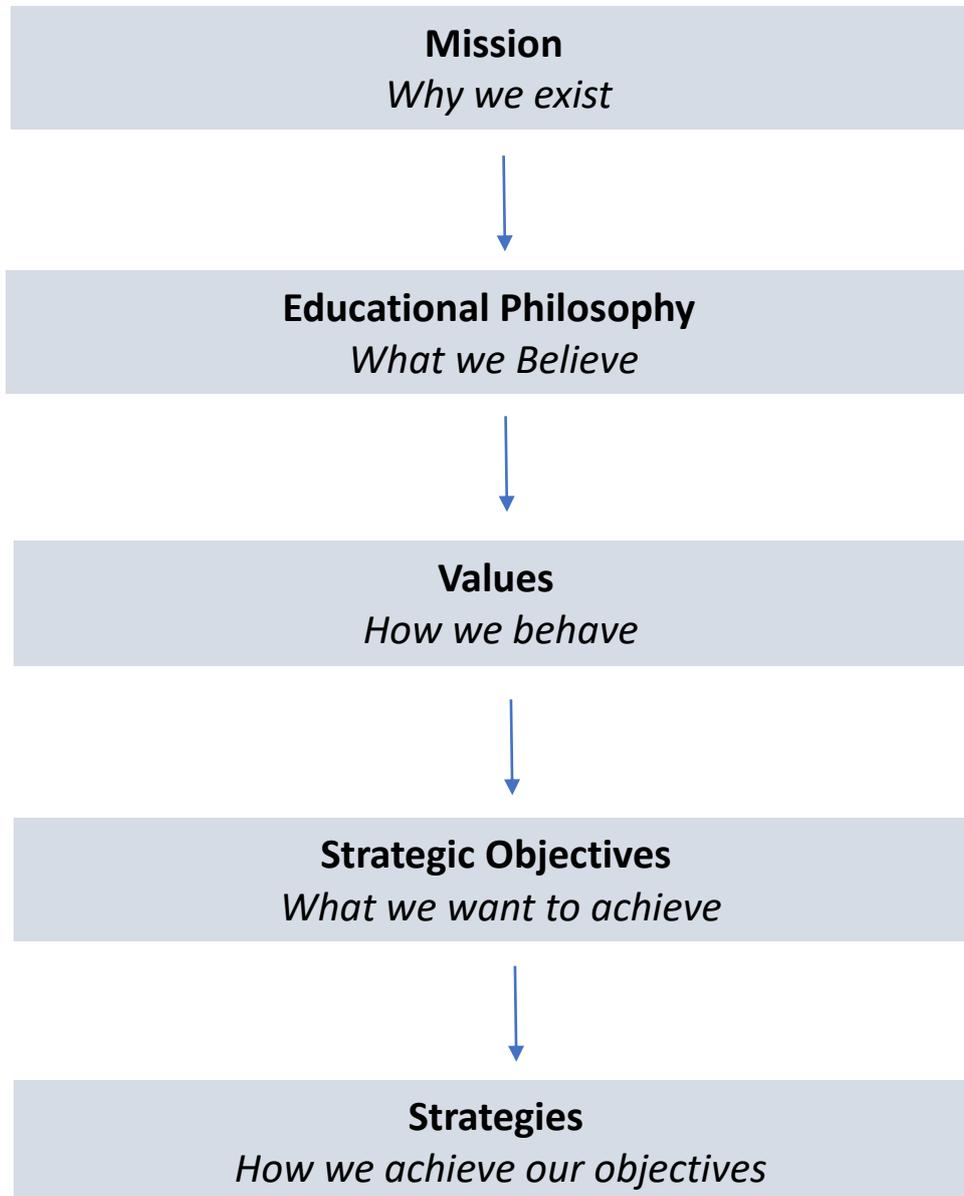


**SEDA College (Victoria)**  
**Strategic Plan 2020-2024**

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## Strategic Plan – Framework



## Mission

**The College exists to be Australia's number 1 provider of applied learning for Senior Secondary students.**

## Educational Philosophy

At SEDA College we believe that student success is achieved through educational experiences that challenge and inform our students' perspectives on the world. Every young person has the capacity to engage with their learning, achieve their life ambitions and make positive contributions to their community.

These beliefs are underpinned by an educational philosophy that is based on the principles of applied learning and our Colleges' core values.

Our philosophy commits us to developing students who are:

- Passionate about reaching their personal and professional potential.
- Proactive and resilient in both their personal and public lives.
- Productive and compassionate contributors to the wellbeing of their community.
- Professional and collaborative in the workplace.

We believe that students in the post compulsory years should be treated as young adults and given opportunities to develop their independence in a supportive environment where they are nurtured and allowed time to mature and develop the personal attributes that will help them be successful in both their personal and professional lives.

Our aim is for graduates to leave the College as mature, informed, resilient, independent and capable young adults as they make their transition from school to employment or further study.

The College believes that students will achieve more when their education is delivered through a model that is; relevant to their passion, applied, informed by industry and community expectations and delivered by a teacher that knows them well and differentiates their program accordingly. The College sees the inclusion of industry and community as a fundamental ingredient in applied learning.

The educational philosophy of the College is underpinned by the belief that every young person has the capacity to engage with learning, to achieve their life ambitions and make a significant and positive contribution to their community.

The College programs attract a group of young people who want their education experience to be 'real-life' and authentic.

The primary priority of the College is to support young people to complete a Senior Secondary Certificate complemented by Vocational Qualifications that support the student's interests. However, we are not just aiming for students to complete qualifications. The College is committed to;

- developing students so they are highly regarded for their skills to work in the industry they enjoy

- developing successful learners who have the capacity to engage in future learning and actively participate in their communities,
- Introducing students to the skills required to maintain their mental health.

The aim is for graduates to leave the College as mature, resilient, independent and capable young adults with the ability to both lead and work within teams. We want our students well placed to make informed choices about their next step towards employment or further study.

SEDA College is committed to Child Safety and the creation of an environment in which all young people feel safe, included and welcome. All staff have a responsibility to contribute to this environment and ensure that they interact with students in a manner that actively promotes the rights of young people. As part of induction staff are trained and informed of their obligations with respect to the safety of young people.

### How this Philosophy Becomes Action

The College will set objectives and implement strategies aligned with the philosophy; to outline the work that it will undertake in its' Strategic Plan to realise its vision.

It must be noted that these objectives and strategies will be commensurate with the College meeting its obligations as a Senior Secondary Provider operating in Victoria and delivering the Victorian Certificate of Applied Learning and a Nationally Accredited Vocational Qualification.

#### ***Hands on Learning and Curriculum Design (Growth)***

The pedagogy associated with hands on learning allows the College to bring learning to life.

The College's curriculum is designed to connect students to ideas, skills and knowledge that can be applied way beyond the boundaries of a classroom. Centred on the interests of our students, curriculum development is informed by educational theories and practices related to applied and experiential learning.

Curriculum development consultations with industry experts and professional organisations provide high calibre advice to further inform the development of course materials and forms of assessment that are the basis of the College's education program.

The curriculum framework for the Senior Secondary Qualifications are organised around what are called, Areas of Study (AoS). It is these that provide students with opportunities to; build social, mental and physical resilience; develop practical industry-based work skills; and connect with community. Projects form the basis of study in our AoS and it is these that drive the work that students complete in the classroom, out in the community and at their structured work placement.

It is intended that the curriculum design will facilitate both student learning and being assessed in real and practical environments.

#### ***Safety (Accountability)***

Situated in non-traditional classrooms, students at the College can expect that wherever they are located they will be safe. All teaching staff at the College are Victorian Institute of Teaching (VIT) registered and all support staff in classrooms have Working with Children Checks. The College is committed to student safety in all school environments and will implement policies to protect students from abuse, manage the risk of abuse, provide support to students at risk of abuse and to respond to incidents or allegations of abuse.

### ***Industry and Community Links (Growth)***

Industry and community are fundamental components of the education environment experienced at the College as students complete structured workplace learning and volunteer hours in a range of contexts.

In and outside of the classroom, students apply their practical skills to a range of relevant contexts, building their knowledge and skills of the world of work and the broader community through both direct application and reflection.

Through our structured work placements, voluntary work for industry partners and the work that we do for other community organisations our young people are provided with benefits and opportunities that come from being active citizens in a community. The experiences provided also allow students to connect and better appreciate both the cultural and social diversity of their communities.

### ***Inclusive Culture and Practices (Empathy)***

The College aims to create an education environment where the physical, social and emotional needs of all students are deemed to have as much importance to their lives as their academic and vocational needs.

Each year the College sets aside special days to allow for enjoyable experiences that focus on issues pertinent to the student cohort. The promotion of resilience and mental health and celebration of International Women's Day, Men's Health and the RUOK Day are all ways in which the College seeks to create a culture of acceptance and respect.

Whole College activities such as excursions for surfing and ski trips and the SEDA Cup also contribute to the development of a cohesive culture.

### ***Support for Students- Building Staff Capacity (Growth)***

In the classroom, differentiated teaching and learning practices are recognised as having a significant effect on student achievement.

Our teachers are encouraged to implement evidence-based teaching and learning methodologies to build their capacity in the classroom. Skills and knowledge in the areas of literacy and numeracy are acknowledged as ongoing high need areas for our teaching staff. Access to relevant professional learning programs is recognised as a significant contributor to our teachers teaching across the curriculum and facilitating student learning.

We have implemented the use of Education Engagement Assistants as an additional resource in classrooms.

Other forms of support for students are provided through the expertise of the Student Support Services Team whose skill set facilitates the development of holistic student-centred strategies to support the Regional Managers and teachers in their student case management practices.

***Teacher/Student/Parent Relationship (Teamwork, Accountability)***

As educators we know that it is the student and teacher relationship that is integral to student success. We believe our one teacher one class model creates a collaborative adult learning environment that is based upon mutual respect and responsibility towards one another. During the one or two years of a student attending the College, mentor-style relationships are formed between the teacher and students because of their shared passions and interests.

SEDA College teachers in the role of mentors come to understand and know the needs of their individual students, both academically and personally. This facilitates the development of individualised teaching and learning strategies that can be implemented consistently to support the student academically. They are the key influencer of student's outcomes, they own and lead class culture, and consistently manage standards and expectations.

The teacher will communicate regularly with the student's family and is the primary point of contact for all of the students' needs during the program.

***Tailored career plans, work placements and pathway support (Growth, Accountability)***

As a Senior Secondary Provider in the post compulsory environment the College emphasises the importance of pathways planning and transitions to employment or further education for our students.

To facilitate this the College will work with each student to develop a personal plan, supporting their journey through the final years of school and exploring the range of options available to them beyond school.

The College supports young people to explore a range of jobs and careers through regular and substantial blocks of work placement. The College intentionally exposes young people to a range of industry experts, role models and experiences that helps them consider a broad range of career options. It also helps young people develop the skills and maturity to be successful at work.

## Values

These are the core principles that define our College's culture and identity. They help us decide how we do what we do and how to act in various situations.

**Growth**

*We embrace feedback and look for continuous improvement.*

**Resilience**

*We bounce back when things do not go to plan.*

**Empathy**

*We respect others and try to understand their feelings and perspective.*

**Accountability**

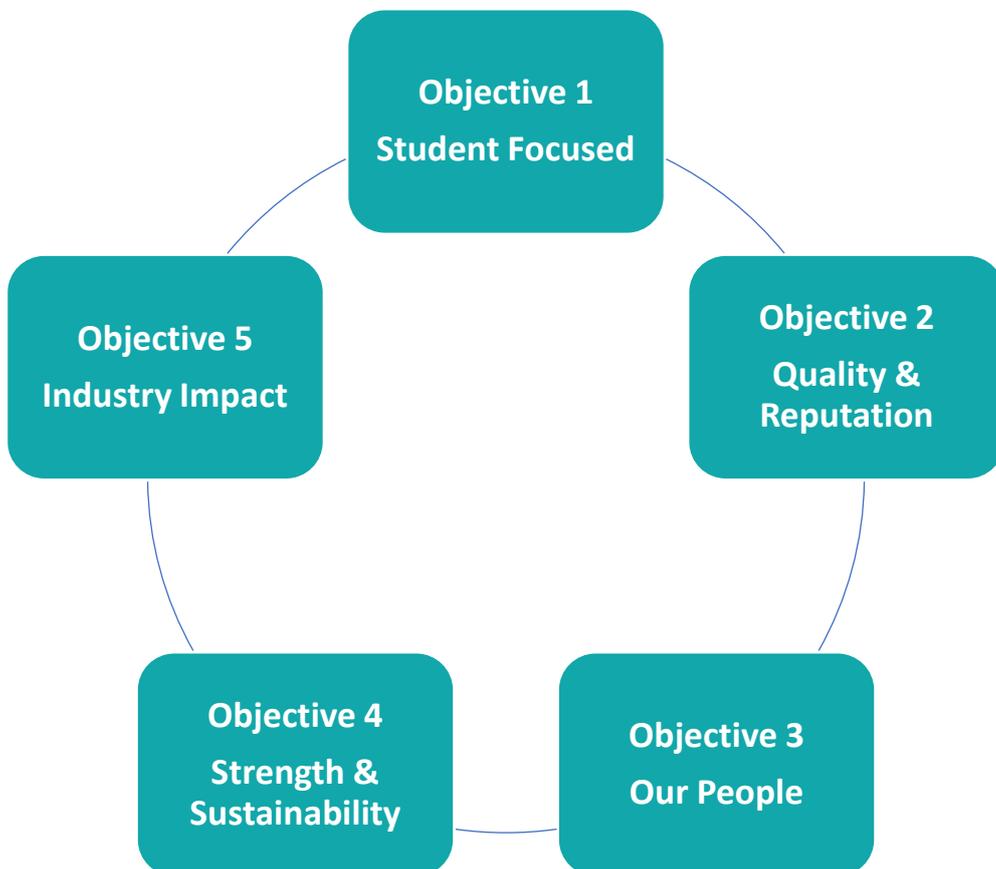
*We take responsibility for ourselves and follow through on our commitments.*

**Teamwork**

*We work together willingly. We share challenges and success.*

## Strategic Objectives

This Plan sets a clear direction for what the College wants to achieve. That direction is expressed through five strategic objectives:



## Strategies

We have set clear strategies to enable us to achieve each of our Strategic Objectives. Each objective is broken down into the key focus areas with specific targets developed for the next five years.

A graphic consisting of a black arrow pointing right, which transitions into a teal arrow pointing right. The text "Objective 1 Student Focused" is written in white on the black section.

### Objective 1 Student Focused

To provide a quality educational experience in a supportive learning environment, that provides opportunities and develops skills that empower all students to make the transition into further study or employment

### Student Learning

- Consult with industry leaders during the review process to maintain industry-based currency and relevance in the curriculum.
- Obtain student feedback in relation to the curriculum and overall program.
- Implement best practice differentiated teaching and learning strategies in classrooms and in the development of curriculum, to ensure individual students' learning needs are met.
- Develop curriculum that incorporates negotiated curriculum and applied learning practices.
- Review how technology and eLearning resources supports student learning.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
An annual review of the industry informed Areas of Study (AoS) to identify currency and relevance. All AoS include industry consultations as a part of their development process.	2020	Curriculum Development Process Staff and student surveys	Education Coordinator	Assistant Principal SEDA Group Education Coordinator AoS Curriculum Leaders
A student leadership forum is conducted at least once a year to allow for student feedback  A student survey is completed at least once a year with an average score of 4 using a 5-point scale	2020	Student Results	Education Coordinator	Education Coordinator Education Engagement Assistants Teaching Staff Assistant Principal
A professional learning program is scheduled to build staff capacity in differentiated teaching and learning strategies for all classroom practitioners.  Differentiation strategies for student learning are demonstrated by teaching staff in their classroom.  Assessment tasks and teaching and learning resources incorporate differentiation in their design.	2021	Staff and student surveys Student results Completion data	Development Manager	Education Coordinator Education Engagement Assistants Teaching Staff Assistant Principal
Each AoS assessment task that is developed has facility for student negotiation in its' design.  Teaching and learning materials and resources cater for different abilities and interests of the students.	2021	Feedback from staff and student surveys Quality Assurance Category - VCAL QA Panel reports and feedback	Education Coordinator	Education Coordinator AoS Curriculum Leaders Teaching Staff Assistant Principal
LMS is reviewed and updated at least twice a year to improve its functionality in the delivery of the program  Addition of specialised eLearning staff member to assist with the development of eLearning resources and maintenance of the LMS	2020	MySEDA Student Surveys	Assistant Principal (eLearning staff member)	Education Coordinator AoS Curriculum Leaders SEDA Group

### *Student Engagement*

- Provide wellbeing support to students that is responsive to their psychological and emotional needs and inclusive of key stakeholders such as parents or guardians, external support agencies and relevant SEDA College staff.
- Establish clear and certain pathway options in both industry and further education.
- Provide individual students with the appropriate education support to improve their learning experience and develop their knowledge and transferable skills.
- Implement a Student Case Management structure that supports and monitors individual students' learning and progress.
- Successfully implement each students career development tool MyPLAN.
- Develop and implement targeted initiatives to improve and maintain retention, attendance and completion rates.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Measure the number of students seeking support from student connect	2020	Referral Data	Student Connect Team	Regional Managers Education Coordinator Teaching Staff Assistant Principal
Every student has at least two one on one consultations with a Pathways staff member each year	Ongoing	Pathways Data	Pathways Team	Education Coordinator Assistant Principal
98% of students transfer into either work or further study after completing their studies at SEDA College	Ongoing			
An additional Pathways Advisor added to the team to support student growth	2021			
Every classroom has an additional Education Engagement Assistant supporting students at least two days a week.	2020	Student Results Completion Data	Education Coordinator	Education Coordinator Education Engagement Assistants Teaching Staff Assistant Principal
Implement an appropriate Literacy and Numeracy testing model.	2021			
Students needing individual support are identified by the end of term one and placed on ILP's	Ongoing	Student Results LLN Data Completion data Retention Data	Assistant Principal	Regional Managers Teaching Staff Education Coordinator Education Support Coordinator
Monitor and review LLN data at the beginning and end of the year to track LLN progress over time.	2021			
Implement a process for the accurate collection and monitoring of NCCD information to be reported annually	2021			
MyPLAN platform is reviewed and updated at least once a year to improve student engagement	2020	MyPLAN completions	Regional Managers	Pathways Team Teaching Staff
Every student has completed all elements of their MyPLAN	Ongoing			
Maintain an attrition rate of less than 3%	Ongoing	Retention Data Attendance Data Completion Data	Assistant Principal	Business Services Team Student Services
Maintain an average approved attendance of at least 98% and a raw attendance of %.				
VCAL completion rate to be greater than 96%				

- Create an environment that supports student wellbeing through the engagement of internal and external wellbeing activities.
- Provide opportunities for students to engage in sporting activities, camps and excursions to further enhance their educational experience.
- Support students with structured workplace learning and work placement to strengthen their connection to industry.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
<p>Establish and implement three peak wellbeing events each year.</p> <p>Two additional Wellbeing programs to be included within each class</p>	<p>2021</p> <p>Ongoing</p>	<p>Staff and Student Surveys</p> <p>Student Results</p> <p>Completion Data</p>	<p>Development Manager</p>	<p>Education Coordinator</p> <p>Assistant Principal</p>
<p>All students can participate or compete in a structured sporting competition. E.g. SEDA Cup, SSV or Premier competition</p> <p>Include at least two student activities each year e.g. surfing/ skiing.</p> <p>Increase the number of camps and international excursions</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Participation Data</p> <p>Student Survey</p>	<p>Regional Managers</p>	<p>SEDA Cup Manager</p> <p>Teaching staff</p>
<p>95% of students have completed a placement as part of their educational experience</p>	<p>Ongoing</p>	<p>SWL Data</p>	<p>Pathways Team</p>	<p>Regional Managers</p> <p>Teaching Staff</p> <p>Assistant Principal</p>

**Objective 2  
Quality**

To be held in high regard by all stakeholders

**Strengthen the Reputation and Relationship with Regulators**

- Successful QA process (VCAA)
- Attend VCAA curriculum reviews, have a voice at these events.
- Successful School Registration reviews and venue registrations.
- Robust Risk and compliance framework.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Successful QA process (VCAA) Apply to attend each forum advertised Successful School Registration reviews and venue registrations Robust Risk and compliance framework	Ongoing	Outcomes based	Assistant Principal - Education Principal	Education Team Operations team and Risk & Compliance Manager

**Enhance the Student and Parent Experience**

- Exceed expectation at every touch point during the student recruitment and enrolment process.
- Build trusted and responsive relationships with students and parents.
- Evaluate Stakeholder feedback.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Set regional experience targets, e.g. buses, selection process for SEDA CUP e.g. min regional reps.	2020	Survey Design and do Survey Design and do	Principal Registrar	Operations Team Admissions and Business Services Team Operations Team
Enhance regional enrolment process	2020			
Sport specific targets, break down survey data to program level (e.g. netball/TPP)	Benchmark 2020			
Community conversations develop model	2021			

### *Increase Staff Advocacy*

- Evaluate Stakeholder feedback.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Schedule biannually	2020	Design and do	Principal	NA

### *Build Credibility in the Educational Community*

- Speak at conferences on transferable concepts.
- Attain relevant awards.
- Be represented on focus groups and working groups.
- Share student success stories with their original schools.
- Maintain clinic, sports day quality.
- Nurture the ISV relationship.
- Participate in Government initiatives.
- Ensure students have the skills to transition to further study.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Create target for relevant performance plan, does this fit with my development  Create role  Student reflective piece.  Measure attendance at sessions	2020	Record and report on RM feedback/perf plan Report on annually 6 Month follow up	Principal Assistant Principal - Education	NA

### *Build Credibility in the Relevant Industries*

- Focus on skill development and employability.
- Maintain clinic quality.
- Celebrate the mutual benefits of recruitment pool.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Strengthen annual plan meetings, and summarise	2020	Report on Need to develop	Principal Assistant Principal - Education	NA

**Develop General Community Perception**

- Develop a Public Relations strategy.
- Improve brand awareness at venue level.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Develop and do Document Approach	2020	Design and do Measure against an annual Plan	Principal Assistant Principal – Operations	NA

**Objective 3  
Our People**

To provide an enjoyable and supportive work environment in which we expect the best of ourselves and our colleagues, where our people are valued, developed, engaged, empowered, and where a healthy work life balance

*Aligning Roles and Values*

- Staff understand their role and how it impacts on school/organisational strategic outcomes.
- Implementation, development, management of Strategic Plan.
- Measuring not just what we achieve, but how we do it.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
<p>Linked in with staff PDP</p> <p>Implemented in staff induction process</p> <p>Staff demonstrate behaviours in line with values.</p>	<p>Launch Jan 2020.</p> <p>Implement Start Plan 2020</p> <p>Yearly Review Nov - Dec</p> <p>Annual Action Plan Developed</p>	<p>Staff survey - review questions. Reward actions in line with values.</p> <p>PM process. ELMO reward module.</p> <p>Turnover.</p> <p>Values - All</p> <p>Staff Engagement Survey</p> <p>Staff PDP / Professional Conversations</p> <p>Student Numbers</p>	<p>Assistant Principal - Operations/Development Manager/HR Advisor/Teachers/Head Office staff</p>	<p>Assistant Principal - Operations</p>
<p>Implementation of HRIS that manages and measures individual development.</p> <p>Professional / Coaching Conversations conducted x2 term, for teaching staff and monthly for Head Office and Management.</p> <p>Develop R&amp;R Communication Plan</p>	<p>HRIS Plan 2020</p> <p>Implement 2021</p> <p>Measure 2021</p> <p>Evaluate 2022</p> <p>Coaching Conversations implements annually in Jan</p> <p>2020 Reward and Recognition Comms Plan</p>	<p>PDP completed</p> <p>Coaching Conversations Completed</p> <p>Reward and Recognitions</p> <p>Staff Turnover</p>	<p>Assistant Principal - Operations/HR Advisor</p>	<p>Assistant Principal - Operations</p>

### Teacher and Staff Recruitment and Support

- Implementing a teacher recruitment and development strategy that attracts, retains and engages the best possible teachers who can deliver contemporary and best practice teaching and learning to each student.
- Implementing a staff recruitment and development strategy that attracts, retains and engages the best possible people who can align to the College values and deliver exceptional outcomes meeting strategic needs.
- Continue to encourage staff referral for employment.
- Enhanced Induction Process across all areas.
- Developing a strategy for the College to achieve employer of choice status.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Recruitment (high quality applicants)  Staff engagement and value alignment  Staff referrals SEDA College is viewed as an employer of choice	HRIS Plan 2020 Implement 2021 Measure 2022 Evaluate 2023	Probation Documents Professional Conversations Induction Review / Onboarding HRIS Staff Referrals Staff PDP / Professional Conversations  Student Numbers	Assistant Principal - Operations/Development Manager/HR Advisor/Teachers	Assistant Principal - Operations
As Above	Timelines	As above	HR Advisor - Business Services/ Head Office	Assistant Principal - Operations
Consistent engagement scores.	Ongoing	Number of staff referrals	HR Advisor	Assistant Principal - Operations
100% successful completion of induction and probation	Ongoing	Successful completion of probation. Feedback back from staff? Survey?	Hr Advisor	Assistant Principal - Operations
NA	Two years? Depending on the program.	Assess against matrix e.g. WGEA Employer of Choice (Gender Equality) or Aust Bus Award or similar for schools values of business innovation, employee engagement, customer satisfaction, experience management, business sustainability, product and technology innovation via a set of comprehensive award categories???? (quality and reputation)	Assistant Principal - Operations	Assistant Principal - Operations

### Retain and Develop Quality Staff

- Enhance and consolidate a reward and recognition program.
- Providing opportunities for staff to socialise in and outside of work across various departments.
- Continue to develop a leadership, support and mentoring program.
- Provide targeted professional development programs for all staff. Further develop a Learning and development platform that provides staff with a comprehensive model to enhance their development.
- Develop a wellbeing program that supports staff physical, social, emotional and mental health.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Scores from Staff Survey.  Develop R&R Communication Plan	In place	Reduced turnover. Feedback from staff - NPS.	HR Advisor	Assistant Principal - Operations
At least one staff function and one wellbeing activity every term.	Each term.	Reduced turnover. Increased number of attendance at functions.	Assistant Principal - Operations	Assistant Principal - Operations
Targeted Development plans achieved  Implement 360-degree feedback	Annually HRIS 2020 360 Degree Feedback	Reduced turnover. Internal / external promotions. 360-degree feedback	Assistant Principal - Operations	Assistant Principal - Operations
Targeted Development plans achieved	Annually HRIS	Reduced turnover. Internal / external promotions	Assistant Principal - Operations	Assistant Principal - Operations
Termly Well Being Activity  Integrate into Coaching Conversations  Integrate into HRIS (wellness)	Annually  Annually  HRIS Plan 2020 Implement 2021 Measure 2022 Evaluate 2023	Staff Engagement Survey Staff Retention staff wellness measure	Assistant Principal - Operations	Assistant Principal - Operations

**Objective 4  
Strength and Sustainability**

To ensure the College is a responsible organisation through promoting good governance, a strong financial position and informed decision making which contributes to improving the lives of the people we affect both now and into the future

*Student Numbers and Marketing*

Ensure we have strong student numbers and effective marketing strategies to deliver this

- Ensuring that the College adopts a consistent approach across all markets for its enrolment procedures.
- Work with the marketing team to design the calendar of events for each enrolment year.
- Ensure that all leads are followed up promptly to increase conversion to applications.
- Reduce the admin paperwork involved in enrolling a student at SEDA College.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Number of enrolments completed on day of interview to be at least 95%	Initially 2020 but is ongoing	Synergetic - number of student records pulled through into system after each interview day	Registrar	Admissions/Finance
All direct marketing campaigns to be released in advance of main information sessions/open days to drive enquiries and increase registrations	Initially 2020 but is ongoing	CRM - number of registrations for each information session	Assistant Principal - Operations	Registrar/Admissions
Contact all attendees at information sessions who did not complete an application form within 5 days	Initially 2020 but is ongoing	CRM - number of applications processed post information sessions	Admissions Coordinator	Admissions
Utilise an online solution for completion of compliance documentation	Initially 2020 but is ongoing	The number of compliance documents completed on time	Director of Business Services	Finance Manager/Risk and Compliance Manager/Registrar

### Existing Sources of Revenue

Ensure existing sources of revenue are maximised

- Ensure that NCCD data is recorded correctly in Synergetic and adequate evidence is maintained to support our claims for funding.
- Ensure that all census data is submitted by the due dates and is accurate.
- Ensure that student fees are set each year with the aim of recovering costs and allowing for any potential decrease in concession funding.
- Ensure debtor collections are maintained at a high level to minimise bad debts.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
All NCCD data to be entered into Synergetic before the end of Term 1	Initially 2020 but is ongoing	Synergetic - monitoring NCCD reports from the system	Education Coordinator - ILPs	Education team/Regional Managers
Have all census data prepared by the COB on first working day after Census date	Initially 2020 but is ongoing	SchoolsHub Census On Line system shows submission made by deadline	Director of Business Services	Registrar
Set student fees for each year at least 15 months in advance	Initially 2020 but is ongoing	Forecast model prepared to show revenue for each year compared to costs	Director of Business Services	Finance Manager
Maintain bad debts from student fees at below 5% of total fees	Initially 2020 but is ongoing	Synergetic - monitoring Debtors reports from the system	Finance Manager	Finance Team

### Financial Systems and Reporting

Ensure strong Financial Systems and Reporting Processes are in place to support decision making that makes the most effective use of the College's resources

- Ensure that Budget Owners are equipped to develop, monitor and manage their financial budgets
- Ensure that reforecasting of financial and associated non-financial targets can be undertaken in a robust and timely manner
- Ensure that Management and the Board receive timely financial information to allow them to make informed decisions regarding allocation of College resources
- Ensure that Management and the Board receive key benchmarked financial targets to allow them to identify and monitor the College's financial strengths and weaknesses

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Actuals delivered within 10% of set budget (significant variances appropriately authorised)	Initially 2020 but is ongoing	Financial Performance Report - Synergetic	Finance Manager	Accountant

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Financials reforecast at 30 April for presentation at May SEDA College Board meeting	Initially 2020 but is ongoing	Reforecast budget loaded into Synergetic	Director of Business Services	Finance Manager/Registrar
Monthly Financial Management Reports produced by COB Working Day 7 in 2020 and Working Day 5 in 2021	2020 and 2021 and maintained or improved ongoing	Reforecast budget loaded into Synergetic	Director of Business Services	Finance Manager
Benchmarked key financial targets included in Monthly Financial Management Report by end of Term 1 2020	Initially 2020 but is ongoing	Monthly Financial Management Reports published by relevant deadline	Director of Business Services	Finance Manager

### *New Sources of Revenue*

Explore new sources of revenue to further strengthen the College's financial position

- Ensure that relevant Grants are identified and applied for on an ongoing basis.
- Ensure families in situations of hardship are aware additional sources of funding available to assist them with payment of Student Fees.
- Ensure that investment of excess cash maximises return for the College.
- Determine whether establishing a Foundation with Deductable Gift Recipient (DGR) status will provide the College with additional income streams.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
At least 2 new Grant opportunities identified by Term 4 2020)	Initially 2020 but is ongoing	New Grant opportunities presented to the SEDA College Board	Director of Business Services	Varies
Identify scholarships and additional sources of funding available to support families by Term 3 2020	Initially 2020 but is ongoing	Reduction in number of families receiving Bursary Assistance; reduction in level of Bad Debts	Director of Business Services	Finance Manager/Student Connect Team
Develop an Investment Policy that provides guidance to Management from the Board in relation to assessing and accessing investment opportunities by Term 2 2020	Initially 2020 but is ongoing	Investment Policy approved by College Board	Director of Business Services	Finance Manager
Conduct a feasibility study into whether it will be financially viable, as well as strategically appropriate, to establish a Foundation with DGR status	Feasibility study conducted in 2021	Feasibility study completed and submitted to Board	Principal	Director of Business Services/Finance Manager

### *Decision Making & Processes*

Ensure the College Board, Leadership Team and College Staff make high performance decisions that allow for sustained growth and financial stability

- Develop and review College policies to ensure they are in line with Governing body expectations.
- Ongoing education and monitoring of College staff to ensure all staff are acting in accordance with College policies.
- Monitor and review all ongoing contracts to ensure maximum value is achieved with College finances.
- Continued growth of College Board to ensure College has access to a range of experienced people with a variety of high-level skills and knowledge.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Review existing policies by stated review date; and establish new policies in accordance with external regulations	As per stated review date	Policy published on MySEDA	Risk and Compliance Manager	Leadership team
All staff are aware of policies and act in accordance with guidelines	2020	Performance Review signed off (trained in all policies)	Leadership Team	HR Advisor
Review all ongoing contracts and complete tender process for all new contracts	2021	Ongoing contracts reviewed	Finance Team	Director of Business Services
Identify the skills matrix required by the SEDA College Board by 30 June 2020	2020	Skills Matrix document approved by Board	Principal	College Board
Appoint suitable candidates by 2022	2022	New Board members appointed		

### Premium Venues

Ensure all SEDA College programs operate from premium venues across Victoria; including SEDA College Head Office

- Upgrade/consolidate premium teaching venues across Victoria.
- Establish long term venue contracts to ensure future sustainability.
- Improve the physical and virtual learning spaces to enable further collaboration between staff and students.
- SEDA College Head Office - identifying opportunities for SEDA College relocation (after 2022).

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
Identify premium teaching venues across Victoria (regional locations and metro)  Apply/maintain venue registration with VRQA. If new venues are sought, ensure application submitted by 30 June each year	2020-Ongoing	Signed contracts and VRQA venue registrations complete	Principal	Principal, Assistant Principal - Operations, Assistant Principal - Education, Director of Business Services, Partnerships Manager

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
80% of venue contract agreements - minimum of two years duration	2020-Ongoing	Signed contracts	Partnerships Manager	Principal, Assistant Principal - Operations, Director of Business Services, Risk and Compliance Manager
Identify Regional Collaboration Centres (RCCs) by 2021 Monitor and upgrade learning spaces on a regular basis	2021-Ongoing	RCCs in place by 2023 Venue Audits	Principal	Principal, Assistant Principal - Operations, Assistant Principal - Education, Director of Business Services, Partnerships Manager, Regional Managers
Research viable SEDA College Head Office locations  Survey SEDA College staff	2021	Short list (minimum of 3) viable locations by 2021	Principal	Principal, Assistant Principal - Operations, Assistant Principal - Education, Director of Business Services

## Objective 5 Industry Impact

To be recognised as an educator preparing community minded young adults, who are capable of contributing to strong industry outcomes

### Programs and Projects

- Deliver the SEDA Group Education Model that provides students with a connection and broad understanding of the industry.
- Maintain and enhance programs that combine student learning opportunities with industry specific objectives, in a manner that makes students highly employable, and relevant to industry partners.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
1. Making sure all students enrolled are aligned to sporting partners to enhance experience provided through the SEDA Group education model. 2. Maintain positive relationships with key stakeholders	Ongoing	1. Maintaining student retention rates 2. Student survey results	Assistant Principal - Operations	SEDA Group Partnerships Manager and Partnerships Manager
1. Increase number of employment opportunities with industry partners 2. Improve teacher interaction with specific industry partners 3. Increase number of industry partnerships	Ongoing	1. Number of students employed by industry partners 2. Increase in student opportunities provided by industry partners	SEDA Group Partnerships Manager	Regional Managers and Teachers

### Industry Partners

- Expanding programs that facilitate the development of meaningful industry networks for students.
- Establish and execute industry specific annual plans on partnership with peak industry bodies.
- Creation of projects and programs in consultation with industry partners.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
1. Expand networks that support our industry partners	Ongoing	1. Number of industry partnerships established	SEDA Group Partnerships Manager/Assistant Principal - Operations	Partnerships Manager, Teachers & Regional Managers

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
1. Improve reporting systems to capture data 2. Enhance sports specific meetings/interactions with staff and industry partners	Ongoing	1. refined reporting system for staff	SEDA Group Partnerships Manager	Teachers, Regional Managers (suggest using technology to make this happen)
1. High achieving students 2. Involvement with community and industry projects	Ongoing	1. Successful completion rates 2. Positive student outcomes	Regional Managers	Teachers

### *Community Partners*

- Increase opportunities for our staff to collaborate and network with industry experts to enhance their skills.

TARGETS	TIMELINE	MEASUREMENT TOOL	LEAD	SUPPORT
1. Increase participation in community programs and events 2. Develop skills and improve student outcomes 3. Industry specific Professional Development for staff	Ongoing	1. Student outcomes 2. Student and parent survey results 3. Staff survey 4. MyDevelopment meetings	Management	All