# 36th ANNUAL GENERAL MEETING
# 6 MAY 2019

**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-Sixth Annual General Meeting of Trinity College Gawler Inc. will be held in The Studio, Trinity College Senior at the College on Monday, 6 May 2019 at 7.00 p.m.

# AGENDA

1. Welcome

2. Present (as per Register of Attendance)

3. Apologies

4. Minutes of the Thirty-Fifth Annual General Meeting held 7 May 2018

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 Hately

   **(b) Nominated Members 2019-2020**
       (1) Nominated by the Anglican Archbishop of Adelaide
           The Rev'd S Bailey and The Rev'd B O'Donovan
       (2) Nomination from the Parish of Gawler
           Mrs W Dimmock

   (3) Nomination from the St Francis Congregation
     Mrs E MacGillivray
   (4) Nomination from the Parish of Elizabeth Downs
     Ms H Clarke
   (5) Nominations from the Diocesan Council
     Dr K Heath and Mr D Russell

 **(c)** **Elected at 2018 AGM for a two year term**
   Mr B Collings, Mr R Johnstone, Mrs G Pelle

 **(d)** **Newly Elected 2019 members**

10. Presentation of Distinguished Service Awards

| | |
|---|---|
| Mr Sean Carlin | Mrs Diane Mannak |
| Mr Anthony Cini | Mrs Deborah Russell |
| Mrs Kerryl Gregory | Mrs Jenny Searle |
| Mr Thomas Hancock | Mrs Leanne Tripa |

11. Presentation of Life Membership: Mr Richard Bednall

12. Vote of thanks to retiring Board members

13. Close of Meeting

**THIRTY-FIFTH ANNUAL GENERAL MEETING OF
TRINITY COLLEGE GAWLER INC.
HELD IN THE STUDIO, TRINITY COLLEGE SENIOR
ON MONDAY, 7 MAY 2018**

1.  Meeting opened at 7.40 pm with a welcome and acknowledgement of Country from the Chair, Dr Ken Heath and prayer, led by The Rev'd Craig Loveday.

    The Chair announced that as a quorum was unlikely to be reached in the half hour between 7.30 pm and 8.00 pm, the business of the meeting will occur as per the agenda with resolutions being ratified at a re-convened meeting on Monday 14 May at 7.30 pm if a quorum was not reached by 8.00 pm.

2.  **PRESENT:**
    82 members as per the list attached to the official minutes as of 8.00 pm

3.  **APOLOGIES:**
    16 members as per the list attached to the official minutes.

4.  **MINUTES OF THE PREVIOUS GENERAL MEETING**
    Thirty-fourth Annual General Meeting held on 8 May 2017.

5.  **ELECTION OF BOARD MEMBERS**
    The Chair stated that from the Returning Officer's Report that:

    **"At the close of nominations on Friday 6 April at 4.00 pm, there were three people nominated for the three possible positions on the College Board. These nominations: Mr Brad Collings, Mr Russell Johnstone and Mrs Grace Pelle were all in order. Since there are three nomination and three vacancies on the College Board, no election is required."**

6.  **RECEIPT OF REPORTS**
    a)    **Chair's Report**
    Dr Heath presented the Chair's Report which was included in the meeting papers noting the highlights.

    b)    **Head's Report**
    Mr Hately spoke to his report printed in the papers.

    c)    **Treasurer's Report**
        **Balance Sheet, Income & Expenditure Statements.**
        Mr Johnstone presented his report as printed in the papers, highlighting a number of points.

        The Treasurer announced that he will be standing down from the role and acknowledged the support he has been given by the Board and College staff.

        The Chair thanked the Treasurer for the work he has done in the role.

8.  **QUESTIONS ON NOTICE**
    Nil

9. **INTRODUCTION OF BOARD MEMBERS 2018-2019**
   a) **Ex Officio Member**
      The Head – Mr N Hately
   b) **Nominated Members 2018-2019**
      (1)   Nominated by the Anglican Archbishop of Adelaide
            The Rev'd Canon Simon Bailey and The Rev'd Bart O'Donovan
      (2)   Nomination from the Parish of Gawler – Mrs Wendy Dimmock
      (3)   Nomination from St. Francis Congregation – Mrs Elizabeth MacGillivray
      (4)   Nomination from Parish of Elizabeth Downs – Ms Helen Clarke
      (5)   Nomination from Diocesan Council – Dr Ken Heath & Mr David Russell

   c) **Elected at 2017 AGM for two years**
      Mrs Kasey Aplin, Mr Christopher Maiolo, Mrs Kyla Pizzino

   d) **Newly Elected 2018 Members**
      *For a two-year term*
      Mr Brad Collings, Mrs Grace Pelle, Mr Russell Johnstone

   All Board members were received with acclamation.

10. **PRESENTATION OF DISTINGUISHED SERVICE AWARDS**
    The Chair provided some background to the Distinguished Service Award.

    Mr Hately introduced the following staff members and invited them to receive their award from the Chair, Dr Heath:
    - Mrs Wendy Stimson
    - Mr Aaron Whenan
    - Mr Damon Wilson

11. **VOTE OF THANKS**
    The Chair acknowledged and thanked the retiring Chair of the Trinity College Foundation Board, Dr Rupert Thorne.

12. **CLOSE OF MEETING**
    The Chair confirmed that as per 6(i) of the Trinity Constitution a quorum had not been reached by the 8.00 pm cut-off time, so the AGM would be reconvened in a week's time at the same time and place to formally pass the relevant motions.

    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 8.21 pm

**THIRTY-FIFTH ANNUAL GENERAL MEETING OF
TRINITY COLLEGE GAWLER INC.
HELD IN THE STUDIO, TRINITY COLLEGE SENIOR
ON MONDAY, 14 MAY 2018**

# MINUTES

**1.** Meeting opened at 8.00 pm with a welcome and acknowledgement of Country from the Chair, Dr Ken Heath and a prayer.

**2. PRESENT:**
Dr Heath reported that 10 financial members, as per the list attached to the official minutes, were present at the meeting and that under the constitution [Clause 6(i)], this constituted a quorum.

**3. APOLOGIES:**
6 members as per the list attached to the official minutes.

**4. MINUTES OF THE PREVIOUS GENERAL MEETING**
Thirty-fourth Annual General Meeting held on 8 May 2017.

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

Moved  Mr D Russell                    Seconded  Ms E MacGillivray          **CARRIED**

**5. ELECTION OF BOARD MEMBERS**
The Chair announced that no election was required as there were three vacancies and three nominations.  Mr Brad Collings, Mr Russell Johnstone and Mrs Grace Pelle will take up a further two year term on the Board.

**6. RECEIPT OF REPORTS**
 **a)** **Chair's Report**

**Motion:** **That the 2017 Chair's College Board Report be accepted.**

Moved  Dr K Heath                      Seconded  Dr R Oermann              **CARRIED**

 **b)** **Head's Report**

**Motion:** **That the 2017 Head's Report be accepted**

Moved Mr N Hately                     Seconded Mrs D Russell               **CARRIED**

 **c)** **Treasurer's Report**

**Motion:** **That the 2017 Trinity College incorporated Financial Statements of the Balance Sheet and the Statements of Income and Expenditure be accepted.**

Moved  Dr K Heath                      Seconded  Mrs K Aplin                **CARRIED**

**ii.** **Auditor's Report**

**Motion:**     **That the Auditor's Report be accepted.**

Moved  Ms H Clarke          Seconded  Dr R Oermann          **CARRIED**

## 7.     APPOINTMENT OF AUDITOR

**Motion:**     **That William Buck be appointed auditor for 2018.**

Moved  Mr D Russell               Seconded  Ms H Clarke          **CARRIED**

## 8.     QUESTIONS ON NOTICE
Nil

## 12.     CLOSE OF MEETING
The Chair thanked members for their attendance.

Meeting Closed at 8.02 pm

**6.** **Reports**

**(a)** **CHAIR'S REPORT**



# Chair of Trinity College Board

# Annual General Meeting Report

At the Trinity Board level, I feel we sometimes need to swing back on our chairs to take stock of what we have decided to do in the period of a year. For many schools the decision to build on an extra classroom or two, or possibly a large art space is met with serious hand wringing from the Board and wider school community … Trinity's history of constantly building and expanding on any of its five sites makes us somewhat immune from this concern. This is made much easier by having an expert team that crunches the numbers, plans the building and designs the teaching spaces; and a teaching group that is always up for the challenge of 'how can we get the most out of this new facility or space' maximising the bang for buck that has always been the Trinity way.

This last year has seen some capital projects commenced that really should make us sit up and go "WOW":

- The Trinity Innovation and Creativity School: this significant investment in infrastructure, combined with new areas of focus and enhanced methods and practice of teaching, positions us best to embrace 21$^{st}$ century educational challenges. Designed to be utilised in a manner similar to the College wide use of Blackham, sited at Gawler but used by all students.
- Synthetic Hockey Pitch: a project that was always in the 'in the future' basket for capital projects but brought forward due to inspired collaborative work coordinated by Sally Collings that lead to the College receiving a $800 000 grant that turned the dream of some, into a reality.
- Ongoing upgrades of air-conditioning and solar panels all around the College on all sites: better comfort for our children and staff that teach and look after them.
- New classrooms and teaching spaces in most of the Schools.
- The decision to open a new Trinity school at Roseworthy: one of the historical key decisions of the past college leadership that has paid huge positive dividends was the creation of the 'Spoke & Hub' model which formed four R-10 Schools all feeding into a common Year 11-12 specialised senior school. This has led to great economies of scale and widened the breadth of opportunities that most of us now just take for granted. Until recently there was an intentional consolidation strategy by the Board – but timing and opportunity has provided the College another avenue for expansion and sharing of an Anglican Trinity education to another part of the northern community. This has been planned to NOT impact negatively on the budgeted development of our current sites.

Non-Capital items of discussion have included:

- The Constitution: The College's constitution is (other than minor tinkering around the peripheries) the same document that was created at the inception of the school thirty-six years ago! The Board is beginning the process of modernising it. If you have a passion for constitutions, and think you have something to offer then please get in contact with the Chair via the Head's EA, Jenny Searle.
- The National Redress Scheme: The Anglican church has made a national commitment to be part of the scheme. The scheme's design closely follows the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and is described as best practice, providing survivors with redress that focusses entirely on their needs and their journey of healing. The Board philosophically approves of the scheme and is following due process to investigate the implications for the College if/when we join the scheme.
- The ongoing tight budgeting meant that the Board approved a net fee REDUCTION for 2019, with fee increases of 2.5 - 2.9% but a REMOVAL of the ICT Levy (which was greater than the increase).

- Increasing commitment to student access to psychological services.
- As a Chair I am always very proud to present the Distinguished Service Awards, this year to eight staff: an award for twenty years of service to the College and as always, some incredible names on that list … come to the AGM to congratulate them.
- And finally, the bestowing of the College's highest award to Richard Bednall; highly deserving for a man who has literally shed blood, sweat and tears for his College.  His award is also being presented at the AGM.

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, Trinity College Board**

# Head of Trinity College


# Annual General Meeting Report

# Contents

## INTRODUCTION

I have great pleasure in releasing the 2018 AGM report to the Trinity College Community.

2018 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 2018 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 | | |
|---|---|---|
| **Staff Attendance** <br> *The average attendance rate* | Teaching Staff 97.14% <br><br> Admin & Support Staff 96.85% | |
| **Staff Retention** <br> *The proportion of permanent teaching staff retained in a year from the previous year* | Teaching Staff  91.16% <br><br> 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.  2018 saw the departure of 10 full time teaching staff members with 6 of these retiring. | |
| **Staff Retention** <br> *The proportion of permanent admin & support  staff retained in a year from the previous year* | Admin & Support Staff 97.15% <br><br> 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. | |
| **Expenditure and Teacher participation in professional learning** | Expenditure: <br><br> The College expended $1,075 per full-time equivalent teaching staff, for 2018. <br><br><br> Please note this does not include staff costs for the four student free professional development days. | Outline of professional learning undertaken: <br><br> 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. <br><br> These opportunities include but are not limited to: <br> • Individual professional development based on subject and school programme expertise, <br> • Attendance at workshops, <br> • Involvement in further study, <br> • Structured professional reading, <br> • School visits et al. |

| Key Student Outcomes    College-wide Data | |
|---|---|
| **Student Attendance** <br> *The average attendance rate* | 93.21% |
| **Proportion of Year 9 students retained to Year 12** | 341 students began Year 9 in 2015. <br><br> 296 students from the 2015 Year 9 cohort began Year 11 in 2017 (86.80% retained). <br><br> 278 students from the 2015 Year 9 cohort began Year 12 in 2018 (81.52% retained). <br> 16 new students entered TCS in 2018. <br><br> During 2018, 27 TCS students left the College during the academic year for various reasons including successful pathway destinations such as employment, TAFE or apprenticeships. |

**NAPLAN 2018**

*Proportion of students College-wide meeting NAPLAN's national minimum standards in 2018*

|          | Reading | Writing | Numeracy | Spelling | Grammar & Punctuation |
|----------|---------|---------|----------|----------|-----------------------|
| *Year 3* | 97%     | 99%     | 100%     | 97%      | 94%                   |
| *Year 5* | 97%     | 89%     | 100%     | 97%      | 92%                   |
| *Year 7* | 98%     | 96%     | 98%      | 96%      | 98%                   |
| *Year 9* | 98%     | 87%     | 100%     | 95%      | 95%                   |

## Year 12 Results – 2018

Trinity College wishes to congratulate all Year 12 students on their results for 2018.

## SACE Results 2018

Trinity College congratulates all Year 12 students on their fine results for 2018!
- Sonia Chen was Dux with an excellent ATAR of 99.70
- Kieran Hammond (97.25) has become only the third Trinity student to be awarded a prestigious Governor of South Australia commendation.
- The top 5 students attained ATAR's above 98 placing them in the top 2.0% in Australia!
- 42 students attained an ATAR above 90, with 27 more between 85.00 and 89.95.
- 390 'A' Grades were achieved.
- 285 students achieved their SACE.

In 2018 the College Dux is Sonia Chen with an ATAR of 99.70. Sonia achieved a Merit in Mathematical Methods, an A+ in the Research Project and A's for Specialist Maths, Chemistry and English. Sonia looks to pursue a career in Dentistry or Medicine.

## 42 A+'s were attained with 11 Merits:
Merits were attained in English, General Mathematics, Health, Mathematical Methods, Research Project and Workplace Practices.

## Club 90
We would like to acknowledge the following 42 students who have been inducted into Club 90 by attaining an ATAR above 90, placing them in the top 10% in Australia.

| | | | |
|---|---|---|---|
| Liam Beazleigh | Matthew Green | Madalin Kelly | Jacob Stevens |
| Louise Blight | Harry Hall | Annabel Luck | Isabelle Stimson |
| Caitlyn Bugeja | Kieren Hammond | Ashleigh Mickan | Fizzah Syed |
| Casey Cammans | Sophie Hancock | Lauren Mowbray | Jennifer-Diep Trang |
| Murray Chahl | Hannah Hank | Monique Murch | Ella Vandeleur |
| Sonia Chen | Jackson Hately | Tylor Olsson | Luke Voigt |
| Rachel Crosby | Tamika Heath | Emily Otterspoor | Caley Watt |
| Griffin Dean | Lauren Heinrich | Riley Pridham | Hamish White |
| Bailey Fielke | Luke Hughes | Luke Quinlan | James Zuiani |
| Nicola Frazzetto | Amreen Jahan | Holly Sanders | |
| Joshua Gill | Amber Jones | Courtney Sexton | |

## Acknowledgements
We would like to acknowledge all students who did their best in 2018. Many students have achieved some remarkable personal bests and their journey may or may not be outlined above. All members of our community are special and unique and all achievements should be celebrated.
Thank you to our excellent staff and supportive parent community who have helped nurture and guide our graduating students.

**Vocational Education Training Results 2018**

We are pleased to report that:

- 58 students achieved a Certificate II qualification.
- 101 students achieved a Certificate III qualification
- 69 students used Certificate III towards their ATAR in 2018.
- Many students have already commenced quality apprenticeships and traineeships.

These qualifications were attained in areas as diverse as automotive, cookery, electro-technology, makeup, hairdressing, plumbing, fitness, animal studies, game design, hospitality, business, ICDT, retail, accounting and tourism.
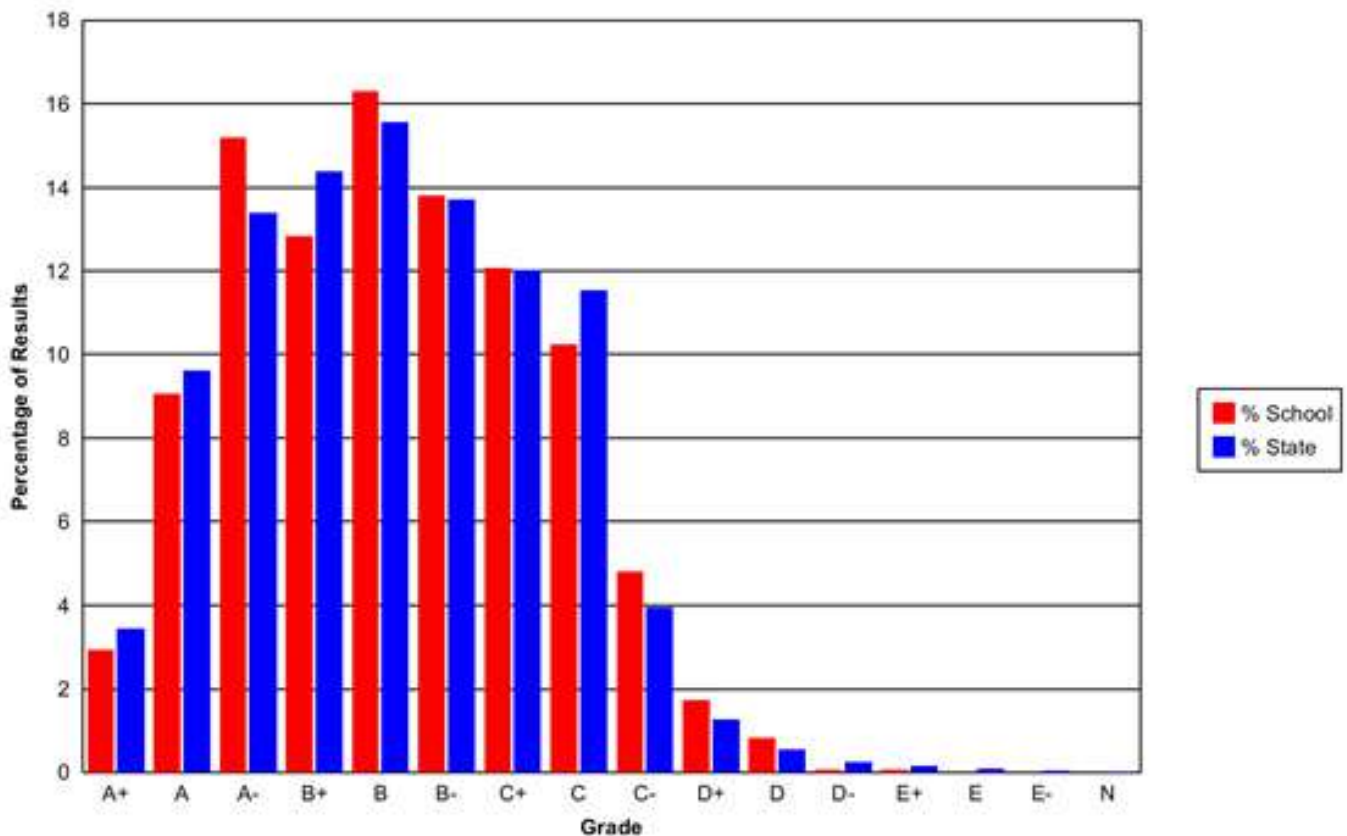
**South Australian Universities to which Trinity students successfully applied**

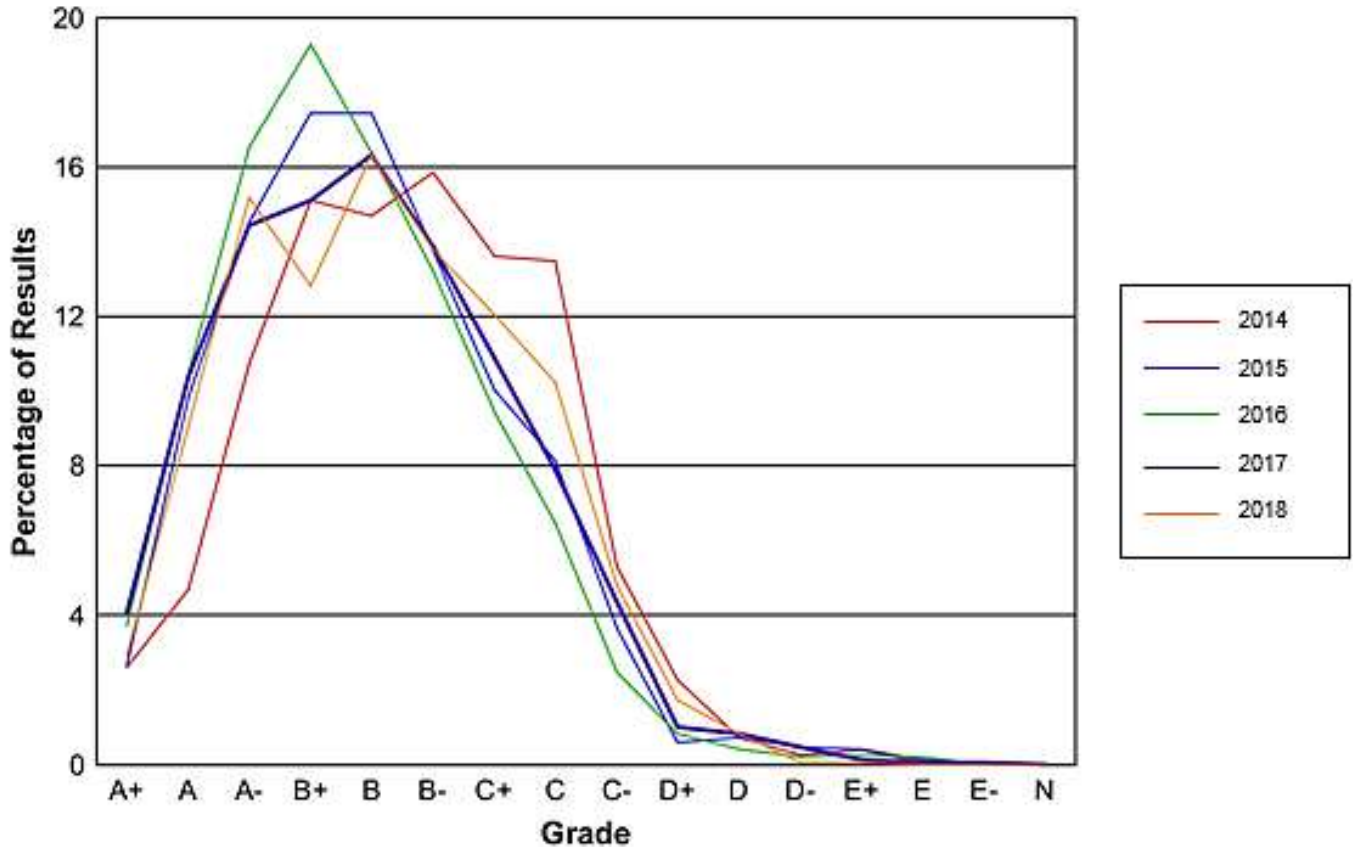| University | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | **2018** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Uni SA** | 45% | 59% | 61% | 55% | 51% | 57% | 68% | 65% | 51% | 34% | 51% | 47% | **47%** |
| **Adelaide** | 42% | 35% | 32% | 35% | 43% | 31% | 27% | 29% | 33% | 58% | 28% | 32% | **38%** |
| **Flinders** | 13% | 6% | 7% | 9% | 5% | 6% | 4% | 4% | 14% | 7% | 15% | 19% | **13%** |
| Other SA | | | | 1% | 1% | 6% | 1% | 2% | 2% | 1% | 1% | 2% | **2%** |

**Grade Distribution**
**Year 12 Results – Trinity Grade Percentage Distribution with State Comparison**



Stage 2 School Subject Results - by Grade Distribution 2018

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



**Overall**

The 2018 Year 12 results were solid with a pleasing number of students achieving a good ATAR, gaining a place at university and/or obtaining a VET qualification for their chosen career. The results of course never convey those that have overcome considerable adversity, worked through learning difficulties or simply did their best.

2018 saw a broad and extensive range of SACE subjects being offered at Trinity College Senior, complimented by a large range of VET courses. More information was available to students through academic counselling. 2019 brings more course flexibility, focussed study lessons, additional student counselling and psychology services, the review of pedagogy and continued analysis of data.

**Nick Hately**
Head of Trinity College
May 2019

## PART B   2018 STRATEGIC ACTION ITEMS REPORT TO THE COLLEGE

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 and areas of focus 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 2019.

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 2018 of strategic planning leading to improvement in the manner in which the College operates or increasing opportunities available to students and staff included:

- Significant expansion of University engagement,

- Considerable reflection on our Anglican identity and our relationship with St Francis,

- Enhancement of Innovation, Collaboration and Project-Based Learning opportunities,

- Significant modernising of communication channels and digital learning systems,

- Planning and designing the Trinity Creativity and Innovation School, and

- Major review of student growth opportunities.

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

**Nick Hately**
Head of Trinity College,
November 2018

**KRA 1: <span style="color:red">Christian Values</span>**       **Goal: To live the College motto of *In God is my faith***

**Priority 1.1**       **Action Item a.**
Strengthen engagement with local parishes and the wider Church       Provide mechanisms for thought and reflection, leading us to action appropriately what it means to be an Anglican College.

2018 has seen the most significant reflection regarding what it means for Trinity to be an Anglican College. Staffing changes in our Chaplaincy team and the search for a new leader of the St Francis congregation also triggered a number of conversations regarding our Chaplaincy direction.

We have worked closely with Archbishop Geoffrey Smith to discuss our Chaplaincy and to progress exciting opportunities within the Church. Along with our Co-ordinating Chaplain, Dave MacGillivray, Chair of the Board, Ken Heath and Deputy Chair, Beth MacGillivray we have met with the Archbishop to discuss and seek guidance on various matters regarding Chaplaincy, the Trinity / St Francis relationship, Anglicanism in Northern Adelaide and our College constitution.

The August Board meeting saw a major focus item dedicated to significant reflection in this area. Chaplain Dave provided the Board a historical overview of the Trinity / St Francis journey and we reviewed the various Chaplaincy models the College has operated over the years.

From 2019, the College is endeavouring to grow our Chaplaincy team and operate a more flexible and expansive model. While a number of Chaplains will still be Trinity school based, we will seek to provide a more College wide presence for our team. The team will comprise ordained Anglicans and be supported by non-ordained committed Christians. The College will deliver a priest directly to the St Francis congregation and therefore the College will run the Sunday worship services as an extension of our Chaplaincy. (Previously, the leader of St Francis was effectively independent of Trinity.)

Opportunities to provide training experiences for aspiring Chaplains and a hope to formalise links with St Barnabas theological College are being explored. A reinvigoration regarding the place of Chaplaincy at Trinity is being planned and embraced for 2019. I thank our 2018 Chaplaincy team of Rev'd Dave MacGillivray, Rev'd Craig Loveday, Rev'd Ruth Mathieson (now Parish Priest of Semaphore), Rev'd Tony Nichols and Youth Chaplain Sasha Roullier for their excellent work in our community. The Rev'd Paula Bullock will join the Chaplaincy team for the 2019 school year.

Staff and student Eucharist services are genuine highlights of the year and play a significant role in the culture of the College. Faith based service, daily prayer, spiritual reflection in assemblies and carol services are key moments in the Anglican life of the College.

In other Anglican related matters I have had the pleasure of being the Chair of the Anglican Schools of South Australia group and remain the Chair for the Anglican Schools' System.

We have recently received a briefing from the Deputy Registrar regarding Anglican projects here in the North and considerable attention has been given to exploring the National Redress Scheme which came into being in July 2018.

Our individual Trinity schools remain involved through Anglicare and local Parishes in meaningful and effective ways.

**KRA 1: Christian Values**          **Goal: To live the College motto of *In God is my faith***

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

**Action Item b.**
Embed Service learning throughout the College.

**Rationale**

Trinity College seeks to provide opportunities for students to engage with the Community through service activities and to embrace servant leadership.

**Strategic Action 2018**

- Audit initiated of Service activities undertaken by students across all Trinity schools.
- Service dimension is embedded in all Trinity schools with a "Service Focus" highly visible and readily seen e.g. Students voluntarily engaged with the operations of school assemblies and events, sustainability programmes (e.g. Recycling, Wipe Out Waste)
- All Trinity EY-Year 10 schools undertake a 'Service Day' where students in Year Levels, or within the House system identify, organise and undertake relevant activities or a specific project to benefit a chosen Community organisation or group. Examples this year included; assisting the 'Backpack for Kids SA' organisation, the Upper Torrens Land Management group with the propagation of native trees and weed control and the RSPCA. TCS are currently planning to initiate this activity in 2019.
- To encourage & nurture community service, some Trinity schools have introduced a Service Booklet where students are recognised at the school and house level upon completion of a selected number of hours of service.
- Trinity Gawler River has initiated the 'Year 10 Challenge' whereby the cohort at the beginning of the year were challenged to make a positive contribution to the school community.
- In conjunction with the Youth Chaplain, students at both Blakeview & Gawler River operate a Breakfast Club for students which develops relationships, connectedness and promotes well-being.
- Authentic Servant Leadership is apparent in all schools through the College Prefects, Student Leaders and Leadership development programmes.
- Trinity 2 Cambodia remains a distinguishing College feature, with since commencement, student representation from all schools. Active promotion and support of this project is apparent in all schools.
- The LAP Programme has realised a significant number of Middle School and Senior School students volunteering to serve younger students as Mentors.
- Relationship with Anglicare continues to strengthen with students regularly undertaking Food Collection days and organising clothing collection bins. Several schools operate a 'Kitchen Garden' with students preparing meals or providing produce to Anglicare.
- Year 10 Students within the subject of PLP undertake a unit on Community Service.
- Charity support is present and arranged individually in all schools where the focus may be whole school, sub-school, House or Student groups (e.g. Prefects). Various entrepreneurial projects with the emphasis on student agency occur at Trinity North and Trinity Gawler River. The Trinity North Junior School conduct an Entrepreneurial Fair where teams can identify a problem they wish to solve and research a charity which could support this and then organise a suitable fundraising activity to be undertaken at the Fair. Trinity Gawler conduct Mission Day as a way of celebrating Trinity Sunday where Middle School House conduct carnival style activities for the Junior School students with proceeds raised apportioned to nominated charities.
- Whole College support is in place for Trinity 2 Cambodia, Anglicare, R U OK? Foundation and Code Read (Dyslexia Australia Network & Dyslexia SA).

**Plans for 2019**

- Continue to explore opportunities & expand involvement with the wider church and local parishes.
- Develop an integrated College approach to 'Service Day' Activity.
- Prepare a student service Journey through life at the College.
- Explore within the Co-Curricular Programme increased opportunities for Service Activities.
- Develop a metric to ascertain whether students are service oriented when they leave the College.

**KRA 1:** Christian Values                    **Goal: To live the College motto of *In God is my faith***

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

**Action Item 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.

Trinity College is committed to providing an education which is open to all and encourages excellence. Our student-centered focus enables us to develop positive and confident young men and women ready to change the world for the better. We pride ourselves on fostering a love of learning and a love of life. Staff need to acknowledge and cater for the following:

- That each student can learn, and the needs of every student are important.
- Recognition of the entitlement of each student to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community.
- High expectations to be set for each student as teachers account for the current level of learning of individual students and the different rates at which students develop.
- The acknowledgement that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.
- The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and personalise learning.
- Data currently available at each site is collected from-
  - Teaching learning programmes and planners.
  - Learning Data Analysis work and subsequent site improvement implementations.
  - Assessment and Data Collection Schedule – ACER, College Wide Tests, NAPLAN, in school assessments, ICAS, attendance, effort grades.
- Adjustment plans data- modifications/ support agency involvement/ curriculum adjustments.
- Annual Schedule of Professional Learning- opportunities and outcomes. Each site to record opportunities utilised by staff by external providers and consequent in-service of staff.
- Professional Development Plan data to support site specific strategies.
- Leaders coaching/mentoring notes as part of staff appraisal process.
- Student interviews/focus group feedback regarding support systems in place.
- Classroom observation data- structures, groupings, teaching methodologies, etc.
- Collation of teacher professional dialogue- staff meetings, social media, PLC discussion.
- Videos and photographs of learning environments and classroom practice.
- Staff meetings- whole school, sub-school, faculty, year levels, curriculum council, pastoral, Principals, etc. (e.g. minutes, agendas, action points.)

Opportunities:
- Deepen knowledge and understanding of evidence-based teacher observation/feedback.
- Ensure information that is recorded on the needs of diverse learners is clear and centrally recorded.
- Form or join a community of practice with other schools specialising in these areas.
- Upskill all staff on coaching and mentoring skills.
- Expand data skills for staff, e.g. the use of literacy/numeracy continua/progression scales to monitor individual progress.
- Establish a common policy and identification process for learners with diverse needs (including Gifted Students.)
- Continue to utilise external competitions and form more inter-Trinity competitions.
- Each site to appoint a specific leader responsible for Gifted Education. Link with universities offering gifted education and training and consider providing a northern hub for families.
- Establish a buddy programme to support families and individual.
- Look beyond the local area to establish networks for best-practice sharing.

**KRA 1: <span style="color:red">Christian Values</span>**     **Goal: To live the College motto of *In God is my faith***

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

**Action Item b.**
Fully embed and celebrate our Reconciliation Action Plan (RAP)

Trinity College has been a leader in its commitment to Reconciliation as the first independent school in SA to complete their RAP on Reconciliation Australia's Narragunnawali website in 2015. I offer this report on the extent to which we have been successful in achieving the RAP actions in the 2017-8 Trinity College Reconciliation Action Plan and an outline of future initiatives.

**Relationships in the classroom, around the school and with the community**

We frequently welcome Aboriginal and Torres Strait Islander people into our classrooms to work in partnership with us and we seek to continue this trend. Most teaching staff undertook cultural awareness training over the past three years and in 2019 staff new to Trinity College will be provided with this training. We are committed to investigate how staff can learn additional knowledge about Aboriginal and Torres Strait Islander perspectives.

All formal events commence with a Welcome to Country or an acknowledgement that Aboriginal and Torres Strait Islander people are the first Australians. National Reconciliation Week has become a significant part of the school year for each school who celebrates this in their own unique ways. Two Year 5 classes represented Trinity College at the 2018 Gawler Reconciliation Event at Apex Park, further strengthening our relationship with local communities. We continue to explore partnerships with more remote indigenous communities.

**Respect in the classroom, around the school and with the community**

Trinity College has developed a special bond with a Frank Wanganeen, a Kaurna Elder and passionate cultural educator named the Premier's NAIDOC Award winner for 2017. Each school has worked with an Aboriginal and Torres Strait Islander artist to develop culturally appropriate art symbolising our commitment to reconciliation. We will seek to develop on understanding of some current issues that face Aboriginal and Torres Strait Islander peoples.

As part of our commitment to both Aboriginal and non-Aboriginal students to learn what racism is, understand its impact on people and consider strategies to combat racism, the two school Captains from every Trinity school attended the ActNow Theatre Company's interactive theatre production 'Racism Stops with Me'.

**Opportunities in the classroom, around the school and with the community**

We demonstrate our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment by displaying Aboriginal flags. Some schools have created a physical acknowledgement of country and in 2019 we make this common practice throughout all our schools. Trinity College provides a number of opportunities through the AIME Programme, an AISSA indigenous secondary student mentor, academic and sporting opportunities. Some faculties, most notably the Art faculty have been particularly successful at embedding Aboriginal and Torres Strait Islander histories and cultures in their curriculum planning and it is anticipated that this trend will continue.

The 2019 Trinity College Reconciliation Action Plan (RAP) has been endorsed by Reconciliation Australia. Trinity College schools comprise five of the eleven independent schools in SA with a RAP. I look forward to reporting on the success of our commitments to this new RAP next year.

**KRA 2: Our People**                                    **Goal: Further enhance a skilled, energetic, professional and supportive staff culture.**

**Priority 2.1**                                         **Action Item a.**
Attract, support, develop and retain top quality staff.  Upgrade policies and practices to attract, develop and retain staff and support their commitment to our values and educational approach.

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

The College places a significant set of resources into ensuring that we attract and maintain a well-qualified, skilled and committed staff.

In 2018 thirteen of our permanent teaching staff have resigned. Five staff members are retiring from teaching. Two staff members are moving into other fields and the remaining six staff members have moved to teaching roles in other schools. By any reasonable measure, our turnover of permanent staff remains low. We continue to need to seek a range of replacement contract staff filling short term vacancies created by staff taking maternity and long service leave.

Trinity College enjoys a good reputation and is seen as a desirable school to work at. We do suffer a little from the Adelaide-centric view of some people but in the main we receive good applicant numbers for the advertised vacancies. This year we have recruited senior staff from Sydney and Melbourne as well as promoting from within our own staff. Two of the new appointees have Ph. D qualifications in their teaching fields and others have Honours or Masters Degrees in areas related to their work. In addition, we continue to attract excellent early career teachers to Trinity who ensure that our staff age profile maintains an appropriate spread and is representative of good levels of experience as well as youthful enthusiasm and knowledge of the latest pedagogies.

This year the College has established a valuable working relationship with Stillwell Management Consultants. Stillwell's are organisational psychology specialists and provide expertise in management and staff training, corporate psychology, coaching and mentoring and culture surveys. This organisation was tasked with developing and delivering professional development opportunities for our Principals and key senior staff. This senior group have spent time this year developing new skills and reflecting on the way they manage long term staff.

This has proved a very valuable exercise. Trinity has many excellent staff who choose a long term tenure at the College. This creates some unique challenges and opportunities. The professional development experience has challenged our senior staff to have a better understanding of this aspect of the Trinity College staff profile and to develop skills that will ensure that long term staff, continue to be appropriately supported in their roles and are provided with fresh challenges.

In addition, the Stillwell Group is providing some ongoing coaching and mentoring to our senior staff and have also developed culture surveys for sections of our staff teams. In this way it is hoped that we will understand the needs of our staff in a more comprehensive way.

Widespread professional development opportunities continue to be provided for our staff. Four whole College professional development days have occurred throughout the year and have allowed our staff to work together on projects that range from the implementation of the Learning Management System, Schoolbox to developing skills in using the 'Big Write' pedagogy in the Junior School.

In addition, the Trinity College staff have accessed a range of externally provided professional development opportunities, both locally and interstate. Trinity College aims to be represented at the major national educational conferences.

| **KRA 3:** Educational Development | **Goal: To deliver quality outcomes for all students across a broad range of current and relevant educational opportunities.** |
|---|---|
| **Priority 3.1**<br>Develop a future-oriented educational model that continues to reinforce Trinity's educational excellence | **Action Item a.**<br>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. |

**Rationale**

Trinity College is; through deliberate and collaborative planning of the Innovation School, association with UniSA education and data specialists, internally representative committees discussing best practice and external professional development experiences; developing a learning community that will thrive in an innovative world.

One measure of excellence in education is our development of life long, self-regulated learners.

**Strategic Actions 2018**

- Appointment of College-wide STEM Co-ordinator
- EY-6 focus on Problem Based Learning
- Digital access to all course content Years 7-12 through Schoolbox
- Cross-curricular activities involving Science, ICT and Mathematics
- Focus on integrating the ICT capability into all curriculum areas
- Greater levels of engagement for Years 10-12 students with Industry professionals, VET and Universities
- Survey of students and staff to gather information about Graduate Qualities
- Establish Innovation Committee to help define and outfit the Innovation School
- Continue school-based PD:
  - North – Entrepreneurial Project
  - South – Cultures of Thinking
  - Blakeview – STEM Culture
  - Gawler River - The Praeto Project
  - TCS – LMS continuous reporting and feedback
- Digital Learning professional development day in Term 2
- Increased global perspectives through Blackham Bush camps visits, sustainability projects, peace machines
- Redesign flexible learning spaces
  - Blakeview - STEM Centre
  - Gawler River - Middle School classrooms
  - North - Year 3 classes, Arts and ICT labs
  - South - Science labs and ICT labs
  - TCS – Hall and downstairs classrooms
- Improved school and faculty communication through the use of Microsoft Teams
- Expansion of the co-curricular Robotics programme
- Trinity App launched to improve parent access to Trinity College information

**Plans for 2019**

- Appointment of Director of Research and Learning Services and College LMS co-ordinator
- Allow students more flexibility in how they present work using state of the art technologies (ADOBE suite on all Years 10-12 student laptops in 2019)
- Research Practices course introduced in Year 10 with student projects exhibited to the community at the end of the course
- Construction and staffing of the Innovation School which will be a beacon of best practice for collaboration, creativity, innovation and entrepreneurship, to be used by all Trinity schools
- Increased emphasis on self-regulated learning pedagogy with deep analysis on current practice provided by UniSA Teaching Innovation Unit
- Developing a collaborative culture inter-school and intra-school through targeted activities including cross-school classroom visits
- Whole College professional development on Graduate Qualities (Term 2)
- Increased use of Schoolbox Course mark book for effective faculty feedback
- Continue the emphasis on integrating ACARA capabilities into the College curriculum
- Compli-Learn used to offer online staff professional development.

**KRA 3:** Educational Development

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

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

**Action Item b.**
Explore opportunities for greater sharing and collaboration between schools and campuses.

The essence of the Trinity teaching and learning success is found in the quality of the individuals we employ and unlocked by the structure of our model. We operate in both College and school modes as needed when the benefits are obvious for students.

The opportunities, efficiencies, breadth and resources, including specialist staff expertise etc. from a College with 3600+ students and 700 staff, are amazing.

Individualised schools, further divided into sub-schools, Houses, departments etc. enables a personalised and localised attention to detail. We are able to try teaching and learning programmes at individual sites and evaluate their effectiveness prior to scaling them across the College. In numerous places throughout this report it can be seen what is being accomplished across the College, in individual schools, or sub-schools or departments.

The ability to leverage from our vast staff resource comes from having a commitment to collaborate and providing opportunities to do so. Staff who do this well are more effective within the Trinity system. A demonstrated ability to collaborate is crucial when all senior appointments are made.

I have been very impressed with a range of staff who are producing and sharing data at their school and across departments. This enables various initiatives which have been undertaken to be authentically evaluated.

Pastoral programmes such as 'Friendology' or academic ones such as the 'Big Write' are being championed at individual schools and then embraced across the College. Often trial sites will share initial outcomes at various meetings prior to movement across the College. Ultimately the Principals' team is the peak body which decides if an invention will become a fully embraced College position. By adopting College positions, it enables dimensions such as our dyslexia accreditation to be achieved. By leaving room for schools to embrace particular areas of focus, we keep localised passions and needs to be nourished.

The further roll-out of the College Learning Management System 'Schoolbox' and use of Microsoft teams has boosted collaboration significantly. As a consistent platform staff are able to develop and share material with colleagues and students.

Planning and sharing of ideas continues to be valued and schools are significantly more collaborative now. The formation and enunciation of the Trinity Graduate Qualities will be established collaboratively and these will provide a common language and source of aspiration for all parts of Trinity College moving forward.

**KRA 3:** Educational Development

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

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

**Action Item c.**
Embed and utilise relevant technology such as Learning Management Systems to boost engagement.

Parent and student engagement in the Learning Management System has been increased through the development of the Trinity App. This mobile interface has further strengthened college communication and the important relationships that exist to support students within the College.

The Learning Management System has been expanded into the Junior School. The focus of this expansion has been to engage students in the platform, increase the efficiency of staff workflow and improve parental engagement in their child's learning.

The Middle Schools have continued to embed their use of the Learning Management System with a significant increase in learning activities being delivered via the platform. Rubric level effort feedback is now provided to students via the Learning Management System to enable them to identify next steps for improving their attainment in this area.

BYOD has been implemented across all Middle Schools with students in Years 7-9 able to participate on a voluntary basis from January 2019. BYOD remains compulsory for students in Years 10-12.

The College has leveraged its partnership with UniSA to begin research into the use of learning analytics to further improve student progress; the Learning Management System is being used as a key tool to support this.

The use of interactive panels has increased significantly across the College. Professional development has been delivered around the use of these panels to enable students to interact with rich multimodal learning content and improve collaboration in the classroom.

Physical learning spaces continue to be redeveloped with learning through inquiry and collaboration being a key consideration for design. Interactive panels have been made mobile to move away from fixed focal points in classrooms and encourage students and teachers to use these devices in variety of different contexts.

The College has increased its laptop provision for both students and teachers in the Junior School; this increase in the use of mobile technology forms a solid foundation, truly embracing mobile learning.

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

The appointment of a curriculum co-ordinator for robotics has led to robotics being increasingly embedded across the curriculum. Progression mapping of robotics has also taken place to ensure that students are prepared for success in this curriculum are as they move into the senior year levels.

The appointment of a STEM project co-ordinator has led to an increase in cross curricular projects being developed that encourage inquiry-based learning. This has also led to an increase in thematic approaches to curriculum delivery focusing on further enhancing student capabilities and interest in the area of STEM.

The Innovation Committee has worked towards establishing the structures that can enable innovation to occur across the curriculum with a focus on leveraging the Innovation School to enhance the learning experience for students.

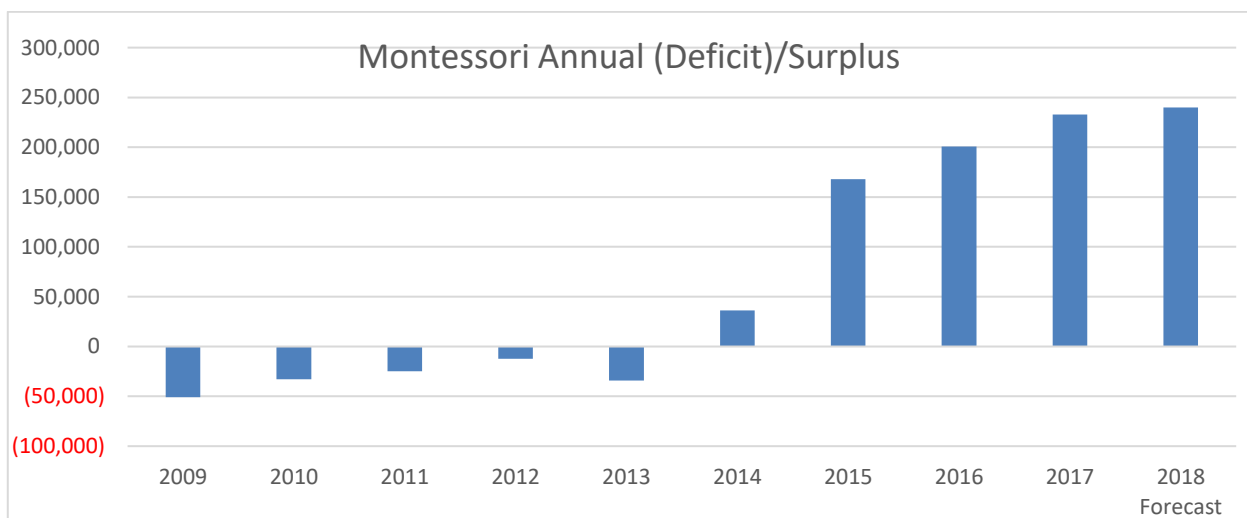| | |
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| **KRA 3: Educational Development** | **Goal: To deliver quality outcomes for all students across a broad range of current and relevant educational opportunities.** |
| **Priority 3.2**<br>Expand particularly our early learning / Montessori educational offering and also reflect on our size and shape. | **Action Item a.**<br>Develop a business case for an expanded early learning / Montessori educational offering. |

**Rationale**

To improve students' access to the College's quality early learning programme thereby enhancing educational opportunities and to support Trinity's financial sustainability by driving Junior School enrolments and generating a moderate return on investment.

**Strategic Actions 2018**

At the start of 2018, Trinity College was contacted by Land Vision Group (LVG) in relation to a major proposed development adjacent to the existing Roseworthy Township. LVG were seeking parties who may be interested in building a new school within their proposed development. This is part of a wider development within the Roseworthy Township Expansion (RTE). It is expected that Roseworthy will eventually grow from a population of approximately 900 to 11,000. A comprehensive business case examining the merit of Trinity College committing to building and operating a new school in the RTE has been prepared and tabled for consideration by the Board. The new school would likely include an early learning centre catering for three and four year olds.

The College has also engaged in high level discussions reviewing its current Montessori offering at Evanston South. The centre has approximately 100 current enrolments, caters for 40 students at any one time and has a strong waiting list with 58 for 2019, 92 for 2020 and 42 for 2021. The vast majority are students also enrolled to attend a Trinity school. Recently, parents are becoming increasingly distressed that an enrolment at a Trinity school does not guarantee them enrolment into Montessori.

The below graph shows the improved financial performance generated by Montessori over the past ten years, with significant improvement coming in 2015 when the College obtained accreditation to receive childcare Government funding. More significantly is the impact Montessori has on driving higher junior school enrolments.



**Plans for 2019**

Much of the College's focus during 2018 has been in relation to the RTE. The College continues to be open to further exploring opportunities in 2019 including:

- Early learning centre in a new geographical area where there is unmet demand
- Expanding the College's current Montessori at Evanston South.

Further work will be undertaken during 2019 in relation to both Roseworthy and exploring new opportunities.

| KRA 4: Enterprise Development | Goal: To be open to new ideas and opportunities and willing to invest in them. |
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| Priority 4.1 | Action Item a. |
|---|---|
| Investigate stronger partnerships with tertiary institutions. | 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. |

Over the past five years, interest in VET has expanded significantly with now one third of the TCS student cohort undertaking VET.  In particular, there has been expanded interest in students undertaking Certificate III level courses that lead to open employment and/or tertiary study. This is largely due to:

- The advent of TGSS (Training Guarantee for SACE Students) providing full or partially funded courses.
- TAFE opening doors to school students to take advantage of Work Ready funding in both Certificate II trade courses and Certificate III level qualifications in a range of areas.
- Private RTOs developing relationships with schools and providing opportunities for out of hours training both externally and on site at Trinity College.
- The benefit of Certificate III contributing to ATAR
- Universities promoting the cross credit for VET at Cert IV and Diploma level to university, particularly in the areas of early childhood education, hospitality, business, ICT and community services

Numbers of students undertaking Cert III courses while in Year 12:
2015 – 31 students          2016 – 50 students          2017 – 38 students

**VET activities for 2018:** Year 10 = 36 (Come and Try Welding) – course run after hours with parents – designed to provide students with a taste of what VET is like in the metal or engineering area. Year 11 = 97 students. Year 12 = 115 students**.**  In 2019 the numbers are looking like: Year 10 = 36 students (Come and Try Welding)   Year 11 = 82 students Year 12 = 87 students.

**VET Access in 2018/2019**
In 2018, students were able to access the following course outside of school hours at Trinity:

- Certificate III ICDT – Game Design (coding) – this course is taught by TCS staff member, Camille Young.
- Certificate III Business – delivered by Queensford College after hours at STARplex.
- Certificate III Fitness – taught by STARplex Gym staff in partnership with Active Training
- Certificate III Aquatics – delivered by Active Training at STARplex and aims to train students to be future swim instructors at STARplex Pool.

Some students travel to Adelaide to access VET courses between the hours of 4 – 7pm to avoid impact on school hours. These courses include: Certificate III Hospitality, Certificate III Aged Care, Certificate III Business, Certificate III Fitness, Certificate III Early, Childhood Education and Care, Certificate III Game Design (Art Focus)

Additional on-site VET courses in planning process for 2019 include: Certificate III Sport and Recreation (Netball and Basketball focus), Certificate II Engineering Pathways (Trinity Trade Centre), Certificate II Agriculture (Trinity Agriculture Centre), Plus "Come and Try Welding" (Trinity Trade Centre)

**Northern area manager of TAFE visiting Senior**
In August 2018, Voula Branch, Regional Manager of TAFESA Adelaide Metro North and West visited Trinity College Senior and was surprised at the breadth of VET offerings at TCS.  Therefore, we have been able to access courses such as Certificate III Technical Production and Certificate IV Music Production offered at the Adelaide Centre of the Arts. These courses were previously unavailable to school students.

**Additional Exploration of Courses in 2019:**

- Certificate III Laboratory Operations:  This course would run as a STEM VET focus at the school. Currently exploring this idea to see if the Senior School Chemistry Laboratory is adequate for delivery on site. This course would provide students with good skills for futures at university and beyond and improve their practical skills for Stage 2 Biology, Chemistry or Physics.
- Certificate III Dance: This is a new Certificate III giving dancers a qualification for practical application in their current Dance Academy, together with one intense theory week in the April, July and October school holidays.

**KRA 4:** <span style="color:red">**Enterprise Development**</span>

**Goal: To be open to new ideas and opportunities and willing to invest in them.**

**Priority 4.1**
Investigate stronger partnerships with tertiary institutions.

**Action Item b.**
Promote partnership and research opportunities with Universities.

The focus of the College's partnership with the University of South Australia is on developing technologies and practices to improve student attainment of the Trinity College Graduate Qualities. This work is consistent with the national educational agenda, as outlined in the Gonski report, which emphasises the need to develop the capacity of schools to improve students' attainment of the General Capabilities and produce self-regulated and life-long learners. This work builds upon previous data gathered at Senior regarding the retention and reflection from old scholars attending university settings.

Associate Professor Simon Leonard from the Samsung Smart School of the University of South Australia has worked with the Graduate Qualities Steering Committee to create a framework for the development of the Graduate Qualities (GQ). This broadly consultative process is informed by several activities including:
1. Workshops run by Associate Professor Simon Leonard with representative groups from all schools regarding the Trinity business model with engagement as the currency.
2. Research into the effectiveness of the Schoolbox effort rubric currently in use at the Middle Schools and TCS by Dr Vitomir Kovanović and Dr Srecko Joksimovic, Research Fellows, School of Education, University of South Australia. Data analysis along with qualitative research in the form of group interviews with staff will be conducted in Term 4. The final report will outline innovative solutions to capturing pertinent data regarding the development of the GQs.
3. Survey of College stakeholders regarding the value and attainment of the skills, qualities, values and dispositions of Trinity College students.

The GQs will be presented to staff on Monday 29 April 2019 with staff professional development regarding the constructs that the College will target for improvement. The GQs will play a key role in providing common intent across the College.

**Student Engagement with Universities**
In order to facilitate student development into effective life-long learners, a programme of university engagement has been designed and implemented for students from Years 10 to 12.
The focus in Year 10, in collaboration with the Personal Learning Plan (PLP), enables students to explore a broad range of higher education learning opportunities and career areas. This is achieved through events linked to learning in the PLP course.
1. **A Day in the Life:** Students listened to presentations from a range of professionals and ask questions regarding their pathways and careers
2. **University Presentation:** 40 minute talk from UniSA outlining general information about University, including entry requirements, study options, lifestyle, and careers, followed by 20 minute expo-style Q & A with representatives from UniSA, Adelaide and Flinders
3. **University & TAFE Excursions:** All Year 10 students attended one of three University or TAFE excursions. The university excursion gives students an opportunity to explore the learning opportunities and environment at UniSA and Adelaide University. Emphasis placed on encouraging students to return for Open Day to further explore areas of interest.
4. **University Presentations:** Presentations to students and parents regarding the different opportunities available at each of the three main university settings in South Australia. Each sector provided with a window of opportunity to show-case new courses and university life.

In Year 11, students begin to explore career clusters of personal interest and make Year 12 subject selections that are appropriate in terms of gaining entry into university courses as well as preparing them for success when they get there.
In Year 12, students fine-tune their decision regarding university preferences.
1. **University Presentation**: Focus on differentiating between universities and exploring specific course offerings.
2. **Small group and 1:1 meetings with university representatives and University Open days**: While some students investigate a wide range of university offerings, most take the opportunity to find out more about specific course offerings, double degrees, majors and other university offerings.

**KRA 4:** Enterprise Development

**Goal: To be open to new ideas and opportunities and willing to invest in them.**

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

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

**Rationale**
To improve students' access to the College's quality curriculum and non-curriculum programme thereby enhancing educational opportunities. Furthermore, to support the retention and recruitment of quality staff and Trinity's financial sustainability by generating enrolments and a moderate return on investment.

**Strategic Actions 2018**
The College's Management Team are conscious of not stretching its financial, physical and personnel resources too far and with 2018 focusing on a number of major projects, there has been little work undertaken in furthering a business case for a housing and boarding development.

**Plans for 2019**
In the College's Master Plan, initial concept and design work for this project has been scheduled to commence in 2020 before preliminaries and construction commences in 2021. The College will continue to closely monitor its resource utilisation and available capacity with it likely that due diligence and further investigation into this project will occur during 2019.

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| **KRA 4:** Enterprise Development | **Goal: To be open to new ideas and opportunities and willing to invest in them.** |

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| **Priority 4.3**<br>Establish a Future Fund for the College to ensure the continued effective use of our surpluses for the educational benefit of students. | **Action Item a.**<br>Clarify the links between the Trinity Foundation, the College and the Future Fund. |

**Future Fund**

With the recent strengthening financial position of the College, an Investment Policy has been implemented to guide the management of cash assets not required for current operating expenses so as to maximise the earnings of such assets, while retaining security and minimising risk.  To support this:

- an Investment Committee was appointed by the Board,
- an Investment Committee Charter was approved,
- the College received proposals from a number of Investment Advisers, and
- Macquarie Private Wealth were appointed to manage the College's funds.

This has resulted in the College expanding its Future Fund, focussing on generating moderate returns and achieving long term growth.  This is considered an important element in the College's long term financial sustainability.

**Foundation**

The College Foundation remains the major philanthropic organisation dedicated to assist Trinity meet our educational purpose and deliver our focus of Openness and Excellence.  Foundation support, via the provision of funds for Scholarships and Bursaries, remains positive.  Contribution via individual scholarships or through the Spirit of Trinity Fund have had a measureable and positive impact for many families giving them access to a Trinity Education or supporting them through a particular challenge.

Direct support of educational experiences such as Operation Flinders is another way in which the Foundation contributes to life at the College.

Events such as the annual Foundation Dinner or Melbourne Cup lunch raise both funds and friends on behalf of the College.  Active discussion has taken place regarding the support of the Foundation from the College Board.

**KRA 4:** Enterprise Development

**Goal: To be open to new ideas and opportunities and willing to invest in them.**

**Priority 4.4**
Expand our community engagement programmes consistent with our Values.

**Action Item a.**
Continue to review STARplex as a hub for community activity and engagement.

The STARplex vision is for more people in the local community to be more active, more often. Being physically active improves physical and mental health, provides opportunities for personal development and participation strengthens community connections.  To deliver on this vision STARplex seeks and appreciates feedback from its clients and then reviews programmes, trains staff and targets its promotion to those who will benefit most. The investment, impact and value of STARplex to the College and wider community can be enhanced by increased participation. Support STARplex and you support the College and your family's health and wellbeing. A snap shot in September 2018 indicates the number of members in the Fitness Centre is 1492 which is lower than the same time last year by 90 memberships. With two new Fitness Centres opening in our neighbourhood this past year, saturation must be at a premium, to combat these a $10 gym membership offer (in 10 Days) resulted in 46 new members.  Price comparison continues to be the reason people shop.

The Trinity community proportion is: Old Scholars 36 (last year 59) Current Parents 126 (2017, 170) Staff 85 (up from 60), Students 101(up from 89) (this excludes Athlete Development).  Courts regular programmes participation is 1,964 which is lower than last year when numbers reached 2,037. Successful one-off events hosted on the courts have swelled participation numbers this year to 3,748 well past previous record levels.  Swim School and Squad swimming enrolments are currently 1,525, down on last year's 1,564 enrolments. There are currently 50 Trinity College students in the competitive stream of the Swim Squad programme. A successful 'Dive & Stroke Clinic' was offered to the community with 80 participants.

Highlight programmes and events in 2018 include: -
- Steady growth of the STARplex Inclusive Holiday programme where young people living with disability engage and participate with people without a recognized disability. This programme now attracts between 40 and 50 participants each school holiday period.
- The local Hazera community has booked out of hour's sessions in the Swim Centre with growing attendance at each booking and appreciation expressed for the professionalism of pool staff on life guard duty.
- The National In-line Hockey Championships were hosted by STARplex in October. Representative teams from each Australian State starting with Under 8 year old junior divisions through to veterans competed.  The championships attracted 37 teams with 16 players to a team a total of 592 participants not including volunteer officials and spectators.
- STARplex Reshape 8 week challenges have continued to generate positive personal health and wellbeing outcomes for participants. This year nutrition advice and meal plans have been added to the support services which are provided during the challenges helping 169 people to achieve their goals. This is up by 37% from 2017 (108) by 61 persons.
- Old Scholar and STARplex Swim Club member, James McKechnie achieves personal best 5th place in the Commonwealth Games 50m Breast Stroke Final.
- STARplex Swim Club is awarded Club of the Year by Swimming SA acknowledging the quality of the clubs volunteer efforts, positive culture and strong swimming results.
- Two Wellness seminars were hosted for the public on children's health & chronic disease management.

**Plans for 2019**
- Remodelling plans for the main entry to STARplex will be finalised ready for construction in 2020. The remodelling will improve the visitor experience providing better signage, easier pedestrian movement and friendly customer engagement spaces.
- Establish a local 'This Girl Can' campaign to challenge the stereotypes about how women should look when they are physically active or how they should behave.
- Expansion of the STARplex Courts Futsal programme with additional skills development clinics, girls-only competition and extended competition hours on weekends.
- Flow Psychology will provide mental health services adding to medical services available at STARplex.
- STARplex will partner with the Injury Hub to continue exercise physiology services.

| | |
|---|---|
| **KRA 4:** <span style="color:red">Enterprise Development</span> | **Goal: To be open to new ideas and opportunities and willing to invest in them.** |

**Priority 4.5**
Maximise the use of facilities and resources.

**Action Item 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.

The College gets many requests to use our facilities from various groups. We make every attempt to accommodate these requests generally at either a low rate or for free depending on the nature of the group requesting. Availability of our resources depends on internal use as this has an impact on those users wanting regular bookings. Security and access is the other key area of concern.

At the moment bookings are made by STARplex for areas within STARplex and also the South Gym and some bookings in TCS Studio. Sport bookings including ovals and the indoor cricket facility are made by the Sports Office. Pavilion bookings by the Head's EA. All other bookings come via the Business Manager for the Equestrian Centre, Blackham and any other request that might require negotiation. The area with the most bookings apart from STARplex is the Pavilion.

Once the new hockey / tennis synthetic surface is completed, is it likely to attract significant interest from community groups. The use of this facility will be included in management agreements the College will likely develop with the Gawler Hockey Club, Trinity Old Scholar Hockey Club and Barossa Valley Hockey Association. This will help showcase the College and its commitment to have facilities for community use.

Community groups such as Gawler Little Athletics, MTM Cheerleading, STARplex swim Club, Central Districts Basketball Club, Central Districts Football Club, St Francis Church, Trinity Old Scholar Football, Cricket and Hockey Clubs, and various other one off users do access our excellent facilities.

The Pavilion has seen the most significant growth in recent years of community or school groups accessing our resources. Financially and as a community builder, it has been a stunning success!

**KRA 4:** <span style="color:red">**Enterprise Development**</span>   **Goal: To be open to new ideas and opportunities and willing to invest in them.**

**Priority 4.5**   **Action Item b.**
Maximise the use of facilities and resources.   Update the College Building Master plan.

The College Master Plan resides within our long term Budget papers. All significant buildings have a replacement lifecycle based on their build date and are generally planned for separately from the building Master Plan and as such are not included here. The Building Master plan primarily focuses on new advancements for the College, major projects and replacement projects which are imminent. Each project is evaluated based on our six Strategic Key Result Areas.

KRA 1: Christian Values,

KRA 2: Our People,

KRA 3 Educational Development,

KRA 4 Enterprise Development,

KRA 5 Wellbeing,

KRA 6 Sustainability

| Project | Key Result Areas (in order of Emphasis) | Indicative Year |
|---|---|---|
| Innovation and Creativity School* | 3, 2, 4, 5 | 2019 |
| Classroom Block at Gawler River# | 3, 4, 5 | 2020 |
| New School at Roseworthy$ | 4, 3, 1, 2, 5, 6 | 2020-2028 |
| Residential/Boarding House Accommodation | 4, 3 | 2021-2023 |
| Medical Centre/Commercial Precinct | 5, 4, 6, 2 | 2021-2022 |
| Blakeview Community Centre – including Chapel | 1, 3, 4 | 2022 |
| Special Ed Facility | 5, 3, 1, 2, 4 | 2022 |
| Expand and Improve Early Learning Capacity | 4, 3, 6 | 2023 |
| Specialised Performing Arts Theatre at STARplex | 3, 4, 5, 2 | 2024-2025 |
| Replace Big Shed Classrooms at North | 3, 4, 5 | 2025 |
| Replace STARplex Pool | 4, 5, 2, 6 | 2026 |

* approved by Board and at tender stage.
#discussed and supported by Board during triple stream discussions.
$business case with Board currently.

All other projects are part of our Master Planning process and have not been approved by the Board.

**KRA 5:** Wellbeing                    **Goal: To encourage good physical and mental health in students and build strong partnerships with families.**

**Priority 5.1**                         **Action Item a.**
Encourage good physical and mental health in students.     Become a community leader in bullying prevention.
Develop partnerships with families to support the learning and
wellbeing of students, their parents, guardian and siblings.

Prevention of bullying behaviour in schools remains an ongoing challenge. The drivers for bullying are complex, and likewise, the approaches to prevention must be multifaceted. We have taken a number of important new steps in 2018 to further improve the experience of safety and personal wellbeing for our students at Trinity College.

**Introduction of Friendship Skills training for all students in Junior School at Trinity College.**
All students from Early Years to Year 6 participated in the universal Friendology Friendship skills development programme. This eight week programme explicitly teaches rules and skills for healthy and safe friendships. When children are equipped with skills for healthy interactions, it not only increases the incidence of positive behaviours but reduces the risk of bullying behaviours emerging. Community training workshops for Trinity parents and children, delivered by the developers of this programme, were very well attended, with over 250 people attending.

**Celebration of Bullying No Way! National Day of Action against Bullying and Violence**
This day of action was marked in all Trinity schools, and students in all year levels participated in bullying prevention education and activities. At some sites these activities occurred over a period of time, not only on the specific Day of Action. Students participated in communal activities such as Anti-bullying pledges as well as in-class discussions about bullying prevention. Student leaders also led awareness raising initiatives, such as poster campaigns, assembly presentations and games.

**Introduction of Positive Psychology stand-alone subject in Year 9**
There is a unit in the Year 9 Positive Education curriculum focusing on Mental fitness. Skills include: Enhanced skills for building positive relationships with others; recognising and managing difficult thinking patterns and emotions, active problem solving strategies; and countering negativity bias in everyday and challenging situations. While bullying is never the fault of the person victimised, it is nevertheless acknowledged that increased personal strengths and resilience are protective factors that reduce the likelihood that a student will be bullied, and that if they are, they have the personal resources to manage this experience.

**Cyber Safety Education workshops conducted by International Expert Susan McLean**
Keeping young people safe online is a key focus for us, as is reducing the incidence and risk of online bullying. Susan McLean delivered direct and clear workshops to all students from Year 6 to Year 10 about cyber safety law, safe internet use, and good digital citizenship. She delivered a training session for all staff about professional behaviour on line and laws relating to online behaviour. Susan's parent workshop focussed on what parents can do to keep kids safe online.

**Digital Technologies education**
Year 7 students completed an e-learning unit called Be Internet Awesome (a programme developed by Google, and widely applauded). This programme focuses on four concepts: Share with Care; Don't Fall for Fake; Secure your Secrets; and It's Cool to Be Kind. This sets a positive foundation for online behaviour.

**KRA 5: Wellbeing**

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

**Priority 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.

**Action Item b.**
Build student, staff and community resilience and connectedness. Engage with, and drive community wellbeing. Enhance student wellbeing programmes and utilise data driven initiatives.

**Resilience and connectedness**

*Students:* Our Year 9 Positive Education Programme was launched this year. It has a strong focus on personal resilience (shaping and utilisation of character strengths, advanced mindfulness practice, problem solving and community engagement), along with a big focus on fostering and skill development for positive relationships. Student feedback is positive.

*Staff:* Throughout 2018, a representative group of staff from across the College have been working to develop a strategic plan to better support staff wellbeing and interconnectedness. This plan is almost ready to share for community consultation with the whole staff.

*Community:* Introduction of School TV. This new service, delivered through links on our website, e-news editions and Schoolbox, is subscription based. High quality videos featuring well known experts in health and wellbeing are used to deliver targeted and clear advice about mental health, physical health and wellbeing. Community members can access this high quality information any time.

**Enhance student wellbeing programmes**

A major change has been introduced to improve the effectiveness of the House system at North and South. Houses have been merged to form six 'super houses' at each site, and staff leading Houses will be given more time to fulfil their pastoral caring and development roles. This new structure will increase the opportunity for quality pastoral care to be delivered.

The Leadership team at Trinity Senior all undertook the intensive Discovering Positive Education programme delivered at Geelong Grammar School. This training is assisting the Trinity Senior team to redevelop and improve the pastoral care system at Senior, with a focus on assets for flourishing.

**Mental Health Initiatives**

It is acknowledged that even with excellent proactive programmes, positive systems and good pastoral care, we are living in a time when significant numbers of young people are experiencing poor mental health. This year, Trinity College signed a Memorandum of Understanding with Flow Psychology and Therapeutic Services to deliver bulk-billed psychology services to our Trinity students, on site at Trinity Senior. This service has been so successful in increasing access for our students to quality psychological care that a more significant service agreement is being finalised to commence in 2019.

The College has also invested in Instructor Training for two staff, who are now accredited to deliver Mental Health First Aid Australia's 14 hour Youth Mental Health First Aid training to staff. Trainings for staff will commence early 2019.

**Graduate Qualities**

Significant research work commenced to identify and enhance the qualities our students achieve through a Trinity education, to promote more resilient and successful post-school outcomes.

**KRA 6:** Sustainability

**Goal: Ensure Trinity remains financially strong and environmentally responsible.**

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

**Action Item a.**
Consider additional options to improve the financial performance of STARplex and maintain the financial health of all schools via healthy enrolment.

Maintaining a healthy enrolment is vital for Trinity College.  Every enrolment provides income via three sources – 1. parent fees, 2. Commonwealth funding, and 3. State funding.  Enrolment can be influenced by internal factors (including results, pastoral care, reputation, etc.) and external factors (demographic, economic, competition, etc.)  The overall Trinity enrolment position remains very healthy.  In 2018 we had an all-time high in primary enrolment but are smaller in secondary from our 2016 peak.
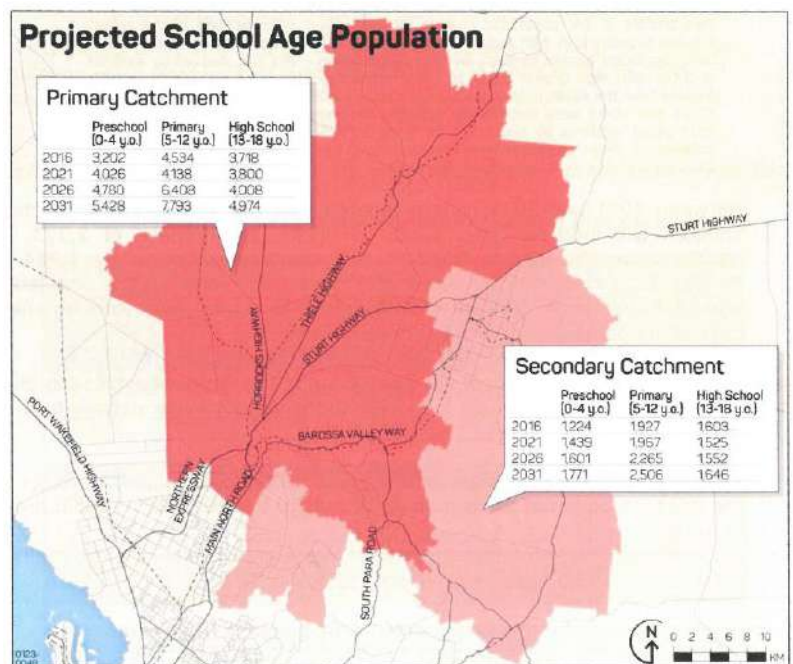
In 2016, demographer John Stimson produced a report for the SA Anglican Schools' Trust. The report focussed on three key population areas including Gawler, Mt Barker and Seaford. From a school-aged population perspective the report concluded the Gawler region was the least viable for school aged enrolment and growth in the short term. (2016 – 2021 children 5-12 years falls 5.4%). We understand the trend to be similar in our other catchment areas.

The economic position of the North remains concerning.  While pleasingly some economic indicators are improving much of our enrolment draw comes from an economically depressed area by most major measures (unemployment, disposable income etc). The psychological dimension of Holden's closure remains real and may be impacting external parents desire to spend on private education. External competition has grown particularly around our Blakeview school.

Strong internal systems are in place to ensure we remain a destination College and we are addressing any school specific enrolment or retention concerns.  I have been pleased with the focus of our school based Senior staff, and our Enrolment and Marketing teams, on delivering healthy enrolment.  Our significantly improved communication channels including LMS, website, College App and social media are all assisting. STARplex remains a financial challenge but continues to be an outstanding community resource.

**Table 10: Gawler East/Concordia site catchment – estimated projection of Pre-school, primary school and high school age cohorts**

| Gawler East/Concordia catchment | Pre-school age children 0-4 years | Primary school age children 5-12 years | High school age children 13-18 years |
|---|---|---|---|
| | **2016** | **2016** | **2016** |
| Primary catchment | 3,202 | 4,534 | 3,718 |
| Secondary catchment | 1,224 | 1,927 | 1,603 |
| **Total** | **4,426** | **6,451** | **5,321** |
| | | | |
| | **2021** | **2021** | **2021** |
| Primary catchment | 4,026 | 4,138 | 3,700 |
| Secondary catchment | 1,439 | 1,967 | 1,525 |
| **Total** | **5,465** | **6,105** | **5,215** |
| **Change 2016-21** | **+1,039** | **-346** | **-106** |
| **% change 2016-21** | **+23.5%** | **-5.4%** | **-1.2%** |
| | | | |
| | **2026** | **2026** | **2026** |
| Primary catchment | 4,780 | 6,408 | 4,008 |
| Secondary catchment | 1,601 | 2,265 | 1,552 |
| **Total** | **6,381** | **8,673** | **5,560** |
| **Change 2021-26** | **+916** | **+2,568** | **+345** |
| **% change 2021-26** | **+16,8%** | **+42.1%** | **+6.6%** |



**Projected School Age Population**

Primary Catchment

| | Preschool [0-4 y.o.] | Primary [5-12 y.o.] | High School [13-18 y.o.] |
|---|---|---|---|
| 2016 | 3,202 | 4,534 | 3,718 |
| 2021 | 4,026 | 4,138 | 3,800 |
| 2026 | 4,780 | 6,408 | 4,008 |
| 2031 | 5,428 | 7,793 | 4,974 |

Secondary Catchment

| | Preschool [0-4 y.o.] | Primary [5-12 y.o.] | High School [13-18 y.o.] |
|---|---|---|---|
| 2016 | 1,224 | 1,927 | 1,603 |
| 2021 | 1,439 | 1,967 | 1,525 |
| 2026 | 1,601 | 2,265 | 1,552 |
| 2031 | 1,771 | 2,506 | 1,646 |

**KRA 6: Sustainability**                    **Goal: Ensure Trinity remains financially strong and environmentally responsible.**

**Priority 6.1**                              **Action Item b.**
Continue to seek efficiencies and revenue growth     Continue to support and expand the work of the Trinity
opportunities for the College                College Foundation.

**Strategic Actions**
Late in 2017, the Foundation Board revealed its new prospectus which highlights their milestones and pathways of support. This prospectus was designed to help Foundation Board members illustrate the work that they do for the College and to be used when seeking to engage potential donors as part of a Moves Management strategy. Since creating a Donor Honour Board in The Common, where levels of giving are acknowledged each year, donor numbers have continued to increase.

| Level of Donor | 2012 | 2017 |
|---|---|---|
| Fellow ($1K) | 46 | 81 |
| Companion ($5K) | 6 | 17 |
| Ambassador ($10K) | 4 | 9 |
| Benefactor ($25K) | 1 | 3 |
| Patron ($60K) | 2 | 2 |
| Scholarship Provider | 7 | 8 |
| **TOTAL** | **66** | **120** |

At the 2018 Foundation strategic planning gathering, it was reflected upon that in 22 years of the Foundation operations that there had been six Chairs of the Foundation. With this in mind, a discussion about succession planning, maintaining enthusiasm, streamlining processes and attracting new Board members was had with College Executive. The Foundation Board refined its meeting structures and at the 2018 AGM appointed a new Chair and two new Board members. With the College establishing a Future Fund for investments, discussions with the Foundation Board were also had about adding its managed funds to this portfolio of investments to ensure sustainability of the College and reducing management fees. In 2017 the Foundation Board had $1.2M under investment with a 7.4% return (2016 was $1.1M with a 0.3% return). These discussions will continue once the College Board has reviewed the first year of performance with the Future Fund.

The Spirit of Trinity Fund (SOTF) has attracted new donors this year, including the Blakeview P&F and continues to support students in a tangible way with their schooling at Trinity College.

| SOTF Year | 2013 | 2014 | 2015 | 2016 | 2017 | TOTAL |
|---|---|---|---|---|---|---|
| **Total students helped** | 15 | 21 | 10 | 32 | 8* | 86 |
| Cost | $5,271 | $6,380 | $5,570 | $11,681 | $6,615.62 | $35,518 |
| Foundation gift | | $5,000 | | | $7,500 | $12,500 |
| Donor Giving | $10,000 | $5,000 | $15,000 | $10,000 | $10,900 | $63,400 |

* Families, not number of students

The Trinity Times publication continues to publicly acknowledge donors once a year and highlights the Foundation events and scholarship winners. The opening of the Pavilion building in May 2017 gave the Foundation an opportunity to host another fundraising event – a Melbourne Cup Luncheon with students cooking and providing front of house service. The luncheon raised $2,500 and will be hosted again in 2018.

The Foundation has supported eight students per annum to attend Operation Flinders exercises since 2012. This totals seven years of funding support at $3,000 per annum. The programme will be reviewed in 2019 as the College seeks best practice for counselling of students at risk.

Hosting the Annual Dinner at the Adelaide Oval for two years has maintained support (2017 attendance 262 and 2018 = 256) however corporate sponsorship was down by $5,000 in 2018 making funds raised $36,567 (2017 = $42,547).

**KRA 6:** Sustainability

**Goal: Ensure Trinity remains financially strong and environmentally responsible.**

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

**Action Item c.**
Reinvigorate College marketing. Celebrate and promote College attainment and opportunities.

**Strategic Actions**

With the roll out of the Schoolbox platform across the College in 2018 and the College App mid-year, it was agreed to do a soft launch for our social media channels in late August (Instagram & Facebook). The uptake has been steady with week one gaining 77 persons, then 59 more on staff day promotion, a further 32 from e-news announcement, and now at 702 followers.  Our top post is the banner video with a reach of 3,100.  Our number one fans are female at 83%, with the 35-44 age group being 34% and the 45-54 age group being 22%.  The largest percentage of males is 4% in both the 35-44 age group and the 18-24 age group.

The College website was re-built in September 2018 and the Content Management System (CMS) moved from Joomla to Craft, making it a more dynamic and interactive site. The language, imagery, news and menus are designed to engage the prospective parent, with a home page focus on our quality staff/community with testimonials.  With current parents using Schoolbox and the App for College information, the website has gone from 149 pages to approx. 80 pages, making it much easier to navigate.

To support these new platforms, in production currently are a further 10 videos (30 seconds each) to be used as Facebook banners and on the website, highlighting our environments/facilities by using drone footage.

Underway at present is a News Corp digital campaign (for three months) which includes Geo Fencing (targeting new people who move into the surrounding neighbourhoods), social media platform advertising, call tracking, Google ad words, on-line impressions through Adelaide Now and press advertising.

Munno Para shopping centre has two TV displays and we have created 10 second slide presentations to be shown there.

The fortnightly College e-newsletter (six editions) continues at present, distributed to over 5,000 people per edition.  This communication tool is still the major vehicle for promotion of P&F activities, STARplex programmes and Foundation events.  Since the introduction of the College App, readership has varied across the schools, from 36% - 52%.  This would be due to release time/day/content, rather than the channel.

The Trinity Times publication celebrates all facets of the College community and continues to grow in distribution and content. 2016 = 16,000 (20 pages) and 2018 = 18,000 (24 pages per edition).

To engage parents easily, the EdSmart system for Parent Slips is being trialled for parent approvals and payments. Such a tool will make communication more efficient, less paper, and result in better commitment from parents. An attractive tool for prospective parents.

The annual gathering of the P&F Executive in Term 3 with the Director of Development reviewed P&F operations due to busy volunteers and generated a healthy discussion about signage, Facebook pages and the College App.

The Old Scholars' Facebook membership has grown from 1,600 (2016) to 2,000 (2017) and now 2,308 (awaiting the Class of 2018 to complete school).  This has been achieved by improving content with a mix of good news stories about our Old Scholars and the College achievements.  With the resignation of the Old Scholars Liaison person after nine years in the role, the opportunity has arisen to employ an Old Scholar in this role who has experience in social media platforms. The Pavilion, over the past 18 months, has become the preferred venue for Old Scholar engagement with three reunions hosted there in 2018.

The Development Office will solely manage content and production of the 2018 Yearbook to streamline processes and to have one source of truth for the archival document.

The buses as a moveable billboard have helped strengthen our brand identity, along with static billboards from time to time at Smithfield, Gawler race track, Elizabeth & Gawler Central shopping centres.  In 2018 the Jarvis Ford (Gepps Cross) billboard went digital which permitted us to show a breadth of Trinity offerings with 20 plus images.  With the launch of the Innovation & Creativity school a new branding message was created and postcard distributed.

| KRA 6: **Sustainability** | **Goal: Ensure Trinity remains financially strong and environmentally responsible.** |

| **Priority 6.2**<br>Engage students in environmental issues and management, including at an experiential level. | **Action Item a.**<br>Continue to embed environmental education and experiential learning in the school curriculum. |

**Blakeview Green Team**. 25 active members of the Green Team. Green Team VSO helper, paid for by the Blakeview P&F for one day a week, who maintains the area and equipment and assists with activities. Green Team initiatives: cooking- including picking, preparing and cooking. Raised $250 with active MS and JS recycling stations which are emptied and maintained by GT1. Provided the equipment for scarecrows. World Environment Day. Whole school participated in photographic competition.. The Green Team purchased avocado, apricot trees, trowels and watering cans using the proceeds. TCBV Community Sharing Produce Trolley 'Take what you need and Give what you can'- maintained by Green Team 'Keep it Clean' Rap- filmed, edited and acted by Green Team Recycling initiatives: Compost bins for all classes to collect fruit scraps to be placed in compost towers by Year 2 daily. Year 5 collect and empty the recycled paper bins weekly. Every classroom and staffroom has a recycling paper bin. Cans/bottles and juice recycling stations are in the Middle School and Junior School. Focus on the sustainability curriculum on Waste in the Junior School and through the Australian curriculum in the Middle School. Canteen to use BIO plastic cutlery (made from plants and compostable) and biodegradable cups for frozen juice and milk. Using paper instead of plastic wrap. Canteen redid menu to alleviate waste. Using recycled papers and cardboard in STEM. INNOV8 centre has cardboard storage areas. **Blakeview initiatives**: Wipe out Waste Wednesday in force in the Junior School. Science activities, Service Days planting Kangaroo grass and cleaning areas. Nature Play in Blakeview sandpit, outdoor Maths space, passionfruit tepee and tyre dig spots.

**Gawler River Green Team -** Composting-all Junior School classes collect food scraps in a compost bin which is collected by the Green Team. **Gawler River Initiatives:** Wipe Out Waste (WOW) Wednesdays All JS classes aim to bring food in re-usable containers rather than in food packaging. Building a nature playground JS Students have the use of large sticks to build teepees and structures (parents from the community have supplied these sticks). Bio-plastic packaging- Canteen moving towards 'no plastic'. Paper drinking straws, plant-based bio-plastic cutlery has replaced the conventional plastic items. Increased use of Schoolbox and BYOD-Reducing the volume of paper resources being used by issuing information, assessments and resources online in additions to marking drafts and assessments online. The funds gained from recycling of bread tags pays for wheelchairs for disables children and adults. Sustainable STEM Design tasks-Year 6 –Year 9 Science classes. Each STEM Design task has a sustainability focus so students need to consider how to utilise sustainable or recyclable materials for their prototypes. Design Technology-The Year 8 project was changed to design a smaller item to allow the recycling of smaller materials.

**South Green Team** Have 83 members of the Green Team this year. Green Team initiatives: Open Day – Ran a stall selling plants and bulbs, some donated to raise funds for the Green Team. World Environment Day. Students ran activities and the whole school was able to participate. Events were: a colouring in competition (prizes were plants and seeds) wrote a positive message in chalk to save the ocean. Students were able to wear green over their uniform for a gold coin donation. Students spoke in assembly to raise money to adopt a cow. **South Initiatives:** Bins have been purchased and placed around the school to collect recyclable containers. Students collect and empty the bins weekly and money raised goes to charity. Classes did a unit on sustainability and led an assembly. Students studied a unit on sustainability and the Lorax as a text. Many classes used recycled materials to create projects eg. bug catchers, bird attractors.

**North Green Team** comprising some 60 students, have educated the other students at assemblies about sustainability, visited all Junior School classroom to speak about aspects of sustainability, including a student-produced power point plus a book in the Early Years, have introduced a food scrap collection system, which benefits the College chickens, have introduced a scrap paper collection system, and discussed other issues of concern relating to both Trinity and the wider environment.

**Blackham** Overall: 47 excursions facilitated to Blackham and Para Wirra with 2236 visits.
**Year 1 Nature Play Blackham orientation** Seven classes, 290 visits. A fun day in nature where parents are encouraged to join in.
**Year 3 Indigenous living** Para Wirra orientation, nine classes, 316 visits (including students, parents and teachers.) Included planting. 40 Native Grass planting (Themeda triandra) for World Environment Day, focus on reconciliation and social justice.
**Year 5 Gold Rush HASS** Seven classes, 238 visits including collection of Nature Play Resources for North school focus on local history.
**Year 5 Bushfire -Natural Disasters HASS** Five classes, 170 visits included a field trip to Mt Crawford Forest and Kersbrook Primary School. Focus on Recovery and Resilience.
**Year 7 Science as Human Endeavour** Diamond Fire-tailed Finch. Seven classes, 222 visits. Focus on Natural Resource Management.
**Year 8 Camp** All schools, 360 visits Included Native Grass planting (Themeda triandra), approx. 1200 plants.
**Year 9 Camp briefing / Mountain Bike grading** All schools, 287 visits, sustainability theme with 'carry in/carry out' principles.
**Year 10 Outdoor Ed Orienteering** Four classes, 101 visits (including Students and Teachers) Map, Compass and Radio communication.
**Weather Stations installed and streaming data to Inside Trinity** Facilities and contractors Inside Trinity/Learn/Blackham/Live Data.
**Sustainability Classroom Furnish and Verandas installed** Facilities and contractors. Composting toilets and rainwater tanks yet to be installed, opening in 2019.

**KRA 6: Sustainability**

**Goal: Ensure Trinity remains financially strong and environmentally responsible.**

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

**Action Item b.**
Further develop and implement a vibrant Environmental Management Plan.

**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 2018**
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 implementing electricity and water monitoring across all schools.

During 2018, the College completed a major solar project across all of its schools and STARplex creating a 1.2MW system, approximately 400kW bigger than any other known school solar project in the country (approximately 7kW would be enough to power the average home). This will reduce the College's bill substantially and offset 1,000 tonnes of carbon every year, for more than 20 years.

The College has implemented a number of paper saving initiatives by embracing technological solutions including the Trinity College App and EdSmart, which allows forms and documents to be distributed and completed online. It also commenced emailing its monthly fee statements instead of printing and posting them, eliminating approximately 3,000 pages per month.

Other initiatives during 2018 include implementing heat exchange systems (where heat is recycled and returned) and integration with the building management system as part of the College's extensive air-conditioning rollout. The College engaged a procurement consultant and has received a proposal to improve its waste management systems. Investment has been made to improve and upgrade the College's irrigation systems. LED lighting, which is up to 80% more efficient than traditional lighting, continues to be rolled out across the College, with a focus during 2018 on key areas including the STARplex courts.

**Plans for 2019**
The College expects to make further progress in both the development of an EMP and achievement of positive sustainable actions during 2019. 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 2020. LED lighting will continue to be a focus at STARplex. The College will invest in and make improvements to its management of waste.

# PRINCIPALS' SCHOOL REPORTS

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School Principals have been asked to submit two page reports expanding on a specific Action Item or on any other event or focus area their school has embraced in 2018.

Nick Hately

**A summary of Trinity Blakeview's response, and commitment, to the six KRA and Action Items for 2018**

**CELEBRATION (incorporating KRAs 1 and 2)**

- Using the Trinity Pavilion for House dinners and acknowledging effort through effort stickers and assemblies
- Encouraging and celebrating student involvement in College Co-curricular activities in House time, through information home, within the e-news and by recognition in assembly
- Positive Education displays- Character Strengths, Gratitude notes, 'Bucket Filling' posters
- Schoolbox (LMS)- Blakeview Page for Parents, Junior School and Middle School pages, Subject pages and Class pages
- Student Agency – student run netball, soccer and art tournaments. Students running fundraising for SIDS, Adelaide Zoo, Alannah and Madeleine Foundation, Cancer Council, Anglicare. Student led assemblies
- Acknowledging excellence- College Pockets, Academic Merit, awarding all students with an average of four for effort for all subjects Yr 5-10, competition winners, merit in performance and drama productions. Ensuring excellent work displayed. Staff excellence acknowledged by leadership
- Character strengths embedded in awards and communication
- Faith in Action- Prayer groups, Mindful spaces for prayer and Ukulele worship band.

**SERVICE (incorporating KRAs 1,2,5.1a/5.1b and6)**

- Active promotion and support for Trinity2Cambodia by fundraising and House activities with six students in Year 10 interested in attending
- Middle School Service days increased to two per year- one School and House based, second one based on service to external agencies and school initiatives such as Blackham, Anglicare and Playford Council
- Middle School service books reviewed and updated from Student and Head of House feedback
- Liaising with St Catherine's and St George's parish- staff meetings and student visits through RAVE
- Setting up House worship space in Activity space as well as raising the profile of Eucharist services
- Student Service focus- Breakfast Club, two Service Days, House service opportunities, The Middle School Sound Crew running assemblies and school events, IT bookings and laptop movement, Staffroom milk round and paper recycling carried out by Year 5 students, Year 2 students emptying food scraps into compost bins with Student Leader initiatives such as yard duty
- Emphasising the role of the Youth Chaplain and CLO in the Junior School in bridging the gap between Wellbeing and Spiritual initiatives
- JRC and Green Team offering voluntary service to the school- cleaning up school, produce trolley and playground support- assisting with Wipe Out Waste Wednesdays. Canteen now utilising plant based 'plastic' type spoons/cups and cardboard containers
- Junior School focus on empathy, inclusivity and acceptance of others- Investigating a Junior School Service Day option in 2019
- Year 6 students involved in second Middle School Service Day as part of their transition to Middle School
- Junior School review of service booklets and now have visual charts outside every classroom under three headings: Service to Class, Service to School and Service to Community. All points from Middle School Service booklets and Junior School charts towards House Community Service Shield
- 2019 focus- Utilising the work of Fernando Reimers at the Harvard Institute: Empowering Global citizens and the World Course (service and citizenship).

**CONNECTEDNESS (Incorporating KRAs 1, 2, 3.1a/3.1b, 4, 5.1a/5.1b and 6)**

- Junior School fully committed to utilising 123 Magic in class for all year levels to ensure consistent method of behaviour management and Friendology 101 as the consistent language and approach used to build resilience when conflict arises and empathy and inclusion when moving forward
- Anti- Bullying Pledge for Middle and Junior Schools- linked to character strengths and Blakeview Shared Values and written by student leadership. Posted in every class and House room and signed by the students of that area
- Commitment to observe and have a day of focus for the National day of Action against Bullying and Violence- Utilising Student Agency to organise and design activities in pastoral Care time
- All families received the Blakeview Anti Bullying Fridge magnet- produced by collaboration between staff and Student Leaders
- Explicit discussion in parental meetings to inform parents of Anti-Bullying stance and Wellbeing focus
- Change in language towards restorative practice when dealing with behavioural issues in all contexts and with all stakeholders- both Middle and Junior Schools

- Staff in Professional Learning Teams based on areas of development informed by the AITSL standards for Teachers and the Trinity College Quality Teaching Programme- focus on collaboration, shared vision, profiling HALT staff and surface to deep learning
- Making our six Shared Values visible in everything we do, including signage in the school
- Special whole school focus days- Easter, Advent, Trinity Sunday, Harmony Day, Mothers' Day, Fathers' Day, RuOK day, Grandparents' Day, National Reconciliation Week, Book Week, Science Week- emphasis on empathy, community, resilience, inclusiveness and faith
- Executive analysed the College Well Being survey to hone 2018 focus to those areas needed- student agency, student voice and resilience building
- Utilised Social Work Students and LAP to offer further support to at risk students
- Connections with community through shared produce trolley. Community encouraged to 'Take what you need and give what you can.' Stocked by Green Team- strong parent and extended family uptake
- P &F looking at emphasis on Parent engagement with the group and service to the students- All events catered for by P & F and also outdoor games purchased for lunch activities. P&F an integral and visible presence in school life. P&F have funded a Green Team VSO position in 2018.

## ENGAGEMENT (Incorporating KRAs1, 2, 3.1a/3.1b, 4, 5.1a and 5.1b)

- Middle School focus, audit and displays on co-curricula engagement. Specific focus given to co-curricula success- accomplishments, products and activities
- Robotics team -4 State titles and competed in national RoboCup competition in Melbourne. Trinity Blakeview has held 24 state titles in the last decade in Robotics. Housed in INNOV8 Centre
- Staff PD focus on Tough Conversations and also resilience, grit and gratitude- presented by Heads of Pastoral Care. Teaching and Learning Focus- Phonics, LETRS, Explicit instruction techniques. Included HMS and staff travelling interstate to observe excellent practice at Bentleigh West School, Melbourne
- Schoolbox- use of platform for Effort ratings and community information dissemination. Positive message focus
- Glen Gerreyn- Oxygen Factory presentation to all Year 10s on positive mindset and personal goals. Parent workshop attended by 60 parents on Positive Psychology and raising your child. Men of Honour day for Year 9 and 10 boys. Butterfly Foundation presentation on body image for Year 9 and 10 girls. Body Biz sessions for Year 6 students
- INNOV8 centre- 4 Cs- Collaboration, Critical Thinking, Communication and Creativity intertwined with Digital Literacy. Available to all students and staff for flexible learning opportunities. Home of Blakeview Robotics and Digital Multi Media and STEM. Stop Go animation/filmmaking focus- Production of Principal's video by students in EY and Middle School. Green Team RAP video 'Keep it Clean'- filmed and produced by Green Team Junior School students and Principal. 'TCBV by Design' entrepreneurship group working with Anglicare and Trinity 2 Cambodia. INNOV8 Hall of fame displays of student activities in the centre. ESO responsible for upkeep and resourcing of INNOV8 centre
- 2019- second INNOV8 area to be set up in Junior School with a Geography classroom emphasising 21st century Skills and flexible furnishings. In 2019, November to be INNOV8 month at Blakeview- STEM, 4Cs and Entrepreneurship
- Reconciliation Action Plan- Blakeview statement of Reconciliation- continuing relationship with indigenous artist in creating wall murals. Reconciliation part of Harmony Day and focus on inclusive practices. RAP embedded in everyday practice
- Relationship with Anglicare and Dyslexia SA through Code Read- special days to emphasise empathy, resilience, inclusive practices.
- Celebrating our diverse community- Harmony Day and NDA against Bullying and Violence- School motto on large wall posters around school - designed by whole school student leadership- Mottos- Take a Stand together: Bullying, No Way! and Don't Just Stand by, Stand up, Stand Strong, Stand together!
- Staff commitment to Surface to deep learning- working in professional learning teams to focus on AITSL standards and excellent teaching. Focus on the INNOV8 4C's which reflect 21st Century skills of Visible Learning. Explicit teaching, WALT and WILF, Learning Intentions and corporate planning to ensure excellence. Data driven practice, and skilled and effective moderation and feedback.
- Results in NAPLAN, standardised PAT tests and College Wide Tests show progress and excellence. 75%+ of students from Year 5-10 achieving averages of four and above for effort every five weeks.

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| **Key Result Area:** | **03 Educational Development** |
| **Goal:** | To deliver quality outcomes for all students across a broad range of current and relevant educational opportunities. |
| **Priority 3.1** | Develop a future –oriented educational model that continues to reinforce Trinity's Educational excellence. |
| **Action Item 3.1a** | 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. |

- Junior School & Middle School Staff commenced implementing at varying stages the Learning Management System – Schoolbox. Staff have undergone extensive in-service and continue to receive on-going support.
- Gawler River has embraced the key capability of Innovation. In consultation with AISSA – Centre for Innovation a task force has been formed comprising key stakeholders from the College, School & AISSA. The core business being to investigate innovative pedagogy including signature experiences that involve foregrounding student agency and the general capabilities of critical and creative thinking, personal and social capability and interpersonal capabilities. As an introduction to this on-going project a Year 8 Innovation Day was held in which students working in groups within the theme 'Improving Gawler River' identified a problem, provided a solution and then presented within a designated time frame. All proposals have been placed on display for comment and potential consideration.
- Middle School Students (Year 8) participated in a MOD. University of South Australia initiative.
  A Peace Machine project titled 'Waging Peace' in which students create visual designs or artefacts answering the question 'What could a machine for peace look like?' Projects were displayed throughout the school with a group of students chosen by UniSA to exhibit their project at the exhibition within the MOD Gallery in November 2018.
- Junior School students implemented a number of 'Showcase' events where enterprise skills based projects were undertaken and shared with the school community namely; Year 4 Sustainable Cities project and the Year 3 Show Bag designs.
- Selected Middle School hospitality students in Term 4 have established Café GR as an enterprise. A business plan has been developed with the café initially operating on Friday mornings and available to Parents and Staff. After operating costs have been deducted profits will be directed to nominated House charities.
- Twenty First Century Skills were articulated with school Professional Learning Teams developing a repository of related interdisciplinary & enterprise activities & programme.

**Action Item 3.1b**       Explore opportunities for greater sharing and collaboration between schools and campuses.

- Gawler River Middle School trialled on behalf of Trinity schools 'Reading Plus' which is a reading intervention and extension programme. Relevant school Professional Learning Team were able to use the diagnostic capability of this tool to inform practice. Feedback and recommendations have been made and shared at Middle School College Curriculum meetings and with Colleagues across the College.
- Key Gawler River staff provided PD for relevant College staff in the formation and subsequent implementation of STEM activities. Year 8 unit of work titled, 'How climate change affects our community?' was developed by Gawler River Mathematics and Science teachers and shared across all College Middle Schools.

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| **Key Result Area:** | **05 Wellbeing** |
| **Goal:** | To encourage good physical and mental health in students and build strong partnerships with families. |
| **Priority 5.1** | Encourage good physical and mental health in student develop partnerships with families to support the learning and wellbeing of students their parents, guardian and siblings. |
| **Action Item 5.1a** | Become a community leader in bullying prevention. |

A variety of initiatives were implemented which included:

- School Information Night – Anti-bullying section were included in presentations where the College Bullying Prevention and intervention policy was outlined and discussed. In addition a Parent Seminar co-ordinated by the Head of Pastoral Care, Heads of School and Counsellor was held in Semester One and was well attended.
- Term 1 School PD Day featured a 'Bullying Prevention' session presented by the Heads of Pastoral Care.
- National Day against bullying event undertaken and incorporated effectively within the school Sports Day. This initiative attracted significant local media attention.
- As part of the Alannah and Madeline Foundation eSmart School Project, Year 6 and 8 students successfully obtained eSmart Digital licences where they were trained to be smart, safe and responsible users of digital

technology. eSmart day was held and Year 8 to 10 students were involved in a 'Self(ie)' project which targets image based bullying.

- Susan McLean, Cyber Safety Expert, presented College wide workshops for Year 6-10 students and Families

**Action item 5.1b**      Build Student Staff & Community resilience and connectedness. Engage with and drive community wellbeing. Enhance student wellbeing programmes and utilise data driven initiatives

**Community**

An eclectic range of activities and events were implemented to build community:

- Language of Friendship (Friendology) Workshop was conducted for Junior School Parents and Children.
- Local community newspaper "Echo" attended and published an article about the school's involvement NDA Bullying & Violence.
- Buddy Programme involving Year 3 and Year 9 Students.
- Boys mentoring programme Year 1 and Year 10 students.
- Reconciliation Week including the creation of a school mural.
- Support for Indigenous Students - AIME programme and AISSA mentoring.
- Feature days: Harmony Day, Mission Day, R U OK? Day, Service Day, Light it Red for Dyslexia.
- Combined Student Leader and P&F event – Twilight Christmas Picnic and Outdoor Cinema evening.

**Wellbeing Focus**

- Daily mindfulness practices occur within all Junior School classes.
- A range of lunch time activities to engage students were introduced and supported by the schools ESO's and Student Leaders including: Connective lounge, dance group, outdoor giant board games and House competitions.
- Introduction of 'Mindful Moments' in daily student bulletins where practices in daily mindfulness and gratitude are conveyed.
- Gratitude Day recognised with a raft of activities including the formulation of gratitude boards.
- Introduction of Friendology in the Junior School.
- Continuation and expansion of 'What's the Buzz?' social skills programme in the Junior School.
- Explicit teaching of Positive Emotions in the Junior School and the introduction of Positive Education classes in Year 9.
- Mindfulness Gratitude and Team Building booklets and kits have been created for Houses to use in allocated Pastoral Care times.
- A range of student seminars were undertaken;
  - Odyssey and Inspire for Girls (Anti-bullying and self-image).
  - Beyond Blue (Mental Health – Anxiety and Depression).
  - Encounter youth (Safe Partying).
  - Real Talk Australia (Relationships and Identity).
  - Miss Fit Movement (Mindfulness Yoga Programme).
- Internal behavioural data collected each term and analysed to inform practice. 'Students of Concern' list prepared in sub-schools and reviewed weekly.

**Key Result Area:**      **02 Our People**
**Goal:**      Further Enhance a Skilled, Energetic, Professional and Supportive Staff Culture.
**Priority 2.**      Quality Teacher Programme

- A school based Teacher Mentoring programme was reviewed and refined which augmented participation by Gawler River staff in the AISSA Early Career Teacher Programme.
- Staff developed and completed Student Review Summaries which provided an extensive overview of the 'whole' child and guided practice from Academic and Pastoral Care perspectives.
- In addition to participation, a broad range of Professional Development opportunities staff were engaged in creative team building programmes throughout the year, utilised the AITSL Teacher continuum to determine areas for proximal development and collectively utilised the NSIT to determine School Improvement Targets, Goals & Areas of Focus.

**Key Result Area**: **02 Our People**

**Rationale:**      Trinity College recognises that connectedness is an essential element of staff wellbeing and contributes to a vibrant, professional staff culture with a global outlook

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

This year we have continued to support staff to network with other schools and educational experts in our quest for best, relevant, contemporary practice, Examples of this have included:

- Strong involvement with the Independent Primary School Heads of Australia. This included networking and best practice conferences and school visits in numerous Adelaide schools, in addition to Queensland and NSW for members of North's leadership team.
- The utilisation of skype (and other webcam media) to link our staff to like-minded professionals and world-acclaimed experts in international settings.
- Releasing staff to pursue an area of passion, including visits to Pembroke School, Scotch College, St Peter's Woodlands, St Andrew's School, St Peter's College, Wilderness, Immanuel College and Norwood-Morialta High School.
- An ideas exchange afternoon with leaders from Knox Grammar School in Sydney.
- Digital networking with independent schools in New Zealand.
- Professional Sharing of Innovative Practice days with staff from St John's Grammar School. Interschool hub groups are being planned for 2019.
- A visit to north from the author of 'World Class Learners,' Professor Yong Zhao, in conjunction with numerous international skype conversations. Professor Zhao met with staff and students involved with our entrepreneurship projects.
- Leadership in the teaching of French, with North's Middle School Head of Teaching and Learning leading a conference in Melbourne which included networking with Camberwell Grammar, Ivanhoe Grammar and Geelong Grammar Schools.
- A Mathematics teacher who was the keynote speaker at the 2018 Mathematical Association of South Australia.
- A Mathematics teacher who also delivered 8 two-hour lectures at Adelaide University as part of its Senior Mathematics Curriculum and Methodology Course.
- Three staff members who presented at Positive Education Schools Association conferences this year, including one keynote speaker.
- A number of teachers have undertaken units of Master of Education courses in areas of passion this year, as they seek to broaden their global outlook and professional networks.
  Examples of course topics include Educational Leadership, Wellbeing, Gifted and Talented Education, Cognitive Psychology and Educational Practice and Positive Psychology. The College recognises the value of these courses, and has been generous in the financial support offered.
- Leadership within the administration of the 'Rip it up' Reading Programme and forming links with national literacy experts.
- Several North teachers have been very active within professional organisations and professional boards. Among these are The SA Drama in Education Board (Board member) Educators SA (Board member), The SA English Teachers' Association, The International Positive Education Network (IPEN), Positive Education Schools Association (PESA), Geography Teachers Association of SA, Australian College of Educators, Australian Council For Education Leaders and Mathematical Association Of SA.
- North's LAP programme continued to flourish and network with other schools through hub groups and newsletters.
- Strong national and global networks have been forged in Art too, including the National School of Art, University of NSW and The Central Academy of Art in Beijing.
- Similarly, North's Music Coordinator broadened his repertoire by connecting with others through his appointment as Chairperson of the Australian Society For Music Education (SA Chapter), a Director of Educators SA, involvement following an invitation to be involved in the ARTS Inspire project, committee member and conference presenter of Orff Schulwerk (SA) and through having a paper published in Musicworks Journal.
- Our involvement in The Lion Dance Alliance, and connecting with many other schools and community groups through performances and hub groups has also broadened our offering and outlook.

- In 2018 we enhanced links with the University of NSW, and consolidated our place on the 'academic map' through widespread student participation in ICAS, with outstanding results (including 3 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. Similarly, our involvement in The Junior Secondary Mathematics Awards enabled North Year 9 students to receive both State and National awards for their STEM-related endeavours.

**Key Result Area: 03 Educational Development**

**Rationale:** Trinity College recognises that Teaching and Learning is our core business and needs to align with the needs of 21st Century learners, be linked with student, staff and community wellbeing, and have the flexibility to adapt to disruption and flourish in the face of unpredictable futures.

**Priority 3.1a:** Evaluate contemporary best-practice education offerings globally and identify approaches that fit within Trinity's philosophy. Promote key capabilities including collaboration, creativity, innovation and entrepreneurship

Trinity North introduced its first Collaborative Learning Studio (CLS) this year in Year 3, as we made a well-researched yet bold move away from traditional box classrooms in the Junior School. The benefits are noteworthy, including the fact that students benefit from the complementary skills, areas of passion, creativity and additional feedback of two teachers, rather than one, plus a myriad of social and wellbeing advantages also. The collaboration brings new learning perspectives for the teachers also and this world-class concept has attracted attention from teachers and leaders in other schools.

North also launched its Project-Based Learning programme in Year 5, and this will be expanded in 2019. The high levels of student engagement and rich, integrated learning were witnessed by an unprecedented number of parents, grandparents and prominent community members who attended the democracy expo in North's new Multi-Purpose Room.

STEM has been a significant focus area this year. With the assistance of specialist staff from both North and Senior, students from their first year of school have enjoyed coding, programming, creating adventure stories with Cubetto, working with robotic mice, using Scratch and Scratch Junior, making a variety of models, solving problems, conducting experiments, estimating and measuring. Again, collaborative and problem-solving skills have been brought to the fore. Robotics continued as a focus in Middle School Digital Technologies classes.

Trinity North is working closely with the Association of Independent Schools – and a mentor from USA- to be a trailblazer in the area of entrepreneurship, incorporating student agency. A group of interested Middle School students established a vegetable growing business called 'Plant Grow Go.' The students identified their own skillsets and interest areas and responsibilities were decided by the students accordingly. The staff involved take on the role of facilitator, and can pose coaching-style questions, but cannot actually make any decisions or carry out any of the tasks themselves. Some mentoring, initial skills training and inspiration was provided by a gardening company specialising in social entrepreneurial activities, and from there the students took on roles of marketing, research, growing and maintenance, ICT and photography and other emerging needs. At the time of writing the students had achieved their predicted profits, had spent time giving back to disadvantaged community groups, had overcome a number of hurdles without adults doing it for them and were planning their next steps, including how to make global links, expand and consolidate markets, respond to global trends and suggestions on how this can be more seamlessly integrated within the curriculum.

In the Junior School entrepreneurship is centred around a student-run fair. Once again, staff may only pose coaching questions and the students must take responsibility for each year level's activity. Students are able to apply for seed money, but first they must present their project to the 'bank manager' (Principal) and the class must convince him of the validity of their project, including predicted profits and their ability to service their loan.

Best practice education always has wellbeing at its heart and our revised House system, which officially begins with six super houses in 2019, promises to take Pastoral Care to a new level. This will also enable Positive Education to be more authentically embedded. In Junior School the benefits of our strong Friendology programmes are paying dividends, with a common language being used by all students, staff and now, parents. A focus on positive emotions has enhanced the integrity of this programme. Wellbeing and our caring culture were also strengthened following the launch of Trinity North's guiding principles of Integrity, Excellence, Optimism, Resilience and Respect, which underpins our decision making, words and actions.

**Key Result Area:  03 Educational Development**

Teaching and learning continues to be a priority and all staff are engaged in reflective practice to ensure quality teaching opportunities are provided to our students. In meetings, in learning teams and through professional development teaching staff have engaged in ongoing programmes and specific initiatives as part of our commitment to school improvement. These initiatives include:

**The South Teaching Model**

South Middle School staff continue to be involved in developing the South Middle School Teaching Model (SMS) across all subject areas. This model draws from Harvard University's Project Zero "Cultures of Thinking" research. The adoption of this model provides students and staff with consistent expectations and a common language but also allows staff to interpret the model to suit their own style and the unique learning demands of their subject. The aim of this model is to develop students as autonomous learners by recognising learning opportunities through novel application, meaningful inquiry, and effective communication and perceived worth. This enables learning opportunities to be realised by keeping students focussed on the thinking they are doing. The adoption of this model has been beneficial in building greater collegiality amongst staff and providing clear direction for both new and experienced staff.

**A writing focus**

In response to data, our Junior School has made a priority of developing our students writing skills mindful of the importance of this skill to the success of students in future years. Teaching staff have enthusiastically embraced the VCOP and Big Write Professional Development. Students have been taught self-editing and up-levelling skills to improve their writing. We have seen an increase in students' accountability and engagement in their writing and our NAPLAN writing results have been above the National Average this year and students have embraced the challenge to write uninterrupted for 40 minutes. We will continue to track student growth and next year writing will become a priority in the Middle School as well. In addition, Junior School Staff Learning Teams have focused on developing the student's phonemic awareness, reading and spelling skills.

**Learning Management system**

As part of Priority 3.1c, our Junior School trialled the use of Schoolbox. This trial undertaken by a year four class at South allowed us to showcase for staff across the College the use of Schoolbox to inform and engage with parents and thereby enhance this important partnership.

**Student-Peer Observations**

Students have been participants in a peer observation process to examine how interactions between students, their peers and staff contribute to optimising the classroom environment to enhance learning. Students are guided through a reflective process as they visit other classrooms in groups to observe and consider interactions. Subsequently, this has enabled students to use this understanding to engage in more effective practices in their own classrooms.

**Key Result Area: 05 Wellbeing**

We continue to develop programmes and structures to ensure the best pastoral care for our students through the positive education programme, LAP programme, mindfulness activities, social skills programmes, peer mentoring programmes and a number of designated days such as R U Okay? Day. In addition to these, a range of initiatives has been undertaken this year:

**A new 'Super House' system**

Considerable planning has been undertaken this year to facilitate the development of an amalgamated House system in 2019. The creation of Super Houses will allow for a more effective allocation of resources through six Houses allowing us to provide improved pastoral care, leadership opportunities, better support for students, consistent best practice and greater collegiality in House leadership.

**Student Voice**

We continue to empower our students to become contributing, active citizens of the future and we facilitate this through a range of student leadership positions across both Middle and Junior schools, in House, community service, student noticeboards, and student surveys. The South student voice committee moved its focus from superficial, reactive student initiatives to develop a more meaningful understanding of growing a positive South Culture.

**Bullying prevention strategies**

As part of Priority 5.1a, South is seeking to be a leader in bullying prevention. The South School leadership team, including staff and student leaders, publicly committed to an expectation that South becomes a bully-free school. This intent was supported by various initiatives including a group of students working with a statewide initiative led by the South Australian Commissioner for Children and Young People, a Junior School Information Evening with a greater focus on providing parents with information to help support their children's wellbeing and two repeat sessions focusing on anti-bullying, resilience and cyber safety, in addition to the visit from Susan McLean.

**Restorative practices and restorative approaches to discipline**

Two staff members undertook Restorative Peer Mediation training on how to conduct peer mediation meetings and provide restorative conferencing to more effectively resolve disputes between students. An understanding of restorative practice was shared amongst students. Two groups of student leaders, one from Middle School and one from Junior School, were trained as Restorative Peer Mediators. They undertook a full day training and the implementation of this programme has been successful in developing greater empathy and understanding between students, more successful resolution of conflict and a more harmonious environment.

**Well-being initiatives**

As part of Priority 5.1b, the Junior School student leadership team undertook training and set a priority of providing a range of positive well-being activities including 'Feel Good Friday' and fundraising for various charities. The Middle School student leadership team initiated a new venture this year with South's inaugural participation in a Colour Run. This was held to facilitate friendship building, fundraising, and as an activity for the last day of term.

**Well-being and social media**

Child safe guidance with a particular focus on cyber safety has been offered this year. In addition, mindful of what can be the negative influence of social media and well-documented, increasing addiction to social media, South initiated a voluntary social media challenge which was well accepted by students and mentioned in the local newspaper.

**Key Result Area: 02 Our People**

In keeping with Priority 2.2, staff have engaged in a range of professional development this year working with external experts attending professional development opportunities both locally and interstate. Most notably, the Heads of Teaching and Learning team has been working under the guidance of Ron Ritchhart Senior Research Associate at the Harvard Graduate School of Education, where he directs worldwide the Cultures of Thinking Project.

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| **Key Result Area: 02 Our People:** | Further enhance a skilled, energetic, professional and supportive staff culture. |
| **Priority 2.2** | Enable staff to develop a broad educational world-view and apply this for the benefit of Trinity. |

Seven staff members participated in the Geelong Grammar Positive Education training course in January 2018. From this course, members of the management team have run professional learning activities on the VIA Classification of Character Strengths which became a focus of team building activities with staff in Term 1. This activity was translated into some work with students in tutor groups looking at students own character strengths. These strengths were then displayed for all parents to see at the Term 1 parent information night. From this night, parents developed a hope wall of the dreams and desires they had for their son or daughter during 2018. These hopes have remained on display in the gallery space for the remainder of 2018.

Additional sessions have occurred on the idea of gratitude with both students and staff members. During Term 3, Year 11 and 12 students wrote notes of gratitude to all staff members that were displayed in the staff room as a symbol of appreciation. Staff have then done some personal reflection on what gratitude means for them, and who they are grateful for. This activity is to be followed with some further development in Term 4.

A small group of student leaders have continued some of their positive education lessons in tutor groups with the idea of decorating toilet doors and/or walls in the school grounds with positive messages, further underpinning the endeavours of TCS to have students involved in their own wellbeing initiatives on a daily basis. The concept of writing appropriately uplifting and inspiring quotes on the toilet doors and walls will give the students a daily reminder of the sorts of messages we are delivering.

Students have been exposed to targeted programmes for dealing with examination stress and anxiety, how to identify the early signs of mental health concerns and how to ask for help by the counsellor. These presentations built upon by the work of Kirrilie Smout (Clinical Child / Adolescent Psychologist) who continued to run Brain Training sessions with our students focussing on finding and keeping the drive; memory magic and managing stress and tough times. In Week 9 and as part of Professional Learning Team meetings in 2019, Trinity College Senior staff will receive professional development in the area of mental health first aid training. This professional development will provide staff with the skills and abilities to engage with students experiencing mental health concerns.

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| **Key Result Area:** | **03 Educational Development** To deliver quality outcomes for all students across a broad range of current and relevant educational opportunities. |
| **Priority 3.1a** | Evaluate contemporary best-practice education offerings and identify approaches that fit with Trinity's philosophy. Promote key capabilities including collaboration, creativity and innovation. |

**Learning Space Changes**
Greater access to the Hall through the conversion of lower floor classrooms windows into sliding doors. This has resulted in a significant change to the way in which the Hall is utilised by staff members. No longer does this space sit idle during lesson time, with students spilling out into this space in breakout activities. The ability to foster small group activities and discussions outside of the classroom space has resulted in impoved understanding of concepts by students.

2019 will see the further provision of technology into this space in order to allow students to be engaged in additional learning activities.

**Priority 3.1c**     Embed and utilise relevant technology such as Learning Management Systems to boost engagement.
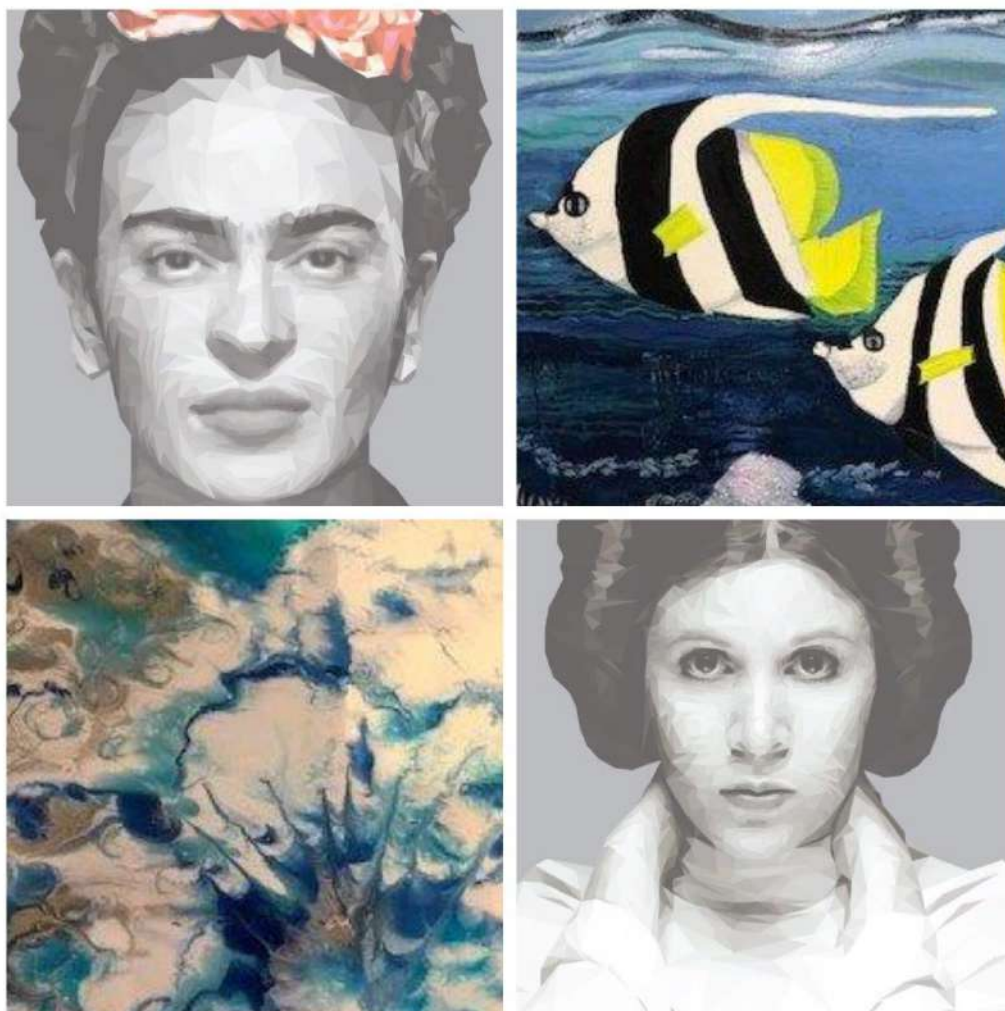
**Schoolbox**
The Learning Management System at Senior continues to grow with content, providing a continuous resource for students and parents to access.  Staff have continued to evolve in this system, making more use of the functionality it provides.  All assessment work is graded with the use of rubics, and live reporting provides an insight into the progress of students for parents.

Reflective feedback from parents at the conclusion of 2017, saw the development of effort rubics for all Year 11 and 12 students as part of the reporting process.  While students and parents received effort grades at the conclusion of Semester 1 and 2, these rubics have been used informally by staff to provide formative feedback to students at the concsusion of topics.

Transition activities and subject counselling have benefited from the inclusion of a LMS and the development of a student portfolio page.  This page will travel with the student as they transition through the College recording information about career aspirations and subject selection discussions.

During 2019, further work to occur on the development of a Schoolbox page to provide information regarding positive education.  This page will replicate the format utilised by our learning support staff during 2018 to help students get organised, managing their time, study tips and techniques, writing reports, and avoiding plagiarism.

# STRATEGIC PLAN 2018 ACTION ITEMS SCORECARD

| 01 Christian Values |
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| **To live the College motto of In God is my faith** |

| Priority 1.1 | Strengthen engagement with local parishes and the wider Church |
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| | a.    Provide mechanisms for thought and reflection, leading us to action appropriately what it means to be an Anglican College. |

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| | b.    Embed Service learning throughout the College. |
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| Priority 1.2 | Inspire, celebrate and more closely support indigenous, economically vulnerable, academically and psychologically diverse students |
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| | 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. |

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| | b.    Fully embed and celebrate our Reconciliation Action Plan (RAP). |
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| 02 Our People |
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| **Further enhance a skilled, energetic, professional and supportive staff culture** |

| Priority 2.1 | Attract, support, develop and retain top quality staff |
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| | a.    Upgrade policies and practices to attract, develop and retain staff and support their commitment to our values and educational approach |

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

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| 03 Educational Development |
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| **To deliver quality outcomes for all students across a broad range of current and relevant educational opportunities** |

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

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| | b.    Explore opportunities for greater sharing and collaboration between schools. |
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| | c.      Embed and utilise relevant technology such as Learning Management Systems to boost engagement | | | |

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| Priority 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**

| | | | | |
|---|---|---|---|---|
| Priority 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 | | | |

| | | | | |
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|---|---|---|---|---|
| | b.      Promote partnership and research opportunities with Universities. | | | |

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|---|---|---|---|---|
| Priority 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 | | | |

| | | | | |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Priority 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. | | | |

| | | | | |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Priority 4.4 | Expand our community engagement programmes consistent with our Values | | | |
| | a.      Continue to review STARplex as a hub for community activity and engagement | | | |

| | | | | |
|---|---|---|---|---|

| Priority 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. |
|---|---|

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| | | | | |

**05 Wellbeing**
**To encourage good physical and mental health in students and build strong partnerships with families**

| Priority 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 programmes and utilise data driven initiatives. |
|---|---|

| | | | | |
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| | | | | |

**06 Sustainability**
**Ensure Trinity remains financially strong and environmentally responsible**

| Priority 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 |

| | | | | |
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| | | | | |

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

| | | | | |
|---|---|---|---|---|
| | | | | |

| | c.     Reinvigorate College marketing. Celebrate and promote College attainment and opportunities. |
|---|---|

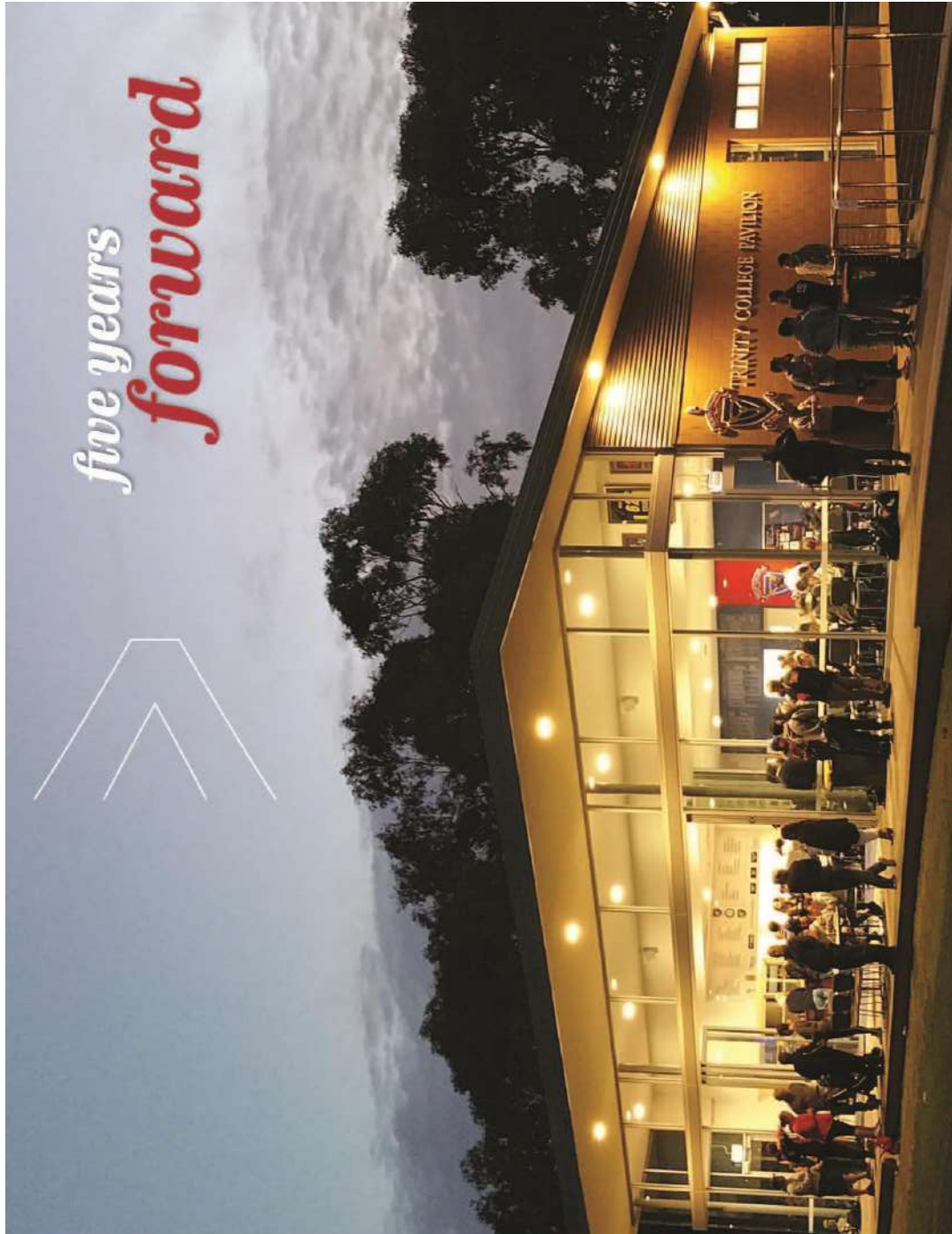| | | | | |
|---|---|---|---|---|
| | | | | |

| Priority 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

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

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

TRINITY COLLEGE PAVILION

**Trinity College**
**Distinguishing Features**

**Students**
Engaged + Aspirational

**Staff**
Quality + Caring

**Volunteers**
Generous + Loyal

**Opportunities**
Extensive + Affordable

**Care**
Extraordinary opportunities with small school care

Alexander Avenue
Evanston South SA 5116
tel: (08) 8522 0666
fax: (08) 8522 6631
email: office@trinity.sa.edu.au
www.trinity.sa.edu.au

**TRINITY COLLEGE**

# 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.

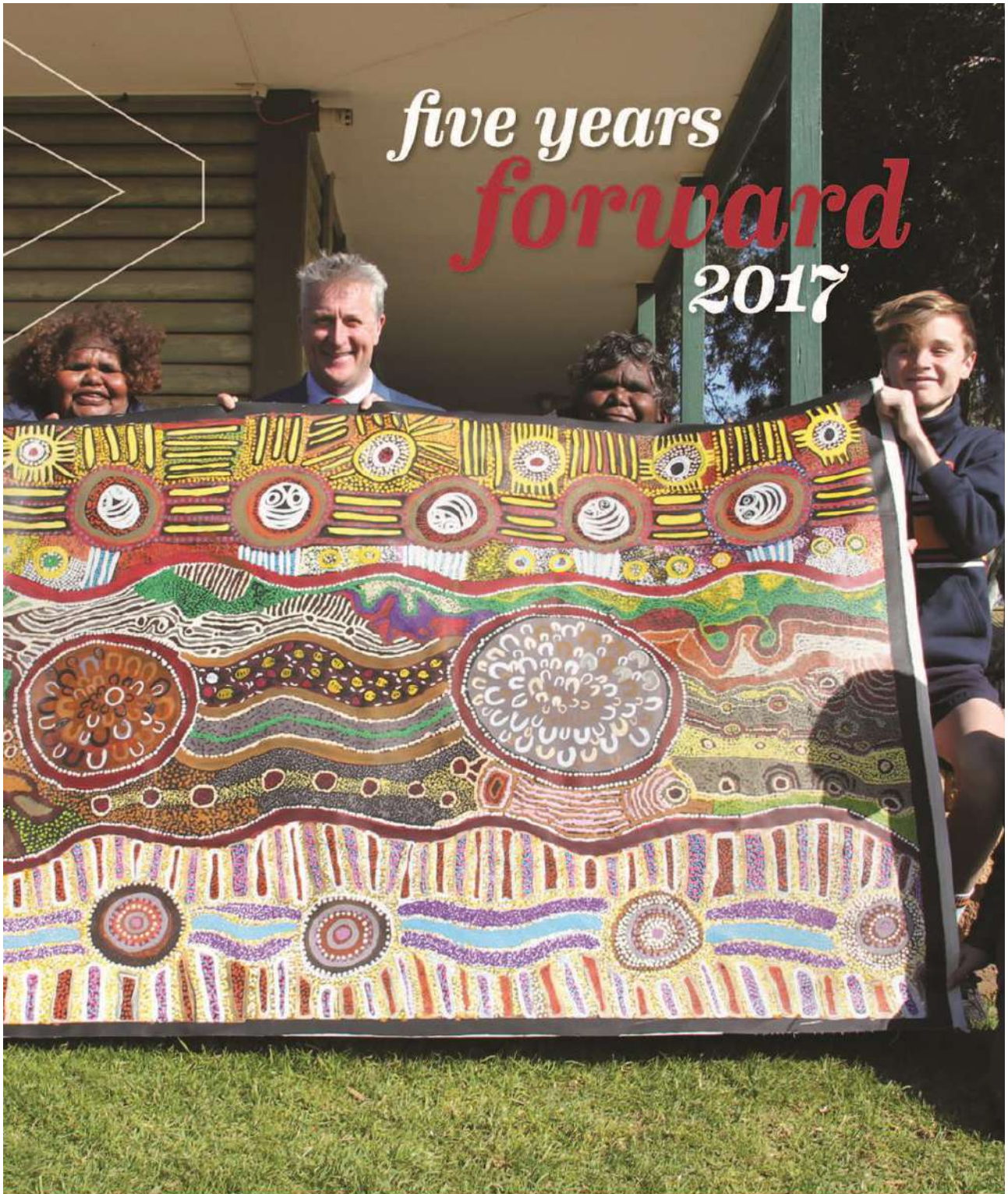*6.2 Engage students in environmental issues and management, including at an experiential level.*

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

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



*Strategic Priorities with 2018 Actions*

*five years forward >*

57

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

| Opportunity | Community |
| Openness | Learning |
| Excellence | Wellbeing |

## 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* >

## 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.

## 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.

## 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.

## 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.

# Strategic Priorities with 2017 Actions

## 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.

## 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 drive 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.

**(c)     TREASURER'S REPORT**

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

**(ii)    Auditor's Report**

TRINITY COLLEGE

# College Treasurer

# Annual General Meeting Report

**TRINITY COLLEGE GAWLER INC**
**INCOME STATEMENT**
**For the Year Ended 31 December 2018**

| | 2018 | 2017 |
|---|---|---|
| | $ | $ |
| **INCOME** | | |
| Tuition Fees | 14,804,474 | 14,713,116 |
| Government Grants | 44,558,290 | 39,880,092 |
| Other | 1,448,647 | 1,472,701 |
| **TOTAL INCOME** | 60,811,411 | 56,065,909 |
| | | |
| **EXPENDITURE** | | |
| Teaching | 40,597,453 | 38,409,524 |
| Cleaning | 1,005,292 | 945,218 |
| Grounds | 1,367,803 | 1,346,532 |
| Maintenance | 1,084,730 | 1,088,140 |
| Administration | 10,923,763 | 10,148,076 |
| **TOTAL EXPENDITURE** | 54,979,041 | 51,937,490 |
| **COLLEGE OPERATING SURPLUS** | 5,832,370 | 4,128,419 |
| **INVESTMENT OPERATIONS** | (53,699) | 1,018,398 |
| **GROSS TRADING RESULT** | 5,778,671 | 5,146,817 |
| | | |
| **NON-TRADING ACTIVITIES** | | |
| Disposal/Scrapping of Assets | 41,494 | 8,220 |
| Capital Development Levy | 933,451 | 949,165 |
| Donations | - | 3,680 |
| TCG Foundation | - | 200,000 |
| Government Development Grants | 1,247,500 | 274,203 |
| **TOTAL NON-TRADING ACTIVITIES** | 2,222,445 | 1,435,268 |
| **COLLEGE SURPLUS AFTER NON-TRADING ACTIVITIES** | 8,001,116 | 6,582,085 |

**TRINITY COLLEGE GAWLER INC**
**BALANCE SHEET**
**As at 31 December 2018**

| | 2018 | 2017 |
|---|---|---|
| | $ | $ |
| **CURRENT ASSETS** | | |
| Cash & cash equivalents | 1,016,832 | 198,007 |
| Trade & other receivables | 2,494,799 | 2,314,143 |
| Inventories | 395,258 | 385,965 |
| Financial assets | 15,252,062 | 11,618,148 |
| Other current assets | 601,311 | 631,502 |
| **TOTAL CURRENT ASSETS** | 19,760,262 | 15,147,765 |
| | | |
| **NON-CURRENT ASSETS** | | |
| Property, plant & equipment | 67,598,269 | 64,305,669 |
| **TOTAL NON-CURRENT ASSETS** | 67,598,269 | 64,305,669 |
| **TOTAL ASSETS** | 87,358,531 | 79,453,434 |
| | | |
| **CURRENT LIABILITIES** | | |
| Trade & other payables | 3,990,745 | 4,095,865 |
| Provisions | 6,145,307 | 5,961,328 |
| **TOTAL CURRENT LIABILITIES** | 10,136,052 | 10,057,193 |
| | | |
| **NON-CURRENT LIABILITIES** | | |
| Long-term borrowings | 1,134,091 | 1,160,460 |
| Provisions | 391,362 | 423,785 |
| **TOTAL NON-CURRENT LIABILITIES** | 1,525,453 | 1,584,245 |
| **TOTAL LIABILITIES** | 11,661,505 | 11,641,438 |
| | | |
| **NET ASSETS** | 75,697,026 | 67,811,996 |
| | | |
| **EQUITY** | | |
| Retained Earnings | 75,484,969 | 67,483,853 |
| Share Portfolio Reserve | 212,057 | 328,143 |
| **TOTAL EQUITY** | 75,697,026 | 67,811,996 |

**TRINITY COLLEGE GAWLER INC**
**STATEMENT OF CHANGES IN EQUITY**
**For the Year Ended 31 December 2018**

| | Retained Earnings | Share Portfolio Reserve | Total |
|---|---|---|---|
| | $ | $ | $ |
| **Balance at 1 January 2017** | 60,901,768 | 257,904 | 61,159,672 |
| Surplus from operations after non-trading income | 6,582,085 | - | 6,582,085 |
| Transfers to/(from) reserves | - | 70,239 | 70,239 |
| **Balance at 31 December 2017** | 67,483,853 | 328,143 | 67,811,996 |
| Surplus from operations after non-trading income | 8,001,116 | - | 8,001,116 |
| Transfers to/(from) reserves | - | (116,086) | (116,086) |
| **Balance at 31 December 2018** | 75,484,969 | 212,057 | 75,697,026 |

**TRINITY COLLEGE GAWLER INC**
**CASH FLOW STATEMENT**
**For the Year Ended 31 December 2018**

| | 2018 | 2017 |
|---|---|---|
| | $ | $ |
| **CASH FLOWS FROM OPERATING ACTIVITIES** | | |
| Tution Fees | 14,343,603 | 14,812,366 |
| Receipts from Government | 44,558,290 | 39,880,092 |
| Other Receipts - Schools | 2,209,760 | 2,273,678 |
| Interest Received | 447,897 | 470,924 |
| Non-Schools Activities | 6,571,120 | 7,538,944 |
| Payments to Suppliers and Employees | (56,730,767) | (53,831,233) |
| Finance Costs | (38,167) | (31,239) |
| **NET CASH FLOWS FROM OPERATING ACTIVITIES** | 11,361,736 | 11,113,532 |
| | | |
| **CASH FLOWS FROM INVESTING ACTIVITIES** | | |
| Payments for Property, Plant & Equipment | (8,380,349) | (10,625,733) |
| Government Development Grants | 1,247,500 | 274,203 |
| TCG Foundation | - | 200,000 |
| Proceeds on disposal of Property, Plant & Equipment | 193,969 | 58,405 |
| Payments for Investments | (3,750,000) | 60,000 |
| Repayment of Related Party Loans | 145,969 | (1,234,618) |
| **NET CASH (USED IN) INVESTING ACTIVITIES** | (10,542,911) | (11,267,743) |
| | | |
| **NET INCREASE/(DECREASE) IN CASH HELD** | 818,825 | (154,211) |
| | | |
| **CASH AT BEGINNING OF FINANCIAL YEAR** | 198,007 | 352,218 |
| | | |
| **CASH AT END OF FINANCIAL YEAR** | 1,016,832 | 198,007 |

**TRINITY COLLEGE GAWLER INC**
**NOTES TO THE CONCISE FINANCIAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2018**

**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 2018. The concise financial report has been prepared in accordance with Accounting Standard AASB 1039: Concise Financial Reports.
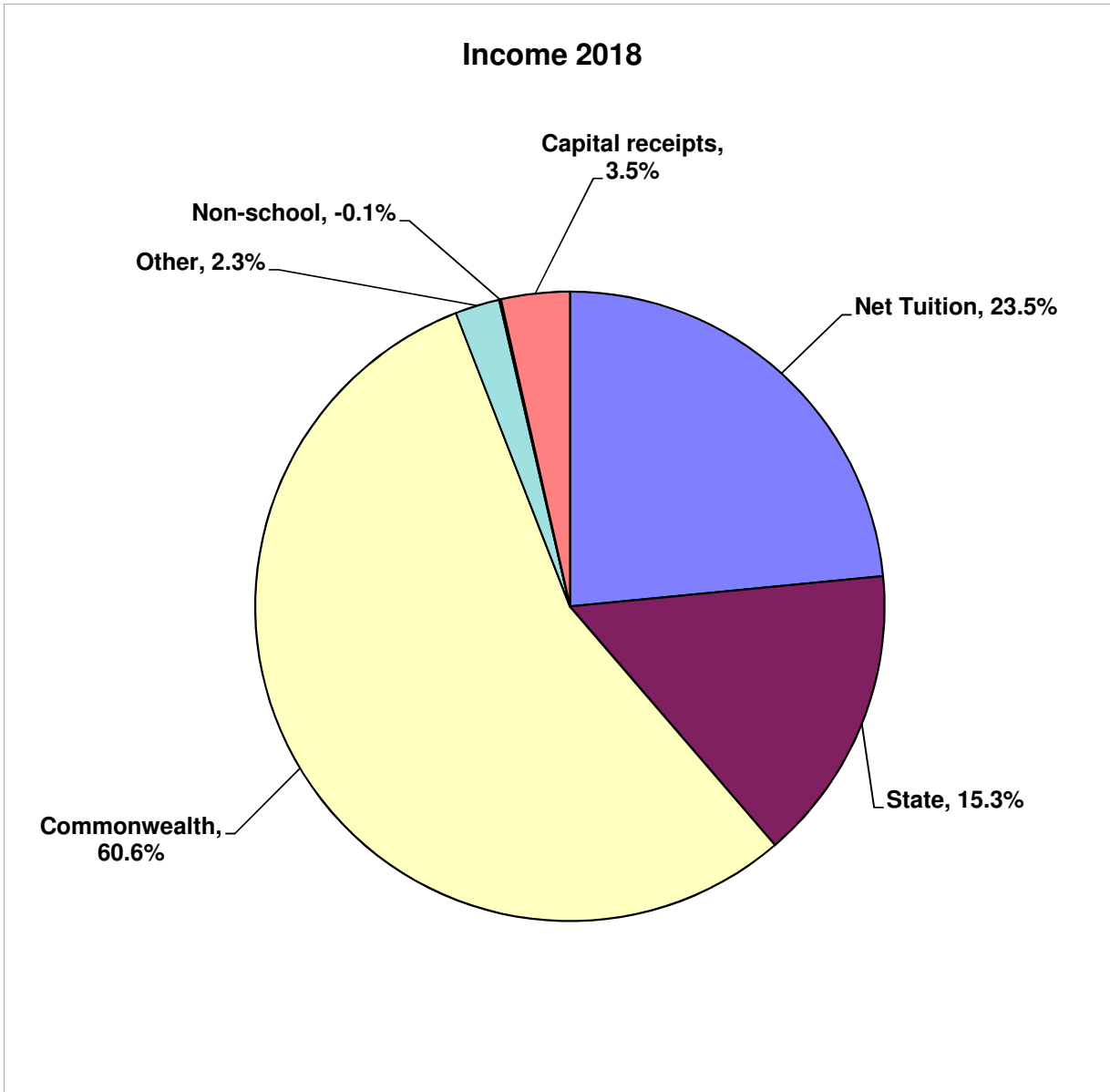
The financial statements and other information included in the concise financial report are derived from, and are consistent with, the full financial report of Trinity College Gawler Incorporated. The concise financial report cannot be expected to provide as detailed an understanding of the financial 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

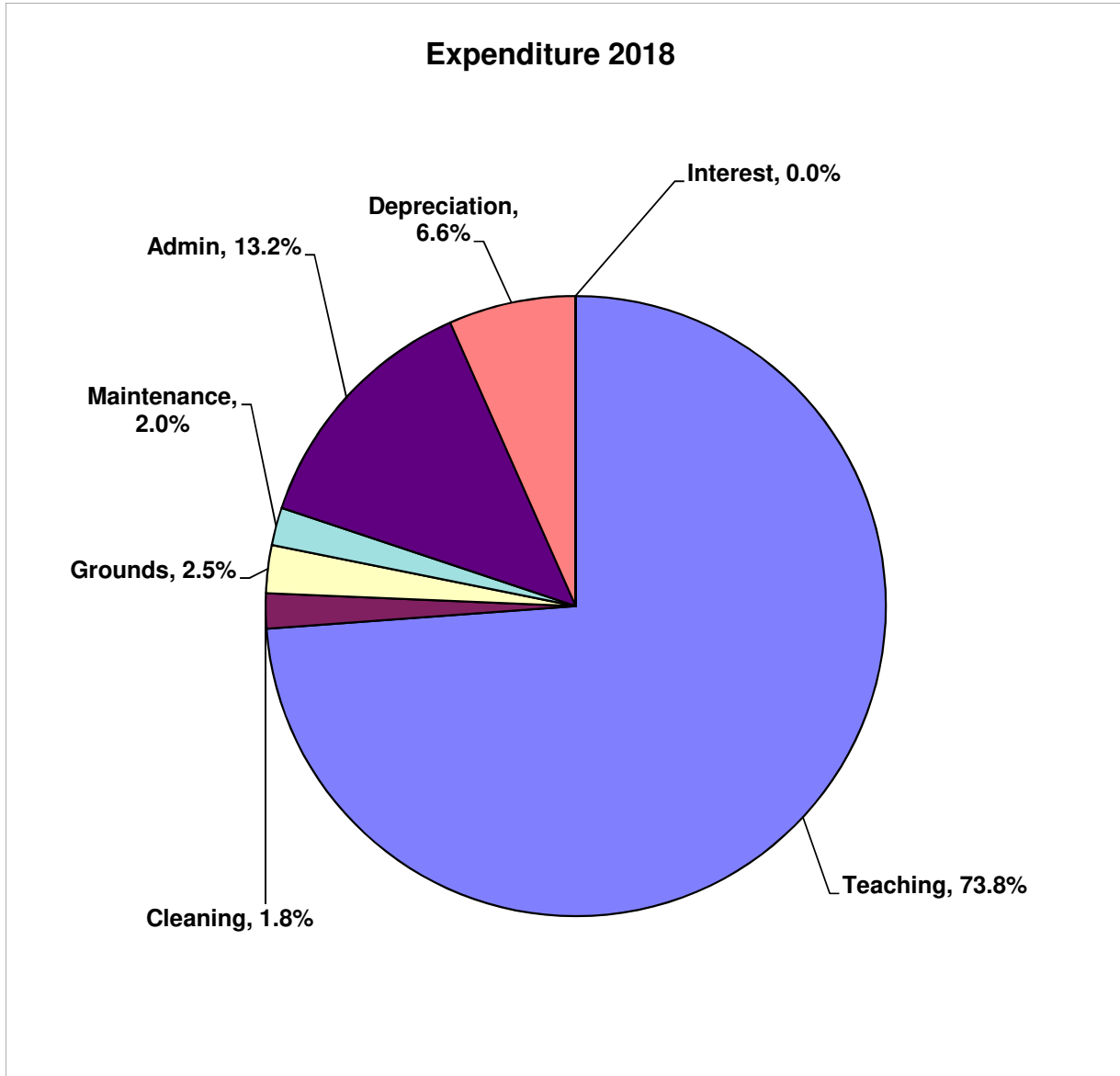### Annual Accounts for the year ended 31 December 2018

**Where does the money come from?**

**Income 2018**

Capital receipts, 3.5%

Non-school, -0.1%

Other, 2.3%

Net Tuition, 23.5%

State, 15.3%

Commonwealth, 60.6%

# Trinity College Gawler Inc

### Annual Accounts for the year ended 31 December 2018

**Where does the money go?**

**Expenditure 2018**

Interest, 0.0%

Depreciation, 6.6%

Admin, 13.2%

Maintenance, 2.0%

Grounds, 2.5%

Cleaning, 1.8%

Teaching, 73.8%

# 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 2018, 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 Committee.

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 2018 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.

**Responsibilities of the Committee for the Financial Report**

The Committee 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 Committee's responsibility also includes such internal control as the Committee 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 Committee 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 Committee either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

The Committee 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.

A further description of our responsibilities for the audit of these financial statements is located at the Auditing and Assurance Standards Board website at:

http://www.auasb.gov.au/auditors_responsibilities/ar4.pdf

This description forms part of our independent auditor's report.

**William Buck**
ABN 38 280 203 274

**G.W. Martinella**
Partner

Dated this 4th day of April, 2019.

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

I declare that, to the best of my knowledge and belief during the year ended 31 December 2018 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*

**William Buck**
ABN 38 280 203 274

*G. Martinella*

**G.W. Martinella**
Partner

Dated this 4th day of April, 2019.

# TRINITY COLLEGE

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


**Annual General Meeting Reports**

In 2018, Trinity College Blakeview Parents & Friends (P&F) was again fortunate to attract a large group of volunteers from within the Trinity College Blakeview community. With a keen interest to support our P&F activities, either as committee members or participation in key activities and events throughout the year, a pool of volunteers have consistently availed themselves to assist as required. Blakeview P&F is most appreciative and grateful for all contributions made by our volunteers, as this essentially has enabled the committee to function and successfully achieve our identified goals.

The Annual General Meeting (AGM), held in February 2018, was well attended and a group of 7 people elected to core office-bearing positions to form the new committee. Additionally and increasingly as the year progressed, our Blakeview community members attended meetings whenever they were available, contributing ideas to discussions, volunteering for activities and assisting with a range of tasks.

Planning strategically in 2018, the P&F committee made the conscious decision to carefully review, consolidate and plan forward, with a view to ensuring outcomes would be well aligned with the College vision and our P&F charter. The review process included assessing the current financial outlook and projecting into the future. In doing so, it enabled informed decisions to be made based on solid and identified directions. By purposefully selecting to pursue activities which supported the College, benefitted our community and developed our children, our goals have been achievable.

With a healthy financial outlook, the result of hard work and successful outcomes from previous Blakeview P&F committees (over many years), the 2018 committee was able to reduce the number of requests for financial support from the College community, yet still offer quality fundraising opportunities for the College community to engage with that aligned to tangible outcomes.

In 2018, the level of engagement across our on-going fundraising activities remained solid. Fundraising activities included the sale of Entertainment Books, the purchase of School Pavers and ever-popular chocolate treats. By trialling a more visible approach to the sale of second-hand uniforms and books, we received increased interest from the College community. Smaller fundraising events, such as colouring competitions and 'Guess the lollies' competitions, engaged students and in the case of the latter, was a great way to end the year.

Identifying ways to overcome issues has become a specialty of this committee. To reduce the amount of 'lost' items in 2018, our P&F introduced a fundraising activity through Bright Star Kids, where the purchase of personalised labels for uniforms and school items by members of the Blakeview College community, has seen a small percentage of each order donated back to the P&F. Additionally, a select number of phased activities were initiated in 2018, such as the Trinity College Blakeview Cookbook which will conclude during 2019.

When considering how funds would best be spent, our P&F was well positioned this year to support requests for assistance from within the College community. Planned use of the funds were identified by the committee and then communicated clearly to the College community, ensuring a continuous cycle of transparency and accountability was maintained.

Examples of our expenditure included: establishing perpetual sporting shields to commemorate annual achievements in Netball and Soccer competitions, as organised by the Student Representative Council. Additionally we provided students with alternatives to sporting equipment for use during break times, such as super-sized outdoor versions of connect-four, checkers and chess. By providing funds to support activities of the College 'Green Team' we facilitated volunteer participation which guided and assisted students to engage with associated activities.

Blakeview P&F continues to provide grants to groups of students, upon application, to enable College team participation in extra-curricular activities and competitions. There are strict guidelines for accessing this funding and in 2018, grant recipients included teams of students engaged in Robocup and Nitro Athletics.

Providing support and a presence for activities and events is always valued and appreciated by the College itself as well as the community. This year, Blakeview P&F volunteers again made themselves available for large-scale undertakings.

These included Junior and Middle School Sports Days and the Swimming Carnival, where we provided BBQ and refreshment stalls. As always, our hard-working volunteers, who give their time so freely, ensured contributions made by the P&F were successful. The willingness and support of our volunteers was most appreciated and valued.

Blakeview P&F continues to provide catering and refreshments for a variety of events including, Information nights, Music night, Parent/Teacher interviews, the Trinity College Blakeview Musical, Parent forums and Tea & Tissues (for parents/guardians with students starting in Reception and families commencing their learning journey with the College). Grandparents Day is one of our largest events of the year and our P&F contributes substantially to this. In support of our dedicated teaching staff, the P&F provide bottles of water and snack-packs for Parent/Teacher Interview evenings and this continues to be well received.

In 2018, our P&F donated gift-baskets to the silent auction for the Trinity College Foundation Gala Dinner. We also made the decision to contribute financially to the Foundation and the Spirit of Trinity. Both support the needs of students and were considered to be worthy causes by our committee. Our financial contributions initiated in 2018, will now continue as an on-going annual commitment.

Recognising the achievements of Blakeview students is a wonderful opportunity for our P&F to celebrate success within the College community. In 2018, Blakeview P&F again provided awards to students who displayed improved school performance throughout the year. Awards were presented at the annual Speech Ceremony.

Having a strong presence at Trinity College Blakeview events has encouraged wider engagement from the College community. Our P&F information stalls at significant events such as Open Day, have been opportunities for our committee members to connect directly with families wishing to engage, seek advice and discover the opportunities and support available to them. It has also provided an occasion to discuss activities undertaken by our members. This year the committee has refocussed the flow of information to ensure the community has been well informed, utilising Schoolbox, Newsletter articles, notes home and the College sign to our advantage. Additionally, our Facebook page has served as a useful platform for parents within the community to seek and share information.

By alternating P&F committee meetings between Monday and Tuesday evenings throughout the year, a wider group of parents have been drawn to participate. This has encouraged a continuum for planning and decision making, with regular input and insight from the community we serve. With this model planned to continue in 2019, the committee looks forward to building on its achievements from 2018.

Meeting with representatives from all Trinity College Parents & Friends this year, served as an excellent opportunity to exchange ideas on activities implemented across each school. It was during this year's gathering, Blakeview P&F representatives proposed their future AGM meetings would occur at the end of each year, to facilitate increased forward planning opportunities for the new committee and ensure activities could commence right from the start of the year. Tonight, marks a transition for our P&F. This evening the 2019 AGM is being held to facilitate election of a committee for this year. However, this event will be followed by an additional AGM/Extraordinary meeting to be held in Term 4 2019, when election of the new committee will occur in preparation for 2020. Our P&F is confident this decision is proactive and so is leading the way with this change.

After a busy year with Blakeview P&F in 2018, this will be my final report as President. I have enjoyed participating over the last 3 years in roles including committee member, Vice President and now President. However, it is my intention to stand aside and allow others to lead the committee forward from this point onwards.

As an active member of the Blakeview P&F, I have forged friendships with likeminded-people and experienced a strong sense of community. As a result of this I have felt a sense of pride supporting the College community and believe working together has ensured our efforts have made a significant difference.

In closing I would like to thank:

- Nick Hately for providing such positive and motivating leadership to Trinity College.
- Karen McMahon for her leadership, sharing her knowledge and advice so readily. Also for presenting informative reports and updates on school activities during our meetings.
- David Russell for his continued interest as a representative of the Trinity College Board and for providing advice and insight during our meetings.
- Cathy Sulser and Nicholas Sharrad for providing detailed reports of each of their respective school divisions for our meetings.
- Staff for promoting P&F activities to students and families, and of course for teaching our children!
- Past Blakeview P&F Presidents and committees, for providing a strong foundation to work from.
- All Blakeview P&F office bearers within our current committee, for their collaborative teamwork, ideas, knowledge, energy, humour, skills and hard work.
- Rose Webb, Tina Cole, Heather Woods and Patricia Dexter as administrators of the P&F Facebook group.
- Tina Cole for co-ordinating us for our many catering activities.
- Members of the College community who attend Blakeview P&F meetings whenever available and for volunteering time both behind the scenes and during events on behalf of the committee.
- Our ever growing group of parents and friends who volunteer and assist during our events and fundraising activities.
- The core group of parents and friends who change the school notice board (rain or shine) and to Blakeview Ground and Maintenance staff who assisted with this when required.
- Blakeview G & M staff who support our endeavours by setting up tables, cables, bins and barbecues for us.
- Brenda De Duonni and office staff, who manage our newsletter articles, collate orders and forms, process payments and provide overall administrative support.
- Kay Fyfe for advice and leadership on matters relating to the College and our P&F.

Thank you all.


**JODIE EDWARDS**
**President, Blakeview P & F**

## Gawler River P & F –President's Report

2018 has been great!

I am proud to say that as a committee we have been able to help what is already an awesome school, become a better one. We have been able to achieve some of the things the busy teachers are unable to do, and able to raise money for some of the smaller items, as well as help with some monetary donations. Our P & F have participated in, and run many events as well as raised money through various fundraisers. We also pride ourselves in the fact that we put time and effort into events that are just for the goodwill of the school.

Open Day was a great success as always. The smell of our much anticipated BBQ brunch is clearly the cause of the length of the line-up. Resulting in a generous amount of money raised.

Tea and Tissues... Our morning tea is a nice way for new families to get to know us as well as other families in the school. Informal gatherings are important to us and we hope to recruit some new members in the process.

Middle School Sports Day... This is never a huge fundraiser. However we enjoy being a part of this day. We had record amount of volunteers this year which was very pleasing. I think it's fair to say that a snag in bread, or a steak sanga is just what the doctor ordered when you have been running your heart out.

Mother's and Father's Day Stall... Whilst relatively new at our school, every year we seem to get bigger and better. Such an easy event to organise, yet so rewarding to be part of. This is not a fundraiser for us. The pure delight on the student's faces when selecting a gift is priceless.

Our biggest event is Grandparents Day. I believe our morning tea is magnificent. We set up tables for and serve over 500 grandparents. We spend many hours discussing how we can improve on this. We serve sandwiches and scones (provided by the canteen), cake, fruit, pies and sausage rolls, as well as tea/coffee and juice. We love having the student leader's help to serve the guests.

Twilight Picnic… This year we joined forces with the student leaders. Together we planned an Outdoor cinema. Unfortunately the weather didn't allow this to run as smoothly as we planned, so we took our cinema into the gym. The children seemed to still enjoy it.

We had 3 food trucks serving yummy food and drinks and of course Santa turned up during the night. The delight on the children's faces as he arrived in a big black topless jeep was awesome. Despite the weather, I believe the night was enjoyable and relaxing.

We had a few fundraiser throughout the year. Kyton's Hot Cross Buns, Cookie Dough, Entertainments Books, Kidshotz Photography and Signature Pavers.

School banking has been very successful at raising money for the P & F also. Thank you to Mrs Kerry Dudley, Mrs Natasha Albanese & Mrs Alicia Edwards for your tireless efforts in making the banking so successful. Consequently Gawler River is currently the top school in SA for weekly consistent bankers and we have the highest amount of bankers in SA.

Our P & F committee have been successful in recruiting new members this year. I have enjoyed meeting new people and listening to fresh ideas.
I'd like to thank all of the committee members for your friendships, support and contribution in 2018. No matter how big or small, it hasn't gone unnoticed or unappreciated.

Thank you to the Executive committee for your help, support and friendship also:

Treasurer, Mrs Leanne Cannizzaro, thanks for keeping me in line with spending.
Secretary, Mrs Karen Collins, thank you for keeping me in line with everything, and your amazing note taking skills.
Vice President, Mrs Mimm Manno, thank you for everything, I know I can count on you for helping out at every event. I'm not sure what I'd do without you.

Thank you to the office staff for your help and support, and thank you to Mr Rick Jarman. I feel that you always have my back. Your support, openness and honesty has been a huge support to me. This helps us all to be a great committee.

I've truly enjoyed my role as President in 2018. Thank you to all of the families who have supported me in this role.

I look forward to seeing what 2019 brings.

**SAM SANDS**
**President, Gawler River P & F**

In 2018 we had many successful events. This wouldn't have occurred without the help of the committee members for whom we are very grateful for all their hard work and dedication.

We staged our first outdoor 'Family Movie Night' with the showing of Despicable Me 3. This event exceeded our expectations with many families attending and enjoying the lovely night. We are planning our next movie night, and hope it will be bigger and better than last year.

The P&F also cooked at our first Middle School swimming carnival. We served a sausage sizzle, ham and cheese toasties as well as drinks. This was very much appreciated by the students and teachers on a cold, wet day.

In another first, we staged a 'show your colours day' allowing the students to wear a piece of clothing of their favourite sporting team. We were able to donate half the proceeds to the Fight Cancer Foundation, who provide educational support to children living with cancer.

The P&F also had our first Kytons Bakery Hot Cross Buns sale. Which was really yum and everyone who ordered had lovely buns for Easter.

In addition to these new events, we continued with our ongoing events: End of term sausage sizzles, Entertainment books, tea towels, graduation photo frames for Year 6 and 10 as well as catering for the Year 6 graduation morning tea.

2018 also saw the completion of the longstanding saga of the pavers. They have now been laid in front of the multifunction glasshouse and look amazing.

With our fundraising, we were able to purchase cameras for each year level in Junior School and have a camera to share between two houses in Middle school. Teachers are now able to capture special moments in the classroom and at excursions when they happen as they now have a camera within easy reach. We were also able to provide support to athletes who participated in the Nitro Athletics Schools Challenge in Cairns.

We would like to personally 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.

**NATASHA PASIN & KIONG PELTON**
Co-Presidents
North Parents and Friends

## South P & F – President's Report

2018 saw many new faces on the Parents & Friends Committee as well as welcoming back others. The relatively small committee again did amazing work to raise funds for the students.

I would like to take this opportunity to thank Heather Hill (Vice President), Clare Clayton (Treasurer), Monique Weekley (Secretary), and committee members Louise Hanberger, Margaret Gordon, Tanya Tuckey, Cheryl Skeen, Julia Trescowthick, Hollie Langman, Kristie Mellors and Glenn Nitschke for all your hard work and dedication throughout the year. Without this team of dedicated parents, our committee would not have been as successful in 2018 as we were.

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, to the wonderful office staff where no request was too big. To Father Bart, Ruth Paton and of course Mark Simpson, thank you for your unwavering assistance and advice we all appreciate and sincerely thank you for all you did for us during the year. To Vince and the facility and grounds staff, thank you for your tireless efforts to assemble and set up our stalls and assist us whenever we needed.

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 Early Years – Year 2 Junior School Sports Day and Open Day, and who could forget the visit from Easter Bunny.

Term 2 saw us working at the Year 3-6 Junior School Sports Day, Mother's Day Stall and hosting our inaugural Middle School Colour Run, followed quickly by Term 3 and the Mid-Year Welcome to new families, Father's Day Stall and Middle School Swimming Carnival. Then Term 4, where we were able to wind down a little, our P & F assisted at the Grandparents Day and hosted the Middle School '5 Cent Challenge'.

Our biggest success, particularly if you measure success on the joy of the faces of the students, was our new event the Middle School Colour Run! Such fun was had by both the students who participated and the staff and parents who assisted at the event. Florey House took out honours of being the highest fundraisers, raising over $1200. Thanks to all who were involved in making this a successful event, we look forward to a bigger and better event in 2019!

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

# TRINITY COLLEGE FOUNDATION (SA) INC
# 2018 ANNUAL REPORT FROM THE CHAIR

As this is my first AGM report from the Chair, I would like to begin by acknowledging the long-serving, outgoing Chair Dr Rupert Thorne. I thank Rupert for the excellent and strong base he has provided upon which to build the College Foundation. I would also like to thank outgoing Board members Mr Wayne Smith and Mr Christopher Maiolo for their dedicated service over many years. They will be greatly missed but we know that their commitment to the College and Foundation will continue in other ways. Finally, my thanks also goes to all our enthusiastic and dedicated volunteer Board members, who continue to demonstrate an unwavering commitment to our work.

It is with great pleasure that I welcome new Board members Mr Tom Stone, Mrs Jo Statton and Mr Russell Johnstone. I am sure that their dedication will be no less than that which we have seen from our previous Board members and I look forward to working with them.

The past year has been outstanding for the College Foundation and it is inspiring to consider the Foundation's achievements over the past 23 years. The planning and implementation to achieve such outcomes is nothing short of remarkable. However, more noteworthy is the continued support from our community, which provides the funds for the work of the Foundation in its aim of supporting the College and Trinity students in creating opportunities and improving lives.

Funds primarily come from individual donors and pledges, not only from our current community but also the wider community and, I am very proud to say, that every cent donated is used to assist the College and the students. 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.'*

Over the past 12 months the Trinity College Foundation has continued on an upward path and the Board has sought to become more engaged and more purposeful. In addition to encouraging donations from our community, we are actively 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 and I'd like to thank the Board for their 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, 41 staff members support the Foundation in this way. This commitment to the College and the Foundation is something we are rightly proud of and happily acknowledge and celebrate.

Our other source of income is through our major fundraiser, the annual black-tie dinner and silent auction. The 2018 Trinity College Foundation *Gold Gala Dinner* attracted a diverse cross-section of our community, who gathered in the Ian McLachlan Room at the Adelaide Oval to enjoy this special occasion. The event raised the outstanding amount of $35,437.50. In 2019 the dinner will take place on Friday August 2 and will once again be held in the Ian McLachlan Room at the Adelaide Oval. Our theme for this dinner is *Da Vinci Dinner*. I encourage you to attend this thoroughly enjoyable evening to help the Foundation continue to support our students. You can contact the Foundation Office to purchase tickets. I am proud to announce our Platinum sponsor of the 2019 event is HP and I thank them for their second year of support at this level.

# TRINITY COLLEGE FOUNDATION (SA) INC 2018 ANNUAL REPORT FROM THE CHAIR

On Melbourne Cup Day in November, the Foundation hosted its second *Frocks & Fascinators Luncheon* in the Trinity Pavilion. Entertainment included raffle prizes and a few sweeps as well as a fashion parade of gowns, worn by Year 11 students from the annual Presentation Ball. Over 60 guests relished the opportunity to see our students in action preparing a three course meal using produce from our farm. The Year 10 students excelled at being the luncheon chefs, kitchen crew and waiting staff and the event raised an impressive $2,369.00 for the Foundation.

Thank you for making 2018 an outstanding year of generosity. 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, with your continued support of its aims, is making a tangible difference in the lives of our students.

As you read this report you will see outlined how the Foundation continues to grow and works with the College to provide for students in diverse and practical ways. In these instances, the Foundation is able to help through scholarships and the *Spirit of Trinity Fund* that assists with urgent requirements such as uniforms, camps and text books.

The Trinity College Foundation would not be able to achieve these outcomes without the support the Board receives from the Development Office Team of Kay Fyfe, Clarissa Russo, Melissa Hardy and Debbie Collins. I would also like to acknowledge former team member Nicole Wray, who left the Office in 2018 after 10 years of dedicated service. They are a wonderful team and I sincerely thank them for their belief in the Foundation and ongoing support given to our students.

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

I personally enthusiastically support the Foundation and what it stands for. It continues to grow and with this growth comes the ability to offer opportunities 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 Foundation and the many possibilities it offers to be involved within the Trinity College community.

## FOUNDATION ANNUAL GIVING

During 2018, 81 donors gave $88,078.00 to the Foundation. Notably, as mentioned previously, it is pleasing to report, 41 donors are staff of the College who make a weekly pledge to the Foundation. A further $37,807.25 was received from events and corporate donations. Our overall total fundraising for 2018 was $125,886.00.

## 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 2018 the *Spirit of Trinity Fund* supported 26 students.

**2018 FOUNDATION ANNUAL DINNER**

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

| Platinum | Silver | Bronze | Table |
|---|---|---|---|
| HP | Campion Education | Konica Minolta<br>Academy Photography<br>Peter Kittle Toyota<br>Design Studio | William Buck<br>Orora<br>Nuago<br>Lenovo |

**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 Foundation 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. In 2018 it was held in the afternoon of the first day of the school year in the Trinity College Pavilion and was extremely well attended.

**FOUNDATION THANK YOU EVENT**

The Board hosted its annual donor thank you event in December for all persons and organisations who donated throughout 2018. Hosted by the Foundation Board guests enjoyed refreshments and conversation in the Common in Central Administration. Highlights of the evening included the induction of three new Fellows onto the Donor Board as well as donors who moved from Fellow to Companion, from Companion to Ambassador and Ambassador to Benefactor. I would also like to thank the College Robotics Team who used robots of their own creation to serve canapés to our guests.

**2018 SCHOLARSHIPS**

**Foundation General Excellence Scholarship**

Two Foundation General Excellence Scholarships were awarded to Cooper Everett (Year 10) and Stephanie Beazleigh (Year 10). The scholarship provides 50% remission of tuition fees for Years 11 and 12.

**ORORA Scholarship**

Henry Hancock (Class of 2016) was awarded the 2019 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 2018 the AON Scholarship was awarded to Yumeng Liu (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 2018 the scholarship was split between seven students, Taylor Crouch (Year 12), Lucia Franks (Year 10), Samantha Wormald (Year 9), Cooper Everett (Year 10), Tia Girgolas (Year 10), Jade Hancock (Year 10) and Michael Gera (Year 9).

**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 2018 this scholarship was awarded to Jade Hancock (Year 10).

**Trinity College Aboriginal & Torres Strait Islander Scholarship**

This scholarship is awarded annually and supports an Aboriginal or Torres Strait Islander student who aspires to future tertiary study and would benefit from financial support to help achieve this goal. In 2018 this scholarship was awarded to two students Emogen Hannaford (Year 10) and Amarnii Dellar (Year 10).

**ADDITIONAL SUPPORT**

**Operation Flinders**

The Foundation provided financial support to Operation Flinders an internationally recognised 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 2018 at a cost of $3,300.00.

**AWARDS**

**Faculty Support Fund**

The Faculty Support Fund aims to supports students selected into Trinity College teams who without this support may not be able to compete. In 2018 this fund supported 16 students in College teams competing in the fields of sport, music and robotics.

**2018 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 |
|---|---|---|---|---|
| Anita Daju | Ava Dallwitz | Maya Winning | Caitlin Holt | Lillian Loveday |
| Danielle Zeitz | Scott Beauchamp | Lillian Crocos | Lochie Cunningham | Olivia Leigh-Watson |
| | | Sophie Bubner | | |

**2018 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** | Tayla Watson | Natalie Pascoe | Brady Hosking | Bella Wright |
| **Year 8** | Hannah Bennett | Rachel Hilton | Bradley Thiele | Ella Coulter-Arnold |
| **Year 9** | Jacob Watson | Matthew Cole | Hamish Goss | Ryan Wilds |
| **Year 10** | Vincenzo Dimasi | Lachlan Marshall | Jonathan Van Rooyen | Josh Len |

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.

**DAVID RUSSELL FIEAust CPEng MIET CAAM**
**Chair Trinity College Foundation (SA) Inc.**

# RETURNING OFFICER'S REPORT

At the close of nominations on Friday 5th April at 4:00 pm, there were two people nominated for the three positions on the College Board. These nominations: Joanne Cammans and Kyla Pizzino were in order.

Since there are two 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

### JOANNE CAMMANS

As a parent and active member of the school community for the last 16 years, I would like to nominate for a position on the Trinity College Board.

I am married to Frank and have 3 children who have all attended Trinity; our 2 boys have now graduated and our daughter is currently in Year 7 at South.

We have always loved this school as it has provided amazing opportunities for our children, accounting for their different academic, social and extra-curricular interests. I feel I have the experience and skills to provide valuable insights and assistance to the Board, through both my personal experience and work life.

I currently work in a management role within SA Health, and have significant experience in developing policies and legislation, Chairing and participating in national and local committees and working groups, stakeholder consultation, and problem assessment and resolution.

In my personal life, I have been a member of various community groups, including the Gawler Eagles Soccer Club, playgroups and Trinity South P&F.

I believe strongly in the ethos of Trinity College, including equality and accessibility for all. I hold to Christian beliefs and values, I am a member of the Anglican Church and have previously been involved with St Francis congregation.

I feel it is a time in my life when I can give back to the school community in this capacity and would love this opportunity to work with others for the improvement of our school.
Thank you for your consideration.

### KYLA PIZZINO

It has been an absolute pleasure and privilege to serve on the Trinity College Board over the last 2 years.

In the last 2 years I have been very excited to be a part of some remarkable discussions and decisions that I believe will ultimately further enhance the already extensive offerings that Trinity College provides its students, staff and the greater community.

With this being said, I seek the support of being re-elected to serve another term on the Trinity College Board, so that I can continue to actively participate and further create and enhance the opportunities that the college presents.