

**STRATEGIC PLAN 2020-2023**

**Preamble**

“Truth Transforming Life and Practice”

# Executive Summary

This Strategic Plan (the Plan) is the outcome of a number of years of discussion, reflection and analysis, and has been undertaken as a participatory exercise involving the Board of Management and Executive Team. Further input has also been provided by faculty, staff, current and past students, supporting constituency, and partner organisations.

* The Plan will provide a strategic framework for the Board of Governance in the execution of its governance responsibilities, and to the Executive Team in the operational and academic leadership of Eastern College Australia (ECA).
* The Board will routinely and systematically review the Strategic Plan each year, and will regularly allocate time each meeting for analysis, reflection, and review of various aspects of the Plan.
* The Executive Team and Principal will also benchmark key executive and operational decision-making against the Plan, and provide regular reports to the Board on outcome measurements and performance indicators.

1. Scope of this Plan

This strategic plan is intended to provide a framework for academic, community and governance decision-making and planning for THREE years (2020 – 2023) with regular review.

1. Mission

Eastern College Australia provides teaching, training and research from a Christian worldview that serves the Christian church and contributes to human flourishing through the transformed lives of its graduates

1. Vision

Eastern College Australia aspires to be internationally recognised for university-quality education from a Christian worldview in a vibrant spiritual community.

1. Values

**Faith**

ECA is a community committed to embodying Christ-centred, biblically-based, character-forming and gift-affirming faith, expressed in vocational living, and prayerful participation in God’s mission through the Christian church, in service to humanity and its own stakeholders.

**Reason**

ECA is committed to the pursuit of knowledge and truth from a Christian worldview, valuing relevant academic excellence, critical and creative thinking and life-long learning that integrates theory and practice.

**Justice**

ECA, as a community, is committed to acting justly in all human relationships, exercising responsible care and stewardship of God’s creation, and implementing God’s vision for the transformation of the world.

# History

1. A charismatic Bible college

Tabor College was established in Adelaide by the Christian Revival Crusade (now CRC Churches International) in 1979. Tabor Melbourne began in 1988 with Dr Ian Richardson, the founding principal. It operated as a separate entity to Tabor Adelaide, an interdenominational evangelical, charismatic and Pentecostal college, but used a common curriculum. The college had humble beginnings, with a library of a single crate of books and classes in rented premises in Blackburn and then North Fitzroy.

Following continued growth, the college established a long-term rental agreement and relocated in 1993 to premises in Ringwood North. This remained the college’s home until December 2010. This period was characterised by innovation. For example, Tabor Victoria was one of the first Australian bible colleges to offer classes morning, afternoon and night. As a non-residential college, students mostly studied part-time and took advantage of evening and weekend classes while they worked. The college experimented with annexes at Berwick, Geelong, Sunshine and Mildura. To represent this geographic diversity, the College changed its name to Tabor Victoria.

1. An expanded curriculum

The College developed its own curriculum and became independently accredited during this time at Ringwood North. The college expanded its offering beyond Biblical Studies, Ministry and Counselling into Intercultural Studies, Arts and Education. New programmes were added as government accreditation was received, and in 2005 Tabor Victoria became an independent Higher Education Provider. There was an expansion from certificates to degrees and post-graduate awards. This was reflected in a growing student body, with more than 500 enrolled students in 2005. Faculty, staff and student numbers grew, along with the library and physical resources.

With the lease on the Ringwood North property ending in December 2010, Tabor Victoria relocated to Jacksons Road, Mulgrave, where property and resources were shared, at the invitation of the then Churches of Christ Theological College (now Stirling College). Classes commenced at the new location in February 2011 and continued until December 2017.  In August 2015, Tabor Victoria, with a view to strengthening its independent identity, changed its name to Eastern College Australia (ECA).

1. Collaboration with Melbourne School of Theology

ECA announced the formation of a significant new partnership with MST (Melbourne School of Theology) in 2017. As collaborating Colleges, located at MST’s site in Wantirna, both Eastern and MST retain their separate identities, and offer distinctly accredited courses and awards. MST continues to offer training in Theology, Biblical Studies, Mission and Ministry, from Diploma to Doctorate awards, while Eastern continues to offer high quality Vocational Education Training (VET) and Higher Education in Christian Foundations, Aid & Development, Community Development, Counselling, Education, Social Sciences and Youth Work - from Certificate to Masters levels.

d. Transforming Community

From humble beginnings, ECA has grown into a College that reflects a wide range of Christian traditions. It has matured over time into an organisation that interprets contemporary cultural and spiritual trends whilst retaining integrity with Christian truths.

The College community is vibrant, committed to life-embracing scholarship as an act of worship. It aspires to forming creative and influential thought leaders and practitioners who engage the church, society and the marketplace. Through its teaching and learning activities, the College seeks to empower, transform and equip people for Christian life and witness. In embracing the themes of academic excellence and spiritual relevance, the College seeks to graduate spiritually integrated, resourceful and enterprising people. Thousands now serve in a wide range of areas across the world, utilising a diversity of skills as they contribute to church and society.

# 7. Assumptions

We must:

1. Be viable & grow

Eastern College Australia is a not-for-profit organisation. However, we are also a not-for-loss organization. This presumes, therefore, that the business plan and economic platform upon which we rest must be fundamentally sound. We must earn a sufficient financial surplus each year that allows us to reinvest in people, process and premises to ensure we are able to fulfil our purpose on an enduring and long-term basis.

We will continue to integrate into the Plan an element of ‘donor support. However, these must be primarily viewed as enabling additional development in strategy, and not critical to operational viability. We will therefore be measured in our reliance upon gifts and donations.

1. Build on the past while focussing on the future

We are thankful for the rich history, and abundant blessing of God over many years. Being relevant in a highly competitive educational environment does not mean compromising our commitment to traditional biblical and theological education, with depth and rigor. It does demand, however, that we need to ask ourselves consistently: Does what we teach, the way we teach, and the expectations we have of our graduates reflect the needs, challenges and opportunities that are relevant to our times?

1. Understand, and strengthen our distinctives

There are few interdisciplinary Christian Higher Education Providers in Australia. We therefore need to know, reinforce, articulate, and celebrate the elements that make us unique, and use these to create new opportunities to attract students, grow our profile, and expand our sphere of influence.

Christian higher education is still in its formative stages in Australia and, as such, will require nurturing and resourcing to bring it to maturity. ECA therefore plans to form stronger relationships with stakeholders to ensure the goals for the next three years are met. The collaborative relationship with Melbourne School of Theology is central to this strategy.

# 8. Educational philosophy

ECA’s vision for a truly multi-disciplinary expression of the Christian worldview in a range of vocations, is the heart of the 2020-2023 Strategic Plan. It seeks to deliver high quality courses and faculty who are committed Christians in an academic environment that meets all HESF standards for higher education and RTO standards for vocational courses..

Our core philosophy is a *faith integration model* that articulates the formation of a Christian worldview based on the biblical narrative, which resolves any compartmentalization in our lives. This model has been extensively used in the Christian Schools movement and most Christian Higher Education Providers in Australia

ECA holds strongly to the “Christ-transforming Culture” approach – involving all areas, neither rejecting nor accepting unthinkingly all that culture offers. The role of ECA’s Christian higher education is not to isolate or protect students from a threatening world, nor to offer an indoctrination into a particular Christian sub-culture. The task is to integrate faith and knowledge in chosen disciplines alongside the promotion of healthy spiritual formation. We understand the role of Christian Higher Education as assisting students to be excellent in their chosen discipline, to transform their worldview and character, and prepare them for their vocation.

Eastern is aiming ultimately at Self Accrediting Authority status. This shapes our strategic planning.

# Graduate attributes

* Demonstrate an understanding of the Christian perspective of growth in knowledge and relationship with God.
* Recognise the diverse opportunities available individually to pursue vocation.
* Be grounded in a Christian faith, worldview, and the Scriptures.
* Engage morally and ethically in relationships, employment, innovation and creativity, and citizenship.
* Exhibit intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning.
* Demonstrate critical thinking, reflection, analysis, and communication skills.
* Have developed knowledge and competencies in their chosen field of study.
* Engage society as spiritually integrated, resourceful and compassionate individuals.
* Be motivated to assume responsibility for justice and to be a transformative influence.
* Be equipped to live with humility in an interdependent world, aware of societal and global dilemmas and committed to engage with hope.
* Know and understand the Christian faith and Christian worldview and the role of the church in the world.
* Possess applicable knowledge and competencies in their chosen field at their level of study.
* Contribute to society as spiritually integrated, ethical, justice-seeking, innovative and creative individuals.

# Goals

In the next three years Eastern College Australia will:

1. Maintain excellence in learning, teaching and research among students and teaching staff.

1.1 Provide appropriate professional development and research opportunities for teaching staff to enhance competence in their disciplines and in learning and teaching.

1.2 Ensure graduates are intellectually and vocationally equipped in their chosen discipline.

1.3 Ensure a Christian/biblical worldview is integrated into the structure and delivery of all courses.

1.4 Provide diverse and flexible learning communities, sound pedagogical approaches and effective means of student engagement.

1.5 Provide courses in multiple disciplines from certificate to master level.

1.6 Provide a supportive student experience

1.7 Collaborate with MST in the delivery of mutually beneficial courses and/or units of study

1. Maintain a spiritually-vital community with strong Christian values.
2. Ensure high quality systems of governance, administration and operations in an environment of continuous quality assurance and innovation.
3. Establish and maintain financial sustainability and stability to assure College goals are achieved.
4. Ensure readiness to seek Self-Accrediting Authority.
5. Collaborate with MST to rationalise and improve the administration and operations of both Colleges.
6. Forge closer relationships with stakeholders, community groups, peak bodies, accrediting agencies.

# Operational Plan

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| 1. **MAINTAIN EXCELLENCE IN LEARNING, TEACHING AND RESEARCH AMONG STUDENTS AND TEACHING STAFF.** | | | | |
| **1.1 Provide appropriate professional development and research opportunities for teaching staff to enhance competence in their discipline and in learning and teaching.** | | | | |
|  | | **Completed by** | **Implemented by:** | **Measured by** |
| **1.1.1** | Required undertaking of professional development in discipline each year | Ongoing | Executive Team/Director of Quality & Standards | Annual evidence of 20 hours of PD per teaching staff, inclusive of 5 hours of learning and teaching. |
| **1.1.2** | Required undertaking of professional development in aspect of learning and teaching each year | Ongoing | Executive Team/Director of Quality & Standards | Annual evidence of 20 hours of PD per teaching staff, inclusive of 5 hours of learning and teaching. |
| **1.1.3** | Peer review of teaching | Annual | Executive Team | Each teaching staff has one peer review conducted on themselves and one review on another peer. |
| **1.1.4** | Permanent teaching staff engage in relevant research, present and/or publish at least bi-annually | Ongoing | Executive Team/ Director of Quality & Standards / Dir Research | Publication reports and Presentations to LTR and forwarded to Academic Board. |
| **1.1.5** | Periodic Faculty Research seminars | Ongoing | Executive Team/Dir Research | 4 seminars |
| **1.1.6** | Each teaching staff has an agreed Scholarship Plan, reviewed annually.  Scholarship Plans to cover professional development for their discipline and in teaching and learning. | Ongoing | Executive Team/ Director of Quality & Standards | Summary of Scholarship Plans and progress reported to the Academic Board. |

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| **1. MAINTAIN EXCELLENCE IN LEARNING, TEACHING AND RESEARCH AMONG STUDENTS AND TEACHING STAFF.** | | | | |
| **1.2 Ensure graduates are intellectually and vocationally equipped in their chosen discipline.** | | | | |
|  | | **Completed by** | **Implemented by:** | **Measured by** |
| **1.2.1** | Practicum placements required for vocationally-aligned courses | Ongoing | Executive Team/Course Coordinators/Work Integrated learning coordinator | Counselling, Education and Youth Work Sem. 1 & 2  On schedule for 2019, and responsible staff member appointed. |
| **1.2.2** | Benchmarking of courses against external referencing | Ongoing | Executive Team/ Director of Quality & Standards | BAppSocSci accredited  BA reaccredited |
| **1.2.3** | Continue engagement with industry | Ongoing | Executive Team/Course Coordinators | Counselling (PACFA/CCAA, ACA), Education (ACDE, VCDE, CEN, CSA, VIT) Theology (CDT). |
| **1.2.4** | Engage with industry, including feedback, value add and co-design where appropriate, to ensure continuing responsiveness of curriculum development and instruction. | Ongoing | Executive Team/Course Coordinators | Ongoing engagement with key industry stakeholders. Add value for stakeholders by providing opportunities for research seminars and mutual understanding.  Reports to LTR and Academic Board. |
| **1.2.5** | High satisfaction of graduates as reflected in GOS, GOS-L and Employer satisfaction as reflected in ESS | Ongoing | QILT | Report to Academic Standards and Academic Board,  including Post Graduate project regarding Alumni involvement |

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| 1. **MAINTAIN EXCELLENCE IN LEARNING, TEACHING AND RESEARCH AMONG STUDENTS AND TEACHING STAFF.** | | | | |
| **1.3 Ensure a Christian/biblical worldview is integrated into the structure and delivery of all courses.** | | | | |
|  | | **Completed by** | **Implemented by:** | **Measure by** |
| **1.3.1** | Orientation and ongoing development of all teaching staff regarding the integration of Christian worldview. | Ongoing | Executive Team/ Director of Quality & Standards /Unit Co-ordinator | Position descriptions and contracts and workshops and ongoing professional development |
| **1.3.2** | Regular and subject specific seminars for all teaching staff on Christian worldview integration | Ongoing | Executive Team | Hours attended count towards annual Scholarship Plans. |
| **1.3.3** | Attendance (by rotation and where possible) at ACHEA Conference | Ongoing | Executive Team/Principal | Attendees’ reports presented to the Academic Board. |
| **1.3.4** | Courses structured to engage with Christian theorists and to integrate a Christian worldview in each area | Ongoing | Executive Team/Course Coordinators | LTR approvals on changes |

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| 1. **MAINTAIN EXCELLENCE IN LEARNING, TEACHING AND RESEARCH AMONG STUDENTS AND TEACHING STAFF.** | | | | | |
| **1.4 Provide diverse and flexible learning communities, sound pedagogical approaches and effective means of student engagement.** | | | | | |
|  | | | **Completed by** | **Implemented by:** | **Measured by** |
| **1.4.1** | | Flexible Timetabling and clear personal communication regarding changes | Ongoing | Executive Team/Dean Studies/Course Advisors | Student Surveys to include specific questions. |
| **1.4.2** | | Implement effective means of student engagement in a blended or online mode | Ongoing | Executive Team/Director of Online Learning/  Dean Faculty/Academic staff | Student Surveys  Moodle info |
| **1.4.3** | | Provide Professional Development to teaching staff on sound instructional approaches for adult education | Ongoing | Executive Team/Dean of Studies /  Dean Faculty | At least 2 hours of PD delivered in 12 months. |
| **1.4.4** | | Provide Professional Development to teaching staff on effective student engagement | Ongoing | Executive Team/Dean of Studies  Dean Faculty | At least 2 hours of PD delivered in 12 months. |
| **1.4.5** | | Explore possibilities for student engagement in overseas exposure through study abroad options | Ongoing | Executive Team/Course Coordinators | Overseas school placements, MTD students.  Mission agencies. |
| **1.4.6** | Include research methods, analysis and activities across courses. | | Ongoing | Executive Team/Course Coordinators | One unit/subject in each post graduate course to cover research methods or application. |
| **1.4.7** | Obtain CRICOS accreditation for Overseas Students – for Higher Education and VET. | | In process | Executive Team/GM/Dean Studies | HE CRICOS approved.  VET CRICOS application underway. |

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| 1. **MAINTAIN EXCELLENCE IN LEARNING, TEACHING AND RESEARCH AMONG STUDENTS AND TEACHING STAFF.** | | | | |
| **1.5 Provide courses in multiple disciplines from certificate to doctoral level.** | | | | |
|  | | **Completed by** | **Implemented by:** | **Measured by** |
| **1.5.1** | VET - Cert III Spoken and Written English |  | Executive Team/VET Coordinator | Courseware fully developed and quality assured |
|  | VET - Cert III Education Support |  | Executive Team/VET Coordinator | Courseware fully developed and quality assured |
|  | VET - Cert III Christian Ministry and Theology |  | Executive Team/VET Coordinator | Courseware fully developed and quality assured |
|  | VET - Cert IV Christian Ministry and Theology |  | Executive Team/VET Coordinator | Courseware fully developed and quality assured |
|  | VET - Cert IV Education Support | 2021 | Executive Team/VET Coordinator | In process |
|  | VET - Cert IV Youth Work |  | Executive Team/VET Coordinator | Courseware fully developed and quality assured |
|  | VET - Cert IV Chaplaincy and Pastoral Care |  | Executive Team/VET Coordinator | Courseware fully developed and quality assured |
|  | VET – Cert IV Music Industry |  | Executive Team/VET Coordinator | On scope but not yet developed |
|  | VET - Cert IV in Intercultural Preparation | To be developed | Executive Team/Principal |  |

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| **1.5.2** | Diploma of Arts |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Bachelor of Arts |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Bachelor of Applied Social Science |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Bachelor of Education (Primary) |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Bachelor of Education (Secondary) |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Graduate Certificate of Arts |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Graduate Diploma in Arts |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Master of Teaching (Primary) |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Master of Teaching (Secondary) |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Master of Transformational Development |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Master of Community Counselling |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Master of Practical Theology |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
|  | Master of Education |  | Executive Team/Course Coordinator | Courseware fully developed and quality assured |
| **1.5.3** | Teach out Diploma in Theology | Teach Out - 2020 |  |  |
|  | Teach out Bachelor of Theology | Teach Out - 2020 |  |  |
| **1.5.4** | Master of Arts - Organisational Leadership | Proposed | Executive Team/Course Development Committee |  |
|  | Master of Practical Theology | Under review |  |  |
|  | Bachelor/Graduate/Master of Intercultural Studies | Proposed | Executive Team/Course Development Committee |  |
|  | Diploma in Generational Ministries/Youth | Proposed | Executive Team/Course Development Committee |  |
|  | LOTE – Korean Counselling | Proposed | Executive Team |  |
|  | LOTE - Chinese Counselling | Proposed | Executive Team |  |
| **1.5.5** | Explore options for Doctoral courses | Proposed | Executive Team/Course Development Committee |  |

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| 1. **MAINTAIN EXCELLENCE IN LEARNING, TEACHING AND RESEARCH AMONG STUDENTS AND TEACHING STAFF.** | | | | |
| **1.6 Provide a supportive student experience** | | | | |
|  | | **Completed by** | **Implemented by:** | **Measured by** |
| **1.6.1** | Student Support Officer Employed | 2018 | Executive Team/Principal | Employment |
| **1.6.2** | Increased Eastern membership on the joint Student Leadership Team | Ongoing | Executive Team/GM |  |
| **1.6.3** | Establish links between more-experienced and newer students | Ongoing | Executive Team/Student Support Officer | First –year Student Survey |
| **1.6.4** | Provide discipline-specific networking and support | Ongoing | Executive Team/Course Coordinator/Director of LT/IT | Student Survey |
| **1.6.5** | Provision of opportunities for student social and spiritual interaction | Ongoing | Executive Team/Student Leadership team/Student Support Officer | Chapel,  Special community events |
| **1.6.7** | Raise awareness of student activities and achievements | Ongoing | Executive Team/Communications team | Posts, articles, Chapel interviews. |
| **1.6.8** | Encourage regular student-faculty interaction | Ongoing | Executive Team/Faculty/Student leadership team Community Life Coordinator | Collective involvement, event attendance, meals, orientation. |

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| 1. **MAINTAIN A SPIRITUALLY-VITAL COMMUNITY WITH STRONG CHRISTIAN VALUES.** | | | | |
|  | | **Completed by** | **Implemented by** | **Measured by** |
| **2.1** | Employment of teaching and administrative staff with Christian faith and values, who subscribe to the college’s statements of faith and values | Ongoing | Executive Team/Principal/Dean of Faculty/GM? | Student feedback  Annual Appraisals including an  annual subscription to the statement of faith. |
| **2.2** | Weekly Chapels with speakers | Ongoing | Executive Team/Principal/VP-CO | Good Attendance Positive Student Feedback |
| **2.3** | Prayer Meetings | Ongoing | Executive Team/Principal | Small but regular attendance |
| **2.4** | Devotions in all classes, including online | Ongoing | Executive Team/Dean of Faculty | Student Class Surveys |
| **2.5** | Occasional guest speakers on Christian faith and cultural issues | Ongoing | Executive Team/Principal/  Dean of Faculty | One guest speaker per semester |
| **2.6** | Posting of College Values | Ongoing | Executive Team/Principal/GM | Posted on campus, Moodle. |
| **2.7** | Occasional and Annual Staff Retreats and meetings | Ongoing | Executive Team/Principal | Annual retreat |
| **2.8** | Stewardship (time, money, resources, environment) | Ongoing | Executive Team/Principal/GM | Incorporate into session plans and class activities |

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| 1. **ENSURE HIGH QUALITY SYSTEMS OF GOVERNANCE, ADMINISTRATION AND OPERATIONS IN AN ENVIRONMENT OF CONTINUOUS QUALITY ASSURANCE AND INNOVATION.** | | | | |
|  | | **Completed by** | **Implemented by** | **Measured by** |
| **3.1** | Regular external Corporate Governance Board Reviews (every 7 years) | 2020 | Executive Team/Board Chair | Corporate Governance Review Report |
| **3.2** | Regular external Academic Governance Board Reviews (every 7 years) | 2019 | Executive Team/Board Chair/Principal | Academic Governance Review Report |
| **3.3** | Student participation in decision making | Ongoing | Executive Team/GM | Evidence of Student rep attending Academic Board and Governance Board at least once in 12 months. |
| **3.4** | Annual compliance check of all governance, operational and administrative functions | Dec 2019 | Executive Team/Board Chair/Principal  Dean Studies /  GM | All areas compliant with the Higher Ed Standards report to Academic Board.  VET CEO declaration on 31/3 of each year. |
| **3.5** | Continuous cycle of review of policies and procedures | Ongoing | Governance Board/Academic Board/Executive Team/GM/ Director of Quality & Standards | Ongoing via LTR, AS&R, Ac Board, Board |
| **3.6** | Continuing membership of peak bodies | Ongoing | Executive Team/GM/ Director of Quality & Standards | Ongoing membership |
| **3.7** | Participation in Benchmarking – courses and processes | Ongoing | Executive Team/ Director of Quality & Standards | Benchmarking reports – at least one every 18 months. |
| **3.8** | Participation in Moderation | Ongoing | Executive Team/ Director of Quality & Standards | Evidence of Moderation every semester. |

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| 1. **ESTABLISH AND MAINTAIN FINANCIAL SUSTAINABILITY AND STABILITY TO ASSURE COLLEGE GOALS ARE ACHIEVED.** | | | | |
|  | | **Completed by** | **Implemented by** | **Measured by** |
| **4.1** | Regular evaluation of financial sustainability of current and proposed courses, operations and new initiatives | Annual & Monthly Review | Governance Board/GM/Executive Team/SLG/LTR | Course Business plan.  Monthly and  Annual assessment of budget |
| **4.2** | Increase donor capacity | Ongoing | Principal/ Executive Team/Governance Board | Increase in donations |
| **4.3** | Employ creative and innovative effective marketing strategies | Ongoing | Executive Team/VPO/GM | Increased Student Enrolments |
| **4.4** | Awareness of environmental and regulatory changes | Ongoing | Executive Team Principal/GM/ Director of Quality & Standards  Dean Faculty | Strategic Plan Reviews |
| **4.5** | Disciplined oversight on expenses | Ongoing | Executive Team/VPO/GM | Monthly reporting of financial performance and risks. |

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| 1. **ENSURE READINESS TO SEEK SELF-ACCREDITING AUTHORITY.** | | | | |
|  | | **Completed by** | **Implemented by** | **Measured by** |
| **5.1** | Ensure Course Co-ordinators are aware of and carrying out responsibilities and duties including Course Review reporting and staffing units | Dec 2021 | Executive Team/DeanStudies | Readiness to apply for SAA |
| **5.2** | Creation of a Course co-ordinator handbook | Dec 2021 | Executive Team/Dean Studies | Readiness to apply for SAA |
| **5.3** | Ensure all Policies and Procedures are SAA-ready |  | Executive Team/Dean Studies /GM Academic Board Governance Board | Readiness to apply for SAA |
| **5.4** | Ensure governance and management structures are SAA-ready via external review |  | Executive Team/Board Chair/Principal | Readiness to apply for SAA |
| **5.5** | Continuous review of all aspects of compliance to HESF standards | Ongoing | Executive Team/Dean Studies/GM/Academic Board/Governance Board | Readiness to apply for SAA |
| **5.6** | Develop a SAA readiness strategy and plan | Dec. 2021 | Executive Team/Dean Studies | Agreed SAA readiness plan, approved by the Academic and Corporate Boards. |

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| 1. **COLLABORATE WITH MST TO RATIONALISE AND IMPROVE THE ADMINISTRATION AND OPERAATIONS OF BOTH COLLEGES.** | | | | |
|  | | **Completed by** | **Implemented by** | **Measured by** |
| **6.1** | Seek synergies in the purchasing of teaching and learning resources and college supplies (stationery, printing, etc). | Ongoing | Executive Team/GM | Cost savings reported annually. |
| **6.2** | Share opportunities for professional development | Ongoing | Executive Team/Dean Studies/Vice Principal | Combined professional development activities for HE and VET teaching and non-teaching staff |
| **6.3** | Consider shared services such as accounting and IT and other opportunities of being co-located such as one common reception area. | 30 June 2021 | Executive Team/GM | Report on shared services opportunities – input to Budget FY22. |

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| 1. **FORGE CLOSER RELATIONSHIPS WITH STAKEHOLDERS, COMMUNITY GROUPS, PEAK BODIES AND ACCREDITING AGENCIES** | | | | |
|  | | **Completed by** | **Implemented by:** | **Measured by** |
| **7.1** | Engage with industry peak bodies – e.g. IHEA, HEPP-QN, through webinars, special interest groups, conferences | Ongoing | Executive Team/Dean Studies. | Quarterly reports from participants to the Executive Team |
| **7.2** | Engage with community groups, particularly within geographic precinct, to develop a local presence.  Engage with Christian education community groups and faith-based schools, through the provision of courses or community-based activities organized by these organisations. | Ongoing | Executive Team | Annual stocktake of community relationships.  Annual review of school-based or community-based program.  Reports to the Academic and Corporate Board. |
| **7.3** | Establish working relationships with the regulatory bodies such as TEQSA and ASQA through their relationship management processes.   * Principal contacts identified and trained | Ongoing | Executive Team | Principal contacts between ECA and these regulatory bodies regularly attend webinars, conferences, workshops and briefing sessions. |