

OnTRAC

DEVELOPING POWERFUL LEARNERS



The Riverina
Anglican College

PATHWAYS TO POSSIBILITY.



PRINCIPAL
FORWARD

At the heart of an Anglican school is the knowledge that all of our students are made in the image of a loving God.

We know that each and every one of the young people entrusted to us by their families is much, much more than a test score or a ranking. They are full of limitless possibilities.

Our goal at The Riverina Anglican College is simple: we will develop community leaders who will positively impact our society. Wherever they live, whatever profession or career they have, they will be adults who bring positive change to their communities.

The measure of The Riverina Anglican College is not a mark, a band or a rank, it is the alumni who bring this goal to life.

A handwritten signature in black ink, appearing to read 'C Mansour'.

Mr Craig Mansour
College Principal



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BUILDING A CASE
FOR CHANGE

Education has always been about opening doors to the future. The nature of that future has changed.

In a world where information is instantly accessible, success is no longer defined by what students can recall but by what they can do with what they know.


Young people are increasingly required to:

- ✔ think critically and creatively
- ✔ adapt to new and unfamiliar situations
- ✔ collaborate with others
- ✔ persist when learning is challenging.

The question is no longer simply what students have learned. It is whether they can apply their learning in new contexts, solve problems when the answer is not immediately obvious, and continue learning even when the path ahead is unclear.

Focusing only on content and short-term performance is not enough to prepare students for the future. At TRAC, we believe learning must go further. We do not just aim to deliver curriculum. We aim to develop learners.

We develop learners who build deep knowledge while also developing the skills, literacies and dispositions that underpin it, equipping them for the complexity of life beyond school.

A young girl with brown hair tied back, wearing a dark blue school uniform with a white and orange grid pattern, is smiling broadly. She is holding a green marker over a tablet computer. The background is a blurred classroom setting with other students and a pink container.

TEACHING AND LEARNING FRAMEWORK

What is *On*TRAC?

OnTRAC is our Teaching and Learning Framework. It is the shared approach that guides how teaching and learning takes place across every classroom, from Prep to Year 12.

Grounded in research about how young people learn best, *OnTRAC* focuses on developing the capabilities students need to become independent, confident and effective learners.

OnTRAC is underpinned by four 'domains', that learners are Reflective, Relational, Resilient and Resourceful. Each domain contains capabilities that express successful learning behaviour.

At its core is a simple belief: students learn best when they understand not only what they are learning, but how they learn.

Through *OnTRAC*, students are explicitly taught to:

- ✔ reflect on their learning (Reflective)
- ✔ work effectively alone and with others (Relational)
- ✔ approach challenges with resilience (Resilient)
- ✔ think creatively and solve problems (Resourceful)

This is not an additional program or a separate subject. It is embedded in everyday teaching and learning. It shapes how lessons are designed, how feedback is given, and how students engage with their learning.

OnTRAC provides a shared language across the College, ensuring that students experience consistent, purposeful learning throughout their entire journey. It is how we develop powerful learners who understand who they are as God created them to be, and who contribute actively to their community—living in unity and serving others.

Students learn best when they understand not only what they are learning, but how they learn.



At the centre of *On*TRAC are four key ways of learning.



OUR FOUR
FRAMEWORK
DOMAINS

Together, they provide a clear and consistent framework for developing powerful learners who are capable, adaptable and prepared for the future.

Reflective



Who am I?

Reflective learners think carefully about how they learn and make choices that are true to their values and who they are. They plan their approach, monitor their progress and consider how they can improve.

Over time, they come to understand themselves as learners—recognising what helps them succeed and what they need to do when learning becomes challenging.

Relational



Who is my community?

Learning is not an isolated activity.

Relational learners learn with and from others by working together with empathy and compassion to positively influence their community. They collaborate, listen actively and value the perspectives of those around them. Through this, they develop a deeper understanding of their role within a community.

These capabilities strengthen not only academic learning, but also relationships, teamwork and communication.

Resilient



How do I live life to the full?

Learning is not always easy.

Resilient learners move forward and stay focused when things are hard, having the courage to take risks and growing through challenges. They manage distractions, persevere and remain engaged even when learning becomes difficult.

Over time, they build confidence in their ability to respond to challenge. They understand that growth often comes through effort and that mistakes are a natural part of the process.

Resourceful



How do I know what to do?

Resourceful learners are curious and creative.

They use curiosity, creativity and critical thinking to make connections and solve problems in new ways. They ask questions, draw on prior knowledge and approach challenges with flexibility. When they do not know what to do, they use strategies, resources and support to find a way forward.

This capability is essential in a world where solutions are not always immediately clear.



A CAREFULLY DESIGNED JOURNEY

Consistency from Prep to 12

One of the strengths of learning at TRAC is its consistency.

From the earliest years through to graduation, students experience a shared approach to learning that builds over time.

In the Junior School, students begin with curiosity and discovery, asking questions and exploring ideas through the International Baccalaureate Primary Years Programme, with learning grounded in the NESA syllabuses and supported by explicit instruction in literacy and numeracy. This ensures students develop the essential skills needed to engage deeply in inquiry learning.

As students progress through the College, they are increasingly challenged to take ownership of their learning. They refine their thinking, collaborate more deeply with others and begin to reflect on and apply their learning in more complex and meaningful ways.

Students can pursue either the IB Diploma Programme or the Higher School Certificate. Within the HSC, students have the flexibility to follow pathways that align with their goals, including ATAR and vocational options such as VET courses and school-based apprenticeships.

At every stage, the same core capabilities are developed:

- ✔ with increasing depth
- ✔ with increasing independence
- ✔ with increasing sophistication

This continuity ensures that learning is not fragmented or disconnected. Instead, it is a carefully designed journey suited to the needs of each and every student in our care.

A journey where students are known, supported and challenged. A journey where they grow in confidence, character and capability.

Through this shared approach, students leave TRAC not only with strong academic outcomes, but with the skills and mindset to step into whatever comes next, with confidence.

Learning at TRAC is a carefully designed journey suited to the needs of each and every student in our care.





BUILT-IN COMMUNITY

Learning is not experienced in isolation, it is shaped through relationships.

Students learn with and from others—through discussion, collaboration and shared thinking.

When they feel known and supported, they are more willing to take risks, ask questions and persist through challenge. This understanding is embedded across our Teaching and Learning Framework.

OnTRAC is a bespoke Teaching and Learning framework that was developed through collaboration across the College — with teachers, leaders, the College Board, students and families. This reflects a core belief grounded in research, that learning is strengthened when it is social, when thinking is shared, and when individuals are both supported and challenged.

Within this framework, students learn to reflect with integrity, collaborate with empathy, persist through challenge and draw on the ideas and strengths of those around them.

Community, therefore, is not an addition to learning. It is what makes learning stronger.

As an Anglican school, this is shaped by a deeper purpose. Students are encouraged to look beyond themselves and to use their learning in service of others.

*Powerful learners are formed through connection,
belonging and shared purpose.*



**IMPACT:
EARLY INDICATORS**

We are committed to developing learning that is both meaningful and lasting.

While OnTRAC is still in the early stages of implementation, the impact is already beginning to be seen in the way students engage with their learning.

Across the College, students are becoming more aware of how they learn. They are beginning to talk about their thinking, reflect on their progress and take greater ownership of their learning.

In classrooms, this is evident in the questions students ask, the way they approach challenges and their willingness to persist when learning becomes difficult.

Teachers are also seeing a shift in how students respond to feedback. Rather than viewing learning as a series of tasks to complete, students are increasingly approaching it as a process of growth and improvement.

Alongside this, staff are actively engaged in ongoing professional learning and reflection. Through structured learning opportunities and shared professional dialogue, teachers are identifying specific aspects of their practice that can be strengthened through the Domains and Capabilities within OnTRAC. This deliberate focus is building a consistent understanding of the framework across the College, ensuring that its application is purposeful, aligned and embedded in everyday teaching.

These are important early indicators. They reflect a move away from learning as short-term performance, towards learning that is deeper, more connected and more enduring.

Importantly, OnTRAC is not designed as a quick initiative or a short-term program. It is a long-term commitment to strengthening teaching practice and developing learners over time. As this work continues, we will continue to reflect, refine and build a clearer picture of its impact—guided by both research and the lived experience of our students and teachers.

What we are confident that when students understand how they learn, they are better equipped to succeed not only at school, but in whatever comes next.



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