OPERATIONAL PLAN

2007 – 2009

Focus Points

- Building Community
- Christian Ethos
- Education Programs
- Facilities
- Finance
- Governance
- Human Resources
- Marketing
Purpose of the Plan

Good Shepherd Lutheran College Council agreed that following the expiry of the current Strategic Plan, a continuing planned strategy needed to be formulated that will again position the school to grow and engage a positive future.

Both the resultant Strategic Plan 2007 – 2009 and this accompanying Operational Plan 2007 – 2009, were developed by the Good Shepherd Lutheran College Council with considerable input from the stakeholders of the school – parents, students and staff.

Mission Statement

Good Shepherd Lutheran College exists to provide quality Christian education in a caring environment.

Core Values and Beliefs

Good Shepherd Lutheran College is founded on the faith in the work of the Triune God in our world as revealed in the Holy Bible: God the Father created and sustains all things, Jesus Christ his Son reconciled all people to him, and the Holy Spirit calls people to a new relationship with the Father through the Gospel. God orders society through various structures and institutions so that his Good News can be proclaimed to all and people can live in peace with each other.

Education

We aim to assist in preparing young people for their God-given vocations in the world through comprehensive academic and practical programs designed to help students discover and develop their gifts to their full potential.

Care

We aim to help people grow spiritually, physically, socially and emotionally by providing a secure and supportive community based on mutual respect, trust, responsibility and forgiveness.

Service

We aim to serve the College and wider communities through a variety of spiritual and cultural events, and environmental and sporting endeavours, while fostering good relations with parents and others with whom we come in contact.

Motto

“Follow Me” John 10: 1 - 5
About Good Shepherd Lutheran College

Good Shepherd Lutheran College is a co-educational College for students from Preparatory to Year 12.

Good Shepherd Lutheran College is owned by the Lutheran Church of Australia, Queensland District, and is part of the system of Lutheran Schools in Queensland. It practices the confessions of the Lutheran Church of Australia. As well as serving the Lutherans of the northern end of the Sunshine coast, Good Shepherd is a College with a mission to share the good news of salvation through the saving grace of our Lord Jesus with both fellow Christians of other denominations as well as those of non-Christian persuasion.

Being co-educational, Good Shepherd is committed to educating boys and girls together so that they may develop a mature relationship with the opposite sex which will be the foundation for a satisfying working and social life.

The Badge

Jesus said. “I am the good shepherd … and I lay down my life for the sheep” (John 10 : 14 – 15). At the very centre of our College is Jesus, The Good Shepherd. The good news of Jesus’ love and his acceptance of us, his straying sheep, comes to us through the Bible. The shepherd's crook reminds us of Jesus' promise to always be with us, guiding, comforting and protecting us as we ‘follow’ him. No matter what happens in life, we remain in the circle of his love and care.

S.W.O.T. Analysis

A S.W.O.T. (Strength, Weaknesses, Opportunities and Threats) analysis was conducted involving input/feedback from the stakeholders of the school – parents, students and staff – on all eight identified focus points (listed on the front cover of this document) of College operation.

The collective ten main S.W.O.T points compiled from across all of the focus points are listed below. Please note the listing is random.
**Strengths**

- Wide ranging offer of P-12 student programs and curriculum/syllabus appropriately taught via both Primary and Secondary campuses.
- Current new building program
- College resources eg. Classrooms and facilities, buses, grounds environment.
- Involved parent community and supportive P & F
- Committed professional staff throughout campus
- Modelling of Christian values
- Pastoral Care provision
- The social mix and enrolment number of the student population.
- Reputation for educational excellence and a renowned Outdoor Education experience (Googa)
- Being part of the Australian system and vision of Lutheran schools, with the supporting presence of an on-campus congregation.
Weaknesses

- Recognising and celebrating our achievements and distinctive strengths.
- Non-Christian background of some enrolled families not supportive of the Christian ethos
- Insufficient marketing and promotion
- Limitations to the criteria for selecting College Council members reduces the number of potential candidates for selection
- Too many demountable/non-permanent buildings
- Piecemeal layout of the campus
- Lack of some resources eg. modern library and Performing Arts facility.
- No campus resource space to support College/Parent/wider community - fundraising, social activities and functions.
- Carparking facilities.
- Non-availability of academic scholarships.
Opportunities

- Increase the networking opportunities of the College within the Noosa community via encouraging the use of campus facilities in non-school time.

- Provide an academic scholarship program

- Develop a ‘volunteer raising’ program.

- Explore providing Outside School Hours Care programs and facilities.

- Conduct Christian ministry parent/family engagement programs (eg. 40 days of purpose)

- Determine our ‘centres of excellence’ that will distinguish GSLC from other educational providers.

- Explore alliances (eg. with professional providers) to facilitate staff professional development needs.

- Investigate overseas student market possibilities

- College Council and/or Administration conduct parent communication forums re Governance and/or policy matters to support Parent-College interaction.

- Undertake the creative marketing of our quality educational programs, our quality staff, our improving physical campus resources, and our permeating Christian ethos.
Threats

- Unknown impact of Noosa Shire Council’s ‘population cap’.
- Increasing competitive educational market in wider Noosa/Sunshine Coast region.
- Maintaining the (Lutheran) Christian ethos
- Protecting the aesthetic appearance of the campus grounds and operational capacities of campus buildings
- The increasing transportation needs and costs to/from campus (including identifying bus routes to assist families attend GSLC).
- Rising general operational costs.
- The expanding demographics of enrolment catchment areas.
- Political/economic uncertainty re State/Federal Funding support
- Maintaining curriculum adaptability in response to current educational industry restructures (eg. Preparatory Year, Year 10 Senior School initiative.)
GSLC Operational Plan 2007 – 2009

The resultant planning goals and action strategies from the S.W.O.T analysis, comprising the Good Shepherd Lutheran College Operational Plan 2007 – 2009, are included in the following pages.
**GOOD SHEPHERD LUTHERAN COLLEGE – OPERATIONAL PLAN 2007 - 2009**

**FAITHFULNESS TO OUR MISSION**

*Goal (Why)* - Keep faith with our mission.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
<th>RESPONSIBILITY (Who)</th>
<th>OUTCOME (What)</th>
<th>TIMELINE (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review our core philosophies to ensure they continue to be reflected in our operations</td>
<td>College Council (Chair) NB. Ad hoc committees may be appointed to support the Strategic Plan 2007-2009.</td>
<td>Continue to meet regularly – and in direct reference to the Strategic Plan 2007-2009. (i) Set evaluation and reporting intervals for this plan. (ii) Receive and evaluate the scheduled reports on the plan. (iii) Analyse the plan for on-going relevance and adjustments.</td>
<td>March 2007 and then on-going</td>
</tr>
<tr>
<td>• Review our College mission to ensure that it continues to align with the Lutheran philosophy of education</td>
<td>College Council (Chair).</td>
<td>Continue to meet regularly and maintain linkages with our ‘sister schools’ via eg. Lutheran Education Australia/Queensland; attendance/membership of LEQ Schools Assembly etc.</td>
<td>On-going</td>
</tr>
</tbody>
</table>

NB. Update report on June 2009 prior to Sept 2009 College Council task
## REFINING OUR EDUCATIONAL SERVICES MODEL

**Goal (Why)** – Provide for, encourage and bring out the best in each student throughout their current and emerging educational needs.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
<th>RESPONSIBILITY (Who)</th>
<th>OUTCOME (What)</th>
<th>TIMELINE (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have an educational model of integrity</td>
<td>Principal, College Executive.</td>
<td>Compliance with the Queensland Studies Authority curricula will be met, fulfilling the requirements of Non-State Schools Accreditation Board.</td>
<td>On-going</td>
</tr>
<tr>
<td>• Meet the individual educational needs of students</td>
<td>Principal, College Executive, College Teachers/Teachers Aides.</td>
<td>(i) Develop a comprehensive, inclusive and future focused educational program and curriculum.</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) Teachers identify and implement best practice, pedagogy and assessment and reporting practices.</td>
<td>NB. Update report on April 2007 and August 2009</td>
</tr>
</tbody>
</table>
## DEVELOPING AN EDUCATIONAL COMMUNITY

**Goal (Why)** - Facilitate an inclusive College and wider-community learning environment.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
<th>RESPONSIBILITY (Who)</th>
<th>OUTCOME (What)</th>
<th>TIMELINE (When)</th>
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</thead>
<tbody>
<tr>
<td><strong>STAFF</strong></td>
<td></td>
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<tr>
<td>• Continue to invest in and make time for regular on-going professional development of College staff so that:</td>
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<tr>
<td>- staff knowledge and skills are enhanced.</td>
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<tr>
<td>- staff embrace and keep abreast of emerging educational and workplace trends</td>
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<tr>
<td>- staff continue to provide the best possible curriculum and educational environment for our students.</td>
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<tr>
<td>Principal, Pastor, College Executive, College Counsellor.</td>
<td>Production of annual Staff Dev. program, providing staff with appropriate (educational, theological and personal) support and growth.</td>
<td>On-going</td>
<td></td>
</tr>
<tr>
<td>Principal, Business Manager, DSPC, CRC.</td>
<td>(i) Include in the teaching and learning program opportunities for students to participate in community activities</td>
<td></td>
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<td></td>
<td>(ii) Develop existing (and seek new) partnerships that both support the educational program and offer mutual benefits.</td>
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<tr>
<td><strong>STUDENTS</strong></td>
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<tr>
<td>• Nurture our students so that they grow and develop as active members of our College campus/society.</td>
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<tr>
<td>• Equip our students for their life’s journey with the requirements for lifelong learning.</td>
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<tr>
<td>Principal, College Executive, Pastor, College Counsellor + College Staff</td>
<td></td>
<td>On-going</td>
<td></td>
</tr>
<tr>
<td>Principal, College Executive, Pastor, College Counsellor + College Staff</td>
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<td></td>
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<tr>
<td><strong>ADULTS</strong></td>
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<tr>
<td>• To explore the possibility of offering wider-community adult education programs on campus</td>
<td></td>
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<tr>
<td>Principal, Business Manager, DSPC, CRC.</td>
<td>Establish a ‘working party’ to determine possible options.</td>
<td>April 2008</td>
<td></td>
</tr>
</tbody>
</table>

NB. Update report on April 2008 and April 2009.
# QUALITY RELATIONSHIPS AND PARTNERSHIPS

**Goal (Why)** - Maintain and strengthen a quality partnership environment (staff, students, parents, etc.).

<table>
<thead>
<tr>
<th>ACTION (How)</th>
<th>RESPONSIBILITY (Who)</th>
<th>OUTCOME (What)</th>
<th>TIMELINE (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attract and retain professional staff supportive of the Christian ethos of the College.</td>
<td>Principal.</td>
<td>(i) Advertise widely for available positions.</td>
<td>On-going</td>
</tr>
<tr>
<td>• Maximize opportunities for students to have the best possible educational environment and pastoral care that will help sustain them through their studies.</td>
<td>Principal, Pastor, Pastoral Care Staff.</td>
<td>(ii) Retain staff via providing eg. The annual Staff Professional Development Program; shared leadership practices on campus; and Staff Appraisal for Professional Development cycle.</td>
<td>March 2008</td>
</tr>
<tr>
<td>• Assist parents to feel part of and supported in, providing the educational foundations for their children</td>
<td>Principal, Parents &amp; Friends, DSPC, CRC, CollegeTeachers/Teacher Aides.</td>
<td>Maintain current Pastoral Care Program across the P-12 campus – consider options for continuous improvement and development.</td>
<td>On-going</td>
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<td></td>
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<td>(i) Promote and conduct on-going regular Parent Information sessions as required and relevant.</td>
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<td></td>
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<td>(ii) Promote attendance at/input to – the Parents &amp; Friends Association activities.</td>
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<td></td>
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<td>(iii) Openly invite parental presence on campus in various voluntary capacities (eg. involvement with the P&amp;F, classroom and reading support, tuckshop etc.)</td>
<td>On-going</td>
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<td></td>
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<td>NB. Update report on March 2008</td>
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</tbody>
</table>
**GOOD SHEPHERD LUTHERAN COLLEGE – OPERATIONAL PLAN 2007 - 2009**

**KEEPING EACH OTHER INFORMED**

*Goal (Why)* - Keep stakeholders informed (parents, students, staff, prospective families) by sharing relevant information through quality communication media/modes.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
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</tr>
</thead>
</table>
| • Provide stakeholders with information that helps them be aware of and/or participate in College activities via either of the following:  
- fortnightly newsletter  
- information booklets  
- staff meetings  
- email  
- parent information and 'Showcase' evenings  
- website  
• Provide stakeholders with information that helps them make knowledgeable decisions about College matters. | Principal, College Executive, Community Relations Coordinator. Principal, Community Relations Coordinator, I.T. Dept. | Maintain current information service provision – consider options for continuous improvement and development. (i) Annually review and produce relevant Public Information Handbooks. (ii) Regularly review and update the College website. (iii) Conduct advertising campaigns via various media as required. | On-going. On-going. On-going. |

NB. Update report on August 2008
ESTABLISHING A COMMUNICATIONS CHARTER

Goal (Why) - Establish a communications charter that demonstrates to stakeholders that the College is accessible and responsive to their needs and will act to address their questions and concerns.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Provide a procedure on how to raise and address any matters or concerns within the College.</td>
<td>Principal, College Council, College Executive.</td>
<td>Production of a Communications Charter that details the protocols and principles whereby communicated enquiries are handled in ways that are;</td>
<td>August 2007</td>
</tr>
<tr>
<td>• Provide appropriate response time guidelines for enquiries.</td>
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<td>- open/discrete as required</td>
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<tr>
<td>• Provide</td>
<td></td>
<td>- personal</td>
<td></td>
</tr>
<tr>
<td>(i) expectations of how staff should be treated during such communication</td>
<td></td>
<td>- timely</td>
<td></td>
</tr>
<tr>
<td>(ii) protocols to ensure proper consideration is given to stakeholders’ needs and concerns</td>
<td></td>
<td>- civil.</td>
<td></td>
</tr>
<tr>
<td>(iii) indication of the status of enquiries and that they are being addressed and receiving a response</td>
<td></td>
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<td></td>
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</tbody>
</table>
## INCREASING THE COLLEGE PROFILE

**Goal (Why)** - Improve awareness of and encourage access to our services.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
<th>RESPONSIBILITY (Who)</th>
<th>OUTCOME (What)</th>
<th>TIMELINE (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- our presence and services are more widely known and available</td>
<td></td>
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</tr>
<tr>
<td>- families have the opportunity to enroll their children with an intent to develop their talents in a caring Christian educational environment</td>
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<tr>
<td>- students can share their College-learnt skills and talents in the wider community</td>
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<tr>
<td>- people generally can be part of the diverse and interesting educational environment at GSLC.</td>
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</tbody>
</table>
**DISPLAYING LEADERSHIP AT ALL LEVELS**

*Goal (Why)* - Develop and foster a culture of shared leadership that is visible in the College environment and wider Noosa region.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Encourage potential aspirants to show leadership in the pursuit of delegation identification and succession planning.</td>
<td>Principal, College Executive.</td>
<td>College management applies practices that are self-reflective and draw on current research to determine best practice for continuous improvement and development.</td>
<td>On-going</td>
</tr>
<tr>
<td>- Encourage acceptance of shared leadership practices at all levels by staff, students and parents in the pursuit of creating a team culture.</td>
<td>Principal, College Council + Staff + Students, College families, Community groups.</td>
<td>Develop effective communication strategies between leadership groups (eg. Council, Executive, P&amp;F) to promote consistent leadership practices, communication of decisions and consultation processes (eg. training/induction for new Council members, P&amp;F Office Bearers).</td>
<td>March 2009</td>
</tr>
<tr>
<td>- Encourage leaders to be accessible and visible on campus and in the wider community.</td>
<td>Principal, College Council + Staff + Students, College families, Community groups.</td>
<td>Identify and support both internal College operations and external networking possibilities for relevant College leadership personnel to be involved and associated with.</td>
<td>On-going</td>
</tr>
<tr>
<td>- Demonstrate to all current and prospective stakeholders that there is strong leadership at all levels within the College.</td>
<td>Principal, College Council + Staff + Students, College families</td>
<td>Maximise ownership and commitment to the shared College mission by building ‘leadership density’ eg. College Administration, Staff Executives, Student leadership, P &amp; F etc.</td>
<td>On-going</td>
</tr>
</tbody>
</table>

*NB. Update report on March 2009*
SHOWING THE VALUE

**Goal (Why)** - Provide a level of service that engages and satisfies and engages stakeholders, commensurate with the fees charged.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
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<th>TIMELINE (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the affordability of College programs and service provision required, in relation to the demographics of the Sunshine Coast</td>
<td>Principal, Business Manager, College Council.</td>
<td>Produce annually, a fee schedule that is both sustainable and sustaining of ......... (i) The desired outcomes of the educational program; (ii) The expectations of the community for delivery of quality education. (iii) The capacity of the College community to afford such fees.</td>
<td>On-going</td>
</tr>
<tr>
<td>Effectively promote and market a valued educational product as part of this service</td>
<td>Principal, Business Manager, DSPC, CRC.</td>
<td>Produce annually, a ‘promotional brochure’ highlighting the educational package at GSLC – and market such highlights.</td>
<td>On-going</td>
</tr>
<tr>
<td>Promote the qualities of the staff delivering this service</td>
<td>Principal, CRC.</td>
<td>Consider and implement means by which to showcase the professional expertise of GSLC staff – eg. - compiling and publishing (eg via newsletters and/or our website) a biographical profile of College staff on a ‘rotation roster’ basis - have staff provide forums for delivery of parent &amp; community educational &amp; information programs etc.</td>
<td>On-going</td>
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</tbody>
</table>

NB. Update report on June 2008.
A Viable College

Goal (Why) - Ensure the continued viability of the College through sound financial and resource management and workplace practices.

<table>
<thead>
<tr>
<th>ACTION (How)</th>
<th>RESPONSIBILITY (Who)</th>
<th>OUTCOME (What)</th>
<th>TIMELINE (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide sustainable budgeting to meet the goals of this Strategic Plan</td>
<td>Principal, Business Manager, College Council.</td>
<td>Devise and produce a responsible annual College operational budget.</td>
<td>On-going</td>
</tr>
<tr>
<td>• Monitor performance against budgets</td>
<td>Principal, Business Manager, College Council.</td>
<td>Monitor and review the annual auditor's report.</td>
<td>On-going</td>
</tr>
<tr>
<td>• Utilize key performance indicators that enable proactive planning and management of the College</td>
<td>Principal, Business Manager, College Council.</td>
<td>Continue outsourcing to independent providers of benchmarking information and trend analysis indicators.</td>
<td>On-going</td>
</tr>
<tr>
<td>• Conduct College operations in a manner that protects the health, safety and welfare of all people on College campus</td>
<td>Principal, Business Manager, W H &amp; S Officer.</td>
<td>Continue operations of and support of WH&amp;S Officer and Committee.</td>
<td>On-going</td>
</tr>
<tr>
<td>• Maintain and develop appropriate physical infrastructures</td>
<td>Principal, Business Manager, College Council, Maintenance Staff.</td>
<td>Produce both an annual and forward planned maintenance schedule.</td>
<td>On-going</td>
</tr>
</tbody>
</table>

NB. Update report on June 2007
The College mission statement provides the overarching expectations that are used as reference points during all evaluation.

Refer to the mission statement
Then to the core values and beliefs
Then to the strategic plan (goals)

NOTE:
- We are measuring and evaluating operations in that context and that hierarchy (that is, everything serves to enable us to action the mission statement and the core values and beliefs)
- Our focus in reporting is on the mission and the core values and beliefs and on the initiatives and goals of the strategic plan that reflect what is to be done to enact those – not on the specifics of the actions and strategies used to achieve those goals.
- The quality of teaching and learning will be the main focus – it is the core business of the College.
- Choice of measurement and evaluation tools is delegated to the personnel responsible for the implementation.

3 basic questions might provide a sequence to follow during ongoing evaluation:
1. How are we going?
   - Identify the expectations (strategic plan)
   - Define the area of activity (specify the strategies and actions used and taken)
2. How do we know?
   - Identify features or benchmarks to look for (standards being aimed for)
   - Decide how to find out if they are present or not (choose appropriate measurement tools)
3. What are we going to do now?
   - Report on the standards and quality of what is observed
   - Set targets for maintenance and improvement/development

How do we know when we've got there?
- Always keep an eye on the outcome. It should be obvious when it has been achieved.
- All reporting should sit lightly; there is no use in a reporting system that is so cumbersome that people either neglect it or are overwhelmed by it. The system needs to be seen as integral to everyday management and leadership.
- In-depth reporting happens according to the schedule in Appendix 2.

Where are we going to find the evidence?
Approaches will vary. Put aside time to make evaluation a focused approach to normal monitoring.

- As far as possible use existing procedures and evidence, for example:

  Checklists: where these are a standard feature of planning and recording
  Meetings: parent groups, focus groups, staff meetings
  Records: self, peer and teacher assessment – can also be used to moderate standards and evaluate learning and teacher approaches
  Profiling: written and oral, eliciting evidence of responses to tasks, goals
MEASUREMENT TOOLS:
note: this list is not exhaustive

GENERAL:
• Conversations
• Reflection
• Shadowing
• Scrutiny of students' work
• S.W.O.T. exercise

• Observations
• Questionnaires
• Meetings
• Diaries/journals

• Survey of documents
• Profiling
• Group discussions
• Checklists

STUDENT PERFORMANCE DATA:
Internal:
• Standardized tests
• School assessment
• School examinations
• Continua tracking

External:
• National benchmarking
• State/national competitions
• Regional/zone competitions

OTHER OUTCOMES:
• School intake characteristics
• School attendance data
• Student behaviour data
• Staff data: absences, continuing study etc
• Student transfers

• School climate surveys
• Participation rates in external events
• School curriculum data
• Parent, family participation

SENSITIVITY FACTORS:
Monitoring of these factors (the list is not necessarily exhaustive) is required as they may impact suddenly and/or significantly on the strategies/actions and strategic plan.

Macro Factors:
• BLEA directives and expectations
• Interest rates
• Tax regimes
• State and federal funding and funding conditions
• Changes in government (state & national) policy & legislation and of statutory authorities
• Changes in technology
• Inflation rate
• SES constraints and changes

Local Factors:
• Changes in enrolment patterns and numbers
• Cooperation, alliances with other schools
• Competition from other schools
• Significant changes in staff salaries or conditions
• Social and demographic changes effecting the school’s location, catchment area and community
Appendix 2:

SCHEDULE FOR REPORTING AGAINST THE STRATEGIC PLAN:

Principal and Business Manager reports contain monthly overviews of the administration of the College.

In depth reporting of the operational plan against the strategic plan occurs to the following schedule and is core business for that month.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MONTH</th>
<th>STRATEGY</th>
<th>WHO IS RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>March</td>
<td>Faithfulness to our Mission*</td>
<td>College Council (Chair)</td>
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<tr>
<td></td>
<td>April</td>
<td>Refining our Educational Services Model*</td>
<td>Principal</td>
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<td></td>
<td>May</td>
<td>Increasing the College profile</td>
<td>Principal / DSPC, CRC</td>
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<td></td>
<td>June</td>
<td>A Viable College</td>
<td>Principal / Business Manager</td>
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<tr>
<td></td>
<td>August</td>
<td>Establishing a Communications Charter</td>
<td>Principal</td>
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<tr>
<td>2008</td>
<td>March</td>
<td>Quality Relationships and Partnerships</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>April</td>
<td>Developing an Educational Community*</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>Showing the Value</td>
<td>Principal / Business Manager</td>
</tr>
<tr>
<td></td>
<td>August</td>
<td>Keeping each other informed</td>
<td>Principal</td>
</tr>
<tr>
<td>2009</td>
<td>March</td>
<td>Displaying leadership at all levels</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>April</td>
<td>Developing an Educational Community*</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>Faithfulness to our Mission *</td>
<td>College Council (Chair)</td>
</tr>
<tr>
<td></td>
<td>August</td>
<td>Refining our Educational Services Model*</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>Preparation of new Strategic Plan</td>
<td>College Council</td>
</tr>
</tbody>
</table>

*Reported twice within the schedule

The report should aim to:
- be comprehensive - outlining all relevant policies, procedures, and processes
- state clearly the benchmarks - how they have been measured, and how they have been achieved.
- include an analysis of current direction and recommendations for future best practice.