



STRATEGIC PLAN 2020-2023¹

Preamble

“Truth Transforming Life and Practice”

1. 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 Graduate Attributes were reviewed and conflated by Academic Board, adopted by the Board in October 2021. Revised attributes now included in this document.

2. 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.

3. 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

4. Vision

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

5. 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.

6. HISTORY

a. 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.

b. 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).

c. 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:

a. 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.

b. 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?

c. 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.

9. GRADUATE ATTRIBUTES (REVISED 11 OCTOBER 2021)

1. Know, experience, and understand the importance of biblically-informed faith and worldview in human identity and the formation of character.
2. Have the confidence to engage intellectually and respectfully with alternate worldviews, and the values and perspectives of others

3. Have attained excellence in evidence-based, contemporary knowledge and professional competencies in their chosen field of study for vocational calling.
4. Exhibit intellectual curiosity, passion, and agility, valuing life-long learning and thought leadership.
5. Demonstrate critical thinking, reflection, analysis, and communication skills.
6. Exhibit Christ-like humility as innovative and creative individuals equipped to be a transformative influence in an interdependent world.
7. Contribute to society as responsible global citizens with a commitment to social justice, environmental stewardship, and Christ-like compassion.

10. 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
2. Maintain a spiritually-vital community with strong Christian values.
3. Ensure high quality systems of governance, administration and operations in an environment of continuous quality assurance and innovation.

4. Establish and maintain financial sustainability and stability to assure College goals are achieved.
5. Ensure readiness to seek Self-Accrediting Authority.
6. Collaborate with MST to rationalise and improve the administration and operations of both Colleges.
7. Forge closer relationships with stakeholders, community groups, peak bodies, accrediting agencies.

11. OPERATIONAL PLAN

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.

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

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

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.

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	

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	

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	Collective involvement, event

			Community Life Coordinator	attendance, meals, orientation.
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2. 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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3. 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.

4. 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.

5. 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.

6. COLLABORATE WITH MST TO RATIONALISE AND IMPROVE THE ADMINISTRATION AND OPERAATIONS OF BOTH COLLEGES.

		Completed by	Implemented by	Measured by
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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.

7. 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.