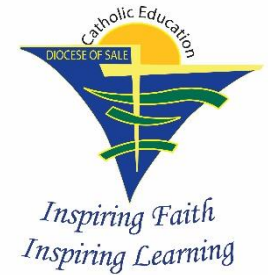




# Trinity Catholic Primary School

## Narre Warren South



### STRATEGIC IMPROVEMENT PLAN: 2020 – 2023

#### Vision

Trinity Catholic Primary School is committed to providing an education that develops the whole person. We believe that the social, emotional, moral, spiritual and physical wellbeing of our students is pivotal to student health, safety, learning and success.

#### Strategic Intent

Creating a school culture of high expectations through enacting Trinity's Design Principles;

Every Leader an instructional Leader  
Every teacher an expert teacher  
100% of students, 100% of the time  
Improve student opportunities & outcomes.

## Improvement Domain - CIRE

### Improvement Dimension - Catholic Identity and Religious Education

#### ***Catholic Identity***

##### **Diocesan Aim:**

- A clear and consistent articulation of Catholic Identity in Catholic Education is evidenced in the school
- Teachers/Students are assisted to a post critical belief stance
- The school reaches out to an increasingly diverse community
- The school promotes Catholic Social Teaching

#### ***Religious Education***

##### **Diocesan Aim:**

- Teachers have a deep knowledge of the progression of learning in the Religious Education Curriculum
- Teachers are supported to personalise learning in Religious Education through effective assessment and planning practices
- Teachers are supported to assess for reporting purposes on student progress in line with the standards of the Religious Education Curriculum

#### **GOAL: At Trinity, we know and understand the Catholic faith.**

<b>Intended Outcomes</b>	<b>Success Criteria - Qualitative &amp; Quantitative</b>
That the teaching of Religious Education centres on creating a recontextualised dialogical approach.	<ul style="list-style-type: none"> <li>• Teachers utilise the Progression of Learning in <i>To Live in Christ Jesus</i> and <i>Sexuality in Education</i>.</li> <li>• Planning reflects a dialogical pedagogy.</li> <li>• Evidence of differentiation in Religious Education.</li> </ul>
That the students are guided to a post-critical belief stance.	<ul style="list-style-type: none"> <li>• Staff utilise a broader range of Scripture and the AWES approach when planning for student learning in Religious Education.</li> <li>• ECSI data is being utilised as a basis for rich conversations.</li> </ul>
That the Catholic particularity is embedded through the culture of the school.	<ul style="list-style-type: none"> <li>• The school community views school activities through a Catholic lens.</li> <li>• Teacher planning demonstrates a strong link between Catholic Social Teaching and the teachings of the Catholic Church.</li> <li>• There is an upward trend in ECSI and Catholic Culture Data.</li> </ul>

### Key Strategies

- Develop teachers understanding of the progression of learning in the RE Curriculum *To Live in Christ Jesus* and Sexuality Education in the Catholic School Resource including staff formation; professional learning and resourcing.
- Develop staff understanding of recontextualised prayer; ritual and liturgy.
- Ensure evidenced based teaching practices are evident in all RE lessons.
- Improve assessment practices in RE to include pre and post testing.
- Build staff understanding of and use of Scripture.
- Build the capacity of staff to understand the concept of hermeneutics and translate this into practice.
- Presentation of Catholic particularity through Catholic Social Teaching.
- Engagement with the schools Social Justice Leaders and key community groups.
- Induction of new staff into the Catholic Identity of the school.

## Improvement Domain - Learning and Teaching

### Improvement Dimension – Expert Teacher Practice

**Diocesan Aim:**

- Teachers have a deep knowledge of the Victorian Curriculum
- Teachers have a deep knowledge of the progression of learning in English and Mathematics
- The school has identified and can demonstrate that it is using tests and other assessment tools to monitor school-wide achievement and progress in areas of the curriculum including English and mathematics
- Expert teacher practice in assessment is developed
- Data and evidence is effectively utilised to target improvement in student learning
- Wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum - Capabilities
- A common language and expectation of the expert teacher in this Catholic school is developed, referencing and aligned with the Diocese of Sale Learning and Teaching Network

**GOAL: At Trinity, every teacher is an expert teacher.**

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That there is a shared understanding of effective learning and teaching that is evidence based and informed by the Diocesan agenda.	<ul style="list-style-type: none"> <li>• NAPLAN and PAT data demonstrate that student variability is addressed.</li> </ul>
That teachers engage in universal and targeted assessment to meet the needs of all students.	<ul style="list-style-type: none"> <li>• Differentiated curriculum enables all students to learn and achieve success.</li> <li>• Teacher’s use evidence of student learning to collegially plan for targeted teaching.</li> <li>• Teacher’s implement appropriate adjustments to address students with disabilities (cognitive, social emotional, physical).</li> </ul>
That teachers have a deep knowledge of the VCAA Learning Progressions.	<ul style="list-style-type: none"> <li>• Teacher Confidence; Quality Teaching and Engaging Practice indicators strengthen.</li> </ul>
That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.	<ul style="list-style-type: none"> <li>• There is an upward trend in teacher perception of student motivation.</li> <li>• Staff will understand their professional role in behaviour management.</li> <li>• Staff confidently implement the Victorian Safe Children’s Curriculum.</li> </ul>

### **Key Strategies**

- Continue to explore and challenge best practice, remaining focused on our high expectations and staff accountability.
- Develop the school's Middle Leaders to lead teachers in developing their knowledge of the curriculum into effective classroom instruction.
- Build an enquiry / team-based approach to planning for learning and teaching.
- Develop a whole school approach to planning and assessment for student success.
- Develop teachers knowledge of the progression of learning in a range of curriculum areas through structured Professional Learning Teams, Planning Teams and Staff Meetings.
- Develop the Whole School Approach to Positive Behaviour Support (WSAPBS); universals and intensive.
- Continue to incorporate Choice Theory as an approach to understanding behaviour.

## Improvement Domain - Learning and Teaching

### Improvement Dimension – Improved Student Outcomes

#### Diocesan Aim:

- Leader and teacher capacity to read, interpret and action data and evidence for school and student performance is built
- Outcomes in English and Mathematics are improved for every student (100% students 100% of the time)
- Teachers encourage and assist students to monitor their own learning and to set goals for future learning
- Explicit targets for improvement in student achievement have been set and communicated to parents, staff and wider school community
- Assessment practices ensure that students requiring a learning adjustment are identified early and effective adjustments implemented
- Inclusive classrooms are established

#### GOAL: Trinity will effectively use data to improve student outcomes.

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That leaders and teachers have the capacity to read; interpret and action data and evidence for improvement in school and student performance.	<ul style="list-style-type: none"> <li>• NAPLAN and PAT assessment practices demonstrate an accelerated rate of growth for every child.</li> <li>• Staff utilise and link PAT and NAPLAN assessments to the VCCA Progressions of Learning.</li> </ul>
That outcomes in English and Mathematics are improved for every student.	<ul style="list-style-type: none"> <li>• Learning Entitlement documents ensure a progression of learning in Mathematics and English, creating a positive improvement trajectory in student performance at every percentile in NAPLAN Reading and Numeracy.</li> </ul>
That teachers encourage and assist students to monitor their own learning and to set goals for future learning.	<ul style="list-style-type: none"> <li>• There is an upward trend in the Teacher Confidence and Student Motivation indicators.</li> <li>• Feedback to students is based on VCCA Progressions of Learning.</li> </ul>
That teachers encourage and assist students to monitor their own learning and to set goals for future learning.	<ul style="list-style-type: none"> <li>• Assessment practices demonstrate an accelerated rate of growth for every child.</li> </ul>

#### Key Strategies

- Build staff capacity to analyse NAPLAN, PAT, MAI, BAS and Essential Numeracy data to develop an approach for collegial consideration of evidence of learning.
- Build staff capacity to undertake assessment interviews (BAS;MAI).
- Continue to ensure Learning Intentions and Success Criteria are included in every lesson.
- Ensuring staff have the knowledge and understanding of their role as a teacher to target teach and motivate students to reach their full potential.
- Develop an assessment plan incorporating universal; targeted and intensive assessment practice.

## Improvement Domain – Leadership

### Improvement Dimension - Leadership for Learning

**Diocesan Aim:**

- Instructional capacity of school principals and leaders is developed focusing on curriculum, assessment and change leadership.
- Leaders create the conditions (culture) in which a high quality curriculum is enacted and students have access to learning entitlement
- Effective leadership structures and practices are in place in every school to ensure the growth and performance of expert teacher practice
- A whole school plan for learning entitlement is in place ensuring student access to essential learning and the plan is shared with the school community
- Reporting processes are aligned with the whole school plan for learning entitlement and communicate to parents, families and students, achievement of curriculum learning intentions and progress over time
- The leaders and teachers of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community
- The school builds partnerships with parents, families and local business and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students

**GOAL: At Trinity, every leader is an instructional leader.**

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That school leaders create the conditions in which collegiate, evidence based, expert teacher practice is developed to enact the curriculum enabling students to have access to learning entitlement.	<ul style="list-style-type: none"> <li>• Clearly articulated vision for learning and teaching promotes Teacher Confidence; Quality Teaching and Engaging Practice Indicators strengthen.</li> </ul>
That effective leadership structures and practices are in place that support the growth and performance of evidence based teacher practice.	<ul style="list-style-type: none"> <li>• Engagement and Learning are more balanced and stronger in the Cultural Pillars.</li> </ul>
That the schools strategic intent and instructional vision drive leader and teacher practice.	<ul style="list-style-type: none"> <li>• Trinity’s Design Principles are evident in all teaching and learning opportunities.</li> <li>• A growing number of Middle Leaders are supported through Diocesan led leadership opportunities.</li> <li>• Teamwork; Empowerment and Ownership are more balanced and stronger in the Engagement Pillar.</li> </ul>

### **Key Strategies**

- Build the Executive Leadership Team's ability to continue to lead and develop a shared vision and priorities that are known by staff and are in alignment with the Diocesan agenda.
- Diocesan Learning and Teaching Network.
- Develop a culture of professional learning and development that is aligned with Diocesan priorities and focused on improving student outcomes.
- Develop structures and processes that ensure teachers have the ability to work collegially.
- Master of Clinical Teaching students lead collaborative conversations.



## Improvement Domain - Leadership

### Improvement Dimension - Resources

#### Diocesan Aim:

- Student outcomes drive the allocation of school resources
- Resources are linked to priority teaching goals
- Purposeful, effective and contemporary learning spaces are provided
- Employment, induction and professional development practices reflect a focus on the expert teacher in a Catholic school
- The school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing
- The school meets all mandatory compliance benchmarks under all relevant State and Federal legislation

**GOAL: At Trinity, resources are allocated for the benefit of the students.**

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school.	<ul style="list-style-type: none"><li>• An induction program for all new staff to the school supporting the required expert teacher practice.</li><li>• New staff are supported in their understanding of the school's Catholic identity.</li><li>• New staff understand and utilise the flexible learning spaces to enhance student learning.</li></ul>
That student outcomes drive the allocation of school resources.	<ul style="list-style-type: none"><li>• The School Education Brief continues to align with the Diocesan Education Brief.</li><li>• The Design Principles are a reference point for resource allocation.</li></ul>
That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation.	<ul style="list-style-type: none"><li>• The school successfully completes all VRQA widget testing.</li><li>• Continuously build a 'Child Safe' culture.</li><li>• Child Safety is visible in all aspects of the school.</li></ul>

#### Key Strategies

- Continue the Induction Program for all teachers new to the school articulating the school's priorities; support and expectations of all teachers.
- Continue to implement a Beginning Teacher Induction Program in partnership with CEOSale.
- Budget processes reflect the goals and priorities of the Strategic Improvement Plan.
- The school ensures a strong professional culture and ongoing compliance including through prioritising CEOSale VRQA widget testing.