



Strategic Plan 2024 - 2028

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A Message From the Board Chair

Faith Christian School was conceptualised and founded in 2012, because we knew many children did not have a 'school' that supported their needs. We knew some parents wanted to teach their children a 'Christian worldview' and needed support from caring teachers who wanted to understand their children and what they needed to succeed in life. We wanted to support those who did not fit into the system, those who were forgotten by the system and those who were not celebrated by the system.

Our primary focus then and now continues to be one where we teach a Christian worldview and produce capable adults, who can not only fulfil their potential but also lead others into theirs, always keeping their faith in Jesus and having the ability to share their faith confidently with those around them.

I am so excited about the future direction of our school and with Christ being the centre of all we do, we look forward to our continued success and the positive impact that our school will have on parents, children and the communities they serve.

Marc Correia
Board Chair

A Message from the Principal

Faith Christian School has built a reputation for meeting the educational needs of a wide variety of Queensland families who choose to or need to study at home. We have a quality Curriculum to deliver the National Curriculum, simple to use IT systems for live lessons, co-curricular and assessment. We support families with a wide range of needs and help students grow into the people God meant them to be. This Strategic Plan will take us into a great future where a high-quality education, based on a Christian Worldview is evident in all we do. Our goal is far more than just teaching quality literacy and numeracy. We strive to build great disciples for whom maturity is the goal for each of our graduates. This plan also allows us to assess how we are doing and plan accordingly to improve all aspects of our school for the benefit of our families.

Graeme Johnston
Executive Principal

Introduction

Our School is focused on supporting parents, carers and guardians as they work with us to give their children the best opportunity to fulfil their God given potential. This involves developing the essential knowledge, skills and frameworks to become confident, creative and successful learners, and to develop the awareness and recognition of their social responsibilities, and the leadership to effect positive change for humanity. Faith Christian School develops programs and resources designed from State and National essential learnings and syllabuses through the lens of a Christian Worldview.

We aim to partner with parents to provide opportunities in all areas of endeavour to develop the character and leadership of our young men and women through their active participation in a wide range of educational experiences. These opportunities are supported by a committed and professionally focused staff, who model the School's Motto of Inspiring Christian Character in all that they do within the School.

This strategic plan has been developed through a consultative process. Focus group discussions were held with the members of the school board, as well as with the school's leadership team. Many people participated in focus groups. A survey instrument was prepared based on the conversations which took place in these focus group meetings.

Parents, students, staff members, school leadership, and company members were sent surveys. Eighty-two responses were received to the survey instrument. Of these 49% of respondents were parents (nearly equally split between urban and rural based parents), 3.5% were students, 44% were staff members (the majority of respondents were city based with around 8.5% being rural based), and 3.5% were company members

The information gathered through responses to the surveys was used to inform the key components of this strategic plan.

The Strategic Intent of Faith Christian School, outlined in this document, recognises the dynamic nature of education, as it relates to the impact of technology, political influences, and the increased pressure on staff, students and parents that arise from contemporary education, societal influences, and the nature of Australian communities.

Key Assumptions

- The national and global economic situation will remain fluid and uncertain. Thus, the School's budgeting position must be carefully managed, and expenditure carefully considered.
- The student population of our School is not limited by the capacity of bricks and mortar facilities. Our focus needs to be on the 'facilities' required to develop, deliver, and sustain excellence in Christian distance education.
- The national debate around funding will continue to develop further division between the education sectors. Funding levels will remain at existing levels but with increased demand for reporting and acquittals on funding and school performance, leading to increased compliance costs.
- The School's academic program will continue to be influenced by the Australian Curriculum and Queensland Senior Studies Curriculum and will be influenced by the expectations of the Non State School Accreditation Board in Queensland.
- During the life of this Plan there will be greater compliance requirements and higher levels of individual student tracking with respect to academic performance and external measures of performance.
- The School community will expect more ready access to data and analysis.
- The School will need to continually review and develop its distance education capabilities based on the need to genuinely enhance classroom engagement and changes in information communication technologies and provide new opportunities for our students.
- The School will need to be responsive and proactive on social issues that affect the wellbeing of our young people and be a strong voice in such conversations.
- The School, while maintaining high academic standards, emphasises a holistic education through a biblical worldview, in ways which encourage, enable and support our students to be the best possible version of themselves. This includes the provision of diverse co-curricular experiences, a curriculum that inspires Christian character, and leading, caring Christian educators.
- Students are equipped with the intellectual skills, develop deep understanding by reflecting, questioning and modifying their thinking. Underpinning this learning mindset is our belief that the development of Christian principles and character is critical to wellbeing and a life well-lived.

- The art of teaching at Faith Christian School demands a detailed understanding of the learner. Learning intentions are delivered by deliberate and strategic educational practices that lead to individual growth through goal setting and effective feedback. Learning will be authentic, meaningful, and challenging, to ensure high academic standards. Teachers are passionate, inspirational and engage the learner by reflective, contemporary practice. Our teachers are active learners who strive to develop expert practice as a part of their learning mindset; and
- In a society in which there appears to be an ever-widening gap between cultural norms and Faith Christian School's stated values and culture, we will continue to act with integrity, seeking excellence in all that we do and at all times remaining true to our Christian Principles, Purpose and Calling.



Our Vision

Faith Christian School – Recognised within Australia and internationally as a leader in P-12 distance education.

Our Motto

Achieve through Christ.

Our Purpose

Our purpose is to disciple students towards their God-given destinies.

(A true disciple is not just a student or a learner, but a follower: one who applies what they have learned from a Master with the goal of being a master themselves)

Our Story

Faith Christian School (Prep-12) commenced in 2012 to help parents educate their children at home with the support of Christian teachers. We view our role as ensuring students have access to high quality, teacher-led curriculum, as well as the resources to achieve their goals and discover God's plan for their lives.

Our Values

The values of Faith Christian School are drawn from the teachings of the Bible.

Values are foundational principles and beliefs that serve to scaffold our motivations, attitudes and behaviours. Values help us work out what is important and to make decisions. They help us describe the kind of person we want to be and the ways we want to be treated and how we want to treat others.

Faith Christian School's values are:

- Respect
- Truth
- Diligence
- Dignity
- Ethics, and
- Forbearance

Respect

Respect is when we accept someone as they are and for who they are. That means accepting others, even when they are different from us in some way or differ from us in opinion. Being respectful means you care enough to think about how you impact others.

Respect is recognizing that someone or something has value and expressing that value through our words or actions.

Philippians 2:3-4 *3 Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, 4 not looking to your own interests but each of you to the interests of the others.*

Truth

Truth matters, both to us as individuals and to society as a whole. As individuals, being truthful means that we can grow and mature, learning from our mistakes. For society, truthfulness makes social bonds, and lying and hypocrisy break them. Truth is not relative. It is constant And may be found in the Bible, God's word. For our school, this means that if I seek the truth, then I can trust that I will find it in God's word.

John 17:17 *17 Sanctify them by [a](#) the truth; your word is truth.*

Diligence

Diligence ensures that you remain committed to the task at hand, and it helps you push past the inevitable roadblocks. Diligence is conscientiousness in paying proper attention to a task, giving the degree of care required in a particular situation.

It can also be defined as the exercise of carefulness, persistence and determination in any endeavour to achieve a determined goal. God wants us to be diligent, He wants us to put some care, attention, persistence and determination in the things that He tells us to do; in things that make progress

2 Corinthians 8:7 *7 But since you excel in everything—in faith, in speech, in knowledge, in complete earnestness and in the love we have kindled in you [a](#)—see that you also excel in this grace of giving.*

Dignity

Dignity is the state of being worthy or honourable.

Every person is created by a God who loves them. We are all created in God's image. We dignify people by recognising their value as human beings who are made in the image of God. (Gen 1:26-27).

We dignify people when we address them properly – by title or office (mother, father, senator, doctor, sir, ma'am etc).

We dignify people by showing them love (Rom. 13:8), doing good (Gal. 6:10) and treating them as important (Phil. 2:3-4).

Ethics

Ethics are standards of right and wrong. They are a set of moral principles, a system of moral values. Christian ethics are based on the Bible and the teachings of Jesus, the Old Testament prophets, and the New Testament apostles. They serve as a guide for Christians on the way that they should live.

2 Timothy 3:16-17 All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, equipped for every good work .

Forbearance

Forbearance is patience under provocation; whereas patience is waiting for others to mature in grace, forbearance is being patient when that immaturity is directed at you.

A major part of God's character is forbearance having the capacity to have mercy on others while we wait for them to change.

Forbearance could be explained as showing patience, even though a thing is owed to us. It is holding back or restraining the self from doing something that is normal to do. It is controlling oneself when provoked or offended.

Colossians 3:12 & 13 Therefore, as the elect of God, holy and beloved, put on tender mercies, kindness, humility, meekness, longsuffering; bearing with one another, and forgiving one another, if anyone has a complaint against another; even as Christ forgave you, so you also must do.

Strategic Themes

Three key themes have been identified for the 2024-2029 Strategic Plan. These are:

1. Our People (Students, Parents and Staff)
2. Our Learning
3. Our Community

OUR PLAN 2024 - 2029:

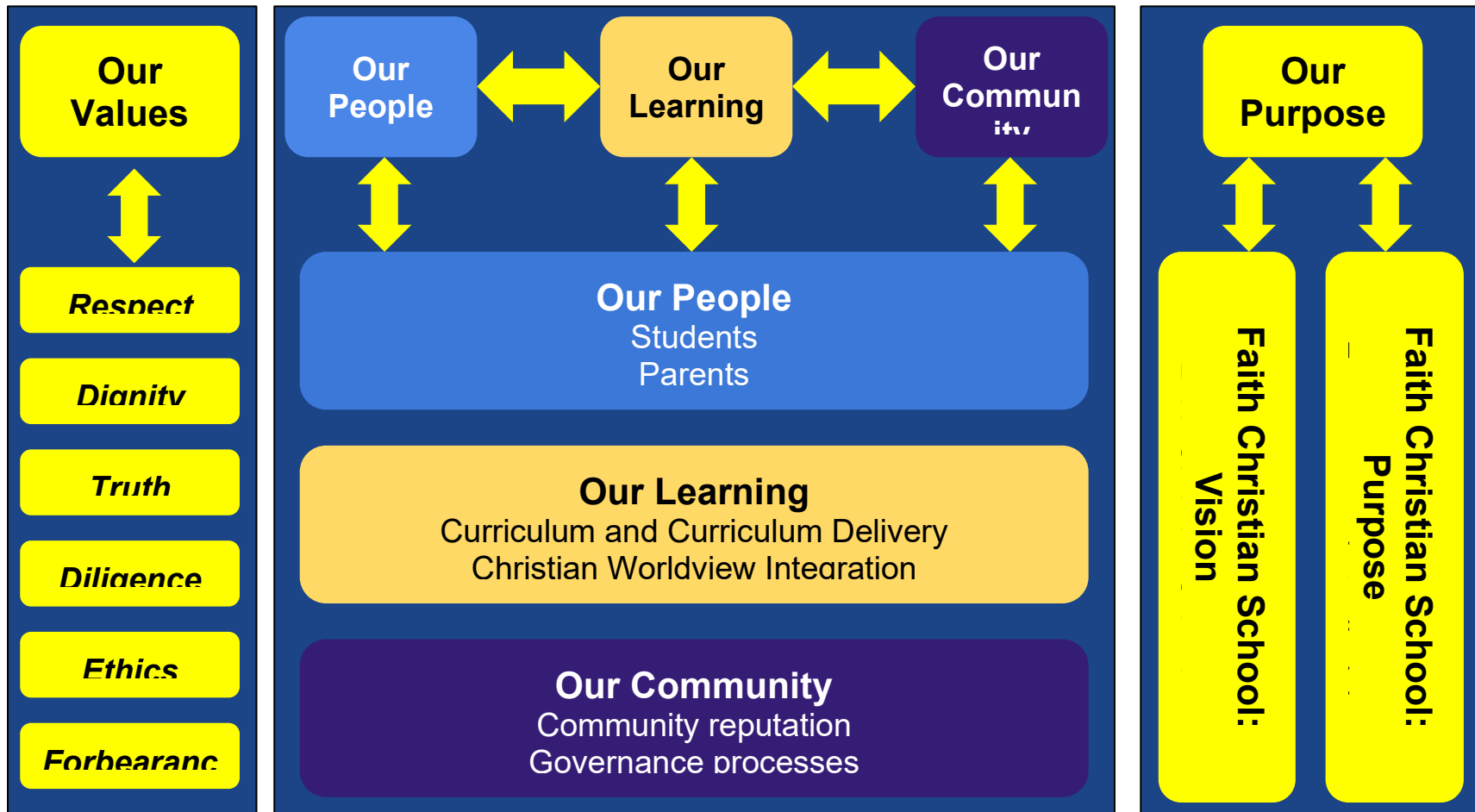
“LEADING THE LEGACY” SETS OUT THE KEY PRIORITIES FOR FCS FOR THE FIVE YEARS 2024 TO 2029. IT HONOURS AND BUILDS ON THE LEGACY OF THE FOUNDATIONAL YEARS OF THE SCHOOL, REFINING THE CORE VALUES AND STRATEGIC INTENTS OF THOSE YEARS.

Strategic Focus Areas

Seven strategic focus areas have been identified for the 2024-2029 Strategic Plan. These are:

1. People (Students, Parents and Staff)
2. Curriculum and Curriculum delivery
3. Christian Worldview Integration
4. Learning Outcomes
5. Community
6. Governance
7. Facilities

Leading The Legacy



Leading Indicators: student destinations, parent satisfaction, student satisfaction, staff satisfaction, innovative distance education teaching and learning initiatives, expanded influence, increased sense of community, enrolment growth.

Our People

1.1 Our People - Students					
Key Aspiration: Ensure our academic, vocational, co-curricular and wellbeing programs support and enable each member of our diverse student body to achieve their personal best and they can be equipped to fulfil their God given destinies.					
We aspire to:		Key Strategies - We will:		Responsible	Measured by
1.1.1	Provide students with an outstanding Christian education, instilling a love of learning.	1.1.1.1	deliver a comprehensive, challenging, broadly based and inclusive distance education curriculum where each student can achieve their best.	Principal	Principal's report Parent feedback Data based evidence Regular external review report Strategic Plan Progress Report
		1.1.1.2	use best practice distance education pedagogy within a dynamic curriculum framework.	Principal Exec Future Pathways Officer	
		1.1.1.3	continue to develop engaging learning experiences and environments (including Distance Education learning environments) that promote opportunities for students to achieve their God given potential.	Principal Exec Future Pathways Officer	
		1.1.1.4	use data to guide best practice and the development of school programs.	Principal Exec	
1.1.2	Encourage a holistic approach to learning that focuses on the development of the whole child; academically, socially, spiritually, physically and emotionally.	1.1.2.1	investigate and implement new, personalised and flexible learning opportunities and pathways for our students, regardless of geographical location.	Principal Exec Future Pathways Officer	Principal's report Parent feedback Regular external review report Strategic Plan Progress Report
		1.1.2.3	provide opportunities for students to be involved with mission and Christian service activities.	Principal	
		1.1.2.4	provide learning experiences which build confidence in students.	Principal Exec Future Pathways Officer	

		1.1.2.5	have high expectations of courteous and meaningful social interactions.	Principal Exec	
1.1.3	Develop innovative, creative and enterprising mindsets in our students.	1.1.3.1	implement learning approaches which scaffold thinking processes and explicitly teach strategies to promote diverse thinking.	Principal Exec	Principal's report Parent feedback Regular external review report Strategic Plan Progress Report
		1.1.3.2	encourage open ended questions which encourage discussion and require critical thinking.	DP Curriculum DP Senior Secondary	
		1.1.3.3	encourage collaboration across peer groups, discuss thinking and apply knowledge.	DP Curriculum DP Senior Secondary	
1.1.4	Have all members of the school community working together to support the individual needs of each student.	1.1.4.1	know our students well and meet them at their point of need individually.	Principal Exec Future Pathways Officer	Principal's report Parent feedback Regular external review report Strategic Plan Progress Report
		1.1.4.2	provide training opportunities for parents who want to engage in their child's learning.	Principal Exec	
		1.1.4.3	identify community partnerships which will contribute to and enhance learning experiences	Principal Exec	

1.2 Our People - Parents					
Key Aspiration: Parents are highly valued partners in and contributors to, the educative process					
We aspire to:		Key Strategies - We will:		Responsible	Measured by
1.2.1	Be a school in which parents feel valued.	1.2.1.1	continue to create effective communication mechanisms with parents by which parents feel included and informed.	Principal Exec	Parent feedback Principal's report Strategic Plan Progress Report
		1.2.1.2	celebrate parent engagement and contributions	Principal Exec	
		1.2.1.3	improve feedback mechanisms for parents and increase the quantum of feedback being received from parents.	Principal Exec	
1.2.2	Engage parents in key decision making.	1.2.2.1	continue to develop the parent advisory group.	Principal	Parent advisory group meeting notes Principal's report Evidence of feedback to parents Strategic Plan Progress Report
		1.2.2.2	provide feedback to parents about parent input on decision making where possible.	Principal	
1.2.3	Develop and deliver training materials to help parents who are key partners in the delivery of curriculum for our students.	1.2.3.1	identify clear needs for parent training.	Principal Exec	Parents and staff given opportunities to identify training needs for parents. List of clear needs for parent training developed and updated regularly List of available effective training packages/courses developed and updated regularly. Strategic Plan Progress Report
		1.2.3.2	identify effective training packages/courses which have already been developed to assist parents to engage effectively with their child's learning through FCS.	Principal Exec	
		1.2.3.3	develop and deliver relevant, effective and engaging training available to parents	Principal Exec	
1.2.4	Engage parents in the development and delivery of curriculum where appropriate.	1.2.4.1	identify members of the parent body who have skills or knowledge which might contribute to student learning.	Principal Exec	List of parents and skills/knowledge developed and updated regularly Principal's report Strategic Plan Progress Report
		1.2.4.2	engage relevant parents in course development and/or review.	Principal Exec	
		1.2.4.3	engage relevant parents in course delivery.	Principal Exec	

1.3 Our People - Staff

Key Aspiration: Attract, retain and develop gifted Christian staff who are aligned with the school's values and work hard to achieve the purpose and vision of FCS.					
We aspire to:		Key Strategies – We will:		Responsible	Measured by
1.3.1	Attract and retain high quality committed Christian teachers and staff who have a sense of calling to FCS and to Christian distance education.	2.3.1.1	recruit the best possible Christian staff members.	Principal Exec DP Curriculum	- Principal's report - Mentoring and Induction delivered – staff feedback collected.
		2.3.1.2	provide excellent mentoring and induction for new staff to the school.	Principal Exec	
1.3.2	Provide opportunities for faculty and staff to access development opportunities to improve in skills and knowledge strategic to FCS.	2.3.2.1	be a school that provides professional learning opportunities which contribute to the achievement of school, department and individual goals.	Principal Exec	- Principal reports on professional learning participation of staff members - Staff appraisal/professional conversation process developed. Summary of process noted in Board minutes. - Principal reports on completion of appraisals annually.
		2.3.2.2	have a formalised and consistent approach to staff appraisal which supports staff in their desire to continuously improve their professional practice and achieve personal goals.	Principal Exec Future Pathways Officer	
1.3.3	Continue to develop a highly professional, warm, safe, caring work culture where trust is high, and the sense of Christian community is evident to all.	2.3.3.3	develop effective strategies to support the social and emotional wellbeing of staff	Principal Exec	- Strategies developed and implemented. Principal's report - Exec members report to Principal - Staff feedback collected regarding safety and wellbeing.
		2.3.3.4	provide opportunities for collaboration across the whole school and within appropriate subsections of the school.	DP Curriculum DP Senior Secondary Future Pathways Officer	
		2.3.3.5	Continue to create a culture which is people-oriented by strengthening services and processes which ensure the safety and wellbeing of staff and faculty.	Principal Exec DP Curriculum DP Senior Secondary	

1.3.4	Build a professional learning community guided by updated learning, teaching and research plans which guide decision making, with an emphasis on strategically improving staff performance.	2.3.4.1	Encourage and support a culture of innovation, especially regarding teaching and learning in distance education.	Principal Exec DP Curriculum DP Senior Secondary	● Benchmarking undertaken against other distance education providers – reported in Principal’s report. ● Staff reporting back on research and innovation at staff meetings. ● Data management system/s implemented – Principal’s report
		2.3.4.2	Foster a culture of inquiry and research to support a focus on evidence based distance education.	Principal Exec DP Curriculum DP Senior Secondary	
		2.3.4.3	Implement data management systems as a mechanism to improve access to data which informs student experience and facilitates access to data to inform program improvements.	DP Curriculum DP Senior Secondary	

Our Learning

2.1 Our Learning – Curriculum and Curriculum Delivery					
Key Aspiration: Refine our approaches to teaching and learning, using data in innovative ways, focusing on individual student pathways.					
We aspired to:		Key Strategies – We will:		Responsible	Measured by
2.1.1	Further refine our approaches to teaching and learning, with a focus on evidence based curriculum design and pedagogies.	2.1.1 .1	implement evidence based curriculum design and pedagogies	Exec	Exec report to Principal Principal's report Regular external review report Strategic Plan Progress Report
		2.1.1 .2	develop effective feedback loops to gather evidence of the effectiveness of our teaching, learning and pedagogies.		
2.1.2	Use data in innovative ways to continually improve practice and outcomes.	2.1.2 .1	implement effective mechanisms to improve data collection about student learning outcomes	Exec	Exec report to Principal Principal's report Regular external review report Strategic Plan Progress Report
		2.1.2 .2	continuously draw on data to inform improvement of student learning outcomes.		
2.1.3	Create pathways for each student to experience success.	2.1.3 .1	further develop and refine a diverse range of learning pathways for our students catering for a diverse range of gifts and abilities and potential employment opportunities.	Exec Future Pathways Officer	Exec report to Principal Principal's report Regular external review report Strategic Plan Progress Report
2.1.4	Further develop and action strategies to track and monitor each student's level of engagement, and social, emotional and academic progress.	2.1.4 .1	identify and implement a range of tools to effectively track and monitor the level of engagement of each student.	Exec	Regular external review report Strategic Plan Progress Report
		2.1.4 .2	identify and implement a range of tools to effectively track and monitor each student's social, emotional and academic progress.		
2.1.5	Provide high level individualised course and career advice to each student.	2.1.6 .1	provide each student with high level individualised course and career advice.	Exec	Regular external review report Strategic Plan Progress Report
2.1.6	Continue to develop training materials to help parents who are key partners in the delivery of curriculum for our students.	2.1.7 .1	develop and deliver training materials to support parents as partners in the educative process of FCS.	Principal Exec	Regular external review report Strategic Plan Progress Report

2.2 Our Learning - Christian Worldview Integration

Key Aspiration: To be a Christian School - integrating Christian worldview in every aspect of our operations.

We aspire to:		Key Strategies - We will:		Responsible	Measured by: How will we know?
2.2.1	Equip staff to articulate our Christian values and worldview as they engage with our community.	2.2.1.1	define a clear Christian worldview that shapes and supports learning in the classroom.	Principal Exec DP Curriculum DP Senior Secondary	Definition created. Evidence staff participated in professional development. Strategic Plan Progress Report
		2.2.1.2	Establish a holistic faith framework as a tool to support teachers.		
		2.2.1.3	equip our staff to with the knowledge and skills to teach the curriculum content from a Biblical Christian worldview.		
2.2.2	Equip staff pedagogically and theologically to integrate a Christian worldview in their lessons, pedagogy and all interactions with parents, students, and the community.	2.2.2.1	provide professional development opportunities for our teachers and curriculum writers to develop knowledge and skills to integrate Christian worldview in their pedagogy, curriculum materials and lessons.	Principal Exec DP Curriculum DP Senior Secondary	Faculty engage in relevant professional development. Curriculum materials and lesson plans are engaging, relevant and theologically rich. Students remain open to discussions about faith and feel able to thoughtfully critique. Students are comfortable to express their beliefs. Positive parent feedback. Strategic Plan Progress Report
		2.2.2.2	provide professional development opportunities for our non-teaching staff members to develop knowledge and skills to integrate Christian worldview in the ways they interact with members of the FCS community.		
2.2.3	Deliver a systematic P-12 curriculum taught using a Christian Worldview that challenges students to become discerning and wise in their judgements,	2.2.3.1	plan and deliver lessons from a Christian worldview.	Principal Exec DP Curriculum DP Senior Secondary	A review of lesson planning shows lessons have been planned and delivered from a Christian worldview. Strategic Plan Progress Report
		2.2.3.2	ensure spiritual formation is central to the educational experience of students.		

2.3 Our Learning – Learning Outcomes					
Key Aspiration: Every Student achieves their full God given potential					
We aspire to:		Key Strategies – We will:		Responsible	Measured by
2.3.1	Advance a culture in which students, parents/carers, and teachers /have high expectations that every student will achieve their full God given potential.	2.3.1.1	increase capability to gather and effectively use data on learning progress for each student in years P-9 across key learning areas – with specific reference to literacy and numeracy.	Principal Exec DP Curriculum	Principal's report Regular external review report Strategic Plan Progress Report
		2.3.1.2	continue to implement explicit differentiated approaches to teaching and learning in all teaching programs.	Principal Exec	
2.3.2	Diversify and expand existing programs to cater for all students creating flexible pathways for students within which they can maximise their learning outcomes in ways which build on their unique God given gifts and talents.	2.3.2.1	further develop and implement a clearly articulated approach to support high potential learners and accelerated students is developed and implemented.	Principal Exec	Policy frameworks revised Principal's report Regular external review report Strategic Plan Progress Report
		2.3.2.1	revise and implement the policy framework for high potential learners and students with additional needs.		
2.3.5	Strengthen evidence based strategies, including academic data, to analyse past performance and plan for improved performance	2.3.3.3	implement a data driven, systematic approach to improvement.	Principal Exec	Principal's report Regular external review report Strategic Plan Progress Report
		2.3.3.4	map and review student assessment methodologies and implement appropriate improvements.	Principal Exec DP Curriculum DP Senior Secondary	Map produced Map used to drive change and improvement Principal's report Regular external review report Strategic Plan Progress Report

2.3.7	Sustain a contemporary, whole school, forward thinking framework for teaching, learning and assessment.	2.3.4.1	develop a contemporary, whole school, forward thinking framework for teaching, learning and assessment devel	Principal	Framework developed Principal's report Strategic Plan Progress Report
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Our Community

3.1 Our Community - Community					
Key Aspiration: Positive engagement throughout the school community					
We aspire to:		Key Strategies – We will:		Responsible	Measured by
3.1.1	Develop a community of contemporary learners where students, teachers and parents/carers are engaged, collaborative partners.	3.1.1.1	offer social and professional networking opportunities to parents and students.	Principal Exec	Social and professional networking opportunities offered and delivered to parents Parent feedback Strategic Plan Progress Report
		3.1.1.2	strengthen the partnership between the school and families through deliberate, effective and timely communication.	Principal Exec	
		3.1.1.3	extend partnerships with families and encourage them to participate positively in their child's education.	Principal Exec	
		3.1.1.4	provide effective structures to actively encourage parent/carer engagement and participation of their children and school activities.	Principal Exec	
		3.1.1.5	celebrate and promote community partnerships.	Principal Exec	
3.1.2	Develop positive partnerships with school, community, business, and professional organisations	3.1.2.1	contribute to the profession and peak bodies through active engagement.	Principal Exec	Principal's report (list of professional organisations etc) Strategic Plan Progress Report Reciprocal arrangements explored and established – Board minutes
		3.1.2.2	seek reciprocal arrangements which benefit the school and our partners.	The Board Principal	
		3.1.2.3	actively encourage students and their families to engage in community service and involvement.	Principal Exec	
3.1.3	Cultivate an active alumni association	3.1.3.1	effectively collect and update alumni records.	Principal	Alumni records regularly updated Communications with Alumni evidenced Principal's report Strategic Plan Progress Report
		3.1.3.2	develop and implement an alumni communications strategy.	Principal Exec	
		3.1.3.3	create opportunities for alumni to contribute, connect, and support the school.	Principal Exec	

3.2 Our Community – Governance

Key Aspiration: Ensure the long term sustainability of FCS through effective, efficient and Godly governance, strategic planning and management

We aspire to:		Key Strategies – We will:		Responsible	Measured by
3.2.1	Apply best practice in board governance	3.2.1.1	implement an induction process for all incoming board members	The school Board	Induction process developed and implemented Records of board training Skills matrix developed and maintained. External governance review report Strategic Plan Progress Report
		3.2.1.2	all directors to participate in regular relevant board training	Directors	
		3.2.1.3	maintain a board skills matrix	Board Chair	
		3.2.1.4	meet all statutory compliance requirements	The school board	
		3.2.1.5	hold the Principal and members of the key leadership accountable	The school board	
		3.2.1.6	engage an external expert to review the school's corporate governance at least once in the life of the strategic plan	Board Chair	
3.2.2	Shape and plan strategic direction	3.2.2.1	the board leads the development and monitoring of a strategic plan	Board Chair Directors	Strategic plan developed and monitored Process to manage the operation and monitoring of the strategic plan have been developed. Board minutes show that these have been effectively implemented. Board minutes reflect that the strategic plan has been monitored and reviewed regularly. Strategic Plan Progress Report
		3.2.2.2	processes to operationalise and monitor the strategic plan are developed and implemented	Board Chair Directors	
		3.2.2.3	review progress on the strategic objectives regularly	The school Board	
3.2.3	Ensure ongoing financial capacity and viability	3.2.3.1	ensure a fee structure that is accessible, competitive and high value.	The school Board	Fee structure is reviewed and published annually. Board minutes reflect that the Board has established clear benchmarks and ratios for management, and these are reported on and monitored by the Board. Strategic Plan Progress Report
		3.2.3.2	responsibly manage financial benchmarks and ratios	The school Board	
		3.2.3.3	develop alternative income sources to support the school's long term viability.	The school Board	

3.2.4	Ensure effective risk management	3.2.4.1	maintain and regularly review a risk register and risk mitigation strategies.	The school Board	Risk register and risk mitigation strategies have been developed and Board minutes reflect these are reviewed regularly. Strategic Plan Progress Report
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3.3 Our Community - Facilities

Key Aspiration: To provide, develop and maintain facilities that facilitate the delivery and achievement of high standards for students, staff and the community.

We aspire to:		Key Strategies – We will:		Responsible	Measured by
3.3.1	Establish appropriate learning spaces in regional areas.	3.3.1.1	investigate the types and potential location of facilities which would facilitate the delivery and achievement of high standards for students, staff and the community.	Principal	“Blue sky” thinking discussion paper developed and discussions framed around the ideas. Board minutes Strategic Plan Progress Report
		3.3.1.2	develop a “blue sky” thinking discussion paper in regard to potential future facilities.	Principal Board	
3.3.2	Create effective and inviting spaces that support staff work, student learning, and interaction with the community.	3.3.2.1	create effective and inviting spaces		Staff and community feedback Principal’s report Strategic Plan Progress Report