Strategic Directions 2015 – 2025

Preamble

At Trinity Lutheran College we aim to foster an organizational culture that strives for quality, commits to high standards and expectations and that supports collaboration, communication, continual improvement and innovation. Organizational integrity is assured when College values, policies and practices align. To that end, Strategic Directions is a dynamic document consisting of areas of strategic intent that describes our strategic priorities, the strategies identified as required to implement those priorities and the desired milestone at the end of 10 years. The Annual Improvement Plan that will outline the subsequent specific actions and outcomes required for the following year. An annual review will be conducted each year that will report on the current implementation plan and set up the implementation plan for the next year. The Strategic Directions plan will undergo a detailed review every three years.

Statement of Purpose

At Trinity Lutheran College our aim is to encourage and support students, informed and sustained by the word of God, to develop their God given talents so that they may shape and enrich the world.[1] This is reflected in our foundation text: "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing." (John 15:5) The motto on our logo is "Faith, Knowledge, Honour". The tagline on our advertising is: "Where the spirit of learning lives".

As central to our mission and ministry, we seek to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive world view while living in community and reflecting characteristics of God through the core values of love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation. These values play an integral role in how we live, learn and be together in community.

Our Identity

There are six threads that intertwine to capture our identity.

- Christ centred: We are a community with Christ at the centre
- Learning centred: We are a vibrant and inquisitive learning community guided by consistent expectations of quality outcomes
- Student centred: We are a safe and inclusive community assisting students to develop self-discipline and respect for each other
- Compassionate community: we are a compassionate community actively involved in extending love, care and concern to each other
- Responsive community: We are a community that nurtures committed responses to social and justice issues locally and globally
- Connected community: We are a community that engages in a mosaic of constructive community partnerships

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[1] *A Vision for Learners and Learning in Lutheran Schools, 2002 revised 2005, Lutheran Education Australia, North Adelaide, South Australia*

Strategic Intentions

Intent 1: Mission & Ministry	• At Trinity we aim to live out our faith so that we may well lead others to explore the teaching, ask questions and enable us to tell the gospel story. We all stand at the foot of the cross as servants of Christ.
Intent 2: Learning & Teaching	• At Trinity the learner is at the centre, learning how to learn and displaying the attributes and attitudes of a life long learner. Quality teaching and learning occurs in and through a rich diversity of experiences designed to enrich, enable and extend the individual learner.
Intent 3: Student Wellbeing	• At Trinity relationships are intentionally and explicitly nurtured and positive and responsible relationships are developed between all members of the college community to create a productive, safe, caring, challenging, supportive and engaging college culture and climate.
Intent 4: Human Resources	• At Trinity a school wide professional team of highly able teachers and competent support staff will operate with a shared responsibility for student learning and success in a culture of continuous professional learning and improvement.
Intent 5: Administration & Operations	• At Trinity systems, processes and resources are consistently applied in a targeted manner to meet educational needs, shape improvement and support responsible practices.
Intent 6: Community Partnerships	• At Trinity learning and wellbeing is enhanced by partnering with families, local business and community organizations, being committed to a common goal and connected by a sense of belonging to the Trinity community.
Intent 7: Governance & Leadership	• Trinity is sustainable through visionary leadership, effective governance, wise stewardship, accountable management and strategic partnerships.

Strategic Priorities 2015 – 2025

Intent 1: Mission & Ministry
- At Trinity we aim to live out our faith so that we may well lead others to explore the teaching, ask questions and enable us to tell the gospel story. We all stand at the foot of the cross as servants of Christ.

Priorities	Strategies	5 year milestone	10 year milestone
SP1.1 To provide appropriate ongoing support for the faith formation and the spiritual development of staff and students.	a. Encourage a vibrant worship experience for students. b. Nurture a vital devotional experience for staff. c. Embed systematic opportunities for spiritual and theological development of staff. d. Develop and implement a milestones ministry or similar recognition program for students and staff.	• Increased participation and engagement by students in chapel worship. • Increased participation by staff in leading chapel worship. • Increased attendance by parents at chapel worship. • Increased repertoire of spiritually aware and age appropriate worship and devotional practices. • Full accreditation of appropriate staff as teachers in a Lutheran school and active engagement in accreditation programs for leaders and Christian Studies teachers. • Engagement by teaching staff in ongoing spiritual and theological development.	• Chapel worship is engaging and participatory for all involved. • Chapel worship is led by staff with student assistance. • Attendance by parents at chapel worship is an integral feature. • Staff devotion practices reflect a mature Christian community. • Full accreditation of appropriate staff as teachers and leaders in a Lutheran school and as Christian Studies teachers. • Active engagement by all staff in ongoing spiritual and theological development.
SP1.2 To foster a positive and caring home and school relationship with College families.	e. Strengthen the role of the Parent Support Group in supporting college families.	• An established calendar of activities for college families to get to know each other and	• Consistently positive feedback from families around a sense of belonging to the college

		foster supportive relationships.	community.
SP1.3 To develop a missional relationship with Holy Trinity Lutheran congregation (HTLC) and seek connections with other Christian groups.	f. Establish opportunities for HTLC to become engaged in college activities and programs. g. Establish a formal connection with other Christian churches.	• Members of the church community actively support college events and activities. • People of faith and members of all Christian churches in Mildura feel welcome at Trinity. • The HTLC relocation committee has a clear rationale and a firm, realistic commitment to action.	• Members of the church community are actively engaged in volunteering and in facilitating ministry programs at the college.

Intent 2: Learning & Teaching

- At Trinity the learner is at the centre, learning how to learn and displaying the attributes and attitudes of a life-long learner. Quality teaching and learning occurs in and through a rich diversity of experiences designed to enrich, enable and extend the individual learner.

Priorities	Strategies	5 year milestone	10 year milestone
SP2.1 To ensure learning is purposeful through the offering of rich and diverse experiences that enable, enrich and extend.	a. Develop and implement a model for a school wide pedagogical approach to learning and teaching in the C21st. b. Develop and implement a paradigm for learning experiences to complement that model. c. Develop and implement a signature learning event for each learning community. d. Intentionally develop the attitudes and attributes of a life-long learner and implement a systematic framework to report on student progress in these domains at the end of each year.	• Staff are committed to implementing the whole school pedagogical framework and are actively seeking professional learning to support their capacity to implement the framework. • A college wide curriculum planning template is used in all learning areas to support the pedagogical framework. • There are clear programs and established processes in each learning community to support, enrich and extend students in their learning. • A signature learning event has been established for each learning community. • A well understood and workable framework is in place to report to parents annually on their child's progress in their development of the attitudes and attributes of a lifelong learner.	• A whole school pedagogical framework is embedded in all teaching and learning practices. • Students continually demonstrate the attitudes and attributes of a lifelong learner. • Each learning community is known for its signature learning event and their scope of quality programs that support, enrich and extend students in their learning.
SP2.2 To achieve high quality educational	e. Establish a systematic process	• Parents, students and	• Internal consistency is evident

outcomes through programs and practices that enhance internal consistency and foster high standards of teaching.	for collection and analysis of student data from a wide range of reliable sources. f. Establish a systematic process for the moderation of student assessment and standards across the college in core curriculum areas as per Victorian Curriculum requirements. g. Establish a systematic framework for student portfolios and/or evidence as a basis for reporting and parent conversations. h. Establish a systematic process for collection of student feedback on their learning at the end of each semester.	teachers know how a student is progressing at any point in time. • Evidence based assessment is used to inform learning and teaching. • Internal consistency is evident across student work in core curriculum areas. • Students are performing at or above the national benchmark in numeracy and literacy.	across student work in all curriculum areas at all year levels. • Students are consistently performing above the national benchmark in national testing programs.
SP2.3 To intentionally recognise and celebrate student transitions and pathways throughout the College.	i. Develop and implement a transition program to include K to P, 6 to 7, 10 to 11 students and families. j. Develop, implement and celebrate a clear rite of passage from one learning community to the next. k. Develop active partnerships with other education providers re transition years and pathways beyond year 10.	• A transition program is clearly documented and in place for K>P, 6>7, 10>11 families and students. • A clear rite of passage is recognised and celebrated throughout the college. • Students are informed and confident of their pathway options post year 10.	

Intent 3: Student Wellbeing

- At Trinity relationships are intentionally and explicitly nurtured and positive and responsible relationships are developed between all members of the college community to create a productive, safe, caring, challenging, supportive and engaging college culture and climate.

Priorities	Strategies	5 year milestone	10 year milestone
SP3.1 To appreciate participation, acknowledge quality and celebrate student success.	a. Develop a framework for recognising student achievement and embed into routine practice.	• All teachers contribute to recognising student participation, quality and success. • Parents support their child when achievement is publicly recognised.	• All staff contribute to recognising student participation, quality and success. • Parents are integral to public celebration of achievement and success.
SP3.2 To provide effective and efficient personal development and student wellbeing programs, policies and structures.	b. Develop and implement a coordinated and sequential personal development, pastoral care and social skilling program across P-10. c. Create opportunities for staff to regularly engage in professional learning in the area of pastoral care and student wellbeing. d. Continue to develop and refine the secondary vertical care structure and purpose.	• A personal development scope and sequence is embedded into the program at each year level. • All teachers see themselves as pastoral care teachers and are confident in this role.	• Student wellbeing and pastoral care is integral to the culture of community at Trinity.
SP3.3 Intentionally and explicitly nurtures and develop positive, caring and responsible relationships between all members of the college community through training, skilling, information and study programs.	e. Consolidate relational management and student discipline based on the restorative practices model. f. Establish programs for parents that cover both information	• A core program for parents is established. • There is a marked decrease in the number of negative incidents amongst students. • All members of the college	• All members of the college community embrace the restorative practices model as integral to sustaining positive relationships.

	and skilling in areas relevant to their child's wellbeing.	community value positive relationships as a key to learning. • All members of the college community support the restorative practices model and understand their responsibility in maintaining this model.	

Intent 4: Human Resources

- At Trinity a school wide professional team of highly able teachers and competent support staff will operate with a shared responsibility for student learning and success in a culture of continuous professional learning and improvement.

Priorities	Strategies	5 year milestone	10 year milestone
SP4.1 To attract, develop, motivate, acknowledge and retain quality individuals.	a. Establish a multifaceted program to support provisionally registered and developing teachers. b. Establish a process to recognise and celebrate staff achievement and commitment.	• Support program for provisionally registered and beginning teachers embedded into annual schedule and expected practice. • LEA Service Awards integral to end of year celebrations. • Staff achievement is recognised and celebrated and supported with a formal structure.	• Trinity is a desirable school for quality teachers.
SP4.2 To establish opportunities to connect peers through professional learning and research, and foster practices that promote collaboration, inclusion and connection.	c. Foster a range of opportunities for staff to network professionally with their peers, both locally and in the Lutheran and Independent system of schools. d. Embed an evidence based professional learning cycle as the model for Professional Learning Teams and school improvement.	• Teachers openly share successful learning and teaching ideas and strategies.	• Teachers are initiating current best practice and share best practice with other teachers.
SP4.3 To sustain personal and professional growth through instructional coaching, intentional conversations and collegial support.	e. Embed a performance and development cycle as per the Australian Teacher Performance and	• There is an emerging organizational culture that values the performance and development of teachers and	• The organizational culture at Trinity values the performance and development of all staff.

	Development Framework. f. Ensure that professional learning plans are SMART and that staff are accountable for their outcomes. g. Identify staff who require further professional support and initiate a personal improvement program.	other staff. • There is a supportive environment for the implementation of effective performance and development practices to improve the outcomes for all of our students.	• Teaching staff exceed the standards for a proficient teacher.

Intent 5: Administration & Operations

- At Trinity systems, processes and resources are consistently applied in a targeted manner to meet educational needs, shape improvement and support responsible practices.

Priorities	Strategies	5 year milestone	10 year milestone
SP5.1 To develop systems and processes for the collection and analysis of relevant data to evaluate effectiveness and shape improvement.	a. Develop and implement systems and practices for effective communication and feedback across all aspects of the College operations. b. Establish a systematic schedule of school satisfaction surveys and processes for the analysis of results to inform school improvement. c. Establish explicit targets and clearly articulate strategies for improvement in student achievement and well-being, and communicate these to the college community.	• Leadership and governance are united, committed and explicit about improving the learning outcomes for all students in the school. • Explicit targets for improvement in achievement levels have been set and communicated to the College community. • The school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes.	• There is a strong improvement agenda for Trinity that is grounded in evidence and expressed in terms of improvements in measurable student outcomes. • School staff are united in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to school-wide improvement
SP5.2 To remain committed to affordability and long term viability through sustainable practices and diligent exploration of opportunities.	d. Investigate and develop a suite of viable value adding programs, and implement as feasible. e. Investigate and establish an appropriate 0-5 parent & child program within current resourcing. f. Develop a comprehensive marketing plan and detailed promotions strategy.	• Trinity has full double streamed classes at each year level and waiting lists at most year levels. • Trinity has established a vibrant preschool program. • A comprehensive project and business plan is in place for the next phase of formal schooling development.	• Trinity has commenced the next phase of formal schooling development.

	g. Comprehensively investigate formal education options in both early learning (eg kindergarten) and year 11 & 12 (eg International Baccalaureate Diploma).		
SP5.3 To ensure that high standards of health, safety and professionalism are clearly articulated, communicated, implemented and upheld.	h. Maintain a schedule for the systematic review and revision of all policy and procedures. i. Establish a clear forum and process for the communication of such policies and procedures to all relevant members of the college community.	• All staff are aware of and understand their role in maintaining high standards of health, safety and professionalism.	• Quality, respect and personal responsibility is integral to the organizational culture.

Intent 6: Community Partnerships

- At Trinity learning and wellbeing is enhanced by partnering with families, local business and community organizations, being committed to a common goal and connected by a sense of belonging to the Trinity community.

Priorities	Strategies	5 year milestone	10 year milestone
SP6.1 To actively foster opportunities to enrich the connection and sense of belonging between members of our College community: students, staff and families.	a. Continue to develop the opportunity for community participation that the annual Deutschfest provides. b. Promote and facilitate the establishment of a past scholars entity.	• There is an active register of parent and community volunteers. • The contribution of volunteers is celebrated each year. • Deutschfest continues to be a strong community event. • A past scholars entity has been established.	• Parent participation at college events is the norm. • There is an energetic volunteer culture. • The past scholars entity has forged its own identity and schedule of events.
SP6.2 To consolidate and promote constructive relationships and educationally relevant partnerships with other communities and external organizations, both locally and globally.	c. Continue to develop the partnership between the school and ALWS as an opportunity for service learning and monetary support. d. Intentionally develop partnerships between the school and local organizations as an opportunity for service learning and community engagement.	• The College has a clearly articulated service learning and community engagement program. • Students and staff actively support the work of ALWS.	• The College has a strong culture of service learning embedded into the co-curricular programs.
SP6.3 To strengthen the reputation of the College within local communities.	e. Embrace every opportunity to connect with the local community and share the quality work of students and staff.	• Trinity has regained its reputation in the local community as a place of high quality learning.	• Trinity maintains its reputation in the local community as a place of high quality learning.

Intent 7: Governance & Leadership
- Trinity is sustainable through visionary leadership, effective governance, wise stewardship, responsible management and strategic partnerships.

Priorities	Strategies	5 year milestone	10 year milestone
SP7.1 To ensure the College continues to develop strong governance, leadership and management structures and practices that enhance the capacity to focus and support the strategic priorities.	a. Develop and implement an intentional leadership development program for executive leadership and emerging leaders. b. Develop and implement a governance training framework to enable a generative and strategic focus to complement the fiduciary role of Council.	• A succession plan is in place for governance and executive leadership. • The College Council solidly operates in its fiduciary role and is confident in its strategic role.	• The College Council operates predominantly in a generative and strategic mode.