, offering programs from certificate level through to advanced diplomas. Across the selection of our courses, the areas of study include social inclusion and vocational access, business and information technology, community and health services, primary industries and natural resources and 27 specialist trades, 559 programs in total.

Our extensive experience, our understanding of the regional context and our strong commercial track record ensures our customers can have confidence in our ability to respond to their unique needs. This expertise has enabled the Institute to grow our business nationally, delivering programs in the Northern Territory, Queensland, Victoria and the ACT. This national expansion will form the centrepiece of the Institute’s growth projections within the 2012-2017 Strategic Plan and it is through this growth we believe we can provide a broader breadth and depth of programs for those within our regional base in NSW.

The development of the 2012-2017 Strategic Plan has been extensive and inclusive; created through a comprehensive engagement process with our staff, with over 950 staff involved, as well as consultation across the region, including industry, business, community and students.

Our vision is to inspire regional prosperity and in partnership grow our education and training services nationally. We pride ourselves on our deep connections to regional communities, industry, businesses and individual students. Our innovative and adept staff offer services online, in the workplace and across an extensive campus base. A deep belief in the important role of TAFE as a contributor to regional prosperity inspires our strategy. Building on these qualities and our unique ability to develop trusted and lasting partnerships, we will identify and access workforce development needs in regional communities across the country and we will foster an innovative internal culture to drive engagement with industry and students.

Achieving our Strategic Plan in a competitive and changing training environment will require a focused, flexible and agile approach, Riverina Institute will rely on the quality, commitment and energy of our staff.

Our strategic priorities for the next five years include:

- OUR APPROACH
- OUR SERVICE
- OUR RESOURCES
- OUR PARTNERSHIPS

To achieve our vision for 2012-2017 and beyond, “Inspire regional prosperity and in partnership grow nationally”, we will draw on our organisational values: customer first, integrity, innovation, courage and passion, to underpin our decisions, actions and behaviours.

I am confident that we will exceed the aspirations we have set ourselves and we will continue to make a significant contribution to the social and economic development of regional Australia.

Kerry Penton
Institute Director
TAFE NSW Riverina Institute
OUR PRIORITIES FOR THE FUTURE

OUR VISION
Inspire regional prosperity and in partnership grow nationally.

OUR PURPOSE
Build the skills, qualifications and employability of people in regional Australia.

PRIORITIES
How will Riverina Institute realise its vision?

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<thead>
<tr>
<th>OUR APPROACH</th>
<th>Lead, identify and innovate to maximise workforce capabilities for regional prosperity</th>
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<td>Regional leadership</td>
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<th>OUR SERVICE</th>
<th>Ensure a personalised and flexible approach to the delivery of our products and services</th>
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<td>Personalised approach</td>
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<th>OUR RESOURCES</th>
<th>Optimise resources to ensure we are the provider of choice</th>
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<th>OUR PARTNERSHIPS</th>
<th>Partner with individuals and organisations to deliver the best workforce development and student outcomes for regional communities</th>
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<td>Deliver better outcomes</td>
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VALUES
What do we believe in and what guides our conduct?

CUSTOMER FIRST  We place customers at the forefront of our decisions and actions
INTEGRITY      We act professionally with consistency and openness
INNOVATION     We always search for ways to improve and be the best
COURAGE         We make hard decisions and take calculated risks
PASSION         We are driven by a strong desire to make a difference
OUR VISION
Inspire regional prosperity and in partnership grow nationally.

OUR PURPOSE
Build the skills, qualifications and employability of people in regional Australia.

CUSTOMER FIRST

HOW WILL WE DELIVER
ON THE VISION & PURPOSE

OUR PRIORITIES

OUR APPROACH
Lead, identify and innovate to maximise workforce capabilities for regional prosperity

OUR SERVICE
Ensure a personalised and flexible approach to the delivery of our products and services

OUR RESOURCES
Optimise resources to ensure we are the provider of choice

OUR PARTNERSHIPS
Partner with individuals and organisations to deliver the best workforce development and student outcomes for regional communities

OUR OBJECTIVES

Lead the development of workforce skills and qualifications in regional communities

Foster an innovative work culture across the Institute

Streamline our services, products and delivery models

Personalise student services and course delivery

Commercialise our business approach across the whole organisation

Develop staff and leadership capability

Evolve our organisational structure, business processes and values

Optimise use of physical assets and IT infrastructure

Maximise skills, qualifications and employability of people across regional communities

Formalise, prioritise and manage our partnership arrangements
**OBJECTIVES**

**HOW WE WILL MEET THE OBJECTIVE?**

<table>
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<th>OBJECTIVES</th>
<th>WHAT WILL SUCCESS LOOK LIKE?</th>
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| 1 Lead the development of workforce skills and qualifications in regional communities. | - Establish industry and community workforce skill and qualification requirements and direction.  
- Deliver specialised programs for regional communities, including responsive workplace delivery modes; pathways to higher level qualifications/employment; flexible delivery including online; foundational & academic skills. Areas of specialisation include: Conservation and Land Management; Sustainable Agriculture; Permaculture; Forestry; Rural Health & Community Services; Creative Arts, Design & Media; Sport & Recreation; Engineering & Mining; Aerospace; Public Safety; and Wine & Food.  
- Develop performance metrics for targeted percentage growth (enrolments, training hours, revenue, margin), and cascade these metrics through all levels of the Institute.  
- Actively seek state and federal funding in key priority areas.  
We will have successfully delivered on our approach when we identify and respond to industry needs, and when we have strengthened our culture of innovation across the Institute. This will be reflected in a greater demand for our services, growth in commercial revenue and employment for Institute graduates. Key indicators include:  
- Improve Institute performance year on year and by 2017 meet or exceed all targets within the NSW State Plan  
- Increase employer satisfaction by 2% [2009 base: 93%]  
- Increase graduate satisfaction by 2% [2009 base: 90%]  
- Proportion of graduates employed or in further study increasing by 2% [2009 base: 85.6%]  
- Revenue increasing by 50% [2010/11 base: $32.367M]  
- Gross margin increasing every year [2010/11 base: $5.184M]  
- Increase income from funding bodies by 30%  
- Increase all funds training hours by 10% [2009 base: 5,712,575]  
Recognise, celebrate and showcase innovation in our products and services. |
| 2 Foster an innovative work culture across the Institute. | - Develop and support a work culture that enables innovative practice.  
- Set clear accountabilities and responsibilities and recognise innovation.  
- Foster success and innovation against agreed priorities.  
- Share innovations across the Institute. |
OUR SERVICE

Ensure a personalised and flexible approach to the delivery of workforce skills and qualifications

In 2011, we offered over 550 courses to 32,361 student enrolments, of which 1 in 5 were outside the Riverina-Murray region. Our environment has changed significantly over the past ten years. It is increasingly competitive and both industry and students demand greater flexibility and responsiveness. In this context, it is essential that service delivery is right. This will ensure a successful Institute and a prosperous region. We will adapt to these shifts through provision of streamlined service delivery, personalised student experience and a commercial business approach.

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| 1          | Streamline our services, products and delivery models. | - Structure flexible yet consistent delivery models to meet industry and community needs.  
- Refine our products and services to ensure that they are aligned to strategy, organisationally viable and focus organisational effort.  
- Measure and understand the financial viability of our specialist programs, as a minimum. | We will achieve successful service delivery by offering courses aligned to our strategy, customer demand and future regional needs. In addition, services will be delivered in ways that meet student expectations. We will also balance our educational responsibilities with our commercial focus.  
**Key indicators include:**  
- Enrolment in key specialised program areas increase  
- Review our products and service mix based on an agreed review framework; [20% reduction in the number of courses from 2009 base]  
- Teaching delivery costs ($ASH) benchmark favourably against other regional institutes [2009 base: $9.41/ASH]  
- Flexible and online delivery increases by 50% [base established from 2012]  
- Workplace delivery increases by 50% [base established from 2012]  
- Course completions for Certificate III level and above increase by 10% [2009 base: 32%]  
- Implementation of a Customer Relationship Management system |
| 2          | Personalise student services and course delivery. | - Offer diverse delivery channels to cater for a personalised student experience.  
- Cater for mobile student service requirements, including IT and access.  
- Establish a single point of contact for student support services to cater for different needs and aspirations.  
- Provide students with career guidance to ensure the focus is on student pathways and employment. | |
| 3          | Commercialise our business approach across the whole organisation. | - Embed a commercial business approach to engage targeted, industry-focused workforce development strategies.  
- Promote and sell our streamlined skill and qualification offerings to regional industry and communities.  
- Ensure a managed, customer focused approach to engage regional communities and industries | |
**OUR RESOURCES**

Optimise our resources to ensure we are the provider of choice

We employ more than 1,500 staff across 20 campuses within the Riverina-Murray region and deliver our products and services throughout our region, across NSW and nationally. We will manage and develop our internal capabilities and utilise our assets over the coming five years to play a pivotal role in the achievement of our vision. To meet this aim, we will develop internal staff capability, evolve our organisation’s structure, key processes and values, and optimise our physical assets and IT infrastructure.

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| 1 Develop staff and leadership capability. | – Develop a workforce plan that manages current and future staff demography.  
– Develop leadership skills throughout the Institute including leading change and managing performance.  
– Skill teachers in flexible delivery and technology-based pedagogy.  
– Increase the level of staff qualifications and industry currency.  
– Upskill staff in workforce development, commercial and financial acumen, and developing business. | Successful resource management will be achieved by actively developing and managing staff capability, through organisational reform and the development of a values based organisation, and through improved utilisation of physical and information technology assets. This will be measured through a staff survey, levels of staff qualifications, cost ratios and asset utilisation.  
**Key metrics include:**  
– Annual staff survey indicates significant improvement in management capability, performance management and extent to which values are lived.  
– Percentage of teaching staff with higher than a Certificate IV educational and technical qualification significantly increased.  
– Non-teaching to teaching staff cost ratios significantly decrease each year [2009 base: 0.52:1]  
– Business plan targets and individual KPIs cascade from the Strategic Plan.  
– Asset performance and utilisation increases significantly every year. |
| 2 Evolve our business model, organisational structure, business processes and values. | – Implement an organisational structure that reflects the Institute’s new business model.  
– Implement an integrated planning, delivery and budget process which aligns to current and emerging funding models.  
– Achieve accurate data collection and management of student records (SALM).  
– All permanent and temporary staff have a Capability Development Plan.  
– Incorporate values into management and human resources practices including Capability Development Frameworks and ensure accountability of KPIs. | |
| 3 Optimise use of physical assets and IT infrastructure. | – Monitor physical asset utilisation, maintenance and plan for sustainability.  
– Embed environmental sustainability plan and execute it.  
– Ensure information technology upgrades support and keep pace with new business opportunities.  
– Review current physical assets and develop sustainable delivery options. | |
**OUR PARTNERSHIPS**

Partner with individuals and organisations to deliver outstanding workforce development and student outcomes for regional communities

We play an important role in the communities of the Riverina-Murray region. We partner with individuals and organisations to deliver outstanding workforce development and student outcomes. By working with schools, universities, industry skills councils, businesses and other key stakeholders, we will improve the employability of individuals in regional communities. We will formalise and manage our external partnership arrangements to ensure value is maximised.

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| 1 Maximise skills, qualifications and employability of people across regional communities. | – Actively manage relationships with:  
  – Schools and higher education providers  
  – Regional Development Australia Committees, Regional Organisations of Councils, local governments, community groups including organisations supporting disadvantaged groups  
  – Industry Skills Councils, regional industry groups, local business chambers, and individual businesses  
  – Document and promote clear pathways from school to TAFE to jobs and higher education. | Managing key relationships is essential to our future. An important measure of success is the extent to which key partnerships are identified and quantified. Another success measure will be increased levels of funding and the extent to which we offer pathways to further study through our network of relationships. Key metrics include:  
  – Return on investment of partnerships is measured year on year.  
  – Deliver at least one higher education degree qualification by 2017.  
  – All diploma courses will have a documented and marketed pathway to an identified higher education provider by 2013. |
| 2 Formalise, prioritise and manage partnership arrangements. | – Establish clear governance arrangements for managing partnerships.  
  – Identify the value of partnerships and prioritise to allocate appropriate resources.  
  – Establish clear and regular communication channels with our partners.  
  – Establish clarity between partnerships and commercial arrangements. |
OUR VALUES

INNOVATION

COURAGE

INTEGRITY

CUSTOMER FIRST

PASSION
**CUSTOMER FIRST**

We place customers at the forefront of our decisions and actions

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| **REGIONAL COMMUNITIES** | | – I support community accessibility to programs and services.  
– I am committed to work with the community to create a prosperous future. |
| Riverina Institute staff are strongly connected to the community and have a key role in the development of regional prosperity. | |
| **INDUSTRY CUSTOMERS** | | – I stay abreast of best practices in my area of expertise  
– I listen to the Institute’s industry customers to ensure I am delivering exactly what they need.  
– I am motivated to work with industry customers to build the workforce capability of the Riverina-Murray region, across NSW and nationally. |
| Riverina Institute is an organisation that values its customers, is eager to engage with their needs and is responsive. | |
| **STUDENTS** | | – My work is motivated by a desire to help students achieve their goals.  
– I work to create a flexible working environment that empowers students to engage with their training and broader life decisions.  
– I strive to develop and support training methods and course content aligned to student needs. |
| Students are at the centre of Riverina Institute’s approach to teaching. They are supported through their entire educational journey, from their first enquiry to employment or further studies. | |
| **ALLIANCES AND PARTNERSHIPS** | | – I am responsive and engaged with the Institute’s alliances and partners.  
– I ensure our partnerships are imbued with trust and honesty so that both sides in the relationship share a mutual confidence. |
| Riverina Institute promotes the needs of its customers through its engagement with alliances and partners. | |
| **STAFF** | | – I cooperate across areas with colleagues from other campuses, faculties and functional areas to deliver training and other services that put our customers first.  
– I contribute to a productive and positive work environment.  
– I am not afraid to reflect on the lessons learned to ensure that the Institute is constantly improving its services. |
| Riverina Institute staff are inclusive, work together and aim to promote the interests of their customers at all times. Across all campuses and support units, staff share, communicate and collaborate to offer the best possible service to students and industry customers. | |
### INTEGRITY
We act professionally with consistency and openness

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| Riverina Institute is open and engages with the community. | – I engage with the community in an open and honest manner.  
– I positively promote the Institute’s services. |
| **INDUSTRY CUSTOMERS** | | |
| Riverina Institute staff share reliable and consistent information with customers and are honest and professional in their dealings. | – I engage with industry customers in an open and honest manner.  
– I prepare thoroughly for meetings with industry customers.  
– I work to develop trust with existing and potential industry clients.  
– I seek to achieve fair and equitable outcomes for all parties. |
| **STUDENTS** | | |
| Staff at the Institute meet their commitments to students and provide consistent communication and support. | – I am open and honest in my dealings with students, whether teaching, providing support or administration.  
– My feedback and assessment of students is valid, clear, constructive and consistent.  
– I carry through the commitments I make to students. |
| **ALLIANCES AND PARTNERSHIPS** | | |
| To their alliances and partnerships, Riverina Institute staff offer and receive open and honest feedback and conduct themselves with honesty and professionalism. | – I am honest and professional in my dealings with Institute partners.  
– I work to develop a transparent relationship with our partners that is based on shared ideas and respect. |
| **STAFF** | | |
| Staff are professional, dedicated and consultative in their approach to work and demonstrate positive and respectful attitudes to fellow staff. | – I contribute positively to my work environment and help colleagues to work through issues.  
– I collaborate with my colleagues in an open, honest and collegiate manner.  
– I follow through on the commitments I make to fellow staff at all levels.  
– I ensure that the work I do is of a high standard.  
– I act ethically and apply the code of conduct. |
## INNOVATION

We always search for ways to improve and be the best

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<td><strong>REGIONAL COMMUNITIES</strong></td>
<td>- I am aware of the social and economic needs of our communities.</td>
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<tr>
<td>Riverina Institute anticipates the future foundational skills and services required for the community to prosper.</td>
<td>- I actively seek new ways to further benefit the community.</td>
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<tr>
<td><strong>INDUSTRY CUSTOMERS</strong></td>
<td>- I listen to industry customers and help them shape a response to their workforce development needs.</td>
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<tr>
<td>Riverina Institute staff understand and engage with industry to develop innovative and high quality services.</td>
<td>- I actively approach industry customers to offer creative ways to deliver training to regional businesses.</td>
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<td>- I aim to meet and exceed the expectations of regional businesses.</td>
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<tr>
<td><strong>STUDENTS</strong></td>
<td>- I deliver teaching backed by experience and creativity.</td>
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<tr>
<td>Staff at Riverina Institute use a range of dynamic and flexible methods to ensure a positive student experience. They develop exciting learning resources and are backed by motivated support staff.</td>
<td>- I seek to engage and challenge the students of Riverina Institute.</td>
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<td>- I am not afraid to try new teaching methods and to learn from the experiences of my colleagues.</td>
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<td>- I provide the best customer experience, every time.</td>
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<tr>
<td><strong>ALLIANCES AND PARTNERSHIPS</strong></td>
<td>- I work with our partners to ensure we are doing the most we can for our students and industry customers.</td>
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<td>Riverina Institute is an engaged organisation that seeks to maximise the value of its partnerships and alliances. Its staff work collaboratively and offer creative ways to engage.</td>
<td>- I offer new and constructive ways to improve the Institute’s external relationships.</td>
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<td><strong>STAFF</strong></td>
<td>- I share ideas and positive experiences with my colleagues.</td>
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<td>Staff embrace an entrepreneurial culture in which ideas and experiences are shared and innovative behaviour is supported across the organisation.</td>
<td>- I support creative thinking and new projects even when I am not directly involved.</td>
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<td>- I embrace thoughtful and strategic change in the organisation.</td>
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## COURAGE

We make hard decisions and take calculated risks

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| **REGIONAL COMMUNITIES** | Riverina Institute has the courage to take on the diverse challenges and opportunities in the community and make a real difference. | – I have the courage to lead the conversation with the community about how to build a prosperous future through education and skill development.  
– I challenge traditional ways of thinking and offer new ideas. |
| **INDUSTRY CUSTOMERS** | Riverina Institute is courageous and decisive. It is not afraid to make decisions, to innovate or to learn from its experiences. | – I offer frank and thoughtful advice and support to industry and have the courage to offer new ideas and take on new challenges.  
– I learn from past experiences and make calculated judgements about how to best serve regional businesses. |
| **STUDENTS** | Riverina Institute staff embrace new technologies and pedagogy, and will do what it takes to ensure students receive what they need to be successful. | – I offer frank and honest advice to students to guide them along their educational pathway.  
– I am not afraid of making mistakes and learning from them, or to try new methods of teaching.  
– I challenge traditional ways of thinking and encourage students to do the same. |
| **ALLIANCES AND PARTNERSHIPS** | Riverina Institute is committed to delivering value to students and industry in partnership with regional and national alliances. The Institute is a bold, open and committed partner. | – I have the courage to make tough decisions around our partnerships and to invest time and energy into those that offer the greatest value for students, community and industry customers and to the Institute.  
– I am loyal and committed to our established partnerships.  
– I speak openly and frankly with partners to ensure our relationships are robust, honest and effective. |
| **STAFF** | The Institute’s staff are upfront, frank and willing to make decisions when they need to be made. Their courage inspires confidence to challenge the status quo and to learn from their experiences. | – I openly engage with the challenges facing me, my colleagues and the Institute as a whole.  
– I encourage colleagues to speak honestly about the issues that are important to them.  
– I recognise the importance of innovation and change in the Institute’s growth and I acknowledge that growth can involve letting go of established practices. |
# PASSION

We are driven by a strong desire to make a difference

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| Riverina Institute cares deeply about the future prosperity of regional communities and the people within it. | – I care about the community and have a desire to make a difference.  
– I am driven to think about ways to make a positive impact within the community. |
| **INDUSTRY CUSTOMERS** | | |
| Riverina Institute staff are enthusiastic and passionate about their work. They take an active interest in regional business, hold a deep knowledge of industry and respond to changing trends. | – I understand and am engaged with the needs of industry across the region.  
– I believe in the impact of my work on regional prosperity and find new ways of responding to industry needs.  
– I care about the work Riverina Institute does with industry and I have a desire to ensure we continue to find better ways to engage our customers. |
| **STUDENTS** | | |
| Staff at Riverina Institute care about students and are enthusiastic about learning. The Institute’s learning culture is encouraging, vibrant and participatory. | – I do everything I can to ensure students are engaged and supported throughout their learning journey.  
– I build a vibrant and engaging learning environment.  
– Lessons are relevant, well prepared and resourced.  
– I provide an environment that motivates students and encourages participation and personal growth. |
| **ALLIANCES AND PARTNERSHIPS** | | |
| Riverina Institute is an enthusiastic, engaged and committed organisation that understands the region and cares deeply for those within it. | – I communicate my passion for my work to Institute partners through my actions and words.  
– I make myself accountable for the relationships I help develop because I am dedicated to the outcomes.  
– I am proactive in seeking ways to work closely with Institute partners. |
| **STAFF** | | |
| Riverina Institute staff care about their work and the impact it makes on the region. They all contribute to ensure their work culture is positive, inclusive and engaged with students, community and industry customers. | – I celebrate the successes of my colleagues.  
– I focus my energy on how to make a positive and constructive contribution to my working environment.  
– I am engaged with my work and I support and motivate those around me.  
– I lead by example and share good ideas and initiatives. |
Riverina Institute builds the skills, qualifications and employability of people in regional Australia. With 20 campuses across the Riverina-Murray region in southern New South Wales, the Institute offers skills training to students from a diverse geographical and cultural background across a broad range of professional areas and educational disciplines.

In 2011, more than 32,000 student enrolments in over 550 courses, generating in excess of 5.6 million annual students hours. Across the selection of courses, the areas of study include social inclusion and vocational access, business, community and health services, primary industries and natural resources and 27 trades disciplines.

The Institute has 1,567 staff, including 1,119 teachers and 300 non-delivery staff. Riverina Institute delivers training online, in the workplace and classroom.

Facts at a glance
- 1,567 staff (of which 1,119 are teachers)
- 32,361 students
- 5,621,379 annual student hours
- 2,180 apprentices across 27 trades
- 559 courses
- 14% of students studied at Certificate IV or above
- Aboriginal or Torres Strait Islander enrolments make up 8.25% of total enrolments
- 17% of students gain their qualifications in the workplace
- 8% of students come from beyond NSW
- 41.6% of our funding is contracted and/or won competitively (2010/11)
- Graduate satisfaction of 87.7%
- A 31% completion to enrolment ratio for Certificate III and above and a unit completion rate of 82% (2010)
- 88.3% of graduates are employed or in further study

We employ the latest learning technologies and up-to-date industry equipment and knowledge. We have also established specialty centres across the region:
- Forest Industry Training Centre
- Centre for Emergency Services Management Training
- Centre for Inland Engineering
- National Aerospace Training Centre of Excellence
- Riverina Wine and Food Technology Centre
- Centre for Innovative Training in Sport and Recreation
- National Environment Centre
- Primary Industries Centre

Students and staff at Riverina Institute have a track record of success both nationally and internationally. In 2011, students received 30 state and national accolades, including four scholarships. Staff, too, received several awards including the Learning for Sustainability Award of Excellence, the National Training Legend Award 2011 and the Food and Wine Combination Award at the Crave Sydney International Food Festival which was achieved through a joint staff and student effort.
OUR COMMUNITY & REGIONAL PROFILE

Across 20 campuses, Riverina Institute delivers services to 154,000 square kilometres of the Riverina-Murray region in southern NSW.

The region is framed by the Victorian border in the south, the Snowy Mountains in the east and the South Australian border in the west.

It encompasses the major regional centres of Albury, Wagga Wagga and Griffith and a large number of medium sized towns including Leeton, Narrandera, Deniliquin, Finley, West Wyalong, Temora, Tumut, Cootamundra and Young, with Coomealla Campus near Wentworth in the far west.

Our footprint also underpins the delivery of our services more broadly across NSW and nationally.

Riverina Institute’s catchment area has a population approaching 300,000. In recent times, people have tended to shift from small towns and remote communities to the larger population centres, driven primarily by greater employment and educational opportunities. Prolonged drought over the past decade has exerted additional pressure on the viability of rural communities. Despite a breaking of the drought in 2011, the dry climate and potential impact of a Murray Darling Basin Plan suggest that the movement away from smaller communities is likely to continue into the future.

The Riverina-Murray region is the traditional land of nine Aboriginal nation groups and currently consists of 13 Local Aboriginal Land Councils. The Aboriginal population is approximately 10,000. This is 3.5 per cent of the region’s total population.

Similar to the rest of Australia, the Riverina-Murray region has an aging population. The effects of this will be felt most acutely in smaller communities as the younger generations move away in search of opportunities offered by larger centres. Across the whole region, an aging population presents a challenge to local employers and regional services. For Riverina Institute, however, it also offers considerable opportunities for further training and re-skilling an aging workforce.

Industry in the catchment area is diverse and productive. People have a strong business focus that embraces the challenges of distance, water management and access to services. From a largely agricultural base, the region is projected to experience growth in health services, education and training, and construction over the coming five years. Many local, national and international business operate out of the catchment area.

The Institute services the students and business from across the region through 20 campuses.
Our specialty centres have been established to service areas in which we have considerable expertise and specialist resources to cater for demand in niche markets both in our region and beyond.

In addition to face to face delivery, our courses can be delivered flexibly, in the workplace, online and by distance education within Australia or overseas.
Riverina Institute’s Strategic Plan aligns to the aims and aspirations of the New South Wales and national vocational education and training reform process.

NEW SOUTH WALES
In September 2011, the New South Wales Government issued a discussion paper titled Smart and Skilled: making NSW number one. Similar to the models in most other Australian states, New South Wales is investigating an entitlement-based model for training that seeks to increase participation and completions in training, improve training and employment outcomes for disadvantaged and remote learners, increase the contestability of funding and improve quality assurance.

The Smart and Skilled initiative sits within the broader backdrop of the State Government Plan, NSW 2021: A Plan to Make NSW Number One. Within the plan there is emphasis on the need to drive regional economic development, strengthen local communities with particular mention of the need to build the participation of Indigenous people and undertakings to increase the population and jobs in regional NSW.

NATIONAL
In 2008, the Council of Australian Governments (COAG) agreed clear objectives, outcomes and targets for vocational education and training. These are set out in the National Agreement on Skills and Workforce Development.

Objectives: To provide the opportunity for all working-aged Australians to develop their skills, to assist people overcome barriers to education and training and to ensure Australian business can take advantage of increased skills.

Outcomes: An increased depth and breadth of training and level of foundation skills for all Australians, a more responsive vocational educational and training system and industries that utilise the improved skills base.

Targets: Double the proportion of Australians aged 20-64 with qualifications at or above Certificate III level and double the number of Diploma and Advanced Diploma qualifications, both between 2009 and 2020.

The Strategic Plan is consistent with TAFE NSW’s mission and values and conforms with its requirements.

TAFE NSW MISSION AND VALUES
TAFE NSW’s mission is to support the development of skills to increase sustainably the productivity, prosperity and well-being of the people of New South Wales. The organisation also aims to enable the transitions to further study and to improve the level of skills and qualifications across the State. TAFE NSW is motivated by the values ‘connected’, ‘empowering’, ‘professional’ and ‘progressive’.

TAFE NSW REQUIREMENTS
Riverina Institute is one of 10 TAFE NSW Institutes. It operates under the guidance of TAFE NSW and on the basis of the Technical and Further Education Commission Act 1990 No 118. Riverina Institute abides by TAFE NSW policies concerning the following:

- access and equity
- administration and management
- fees
- VET FEE-HELP
- computers and internet
- courses
- personnel
- student administration (including assessment, discipline, fees, recognition of prior learning, selection and enrolment, student records and workplace learning)
- wellbeing