Trinity College
BEENLEIGH

Dear Parents, Staff and Students,

The Trinity College Strategic Renewal Plan 2013 - 2017 was prepared in consultation with the College Board, Parents & Friends Association and staff. Each year, the College conducts reviews of various components of College operations. Parents, students and staff are invited to participate in surveys and meetings as part of these reviews.

In 2015, the following areas were reviewed as part this renewal process:

1. Learning and Teaching of Religion
2. **Curriculum Design and Implementation**
3. Learning and Teaching Improvement
4. Strategic Information Management

The areas of Strength and Improvement that were identified from this process of strategic renewal are reported in this document and are used to inform and assist the College Principal and other members of the College Leadership Team in the development of the College Action Plan for the following year. This will be distributed to the College community in March and will also appear on the College website.

This is the 34th year that Trinity College has provided a quality education to the young people of Beenleigh and surrounding regions. It is with great pleasure that I provide you with this document that allows us to acknowledge and celebrate some of the many successes of this vibrant Catholic Learning community.

Mrs Catherine Thompson
PRINCIPAL

BEENLEIGH, Trinity College (Sec) - Strategic Review Report

BEENLEIGH, Trinity College (Sec)

2015

1. Learning and Teaching of Religion

Areas of Improvement

Religious Education Program

- Ongoing/annual review of Religious Education programs.

Student Knowledge, Understanding and Engagement

- Continue to offer students various learning opportunities in Religious Education
- Maintain professional discussion to share learning experiences which engage students
- Continue improvements on annotated feedback in line with the achievement standard

Professional Capacity to Teach Religious Education

- Noted that with the move from the module books to the new curriculum teachers feel there is not a direct reference to prepared resources/learning experiences as the modules provided. As a result, teachers appear to be lacking confidence in becoming familiar with the new curriculum, its resources and preparation for lessons. Ongoing professional development and year level meetings necessary to continue to professional discussion to improve confidence and knowledge.
- To have a particular focus in up-skilling Religion teachers in the area of scriptural exegesis

Accreditation to Teach

- Time and financial constraints may hinder ability to attend to Religious Education professional development outside school hours (personal/family commitments etc. Staff may need to be aware that professional development outside school hours can be applied for, by the College to fund (if and where appropriate).
- Continue to prioritise Religious Education professional development with professional development requests
- Continued promotion for staff to work towards full accreditation or renew their full accreditation
- Continue to offer hours to teach religion on campus (during meetings and other times)

Religious Education Program

- APRE and SI team worked hard to be one of the first schools to achieve validation in 2014. The program was well received and only made the recommendation for ongoing review through the 5 year cycle.

Student Knowledge, Understanding and Engagement

- Within the classroom, students have varied and relevant topics, learning experiences and assessment and engage with these appropriately (written, oral, multimodal, dramatic, creative, group, individual, discussions, reflective). Opportunities within the RLOS include Rosies, SVDP, Marist Youth, REMAR, Immersions, Ignite Gatherings).

Leadership, Organisation, Resourcing, Delivery and Accountability

- Effective leadership in achieving validation
- Various opportunities offered to staff to engage with professional development (Catching Fire, REAP, Footsteps, BCE (website, email and poster), Staff retreat, Marist Association, promotion of BCE scholarships, hours to teach consistently planned into professional development schedule, hours to teach religion also offered during Religious Education meetings and afterschool sessions)
- Where appropriate these are well organised, resourced and delivered and accounted for via iLearn

Professional Capacity to Teach Religious Education

- Many of our religion teachers are qualified to teach religion. Some have completed the REAP program which has improved their confidence in this area. All staff have a clear understanding of what is required of them in teaching about religion; and are aware of the reconceptualist approach to communicating material to the students.

Accreditation to Teach

- Currently, religion teachers have full or interim accreditation
- Many teachers are motivated in maintaining their accreditation
- High interest in REAP courses each year
- Staff apply for Religious Education professional development
- Professional development offered during meetings and other times for ease of access to these opportunities to work towards maintaining full accreditation

2. Curriculum Design and Implementation

Areas of Improvement

Vision for Learning

- Write a Curriculum Policy
- Re-write the Assessment Policy to reflect recent changes in curriculum

Curriculum Planning

- Implementation of literacy strategies
- Develop cross-curriculum links between curriculum areas
- Greater engagement of subject teachers with Learning Support staff in modification of lessons and tasks
- Year level collaboration in the design and implementation of curriculum
- Development of departmental handbooks to support collaborative planning and design

Alignment of Curriculum

- Curriculum Leader's to develop annual professional development programs for departments to improve staff understanding of ACARA and QCAA syllabi
- Develop a work program reviewing process for Year 7 to 10 work programs similar to that used by QCAA

Literacy and Numeracy Perspectives

- Write a Literacy and Numeracy policy for the College
- Increase the focus on numeracy across the College
- Implement effective literacy and numeracy strategies based on best practice to improve student learning outcomes.

Curriculum Review

- Need to develop an internal review process for ACARA syllabus work programs in Yrs 7 & 10

Vision for Learning

- Visible learning
- College Mission Statement
- College Education Brief (2012)

Curriculum Planning

- Visible Learning program
- Literacy project
- Verified student booklet
- Common Assessment coversheet used with all assessment tasks
- Core class meetings

Alignment of Curriculum

- Number of staff on district review panels
- Staff engagement in QCAA professional development
- Curriculum Leaders attending BCE Networking days
- Timetable designed to meet ACARA indicative hours
- 1:1 device program allowing students to engage with the digital world for learning
- Year 7 & 10 curriculum re-written to meet ACARA syllabi
- LIFE LMS

Literacy and Numeracy Perspectives

- Literacy Program
- Word of the Day published by Learning and Teaching Program Leader

Curriculum Review

- 25% of teaching staff on QCAA district review panels
- Curriculum Review Committee
- Staff professional development program for the LIFE LMS
- Visible Learning
- ACARA CTJ Science program (2013)

3. Learning and Teaching Improvement

Areas of Improvement

Improving Culture

NAPLAN / PAT-R / WRITING TESTS

- Could be better used to compare student data over a number of years; this data contributes to monitoring of best practice throughout the school
- Note: these processes have been only recently synchronised so steady improvement in procedures and staff familiarisation should be forthcoming

High Expectations and Standards

- Some need identified to maintain momentum of convening regular core group meetings, preferable at least twice a term & beginning and end
- Further use of feedback of teaching effectiveness urged so work units can be specifically updated/ improved by subject leaders so real evolution of best pedagogy occurs

Benchmarking Performance

- Continue to map student performance within year level and subject cohorts and provide effective feedback so students can measure their achievement against their learning goals
- Business Intelligence [BI] Tool needs to be used comprehensively by all teachers for easy access to students' academic performance

Monitoring and Reporting

- Continue use of the senior students' results data in order to ensure further improvements across all areas of the curriculum
- Further teacher awareness of the versatility and usefulness of the BI Tool is urged
- Continue RTC processes so Year Level Leaders and Subject Leaders can better known profile of student referrals and can better target help to struggling students
- A strong commitment to walk throughs by Curriculum Leader's and Leadership
- Closer monitoring of implementation of strategic processes

Planning and Decision Making

- Further opportunities for consultation with parents to glean their ideas and reflection on effective student learning need be considered e.g. Committee surveying of parents yielded some worthwhile insights on the impact of student I.T. devices

Improving Culture

Please consult Teaching and Learning Surveys & staff, parent and student responses to gauge overall perceptions for each element.

- The identification of student attendance and its relationship to learning performance is an important and proactive strategy
- The processes in place that have attempted to address the level of absenteeism are assisting in ensuring students are both accountable and more likely to be present at school
- The Responsible Thinking Process has proved helpful in enabling students to value their learning and not disrupt the learning of fellow students

High Expectations and Standards

- The core team meetings over the last eighteen months have attempted to assemble teachers who teach common groups of students to discuss their success strategies for student learning improvements
- Teachers regularly invite their students to assess the success of their completed units of work. Strengths and weaknesses detected are then used to improve future teaching and learning

Benchmarking Performance

- The work of both the learning collaborative and the Visible Learning committee has supported teachers to feel confident in their approaches to the learning and teaching process, whilst at the same time assisting students to be accountable for their own learning improvements

Monitoring and Reporting

- BI Tool please see above, preceding entry provides data comparing individual student performance in NAPLAN and SRS [Student Reporting System] to the whole cohort. This tool is gaining currency in aiding teaching staff to gauge strength of student learning
- Senior studies data / QCE / OP data used to compare performance over Senior Years within and between schools
- Literacy data is used well to measure current literacy of students. Tying in with this engagement is the Learning Collaborative Through Literacy Project
- QCS data is well used to compare Trinity results over successive cohorts and Trinity results with those of other schools, again over successive years
- Trinity has established a rich tradition of at least twice yearly formal interviews with parents to discuss student progress

Planning and Decision Making

- Almost every full teaching staff meeting and subject level meeting offers a core component of reflection on best practice, often lead by members of the Visible Learning Committee
- The work of Professor John Hattie on high quality strategic and effective decision making about learning and teaching is frequently embedded in staff deliberations

4. Strategic Information Management

Areas of Improvement

Collaboration and Communication

- Develop spaces in the portal or LIFE where staff and students can collaborate and share
- Educate staff on the appropriate usage of the Parent Portal. Create templates for common teacher/parent communications

Policies, Plans and Procedures

- Documentation to be put in place of usage and maintenance of computer labs

Induction and Training

- Build capacity with staff to identify own areas for development of IT skills (eMinerva scheduled reports, MySite, etc)
- Staff and parent training in Portal, etc
- Induction process for new students on IT systems when entering mid-term.
- Utilise existing BCE resources (KWeb, etc.)

Resourcing

- 1:1 health checks of devices; proactive checks of student devices

Planning, Evaluation and Decision Making

- Documentation is to be stored in centralised area/ shared work space/ helpdesk
- Need to build a behaviour support data collection system that provides real time whole school management information reports

Areas of Strength

Collaboration and Communication

- Staff increasing confident and using web 2.0 online collaborative tools such as sharing online documents
- Staff already extremely competent at using email etc. for communication
- Staff also now all able to put assessment dates etc. into online calendar on College portal
- Staff all competent at using online SRS for reporting
- Awards Night nominations now using excel spreadsheet rather than old paper-based approach
- Staff pay/leave accessed through WSS
- Staff apply for professional development/excursions using online process
- Staff roll-marking done through eMinerva, as is access to students/parents details.
- Students able to self-mark when arriving/leaving school
- Students subject selections completed on-line
- Parent/Teacher Interviews completed online
- Tickets for Awards Night arranged online
- Parents have option of noting absences online
- Parents emailed copy of school newsletter
- Students kept up to date with College events through the portal.
- Students can access resources through portal & LIFE
- Staff are now competent in creating and uploading learning resources on LIFE
- Families kept informed by using of texts in case of emergency closures/student absence etc.
- Staff are now accustomed to getting information from portal
- building wireless, interactive projector platform across the College to facilitate sharing and collaboration

Policies, Plans and Procedures

- Well documented one to one computer device program. Procedures for maintenance or breakages are clear
- Well documented self-insurance program
- SMS attendance
- ALLE late arrival / early departure system
- 1:1 take home device
- IT committee meets and reviews IT policies plans and procedures on a regular basis
- Planned a way forward enhancing professional learning communities through the use of workspaces

Induction and training

- Ongoing training when identified or requested. E.g. BI Tool training 03/06 in response to staff request
- LIFE Training in Twilight as identified need
- SRS training each semester for new and returning staff
- Appointment of orientation and induction coordinator in line with BCE processes (handbook)
- Regular meetings with mentors, mentees and buddies to facilitate induction and training for new staff

Resourcing

- Long term plans in place e.g. replacement cycle for staff laptops, also resource when need identified e.g. staff feedback indicated that 7.5 needing updating - which was actioned Term 2
- Uniflow printing software used to manage print flows and assist future planning for copying, faxing and scanning needs
- Improved fleet management through Casper
- Long term planning to consider big picture items such as server replacement, as well as ongoing replacements

Planning, evaluation and decision making

- Small group evaluating Casper for iPad management to decide upon implementation plan - indicative of well-planned processes rather than knee-jerk approach to purchasing and introducing new software
- BI tool used for determining student matching criteria for Principal awards
- Attendance reports used by Pastoral Leaders to address students attendance issues
- Timetables, class rolls, new staff access to resources online(photocopying), email distribution lists

Support for learning and teaching

- Walkthroughs and focussed Visible Learning lesson observations becoming more regular to support learning and teaching process
- Sharing of resources (Portal, LIFE, common drives, MySites, email, etc.)
- Use of ICTs for drafting of assessment in curriculum areas (cloud based, onedrive, MySite)
- Use of Mysite for teacher collaboration
- Mysite student profiles
- Awards on line
- Projectors
- Click view resource
- Green screen media labs and sound studio
- Library - Oliver and borrowing ebooks