

TRINITY COLLEGE

35<sup>th</sup> ANNUAL GENERAL MEETING

7 MAY 2018

[www.trinity.sa.edu.au](http://www.trinity.sa.edu.au)

Trinity Blakeview \* Trinity Gawler River \* Trinity North \* Trinity South \* Trinity Senior \* STARplex \* Montessori Preschool

Trinity College is a multi-school co-educational college of excellence, open to all in a disciplined, caring Christian environment.  
Trinity College Gawler Inc.



TRINITY COLLEGE

## ANNUAL GENERAL MEETING

The Thirty-Fifth Annual General Meeting of Trinity College Gawler Inc. will be held in The Studio, Trinity College Senior at the College on Monday, 7 May 2018 at 7.30 p.m.

### AGENDA

1. Welcome
2. Present (as per Register of Attendance)
3. Apologies
4. Minutes of the Thirty-Fourth Annual General Meeting held 8 May 2017
5. Election of College Board Members  
**(Three positions for a two year term)**
6. Reports
  - (a) **Chair's Report**
  - (b) **Head's Report**
  - (c) **Treasurer's Report**
    - i. Balance Sheet, Income & Expenditure Statements etc.
    - ii. Auditor's Report
  - (d) **Reports for Information**
    - i. Parents' and Friends' Committees
    - ii. Trinity College Foundation (SA) Inc.
7. Appointment of Auditor
8. Questions on Notice
9. Introduction of Board Members
  - (a) **Ex Officio Member**  
The Head – Mr N Hatley
  - (b) **Nominated Members 2017-2018**
    - (1) Nominated by the Anglican Archbishop of Adelaide  
The Rev'd Canon S Bailey and The Rev'd B O'Donovan
    - (2) Nomination from the Parish of Gawler – Mrs W Dimmock
    - (3) Nomination from St. Francis Congregation – Mrs E MacGillivray

- (4) Nomination from Parish of Elizabeth Downs – Ms H Clarke
- (5) Nomination from Diocesan Council  
Dr K Heath and Mr D Russell

**(c) Elected at 2017 AGM for a two year term**  
Mrs K Aplin, Mr C Maiolo, Mrs K Pizzino

**(d) Newly Elected 2018 members**

- 10. Presentation of Distinguished Service Awards  
Mrs W Stimson, Mr A Whenan and Mr D Wilson
- 11. Vote of thanks to retiring Board members
- 12. Close of Meeting

**THIRTY-FOURTH ANNUAL GENERAL MEETING OF  
TRINITY COLLEGE GAWLER INC.  
HELD IN THE STUDIO, TRINITY COLLEGE SENIOR  
ON MONDAY, 8 MAY 2017**

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## **MINUTES**

1. Meeting opened at 7:50 pm with a welcome from the Chair, Dr Ken Heath and prayer led by The Rev'd Craig Loveday.
2. **PRESENT:**  
101 members as per the list attached to the official minutes.
3. **APOLOGIES:**  
32 members as per the list attached to the official minutes.
4. **MINUTES OF THE PREVIOUS GENERAL MEETING**  
Thirty-third Annual General Meeting held on 9 May 2016.

**Motion:** That the Minutes of the Thirty-third Annual General Meeting be accepted as a true and accurate record.

Moved Mr R Smedley

Seconded Mrs J Searle

**CARRIED**

5. **ELECTION OF BOARD MEMBERS**

We have had three retirements from College Board this year:

Mr Bruce Hobby

Mr Christopher Parish

Mr David Washington

I can report from the Returning Officer – Mr. Stephen Rosier that:

**“At the close of nominations on Friday, 7 of April, three persons were nominated for the three possible positions on the College Board and these nominations are in order. As there are three vacancies and three nominations I declare all of the nominees duly elected unopposed to the Trinity College Board for a two-year term.**

**They are:**

**Mrs Kasey Aplin and Mrs Kyla Pizzino – who are new to the Board;**

**And returning for another term**

**Mr Christopher Maiolo.**

6. **RECEIPT OF REPORTS**

a) **Chair's Report**

Dr Heath presented the Chair's Report. He highlighted the following points from the report printed in the papers:

- Excellent communication between the Head and the Board.
- Great students, families and staff.

- The College is not perfect, it's unfinished and we all keep striving.
- A new Strategic Plan is currently under development and feedback is welcomed.
- Very good Year 12 results.
- Many College-wide improvements to grounds including the Pavilion, air-conditioning upgrade and solar panels.
- Jo Statton and Wayne Smith are both enjoying retirement. We thank them for their tireless service.

**Motion: That the 2016 Chair's College Board Report be accepted.**

Moved Dr K Heath

Seconded Mrs D Russell

**CARRIED**

**b) Head's Report**

Mr Hately spoke to his report printed in the papers, highlighting the following points:

- 80% of Year 12 2016 students achieved As and Bs.
- 93% retention rate.
- Our students are more serious with their study than they used to be.
- Trinity College is the largest supplier of university students.
- We are now a dyslexia aware College with all schools achieving accreditation. This benefits dyslexic and non-dyslexic students.
- APY land artist visit. Thank you to Mark Simpson for his leadership in indigenous education.
- Digital report by a team of teachers. Andrew Norwood has been appointed as the digital technology co-ordinator.
- Thank you to Karen McMahon for her work in the sustainability space.
- Great bar in the Pavilion made by Ian Dale from a 200 year old felled tree from Blackham.
- Great year at Blackham with more than 1400 students visiting, thank you to Stephen Clayton.
- Thank you to our volunteers for their great work.
- Three kinds of schools – high fee, low fee and Trinity College - affordable with incredible opportunities.

**Motion: That the 2016 Head's Report be accepted**

Moved Mr N Hately

Seconded Mr R Johnstone

**CARRIED**

**c) Treasurer's Report**

**Balance Sheet, Income & Expenditure Statements.**

Mr Johnstone presented his report, highlighting the following points:

- Financial position has improved.
- Operating surplus represents earnings of 8.5% on a turnover of \$61 million.
- Schools' income increased by 4.4% - lower income from tuition fees.
- Support of our community by firm enrolments and Commonwealth government funding.
- Expenditure contained to 2.3% less than budget.
- Non-schools result has improved, especially STARplex.
- Capital expenditure, substantial capital investment programme.



- 2016
  - Gary Davies
  - Halina Frydrych
  - Christopher Haskard
  - Mae Jelinek
  - Gayle Ketelaars (apology)
  - Michelle Kieboom
  - Paul Pearce
  - Richelle Pearce
  - Jennifer Roberts
  - Fiona Sherratt
  - Martin Storrie
  - Tara White

**11. VOTE OF THANKS**

The Chair acknowledged and thanked the three retiring Board members: Mr Bruce Hobby, Mr Christopher Parish and Mr David Washington.

**13. CLOSE OF MEETING**

The Chair extended thanks to catering personnel, the music department and staff at STARplex for providing crèche facilities. In addition, he thanked members and friends of the College for their attendance and encouraged their continued participation in College life.

Meeting Closed at 8.22 pm

The membership stood and joined the Chair in saying The Grace.

6. Reports

(a) CHAIR'S REPORT

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**Chair of Trinity College Board**

**Annual General Meeting Report**



It seems like just the other month that I was writing my Chair's report for the 2017 AGM – time continues to stream by fast for most of us and a year in the life of Trinity College is just as quick.

What have we achieved?

- Ultimately, we should be judged by the quality of the outcomes of and for our students – finances, KPIs, etc. are all good, but the students and what they achieve collectively has to be the main driving force.
- Amazing end of year results for our 2017 cohort of Year 12s – time and time again what they achieve at both VET and ATAR levels make us feel very proud of both the students, teachers and their families who make it all happen.
- A new long-term contract signed with the Head of the College.
- Higher than expected cash surpluses plowed back into the upgrade of facilities with:
  - the expanded and accelerated upgrade of reverse cycle air-conditioning, not only making it more comfortable for our students and staff but also having cost saving potential.
  - the future proofing of power pricing fluctuations with the roll-out of a huge solar panel bank.
- Financial sustainability – no point in having a College that does great things and has superb facilities if it then goes broke. We continue to trade with planned modest surpluses to allow us to invest in the College's future.
- The average debt per student across the education sector is \$8,000. Trinity's is ZERO!
- This hasn't been achieved by spending nothing – the Head and the leadership team continue to expand the numbers of teachers, support staff and counsellors and our future 10 year capital spend can be achieved without the need to go into debt if we choose. This is VERY rare for any College of any fee level, let alone one that falls in the bottom range of school fees. We are indebted to the shoulders of past Heads, CFOs, Boards, teachers and parents that we stand on. They have helped put us where we are today.
- "Well-being" in its many shapes and forms *WILL* continue to be a high priority for the Board.
- Our 2018 fee increase of 2.8% is the lowest since 1999. The Board made this call being very mindful of the hard-financial times in our community and continues to offer some of the highest levels of discounting in the state for those in financial need.
- Major College-wide capital upgrades continue across the whole College.
- Board composition that approaches almost equal gender balance (6F:8M).

The Board undertook with assistance of Dr. John Viljoen a co-collaborative Strategic Planning process which has come up with a new plan for the next five years. It carries with it six main strategic priorities of:

- Christian values,
- Our people,
- Educational development,
- Enterprise development,
- Well-being, and
- Sustainability.

With our core values of Opportunity, Openness, Excellence, Community, Learning and Wellbeing.

I encourage you to see what these words on paper translate to for Trinity over the next five years in the document “five years forward” developed by the College leadership team. It is where the often jargonish phrases are turned into the real intent.

My thanks go to:

- The Board of wise heads that debate and shape the College’s future – feel free to feedback to any one of us about what, in your opinion, we are doing right and wrong.
- The Deputy Head Robert Smedley, CFO Jon Munn and Head’s EA Jenny Searle for their support in the Board meetings.
- The Head and his leadership team across the College for their direction and insights.
- The passionate life blood of the College – the teachers, and the multitude of administration and support staff ... all of whom breathe the ethos of the College.
- The families for entrusting the education of their children into the College’s hands, and
- The students – of whom without them, it would all be a big waste of time ...

We all form part of a wider Christian community that is passionate about education in our region and I think we are blessed to be part of it.

The Board remains committed to *“A College of excellence, open to all, in a disciplined, caring and Christian environment”* and looks very much to a positive future for our community.

Yours in service to the College

**DR KEN HEATH**  
**Chair of Trinity College Board**



**Head of Trinity College**

**Annual General Meeting Report**

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## INTRODUCTION

I have great pleasure in releasing the 2017 AGM report to the Trinity College Community.

2017 was a wonderful year in the life of the College. Our vibrant students, talented staff, generous volunteers and supportive parents combined to achieve some remarkable things.

This report has two distinct sections. Section A contains performance data including the Year 12 academic report and section B is a very extensive summary regarding progress against the specific 2017 Strategic Action items.

I acknowledge the excellent strategic guidance provided by the members of our College Board, additional members of Board Sub-committees and senior staff. Our College Board is led superbly by Board Chair Dr Ken Heath. I thank the senior staff who contributed extensively to this report and who have embraced collaboration as a key dimension in their leadership. I acknowledge and thank our tremendous staff and volunteers who work so diligently on behalf of the students of Trinity College.

Our commitment to delivering Excellence, Openness, Opportunity, Learning, Wellbeing and Community is as strong as ever.

Warm regards,

**Nick Hately**

Head of Trinity College



## PART A SCHOOL PERFORMANCE INFORMATION

It is important that all in the community appreciates that while the measures noted have a useful place in an analysis of the progress of our College, it is also the case that those that have been selected by the Commonwealth government are only a small snapshot of many other indicators that should and may be used to determine performance.

Professional Engagement Measures		College-wide Data	
<b>Staff Attendance</b> <i>The average attendance rate</i>	Teaching Staff 97.23%  Admin & Support Staff 97.89 %		
<b>Staff Retention</b> <i>The proportion of permanent teaching staff retained in a year from the previous year</i>	Teaching Staff 92.79%  Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools and unsatisfactory performance.		
<b>Staff Retention</b> <i>The proportion of permanent non-teaching staff retained in a year from the previous year</i>	Admin & Support Staff 95.25%  Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools and unsatisfactory performance.		
<b>Expenditure and Teacher participation in professional learning</b>	Expenditure:  The College expended \$1,182 per full-time equivalent teaching staff, for 2017.  Please note this does not include staff costs for the four student free professional development days.	Outline of professional learning undertaken:  All staff at the College have access to professional learning opportunities to enhance their professional learning and standing and to add value to the programmes at the College.  These opportunities include but are not limited to: <ul style="list-style-type: none"> <li>• Individual professional development based on subject and school programme expertise,</li> <li>• Attendance at workshops,</li> <li>• Involvement in further study,</li> <li>• Structured professional reading,</li> <li>• School visits et al.</li> </ul>	

Key Student Outcomes		College-wide Data	
<b>Student Attendance</b> <i>The average attendance rate</i>	93.56%		
<b>Proportion of Year 9 students retained to Year 12</b>	356 students began Year 9 in 2014.  307 students from the 2014 Year 9 cohort began Year 11 in 2016 (86.24% retained).  281 students from the 2014 Year 9 cohort began Year 12 in 2017 (78.93% retained). 12 new students entered TCS in 2017.  During 2017, 23 students left the College during the academic year for various reasons including successful pathway destinations such as employment, TAFE or apprenticeships.		

## NAPLAN 2016

### Proportion of students College-wide meeting NAPLAN's national minimum standards in 2016

	Reading	Writing	Numeracy	Spelling	Grammar & Punctuation
Year 3	99%	100%	100%	100%	98%
Year 5	98%	94%	98%	96%	96%
Year 7	98%	97%	100%	97%	97%
Year 9	96%	87%	98%	94%	90%

## Year 12 Results – 2017

### Summary

Trinity College wishes to congratulate all Year 12 students on their results for 2017.

### SACE Results 2017

- 282 students achieved their SACE.
- The top 20 students achieved an ATAR above 97 (a College record), placing them in the top 3% of Australia.
- 45 students received an ATAR above 90, placing them in the top 10% of Australia with another seven students scored between 89.0 and 89.9.
- 425 'A' grades were achieved.
- 15 Year 11 students completed Year 12 subjects, resulting in three Merits, 13 A grades and seven B grades.
- 201 students applied to university of which 89% were successful

The College Dux is Vinh Nguyen with an ATAR of 99.95. Vinh is the fifth Trinity student in recent years to attain a perfect ATAR of 99.95. Vinh achieved A+ in Physics, English Literary Studies, Chemistry and Research Project. He also studied part-time at the University of Adelaide where he achieved High Distinctions in Math 1A and Programming. He received Merit Certificates in English Literary Studies and Physics. In 2017 Vinh served as College Vice-Captain.

Jennifer-Diep Trang was awarded the overall French prize at the SACE Merit Ceremony at Government House. Jennifer was actually in Year 11 last year while studying Year 12 French. For a Year 11 student to be the number one student in the state in their subject is remarkable.

28 Merit Certificates were recorded in the following subjects:

Research Project 11, Psychology 2, General Mathematics 2, Health 2, Performance Special Study 2, Biology 1, Musicianship 1, Solo Performance 1, English Literary Studies 1, Physical Education 1, Creative Arts 1, English 1, French 1 and Physics 1.

We would like to acknowledge the following 45 students who have been inducted into 'Club 90' by attaining an ATAR above 90, placing them in the top 10% in Australia.

Sophie Arthur	Bryn Evans	Shannon Miller	Eleni Tsalamangos
Henry Bennison	Esther Fechner	Vinh Nguyen	Minh Vu Cong
Tristan Betterman	Delaini Gates	Rory Nottle	Karly Walden
Madison Boda	Declan Gossink	Brenton Owen	Elise Weaver
Callum Borchard	Nathan Hatcher	Ellen Pollard	Oliva Wilson
William Branson	Alyce Heap	Jay Rathmann	Troy Woollard
Sophie Collings	Emily Ielasi	Corey Richardson	Amelina Yoo
Laura Cope	Lydia Jones	Brandon Ryan	Greenland Yu
Imogen Cox	Chroran Kurban	Hayley Scott	Emily Zieke
Breanna Davison	Mia Liddy	Johannes Smit	
Joshua Dixon	Kyra Mace	Joshua Southwell	
Abbie Dunlevey	Chloe McInnis	Neve Stoneman	

## Vocational Education Training Results 2017

We are pleased to report that:

- 48 students achieved a Certificate II qualification.
- 57 students achieved a Certificate III qualification
- 31 students used Certificate III towards their ATAR in 2017.
- Many students have already commenced quality apprenticeships.

These qualifications were attained in areas as diverse as animal studies, construction, fitness, tourism, hospitality, digital media, fashion technology, automotive, engineering, Christian theology, business, makeup, screen and media, outdoor education, kitchen operations, electro technology and individual support (aged care).

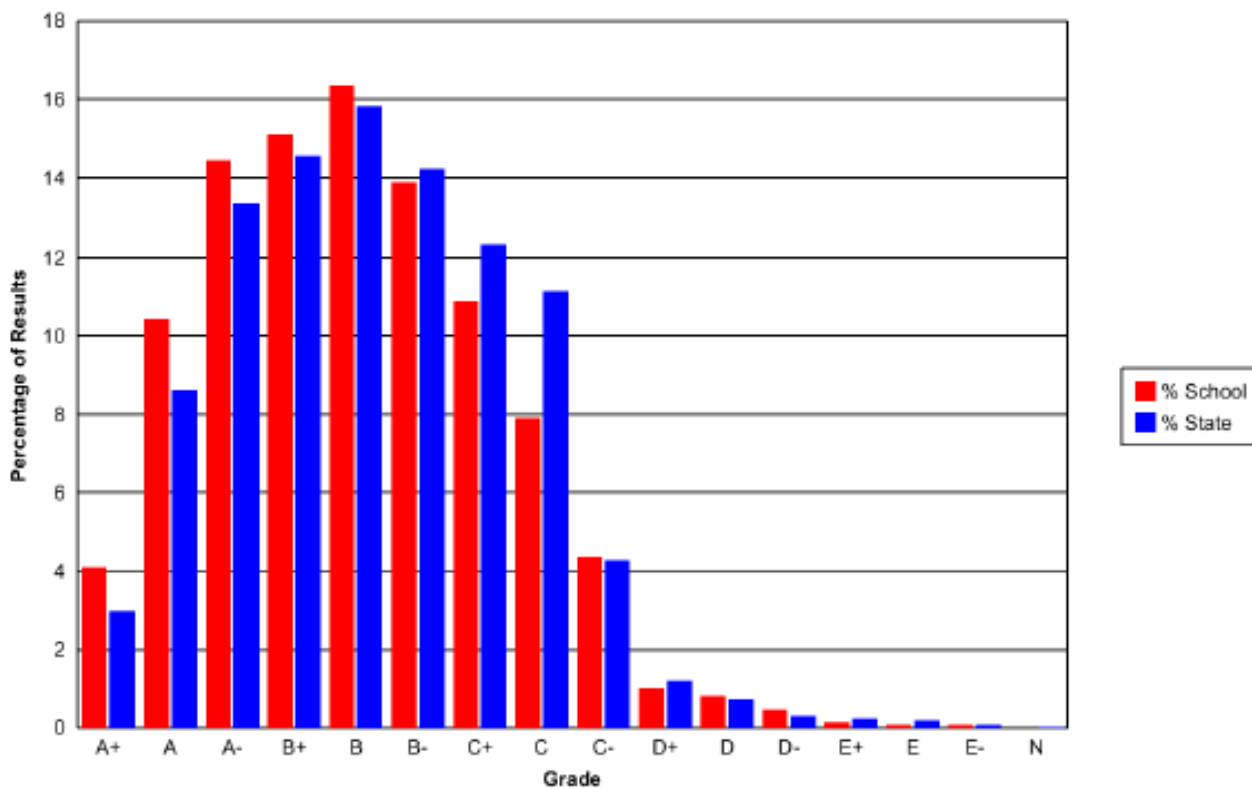
### South Australian Universities to which Trinity students successfully applied

University	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Uni SA	53%	45%	59%	61%	55%	51%	57%	68%	65%	51%	34%	51%	47%
Adelaide	35%	42%	35%	32%	35%	43%	31%	27%	29%	33%	58%	28%	32%
Flinders	12%	13%	6%	7%	9%	5%	6%	4%	4%	14%	7%	15%	19%
Other SA					1%	1%	6%	1%	2%	2%	1%	1%	2%

## Grade Distribution

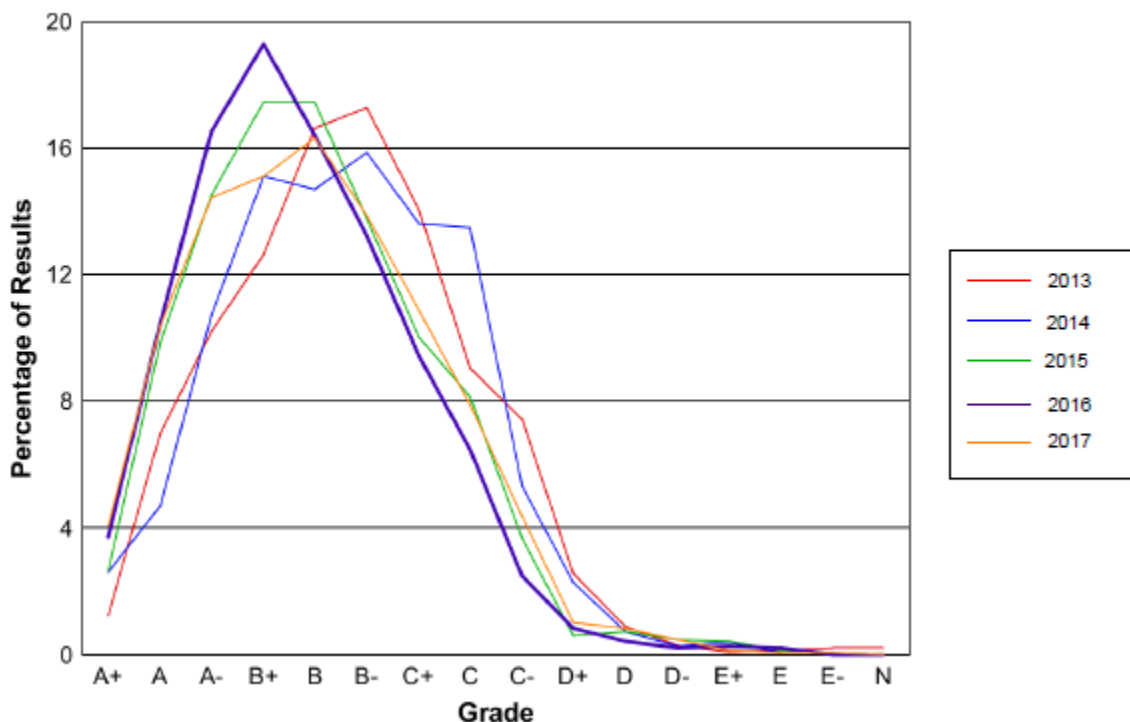
Year 12 Results – Trinity Grade Percentage Distribution with State Comparison

Stage 2 School Subject Results - by Grade Distribution 2017





### Stage 2 School Subject Results - by Grade Distribution by Year



#### Overall Summary

We believe we are seeing an improvement in Year 12 results because of:

- Breadth of subjects offered
- Extensive combination of subjects offered
- Greater individualised course flexibility, more available
- Academic counselling services – more information available to students
- Greater exposure and knowledge about the next stage in the educational journey
- Continued professional growth of teachers – SACE moderation, marking panels, clarifying forums
- Offering of Research Project A.

#### Nick Hately

Head of Trinity College

May 2018

## PART B 2017 STRATEGIC ACTION ITEMS REPORT TO THE COLLEGE

### Introduction

Strategic planning involves consciously building a better future. It involves planning, questioning, reflecting, measuring, collaborating and bringing a vision 'alive'. Good plans turn into actions.

Each year the College embraces the strategic direction set by the College Board by implementing a series of action items.

These action items bring the strategic vision alive in a practical way. The following pages provide an expansive summary relating to each 'action item.' Specific items have been expanded upon further and placed in a school context. The report contains an assessment summarising the progress made and indicates some directions for 2018.

Principals and senior staff are to be highly commended for embracing the College vision and enabling these action items to be applied in their context. I thank all senior staff who have produced parts of this report and they are individually acknowledged on each page.

This document and the attainment or partial attainment of the listed items is a credit to the vision of the College Board and the skills of the operational team and our wonderful staff and wider community in making things improve systematically for the benefit of the students in our care.

Highlights in 2017 of strategic planning leading to improvement in the manner in which the College operates or increasing opportunities available to students and staff included; the signing of a Memorandum of Understanding with the University of South Australia, the roll-out of a learning management system (Schoolbox) including 'live' reporting, the upskilling of all Junior School staff via the Moderation project, the establishment of our Head of Digital learning (Andrew Norwood), expansion of the BYOD programme, rewrite of our reconciliation action plan; capital projects such as the Pavilion, North Middle School, Gawler River Junior School and our significant investment in solar; improved wellbeing offerings and reworking dimensions relating to staff workload.

We plan simply to make Trinity College the best place it can be.

### Nick Hately

Head of Trinity College

November 2017



**Action Area: 01 Christian Values**

**Item: A.** *Reinvigorate Trinity's relationships with local parishes and relevant service organisations. Review the worship opportunities of the College.*

The College maintains a commitment to doing what it can to foster an authentic relationship with the wider Church and local parishes. We seek to 'put our faith in action.'

The 2016 St Francis Christmas Eve Carols and Service was very well attended by a good cross-section of the Trinity community including staff, students and parents. We were made to feel very welcome by the St Francis team. The congregation gathered on the lawn by the creek and participated warmly in the carols.

I recently attended a meeting with the St Francis Parish council. We addressed strategic intentions of the College and looked to explore a deeper understanding between the St Francis and Trinity communities. The College thanks St Francis for their support through prayer and we were delighted to receive biscuits for staff as a gift. Provision to improve the amenities in the 'green room' adjacent to the Chapel have been made. Recent enhancements via ICT improvements and re-carpeting of the Chapel has improved the space for all users.

Very recent conversations have occurred with Fr Simon from St George's to see if the College can utilise facilities of Church buildings in the Parish for special events.

The College Chapel hosted combined Anglican services. Senior students participated in leadership days and via a Middle School celebration in the Cathedral with our fellow Anglican Schools.

Staff and students remain very active via community service organisations with our support for the Cambodia tour and CARA camps remaining distinguishing College features. At the school level and particularly via the Houses and leadership systems, embracing of events such as Relay for Life, make-a-wish, CANTEEN, etc. are key character development opportunities. Across the College, many opportunities are provided to enable authentic community service. Staff, students and parents are very generous in supporting community service activities.

The Anglicare/Blakeview relationship continues to grow. Blakeview students have been part of a student team working with Anglicare to design a website and teaching resources to support students going through family separation.



Action Area: 01 Christian Values

Item: B. *Inspire, celebrate and more closely support Indigenous, economically vulnerable, academically and psychologically diverse students.*

**Supporting Indigenous students**

- A major endeavour this year has been the development of 2017 Trinity College Reconciliation Action Plan (RAP). Earlier in the year a representative cross section of students, staff, parents, indigenous and non-indigenous people from all of Trinity Schools (including Montessori) met to develop the RAP which was completed, endorsed by Reconciliation Australia and Trinity is now among a small number of schools whose RAP is published on the Reconciliation Australia website. Our RAP represents a range of actions to which we have committed.
- National Reconciliation Week continues to be celebrated in each school and also this year two Year 6 classes represented Trinity College at the 2017 Gawler Reconciliation Event at Apex Park.
- Trinity College has developed a special bond with a Kurna elder who will provide general advice and be available for special occasions to provide a Welcome to Country. Frank Wanganeen is a Kurna Elder and passionate cultural educator who was named the Premier's NAIDOC Award winner for 2017.
- Trinity College continues to provide a number of opportunities through the AIME Programme, an AISSA indigenous secondary student mentor, academic and sporting opportunities and guest speakers.

**Supporting economically vulnerable students**

- 2017 has seen a significant 20% increase (almost \$300,000) in school card support compared to 2016.
- Bursary support which is provided on a diminishing scale for a number of families whose income is close to school card criteria or for experiencing financial hardship has increased by 19%
- The total discounted support for 2017 compared to 2016 has grown by 12%.
- Growth in support for economically vulnerable students is in response to current economic conditions, including high unemployment in the north of Adelaide, and the College will continue to support families such as those affected by the closure of Holden as much possible within the constraints of a sustainable budget. To reflect this trend, the 2018 budget for bursaries has increased by 37% and school card by 41%. The College has also extended the sibling discount to the fourth child being free.
- The Spirit of Trinity fund continues to provide additional support for other educational expenses, supporting seven students in 2017.

**Supporting academically diverse students**

- LAP continues to thrive, with around 140 students supported with weekly 1:1 mentoring sessions.
- BYOD for all Year 10 students and those with Learning Support needs to access assistive technologies.
- Our strength in STEM education was showcased in the Lego World Robotics Championships in Washington.
- Three members of Trinity staff either completed or commenced formal postgraduate qualifications in supporting students on the Autism Spectrum at School.
- Our early literacy support specialist teachers have now almost completed the first year of this process of providing additional literacy support to students from Early Years to Year 2.
- Greater support of ESL learners, in response to our increase in numbers of new arrival families.
- Key staff have undertaken PD in Dyslexia Awareness.
- A library of Apple applications is being developed including a communication app for two non-verbal students - Microsoft tools online are also being assessed for use such as the speech-to-text tool at talktyper.com
- An Autism Friendly School Action Plan is being implemented as a component of the autism studies at Flinders Uni of two LS teachers who gained scholarships to undertake this study.

**Supporting psychologically diverse students**

- Our School Counsellors across the College have provided excellent support to more than 500 students with significant mental health needs, psychological distress or complex circumstances in 2017. Real shifts in wider community rates of mental illness and psychological distress are placing our College resources under pressure to meet the demand for support, despite the mitigating impact of our positive Wellbeing initiatives.
- From 2018, the College will enter into a MOU with a local Clinical Psychology Practice, to provide bulk-billed, at-school access to psychology services one day per week at Trinity Senior.
- We have provided a safe and planned gender transition process for transgender students at school.
- Introduced changes to our uniform policy to allow girls the option of wearing trousers to school.
- Our Counselling Faculty have developed best practice guidelines for responding to underage sexual activity and potential or actual pregnancy.

**Action Area: 02 Breadth of Opportunities**

**Item: C.** *Complete co-curricular review and implement recommendations to ensure relevance, engagement, improved communication, opportunity and performance.*

**Rationale**

Trinity College is a community that sustains a holistic range of opportunities and educational choice. The co-curricular programme offered is balanced, comprehensive and integral to the development of the whole child. Co-curricular activities are a vital part of a student's education and vocational studies, compliment the academic learning programme and have the potential to unearth hidden talents.

**Guiding Principles**

The co-curricular programme:

- Affirms the whole child.
- Drives enrolment.
- Builds community and relationships.
- Is a distinguishing feature of Trinity College.

**Strategic Actions – State of Play**

- Student engagement in co-curricular programme monitored regularly.
- Co-curricular student fees removed, with participation costs covered by College funds. This has financially assisted families and potentially enabled more students to participate in programmes.
- The provision of a 'co-curricular' bus at no expense to families, enabling students to access the Gawler site from the Blakeview and Gawler River Schools for practice, training and playing purposes. This measure has resulted in increased participation and enhanced and improved the quality of training sessions.
- The establishment of the Trinity Pavilion has enhanced the 'Match Day Experience' and club culture whilst further strengthening links with Old Scholar sporting groups.
- Facilities continue to be monitored to ensure outstanding training and playing conditions. This has included the redevelopment of the 'Oval Canteen' to include an additional changeroom and treatment room. Storage facilities for Performing Arts to be further reviewed.
- Annual review of participation in Knockout Sports undertaken.
- Communication flow chart between Sports Office and Schools regarding programmes and operational matters working effectively.
- Review co-curricular offerings, ensuring relevancy and consistency and prepare report to Head of College.
- Continue to utilise and embrace STARplex as an authentic partner in the provision of the College co-curricular programme.
- Review communication between key stakeholders in co-curricular programme. Usage of Trinity 'Team App' increased, with continued positive feedback received.
- Profile of co-curricular programme enhanced by the regular presentation and acknowledgement of students receiving College Blues and Pockets at the School level.
- Study currently being undertaken to determine the correlation between engagement in the co-curricular programme and student wellbeing.
- Protocols and processes regarding Sports Policy matters to be further articulated.
- College continues to perform well in a variety of areas eg State and National Music competitions, State Knockout Sport competitions (Basketball, Soccer), Team Robotics.
- Co-curricular programme a vehicle for the Trinity brand to be promoted.
- Prepare future direction discussion paper and present to Head of College.

**Action Area: 02 Breadth of Opportunities**

**Item: D.** *Embrace opportunities to promote Science, Technology, Engineering and Mathematics (STEM) particularly through increased use of robotics and similar activities. Promote and develop 21st Century skills including collaboration in the student body.*

**Rationale**

Students in all schools will benefit from a co-ordinated and expanded approach to STEM education and the skills it reinforces. This can be achieved through curricula, cross curricula and co-curricular activities.

**Strategic Action 2017**

- Formation of STEM Committee (see Report 09/U).
- Expansion of co-curricular Robotics Programme.
- Investigation into STEM type activities in Science, Mathematics and Technology classes.
- Robotics workshops at TCS for National and International competitions.
- Years 10 and 11 excursions to UniSA and Uni Adelaide to take part in STEM workshops.
- Establishment of a STEM Centre at Blakeview.
- Re-orientation of Technologies Faculty to separate Robotics and Multimedia from Digital Technologies.
- Develop Innovation Studies curriculum extending cross-curricular opportunities.
- Sourcing and sharing STEM resources across EY-10 schools.
- STEM focus teachers identified.

**Plans for 2108**

- North - some focus on entrepreneurship 'Yon Zhao' project.
- South - Ron Ritchhart workshops 'Creating Cultures of Thinking'.
- Blakeview – develop its STEM Centre.
- Gawler River – STEM in Science curriculum.
- TCS – TCS Charter that develops critical thinking creativity and collaboration.
- Expansion of co-curriculum programmes to include STEM activities.
- EY-10 schools including Robotics units in all Years 7-8 Digital Technologies courses.
- Association with UniSA, Lecturer in Residence at Trinity.

## Trinity College Board Strategic Plan Report

### Action Area: 03 Excellence in Teaching and Learning

**Item: E.** *Promote, upskill and resource Professional Learning Teams (PLTs). Encourage and support data and research driven initiatives. Set relevant measurable academic improvement objectives/targets particularly relative to the National School Improvement Tool (NSIT).*

**Item: H.** *Explore the impact of providing additional flexibility through timetable, school hours, curriculum, staffing, facilities, extension activities such as 'academic academies', in-residence programmes and pedagogy. Continue partnerships with universities and training organisations in order to enhance educational opportunities; including supervised research and pedagogy enhancement.*

**Item: I.** *Further embrace pedagogy which provides clarity regarding Learning Intentions in all contexts.*

The Principals have each prepared a report, which addresses this Action Item in the specific context of the particular school.

These reports are contained later in this document.

Blakeview	Karen McMahan
Gawler River	Rick Jarman
North	John Robinson
South	Mark Simpson
Senior	Michael Holmes



**Action Area: 03 Excellence in Teaching & Learning**

**Item: F.** *Focus the Quality Teaching Programme toward coaching to embrace professional skills as outlined in AITSL standards. Continue to support Lead Teacher/Highly Accomplished Teacher attainment package.*

**Rationale**

Students benefit from a College focus on quality teaching. Teachers at Trinity will benefit through professional development of skills, improved career paths and the support of these teachers with the nationally recognised standards.

**Strategic Actions 2017**

- Five teachers continued with HAT applications.
- Two have gained HAT status: Rebecca Garrett and Terri Meldrum.
- Two Staff are Nationally Accredited Assessors: Kym Reynolds and Rebecca Garrett.
- The three remaining teachers will submit Stage 1 written applications to AISSA in Term 4: (Carmen Gaskell, Melanie Kruger and Simone Hobbs).
- Mary Pickett (AISSA State Co-ordinator) continues close association with the team at Trinity meeting with candidates both at Trinity and AISSA.
- Kym Reynolds continues to mentor the groups.
- Rebecca Garrett represented the College at the National HAT/LT Summit in Sydney.
- Kym Reynolds attended the State Moderation Conference at EDC.

**Plans for 2018**

- Celebrate the achievements of successful teachers.
- Begin another round of mentorships with new candidates.
- Propose remuneration for HAT accredited teachers in next E.A.
- Expand AITSL standards into mentorship of Graduate to Proficient teachers at Trinity.
- Promote AITSL self-assessment standards on-line task to all staff.

**Comments**

With hindsight, a reasonable time frame for the accreditation process would be 18 months not 12 months. A lot of evidence needs to be compiled in evidence sets to verify the 37 professional standards. The College approach to accreditation will become more effective the more accredited teachers we have helping others.

Independent schools in South Australia combined have only eight accredited Highly Accomplished Teachers. Trinity currently have two with three submitting in Term 4.



**Action Area: 03 Excellence in Teaching & Learning**

*Expand strategies which deliver growth and value for every student. Improve authentic analysis and assessment tools by providing staff with opportunities to upskill via professional development in areas such as moderation.*

**Item: G.** *Continue to embed 'Differentiation' strategies which ensure our collective pedagogy meets the needs of all learners.*

- A major undertaking across at Trinity this year has been the Moderation Project, working as a leading college with the Association of Independent Schools (AISSA).
- The project has required a dedicated commitment from all Junior School teachers each of the four (Junior) schools.
- It has required deep engagement with the Australian Curriculum and reflection on current practices, working collaboratively within and across schools to design open-ended assessment tasks and learning programmes which encompass authentic differentiation.
- Moderation is a rigorous process and the planning documents produced by Trinity teachers, quality tasks and work samples are recognised by AISSA course leaders as a reflection of their commitment to this work.
- The time involved in moderation practices has been immense, commencing with detailed collaborative planning focused on designing quality tasks that enable and challenge students, to the collection of student work samples and individual, year level and cross school moderation. Therefore the moderation project has been the major focus of all Trinity Junior School teachers this year.
- Our staff have worked on rich tasks (both within schools and across schools) and assessment rubrics to clearly allow for differentiation to show A-E results.
- The AISSA course leaders have also acknowledged the support of Heads of each Trinity Junior School, who met on numerous occasions to discuss ways to best support their teachers and engage in the moderation process themselves. The leaders supported teachers to further develop expertise in identifying the important next steps for all students to improve their (deep) learning, and how to best change pedagogy to meet individual students' particular learning needs.
- Through this project, our staff also worked with the Australian Curriculum and Reporting Authority (ACARA).
- Some staff attended a workshop with ACARA and AISSA staff on moderation and anecdotal noting. Heather Lockett was then invited to return for a day with a smaller group to work on samples which will be displayed on both ACARA and AISSA websites.
- Accordingly, pleasing progress was evidenced in NAPLAN scores.
- Our focus on differentiation marries beautifully with our work on Dyslexia - both best practice.
- When referring to differentiation, we are always conscious of catering for high achieving and gifted students. ICAS participation was expended this year, increasing the number of competitions entered and the numbers of students entered (with parent self-nominating at some schools). The results were impressive, including two gold medal winners (at the time of writing) for being South Australia's highest achieving students in their respective year levels.
- Modes of differentiation are being shown in programme documentation and as part of performance review lesson observations.
- We acknowledge that all students are at different stages of their learning journey and encourage a personal best effort and an awareness of their respective character strengths.
- EY-Year 2 has seen significant growth in Reading/Spelling ages and reading levels- introduction of explicit teaching in class time of sight words/ focus words. Programmes such as Words Their Way have been introduced to consolidate existing Jolly Phonics/Jolly Grammar programmes and develop knowledge of word-base and families. This, in turn, enables more meaningful differentiation.
- Trinity Schools have seen significant improvements in reading levels on PAT tests after a focus on developing reading skills over the last few years. This embedded differentiated reading techniques into our teaching, has allowed every student to progress at their level.

**Plans for 2018**

- Continuation of the Moderation project.
- Differentiation as a continued emphasis through Professional Learning Teams and PD.
- Differentiation to be a consideration in lesson observations.
- Entrepreneurship as a vehicle for differentiation.
- Effective transition between Junior School and Middle School to foster differentiation.
- Continuing to develop our Dyslexia Aware strategies.

**Action Area: 04 Student Wellness**

**Item: J:** *Embed Positive Education into the Academic, Co-curricular and Pastoral Programme. Build in opportunities to systematically measure progress in Wellbeing. Formally establish an all-encompassing, overarching Positive Education charter.*

**Embedding Positive Education**

- Academic
  - Positive Education is now embedded in our Junior Schools. There is now an established language and expectations around kindness and gratitude as wellbeing practices, and the language and concepts of character strengths are known by all students. Students learn mindfulness practices as a routine part of their school day. There is now a set of practice example videos that can be accessed by all teaching staff to view what is happening in Positive Education at each site.
  - Positive Education stand-alone classes have again gone well in Year 7.
  - A new Positive education subject will be introduced to Year 9 in 2018. The curriculum for this subject will focus on resilience, advanced mindfulness skills, dealing with adversity and building on strengths of character.
- Co-curricular
  - Little direct progress has been made in this area in 2017, although Rupert Sapwell has been working with coaches on education using a suite of positive coaching resources, many of which align very nicely with the tenets of Positive Education. This is an area of focus for more development next year.
- Pastoral
  - Positive Education practices underpin all of our pastoral care programmes at the College, however our Heads of Pastoral Care in Middle and Senior School report highly variable levels of engagement with the concepts and practices among staff leading Houses, and thus patchy uptake. Some staff have embraced the ideas and have a vibrant set of Positive Education practices in House and others do very little. Practices that involve the whole community, rather than activities managed just within House have been more successful. All Heads of Pastoral Care advocate that it will be difficult to move past the current plateau without more intensive universal training and development for staff and clear direction from leadership.

**Systematically Measure Progress in Wellbeing**

- All students from Year 5 to Year 10 (unless 'opted out' by their families) participated in a substantial Wellbeing survey in Term 1 2017, called The Wellbeing Profiler. The survey was conducted through the Graduate School of Education, University of Melbourne. This survey highlighted generally positive wellbeing for our student population across most domains, and improvements in some key domains from the time we first measured in 2013. It also highlighted, on average, elevated rates of anxiety and unhelpful coping strategies for our Middle School students.

**A Positive Education Charter**

A Positive Education Charter was established late in 2016. The document has been circulated to all staff.

## Trinity College Board Strategic Plan Report

### Action Area: 04 Student Wellness

**Item: K.** *Continue to promote 'Student Voice' and use collected baseline data to apply relevant pastoral care, Wellness and social skills interventions.*

The Principals have each prepared a report, which addresses this Action Item in the specific context of the particular school.

These reports are contained later in this document.

<b>Blakeview</b>	<b>Karen McMahon</b>
<b>Gawler River</b>	<b>Rick Jarman</b>
<b>North</b>	<b>John Robinson</b>
<b>South</b>	<b>Mark Simpson</b>
<b>Senior</b>	<b>Michael Holmes</b>



**Action Area: 05 Community Wellness**

**Item: L:** *STARplex programmes and offerings to meet more clearly the Wellness and Education needs of a) Trinity College and b) the wider community.*

**Rationale**

The STARplex vision is for a healthier, more active community. To this end STARplex seeks to assist people to be active, achieve their goals, improve their health and find a sense of wellbeing. Its objectives are to:

- 1 Help make Gawler a healthier community.
- 2 Increase community engagement for Trinity College.
- 3 Teach sports skills and educate about exercise and nutrition.
- 4 Promote good lifestyle choices for people.
- 5 Ensure sustainability of the STARplex operation and finances.

In this context STARplex meets the Wellness and Education needs of the College and wider community. The following activities were undertaken in 2017:

**Strategic Actions 2017**

- Inclusive programmes for groups and populations that are not traditional users of STARplex have been offered on a one-off trial basis to gauge interest. An inclusive basketball workshop and come and try sessions for Futsal have attracted participants who have expressed interest in STARplex offering more such activities for those living with a disability.
- To facilitate establishing inclusive programmes STARplex is partnering with Special Olympics, Basketball SA and Inclusive Sports SA. These organisations bring expertise, resources and contacts enabling STARplex to work through the complexities of communication and support to ensure the effective delivery of programmes and identify sources of funding.
- A new club and corporate engagement role has been established to better connect STARplex with local businesses and community clubs. Building relationships with club members and business people will provide advertising opportunities, access to training programmes and corporate health services. STARplex supports a variety of local not for profit clubs with in-kind sponsorship including an annual STARplex Award.
- In partnership with Active Training a Registered Training Organisation STARplex has delivered a Certificate III in Fitness to 18 Year 11 and 12 students from Trinity College, Tyndale Christian School and Balaklava High School. Qualified, experienced STARplex trainers presented the theory and practical sessions over 26 weeks. The opportunity to undertake the course in an active fitness centre complemented by 30 hours of work placements in other gyms ensures graduating students are aware of industry expectations and work requirements.
- STARplex Wellness Clinic receives patients from 135 General Practitioners in 55 local medical practices for remedial and preventative dietetic and exercise prescription services delivered by accredited Exercise Physiologists and Dietitians. The Wellness Clinic enables STARplex to connect with the local community through the health care sector and encourage physical activity and good diet as a means to better health.
- STARplex is a foundational sponsor of the Gawler Parkrun. Parkrun is an international organisation with ideals and values which promote physical activity and healthy lifestyles. It is a free, weekly event run by volunteers on Saturday mornings for runners and walkers to enjoy an outdoor, timed, five kilometre circuit. The sponsorship aligns STARplex to a community event with complementary values that engages the wider Gawler community.

**Plans for 2018**

- Investigate a digital communication platform to improve connection with members and clients about what's on at STARplex.
- Draw up a masterplan for the Hewitson Theatre with the objective of improving the flexibility, functionality and aesthetics of the venue and providing for a greater mix of event types to benefit of the College and wider community.
- Implement changes to the retail and front of house customer services at STARplex to improve the welcome and customer experience from arrival at the main entry.

**Action Area: 05 Community Wellness**

**Item: M.** *Promote the use of the Trinity College Pavilion for community building events.*

The Trinity College Pavilion was formally opened on Tuesday, 9 May. I have been inundated with positive messages from community members, Old Scholars, students, parents and staff regarding the facility. \$115k was donated to the project from the community to complement the \$110k made available from the Foundation building fund. In the current economic climate, I believe this is a stunning result. A number of first-time donors to the Foundation embraced this project.

The use of the Pavilion by the community continues to grow. Dinners for up to 150 people are possible and we have secured full bar facilities. We estimate that in the seven months the Pavilion was open in 2017 over 2500 meals were provided.

The Dyslexia Association held an excellent Professional Development course, Trinity Schools have used it for planning days, with the local LAP chapter also using it for a mini-conference.

It has been very well used by our Old Scholar sporting community with record attendances at Old Scholar sporting events. Football during winter and Cricket during summer are now extensive users with the venue having a positive impact on their viability and community building goals. The Old Scholar Netball and Hockey clubs have also utilised the building for fundraising and community building events.

College reunions have embraced the venue with this year's 20 year event drawing a record crowd. The Foundation has hosted events such as a Melbourne Cup fundraiser and Donor Thank You event.

Thirty of the Houses held their House dinners in the Pavilion utilising our contracted caterers, 'Hand Made Catering.' The Headmaster's staff thank you dinner was also held there.

The Pavilion has held very well attended end of season winter sport dinners and presentations. College sporting teams utilise the venue for match day presentations and other gatherings.

Socially the Pavilion, in its first six months, hosted community events for members of the extended Trinity Community including a wedding, 40<sup>th</sup>, 50<sup>th</sup> and 80<sup>th</sup> birthday parties! All profits made from these events go to the Foundation.

The Pavilion is now formally registered as a Fringe venue for a 2018 event.



**Action Area: 06 Family Wellness**

**Item: N.** *Improve consultation with community including enhancing more regular parental 'voice' and other stakeholder feedback.*

**Rationale**

A College that provides a strong and supporting learning environment fosters partnerships with families and communities beyond the classroom by knowing their needs.

**Strategic Actions**

Every two years we conduct a Whole College Survey and in December 2017 a lengthy survey (27+ questions) will be electronically sent to stakeholders including current parents, staff and College/Foundation Board members. This survey will allow us to benchmark changes that have been implemented since 2015, most importantly, feedback about the reduced co-curricula expenses and building developments across the College.

Throughout 2017 the following surveys have been undertaken by our students in the Senior School: Years 11 and 12 Social Media & Language Use = 323 participants Year 10 University Excursion = 182 participants and Year 10 TAFE Excursion = 65 participants. Former students continue to be surveyed to reflect upon their transition from College life to tertiary study/or work life; school leavers in 2017 surveyed were the Class of 2014 = 92 participants and Class of 2012 = 112 participants. Data from such surveys has assisted the formulation of the Memorandum of Understanding with Uni SA which was officially signed in October 2017. This agreement will improve pathways for our graduates and refine current activities within the College to safeguard students as they enter life after school.

To further improve STARplex services a Staff Culture survey was conducted to address professional development needs, fitness trends and succession planning.

The College continues to listen to its Pastoral Care team, P&F groups, Foundation Board and Student Representative Councils about current issues impacting our community. The College continues a proactive response to community issues including hosting parent workshops with prominent guest speakers about Positive Parenting, Cyber Bullying and Wellbeing.

The College has successfully become accredited as a Dyslexia aware school, across all five schools.

Students nominated to participate in the Operation Flinders exercises continues to be supported financially by the Foundation and is endorsed by the College Counselling team.

The Learning Assistance Programme (LAP) has strengthened relationships between current parents, Old Scholars and wider community members who act as mentors on a voluntary basis for our students. These LAP personnel provide a fresh insight to our student's abilities and offer a thriving relationship beyond the classroom teacher for our students.

Parents who are representatives on Parents & Friends committees, Foundation Board, STARplex BOC and College Board can on a monthly basis provide anecdotal feedback to Senior staff about College operations. These groups also have past parents or Old Scholars as members. The Pavilion building project produced a positive relationship between the Old Scholars Sporting Clubs, the Foundation and the College to raise significant funds to complete the development.

'Trinity Times' publication continues to foster former students to stay in touch and provide updates.

The Trinity College Old Scholars Netball teams have resumed competitions in both summer and winter leagues.

With the implementation of the Learning Management System in 2017, further work has been undertaken to streamline communication and feedback processes for parents.

The Parent Handbook will only be available on-line in 2018 as the Family Handbook and parents can use the BPay view system to monitor their fee account, reducing College paper usage and mailing costs significantly.

The Foundation Board have reviewed its sub-committee structure and operations to adopt a Moves Management process for increasing donor interactions. This provided a new opportunity to involve former Chapel donors to reconnect with the College and learn about its developments since 1991.

**Action Area: 06 Family Wellness**

**Item: O.** *Empower Wellness Teams' to lead initiatives to enhance flourishing for students, staff and families.*

**Strategic Actions 2017**

- Student wellness – a selection of examples of wellness team activities
  - South School have embraced a whole of school culture change project with a focus on positive relationships and respect for all. Student participation and voice has been an integral part of this process, with every fifth student on the roll between Years 5 and 10 invited to participate actively in the shaping and direction of the project
  - The student wellness team at Gawler River has instituted several whole of community interactive practices, including 'What went well' boards that are reviewed weekly by both staff and students and displayed in a prominent place in the yard, a 'Take What You Need' station near the photocopiers – filled with positive and inspiring ideas and attributes that students and staff can take for themselves and a community based Random Acts of Kindness programme.
  - Junior School Wellness team at North School has introduced and trialled a Friendship Skills training programme called Friendology, which supports the development of friendship skills including conflict resolution. This programme will be expanded to all Trinity Junior schools in 2018.
  - Blakeview Junior School has had a primary focus on mindfulness skill development and this term have commenced a trial of Muse neurofeedback headbands, to support the acquisition of mindfulness skills in students who would otherwise struggle to recognise when their mind has reached a calm state.
  - The Trinity Senior Pastoral Care system is undergoing redesign and change and will augment its development through the attendance of the Pastoral Leadership team at intensive Positive Education Training at Geelong Grammar school in early 2018.
  
- Staff wellness
  - The Trinity Staff Wellness team was reconvened and has been active in 2017, meeting each term. This team has been working to identify practices across the College that enhance staff wellness and that could be developed to support and further develop staff wellness into the future. There is some crossover of the work of this team with work that is being undertaken in the space of staff workload – and for many, wellness at work and workload considerations are intimately linked. The staff wellness team conducted a single question survey of staff wellbeing at work, using a 10 point rating scale. The findings of this very basic survey demonstrated that while some staff experience very high wellbeing at work, moderate levels of workplace wellbeing are more common and a significant minority have poor wellbeing at work. There is undoubtedly work to be done to support the wellbeing of Trinity staff at work.
  - Many excellent staff wellness initiatives at each site in 2016 remain current for 2017.
  
- Community Wellness
  - Lisa Kettler offered a Mindful March programme for the broader Trinity Community. There was uptake from about 35 community members and almost 70 staff for this programme which involved introductory mindfulness material and then daily emails with audio-recorded or written descriptions of mindfulness activities for participants to try.
  - The 1-2-3- Magic Positive Parenting programme has been offered for free for parents at Blakeview, facilitated by the Blakeview School Counsellor Chris Reynolds, who is accredited to provide this programme.
  - We are yet to convene a formal 'team' for this strategic intent.

**Action Area: 07 Staff Culture**

**Item: P.** *Promote a positive work culture that features mentoring, leadership enhancement and encourages innovation. Utilise more fully the expertise of a wider range of staff by promoting staff 'voice' through genuine consultation & collaboration.*

**Rationale**

Trinity College seeks to provide ongoing and relevant opportunities for its staff to ensure that they play a role in the development of the College and have opportunities to express their views.

**Strategic Actions 2017**

2017 has seen the setting up of opportunities for staff to mentor in areas of expertise, to discuss and recommend directions for innovation and to discuss issues that impact their teaching. Below is a small sample of activities undertaken by the staff of the College:

1. Introduction of the Learning Management System, Schoolbox. After starting this introduction last year in the Senior School this development has continued and has been introduced and made available to Middle School teachers. The Middle School teachers, who wished to be early adopters of this system have been provided with professional development by key staff and a number of staff members have acted in a mentoring role and worked one on one with other colleagues to assist them in implementing the many aspects of Schoolbox.
2. Opening up discussion on workload issues for our staff. At the Head's initiative a series of staff forums were set up to allow the College teaching staff to discuss how work tasks could be done better or more efficiently and to allow staff to voice opinions about the changing an additional tasks that have been incorporated into their daily work. Voluntary school based groups met directly with the Head, school leadership groups meet with Principals and across the College group met with the Deputy Head. A variety of issues were voiced and suggestions made by staff. From these discussions:
  - The College Meeting Schedule has been adjusted to accommodate for a reduction in College meetings.
  - Additional time has been provided for leadership in the Junior Schools.
  - Increases in POR allowances have occurred for selected leadership roles.
  - Adjustments have been made to the College uniform policy to allow an increased range of shoes for students in Early Years to Year 2 and hence reduce the demands on Junior School teachers.
  - Further adjustments will be made to the way we work at the school level.
3. Offering feedback to colleagues. Opportunities now exist across the College for teachers to have colleagues come into their classrooms and provide collegiate advice and feedback on teaching technique and skills. This process has been furthered by the use of a formal programme of feedback for teachers through the use of the programme run by the company Educator Impact. The use of a set pro-forma for lesson observation and the opportunity to discuss feedback from students and colleagues provides a basis for individuals to set their own goals for improvement.
4. A staff group from across the College has been resourced to develop and put forward recommendations to the Head as to future direction of STEM activities in the College. This group has met throughout the year. One of the initiatives from this group is the investigation of a possible new purpose built Art and Innovation Centre. Staff representing various areas that would use the building have met with the College architects to discuss design concepts and specific needs.



**Action Area: 07 Staff Culture**

**Item: Q.** *Review staff workload. Enhance protocols relating to expectations, PORs, wellbeing and change.*

Collectively the staff at Trinity work hard. The focus of this strategic intent was to review workload from an impact on teaching perspective. To go beyond conversations just about lessons allocations or salary. I made myself available via five lunchtime meetings to the teaching staff to discuss workload. I also received numerous emails and letters. I was really pleased with the openness of staff and the suggestions that came forward.

Essentially, this review provided an opportunity for staff to raise concerns which could then lead to adjustments being made. Many dimensions raised fell outside of the usual matters often considered in reviewing workload. A number of discussions have occurred to look at adjusting workload items which have crept into our daily working lives and are not promoting effectiveness.

Adjustments have being made which should reduce workload include:

1. Programming
2. POR's
3. Student uniform impacting workload ie tying of shoelaces
4. Meetings
5. Site specific adjustments

Programming: Programming quality lessons is of course integral to quality teaching. This review has established some current programming expectations; in some parts of the College they are too time consuming and not effective. A formal protocol for what is included in Junior School and Middle School programmes has been produced.

POR's: Trinity College has an extensive 'Position of Responsibility' system with numerous staff receiving payment and/or time for taking on various leadership responsibilities. The POR system is effectively divided into four bands with higher bands and allowances indicating greater responsibility. The first review of POR's via the workload strategic intent has enabled two College POR positions to be 'reclassified' from Band 2 to Band 3. These are the **Junior School Head of Pastoral Care** and the five **Daily Administrator** positions. These adjustments better reflect the responsibility taken by these key staff. In addition, the **Junior School Head of Teaching and Learning** will have their lesson allocation upgraded from 5 lessons to 7 lessons and the Junior School Head of Pastoral Care will have their lesson allocation upgraded from 4 to 7 lessons (Note: Gawler River have a slightly different model on an interim basis.)

Shoelaces: The time consuming nature of helping younger students tie their shoelaces was asked to be reviewed by staff. The new policy from 2018 will allow students who are in EY-2 to wear Velcro fastening shoes to school. Devices known as 'safelace' which effectively lock shoelaces into place are also available from STARstore to assist those with shoelace issues.

Meetings: Meetings are essential in the efficient operating of Trinity College. Senior staff have met to plan for 2018 and the number of meetings held will be reduced.

Site Specific Adjustments: Adjustments have been made across the individual schools based on site specific concerns. Some of these included a reworking of yard duty, adjustments to Junior School Open Day responsibilities, greater flexibility around high marking load times, further definition of who is required to attend after school events and reduction of events which are no longer essential.

**Action Area: 08 Environmental Sustainability Item: R.** *Continue to embed sustainability education immersion activities into curriculum including experiential learning at schools via the farm and at Blackham. All EY-10 schools to establish a 'Green team' Further embrace the NRM Core Indicators tool to drive change with all Junior Schools moving through the process to attain a higher level.*

**Rationale**

Environmental literacy and vision is key to successfully embedding sustainable practices into the everyday workings of the College. Regular review utilising the Core Indicators tool will allow staff to hone student engagement and skillset.

**Strategic Actions 2017**

- Using the **NRM Core Indicators tool** to have all Junior Schools moving through the process to a higher level. Change from 2016 evident by **arrows**. (Green highlight indicates movement due to progress made in 08 S- College wide EMP- data from EfS work on school sites has helped drive the EMP documentation)
- Summary table of each Junior School's response to the Core Indicator's tool.

Indicators	Starting	Challenging	Committed
Vision and values		Our school undertakes a process to develop its sustainability vision and values <b>GR N</b>	There is evidence of commitment to the vision and values in daily school life <b>BV S</b>
Interconnectedness	Considered the scope of sustainability and how it fits with educational purpose <b>GR</b>	Implemented strategies to integrate sustainability into decision and policy making <b>BV S N</b>	Reviewed our policy documents e.g. purchasing to ensure that decisions are made considering all sustainability factors.
Whole school approach	Invited a range of people to examine how they can contribute to EfS <b>GR</b>	Started discussing and documenting how EfS vision guides our sustainability actions <b>BV N</b>	Demonstrated that our actions consistently reflect or vision and values <b>S</b>
Learning and change			Encouraged change towards sustainable patterns of living through continuous reflection and improvement <b>BV GR S N</b>
Learning for sustainability			Participated in learning opportunities and applying ideas and strategies to enhance sustainability <b>BV GR S N</b>
A sustainability inquiry	Started an inquiry into sustainability- water usage, student participation, learning environments <b>GR</b>	Used data, trends and indicators from audits to plan future activities <b>BV N</b>	Developed inquiry questions and used results to improve sustainability learning and practice. <b>S</b>
Curriculum	Reviewed the curriculum for EfS learning opportunities <b>N</b>	Identified, documented and linked school and community priorities (e.g. food security) to the curriculum in the SEMP.	Implemented a whole school system which connects curriculum to school and community initiatives achieving sustainability outcomes <b>BV GR S N</b>
Learning environment		Planned and developed action based EfS learning in real world and authentic contexts <b>BV GR N</b>	Implemented a section in the EfS policy describing how we take actions for sustainability in real world and authentic contexts <b>S</b>
Pedagogy	Identified current and potential opportunities for students to contribute towards sustainability <b>N</b>	Planned and participated in sustainability actions with students taking charge of aspects of the school environment. <b>BV GR S</b>	Recorded and reported sustainability and educational outcomes in all learning areas/subjects/faculties e.g. reports to parents.
Community connections		Built relationships with community members, agencies and organisations to support EfS. <b>BV GR S N</b>	Contributed to and led initiatives achieving sustainability outcomes within and beyond the school.
Building capacity		Provided learning opportunities for sustainability for students, families and staff.	Been involved in and influenced by sustainability practices and outcomes. <b>BV GR S N</b>
Developing partnerships		Identified sustainability priorities and opportunities with partners. <b>BV GR S N</b>	Documented agreements with partners in the EfS policy.
Leadership		Encouraged and supported students, staff and community to action their areas of interest in sustainability <b>BV GR S N</b>	Provided support (time and/or money) and training for ongoing, new and emerging leaders. (Through the Green Teams)
Governance	Introduced the EfS in staff, student and parent groups and formed a working party	Integrated EfS into a learning plan curriculum <b>BV GR,S and N</b>	Developed an EfS policy, outlining partners, practices, procedures and expectations.
Planning and management			Committed to ongoing planning and review to continue reducing the school's ecological impact. <b>BV GR S N</b>

- Green Teams set up on each school- Junior School students on BV, GR and N, Students to Year 10 on S. All schools working on waste management, recycling, Nude Food days, vegetable gardens and composting. Waste curriculum taught on all schools with particular emphasis on supporting World Environment Day, Sustainability practices and Waste.
- KESAB Wipe Out Waste audits** have been conducted at Blakeview, South, North and Gawler River.
- EfS College group (members from all schools including TCS, NRM board and student representation)** continues to meet termly where 08R action items are monitored.

**Plans for 2018**

- To support the actions of 08 S and continue the Green Teams on each site.
- To consider how the Green Teams are supported by staff.
- To continue the cycle of visits to Blackham (odd year levels) and the farm (even year levels) and to focus on the sustainable activities embedded in curriculum offerings.
- To work on the results of the waste audits and build parental involvement and capacity.

**Action Area: 08 Environmental Sustainability** **Item: S.** *Trinity College to adopt an 'Environmental Management Plan' with specific KPI's, policies and practical application in terms of reducing our footprint in Energy, Waste and Water and promoting Recycling.*

### **Rationale**

To ensure the College's environmental footprint is minimised, achieving reductions in the key areas of energy, waste and water, as well as financial savings for the College.

### **Strategic Actions 2017**

There have been a number of sustainability-focussed initiatives successfully implemented across the College over many years. Significant examples of this include drawing upon dam and bore water to supplement the College's consumption, a number of solar panel systems, an irrigation system to efficiently manage the majority of the College's ovals and electricity and water monitoring across all schools.

To consolidate where the College is currently at and to set a clear plan for the future, including key deliverables, KPIs and actions, the College engaged a highly recommended consultant to develop a proposal for the delivery of a comprehensive Environmental Management Plan (EMP). Ultimately this proposal proved to be cost prohibitive, with the College's position being that the development of an EMP is important but the achievement of positive sustainable actions are even more so. The College has implemented a small EMP Management Group to continue to progress this, with significant progress expected during 2018.

Alongside this, the College has achieved a number of substantial outcomes, including a major solar rollout that, once completed, will reduce the College's reliance on the grid by approximately 30% and eliminate 24 thousand tonnes of carbon over the next 25 years. Furthermore, the College is exploring and implementing a number of paper saving initiatives, which will greatly reduce the amount of paper used. Heat exchange systems (where heat is recycled and returned) and integration with the building management system have been part of the College's extensive air-conditioning rollout. A new composting system has also been implemented.

### **Plans for 2018**

The College expects to make further progress in both the development of an EMP and achievement of positive sustainable actions during 2018. A budgeted allocation has been made to commence and drive the development, consultation and implementation of an EMP. This may include the employment of a Sustainability Officer. As a long term project, this is expected to continue into 2019. Sustainability-focussed actions for 2018 will include the full implementation of the solar panel rollout and a budgeted allocation to improve and upgrade the College's irrigation systems.

**Action Area: 09 Enterprise Development**

**Item: T.** *Update the building master plan and provide the College Board with a costed infrastructure development plan covering 2017 - 2026. Deliver significant infrastructure projects including the North Middle School, Gawler River third stream expansion, Blakeview classroom and Trinity College Pavilion.*

The October College Board meeting received a briefing from the Head regarding the updated building master plan. Capital projects have been included in the budget forecasts with a 10 year horizon. Strategic land acquisitions and additional infrastructure have been included and planned.

In 2017 significant Capital projects were completed including:

- New North Middle school building featuring eight classrooms, four offices and toilet facilities.
- Completion of the Trinity College Pavilion featuring a dining area for 150, commercial kitchen, bar area and toilets.
- New Gawler River EY – Year 2 block, including four classrooms, double sized Activity Room and toilets.
- The second stage of the North Middle School rebuild has also commenced with a mid-2018 completion date.
- The Blakeview classroom/STEM/Design Technology expansion has commenced with a mid-2018 completion date.

In addition to this

- \$2.0 million was invested into solar energy. This is one of the most significant projects of its type ever undertaken by a school. This investment will enable 40% of the College energy needs to be met by solar.
- The College heating and cooling systems have been greatly extended and modernised, including integration with our Building Management System. Staff and students are now significantly more comfortable in extreme weather.
- Trinity College Senior remodelled entrance areas directly from the Hall into downstairs classrooms.



**Action Area: 09 Enterprise Development**

**Item: U.** *Establish, resource and empower a Teaching & Learning Professional team advisory group to deliver a report regarding STEM opportunities. This will drive a comprehensive STEM plan to future-proof the educational needs of the College; including curricular and co-curricular opportunities.*

**Rationale**

A report into all aspects of STEM education will improve student outcomes in the area of skill development, ensure College resources are efficiently deployed and establish clear guidelines about the direction of STEM education at Trinity College.

**Strategic Actions 2017**

- Formation of a STEM Advisory Group with representation from all schools and IT with opportunities to attend local interstate workshops (Advisory Group Budget \$25,000), to provide a report to the Head. As follows:
- **Curriculum**
  - Establish an 'Innovation Studies' curriculum to facilitate interdisciplinary learning programmes that are reflective of emergent and innovative Science, Mathematics and Technology.
  - Encourage, through Innovation Studies, students to be creative, critical, informed and motivated with the capacity to respond to future professional, personal and social issues.

**Next Actions**

- Establish an Innovation Studies Curriculum Coordinator.
- Develop a Sustainable Futures learning programme to address a range of Science, Mathematics and Digital Technologies learning outcomes.
- Leverage the College's existing building management system to provide a real world context to learning.
- **Assessment Opportunities**
  - Plan assessment opportunities using an inquiry-based learning approach by leveraging the College's Learning Management System to facilitate continuous feedback and reporting.

**Next Actions**

- Leverage the Learning Management System to facilitate college wide assessment focusing on students' ability to analyse, evaluate and create.
- Starting in the core subjects of English, Mathematics and Science, these assessments can then be used as a model of best practice across the rest of the curriculum.
- Provide opportunities for teachers in the Junior School to reflect on current assessment tasks, practices and programming and modify to help create opportunities for students to be more innovative, resilient and collaborative.
- **Professional Development**
  - Enhance current professional learning opportunities to place an increased emphasis on inquiry-based learning.
  - Support teachers to feel confident in leveraging STEM opportunities within their subjects.

**Next Actions**

- Create opportunities for teachers to experience first-hand the practical application of STEM skills within industry.
- Enhance the focus of the digital learning professional development day to encompass how digital learning can support inquiry based learning in STEM.
- **Physical Spaces**
  - Reconfigure physical learning spaces to become more adaptable to support inquiry-based learning in the context of STEM.

**Next Actions**

- Submit an application for a Digital Literacy School Grant to secure funding for classroom redevelopment.
- Establish an Innovation Centre at the Gawler Site and Gawler River to create a common space for teachers to team-teach, share resources and ideas (further research required to look at the impact of a similar facility already proposed for Blakeview). This should be a flexible workspace built to meet the needs of students in an inquiry-based, cross-curricular approach to learning.

**Action Area: 09 Enterprise Development**

**Item: V.** *Embrace the key recommendations from the 2016 ICT hub group future directions report. Establish a Learning Management System (LMS) across Trinity College. Review and implement improved leadership structures relating to ICT. Provide ICT Professional Development opportunities. Expand the BYOD programme.*

- Embrace the key recommendations from the 2016 ICT hub group future directions report.
  - The progress made against objectives referenced in this report relates to the key recommendations from the 2016 ICT hub group future directions report.
  - Enquiry has begun into redefining the physical layout of computer labs across the College. A proof of concept is being implemented to create a more flexible, collaborative learning space.
- Establish a Learning Management System (LMS) across Trinity College.
  - Senior School has made significant progress in utilising the College's Learning Management System as a pivotal tool in the delivery of learning content to students; this coupled with shifting a range of communication including calendar and news content into this platform has significantly enhanced students' engagement in their learning.
  - Senior School has successfully implemented continuous reporting across Years 11 and 12 via the College's Learning Management System; contextualising feedback to parents around specific assessment opportunities has led to improved parental engagement and increased student progress.
  - The College's new Learning Management System is now accessible to all students in Years 7-12.
  - A significant number of Middle School teachers have now been inducted into the Learning Management System and are using it effectively to deliver learning content to students
  - A trial has begun to look at the use of the Learning Management System in the Junior School; the focus of the trial is to engage students in the platform, increase the efficiency of staff workflow and improve parental engagement in their child's learning.
- Review and implement improved leadership structures relating to ICT.
  - The appointment of a Head of Digital Learning has bridged the gap between technological and pedagogical strategy and provided a clear direction for the enhancement of digital learning across the College.
  - The establishment of a Digital Teaching and Learning Team has refocused the use of digital technology as tool to enhance student learning.
- Provide ICT Professional Development opportunities.
  - Regular professional development opportunities have been created in relation to the Learning Management System and developing digital learning content for students.
  - A successful digital learning professional development day was held in May:
    - Junior School staff were focused on delivering content related to computational thinking and improving the opportunities for collaboration through the use of digital tools.
    - Middle and Senior School staff were focused on leveraging the new learning management system and improving collaborative learning opportunities.
- Expand the BYOD programme.
  - New BYOD policies and documentation have been created to ensure a structured and supported approach to BYOD implementation across the College.
  - BYOD has been implemented across all middle schools to Year 10 students on a voluntary basis with compulsory participation to occur in January 2018.
  - BYOD has been made available to students with additional needs across Years 7 - 9 in line with recommendations made in their adjustment plans.

**Action Area: 09 Enterprise Development**

**Item: W:** *Promote the integral role of College community groups such as the Trinity College Foundation and Parents and Friends. Encourage and celebrate volunteering and fundraising. Review College use of social media to maximise community engagement.*

**Rationale**

To maintain the Trinity tradition of service to our community by valuing volunteers, appreciating philanthropy and fostering community involvement to enrich the lives of Trinity students.

**Strategic Actions**

The annual gathering of the P&F Executive in Term 1 with the Director of Development reviewed P&F operations due to busy volunteers and generated a healthy discussion about their Facebook pages. P&F Facebook pages have been established with school administrators and have mainly driven communication between volunteers and committee members about rosters/event attendance. Current Facebook operations are satisfactory to everyone's needs.

The Old Scholars Facebook membership has grown from 1,600 to 2,000 members in 2017. This has been achieved by improving content with a mix of good news stories about our graduates, as well as promotion of the Old Scholars sporting clubs, community fundraising activities and Trinity success stories.

With the newly appointed Head of Digital Learning in Term 1 and the roll out of the Schoolbox platform in the Senior School as the Learning Management System (LMS), an expansion of the social media platforms for the College community has been reconsidered. In Term 3 a communication audit was completed across the College including a parent paperwork review. From this assessment it is anticipated all parent paperwork will be completed on-line with a direct tracking and storage mechanism to Synergetic – the College's existing database (creating a seamless transition for parents). It is anticipated in 2018 Term 1 the Senior School to trial all communications through the LMS to parents and students, eradicating double handling of data and permitting LIVE updates. A College APP is currently under consideration to support the LMS process and ease of communicating with parents.

The fortnightly College e-newsletter continues at present, distributed to over 7,000 email addresses, for promotion of P&F activities and Foundation projects. The e-newsletter content management platform (Campaign Monitor) provides readership statistics that are used to improve attendance outcomes or engagement with our readers.

Acknowledging the achievements of the P&F groups, Foundation, STARplex and St Francis continues in the College Yearbook and through Trinity Times publication. Their involvement with Speech Day awards/Open Day is an opportunity for the wider community to celebrate their work and support of students.

The Trinity Times publication acknowledges the work of the College volunteers (LAP, Boards, Chapel, P&F, etc), Old Scholars groups and the Foundation, including their sponsors and donors.

The opening of the Pavilion Building in May 2017 has increased attendance numbers to Old Scholars sporting club events, reunions, Foundation events and generated new fundraising opportunities. The Pavilion celebrates Old Scholar sporting history in the form of Honour Boards/Memorabilia and has become the centrepiece to their community engagement.

The first End of Year LAP celebration day is scheduled for 7 December 2017 to acknowledge their work.

Acknowledging volunteers is undertaken by the Head of the College with an annual 'thank you' event and the Foundation Board host a donor event with Honour Board induction.

**Action Area: 09 Enterprise Development**

**Item: X.** *Collaboratively produce 'Trinity specific Charters' regarding what good teaching looks like, What quality parental engagement with the College looks like and what student behaviours which promote flourishing looks like.*

This strategic item was not tackled in 2017. Elements of the intent will be included as a 2018 strategic goal.





**Action Area: 10 Financial Sustainability**

**Item: Y.** *Keep the College 'Trading bottom line' in Surplus. Continue to focus on the quality and efficiency of programmes offered at STARplex. Embrace further commercial and school supportive opportunities at STARplex.*

**Rationale**

To maintain the current trend of achieving trading surpluses, allowing the College to invest in the development and re-development of capital projects and the provision of a quality education at an affordable cost. To continue to focus on the financial performance of STARplex and build on the improved financial performance achieved in 2016.

**Strategic Actions 2017**

The College has continued to build on the improved financial standing achieved since 2011. Specific actions undertaken in 2017 to strengthen this position include:

- Continue to implement the recommendations from a full business review of STARplex undertaken in 2016. A further review focused specifically on STARplex’s retail operations occurred during 2017.
- Total enrolments were significantly higher than budget.
- With tuition fee income being the main income source that the College has substantial influence over, a robust and rigorous approach continues to be applied to the annual fee setting process. The fee increase for 2017 was 3.9%
- Commonwealth and State funding represent more than 60% of the College’s income and therefore the College continues to be supportive of lobbying via the Association of Independent Schools. The Commonwealth Government has made recent positive announcements in relation to school funding.
- The College has implemented a major, solar panel rollout. This will save the College more than \$400,000 per annum.
- The College was able to access charitable concessions during 2017 and received a \$1.2 million dollar GST refund and \$110,000 rebate from SA Water. Moving forward, this is expected to continue to save the College approximately \$400,000 per annum.
- The 2017 operating result is tracking strongly with expenditure controlled and income exceeding budgeted expectations. A trading surplus of approximately \$3.8 million is expected, \$2.5 million better than budget.
- Improving targeted procurement outcomes and maximising income opportunities continue to be key focuses this year and moving forward.

**Plans for 2018**

The College has prepared a budget for 2018 that builds on the recent strong financial performance. A budgeted operating surplus of \$865,800 and cash surplus of \$5,852,000 are both within agreed benchmarks. The overall position is a softening on the 2017 budget however a prudent and conservative approach has been adopted due to a number of factors including the state of the macro economy and the impact of Holden closures, changes within TAFE SA and growing competition within the region.

STARplex will remain a focus for 2018. Recommendations from a retail view will be reviewed, prioritised and implemented. Targeted price increases, new programmes and an investment in marketing and promotions should see income levels improve. An operating cash surplus of \$426,000 has been budgeted for, which is substantial improvement on the 2017 forecast result of approximately \$150,000 (\$216,000 in 2016).

With increased certainty in relation to government funding, especially from the Commonwealth, the College’s future trading result for the next 10 years appears sound. This is represented within the following table.

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Income	62,601,300	65,120,209	68,220,965	71,284,564	74,597,001	78,063,271	81,700,369	85,487,290	89,385,029	92,937,580
Expenditure	(61,736,000)	(64,286,000)	(67,189,000)	(70,142,000)	(73,271,000)	(76,562,000)	(79,982,000)	(83,536,000)	(87,177,000)	(90,613,000)
Surplus/(Deficit)	865,300	834,209	1,031,965	1,142,564	1,326,001	1,501,271	1,718,369	1,951,290	2,208,029	2,324,580

**Action Area: 10 Financial Sustainability**

**Item: Z.** *Develop a clear outline of the financially sustaining principles governing the College; including rationale behind cost containment, identification of risks, key financial indicators of performance, future plans and fee setting into the future.*

**Rationale**

To maintain a strong and robust financial framework and trading position to support the College now and into the future.

**Strategic Actions 2017**

A ‘Financial Guidance’ paper was developed in late 2014 using financial modelling and industry benchmarks per the Somerset Financial Performance report. This resulted in an agreed trading band that ensures the current year and future years trade within a sustainable level for both the College and for parents who pay fees to attend Trinity. Critically this trading band allows the College to generate sufficient funds to invest in the development and re-development of capital projects whilst supporting the provision of a quality education at an affordable cost.

The targeted operating trading band (accounting profit/total income) is in the 0.5% to 2.5% range and this is supported by a cash trading position target (cash operating surplus before capital expenditure/total income) between 9% and 11%. These levels could vary according to the level of capital development in any one year and potential borrowings.

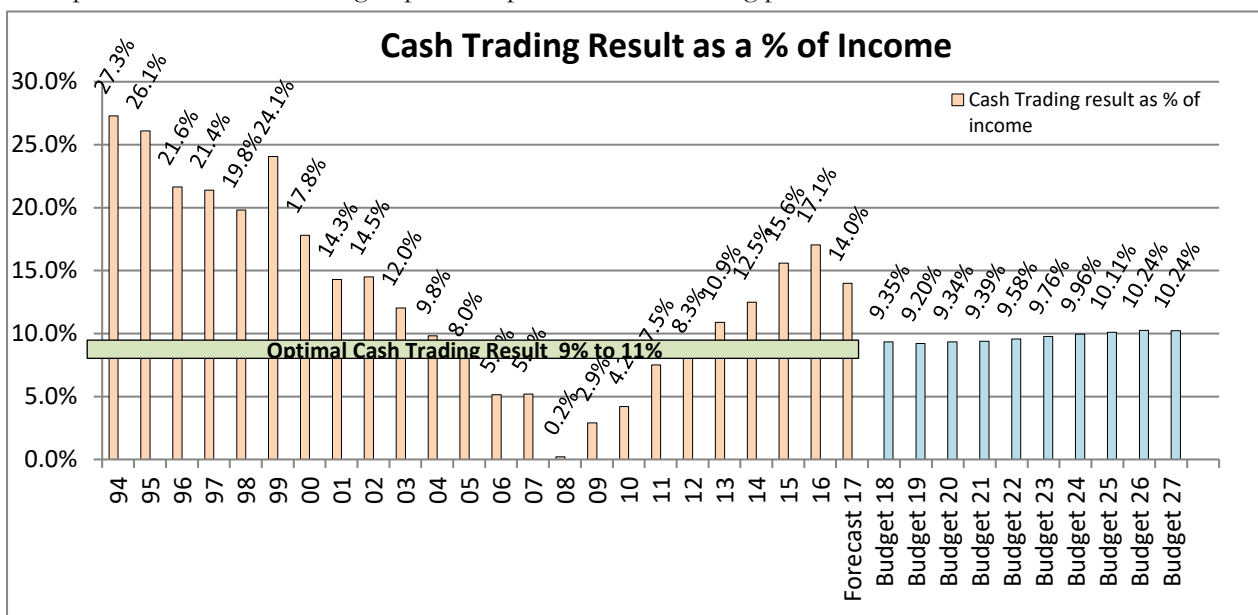
The College’s current cash balance and liquid asset pool is appropriate and reasonable for an entity of the College’s size and benchmarks favourably compared to similar schools. In 2017, the College allocated \$5 million of its surplus working capital to an externally managed investment portfolio. The College has an intent to grow this fund moving forward, balanced against the need to continually invest in the College’s operations and capital programme.

Future budgeting requirements and forecasting has been developed to sustain the College’s forward financial position. This allows for moderate increases in teacher staffing levels to support the College’s increasing educational needs. A 10 year capital investment programme outlines expenditure of more than \$85 million. On current budgeting, no borrowing is required to fund this investment.

The College has invested in systems to improve the governance and risk management framework. CompliSpace has been successfully implemented and has further improved the management, recording and identification of risks, compliance, workplace health and safety and student duty of care. The College’s Finance Committee has also been reformed as the Finance, Risk and Audit Committee with a greater focus on governance and risk.

**Plans for 2018**

Within the financial framework, minor continuous improvement will occur including refinements to policy, reporting, forecasting and delegated authority. With the overarching financial framework embedded and providing a clear direction towards ongoing financial sustainability, the key focuses are continuing to achieve the annual operating and cash flow budgets and remaining within the targeted trading bands moving forward. This is supported by a number of plans and actions, some of which are detailed within the College’s Strategic Plan Item Y. ‘Keep the college ‘Trading bottom line’ in Surplus’. A graphical representation of the College’s past and predicted cash trading position is shown below.



## PRINCIPALS' SCHOOL REPORTS

School Principals have been asked to submit two page reports addressing action items E, H, I and K in their school context. Additional action items can be reflected upon as needed. - NH

### **03 Excellence in Teaching and Learning** – Delivering quality outcomes for all

- E. Promote, upskill and resource Professional Learning Teams (PLT's). Encourage and support data and research driven initiatives. Set relevant measureable academic improvement objectives/targets particularly relative to the National School Improvement Tool (NSIT).
- H. Explore the impact of providing additional flexibility through timetable, school hours, curriculum, staffing, facilities, extension activities such as 'academic academies', in-residence programmes and pedagogy. Continue partnerships with universities and training organisations in order to enhance educational opportunities; including supervised research and pedagogy enhancement.
- I. Further embrace pedagogy which provides clarity regarding Learning Intentions in all contexts.

### **04 Student Wellness** – Support, develop and encourage good physical and psychological health

- K: Continue to promote 'Student Voice' and use collected baseline data to apply relevant pastoral care, wellness and social skills interventions.

**Action Area: 03 Excellence in Teaching and Learning**

**Item E:** Promote, upskill and resource Professional Learning Teams (PLT's). Encourage and support data and research driven initiatives. Set relevant measurable academic improvement objectives/targets particularly relative to the National School Improvement Tool (NSIT).

**Item H.** Exploring our flexibility with timetables/ staffing/ school hours/ curriculum/ facilities/ extension activities/ in residence programmes and pedagogy. Continue partnership with universities to enhance educational opportunities- supervised research and pedagogy enhancement.

**Item I.** Further embrace pedagogy which provides clarity regarding learning intentions in all contexts.

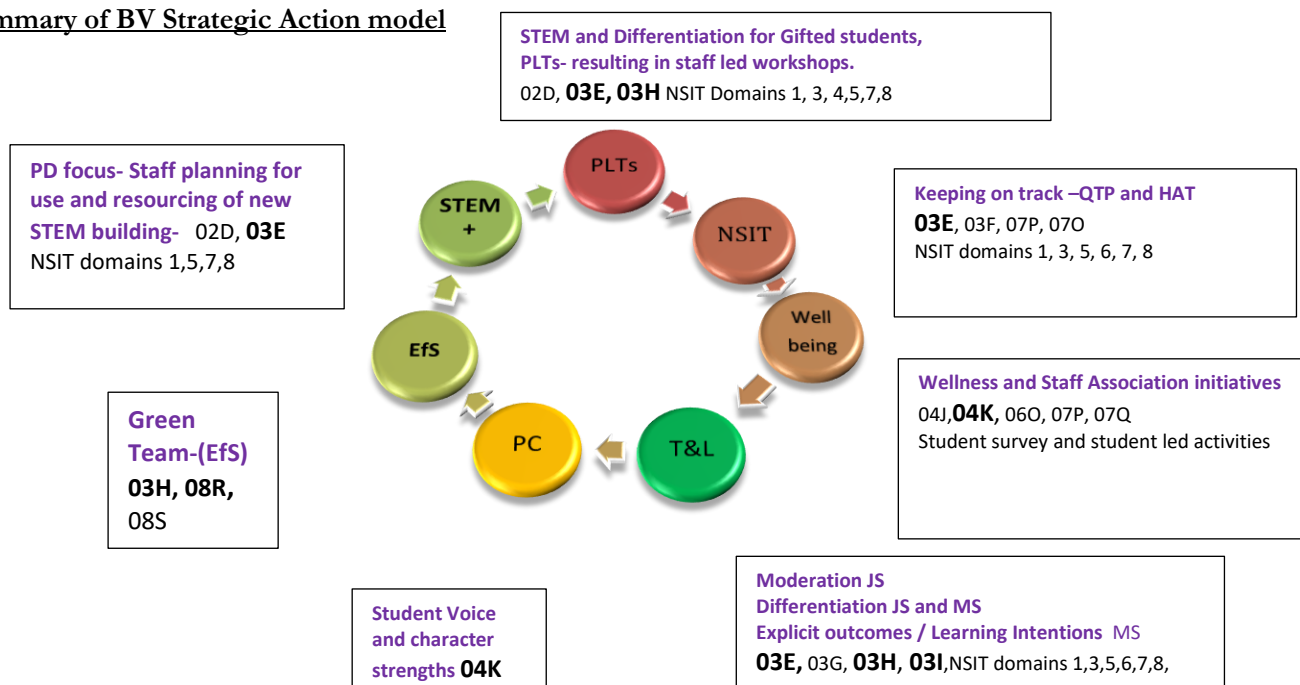
**Action Area: 04 Student Wellness**

**Item K.** Continue to promote student voice and use base line data to apply relevant pastoral care, wellness and social skills interventions

**Action Area E, H, I-**The Strategic focus for Blakeview this year again stemmed from a document presented to staff in Week 0 and then at the first Whole School staff meeting and subsequent meetings. This document outlined:

- a) All the Strategic Action Items 1-10 with BV responses, with 02D,03E, 03F, 03G,03H, 03I, 04J, 04K, 06O,07P, 07Q, 08R,08S highlighted as priorities but categorised for Leadership/Principal/Staff action.

**Summary of BV Strategic Action model**



**Staff/Leadership/Principal priorities (all Strategic Items).**

Principal

- Anglicare and community partnerships and projects.
- Multicultural opportunities to support our diverse community.
- Focus on Surface to Deep learning-STEM, Robotics. Supporting all Strategic actions and momentum. Appraisal cycle and GROWTH coaching monitor and facilitate. Promoting PD on 21st century T and L and staff need. Pos Ed. Staff Voice. Supporting Staff Association and Wellness group. Student Voice. Green Team. Support Efs. Maintain fiscal rigour-Budget. Support P& F and Volunteers.

School Leadership group

- Promote Community Service, RAVE and Assemblies.
- Monitor MSU and Behaviour report. GROWTH coaching. Children's University. POS Ed. Student leadership. Creating 2017 JS and MS Anti Bullying Pledge. Support and facilitate Explicit Outcomes/Learning intentions, Differentiation and Moderation foci. Student Voice opportunities.

Staff

- Excellence in teaching- Surface to deep learning through Differentiation- focus on gifted strategies, explicit outcomes/learning intentions and moderation. Maintain personal QTP. Optional Staff PLTs in STEM, Gifted and Talented students, Enterprise initiatives. POS Ed language. Character strength stickers, Wellness group. Student Voice.

- In 2017, all staff at staff meetings and in PLT Learning Team times, have worked on their response to the strategic aims. **Our aim in 2017 was to show progress from High to Outstanding in the NSIT Domain 1,2,5,6 and 8 and from Medium to High in Domains 3,4,7 and 9.(03E)** Initiatives are: Junior School – **effective and authentic moderation** and Middle School- **explicit outcomes/learning intentions**. Professional development sessions would centre on Solo Taxonomy (Gifted and Talented strategy) differentiation and STEM principles in preparation for the resourcing and opening of the STEM building in 2018, *The BV Innovation hub*. Within the staff summary of the NSIT tool, it was decided that the following progress had been made:
  1. **Domain 1- An Explicit Improvement Agenda-** progress made particularly in differentiation and informed use of data. New document in MS outlining protocol to record and programme differentiated tasks. JS created differentiated tasks within the AISSA Moderation project. **High plus level achieved.**
  2. **Domain 2- Analysis and discussion of data-** progress made in all areas. Continuing on from the success of 2016, Data Based Decision Making Continuum (DBDM) developed by GR and BV for **students** in the informed use of data. To be submitted to AISSA. **Outstanding level achieved**
  3. **Domain 3- A culture that promotes learning-** **High level achieved** through the realms of differentiated tasks, explicit learning intentions and outcomes, WALT and WILF, and growing a culture of student responsibility in learning through student agency and DBDM continuum.
  4. **Domain 4-Targeted Use of school resources-** **High plus level achieved** through the accreditation by Dyslexia SA of Blakeview as a Dyslexia Aware School, the support of students with Dyslexic Type Learning Needs (DTLN) needs and Light it Red for Dyslexia Day, the creation of Dragon Speak Naturally videos in collaboration with South school to support learning needs of DTLN students, the efficient meeting of learning needs through a tiered and authentic monitoring system, differentiation being a mandated part of programming, effective use of data to respond to need, skilled membership within PLTs and the effective use of resources, whether physical, IT or staff.
  5. **Domain 5- An expert teaching team- Outstanding level attained** through collective responsibility and the work on building capacity in growth mindset and character strengths, Solo Taxonomy, an active Wellness team and the use of a self-reflective tool such as the Data continuum. STEM and Gifted and Talented PLTs set up and then whole school meeting led by staff in STEM and G and T. Staff QTP goals all reflected the strategic aims and were achieved and monitored through QTP, Appraisals and GROWTH coaching.
  6. **Domain 6- Systematic curriculum delivery- Outstanding domain achieved** through advocacy for, and attainment of, scope and sequences for spelling and mathematics, the building of a collective responsibility for results in school standardised and national testing, the achievement standard focus of the Moderation project, effective PLTs and informed use of data as a ‘flashlight and not a hammer’ through the work of AISSA, Blakeview and Gawler River schools on the data continua and PLTs.
  7. **Domain 7- Differentiated teaching and learning- High Plus level achieved** due to the focus through the Quality Teaching Project and goal setting by staff, school strategic aims and collaborative relationships with AISSA, and Dyslexia SA- on informed use of data, differentiated quality teaching practice and dyslexia aware accreditation.(DAS) Continued Professional development in Visible Learning, Dyslexia training with Dr Bartek Rajkowski, Reading Doctor PD, Solo Taxonomy, Thinking Hats, STEM PD, Highly Accomplished Teacher Accreditation for a member of staff, five parent nominated NEiTA awards and high take up for Children’s University.
  8. **Domain 8- Effective Pedagogical practices- progress made upward to the High plus category** due to leadership leading the DAS, STEM and differentiation process, with staff assuming a collective responsibility for student progress
  9. **Domain 9- School Community partnerships-High Level maintained** with parental collaboration in the garden and outdoor Maths space. Anglicare SA partnerships continued from 2016 but yet to roll out. All JS collaborating on Moderation project with AISSA.

#### Strategic Focus for 2018

- **Middle School:** Explicit Outcomes/Differentiation in Teaching and Learning– **continue to embed in all programming**
- **Junior School:** National Moderation Project (AISSA) - authentic assessment using collaborative achievement standards-with emphasis on catering for the differentiated needs of students - **Use of *Friendology* programme to support students’ wellbeing**

#### Action Area: 04 Student Wellness

In 2017, the leadership team continued to look at targeted data- attendance, lateness, the Middle School Update MSU and Junior School Behavioural report (which outline students on various tiers of behaviour intervention), and effort data. Student success was celebrated in award ceremonies and pastoral care. Parents were reminded of appropriate protocols. Staff were sent a copy of this data so they could keep track of academic progress and attendance. Counsellor and Social Work students supported students. Heads of House and Class teachers kept in depth notes on Synergetic re absenteeism and lateness. Students with poor attendance had this mentioned in their reports and reflected in their effort grades.

In 2018, emphasis will be **on improving parental ‘buy in’ to the value of regular school attendance. More Pastoral Care** sessions is planned in 2018 by changing the assembly schedule to maximise wellbeing opportunities. **Magic 1-2-3 Parenting course** to continue. Children’s University grew from 2016 in numbers of students graduating and will continue. **An audit of students who do not participate in co-curricular will create data for a wellbeing target.** In 2017, the Youth Chaplain and Chaplain monitored ADF students and offered support - including notes home and a morning tea. Breakfast Club and prayer time grew in popularity and will continue in 2018.

Student leaders (Middle School) completed a survey of student voice in 2017 asking for suggested lunch time activities and created netball and basketball competitions, ‘Blakeview’s Got Talent’, an Art competitions, introduced music at lunchtimes and other such activities to engender student engagement form EY-10. The JRC (Junior School) met with the P and F to discuss their funding suggestions for 2018. Seesaw and Class Dojo apps were used in the Junior School to feedback student voice to their parents. Schoolbox was rolled out to Year 10 students. All parents were also encouraged to use their membership of the P & F as a mechanism for parental/student voice- with increased participation rates in all P & F events. **2018 focus will be to increase parental participation in Magic 1-2-3 parenting workshops and mindfulness. A successful trial of *Friendology* (anti bullying strategy) means the programme will be rolled out EY-Year 6 in 2018.** Social Work students will continue to offer individualised ongoing support EY-Year 10 and an emphasis on celebrating our diversity and focussing on Mindful May has been incredibly successful in the area of Wellbeing- both are in the calendar for 2018. **All the listed interventions are data driven initiatives.**

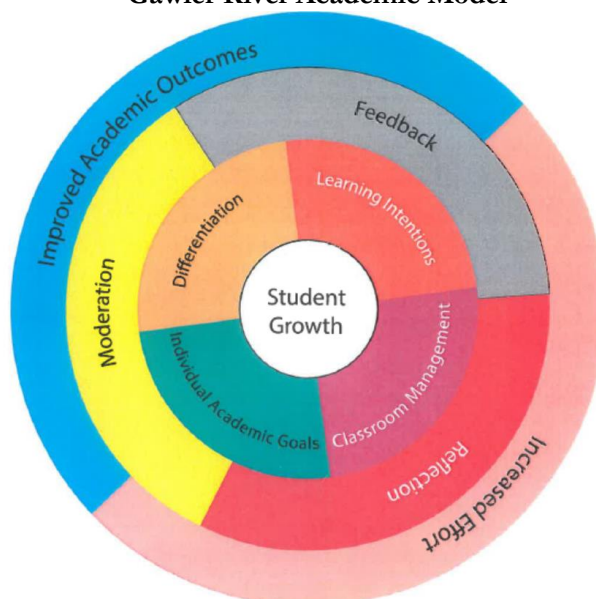
**Action Area: 03 Excellence in Teaching and Learning**

**Item: E.** *Promote, upskill and resource Professional Learning Teams (PLT's). Encourage and support data and research driven initiatives. Set relevant measureable academic improvement objectives/targets particularly relative to the National School Improvement Tool (NSIT).*

Professional Learning Teams (PLT's) are seen as integral in our focus on school improvement and student growth. The two distinct teams established in 2016 were continued in 2017: Data Team (PLT) – specific Teaching and Learning areas, and School Team – cross section of staff from within the school. The latter PLT being pivotal when utilising the NSIT. Data PLT's annually re-establish group norms, expectations and use the previously formulated continuum of practice to identify zones of actual development and zones of proximal development for ongoing individual and team growth. A range of data was analysed and interrogated, enabling areas of focus to be identified and established, which included:

- Transition programmes.
- Managing differing learning needs.
- Mathematics.
- Literacy and higher order thinking skills.
- Learning groups.
- Differentiation.
- Inquiry-based learning.
- Individual academic goals.
- Online access of identified data to staff eg NAPLAN, SENA Testing, and diagnostic assessments.

Learning is underpinned by data and feedback, with data-based decision making embedded in the culture of Gawler River. Utilising the NSIT and other sources of data in 2017 eg AISSA/ACARA Moderation Survey, PAT Tests etc, goals and objectives including targets were established. Namely: academic growth with a focus on assessment tasks and moderation, increased knowledge of achievement standards, Teaching and Learning programmes (academic rigour) including evidence of data usage, relevant professional development, differentiation, student goal setting. As a consequence, an Academic model was formulated which guided and informed practice.

**Gawler River Academic Model**

**Item: H.** *Explore the impact of providing additional flexibility through timetable, school hours, curriculum, staffing, facilities, extension activities such as 'academic academies', in-residence programmes and pedagogy. Continue partnerships with universities and training organisations in order to enhance educational opportunities; including supervised research and pedagogy enhancement.*

- 2017 realised the introduction of specialist Literacy Teachers in the Junior Schools, with a particular focus of Early Years to Year 2. In collaboration with Class Teachers, Heads of Teaching and Learning and Learning Support Staff, programmes were developed to best suit the Literacy needs of all students in each cohort. Regular auditing and assessment is undertaken to monitor student progress and inform programmes.
- A weekly Numeracy block in the Early Years classes was implemented as a result of entry assessment and observations, enabling students of differing stages of proficiency to be grouped accordingly.
- Utilising existing staffing levels, an additional class in Year 9 Science and English was able to be created. Students were placed in classes according to learning needs, with progress regularly monitored.
- Curriculum flexibility has enabled Enterprise Learning and Entrepreneurial Projects to be explored and analysed. The Kitchen Garden Project has seen Year 6 students involved in the implementation of a 'Food Market' and 'Seedling Sales', including the establishment of links with service groups (Anglicare Food Barn) and catering businesses in the supply of produce.
- A review involving all Trinity School of University and VET engagement was undertaken. Feedback was sought regarding existing programmes, 'A Day in the Life', University and TAFE presentations and visitations. Student Voice was accessed in this process, with PLP Teachers and relevant TCS Staff preparing an amended programme.

**Item: I.** *Further embrace pedagogy which provides clarity regarding learning intentions in all contexts.*

- Teaching and Learning programmes have been further developed to provide a standardised approach. Programmes indicate Learning Intentions and articulate the expected differentiated Learning Outcomes based on proficiency levels of students. Students are aware of Learning Intentions for each lesson/unit of work and expected outcomes, with student feedback actively sought to guide planning.
- Collaborative approach to planning and preparing Teaching and Learning programmes occurred by utilising and apportioning existing staff meeting time and timetabled shared non-contact times of 'like' teachers eg Faculty/Year Level, to enhance consistency.

#### **Action Area: 04 Student Wellness**

**Item: K.** *Continue to promote 'Student Voice' and use collected baseline data to apply relevant pastoral care, wellness and social skills interventions.*

Student Voice is clearly apparent in a myriad of ways:

- School Captain and Student Leader eNews and assembly reports.
- Class/House meetings.
- Selection of House, sub-school and school charities.
- Formulation of school canteen menu.
- Assembly topics.
- Student Wellbeing initiatives – Connective Lounge, sourcing outside agencies – yoga, aerobics, mindfulness (Miss Fit Movement).
- Establishment of 'gratitude pin up boards' displayed throughout the school.
- Child Safe Practices – Bullying, Cybersafety.
- Student surveys regarding and informing School events – Swimming Carnivals and Sports Days.
- Student 'Shout Out' boards – highlighting School positives.

In addition to Student Voice and data accessed from wellbeing surveys and student profiles, the following initiatives and actions have been implemented:

- Year 3 and 9 Peer Mentoring programmes.
- What's the Buzz – social skills programme.
- Deployment of ESO's to provide assistance in the Junior School during play periods.



- Introduction of Friendology and Seasons for Growth programmes.
- Continued development of Positive Education programme including: Mindfulness, Gratitude, Character Strengths.
- Junior School (Year 6) to Middle School Transition programme.
- Parent seminars – Study Skills and Student Health.
- Middle School Pastoral Care programmes:
  - \* Year 9 and 10 Encounter Youth Drug and Alcohol Education.
  - \* Year 8 Odyssey and Inspire programmes – Self-Reflection and Respect.
  - \* Year 7-10 Butterfly Foundation programme – Social Media and Body Image.
- Cybersafety presentations – Carly Ryan Foundation and Brett Lee – Internet Safe Education.
- R U OK? Day.
- Reconciliation Week.
- Youth Chaplain Breakfast Club.
- Establishment of 'Running' Club and Fitness Room.

**Action Area: 03 Excellence in Teaching and Learning**

**Item: E.** *Promote, upskill and resource Professional Learning Teams (PLT's). Encourage and support data and research driven initiatives. Set relevant measurable academic improvement objectives/targets particularly relative to the National School Improvement Tool (NSIT).*

**Rationale**

Trinity College recognises that Teaching and Learning is our core business and needs to align with the needs of 21<sup>st</sup> Century learners, be linked with student, staff and community wellbeing, and have the flexibility to adapt to disruption. We need to enable students to be the best possible version of themselves.

- The first of the nine domains of the NSIT is establishing an explicit improvement agenda, and following considerable consultation throughout 2016, the staff adopted 'in Pursuit of Excellence' as its 2017 guiding principle. This was reflected on regularly, and was a key consideration when decision-making. The North staff team was united in its commitment to improve the quality of teaching and learning - and resultant outcomes – and this was emphasis was conveyed to students in House, classroom, assemblies, newsletters, and through an experimental Year 9 coaching programme. This theme was also given a kick start by an inspirational talk delivered by prominent transplant surgeon, Chen- Li Holmes-Liew on aiming for the sky and benefiting from a growth mindset, grit and vision.
- Regular meeting times have established to ensure a continued focus on PLT's, including a full Professional Development Day, in an effort to improve teaching and learning.
- Following feedback collected on the effectiveness of these teams at the end of 2016, the groups have been restructured to like year levels or faculty groups.
- Conscious of the NSIT, great emphasis has been placed on the analysis and discussion of systematically collected data in a variety of areas.
- For example, in the Junior School, time has been set aside for data analysis looking at NAPLAN, ACER, Waddington, SPELD, SENA, PM reading levels to enable staff adequate time to discuss results in a group, set goals for year levels and individuals.
- Current PLT's are dedicated to learning from this year's NAPLAN results.
- Targets were set for English staff relating to improvements in the specific areas of grammar and punctuation and writing in which our students lagged behind national means (sentence level punctuation and paragraphing). While these targets were met, other targets need to be set this year relating to writing, especially between Year 5 and Year 7. This will continue as a joint initiative between Heads of Teaching and Learning TLs in MS and JS.
- Discrete spelling and grammar lessons have been introduced in Years 4 - 7. Early signs are that certain spelling skills (unaccented syllables and Latin and Greek derived words) have improved slightly in the year since we introduced this. The grammar lesson in Year 7 is too new to assess its impact.

**Item: H.** *Explore the impact of providing additional flexibility through timetable, school hours, curriculum, staffing, facilities, extension activities such as 'academic academies', in-residence programmes and pedagogy. Continue partnerships with universities and training organisations in order to enhance educational opportunities; including supervised research and pedagogy enhancement.*

- In 2017, Year 10 students have visited to the city university campuses or TAFE campus. We have also had several students this week taking part in an Ingenuity excursion for students considering a pathway in engineering.
- Digital Technologies leader, Sion Harman, is currently investigating student participation in girls in STEM programmes and activities offered through Adelaide's universities.
- Old Scholars who have succeeded in ICT and STEM are being researched and investigated, as part of a speaker programme.
- John Robinson has continued a close association with the Positive Education Schools Association (PESA), having been invited to speak at National conferences in Sydney and Perth this year.
- Our strong involvement with the Association of Independent Schools has been further boosted through Junior School involvement with the Moderation project.
- Ian Ward continues a close association with AIM Australia, presenting again this year to schools from Australia and overseas at this year's conference in Melbourne.
- Philp Ong has further developed national and international links relating to the teaching and learning of Chinese, and opportunities for students, including national representation in Perth this year.

- Membership of AISSA's Rudolph Project, working with Yong Zhao (noted U.S. author) on developing an entrepreneurship activity and culture at Trinity.
- Year 6 teacher, Amy Craig, presented at the Primary Mathematics Conference on Maths rotations and group work to cater for individual needs and provide more differentiation opportunities, strengthening our connection with this highly regarded association.
- This year North re-established strong links with the Independent Primary Schools Heads Association of Australia (IPSHA), and the Head of Junior School, Head of Teaching and Learning and Head of Pastoral Care all benefited from the Professional Development, school tours and collegiality on offer.
- Conscious of the links between Music and academic achievement, Music teacher Luke Gray has continued his work as committee member of Orff Schulwerk and Australian Society for Music Education – linked to his Master's thesis at Flinders University.
- In 2017 we forged very strong links with the University of NSW, and are placed ourselves firmly on the 'academic map' through widespread student participation in ICAS, outstanding results (including two students who were awarded gold medals for achieving South Australia's highest scores in their respective age groups), and follow-up utilisation of data sessions with university representatives.

**Item: I.** *Further embrace pedagogy which provides clarity regarding Learning Intentions in all contexts.*

- As we embrace the use of data to know where our students are, we use clear learning intentions to take them to the next level.
- Staff have had PD sessions in addition to the PLTs around both success criteria and learning intentions. This has then been discussed and developed in PLT times. We have asked teachers to display learning intentions and reflect on these in discussions with the students.
- Ongoing target setting with individuals through Daily 5 conferencing and in Mathematics
- Individual and class goals set for SKOOLBO and Mangahigh for online Mathematics practice. Certificates and awards presented accordingly.
- North dedicated a PD day to PLTs and the aim of enabling all of our teachers to set students clear targets which reflect each individual's current mastery of the skill or topic in question. The initial session was dedicated to examining data, showing where to find it and how to interpret it.
- Staff are all asked to make learning intentions explicit in the planning and execution of lessons.
- North Junior School teachers are encouraged to utilise one session per week when both classes have Chinese/Grammar to plan together and reflect on learning goals for both the cohort and individuals. Timetables have been set up to allow this to work for Year 2-Year 6 (in 2018 we aim to do this next year EY-Year 1 also).
- Our new appraisal process highlights this as a priority in lesson observations.

### **Action Area: 04 Student Wellness**

**Item: K.** *Continue to promote 'Student Voice' and use collected baseline data to apply relevant pastoral care, Wellness and social skills interventions.*

- This year we participated in the University of Melbourne's Wellbeing Profiler to gain some useful baseline data on the wellbeing of our students. A Junior School survey was also arranged, but put on hold following some teething difficulties with the Wellbeing Profiler.
- All Middle School students completed the VIA Youth Strengths survey in Term 1. This helps the student voice to be one which focuses on the positives.
- Both surveys and anecdotal evidence have shown that our Friendology programmes have equipped students with a common voice to solve many friendship issues themselves. Using the language of 'friendship fires' and 'the 4 rules of friendship,' as well as explicitly teaching conflict resolution skills has proved worthwhile.
- The House system has continued to be a marvellous medium to foster student voice and implement social skills interventions, in addition to such initiatives as Dads and Lads and Karate Kafe, weekly student leader meetings and student representation on the Canteen Committee.
- The Year 6 leaders meet weekly to discuss issues and positive actions which can be taken. These leaders report back to the students they represent at weekly assemblies and developed their own campaign under the slogan of 'North School - your second home, your second family.'
- Students from Year 2 have spoken in assembly, voicing areas we could work on. As a result we have seen reduced litter, more positive language and a greater respect of the environment.
- Middle School leaders meet weekly with a representative from the North (staff) Leadership Team. Our new selection process paid dividends, as our leaders have been fine role models.

- Teachers are now encouraged to seek feedback from students regarding the effectiveness of their lessons.

### **Plans for 2018**

- Further development of student feedback systems.
- Staff assistance to continue to embrace professional networking opportunities.
- Continue 'In Pursuit of Excellence' as a guiding principle.
- Continue work focusing on student agency and North's entrepreneurship trial.
- Continue to use NSIT as a guideline for school improvement, utilising data effectively.
- Review transition procedures and activities for students moving from Junior School to Middle School.
- Implement revised staff performance review procedures.



**Action Area: 03 Excellence in Teaching and Learning**

**Item: E.** *Promote, upskill and resource Professional Learning Teams (PLTs). Encourage and support data and research driven initiatives. Set relevant measureable academic improvement objectives/ targets particularly relative to the National School Improvement Tool (NSIT).*

- With the support of AISSA, key staff at Trinity South have undertaken the highly regarded ‘Cultures of Thinking’ project with Ron Ritchhart Senior Research Associate from Harvard University and this has informed the work of professional learning teams.
- In response to National School Improvement Tool (NSIT) feedback, Heads of Teaching and Learning work with staff to analyse data to identify strengths, weaknesses, trends and develop strategies as part of individual teacher’s individual quality teacher programme. A wide range of data is considered including the NAPLAN analysis tool and ACER online diagnostic testing as well as classroom-based assessments were used to test hypotheses and develop strategies.
- In response to a NSIT recommendation that a single focus is most effective, professional learning teams continue to be the predominant vehicle for staff development with majority of scheduled meeting times this year committed to learning teams.
- With the support of AISSA Junior School staff have undertaken a Moderation Project focusing on assessment in Mathematics and English.
- In response to feedback from NAPLAN data, a Junior School approach to spelling has commenced using diagnostic testing to identify needs and track growth has commenced in addition staff have undertaken phonetic awareness training to improve student outcomes.

**Item: H.** *Explore the impact of providing additional flexibility through timetable, school hours, curriculum, staffing, facilities, extension activities such as ‘academic academies’, in-residence programmes and pedagogy. Continue partnerships with universities and training organisations in order to enhance educational opportunities; including supervised research and pedagogy enhancement.*

- Award-winning past teacher Tom Stone partnered with staff to deliver a number of STEM lessons to build capacity and enrich learning activities for students.
- All staff were offered the opportunity to propose innovative furniture that would demonstrably enhance student learning. There was an expectation that the proposal would consider research and best practice schools. As a result, two staff were provided the opportunity to purchase entirely new furniture for their classrooms. In addition, other staff have been encouraged to use these classrooms. This will continue in 2018.
- Mindful of optimising staff resources a reorganisation of the yard duty roster has allowed a reduction of yard duty supervision by 20 minutes per week for the majority of staff.
- Year 10 science classes were divided by specialist subject rather than by class to enable teachers with particular expertise in physics, chemistry and biology to deliver lessons.
- To meet both the pastoral and academic needs of the early middle school students Year 7 and 8 classes were grouped by House this year to ensure that students have the majority of their lessons with students in the same Houses as them.

- In partnership with the Senior School all Year 10 students attended an introduction to University day or an introduction to TAFE day to inform future career decisions.
- A number of Middle School students attended an engineering workshop provided by the University of Adelaide.
- With the appointment of a new Head of Teaching and Learning and Head of Pastoral Care in the Junior School additional release time was provided to these staff over the course of the first six weeks of Term 1 this year.
- Specialist classes provided by a new literacy support teacher in the Junior School have had considerable positive impact upon literacy levels for a number of students.
- A specialist mathematics support class for less able students in the Middle School has been successful and enabled the majority of students to transition to core mathematics.
- An outdoor learning space has been built for Middle School

**Item: I.** *Further embrace pedagogy which provides clarity regarding Learning Intentions in all contexts.*

- Middle school staff have continued to develop the South Teaching Model (SMS) over the past three years. While informed by the work of leading educational thinkers Robert Marazno and John Hattie this unique South model has been developed to facilitate a common and an explicit understanding of what constitutes good teaching and learning at South.
- All staff engaged in an observation protocol as part of professional learning teams whereby a group of teachers observe a lesson followed by an opportunity to consider, analyse and adopt effective learning strategies.

#### **Action Area: 04 Student Wellness**

**Item: K.** *Continue to promote 'Student Voice' and use collected baseline data to apply relevant pastoral care, Wellness and social skills interventions.*

- Our major undertaking was the Cultural Development Programme. Under the guidance of the College Psychologist, information was gathered from both students and staff, and student/staff joint seminars to gather, sort and prioritise information. The South leadership team considered this feedback and a number of positive initiatives were undertaken in response.
- Junior School Council – Student leaders met fortnightly with the HPC to discuss ideas for school improvement and a number of successful initiatives have flowed from this.
- Following NSIT feedback a 'student voice council' was established (as distinct from formally elected student leaders) to enable student feedback and a number of positive initiatives have followed. Class circle time were also introduced to facilitate student voice and the Positive People @ Trinity programme was introduced to all classes.

**Action Area: 03 Excellence in Teaching and Learning**

**Item: E.** *Promote, upskill and resource Professional Learning Teams (PLTs). Encourage and support data and research driven initiatives. Set relevant measureable academic improvement objectives/ targets particularly relative to the National School Improvement Tool (NSIT).*

- Professional learning teams focussed on the upskilling of staff in our learning management system during 2017. Staff participated in workshops focusing on the development of class pages, assessment resources, online marking and reporting functionalities. Professional development offered on an ongoing basis once a week by the Head of Digital Technologies provided staff with additional support and assistance to try new approaches.
- Staff have received training regarding the focus of reports now being about providing feedback rather than a summary of what has been achieved during the report period.
- Schoolbox reporting standards formulated in consultation with staff members to ensure consistency across all platforms.
- Professional development regarding programmes offered at both TAFE and University. This upskilling occurred through interactive tours and workshops with students in these spaces. Teacher exposure to these sectors has played a key role in assisting students to make informed choices regarding future pathways and subject selections.
- Increasing mental health concerns within our community will see eight staff members participate in the Geelong Grammar Positive Education course in January 2018. A streamlined pastoral care programme will be implemented in 2018 to address some of the concerns highlighted during 2017.

**Item: H.** *Explore the impact of providing additional flexibility through timetable, school hours, curriculum, staffing, facilities, extension activities such as 'academic academies', in-residence programmes and pedagogy. Continue partnerships with universities and training organisations in order to enhance educational opportunities; including supervised research and pedagogy enhancement.*

**MOU University of South Australia:** provision of 100 hours face-to-face contact with staff and students at TCS during 2018. A visible workspace to be established for staff, students and university staff to interact during the year. Additional access will occur for robotics and staff PD through access to the new Samsung Smart School at the Magill campus of the University of SA.

**Vet Pathways in Operation at Trinity Senior:**

- ATEC – MOU for Trinity Trade Centre, Certificate II Engineering
- Active Training – MOU arrangement to deliver Certificate III Aquatics and Fitness at STARplex
- TAFE SA – Visa Agreement to deliver Certificate 1 Agriculture / Horticulture
- TAFE SA – Visa Agreement to deliver 2 units of VET from Certificate 1 Engineering in *Try a Trade*
- TAFE SA – Certificate III Tourism, Certificate II / III Commercial Cookery
- Queensford College – partnership to deliver Certificate III Business on site at Trinity College in 2018
- Queensford College – delivery of Certificate III Hospitality via holiday workshops
- Exploration of the possibility of running Certificate II in Creative Industries – 3D Animation Foundation Course and Certificate II in Information, Digital Media and Technology – Game programming foundations course at TCS in 2018. Staff training has occurred in order to allow staff to deliver course materials to students.

**University Pathways:**

Adelaide University Early Entry programme – Science outreach programme-providing students with an insight into University life and exposure to the opportunities of studying science.

Adelaide University Head Start programme – one student has undertaken two units of study this year in the area of Mathematics and Information Technology.

**University Experiences:**

- Year 11 Ingenuity Excursion – Physics students exploring the final year engineering projects. Students presented with an opportunity to interact with students and university lecturers regarding courses and outcomes.

- Health Workshops – Year 11 and 12 students have participated in first aid programmes, visiting nutritionists, the Party Programme at the Royal Adelaide Hospital and made use of the research facilities at the University of SA. These vital connections have supplemented the learning activities undertaken at school.
- Year 10 PLP University experience (Adelaide University / University of South Australia). The excursion provided an opportunity to help shape subject selections as students move into TCS.
- University of South Australia tours for Art / Design students – tour and practical applications in the Arts department; Physics and Information Technology excursions for students to experience hands on applications for these courses in a post-secondary environment.
- Unsupervised study has provided students in Year 11 and 12 with independence in determining how they utilise their time in non-contact lessons. Students have made favourable use of the learning spaces in the Library and Hall area. Further refinement of study spaces based around need in 2018 in order to improve outcomes will occur.

**Item: I.** *Further embrace pedagogy which provides clarity regarding Learning Intentions in all contexts.*

- TCS staff will undertake professional development with the University of South Australia on Thursday 7 December to build upon the efforts with online learning in 2017 in Schoolbox. Our focus for this day will be on learning analytics, blended learning and implementing graduate attributes into our daily teaching in order to help set up staff for the 2018 school year.
- Use of the Learning Management System ‘Schoolbox’ has increased clarity for students around content, due dates, test timing and homework expectations. The functionality of this system means students know where notes are and can start to become more independent and proactive in their learning. Being able to place resources in this space has meant teachers are now seeing more collaboration and engagement with tasks.
- Further implementation of whole wall white boards within rooms has moved teaching away from the front of the room towards a more student inquiry focussed approach. Further expansion of this methodology is planned for 2018 based upon positive feedback from students and staff.

#### **Action Area: 04 Student Wellness**

**Item: K.** *Continue to promote ‘Student Voice’ and use collected baseline data to apply relevant pastoral care, Wellness and social skills interventions.*

- Increasing presentation of students with mental health and anxiety related issues at TCS will see the appointment of a 0.2 psychologist position in 2018 and an increase in time for counselling services to offer more support to students.
- Students exposed to targeted programmes for dealing with examination stress and anxiety by the counsellor. These presentations built upon by the work of Kirrilie Smout (Clinical Child / Adolescent Psychologist) who ran Brain Training sessions with our students focussing on finding and keeping the drive; memory magic and managing stress and tough times.
- Student leaders played a key role in reflecting on the College’s Child Protection Policies with feedback provided to Mr. Smedley.
- Student leaders have represented the College at the Anglican Schools Leadership Conference. From this event, students are working with our Head of Digital Learning in order to work with measuring student opinions and viewpoints.
- Development of a self-service student page on Schoolbox in order to provide interventions to assist learning. Focus is based around – getting organised, managing your time, study tips and techniques, writing reports, avoiding plagiarism.
- Participation in the Gawler Mental Health seminar with the Head of Student Care and two Year 11 Leaders.
- Six Year 11 Leaders participating in the Gawler Youth Summit.
- Continuation of the successful presentations from SAPOL and the MFS on the issue of driver safety.
- Formulation of a well-being wall for students to come and collect motivational quotes.



## Strategic Plan 2017 Action Items Scorecard

### 01 Christian Values – Live the College motto of “In God is my Faith”

A. Reinvigorate Trinity’s relationships with local parishes and relevant service organisations. Review the worship opportunities of the College.

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B. Inspire, celebrate and more closely support Indigenous, economically vulnerable, academically and psychologically diverse students.

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### 02 Breadth of Opportunities – A school community that sustains a holistic range of opportunities and educational choice that is current and relevant

C. Complete co-curricular review and implement recommendations to ensure relevance, engagement, improved communication, opportunity and performance.

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D. Embrace opportunities to promote Science, Technology, Engineering and Mathematics (STEM) particularly through increased use of Robotics and similar activities. Promote and develop 21<sup>st</sup> century skills including entrepreneurship, creativity, critical thinking and collaboration in the student body.

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### 03 Excellence in Teaching and Learning – Delivering quality outcomes for all

E. Promote, upskill and resource Professional Learning Teams (PLTs). Encourage and support data and research driven initiatives. Set relevant measurable academic improvement objectives/targets particularly relative to the National School Improvement Tool (NSIT).

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F. Focus the ‘Quality Teaching Programme’ toward coaching to enhance professional skills as outlined in AITSL standards. Continue to support ‘Lead Teacher’ / ‘Highly Accomplished Teacher’ attainment package.

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G. Continue to embed ‘Differentiation’ strategies which ensure our collective pedagogy meets the needs of ALL learners. Expand strategies which deliver growth and value add for every student. Improve authentic analysis and assessment tools by providing staff with opportunities to upskill via professional development in areas such as moderation.

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H. Explore the impact of providing additional flexibility through timetable, school hours, curriculum, staffing, facilities, extension activities such as ‘academic academies’, in-residence programmes and pedagogy. Continue partnerships with universities and training organisations in order to enhance educational opportunities; including supervised research and pedagogy enhancement.

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I. Further embrace pedagogy which provides clarity regarding Learning Intentions in all contexts.

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**04 Student Wellness** – Support, develop and encourage good physical and psychological health

J. Embed Positive Education into the Academic, Co-curricular and Pastoral Programme. Build in opportunities to systematically measure progress in Wellbeing. Formally establish an all-encompassing, overarching Positive Education charter.

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K. Continue to promote ‘Student Voice’ and use collected baseline data to apply relevant pastoral care, wellness and social skills interventions.

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**05 Community Wellness** – Trinity engages, inspires and supports the Community

L. STARplex programmes and offerings to meet more clearly the Wellness and Education needs of a) Trinity College and b) the wider community.

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M. Promote the use of the Trinity College Pavilion for community building events.

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**06 Family Wellness** – A College that provides a strong and supporting learning environment that enhances strong partnerships with families

N. Improve consultation with community including enhancing more regular parental ‘voice’ and other stakeholder feedback.

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O. Empower ‘Wellness Teams’ to lead initiatives to enhance flourishing for students, staff and families.

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**07 Staff Culture** – Attract, support, develop and retain top quality staff

P. Promote a positive work culture that features mentoring, leadership enhancement and encourages innovation. Utilise more fully the expertise of a wider range of staff by promoting staff ‘voice’ through genuine consultation and collaboration. Mentor and support emerging leaders.

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Q. Review staff workload. Enhance protocols relating to expectations, PORs, wellbeing and change.

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**08 Environmental Sustainability – Excellence in environmental literacy and practice**

R. Continue to embed sustainability education immersion activities into curriculum including experiential learning at schools, via the Farm and at Blackham. All EY-10 Schools to establish a ‘Green Team.’ Further embrace the NRM Core Indicators Tool to drive change with all Junior Schools moving through the process to attain a higher level.

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S. Trinity College to adopt an ‘Environmental Management Plan’ with specific KPI’s, policies and practical application in terms of reducing our footprint in Energy, Waste and Water and promoting Recycling.

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**09 Enterprise Development – Open to new ideas and opportunities**

T. Update the building master plan and provide the College Board with a costed infrastructure development plan covering 2017 - 2026. Deliver significant infrastructure projects including the North Middle School, Gawler River third stream expansion, Blakeview classroom and Trinity College Pavilion.

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U. Establish, resource and empower a Teaching and Learning Professional team advisory group to deliver a report regarding STEM opportunities. This will drive a comprehensive STEM plan to future-proof the educational needs of the College; including curricular and co-curricular opportunities.

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V. Embrace the key recommendations from the 2016 ICT hub group future directions report. Establish a Learning Management System (LMS) across Trinity College. Review and implement improved leadership structures relating to ICT. Provide ICT Professional Development opportunities. Expand the BYOD programme.

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W. Promote the integral role of College community groups such as the Trinity College Foundation and Parents and Friends. Encourage and celebrate volunteering and fundraising. Review College use of social media to maximise community engagement.

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X. Collaboratively produce ‘Trinity specific Charters’ regarding what good teaching looks like, what quality parental engagement with the College looks like and what student behaviours which promote flourishing looks like.

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**10 Financial Sustainability** – Ensure Trinity College remains vibrant and viable into the future

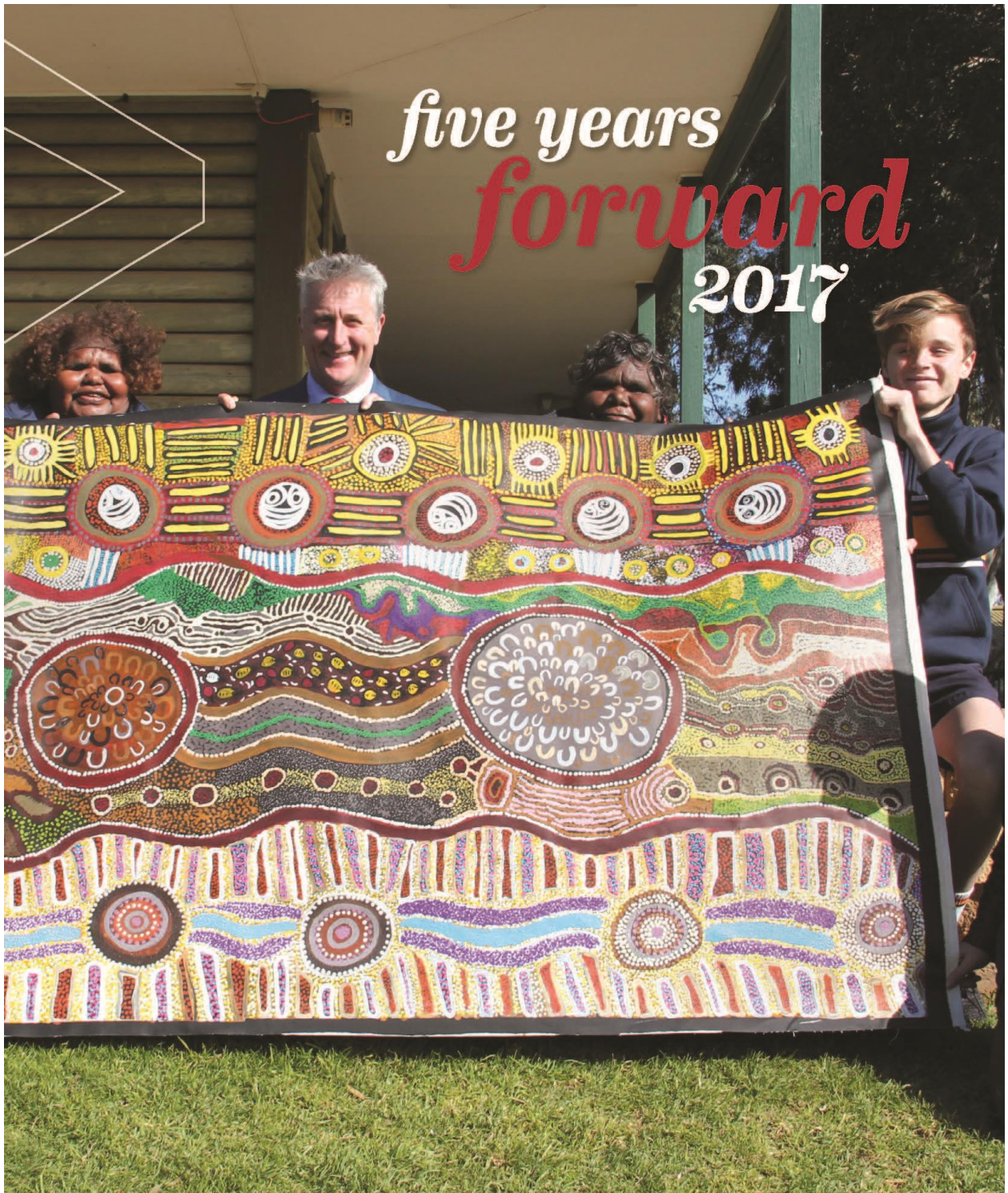
Y. Keep the College 'Trading bottom line' in Surplus. Continue to focus on the quality and efficiency of programmes offered at STARplex. Embrace further commercial and school supportive opportunities at STARplex.

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Z. Develop a clear outline of the financially sustaining principles governing the College; including rationale behind cost containment, identification of risks, key financial indicators of performance, future plans and fee setting into the future.

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2017 Strategic Priorities



*five years  
forward  
2017*

*Trinity College  
Strategic Plan | 2013-2017*

*A College of excellence, open to all, in a disciplined, caring and Christian environment.*



TRINITY COLLEGE

## Aims

*To foster in every student a desire to serve God and humanity; to develop a respect for truth and a lasting set of moral values and to acquire the greatest possible understanding of self and the worth of each individual's contribution to Society*

*To develop fully the spiritual, social, academic and physical potential of each student in a caring yet disciplined environment*

*To foster a co-operative relationship between all members of the College community - students, staff and parents*

*To develop to the fullest extent possible, the mastery of basic academic skills and to foster creativity and overall excellence*

*To provide a curriculum which has a balanced use of Christian themes in all areas and to create and foster an environment for learning, in which the Christian year is followed and observed, and in which the life of the participating parishes provide a practical focus for that observance*

*To help each student appreciate the joy of living*

## Values

<i>Opportunity</i>	<i>Community</i>
<i>Openness</i>	<i>Learning</i>
<i>Excellence</i>	<i>Wellbeing</i>

## 01 | Christian Values

Live the College motto of: In God is my Faith.

A. Reinvigorate Trinity's relationships with local parishes and relevant service organisations. Review the worship opportunities of the College.

B. Inspire, celebrate and more closely support Indigenous, economically vulnerable, academically and psychologically diverse students.

## 02 | Breadth of Opportunities

A school community that sustains a holistic range of opportunities and educational choice that is current and relevant.

C. Complete co-curricular review and implement recommendations to ensure relevance, engagement, improved communication, opportunity and performance.

D. Embrace opportunities to promote Science, Technology, Engineering and Mathematics (STEM) particularly through increased use of Robotics and similar activities. Promote and develop 21st century skills including entrepreneurship, creativity, critical thinking and collaboration in the student body.

## 03 | Excellence in Teaching and Learning

Delivering quality outcomes for all.

E. Promote, upskill and resource Professional Learning Teams (PLTs). Encourage and support data and research driven initiatives. Set relevant measureable academic improvement objectives/targets particularly relative to the National School Improvement Tool (NSIT).

F. Focus the 'Quality Teaching Programme' toward coaching to enhance professional skills as outlined in AITSL standards. Continue to support 'Lead Teacher' / 'Highly Accomplished Teacher' attainment package.

G. Continue to embed 'Differentiation' strategies which ensure our collective pedagogy meets the needs of ALL learners. Expand strategies which deliver growth and value add for every student. Improve authentic analysis and assessment tools by providing staff with opportunities to upskill via professional development in areas such as moderation.

H. Explore the impact of providing additional flexibility through timetable, school hours, curriculum, staffing, facilities, extension activities such as 'academic academies', in-residence programmes and pedagogy. Continue partnerships with universities and training organisations in order to enhance educational opportunities; including supervised research and pedagogy enhancement.

I. Further embrace pedagogy which provides clarity regarding Learning Intentions in all contexts.

*five years  
forward >*

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## 04 | Student Wellness

Support, develop and encourage good physical and psychological health.

**J.** Embed Positive Education into the Academic, Co-curricular and Pastoral Programme. Build in opportunities to systematically measure progress in Wellbeing. Formally establish an all-encompassing, overarching Positive Education charter.

**K.** Continue to promote 'Student Voice' and use collected baseline data to apply relevant pastoral care, Wellness and social skills interventions.

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## 05 | Community Wellness

Trinity engages, inspires and supports the Community.

**L.** STARplex programmes and offerings to meet more clearly the Wellness and Education needs of a) Trinity College and b) the wider community.

**M.** Promote the use of the Trinity College Pavilion for community events.

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## 06 | Family Wellness

A College that provides a strong and supporting learning environment that enhances strong partnerships with families.

**N.** Improve consultation with community including enhancing more regular parental 'voice' and other stakeholder feedback.

**O.** Empower 'Wellness Teams' to lead initiatives to enhance flourishing for students, staff and families.

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## 07 | Staff Culture

Attract, support, develop and retain top quality staff.

**P.** Promote a positive work culture that features mentoring, leadership enhancement and encourages innovation. Utilise more fully the expertise of a wider range of staff by promoting staff 'voice' through genuine consultation and collaboration. Mentor and support emerging leaders.

**Q.** Review staff workload. Enhance protocols relating to expectations, PORs, Wellbeing and change.

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# Strategic Priorities with 2017 Actions

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## 08 | Environmental Sustainability

Excellence in environmental literacy and practice.

**R.** Continue to embed sustainability education immersion activities into curriculum including experiential learning at schools, via the Farm and at Blackham. All R-10 Schools to establish a 'Green Team.' Further embrace the NRM Core Indicators Tool to drive change with all Junior Schools moving through the process to attain a higher level.

**S.** Trinity College to adopt an 'Environmental Management Plan' with specific KPI's, policies and practical application in terms of reducing our footprint in Energy, Waste and Water and promoting Recycling.

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## 09 | Enterprise Development

Open to new ideas and opportunities.

**T.** Update the building master plan and provide the College Board with a costed infrastructure development plan covering 2017 - 2026. Deliver significant infrastructure projects including the North Middle School, Gawler River third stream expansion, Blakeview classroom and Trinity College Pavilion.

**U.** Establish, resource and empower a Teaching and Learning Professional team advisory group to deliver a report regarding STEM opportunities. This will deliver a comprehensive STEM plan to future-proof the educational needs of the College; including curricular and co-curricular opportunities.

**V.** Embrace the key recommendations from the 2016 ICT hub group future directions report. Establish a Learning Management System (LMS) across Trinity College. Review and implement improved leadership structures relating to ICT. Provide ICT Professional Development opportunities. Expand the BYOD programme.

**W.** Promote the integral role of College community groups such as the Trinity College Foundation and Parents and Friends. Encourage and celebrate volunteering and fundraising. Review College use of social media to maximise community engagement.

**X.** Collaboratively produce 'Trinity specific Charters' regarding what good teaching looks like, what quality parental engagement with the College looks like and what student behaviours which promote flourishing looks like.

---

## 10 | Financial Sustainability

Ensure Trinity College remains vibrant and viable into the future.

**Y.** Keep the College 'Trading bottom line' in Surplus. Continue to focus on the quality and efficiency of programmes offered at STARplex. Embrace further commercial and school supportive opportunities at STARplex.

**Z.** Develop a clear outline of the financially sustaining principles governing the College; including rationale behind cost containment, identification of risks, key financial indicators of performance, future plans and fee setting into the future.

## 2018 Strategic Priorities

Trinity College  
Distinguishing Features

### Students

Engaged + Aspirational

### Staff

Quality + Caring

### Volunteers

Generous + Loyal

### Opportunities

Extensive + Affordable

### Care

Extraordinary opportunities with  
small school care



TRINITY COLLEGE

Alexander Avenue  
Evanston South SA 5116  
tel: (08) 8522 0666  
fax: (08) 8522 0631  
email: [office@trinity.sa.edu.au](mailto:office@trinity.sa.edu.au)  
[www.trinity.sa.edu.au](http://www.trinity.sa.edu.au)



*Trinity College*  
*Strategic Plan | 2018-2022*

*A College of excellence, open to all, in a disciplined, caring and Christian environment.*





TRINITY COLLEGE

### Aims

*To foster in every student a desire to serve God and humanity; to develop a respect for truth and a lasting set of moral values and to acquire the greatest possible understanding of self and the worth of each individual's contribution to Society*

*To develop fully the spiritual, social, academic and physical potential of each student in a caring yet disciplined environment*

*To foster a co-operative relationship between all members of the College community - students, staff and parents*

*To develop to the fullest extent possible, the mastery of basic academic skills and to foster creativity and overall excellence*

*To provide a curriculum which has a balanced use of Christian themes in all areas and to create and foster an environment for learning, in which the Christian year is followed and observed, and in which the life of the participating parishes provide a practical focus for that observance*

*To help each student appreciate the joy of living*

### Values

Opportunity	Community
Openness	Learning
Excellence	Wellbeing

## 01 Christian Values

Live the College motto of: In God is my Faith.

*1.1 Strengthen engagement with local parishes and the wider Church.*

- A. Provide mechanisms for thought and reflection, leading us to action appropriately what it means to be an Anglican College.
- B. Embed Service learning throughout the College.

*1.2 Inspire, celebrate and more closely support indigenous, economically vulnerable, academically and psychologically diverse students.*

- A. Complete an evidence-based assessment of our ability to cater effectively for all students who enter our school, including the professional skills needed by our staff, the resourcing implications and the partnerships we need to establish. Celebrate and expand opportunities and resources for students with a wider range of Learning and Special needs.

- B. Fully embed and celebrate our Reconciliation Action Plan (RAP).

## 02 Our People

Further enhance a skilled, energetic, professional and supportive staff culture.

*2.1 Attract, support, develop and retain top quality staff.*

- A. Upgrade policies and practices to attract, develop and retain staff and support their commitment to our values and educational approach.

*2.2 Enable staff to develop a broad educational world-view and apply this for the benefit of Trinity.*

- A. Augment investment in professional development for staff with support for internal professional learning teams which allow staff to learn together and from each other. Bring nationally and internationally respected education experts to Trinity to engage with our staff.

## 03 Educational Development

To deliver quality outcomes for all students across a broad range of current and relevant educational opportunities.

*3.1 Develop a future-oriented educational model that continues to reinforce Trinity's educational excellence.*

- A. Evaluate contemporary best-practice education offerings globally and identify approaches that fit with Trinity's philosophy. Promote key capabilities including collaboration, creativity, innovation and entrepreneurship.

- B. Explore opportunities for greater sharing and collaboration between schools.

- C. Embed and utilise relevant technology such as Learning Management Systems to boost engagement.

*3.2 Expand particularly our early learning / Montessori educational offering and also reflect on our size and shape.*

- A. Develop a business case for an expanded early learning / Montessori educational offering.

## 04 Enterprise Development

To be open to new Ideas and opportunities and willing to Invest in them.

*4.1 Investigate stronger partnerships with tertiary institutions.*

- A. Identify the potential to grow the capacity of the current senior school to offer tertiary courses and conduct a feasibility study on the range of TAFE/RTO courses or partnerships Trinity could embrace.

- B. Promote partnership and research opportunities with Universities.

*4.2 Evaluate a housing and boarding development for Trinity to broaden the scope of students it attracts and services.*

- A. Develop a preferred model/business case for a housing and boarding development, specifying its educational value and consistency with the College's Values.

*4.3 Establish a Future Fund for the College to ensure the continued effective use of our surpluses for the educational benefit of students.*

- A. Clarify the links between the Trinity Foundation, the College and the Future Fund.

*4.4 Expand our community engagement programs consistent with our Values.*

- A. Continue to review STARplex as a hub for community activity and engagement.

*4.5 Maximise the use of facilities and resources.*

- A. Investigate options for the broader use of school facilities by the community, especially in non-teaching periods including the Farm, Blackham, Pavilion and Theatre.

- B. Update the College Building Master plan.

## 05 Wellbeing

To encourage good physical and mental health in students and build strong partnerships with families.

*5.1 Encourage good physical and mental health in students. Develop partnerships with families to support the learning and wellbeing of students, their parents, guardian and siblings.*

- A. Become a community leader in bullying prevention.

- B. Build student, staff and community resilience and connectedness. Engage with, and drive community wellbeing. Enhance student wellbeing programs and utilise data driven initiatives.

## 06 Sustainability

Ensure Trinity remains financially strong and environmentally responsible.

*6.1 Continue to seek efficiencies and revenue growth opportunities for the College.*

- A. Consider additional options to improve the financial performance of STARplex and maintain the financial health of all Schools via healthy enrolment.

- B. Continue to support and expand the work of the Trinity College Foundation.

- C. Reinvigorate College marketing. Celebrate and promote College attainment and opportunities.

*6.2 Engage students in environmental issues and management, including at an experiential level.*

- A. Continue to embed environmental education and experiential learning in the school curriculum.

- B. Further develop and implement a vibrant Environmental Management Plan.



five years  
forward >

Strategic Priorities  
with 2018 Actions

**(c) TREASURER'S REPORT**

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**(i) Balance Sheet, Income & Expenditure Report**

**(ii) Auditor's Report**



**College Treasurer**

**Annual General Meeting Report**

**TRINITY COLLEGE GAWLER INC**  
**INCOME STATEMENT**  
For the Year Ended 31 December 2017

	<u>2017</u>	<u>2016</u>
	\$	\$
<b>INCOME</b>		
Tuition Fees	14,713,116	14,623,539
Government Grants	39,880,092	38,001,963
Other	1,472,701	1,664,248
<b>TOTAL INCOME</b>	<u><b>56,065,909</b></u>	<u><b>54,289,750</b></u>
<b>EXPENDITURE</b>		
Teaching	38,409,524	36,373,016
Cleaning	945,218	903,549
Grounds	1,346,532	1,194,919
Maintenance	1,088,140	1,020,943
Administration	10,148,076	9,869,857
<b>TOTAL EXPENDITURE</b>	<u><b>51,937,490</b></u>	<u><b>49,362,284</b></u>
<b>COLLEGE OPERATING SURPLUS</b>	<u><b>4,128,419</b></u>	<u><b>4,927,466</b></u>
<b>INVESTMENT OPERATIONS</b>	<u><b>1,018,398</b></u>	<u><b>249,531</b></u>
<b>GROSS TRADING RESULT</b>	<u><b>5,146,817</b></u>	<u><b>5,176,997</b></u>
<b>NON-TRADING ACTIVITIES</b>		
Disposal/Scrapping of Assets	8,220	4,315
Capital Development Levy	949,165	959,850
Donations	3,680	18,286
TCG Foundation	200,000	-
Government Development Grants	274,203	151,317
<b>TOTAL NON-TRADING ACTIVITIES</b>	<u><b>1,435,268</b></u>	<u><b>1,133,768</b></u>
<b>COLLEGE SURPLUS AFTER NON-TRADING ACTIVITIES</b>	<u><b>6,582,085</b></u>	<u><b>6,310,765</b></u>

**TRINITY COLLEGE GAWLER INC**  
**BALANCE SHEET**  
As at 31 December 2017

	<u>2017</u>	<u>2016</u>
	\$	\$
<b>CURRENT ASSETS</b>		
Cash & cash equivalents	198,007	352,218
Trade & other receivables	2,314,143	2,417,112
Inventories	385,965	383,883
Financial assets	11,618,148	11,607,909
Other current assets	631,502	583,009
<b>TOTAL CURRENT ASSETS</b>	<u><b>15,147,765</b></u>	<u><b>15,344,131</b></u>
<b>NON-CURRENT ASSETS</b>		
Financial assets	-	-
Property, plant & equipment	64,305,669	58,033,786
<b>TOTAL NON-CURRENT ASSETS</b>	<u><b>64,305,669</b></u>	<u><b>58,033,786</b></u>
<b>TOTAL ASSETS</b>	<u><b>79,453,434</b></u>	<u><b>73,377,917</b></u>
<b>CURRENT LIABILITIES</b>		
Trade & other payables	4,095,865	3,578,231
Borrowings	-	-
Provisions	5,961,328	5,659,143
<b>TOTAL CURRENT LIABILITIES</b>	<u><b>10,057,193</b></u>	<u><b>9,237,374</b></u>
<b>NON-CURRENT LIABILITIES</b>		
Long-term borrowings	1,160,460	2,546,946
Provisions	423,785	433,925
<b>TOTAL NON-CURRENT LIABILITIES</b>	<u><b>1,584,245</b></u>	<u><b>2,980,871</b></u>
<b>TOTAL LIABILITIES</b>	<u><b>11,641,438</b></u>	<u><b>12,218,245</b></u>
<b>NET ASSETS</b>	<u><b>67,811,996</b></u>	<u><b>61,159,672</b></u>
<b>EQUITY</b>		
Retained Earnings	67,483,853	60,901,768
Share Portfolio Reserve	328,143	257,904
<b>TOTAL EQUITY</b>	<u><b>67,811,996</b></u>	<u><b>61,159,672</b></u>

**TRINITY COLLEGE GAWLER INC**  
**STATEMENT OF CHANGES IN EQUITY**  
**For the Year Ended 31 December 2017**

	Share Portfolio		Total
	Retained Earnings	Reserve	
	\$	\$	\$
<b>Balance at 1 January 2016</b>	<b>54,591,003</b>	<b>202,188</b>	<b>54,793,191</b>
Surplus from operations after non-trading income	6,310,765	-	6,310,765
Transfers to/(from) reserves	-	55,716	55,716
<b>Balance at 31 December 2016</b>	<b>60,901,768</b>	<b>257,904</b>	<b>61,159,672</b>
Surplus from operations after non-trading income	6,582,085	-	6,582,085
Transfers to/(from) reserves	-	70,239	70,239
<b>Balance at 31 December 2017</b>	<b>67,483,853</b>	<b>328,143</b>	<b>67,811,996</b>

**TRINITY COLLEGE GAWLER INC**  
**CASH FLOW STATEMENT**  
**For the Year Ended 31 December 2017**

	2017	2016
	\$	\$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Tuition Fees	14,812,366	14,144,080
Receipts from Government	39,880,092	38,001,963
Other Receipts - Schools	2,273,678	2,511,562
Interest Received	470,924	476,954
Non-Schools Activities	7,538,944	6,784,601
Payments to Suppliers and Employees	(53,831,233)	(53,103,534)
Finance Costs	(31,239)	(51,070)
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>	<b>11,113,532</b>	<b>8,764,556</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Payments for Property, Plant & Equipment	(10,625,733)	(6,254,647)
Government Development Grants	274,203	151,317
TCG Foundation	200,000	-
Proceeds on disposal of Property, Plant & Equipment	58,405	140,955
Payments for Investments	60,000	(2,500,003)
Repayment of Related Party Loans	(1,234,618)	(136,433)
<b>NET CASH (USED IN) INVESTING ACTIVITIES</b>	<b>(11,267,743)</b>	<b>(8,598,811)</b>
<b>NET INCREASE/(DECREASE) IN CASH HELD</b>	<b>(154,211)</b>	<b>165,745</b>
<b>CASH AT BEGINNING OF FINANCIAL YEAR</b>	<b>352,218</b>	<b>186,473</b>
<b>CASH AT END OF FINANCIAL YEAR</b>	<b>198,007</b>	<b>352,218</b>

**TRINITY COLLEGE GAWLER INC**  
**NOTES TO THE CONCISE FINANCIAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2017**

**NOTE 1 - BASIS OF PREPARATION OF THE CONCISE FINANCIAL REPORT**

The concise financial report is an extract from the full financial report for the year ended 31 December 2017. The concise financial report has been prepared in accordance with Accounting Standard AASB 1039: Concise Financial Reports.

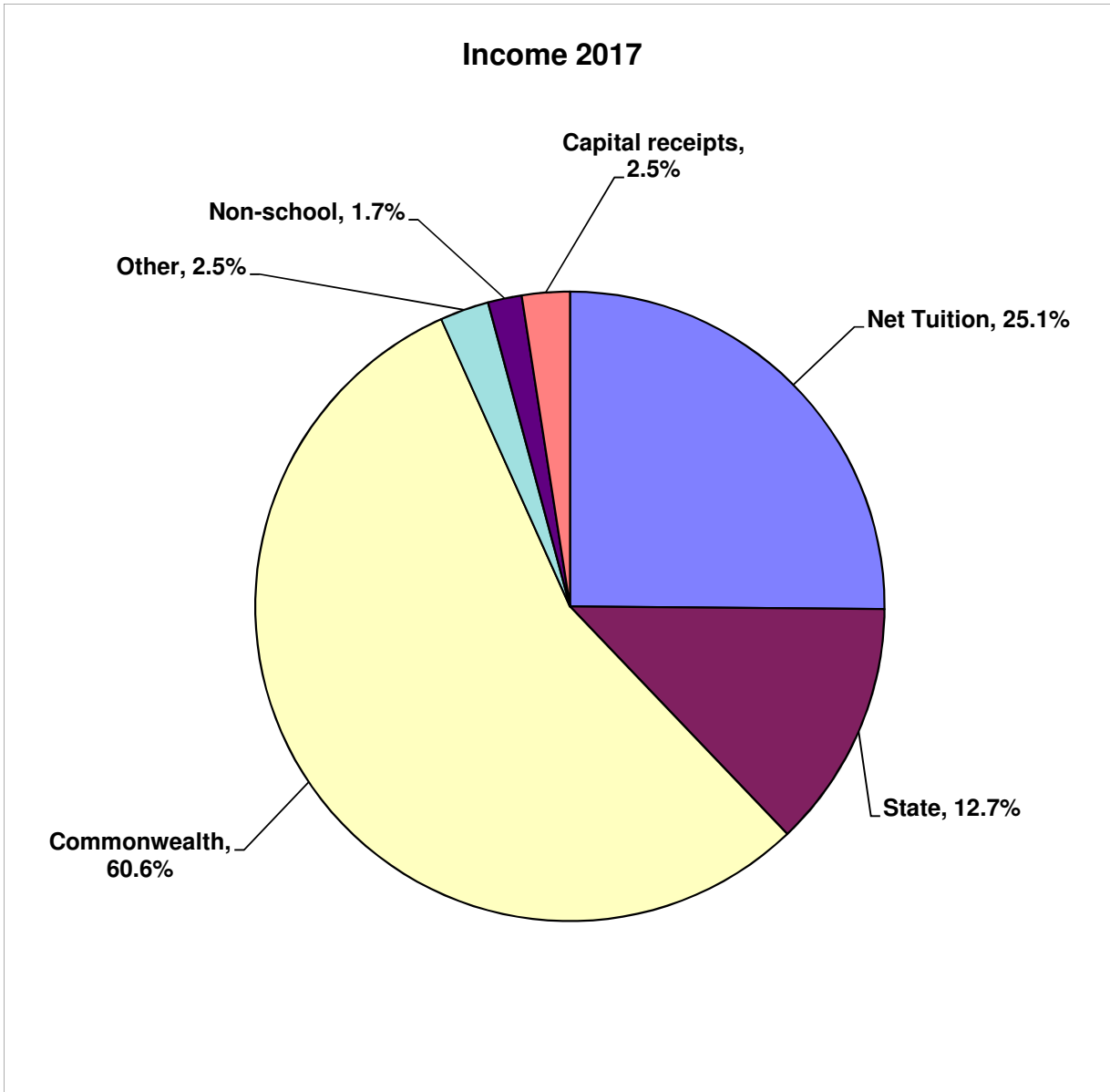
The financial statements and other information included in the concise financial report are derived from, and are consistent with, the full financial report of Trinity College Gawler Incorporated. The concise financial report cannot be expected to provide as detailed an understanding of the financial performance and financial position of Trinity College Gawler Incorporated as the full financial report. A copy of the full financial report and auditor's report is available upon request.

The presentation currency used in this concise financial report is Australian Dollars.

# Trinity College Gawler Inc

Annual Accounts for the year ended 31 December 2017

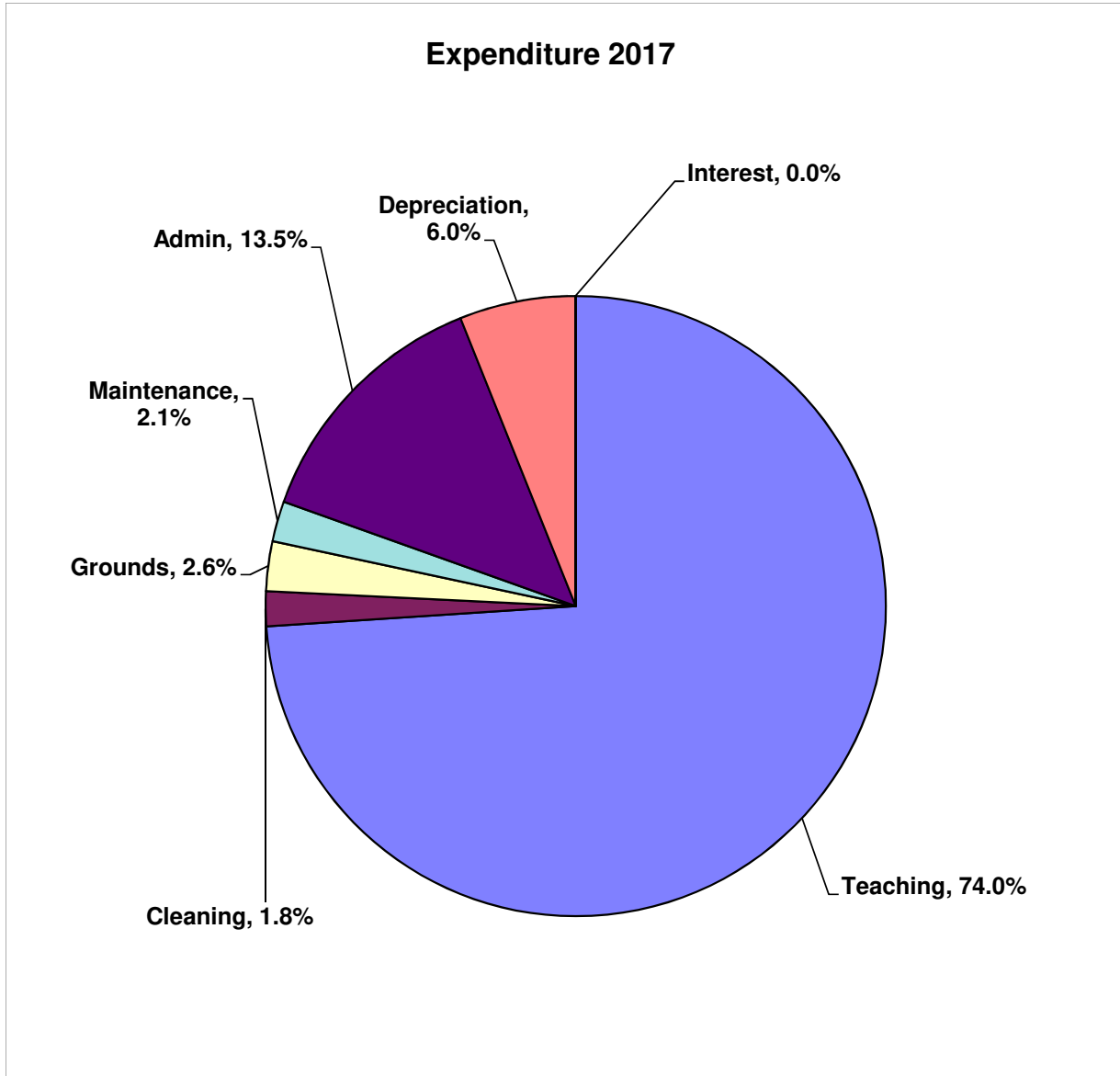
Where does the money come from?



# Trinity College Gawler Inc

Annual Accounts for the year ended 31 December 2017

Where does the money go?



## Trinity College Gawler Incorporated

Independent auditor's report to members

### Report on the Audit of the Financial Statements

#### Opinion

We have audited the financial report of Trinity College Galwer Incorporated (the College), which comprises the balance sheet as at 31 December 2017, the income statement, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the statement by the Board.

In our opinion the financial report of Trinity College Galwer Incorporated has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

- a) giving a true and fair view of the College's financial position as at 31 December 2017 and of its financial performance for the year then ended; and
- b) complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

#### Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the College in accordance with the auditor independence requirements of the Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act) and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the College's financial reporting responsibilities under the ACNC Act. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

#### CHARTERED ACCOUNTANTS & ADVISORS

Level 6, 211 Victoria Square  
Adelaide SA 5000

GPO Box 11050  
Adelaide SA 5001

Telephone: +61 8 8409 4333

[williambuck.com](http://williambuck.com)

## **Responsibilities of the Board for the Financial Report**

The Board of Trinity College Galwer Incorporated are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the ACNC Act and the needs of the members. The Board's responsibility also includes such internal control as the Board determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Board are responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Board either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

The Board are responsible for overseeing the College's financial reporting process.

## **Auditor's Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.



- Conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



**William Buck**  
ABN 38 280 203 274



**G.W. Martinella**  
Partner

Dated this 5<sup>th</sup> day of April, 2018.

## **Auditor's Independence Declaration under Section 60-40 of the Australian Charities and Not-For-Profits Commission Act 2012 to the Board Members of Trinity College Gawler Inc.**

I declare that, to the best of my knowledge and belief during the year ended 31 December 2017 there have been:

- no contraventions of the auditor independence requirements as set out in the *Australian Charities and Not-for-profits Commission Act 2012* in relation to the audit; and
- no contraventions of any applicable code of professional conduct in relation to the audit.



**William Buck**  
ABN 38 280 203 274



**G.W. Martinella**  
Partner

Dated this 5<sup>th</sup> day of April, 2018.

**CHARTERED ACCOUNTANTS  
& ADVISORS**

Level 6, 211 Victoria Square  
Adelaide SA 5000  
GPO Box 11050  
Adelaide SA 5001  
Telephone: +61 8 8409 4333  
[williambuck.com](http://williambuck.com)



- i. Parents' and Friends' Committees
- ii. Trinity College Foundation (SA) Inc.

## **Annual General Meeting Reports**

## Blakeview P & F – President’s Report

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Over the last 12 months we have actively worked to improve and support the school environment and community in a variety of ways. We held fundraising activities, provided catering for school events, and provided a platform for information sharing between parents in the school community. Our regular meetings, which are open to all, were held during term time on the alternating second Monday and Tuesday evenings of alternating months. On behalf of the Parents & Friends executive I would like to thank the following:

- David Russell for his continued representation of the College Board at our meetings.
- Cathy Sulser and Richelle Pearce for providing reports for each meeting.
- Karen McMahon for presenting the reports and information about school activities at each meeting.
- Our group of dedicated parents who change the school notice board.
- All the wonderful parents and friends who volunteer at our events and fundraising.
- Heather Wood for her role on the College Uniform Committee.
- Patricia Dexter, Heather Wood, Rose Webb and recently, Tina Cole for administration of the P&F Facebook group.
- All the office bearers and other members for their time and effort both behind the scenes and at events.
- Tina Cole for coordinating all the catering activities.
- The office staff who collate order forms, process payments and support us in many different ways.
- The Blakeview ground staff who help get tables and bbqs ready for us.

Catering is the activity which requires the greatest effort and support from our community and members. Over the last year our catering efforts were Junior School sports day, Middle School swimming carnival, Middle School sports day and Grandparents day. These are our biggest activities where on JS sports day we cooked over 300 sausages as well as providing drinks, fruit platters and chocolates for sale. On MS sports day we cooked over 100 hamburgers as well as providing sausages, drinks and chocolates for sale and on Grandparent’s day we provided a morning tea to the delight of over 400 of our special guests.

Complimentary tea and coffee was provided for a range of smaller events including the new parent ‘Tea and tissues’ at the start of Term 1 and Term 3, information nights (Year 6&7, various camps, Year 8&9 subject selection, Year 6&10 graduation), music night, parent teacher interviews, and the Blakeview musical. We support our dedicated teaching staff by providing water and snack packs to help them through Parent Teacher Interviews. On Open Day, the P&F manned a display and with great assistance from the office staff conducted the end of year second hand book sale, where we noticed a marked decline in the number of books provided for sale. During the year, in consultation with the college, we changed the name of our Facebook group to Blakeview P&F and expanded its purpose to a platform where parents can ask questions of the school parent community, to facilitate P&F communications to our parent membership, as well as facilitating second hand uniform sales. Finally, I presented the P&F awards at the Speech and Award ceremony to two well deserved recipients.

To support our activities we ran different fundraisers, with some targeted at specific improvements, such as the installation of additional outdoor seating, and provide funds for the Nature and Maths play space, currently under construction. These fundraising activities included chocolate sales through the office and at events; ongoing pavers fundraising; Entertainment books; commission on travel booked with HelloWorld Travel at Elizabeth; the sale of 2<sup>nd</sup> hand uniforms donated to the P&F, together with cookie dough, and a baked goods Christmas fundraiser through Pie Time bakery. We are also establishing a fundraising opportunity with Clint Pye from Aussie Home loans. Finally, we were extremely fortunate to have books sold by two local authors. The first was parent Vanessa Jean Locke, whose children's book was sold through the office and secondly grandparent, Maureen Mitson, whose adults/teen and now children's historical fiction were sold at Grandparent's day.

After a very busy 2017, this is my final report as President of the Blakeview P&F, having indicated my intention to stand down last year. Having served 2 years as Secretary and 2 more as President I've been be proud to be a part of such a great community prepared to support our school as best we can and have been pleased to see us change to our shared model of effort, which has benefitted us all. Unfortunately, my work and personal commitments mean that I can't provide the effort to this role that I have in the past and as such I am stepping down to allow someone new to take us into the future, though I will still remain on the P&F to help support whoever is successful in this very interesting and rewarding role.

Thank you all.

**PATRICIA DEXTER**  
**President, Blakeview P & F**

## **Gawler River P & F – President’s Report**

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2017 was another great year for the Gawler River Parents and Friends (P&F). The weather was perfect for all of our events (except for our Twilight Picnic!). We had record numbers of volunteers helping which was fantastic.

Events hosted by the P&F included the Middle School Sports Day BBQ, Open Day BBQ, New Parents Morning Tea, Grandparents Day Morning Tea and our Mother’s and Father’s Day Stalls. All of these were highly successful and I attribute this to the many volunteers who assisted.

The P&F also ran Cookie Dough, Entertainment Books and Engraved Paver fundraisers. From funds raised we were proud to donate towards Team BaCoN. School Banking is a valuable part of our fundraising also. Thank you to Nikoly Richardson, Christine Smith and Kerry Dudley for your efforts in continuing this program.

Our meetings have seen increased numbers of attendees. I appreciate everyone’s efforts to attend; it has been wonderful having fresh ideas. I have enjoyed meeting lots of new people, and hope to see you all again in 2018.

To the Executive Committee, Vice President Mimm Manno, Treasurer Leanne Cannizzaro and Secretary Kirsty Young, I could not do any of this without your support. You worked tirelessly to make sure every event and fundraiser was as amazing as possible. I thank you from the bottom of my heart. Thank you also to our committee members for your dedication and drive to ensure our events were organised and successful.

To the office staff, particularly Kellie Cabras, I thank you for your continued support. I truly appreciate your help and guidance.

To Rick Jarman, once again I thank you for your continued support and reassurance that I am on the right track! I am truly grateful for it.

I invite all parents, caregivers and friends to join us in 2018. Let’s break records for attendances in meetings and with help at events. As Mr Jarman says, by attending meetings and events, you are demonstrating to your children how important their schooling is to you.

Thanks again to everyone who took time to help the P&F. No matter how big or small, your efforts have not gone unnoticed. I appreciate each and every one of you. Let’s see what we can accomplish in 2018!

**SAM SANDS**

**President, Gawler River P & F**

## **North P & F – President’s Report**

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In 2017, with our Principal of Trinity North, Mr John Robinson we welcomed a whole swathe of new people to our committee. We were able to have a parent representative for each class and it was fantastic to see all the new faces, fresh ideas and the extra help. It was amazing.

We took a new approach to many events which we feel have been very successful. We were able to organise Year 6 and Year 10 Graduation gifts. It was lovely to see the students actively engaging with all their school friends and teachers through the signing of their photo frames, which are now pride of place in their bedrooms.

We also commenced the end of term barbecues, which have been a hit. The numbers at each barbecue have been steadily increasing, as parents become more aware that this is an ongoing event. We are very pleased at the way the school community have embraced this new event.

Our fundraising continued with our Mother’s Day and Father’s Day stalls, the selling of garden bulbs and Entertainment books, together with coffee and cake at Sports day and Open day. Our fundraising initiatives are well supported by the Trinity North families. We also completed our personalised pavers initiative, and hope the pavers will be laid by mid 2018. With our fundraising money, we have been able to donate a fridge to the LAP programme as well as Tonka Trucks and sand play equipment to the Junior School.

In keeping with our ‘Building Community’ motto, we also continued with our ‘Tears and Tissues’ in Terms 1 and 3, offering tea, coffee and biscuits for all the new parents. We catered for the teacher’s dinner on parent-teacher interview nights and the committee also helped out on Grandparents’ day and Dad’s day.

We would like to thank all our committee members for their hard work and dedication in the past year. Your ideas and focus were especially heartwarming and made our year run so much more smoothly.

We would also like to thank everyone for their generous donations and volunteering their time to help at our events during the year. Without you, events would not run as smoothly. We absolutely appreciate all the help and contributions from the Trinity North family.

**KIONG PELTON & NATASHA PASIN**  
**Co-Presidents, North P&F**

## South P & F – President’s Report

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*“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.” Jane D. Hull*

The above quotation is quite apt when thinking about parents at South and their positive involvement in 2017, clearly an important factor to the success of the South students.

2017 saw the return of many faces on the Parents & Friends Committee as well as the welcoming of new faces. The relatively small committee again did amazing work to raise funds for the students, throughout the year. I would like to take this opportunity to thank Clare Clayton (Treasurer), Heather Hill (Secretary), and committee members Louise Hanberger, Margaret Gordon, Susan Matthews, Cheryl Skeen, Tanya Veldkamp and Monique Weekley for all your hard work and dedication to throughout the year. I would also like to thank Jennifer Edwards, Corey Frazer and Leanne Mills for their assistance on the committee for as long as they could assist. Without this team of dedicated parents, our committee would not have been as successful in 2017 as we were.

We started the year, as we always do, with a hectic Term 1. From the first day of school with our Welcome Morning Tea to the Junior School Sports Day and Open Day, two of our biggest events of the year, the committee were certainly kept busy.

The AGM saw me proudly accept the nomination as President, a new role for me, and one with a steep learning curve. As President, I introduced new procedures for documenting our events, to assist our future committees.

The Junior School Sports Day sausage sizzle and cake stall were again very popular with both the children and their parents and would not have been as successful as it was without our parent helpers on the day.

We again assisted at the Middle School Sports Day, helping the students working on the food and drink stall as well as cooking sausages.

Open Day was again a success, in no small part due to the parent and student helpers who gave up their time to assist to sell our now famous ‘Hot Roast Beef & Gravy Rolls’, as well as cakes and biscuits which were kindly baked and donated by our parent body.

Easter Bunny again visited the children of Junior School at the end of Term 1 and was once again very popular with the children, particularly when demonstrating the Bunny ‘dab’! A huge thank you to Middle School student Cameron Gilbert for assisting the Easter Bunny to bounce around the Junior School and deliver the eggs to the children.

Other annual events always eagerly anticipated are our Mother’s and Father’s Day stalls. The parents who assist on these stalls always enjoy watching the excitement on the faces of the students when they choose their special gift for their loved ones. We again appreciate the generosity of the South families at the Mother’s Day stall. This year we trialled a new format for the Father’s Day stall, to mirror that of other Trinity Schools. We then sent out a survey to gauge its success and



thank all the parents who responded, without your feedback, we couldn't continue to improve our events.

Term 3 began with our New Parent Morning Tea, and whilst it was not as busy as the first day of the year, it was great to talk to and welcome our new parents to the school.

Middle School Swimming Carnival saw the committee running another food and drink stall. With the help of some of the Middle School students, this was another successful stall.

Term 4 saw the introduction of a new event for our committee, the 'Middle School 5 Cent Challenge'. This event saw the Houses battle it out to see who could collect the most 5 cent pieces within a two week period (with all money collected being donated to the Parents & Friends). Clunies-Ross took out the inaugural event and proudly display the trophy. Honourable mentions should also go to Mitchell and Florey for coming in 2<sup>nd</sup> and 3<sup>rd</sup> respectively.

Our committee members were also honoured to assist at Grandparents Day this term, helping with the refreshments on the day.

The fundraising events we run during the year help us to assist the school in ways such as contributing to the new Junior School Playground, donating towards the Year 10 Graduation books as well as Speech Day awards. We could not successfully contribute in these ways if not for the support of the South families.

We are very blessed at South to be supported by so many people, from families who donate goods, purchase goods and/or assist at our stalls and to the wonderful office staff. To Daphne, Di, Sophia and the rest of the team, no request was too big and we all appreciate and sincerely thank you for all you did for us during the year. To Vince and the facility grounds staff, thank you for your tireless efforts to assemble and set up our stalls and assist us whenever we needed.

Father Bart, you are so much more than our College Board Representative! We thank you for being available for our meetings to keep us informed on the College's happenings, but also for your assistance at many of our events!

Ruth Paton, again your assistance and advice was unwavering. We appreciate everything you have done for us during the year, including all the after-hours work you did by attending meetings and helping to wrap for the Mother's Day Stall, thank you so much.

Mark Simpson our Principal, again we thank you for steering our ship in the right direction! Your assistance, advice and support are so important to our success, and very much appreciated, particularly by me in my inaugural year as President. We are indeed blessed to have you as our Principal.

To the South families, thank you for all your support in 2017! We look forward to your support again in 2018 at our annual events as well as our new events such as our Colour Run in Term 2.

**ANNETTE GILBERT**  
**President, South P & F**



## TRINITY COLLEGE FOUNDATION (SA) INC 2017 ANNUAL REPORT FROM THE CHAIR

In 2017 we celebrate over 22 years of the Trinity College Foundation vision '*creating a world of opportunity*' a statement that remains as relevant today as it did over 22 years ago.

Thank you for making 2017 not only an outstanding year but also one of the best of my years of service. Because of you, our donors, many more Trinity College students have been supported in their academic endeavours and have had the opportunity to learn and thrive in state-of-the-art facilities both inside and outside the walls of a classroom. Put simply, the Trinity College Foundation and your continued support of its aims, is creating opportunities and improving lives.

Personal donations are our major source of income and I encourage everyone in our community to donate. I have donated to the Foundation every year since it was established in 1995. I will continue to donate to the Foundation because I can think of nothing more rewarding than giving our youth the opportunity of an education at Trinity College. Our youth are our future and, in my experience, they are great individuals and deserve every opportunity we can offer them.

While large donations are always most gratefully accepted, donations of only \$1.00 are equally important and received with as much gratitude. After all, '*from little things, big things grow.*' If every student at the College donated just \$1.00 per week, we would raise over \$180,000 a year. An amount that would assist so many more students at Trinity College.

During my tenure as Chair, the Trinity College Foundation has continued on an upward path and, over the past 12 months, the Board has sought to become more engaged and more purposeful. In addition to encouraging donations from our community, we are seeking to help build a culture of philanthropy in our community and to utilise the full talent of each and every Board member to carry out its mission. I believe we are on the right path. I'd like to thank the Board for their unprecedented engagement and dedication this year.

An excellent example of growing a philanthropic culture is the number of Trinity staff who make a fortnightly donation to the Foundation via a payroll deduction. Currently, 44 Trinity College staff support the Foundation in this way. Pleasingly, this number continues to grow. This commitment to the College and the Foundation is something we are rightly proud of and happily acknowledge and celebrate.

In 2017 the Board created a new pathway and milestone brochure. This new publication beautifully illustrates a number of key achievements the Foundation has reached during its 22 year history as well as offering concise information about what the Foundation does and how interested individuals can help or become involved.

Our other source of income is through our major fundraiser, the annual black tie dinner and silent auction. In 2017 the event was held in the Ian McLachlan Room at the Adelaide Oval with *A Winter Wonderland* theme. Over 260 guests attended a truly memorable evening that raised \$40,120.00. These funds are used to support scholarships, awards and the *Spirit of Trinity Fund*.



## TRINITY COLLEGE FOUNDATION (SA) INC 2017 ANNUAL REPORT FROM THE CHAIR

The 2018 this event will take place on Friday 3 August and once again will be held in the Ian McLachlan Room at the Adelaide Oval. Our theme this year is a *Gold Gala Dinner*. I encourage you to attend this thoroughly enjoyable evening that also raises money to help the Foundation continue to support our students. You can contact the Foundation Office to purchase tickets and I look forward to seeing you there. I am proud to announce our new Platinum sponsor in 2018 is HP. We thank ACER Computers for more than seven years of support at this level.

During the past financial year the Foundation was delighted to be able to donate \$100K to the College from the Foundation Building Fund and we also helped raise an additional \$100K through our community towards the construction of the new Trinity College Pavilion. This new facility has been warmly embraced by the whole College community, particularly our old scholars.

In October the Foundation hosted a special event for original donors to the College Chapel, a facility that was officially opened in 1991. The event allowed these donors to reconnect with the College as well as showcasing for them the recent refurbishment of the building that included new carpet, windows and IT. Guests then enjoyed a tour of the newly completed Pavilion building for refreshments.

In November the Trinity College Foundation hosted its first fundraising event in the new Pavilion with a Melbourne cup themed lunch. Guests enjoyed a sumptuous three course meal prepared and served by students as well as a fashion parade featuring four novice but enthusiastic models. The inaugural event raised \$2,350.00 for the Foundation.

As you read this report you will see outlined how the Foundation continues to grow and how the Foundation works with the College to provide opportunities for students who, while they may have great ability, may not necessarily have the resources to continue to attend Trinity College. It is in these instances that the Foundation is able to help through scholarships and the *Spirit of Trinity Fund* that assists with urgent requirements such as uniforms and text books.

I thank all current donors for their ongoing support and continued belief in the work of the Foundation.

The Trinity College Foundation would not be able to achieve its outcomes without the support the Board receives from the Foundation Office Team of Kay Fyfe, Clarissa Russo, Nicole Wray and Debbie Collins. They are a wonderful team and I sincerely thank them for their belief in the Foundation and the support of our youth that it offers.

I would also like to thank the Chair of the College Board Ken Heath and Head of Trinity College Nick Hately for their continued enthusiasm, guidance and support of the Foundation. It has been very much appreciated.

I unequivocally support the Foundation and what it stands for. It continues to grow and with this growth comes the ability to offer opportunity to more students. I encourage people to call into the Foundation Office or talk to any of our Board members to find out more about the Trinity College Foundation and the many opportunities it offers to be involved.



## TRINITY COLLEGE FOUNDATION (SA) INC 2017 ANNUAL REPORT FROM THE CHAIR

As my term as Chair comes to an end this year, I leave the office knowing that the Trinity College Foundation will continue to flourish with this group of highly dedicated volunteer Board members. I thank all who have encouraged, supported and worked alongside me over the years. It truly has been a great privilege to have had the opportunity. I have complete confidence that the Foundation will continue forward with strong purpose and dedication in supporting Trinity College.

### FOUNDATION ANNUAL GIVING

During 2017, 90 donors gave \$111,559.00 to the Foundation. Notably, as mentioned previously, it is pleasing to report, 44 donors are staff of the College who make a weekly pledge to the Foundation. A further \$42,547.00 was received from events and corporate donations. Our overall total fundraising for 2017 was \$154,106.00.

### SPIRIT OF TRINITY FUND

The *Spirit of Trinity Fund* was established in 2013 to assist students in need. As a discretionary fund for use by the Head of the College and the Finance Director, numerous students benefited throughout the year through the provision of uniforms, textbooks and other resources. In 2017 the *Spirit of Trinity Fund* supported seven students.

### 2017 FOUNDATION ANNUAL DINNER

This event was made possible through the generous support of many parents and staff in addition to corporate donors:

Platinum	Gold	Silver	Bronze	Table
ACER	Hewlett Packard	Campion Education	Konica Minolta Academy Photography	William Buck Orora Peter Kittle

### NEW PARENTS WELCOME EVENT

Each year the Foundation welcomes new parents to the Trinity College community at this special event designed specifically for them. During this informal gathering, guests are able to meet and mingle with Board members and key school staff as well as learn about the aims and objectives of the Foundation and how the Foundation might one day be of benefit to their children. Held in the week prior to school recommencing for the year, the 2017 event was extremely well attended and was held in the Studio at Trinity College Senior.

### NEW OLD SCHOLARS EVENT (NOSE)

The 2017 New Old Scholars Event (NOSE) was held in June in the recently opened Trinity College Pavilion. It was a great opportunity to gather new details, emails and learn more about the different pathways old scholars have taken in their short six months since finishing school.

### FOUNDATION THANK YOU EVENT

The Board hosted its annual donor thank you event in December for all persons and organisations who donated throughout 2017. Hosted by the Foundation Board guests enjoyed refreshments and conversation in the new Trinity College Pavilion. Highlights of the evening included the induction of new Fellows onto the Donor Board as well as donors who moved from Fellow to Companion and from Companion to Ambassador.



## TRINITY COLLEGE FOUNDATION (SA) INC 2017 ANNUAL REPORT FROM THE CHAIR

### SCHOLARSHIPS

#### 2017 Foundation General Excellence Scholarship

The Foundation General Excellence Scholarship was awarded to Jorja Dimasi (Year 10). The scholarship provides 50% remission of tuition fees for Years 11 and 12.

#### ORORA Scholarship

Bryan Goh (Class of 2014) was awarded the 2018 ORORA Scholarship. The ORORA Scholarship is awarded to an old scholar who is currently studying engineering at university and also provides the opportunity for work experience.

#### AON Scholarship

AON Insurance Services offers one scholarship annually to a Year 10 student entering Year 11. In 2017 the AON Scholarship was awarded to Madeline Parks (Year 10). This scholarship provides a 50% remission in fees, in addition to an optional work experience component.

#### Foundation Performing Arts Scholarship

A Foundation Performing Arts Scholarship is awarded annually. In 2017 the scholarship was split between four students Skye Szymanskyj (Year 12), Elizabeth Hosking (Year 12), Imogen Cox (Year 12) and Angus McDonald (Year 12).

#### Atkinson Academic Support Scholarship

This scholarship is awarded annually and seeks to support a student who has a passion for Maths, Science and Music and may require financial assistance to continue to pursue these interests. In 2017 this scholarship was awarded to Olivia Wilson (Year 11).

#### Trinity College Indigenous Scholarship

This scholarship is awarded annually and supports an indigenous student who aspires to future tertiary study and would benefit from financial support to help achieve this goal. In 2017 this scholarship was awarded to Kailah Hannaford (Year 11).

### ADDITIONAL SUPPORT

#### Trinity2Cambodia

The annual Trinity2Cambodia Mission Trip received \$1,000.00 to support the work of participants while in Cambodia. The aim of the trip is to foster for students an understanding of what it means to think globally and act locally, as well as support others in an ongoing and sustainable way.

#### Operation Flinders

The Foundation also provided financial support to Operation Flinders a world leading wilderness adventure program for young people at risk. The program takes participants between the ages of 14 and 18 years on an eight day exercise in the far northern Flinders Ranges, providing an opportunity for its participants to break away from their past and grow as valued members of the community. The Foundation's support of this program enabled eight Trinity College students to attend in 2017 at a cost of \$3,300.00.



## TRINITY COLLEGE FOUNDATION (SA) INC 2017 ANNUAL REPORT FROM THE CHAIR

### AWARDS

In an effort to ensure funding and support is directed to where it will do the most good, in 2017 the Foundation ceased team and individual awards and increased funding to the Faculty Support Fund.

#### 2017 Citizenship Awards

Each year the Foundation gives Citizenship Awards to students from all five schools based on their overall contribution to the College through personal dedication, strength of character and good citizenship.

Gawler River	Blakeview	South	North	Senior
Taya Webber	Sophie Houston	Indigo Trayling	Maisie MacGillivray	Sonia Chen
Ruby Brabyn	Taylah Gregory	Darcie Hancock	Kyle Sambell	Jayden Goode
		Lillian Loveday		

#### 2017 Certificate of Academic Merit

The Foundation supports the College's aim to improve academic performance by presenting certificates to students who show significant improvement in their academic performance overall from one year to the next.

	Gawler River	Blakeview	North	South
Year 7	Hunter Thomson	James Crawford	Gemma Wilkinson	Jay Hawley
Year 8	Kaleb MacMillan	Shaurab Dhungel	Leigha Nguyen	Nhial Kuei
Year 9	Morris O'Handley	Akuol Gak	Cassidy Dean + Shyla Nilsson	Ella Stomaci
Year 10	Nikolas Rallis	Mikayla Tuttle	Dylan Bunder	Alex Welford

I would like to sincerely thank all those who have offered the Foundation financial assistance and encouraged our efforts throughout the year. The Foundation's future can only be secure with the ongoing support of the Trinity College community.

*Rupert J.W. Thorne*

#### Dr Rupert Thorne

Chair Trinity College Foundation Inc.

## RETURNING OFFICER'S REPORT

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At the close of nominations on Friday 6 April at 4:00 pm, there were three people nominated for the three positions on the College Board. These nominations: Brad Collings, Russell Johnstone, and Grace Pelle were all in order.

Since there are three nominations and three vacancies on the College Board, no election is required.

The details provided by the candidates appear below in alphabetic order.

### INFORMATION ON CANDIDATES

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#### BRAD COLLINGS

My association with Trinity College started soon after the birth of our first daughter as my wife, Sally, and I began to consider schools for Sophie's future education. We live in the Barossa Valley and were keen to explore what Trinity College could offer our children. Sophie has now successfully completed Year 12 and is in her first year of Physiotherapy at the University of South Australia, Maggie is in Year 11 and Breanna is in Year 9. Both Maggie and Breanna attended Montessori at Trinity, with all three girls commencing at South in Reception. From our first tour of the College all those years ago right up to today, we have always been very impressed with all that the College offers; whether that be academic, the facilities, sports, the arts and the like, and the College's continued investment in these areas.

I have been a member of the Trinity College Board for the last two years and have thoroughly enjoyed my first term. The College has made a considerable contribution to the community and I seek re-election to assist the College to continue on this path.

I am a Chartered Accountant, who initially worked for Arthur Andersen in Adelaide for six years, before joining the Yalumba Wine Company in 1995, a fifth generation family business owned by the Hill Smith family. I have held a number of financial and commercial roles in my 23 years at Yalumba, culminating in my current role as General Manager of the Hill Smith Family Office. This role has responsibility for managing all aspects of the HillSmith family's investments. I am sure that the diverse nature of my experience in the workforce over 29 years will allow me to make a positive contribution to Trinity College.

Sally and I have been married for 22 years.

#### RUSSELL JOHNSTONE

My association with Trinity College began in 2001 when our daughter Nathalie commenced at Trinity College Montessori preschool. I have a continuing keen interest in supporting the success and progress of our remarkable institution. Now, with ten years' service on the Board, I would like to continue my commitment by serving for a further term on the Board of Trinity College. I have been College Treasurer and Secretary and I have served on the Executive, Finance, Policy and Head's Review Committees.

In my professional life, I have developed and managed teams in grapevine nurseries and vineyards. I presently act as a consultant to a range of organisations through my business Winecycle. My experience in public service includes leadership roles on a range of not-for-profit organisations including chair of several of the wine sector's professional bodies. I now serve on the Board of the Adelaide Mount Lofty Ranges Natural Resource Management Board, and I am Vice Chair of the Section 41 Committee of the Barossa Bushgardens for the Barossa Council. With this range of experience, I will continue to bring a broad perspective to the Board.

My vision for the College is that it continues to thrive doing what it does best, providing a balanced educational and safe environment for our children, accessible to all, with a strong academic focus but backed by solid values and culture. With your support, I look forward to continuing to contribute to the success of our College and its community.

GRACE PELLE

My involvement with Trinity College started in 1988 as a primary school student. Some 30 years later, I now am proud to say that I am still involved with the College not only as an old scholar but also as a parent, member of the Parents and Friends and College Board member.

I was fortunate enough to create a successful finance career based on the strong educational foundation I received whilst a student at the College. Now as a parent, I hold the same hopes for my three children as they experience the benefits of being a part of the College.

The College provides an enormous amount of opportunity to its students not only to achieve academically but also to develop the wellbeing of young people. The successes of the students past and present are testament to positive impact of the College not only on the students but also on the broader community.

I am proud to say I am a member of the Trinity community and being elected to serve on the board for another term would be an amazing honour. I believe that Trinity holds a significant social responsibility and as a board member I would want to help the College ensure this continues to be fulfilled not only for the benefit of the current students but for the generations to come.



