



Trinity High School

School Improvement Plan

2024/2025 – 2027/2028

Planning framework

As part of Children's Services, Trinity High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Trinity High School is a Six Year Roman Catholic School situated in the heart of Renfrew and serves communities across Renfrew, Gallowhill, Inchinnan, Erskine and Bishopton. We ensure that we, working with parents, foster the high aspirations for all of the young people. Our staff are professional and are dedicated to delivering an excellent learner experience whilst providing young people with the necessary opportunities to thrive and develop their God given talents.

We are proud to be a Catholic school and ensure that Catholic Education, the development of the individual as a person in the image and likeness of God, is central in everything that we do. The Catholic nature of the school is clearly evident through every aspect of school life. We place emphasis on positive relationships and benefit from a mutual respect between pupils, staff and parents. We enjoy excellent links with our local Parishes and welcome the commitment and spiritual leadership of our Local Priests and school Chaplain.

Within Trinity we encourage everyone to maximise their talents to achieve their potential both inside and outside the classroom whilst growing as responsible, Christian individuals who are able to contribute positively to society.

Faith and the Gospel values are central to the school's ethos and core values of Community, Achieving, Respect and Equality (CARE). Through this, Trinity High School endeavours to promote a morally sound lifestyle which will enhance both the school and wider community.

Who did we consult?

To identify our priorities for improvement, we sought the views of a wide range of stakeholders. We used a variety of methods of getting the views of those who are involved in the life and work of Trinity High School

Pupils (pupil focus groups and surveys carried out during session 2023/24)

Parents (Parent Council Meetings, surveys and evaluation feedback)

Partners:

- Cluster Primaries
- Skills Development Scotland
- Family Wellbeing
- Renfrewshire Council Children's Services Colleagues
- Diocese of Paisley Education Team
- Education Scotland (Inspection Report Published May 2024)

Staff within the school played a key role in shaping the 3-year improvement cycle. Time was set aside during in-service days and Whole School Collegiate Activities to identify priorities and interventions.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Quality Assurance Meetings with Local Authority representatives
- Departmental Quality Assurance processes including learning walks
- Senior Leadership Learning Walks
- Focus groups (pupils, parents, staff and partners)

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – We will raise attainment for all young people to ensure they achieve their full potential.

<p>HGIOS/HGIOELC QIs 1.1, 1.2, 2.2, 2.3, 2.6, 2.7, 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><u>Attendance</u></p> <p>In session 2023/ 2024 and as reported in the 2024 HMIE publication attendance was 88%. We recognise the need for positive attendance to raise attainment.</p> <p>There is a 10% difference (negative) in attendance of those entitled to Free School Meals compared with pupils who are not entitled to free school meals.</p> <p>Using intelligence, the following groups are highlighted for additional interventions due to being in the low attendance (less than 80%) bracket:</p> <p>Young people in Fifth Year have the highest proportion of its pupils in the low attendance group (25%).</p> <p>21% of those across the school with ASN recorded are in the low attendance group compared to 11% of non-ASN pupils</p>	<p><u>Attendance</u></p> <p>By the end of session 2024/25 whole school attendance will be above 90%. By the end of the improvement cycle attendance will consistently be above 92% (previous post-covid high).</p> <p>The attendance gap of 10% will decrease year on year throughout this improvement cycle.</p> <p>The overall attendance of S5 will be greater than recorded at present (84%)</p> <p>Pupils with ASN will have a greater attendance than the 87% reported at this stage. By session 2027/28 the attendance will be above 90% and in</p>	<p><u>Attendance</u></p> <p>Data will be taken from the Local Authority Dashboard but monitored monthly by PT Pastoral using in-house tracking and STINT paperwork.</p> <p>Pupil and Parent survey undertaken twice per year to measure impact of Skills Academy and other interventions.</p>	<p><u>Attendance</u></p> <p>Refreshed attendance Policy will be published by Oct. 2024 to all staff and a promoted with pupils and parents at all school events.</p> <p>Attendance tracker (hosted by PT Pastoral)</p> <p>Weekly House Meetings</p> <p>“Red Alert” system</p> <p>Inclusive Support Assistant (PEF Funded) to support attendance through monitoring and working with PT Pastoral and PT Promise for targeted pupils (identified using tracking system)</p> <p>STINT framework will be used to monitor and track interventions.</p> <p>THS Skills Academy to engage young people.</p> <p>PT Promise to support Care Experience and at risk of Care Experience with engagement (Broad General Education) and attainment (Senior Phase) (0.4 PEF Funded until March 2025)</p>

<p><u>Learning & Teaching</u></p> <p>From HMle (2024) it was commented that: 'Teachers should continue to build on effective practice by planning tasks and activities set at the right level of difficulty and that engage all young people.'</p> <p>We understand that high quality Learning, Teaching and Assessment will have a positive impact on attainment and achievement. We know the importance of highly skilled staff who work with young people to ensure learning is motivating and meaningful.</p>	<p>line with pupils who are not recorded as having ASN</p> <p><u>Learning & Teaching</u></p> <p>In session 2022-2023 young people reported the following:</p> <ul style="list-style-type: none"> - 53% said they always understand how well they are progressing in their learning with 37% reporting this is the case some of the time. By session 2027/28 a similar question will aim to have a response of 75% (most) all of the time. - 46% of pupils said their feedback is always meaningful. By session 2027/28 a similar question will aim to have a response of 70% (majority) all of the time. - 90% of young people reported they were happy with the quality of learning and teaching some of / all of the time. By end of session 2027/28 Almost all (90 – 99%) of pupils will report this. 	<p>Monthly reports from appointed Key-worker (inclusive report hub) to measure effectiveness of engagement, attendance and attainment.</p> <p><u>Learning & Teaching</u></p> <p>Survey of pupils annually (using similar questions to 2024 HMle)</p> <p>Attainment from Insight from session 2025-26 onwards</p> <p>Pupil Focus Group responses</p> <p>Staff Focus Group responses.</p>	<p>Redesign of Inclusive Support Hub including staffing of teaching and non-teaching staff.</p> <p><u>Learning & Teaching</u></p> <p>Learning and Teaching Committee to continue the work of embedding the Trinity Lesson Cycle.</p> <p>Continued embedding of Learning and Teaching Strategy (Pupil Voice).</p> <p>Dedicated time in in-service to look at Learning, Teaching and Assessment / Pedagogy during WSCA (session 24/25) and Oct inservice)</p> <p>Quality Assurance calendar including Learning Walks (peer and SLT)</p>
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<p><u>Broad General Education</u></p> <p>By the end of S3 in 2022-23, the majority of learners (69%) achieved CfE fourth level in most (75%) curricular areas.</p>	<p><u>Broad General Education</u></p> <p>By the end of session 2024/25 the percentage of learners achieving level 4 will have increased from 69% to at least above 70% in greater than 75% of curricular areas.</p>	<p><u>Broad General Education</u></p> <p>Data will be extracted from Progress and Achievement Reports throughout the session.</p> <p>Trinity Cluster Gradient of Learning established from Early to Senior Phase.</p>	<p><u>Broad General Education</u></p> <p>Time will be given to moderation events to be held in department (Department Meetings and WCSA) with a focus on moderation of fourth level outcomes.</p> <p>Time during October inset will be set aside for cross school working.</p> <p>Cluster working groups in Literacy and Numeracy moderation across levels.</p>
<p><u>Senior Phase</u></p> <p>The performance of the middle 60% and highest 20% of leavers is generally consistently significantly lower or much lower than the Virtual Comparator over the five-year period (2017/18 to 2021/22).</p>	<p><u>Senior Phase</u></p> <p>As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. This will allow the planning and implementation of appropriate and timely interventions</p> <p>By the end of the school improvement cycle (session 2027/28) there is evidence of an increase in attainment in M60% and H20% of leavers from Trinity.</p>	<p><u>Senior Phase</u></p> <p>Data for interventions and to evidence this increase will be taken throughout the three year cycle from:</p> <ul style="list-style-type: none"> - In-House Tracking Systems - Local Authority Dashboard - Insight - Parental Voice - Pupil Voice 	<p><u>Senior Phase</u></p> <p>Parents evenings and assemblies to ensure all young people are fully aware of all available learning pathways.</p> <p>PT Promise (0.4 PEF funded until March 2025) to work with Care Experience Students and those at risk of Care Experience.</p> <p>CLPL Activities planned for whole school tracking system. (see CLPL calendar)</p> <p>Insight presentation to all staff (WCSA)</p> <p>Weekly House Meetings to plan interventions.</p> <p>Expansion of Curriculum through addition of new courses in SCQF Framework and external partners such as Tigers (Foundation Apprenticeships)</p>

Improvement Priority 2 – We will improve the wellbeing of young people to ensure everyone is safe, happy & well throughout their time in Trinity High School

<p>HGIOS/HGIOELC QIs 1.1, 1.3, 1.5, 2.1 2.4,2.5 2.6,2.7,3.1</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Wellbeing</p> <p>As outlined in 2024 HMIE Publication “Staff should continue to use data to inform improvement priorities and evaluate the impact of interventions and initiatives”</p> <p>Using data the following groups are highlighted;</p> <p>% of all pupils with low wellbeing has decreased over past three years (currently at 16%)</p> <p>Pupils with less than 80% attendance and those between 80 and 90% attendance have the highest % of low wellbeing (34%)</p> <p>From information gathered using a pilot of Satchel Pulse it was found that staff wellbeing should be a priority. Staff Wellbeing will measured as a baseline in session 23-24 through toolkits such as Satchel Pulse and HMIE questionnaires.</p>	<p>Wellbeing</p> <p>Average total Wellbeing score through the WEMWBS will continue to improve year on year.</p> <p>There will be a decrease in the % of all pupils with low wellbeing.</p> <p>Referrals to counselling and nurture groups will decline between session 2024 and session 2027.</p> <p>Staff Wellbeing improved year on year</p>	<p>Wellbeing</p> <p>Continue to use and share the WEMWBS results every year to all members of staff.</p> <p>Develop and maintain tool for collecting staff wellbeing information.</p>	<p>Wellbeing</p> <p>Through embedding the GMWP toolkit within S.E lessons, appropriate and timely interventions will contribute to improving wellbeing for pupils.</p> <p>Exchange counselling</p> <p>Nurture provision from allocated Key Workers for targeted (through EST) pupils in rationale undertaken in the Coorie</p> <p>Nurture insert during Inset day (Aug 24) by Educational Psychologist on the principle “All behaviour is communication”.</p> <p>Satchel Pulse surveys</p> <p>Staff Wellbeing and Social Committee.</p>

<p><u>Fulfilment of statutory duties</u></p> <p>Continue to develop strategies and interventions to support all pupils attend and attain in Trinity High (linked to data in Priority 1)</p> <p><u>Inclusion and Equality</u></p> <p>From HMIE 2024 publication “Almost all pupils in Trinity High feel included and respected. “</p>	<p><u>Fulfilment of statutory duties</u></p> <p>All pupils to undertake a meaningful and adapted curriculum which considers the views and needs of the young people.</p> <p>Attainment for those using the inclusive support hub increases year on year.</p> <p><u>Inclusion and Equality</u></p> <p>All pupils are given the opportunity to participate in whole school events and represent the school in the community.</p> <p>More enhanced transition events than previously undertaken to support transition from Primary to Secondary for pupils identified.</p> <p>By the end of the three-year cycle Achieve Gold in Rights respecting schools award.</p>	<p><u>Fulfilment of statutory duties</u></p> <p>Increased coverage of staff within the Inclusive support hub.</p> <p>Continue to develop SCQF courses and qualifications to suit the needs of young people.</p> <p>Pupil surveys of pupils on adapted curricula.</p> <p><u>Inclusion and Equality</u></p> <p>Inclusion and Equality surveys issued by ONE Trinity group.</p> <p>Attendance at enhanced transition events increases year on year. Use session 2024-2025 to establish baseline.</p> <p>Number of departments with established links to cluster schools increases. All subjects by session 2027-2028</p> <p>Gold award achieved for RRSA</p>	<p><u>Fulfilment of statutory duties</u></p> <p>PT Promise to support pupils in their case load with attainment in class, out of school and at home.</p> <p>DYW keyworker to support ARONA pupils and others to gain and support those with work experience.</p> <p>Nurture provision to continue for key groups (using tracking and STINT).</p> <p><u>Inclusion and Equality</u></p> <p>House group assemblies to highlight opportunities for pupils.</p> <p>Communication through social media and Satchel 1 with parents to encourage participation.</p> <p>Enhanced transition events facilitated by Inclusive Support for targeted pupils.</p> <p>Subject Departments to establish links and arrange visits to Cluster Primaries.</p> <p>Cluster Primary schools P7 pupils invited to S1 Pantomime.</p> <p>Continue to embed Children’s rights within all aspects of the school community.</p> <p>Continue to promote pupils to be part of “One Trinity” equalities group.</p>
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			<p>House group assemblies (new format for session 2023-2024)</p> <p>Awards evenings (new format for session 2023-2024)</p> <p>Parental information evenings (new format for session 2023-2024).</p>
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Improvement Priority 3 – We will prioritise Developing the Young Workforce approaches to ensure all young people are fully prepared for life beyond school.

<p>HGIOS/HGIOELC QIs 1.1,1.4, 1.5, 2.2, 2.3,2.6,2.7,3.3</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><u>Careers Education Standards</u></p> <p>As outlined in 2024 HMIE Publication “The school should continue to work towards making progress based on the 2015 guidance on careers education and DYW priorities.”</p>	<p><u>Careers Education Standards</u></p> <p>By session the end of session 2027/28 “I Can” statements will be articulated across all curricular areas for all year groups using the <i>Trinity High School Skills Framework</i> .</p> <p>All young people will be able to demonstrate and articulate the skills developed in curricular and co-curricular activities by the end of the improvement cycle.</p>	<p><u>Careers Education Standards</u></p> <p>An audit of the skills developed across the school will be carried out at the end of each session between now and 2027/28 with a baseline established by the end of session 2024/25.</p> <p>Pupil survey / tracking of skills developed.</p>	<p><u>Careers Education Standards</u></p> <p>After a successful pilot in Social Education during session 2023/24 the “Skills Home Slide” will be utilised in lessons (identified at departmental level) in session 2024/25</p> <p>DYW & Skills Working Group with DHT Lead to embed skills framework</p> <p>DHT representative on Local Authority Skills Working Group (BGE Focus) to develop skills based curriculum for Trinity HS</p> <p>Pupils will design Skills posters to be displayed by end of session 2024/25.</p> <p>Cluster Working identified around “skills development”</p> <p>Review of BGE Curriculum (linked to SIP Priority 1) to ensure smooth gradient of learning between BGE and Senior Phase.</p>

<p><u>Partnership Working</u></p> <p>From January 2024 survey of 30 partners 70% agree that the school works closely all of the time with them but only 43% are able to say that they strongly agree that they are part of the school's self-evaluation.</p>	<p><u>Partnership Working</u></p> <p>By the end of this cycle the resulted survey will have an increased response rate (greater than 30) with most (increase from majority) stating that partnerships are effective and majority of partners involved in school's self-evaluation process.</p>	<p><u>Partnership Working</u></p> <p>Database of Partners</p> <p>Increased Participation at Careers Events</p> <p>Annual Partnership satisfaction survey</p>	<p><u>Partnership Working</u></p> <p>SDS inputs during Social Education for year groups involved in options (S2, S4 and S5)</p> <p>All Subjects to identify at least one industry partner and organise one input per session between now and session 2027/28</p> <p>Careers Pathway Evening (Feb 2024)</p> <p>DYW & Skills Working Group with DHT Lead to build a database of work placement partners.</p> <p>Continued support from partners such as Tigers to provide courses such as Foundation Apprenticeships in Trinity.</p>
<p><u>Positive Sustained Destinations</u></p> <p>The average percentage of leavers in a positive destination over the last five years in 94.94% with the school below the VC in four of the last five years. We will ensure we are supporting all learners into positive destinations.</p>	<p><u>Positive Sustained Destinations</u></p> <p>In each year of the next improvement cycle young people from Trinity HS will be above the VC in terms of positive destinations. The aim is the school is to replicate the 2020/21 figure of 100% pupils into positive destinations.</p>	<p><u>Positive Sustained Destinations</u></p> <p>In-house tracking systems in partnership with SDS</p> <p>Local Authority intelligence at monthly EST meetings</p> <p>Insight update (each February)</p>	<p><u>Positive Sustained Destinations</u></p> <p>Relaunch of Work Placement Strategy to prepare young people for the world of work.</p> <p>Introduce Trinity Leadership Academy during session 2024-25 for S4 with option of Work Placement from Jan – April.</p> <p>DHT link with SDS and Local Authority Invest Team for monthly meetings. This will be known as the "Trinity Pathways Team" and link closely to SLFU</p> <p>Admin support from school office to update tracking system.</p> <p>Work Placements incorporated in Trinity Skills Academy (pilot for session 2024-25)</p>

Improvement Priority 4 – We will continue to develop our community of Faith to ensure everyone is treated fairly and with respect.

HGIOS/HGIOELC QIs
1.3, 1.4 1.5, 2.4, 2.5, 3.1, 3.2

NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers

1. School Leadership
2. Teacher Professionalism
4. Assessment of Children's Progress
5. School Improvement
4. Parental Engagement
6. Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><u>Home – School – Parish</u></p> <p>We have identified the importance of Home – School – Parish links and using Diocese of Paisley Strategic plan we will:</p> <p>Continue to extend our Home-School-Parish partnerships.</p>	<p><u>Home – School – Parish</u></p> <p>An increase in number of senior students undertaking Caritas Award. In session 2023-2024 19 pupils successfully gained this award.</p> <p>There will be a committee to organise the upcoming Golden Jubilee year coinciding with Church Jubilee Year. The legacy of committee will be establishment of “Friends of Trinity”</p> <p>Establish a separate calendar of liturgical events incorporating school, Parish and Diocesan events</p>	<p><u>Home – School – Parish</u></p> <p>Number of successful Caritas Awards will indicate success in Senior Students supporting the school and Parish through events</p> <p>Increase in visibility and participation from THS pupils and staff across Cluster Parishes</p>	<p><u>Home – School – Parish</u></p> <p>Caritas students will lead assemblies to focus on their work.</p> <p>Charity Events</p> <p>Volunteering</p> <p>Trinity at 50 events</p> <p>Support of Diocesan Events</p> <p>Standing item on Parent Council agendas</p> <p>Catholic Education Week</p>

<u>Curriculum Planning and Meeting Learners' Needs on their Faith Journeys</u>	<u>Curriculum Planning and Meeting Learners' Needs on their Faith Journeys</u>	<u>Curriculum Planning and Meeting Learners' Needs on their Faith Journeys</u>	<u>Curriculum Planning and Meeting Learners' Needs on their Faith Journeys</u>
<p>Trinity High School has a wide and varied catchment area.</p> <p>During session 2023/24 65% of the school roll recognised their religion as Christian with 9% of the pupil roll from other major world religions.</p>	<p>All young people will feel supported in an inclusive ethos which honours the life, dignity, and belief of each person in the image and likeness of God.</p> <p>Members of our community from all cultures and ethnicities are represented in our school community.</p>	<p>Pupil satisfaction survey (currently 84% feel school treats them with respect)</p> <p>Increase in multi-cultural activities across the school. Baseline established in session 2023-2024 (Chaplaincy group)</p> <p>Members of ONE Trinity group from each year group (currently S6 only)</p>	<p>Relaunch of focus on school prayer on tannoy</p> <p>Developing Faith Audits across the curriculum</p> <p>Multi-cultural trips to places of worship and religious significance</p> <p>Multi-cultural days in school organised by ONE Trinity</p> <p>Promotion of One-Trinity Equality and Diversity group.</p> <p>Annual report on faith life of the school incorporating all religions and Feasts / celebrations.</p>
<u>Chaplaincy Across the School</u>	<u>Chaplaincy Across the School</u>	<u>Chaplaincy Across the School</u>	<u>Chaplaincy Across the School</u>
<p>Trinity High School has a long tradition of helping those in need in our local, national, and international communities. Our fund and awareness raising has not reached pre-pandemic levels.</p> <p>In the last few years the number of volunteers on the school Chaplaincy group has declined.</p>	<p>Every House will have an identified House Charity</p> <p>Chaplaincy and Charity Committee established with office bearers for duration on SIP</p>	<p>Fundraising total for session 2024/25</p> <p>Number of Charity Events</p> <p>Minutes from Chaplaincy meetings</p>	<p>Re-launch of Chaplaincy committee incorporating charities</p> <p>Pupil leadership linked to Houses and House Charities</p> <p>Charity events linked to school planner.</p> <p>Audit of YPI programme during session 2023/24</p>

