



IES
COLLEGE



IES College Strategic Plan

2021-2025



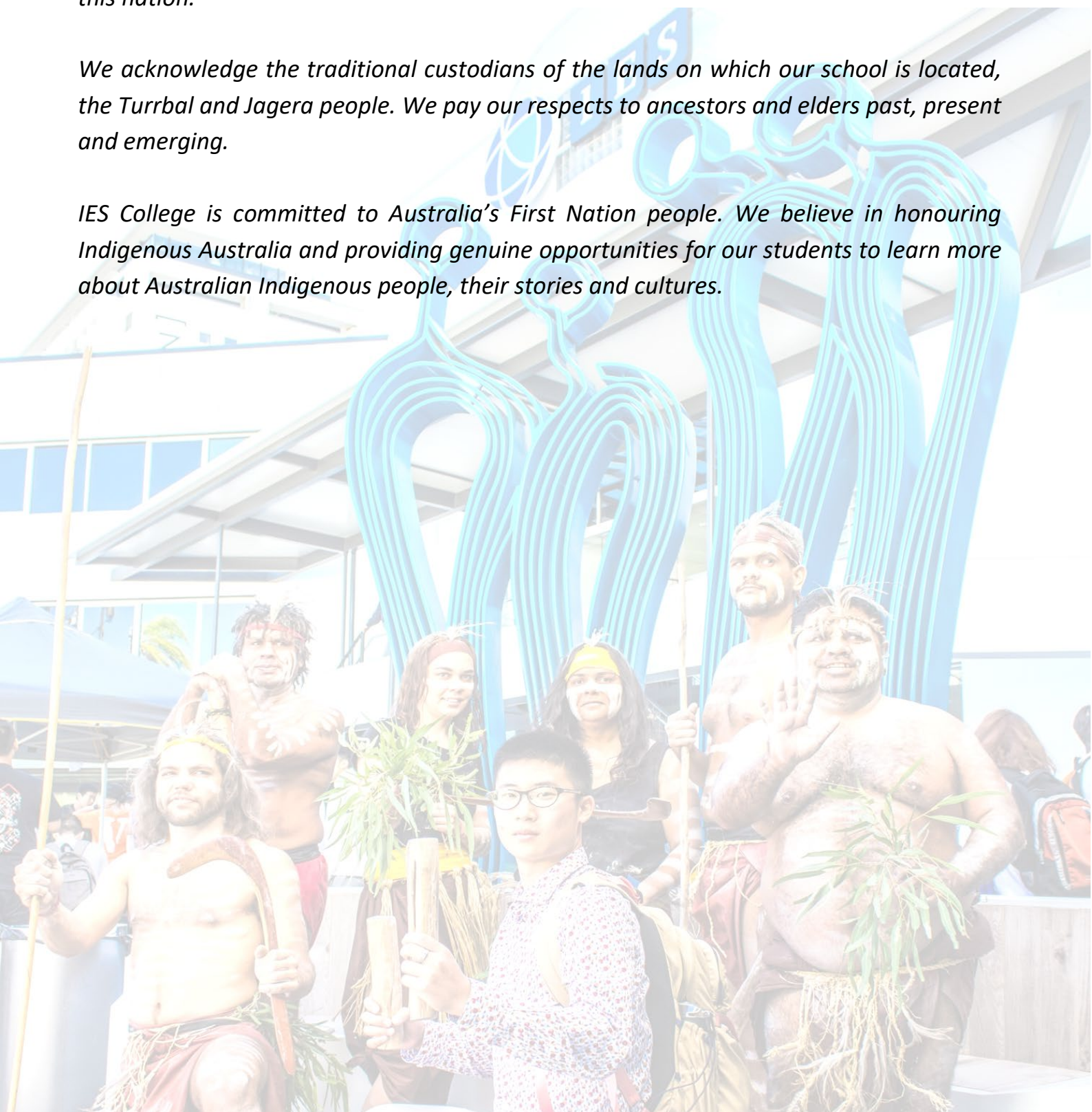
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Acknowledgement of Country

IES College acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation.

We acknowledge the traditional custodians of the lands on which our school is located, the Turrbal and Jagera people. We pay our respects to ancestors and elders past, present and emerging.

IES College is committed to Australia's First Nation people. We believe in honouring Indigenous Australia and providing genuine opportunities for our students to learn more about Australian Indigenous people, their stories and cultures.



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Introduction

For more than 20 years, IES has educated students at our Spring Hill campuses in Brisbane. During this time, more than 8,000 students have successfully transitioned from IES programs into their chosen undergraduate degrees at The University of Queensland and other leading global universities. Building on the success of our university preparation programs, IES expanded its education offerings to a senior high school programme and IES College was born.



IES College is an independent, secular, co-educational, not for profit, senior high school and authorised IB World School for students in years 10-12. The College was established in 2020, with its first cohort of year 11 students commencing their studies in the International Baccalaureate Diploma Program in 2021.

As a not-for-profit organisation IES is committed to re-investing in education through contemporary education tools and programs, and powerful engagement opportunities that enrich the lives of our students and the college community.

This strategic plan outlines a succinct five-year outlook detailing:

- the vision and values for the college and how they align with the aspirations of staff, students and the college community;
- the college's strategic direction, including school improvement priorities, strategies, goals and performance measures and targets.

This document will support informed and transformative change, building on the College's mission, values and vision inspiring students to be passionate and empowered learners, confidently developing their individual gifts to serve in a global world.



IES College Mission, Values and Vision

Mission

Our students engage in critical analysis of their own learning journey. We inspire them to seek out the skills they require to understand their place in a diverse world. We are committed to the empowerment of students so they, in turn, serve to empower others in their local and global community.

As an authorised IB World School IES College also recognises the International Baccalaureate Organisation Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their difference, can also be right.

Values

- Growth from a place of safety
- Individuality through inclusion
- Student determined success

IES College through the implementation of our academic and experiential learning plan, and as IB internationally minded community supports our students in their endeavour to align themselves with the attributes of IB learner profile.



IES College Vision

Our vision is to inspire students to be passionate and empowered learners, confidently developing their individual gifts to serve in a global world.

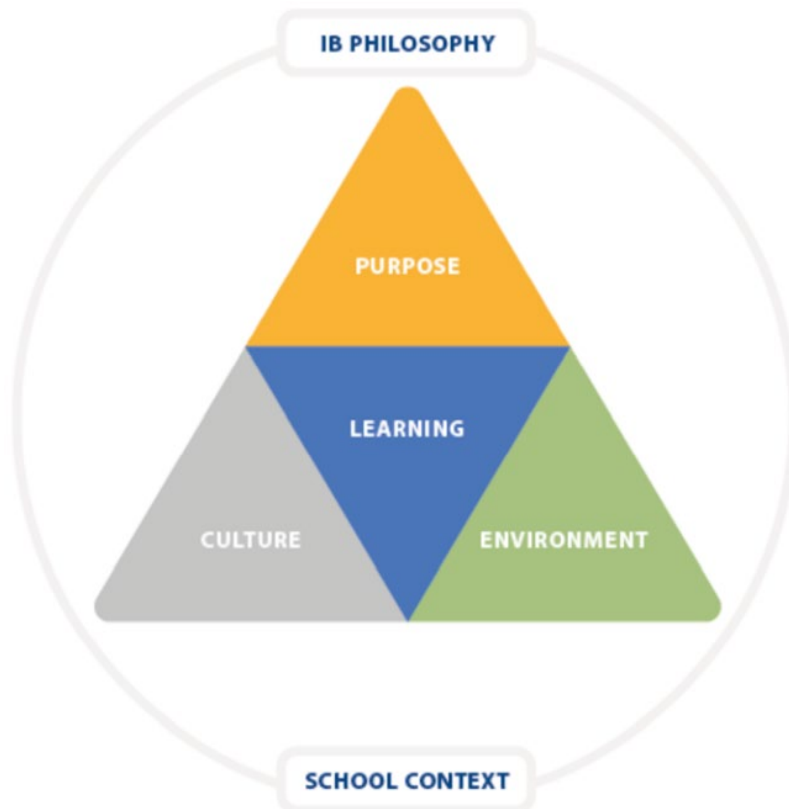


Strategic Priorities 2021-2025

The IES College Strategic Plan is built on five interconnected pillars that align with the IBDP Standards and Practices (picture below) and build on the IES College’s Mission, Values and Vision.



IBDP Standards and Practices



Student Achievement, Engagement & Wellbeing

Guiding principle

In partnership with families, IES College will prepare young people for success in a unique student-centred teaching and learning environment that nurtures the wellbeing of our students to grow in self-determination, confidence and leadership to become valued members of our college community.

STRATEGIES

Policy review: review and renew pastoral and academic care policies, procedures and support structures at least annually. [\(SP1.1\)](#)

Student voice: facilitate authentic agency, collaboration and responsibility through the inclusive engagement of students at all year levels. [\(SP1.2\)](#)

Provisions for special access: differentiate programs, class settings, assessments and activities to cater to individual student needs. [\(SP1.3\)](#)

Student-led academic development: facilitate student-led development as lifelong learners through an academic program that simultaneously challenges, engages, supports and nurtures. [\(SP1.4\)](#)

Partnerships with families: develop and implement strategies to engage parents as genuine partners in their child's learning. Clearly inform education strategies and promote understanding of programs so parents can feel like active partners. [\(SP1.5\)](#)

Health & wellbeing: shape the wellbeing capability of our students through a responsive and evidence informed wellbeing and pastoral care curriculum. [\(SP1.6\)](#)

Leadership and recognition: develop opportunities for student leadership and the celebration of a diverse range of student achievements. [\(SP1.7\)](#)

Adequate resources: ensure adequate and appropriate resources can be employed to enable student-centred learning is accessible to each IES College student. [\(SP1.8\)](#)



Staff Development & Wellbeing

Guiding principle

IES College will support our exceptional learning community and school culture through careful and considered development practices and the promotion of staff wellbeing and professional growth. The development and wellbeing of staff is key to building a school culture that creates a haven for students.

STRATEGIES

Policy review: review and renew staff recruitment and professional development policies, practices, and support structures, at least annually. [\(SP2.1\)](#)

Capability: develop staff capability and entrench practices that ensure a cohesive and integrated delivery of pastoral and academic care. [\(SP2.2\)](#)

Professional development: provide opportunities for staff development through practical, scholarly and responsive programs to support innovative and contemporary approaches to teaching and learning. [\(SP2.3\)](#)

Professional growth: embed a professional learning culture that thrives on reflective practice, constructive feedback, data utilisation and internal and external collaboration. [\(SP2.4\)](#)

Wellbeing: review, develop and embed structures that support and enhance staff wellbeing and promote empowerment through self-efficacy. [\(SP2.5\)](#)

Structures: develop structures for staff professional development and growth with attention to induction, professional capability in a changing work environment, career progression, coaching and mentoring. [\(SP2.6\)](#)



Teaching & Learning

Guiding principle

IES College will deliver an academic and experiential learning program that embraces diversity and inclusion to support independent learners and critical thinkers, preparing them for success in an increasingly complex world. Our education programs will prepare young people to reach their potential and be agents for change through personal challenge, local and global action.

STRATEGIES

Policy review: review and renew teaching and learning policies, procedures and academic structures at least annually. [\(SP3.1\)](#)

Contemporary teaching strategies: use evidence-informed, inquiry based, contextual and engaging student-centred pedagogies. [\(SP3.2\)](#)

Professional growth: embed a professional learning culture for staff that thrives on reflective practice, constructive feedback, data utilisation and internal and external collaboration. [\(SP3.3\)](#)

Curriculum, assessment and reporting: continue to build a developmentally appropriate curriculum and assessment sequence that is underpinned by evidence-informed pedagogies. [\(SP3.4\)](#)

Review and feedback: inform learning and teaching practices using feedback, data analytics and mentoring processes. [\(SP3.5\)](#)

Academic environment: provide a safe and supportive academic environment that meets the highest standards of the IBDP and guide student learning to resilient and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. [\(SP3.6\)](#)

Co-curricular and community service: through the Creativity, Activity and Service program, develop and implement a comprehensive range of co-curriculum programs to strengthen and extend student personal and interpersonal learning. [\(SP3.7\)](#)



Diversity, Inclusion & Global Citizenship

Guiding principle

IES College will lead and inspire students to develop international mindedness and intercultural competence through celebrating inclusion and diversity.

STRATEGIES

Community partnership: engage families and the wider community through interactions and enduring relationships with education, business and government stakeholders to improve the student experience and outcomes. [\(SP4.1\)](#)

Diversity in our staff: develop and retain teachers and professional staff with a commitment to international mindedness and intercultural competency. Cultivating and demonstrating what it means to be a world citizen. [\(SP4.2\)](#)

Inclusive student culture: nurture and develop an inclusive community of students. Encourage student outreach both within and outside the college in an effort to develop a common understanding and language around issues of race and socioeconomic class to allow for more student-led diversity and social justice initiatives. [\(SP4.3\)](#)

Reputation and recognition: position IES College as a partner in strengthening Brisbane as an inclusive city which values diversity and the contribution of people from all backgrounds. [\(SP4.4\)](#)

Compassion: further develop and enhance an understanding and culture of generosity within and beyond our community. [\(SP4.5\)](#)

Community service: seek opportunities for IES College students and staff to engage with and contribute to diverse communities and organisations locally and globally. [\(SP4.6\)](#)

Celebrate: promote and celebrate the diversity of the college, its students, staff and alumni and their contribution to the community. [\(SP4.7\)](#)



Advancement & Sustainability

Guiding principle

IES College will support exceptional educational experiences and outcomes through innovative and agile resourcing, systems and practices that ensure the viability and sustainability of the college.

STRATEGIES

Staff: invest in our staff by providing competitive salaries, benefits and conditions, supporting professional growth and offering leadership opportunities. [\(SP5.1\)](#)

Facilities: implement and continue the development of college facilities that provide students with a safe, effective, state of the art learning environment appropriate to the educational programs. [\(SP5.2\)](#)

Marketing: continuous review and renewal of approaches to marketing and communication plans to attract balanced enrolments of both domestic and international students and to ensure future student growth. [\(SP5.3\)](#)

Financial management: manage IES College's finances efficiently to ensure the college can continue to deliver its educational programs to the highest standards, providing access to a diverse range of students now and into the future. [\(SP5.4\)](#)

Financial resources: grow financial resources to enable IES College to offer future focused global education to students from diverse backgrounds. [\(SP5.5\)](#)

Governance: review of college resourcing, facilities, systems and practices at the governing body level. [\(SP5.6\)](#)

Growth: continue to grow and advance the educational offerings at IES College through the addition of year levels, co-curricular and pathway opportunities. [\(SP5.7\)](#)



School Improvement Plan

Introduction

This school strategic plan has been developed to inform the direction of our school over the next five years. The governing body of the college, in collaboration with the school's strategic leadership team, have reviewed each strategic priority and created defined actions whose successful implementation can

be measured. From this, a School Improvement Plan has been framed with implementation milestones reported regularly to the IES College governing body through reports from the IES College Committee and College Principal.

This school improvement plan will shape an annual operational plan that outlines the various projects associated with each strategic priority. We commit to regularly evaluating the success of the implementation of our intended strategies and discern our commitment to the college mission, values and vision.

Through current and evolving channels of communication, we will regularly update our IES College community on our pursuit and achievement of each strategy within this plan.

Improvement Processes Overview

IES College is committed to implementing improvement processes in compliance with Section 20 of the Non-State School Accreditation Board Accreditation Regulations.

In acquiring the authorisation as an IB World School, IES College had to demonstrate that it meets the IB Diploma programme standards and practices to deliver the IB Diploma

Programme curricula and assessment. IES College implements ongoing internal annual review and evaluation processes to ensure continued adherence to the standards of an IB World School.

In addition to the IB requirements, IES College follows its' own policies in relation to staff development, curriculum and assessment review, validation and moderation, and program planning which are carried out at least annually for all its program offerings.



IES College, in accordance with its' CRICOS accreditation for the high school programme, is also subject to the requirements of the ESOS Act and related National Code Standards, as a provider of courses to international students. Regular audits are undertaken by IES' Compliance team to ensure that IES College meets its requirements and continues to offer high quality education and student welfare to international students. The IES Compliance team is also responsible for undertaking internal audits of each program delivered by the College to ensure we continue to meet legislative and regulatory obligations.

In addition to regular reports from the College Principal to the IES Board throughout the school year, the College produces and presents an annual report to the IES Board which is also made available to community stakeholders, including parents/ guardians and staff on the IES College website. Hard copies will be available on request.

Staff Development

IES College is committed to providing all staff with opportunities to participate in regular Professional Development activities which enhance their professional knowledge and skills. All staff are encouraged to present PD or further education opportunities to their Manager for approval.

The IES Compliance team run internal policy training sessions at least twice annually to discuss key College policy, or major updates to legislation, regulations or policies to ensure all staff are across the internal processes. The HR team keeps records of all PD activities undertaken by staff.

Curriculum and Assessment Development

In respect to the academic process, specific data is collected and analysed from stakeholders and students annually, in order to continually improve the academic delivery and assessment process. Students and parents/guardian's complete client feedback surveys at every exit point. Results of these surveys are analysed by the Academic Executive and are used as part of the annual review process for programs, curriculum and assessment.

At the end of each school year an annual curriculum and assessment review meeting/s is held between the Deputy Principal and each of the subject teachers. These meetings allow teaching staff to have input into any amendments and improvements to the College's curriculum and/or assessment. This process is well documented by the Academic Executive team.



Improvement Work Plan

IES College will aim to implement the strategic plan and strategic priorities by following this five-year school improvement workplan:

STRATEGIC PRIORITY 1: STUDENT ACHIEVEMENT, ENGAGEMENT & WELLBEING						
Strategy	Performance Indicator	2021	2022	2023	2024	2025
SP1.1	Compliance team in consultation with relevant staff teams will review and update school policies at least annually, and communication and educate staff and students on any key changes.	Emerging	Demonstrating	Demonstrating	Embedded	Embedded
SP1.2	Staff will encourage and find different ways to facilitate the inclusion of the student voice throughout the day to day operations of the school.	Emerging	Developing	Developing	Demonstrating	Embedded
SP1.3	Develop ways to provide equity in the access to college programs through different methods of delivery, class settings, assessment and activities.	Emerging	Developing	Developing	Demonstrating	Embedded
SP1.4	Embrace and promote the IBDP aims and philosophies to encourage student-led development.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP1.5	Principal and key staff will develop ways to engage with parents to form partnerships in student learning.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP1.6	Develop and implement a pastoral care program that fosters student health and wellbeing.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP1.7	Encourage and facilitate opportunities for student leadership and celebration of student achievements in all areas.	Emerging	Developing	Developing	Demonstrating	Embedded
SP1.8	Review and maintain appropriate and adequate resourcing levels to enable a student-centered learning experience is accessible to all students.	Emerging	Developing	Developing	Demonstrating	Embedded
STRATEGIC PRIORITY 2: STAFF DEVELOPMENT & WELLBEING						
Strategy	Performance Indicator	2021	2022	2023	2024	2025
SP2.1	Compliance team in consultation with relevant staff will review and update school policies at least annually, and communication and educate staff on any key changes.	Emerging	Demonstrating	Demonstrating	Embedded	Embedded
SP2.2	Develop staff capabilities to ensure cohesive and enriched pastoral and academic care.	Emerging	Developing	Developing	Demonstrating	Embedded
SP2.3	Provide opportunities for staff development through offering access to a range of programs and courses, and encouraging staff to come forward with suggestions for PD.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP2.4	Embed a culture among staff that encourages professional growth to develop a teaching culture that support student learning.	Emerging	Developing	Developing	Demonstrating	Embedded
SP2.5	Continue to provide and look for services to support staff health and wellbeing.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP2.6	Develop and enhance recruitment and induction processes to facilitate a structure that is effective in supporting staff to be successful and contributing members of the college	Emerging	Developing	Developing	Demonstrating	Embedded
STRATEGIC PRIORITY 3: TEACHING & LEARNING						
Strategy	Performance Indicator	2021	2022	2023	2024	2025
SP3.1	Compliance team in consultation with relevant staff will review and update school policies at least annually, and communication and educate staff and students on any key changes.	Emerging	Demonstrating	Demonstrating	Embedded	Embedded
SP3.2	Contemporary and innovative teaching strategies will be developed and implemented to facilitate student-centred learning.	Emerging	Developing	Developing	Demonstrating	Embedded



SP3.3	Develop and embed a professional learning culture amongst staff that enhances the teaching and learning environment.	Emerging	Developing	Developing	Demonstrating	Embedded
SP3.4	Continuous development of and improvements to curriculum, assessment and reporting.	Emerging	Demonstrating	Demonstrating	Embedded	Embedded
SP3.5	Create opportunities for feedback from students, parents and key external stakeholders to inform teaching and learning practices.	Emerging	Developing	Developing	Demonstrating	Embedded
SP3.6	Continue to build on the safe and supportive academic environment that meets the high standards of the IBDP.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP3.7	Continue to review and expand the number of co-curricular and CAS activities and programs available to students.	Emerging	Developing	Developing	Demonstrating	Embedded

STRATEGIC PRIORITY 4: DIVERSITY, INCLUSION & GLOBAL CITIZENSHIP

Strategy	Performance Indicator	2021	2022	2023	2024	2025
SP4.1	Compliance team in consultation with relevant staff will review and update school policies at least annually, and communication and educate staff on any key changes.	Emerging	Demonstrating	Demonstrating	Embedded	Embedded
SP4.2	Develop and amend recruitment practices to attract and retain staff whose values align with those of the college.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP4.3	Develop staff capabilities to ensure cohesive and enriched pastoral and academic care.	Emerging	Developing	Developing	Demonstrating	Embedded
SP4.4	Provide opportunities for staff development through offering access to a range of programs and courses, and encouraging staff to come forward with suggestions for PD.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP4.5	Embed a culture among staff that encourages professional growth to develop a teaching culture that support student learning.	Emerging	Developing	Developing	Demonstrating	Embedded
SP4.6	Continue to provide and look for services to support staff health and wellbeing.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP4.7	Develop and enhance recruitment and induction processes to facilitate a structure that is effective in supporting staff to be successful and contributing members of the college	Emerging	Developing	Developing	Demonstrating	Embedded

STRATEGIC PRIORITY 5: ADVANCEMENT & SUSTAINABILITY

Strategy	Performance Indicator	2021	2022	2023	2024	2025
SP5.1	Continuous review of staff remuneration, benefits and conditions to ensure that we are investing in our human resources.	Emerging	Demonstrating	Demonstrating	Embedded	Embedded
SP5.2	Continuous improvements to the campus facilities including planning for expansion to improve the student experience	Emerging	Developing	Developing	Demonstrating	Embedded
SP5.3	Develop and tailor marketing practices to encourage growth and attract diverse student enrolments.	Emerging	Developing	Demonstrating	Demonstrating	Embedded
SP5.4	Continue the careful management of the college finances, including reporting to the governing body and producing informed annual budgets.	Emerging	Demonstrating	Demonstrating	Embedded	Embedded
SP5.5	Develop ways to growth the financial resources for the school through enrolment growth and funding opportunities.	Emerging	Developing	Developing	Demonstrating	Embedded
SP5.6	Embed governance practices to ensure the resourcing facilities, systems and practices of the college are reviewed at the highest level.	Emerging	Developing	Developing	Demonstrating	Embedded
SP5.7	Look for opportunities to continue to growth and expand the educational offerings through additional year levels or pathway opportunities.	Emerging	Developing	Developing	Demonstrating	Embedded



School Improvement Cycle

Introduction

The IES College School Improvement Cycle supports the College strategic vision. It helps the college to apply an evaluation mindset to school improvement and use evidence to identify areas of strength, as well as areas that need improvement.

The improvement cycle guides the college through five stages during which the college:

- **Evaluate and diagnose** performance successes and challenges around their key strategic priorities
- **Prioritise and set goals** for improvement and initiatives that meet strategic priorities and have the greatest impact on student learning
- **Develop and plan** the improvement strategies and initiatives to meet the strategic priorities
- **Implement and monitor** their selected improvement strategies and initiatives and the impact these have on student learning
- **Report and review** the entire improvement process, including evaluation outcomes and plans for improvements.



IES College will progress through the school improvement cycle annually.

Evaluate & diagnose performance

IES College will systematically review the school on an annual basis. The review will incorporate the use of IES College’s strategic plan to track and progress the College’s strategic priorities by:

- Evaluating the impact of any prior improvements, including successes and challenges;
- Diagnosing any areas requiring attention, based on identified issues and risks;
- Reviewing how IES College responded to any recommendations; and
- Reflection by community members on all aspects of the educational plan implementation.

IES College will reflect honestly upon the evidence collected through the evaluation phase and consider the evidence regarding the implementation of each strategic priority and diagnose the status of the implementation along the scale of:



Reflecting upon the rating allocated to each strategic priority IES College will further diagnose the implementation of each strategic priority whether it:



Prioritise & set goals

Following initial evaluation and diagnosis, IES College will prioritise and set goals for improvement initiatives by:

- Prioritising key focus areas for improvement;
- Being clear about what success or impact looks like; and
- Setting goals and targets.

Develop & plan

IES College will develop and plan identified improvement strategies and initiatives which will better meet the strategic priorities and have the greatest impact on student learning by:

- Planning and developing improvement initiatives with evidence base;
- Determine specific actions and methods;
- Determine roles and responsibilities and timelines; and
- Agree on, and communication finalised plans.

Implement & monitor

IES College will implement improvement strategies and initiatives in accordance with the agreed plans and will monitor their progress over the school year based on the basic principles of the evaluation and diagnosis stage of the improvement cycle. Implementation and monitoring will consider:

- Professional learning;
- Collaboration and consistency;
- Resourcing; and
- Student outcomes.

Report & Review

The improvement cycle will be thoroughly recorded and all evidence gathered by IES College is submitted to the IES Board, for review to indicate whether IES College is meeting each strategic priority. The IES Board will respond indicating commendations of practices, recommendations for practices where further development is required and identify matters to be addressed.



School Performance Measurement Template

STRATEGIC PRIORITY 1: STUDENT ACHIEVEMENT, ENGAGEMENT & WELLBEING				
Strategy	Performance Indicator	Evaluation	Diagnosis	Plan for Improvement
SP1.1	Compliance team in consultation with relevant staff teams will review and update school policies at least annually, and communication and educate staff and students on any key changes.	<i>e.g. Developing</i>	<i>e.g. Requires additional development</i>	<i>e.g. School policies for monitoring student welfare and behaviour need to be reviewed, and better processes put in place to ensure a proper follow up process is implemented.</i>
SP1.2	Staff will encourage and find different ways to facilitate the inclusion of the student voice throughout the day to day operations of the school.			
SP1.3	Develop ways to provide equity in the access to college programs through different methods of delivery, class settings, assessment and activities.			
SP1.4	Embrace and promote the IBDP aims and philosophies to encourage student-led development.			
SP1.5	Principal and key staff will develop ways to engage with parents to form partnerships in student learning.			
SP1.6	Develop and implement a pastoral care program that fosters student health and wellbeing.			
SP1.7	Encourage and facilitate opportunities for student leadership and celebration of student achievements in all areas.			
SP1.8	Review and maintain appropriate and adequate resourcing levels to enable a student-centered learning experience is accessible to all students.			
STRATEGIC PRIORITY 2: STAFF DEVELOPMENT & WELLBEING				
Strategy	Performance Indicator	Evaluation	Diagnosis	Plan for Improvement
SP2.1	Compliance team in consultation with relevant staff will review and update school policies at least annually, and communication and educate staff on any key changes.			
SP2.2	Develop staff capabilities to ensure cohesive and enriched pastoral and academic care.			
SP2.3	Provide opportunities for staff development through offering access to a range of programs and courses, and encouraging staff to come forward with suggestions for PD.			
SP2.4	Embed a culture among staff that encourages professional growth to develop a teaching culture that support student learning.			



SP2.5	Continue to provide and look for services to support staff health and wellbeing.			
SP2.6	Develop and enhance recruitment and induction processes to facilitate a structure that is effective in supporting staff to be successful and contributing members of the college			

STRATEGIC PRIORITY 3: TEACHING & LEARNING

Strategy	Performance Indicator	Evaluation	Diagnosis	Plan for Improvement
SP3.1	Compliance team in consultation with relevant staff will review and update school policies at least annually, and communication and educate staff and students on any key changes.	<i>e.g. Demonstrating</i>	<i>e.g. Shows satisfactory development</i>	<i>e.g. Teaching & learning policies will continue to undergo review and improvement at least annually in accordance with the policy review cycle.</i>
SP3.2	Contemporary and innovative teaching strategies will be developed and implemented to facilitate student-centred learning.			
SP3.3	Develop and embed a professional learning culture amongst staff that enhances the teaching and learning environment.			
SP3.4	Continuous development of and improvements to curriculum, assessment and reporting.			
SP3.5	Create opportunities for feedback from students, parents and key external stakeholders to inform teaching and learning practices.			
SP3.6	Continue to build on the safe and supportive academic environment that meets the high standards of the IBDP.			
SP3.7	Continue to review and expand the number of co-curricular and CAS activities and programs available to students.			

STRATEGIC PRIORITY 4: DIVERSITY, INCLUSION & GLOBAL CITIZENSHIP

Strategy	Performance Indicator	Evaluation	Diagnosis	Plan for Improvement
SP4.1	Develop opportunities to create community partnerships with families and the wider community.			
SP4.2	Develop methods to attract, recruit and retain staff from diverse backgrounds, who have a commitment to intercultural competence.			
SP4.3	Encourage an inclusive student culture by developing understanding and open mindedness around race, culture, socioeconomic class and social justice issues.			
SP4.4	Build on the reputation and recognition of the college as a leader in diversity and inclusion.			
SP4.5	Continue to foster and encourage compassion within the student group.			
SP4.6	Create opportunities for staff and students to engage in community services and activities that promote inclusion and diversity.			



SP4.7	Celebrate and provide opportunities for celebration of diversity.			
STRATEGIC PRIORITY 5: ADVANCEMENT & SUSTAINABILITY				
Strategy	Performance Indicator	Evaluation	Diagnosis	Plan for Improvement
SP5.1	Continuous review of staff remuneration, benefits and conditions to ensure that we are investing in our human resources.			
SP5.2	Continuous improvements to the campus facilities including planning for expansion to improve the student experience			
SP5.3	Develop and tailor marketing practices to encourage growth and attract diverse student enrolments.			
SP5.4	Continue the careful management of the college finances, including reporting to the governing body and producing informed annual budgets.			
SP5.5	Develop ways to growth the financial resources for the school through enrolment growth and funding opportunities.			
SP5.6	Embed governance practices to ensure the resourcing facilities, systems and practices of the college are reviewed at the highest level.			
SP5.7	Look for opportunities to continue to growth and expand the educational offerings through additional year levels or pathway opportunities.			

