



Trinity College, Western Australia

About us

We are a large, metropolitan, year 4-12 Catholic boys' school located in Perth, Western Australia.

Our approach

We follow the Western Australian version of the Australian Curriculum to build and deliver Mathematics on a digital platform and we do not rely on textbooks. The platform allows us to review student work and performance, offer a level of differentiated curriculum within classes and set extra practice and revision.

In the middle school years, we focus on journaling. Teachers ask students to copy down class notes and the journal is permitted in all assessments for years 7 and 8. Teachers are encouraged to hand-write notes, which shows Mathematics as a process (not just numbers), and allows students to write (and not skim) information. Journaling reinforces the habits of reflective learning, emphasises process and serves as a starting point to review content in the lead-up to an assessment. It continues into the senior years; however, use during assessments is removed.

Our teaching staff use OneNote and students have access to all online notes and examples. This enables students to review the day's work and annotate changes in their own journals. It also allows staff to work collaboratively, share resources with new staff, and those new to a course. Teachers are able to reflect on what is working and where they can mentor others.

We model problem-solving from the beginning of the middle school years. This is not limited to problem-solving techniques but includes monthly problem-solving tasks. Students are asked to produce one-page, hand-written reports, outlining solutions to hypothetical problems that do not always have unique solutions. The problem is often centred around the current teaching topic, and encourages students to investigate, model and explain what their result means in the context of the problem.

From Semester 2 of year 7, students are placed in streamed Mathematics classes, so they are surrounded by others with a similar starting point. This helps our teachers design and deliver content at a pace and level of complexity that reflects the starting point of the class. Most importantly, assessments are set at attainable levels for each stream while still being challenging, so that success builds motivation. Our consistent high progress would not have been possible were this not the case.

We make sure students understand that their starting point is not reflection of their inherent ability in Mathematics and that there is every opportunity for transferability between streams right through to year 10.

Our profile

ENROLMENTS **1,235** LBOTE **19%** INDIGENOUS **3%** ICSEA **1113**