



TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

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2026 Annual Implementation Plan

(to align with the updated strategic plan for 2026)



Trinity Catholic College exists to promote excellence in learning and teaching in a climate of faith and pastoral care for the Catholic Community of Dunedin

STRATEGIC OBJECTIVE ONE

Ensure Catholic Character is Embedded, Valued and Visible

Strategic Goals

1. Continue to develop knowledge and understanding of Trinity Values and Charism education (Dominican, Mercy, and Edmund Rice)
2. Evidence-based and timely pastoral programmes implemented and reviewed; Restorative Practice embedded
3. Recommendations from the 2025 Internal Evaluation Dimension Four
4. Inclusion and support of our ethnically diverse learners; meeting their needs
5. Alignment and sequencing of our sexuality, health and pastoral programmes
6. Policies, Practices and Education developed for the ethical use of AI at school

Annual Implementation Plan: Catholic Character 2026

Goal 1

Key Improvement Strategies Goal 1.1

Continue to develop knowledge and understanding of Trinity Values and Charism education (Dominican, Mercy, and Edmund Rice)

- a) Refresh of Values connection to 'The Trinity Way'
 - Staff PD on the history of the values and unpack the actions that come from these
 - Visual representation around the college; refresh the values posters
- b) Charism Education
 - Development of story boards and visual representation of charisms; link to the 150th celebrations
 - In assemblies; through student leadership
- c) Social Justice
 - Review the current social justice actions within school
 - Refresh structure and process as required post-review

Monitoring, Resourcing, and Evaluation

Monitoring: Visual evidence; students can talk about the values in action and the link to the Founding Orders and Gospels

Resourcing: Budgeting for graphic design work and production of story boards

Annual Implementation Plan: Catholic Character 2026

Goal 1

Key Improvement Strategies Goals 1.2

Evidence-based and timely pastoral programmes implemented; Restorative Practices embedded

- a) Review current pastoral programmes and create a sequenced programme of pastoral programmes from year 7-13 using recent wellbeing, pastoral and discipline data
- b) Pause, Breathe, Smile programme for all year 7 classes to support emotional regulation; staff training with a focus on pastoral staff and year 7-9 staff
- c) Ensure clarity among staff regarding the appropriate use of restorative practice and/or consequences
- d) Opportunities for all staff to continue upskilling in restorative practice; Implement use of Circle Time from year 7-10 as appropriate
- e) Travellers Programme: after completing the trial for year 10s in 2025, offer this for year 9s in 2026; two staff already trained, increase to four trained in 2026.

Monitoring, Resourcing, and Evaluation

Monitoring: Deans' meetings, Pastoral records and analysis, Staff and student voice, Wellbeing@School data; Me and My School data

Resourcing: PLD opportunities; Travellers Programme training and relief as required; Restorative training costs

Annual Implementation Plan: Catholic Character 2026

Goal 1

Key Improvement Strategies Goal 1.3

Recommendations from the 2025 Internal Evaluation Dimension Four

- a) Complete the recommendations from the Dimension 4 'Stewardship' internal evaluation review
- b) Ensure regular PD opportunities for all staff throughout the year to allow for certification requirements
- c) Tagged teachers – opportunities developed to be more involved in liturgy

Monitoring, Resourcing, and Evaluation

Monitoring: Board Special Character meetings

Resourcing: PD costs- relief Teachers New to Catholic Schools; Having Life to the Full

Key Improvement Strategies Goal 1.4

Inclusion and support of our ethnically diverse learners; meeting their needs

- a) Establish twice yearly Filipino and Indian community evenings; use relevant community support people eg Filipino chaplain, Malayalam community member
- b) Student led international friendship group established; will benefit both international and domestic students recently enrolled
- c) English Language Learners have adequate opportunity for ESL with specific monitoring of academic progress within classes.

NB Ethnically diverse learners are also known as CALD - Culturally and Linguistically Diverse Learners

Monitoring, Resourcing, and Evaluation

Monitoring: College calendar, student wellbeing voice, ELL progress and achievement

Resourcing: Catering for parent evenings; monitor the need for more ESL hours as the year goes on

Annual Implementation Plan: Catholic Character 2026

Goal 1

Key Improvement Strategies Goal 1.5

Alignment and sequencing of our sexuality, health and pastoral programmes

- a) Complete stocktake of current programmes within the college including review of age appropriateness with reference to health and sexuality consultation 2025
- b) Plan, implement and review appropriate changes to the current programmes

Monitoring, Resourcing, and Evaluation

Monitoring: Staff voice – HOD Health and PE; DRS; Year level deans; Head of Pastoral; Parent and student voice; College Board through the Special Character Committee

Resourcing: Costs for resources and events as required

Key Improvement Strategies Goal 1.6

Policies, Practices and Education developed for the ethical use of AI at school

- a) Working group formed to develop draft practices for AI use in learning, assessment and for staff practices
- b) PLD for staff based on 1.6.a
- c) Student education about the ethical use of AI to support learning appropriately

Monitoring, Resourcing, and Evaluation

Monitoring: Procedures developed, implemented and reviewed

Resourcing: PLD opportunities as appropriate

STRATEGIC OBJECTIVE TWO

Excellence in Learning

Strategic Goals

1. Use robust data to identify learners in need of acceleration and extension opportunities at years 7-10 (literacy and numeracy)
2. Review Learning Support needs and ensure a robust system of learning needs identification is used where it is required
3. Identify actions from the 2025 Careers and Transition Review and implement the resultant 2026 plan
4. Use Māori and Pacific Peoples action plans to be developed, refined after consultation, and implemented, that will contribute to improved Māori and Pasifika achievement at least equal to Pākehā

Annual Implementation Plan: Excellence in Learning

Goal 2

Key Improvement Strategies Goal 2.1

1. Use robust data to identify learners in need of acceleration and extension opportunities at years 7-10 (literacy and numeracy)

- a) Use the new national assessment SMART tool; ensure an agreed and coordinated approach to collect robust data in literacy and numeracy from years 7-10
- b) Implement the MAPHP numeracy acceleration programme for year 7&8 learners (up to 100 students; 8 groups)
- c) Literacy booster groups operating
- d) New Numeracy lead and Literacy lead roles created for 2025; to be reviewed at the end of 2026
- e) GATE option for Year 9 in semester one; Year 7&8 in semester two

Monitoring, Resourcing, and Evaluation

Monitoring: Reading, writing and maths data monitored as per strategies.

Resourcing: Staffing for MAPHP and GATE programmes; time allowance for literacy and numeracy leads

Key Improvement Strategies Goal 2.2

1. Review Learning Support needs and ensure a robust system of learning needs identification is used where it is required

- a) Examine the identified learning needs at each level to determine learning support requirements; resource extra learning assistant time where possible

Monitoring and Evaluation

Monitoring: Through regular Learning Support meetings; feedback via Te Timataka staff

Resourcing: Extra LA funding

Key Improvement Strategies Goal 2.3

Identify actions from the 2025 Careers and Transition Review and implement the resultant 2026 plan

- a) Continue to strengthen the Year 11 Skills programme by using the Kia Tū programme and learner led conferencing

Annual Implementation Plan: Excellence in Learning

Goal 2

- b) Investigate opportunities to continue with learner conferencing with whānau in Year 12
- c) Introduce the 'Inspiring Futures' programme in junior years
- d) Investigate Year 10 Careers opportunities

Monitoring, Resourcing, and Evaluation

Monitoring: Regular meetings with Pathways staff

Resourcing: Incidental costs for events

Key Improvement Strategies Goal 2.4

Māori and Pacific Peoples action plans to be developed, refined after consultation, and implemented

- a) Māori learner action plan developed with whānau (*feedback through hui to be reviewed*)
- b) Establish a Pacific Peoples advisory group; Action plan co-constructed with the community; Ongoing work through Victoria University Research
- c) Identify Māori and Pasifika learners at risk of not achieving and develop intervention plans to aid success through HW Club, Mentoring through MP team, learning plans

Monitoring, Resourcing, and Evaluation

Monitoring: Student and family voice; improved connection with Pasifika families; Māori and Pasifika years 7-10 literacy and numeracy achievement shows accelerated progress

Resourcing: Staffing – time resourced for three staff in the Māori and Pasifika Team

Annual Implementation Plan: Excellence in Teaching
Goal 3

STRATEGIC OBJECTIVE THREE

Excellence in Teaching

Strategic Goals

- 1 Create a shared understanding and implementation of best practice pedagogy
- 2 Progress the implementation of the new curriculum using a change programme 2026 – 2030
- 3 Shared understanding and language of literacy and numeracy across curriculum

<p>Key Improvement Strategy Goal 3.1 Create a shared understanding and implementation of best practice pedagogy</p>
<ul style="list-style-type: none"> a) Assessment for Learning Framework used to develop 'The Trinity Way' – instructional model of best practice pedagogy based on AfL and ERO Framework b) Provide professional learning for HODs and TICs to ensure robust use of data analysis throughout the college c) Upskill new middle leaders in coaching d) Use the ERO Observation framework to provide robust and useful information provided by quality classroom observations
<p>Monitoring, Resourcing, and Evaluation</p>
<p>Monitoring: Data analysis, student and staff voice, and teaching observations</p> <p>Resourcing: PLD costs as agreed for HOD and PD support; staffing and support staff resourcing; 0.2FTE to continue kāhui work; coaching costs to upskill new middle leaders in coaching</p>

Key Improvement Strategies Goal 3.2
Curriculum Change Programme 2026-2030

Co-construct Curriculum Change programme with staff (NB: This needs development early in 2026 due to not enough information yet)

Monitoring, Resourcing, and Evaluation

Monitoring: review progress at key points in the change programme

Resourcing: PLD opportunities as available through the Ministry of Education; equivalent of four half day teacher only days throughout 2026

Key Improvement Strategies Goal 3.3
Shared understanding and language of literacy and numeracy across curriculum

- a) Literacy and Numeracy Leads, along with HOD Maths and English support staff with a shared and consistent understanding of literacy and numeracy expectations across the college

Monitoring, Resourcing, and Evaluation

Monitoring: through classroom observations and PLD

Resourcing: Staffing of a numeracy and literacy lead

Goal 4

STRATEGIC OBJECTIVE FOUR

Connect our Past and Present to provide a Future of Excellence

Strategic Goals

1. Continue to grow our sports to be locally and regionally competitive by implementing, monitoring and reviewing a three-year strategic plan
2. Develop the Alumni Association and deliver a 150th celebration 2026
3. Courts refurbishment and sporting facilities plan developed

Key Improvement Strategies Goal 4.1
Continue to grow our sports to be locally and regionally competitive by implementing, monitoring and reviewing a three-year strategic plan
Sports Strategic Plan in place, implemented, monitored and reviewed
Monitoring, Resourcing, and Evaluation
<p>Monitoring: Via the sports strategic plan; whānau and student voice; OSSSA Census; and participation and performance data</p> <p>Resourcing: Extra support staff hours as required to enact and progress strategic plan</p>

Annual Implementation Plan: Resourcing, Environment, Opportunities and Connections

Goal 4

<p>Key Improvement Strategies Goal 4.2 Develop the Alumni Association and deliver a 150th celebration 2026</p>
<ul style="list-style-type: none"> a) Database developed and awareness of alumni association grows b) Plan for and execute a 150th celebration c) Strategic plan developed including Foundation arm and alumni events calendar
<p>Monitoring, Resourcing, and Evaluation</p>
<p>Monitoring: Strategy created, 150th Committee progress; Successful 150th event takes place with an alumni developed from this to continue work in 2027</p> <p>Resourcing: Alumni administration time</p>

<p>Key Improvement Strategies Goal 4.3 Courts refurbishment and sporting facilities plan developed</p>
<ul style="list-style-type: none"> a) Planning for courts refurbishment completed; funding established b) Investigate plan for enhanced sporting facilities
<p>Monitoring, Resourcing, and Evaluation</p>
<p>Monitoring: Through twice termly resource committee meetings</p> <p>Resourcing: Funding applications; initial funding budgeted for; community fundraising</p>