Trinity College, Beenleigh
“A Place of Opportunity”

College Renewal Report 2010

The Trinity College Strategic Renewal Plan 2007 - 2011 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 2010, the following areas were reviewed as part this renewal process:

- Learning and Teaching
- Religious Identity and Culture
- Assessment of Student Learning
- Reporting Student Achievement
- Professional Learning Community
- Monitoring and Self Review Processes

The Areas of Strength and Achievements of Trinity College that were identified from this process of strategic renewal are reported in this document. The Areas of Development and Recommendations 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 which is distributed to the College community in March each year.

This is the 29th 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.

Catherine Thompson
Principal
Learning and Teaching

Areas of strength:

• The College places a high priority on, and supports, professional development of teachers in ICLT. Staff members are proactive and there is a culture of sharing learning and skills that contributes to whole of school development. Time is given at most PD (Personal Development) days for Staff ICLT development and is a regular feature of whole staff meetings.

• A clearly articulated vision of ICLT is strongly evident in the College. The vision is aligned with the school's strategic renewal plan and evident in the planning, learning and teaching practices across all learning areas, as demonstrated by the use of ICLT in all classes.

Achievements:

• There is highly effective use of ICLT in learning and teaching across all learning areas for all students. Students and teachers continually use ICLT tools and processes across the College and there is provision for the diverse needs of students and staff. This is demonstrated by the number of ICLT resources used continually in all learning areas as well as dedicated provision to meet diverse needs. ICLT is used individually, with small groups, whole classes and year levels, as well as by the whole College when appropriate such as during assemblies. Staff use ICLTs for planning, all aspects of administration, marking, communications, assessments, reporting and professional development, just to name a few.

• The College explores and evaluates new technologies and relevant innovations are adopted and/or adapted to promote dynamic and challenging learning opportunities for students. These have had a positive impact on student engagement and learning, as demonstrated by the implementation of wireless technology across the entire College campus, multiple sets of laptops, as well as a Learning Management System (Trininet/Moodle) which is accessible anywhere and anytime.

• The College is encouraging and developing parental and communal involvement in the training and integration of technology and education by hosting parent information evenings (for example with laptops) while the P&F annually makes a significant positive and financial contribution to ICLT resources. Parents book Parent/Teacher interviews online and make student subject selections online demonstrating to parents the role that ICLT plays in the life of Trinity College.
Religious and Evangelising Mission

Religious Identity and Culture

Area of Strength:

• Outreach and involvement in Social Justice shows the strength of the school’s religious identity and culture. There is a growing awareness of the poor and homeless, both on a local and global scale.

• Masses, Liturgies and Retreats are well supported and participated in by the majority of students, and are very effective in the promotion of Spirituality within the school.

• The College Prayer articulates many of the core gospel values that the school works to promote.

• Sending staff member to Sharing our Call I or II, run by the Marist Brothers, allows Staff to gain a richer understanding of what it means to be Marist and to work in a Marist school, and is then very helpful in enabling Staff to operate from this basis in their work with students.

Achievement:

• The College has in the past two-years been actively working with the volunteers of the Logan Branch of Rosies. This has been a wonderful opportunity for students and staff allowing them to become actively involved in service in the social justice area with more students wanting to be involved than can at times be accommodated. The College also supports Rosies by providing supplies for their van.

• Students respond well to the wide range of opportunities to further explore the Catholic Christian tradition beyond the class room and whole school masses. Examples of this included: Attendance at World Youth Day, Prayer 2010, and group prayer sessions at lunch.

• The singing of Sub Tuum at each assembly reinforces our Marist foundations.

• The prayer at whole school assemblies, Morning Prayer in Pastoral Care published on the morning notices, and staff Morning Prayer involving all staff, are very positive and make significant contributions to both the spirituality of the individual and the Culture and identity of the College.
**Student Learning Outcomes**

**Assessment of Student Learning**

**Area of Strength:**

- Trinity College has worked towards developing a whole school understanding of the principles and practices of assessment and learning, through multiple means of professional development and in-service. The College actively reviews the processes of teaching and learning through the Curriculum Management Committee and Academic Coordinators’ meetings, to ensure consistency and development.

**Achievement:**

- Trinity offers a comprehensive curriculum catering to multiple pathways and opportunities. Students partake in a variety of units, assessments, activities, excursions, incursions considered relevant and authentic. The College provides extensive opportunities for parents and students to have access to information which allows them to make informed decisions in relation to subject choices and future pathways which include: Parent Information Evenings, Subject Handbooks, Parent/Teacher Interviews and Subject Talks.
- There was an overwhelming response from parents to acknowledge that they are exceedingly satisfied with the access they have when communicating with staff in relation to assessment of student learning. Parents felt that they were given ample opportunities across a variety of modes (parent-teacher conferences, email, planner contact and phone) to contact staff and receive advice and feedback.

**Reporting Student Achievement**

**Area of Strength:**

- The current monitoring and tracking processes are considered thorough and extensive. Students are identified on a number of different levels at varying times of the year. Parents felt informed and indicated that they had received ongoing communication about their child’s progress.
- The College provides extensive opportunities for parents and students to have access to information which allows them to make informed decisions in relation to subject choices and future pathway options.

**Achievement:**

- Both semester and end of year reports were considered meaningful and easily understood by the majority of survey respondents.
- Surveys also indicated that students at risk (academically) were quickly and efficiently identified and monitored regularly.

**Staff Support**

**Professional Learning Community**

**Area of Strength:**

- At Trinity College there is a highly collaborative staff professional learning community, as evidenced by the high number of participants involved in various committees.
- Staff are supported and encouraged to assist each other.

**Achievement:**

- Staff members acknowledged that they were actively engaged with the wider community and other professional networks to broaden Professional Development opportunities.
- The Leadership Team effectively promoted and enabled staff to access Professional Development that is current and relevant.
- The Professional Development that is being provided for enhancing the use of new technologies was considered useful and effective.

**Renewal and Quality Assurance**

**Monitoring and Self Review Processes**

**Area of Strength:**

- The review process was most inclusive of staff who volunteered to work across the committees to review each component.
- The College is developing a culture of internal review whereby the areas of improvement that are identified are carried forth to become actions for future improvement.
- The College is developing a culture of reflective practice, seeking continual improvement and ways to address the 31 components.

**Achievement:**

- Staff felt valued that they could contribute to seeking evidence and feedback from staff and parents in the community about a range of issues related to the components.
- The online survey process was most successful in that the feedback was easier to collate and the responses were easier to complete.