Annual Improvement Plan – 2024
Marist-Sion College Warragul

Jesus a Model for Leadership and Learning

"You are the light of the world … Let your light shine" (Mt 5: 14 – 16)

Acknowledgement of Country

Marist-Sion College recognises and acknowledges the traditional custodians of the land on which our school stands, the sky above us, and its surrounding waterways. We acknowledge and pay our respects to their Elders past and present and with them we celebrate a unique living culture that continues to this day. We pray that their spiritual attachment to the land might inspire us to treat it with respect and encourage us to seek God's presence in all parts of our lives. We commit to working with our First Peoples to move forward in a spirit of reconciliation.

Shaping Marist-Sion's Future

Today's 15 years olds will likely navigate 17 changes in employer across 5 different careers. They will sometimes be self-employed, at other times working with and for others. This strategic plan seeks to develop the critical skills our students need to thrive in the world.

As technology reduces the need for workers to complete routine, manual tasks they will spend more time focusing on people, solving more strategic problems and thinking creatively (The New Work Smarts, 2017).

By 2030, it is predicted that we will, on average, spend 30 per cent more time per week learning skills on the job; spend double the time at work solving problems, spend 41 per cent more time on critical thinking and judgment, and 77 per cent more time using science and mathematics skills; utilise verbal communication and interpersonal skills for 7 hours a week each; and develop an entrepreneurial mindset due to having less management, less organisational coordination and less teaching (Future of Work, 2019).

Spirit

"The works of God [are] like small seeds which germinate for a long time in the soil before emerging above the ground to blossom and bear fruit under the rays of the sun. Convinced of these indisputable facts [we] go forward resolutely as if [we] were certain of the future." Theodore Ratisbonne, *Memoirs*, 1883

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Mission
Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion. Our mission is to provide an:

- **innovative education** which
- integrates **faith**, **learning** and **life** in a
- **welcoming community**.

Vision
At Marist-Sion College, students experience an education where they are known and **loved**, **grow** as life-long learners and **live** as active citizens inspired by the principles of Catholic Social Teaching.

Strategic Pillars – Our Commitment to Action

Catholic Identity
We activate identity and mission through Catholic Social Teaching and affirming the dignity and inclusion of all.

Learning and Teaching
We build expert teachers, adaptive teaching teams and collaborative expertise.

Leadership
We are impactful leaders, building capacity and driving school improvement.

Child Safety
We commit to sustaining and improving our child safe practices and culture.

Stewardship of Resources
We provide a vibrant and sustainable future for generations to come.

Strategic Intent
- Every leader is an instructional leader
- Every teacher is an expert teacher
- Every student is achieving at least 12 months literacy and numeracy growth each year

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Marist-Sion College – Warragul

STRATEGIC PLAN FOCUS: HIGH QUALITY CATHOLIC EDUCATION
IMPROVEMENT DOMAIN: Catholic Identity and Religious Education
Improvement Dimension: Catholic Identity and Religious Education

Catholic Identity
We activate identity and mission through Catholic Social Teaching and affirming the dignity and inclusion of all.

Goal: To activate identity and mission through Catholic Social Teaching. Affirming the dignity and inclusion of all.

Strategies	Measures of Success	Actions	Responsible	Timeline
1.1 Create experiences of encounter to develop a **culture of recontextualisation and dialogue** (CIRE Domain 1).	Review data sets: ECSI data; CIRE Tool; Insight SRC; and Catholic culture data in the CIM Team and refer to data in decision making.	• Explore data with staff and create targeted approaches to raise Catholic Identity at the College (DOSCEL).	Catholic Identity and Mission Team	Fortnightly
	Staff incorporate Scripture from the Liturgical Year (Mark) in teaching and prayer experiences.	• Ensure Scripture is foundational to recontextualised prayer and ritual.	Catholic Identity and Mission Team	Ongoing
	Staff and students attend the Interfaith Day of Dialogue at Our Lady of Sion College. Year 10 Curriculum and Reflection Days explore Aboriginal Spirituality.	• Embrace authentic opportunity for dialogue with other religions and cultures, with specific inclusion and exploration of Aboriginal Spirituality.	Director of Mission (**DoM**)	Term 3

	Catholic Social Teaching principles are evident in the Year 8 curriculum. Caritas fundraising for project compassion reference Catholic Social Teaching principles.	• Catholic Social Teaching principles are explicitly taught and referred to.	Catholic Identity and Mission Team	Term 1
1.2 Develop teacher expertise to deliver **high quality Religious Education** (CIRE Domain 2).	Increase in teachers who are Accredited to Teach RE and Lead in a Catholic School, and teachers Accredited to Teach in a Catholic School. Teachers understand the Religious Education Curriculum, To Live in Christ Jesus, including its progression of learning and the Sexuality Education in the Catholic School resource as enablers of student achievement and growth. Teachers evoke student voice and promote student agency in the delivery of Religious Education and social justice projects.	• Provide staff formation, professional learning and resources to support the gaining and maintaining of the various levels of Accreditation. • Build expert teacher practice in targeted teaching in Religious Education, Scripture and Catholic Tradition to support the teaching of Religious Education.	Deputy Principal Catholic Identity and Mission (**DP-CIM**) Catholic Identity and Mission Team	Once per term
		• Develop teachers' understanding of the Religious Education curriculum To Live in Christ Jesus and the Sexuality in Catholic Schools.	Deputy Principal Catholic Identity and Mission (**DP-CIM**) and Learning Leader – Religious Education (**LLRE**)	Three per term
		• Build teacher pedagogical practice to support the development of the post critical belief stance of students.	Deputy Principal Catholic Identity and Mission (**DP-CIM**) and Learning Leader – Religious Education (**LLRE**)	
1.3 Enhance student learning and **Catholic identity by partnering**	Parish Priest, Clergy and DOSCEL representatives at all College Catholic Identity events.	• Primary Principal Cluster Meetings are held.	Principal	Term 2

with the local parish, parents and families and DOSCEL (CIRE Domain 3).				
	Meetings are held once per term to enhance student learning.	• Regularly meet with the Catholic Identity and Religious Education Advisor (DOSCEL).	Deputy Principal Catholic Identity and Mission (**DP-CIM**)	Once per term
	Meetings are held once per term to enhance student learning.	• The Deputy Principal – Catholic Identity and Mission and DOSCEL CIMLs meet.	Deputy Principal Catholic Identity and Mission (**DP-CIM**)	Once per term
	Partnerships are evident between the College community and our DOSCEL, Marist and Sion Network schools.	• The Partnership Audit and Mapping online resource is used in the planning of the College liturgical program, retreat and reflection days.	Deputy Principal Catholic Identity and Mission (**DP-CIM**) and Director of Mission (**DoM**)	Ongoing
	Students conduct Sacramental programs to feeder primary schools. Parish partnerships are strengthened through Liturgical engagement and Youth Ministry	• Youth Ministry students support the delivery of Sacramental programs to feeder primary schools.	Learning Leader – Religious Education (LLRE), Youth Ministry Leader (**YMC**)	Term 3

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STRATEGIC PLAN FOCUS: HIGH QUALITY CATHOLIC EDUCATION

IMPROVEMENT DOMAIN: Learning and Teaching

Improvement Dimension: Expert Teacher Practice and Improved Student Outcomes

Learning and Teaching
We build expert teachers, adaptive teaching teams and collaborative expertise.

Goal: To foster growth and engagement through a shared pedagogical approach.

Strategies	Measures of Success	Actions	Responsible	Timeline
2.1 Develop an **expert teaching team** that promotes adaptive teaching strategies (NSIT Domain 5).	Learning Teams can articulate key teaching strategies to enhance student growth. Teachers demonstrate a high level of confidence in teaching and are eager to expand their subject knowledge.	• Target and prioritise teacher practices that support the needs of every learner. • Use data analytics (SIMON) to create planned adjustments that directly support students' contexts and needs. • Teachers maintain up to date knowledge of legislative requirements and enacts school policies and processes that support the National Aboriginal and Torres Strait Islander Strategy, Disability Standards for Education (DSE), Disability Discrimination Act (DDA), NCCD, Child Safe Standards and EAL curriculum.	Deputy Principal – Student Learning Culture and Growth (**DP – SLCG**). Directors of Learning (**DoL**), Director of Digital Learning and Systems (**DoDLS**) and Learning Adjustment Leader (**LAL**)	Term 1

2.2	Resource expert teachers using **effective pedagogical practices** – including explicit instruction – to maximise student growth (NSIT Domain 8).	Insight SRC – Teacher Confidence; Quality Teaching and Engaging Practice indicators improve. Evidence Based teaching strategies are demonstrated through highly effective practice.	• Teachers engage within the Teaching Sprints process to share and practice pedagogical practices. • Staff can interpret a range of data including VCE, NAPLAN, PAT to inform pedagogical practices and differentiation. • Teachers understand and utilise evidence-based strategies to improve academic and social emotional learning. • Teachers welcome and engage in opportunities for peer observation and feedback. • Coaching opportunities exist for teachers to develop their pedagogical practices.	Deputy Principal – Student Learning Culture and Growth (**DP – SLCG**) Directors of Learning (**DoL**), Director of Digital Learning and Systems (**DoDLS**), Learning Adjustment Leader (**LAL**) and Learning Area Leaders	Terms 1 – 3
2.3	Enable expert teachers to support students through **differentiated teaching** and learning (NSIT Domain 7).	The use of regular data on the achievements, progress, strengths and weaknesses of individual students is used in all classrooms to cater to differences for all learners. Differentiated learning opportunities including accelerated programs, student mentoring and additional learning support. Parent/Guardian/Carer engagement at College community events strengthens.	• School records of individual student needs, achievements and progress are maintained centrally and share across year levels to provide targeted learning. • A school-wide process has been established for identifying specific student learning needs, including systematic testing to establish learning gaps and special needs. • An extensive Subject Selection Process is undertaken to engage Students/Parent/Guardian/Carer	Deputy Principal – Student Learning Culture and Growth (**DP – SLCG**). Directors of Learning (**DoL**), Director of Digital Learning and Systems	Terms 1 – 4

	Student assessment tasks demonstrate reasonable adjustments, planning and collaboration to meet the needs of students with disabilities. Ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander Peoples.	Partnerships within the schools learning pathway process. • Opportunities to extend student learning (Learning Enrichment & Advancement Programs and studying an Accelerated Learning Program) are embedded to enhance student growth. A wide range of initiatives to strengthen Literacy and Numeracy is embedded throughout curriculum programs. • The school effectively uses its physical environment and available facilities to maximise student learning.	(**DoDLS**) and Learning Adjustment Leader (**LAL**), Learning Area Leaders, Literacy Collective Team, Coordinator of LEAP program**.**	
2.4	Activate a **learning culture,** built around high expectations and excellence (NSIT Domain 3).	Highly effective visual artefacts to reinforce routines for learning evident in all learning spaces. The Teaching Climate (Teacher Confidence, Respect for Students) continues to improve (Insight SRC). Student Behaviour and Student Management indicators strengthen and align (Insight SRC). Increase sense of belonging and connection to learning and community (Insight SRC and AWE Survey).	• Create a learning environment that is safe, predictable and known through the implementation of the Whole School Approach to Positive Behaviour Support (WSAPBS) framework.	Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**), Deputy Principal – Student Learning Culture and Growth (**DP – SLCG**), Director of Student Wellbeing (**DSW**) and Directors of Learning (**DoL**)	Ongoing

	Positive Behaviour Team meets and activates a variety of staff forums to communicate Positive Behaviour Support strategies and facilitates coaching opportunities.	• Establish a Positive Behaviour Team to develop teachers' capabilities to implement evidence-based teaching strategies through coaching and collaborative practices.	Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**)	Twice per term
1	Student attendance data increases to 85 % (whole College and Year Level). Individual student attendance for students identified in the Student Engagement Mapping process increases.	• Implementation and deepening of student engagement programs and interventions to support students included in the Tier 2 – Targeted and Tier 3 – Intensive process.	Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**), DSW, Head of House, Intensive Behaviour Support Team	Semester 1
	The Assessing Wellbeing in Education (AWE) data and Insight SRC Student Social Emotional Climate (student distress, student perception of learning confidence, students feeling safe in the classroom) is completed and evidences improvement each year. Pulse Checks implemented in all terms.	• Explicit teaching of social-emotional skills and wellbeing literacy in the Whole School Wellbeing Program. • Wellbeing Pulse Checks introduced and administered once per term.	Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**), **WLDL**, Heads of House, Tutors	All year
1	Student, staff and community feedback attained through a structured review process. Proposed Student Leadership Structure presented to the Executive Team.	• Student Leadership Structure Review.	Deputy Principal – Wellbeing Partnerships	Semester 1

			and Safety (**DP-WPS**)	
	Change management process for the development of a review and change to the Achievement and Recognition Process for students developed for commencement in 2025.	• Develop Achievement and Recognition Process for students.	Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**)	Terms 3 and 4

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Marist-Sion College – Warragul

STRATEGIC PLAN FOCUS: HIGH QUALITY CATHOLIC EDUCATION AND SUSTAINABLE ORGANISATION
IMPROVEMENT DOMAIN: Leadership
Improvement Dimension: Leadership for Learning

Leadership
We are impactful leaders, building capacity and driving school improvement.

Goal: To enhance a leadership culture that promotes learning and growth.

Strategies	Measures of Success	Actions	Responsible	Timeline
3.1 Activate a **culture of leadership**.	Leaders adopt an inquiry disposition to impact strategic improvement.	• Document, explain, and share Leadership Role Clarity.	Deputy Principal – Professional Culture and Growth (**DP-PCG**)	Term 1
	The College has a Leadership Statement that informs the work of leaders in delivering impact strategic improvement.	• Develop a Marist-Sion College Leadership Statement.	Principal and Deputy Principal – Professional Culture and Growth (**DP-PCG**)	Term 1
	Executive and Senior Leaders consistently demonstrate the dispositions and behaviours that reflect the College vision and mission.	• Co-create Growth Plans specifically designed for Executive and Senior Leaders.	Executive Team	Term 1 and Term 4

		Leaders are self-reflective as evidenced in their Growth Plans and Annual Review Meeting (ARM).	• Provide ongoing formative feedback to leaders through structured one on one conversations.		
		Strong strategic partnerships impact leadership practice. Evidence of consistent leader presence at the DOSCEL (Middle Leaders, Deputy Principal Network Meetings).	• Provision of targeted leadership formation through DOSCEL (Middle Leaders, Deputy Principal Network Meetings etc.)	Professional Culture and Growth Team	Ongoing
3.2	Lead **impactful school improvement**.	Increase in teacher confidence, ownership and teamwork represented in SIF data. Increased participation in Diocesan Leadership Programs. Increased uptake of Sponsored Study Master of Evidence Based Teaching (MEBT) and Master of Instructional Leadership (MIL) through The University of Melbourne. Leaders recognise personal impact on others and invite dissenting feedback.	• Monitor progress in SIF data which demonstrates impact on student outcomes. • Adopt an evidence-based processes to lead change and successful school improvement. • Change2 Tools and Agile Thinking Tools are used in Team Meetings to plan for change. Consultation Timelines are clearly communicated to staff. • The College Calendar identifies Tier 1 to Tier 5 activities and events and ensures that these are scheduled with a focus on maximising student learning time.	Executive Team	Ongoing
3.3	Provide an **effective POL structure** that meets the changing needs of staff and students.	Data driven evidence of progression in leadership skills and capacity for all POL holders.	• Conduct a POL Review to ensure alignment with current needs with clear timelines, purpose and consultation.	Principal and Deputy Principal – Professional Culture and Growth (**DP-PCG**)	Term 1 – 3

		• Co-create action-oriented Growth Plans for all POL holders with goals and success criteria. • Targeted leadership formation through DOSCEL. • Ensure effective recruitment, development and retention of leaders.	Executive Team	Term 4
3.3 Provide **access to targeted professional learning**.	A staff professional learning program is embedded across the College. A targeted professional learning program facilitates improved teacher and leader practice. Insight SRC – Teacher confidence; quality teaching and engaging practice indicators strengthen.	• Maintain the Marist-Sion College Professional Learning Implementation Plan (PLIP) in alignment with the Strategic Implementation Plan (SIP) Harvests.	Deputy Principal – Professional Culture and Growth (**DP-PCG**)	Ongoing
	Insight SRC – Empathy (Supportive Leadership); Clarity and Engagement (Teamwork, Empowerment and Ownership) indicators strengthen. Leader mindset, language and behaviour is aligned with the College strategic direction, vision and values.	• Provide a targeted leadership program for the formation of the Executive Team (Table Group, DOSCEL and EC by Go1).	Principal	Once per Term
	Insight SRC – Empathy (Supportive Leadership); Clarity and Engagement (Teamwork, Empowerment and Ownership) indicators strengthen.	• Provide a targeted leadership program for the formation of Senior Leaders (Table Group, DOSCEL and EC by Go1).	Principal and Deputy Principal – Professional Culture and	Once per Term

	Leader mindset, language and behaviour is aligned with the College strategic direction, vision and values. Leaders take responsibility for work and engage with clear intent.		Growth (**DP-PCG**)	
	Insight SRC – Engagement (Teamwork, Empowerment and Ownership) indicator strengthens. Emerging leaders apply for POLs.	• Provide a targeted leadership program for the formation of Emerging Leaders (DOSCEL).	Director of Staff Development	Once per Term
	A targeted professional learning facilitates improved teacher and leader practice. Records of staff asynchronous learning and assigned learning activities indicate positive learner engagement and topic trends.	• Implement, for all staff, EC by Go1 Professional Learning Platform. • Provision of targeted professional learning based on the specific needs of staff through fortnightly Professional Culture Workshops.	Deputy Principal – Professional Culture and Growth (**DP-PCG**)	Ongoing
	Online Professional Learning (**OPL**) and Victorian Institute of Teaching (**VIT**) records indicate that 100% of staff have engaged in professional learning.	• Maintain the Marist-Sion College Professional Learning Implementation Plan (**PLIP**) in alignment with the SIP Harvests.	Professional Culture and Growth Team	Ongoing

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Marist-Sion College – Warragul

STRATEGIC PLAN FOCUS: HIGH QUALITY CATHOLIC EDUCATION AND SUSTAINABLE ORGANISATION
IMPROVEMENT DOMAIN: Leadership
Improvement Dimension: Child Safety

Child Safety
We commit to sustaining and improving our child safe practices and culture

Goal: To embed a Child Safe Culture across the College to ensure a culture of safety is experienced by all young people.

Strategies	Measures of Success	Actions	Responsible	Timeline
4.1 Enhance an inclusive **child safe culture** (Child Safe Standards).	Child safe practices, symbols and artefacts are evident in all learning environments. Equity and diverse needs are catered for.	• Monthly review of the Child Safe Standards Risk Register.	Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**)	Quarterly and ongoing
		• The Executive Team and Child Safe Champions monitor and lead child safety policies, procedures and practices.	Executive Team	Quarterly and ongoing
		• The College communicates its Child Safety and Wellbeing practices to the wider community.	Principal and Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**)	Fortnightly and ongoing

		• Child Safety and Wellbeing Policies and Procedures are promoted through College events, assemblies, camps and online platforms.	Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**)	Start of Term and prior to College events and camps
	The College has evidence that 100% of College employees complete mandatory reporting training on an annual basis.	• Compliance Department to monitor completion rates for mandatory reporting.	Compliance Officer (**CO**)	Annually
	The College has evidence that all volunteers; employees and contractors have Working With Children Checks (WWCC).	• Human Resources Manager ensures that College Human Resources processes are implemented in alignment with DOSCEL Policies.	Human Resources Manager (**HR**)	Ongoing
	Aboriginal and Torres Strait Islander cultural safety is evident.	• Authentic relationships with Aboriginal and Torres Strait Islander students and families are enhanced through regular yarning opportunities.	Deputy Principal – Catholic Identity and Mission (**DP-CIM**)	Quarterly and ongoing
		• Engagement with Kurnai elders and student focus group to develop a specially designed Marist-Sion College indigenous jumper. • Launch of the specially designed Marist-Sion College indigenous jumper celebrates culture.	Principal and Deputy Principal – Catholic Identity and Mission (**DP-CIM**)	Term 1 and 2

4.2	Foster **student agency and voice** in a safe and supportive environment characterised by positive relationships and communication among all community members.	A student friendly version of the Child Safety and Wellbeing Policy and procedures is evident in the school.	• Child Safe practices are evident in all aspects of College life.	Principal and Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**)	Ongoing
		Assessing Wellbeing in Education (AWE) data informs Wellbeing Program and College decision making.	• Students are taught the skills they need to support and manage their mental health and wellbeing through the Whole School Wellbeing Program using positive education and wellbeing science.	Deputy Principal – Wellbeing Partnerships and Safety (**DP-WPS**) and Wellbeing Learning and Data Leader	Fortnightly
		Active Complaints Process and Register in place (Child Safe Standard 7).	• Complaints Register is kept current.	Principal and Executive Assistant to the Principal	Quarterly and ongoing

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STRATEGIC PLAN FOCUS: HIGH QUALITY CATHOLIC EDUCATION AND SUSTAINABLE ORGANISATION
IMPROVEMENT DOMAIN: Leadership
Improvement Dimension: Resources

Stewardship of Resources
We provide a vibrant and sustainable future for generations to come.

Goal: Develop effective stewardship of human and physical resources to mitigate risk and provide a vibrant and sustainable future for generations to come.

Strategies	Measures of Success	Actions	Responsible	Timeline
5.1 Prioritise **resource allocation based on strategic goals**.	Successful implementation of **SIP** and **AIP**, including completion of actions.	• Clearly communicate goals and priorities to all stakeholders. • Regularly review and update the strategic plan to reflect actions completed.	Executive Team Executive Team	Quarterly & Ongoing Quarterly & Ongoing
	A comprehensive **Masterplan** is created and consistently kept up to date.	• Master planning – Develop long-term plans for facility upgrades and expansions.	Principal, Business Manager (**BM**) and Projects Coordinator (**PC**)	Term 1 & 2

	Adequate resources are allocated to ensure the success of programs and initiatives.	• Allocate funds and staff efficiently to support academic and extracurricular programs.	Business Manager / Dir Finance & Human Resources	Term 1 & Ongoing
	Online and digital administrative processes are innovative, cutting-edge, and designed to meet their intended purpose effectively.	• Invest in technology enhancing learning and administrative efficiency: o Implement a staff onboarding software system	Director of Finance & Human Resources (**DoFHR**)	Term 1 & 2
		o Implement an online enrolment process	College Registrar (**CR**)	Term 3 Term 4
		o Implement an online debtor payment gateway.	Director Finance & Human Resources (**DoFHR**)	
5.2	Develop **strategies** and contingency plans **to mitigate risks**.	Successful completion of audits and testing within all regulatory contexts.	• Establish mechanisms for accountability and oversight of critical compliance items and tasks (**Compliance Register**)	Director Finance & Human Resources (**DoFHR**) and Compliance Officer (**CO**)	Term 2 & 3
		• Develop a Business Continuity Plan (**BCP**).	Executive Team	2025

				Develop a program of regular and ad-hoc audits.	Director Finance & Human Resources (**DoFHR**) and Compliance Officer (**CO**)	2025
5.3	**Sustainable Financial Management**.	Maintenance of a balanced budget without recurring deficits.	• Develop comprehensive 5-year financial forecast/plan.	Business Manager (**BM**) and Director Finance & Human Resources (**DoFHR**)	Term 3 and 4
		Adherence to established budget without significant variances.	• Implement a system for regular monitoring of financial performance.	Director Finance & Human Resources (**DoFHR**)	Term 2
		Evidence of informed decision-making contributing to financial sustainability.	• Develop and maintain transparent budgeting processes. • Communicate financial plans and allocations to all stakeholders.	Business Manager (**BM**)	Term 3 Term 1 and ongoing
		Consistent adherence to financial policies and procedures.	• Provide training and delegate financial responsibilities to designated roles, empowering staff to actively contribute to financial sustainability through well-informed decision-making.	Business Manager and Director Finance & Human Resources (**DoFHR**)	Term 2

		Evidence of continued consideration of cost control in budgeting and procurement processes. Evidence of environmentally responsible and sustainable practices.	• Identify opportunities for cost savings without compromising the quality of education. • Integrate environmentally sustainable practices in school operations and curriculum.	Executive	Ongoing
5.4	Maintain sustainable **enrolment growth**.	Ongoing enrolment growth without degradation of student experience. Reports on enrolment trends inform College budgeting and planning.	• Develop and implement Marketing and Branding Strategy.	Principal, Business Manager (**BM**) Public Relations Manager (**PRM**)	Term 2 & 3
			• Review and improve enrolment processes and maintain an appropriate and affordable tuition fee structure.	Business Manager (**BM**)	Term 3
			• Develop reports to regularly monitor application and enrolment trends.	Business Manager (**BM**) and College Registrar (**CR**) College Registrar (**CR**)	Term 3
			• Structured review of West Gippsland Trade Training (WGTT) Alliance for sustainability completed.	Principal and Deputy Principal – Student Learning Culture and Growth (**DP – SLCG**)	Term 2

		• Continuing community partnerships with local organisations.	Executive Team	Ongoing