



Swan Christian
EDUCATION ASSOCIATION

Strategic Plan 2025-2030



COURAGE

HUMILITY

APPRECIATION

RESPECT

INTEGRITY

SELF-CONTROL



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Our Vision

To be a flourishing learning community through excellent Christian education that transforms lives for God's glory.

Our Mission

We value and empower every student to become all God created them to be.



Our Virtues

The Greek word **“CHARIS”** (Χάρις) refers to the grace of God: his kindness, love, and mercy that is given to us freely. It is most clearly shown in Jesus Christ, who sacrificed himself for the redemption of humanity. We cannot earn or deserve CHARIS; rather, it is God’s generous gift that forgives, restores, and changes us. This is the grace that enables Christians to live by faith, with love and purpose. Just as God shows us CHARIS, we in turn are called to extend it to others through kindness, forgiveness, thankfulness, and compassion. At SCEA, we want to be the home of CHARIS education reflected in how we live out the following virtues every day:



We are determined to achieve what is worthwhile, even in the face of difficulty.

“So let’s not get tired of doing what is good. At just the right time we will reap a harvest of blessing if we don’t give up.”
– Galatians 6:9



We avoid arrogance, embrace learning, and value others.

“Don’t be selfish; don’t try to impress others. Be humble, thinking of others as better than yourselves.”
– Philippians 2:3



We are grateful to God for our lives, others, and all he provides.

“Be thankful in all circumstances, for this is God’s will for you who belong to Christ Jesus.”
– 1 Thessalonians 5:18

C H A R I S



We treat everyone fairly and justly as we would like to be treated.

"Do to others as you would like them to do to you."
– Luke 6:31



We use good judgment and do what is right and true.

"Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out."
– Proverbs 10:9



We take responsibility for our thoughts and behaviour and won't be controlled by our desires.

"A person without self-control is like a city with broken-down walls"
– Proverbs 25:28



Introduction

Swan Christian Education Association (SCEA) is more than a system of Christian schools. It serves as a living testimony of our dedication to transforming lives for God's glory and the common good.



We believe that when great teaching, a high quality curriculum, and a caring school community draw inspiration from the Gospel of Jesus Christ, it creates the transformative power to enrich students, families, and neighbourhoods in ways that extend well beyond the classroom.

This Strategic Plan acts as our roadmap to the future. It lays out how, through working together, we can increase the impact of Christian education now and for future generations. The Plan shows our vision for the next five years, focusing on three key priorities: pursuing **unity**, strengthening our **capacity**, and expanding our **reach** and the accessibility of Christian education to impact as many lives as possible.

A Gospel-Inspired Mission

Our commitment to excellence in education that is influenced by the Gospel drives all our actions. Our mission – “We value and empower every student to become all God created them to be” – directs every decision we make.

We see every student as infinitely precious, being created in God’s image and having unique gifts and a significant purpose for their lives. SCEA seeks to help uncover and nurture these gifts within our schools, challenging students to excel academically at the same time as supporting their personal growth and development. In creating our new Strategic Plan, we intentionally chose virtues over values because virtues are qualities reflecting not only what we value, but also driving how we live out our beliefs every day. Our virtues of **courage, humility, appreciation, respect, integrity**, and **self-control**, all rooted in scripture, will guide how we teach, learn, and build positive school communities. We believe that excellent education shapes the whole person – mind, body, and spirit. As Jesus said, *“I came that they may have life and have it abundantly”* (John 10:10b). By adopting a holistic approach to teaching and learning, we prepare our students for meaningful and purposeful lives, grounding them in their biblical identity as God’s children. We recognise that our students’ academic success, personal growth, and spiritual progress are linked and we commit ourselves to creating learning spaces where they can flourish in all these areas.





Strategic Priorities for Sustainable Growth

Our Strategic Plan is built on three core priorities: **unity**, **capacity**, and **reach**. These priorities reflect the opportunities and challenges we face as a system of Christian schools. While each SCEA school has its own special character and unique identity, we are united by our shared vision and mission.



- 1. Unity:** We aim to build strong connections between our schools that mirror the body of Christ, with all parts working effectively together for a common purpose. We will do this through strong leadership around a collective vision, mission, virtues, and Strategic Plan. Across our schools – in how we teach, what we teach, how we develop our staff, and how we run our schools – we will work together to support every student's journey of learning, personal growth, and faith formation. We will also strengthen our bonds with school families and local communities to help every one of our students flourish.



- 2. Capacity:** To offer excellent, Gospel-inspired education, we need the right people, resources, and infrastructure in our schools. We will work to attract and retain great Christian staff, helping them grow both professionally and personally, and encouraging a culture of innovation and

continuous improvement. Additionally, we will invest in the tools, technologies, and facilities needed to create the best environments for our students to learn. Financial viability and responsible decision making will remain a core focus as we sustainably grow our Association, making sure that we do not lose focus on our mission, compromise the quality of teaching and learning, or undermine the affordability of our schools.



- 3. Reach:** We believe that Gospel-inspired education can transform lives, and more families and communities should have access to it. We want to increase the accessibility of our schools and expand their reach through digital learning and partnering

with local churches, like-minded organisations, and the community. We want to work closely with governments and key stakeholders so that we can have a greater impact and increase our influence for good. We plan to grow our existing schools sustainably and will actively pursue opportunities to establish new ones in high demand areas that do not have access to excellent Christian education.



Our Vision for the Future

We know our vision is bold. But we trust that with God's direction and everyone at SCEA working together, we can achieve it. Every strategy in this Strategic Plan has been developed to realise our mission and goals, the result of which will be a significant positive impact for our students, families, and local communities.

As the home of CHARIS education, SCEA is committed to shaping the hearts and minds of our students through academic excellence, spiritual formation, and service to others while nurturing the virtues of **Courage, Humility, Appreciation, Respect, Integrity, and Self-Control.**

We are committed to holding ourselves responsible for the results of this Plan. We will judge success not just by our students' grades but also by their spiritual, emotional, and personal growth as well as the wellbeing of the whole school community. By keeping track of our progress and responding to what our families and communities need, we are confident about achieving our goals.

This Strategic Plan is both a roadmap for our Association and a declaration of our enduring faith in God's plan for our schools. It reinforces our unwavering commitment to living out the Gospel of Jesus Christ in all we do, ensuring that every student in our care is valued and empowered to become all God created them to be.

We invite you to join us on this exciting journey.



Dr Graeme Cross
Chief Executive Officer







Our Strategies





We will build a connected and collaborative Christian community across our schools, united by our shared and God-given purpose.

Strategy 1.1: Teaching and Learning

Goal: Embrace Gospel-inspired, holistic, and innovative educational practice throughout our schools.

How we will do it:

- Deepen our shared understanding of how the Christian Gospel shapes curriculum design, pedagogical approaches, and educational policies by using the Gospel-Inspired Teaching and Learning Framework (GITLF) to stimulate thinking and planning.
- Develop and embed a set of statements that define the key principles underpinning SCEA's distinctive approach to teaching and learning.
- Develop and implement a Christian Living Framework across our schools to guide spiritual formation, embed Christian virtues into daily life, and enrich our students' understanding of the Gospel in both their personal and academic experiences.
- Empower teachers and leaders to initiate, explore, pilot, and implement new and innovative educational programs and pedagogical approaches and devise ways by which these can be shared and promoted with other SCEA schools.
- Develop a centralised digital repository of lesson plans, activities, and teaching resources that integrate Gospel-inspired perspectives for easy access by educators across our schools.
- Increase our engagement with like-minded Christian schools and systems that enables rich collaboration to occur and enhances the delivery of Christian education across Australia.
- Prepare and roll out a Service Learning Framework across our schools to focus on community service and encourage student-initiated projects.
- Establish a research network across SCEA focused on supporting postgraduate research studies, innovation, and best practices in Christian education.

How we will measure success:

- Extent to which schools have used the GITLF to stimulate planning and inform curricular design and pedagogy.
- Extent to which the SCEA principles of teaching and learning that are developed are embraced and embedded in practice within our schools.
- Number of schools with a Christian Living Framework implemented and operational.
- Number of new and innovative educational programs and pedagogical approaches shared and implemented across SCEA schools annually.
- Feedback from educators actively using the digital repository for lesson planning and resource sharing each semester.
- Increase in the levels of collaboration between SCEA and other Christian schools and educational systems and the joint initiatives resulting from these partnerships.
- Number of effective service-learning programs operating across SCEA schools.
- Number of active research projects initiated and influencing practice.



Strategy 1.2: People

Goal: Cultivate a Christ-centred culture across our schools that nurtures healthy relationships and shared virtues among staff, students, families, and the local community.

How we will do it:

- Support the local church in the faith formation of our staff and students through spiritual development activities including devotions, prayer groups, and discipleship initiatives that encourage and support Gospel-inspired living.
- Facilitate increased community engagement by students and families through local service projects and partnerships with local churches, like-minded organisations, and the community surrounding our schools.
- Provide professional coaching and mentoring for our leaders that encourages improved self-care and enables professional development and personal growth.
- Implement wellbeing programs for our staff and students that encourage self-care and support emotional, mental, spiritual, and physical health.
- Deliver ongoing training and workshops that equip staff to integrate Christian virtues into all aspects of their work across the Association.
- Establish inter-SCEA events and initiatives that increase unity and collaboration among staff and students across our schools.

How we will measure success:

- Extent of participation by staff and students in spiritual development activities (e.g. devotions, prayer groups, discipleship).
- Number of service projects completed annually and the level of engagement from students and families.
- Feedback from our leaders on the impact of professional coaching and mentoring programs in terms of well-being, professional growth, and personal development.
- Feedback from staff and students on improvements in self-care and the impact of well-being programs on their overall health.
- Staff feedback on the effectiveness of workshops in equipping them to integrate Christian virtues into their roles.
- Number of inter-SCEA events held annually that are focused on collaboration and unity, and the participation rates from staff and students.



Strategy 1.3: Financial Sustainability

Goal: Strengthen the financial planning and management practices across our schools to improve financial performance, increase cost efficiencies, and support long-term sustainability.

How we will do it:

- Implement effective financial planning and management processes. Establish controls across our schools to ensure improved consistency, accountability, and efficiency.
- Improve financial reporting and analysis across our schools through the introduction of performance dashboards and business intelligence tools that monitor and analyse the financial health of each school and the overall system.
- Strengthen the financial literacy of our SCEA leaders by equipping them with essential skills to support effective financial planning, management, and decision-making within their schools.
- Align the services provided by the SCEA Head Office with current and emerging needs of our schools, ensuring that these services deliver value, reduce costs, and improve overall efficiency across our system.

How we will measure success:

- Number of schools demonstrating consistent and effective financial planning, management, and controls.
- Accuracy and timeliness of financial data reporting and analysis in performance dashboards and business intelligence tools.
- Percentage of school leaders who successfully complete financial literacy training.
- Extent of value, cost savings, and efficiency improvements delivered to schools through the provision of shared services.



Strategy 1.4: Digital Services

Goal: Digital services provided to schools are improved through the adoption of a shared device strategy and the provision of effective ICT infrastructure, software applications, security, and technical support.

How we will do it:

- Implement and optimise a single Learning Management System across our schools to facilitate resource sharing and ensure consistency and collaboration in teaching and learning.
- Roll out a standardised SCEA-managed device program for all staff and students, ensuring access to fit-for-purpose and cost-effective technology and support for teaching and learning and school operations.
- Ensure that all enterprise applications deployed across the system are optimal and well supported by specialist staff, resulting in improved teaching and learning practices, business processes, and operational efficiencies.
- Implement a recurring core ICT infrastructure refresh program across our schools to ensure that technology remains optimal and maintained in supporting modern teaching and learning practices and school operations.
- Develop and implement uniform cybersecurity protocols across our schools to protect staff and students, prevent cyberbullying, safeguard digital assets, and ensure compliance with data protection requirements.
- Improve the capacity and capability of our ICT support team to deliver value-driven and timely support services aligned with current and emerging school needs.

How we will measure success:

- Monitoring of user metrics for the Learning Management System including number of users, accessibility, login frequency, time spent on the platform, number of collaborative projects, and overall platform performance.
- Extent to which SCEA's managed device program provides reliable, fit-for-purpose, and cost-effective ICT devices for staff and students.
- User satisfaction with SCEA enterprise applications and the quality of technical support and training provided.
- Extent to which core ICT infrastructure in schools meets user requirements and is maintained to agreed end-of-life support timeframes.
- Number and impact of cybersecurity breaches, phishing and Microsoft Security Scores, and progress towards compliance with the Essential Eight Maturity Model.
- Number of reported cyberbullying incidents, cybersecurity breaches, and violations of data protection regulations.
- Volume of ICT support requests, percentage of support requests that are resolved on time and to agreed service levels, and user satisfaction with the ICT solutions and technical support services provided.



Strategy 1.5: Marketing and Partnerships

Goal: Implement communication strategies that build unity across SCEA while advancing our shared vision, mission, and goals.

How we will do it:

- Develop and execute marketing campaigns that promote the benefits of Christian education, showcase the accomplishments of our Association, build SCEA's brand recognition, and improve internal and external communication.
- Undertake regular engagement initiatives (such as community service initiatives, fundraising, church collaborations etc.) involving school parents and key stakeholders in the local community that result in an improved sense of inclusion and connection with our schools.
- Organise inter-SCEA events and collaborative projects that unite our students, staff, and local communities to increase unity and cooperation.

How we will measure success:

- Effectiveness and impact of our marketing campaigns as measured by engagement metrics and feedback from stakeholders.
- Prompted and unprompted awareness of the SCEA brand within the local communities surrounding our schools.
- Extent of participation and satisfaction among parents and key stakeholders in engagement activities as measured through surveys.
- Number of inter-SCEA events and collaborations together with the participation rates of students and staff.





We will recruit, develop and retain talented, mission-driven staff and equip our schools with the infrastructure, systems, and support services necessary to operate effectively and efficiently.

Strategy 2.1: Teaching and Learning

Goal: Establish undergraduate, in-service, and postgraduate teacher training opportunities that build the strength and capacity of our teaching team.

How we will do it:

- Establish a Teaching School in partnership with a Christian tertiary provider capable of delivering high quality undergraduate and postgraduate teacher education courses, integrating academic learning with practical teaching experience and theological training.
- Provide training for teachers who will become mentors for undergraduate trainees, limited registration teachers, and graduate teachers in SCEA schools.
- Develop a team of 'Pedagogical Coaches' across SCEA schools who have specific expertise in key areas of teaching and learning and are recognised as expert trainers. Once included on the team list, arrangements can be made for them to be available to provide training across SCEA schools.
- Establish 'Collaboration Networks' that provide opportunities for teachers and support staff to gather with others across SCEA who are working in similar learning areas for the purpose of professional learning and growth.

How we will measure success:

- Number of teachers successfully trained and employed within SCEA schools through the Teaching School program each year.
- Percentage of teachers trained as mentors and available to support trainees and early career teachers.
- Number of teachers included on the 'Pedagogical Coaches' list and providing professional development across SCEA schools.
- Percentage of teachers and support staff participating in 'Collaboration Networks' and reporting improvements in instructional practices and student outcomes.



Strategy 2.2: People

Goal: Attract, develop, and retain talented Christian educators and support staff that are capable of meeting our evolving educational needs and challenges, and who possess a living and active Christian faith and virtues.

How we will do it:

- Launch a multi-faceted recruitment strategy designed to attract and retain talented Christian educators and support staff from Western Australia, as well as nationally and internationally.
- Establish and resource international partnerships with like-minded organisations in target countries to facilitate the recruitment and relocation of skilled Christian educators to SCEA.
- Establish partnerships with local churches to engage both existing Christian educators and support staff that are interested in working with SCEA, as well as individuals seeking formal training and entry into the teaching profession.
- Enhance SCEA's Employee Value Proposition to strengthen our capacity to attract and retain high quality personnel and improve staff satisfaction with the benefits offered through working with the Association.
- Improve the well-being of staff and students through comprehensive wellness initiatives, pastoral care, and an expanded Employee Assistance Program.
- Create clear career pathways for educators and support staff that provide genuine opportunities for professional growth and leadership development within SCEA.
- Improve the induction and provision of suitable professional development for limited registration and graduate teachers, to ensure a smooth transition into their educator roles.
- Promote and support a culture of continuous learning and self-improvement among our leaders and staff through executive coaching, training, professional learning networks, high quality teaching rounds, peer reviews and mentoring, and reflective practices.
- Develop and launch a Management Training Program to equip current and new SCEA managers with essential skills in financial planning and management, project management, human resources management, team building, operational planning, communications, stakeholder management, and risk management.
- Develop and implement a digital SCEA Procedure Manual featuring artificial intelligence, to centralise standard operating procedures across common business functions, and promote consistency and efficiency across our schools.
- Establish and enhance professional networks across our system in key educational and operational areas that facilitate collaboration, information sharing, professional learning, and continuous improvement of SCEA's policies and procedures.
- Utilise data analytics to assess and plan for workforce needs, guiding professional development for staff, and informing our strategic recruitment and retention efforts.

How we will measure success:

- Number of Christian staff recruited (locally, nationally, and internationally) and retained annually.
- Number of partnerships formed with churches and the number of Christian educators, support staff, and trainees that join SCEA through these collaborations.
- Recruitment metrics, staff retention rates, and improvements in employee satisfaction scores related to staff benefits and employment experience.
- Improvements in staff and student well-being as measured through increased participation in wellness initiatives, engagement with pastoral care, uptake of the Employee Assistance Program, and feedback from user surveys.
- Number of staff advancing to higher-level roles according to established career pathways as measured by annual career progression reports.
- Number of limited registration and graduate teachers completing onboarding and professional development programs.
- Number of school leaders participating in professional coaching and reported satisfaction levels with the program.
- Staff participation rates in professional development activities and the perceived effectiveness of these initiatives as gauged through surveys.
- Number of managers and supervisors completing SCEA's Management Training Program, and feedback on the value and effectiveness of the program obtained through participant surveys.
- Extent of uptake of the SCEA Procedure Manual across schools, user feedback on procedure improvements, and the reduction in user enquiries to the SCEA Head Office concerning standard school systems and processes.
- Number of professional networks operating in key educational and operational areas, and feedback from participants on the value and benefits of these networks.



Strategy 2.3: Financial Sustainability

Goal: Strengthen our capacity to fund system-wide initiatives and programs and allocate capital to facilitate the renewal and expansion of existing built infrastructure within our schools.

How we will do it:

- Implement our Long Term Capital Plan that strategically allocates capital funds to enable the ongoing renewal of existing school infrastructure in line with asset replacement requirements, and the funding of school infrastructure expansion projects in line with increased enrolment demand and/or target population growth.
- Implement our Major Capital Projects Policy and Procedure to guide the identification, feasibility assessment, financial modelling, approval, and financing of major infrastructure projects to enable the expansion of existing school footprints.
- Ensure compliance with common and customised financial KPIs across our schools to support the reinvestment of capital into infrastructure renewal, and expansion within schools with increased enrolment demand and/or target population growth.
- Optimise tuition fees and additional student charges levied to enhance the financial sustainability of each school.
- Introduce a Resource Optimisation Audit that assists schools by identifying expenditure areas where cost savings can be achieved without compromising the quality of education or school operations.
- Establish a centre-led debt management function at the SCEA Head Office to support schools in effectively managing parent fees, debt recovery, and eliminating aged debt.
- Create a centralised strategic procurement function to deliver optimal value for money in the purchasing of goods and services that results in reduced costs, administrative savings, and lower risks.
- Undertake regular financial reviews to assess the Association's financial health, and ensure that financial performance aligns with school and Head Office budgets and the Long Term Capital Plan.
- Actively pursue diverse capital funding sources including government grants, partnerships, and philanthropy to align with the capital investment priorities outlined in the Long Term Capital Plan.

How we will measure success:

- Capacity to fund planned infrastructure renewal and school expansions as per our Long Term Capital Plan.
- Growth in student enrolments resulting from infrastructure renewal and school expansions.
- Percentage of school renewal and expansion projects completed on time and budget.
- Number of schools achieving their annual common and customised financial KPIs.
- Cost savings achieved through Resource Optimisation Audits.
- Achievement of Board-defined targets for current and non-current aged debtors.
- Financial savings achieved through centralised procurement of goods and services.
- Financial reviews and forecasts confirm alignment with school budgets and the Long Term Capital Plan.
- Percentage of capital secured from external sources, including successful grant applications, philanthropic giving, and partnerships.



Strategy 2.4: Digital Services

Goal: Enhance our digital capacity and capability in teaching and learning and school operations.

How we will do it:

- Optimise the utilisation of enterprise software applications and user training/support across our schools to support effective teaching and learning, streamline school processes, and improve operational efficiencies.
- Strengthen our centralised and on-premises ICT support for schools to deliver an increased range of value-adding services, ensure access to fit-for-purpose and reliable technology, and improve the digital experience for staff and students across our schools.
- Deliver tailored training programs for staff to increase digital literacy and proficiency with ICT tools and systems, leveraging technology to enhance teaching and learning and school operations.
- Establish a Digital Learning Support Team in each school, led by the ICT Support Officer and comprising interested staff members, to assist educators and students in effectively utilising new technologies and digital learning platforms.
- Develop a cybersecurity training module for staff, students, and parents focusing on safe digital practices, data protection, and ethical technology use.
- Partner with parents to implement digital citizenship training for students, ensuring that digital tools are used proficiently, responsibly, and ethically to enhance student learning and well-being. This may include the development of a “Digital Ambassador” program where technically advanced students assist their peers in using digital tools effectively and safely.
- Provide training workshops and/or produce video content for parents on navigating school digital platforms and supporting their children’s online learning, strengthening the partnership between parents and schools around education.
- Responsibly and ethically utilise artificial intelligence to improve and assist teaching and learning and school operations.
- Undertake regular ICT audits to identify and upgrade outdated or inefficient infrastructure and software operating within our schools, ensuring ongoing access to modern, reliable, and well-maintained technology.

How we will measure success:

- User awareness of, and satisfaction with, ICT technologies and services that are provided in terms of reliability, accessibility, and user proficiency.
- Volume of ICT support requests, ticket resolution to agreed service levels, reduced system downtime from incidents related to ICT infrastructure, and user satisfaction with the technical solutions and services provided.
- Number of staff completing ICT training and digital capacity building programs.
- Percentage of staff, students, and parents completing the cybersecurity training module.
- Number of students completing digital citizenship training.
- Percentage of parents attending workshops or accessing video content focused on the use of school digital platforms and supporting student online learning.
- Extent to which artificial intelligence enhances teaching, learning, and school operations as measured by user satisfaction surveys and performance metrics.
- Percentage of outdated or inefficient infrastructure and software successfully upgraded or replaced following ICT health audit.



Strategy 2.5: Marketing and Partnerships

Goal: Implement targeted marketing initiatives and establish strategic partnerships that enhance SCEA's brand recognition, increase community engagement, and ensure sustainable growth in enrolment demand for our schools.

How we will do it:

- Implement marketing campaigns aimed at target audience groups that enhance SCEA's brand recognition, build community engagement, and increase enrolment demand for our schools.
- Establish partnerships with local churches, like-minded organisations, and community groups that result in new collaborations in line with SCEA's mission and goals.
- Build effective relationships with key decision-makers at State and Federal levels including Government Ministers, Members of Parliament, key government agencies, and service providers to advocate for decisions and outcomes that align with the Association's mission and goals.
- Establish long-term philanthropic partnerships with corporates, foundations, and individual donors that result in financial and non-financial support towards specific initiatives (such as capital projects and student and teacher scholarships).
- Create a fundraising toolkit designed for our schools that provides guidelines on forming philanthropic partnerships, stewarding donors, and leveraging community engagement in support of fundraising.
- Implement reporting tools to track, evaluate, and continuously improve the effectiveness of our marketing and partnership initiatives.

How we will measure success:

- Level of brand recognition (both prompted and unprompted) and engagement metrics (e.g. website traffic, social media interactions, event participation) with target audiences resulting from marketing campaigns.
- Number of strategic partnerships formed with churches, community groups, and like-minded organisations and the outcomes resulting from these collaborations.
- Number and extent of policy changes and new initiatives achieved through advocacy efforts.
- Increase in philanthropic donations and gifts from corporates, foundations, and individual donors.





We will make our Gospel-inspired educational programs available to more families in more communities, particularly those from under-represented groups.

Strategy 3.1: Teaching and Learning

Goal: Expand the provision of SCEA's Gospel-inspired teaching and learning to communities without a SCEA school and to students from underrepresented groups.

How we will do it:

- Prepare for the introduction of Education Support Centres across SCEA schools by engaging inclusive education specialists and collaborating with Christian providers in other states/territories and the regulators in Western Australia.
- Develop the educational philosophy that will underpin the curriculum design and pedagogical approaches adopted in SCEA's Education Support Centres as they are introduced.
- Explore the theological and philosophical considerations, research evidence, and long term feasibility of establishing SCEA-owned long day care centres and out-of-school-hours care programs at our schools, providing excellent Christian early childhood experiences to support the behavioural and learning development needs of children.
- Develop digital platforms, content, and e-learning tools that enable interactive and high quality educational experiences, utilising both synchronous and asynchronous learning, that it is accessible and engaging for all students including those enrolled through Swanonline.
- Evaluate the feasibility of extending synchronous and asynchronous learning through digital platforms, content, and e-learning tools to enrolled students below Year 7.
- Develop strategies to increase the enrolment, engagement, and retention of students from underrepresented groups in line with our goal of ensuring equitable access to independent Christian education.

How we will measure success:

- Establishment of Educational Support Centres across SCEA schools that are supported by highly skilled inclusive education specialists.
- Preparation of a clearly articulated philosophy that informs the educational practices adopted in each of SCEA's Education Support Centres.
- Completion of a comprehensive business case for establishing SCEA-owned long day care centres and out-of-school-hours care programs that examines the theological and philosophical considerations, research evidence, and long term feasibility of these potential initiatives.
- Increased enrolment in synchronous and asynchronous e-learning programs and feedback from students, parents, and teachers regarding the accessibility and effectiveness of digital learning programs.
- Completion of, and results from, the feasibility study evaluating the potential for expanding synchronous and asynchronous learning for primary students through the use of digital platforms and content and e-learning tools.
- Number of students enrolled in SCEA schools from underrepresented groups.
- Educational achievement, personal development, and wellness metrics for students from underrepresented groups.



Strategy 3.2: People

Goal: Extend our reach and impact by increasing engagement with families from underrepresented groups (including low socioeconomic backgrounds, disabilities, diverse cultures, or First Nations communities).

How we will do it:

- Implement targeted recruitment and retention strategies to attract and retain teachers and support staff from underrepresented groups, promoting a workforce that reflects the diversity of the broader Christian community.
- Collaborate with Christian First Nations Elders in the Perth metropolitan area to strengthen our working relationships and promote greater cultural understanding.
- Consider the establishment of a SCEA First Nations Education Council, comprising Christian First Nations Elders and leaders that can guide and assist our curriculum development and engagement with First Nations students.
- Offer scholarship programs for teachers from underrepresented groups to train with the SCEA Teaching School with the objective of joining our school network as an educator.
- Provide ongoing training for our staff in cultural awareness, disability awareness, and inclusive practices to ensure that our schools are welcoming and supportive Christian environments for all staff, students, and families.
- Collaborate with like-minded organisations that support underrepresented groups to increase our capacity to recruit staff and enrol students from these communities.

How we will measure success:

- Number of teachers and support staff from underrepresented groups that are employed.
- Number of joint projects, events, or workshops conducted with Christian First Nations Elders and evaluation of any resulting initiatives in building stronger relationships between our schools and First Nations communities.
- Where a First Nations Education Council is established, the number of new curriculum initiatives and engagement strategies developed and implemented based on recommendations from the Council.
- Number of scholarships awarded to teachers from underrepresented groups who successfully complete their training at the SCEA Teaching School and secure employment with our schools.
- Percentage of staff completing training in cultural awareness, disability awareness, and inclusive practices.
- Number of partnerships established with like-minded organisations that support underrepresented groups and the measurable impact on our recruitment of staff and enrolment of students from these groups.



Strategy 3.3: Financial Sustainability

Goal: Expand our organisational reach and impact by diversifying revenue streams, sustainably investing in building new schools in high target population growth areas and partnering with mission-aligned independent schools.

How we will do it:

- Implement our Long Term Capital Plan to fund the future development of new schools in under-served communities with significant population growth projections in target areas (e.g. 25-39 age demographic).
- Roll out our Major Capital Projects Policy and Procedure to guide the identification, feasibility assessment, financial modelling, approval, and financing of greenfield school developments.
- Ensure compliance with common and customised financial KPIs across our schools to support the reinvestment of capital into the future development of new schools in under-served communities with high target population growth.
- Offer strategic advice and fee-based support services to other independent Christian schools, meeting their operational needs and exploring potential opportunities for them to join the Association.
- Create and implement a multi-year enrolment growth plan that is sustainable, targeting high-growth and under-served communities using data analytics to monitor demographic trends and project future school enrolment demand.
- Develop a sustainable financial model that ensures sustainable cash flow through revenue growth and diversification, enabling reinvestment in strategic initiatives such as new service offerings, strategic initiatives, and mission-driven expansion of our system.
- Diversify revenue streams through new commercial opportunities, philanthropic efforts, and strategic partnerships that align with the Association's mission and virtues.
- Establish an Investment Policy Statement to outline strategies and guide decision making for investment of surplus funds across growth and defensive options to expand the Association's financial corpus, enabling future organisational growth and funding for capital projects.

How we will measure success:

- Number of new greenfield school building projects commenced over the period of the Strategic Plan (2025-2030).
- Growth in total student numbers within SCEA resulting from new greenfield school projects.
- Number of schools achieving their annual common and customised financial KPIs.
- Percentage of new greenfield school projects completed on time and budget.
- Number of independent Christian schools accessing fee-based services from SCEA or joining the Association.
- Increase in total revenue generated from new and diversified sources, including new commercial ventures, philanthropy, and partnerships.
- Diversified investment portfolio yields annual returns (capital growth and dividends) at or exceeding 3% above Australian CPI (all groups).



Strategy 3.4: Digital Services

Goal: Utilise digital platforms to extend our delivery of Gospel-inspired education, improving accessibility and engagement for students and families in communities without a SCEA school or for those unable to attend a SCEA school in person.

How we will do it:

- Upgrade and improve our digital platforms and content to provide excellent Christian online teaching and learning (both synchronous and asynchronous) that ensures accessibility and engagement for all students, including those enrolled in Swanonline.
- Deliver training for educators and students on effective and responsible use of digital tools to maximise pedagogical impact and improve curriculum delivery.
- Improve ICT infrastructure and technical support for our schools to enable them to effectively deliver teaching and learning for students unable to attend a SCEA school in person.
- Utilise business intelligence and data analytics to track, assess, and continuously improve the impact of our digital platforms on student engagement and learning outcomes.

How we will measure success:

- Increase in the adoption and use of digital platforms for teaching and learning by educators and students.
- Feedback from parents and guardians of students enrolled in Swanonline.
- Development and integration of new digital resources aligned with SCEA's Gospel-inspired curriculum.
- Number of educators and students completing digital literacy and citizenship training programs, with measurable improvements in the utilisation of digital tools.
- Increase in student engagement and learning outcomes, resulting from the use of digital platforms, as measured by engagement metrics and academic performance assessments.



Strategy 3.5: Marketing and Partnerships

Goal: Expand our reach and impact through targeted marketing efforts and strategic partnerships that align with our mission, enhance community engagement, and increase enrolment from underrepresented groups (including low socioeconomic backgrounds, disabilities, diverse cultures, or First Nations communities).

How we will do it:

- Implement targeted marketing campaigns that increase student engagement and improve enrolments from underrepresented communities.
- Execute a “Gospel in Action” media campaign that communicates the real-life transformational stories coming from our school communities with testimonials from students, parents, and staff to highlight the impact of Gospel-inspired education on people’s lives.
- Build philanthropic partnerships with corporates, foundations, and individual donors to provide scholarships for students and teachers from underrepresented groups that are enrolled at a SCEA school or attending our Teaching School.
- Establish an Alumni Relations Program to engage former students in the life of our schools including regular events and programs such as student mentoring, student internships, philanthropic donations, and forming business-to-school partnerships.
- Produce an annual Impact Report for distribution to donors, partners, and stakeholders highlighting the effectiveness of SCEA’s Gospel-inspired education in transforming lives.
- Launch a campaign aimed at increasing membership to the Association from Christian educators, parents, and community members who have a demonstrated commitment to Christian education.
- Optimise digital and social media platforms to reach broader audiences, increase community engagement, and effectively communicate the unique value and impact of our Christian educational programs on students and families.

How we will measure success:

- Increase in student enrolment enquiries and applications from target communities following marketing campaigns.
- Increase in social media engagement and website traffic following our “Gospel in Action” media campaign as measured in metrics including ‘likes’, ‘shares’, comments, and visitor numbers.
- Number of scholarships for students and teachers funded through philanthropic giving.
- Growth in alumni participation in events and programs as measured by attendance rates, engagement metrics, donations, and partnerships.
- Increase in Association membership from Christian educators, parents, and community members.
- Percentage of stakeholders, partners, and donors reporting increased awareness of SCEA’s impact as measured by qualitative feedback collected following the release of the annual Impact Report.



Management of Risks associated with our Strategic Plan

Effective risk management is critical to the successful implementation of our Strategic Plan. By identifying, assessing, and mitigating risks, we can increase the effectiveness of our strategic initiatives and ensure the long-term sustainability of the Association.

Goal: Implement and continuously improve our Enterprise Risk Management (ERM) framework, supporting the effective identification, assessment, and management of risks across the Association.

How we will do it:

- Roll out our new ERM Framework to all schools, providing the Board with full oversight of strategic, operational, and local school risks, and the effectiveness of existing and proposed risk treatments.
- Ensure that existing and new projects and initiatives are evaluated against the Association's risk appetite statement to determine the appropriate level of risk exposure.
- Cultivate a proactive 'risk aware' culture and accountability at all levels throughout the Association.
- Develop a Risk Management Committee at each school site, tasked with developing a School Risk Register and regularly reviewing local risks, controls, treatments, and compliance with the broader ERM framework.
- Develop a Business Continuity Strategy for each school and the SCEA Head Office and undertake crisis management simulations for leaders and staff to practice response strategies to various risk scenarios (e.g. cyber threats, physical safety incidents, environmental disasters).
- Conduct internal assurance audits across our schools to assess the effectiveness of risk management controls, compliance with regulatory requirements and Association policies, and to identify areas for improvement.
- Engage external auditors to provide independent assurance of the Association's risk management practices in key areas.
- Provide training and capacity building for relevant staff across the Association in risk management.

How we will measure success:

- Percentage of critical business processes and activities assessed for risks.
- Number of schools with an established Risk Management Committee and a completed School Risk Register.
- Percentage of identified risks that have appropriate controls in place.
- Number of schools and the SCEA Head Office with an updated Business Continuity Strategy and the number of crisis management simulations successfully conducted.
- Percentage of projects and proposals that comply with SCEA's risk appetite statement.
- Percentage of risk-owners in each school that have completed risk management training.

Our Planning Framework

The SCEA Planning Framework outlines how we will achieve the Association's vision, mission, and strategic goals. It operates across two interconnected horizons: a five-year strategic outlook and an annual operational focus.

Strategic Outlook

At the highest level, the Board sets SCEA's **vision** and **mission**, defining where the Association intends to go over the next five years. The Senior Leadership Team then develops the **Strategic Plan**, which is reviewed and approved by the Board, to ensure alignment with the vision and mission. This Plan sets out the system-wide strategic priorities, high-level goals, broad actions, and macro success metrics for the SCEA Head Office and schools over the coming five-year period.

Five-Year Strategies

Supporting the Strategic Plan are several five-year Strategies, each focusing on a key area critical to achieving the Association's high-level goals within the Strategic Plan. These Strategies are developed by the Senior Support Team, recommended by the Senior Leadership Team, and approved by the Board. Each Strategy outlines long-term objectives and provides specific direction in the following key areas – Teaching and Learning, People, Financial Sustainability, Digital Services, and Marketing and Partnerships. The Strategies include key performance indicators linked to the long-term objectives, guiding both schools and the SCEA Head Office in their operations.

Annual Operational Focus

Under the Strategic Plan and Strategies are the Annual Action Plans for the SCEA Head Office. These are the operational components that break down the long-term objectives and directions of the five-year Strategies into specific, short-term actions for the upcoming year. The Annual Action Plans are developed by the Senior Support Team and approved by the Senior Leadership Team. Each Annual Action Plan identifies key projects to be completed within the year, assigns responsibilities to teams or individuals, and sets timelines and performance indicators for tracking progress. Progress on the Annual Action Plans is reviewed annually and reported to the Senior Leadership Team, with adjustments made to next year's Plans based on emerging needs, opportunities, or challenges facing the Association.

School Improvement Planning

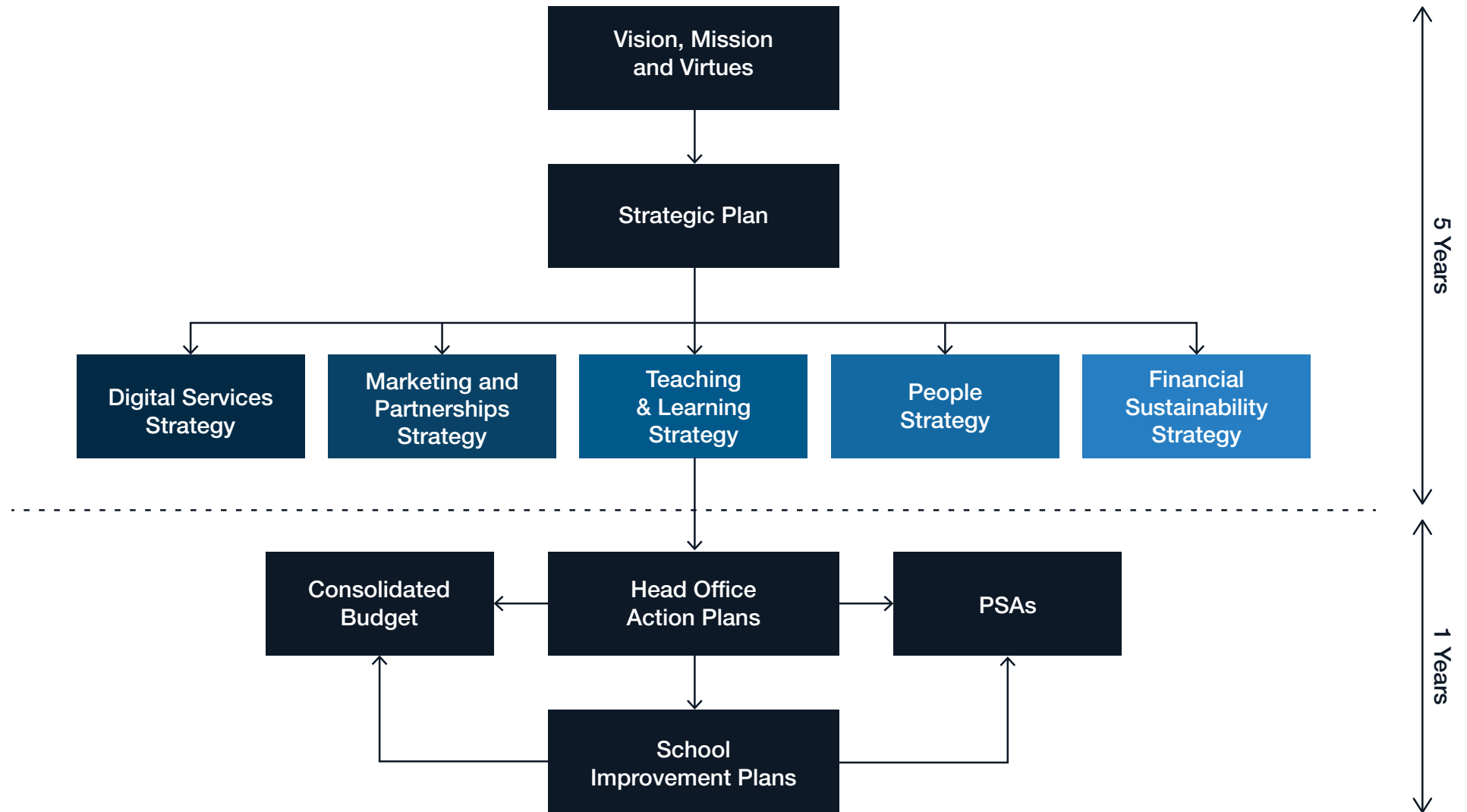
Every SCEA school engages in an annual process of School Improvement Planning as outlined in the School Improvement and Effectiveness Framework (SIEF). Through this process, schools develop a School Improvement Plan (SIP) that sets improvement goals, strategies, and targets based on:

1. School-identified priorities (informed by data and analysis).
2. Alignment with the five-year SCEA Strategic Plan and Strategies, and the Annual Action Plans developed by the Senior Support Team.

The adjacent diagram illustrates the interconnected nature of our Planning Framework, showing how each element aligns across the two time horizons.

Budget and Accountability

The Annual Action Plans and School Improvement Plans, along with other key inputs, inform the development of the annual SCEA Consolidated Budget which is reviewed by the Senior Leadership Team and approved by the Board. The focus areas from the Annual Action Plans and School Improvement Plans are integrated into Professional Support and Accountability (PSA) targets for school and Head Office staff and leaders, ensuring that day-to-day operational objectives remain aligned with the Association's vision and mission.







Swan Christian
EDUCATION ASSOCIATION



Beechboro
Christian School



Ellenbrook
CHRISTIAN COLLEGE



Kalamunda
CHRISTIAN SCHOOL



Mundaring
CHRISTIAN COLLEGE



Northshore
Christian Grammar School



SOUTHERN HILLS
Christian College



Swan
Christian College