



TRINITY COLLEGE

40th ANNUAL GENERAL MEETING

8 MAY 2023

www.trinity.sa.edu.au

Trinity College Blakeview * Trinity College Gawler River * Trinity College North * Trinity College Roseworthy * Trinity South * Trinity Senior *
* Gawler River Early Learning Centre * Montessori Preschool * STARplex

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

**THIRTY-NINTH ANNUAL GENERAL MEETING OF
TRINITY COLLEGE GAWLER INC.
HELD IN PERSON IN THE INNOVATION AND CREATIVITY SCHOOL AND
ONLINE VIA WEBEX VIDEO CONFERENCE
ON MONDAY, 9 MAY 2022**

MINUTES

1. The meeting opened at 7.24 pm with a welcome and Acknowledgement of Country from the Chair and prayer led by The Reverend Tony Nicholls.
2. **PRESENT:**
100 members were reported as in attendance. The list is attached to the official minutes.
3. **APOLOGIES:**
17 members as per the list attached to the official minutes.
4. **MINUTES OF THE PREVIOUS GENERAL MEETING**
Thirty-eighth Annual General Meeting held on 3 May, 2021.

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

Moved: Mr D Bradley Seconded: Mr D Russell **CARRIED**

5. **ELECTION OF BOARD MEMBERS**

The report from the Returning Officer – Mr Stephen Rosier stated that:

At the close of nominations on Friday, 8 April, three persons were nominated for the three possible positions on the College Board and these nominations are in order. As there are three vacancies and three nominations I declare all of the nominees duly appointed unopposed to the Trinity College Board, returning for a two-year term.

They are:

Mr David Bradley, Mrs Grace Pelle, Mr Ben Clark.

6. **RECEIPT OF REPORTS**

6.1 **Chair's Report**

Dr Heath presented the Chair's report which was included in the AGM report. The Chair highlighted key points and thanked the Board, the Head, the leadership team, staff and students for their incredible amount of hard work during 2021.

Motion: That the 2021 Chair's College Board Report be accepted.

Moved: Dr K Heath Seconded: Mr N Sharrad **CARRIED**

6.2 Head's Report

Mr Hately referred members to the extensive Head's report which was included in the AGM report.

The Head thanked the Chair and the Board on behalf of the staff for their voluntary contribution and commitment to serve the College.

Motion: That the 2021 Head's Report be accepted

Moved: Mr N Hately

Seconded: Mr I Dale

CARRIED

6.3 Treasurer's Report

6.3.1 Balance Sheet, Income & Expenditure Statements.

Mrs Pelle presented the Treasure's report, highlighting key points from the results, income and expenditure.

The Treasurer reflected that the Board is committed to ensuring that Trinity remains financially strong and continues to fund the changing needs of a quality education.

Importantly, a strong financial performance in 2021 allowed the College to maintain staff during the pandemic and offer support to the families who needed it.

Motion: That the 2021 Trinity College Incorporated Financial Statements of the Balance Sheet and the Statements of Income and Expenditure be accepted.

Moved: Mrs G Pelle

Seconded: Mrs J Cammans

CARRIED

6.3.2 Auditor's Report

Motion: That the Auditor's Report be accepted.

Moved: Mrs G Pelle

Seconded: Mr D Russell

CARRIED

6.4 Reports for Information

6.4.1 Parents' and Friends' Committees

The four P & F Presidents' reports were included in the AGM report.

6.4.2 Trinity College Foundation (SA)

The Chair of the Foundation's report was included in the AGM report.

7. APPOINTMENT OF AUDITOR

Motion: That Nexia Edwards Marshall be appointed auditor for 2022.

Moved: Mrs G Pelle

Seconded: Mrs E MacGillivray

CARRIED

8. QUESTIONS ON NOTICE

Nil.

9. INTRODUCTION OF BOARD MEMBERS 2022-2021

9.1 Ex Officio Member

The Head – Mr Nick Hately

9.2 Nominated Members 2022-2023

9.2.1 Nominated by the Anglican Archbishop of Adelaide

The Right Reverend Dr Tim Harris and one to be advised

9.2.2 Nomination from the Parish of Gawler – Mr Kym Reynolds

9.2.3 Nomination from St. Francis Congregation – Mrs Elizabeth MacGillivray

9.2.4 Nomination from Playford City Church – To be confirmed

9.2.5 Nominations from Diocesan Council – Dr Ken Heath and Mr David Russell

9.3 Appointed at 2021 AGM for two years

Mrs Joanne Cammans, Mrs Kyla Pizzino and Mr Russell Johnstone

9.4 Newly Appointed 2022 Members

Mr David Bradley, Mrs Grace Pelle and Mr Ben Clark

10. PRESENTATION OF DISTINGUISHED SERVICE AWARDS

The Chair provided some background to the Distinguished Service Award.

Mr Hately announced the following recipients:

Ms Brenda De Duonni, Mrs Catherine Hammond, Mr James Howard, Mr Leith Lange, Mrs Tracy Owens, Mrs Bev Selway and Mr Christopher Warner.

11. PRESENTATION OF LIFE MEMBERSHIP

The Chair provided some background on the Life Membership Award and invited Mr Hately to present Life Membership to Dr Michael Slocombe.

12. VOTE OF THANKS

The Chair acknowledged and thanked retiring Board members, The Rev'd Simon Bailey and Mr Bradley Collings.

13. CLOSE OF MEETING

The Chair extended his thanks and appreciation to Mr Andrew Norwood, Mr Stephen Rosier, Mrs Jenny Searle and Mrs Cathy Moore for their behind-the-scenes support. Dr Heath also thanked members and friends of the College for their attendance. He congratulated the newly appointed Board members and the recipients of the awards.

The Chair closed the meeting with The Grace at 7.53 pm.

6. Reports

6.1 CHAIR'S REPORT



Chair of Trinity College Board

Annual General Meeting Report

I am pleased to report that despite ongoing challenges presented by fallout from the pandemic, the College has continued to make significant and positive progress over the last year.

Wellbeing and Student Welfare

You would be aware that at Trinity College, we place a high priority on student wellbeing and welfare. We recognise that when our students are happy, healthy, and supported, they are better equipped to achieve their academic and personal goals. To ensure that our students receive the resources and support they need to thrive, we continue to build on our dedicated team that includes the College Psychologist, Counsellors, Teachers, Youth Workers and ESOs.

In addition to the more normal thanks to staff, I would especially like to thank **all** the staff that take on this extra burden in the student welfare space. I hope you get to see the positive effects of your efforts. We appreciate and value your work, passion and commitment.

Looking Forward

The teaching profession in Australia faces a number of challenges that will need to be addressed in the coming years. These include adapting to new technologies, navigating the changing landscape of educational policy and funding, and addressing the ongoing impact of the COVID-19 pandemic on teaching and learning. Additionally, there is a growing need to address issues of student wellbeing and mental health, and to support teachers in promoting a positive learning environment. As a Board, we have an ongoing focus on improving teacher conditions whilst staying dedicated to our low fee philosophy. At Trinity College, we remain committed to staying at the forefront of these changes and ensuring that our students receive the best possible education.

Capital Projects

The College continues to have some incredibly exciting projects underway, as well as the usual individual school upgrade programmes. Our Trinity Theatre and Roseworthy School are currently being constructed and developed by a team of skilled professionals, both internal and external – the scale and complexity of both is incredible. It is important to take a moment to appreciate the incredible opportunity that these projects represent for the students and families at the College. We are truly fortunate to be undertaking such amazing endeavours. We recognise that investing in a state-of-the-art performing arts theatre is a significant undertaking, and the Board carefully weighed the cost of this project against its perceived value. However, we firmly believe that providing our students access to a world-class professional facility will allow the show-casing of their talents, and help cultivate a broad spectrum of transferable skills such as creativity, critical thinking, and self-confidence that will be of immeasurable value in shaping their future lives.

This investment demonstrates our commitment to providing our students with access to high-quality educational opportunities that will enrich their overall educational experience, and we look forward to seeing the incredible performances and achievements that will result from this extraordinary facility.

Fee Rise

We want to inform our community that at the end of 2022 we approved a slight increase in fees of 1.86%. We understand that any rise in fees can be challenging for families, but we believe this decision is necessary to continue delivering the high-quality education our students deserve. We remain committed to keeping our fees as low as possible while ensuring our school remains sustainable and providing the best learning experience for our students. In addition to recently removing co-curricular charges, we are glad to subsidise the cost of text books and provide the option for deferred payment. This will help alleviate some of the financial burden of back-to-school expenses.

Enrolments

Our school continues to experience record-high enrolments, which is a testament to the hard work and dedication of our exceptional staff. We take great pride in being a prominent contributor to the education landscape in our region.

Distinguished Service Awards

We are delighted to recognise 16 of our staff members who are nominated for a Distinguished Service Award this year. Their outstanding commitment and expertise to our College are highly valued and appreciated. We are fortunate to have such a talented and devoted team of professionals working for our schools.

Forty Years Strong: Our College's Vision for the Next Chapter

As we begin to develop a new master plan for our school, I want to encourage all members of our College community to feel welcome to actively participate in the process. We are approaching our 40th year and this presents us with a unique opportunity to reflect on our achievements and set a clear path for the future. Our teachers, staff, volunteers, parents, and students are the lifeblood of our schools, and we value their opinions and contributions. I urge you to share your thoughts and ideas with both the Board and the Heads of Schools, so we can ensure that our master plan is reflective of our collective aspirations and goals. Opportunities to do this will be provided over the months ahead. Together, we can create an ongoing vision that supports our community's needs and fosters the development of our students, preparing them to thrive in a contemporary world. Thank you for your continued support and commitment to our schools.

College Board

The College Board is the body ultimately responsible for the delivery of the College Aims and setting the strategic direction of the College to enable this.

Board Member	Additional Committees & representational roles	Meeting attendance/ total meetings
David Bradley	Nominated to Board May 2020. SAASS Director, Representative to Trinity College Gawler River P & F.	9/9

Joanne Cammans	Nominated to Board May 2019. Policy & Constitutional Review Committee, Representative to Trinity College South P & F.	8/9
Ben Clark	Nominated to Board May 2022. Secretary. Executive Committee, Community Management Group, Life Membership & Distinguished Service Award Committee.	7/9
Tim Harris	Nominated to Board May 2020. Policy & Constitutional Review Committee, Inclusion Committee.	4/9
Nick Hatley	Head, Ex-Officio joined 2010. Public Officer, Executive Committee, SAASS Director, Finance, Risk and Audit Committee, Community Management Group, Investment Committee, Policy & Constitutional Review Committee, Life Membership & Distinguished Service Award Committee.	9/9
Ken Heath	Nominated to Board May 2008. Chair. Executive Committee, Community Management Group, Policy & Constitutional Review Committee, Life Membership & Distinguished Service Award Committee, SAASS Director.	8/9
Elizabeth MacGillivray	Nominated to Board May 2010. Vice Chair. Executive Committee, Community Management Group, Finance, Risk & Audit Committee, Policy & Constitution Review Committee, Life Membership & Distinguished Service Award Committee, SAASS Director.	9/9
Russell Johnstone	Nominated to Board May 2008. Finance, Risk & Audit Committee, Community Management Group, Policy & Constitutional Review Committee, SAASS Director, Representative to Trinity College North P & F	7/9
Donna Petersen	Nominated to Board June 2022.	3/7
Kyla Pizzino	Nominated to Board May 2017. Community Management Group.	5/9
Kym Reynolds	Nominated to Board September 2020. SAASS Director.	8/9
David Russell	Nominated to Board May 2010. TC Foundation (Chair), SAASS Director, Representative to Trinity College Blakeview P & F.	8/9
Grace Scaffidi	Nominated to Board May 2017. Treasurer. Executive Committee, Finance, Risk & Audit Committee, Investment Committee, Policy & Constitution Review Committee, Life Membership & Distinguished Service Award Committee, SAASS Director.	8/9

Thanks

I would like to express my sincere gratitude to our voluntary Board of wise heads, the Head and his leadership team, our CFO Jon Munn, and Head's EA Jenny Searle for their unwavering commitment and hard work in shaping Trinity into the remarkable institution it is today. Their exceptional leadership and dedication to our community has been instrumental in creating a positive and supportive environment for all members of the Trinity family. We appreciate their invaluable contributions and are fortunate to have them on our team.

I would also like to extend my profound appreciation to all of our passionate teachers, administration and support staff and volunteers who consistently go above and beyond to provide the highest level of education and service to our students. Their tireless efforts and unwavering commitment have helped to foster an environment of excellence that we aim to be second to none.

Last but certainly not least, I want to express my deepest gratitude to our families and our students. Without their support and commitment, none of our achievements would be possible. Together, we are blessed to be a part of this exceptional community, and we look forward to another year of continued success, growth and prosperity.

DR KEN HEATH

Chair, Trinity College Board

May 2023



Head of Trinity College

Annual General Meeting Report

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INTRODUCTION

I have great pleasure in releasing the 2023 AGM report to the Trinity College Community.

In 2022, our students, staff and community proved again how incredible they all are. 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 2022 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



Drone image of Trinity College Roseworthy (opening January 2024)

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 <i>The average attendance rate</i>	Teaching Staff 96.51% Admin & Support Staff 97.00%	
Staff Retention <i>The proportion of permanent teaching staff retained in a year from the previous year</i>	Teaching Staff 88.58% Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools, issues relating to the vaccine mandate and unsatisfactory performance.	
Staff Retention <i>The proportion of permanent admin & support staff retained in a year from the previous year</i>	Admin & Support Staff 89.90% Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools, unwilling to meet the vaccine mandate and unsatisfactory performance.	
Expenditure and Teacher participation in professional learning	Expenditure: The College expended \$1,260 per full-time equivalent teaching staff, for 2022. Please note this does not include staff costs for the five student free professional development days.	Outline of professional learning undertaken: All staff at the College have access to professional learning opportunities to enhance their professional learning and standing and to add value to the programmes at the College. These opportunities include but are not limited to: <ul style="list-style-type: none"> • Individual professional development based on subject and school programme expertise • Attendance at workshops • Involvement in further study • Structured professional reading • School visits et al

Key Student Outcomes College-wide Data	
Student Attendance <i>The average attendance rate</i>	88.53%
Proportion of Year 9 students retained to Year 12	321 students began Year 9 in 2019. 280 students from the 2019 Year 9 cohort began Year 11 in 2021 (87.23% retained). 253 students from the 2019 Year 9 cohort began Year 12 in 2022 (78.82% retained). 17 new students entered TCS in 2022. During 2022, 34 TCS students left the College during the academic year for various reasons including successful pathway destinations such as employment, TAFE or apprenticeships.

NAPLAN

Proportion of students College-wide meeting NAPLAN's national minimum standards in 2022

	Reading	Writing	Numeracy	Spelling	Grammar & Punctuation
Year 3	99%	100%	99%	99%	100%
Year 5	97%	91%	97%	96%	97%
Year 7	97%	93%	96%	95%	94%
Year 9	94%	90%	99%	94%	90%

Year 12 Results – 2022

Trinity College wishes to congratulate all Year 12 students on their results for 2022.

SACE Results 2022

Trinity College congratulates all Year 12 students on their fine results for 2022!

- Justin Henkel was Dux with an ATAR of 99.85.
- 41 students attained an ATAR above 90.
- The top 6 students attained ATARs above 98 placing them in the top 2.0% in Australia.
- Over 114 Trinity students scored ATARs above 70 in 2022.
- 358 'A' Grades were awarded.
- 99.6% of Trinity students achieved their SACE.
- 17 students commenced university courses while still at school.

In 2022 the College Dux was Justin Henkel with an ATAR of 99.85. Justin achieved merits in Essential Mathematics and Chemistry and would like to pursue a career in Medicine.

40 A+ grades were attained with 16 Merits

Merits were achieved in the following subjects: Chemistry, Digital Communication Solutions, English, English Literary Studies, Essential Mathematics, General Mathematics, Health & Wellbeing, Material Solutions, Music Performance – Solo, Music Performance – Ensemble, Research Project B and Visual Arts.

Club 90

We would like to acknowledge the following 41 students who have been inducted into Club 90 by attaining an ATAR above 90, placing them in the top 10% in Australia.

Lauren Ball	Mena Guidotto	Hamish McKiggan	Lachlan Smith
Jack Burt	Tegan Hardy	Bailey Nathan	Ella Spackman
Yuvika Chakawala	Vianne Haynes	Wayne Hann Ng	Luke Stassinopoulos
Taj Claridge	Justin Henkel	Alexis Noble	Jacob Vanderhout
Krystal Collins	Jordan Hissey	Austin Nykke	Caitlin Westley
Emily Coombe	Bailey Hoare	Savannah O'Leary-Chen	Gemma Wilkinson
Kate Cowburn	Katerina Houston	Charlotte Parks	Mackenzie Wilson
Emily Creek	Daniel Hurst	Angus Richardson	Bryce Young
Amber Evers	Charlotte Jenkin	Jack Roberts	
Cameron Gilbert	Max Kershaw	Jordana Sapio	
Alanah Gregory	Sulaxchhya Magar	Louis Schell	

Acknowledgements

We would like to acknowledge all students who did their best in 2022. 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. The values and skills our graduates take away from school will help them make wonderful contributions to the wider community.

Vocational Education Training Results 2022

We are pleased to report that:

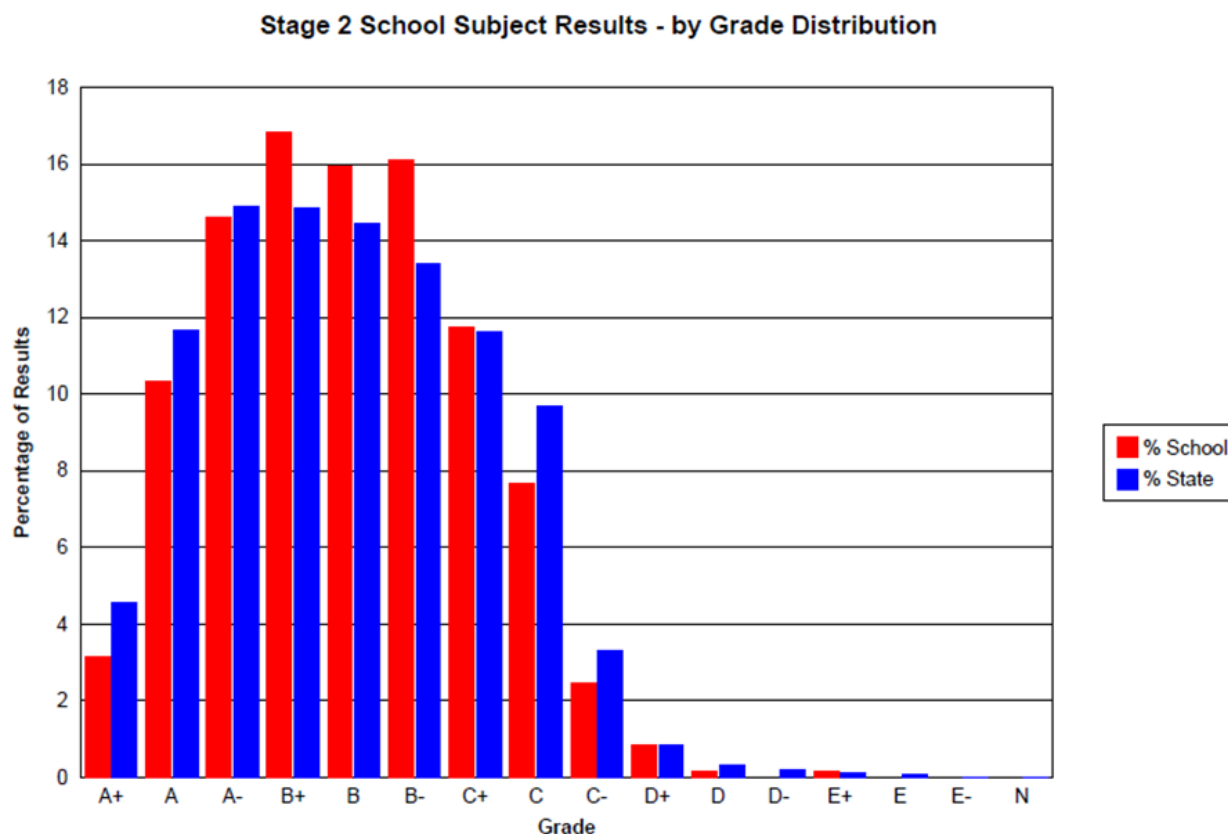
- 56 students completed a Certificate II VET qualification
- 114 students studied a Certificate III VET or higher qualification
- 84 students used VET towards their ATAR calculation
- 22 Year 12 students completed a Certificate III skillset used towards their SACE
- 38 students completed a school-based traineeship or apprenticeship within SACE

Many students have already commenced an apprenticeship or employment as a consequence of their VET studies at school. These qualifications were attained in areas as diverse as automotive, cookery, electro-technology, electronics construction, makeup, hairdressing, plumbing, fitness, sport, visual art, animal studies, game design, hospitality, business, information media digital technology, technical production, retail, screen and media and tourism.

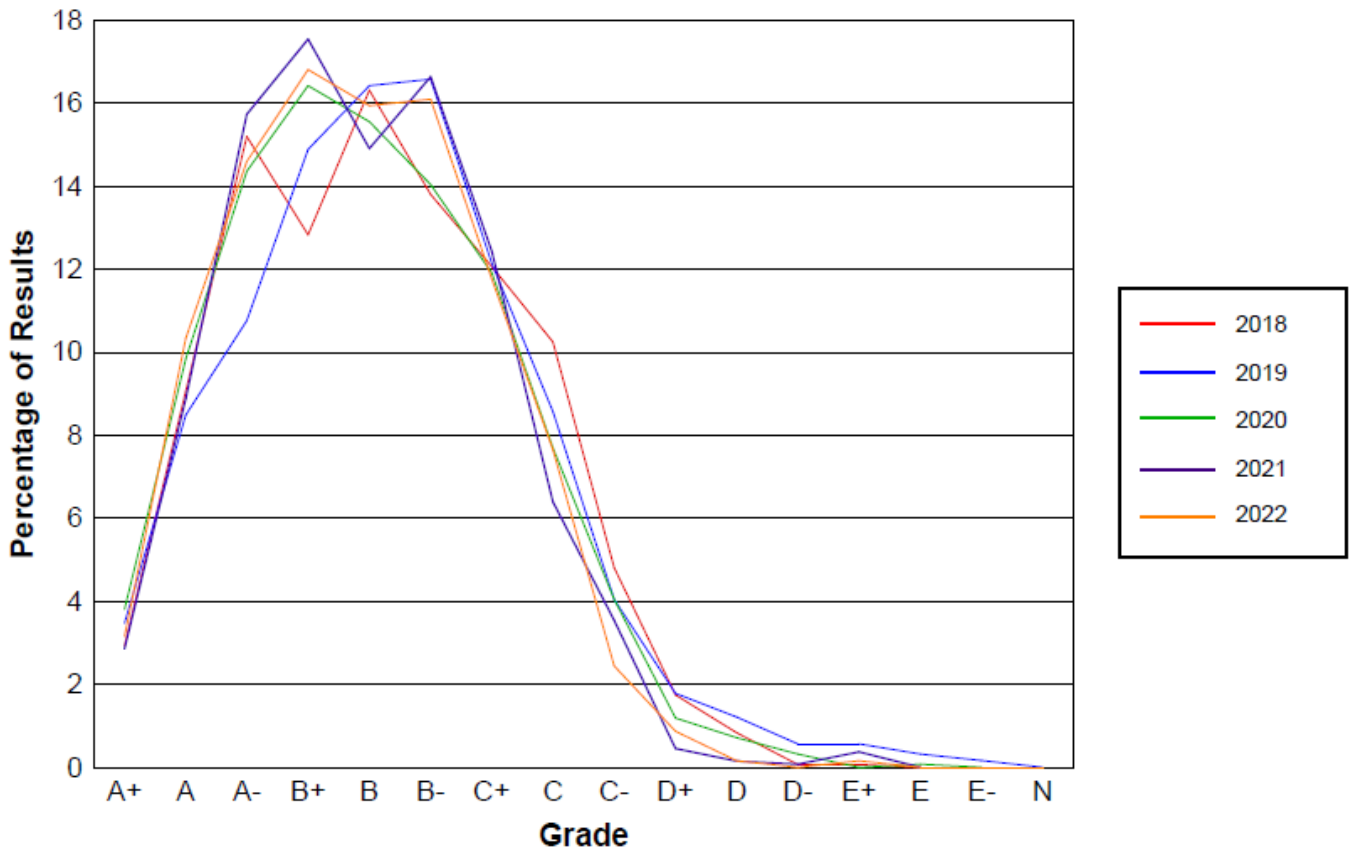
South Australian Universities to which Trinity students successfully applied

University	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Uni SA	51%	57%	68%	65%	51%	34%	51%	47%	47%	60%	53%	51%	48%
Adelaide	43%	31%	27%	29%	33%	58%	28%	32%	38%	27%	33%	36%	39%
Flinders	5%	6%	4%	4%	14%	7%	15%	19%	13%	10%	13%	12%	12%
Other SA	1%	6%	1%	2%	2%	1%	1%	2%	2%	3%	1%	1%	1%

Grade Distribution



Stage 2 School Subject Results - by Grade Distribution by Year



Overall

The 2022 Year 12 results saw a pleasing number of students completing their SACE qualification, 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.

Students were able to select from a broad and extensive range of SACE subjects offered at Trinity College Senior, complimented by a large range of VET courses. 2023 brings a stronger focus on wellbeing, flexible pathways and improving the academic culture through encouraging and supporting students to achieve their personal best.

Nick Hatel

Head of Trinity College
April 2023

PART B: 2022 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 2023.


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, the skills of the operational team and our wonderful staff and wider community in ensuring life at Trinity improves systematically for the benefit of the students in our care. That so much was achieved in one year is remarkable.

Highlights in 2022 of strategic planning leading to improvement in the manner in which the College operates or increasing opportunities available to students and staff included:

- The work of the Trinity College Institute providing quality educational research and opportunities for staff to achieve a Professional Certificate in Future Oriented Learning.
- Staff professional leadership displayed at significant national and state conferences and professional learning opportunities.
- The delivery of the Trinity Education Model (TEM) which will lead an outstanding professional learning programme to be delivered over the next several years.
- The establishment of an extensive Master Plan to ensure quality of our physical resources.
- The significant progress towards our new school at Roseworthy and new Theatre projects.
- Reinvigoration of our inclusion policies and plans.
- Great strides toward our overarching environmental management plan.
- Enhanced student wellbeing support for our pastoral, counselling and youth work offerings.

Our planning helps make Trinity College the best place it can be.



Nick Hatley

Head of Trinity College
November 2022



KRA 1: Christian Values**Priority 1.1**

Strengthen engagement with local parishes and the wider Church.

Goal: To live the College motto of In God is my Faith.

Action Item a.

Develop new and expanded faith communities, leveraging opportunities for deeper partnerships with other Anglican entities and leaders.

Rationale

Our engagement with the Anglian Church specifically and other faith communities more broadly is very important to us.

Strategic Actions 2022

On Saturday February 19, Board Chair, Dr Ken Heath, Coordinating Chaplain Rev David MacGillivray and I attended the Northern Parishes strategic planning day, led by the Archbishop of Adelaide, Geoffrey Smith at Holy Cross Elizabeth. All parishes north of Gepps Cross, Anglican Schools (ourselves and St Columba) and Anglicare were represented. It was a good morning to commence a strategic process of enhancing Anglican outreach in the North and we were all pleased to attend. A follow up meeting occurred in Salisbury to continue our dialogue.

In June, I had the pleasure of representing the College at the annual SA Anglican Heads retreat. This gathering enabled the leaders from each Anglican school in SA to work with Archbishop Jeff and other facilitators including Rev Richard Browning from Anglican Schools Queensland and Clinical Psychologist, Dr Tom Nehmy.

Over an extended period, Trinity College and the Parish of St Francis, based in the College Chapel, have worked closely together. Our relationship has always had some complexity to it but everyone involved has prayerfully undertaken dialogue and sort to promote the Christian call in the region. Trinity has worked particularly closely with the St Francis Council in 2022. Our Board Chair and I have attended St Francis Parish Council meetings and undertaken extensive dialogue. St Francis are currently undertaking a review and reflection process regarding their future. The College will continue to make our facilities open to the Parish should they wish to utilise them.

The College continues to embrace our Anglican links with the Chair and Head attending the Governor of SA official reception for the Archbishop of Canterbury and the Chair and several Board members attending the official welcome dinner the following evening.

Our Chaplaincy team engage with Church leaders and other school Chaplains regularly through the Anglican Schools network.

Plans for 2023

The future of St Francis will have greater clarity by 2023. As outlined in 1.1b, a further reinvigorated Chaplaincy team and programme will be in place across the College. As part of our professional learning driving our Trinity Education Model (TEM; refer 3.1a) our Chaplaincy team will develop and lead units regarding working in an Anglican school.



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.

Reflect on ways to enhance and further embed the Trinity faith dimension including opportunities in schools, via RAVE, through a strengthened Chaplaincy team, Christian staff and the St Francis community.

Rationale

As stated in the College's policy on Christian Values, Trinity College "seeks to provide opportunities for young people to understand the beliefs and liturgy of the Anglican Church of Australia, and to encourage them to consider a personal response to Christian faith and practice." To achieve this aim faith is embedded in the life of the College; it serves as our 'why' and motivates all that we do. While we do particular 'Christian activities' such as chapel services, prayer and Bible teaching, the faith life of the College can't be reduced to these 'things' we do; the Christian faith is the foundation of our identity and values.

Strategic Actions 2022

Strengthened Chaplaincy team:

In 2022 having Rev Tony Nicholls return with his experience of chaplaincy and understanding of our Trinity College schools was a blessing and we welcome his return. North and South Schools have appreciated Chaplain Tony's leadership in chapel services, formal events and other gatherings. Junior Schools and Montessori have especially enjoyed Chaplain Tony's classroom visits as he connects well with the younger students too.

TCS enjoyed the consistency of having Mrs Steph Agnew again in her Lay Chaplaincy role alongside Rev David MacGillivray. Chaplain Steph expanded her responsibilities this year to include the delivery of Year 11 RAVE and also took responsibility for TCS chaplaincy while Rev Dave was on leave in Term 2.

There continues to be movement in the Chaplaincy team but our innovative approach to include lay ministry has made it possible to staff these positions in a way that would be very difficult if we were seeking Ordained Anglican Priests. We now have Lay Chaplains Mrs Jody Chambers at Blakeview and Ms Bianca Wohlers at Gawler River. Both were received well in their school communities.

St Francis

After Easter in April, Rev David MacGillivray resigned his role as Priest in Charge of St Francis Parish. The complexities of a previously diminished chaplaincy team, lacking ordained clergy, and the pressures of COVID-19 all contributed to an unsustainable workload. This has meant the dual role of Parish Priest and Head Chaplain as well as the new ministry model of St Francis as a ministry of Trinity College could not continue. The new model was well intentioned and supported by all parties; it was not for lack of commitment that it didn't come to fruition in the way we had all hoped. St Francis is now in a period of discernment, guided by diocesan leadership, in continued conversation with College leadership to determine the future of the Parish. Trinity College continues to support and encourage the Parish in whatever direction they determine.

Plans for 2023

While we continue to develop a rich Chaplaincy programme utilising Lay, Ordained, teaching, and non-teaching staff, in 2023 we will strengthen the faith and ministry network across the College.

It's a very exciting time in the life of Trinity College with the development of the Trinity Education Model. In our goal to embed the faith we will develop and deliver 'Teaching in an Anglican School' modules to equip our staff with understanding and common language around Christian theology, Anglican Education, and Faith in Action. This will enable us to appreciate and celebrate the diversity of all our members, while ensuring common intent around issues of faith.

KRA 1: Christian Values**Priority 1.2**

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

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

Action Item a.

Ensure all events, awards, recognitions, supports and public forums, include, celebrate and recognise the 'whole child.'

The school Principals have each reflected on the above priorities in their individual school reports.



2022 AGM. Life Membership recipient, Dr Michael Slocombe.



Ms Brenda De Duonni



Mrs Cate Hammond



Mr James Howard



Mr Leith Lange



Mrs Tracy Owens



Mrs Bev Selway



Mr Christopher Warner

2022 AGM. Distinguished Service Award recipients.

KRA 2: Our People

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

Priority 2.1

Attract, support, develop and retain top quality staff.

Action Item a.

Understand our developing Human Resource requirements and identify our strategic direction through a well-constructed 'People Plan.' Further embed a culture of staff recognition. Review and develop enhanced formal appraisals. Ensure our leadership structure supports the next phase of College advancement.

Rationale

In order to attract, engage and retain the best talent in education at Trinity College, we wish to develop a system of action so that we may optimize our employee experience at scale and address the constantly changing needs of our workforce. The current economic climate has seen the education employment market as competitive as it has ever been. Over the next few years we will look to further leverage our strong salary, growing brand and positive culture to attract, develop and retain excellent staff.

Strategic Actions 2022

- **Graduate Recruitment.** We doubled our intake of Pre-Service Teachers from last year and worked closely with our staff who were keen to mentor them. We also have targeted specific Pre-Service Teachers with specific curriculum areas this year and will continue to do this. By working closely with the Teacher Registration Board, we were able secure special authority to teach for some applicants new to the profession.
- **Leadership Development.** Our existing aspiring leaders who applied and were successful in being appointed leadership positions has increased and whilst the external applicant pool was significantly lower, Trinity College can remain confident in the talent base within the College and the internal leadership coaching and development which has occurred in order for these staff to secure positions. Creating more opportunities for staff to be involved in leadership developments such as contributing to the planning of Roseworthy has increased.
- **Staff Professional Development Plans.** Templates shared of an alternate way in documenting our staff professional development conversations and individual plans. The introduction of six months staff check-ins has been discussed and more staff agency for the plan to be a self-directed document. Some schools are still utilising Educator Impact for our teaching staff as we are still financial members.
- **Trinity College People Plan.** Draft plan shared in August at Principals' Meeting and gaps were identified between future needs and present capabilities:
 - a user-friendly platform for HRIS information and employee engagement platforms to increase efficiencies and reduce costs across the College (still being investigated – KPMG enlisted) HR Team have researched Elmo Software, BambooHR, Employment Hero, etc.
 - further utilisation of Schoolbox for Staff Induction, WHS and Workplace Wellbeing (completed)
 - employee experience surveys (working with Qualtrics).

Plans for 2023

- **Appoint a Human Resource Coordinator.** During Semester 1 2023, a Human Resource professional will be appointed to enhance our Human Resource coordination and offerings. Working closely with the Deputy Head and Business Manager this leader will grow our capacity in this critical dimension.
- **Graduate Recruitment and Growing Trinity Leaders.** Graduates in 2022 were in short supply and this trend will continue, therefore our partnership with University of Adelaide and membership of the School Advisory Board is one to continue to develop and strengthen.
- **Staff Professional Development Plan.** This will be an ongoing goal for a more uniformed approach to documenting Professional Development plans for all staff (teaching and non-teaching). Liaison with the Business Manager to combine two processes currently being undertaken for Staff Professional Development and streamline to reflect staff development rather than a specific employment type (one plan for all staff).
- **Employee Surveys.** This is an exciting space where we are examining survey types such as Culture, Employee Wellbeing and Employee Engagement. Trinity College need some personalised solutions to combine our 'experience data with our operational data'. This will give us a holistic idea of what is happening for our staff.

KRA 2: Our People

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

Priority 2.1

Attract, support, develop and retain top quality staff.

Action Item b.

Invest in talent development by establishing an enhanced 'Educational Leadership and mentoring Partnership programme' in order to grow educational leaders and support professional advancement of staff.

Rationale

Effective participation in mentoring programmes is one avenue used to provide support necessary for developing leaders. Mentoring programmes provide encouragement and assistance as experienced leaders work with beginning leaders throughout their first 2-5 years in these new positions. Mentors provide guidance and feedback and new leaders develop capacity to fulfil the new roles and responsibilities.

Strategic Actions 2022

- Exploring established software platforms to gather staff data. Once decided, the live data we will be able to collect about our staff and how they are systematically developing their abilities in certain areas will inform them (and us as the employer) as to where and how we can progress their talent development.

Plans for 2023

- Creating a Professional Development Policy: defining mentorship, leadership and continue with Growing Trinity Leaders will ensure optimal circumstances for staff to acquire programme specific and course specific information and competencies.
- Mapping staff potential and their natural abilities in specific domains 'intellectual, creative, social emotional and physical' will enable us to better programme for staff.
- Enlisting additional HR staff to assist in this area.
- KPMG will be developing our draft plan of the current state of play and providing researched recommendations of suitable companies to explore for improved HR efficiencies.
- Further utilisation of Schoolbox for Staff Induction, WHS and Workplace Wellbeing. Staff work from this LMS everyday and to link our policies and resources to Schoolbox will provide ease of reference and increase staff confidence.
- Employee Experience surveys to be developed (working with Qualtrics and KPMG) This is to capture valuable data relating to staff culture i.e. specifically Workplace Wellbeing and Cultural Awareness within the College [e.g neurodiversity, gender and cultural competencies] and create a regular touchpoint for Senior Leadership to examine critical data relating to our people.



South Australian Art Gallery student workshop in the TICS Art Gallery

KRA 2: Our People

Goal: 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.

Action Item a.

Promote conference presentation and research paper generation. Bring in and engage with nationally and internationally recognised education experts to engage with our staff.

Rationale

At Trinity College, staff are committed to providing a high-quality learning environment. We have high expectations of all members of our school community in the undertaking and delivery of quality teaching and learning experiences. We aim to develop a strong culture of success and high achievement in all our classes and throughout the school community. As a staff, we strive to be successful, self-directed and collaborative learners who model the qualities desired in our students. We are literate, critical, creative and reflective thinkers who act confidently in their personal, career and community lives. Research clearly shows that the quality of teachers is the most important school-level factor affecting students learning.

Strategic Actions 2022Research Outputs

- Hatchery Conference, NSW, March 2022 – invited online presentation.
- Catalyst Professional Learning Launch, May 2022 – PCFOL/ HDR/ UniSA Academic presentations.
- Research Invested Schools, May 2022 – invited online presentation.
- C3L Conference, July 2022 – enabled participation of Catalyst participants.
- 3 Minute Thesis (UniSA), August 2022 – Winner (Education Futures Academic Unit).
- Research Invested Schools Gathering, Melbourne – October 2022 – invited presentation.
- AARE Conference, Adelaide, November 2022 – abstract accepted.

Catalyst Social Learning Programme: developing projects to assist implementation of the Trinity Education Model

Higher Degree by Research	Professional Certificate
<ul style="list-style-type: none"> • Allyce Cole (Blakeview) • Heather Lockett (Blakeview) • Richelle Pearce (North) • Jessica Simmons (North) • Jasmine Centenera (South) • Alyssia Angilletta (Senior) • Rebecca Grocke (Senior) • Cassandra French (Senior) • Justin Simmonds (Senior) • Rachel Neil (Senior) • Josh Kerr (Senior) 	<ul style="list-style-type: none"> • Fiona Leckie (Blakeview) • Terri Meldrum (Blakeview) • Paul Pearce (North) • Katrina Cole (South) • Kathy Hatzimanolis (South) • Emma Young (South) • Vickie Lester (Senior) • Matthew Dowdall (Senior) • Graham Maddren (North) • Melanie Krueger (North)

Plans for 2023

- Support of Catalyst Professional Learning for projects focused on implementation of the Trinity Education Model.
- Continued support for research, journal publications, and conference presentations linked to implementation of the Trinity Education Model, and promoting increased visibility of our research and professional learning through speaking engagements – EDUTech, etc.
- Plan an on-site conference for 2024 with international speakers for educational leaders in schools and higher education, focused on professional learning to support student attainment of complex capabilities, as well as other aspects of the Trinity Education Model.

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 a.

Embed our clearly defined Trinity Education Model, featuring the Trinity College Graduate Qualities. Link our educational offerings to these qualities, embracing a positive collective efficacy approach.

Rationale

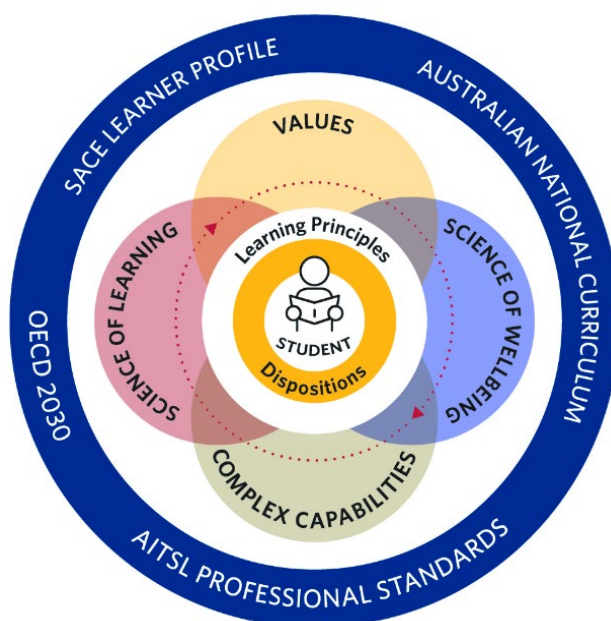
The Trinity College Graduate Qualities have been developed to achieve the common intent of the College community. The Graduate Qualities articulate the skills, values and dispositions that the College aims to foster in its students. Their development is based on the core values and mission of the College, whilst also being informed through consultation with students, parents, old scholars, staff and enterprise partners. Matching the Graduate Qualities to our educational offerings will be informed by applied research and supported by advancements in reporting and feedback processes and technologies.

Strategic Actions 2022

- Development of the Trinity Education Model.
- Launch of the Trinity Education Model and associated publication to College staff.
- Planning of a three-year programme of College-wide professional learning to support implementation of the Trinity Education Model.

Plans for 2023

- Roll-out of Year 1 of the College-wide Professional Learning Plan to support implementation of the Trinity Education Model.
- Continued development of a dedicated Schoolbox space for staff to support professional learning associated with the Trinity Education Model.
- Continued support of Catalyst Professional Learning for projects focused on implementation of the Trinity Education Model.



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.

Deliver a cohesive approach to 'enterprise education' and promote cross curricular capabilities to build measurable skills in collaboration, creativity, innovation, research and entrepreneurship.

Rationale

A significantly enhanced, progressive and 21st century focussed transition is occurring. This is built around our desired Graduate Qualities and driven through the Trinity College Institute and from staff across the College and in individual Trinity schools. Partnership with external bodies including universities, the Association of Independent Schools (and their partners) and with other schools is at an all-time high.

Strategic Actions 2022

- Map the curriculum within Schoolbox to better identify cross-curricular opportunities and capabilities.
- Introduce creativity with technology programme in the Junior School to improve the use of technology to enhance learning.
- Embed elements of the meta praxis project into curriculum creation and pedagogical delivery.
- Increase teacher capacity through professional learning including the accelerator programme @ Trinity Innovation and Creativity School.
- Continue to build staff cultural capacity with phase 2 of the cultural safety project.

**Plans for 2023**

- Continue to build complex capabilities through the meta praxis projects.
- Continue to leverage Schoolbox to better identify cross-curriculum opportunities.
- Investigate opportunities to incorporate the SACE Learner profiles in the new subject replacing the personal learning plan – Exploring Identities and Futures.
- Collaborative approach with TULIP at Senior School.
- Strengthen partnerships with Flinders University CDW partnership – senior to tertiary pathway.
- Explore further opportunities in Year 7 Futures with external partners.
- Provide further opportunities to partner with Adelaide University in their Head Start programme for Senior School students.
- Explore opportunities to create a creche run by students and available to staff aligned to Cert 3 or 4 qualifications.
- Deliver Phase 4 of the Cultural Safety project.

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 orientated educational model that continues to reinforce Trinity's educational excellence.

Action Item c.

Foster a culture of collaboration in delivering our new Senior School model.

Rationale

To implement aspects of the High Impact School Improvement Tool to bring about cultural change by creating collaboration in general and collaborative teams. Planning throughout 2021 focussed on an opportunity to restructure the Pastoral Team in Senior and create affiliates to this team. In doing so a group of 18 staff were set the task of working collaboratively toward some common goals.

Strategic Actions 2022

Setting the scene	Throughout the latter half of 2021 and the start of 2022 staff were selected as Heads of Pastoral Care and Advocates to create the nucleus of the Pastoral Care team. In selecting these staff care was taken to ensure a wide variety of personalities and operating styles. As a team with common goals, they needed to work collaboratively.
2022 Structure	Three Heads of Pastoral Care were each teamed with 3 Advocates. This created collaborative teams of 4 who were then asked to work both inter-team and intra-team on various aspects of the pastoral care (which was by now being referred to as TULIP). Other members of staff with both wellbeing and learning responsibility were inserted into this nucleus of revised thinking. Each had to collaborate with the larger group.
TULIP	In establishing a new collaborative structure we wanted a blend of wellbeing and academic support. To this end we have referred to our programme as TULIP – Trinity Unified Learning Integrated Proposition. This was based upon the thinking of Professor Michael Fullan (2021). <i>In our ever-complex and contentious world we can no longer afford to separate wellbeing and learning. For one thing wellbeing is learning. As complexity in the world has evolved, Wellbeing and Learning represent an integrated concept. You cannot be successful on one without the other. They feed each other in a way that success begets success.</i> This has enhanced interactive work between wellbeing and academic teams.
Professional Development	Our PD throughout 2022 has focussed on embedding processes and practices to improve the health and wellbeing of our young people. In doing so we have also improved the collaborative interaction and common goals for all our staff.
Community	Our new system has improved communication to all stakeholders authentically, timely, clearly and compassionately. In doing so, cultural change has taken place that has many more staff at Senior working 'from the same page'. Students and staff have been living a positive education philosophy on a daily basis.
Plans for 2023	Our Advocate team will increase by three people in 2023. This will bring more people into the 'tight' collaborative team. Greater contributions from other staff will enhance our top-down/bottom-up model.

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

Broaden educational offering to meet more diverse student needs.

Action Item a.

Deliver the recommendations from our Learning Support Review.

Rationale

At present there approximately 850 students across Trinity College who have an Adjustments Plan in place to support them to manage a diagnosed or imputed disability. Some of these students have multiple diagnoses. This equates to more than 1 in 5 of all students across the College, with the percentages highest for Middle School students, where 1 in 4 students enrolled has an Adjustments Plan in place.

Creating a context to ensure that these 850 students have equal access to the full range of school life and learning goes to the heart of the mission of the College. It is also a complex and substantial undertaking that demands both excellent teaching and systems to support everyone.

Strategic Actions 2022

- Shared the learning support finding with key stakeholders.
- Reflection of the job and person specification at each school with a view to provide greater consistency across EY to 12.
- Upskilling current learning support coordinators.
- Additional 0.4 resource allocation to each school.
- External consultant engaged to work alongside senior leadership to review and find opportunities to improve data collection.

Plans for 2023

- Restructure learning support leadership.
- Introduction of a Learning Support Co-ordinator role in each Trinity school, with a POR 1.
- Re-design of existing full-time learning support teaching roles to account for introduction of Learning Support Co-ordination roles.
- College Professional Development focus aligned with the TEM on inclusive education practices, including quality differentiation and practices that promote equity.
- Review current resourcing and allocate 2024 budget for inclusive technologies in classrooms including Soundfield technology (or best practice Tech available at that time).

KRA 4: Enterprise Development

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 a.

Empower the Trinity College Institute and Trinity Innovation and Creativity School to drive tertiary relationships and empower staff in leading rigorous evidence-based pedagogy improvement.

Rationale

The Trinity Innovation and Creativity School (TICS) is a central component of our school's broader plan to achieve cultural, educational and pedagogical change at Trinity College. TICS is a key driver of staff professional development, of the production and dissemination of research, of engagement with all staff and students from the five Trinity College schools. It is Trinity's centre for university, tertiary, TAFE, and industry engagement and collaboration. Our interventions are student focussed, with a view to becoming a community-learning hub for creative, entrepreneurial, STEM-based endeavours.

Strategic Actions 2022

Community - Further enhance TICS Gallery presence in local community through featured exhibitions and community facing events.

Creative Partnerships - Consolidate creative partnerships in digital assets, teaching resources and guide creation, such as with Monkeystack Media, for VR, 360 Immersive, Creative Art and Design. Enhance Artist In Residence (AIR) Programme.

STEM Partnership - Expand the What'll Happen To The Wattle Project across the College by allocating each site wattle seedlings that have visited space.

Learning Hub Initiative - Expand TAFE offerings in VEED to local schools.

Education Partnerships - Consolidating partnership with Flinders University and CDW Studios with view to enhancing offerings and pathways. Further enhance opportunities for students to engage in learning with virtual reality. Deliver professional learning opportunities for teachers in the use of digital technology to accelerate learning. Continue research into emerging technologies.

Entrepreneurial Partnerships Collaborate further vrtty.io on improving VR teaching platform.

TICS Engagement Capacity - Expand TICS Accelerator Workshop series to other Trinity schools. Build capacity of local site champions as TICS Ambassadors.

Plans for 2023

Community – continue to build TICS Gallery presence in the local community. Explore opportunities for wider featured exhibitions. Give more opportunities for student exhibitions.

Creative Partnerships - Creativity and performing arts. Explore opportunities to increase VET based courses in Middle and Senior School in the Arts fields. Explore opportunities to establish an Eisteddfod competition which could be internal and/or externally offered. Work with the Foundation office to develop 360 Immersive experiences with First Nation links.

STEM Partnerships - Creativity in the context of STEM – Girls in STEM programme offered by University of South Australia. Partner with CSIRO with their Young Indigenous Women in STEM programme. Explore industry partnership with BAE Systems to promote STEM career pathways.

Education Partnerships - Interdisciplinarity as creativity and innovation. Establish an Old Scholar Theatre group in 2024 to support school musicals.

Entrepreneurial Partnerships – Teacher training in the use of VRTY technology

TICS Engagement - Provide schools with opportunities to expand TICS emersion experiences to year levels other than Years 7 and 8.

KRA 4: Enterprise Development

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

Priority 4.2

Expand the educational offering of Trinity.

Action Item a.

Engage community and leverage internal and external expertise to deliver a quality educational plan for the new Trinity school at Roseworthy which leads to the commencement of the physical development of the site.

Rationale

The College's spoke and hub model of separate Reception to Year 10 schools feeding into the one Senior School has proven to succeed financially and educationally. This enables the College to maintain efficiencies and economies of scale whilst preserving an authentic Trinity culture. A sixth school at Roseworthy would both continue this model and also allow the College to increase its scale and therefore further its impact.

Strategic Actions 2022

Educational planning and teaching and learning have been critical in the design and development of the Roseworthy school, overseen by architect firm Swanbury Penglase. In the early stages of the project, an educational plan specifically for Roseworthy was developed and during 2022, a working party of teaching staff were engaged at key steps to inform the design. Current plans such as the Trinity Educational Model also played an important role. This has supported the achievement of a number of milestones in 2022 including:

- registration of the school with the Education Standards Board
- acceptance of enrolments to the new school
- completion of the architectural design
- appointment of Mossop Constructions as builder following a select tender to market
- a successful application to the South Australian Finance Authority for a \$10 million interest free loan (for five years)
- commencement of site works in early November

**Plans for 2023**

- Construction of the school will continue ahead of the school opening in 2024.

KRA 4: Enterprise Development

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

Priority 4.2

Expand the Educational offering of Trinity.

Action Item b.

Entrench a refreshed College Co-Curricular programme to enhance quality linkages, improve communication, achievement, effectiveness and recognition.

Rationale

The Co-Curricular Programme offered is balanced, broad and comprehensive, characterised by high levels of participation, an on-going commitment to the provision of outstanding resources, has the potential to unearth hidden talents and is an integral and distinguishing feature of life at Trinity. Our uniqueness and complexity enable five (soon to be six) schools to come together to maximise choice, expertise and connect. College Values and desired Graduate Qualities underpin the Co-Curricular Programme. Offerings are central to our mission, aims and both reinforce and exist within the Trinity Education Model. Most recognisably in the wellbeing domain and the development of identified dispositions which build student capacity. The learning principles framework within this model transcends the classroom, creates a common language and guides practices within the Co-Curricular Programme.

Strategic Actions 2022

As a result of a comprehensive review process including extensive consultation during 2020 and 2021 a review document has been prepared to ensure co-curricular offerings are relevant, effectively contribute to the graduate qualities, improve our systems, achievement and profile.

The review includes Guiding Principles, Key Findings, Recommendations and Actions. Components of the review are to be implemented in stages over a two-year period spanning 2022-2023.

Overview**Guiding Principles**

The Trinity College Co-Curricular programme:

- is integral to the provision of a holistic education
- is an extension of the Pastoral Care programme
- promotes wellbeing
- provides authentic experiences and environments
- has a collaborative approach by all stakeholders

Key Recommendations and Actions

- Establishment of an agreed Co-Curricular Programme under the headings of Sport, Art, Enrichment, Clubs.
- Review student nomination and selection processes and timetabling of activities to maximise involvement.
- Establish a taskforce to grow the profile and expand opportunities including incorporating and enhancing offerings utilising Trinity resources, eg. STARplex, TICS.
- Develop a whole College Co-Curricular Programme and map which includes activities, scheduling, personnel that is accessible via Schoolbox and the College website.
- Establish and articulate common communication protocols.
- Develop a micro-credentialing framework which recognises and acknowledges the learning experiences attained from participation in the Co-Curricular Programme.
- Establishment of a Coaching Hub utilising STARplex.
- Review Sporting Academy programmes.
- Identify and further develop relationships with relevant clubs, organisations, old scholar network and peak bodies.
- Review co-curricular operational matters including: physical resources and Human Resource management.
- Cultural and Diversity programmes to be explored for potential inclusion.
- Review College Sports Policy to ensure it reflects the spirit of co-existence with external programmes.
- Produce an updated 'Sport at Trinity' publication.

Plans for 2023

- Continue and complete implementation process of agreed recommendations and actions.
- Develop an implementation plan for usage of the new College Theatre.

KRA 4: Enterprise Development

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

Priority 4.2

Expand the educational offering of Trinity.

Action Item c.

Establish a nationally recognised, all encompassing 'Trinity Arts Model' to deliver, reinvigorate and enhance opportunities via our Arts programme. Include an extensive review and enhancement of our current curricular and co-curricular offerings.

Rationale

Trinity College is a community that sustains a holistic range of opportunities and educational choice. Developing a nationally recognised Arts programme will provide increased opportunities for our students to flourish in this field. Teaching and Learning opportunities in the newly built College Theatre would be enhanced in a similar manner to the impact TICS has had on technology education and the expanded use of Blackham has had on environmental and conservation education. Establishing the Trinity Arts Model will increase the number of students involved in The Arts and the quality and depth of their immersion. Employability of graduates will grow directly in the arts fields.

Strategic Actions 2022

- Review current Arts curriculum offerings and explore gaps.
- Produce key performance indicators to set goals for success.
- Meet with stakeholders within the Trinity College staff to plan how to reach KPI.

Plans for 2023

- Further embed **music in the Junior School** by enabling an instrument for all programme.
- Increase the number of music lessons from 1 to 2 lessons per week at Year 4 and establish a more universal band programme.
- To enhance **performing arts in the Middle School** explore potential opportunities for a blocked experience which could commence in 2024.
- Explore opportunities to establish an Eisteddfod competition which could be internal and/or externally offered.
- **Cocurricular enhancing** to include more onsite offerings, particularly with the Junior School students having more access to instruments.
- Explore opportunities to increase **VET based courses** in Middle and Senior School in the Arts fields.
- Seek expressions of interest to establish an **Old Scholar Theatre group** in 2024.
- Explore opportunities to **reducing financial barriers** to promote involvement in the Arts for families.
- Establish a professional **'Arts' calendar**.
- Utilise **University links with the Trinity Institute** to begin measuring our enhanced Arts focus and impact on wellbeing, academic performance, etc.



KRA 4: Enterprise Development

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

Priority 4.3

Build philanthropic, community and parental support.

Action Item a.

Build old scholar, parental and philanthropic support. Build community engagement to assist the launch of our new school at Roseworthy. Prepare to celebrate the College's 40th birthday. Celebrate and promote more effectively the 'Trinity Advantage'.

Rationale

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

Strategic Actions 2022

In a bid to promote the success stories of the College, both that of staff and student work, we continue to submit content for Educational Awards and Competitions. With the success of these submissions we are able to share the presented content and acknowledgments earned, which in turn has strengthened the College brand and expanded the public profile. The Trinity Times magazine, now annually, is mailed to over 7,000 community members and is a publication that helps showcase College developments, particularly with our Old Scholars/current parents which in turn grows our word of mouth advertising. Reunions for Old Scholars continue (5 year, 10 year, 20 year and 30 year) with over 140 attending in 2021 with a tour of the Gawler site and a social gathering in the Pavilion afterwards. With increasing success on the field of the Old Scholars sporting clubs this can be viewed by reunion attendees in the Pavilion.

Increasing our video content including an Acknowledgment of Country video, South Aussie with Cosi profile, etc, has continued to help our social media audiences to grow and give a voice to current parents who wish to share their College pride. Facebook at October 2022 has 5,116 followers, Instagram 2,866, Old Scholars Facebook (closed group) 3,637. The LinkedIN platform with 770 followers helps us target Old Scholars for our careers event with 24 of them being guest speakers in 2022.

When COVID-19 peaked in July 2022 the Foundation dinner attendance numbers were down on the night, however \$35,000 was raised due to our strong corporate sponsorships. At this event the College unveiled the new Performing Arts Theatre project and the new school, Trinity College Roseworthy. The Foundation was able to launch the Buy-A-Chair campaign at this event and continues to target community members for support of the theatre.

An additional three scholarships were initiated in 2022. A second Roseworthy Scholarship has been established through the generosity of Michael & Ros Hewitson with a 50% tuition fee reduction for seven years. Commencing in 2024 two students will be supported for six years at 60% tuition fee reduction gifted by the Sliding Doors Foundation. The College Foundation continues to support many students in a variety of ways because of its managed investment funds of \$2million. Sixteen students undertook the 2021/22 Operation Flinders exercise at a cost of \$6,000 plus the Spirit of Trinity Fund supported 41 students at a cost a cost of \$15,924 in 2021.

The installation of the five digital pylon signs and the conversion of an LED screen to an electronic scoreboard on the Waldeck Oval has streamlined promotional content for the community. Schoolbox continues to improve as a communication channel for staff, students and parents as it is the one source of information for all three groups.

Plans for 2023

Develop Roseworthy collateral to share with the College community to help grow word of mouth advertising for enrolments.

Launch a new format of the College electronic news that will contain more video/photos and can be shared via social media platforms/websites.

The College Foundation will continue to seek donations for the new Performing Arts Theatre project and host its 2023 fundraising dinner to support scholarships. In 2024 the Foundation will not host an annual fundraising dinner to assist the College with a large, low cost, community dinner to celebrate the College's 40th birthday. A calendar of events for the 40th birthday will be published in Term 1 of 2023 to ensure early commitment by the College community and to build enthusiasm to participate.

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.

Develop a clearly enunciated 'Cultural Safety & Inclusion Enrichment' plan. Expand authentic Cultural engagement opportunities designed to build inclusion & promote social capital in diverse community groups.

Rationale

We embrace unity between First Nations peoples and other Australians. We represent equal educational outcomes, connection to self, community, Country and the wellbeing of all of culturally rich and diverse peoples. We support the five dimensions of Reconciliation; Race Relations, Equality and Equity, Institutional Integrity, Historical Acceptance and Unity, all of which are represented in our school's philosophy. At Trinity College we are working towards a more inclusive and diverse workplace that is not just culturally safe, but culturally rich and proud.

Strategic Actions 2022**Build Partnerships**

- *Oak Valley* September 2022, the inaugural Oak Valley trip saw seven students and two staff from across the College travel to remote South Australia in order to undertake a cultural experience with an Indigenous community. The purpose of the trip was to establish connections with an Indigenous community and provide all parties with rich cultural exchanges.
- *DHUWA Coffee* In the lead up to Reconciliation week in 2022, we created a partnership with DHUWA Coffee and are now a brand supporter. By purchasing coffee, we were contributing to their charity of choice Dreaming Futures. Dreaming Futures assists First Nations young people who are in and out of home care.
- *Greening Australia* In 2022, the College was approached by Greening Australia to take part on their Cooling Schools Programme. This year the programme was run for schools in the Playford council area. This allowed our Gawler River and Blakeview schools to plant approximately 450 plants back on Kaurna Country with each tree being planted by our students with assistance from Red Centre Enterprises. [Continuing in 2023].
- *AISSA* Sara Singapore regularly visiting to visit First Nations students. Sara is a First Nations Mentor at AISSA and visits schools all over the state in a very successful programme.
- *TJINDU TJINDU* (pronounced Jin-Doo) is the word for the sun, or sunshine. In 2022 we had two students participate in the TJINDU programme. Aaron Walker and Joseph Fenwick participated in the programme every Tuesday. Students completed a certificate in Cultural studies along with football training, playing against other schools, and being coached by ex-Port Power player, Gavin Wanganeen [continuing in 2023].
- *CSIRO* In Term 4 of 2022, we had five students from across the College taking part in the programme 'Women in STEM'. Students will be mentored from Year 8 through to Year 12 participating in both face to face and online sessions. We have offered TICS to be the learning space for all the young women in Adelaide participating in the programme.
- *SAASTA* South Australian Aboriginal Secondary Training Academy, one student applying for SAASTA, with trials to commence in Term 4 2022.

Staff Professional Development

- Onboarding for all staff – Schoolbox 'Cultural Safety' PD, working with Wayne Philp on staff induction materials, adding a resource for new and existing staff.
- College wide PD 2021 Stage I and II Intro to Cultural Awareness and Safety, Deep Dive, 2022 -Stage III Cultural Bias.

Plans for 2023

- AISSA Regular AEO visits to all five schools Years 8 – 12, Blackham with Elders for boys and girls and cooking sessions.
- Onboard Training – Schoolbox – Ongoing.
- Staff Professional Development IV & V – Ongoing.
- Trinity Blakeview through the working party of Pat Fabian, Michael Akech, Karen McMahon and Marni East have been awarded \$10,000 over the next 12-18 months for the Intercultural Understanding Partnership. The ICUP funding is for teacher or staff release, guest speakers, student resources, access to online learning, support for school intercultural or interfaith projects/event. Our proposal is for adult education and a Community Hub.

KRA 4: Enterprise Development

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

Priority 4.5

Enhance College facilities, policies, procedures and resources.

Action Item a.

Produce a Masterplan for all Trinity sites including linkages which enhance College connections.

Rationale

The College is a significant enterprise and employer in the North and has grown to become one of the biggest schools in Australia. As a large, mature and sophisticated business, it is critical that a well-defined and detailed Masterplan not only reflects but drives the vision and mission of the College. In a climate where population growth is high and the College has capacity to enhance its educational offerings, the Masterplan will both cater for future growth and ensure the College remains educationally and financially robust. Adelaide generally, and the Gawler and northern regions specifically, deserve world class schools – the College’s Masterplan will set the pathway to achieve that.

Strategic Actions 2022

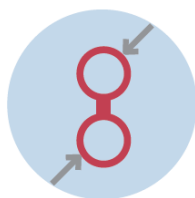
Swanbury Penglase were engaged to deliver a Masterplan for the College’s Evanston South site in 2021. This work continued into 2022 with Masterplans delivered for Blakeview and Gawler River. These plans were similar to the work completed in 2021 however were nuanced to reflect the individual characteristics of their sites. With Board engagement and consultation, a final graphically designed document for the entire College was produced.

The Masterplan was developed in two parts. Section one provided the context, strategic directions and objectives that drove project choice and development. It established a set of agreed directions to guide and unify future change. Section two outlined priority projects identified within the Plan to be implemented across its sites. Swanbury Penglase then developed sites plans highlighting changes and major projects.

masterplan principles



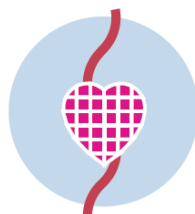
campus of villages



community hubs



campus connectivity



town square campus heart



sustainable infrastructure

Plans for 2023

The masterplanned priority projects have been built into the College’s 10-year capital development programme, representing a \$200 million total investment. \$65 million of this has been allowed for specifically in the 2023 budget. Financial modelling indicates the College being able to commit to all projects however the construction of a new school at Roseworthy will require debt borrowing. Along with the new school, a high end Regional Performing Arts Theatre will be the immediate priority for 2023, alongside smaller projects to replace ageing infrastructure, cater for growing enrolment and provide better physical connectivity throughout the schools.

KRA 4: Enterprise Development**Priority 4.5**

Enhance College facilities, policies, procedures and resources.

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

Action Item b.

Deliver timely and on-budget, high quality master planned projects, including a high-quality Theatre capable of driving enhancement of the Arts for Trinity and regional communities; and Stage 1 of the Evanston site redevelopment.

Rationale

Deliver timely and on-budget, high quality master planned projects, including a high-quality Theatre capable of driving enhancement of the Arts for Trinity and regional communities; and Stage 1 of the Evanston site redevelopment.

Strategic Actions 2022

College masterplanning (4.5.a) and the major project of starting a new Trinity school at Roseworthy (4.2.a) are addressed in other sections of this document.

The physical delivery of the Trinity College Theatre in mid-2023 has been a substantial focus across the past two and half years. A tremendous partnership has been formed between key College staff, our Architects in Detail Studio, professional service teams and our builders in Mossop. The College has received outstanding support from our key consultant in Vin Keneally. Delivering a very complex project, through a global pandemic, on time and on budget is a genuine challenge but this is tracking very well. This will be a wonderful asset for the College and the community and transform the arts experience for students, staff, parents and the public.

Stage 1 of the Evanston South master planning component will see a four-classroom block with internal breakout space and three offices complete by the end of 2022 ready to use for the 2023 academic year. An eight-classroom block with an internal breakout space and three offices will be completed by the end of Term 1, 2023. We also thank our architects, consultant team, senior staff, Vin and builders GC and J for their partnership on these important projects.



KRA 4: Enterprise Development

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

Priority 4.5

Enhance College facilities, policies, procedures and resources.

Action Item c.

Continue to review all high priority documents. Continue to develop appropriate organisational policies, frameworks, handbooks and procedures.

Rationale

Policies and Procedures are key for successful corporate governance of the College. In 2021 a Document Register was introduced (*currently 684 documents*) and is now a key tool in providing transparency and oversight, managing review dates, contributing to legislative requirements and is provided to Committees for oversight.

Strategic Actions 2022

- A Policy Working Group was formed - all policies due for review or required to be implemented were reviewed (244) and classified with priority ratings.
- Meetings with each Document Owner were conducted to confirm the rating and obtain a commitment to timeframes, periodic check-ins were undertaken.
- ~60% classified as High Priority have now been finalised.

As at October, 2022 had a net movement increase of 295 in the Document Register, notably:

- 65 Safe Operating Procedures were implemented
- 63 evacuation diagrams were audited and publicised electronically centrally
- 52 documents were reviewed
- 52 OSHC documents registered and publicised electronically centrally
- 29 STARplex documents registered and 10 reviewed
- 25 Tool Box Talks were introduced
- 8 ICT documents were released, with a Cyber Security Policy due for release by the end of 2022.
- a Pandemic Response Plan, Inflatable Amusement Devices Procedure, Emergency Preparedness Policy, Emergency Observers Checklist, Contractor Safety Information Guide, Banned Items Policy, Playground Rules, Cultural Safety and Inclusion Enrichment Plan, Acknowledgement of Country, Treasury Policy, Service Level Agreement Template, Gender Diversity Support Policy, Child Safe Complaints Management Policy, and five additional Guidelines for staff were released
- the release of a Board Charter (including consolidating 7 documents) and a Board Code of Conduct
- the release of a Parent Code of Conduct and Student Child Safety Code of Conduct
- due for release by the end of 2022, related to College business continuity - a Communication Plan, Outsourcing (External Services Provider) Policy, Succession Plan, Information Technology Disaster Recovery Plan, Telecommunications Response Plan, Classroom Relocation Plan, Electricity / Water site loss Plan, Fire Safety Management Policy, Office Relocation Plan and School Recovery Plan

Plans for 2023

- Release of a new Authorised Documents Policy.
- STARplex transition of remaining documents to be available electronically centrally.
- Montessori / Early Learning Centre documents being registered and available electronically centrally.
- Audit, transition and rollover to the new Complispace platform of PolicyConnect.
- Enhance the Document Register database – long term goal is transition to a system with workflows and automatic escalations with self-management and reporting.
- Continued review and improvements of documents (ensuring all High prioritised documents reviewed and a focus on Medium priority) to ensure both legislative compliance and striving for best practice.

KRA 4: Enterprise Development

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

Priority 4.5

Enhance College facilities, policies, procedures and resources.

Action Item c.

Continue to develop appropriate policies, frameworks, handbooks and procedures

Rationale

The current Principals Handbook requires updating, especially as it is a source of truth for Principals on operational guidelines. In 2024, there will be three new Principals appointed and so it is timely to update the Handbook, look at its format and ease of use.

Strategic Actions 2022

- Karen McMahon, Principal of Blakeview School and Jenny Searle, EA to the Head of the College, collaborated in making the Principals' Handbook visible to the Principals Team. The information in the Handbook was also updated and made as current as possible. The Handbook was shared through Teams.
- Karen McMahon then met with all current Principals from Gawler River, North, South and Trinity Senior via Zoom, WebEx and in person.
- At the meetings, Principals were asked the following questions, and their answers were then noted, with any updates added to the shared document as comments for further action.
 - What must a Principal know about for Day 1?
 - What are the priority procedures or policies they wished they had known about before Day 1?
 - What might be missing from the current handbook? Are there any sections that should be included?
 - Should there be a change to how the Handbook is formatted or arranged?
 - What in their opinion needs to be deleted, as it is no longer relevant?
 - Have I missed asking anything?
- A record of these interviews was kept so the shared Handbook document could be further updated.
- From feedback, Karen McMahon investigated methods to make the Handbook more searchable in its format.
- Currently, the Handbook, with the assistance of Wayne Philp is being placed onto Schoolbox on a Principals' only access. This will allow real time updates to be done and for the body of work to be formatted into areas and 'tabs' that will make the process of obtaining the correct information clearer and much easier.
- This draft document on Schoolbox will be able to be viewed towards the end of Term 4.
- The Principals' Handbook will still remain as a shared pdf on Teams.

Plans for 2023

- To have the Principals' Handbook on Schoolbox, and available to all Principals, by the end of Term 1, 2023.
- To offer a session in a Principals' meeting where Principals would be able to navigate the document and provide feedback.
- To set up a workflow so the Handbook remains current as both a pdf and a Schoolbox document.

KRA 5 Wellbeing

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

Priority 5.1

Encourage good physical and mental health in students, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings.

Action Item a.

Further build flourishing students, staff and community by improving resilience and connection through evidence-based initiatives, programmes and external partnerships.

Rationale

By creating a whole-school approach to wellbeing, where all aspects of school life deliver intentional, deliberate experiences, we can work together to make our students' wellbeing more visible. Our Positive Education programmes have delivered 'phase one' of this plan through the PERMA+ framework. However, as the science of wellbeing has continued to evolve, so, too, must our thinking of an appropriate evidence-based and scientifically informed approach. Building resilience and developing a wellbeing toolkit has never been more important in people's lives.

Strategic Actions 2022

Professor Lea Waters has developed the evidence-based Visible Wellbeing approach for schools based on 20 years of research in psychology and education and was developed from her large-scale bibliometric analysis of over 18,000 journal entries.

The approach follows the SEARCH framework that delivers current curriculum, with the inclusion of the six pathways and follows the process of making wellbeing visible through SEEING, HEARING and FEELING.

Throughout 2022, the North School completed their professional learning around this framework and have embedded these practices across their curriculum and pastoral care programmes. As a 'trial school' for this framework, I am pleased to report on the successes.

- A scope and sequence has been developed for our Middle School Pastoral Care programme. Each week there is a wellbeing theme with activities designed to develop both a cognitive and emotional understanding. The open-ended tasks provide guidance associated to the pathways of SEARCH.
- Current programmes, such as Zones of Regulation and Friendology have been woven across the school and are more integrated across curriculum rather than being taught in isolation.
- Student voice has actively guided activities around how to bring each of the six pathways to 'life', making them more visible.
- Mindfulness and 'Brain-break' activities are now a common feature, enabling minds to refresh for active lesson engagement.
- Classroom displays connect with the practice of 'SEE, HEAR and FEEL', providing students with a clear understanding and connection to the material. For example, what a respectful classroom looks like, sounds like and feels like.
- Improved communication around students' strengths and accomplishments.
- Middle School pastoral team were trained in resilience.
- A move towards the following reflective questions around teacher practice:
 - What wellbeing goals and success criteria did you set in this class?
 - Did you use any specific wellbeing activities in the class? Were they successful? If yes, why? If not, why not?
 - Reflect on one to three moments where you saw evidence of wellbeing in this class.

Plans for 2023

The start of 2023 will see a whole-College workshop conducted by Professor Lea Waters. Lea will unpack the introduction to Visible Wellbeing and take staff through the psychology behind the process of embedding SEE, HEAR and FEEL into our language.

Staff will then have access to the SEARCH modules as required by the College/School site for their staff to work through. An Implementation Team will be established at each Trinity site to assist with embedding the language and framework across the School.

To educate our parents, a number of information sessions are planned around 'Strengths-based Parenting' and what it means to be Visible Wellbeing community.

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, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings.

Action Item b.

Expand student support services through improved pastoral programmes including utilizing our new team of Youth Workers.

Rationale

The College identified a need for schools to provide an additional layer of ‘real-time’ support for students navigating difficult times at school. The introduction of Youth Workers intended to build students’ capacity to make sense of difficult school experiences, be supported to recognise and rehearse their own know-how and skills in real time and expand a student’s network of trusted adults. Involvement of a Youth Worker was also intended to better streamline requests for School Counselling involvement, and better enable students to draw upon a wider range of school-based supports.

Strategic Actions 2022

- Roll out the Youth Worker role to all schools.
- Youth Workers in EY-10 schools become active participants in the Wellbeing teams at each site, and work closely with key staff to embed the role in ways that are effective at each site.
- A formal review at the end of Term 2 pulled together what had been learnt so far at each school site, and is being used to inform future decisions to support the ongoing development of the Youth Work team and the roles at each site.
- Youth Workers are engaged in a range of meaningful activities. These include; running What’s the Buzz Programmes and breakfast clubs, enabling the Op Flinders programme to function and a range of activities with individual students who struggle with regular attendance, engagement and regulation.

Plans for 2023

- Maintain the current contributions being made at the EY-10 schools.
- Explore professional development targeted to sustaining and supporting the work undertaken by this team.
- Continue to build a sense of team and actively create opportunities for the Youth Work team to build connections with key staff across the College, especially to support transition for students into Trinity College Senior.
- Pull-together what has been learnt about the nuances of the role in the Senior setting and the new Wellbeing space, and use this to tailor the job description and role more specifically for the Senior School context.



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, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings.

Action Item c.

Extend the Trinity College Employment Assistance Package and internal wellbeing offerings.

Rationale

Workplace wellbeing plays a pivotal role in maintaining our mental health. Research shows mentally healthy workers are more productive and less likely to access sick leave; i.e. for every \$1 spent too improve mental health at work, we can achieve up to \$4 through improved productivity and savings from work compensation claims. Trinity College's aim is to work in the proactive space to encourage staff to take charge of their wellbeing and to experience personal and professional success.

Strategic Actions 2022

- **College Staff Wellbeing Committee** – reporting continues on success/challenges via these meetings and individual email/calls to HR. 2022 has seen staff resilience as an increasing presentation and a higher uptake of unexpected leave applications to recalibrate and reenergise. We have had to pivot quickly, coupling with the increasing staff shortages to replace our existing staff, however we have been able to accommodate these sudden requests and this has been appreciated by staff as a sign of support and worth.
- **Youth Worker** - the new appointments across our schools in 2022 continue to be a role where context plays a part in how the role and responsibilities are defined.
- **Converge International** - staff engagement of this service is captured in regular reporting periods (three monthly). Trinity College receive high level snap shots of utilisation, trending presentation issues and customer satisfaction. Trinity College's annual utilisation rate is 1.7% which is lower than this time last year and 2.7% points lower than industry (4.4%). Customer satisfaction is 89%. Top issues – mental health conditions and relationship spouse/partner matters.
- **Building better work cultures** - some standard templates to assist leadership in conducting some staff conversations with people of concern have been trialled and proved successful. Speaking openly about mental health conditions and reducing stigma have all aided in providing mental health education for teams of people across the College.
- **Building personal resilience** - Trinity College utilised services from Rapid Response team at Converge International, unfortunately on more than one occasion. Each time, feedback collected has been excellent and follow up consults offered, have been reviewed. HR team have also provided individual/group Grief and Loss counselling to a staff team within the College when a traumatic event occurred impacting a team member.
- **Increasing awareness of mental health** - via the continued provision of mental health information via Staff Wellbeing page on Schoolbox. Participation in RUOK Day. HR team has also begun discussing mental health development in staff induction.

Plans for 2023

- **Converge International** - share analytics (Converge Utilisation Report) wider with key staff for acknowledgement and action ie Principal's meeting, Admin Mtgs and table at College wide Wellbeing Committees.
- **Greater Space** - two schools have utilised an additional staff wellbeing service researched by our HR team and plans to expand this offering and provide 'staff coupons' to access immediate counselling/resilience strategies and or check-ins in the initial stages.
- **Mental Health First Aid for staff** - will continue in 2023
- **TEM Science of Wellbeing - 'Young Lives in Context' Module** - professional learning units in Trauma Informed Practices, Visible Wellbeing, Keeping Safe Child Protection Curriculum, Student Agency.

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, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings.

Action Item d.

Continue to apply learnings from COVID-19 experience.

Learning from COVID-19

The direct impact from the COVID-19 pandemic restrictions began to reduce from May 2022. Up to this point significant and direct disruption to events the College traditionally offers continued. From the end of Term 1, 2022 external restrictions relating to density and other government requirements began to ease and settings predominately returned to pre-COVID-19 levels. Catching up key events did impact the College calendar. While some camps had to be cancelled outright, others were rebooked. Several schools whose Year 7s missed the opportunity to travel to Canberra in 2021 were able to take these students as Year 8s in later 2022. By mid-Term 3 virtually all pre- COVID-19 options and opportunities had returned or been reinstated.

It is important we reflect on how living through the COVID-19 experience has changed us. What have we learnt, what has been impacted and what hasn't? Some key points:

- Globally, the College has been able to maintain our major projects and master planning throughout COVID-19. Examples include the new school at Roseworthy and the College Theatre projects have not had their timing and delivery impacted by pandemic restrictions.
- The ICT skillset of our combined staff improved substantially. Online teaching skills, digital communication skills, use of web-ex, podcasting and other digital offerings is measurably better than 2019 levels. Online meetings are being utilised with some efficiency benefits.
- Student ICT skills improved solidly during COVID-19.
- Absentee rates for both staff and students remain higher now than pre- COVID-19. Everyone seems more cautious in their approach to challenges beyond COVID-19. Obviously during the height of the pandemic staff and student absences were significant.
- Attendance at major Trinity events is now more erratic. Events such as Grandparents' Days seem even better attended than pre- COVID-19 times but some other community events haven't returned to the same size.
- New ways of engaging parents such as phone and online interviews has provided more flexibility to schools and families and on many sites has increased the volume of communication.
- Academically, some of our struggling students seem to have been adversely impacted. As deadlines had to become more fluid some students established poor habits. TCS had to apply more direct interventions to get a larger group kids across the line for SACE.
- Wellbeing and Mental Health has been a key focus and we have lifted resources throughout the COVID-19 period. Supporting our community continues to be an ongoing challenge but doesn't seem to be dramatically different to pre-Covid levels.
- Junior Schools have noticed a significant improvement in the organisation abilities from many of our students. Parents having less contact at the start of the day may have boosted independence skills.
- Budgets for cleaning, TRTs and income from STARplex were impacted throughout the pandemic.

Plans for 2023

- Continuing to leverage our improved ICT collective skillset.
- Applying what we have learnt to enhance community and school engagement.

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.

Build on the community, educational and more sustainable financial performance recently achieved to further drive our accompanying operations including STARplex, Early Learning Centres (ELCs) and Out of School Hours Care (OSHC).

Rationale

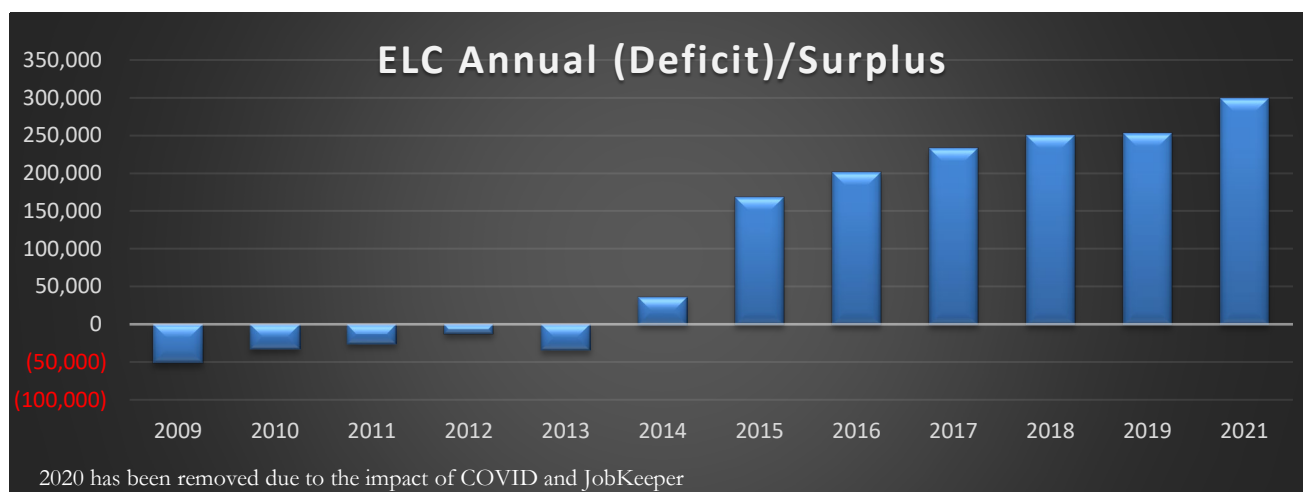
The College's financial performance from its schools has been and continues to be very strong. The College's business model has proven to be consistent, viable and sustainable. To achieve further improvement, it is important that non-school operations and other enterprise activities continue to be reviewed and further developed.

Strategic Actions 2022

From a financial perspective, the College's main three supplementary operations are STARplex, Early Learning (ELC) and Out of Schools Hours Care (OSHC). Each of these recorded very strong results in 2021, which has continued into 2022.

This has been achieved by:

- after increasing capacity at its existing ELC by 50% in 2019, a new ELC was built at Gawler River and opened in 2021, catering for 40 students per day
- a significant review of OSHC to operate a leaner and more efficient service was undertaken in 2019, resulting in a substantially improved financial performance in 2021 and 2022. Financial reporting and analysis has also improved, assisting management in their oversight and budget management. To cater for a growing number of students who require OSHC, particularly at North and South, creative and flexible options have and will be explored
- STARplex undertook a major review and restructure in 2020 to operate more efficiently yet provide an improved services for clients. It has also explored new income generating activities, including the opening of a Pilates Reformer Studio and offering birthday parties

**Plans for 2023**

The College will complete minor capital works to offer a third classroom (a further 20 students) at its Gawler River ELC. With growth in key areas, particularly courts programmes and the pool, STARplex is expected to continue its positive financial performance into 2023. OSHC is seeing increased enrolment pressures and will continue to be reviewed and options explored to cater for growing demand.

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 b.

Expand our data collection, feedback and communication systems through digital solutions including utilising micro-credentialing, enhanced dashboard style communication and improved real time reporting

Rationale

To increase parental engagement with the College via effective and efficient digital communication practices leveraging Schoolbox and the Trinity Mobile App. To reduce the College's carbon footprint by changing communication and classroom practices that significantly reduce the use and reliance on paper.

Strategic Actions 2022

- The implementation of a continuous reporting model at Blakeview in Semester 2 as pilot in preparation for the model to extend across all Middle Schools. This pilot extended to communicating to parents/guardians to better inform student learning through relevant, timely and effective feedback.
- Co-curricular Programme:
 - a badging (micro-credentialing) model was developed for co-curricular activities
 - the development of an improved communication system within Schoolbox ensuring we promoted and managed our co-curricular programme more effectively.
- Pastoral Care digital flags model developed and communicated that can be adapted to individual schools as per their needs.
- The negotiated and continued development of a 'dashboard' model within the LMS to improve access to and analysis of student data to inform student/teacher interactions in a student-centred manner. The final provider has been engaged with the initial delivery to be in December.

Plans for 2023

- Continuous reporting model extended across all Middle Schools with appropriate mechanisms to support relevant, timely and effective feedback to inform student learning.
- Badging/Micro-credentialing:
 - co-curricular badging (micro-credentialing) model adopted and utilised for co-curricular by staff with appropriate professional development
 - development and implementation of a badging compliance model for recording Safe Workshop Practices inductions for students in Design, Technology & Engineering
- Dashboards to be used within the classroom for the visual representations of student data to help inform student learning.
- The development of an agreed strategic plan to transition to the new ACARA Curriculum across the Junior Schools leveraging the Schoolbox LMS. This will provide opportunities to:
 - provide the application of consistent standards across all schools
 - improve efficiencies for teachers in planning and assessing
 - evaluate current assessment and reporting practices to better align with the Australian Curriculum.
 - unlock cross-curricular teaching and assessment practices

KRA 6: Sustainability

Goal: Ensure Trinity remains financially strong and environmentally responsible.

Priority 6.1

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

Action Item c.

Review College wide systems and processes seeking areas for improved efficiency and enhanced quality.

Rationale

Complispace is the management tool that the College has deployed to help us identify and manage risk.

Strategic Actions 2022

- During the second half of 2022, we have been undertaking significant work in updating Complispace from the old platform Policy Plus to the new platform Policy Connect. The major compliance change was the introduction of the Child Safe Programme to replace the Child Protection Programme due to changes in legislation.
- We started a project exploring an online time and attendance system to streamline the College payroll. Just as the investigation was nearing completion, our current payroll software provider alerted us to a new payroll system that they had brought out that could do everything we were interested in and more. This changed the scope and meant that we now had to consider other whole payroll options.
- Within Finance we are working with Docuworx on automating linking invoices to purchase orders stored in Synergetic. The key benefits of the system are significant time saving, a reduction in paper and a better audit process when approving creditor payments.

Plans for 2023

- The major focus of 2023 will be on using Complispace Tasks & Checklists as a way of allocating policy updates to relevant staff and keeping records about policy updating according to due dates.
- Changes in requirements for training will also be rolled out using the Complispace Staff Learning System.
- We will hopefully finish the payroll and Docuworx projects.



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 a.

Further develop the Trinity Environmental Management Plan with a particular focus on setting, achieving and reporting against improved sustainability outcomes.

Rationale

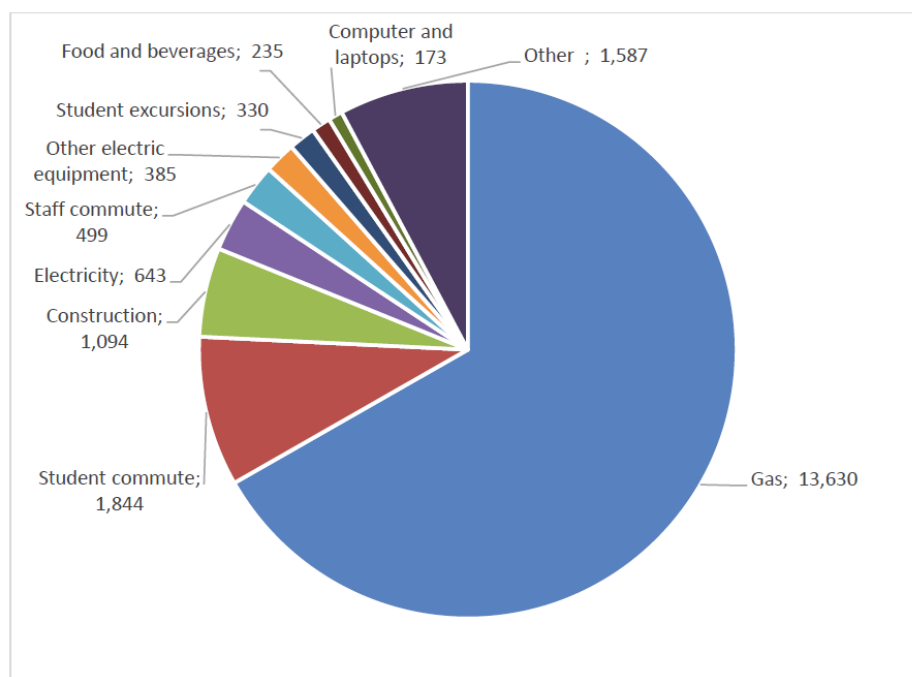
The College strives to be a good corporate citizen and is committed to minimise its impact on the environment, aiming to achieve reductions in the key areas of energy, waste and water, as well as financial savings for the College. The College also has a real and tangible opportunity to engage students in a meaningful way so that the College's positive impact extends well beyond the school fence.

Strategic Actions 2022

Prior to 2022, the College made significant investment in and saw a dramatic improvement in sustainability. In 2022, the College engaged Sustainable Business Consultants to assist the College progress the following objectives:

- collate and audit relevant data and prepare a sustainability impact report based on initiatives primarily within waste, water and energy
- develop a plan for further key focus areas and priorities
- identify opportunities where the College can meaningfully engage students and provide linkages to teaching and learning through the curriculum

A working party including staff from across the entire College was formed to help drive these objectives. The College's carbon footprint was developed (snapshot below) and will provide a critical baseline for moving forward. The future plan for further key focus areas and priorities is being developed and significant progress has been made. This includes a list of 102 unique initiatives, each of which will make a positive and meaningful impact on sustainability. To assist in the review and assessment of these, an evaluation tool has been developed.

**Plans for 2023**

The completion of the College's Environmental Management Plan is expected in mid-2023. Alongside this, further opportunities where the College can meaningfully engage students and provide linkages to teaching and learning through the curriculum will continue to be explored.

PRINCIPALS' SCHOOL REPORTS

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 2022.

Nick Hately

Action item 1.1b. Reflect on ways to enhance and further embed the Trinity faith dimension including opportunities in Schools, via RAVE, through a strengthened Chaplaincy team, Christian staff and the St Francis community.

- School based professional learning sessions for all staff – staff surveyed on ‘Why teach in an Anglican School?’ ‘What Aims of the College resonate with you the most?’ ‘How can we make our Blakeview Shared Beliefs in growing good people support the Trinity Education model (TEM)?’
- Created the Blakeview School prayer- reflecting our desire to be inclusive in language, faith based and to resonate with students. Now used at all formal and informal occasions.
- Reviewed the six Shared Beliefs for growing good people and amalgamated them to form three Shared Beliefs: **Humanity, Respect and Integrity**. These three beliefs mirror the following College Aim that resonated most with staff. *College Aim (a.) 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. (**integrity**)*

Action item 1.2a. Ensure all events, awards, recognitions, supports and public forums, include, celebrate and recognise the ‘whole child.’

- Celebrated achievements in school and offsite such as wins at national and state level in Robotics, Sport and Chess.
- Focus on Community through Unity
 - celebrated using student ‘voice’ via Student leaders, School Culture Group and RAPAC group: Reconciliation Week, Harmony Day, Multicultural Day, Neurodiversity Month, Community House projects and Pride Day. Two Year 10 students attended Trinity ‘On Country’ at Oak Valley
 - community project suggested by Jamieson House students to work with an Indigenous artist to paint the fence line of our School
- Focus on students being connected and engaged with school
 - celebrated and rewarded student participation in camps, Music Night, Drama Production of ‘Moana Jnr’, EY to Year 10 dress up day for Book Week, RUOK? Day, National Day of Action, Graduations, Smedley Music Shield, House Challenges, Science Week, Swimming Carnival, Sports Day
 - issued School Awards and House Points for school attendance, Shared Beliefs, Academic results, Effort in academics and school life, inclusivity, community, co-curricular participation and service
 - offered GATEway and Mindlab extension programmes, EALD and Literacy intervention EY-10, MacqLit and Mini Lit intervention, TICS immersion days, Social Skills groups, student leadership, Sustainability group, gratitude lunches, Student leader Respect workshop for Junior School, GRIP leadership day, Day of Hope and Men of Honour sessions with Glen Gerreyn and Respectful Relationships with Dr Tessa Opie, Cyber Safety with Susan McLean and Breakfast Club, with the Youth Chaplain
 - ensuring quality, and positive, access to Schoolbox for academic and wellbeing purposes
 - EALD- Marni East has been providing intervention to our EALD students from EY-6 based on the LEAP levels, with Rebecca Mason offering EALD support for Middle School students. Michael Akech, (Community Liaison Mentor) is also in classes supporting our African students

Action item 2.1b. Invest in talent development by establishing an enhanced ‘Educational Leaders and Mentoring partnership programme’ in order to grow educational leaders and support professional advancement of staff.

- Two staff, Terri Meldrum and Rebecca Garrett undertook the five-year review of their Highly Accomplished Teacher certification. This was completed through AISSA with leadership support and involved them over five years mentoring staff and growing their own capacity.
- Blakeview Head of Middle School, Rebecca Mason and Head of Junior School, Heather Lockett attended a two day ‘Five Ways of Being’ leadership programme. Allyce Cole attended ‘Elevating Leadership’ programme.
- The entire Junior School staff either started, continued or completed the eight modules of Language Essentials for Teachers of Reading and Spelling (LETRS), and training in Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as part of the Response to Intervention model (RTI)
- At staff meetings and PD days, staff led workshops on continuous reporting, literacy and numeracy development, RAP, Heggertys’ drills, neurodiversity, Keeping Safe Curriculum, Wellbeing and Robotics.
- Simon Coad, College and Blakeview Robotics co-ordinator mentored staff in Junior School robotics and coding.
- All teaching staff and Learning Support ESOs have embarked on a three-year Visible Learning professional learning programme with Corwin. This year the focus is on school improvement utilising LISC (Learning Intentions and Success Criteria).

Action item 3.1a. Embed our clearly defined Trinity Education Model (TEM), featuring the Trinity College Graduate Qualities. Link our educational offerings to these qualities, embracing a positive collective efficacy approach.

- PD and staff meeting times- focus on 'Unpacking the TEM'. Document created outlining the College Values/Graduate Qualities/Learning Dispositions/Science of Learning/Science of Wellbeing/Complex Capabilities/Learning Principles. Audit of Wellbeing and Learning offerings in both the Junior and Middle Schools of Blakeview. Paper presented to Nick Hatley.
- TEM Professional Learning Plan for Blakeview staff, 2023 to 2025, prepared by Principal.
- Leadership have analysed WEC data for 2023 goals in Wellbeing.

Action item 4.1a Empower the Trinity College Institute and TICS to drive tertiary relationships and empower staff in leading rigorous evidence - based pedagogy improvement.

- Two staff undergoing their Highly Accomplished Teacher re-certification.
- Several staff working with Trinity Institute undertaking Professional Doctorates and Certificates.
- Junior School staff going through LETRS training, RTI training and DIBELS training.
- Middle School staff undergoing training in Continuous Reporting and LISC.
- All staff undergoing Visible Learning – LISC, Evidence into Action, school capability assessments and Mindframes surveys regarding Learning Intentions and Success Criteria (LISC).

Action item 4.4a Develop a clearly enunciated 'Cultural Safety and Inclusion Enrichment' plan. Expand authentic cultural engagement opportunities designed to build inclusion and promote social capital in diverse community groups.

- New signage at both entrances welcoming our community in the 27 languages spoken at our school.
- EALD groups EY-10 - in both class time and homework groups.
- School Cultural committee meet weekly and speak at events, run special days and offer their voice with school planning.
- Blakeview has been successful in accessing an Intercultural Understanding Partnership (ICUP) grant of \$10,000 through the Together for Humanity in New South Wales and Queensland, partnering with the Jewish Christian Muslim Association of Australia in Victoria and The Abraham Institute in South Australia to provide advice and support to school ICUP teams, and facilitate networking between ICUP schools. This will assist us with staff PD, guest speakers, inclusive events and the creation of a community hub.

Action item 5.1a Further build flourishing students, staff and community via improving resilience and connections through evidence-based initiatives, programmes and external partnerships.

- Junior School year long focus on Zones of Regulation and Friendology.
- Middle School reinvigorated House Pastoral Care and Student Voice to build on resilience and engagement - such as the House Knights, new House emblems, House shirts, new House Leadership roles and House Point tokens.
- Pastoral Leadership staff underwent Mental Health First Aid training and RASH training for Years 5 and 6 staff.

Action item 5.1b Expand student support services through improved pastoral programmes utilising our new team of Youth Workers.

- Youth Worker collaborated with Principal and leadership to decide on expectations, procedures, line manager and role at Blakeview. The Youth Worker is a member of the CIMT and also Wellbeing team.
- Youth Worker role has been instrumental in supporting students in different ways and allowing staff to add another tier of support- ie assisting students when anxious, at swimming or at an event and through family trauma. The Youth Worker and Counsellor have created an excellent team focussing on both reactive and proactive opportunities. The Youth Worker is working alongside Houses and Junior School staff.

Action item 6.1b Expand our data collection, feedback and communication systems through digital solutions including utilising micro-credentialing, enhanced dashboard style communication and improved real time reporting.

- Middle School staff trialling in Semester 2 continuous reporting utilising Schoolbox and Junior School staff trialling e-portfolios through Schoolbox.

Plans for 2023

- Continue to have a school focus on Engagement, Connectedness, Community through Unity and add Effective Communication (including multilingual).
- Continue with Whole School Professional learning linked to the TEM- Year 2 of Visible Learning, Year 1 of Visible Wellbeing and LETRS.
- Expand EALD from .6 to .8 utilising increase in Learning Support.
- Utilise the ICUP grant to create a Community Hub for adult and student homework and literacy and staff professional learning.

Action Item 1.2a Ensure all events recognitions, supports and public forums, include celebrate and recognise the ‘Whole Child’.

- Usage of the Learning Management System, Schoolbox, and available technologies continues to evolve and engage families in the life of the school. A Gawler River page has been developed featuring regular school produced videos of ‘Life at GR!’
- Students continued to be provided opportunities to express and celebrate their spiritual self, through participation in regular worship services at school, sub-school and House level (including combined Anglican Schools Services held at St Peter’s Cathedral).
- Audit of lunch time play opportunities in the Junior School to ensure opportunities for connectedness for all (particularly psychologically diverse students).
- Individual social stories for psychologically diverse students.
- Gawler River produced podcasts series ‘Kind Hearts Strong Minds’ featured an episode titled ‘Cultural Diversity with Dale Giles’
- School communication (e-News and Schoolbox) regularly featured the diverse and broad talents and achievements of students.
- Student school awards presented at the Speech and Award Ceremony, assemblies, within the House system throughout the Junior School and co-curricular programme reflect the achievements of the whole child.
- In 2022, awards have been introduced which acknowledge individual character strengths and the demonstration of school values and identified learning dispositions.
- In collaboration and partnership with the City of Playford, Greening Australia and Red Centre Enterprises the School participated in the ‘Cooling the Schools’ programme. Junior School students were involved in ‘Connect with Country’ in which an Indigenous Garden including a Yarning Circle was established on school grounds. Planting Day featured a Welcome to Country, explanation of Indigenous plants including their usage and related aboriginal dances.
- Junior School classes and Houses prepared their own Acknowledgment to Country.
- Sensory rooms were constructed in both the Junior and Middle Schools.
- An audit of library resources was undertaken to ensure the diversity of our students was reflected.

Action Item 3.1a Embed clearly defined Trinity Education Model, featuring the Trinity Graduate Qualities. Link our educational offerings to these qualities, embracing a positive collective efficacy approach.

- Junior School Teaching and Learning planning proformas were re-designed to incorporate the articulation of Learning Intentions and Success Criteria (LISC), and Differentiation (including NCCD requirements, students with dyslexic type learning needs).
- In conjunction with other AISSA member schools, an interdisciplinary teaching programme proforma was developed and implemented.
- Continued development of the whole-school approach to interdisciplinary learning incorporating usage of TICS and Blackham to enhance outcomes.
- In 2021, the school completed the AISSA Meta Praxis project which explored ways to originate, grow and embed interdisciplinary approaches and developed tools to narrate learning and document learning impact. In congruence with the development of complex capabilities and as a consequence of the school’s ongoing commitment to the development of the 21st Century skills, Student Agency and Interdisciplinary and Transdisciplinary learning Gawler River has partnered with AISSA in the Learning Impact Project: Innovative models for recognition of holistic learning. This research project which combines the Meta Praxis project and Student Agency Lab (ALAB) project focusses on Agency, Transfer and Wellbeing. The first of this three year project has seen staff engage with international thinkers (Michael Bunce, Charles Leadbeater, Anthony Mackay AM, Jan Owen AD and Louka Parry), community of practice, research and innovation.
- The school is in the second year of involvement in Visible Learning, a bespoke programme designed to improve student learning and achievement through a model of research and evidence based professional learning.
 - usage of Learning Intentions and Success Criteria within Teaching and Learning Programmes was consolidated with the TEM identified learning dispositions (refer TEM) embedded into the language of the school
 - staff were engaged in extensive in-service including a full staff PD day in the area of Effective Feedback
- The College Strategic Plan and the ACER National Schools Improvement Tool informed professional development practices with staff engaged in a raft of relevant and pertinent opportunities at the National, State, College and School level. School-based professional development comprised the topics of Data Literacy, Cultural Safety, Learning Dispositions, Dyslexia Awareness, TEM, Wellbeing, Mental First Aid, Trauma Informed Practices and Differentiation.

- Masterclasses which recognised the expertise of staff were utilised throughout the year in scheduled staff meetings and professional development days or within the quality teacher programme. Differentiation was an area identified for further development and as a consequence, selected staff from both Junior and Middle Schools and a selected range of teaching areas presented Masterclasses on 'How they Differentiate' in their chosen field. All presentations were filmed and made into a resource to be shared with colleagues College wide.

Action Item 5.1b Expand student support services through improved Pastoral Programmes including utilising our new team of Youth Workers.

- Data collected from the Wellbeing and Engagement Collection survey (WEC) and the Student Attitude Survey (SAS) was interrogated by school Professional Learning Teams (PLTs) and summaries of findings presented. PLTs developed and initiated actions to address areas requiring attention.
- Parenting workshops 'My Child and Me' and 'Cyber Safety' were conducted in partnership with Families Growing Together – Families SA.
- Cyber Safety parent workshops and whole school community presentations by the nationally recognised expert in this field, Susan McLean were conducted. Middle School students were accredited with digital licences and in 2023 we will continue our partnership with the Cyber Safety Project Team to implement an Early Years to Year 6 learning programme.
- Sensory rooms and breakout spaces were developed in both sub-schools.
- The second podcast series, 'Kind Hearts, Strong Minds' a Junior School Heads of Pastoral Care initiative (produced at TICS) was distributed and shared with families via Schoolbox and the College website. Series two episodes featured: Character Strengths, Cultural Diversity, We are Emotional Beings, Using the Zones of Regulation, Being your Child's Friendship Coach, Fostering a Growth Mindset.
- The school continues to engage external providers to support the Pastoral Care Programme and needs of students including: Talking Matters, Head Space, Flow Psychology, Encounter Youth.
- In addition to the Consolidation of Junior School Pastoral Care programmes namely; Zones of Regulation and UR Strong Friendology a targeted social skills programme for Identified Early Years and Year One Student was established.
- Further Development of Middle School Pastoral Care Programmes focussing on key element of Wellbeing: Respectful Relationships, Resilience Bullying, Cyber Safety, Risk taking, Self-regulation, 'What's the Buzz?' A social skills programme was extended beyond the Junior School to involve identified Middle School students.
- Student Support Services were further strengthened with the appointment Youth Workers across Trinity schools. This position has proved an invaluable support to the school based Pastoral Care and Counselling Teams. The Youth Worker's role:
 - includes intensive support of students at risk through absenteeism and complex personal situations
 - provides an additional layer of support for students experiencing difficulties with school engagement, social concerns and separation
 - works closely with sub-school pastoral teams to identify and support students
 - engages in social skills programmes including lunch time activities
 - provides a communication link and supports families to access outside agencies, eg. Anglicare, DCP, Relationships Australia
 - provides an additional layer of support in the Counselling space involving triage of situations and Mental Health First Aid

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

I am pleased to report the significant growth in this area at our school. With the development of our own Acknowledgement of Country video, we ensured the provision of student voice to describe and deliver this in 'child-friendly' language. Within our Middle School we have active participation in the Indigenous Mentoring programme. The review of our Scope and Sequence has been conducted, placing wellbeing within the curriculum and has included First Nations education for staff to authentically embed this and has now been delivered throughout the pastoral programme. The Heads of Teaching and Learning have monitored curriculum to ensure that First Nations education is embedded in subjects as relevant and appropriate. A relationship has been established with Kira Bain in response to the RAP. At the



request of the students to learn the Kurna language, we engaged Kira to deliver sessions and provide opportunities for students to learn some basic words.

Through our visual arts, we produced beautiful Indigenous tree-wraps that line the North creek. Students were actively involved in their design based on story telling. We were pleased with the introduction of a 'Breakfast club', engaging students in the preparation and delivery of morning food. This is fast becoming a very engaging before school social event with children being very keen to support the initiative.

We introduced interventions to students with need, for example 'What's the Buzz' programme, to support students with social skills. We have trained staff in both the Junior and Middle Schools so that now students across the whole School are supported.

A full review of our student leadership model was undertaken and the decision was made for it to become more inclusive. We will see the rollout of portfolios in 2023 to increase leadership opportunities for our Middle School students.

A number of fundraising initiatives, based on suggestions from our student leadership group, were conducted and provided much needed funds to Anglicare, while also providing an understanding of service to our students. The successful 'colour run' is one such example.

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

This year the Middle School established professional learning communities (PLCs) to develop best practice amongst the staff. There are currently three PLCs working concurrently to improve student learning. One of the PLCs is literacy across the curriculum, with its purpose to improve literacy by focusing on writing and developing a common language in all subjects relating to writing. A second PLC is on resilience. This is in response to the WSC and SAS data, with a purpose to build resilience in Middle School students. An active and ongoing discussion around the development of shared understanding of the learning dispositions has been taking place. The aim is to unpack what they look like, feel like and sound like. Staff have now completed the Visible Wellbeing modules as part of the professional learning. We are at the stage where we have the tools we need to make wellbeing visible in all areas throughout the school. Within the Science of Learning, we have now completed most of the Corwin training including: learning intentions, success criteria and feedback modules, and are now ensuring that they are embedded as standard practice. To help staff along the way, we have developed a lesson observation template that we use during our classroom walk-throughs to observe LISC in practice. We continue to be involved with The AISSA and the Learning Impact Project – where we are exploring authentic assessment of the whole student, integrating wellbeing into learning and curriculum structures.

Within the Junior School, a pedagogical and curriculum review has commenced examining the current programmes and interventions. Year level teams have collaborated, planned, assessed and reviewed to establish their 'next steps'. The recently adapted 'Lisa Jane O'Connor' Mathematics framework has been reviewed and modified to select 'best practice' components for inclusion.

Mind Lab and Accelium have continued to provide success to a number of students, providing an opportunity for strategic thinking. At this year's Mind Lab Olympics, North came second by 0.5 point – a very narrow loss. Nationally, the Accelium Olympics delivered six students in the top 10 performers, with one student coming first in Australia.

We engage with staff development through the Quality Teacher Programme where staff utilise the Australian Institute for Teaching and School Leadership (AITSL) standards Improvement Tool for professional development – to set and review goals. Our Leadership Team uses these as part of their 'coaching' role with the staff for professional growth.

Action Item 5.1. Encourage good physical and mental health in students, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings.

The addition of the Youth Worker has assisted the support we offered to students. The Youth Worker is now part of the Head of House team, discussing key pastoral issues at meetings with Heads of Pastoral Care, Head of Middle School and Counsellor on a regular basis. Regular meetings with key people within each of the sub schools to discuss students are held, providing follow up support actions.

We have engaged extensively with external providers to enrich our Pastoral Care programme, for example: Tessa Opie, Brainstorm Productions, Susan McLean, Encounter Youth, Glen Gerreyn and Lea Waters.

We have been actively involved in reconnecting with our community holding special events such as year level open afternoons, year level music performances and special concerts. We are working to rebuild connection that has been lost as a result of Covid.

The Parents and Friends Association is also conscious of rebuilding community. They conducted a parent survey and are using the results to plan their programme for 2023.

The creation of a sensory room has also provided us an opportunity to tailor our response to the wellbeing of students with sensory needs.

The evidence-based SEARCH framework is now operational across the school. Staff embed the principles in lessons, pastoral care, goal setting and special events. Our pedagogy is based around incorporating Strengths, Emotional management, Attention and Awareness, Relationships, Coping and Habits and Goals as we make each learning experience both authentic and connected.

This year saw the establishment of a relationship with Callum Hann and Sprout Kitchen. The Year 5 students experienced a full two-day programme creating delicious meals that can be recreated at home for their families.

Staff wellbeing continues to be at the forefront of thinking. Planned activities to foster good physical, emotional and psychological wellbeing are built into both our Professional Development plan and our ongoing daily interactions.



Action Item 6.2a Further develop the Trinity Environmental Management Plan with a particular focus on setting, achieving and reporting against sustainability outcomes.

Through both Junior and Middle School Student Leadership groups, students provide ways in which we can become more sustainable. In the Middle School toilets, we have installed sensor taps and hand dryers to reduce the paper and water waste. Students delivered a research-based presentation demonstrating the benefits of installing both items.

Students also continue to lead the discussion around the reduction in paper usage. Since becoming actively involved in the process, I am pleased to report that North has significantly reduced the number of pages being printed or photocopied. Whilst it might appear to only be a small thing, our staff are better at making sure the lights are turned off in their rooms when there are no students inside them. This acts as a reminder to our students to switch lights off when they are not required.

Plan for 2023

Next year, we will continue to ensure that our wellbeing is visible across all aspects of our school. We will progress the development of learning intentions and success criteria and refine our feedback so that it is timely and relevant, linking into the implementation of continuous reporting. In addition, we will commence the year reviewing the WEC data in order to establish our wellbeing goals and create learning intentions and success criteria for these.

As mentioned, the rollout of portfolios in our Middle School will see students take on leadership roles in music, the arts, sport, service etc. These will be linked to our current student leadership positions but will provide additional opportunities for others to be involved, giving licence to greater input of student voice. A similar review will take place in the Junior School as we intend to align our Junior School leadership structure with the Middle School.

The Breakfast Club will expand into a more inclusive venture. The idea is for students to use our Gardening Club to grow produce that can be utilised by our Food Tech classes and then be consumed through the Morning Club.

KRA 1: Christian Values

Educating the whole child is at the heart of all we do. We are privileged to have the responsibility of shaping our students into the people they will become as adults. Our staff take pride in building relationships with our students to be able to engage them in the community that we are. At South School, we strive to have all events engage with the students and the community. All assemblies focus on highlighting the College motto *In God is my Faith*. Each assembly has a balance of faith experiences through scripture, sermon, Bible readings, song and prayer. We see this as an outreach opportunity for our community as parents are invited to attend assemblies. We also have Chapel services where students participate in the running of the service. Parents are invited to attend these. Celebrating student achievement in the areas of educational focus and dispositions has been an area highlighted in 2022. Certificates for students focus on a range of areas and celebrate the individual strengths of our students. Acknowledging the achievements of students outside school also has become a part of our assemblies. An Acknowledgment of Country begins every gathering at South assemblies, meetings, briefings, concerts etc. All begin recognising our connection to the Kaurna community. Our major celebrations all include a faith focus, wellbeing aspects as well as a celebration of the learning focus of our school. Classrooms showcase the whole child in the displays created.

KRA 2: Our People

Simone Hobbs and Jarrod Warnest delivered a session at the Corwin Professional Learning Conference, 2022 in Sydney. The session, in the 'Stories of Practice' series, consisted of sharing the story behind the implementation of the Impact Coach initiative at Trinity College South.

KRA 3: Educational Development

The Learning Principles of the Trinity Education Model are informed by our Values, and principles from the Science of Learning, the Science of Wellbeing, and understanding of the development of Complex Capabilities. The Graduate Qualities articulate the skills, values and dispositions that the College aims to foster in its students. Trinity South staff were surveyed on their current proficiency and professional learning level surrounding the Science of Learning, Complex Capabilities, and the Science of Wellbeing. These documents then provided leadership with feedback regarding next steps of professional learning for 2023. We built upon our understanding of the Science of Learning by undertaking workshops based on SOLO taxonomy. Staff have also reflected on their own practice, the vision and mission of the College, AITSL standards and professional learning to create Professional Development Plans. Applied research activities through Professional Certificate in Future Oriented Learning, Doctorate of Education, Master of Education with a focus on the Science of Wellbeing, Complex Capabilities and the Science of Learning. Junior School reporting has undergone a significant review to include and report on students' Learning Dispositions. Staff collectively across the College contributed to the new content, working and progressions. Building shared norms and models for examining and analysing student progress data. Curriculum redesign in Junior School to facilitate flexible, transdisciplinary approaches to the delivery of the National Curriculum Version 9. In 2022, Learning Intentions and Success Criteria (LISC) were a mandated component of lessons, including those that were online during the Covid interruptions. The use of LISC in 2022 was an important improvement to Middle School practice, and was supported by more classroom observations and walkthroughs. The development of new staff continues to be a critical aspect to embedded Visible Learning at South, and the Middle School made these staff a priority across the first half of the year, including intensive support with PDPs, classroom observations and feedback. South have been on a journey to develop these LISC utilising the Verbs for Learning distributed by Corwin, focussing on Surface, Deep and Transfer verbs. Staff meetings and briefings have been set aside to discuss and develop this area, with Leadership modelling their use. Data remains a critical aspect to measuring growth and reflecting on practice, with staff engaged in learning opportunities to unpack grade distribution, student growth and identifying students of academic concern. Learning Support and Literacy Support teachers working collaboratively to establish systems and provide early intervention.

- MultiLit training for key staff (MiniLit and MacqLit).
- Trial of MiniLit identification process: screening all Early Years students after 12 months of schooling to identify students at risk of reading difficulties.
- Introduction of MiniLit for Year 1 and 2 students, providing targeted literacy intervention to five groups of students below reading benchmarks in high frequency words and decoding non-words.
- Improved collective efficacy between Literacy Support and Year 1 classroom teachers, with Literacy Support Teacher working in-class alongside teachers sharing MiniLit approaches.
- Trial of short-term intervention using Pastoral Care time for developing literacy skills of teacher-nominated students in EY0 with Literacy Support teacher, targeting phonemic awareness and decoding skills.

Increase to MacqLit groups, with Learning Support teacher and ESO both providing reading/spelling intervention to seven groups. Focus on data collection to identify students at risk, track growth, and review support.

- Initial screening of Early Years students upon commencement (SPAT-SE).
- Annual screening assessments of Year 1-Year 6 Learning Support students (YARC/Westwood).
- MiniLit/MacqLit progress monitoring.

KRA 4: Enterprise Development

- Key members of the College arts faculty were invited to participate in a review of the current offerings in the arts. The purpose of the review was to confirm 'what we do' and provide informed direction to the arts offering of the College moving forward.
- Year 10 production was performed in the Senior Studio over two evening performances.
- South School facilitated a collaborative performing arts evening for the Gawler site, which included North/South dance, Senior dance, Stage Band 1 and South drama students. The event was student led with as many students as possible operating the technical aspects and stage managing the evening. This event was well attended and received by the community.
- 50-60 North & South students were involved in the process (including some Senior students as mentors). The project was a significant event with high community engagement and received positive feedback.
- The greatly expanded 2022 South Music Night featured all students from Years 3 to 6 performing in both class choirs and class bands. Also included were Middle School students who currently participate in cocurricular ensembles. Nearly 250 students preformed in the choreographed finale song.
- The recorder programme was revised and expanded to now also integrate singing into every lesson, thus building on previous skills learned in Semester 1. Initial results show significant improvements in student results.
- The Year 4 Band programme was also significantly revised this year. As well as expanding the number of exercises learned in the semester, optional harmony parts were also added to challenge extension students. Due to an improved integration with the recorder programme, students' results also improved significantly.
- Both Year 7 and 8 Class Music implemented a new series of theory worksheets and IT solutions based on the LISC mode.

KRA 5: Wellbeing

Using the Visual Wellbeing Framework, Social Emotional Learning Framework (SEL) and PERMA+ and utilising the information gathered in the WEC data and attendance data as over-arching guidelines for the development of a meaningful and targeted pastoral programme that allows for student wellbeing development, strong community and social connection within the South Junior and Middle School. Students will develop skills and strategies to build their relationships through the embedding of learning opportunities within the Pastoral Care Scope and Sequence and through the use of the Friendly Schools Plus programme, Friendology, What's the Buzz?, Zones of Regulation and Restorative Practice. Students will develop a sense of connection with their peers and wider school community through engagement with the Pastoral Care Scope and Sequence programmes, through peer run lunchtime activities and through developing and completing acts of service to their community and through participation in House Sporting activities. Students will develop a sense of personal resilience through the growth of their skills and understanding of their personal skills and strengths through recognising personal character strengths and utilising supports within the school structure, including supportive websites and helplines, peer support, the student Youth Worker, Mentors, Heads of House and Heads of Pastoral Care. Students will explore the dispositions of Collaboration, Resilience, Courageous, Creative, Reflective, Self-Regulation and Curious through their engagement in pastoral activities and identify ways that they can transfer this knowledge to their learning and daily lives. The College invested in staffing a Youth Worker role for each Trinity College school. Processes for within and across team collaboration and activities have been developed.

To support school communities and effectively identify and respond to the social and emotional support needs of our students, Trinity College has a dedicated team of staff who work closely with our students, along with teaching staff and leadership. Our Wellbeing Team supports students with a range of issues, including behavioural, developmental, and social/emotional wellbeing. Students are engaged on an individual or group basis and are offered practical and emotional support to assist them to develop skills and make positive changes in their lives. This overall enhances their wellbeing, learning and engagement with the College and wider community.

KRA 6: Sustainability

Trinity South has a very active Green Team led by Mr Pearce and Mrs Nance. They have a group of committed students who lead this group and assist to educate the students on sustainability and particularly rubbish collection.

The Green Team has been working in conjunction with the RAPAC group to construct a native garden with links to First Nations Australian symbols and plants. The students have been part of the design, application and ideas that go into the space. Members of the community have been invited to assist in the planting of this space. The EY students have had visits from NAWMA to go through the intricacies of recycling our rubbish to assist them with selecting which bin to place their items into. The team went to KESAB – Education Centre and then went to each class to report on their excursion and share their new learning. On National Tree Day students planted Finger limes and Native apricots in the garden space to begin to establish the new garden area. A Bunyip article was written to explain what the students were doing.

Sustainability comes into the Year 5 and 6 curriculums and is explored in classes to upskill the students further with links to becoming responsible local and global citizens. Information on the involvement of these groups has been outlined in eNews publications and in assemblies.

Action Item 1.2a Ensure all events, recognitions, supports and public forums, include celebrate and recognise the ‘Whole Child’.

Rationale

- To continue exercising a rationale of inclusivity and equity for all students in Senior.

Strategic Actions 2022

Events

- Presentation Ball: Adapted for gender diversity, intellectual and physical disadvantage, cultural sensitivities.
- Valedictory: Accessible to all due to reduced cost.
- TULIP Cup: Competitive exercise making use of a wide range on non-discriminatory skills and attributes.

Awards

- End of term awards for effort and academic achievement in every class.
- Individual achievements have been celebrated within the newsletter and in advocate groups.
- Teachers involved in the SACE Learner Profile recognised student achievement against (Collective Engagement, Principled Action, Self-Motivated Learning, Quality Thinking and Personal Enterprise).
- More holistic and inclusive process for gathering award nomination information and Leaver’s Statements.

Celebrate

- Wear It Purple Day.

Recognitions

- Celebrate high attendance via a postcard.
- Track family heritage.
- Incorporated Aaron Walker’s artwork in many forums.
- Student RAP Committee.
- Established an Indigenous Garden.



Supports

- Financially supported students in need via Spirit of Trinity fund, local churches and vending machines.
- Sent Nathan McGrath on Operation Flinders and their completion has been celebrated.
- Targeted individual support using ESO, Defence Transition Mentor, STARplex, Acknowledgement of Country at all public forum events.

Public Forums

- Prefect and Year 11 Induction with parents after hours in a COVID-19 safe environment.
- Online celebrations (COVID-19 safe).
- Uncle Jack Charles presentation.

Include, Celebrate and Recognise the ‘whole child’

- Buddies Without Borders – international forum – five students involved.

Plans for 2023

- To continue with and expand upon the progress made in 2022.

Action Item 3.1a Embed clearly defined Trinity Education Model, featuring the Trinity Graduate Qualities. Link our educational offerings to these qualities, embracing a positive collective efficacy approach.

Rationale

- Embed recent innovations into our current practice.

Strategic Actions 2022

Staff PD to embed the TEM

- Restorative Practices, Trauma Training, Young Lives in Context, Keeping Safe Child Protection Curriculum, YMHFA, Cultural Safety and Inclusion, 10 staff involved in SACE Learner Profile Pilot, which aligns with complex capabilities.

Use of Graduate Qualities

- Graduate Qualities were used to frame the goal setting for students in TULIP.
- New format for Leavers Statements maps student's achievements/experiences against Graduate Qualities.

Link Educational Offerings

- New Year 11 subject (Activate) is based around self-directed learning and marries with the GQs of Lifelong Growth and Wellbeing. The new subject will be based around wellbeing strategies for students in need.
- TULIP Community Engagement project at a local and global context.

Positive Collective Efficacy Approach

- Goal set for staff at the start of the year. Increase % of 'A' Grades.

Plans for 2023

- To further enhance the initiatives introduced in 2022.

Action Item 5.1b Expand student support services through improved Pastoral programmes including utilising our new team of Youth Workers.

Rationale

- Use Youth Worker role to complement Counsellor and Advocate support for students.

Strategic Actions 2022

In 2022 the development of the TULIP structure and programme provided a more proactive and holistic framework for students. The new structure saw the disbandment of Tutors and the instalment of student Advocates. Each Advocate plays a vital role in the lives of our young people. Delivering evidence based Pastoral Care and Academic skills-based programmes that our team is trained in:

- Youth Mental Health First Aid
- Restorative Practice
- Keeping Safe Child Protection

Ensuring our students have access to relevant, up to date and important Pastoral Care has seen the school partner with outside agencies such as:

- Metropolitan Fire Service (Road Awareness Programme)
- Elevate – study skills provider
- Encounter Youth (Getting Home Safely, Safe Partying, and 'Schoolies' support network)

The Wellbeing Space has continued to develop and the Youth Worker team has overseen the day to day running of the space, triaging students and seeking the correct support on a case-by-case basis. The Breakfast Bar has continued its success story. Now self-sustainable without the support of Kick Start, the bar now makes donations back to the charity that helped get it started.

Our Community Liaison Mentors' work in classrooms and corridors proved invaluable when they stepped in to support students, staff and families after we tragically lost a South Sudanese student this year. The significant support needed across at least two cultures was complex and required delicate and sensitive management.

Plans for 2023

Develop the Youth Worker role in the context of a Senior School.



STRATEGIC PLAN 2022 ACTION ITEMS SCORECARD

01 Christian Values

To live the College motto of *In God is my Faith.*

Priority 1.1	Strengthen engagement with local parishes and the wider Church.
	a. Develop new and expanded faith communities, leveraging opportunities for deeper partnerships with other Anglican entities and leaders.

	b. Reflect on ways to enhance and further embed the Trinity faith dimension including opportunities in Schools, via RAVE, through a strengthened Chaplaincy team, Christian staff and the St Francis community.

Priority 1.2	Inspire, celebrate and more closely support Indigenous, economically vulnerable, academically and psychologically diverse students.
	a. Ensure all events, awards, recognitions, supports and public forums, include, celebrate and recognise the 'whole child.'

02 Our People

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

Priority 2.1	Attract, support, develop and retain top quality staff.
	a. Understand our developing Human Resource requirements and identify our strategic direction through a well-constructed 'People Plan.' Further embed a culture of staff recognition. Review and develop enhanced formal appraisals. Ensure our leadership structure supports the next phase of College advancement.

	b. Invest in talent development by establishing an enhanced 'Educational Leadership and Mentoring Partnership Programme' in order to grow educational leaders and support professional advancement of staff.

Priority 2.2	Enable staff to develop a broad educational world-view and apply this for the benefit of Trinity.
	a. Promote conference presentation and research paper generation. Bring in and engage with nationally and internationally recognised education experts 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.

Priority 3.1	Develop a future-oriented educational model that continues to reinforce Trinity's educational excellence.
	a. Embed our clearly defined Trinity Education Model, featuring the Trinity College Graduate Qualities. Link our educational offerings to these qualities, embracing a positive collective efficacy approach.

	b. Deliver a cohesive approach to 'enterprise education' and promote cross curricular capabilities to build measurable skills in collaboration, creativity, innovation, research and entrepreneurship.

	c. Foster a culture of collaboration in delivering our new Senior School model.			

Priority 3.2	Broaden educational offering to meet more diverse student needs.			
	a. Deliver the recommendations from our Learning Support Review.			

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. Empower the Trinity College Institute and Trinity Innovation and Creativity School to drive tertiary relationships and empower staff in leading rigorous evidence-based pedagogy improvement.			

Priority 4.2	Expand the educational offering of Trinity.			
	a. Engage community and leverage internal and external expertise to deliver a quality educational plan for the new Trinity school at Roseworthy which leads to the commencement of the physical development of the site.			

	b. Entrench a refreshed College co-curricular programme to enhance quality, improve graduate quality linkages, improve communication, achievement, effectiveness and recognition.			

	c. Establish a nationally recognised, all encompassing 'Trinity Arts Model' to deliver, reinvigorate and enhance opportunities via our Arts programme. Include an extensive review and enhancement of our current curricular and co-curricular offerings.			

Priority 4.3	Build philanthropic, community and parental support.			
	a. Build old scholar, parental and philanthropic support. Build community engagement to assist the launch of our new school at Roseworthy. Prepare to celebrate the College's 40 th birthday. Celebrate and promote more effectively the 'Trinity Advantage.'			

Priority 4.4	Expand our community engagement programmes consistent with our Values.			
	a. Develop a clearly enunciated 'Cultural Safety and Inclusion Enrichment' plan. Expand authentic cultural engagement opportunities designed to build inclusion and promote social capital in diverse community groups.			

Priority 4.5	Enhance College facilities, policies, procedures and resources.			
	a. Produce a Master Plan for all Trinity sites including linkages which enhance College connections.			

	b. Deliver timely and on-budget, high quality master planned projects, including a high-quality Theatre capable of driving enhancement of the Arts for Trinity and regional communities; and Stage 1 of the Evanston site redevelopment.			

	c. Continue to review all high priority documents. Continue to develop appropriate organisational policies, frameworks, handbooks and procedures. Improve understanding of, communication, embedding and transparency of policies, codes and frameworks to ensure outcomes are improved.			

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, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings.			
	a. Further build flourishing students, staff and community via improving resilience and connections through evidence-based initiatives, programmes and external partnerships.			

	b. Expand student support services through improved pastoral programmes including utilising our new team of Youth Workers.			

	c. Extend the Trinity College Employment Assistance Package and internal wellbeing offerings.			

	d. Continue to apply learnings from Covid-19 experience.			

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. Build on the community, educational and more sustainable financial performance recently achieved to further drive our accompanying operations including STARplex, Early Learning Centres (ELCs) and Out of School Hours Care (OSHC).			

	b. Expand our data collection, feedback and communication systems through digital solutions including utilising micro-credentialing, enhanced dashboard style communication and improved real time reporting.			

	c. Review College wide systems and processes seeking areas for improved efficiency and enhanced quality.			

Priority 6.2	Engage students in environmental issues and management, including at an experiential level.			
	a. Further develop the Trinity Environmental Management Plan with a particular focus on setting, achieving and reporting against sustainability outcomes.			

*five years
forward
2022*



*Trinity College
Strategic Plan 2018-2022*

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



TRINITY COLLEGE

Aims

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

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

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

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

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

To help each student appreciate the joy of living.

Values

Opportunity

Community

Openness

Learning

Excellence

Wellbeing

Focus

Collaboration

Positive Education

Flexibility

Creativity

Graduate Qualities

Innovation

Strategic Priorities with 2022 Actions

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

- Develop new and expanded faith communities, leveraging opportunities for deeper partnerships with other Anglican entities and leaders.
- Reflect on ways to enhance and further embed the Trinity faith dimension including opportunities in Schools, via RAVE, through a strengthened Chaplaincy team, Christian staff and the St Francis community.

PRIORITY 1.2

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

ACTION

- Ensure all events, awards, recognitions, supports and public forums, include, celebrate and recognise the 'whole child.'

KRA 2: Our People

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

PRIORITY 2.1

Attract, support, develop and retain top quality staff.

ACTION

- Understand our developing Human Resource requirements and identify our strategic direction through a well-constructed 'People Plan.' Further embed a culture of staff recognition. Review and develop enhanced formal appraisals. Ensure our leadership structure supports the next phase of College advancement.
- Invest in talent development by establishing an enhanced 'Educational Leadership and Mentoring Partnership Program' in order to grow educational leaders and support professional advancement of staff.

PRIORITY 2.2

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

ACTION

- Promote conference presentation and research paper generation. Bring in and engage with nationally and internationally recognised education experts to engage with our staff.

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

- a. Embed our clearly defined Trinity Education Model, featuring the Trinity College Graduate Qualities. Link our educational offerings to these qualities, embracing a positive collective efficacy approach.
- b. Deliver a cohesive approach to 'enterprise education' and promote cross curricular capabilities to build measurable skills in collaboration, creativity, innovation, research and entrepreneurship.
- c. Foster a culture of collaboration in delivering our new Senior School model.

PRIORITY 3.2

Broaden educational offering to meet more diverse student needs.

ACTION

- a. Deliver the recommendations from our Learning Support Review.

KRA 4: Enterprise Development

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

- a. Empower the Trinity College Institute and Trinity Innovation and Creativity School to drive tertiary relationships and empower staff in leading rigorous evidence-based pedagogy improvement.

PRIORITY 4.2

Expand the educational offering of Trinity.

ACTION

- a. Engage community and leverage internal and external expertise to deliver a quality educational plan for the new Trinity school at Roseworthy which leads to the commencement of the physical development of the site.
- b. Entrench a refreshed College co-curricular program to enhance quality, improve graduate quality linkages, improve communication, achievement, effectiveness and recognition.
- c. Establish a nationally recognised, all encompassing 'Trinity Arts Model' to deliver, reinvigorate and enhance opportunities via our Arts program. Include an extensive review and enhancement of our current curricular and co-curricular offerings.

PRIORITY 4.3

Build philanthropic, community and parental support.

ACTION

- a. Build old scholar, parental and philanthropic support. Build community engagement to assist the launch of our new school at Roseworthy. Prepare to celebrate the College's 40th birthday. Celebrate and promote more effectively the 'Trinity Advantage.'

PRIORITY 4.4

Expand our community engagement programmes consistent with our Values.

ACTION

- a. Develop a clearly enunciated 'Cultural Safety and Inclusion Enrichment' plan. Expand authentic cultural engagement opportunities designed to build inclusion and promote social capital in diverse community groups.

PRIORITY 4.5

Enhance College facilities, policies, procedures and resources.

ACTION

- a. Produce a Master Plan for all Trinity sites including linkages which enhance College connections..
- b. Deliver timely and on-budget, high quality master planned projects, including a high-quality Theatre capable of driving enhancement of the Arts for Trinity and regional communities; and Stage 1 of the Evanston site redevelopment.
- c. Continue to review all high priority documents. Continue to develop appropriate organisational policies, frameworks, handbooks and procedures. Improve understanding of, communication, embedding and transparency of policies, codes and frameworks to ensure outcomes are improved.

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, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings.

ACTION

- a. Further build flourishing students, staff and community via improving resilience and connections through evidence-based initiatives, programs and external partnerships.
- b. Expand student support services through improved pastoral programs including utilising our new team of Youth Workers.
- c. Extend the Trinity College Employment Assistance Package and internal wellbeing offerings.
- d. Continue to apply learnings from Covid-19 experience.

KRA 6: Sustainability

Goal: Ensure Trinity remains financially strong and environmentally responsible.

PRIORITY 6.1

Continue to seek efficiencies, improvement and revenue growth opportunities for the College.

ACTION

- a. Build on the community, educational and more sustainable financial performance recently achieved to further drive our accompanying operations including STARplex, early learning centres (ELCs) and out school hours care (OSHC)..
- b. Expand our data collection, feedback and communication systems through digital solutions including utilising micro-credentialing, enhanced dashboard style communication and improved real time reporting.
- c. Review College wide systems and processes seeking areas for improved efficiency and enhanced quality.

PRIORITY 6.2

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

ACTION

- a. Further develop the Trinity Environmental Management Plan with a particular focus on setting, achieving and reporting against sustainability outcomes.

Trinity College Distinguishing Features

Students
Engaged + Aspirational

Staff
Quality + Caring

Volunteers
Generous + Loyal

Opportunities
Extensive + Affordable

Care
**Extraordinary
opportunities with
small school care**



TRINITY COLLEGE

Alexander Avenue
Evanston South SA 5116
tel: (08) 8522 0666
fax: (08) 8522 0631
email: office@trinity.sa.edu.au

www.trinity.sa.edu.au

Trinity College Graduate Qualities

Applied Creativity - the ability to develop novel and effective solutions in response to current and future challenges

1. Flexible thinking to generate many possible solutions to a problem.
2. Dealing well with uncertainty and disruption.
3. Desire to question assumptions and willingness to challenge the status quo.
4. Critical thinking and consolidation of a solution to a problem.

Wellbeing - a state of physical, mental and spiritual health that enables individuals to flourish in life with meaning and purpose

1. Ability to build emotional literacy, self-awareness and self-reflection.
2. Ability to build and nurture physical and psychological assets needed to respond to life's challenges and opportunities.
3. Building what is best in oneself and others through the understanding of strengths of character.
4. Respond to setbacks with resilience and perseverance in order to flourish.

Lifelong Growth - the ability to be self-regulated and self-directed in the ongoing pursuit of personal and professional growth

1. Mastery of numeracy, literacy and digital literacy to enable effective engagement with future learning.
2. Setting learning goals to respond to and prepare for continual change.
3. Selection and use of effective strategies for learning.
4. Ongoing self-reflection and evaluation to adapt and improve learning skills.

Community Engagement - the ability to build positive and responsible relationships that achieve social good, locally and globally

1. Ability to build social capital through the formation and growth of positive relationships.
2. Ability to communicate and collaborate effectively with individuals from diverse cultural and social backgrounds.
3. Development and the ongoing pursuit of cultural capital and its significance in society.
4. Collective pursuit of goals that serve social needs in local and global contexts.

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6.3 TREASURER'S REPORT

6.3.1 Balance Sheet, Income & Expenditure Report

6.3.2 Auditor's Report



College Treasurer

Annual General Meeting Report

STATEMENT OF PROFIT OR LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2022

	<u>2022</u>	<u>2021</u>
	\$	\$
INCOME		
Tuition Fees	16,214,714	16,079,797
Government Grants	58,907,607	54,652,653
Other	4,582,942	4,118,795
TOTAL INCOME	79,705,263	74,851,245
EXPENDITURE		
Teaching	49,667,333	46,197,895
Cleaning	1,437,015	1,385,214
Grounds	1,825,787	1,776,724
Maintenance	1,184,590	1,221,078
Administration	16,060,683	14,562,057
TOTAL EXPENDITURE	70,175,408	65,142,968
COLLEGE OPERATING SURPLUS	9,529,855	9,708,277
INVESTMENT OPERATIONS	748,096	208,727
GROSS TRADING RESULT	10,277,951	9,917,004
NON-TRADING ACTIVITIES		
Disposal/Scrapping of Assets	52,416	114,700
Capital Development Levy	1,011,678	995,619
TCG Foundation	-	-
Government Development Grants	357,500	1,036,000
TOTAL NON-TRADING ACTIVITIES	1,421,594	2,146,319
COLLEGE SURPLUS AFTER NON-TRADING ACTIVITIES	11,699,545	12,063,323
Other Comprehensive Income	(563,597)	1,571,313
Total Comprehensive Income	11,135,948	13,634,636

STATEMENT OF FINANCIAL POSITION

As at 31 December 2022

	2022 \$	2021 \$
CURRENT ASSETS		
Cash & cash equivalents	16,838,820	25,736,041
Trade & other receivables	3,959,883	3,717,373
Inventories	347,833	348,719
Financial assets	32,491,937	23,066,834
Other current assets	680,686	331,482
TOTAL CURRENT ASSETS	54,319,159	53,200,449
NON-CURRENT ASSETS		
Property, plant & equipment	87,554,567	77,856,747
TOTAL NON-CURRENT ASSETS	87,554,567	77,856,747
TOTAL ASSETS	141,873,726	131,057,196
CURRENT LIABILITIES		
Trade & other payables	4,253,905	5,178,143
Provisions	8,664,967	7,966,244
TOTAL CURRENT LIABILITIES	12,918,872	13,144,387
NON-CURRENT LIABILITIES		
Other payables	579,327	610,456
Provisions	533,716	596,490
TOTAL NON-CURRENT LIABILITIES	1,113,043	1,206,946
TOTAL LIABILITIES	14,031,915	14,351,333
NET ASSETS	127,841,811	116,705,863
EQUITY		
Retained Earnings	125,569,879	113,870,334
Share Portfolio Reserve	2,271,932	2,835,529
TOTAL EQUITY	127,841,811	116,705,863

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2022

	Retained Earnings \$	Share Portfolio Reserve \$	Total \$
Balance at 1 January 2021	101,807,011	1,264,216	103,071,227
Surplus from operations after non-trading income	12,063,323	-	12,063,323
Transfers to/(from) reserves	-	1,571,313	1,571,313
Balance at 31 December 2021	113,870,334	2,835,529	116,705,863
Surplus from operations after non-trading income	11,699,545	-	11,699,545
Transfers to/(from) reserves	-	(563,597)	(563,597)
Balance at 31 December 2022	125,569,879	2,271,932	127,841,811

CASH FLOW STATEMENT

For the year ended 31 December 2022

	<u>2022</u>	<u>2021</u>
	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition Fees	15,677,421	15,522,086
Receipts from Government	58,907,607	54,652,653
Other Receipts - Schools	5,527,463	5,043,374
Interest Received	757,209	280,578
Non-Schools Activities	8,324,816	7,783,012
Payments to Suppliers and Employees	(71,929,489)	(63,426,167)
Finance Costs	(14,192)	(19,009)
NET CASH FLOWS FROM OPERATING ACTIVITIES	<u>17,250,835</u>	<u>19,836,527</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of Related Party Loans	36,028	70,487
NET CASH (USED IN) FINANCING ACTIVITIES	<u>36,028</u>	<u>70,487</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for Property, Plant & Equipment	(17,368,656)	(9,407,066)
Government Development Grants	357,500	1,036,000
TCG Foundation	-	-
Proceeds on disposal of Property, Plant & Equipment	815,772	424,736
Payments for Investments	(9,988,700)	(2,841,300)
NET CASH (USED IN) INVESTING ACTIVITIES	<u>(26,184,084)</u>	<u>(10,787,630)</u>
NET INCREASE/(DECREASE) IN CASH HELD	<u>(8,897,221)</u>	<u>9,119,384</u>
CASH AT BEGINNING OF FINANCIAL YEAR	25,736,041	16,616,657
CASH AT END OF FINANCIAL YEAR	<u>16,838,820</u>	<u>25,736,041</u>

NOTES TO THE CONCISE FINANCIAL REPORT

For the year ended 31 December 2022

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 2022. The concise financial report has been prepared in accordance with Accounting Standard AASB 1039: Concise Financial Reports.

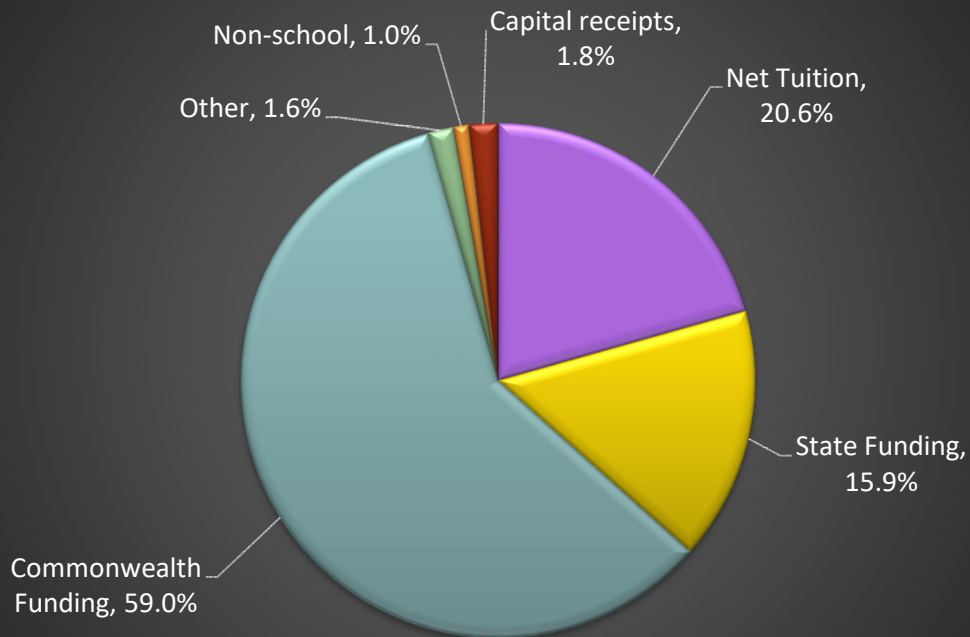
The financial statements and other information included in the concise financial report are derived from, and are consistent with, the full financial report of Trinity College Gawler Incorporated. The concise financial report cannot be expected to provide as detailed an understanding of the financial 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.

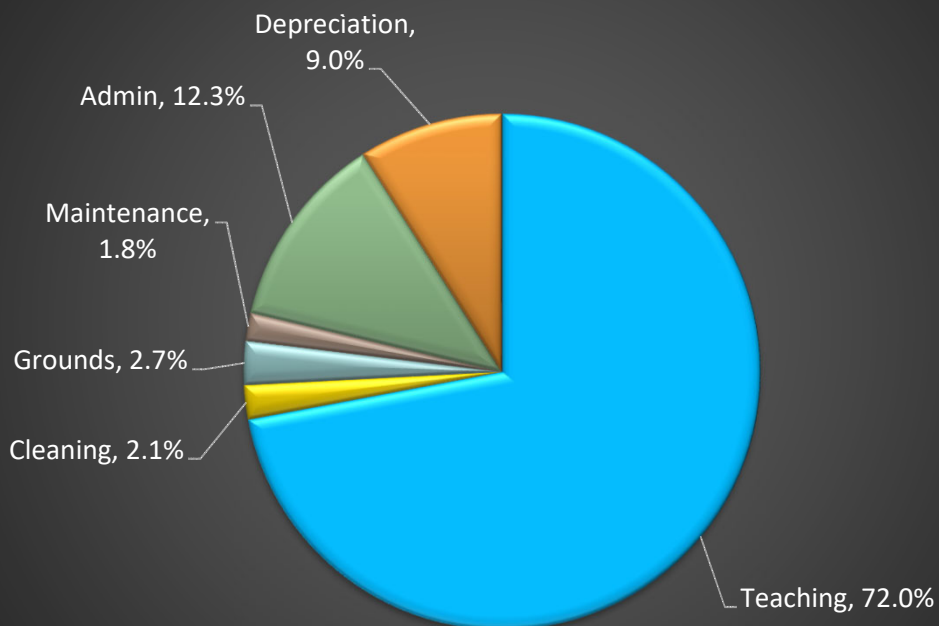
Trinity College Gawler

Annual Accounts for the year ended 31 December 2022

Income 2022



Expenditure 2022



**AUDITOR'S INDEPENDENCE DECLARATION UNDER SUBDIVISION 60-40 OF THE
AUSTRALIAN CHARITIES AND NOT-FOR-PROFITS COMMISSION ACT 2012 TO THE
COMMITTEE MEMBERS OF TRINITY COLLEGE GAWLER INC**

In accordance with section 60-40 of the *Australian Charities and Not-for-profits Commission Act 2012*, I am pleased to provide the following declaration of independence to the Committee Members of Trinity College Gawler Incorporated.

As lead audit partner for the audit of the financial statements of Trinity College Gawler Inc for the financial year ended 31 December 2022, I declare that to the best of my knowledge and belief, there have been no contraventions of any applicable code of professional conduct in relation to the audit.



Nexia Edwards Marshall
Chartered Accountants



Damien Pozza
Partner

Adelaide
South Australia

6 April 2023

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF TRINITY COLLEGE GAWLER INC

Opinion

We have audited the financial report, being a special purpose financial report, of Trinity College Gawler Inc ("the College"), which comprises the statement of financial position as at 31 December 2022, the statement of profit or loss and other comprehensive income, statement of changes in equity and cash flow statement for the year then ended, notes comprising a summary of significant accounting policies, other explanatory information and statement by the committee.

In our opinion, the accompanying financial report of the College, is in accordance with the *Australian Charities and Not-for-profits Commission Act 2012*; including:

- (i) giving a true and fair view of the College's financial position as at 31 December 2022 and of its financial performance for the year then ended; and
- (ii) complying with Australian Accounting Standards to the extent described in Note 1 and Division 60 of the *Australian Charities and Not-for-profits Commission Regulations 2022*.

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* and the ethical requirements of the Accounting Professional & Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (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 *Australian Charities and Not-for-profits Commission Act 2012* and the College's constitution. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Other information

The Committee Members are responsible for the other information. The other information comprises of the information in the Committee report for the year ended 31 December 2022, but does not include the financial report and the auditor's report thereon.

Our opinion on the financial report does not cover the other information and we do not express any form of assurance conclusion thereon.

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF TRINITY COLLEGE GAWLER INC (CONT)

Other information (cont)

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of the other information we are required to report that fact. We have nothing to report in this regard.

Committee Members' Responsibility for the Financial Report

The Committee Members 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 statements is appropriate to meet the requirements under the College's Constitution and the *Australian Charities and Not-for-profits Commission Act 2012*, and is appropriate to meet the needs of the members. The Committee Members are also responsible for such internal control as they 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 Members 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 members either intend to liquidate the College or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibility for the audit of the financial report

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

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

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

**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF TRINITY COLLEGE GAWLER INC (CONT)**

Auditor's responsibility for the audit of the financial report (cont)

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

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

Nexia Edwards Marshall

Nexia Edwards Marshall
Chartered Accountants

D. Pozza

Damien Pozza
Partner

Adelaide
South Australia

6 April 2023



- 6.4.1 Parents' and Friends' Committees
- 6.4.2 Trinity College Foundation (SA) Inc.

Annual General Meeting Reports

In 2022, we still had a few dealings with COVID to work through, however, as the year progressed we were able to hold a few events and the Blakeview Parents & Friends were again fortunate to have a wonderful group of dedicated volunteers from within the Blakeview community.

We had a great year and this is a summary of how it went:

- We kicked off the year with “Tea & Tissues” – this again was in the form of a little welcome pack which included a “Welcome to Blakeview” cookie, a small packet of tissues, sachets of tea, coffee and sugar which was greatly received by our new families – predominately for the Early Years.
- Middle School Athletics Carnival was held in March, we were able to put on a BBQ and refreshment stall.
- Open Day was a great success, we held another BBQ and selling of chocolates and second-hand uniforms – a big thank you to those who assisted on the day and the Year 10's who helped out, it was an amusing day spent with them.
- Junior School Sports Day was held on the last day of Term 1 in April, we were again able to put on a BBQ and refreshment stall.
- I spoke at the first of three mid-year transitions days to new parents about the school and what the P&F does and how parents can be involved and later in Term 3 our mid-year intake families received their Tea & Tissues welcome pack.
- We held a Father's Day stall, which proved to be very successful and returned a nice profit. We will also run a Mother's Day stall next year.
- Middle School Swimming Carnival was held in October at STARplex and we were fortunate to hold our Sausage Sizzle there, thank you to the wonderful trio that managed that day.
- The sale of Entertainment Books continued with a profit being made, as did the chocolate treats and the sale of second-hand uniforms.
- It was nice to see our donations being utilised at our school i.e the flagpole for Remembrance Day and a \$300 donation for the Colour Fun Run.
- A donation of \$1,200 was made to The Spirit of Trinity Fund and \$1,200 to The Scholarship Fund, both these causes are extremely beneficial to our community.
- The P&F purchased two chairs for the new Performing Arts Theatre that is being built at Trinity College Gawler.
- The P&F provided a morning tea for the Year 6 Welcome to MS Ceremony – special thanks goes to the new Student Leaders for 2023 who assisted on this morning.
- Our final meeting for the year was in the form of a dinner and a small gathering of parents attended this.
- We held another sausage sizzle and sold snacks and drinks at the JS Christmas Carols returning an amazing profit on this lovely night.
- At the annual Speech & Awards Ceremony I presented awards to students who displayed improved school performance throughout the year.

Thank you to each and every one of you that assisted in any way to see us through 2022. The profits are ticking along nicely and easily enabling us to make donations. We have a couple of projects in the wind that we have been asked to donate towards, which is exciting. Looking forward to see what 2023 brings.

Tina Cole

President, Blakeview Parents & Friends

Gawler River P&F - President's Report

The 2022 Gawler River Parents and Friends started the year with a newly elected committee. With big shoes to fill, COVID still looming and limited parent involvement in school activities, it was a mixed start to the year new!

Our annual sausage sizzle was swapped with a pastries and cakes sale and was supported in droves by our families. All left over pastries were donated to Fred's Van in Salisbury, which supplied the warm pastries to those going through tough times.

As the year progressed, we were excited to hold our annual Mother's Day and Father's Day stalls. As always these were a huge success and the enjoyment on the children's faces when they visit our makeshift shop, to lovingly purchase their gifts, is certainly a sight to behold.

Everyone was eagerly awaiting the lowering of COVID restrictions, which came just in time for us to hold our first Junior School Disco! The sheer joy on the faces of the children, parents and teachers walking into our glittering gym, set a wonderful mood for the night. Countless hours of preparation from our dedicated committee and the enthusiasm from all teaching staff and parent volunteers, made the event one to remember.

Grandparents Day made a comeback in 2022 and was a big success. Seeing the children eagerly leading their grandparents and special friends on tours of the school and showing them with great pride everything they have achieved was heartwarming.

We are proud to have been able to make contributions to the Speech Day student awards, students representing the school for State sport, as well as purchasing two chairs for the new Trinity Theatre currently being built.

As always, Rick Jarman has been one of our biggest supporters, attending meetings, answering questions and always available for a chat, especially as our new committee has been learning the ropes. Your involvement plays a vital role in our success and it is greatly appreciated.

I would like to thank the Front Office staff for their assistance throughout the year. It has not been an easy one but without you we would not have made it through.

We were lucky to have David Bradley continue as our College Board Representative and Committee member. He is a highly regarded member of our community and we thank him greatly for his time and contributions.

Finally, a big thank you to the committee! This year has seen many volunteers and although many have chosen not to take on official roles, you have certainly taken on your fair share of the work and for that I am grateful.

Karla Smith

President, Gawler River Parents and Friends

2022, well what can I say..... maybe rinse and repeat as COVID once again was front and centre in every decision and event that was held throughout the year.

Firstly, I want to thank the amazing core group of P&F members who have attended meetings and offered assistance at every turn this year. Your support and willingness to participate and help hasn't gone unnoticed.

Secondly, to Mr David Kolpak, your commitment to the P&F has never been more evident than this year. Your willingness to find innovative and different ways in which the P&F could re-engage with the school and the parent community is deeply respected and acknowledged.

2022 saw the P&F engage with many amazing local food truck operators in an attempt to still provide catering at school events, without the need for the large amount of human resource input that traditionally these events relied upon. In this changing time of increasingly time poor parent households, this has been a necessity for the P&F to do the same or more with less. I believe that this has been a successful change as evident at the recent Junior School Christmas Concert. A further exploration of how this can work for future events and the development of a core group of exceptional suppliers I think needs to be fully explored by the 2023 committee.

2022 also saw the introduction of guest speakers at meetings in a further attempt to further integrate the P&F with the school. There were some amazing speakers who shared their life experiences with us, with a standout being Ian Ward, you went above and beyond.

Personal highlights for the 2022 year for myself were;

- Junior Sports Day Catering
- Open Day catering
- Mother's Day Melbas Chocolates
- Father's Day Barossa Chocolate Factory Chocolates
- Kyntons Easter Fundraising
- Junior School Xmas Concert

On a negative it was disappointing this year that we had to say no to some opportunities to participate in school-based activities due to the lack of parent support. This will be the single biggest challenge that faces the 2023 committee being the reengagement with the parent group post COVID.

2022 has seen the "retirement" of some amazing members of the P&F family who have put in a generation of service. You will be sadly missed but enjoy your free time that you so richly deserve.

Finally, to everyone who supported a P&F initiative during this year, thank you so very much as without you, we wouldn't be able to do the things we do. This support enables the P&F to still hold a strong financial position with the ability to invest back into the school community and continue to build community in all the actions we undertake.

It has been a pleasure to hold the position of President for 2022.

Steven McKenney

President, North Parents and Friends

"Every challenge, every adversity, contains within it the seeds of opportunity and growth." – Roy Bennett

2022 was a year of challenge. Continuing from Building Community, the Parents and Friends Committee focused on planning new ways of making Connection. The discussion on how to best meet this theme became the central focus for much of the year. In 2023, we will look forward to putting these discussions into action.

The 2022 school year had a return to a more traditional learning life for our children and we welcomed parents back on to the school site for Open Day 2022 and many other sporting carnivals, music performances and student led fundraisers. As parents it was great to be able to attend parent information sessions, parent teacher interviews and support new parents as they began their journey at South School. The various school assemblies and end of year celebrations were also a highlight to share with staff and students.

Along with the changes in how we all participate within the community, the Parents and Friends saw the end of a season. Towards the end of the year, changing circumstances made it clear that 2022 would be my last year in Parents and Friends South. It has been an honour and privilege to support our school on the committee, both as a member and as President. I leave South Parents and Friends with a group of leaders who are dedicated to the school's students and community.

In 2023, the Parents and Friends will continue to seek ways to connect with our school community and provide support for students within the South school. As able, I encourage all to be involved in this great group making a difference within the school community.

To all the students in our school community, well done for the commitment you made to your lifelong learning. This learning will benefit you, not just in what you study but from the friendships and experiences you gained along the way.

Glenn Nitschke

President, South Parents and Friends

The 2022 school year returned to a more regular sequence of events, activities and celebrations, although we still had to maintain flexibility with our decision making due to ongoing impacts of the pandemic on our wider community. Therefore, the Foundation Board remained focused on long-term growth, and continuing to serve the Trinity community through planning, disciplined execution and strategic investments that will achieve growth.

I enthusiastically support the Foundation and what it stands for as it continues to grow. We are thus able to offer many and varied opportunities to more students. I am extremely proud of the work the Foundation has undertaken throughout 2022, and I know I speak for all Board members when I say that we are driven to do yet more.

The Foundation Board did not lose sight of our aim to support the students at Trinity College. Unquestionably, none of this would have been possible without the dedicated contributions of our volunteer Board members. As the impact of the COVID-19 pandemic lingers, the College's priority continues to be to protect the health and wellbeing of our community. This focussed and sustained effort enables the Foundation Board to continue to work productively. All Board members continue to ensure that the diligent management of Foundation funds remains paramount to ensure capacity and self-reliance within our community.

Our community's emerging philanthropic culture continues with a number of staff maintaining their donation to the Foundation via a fortnightly payroll deduction. Currently, 29 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. I am also very pleased to report that 100 percent of Foundation Board members are also donors to the Foundation.

Consistent with all previous years, I can also report that every cent donated has been used to assist the College and the students.

The Foundation are pleased to help support the College with the construction of the new Performing Arts Theatre due to be completed in 2023. The Foundation launched a Named Chair campaign at the annual fundraising dinner in July 2022. Donations of \$500 or more to the Foundation Building Fund will be acknowledged with a plaque on a chair in the new theatre. By the end of the 2022 academic year some \$40,000 had been donated. As the theatre takes shape, we are sure to secure more donations to this project which can be done on-line at the [Link here](#).

The annual black-tie fundraising dinner was held on Friday 29 July in the Attenborough Room at the Adelaide Zoo. Our theme for the dinner was *A Masquerade Party*. A good omen really to have a mask theme, as sadly another COVID outbreak seven days prior to our event did impact attendance numbers, but we are pleased to report that we raised \$35,891.

While the Board was extremely pleased and grateful that the annual dinner was able to go ahead, sadly, the annual Frocks & Fascinators Luncheon was not able to proceed in November 2022.

As you read this report you will see outlined how the Foundation continues to work with the College to provide for students in diverse and practical ways. In these instances, the Foundation helps through awards, financial support, and the *Spirit of Trinity Fund* that assists with urgent requirements such as uniforms, camp attendance and textbooks.

The Foundation proudly supports the College by way of numerous scholarships. In 2022 the Atkinson Academic Support & Innovation Support Scholarships were not awarded; however, we are pleased to announce two new Scholarships are to commence in 2023 and 2024.

The **Sliding Doors Scholarship** seeks to support high achieving students with leadership potential whose financial circumstances mean they would find it difficult to attend or complete their education at Trinity College. This scholarship has two winners for the 2023 academic year: Keenan Hackett (internal) and Isabelle McDonald (external) who will receive a 60% fee reduction for Years 7 to Year 12.

The **Roseworthy Hewitson Scholarship** is funded through a generous donation to the College by Michael and Rosslyn Hewitson who were both founding staff at the College when it was established in 1985 at Evanston South. The Hewitson's share a passion for education in the Anglican tradition and support the College vision of being open to all. This scholarship seeks to support two students who may require financial assistance to attend Trinity College Roseworthy. The scholarship is open to any student wishing to attend Trinity College Roseworthy however, preference will be given to applications from children of old scholars of Trinity College. The scholarship entitles the successful applicant to a 50% discount (on tuition fees only) for Early Years to Year 6.

In 2022 a new Award was presented at Valedictory through the generosity of the Stretton family. The Maureen Stretton Arts Award recognises a student who achieved Dux in one or more of these Arts subjects (Visual Arts, History, Languages or Classical Music) and the Cyril Stretton Science Award recognises a student who achieved Dux in one or more of these Science subjects (Biology, Chemistry or Physics). Each winner receives \$500.

The Foundation Board are very grateful to these donors for the establishment of these new scholarships which support the College as it continues to grow and provide excellent learning opportunities for students.

FOUNDATION ANNUAL GIVING

During 2022, 100 donors gave \$137,501.00 to the Foundation, which does include the named chair building fund campaign. Notably and pleasingly, as mentioned, 29 donors are staff of the College. A further \$35,891.00 was received from the Foundation dinner event. Therefore, our overall total fundraising for 2022 was \$173,392.90.

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, 35 students benefited throughout 2022 from the provision of uniforms, textbooks, and other resources.

2022 SCHOLARSHIPS

Foundation General Excellence Scholarship

The Foundation General Excellence Scholarship was awarded to Keian Curthoys-Davies (Year 10) as well as external student Chloe Seabrook (Year 10). The scholarship provides 50% remission of tuition fees for Years 11 and 12.

AON Scholarship

AON Insurance Services offers one scholarship annually to a Year 10 student entering Year 11. In 2022 the AON Scholarship was awarded to Cameron Loeser. This scholarship provides a 50% remission in fees, in addition to an optional work experience component.

College Musical Award

This award is presented to a student who is participating in the Whole College Musical, is talented in performing arts or stage management, has production ambitions and who is prepared to show leadership and commitment in this major production. In 2022 this award was split between two students, Alexia Girgolas (Year 12) and Xavier Ludborzs (Year 11). In 2022 the Whole College Musical was *"Into The Woods"*.

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. For 2022, this scholarship was awarded to Ryan Walker-Kluske (Year 11).

Collings Family Scholarship

The scholarship seeks to support a student who contributes to the richness of the College life, enjoys teamwork, strives to do their best academically and has a passion for hockey. They are awarded up to \$1,500 paid into their tuition fee account. The 2022 winner of this scholarship was James Launer (Year 11).

ADDITIONAL SUPPORT

Operation Flinders

The Foundation once again 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 grow individually and as valued members of the community. The Foundation's support of this program enabled eight Trinity College students to attend in 2022 at a cost of \$3,650.

AWARDS

2022 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
Isabelle Bartolo Saffron Bradley	Olyvia Smedley Marissa Desmond	Sophie Skeen Miella Curthoys-Davies Neve Cammans	Isabelle McLean James Skelton	Maesie MacGillivray

2022 Certificate of Academic Merit

The Certificate of Academic Merit is presented to students who make significant improvement in academic areas. The award is designed to recognise and promote academic achievement and is intended to complement other forms of recognition by acknowledging students who might not otherwise be recognised. A total of 16 certificates are presented annually in Term 3 across the College Middle Schools. Each recipient also receives commemorative books.

Gawler River	Blakeview	South	North
Etienne Bradley Prince Muchondo Charlie Micallef Alana Nguyen	Niranjan Praveen Harrison Lindsay Abby Thiel Kelly Matiop	Imogen Aplin Lillian Costa Yazmin Thredgold Jamieson Schouten	Charli Hunt Emily McGee Niklas Hansson Romeo Rom

The Trinity College Foundation would not be able to achieve these outcomes without the support it receives from the Development Office Team of Kay Fyfe, Clarissa Russo, Melissa Hardy, and Debbie Collins. I thank each one of them for their tireless dedication.

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

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



David Russell FIEAust CPEng (retired) MIET (retired)
Chair Trinity College Foundation (SA) Inc.

RETURNING OFFICER'S REPORT

At the close of nominations on Thursday 6th April 2023 at 4:30 pm, there were three people nominated for the three positions on the College Board. These nominations: Jo Cammans, Russell Johnstone, and Kyla Pizzino were all in order.

I declare them duly elected for a 2-year term on the Trinity College Board.

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

INFORMATION ON CANDIDATES

Jo Cammans

As a parent and active member of the school community for the last 20 years, and a Board member for the last 4 years, I wish to re-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 11.

I have very much enjoyed my last 4 years on the Board and feel that I have been able to contribute and learn from other Board members through a variety of different issues and challenges. I believe that I have been able to use my experience in dealing with strategic issues, problem assessment and resolution during this time to effectively support the Chair, Head and staff of the school.

I believe strongly in the ethos of Trinity College, including equality and accessibility for all and I am still passionate about supporting the work of the College in reaching out to all students and providing them with a high quality education and the support to become quality members of our community. I would therefore very much appreciate this opportunity to continue to work with others for the improvement of our school.

Russell Johnstone

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

In my professional life, I have developed and managed teams in grapevine nurseries and vineyards. My experience in public service includes leadership roles on a range of not-for-profit organisations including chair of several of the wine sector's professional bodies. I have also served two terms on the Board of the statutory authority; Adelaide Mount Lofty Ranges Natural Resource Management Board.

Presently, I am a member of the Northern and Yorke Landscape Board, Chair of their Governance and Finance Committees, Chair of the Section 41 Committee of the Barossa Bushgardens for The Barossa Council and I serve on the Barossa Aboriginal Reconciliation Committee. With this range of experience, I hope to bring a broad set of perspectives to the Board. My vision for the College

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

Kyla Pizzino

During my recent time on the Board, I have been very fortunate 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.

I am so thrilled to now see that what were once ideas and dreams are now becoming reality and I am very excited about what is yet to come.

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.

STEPHEN ROSIER

Returning Officer

Appendix to Returning Officer's Report

1. Letter from Diocesan Council re merging of St Francis with the Parish of Gawler.



14 March 2023

JET/sw/065/20/01

Rev'd Donna Petersen & Wardens
Parish of Gawler
1 Orleana Square
Gawler SA 5118

(Email: parishpriest@gawleranglicans.org; parishoffice@gawleranglicans.org;)

Dear Donna

I am pleased to advise that at its meeting on 8 March 2023, the Diocesan Council passed the following resolution.

09.2 Gawler – St Francis

That Diocesan Council receives and approves the registration proposal for the 'Parish of Gawler' incorporating the congregations of St George's (Church Hill), the Congregation of the Church of the Transfiguration and the Congregation of St Francis, as per the requirement of the Registration of Congregations & Parishes Ordinance Part 3, Division 1, Section 9 (5).

That Diocesan Council notifies the Parishes of Gawler and St Francis of this resolution.

Yours sincerely

Joe Thorp
REGISTRAR & SECRETARY OF SYNOD

cc Mr Dan Harris
cc Mr Raffaele Angelino – Synod Operations Manager