Trinity Catholic College

ANNUAL IMPROVEMENT PLAN 2016
<table>
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<th>Key Improvements</th>
<th>Indicators of Progress</th>
<th>School Strategies</th>
<th>Responsibility</th>
<th>Evidence of Impact (focus on student learning and where possible)</th>
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</table>
| 1.2 Enhance and diversify the faith formation and religious leadership opportunities for staff. | i. All school communities have relevant, dynamic and sustainable three-year faith formation plans.  
ii. School and system personnel have access to a range of quality immersion, pilgrimage and retreat experiences to explore and deepen their faith lives.  
iii. Customised, intensive programs are offered to senior staff and aspiring leaders to support them in developing their capacity for religious leadership. | System Major Action 1.2.a  
A systemic and cohesive approach to nurturing the sense of Church and the religious leadership of school staff.  
Click here for more information | REC and Catholic life and Mission team | Click here for more information |
|                                                                                  | School Indicators of Progress (Optional):                                                                                               | The implementation of a sustainable three-year Evangelization Plan  
-Develop and provide a range of quality immersion, pilgrimage and retreat experiences to explore and deepen faith life. This will include marist formation programs including footsteps, immersion field trips and new teacher induction  
-Enhance Liturgy through music and symbols  
-Link the ‘Principles of Learning and Teaching’ to the Marist Pillars or to other aspects of the Marist Charism. (Cyclic Review Recommendation: CRR) | |

RESOURCES FOR SCHOOLS:

- Shared resources page linked to Strategic Priority 1 - Catholic Identity and Mission
- System Religious Education and Evangelisation Intranet Site
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| 2.2 Strengthen a culture of improvement through a systematic, reflective and evidence based approach to learning and teaching. | i. The Sydney Catholic schools community will develop, implement and value a broad range of measures of learning performance and satisfaction – including but not limited to NAPLAN and HSC.  
ii. There is a measurable improvement in learning outcomes and growth for all students, particularly in literacy and numeracy.  
iii. Other relevant data, models of delivery of additional support for targeted groups of students will be reviewed and enhanced.  | System Major Action 2.2.a  
Development and implementation of enhanced approaches to assessment with a broader range of measures of student success, and a focus on learning growth  
[Click here for more information](#) | LEADER OF LEARNING AND INNOVATION |  

School Indicators of Progress (Optional):  

Develop and implement the data and innovation team to inform systematic, reflective and evidence based approaches to improving learning and teaching in particular through:  
i) The Learning and Teaching Project  
ii) A focus on students writing with clarity.  
[Click here for more information](#) |

| 2.2 The processes of giving students and parents a greater voice in evaluating and planning various aspects of College life continue to develop. (Cyclic Review Recommendation: CRR) |  |  |  |  |
| 2.4 Support and challenge teachers to improve their practice against professional standards to enhance student outcomes. | i. A greater diversity of professional learning, linked to professional standards, is evident.  
ii. Professional learning experiences provide increased opportunities for collaboration within and across schools.  
iii. Evaluations of teacher professional learning reflect a high degree of satisfaction | System Major Action 2.4.a/4.1.a  
Continued rollout of the Performance Growth in Action framework.  
[Click here for more information](#) | ASSISTANT PRINCIPAL |  

Middle Managers and mentors are more fully engaged in BOSTES requirements to improve their practice against professional standards to enhance student outcomes  |
and effectiveness in enhancing student learning.

School Indicators of Progress (Optional):

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<th>2.5 Further enhance the provision and support for students with diverse learning needs such as special learning needs and gifted and talented.</th>
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<td>i. An increasing proportion of schools gain accreditation to the Newman Gifted Program.</td>
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<td>ii. There is greater provision and opportunities for children with significant needs in the area of special education.</td>
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<tr>
<td>School Indicators of Progress (Optional):</td>
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<td>iii) Appropriate testing of students at the beginning of Year 7, the end of Year 8 and in Term 2 of Year 10 is organised</td>
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<td>iv) Procedures are developed to correctly identify GAT students using appropriate testing tools</td>
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<td>v) Make use of parent, student and teacher voice in identifying GAT students</td>
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**System Major Action 2.5.a**
Development of staff capacity and resources to better support students with diverse learning needs.

**DIRECTOR OF STUDIES**
A whole school focus on differentiation especially through a focus on the needs of gifted and talented students is implemented.

**RESOURCES FOR SCHOOLS:**
- Shared resources page linked to Strategic Priority 2 - Learning and Teaching
- Authentic Learning Toolbox
- System Teaching, Learning and Support System Intranet Site
## STRATEGIC PRIORITY 3 - STUDENT AND STAFF WELLBEING

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| 3.1 Strengthen safe and supportive school environments.| i. Students, parents and staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment.  
ii. There is continual focus to promote anti-bullying and safe behaviours.  
iii. Schools implement the Archdiocesan Student Wellbeing and Pastoral Care Policy.  
iv. The National Safe Schools Framework is integrated into school processes to determine priority areas and measure progress in the development of safe school environments. | System Major Action 3.1.a & 3.2.a  
Implement capacity building programs which enhance schools’ ability to promote mental health and resilience.  
[Click here for more information]  
Implementation of the Trinity Catholic College Wellbeing Framework  
Implementation of the Trinity Catholic College Award Structure  
[Click here for more information]  
School Indicators of Progress (Optional): | CAMPUS COORDINATORS |  

| 3.2 Resource and support programs which promote mental health and resilience. | i. Services provided for students with complex social and emotional needs are reviewed and enhanced.  
ii. Relationships with outside agencies which support student mental health needs are further developed.  
iii. Sustainable financial resourcing is targeted at structures and programs that promote mental health and student wellbeing.  
v. System policies and resources are further developed to support schools, students and families in managing habitual absenteeism.  
vi. Strategic, targeted and effective professional learning is available for teachers, coordinators and school leaders to support students with complex social and emotional needs.  | System Major Action 3.2.a & 3.1.a  
Implement capacity building programs which enhance schools’ ability to promote mental health and resilience.  
[Click here for more information]  
Implementation of the Trinity Catholic College Wellbeing Framework  
Implementation of the Trinity Catholic College Award Structure  
[Click here for more information]  
School Indicators of Progress (Optional): | CAMPUS COORDINATORS |  

## RESOURCES FOR SCHOOLS

- Shared resources page linked to Strategic Priority 3 - Student and Staff Wellbeing
- System Safety and Wellbeing Intranet Site
- National Safe Schools Toolkit
- NSSF Audit Tool
### STRATEGIC PRIORITY 4 – CAPACITY BUILDING

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| 4.3 Enable a collective approach to building system capacity. |   | System Major Action 4.3.a  
Implement the Capacity Building Discussion Paper.  
[Click here for more information](#) | ASSISTANT PRINCIPAL |   |
|  |   | System Major Action 4.3.b  
Continue to use the Change2 methodology to empower local change and autonomy.  
[Click here for more information](#) |   |   |

**School Indicators of Progress (Optional):**

- i. Role descriptions across the system are reviewed and aligned to contemporary frameworks.
- ii. Staff members have a meaningful and collaboratively developed professional growth plan.
- iii. Effective partnerships and networks are further consolidated to ensure that knowledge and wisdom is shared and applied to contemporary challenges.
- iv. Quality relationships and connections are evident across the system to enable alignment, collaboration and capacity building.
- v. A culture of attracting and retaining innovative people in the system is strengthened.
- vi. Planning processes are critically reflective and responsive to external and internal demands.
- vii. School review and improvement processes contribute to the culture of continuous improvement across the system.

**RESOURCES FOR SCHOOLS:**

- [Shared resources page linked to Strategic Priority 4 - Capacity Building](#)
- [System Professional Learning and Development Intranet Site](#)
### STRATEGIC PRIORITY 5 – STEWARDSHIP OF RESOURCES

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| **5.1 Provide vibrant and innovative learning spaces that enhance learning and teaching.** | i. Construction and refurbishment of learning spaces demonstrate alignment with current research, the school’s vision for learning, the principles of authentic learning and environmental sustainability.  
ii. Broadly representative Regional Capital Works Prioritisation Committees are established to assist with decisions about capital works priorities and innovative learning spaces.  
iii. Schools understand the work of the Regional Capital Works Prioritisation Committees and reflect the implications of the regional prioritisation process within their own capital works program.  
iv. Capital works plans are developed for each school informed by population trends and local and regional educational needs, and aligned with the system vision for schools.  
v. Schools are aware of and able to predict the demand for future places, as well as identify the potential building/refurbishment projects needed to meet this demand.  
vi. Repairs and maintenance programs are developed by schools with sustainable funding from the system and the individual school and/or parish community. | System Major Action 5.1.a  
Capital Works Strategic Plan communicated to all schools and stage one actioned.  
[Click here for more information](#) | BUSINESS MANAGER | Revitalisation and capital works planning and implementation occurs across the College  
5.1 The College Building Master plan will give particular attention to religious signs and symbols and the provision of sacred spaces to symbolise and communicate the Catholic College. (Cyclic Review Recommendation: CRR)  
[Click here for more information](#) |
| **5.3 Develop flexible and contextualised school-level staffing and resourcing decisions.** | i. Each school collaboratively develops staffing profiles to meet the needs of students within the broad system staffing guidelines. | System Major Action 5.3.a  
New resourcing models for school equity, specialist and targeted programs developed and implemented.  
[Click here for more information](#) | BUSINESS MANAGER |  
The move to BYODD occurs through the implementation of a flexible system which meets the needs of the local community |

**RESOURCES FOR SCHOOLS:**

[Shared resources page linked to Strategic Priority 5 - Stewardship of Resources](#)  
[System Finance and Administration Intranet Site](#)